INTEGRITY CHAMPIONS
TRAINING PROGRAM

Trainers’ Manual
Camp 2

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## Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tr>
<td>Accountability</td>
<td>Explaining decisions, actions or use of money to stakeholders</td>
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<tr>
<td>Activity</td>
<td>Work carried out to achieve objectives</td>
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<tr>
<td>Alliance</td>
<td>Close relationship based on similar aims</td>
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<tr>
<td>Appraisal</td>
<td>An assessment made before some action or decision</td>
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<tr>
<td>Assumption</td>
<td>An expected result in the absence of firm data</td>
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<tr>
<td>Base line</td>
<td>Data used as a point of reference for comparisons</td>
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<tr>
<td>Beneficiary</td>
<td>Somebody who benefits</td>
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<tr>
<td>Brainstorm</td>
<td>Ideas shared in mutual discussion with others</td>
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<tr>
<td>Closing the loop</td>
<td>When data is used to resolve an identified problem</td>
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<tr>
<td>Donor</td>
<td>Somebody or an organization who gives money for a project or a program</td>
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<tr>
<td>Efficiency</td>
<td>Making the best use of resources with minimum wastage</td>
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<tr>
<td>Empowerment</td>
<td>Imparting confidence to people to become agents of change</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Assessing a project’s impact</td>
</tr>
<tr>
<td>Evidence</td>
<td>Verified information to support statements made</td>
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<tr>
<td>Fix</td>
<td>Resolution of a problem to the satisfaction of stakeholders</td>
</tr>
<tr>
<td>Fix Rate</td>
<td>Percentage of identified problems that are resolved</td>
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<tr>
<td>Focal Point</td>
<td>Key contact person linking the community with a service provider</td>
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<tr>
<td>Goal</td>
<td>A fixed objective</td>
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<tr>
<td>Implementation</td>
<td>Outworking a plan</td>
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<tr>
<td>Indicator</td>
<td>A sign evidencing to something else</td>
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<tr>
<td>Monitoring</td>
<td>Measuring progress towards a stated objective</td>
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<tr>
<td>Objective</td>
<td>A stated purpose</td>
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<tr>
<td>Participation</td>
<td>Involvement of people in a process</td>
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<tr>
<td>Purpose</td>
<td>Towards an objective</td>
</tr>
<tr>
<td>Review</td>
<td>Periodic assessment</td>
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<tr>
<td>Spoilers</td>
<td>People who hinder integrity or benefits to the community</td>
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<tr>
<td>Stakeholder</td>
<td>A person or organization who has an interest in or is affected by a project</td>
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<tr>
<td>Transparency</td>
<td>Communication, decisions and actions that are open for others to view</td>
</tr>
<tr>
<td>Verifiable</td>
<td>Something that can be proved to be true</td>
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Day One

Module 1: Appraisal of the Monitoring Experience

Preparation for Module One

Session 1: Welcome and Introductions
  - Course administration
  - Ground Rules
  - Expectations
  - Course objectives

Session 2: Review of Integrity Monitoring
  - Mentors/IWA staff Report Back
  - Integrity Champions think critically and assess their own performance
  - Report back from Integrity Champions on their experiences

Session 3: Assessing Specific Sectors
  For Schools, Courts & Infrastructure
  - What went well and why?
  - What didn’t go well and why?
  - What unexpected challenges/opportunities were encountered?
  - What was learned for next time?

Session 4: Concluding Feedback
  - Individual feedback from mentors to Integrity Champions
  - Integrity Champions feedback their own suggestions for future training

Day Two

Module 2: Review of Camp 1

Preparation for Module Two

Session 5: Why We Need Integrity Champions
  - The vision and mission of Integrity Champions
  - What is Integrity?
  - Ethical dilemmas

Session 6: The Monitoring Process
  - What is monitoring?
  - Steps in the monitoring process
  - Power mapping

Session 7: Monitoring Skills
  - Effective communication
  - Completing the communication cycle
  - Listening to understand

Session 8: Constructive Engagement to Resolve Problems
  - Understanding problem and conflict situations
  - Problem solving processes
  - Effective problem fixes
Day Three

Module 3: Training Integrity Champion Trainers

Preparation for Module Three

Session 9: You the Trainer
- How to use the training package
- Qualities of a good trainer
- Good trainers....
- Overcoming self-limiting beliefs

Session 10: Training Methods
- How adults learn
- Using different methodologies
- Teaching/Presenting, facilitating, coaching, mentoring
- Removing barriers to learning

Session 11: Training Tools and Skills
- Training Tools
- Presentation Skills
- Using visual aids & support devices

Session 12: Managing the Training Session
- Training session administration
- Managing group dynamics
- Giving and receiving feedback
- Preparing for Training Practice

Day Four

Module 4: Training Practice for Integrity Champions

Preparation for Module Four

Different Integrity Champions, alongside a Trainer, will facilitate these sessions.

Session 13: Schools
- Integrity and risk in the school system
- Successful monitoring in schools
- Challenges of schools monitoring
- Forms and procedures

Session 14: Courts
- The legal framework of court monitoring
- Successful monitoring in the court
- Challenges of court monitoring
- Forms and procedures

Session 15: Infrastructure
- The selection process for infrastructure projects
- Integrity in the infrastructure system
- Challenges of court monitoring
- Forms and procedures

Session 16: Evaluation of the Integrity Champions Training
Criteria for evaluation
- Individual trainee feedback
- Four levels of evaluation

Day Five
Module 5: The Role of Media in Promoting Integrity

Preparation for Module Five
Session 17: Introduction to the Media
- Hope for Afghanistan
- Expectations
- Who are the media?
- Types of media
Session 18: Media as a tool for integrity
- The power of the media
- A tool for Integrity Champions
Session 19: Using the media for advocacy
- Which tools to use
- Three things to consider
- The impact of social media
Session 20: Using Media Tools
- Skills for using media tools
- Media tools training
- Tool practice

Day Six
Module 6: Monitoring Tools

Preparation for Module Six
Session 21: Tool Review
- Developing a Project Plan
- Monitoring and Evaluation
- Database training IWA trainers to prepare
Session 22: Mobile Application Training
- IWA trainers to prepare
Session 23: Call Center Training and Launch
- IWA trainers to prepare
Session 24: The Way Forward
- Connecting of Integrity Champions with their mentors/review of individual work plans
- Post test/evaluation forms
- Review of the week
- Celebration!
Day Seven
First Integrity Champions Conference

- Welcome
- Guest speakers
- Review of the Year –
  - Speeches from IWA
  - Reports from Integrity Champions
- Future plans for Integrity Champions
- Presentation of Certificates

Appendix:

- Pre and Post Tests
- Session Handouts

Acknowledgements
A Note of Reminder to you, the Trainer

Symbols

- Flip-chart
- Video Clip

**Color Coding in this Trainer’s Manual:**

- If you need to read directly from this manual, the words you are to say are provided for you in **black** print
- Your own instructions as a facilitator are in **Orange**
- Everything on the PowerPoint is in **Turquoise**

**However,** in order to make some immediate visual distinction between the Trainers Manual for Camp 1, we have changed to **orange** the color of the title [at the top of the page] for each Module and Section in this Trainers Manual for Camp 2.

This title will still appear on the PowerPoint slide at the beginning of each Module and each Session.

The purpose is simply to help make an immediate visual distinction between this Trainers Manual for Camp 2 and the other Trainers Manual used for Camp 1.

Each new PowerPoint slide is in **Turquoise** but **bold**

Each hidden point on the PowerPoint slide to be revealed with a fresh ‘click’ on the computer is marked with a ▪

- The content of the *Integrity Champions Handbook* is in **Turquoise** and **grey-scale** so that you know what the Integrity Champions have in front of them
MODULE ONE

APPRaisal OF THE
MONITORING EXPERIENCE
MODULE ONE

APPRAISAL OF THE
MONITORING EXPERIENCE
Preparation for Module 1: Appraisal of the Monitoring Experience

Total Time: 7 hours

- **Session 1:** 2 hours 5 mins
- **Session 2:** 1 hour 10 mins
- **Session 3:** 2 hours
- **Session 4:** 1 hour +

**Materials and Equipment Needed**

- Projector/UPS/screen or monitor/laptop for PP
- Lots of flipchart paper and markers + tape for the walls
- Sound amplification for video
- Tape to secure cables to the floor for safety
- Masking tape to stick flipcharts around the room [without marking the paintwork]
- 8 balls (any size) – or any soft, throw-able object

**To Do in Advance for Session 1**

- Invite host agency to organize an official opening
- Ensure that participants know in advance the location of the training - what time it starts and that you expect them to be there for the training to start on time
- Check all logistical arrangements
- Create a question box for participants to use
- Create flipcharts:
  - Participant Introductions:
    - Name
    - Where from
    - Most excited about and
    - Greatest concern about being an Integrity Champion in their community
  - Ground Rules
    - Leave space for any extra Ground Rules the Integrity Champions want to add
  - Our Expectations (heading only)
- Make copies of hand-outs
- **ORGANISE** how the mentors/staff will give individual feedback to each of the Integrity Champions in the final session of the day
  
  You need to allow 10-15 minutes per person for this
Session Hand-outs
- Create a hand-out of the participants schedule with start and end time, breaks, lunch etc.
- Pre-tests
- Workbooks for each participant

Objectives for Opening Module:
1. To create a welcoming environment for the start of the training
2. To set the tone by providing information to participants about the format, the policies and the procedures of the training
3. To provide time for reflection and feedback of Integrity Champions’ experience since Camp 1

Session 1: Welcome & Introduction to Camp 2
- Course Administration
- Ground Rules
- Expectations
- Course Objectives

Session 2: Review on Integrity Monitoring
- Mentors/IWA staff give their general feedback on months since Camp 1
- Integrity Champions think critically and assess their own performance
- Report back from Integrity Champions on their experiences

Session 3: Assessing Specific Sectors
For Schools, Courts & Infrastructure
- What went well and why?
- What didn’t go well and why?
- What unexpected challenges were encountered?
- What new opportunities presented themselves and how were these handled?
- What was learned for next time?

Session 4: Concluding Feedback
- Individual feedback from mentors to Integrity Champions
- Pairing up of original Integrity Champions as ‘mentors’ with any new Integrity Champions
Module 1: Appraisal of the Monitoring Experience
Session 1: Welcome and Introduction to Camp 2

Welcome and Introduction 10 mins
- Welcome participants and state your name
- Acknowledge the key dignitaries attending the Training and thank the hosting organisation

Introductory Speech 20 mins
- The introductory speaker should be invited by IWA [someone from the shura, a Government office, a district program coordinator or a Ministry of Education official]
  The purpose of these guests is to demonstrate the importance of the Training and our commitment to provide Integrity Champions with all the support in bringing CBM to communities in the regions and to the different sectors
- Allow a short break before the next activity, in case dignitaries and the introductory speaker need to leave

Introductory Game: Learning Something New 15 mins
This exercise will:
- Help the Integrity Champions understand and deal with that uncomfortable feeling when they join a new team
- Help the Integrity Champions experience change within their own team
- Force the Integrity Champions to adjust to a change in procedure or policies
- Emphasizes the understanding of ‘what is now new and will soon become the normal’
- Help demonstrate how the transition from ‘new’ to ‘normal’ can flow naturally

Please get into 4 groups of 10 and stand in a circle facing each other.
Wait until everyone is in position.
Facilitators should, also, join one of the groups.
Give each group a ball.
The facilitator in each group should explain:
- I am going to throw the ball to someone and call out their name
- When YOU get the ball, call someone’s name who hasn’t yet had the ball and throw them the ball
  You must remember whom you threw the ball to!
Does anyone have any questions?
- If you don’t know someone’s name, ask them before you throw them the ball and, then, remember their name for next time

This continues until everyone in the circle has thrown and caught the ball.
- The facilitator must explain to the group that each person must remember their catcher.
When the ball has been thrown to everyone in the group, the ball returns to the facilitator and
The ball is, then, thrown around the circle again in the same order as before

This cycle continues until the facilitator is happy that the whole group is comfortable with the exercise.
(You will know this because people are actually listening for their name to be called out and they are catching the ball.)

THEN, add a second ball and do the same.

When comfortable with this, call ‘Reverse’ and ask the group to do it in reverse order.

Debrief: 10 mins
Ask everyone to return to their seats.

Ask and gain general responses to the following questions:
- How did you like that game?
- Did you learn any new names?
- What was difficult?
- What was easy?
- How did you feel when the second ball was added?
- What about when you had to do it in reverse?

Now ask:
- Can you think of any other situations when you have had [or might have] similar feelings of anxiety to start with and, then, when you got used to the new situation, it seemed very easy?

Help the Integrity Champions to understand and to deal with that uncomfortable feeling when they join a new team.

Relate this to this weeks training.
1. You have all had very different experiences since Camp 1
   Some experiences good – some difficult
2. Some of you are new and weren’t here at Camp 1 – EVERYTHING is new for you
3. During this week ALL of us will be learning new things
4. It is good to remember how it feels for some people – a little nervous or apprehensive to start with and, then, everything quickly becomes ‘normal’
5. Lets all help each other and, especially, our ‘new Integrity Champions’

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INTEGRITY WATCH AFGHANISTAN
Ask the new Integrity Champions to stand.
Give them applause.

**Course Administration**

Let me briefly cover with you some administrative details of this training

Outline the time frame for the workshop and the break schedule

- **Certificates:**
  We do not give certificates for non-attendance!
  You must be here for the whole training if you want a certificate
  No exceptions!

- **Notes:**
  We would like you to take your own notes in your Workbook
  There is valuable information already there and you will be adding to it as you go through the training
  You will remember much more if **YOU** write it down **YOURSELF**!
  But, the most important way to gain from this training is to practice what you learn!
  In addition to this Workbook, you have been given ‘IWA’s ‘Community-Based Monitoring Toolkit’
  This is full of additional information and procedures for you to refer to!

**Wait until after the pre-test to give out Integrity Champions Workbooks**

- **Facilities:**
  State where they are

- **Question Box:**
  If you have any questions related to this training that you would like to ask anonymously, please write them down and put them in the Question Box
  We will try to answer them at the start of each morning.

**Some Ground Rules**

To get the most from this training it is helpful to decide on some rules and procedures that we all agree to follow

Here are some we would like you to follow:

1. **Respect:**
   We would like you to respect each other unconditionally
   Listen to and respect one another’s ideas and thoughts - even if you, personally, think differently or disagree with them
2. **Confidentiality:**

   What is shared by your fellow Integrity Champions should remain confidential.

   Is that agreed?

   Wait for a response

3. **On Time:**

   One way of showing respect for your colleagues and for your trainers is to **BE ON TIME** for each session.

4. **Mobile Phones:**

   Please turn your mobiles off or to ‘silent’ so as not to disturb the training session.

   a. If it is a real emergency and you must answer the call, please go out of the room so as not to disturb the rest of the colleagues.

   b. Please do not text during class.

5. **Fully take part** in activities and discussions.

   Ask:

   Any other Ground Rules you would like to add?

Light-heartedly ask:

   What should be the ‘punishment’ for people who break the rules?!

   Dance?! - Sing a song - Recite a poem? - Push-ups?

Ask for an agreement from the whole group for acceptance of these Ground Rules.

**Mobile phone video clip**  
5 mins

This is intended as an amusing reminder to switch off mobile phones.

**Pretest**  
10 mins

This is to check how much you know about the subject before we start.

So, don’t worry if you don’t know anything!

You will do exactly the same test at the end of the week and, by then, you should know all the answers!

When they have finished the pre-test, hand out the Integrity Champions Workbooks to each of the Integrity Champions.

**Your Expectations**  
10 mins

Research has consistently demonstrated that, when clear goals are associated with learning, the learning occurs more easily and rapidly.

In your Workbook there is a space on page 6 for you to answer some questions about what you would like to gain from this training.
We’d like you to write your answers to these questions

1. What are your expectations of this training?
2. What would you like to have learned by the end of the training?
3. What would you like to be able to do better by the end of the training?
4. How will you know if you have improved in that area?

Debrief 10 mins

Let’s have some volunteers.

Who would like to share just ONE of your expectations of this training?

Keep to ONE expectation per person and ask them not to repeat what someone else has said.

Write these on the flipchart entitled ‘Expectations’

Course Objectives 10 mins

Our goals for this Training Camp are:

1. To provide opportunity for Integrity Champions to think critically about their experience since Camp 1.
2. To receive feedback from both Integrity Champions and their mentors as a positive learning experience.
3. To review all course material from Camp 1 with opportunity to ask questions in the light of actual experience.
4. To receive training as trainers of Integrity Champion materials.
5. To receive training in the role of the media and in the use of other tools for community integrity building.
6. Launching of an Integrity Champions Call Center.

Are there any Questions so far?

Respond to any questions and remind them of the Question Box.
Module 1: Appraisal of the Monitoring Experience
Session 2: Review of Integrity Monitoring

**IWA Monitors Reports**  
10 mins
- Mentors should compile their reports
  
  Choose one or two spokespeople to give a short report back on the overall Integrity Champions program that they have mentored.
  
  Allow no more than 4 or 5 minutes each.
- These should be as positive and encouraging as possible without glossing over any real difficulties that occurred

**Personal Exercise: Thinking Back**  
10 mins
Please take a few minutes to answer the following questions about your experience since Camp 1:

It may be helpful for you to read the questions aloud to the Integrity Champions before they start, just to check that they understand what they are to do.

1. **Think back to when you left Camp 1**
   a. What were your expectations then?
   b. What were you looking forward to most?
   c. What were the areas you thought might be difficult?

2. **Now think about the reality of the past few months**
   a. How real were your expectations?
      Was the reality as you had expected or very different?
      Why?
   b. Were the things you were looking forward to what you experienced?
      Why?
   c. Were the things you thought might be difficult, the same as what you experienced?
      Why - or why not?
d. On Camp 1 we covered many topics:
   - What is integrity
   - What are Integrity Champions
   - What is Monitoring, Power Mapping, Interpersonal Communication, Listening Skills, Constructive
   - Engagement to resolve problems, Monitoring and Evaluation

Of all those topics, which 3 have been the most helpful and Why?

**Small Group Feedback:**

Please get into groups of 5 people and move into a space where you will not disturb the other groups near you.

- Please take it in turns to share with your group how you answered the ‘Thinking Back’ exercise you have just done
- Allow time to answer questions or to clarify anything that is not clear to the others in your group

You have a total of 10 minutes per person

The mentor or trainer in your group will take notes so that they can feedback to the other IWA staff

**There will be no general Debrief for this session as it is, in itself, a debrief.**
Module 1: Appraisal of the Monitoring Experience
Session 3: Assessing Specific Sectors

Now we are going to review your experiences in the different sectors:

1. Schools
2. Courts
3. Infrastructure

**Personal Exercise: Sector Experience**  
10 mins

1. What went well in monitoring in your sector?
2. What didn’t go so well and why?
3. What was the most difficult thing you experienced monitoring in your sector?
4. What unexpected challenges were encountered?
5. What new opportunities presented themselves and how were these handled?
6. Knowing what you know NOW, what would you have done differently when you first started monitoring projects in your community?
   
   What changes would you make to the way YOU did things/the way you behaved?
7. What is the best thing you have learned from your experiences of working in your sector?
8. What is one piece of advice you would like to pass on to a new Integrity Champion?

**For this next small group exercise try to:**

- Divide the groups as evenly as possible in groups of 5
  
  For example:
  
  Try to have 5 people who all monitored schools, or courts in the same group

- If possible, any newcomers who are hoping to monitor in that sector should join that group
  
  But only one newcomer per group if possible

- Have one IWA staff member who knows most about the particular sector in the group taking notes of what is said and answering any specific questions

- Give each group a flipchart paper and pen
Small Group Feedback  

Please get into groups of 5 people who have been monitoring the same sector as you and move into a space where you will not disturb the other groups near you.

- Introduce yourself to anyone you don’t know in the group
- Please take it in turns to share with your group how you answered the ‘Sector Experience’ questions
- Allow time to answer questions or to clarify anything that is not clear to the others in your group

You have a total of 10 minutes per person

- As you listen to your group, think about the 3 most important things you learned about monitoring in your sector
- At the end, agree on the top most important things you learned as a group and write them on the flipchart.
- The mentor or trainer in your group will take notes so that they can feedback to the other IWA staff all your experiences.

Debrief  

Call all the groups back together.

Take each sector in turn.

So, all the schools sector groups report back before the courts sector group starts.

Ask an Integrity Champion spokesperson to share their top 3 learning points with the whole class.

Then, ask the next group of the same sector to add anything new that they had.

Then, take the next sector etc.

Make concluding remarks

Put the flipcharts up on the wall.
Module 1: Appraisal of the Monitoring Experience
Session 4: Concluding Feedback

**Individual Feedback Sessions with Mentors**  
60 mins

You have approximately 1 hour for this final session of the day.

Each IWA mentor/staff member should give individual feedback to the Integrity Champions they have been responsible for mentoring.

Each Integrity Champion should have 10-15 minutes to receive individual feedback from their mentor, to ask questions, to make comment, etc.

If more time is needed, you will probably need to arrange another time to continue your discussion.
Preparation for Module 2: Review of Camp 1

Total Time:
- Session 5: 1 hour 25 mins
- Session 6: 1 hour 30 mins
- Session 7: 1 hour 50 mins
- Session 8: 2 hours 10 mins

Materials Needed:
- Blank pieces of A4 paper
- Lots of flip-chart paper, colored markers
- PowerPoint slides
- Video Clips:
  - ‘I need tea tomorrow’
  - Poor Communication (if extra time available)
  - Good Communication (if extra time available)
- Laminated pictures of complicating factors in Communication
- Prize for Fishing Completion game

To Do in Advance
- Check question box and prepare to answer any questions
- Put up flip-charts on ‘Ground Rules’ where everyone can see them
  - Remember to enforce these at the start of sessions
  - Make it fun!
- Create flip-charts:
  - Half the ‘Communication Cycle’
  - The full ‘Communication Cycle’
  - Our Definition of Good Communication
  - Communication Skills
  - Good Communicators ARISE
  - 3 concentric circles for Power Mapping Exercise
- Rolled-up newspaper (or used flipchart paper) batons and fish cut out of newspaper/scrap paper, enough for one each participant
- Plan the space for 10 people to play the ‘Fish Race’ game
- For the ‘Chairs Game’: 


Prepare the following instructions on small slips of paper:

Instruction A:

Put all the chairs in a circle (10 minutes to do this)

Instruction B:

Put all the chairs near the door (10 minutes to do this)

Instruction C:

Put all the chairs near the window (10 minutes to do this)

Session Handouts

- Laminated pictures ‘Why Communication Can be Complicated’
MODULE TWO

REVIEW OF CAMP 1
MODULE TWO

REVIEW OF CAMP 1
Module 2: Review of Camp 1
Session 5: Why We Need Integrity Champions

Welcome
Today we are going to do a quick review of all the material we covered in Camp 1.
That means one week all in one day!
For most of you this will be a review.
For some of you it will be new material.
Please feel free to ask questions if anything is not clear.

Class exercise: 10 mins
- The purpose of this activity is to help trainers know how much participants understood about integrity and about the vision and mission of Integrity Champions
- A starting discussion will help new participants to think first by themselves about integrity and the responsibility, vision and mission of Integrity Champions

Give each person a card
Please write on your card in one sentence the answer to these 2 questions
You have 5 minute to do this:
1. What is integrity?
2. What is your vision and mission as an Integrity Champion?

After 5 minutes you can ask the Integrity Champions to start walking and sharing their ideas with each other.

- You can walk and start to share answers with at least 3 other people
  You will have 5 minutes to do this
- You can change what you have written on your card if you wish

Debrief: 20 mins
Ask for a few responses and, then, see if anyone has anything VERY different from what has been said.
Be sure to ask one of the new Integrity Champions what they wrote.
Try to assess what level the new Integrity Champions are at and how much the attendees of Camp 1 remember.

Finish with:
What is an Integrity Champion?
Someone from the community who has been appointed to collect data on the transparency and effectiveness of development projects. An Integrity Champion empowers citizens to act with, and to demand, integrity.
IWA's Mission through Integrity Champions

- To facilitate better Public Services
- To ensure that Policies are appropriate
- To ensure that information can be trusted
- To empower the community to ensure that fewer Public Funds are wasted

**Case Studies: Ethical Dilemmas?**

Here we are using the same scenarios of Javid from Camp 1, but in a slightly different way.

Javid faces many common ethical dilemmas.

In this activity we want the Integrity Champions to consider ethical dilemmas that they actually faced in their monitoring and to consider how they could improve (if at all) their responses.

This is, also, an opportunity for new Integrity Champions to think about these issues in a group setting.

Please get into groups of 3 or 4 and read the story of Javid.

You worked on this story in Camp 1

This time, we want you to think about the story a little differently.

See if you will answer the questions differently as a result of your experiences since Camp 1.

Has your experience since Camp 1 changed the way you see this and how the dilemma could be handled differently?

You have 10 minutes to read the story and to discuss it.

1. Javid brought the tazkera to the vakil for his approval.

   The vakil asked for money from Javid for this;

   a. What does Javid, as a citizen, need to know about the vakil’s responsibilities?
   b. How could Javid find out about the vakil’s responsibilities?
   c. What are Javid’s options?
   d. What should Javid do in this situation?

2. Javid’s son is very sick and he took his son to the doctor.

   There was a long line of people waiting and Javid was desperate for the doctor to see his son.

   The man in charge of the crowd told Javid that, if he paid him some money, Javid’s son could go to the front of the line.

   What should Javid do?

3. One morning Javid noticed a lot of trash behind the wall of his house. He asked a municipality employee to remove it.

   The municipality employee asked for money, saying it was not his responsibility.

   What should Javid do?
After 10 minutes, or when most of the groups have finished, ask them to fill in the chart ‘Ethical Dilemmas’ in their workbooks.

Now, please fill in the chart in your workbook.

1. What do you think was Javid’s most difficult ethical dilemma and why?
2. What is your solution to this?

Next, on the chart, fill in YOUR own personal most difficult ethical situation.

1. What did you do? and
2. How would you like to improve that in the future?

You have about 10 minutes to do this exercise.

**Ethical Dilemmas**

<table>
<thead>
<tr>
<th>Javid’s Most Difficult Ethical Situation</th>
<th>Why?</th>
<th>What Is Your Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YOUR Own Most Difficult Ethical Dilemma</th>
<th>What Did You Do?</th>
<th>How Would You Like to Improve On That In the Future?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Debrief :**

**30 mins**

In this debrief session, it is important to lead the Integrity Champions to think about places where integrity is at risk.

- Help them think back to the ways they may have responded but, now, how they respond for the good of society
- The hope is that Javid’s story will help make step-by-step connections with real places and times when integrity is at risk
- This will highlight how corruption can easily become normal and common in daily life
- For these reasons, encourage discussion of alternative solutions to paying bribes
- Encourage discussion and emphasize that all members of society are responsible for not allowing corruption
  
  Honesty and integrity are also Islamic values.
- When integrity is ignored for the sake of short-term gains, not only immediate results are at risk, but future generations are put at risk of a continuing corrupt society
- Integrity Champions have a responsibility to talk with, and to show, citizens the places and situations where integrity is at risk in local communities.

  If allowed to continue, these will only make corruption harder to fight for future generations.
  Integrity Champions can help local communities to understand that they should fight corruption in favor of integrity and honesty as these are Islamic Issues.
Module 2: Review of Camp 1
Session 6: The Monitoring Process

Small Group Discussion: Monitoring 10 mins

The purpose of this exercise is to give the Integrity Champions a chance to think for themselves about monitoring and about what they are aiming for by monitoring.

Please get into groups of 5 people in each group

Discuss together the following questions

1. What is monitoring?

2. What do you want to achieve by regularly monitoring in your sector?

Debrief 20 mins

Ask for feedback from each group and make comment.

Here we want to lead the Integrity Champions to think about the specific goals that they want to achieve by monitoring.

Conclude the debrief with the following:

▪ You must decide what you want to ACHIEVE by monitoring

  For example:

  a. If you monitor the traffic department, maybe you want to make the procedures to apply for a driver’s license simpler - or

  b. Perhaps, you want to eliminate the opportunity for people to pay bribes to pass the driving or health exam

  c. You may have heard reports of sexual harassment of women applicants at the driving school and, maybe, you want to force the traffic department to investigate and stop such incidents.

  Generally, monitoring shows you if a system or an institution is performing its activities as intended.

  Monitoring, therefore, can, be a powerful tool to promote integrity.

▪ Keep in mind that monitoring is a process

  It is a process for finding the problems in systems which we are living with - such as, education, health care, courts, telecommunications, employment, marketing, transportation, security, the election system and... after finding the problem and places of risk for integrity we can try to fix them

▪ By fixing these problems, we can greatly improve the lives of people

  A society with integrity and lack of corruption can be our motivating vision for working with the monitoring process.
**Small Group Activity: Community-Based Monitoring Process**  
15 mins

- Please get into your previous group
- Look at the page in your workbook
- Remember that we talked about monitoring as a process
- Discuss and help each other to fill out the blank space in this diagram

The following diagram is in the Integrity Champions Workbook in outline form only.  
Their version has no words in it!

The reason for this is to get them to think together in their Small Groups and to come up with their ideas of what the process might be.

**Debrief**  
15 mins

When you, now, show them the completed diagram, ask them to fill in the blanks in the spaces provided in the same diagram in their Workbooks.
Monitoring power = making an accountable government and citizens

Citizens have a constitutional right to monitor governmental responsibility. The government has responsibility and accountability towards the people.

Integrity Champions have a role in creating a legitimate environment of transparency where citizens in the community can be satisfied with the results of projects and programs.

Class Exercise: **Power Mapping** 15 mins

The purpose of this exercise is to show the Integrity Champions that governmental sectors are the most important area that they need to monitor.

Understanding the importance of the chain of power in the local society is essential for successful monitoring and solving problems.

We would like you to think about:

1. The people in your communities who have power
2. The people who feel they have no power
3. Who are the most powerful people and institutions in YOUR Community?
4. Make a list together in your group and, then,...
   Order them from the MOST powerful to the least powerful
5. When you have made your prioritized list, mark the people on the circles on the flip-chart
   - The inner circle is the MOST powerful person or source of power in the community
   - The further out of the circle the people are, means they have less power
   - Think about power sources - such as the mullah, the vakil, the police, teachers, the doctor, farmers, shopkeepers, mothers, government officials
6. What about the Integrity Champion – where does he/she fit in the circle?
Debrief

15 mins

The important thing here will be to bring out the importance of knowing the relationships between the power sources in a community.

Knowing these power sources:
1. Integrity Champions can use these relationships to advantage. When faced with difficulties, it will help to identify the power sources to contact.
2. It may also help to pinpoint a possible ‘spoiler’.
3. Seeing the relative closeness of powerful people is also important. Where power sources are close together, corruption is most likely.
4. Although power sources in different community maps will vary, it is important for Integrity Champions to recognize that there are some common and usual power sources in every community.
5. The important thing is for you, as an Integrity Champion, is to identify those power sources in YOUR OWN community.

When the Integrity Champions are ready, ask everyone to sit back in their seats and, then, create a class discussion around the following:

- What was new for you in this exercise?
- What do you notice about the relationships of power in your local community?
- How could creating a power map in your community help you to be a better monitor?
- Who is the most powerful player in your circle and why?
- How do you feel about your place as an Integrity Champion?
Module 2: Review of Camp 1
Session 7: Monitoring Skills

Introduction to Monitoring Skills 5 mins

Today we are doing a quick review of all the material we covered in Camp 1. That’s 5 full days training covered in one day!

So far we have reminded ourselves of why we need Integrity Champions and the importance of the monitoring process.

Now we are going to review 2 skills that are essential for monitoring.

1. How to be an effective communicator
2. How to listen to understand

Finally, we will talk about some Monitoring Tools.

What do we mean by Interpersonal Communication?

a. Interpersonal = between individuals

   - parent/child - boss/ employee - contractor/client - policy-makers -
   - government officials

b. Group interaction

   - lectures - shura’s or town meetings - community leaders

c. Mass media

   - radio - TV – Internet

Three Topics on Communication

1. What is Effective communication?
2. Why is it so complicated?
3. Why is Respect so important?

Class Discussion: What is Effective Communication? 5 mins

How many of you can remember this picture?

Ask someone to come up and explain what is wrong with:

Show flip-chart with only half the ‘Communication Cycle’

Half the Picture

1. Giving instructions or simply giving information - even if the information is good, will not necessarily change behaviour

   This has been a model used by governments, organisations and teachers for a very long time – often with poor results!

   An Integrity Champion needs new ways to communicate that are much more effective and new ways that make much better relationships.
Communication is NOT JUST Words 15 min

**ASK:**

What else helps us understand a message from someone?

Keep asking until 'words', 'tone of voice' and 'body language' have all been mentioned.

Who can remember which we take most of?

Can anyone remember the percentages?

a. 📜 Words 7%

b. 📜 Tone of Voice 38 %

c. 📜 Body Language 55%

Effective Interpersonal Communication is a cycle of sending a message + gaining a response + confirming the accuracy of the response

The Communication Cycle

Sometimes we send messages that are clear to us but are unclear to the person who is receiving the message.

So, we have to continue asking for a response and re-sending the message until the receiver understands what we [as the sender] really meant to say.

When the message received is the same as the message that was intended by the sender, the ‘Communication Cycle’ is complete.

Illustrate this on the white-board or a pre-drawn flip-chart [see below]

Once again, the turquoise normally signifies that the words are in the Integrity Champions Workbooks.

Only the diagram is there so you need to ask the Integrity Champions to write the words into the diagram in their Workbooks themselves.
**Video Drama: Example**

**He says:**
“I need tea early tomorrow morning”

**She thinks:**
- “I always get him tea
- Why is he saying this to me?
- Maybe he’s upset with me”

**He says:**
“I have to go to class early tomorrow morning”

**She thinks:**
“Oh, now I understand”
Debrief

Communication is a cycle of sending a message, gaining a response and confirming the accuracy of the response.

Without a response there is no effective communication.

Response can come through:
1. Body language
2. Verbal or other exchanges that indicate that people are happy or unhappy with the message sent to them

Silence also communicates!

Definition of Good Communication:

Effective Interpersonal Communication is:

▪ Making sure that people in all sides of the conversation have understood the message as it was originally intended to be received
▪ Never one-way!
▪ A skill to be learned

In an organization or a personal relationship, Communication is.....

1. The exchange of ideas and information between two people or a group of people
2. The ‘life-blood’ of relationships

Good communication can be used to.....

1. Provide information
2. Teach skills
3. Empower others
4. Motivate and to encourage

Why Is Communication So Complicated? 10 mins

There are many different dynamics and many things that can go wrong - misunderstandings, prejudices, assumptions we make - that can make communication quite complicated.

Hold up the laminated pictures as a reminder and ask one Integrity Champions per picture to explain to the ‘newcomers’ the different complicating factor in communication that is depicted in each picture

Ask:

What difficulties might these people have in communicating?

1. It’s not just Words
   
   [e-mail relationships between offices]

2. People from Different Ethnicities
   
   [a Pashtun farmer and a Hazara from the city]

3. Gender Differences
   
   [a female manager with her male team leader]
4. Educational Differences  
   [a farmer and a local government official]
5. Poor Role Models  
   [a son with his drug addict father]

Some Reasons Why Communication is Complicated

- It’s Not Just Words!
  - People have different interpretations of the words or of the information
    - People’s interpretations are based on their own context
  - Cultures, Genders, Education
- These are all complicating factors that can make simple communication complicated

Ask:

Has anyone got an example to share of this from your monitoring experience?

Take one example

Summary

In this session we have seen how:
1. Interactive and dynamic communication is never just one way
2. It is a cycle of checking and re-checking that we understand the message and that we are being understood correctly
3. There are gender, cultural and educational factors that complicate our Interpersonal Communication
4. Becoming aware of these things is an important step to becoming a better communicator

Any Questions?

- A Reminder:
  Effective communication is making sure that people in all sides of the conversation have understood the message as it was originally intended

- Interpersonal Communication is never one-way!

Game: Folding Paper  

This game demonstrates how even simple instructions can easily be misunderstood or misinterpreted.

Ask for 4 volunteers to come to the front, to stand in a line and to face the class

Give each volunteer a sheet of A4 paper

There are only 2 rules to this game:
1. Each of the 4 people must keep their eyes closed
2. You may NOT ask questions
Does everyone understand the rules?

*Wait for a response.*

Now follow these instructions: *(With their eyes closed)*

- Fold your paper in half
- Tear the bottom right corner
- Now, fold your paper in half again
- Tear off the upper right corner
- Now, fold your paper in half again and tear off the lower left corner

Now you can open your eyes.

*Please unfold your paper and hold it up for everyone to see.*

**Debrief**

**Discussion questions:**

- What words in the instructions could be interpreted different ways?
- How could the directions have been clearer?
- Which one is ‘right’? - Which one is ‘wrong’?

The instructions were clear but different people understood them in different ways. There is no right or wrong.

This demonstrates that *Communication is not a simple process!*

This is what happens all the time when we have conversations with people who have different perspectives on a situation.

We are sure we are ‘right’ and we often think that means ‘they’ are ‘WRONG’.

**Wrong or Right?**

*It’s not about being wrong or right*

- It’s about seeing things from a different perspective
- It’s about learning to see things from other people’s point of view
Respect:

Why is it so important?  
10 mins

Respect is another communication skill

The need to be GENUINELY respected is part of being human.

We all know that human beings have essential physical needs in order to stay alive:
- Food, air, water, and shelter

What we sometimes forget is that all human beings also have emotional needs in order to relate well with other people.

Emotional Intelligence

Being aware of our own, and other people’s emotional needs is called emotional intelligence

It is, also, the.....

First Principle of Good Communication

\[\text{A} = \text{being aware of, and willing to acknowledge, our own emotional needs AND learning to recognise other people’s emotional needs}\]

Dr. David Ferguson ['ILM', Austin, Texas, USA] did research all over the world and discovered that emotional needs are universal.

He discovered:

Emotional/Relational Needs are:

1. Cross-cultural
   - In every culture, rich or poor, educated or uneducated

2. Cross Generational
   - A 4 year-old and a 94 year-old have the same emotional needs

3. Continuous
   - Just like our physical needs, they don’t stop
     - We don’t grow out of them
     - Our emotional needs need to be met EVERY DAY in order for us to be able to relate well to others.

Dr. Ferguson identified what he called ‘The Top 10’

We have picked out ‘The Top 5’ that help us to build effective relationships.

Ask:

Who can remember the top 5?

Wait until the Integrity Champions get them all.

Good Communicators - ‘ARISE’!
- Acceptance
  - Just for being human
• **Respect**
  Unconditionally - for the unique person each person is created to be

• **Investment in people**
  Empowerment
  Demonstrating to people that they are worth your time

• **Security**
  Emotional security means making people feel safe in a relationship of trust

• **Encouragement**
  When people have done well or wish they had done better
  When we accept that these needs are part of being human – we can make a quality decision to look for ways to meet people’s emotional needs in every conversation or interaction we have.
  This transforms relationships!

When, genuinely, we are respectful of others, communication is more effective and relationships are much easier to build.

**Showing Genuine Respect**

Here are 2 ways to show genuine respect:

1. **Remember the person is a unique human being with enormous potential**
   Be curious to learn from them

2. **Remember that people have different perspectives on situations**
   Like the paper folding game!
   Acknowledge and recognise other people’s perspectives

**Remember** to ‘Listen to Understand’

**Listening Skills**

10 mins

(If you have time, you can show the ‘Poor Listening’ and ‘Good Listening’ Skills videos from Camp 1.

This will add another 15 -20 minutes.

If time is short, just ask what they remember about listening Skills.

Once the Integrity Champions have given their feedback, teach them the following points:

1. **Give your full attention**
   Use body language to show your respect

2. **Concentrate on the meaning of the message the other person is trying to get across**

3. **Think carefully before giving your response and, then, ask for feedback that you have understood correctly**

4. **After giving your response, check that the other person has understood what you intended to say**
How You Communicate and How You Genuinely Show Respect will be crucial in Building Effective Relationships in the Community with Government and with Donors!

You are going to have an opportunity, now, to practice some of the Communication Skills that we have talked about today:

Refer to each of these on the flip-chart as you read them and, then, put the flip-chart where everyone can see it

**Good Communication Skills:**

1. **Remember** – Communication is always 2-way
2. **Remember** - It can be complicated by words, gender, education, culture, and lack of good role-models – so be mindful of this
3. **Remember** - to be genuinely respectful
4. **Remember** - to be emotionally intelligent
5. **Remember** - to listen to understand

**Remembering: Communication Skill Practice**  
10 mins

Maybe some of you remember that at this point in Camp 1 you divided into groups. Each group had a role-play scenario.

You answered the questions, using your communication skills and, then, you presented a 5 minute Role Play to the class.

The Role-Plays were judged by:

- How well were the questions answered?
- What communication skills were demonstrated?
- How realistic was the role play?

**Ask:**

How many of you can remember the role plays?

**The 4 Scenarios were:**

The original instructions from Camp 1 are given as a reminder for you, the trainer, of what the scenario was about.

1. **Organising a Community Meeting**

   An Integrity Champion is organising a community meeting:
   - To raise awareness about Community Integrity Building (CIB)
   - To present IWA’s CIB program
   - To stir interest among community to volunteer as local monitors

   The Integrity Champion, also, needs to explain that the meeting will be photographed and, maybe, filmed for documentation purposes.
Why should the following be taken into account?

a. Where should the meeting be held?
b. Who should conduct the meeting?
c. What do you need to bring to the meeting?
d. What should be on the agenda for the meeting?

2. Managing Community Expectations

An Integrity Champion is just starting work in his/her community.

Some of the people are VERY excited about the program.

They expect that, now, their children’s school will be fixed, corruption will end and their lives will become prosperous within a few months.

Others in the community are very negative

They are tired of new programs because so many have been disappointing.

a. What is the primary objective of the Integrity Champion?
b. What Interpersonal Communication Skills can the Integrity Champion use to manage different expectations in the community?
c. What things must the Integrity Champion remember NOT to promise?
d. What CAN the Integrity Champion promise?

3. Arranging a Meeting with Government Officials

An Integrity Champion needs to meet a high-ranking official about a project that the community is not happy with.

a. What is the official procedure for setting up a meeting?
b. Will the contact best be made by e-mail or by phone call?
   What do you need to remember about these?
c. What might be some barriers you face in contacting the official?
d. Are there different barriers for Afghans vs. foreigners in talking to government officials?
   How could you overcome these?
e. How do you use personal contacts to overcome barriers and to arrange meetings?

4. Setting Up A Meeting with Donors

- An Integrity Champion has an initial report on a project they have been monitoring.
- The representative in the donor organisation has changed since the project started.

a. What procedure should the Integrity Champion follow in setting up a meeting with the donor?
b. How should the Integrity Champion contact the donor?
c. What barriers or difficulties might you face in trying to contact the donor?
   How could you overcome these barriers?
d. How could the Integrity Champion explain the work of Integrity Champions and how could they get the donors interested?

What things should you take into account?
Ask:
Since Camp 1, did any of you have to do any of those scenarios in real life?
Take scenarios from as many participants as you have time for.
Briefly explain what happened.
How did you use your Listening Skills?
What was the result?
Draw out important points and remind them that, for all of the 4 scenarios, there is more information in their ‘CBM Toolkit’.

Communication Tool: Listen-Talk 10 mins
‘Listen-Talk’
This [‘Listen-Talk’] tool has been used successfully by more than 22,000 people all over the world in different culture

- It is a tool that brings together all the listening skills we have been talking about
- It helps us to listen using our whole body, to cut out distractions, to give appropriate eye contact, etc.
- It helps us to understand what is really important to the person we are listening to.

Like so many things that are useful in life, Listen-Talk is very simple.

- In fact, it is so simple that you may feel a bit silly doing it at first!
- Like any new skill we learn (like in a sport) it feels awkward to begin with – but, once mastered, we hope that you will use it for a lifetime in relating to your family and to people at work.
1. Speaker
   - Expresses thoughts, views, feelings
     Taking one issue at a time

4. Speaker
   - Clarifies any misunderstanding and, then, asks for further feedback

6. Speaker
   - When you are satisfied that your listener has fully understood the thoughts, views and feelings you were sharing, you can give the listener the chosen cushion, pen or object that reminds you both who is the speaker

8. The new Speaker
   - now, asks the new listener to feed back what they have heard and understood

2. Listener
   - Listens to understand these thoughts, views and feelings
     Don’t interrupt or voice your own thoughts views or feelings

3. Listener
   - Feeds back what they understand the speaker to have said

5. Listener
   - Feeds back any correction that the Speaker has made

7. Listener [now, the new Speaker]
   - Now, holds the pen or chosen object
   - It is their turn, now, to be the Speaker and to share their own thoughts, views and feelings on the subject while the former Speaker who, now, is the Listener

9. The new Speaker
   - Now, feeds back until the new Speaker is fully satisfied that they have been understood by the new Listener
This is how ‘Listen-Talk’ works:

These are the Listen-Talk Rules: (these are in your workbook).

1. Give the other person your undivided attention
   a. You can’t listen effectively while sending a text message, half listening to somebody else’s conversation or other distractions
   b. Therefore, find a time and place to focus exclusively on the other person, sit down and prepare yourself to listen fully

2. Agree on some object (eg., a pen) and take it in turns to hold the object
   a. a. The pen reminds you whose turn it is to be listened to
   b. Don’t interrupt or express your own views while the other person has the agreed upon object
      Simply give yourself to listening and to feeding back what you think you have heard the other person say
   c. You will get your turn to express your own views and thoughts when you get to hold the agreed upon object
   d. Feedback to confirm understanding

3. Before the other person releases the agreed upon object, you must feed back to them what you think they are saying and telling you – without adding your own views or opinions
   This is not a memory test!
   a. a. You are listening to feedback the things you think are important to the other person who is talking
   b. The other person should only give you the agreed upon object when they are happy that you have fully understood both what you are saying and how you feel about it.
   c. This does not mean you necessarily agree
      It only means that you have fully heard and understood the other person’s point of view

   This all takes a lot of concentration and practice
   But it is an important communication skill for building healthy relationships.
   Try to get the technique right, because we will be using this again on this training.

Trainers/facilitators model: A Monitoring Situation I would like a ‘Second Chance’ to do again.

   10 min

Explain the dynamics as you go along.

This should be as real a situation as possible.

Choose something that ‘the Speaker’ wishes they could do better next time.
The listener listens carefully to understand

- What happened?
- Why was the Speaker not satisfied?
- What the Speaker would do differently if he could have a ‘second chance’
- What difference would that make to the situation?
- Demonstrate the Listen-Talk skills carefully
- Remember you are listening to understand - not to come up with solutions

Listen-Talk in Pairs: A situation I would do differently next time  

Debrief

- How did you get on?
- Did your partner follow the rules?
- Did you enjoy learning something new about each other?
- Did you feel they really understood what you were saying?
Module 2: Review of Camp 1
Session 8: Constructive Engagement to Resolve Problems

Pair Exercise: Problems and Conflict Situations  
15 mins

Please get into pairs.

Wait until everyone has found their pair.

Please take 5 minutes individually, to make a list in your workbook of 3 or 4 problem or conflict situations you have experienced since Camp 1.

When you have finished, share them with your partner.

Debrief: Class Discussion  
10 mins

On Camp 1 you made a list of challenging situations that you thought Integrity Champions may face as they promote integrity and help people to demand accountability from those who shape their lives and their environment.

If the Integrity Champions have their Camp 1 workbooks with them, they could look back and see what they wrote.

What was the reality?

▪ Were the challenges you faced what you expected? or
▪ Were they completely different?

In what way?

Give a few minutes for class discussion of this.

Understanding Conflict:  
5 mins

You may remember:

There are many reasons for conflict - some good, some not so good

1. People have likes and dislikes - good
2. People disagree – that’s understandable
   No two people want to do the same thing, in the same way, at the same time, all the time, every time
3. People want to win - that’s OK
4. People want to force others to loose - that’s not good
5. People have competing loyalties, fight over limited resources and want power to bring about change – this causes tension

As long as people’s desires, beliefs and values collide, there will be conflict

But.....
**Conflict doesn’t have to be destructive!**

Handled skilfully, conflict can be constructive

As an Integrity Champion, you have the challenge of properly monitoring projects.

- This may be a threat to some people who have dreams of their own about the project
- Others may have plans for ‘gaining’ personally from the project at the community’s expense

A reminder:

**What do we mean by a ‘problem’?**

A problem [in this context] can be defined as:

- A scenario in which the current situation does not match what is desired by the community
- Any time actual performance does not match agreed expectations
- Any situation or circumstance for which there is room for improvement

Other words for a ‘problem’ include ‘challenges’ or ‘opportunities’.

**Ask:**

Do you remember the ‘Arm Wrestling Competition’?

What do you remember?

Hopefully, someone remembers ‘collaboration’ created a win/win situation.

**So, Collaboration means:**

- Working together
- Teamwork
- Working in association with others

Collaborative Problem Solving is:

- Working together to find a creative solution when there are a number of people involved in the same problem

**Game: Arrange the Chairs**

The object of this game is to show participants how to turn conflict into cooperation. To highlight cultural differences in handling conflict situations.

Only 20 - 25 people can play this game.

- For 40 people you will need to ask 15 people (maybe all the women) to sit at the side of the room. Ask them to observe in silence.
- Prepare the following instructions on small slips of paper. In advance

  - **Instruction A:** Put all the chairs in a circle. (10 minutes to do this.)
  - **Instruction B:** Put all the chairs near the door. (10 minutes to do this.)
  - **Instruction C:** Put all the chairs near the window. (10 minutes to do this.)
Give every participant one set of instructions, either set A, B, or C. Ask them NOT to show the instructions to anyone else.

Ask every one to start the exercise and follow the instructions they were given without telling anyone what they are.

Debrief 10 min

After 10 minutes, bring the group together and analyze the exercise. The following questions may help with discussion:

1. Did you follow your instructions?
2. How did you relate to people who wanted to do something different than you?
   - Did you cooperate, argue, persuade, give in?
3. If you confronted others, how did you do it?

People, Problems and Processes!

People create problems
Processes can help solve problems!
Collaboration is a key

So, when there is a problem.....

We need to understand the PEOPLE who we are dealing with:

- Educated?
- Traditional views?
- Construction workers
- Housewives?
- Government officials?
- Religious leaders?

Don’t try to approach these people all the same way
- Show the same respect – but approach their views and perspectives differently

Who are the people with power?

Identify the people who have something to gain or to lose by the problem being fixed
- These people might try to ‘spoil’ any attempts to fix the problem?
  - Why might they try to spoil attempts to fix the problem?

Remember people’s ‘Top 5’ Emotional Needs and use your emotional intelligence and your Interpersonal Communication Skills in your approach to them

Who are the people most adversely affected by the problem?

Who has the capacity and/or the will to respond to grievances and to prevent corruption and mismanagement in this situation?
The PROBLEM  
5 mins
1. What is it?
2. What it is not?
3. Whose problem is it?
   - Identify exactly what the problem is:
     The data you have collected will help you to do this
   - Whose problem is it?
     Who is most affected by it?
   - Try to define the problem in terms of people’s needs rather than the solutions:
     e.g. ‘The wall needs to be made safe and the contractor needs to receive his money’ = what is needed
     Rather than
     ‘The wall needs to be rebuilt before the contractor gets paid’ = one solution
   - Use your ‘listening skills’ to understand the concerns and complaints of the people affected by the problem
   - Listen carefully to how the problem has come about
   - Ask:
     ‘What are the key sources of tension?’
   - Are there incompatible interests in terms of greed and grievances?
   - Are vulnerable people such as women, children or those with disabilities adversely affected because they have no ‘voice’ to bring change?

The PROCESS  
5 mins
What process is going to be most helpful in fixing the problem?
1. You have identified and accepted the problem
2. You have defined the problem in terms of the people affected
3. Now, you need to look at your options for fixing the problem
   a. Develop a strategy for engaging all the people who will be affected by any change (the stakeholders)
   b. How will you present the message or information?
   c. How will you engage the potential ‘spoilers’ so that they work with you and not against you?
   d. Who will make the initial contacts?
      • How will they communicate?
      • How will they follow up to check that decisions are followed through?
4. Examine the consequences of each of your options.
   a. Sometimes what, initially, seemed a good option – when you examine what the consequences might be – you realise that that option is not worth the potential risks.

5. Engage the community (stakeholders) in making a plan
   a. Invite people from the social networks you have developed.
   b. Consider establishing a Joint Working Group [JWG] to work on making and implementing the plan.
   c. Establish what needs to be accomplished by when and who is actually going to take responsibility for doing what.

   For example:
   - A donor organization needs to be informed of the problem - or
   - A government department or government official needs to be questioned or engaged
   - Documents need to be viewed or secured

6. Act on the plan and keep monitoring the project as it is being fixed
7. Evaluate the success of the plan and how well it has fixed the problem

**Game: ‘Fish Race’**  
10 mins
- Choose 10 participants who did NOT play the chair game. Give each of them a baton (rolled up paper) and a paper fish and ask the 10 to line up on one side of the room.
- Explain to participants that they must race each other to the side of the room.
  
  To do this they must hit the ground behind the fish to move it along.
- The winner is the first fish to reach the other side of the room

   Present the prize

**Debrief**  
5 mins
- Explain that the fish got the power to move forward through positive pressure.

  Direct hits achieved nothing
- Ask the Integrity Champions what they can learn from this simple exercise.

   This exercise should demonstrate to the participants that violence and aggression are not the best ways to convince someone of your point of view.
   - Direct hits achieved nothing
   - Positive pressure achieved a win!
Barriers to Effective Problem Solving  
5 mins

Go through each step using, as an example, one of the problems the Integrity Champions have identified.

1. Failure to recognize the problem
2. Thinking about the problem too narrowly
3. Making a choice too quickly
4. Failure to consider all consequences
5. Failure to implement the plan effectively
6. Failure to evaluate and learn from the lessons

Individual Exercise: Fixing the Problem  
25 mins

Choose one of the problems that you have already identified.

Point to the list they made earlier

1. Based on what we have been talking about, I would like each of you to think about your chosen problem and the process you will follow to fix it.

   For example:

   You might start with how you find the problem in the first place

   [eg., people in the community are complaining because they haven’t been paid for the work they did building a new clinic.
   The contractor says he doesn’t have the money]

2. I would like you to make a detailed plan step by step, from start to finish, of how you will resolve the problem and how you will use your Interpersonal Communication Skills

   a. How will you collect data?
   b. Who are the people involved in the problem?
   c. How will you define the problem
   d. What processes will you follow? etc., etc.

3. When you have made your plan, write out the steps on a piece of flipchart paper

You have 20 minutes to do this.
Peer Debrief  

20 mins

Give each group a piece of flipchart paper and a marker.

In groups of 4, explain how you decided to monitor this particular problem and the process you followed to fix it.

▪ What did you do differently than when you did this exercise in Camp 1?
▪ What have you learned that changed the way you solved your problem?

One person should stand up and give his explanation while the others listen, while they ask questions and while they make suggestions for improving the plan.

You have about 5 minutes per person

▪ When all 4 of you in a peer group have had a turn, write on a flipchart the TOP MOST important thing you have learned about engaging the community in resolving issues.

▪ Stick your flipchart on the wall

You will need to create space for this.

Integrity Champions Key Roles  

As an Integrity Champion, one of your key roles is to improve the relationship between the state and citizens

You will be working to build good relationships between the community and government or donors

Advocacy

Part of the importance of building good community relationships is that this strengthens your role as an advocate for change

Social change comes about as the result of people coming together with ‘one voice’ about a particular issue

This forces those in authority to take notice

What do we mean by ‘Advocacy’?

“Advocacy is the process of supporting a specific cause or issue. The objective of advocacy is to build public support for your issue and target decision makers to change policies or laws.”

For more on this topic, see chapter ‘Time for Change’ in the ‘CBM Toolkit’.

Session Review  

5 mins

▪ What did you enjoy most about today?
▪ Explain one new thing you learned?
▪ What one thing will you put into practice before class tomorrow?

Tomorrow: Training Integrity Champion Trainer
Preparation for
Module 3: Training Integrity Champion Trainers

Total Time:

<table>
<thead>
<tr>
<th>Session</th>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 9</td>
<td>You the Trainer</td>
<td>2 hours</td>
</tr>
<tr>
<td>Session 10</td>
<td>Training Methods</td>
<td>1 hour 5 mins</td>
</tr>
<tr>
<td>Session 11</td>
<td>Training Tools and Skills</td>
<td>1 hour 30 mins</td>
</tr>
<tr>
<td>Session 12</td>
<td>Managing the Training Session</td>
<td>1 hour 18 mins</td>
</tr>
</tbody>
</table>

Materials Needed:
- Colored markers for each group
- Flip chart paper

To Prepare in Advance

Flip charts:
1. Welcome to Training Trainers
2. Qualities of a Good Trainer
3. Training Methods
4. Prepare Yourself
5. Cycle of Self-limiting Beliefs
6. Your beliefs will always win!

Make copies of ‘Briefing for Integrity Champions Practice Sections’ for each Integrity Champion

Objectives

Research has consistently demonstrated, when clear goals are associated with learning, that the learning occurs more easily and rapidly.

With that in mind, let’s review our goals for today.

By the end of this training, participants will be able to:
- Define training, facilitating, and presenting
- Understand how to identify Integrity Champions’ training needs
- Understand how Rebuild Consultants Session plans are designed to incorporate a range of learning preferences
- Create an active, engaging learning environment
- Develop and use visual aids and supporting materials effectively
- Manage difficult participants and tough topics
Module 3: Training Integrity Champion Trainers Session 9: You, the Trainer

Welcome: Make a Team? 10 mins

Don’t wait for everyone to arrive

Start as soon as you have a few people.

Others can join in as they arrive.

- Explain to the group that, when you shout out an instruction, the Integrity Champions must build a team as quickly as possible according to the instructions.

For example:

‘Get into a team of 3’
‘Get into a team of people with the same shoe size’, or
‘Get into a team of people who have the same number of brothers and sisters’

- The Integrity Champions could show that they have built their team by all raising their hands and shouting or, if more appropriate, by sitting down.

Instructions:

1. Get into a team of 3
2. Get into a team of people with the same shoe size
3. Get into a team of people who have the same number of brothers and sisters
4. Get into a team of people who are wearing yellow
5. Get into a team of people who are all right handed or left handed

Debrief

Were you getting into teams?

What made it a team?

What was the purpose? The uniting goal?

There was no goal.

Therefore, these were not teams!

The game should be called ‘Make a group!’

Today, you are a team because you have one goal:

To learn how to become a good facilitator or trainer!
Introductory Exercise: What did you learn yesterday?  

This is a powerful activity - a simple idea and so potent.

- Ask Integrity Champions to:
  1. Consider, individually, ‘What did you learn yesterday?’
  2. Review answers through discussion, brief statements, or presentations

Give the Integrity Champions a couple of minutes to think back to yesterday and, then, to answer the following questions in their workbook.

1. Was it learning for work, or life, or both - and what's the difference anyway?
2. How did you learn it?
3. How could you measure/quantify/apply it?
4. How might you transfer it/teach it to someone else?
5. What will change now you’ve learned it?
   (What difference will it make?)

Small Group Exercise: Learning Experiences  

Please get into groups of 4 people and discuss together the following 2 questions in your book.

1. What’s the most valuable learning you’ve obtained in the past month/year and how did you get it?
2. What’s the most you’ve learned for the least cost/effort and the least you’ve learned from the most cost/effort?

Debrief  

10 mins

Ask one or two groups to share their answers to the last 2 questions.

Then, explain the following:

Today is Module 3 of this Camp:

Training Integrity Champion Trainers.

For the rest of the day, we will be training you to train other Integrity Champions.

Ask:

What do you think is the goal of this training?

Take several responses and then confirm:

- Yes, we want you to be able to learn to be good trainers
- We want you to understand and be able to use good training skills and methodologies

Mention any others that they mentioned.

- HOWEVER, the main thing is that you learn how to HELP OTHERS to LEARN and to APPLY what you teach them.

  To train others how to USE the information they receive
You have just done an exercise on ‘What you learned yesterday’.

You talked in your small groups about the most valuable things you have learned and the most costly learning experiences you’ve had.

**TODAY**, we hope that you will **learn how to give others a really valuable learning experience!**

**TOMORROW**, you will have opportunity to put what you learn today into practice.

- You will be teaching your fellow students about monitoring in schools, courts and infrastructure projects tomorrow
- This will give you opportunity to practice all you learn today

**Ask:**

How many of you have taught classes/a group of people before, on any subject?

What and who were you teaching?

These are important questions!

This is your opportunity to find out the level of training experience of the Integrity Champions.

This will help you know who has experience, what experience they have and for whom training is a new experience.

Are there any questions?

Answer any questions.

We will start by explaining the Training Packages.

**How to Use This Training Package**  
**5 mins**

**About this Program**

Rebuild Consultants has created this training package for Integrity Champions (ICs) to train in face-to-face workshops.

**Expected Outcomes**

The purpose of this initiative is to build a capable civil society that is able and willing to engage with government and to act with, and to demand, integrity.

The outcomes expected are:

- Greater understanding in local communities of the power of CBM in halting corruption through the introduction of trained Integrity Champions.
- Newly created opportunities for transparent dialogue and accountability in the identification of solutions to citizens’ needs, concerns and priorities by both local and national government.

**The Package**

This consists of:

- A Trainer’s Manual
- All training materials needed to conduct the training
- An Integrity Champions Workbook
The Goal

Is for Integrity Champions:

- To understand the vision
  - to see ‘the Big Picture’ of the powerful effect of promoting integrity and accountability in communities
- To understand the Integrity Champion’s role and the scope of their responsibility
- To develop skills and understand how to use the skills and tools effectively in the context of their work
- To communicate successfully in all their community interactions, advocacy and social mobilization
- To enable greater engagement of communities in acting with - and demanding - integrity
- To benefit from personal mentors who will help them make direct connections between program content and their actual work

Trainer’s Program Overview:

The Trainer’s Manual provides you with:

- The information you need to facilitate this Integrity Champions Generic Training Program
- The insights necessary for the new Integrity Champions to find out, for themselves, that they can use their knowledge, ability and skills to achieve great results.

The primary purpose of this Training Program is to build the personal skill and confidence of each Integrity Champion while they are in training.

Therefore, as the facilitator, you must continually challenge the new Integrity Champions to use the insights, ideas and skills while they are on the course:

- When the Integrity Champions reach a high level of confidence in the training class, the likelihood is much greater that they will transfer what they’ve learned in training back in their communities
- Also, they will realize that, in their own communities, as they apply what they have learned, there are many other applications of what they have learned in the training that they can apply in their lives in general

Your main challenge is to keep the Integrity Champions actively involved in all the exercises.

You are, also, provided, in the manual, additional insights to keep the training workshop focused on the topics being discussed.

If the Integrity Champions take the exercises seriously and work hard at them, the benefits are numerous for everyone in this training workshop.

This program is designed as two 7-day workshops.

Feel freed to add your own insights.

However, if changes are made, it is important to ensure that the Integrity Champions are given sufficient time to apply and reflect on the concepts and what they have learned during the training.
So: What is Training?  5 mins

ASK:
So, what is ‘training’?
Is training the same as teaching?

Take a few responses before explaining:
- Learning can take many forms and, in terms of training, the goal is to bring about a behavioral change in something that we do
- Training is not an event, where we attend a workshop one day and expect the desired behavior to take place the next day
- Training is really a process. It begins before the new Integrity Champions even sign up for a class and continues right up until the new knowledge, skills, and attitudes are applied regularly

Training includes:

The purpose of training is to deliver results.
- Training is for when we want to improve performance in some way
- Presenting is something that can take place in a training or a meeting
- Presentation skills can be learned

If you often get complimented because you have great speaking skills, good pacing, and quality materials, then you already have great presentation habits
However, if you have a habit of mumbling when you are tired, or you don’t inject inflection into your voice, then you can develop those skills
• Sometimes trainers rely on their presentation skills to get a point across

But, not all training is presenting

A lot of training is delivered in other ways - such as demonstration, case studies, exploration activities, games, and guided practice

We will talk more about training methods later.

First, we’re going to think more about ‘You the Trainer’.

**Small Group Discussion: The Qualities of a Good Trainer** 10 mins

In groups of 3 or 4, write down what you think are 5 of the most important qualities of a good Trainer

After 5 minutes, ask the first group to read their list of 5 qualities

Write these on the flip chart

Then, ask if any of the other groups have any additional ones to add

Add these to the flip chart

Bring out the pre-prepared flip chart with the following list of qualities and comment on any that have not been mentioned

Allow a couple of minutes for Integrity Champions to write in their Workbooks the list from all the flip charts

These have been deliberately left out of the Integrity Champions Workbooks

1. **Confidence**

   Self-confidence is a belief in oneself, one’s abilities or one’s judgment

   When you believe you can change things - or make a difference in a situation - you are much more likely to succeed

2. **Positive Attitude**

   • Open-minded - positive mind-set
   • Expects the Training to be successful - able to put aside negative thoughts and feelings

3. **Effective Listening**

   • Able to demonstrate full attention, clarify and confirm and show respect

4. **Coaching Ability**

   • Strong observation skills
   • Able to indicate clearly what participants do well - able to provide meaningful suggestions for improvement

5. **Effective Verbal Skills**

   • Able to explain things clearly

6. **Enthusiasm**

   • Enthusiasm is contagious. If you believe in what you are teaching and training your participants, it is much more likely that they will enjoy and learn from the training
7. **Action-Oriented**
   - A ‘*Let's do this*’ attitude, takes risks by providing ideas for action
   - Is very adaptable and flexible

8. **Good Organization Skills**
   - Good preparation

These are some of the performance factors you should try to exhibit throughout the training workshop.

These factors will help you be a more effective and successful facilitator for this program.

**Personal Exercise: My Qualities**

1. Look at the list of qualities needed for being a good trainer that you have just written into your workbook.
   
   Write down the 3 you believe you are currently best at:
   
   a. 
   b. 
   c. 

2. Now, write down the 2 you would most like to improve.
   
   Then, write one action you will take to improve in that area.
   
   For example:
   
   *If you want to improve your organizational skills:*
   
   “I will plan a set time to do all my preparation for training at least 2 days in advance”

1. 
2. 

**Good Trainers……**

The following are some ways you will need to prepare before you start your training workshop:

1. **Focus on Helping Others Grow**
   
   Have a genuine desire to help others to understand the subject.
   
   If you’re only interested in delivering a lecture or making your presentation, you will not communicate your message as effectively as if you - genuinely - want others to be helped and to grow in their understanding.

2. **Understand some Learning Theory**
   
   Adults learn best:
   
   - If they want and need to learn
     
     So, inspire a desire to be an Integrity Champion
   
   - By being able to connect what they are learning to past, present or future experience
     
     So, help Integrity Champions to see the context and the impact they can make.
• By practicing what they’ve been taught
  So, give the Integrity Champions opportunity to practice during the training
• When there is someone to help and guide them
  So, be a facilitator, coach and mentor when needed
• When the environment is informal and non-threatening
  So, make special effort to create an atmosphere that is conducive to learning

3. Prepare well
   a. Know your subject
   b. Find out about your audience.
      Speak to their level.
      ▪ Do they have any prior knowledge of the subject or will it be new to them?
      ▪ How will you ‘hook’ their attention?
   c. Establish the most suitable seating plan, and positioning of the equipment (projector and screen, sound system, flip-charts, table arrangement conducive for group work, etc.
   d. Become familiar with the content and structure of the session
      ▪ Plan where you are going to put your notes
      ▪ Prepare visual aids: pictures, diagrams, flip charts, etc.
      ▪ Put your handouts ready in an appropriate place – where they are easily accessible to you for when you need them
      ▪ Continue to think about and ask yourself ‘How can I help these people to change and grow in their understanding of this subject?’
      ▪ Keep the focus on the people you are speaking to and not on your own performance
      ▪ When appropriate, to help with nerves, start by asking a question of your audience.
      Ask for a show of hands or do a quiz and, thereby, put the spotlight on them and off of you.
      This can help you feel more relaxed.

4. Start Well and End Well
   a. Start on time
   b. Don’t wait for latecomers,
      This shows respect for the people who made the effort to be there on time
      (Make this clear in the information given to the Integrity Champions BEFORE they arrive for training)
   c. Make a good, strong opening statement
d. Get the group’s attention by telling a story, mentioning a really surprising fact or statistic, stating a problem, or asking a question

e. Don’t spend too long on any one point

f. Don’t talk about things that have nothing to do with the topic

g. Have a short concluding statement to sum up

h. Finish on time

5. Provide post-training support

▪ As an Integrity Champion trainer, you will need to support the Integrity Champions as they apply the concepts, tools and skills in their regions and in their specific monitoring sector

▪ Ask for progress updates as they implement their assignments

▪ This post-workshop interaction will increase your understanding, as the trainer, of how much the Integrity Champions have absorbed and how they will implement their training in a range of situations

Self-limiting Beliefs 10 mins

We all want change for the better.

We want to see Afghanistan become the beautiful place we all hope it can become.

We often think, if someone else – the bosses, the government, the community leaders, or the foreigners (!) – if ‘THEY’ would change, life would be better.

But the only person we can really change is ourselves!

For you to be successful you need to learn and experiment with new ideas.

You need to take responsibility for how YOU can do things differently.

On this training we are inviting you to do things differently.

▪ We’re asking if YOU are willing to make changes in your life so that YOU can make a positive difference to others

▪ We are committed to helping you make the changes that YOU want to make.

Sounds good!

But...

What often happens is:

▪ We want to change – but we stay the same

▪ We want to progress and move forward – but we stay where we are

▪ We talk about change – but we keep doing what we have always done

Why is this?

This is key!

▪ We live by what we believe - NOT by what we think (not by our thoughts)

Our thoughts show us new opportunities and our beliefs either open up or close down those opportunities for us

▪ Real change is determined by what we really believe
For example:

- We may think that Integrity Based Monitoring (IBM) is good
- We may say that we want to be an Integrity Champion

But, if what we really believe is that ‘this country will never change’ or ‘these people are uneducated’, or ‘I can’t make any difference’, what will happen?

**Ask:**

Will your thoughts win - or will what you really believe win?

**YOUR BELIEFS will always win!**

Put this on a flipchart as well as on PP so that the Integrity Champions continue to be reminded of this throughout the training.

We live by what we believe! Not by what we think!

So, what can we do?

We must challenge our beliefs – about ourselves, about our situation, about others.

- Are they accurate?
- Are they true?
- Are they based on our fears or on reality?

**Recognize your own ‘Self-limiting Beliefs’**

15 mins

On Flip chart draw an iceberg (as in Titanic!) showing the tip above water.
Write ‘ACTIONS’ at the top, above water [the smallest part of the iceberg] and ‘BELIEFS’ at the bottom [the widest part of the iceberg]

(Not necessary if iceberg is on PowerPoint)

Our actions are the 10% that show above the water.

But the judgments we make, our prejudices, our paradigms and worldviews all come from our beliefs, which make up 90% of what people don’t see – below the water.

On Flip Chart – pre-draw the following as a cycle while talking them through it:

**MY BELIEF**
I am not educated enough to do my job well. I am afraid people will find out.

**OTHER PEOPLE’S ACTIONS**
- Try to prove I am not doing my job well.
- Work against me.
- Resist me.

**MY ACTIONS**
- Become bossy.
- Demand respect.
- Emphasis on external boast/ OR keep quiet.

**OTHER PEOPLE’S BELIEF ABOUT ME**
- I am arrogant.
- I am proud.
- I don’t care about others.

1. **My belief**
   - ‘I’m not an effective Integrity Champion’ -
   - ‘They won’t accept me monitoring’

2. **My behavior**
   - ‘I’m reluctant to monitor effectively’ –
   - ‘I’ve not put in enough effort’ – OR ‘I’ve become ‘bossy’ or ‘patronizing’ or ‘domineering’
3. Other people’s belief about me

   = ‘This Integrity Champion thinks he/she is better than me’ – ‘They don’t trust me because they think I’m corrupt’

4. Resulting behavior towards me

   = They don’t support me monitoring

So, the cycle goes on

ASK:

What is the answer?
How can we stop this cycle?

At what point? = At the bottom.

By changing my own limiting belief

ASK:

So where is the power?
Who is in control?

You or the other people changing?

= The power is with you!

The cycle can only be broken, by you changing your belief about yourself.

What about YOU?

What do you believe about the people you will be monitoring?

What do you THINK about them?

What do you BELIEVE about them?

▪ What are the opportunities?
▪ What are your fears?
▪ Do you believe people can behave with - and require - integrity?
▪ Do you believe you are able to monitor them effectively?
Iceberg picture on PowerPoint (and/or refer to flip chart)

**Personal Questionnaire: Self-limiting Beliefs** 10 min

1. Identify one self limiting belief that you are aware you have
2. What is currently the result of that belief?
   If you could change that belief what would the result look like?
3. What do you need to do to change that belief?
4. If you are really serious about changing and taking responsibility for your own future success, decide on someone you trust to help you make the necessary changes. Ask them if you can be accountable to them to make these changes.

   Write the person’s name and WHEN you will approach them

**Debrief** 5 mins

Has everyone finished?

How did you find that exercise?

Gain feedback and bring a conclusion.
MODULE THREE

TRAINING INTEGRITY CHAMPION
TRAINERS
MODULE THREE

TRAINING INTEGRITY CHAMPION TRAINERS
Module 3: Training Integrity Champion Trainers
Session 10: Training Methods

Class Exercise: How Do You Prefer to Learn? 10 mins

Please listen carefully.

Supposing I had a brand new computer here that you had never seen before.

I tell you that it is for you!

I am going to give you 4 options of how you might respond to that news.

Would you:

1. Ask to read the manual that goes with it?
2. Ask someone to show you how to use it?
3. Ask for time to try it out and see for yourself how it works? or
4. Would you get a screwdriver and take the whole thing apart, look at the ‘motherboard’ and learn how to use it that way.

OK, I am going to ask for a show of hands for number one.

Now, ask all those who put there hands up for the question 1, to go into one corner of the room.

How many of you would choose Question 2?

Read the question again and ask that group to go into a different corner of the room.

Do the same with Questions 3 and 4.

You will most likely have larger and smaller groups in different corners.

Say:

Thank you – you have just demonstrated that adults prefer to learn in different ways!

How Adults Learn 10 mins

As new trainers, sometimes we are the most comfortable delivering training in the way we prefer to learn.

This is usually based on our past experience of training.

Ask:

How were you mostly taught?

- Lecture?
- Given notes to learn and to memorize?
- By watching someone else?
Gain response.

- A good trainer is able to adjust their style and appeal to all learning types in order to get participants interested and engaged in what is going on.
- No matter what type of training you are preparing to deliver (information or skills) or who you are planning to deliver it to (a workplace, volunteers, or community groups), you need to know how people learn.

  You need to know what the people you are training expect in terms of training.

  This makes you a better trainer.

Some learners need to:

- See things in order to grasp concepts
  (These people are visual learners) - others need to
- Listen to instructions or information
  (These people are oral learners) - and some want to
- Touch and experiment
  (These people are kinesthetic learners).

People have a huge range of preferences, and you will see these different ways in your training.

Some people prefer:

- Information that is laid out in a linear fashion - or
- To create mind-maps and drawings - or
- Get outside and build or create rather than be in a classroom - and so on.

Most of us prefer one particular learning environment but are able to grasp information in many different ways.

Learning can happen in many environments.

Adults, typically, enjoy self-directed learning

Adults tend to learn more effectively if they are allowed to participate in the process.

Part of your job as an Integrity Champion is to use people’s knowledge as well as their motivation to encourage them to participate fully in the learning process.

Remember, not everyone comes to a training with the same capacity for engaging in the learning process.

Some will have more inquisitive natures or background skills and more knowledge than others.

It will be important for you to be able to be flexible with your approach and with your materials to allow for people’s different backgrounds.
Methodology Used in this Training

5 mins

For the reasons we have been giving, the sessions in this Camp are designed to:

- Participant-centered, interactive training
- Applicable to real life situations
- Develop higher levels of ‘critical’ thinking and analytical skills
- Learning by experience
- A variety of small groups, pair work, peer coaching, group brainstorming

The sessions in this Camp are designed to include:

- Training games, role plays, case studies and stories
- Video clips
- Assignments
- Post-classroom mentoring

Exercise: Interlocking Fingers

5 mins

The objective of this exercise is to encourage respect for the different styles, mannerisms and practices of group members.

Ask the Integrity Champions to clasp their hands together, interlocking their fingers.
Ask them to look at their hands.
Which thumb is on top?
(Some will say “left” and some will say “right”.)
Ask them to rearrange the fingers so that the opposite thumb is on top.
How does that feel?
Easy or uneasy?

The answer will usually be “uneasy”.

Let’s try something else.

Cross arms in front of you.
Which arm is on top?
Now, change them round so that the other arm is on top.
How does that feel?
Comfortable or uncomfortable.
You can explain the following:

What we are talking about in this session is that different people are comfortable with different ways.

These differences are natural and to be expected and we need to take them into account when running a training class.

Class Discussion: Creating Good Learning Environments 10 mins

Think about a time when you were supposed to learn something – in a class, training, at school – and you found it really, really difficult to learn.

Ask:

What was the problem?

Take a few responses and then ask:

What are the things that make a good environment for you to learn?

Write these on a flip chart.

Comment as you go along.

Then, refer the Integrity Champions to the list in their workbook and suggest they read it later.

There is no need for you [the Trainer] to go through these with the Integrity Champions in this setting

Simply refer them to the page in their workbook and encourage them to read what it says as it is useful information to help them be successful Trainers themselves

Adults Learn Best When...

1. The learning climate fosters self-esteem and interdependence
2. Treated with respect as self-directing individuals with a rich background of experience
3. Teachers and learners are supportive - not judgmental:
   - Collaborative not competitive
4. The learning situation is related to their experience
5. Their expectations are that outcomes of learning will have meaning and application in their life
6. They participate in the planning and decision-making for the learning event or activity
7. A solution-centered approach is used.
   - Through interaction, facilitators and learners can generate greater knowledge and insights than existed in any single individual.
8. Given the opportunity to work with ideas and experience in a learning situation
9. There are a variety of learning methods and activities which relate to different learning styles and preferences
10. They have the opportunity to reflect on their learning
11. They have the opportunity to react and respond to what they are learning
12. The physical environment is comfortable
13. They can socialize with others in the learning group
14. They can see some results and rewards for their time and commitment.
15. The emphasis is placed on evaluating their own learning outcomes, skills and needs for further learning.
16. Evaluation is a co-operative process.

*Courtesy of: St Christopher’s Hospice, London*

### Methods of Training

5 mins

Now, let’s look at some different training methods that are used in this Training Program and some definitions of terms.

What do we mean by:

1. ‘Teaching’ or ‘presenting’ material
   a. Presenting information
   b. Instructing on a particular topic
   c. Delivering knowledge about something or someone

2. Facilitating
   a. Facilitation is a way of handling groups that takes the focus away from just one leader or speaker and, instead, distributes leadership to all members of the group.

   Consultant Dave Sibbet defines facilitation as *“the art of leading people through processes towards agreed-upon objectives in a manner that encourages participation, ownership and creativity from all involved”* - Dave Sibbet [consultant]

   b. ‘Facilitation’ is often contrasted with ‘presentation’.
      - ‘Presentation’ is delivering information or decisions to a group.
      - Facilitation is group-centered while presentation is leader-centered.

   Example of the difference between facilitation and presentation:
   
   **FACILITATION:**
   
   “How do you think the community can solve this problem?
   Does anyone have any ideas?”

   **PRESENTATION:**

   “This is how we solve the problem...”
What is a Facilitator?  

Create a discussion and, then, give the following summary

Group-centered meetings require an individual (or individuals in the case of larger groups) to manage the process.

This person is a facilitator.

A facilitator is a person who helps groups to arrive at their objective by ensuring that everyone’s contribution is heard and the processes being used are both productive and empowering to all.

Facilitators work, primarily, through leading and blocking techniques.

- Basically, directing traffic within a group discussion

Facilitation can, also, involve managing group members’ emotions - defusing tensions and encouraging team cohesiveness.

- In some cases, facilitators help in setting and revising meeting structure and managing conflicts.

To be effective, facilitators.....

- Have to be neutral to the discussion
- Have to not favor any individual or segment of the group’s members
- Have to be acceptable to everyone involved
- Should not take a position in any of the issues raised - nor should they advocate a solution - or attempt to solve the problem directly themselves
- Ensure that group members feel safe about speaking out their opinions

Sensitivity and keen observation skills are also non-negotiable for a facilitator.

3. Coaching  

The term ‘Coaching’ is used in many different ways.

In this program, by ‘Coaching’ we mean coming alongside someone and helping them to learn a particular skill.

- Demonstrating how something is done
- Encouraging the person being coached to try it themselves
- Giving positive feedback
- Pointing out where improvements could be made
- Repeating the process until the person becomes proficient

4. Mentoring

After someone has learned a new skill and become proficient, a mentor provides back-up in the form of encouragement and advice.

In Summary

Teaching, facilitating, coaching and mentoring are some of the very different methods used in this program for training Integrity Champions.

It is important for trainers to be able to use all 4 methods.

Are there any questions?  

5 mins
### Hirschman’s Model for Change 5 mins

Integrity Action (IA) and Integrity Watch Afghanistan (IWA) have developed a model or process for change. This is based on Albert O. Hirschman’s ‘Exit, Voice and Loyalty’ Model.

Hirschman’s model says that, as humans, we basically have 3 options when we feel that an organization (or any human grouping) is not meeting our needs or the quality or benefits are decreasing.

This is very important to understand for your monitoring.

The 3 options are:

1. **Exit**
   - We can leave or withdraw from the problem or relationship (this can be physically, mentally or emotionally)

2. **Voice**
   - We can try and improve the relationship by communication, by complaint or by making proposals for change
   - For example:
     - Customers who feel the quality of goods is decreasing can complain
       - They can ask for what they want (‘Voice’) or
       - They can choose to shop somewhere else (‘Exit’)

However, if nothing changes, people often stay in the relationship out of:

3. **Loyalty**
   - They stay, but do not bring change
   - They may feel their options for exiting are not worth pursuing
   - For example, if there are no better places to shop or they have been friends with the shopkeeper for a long time, they can choose to leave the problem as it is

### A Fourth Option

‘Exit’, ‘Voice’ and ‘Loyalty’ are used commonly in life.

However they do not, necessarily, bring change.

For this reason, IA and IWA have added a fourth option.

We call it ‘Hirschman +’

4. **Mobilize**

To bring change

a. Mobilizing gives the opportunity for everyone effected by the problem to join together and to look at all the possible solutions
b. Mobilizing is taking action to bring change

For this reason, IA and IWA have added a fourth option.

We call it ‘Hirschman +’

4. **Mobilize**

To bring change

a. Mobilizing gives the opportunity for everyone effected by the problem to join together and to look at all the possible solutions
b. Mobilizing is taking action to bring change

4. Mobilizing gives the option to bring benefit to the whole community
4. Mobilizing is what Integrity Champions will do best

They will help all the stakeholders join together to bring positive change.
As an Integrity Champion Facilitator, you want to engage the Integrity Champions - to mobilize them - to engage with the training.

You want the Integrity Champions to learn to:

- Look at all the options
- Listen to many different perspectives
- Help stakeholders to see the problem from different angles
- Brainstorm solutions
- Try new ways
- Mobilize their communities to take positive action

You are training great Integrity Champions to bring about REAL change.
Module 3: Training Integrity Champion Trainers
Session 11: Training Tools and Skills

Team Game: The Helium Stick 10 mins

This exercise requires all team members to:

1. Support a long stick or tube - each person using one finger
2. Lower the stick to the ground

With no fingers losing contact with the tube.

Other rules and guidelines:

- The stick (or any alternative item being lifted) must be rigid and not too heavy to outweigh the initial ‘lift’ tendency of the team size
  - If it’s not rigid, it makes it easy for team members to maintain finger-contact
- Start with the stick at about chest height
- Team members can be positioned either on one or both sides of the stick - depending on stick length and team numbers
- The team must return the stick to the starting position if any finger loses contact with the stick
- The stick must rest on fingers - the stick cannot be grasped or pinched or held in any way
- Typically, teams are instructed to rest the stick on the outside (nail-side or ‘backs’) of fingers
  - However, specifying a side of the finger is not critical to the activity.
- Optionally, you can instruct that a finger from each hand is used, which increases the lifting effect and the difficulty of the task
  - The length of the stick and the number of team members are also factors in this, i.e., 2 fingers per person requires a longer stick.
- Clarify the point at which the stick is considered ‘lowered to the ground’ - underside of fingers or hands touching the ground is easier to monitor than actually depositing the stick onto the ground which, depending on the ground surface, can be very difficult

Debrief 10 mins

- Did you expect this to be easy?
- Did you anticipate the problem?
- How did you try to fix the problem?
- How did you feel when fingers lost contact?
- What are the effects of time pressures and competition?
- How was your communication?
In what way does this relate to Integrity Champions?

- Need to understand each other and to communicate effectively
- Understand how conflict is affecting team goals
- Create a strategy for success

**Training Tools**

As an Integrity Champion Facilitator you will have great tools to help make your training session the very best!

1. The Trainers Manual
2. Engagement tools:
   - Building consensus, brainstorming, group work
3. Planned Activities:
   - games, energizers, icebreakers

So, FIRST lets look at:

**The Trainer’s Manual**

5 mins

Hold up your copy for everyone to see.

Explain that those who become trainer/facilitators in the future will receive one of these.

This contains everything you need to prepare for each training session:

1. Objectives
2. Facilitator’s notes
3. Content, exercises and activities for each session
4. A checklist of materials you will need for that session including handouts
5. A list of suggested items to prepare in advance
6. Instructions for preparing as many flip-charts in advance as you can

This will help guide you early on in the program plus save some valuable time during the session.

- Make sure you use a variety of colors to add interest
- After you review any flip-chart page (prepared in advance or during the workshop) tear off the page and tape it to the wall (with paint-friendly ‘masking tape’) so you can continue to make reference to it throughout the rest of the training
- There are examples of flip-charts in the appendix of the Trainers Manual:
  - Welcome to Integrity Champion’s Training Program
  - Course Objectives
  - The Communication Cycle
Materials Check-list

- Trainers Manual
- Your copy of the Integrity Champions Workbook
- Integrity Champions Workbooks (one for each Integrity Champion)
- Flip-charts and easel(s)
- Colored markers
- Pencils or pens
- Integrity Champions' name labels
- Masking tape – suitable for taping flip-charts to the walls [without marking the wall]
- Duct tape – for protecting against tripping over projector wires, etc.....

Symbols

Flip-chart

Video Clip

Color Coding in this Trainer’s Manual:

- If you need to read directly from this manual, the words you are to say are provided for you in black print
- Your own instructions [as the trainer/facilitator] are in Orange
- Everything on the PowerPoint is in Turquoise
- Each new PowerPoint slide is in Turquoise but bold
- Each hidden point on the PowerPoint slide to be revealed with a fresh ‘click’ on the computer is marked with a

The actual teaching content of the Integrity Champions Workbook is in Turquoise, black and grey-scale so that you know what the Integrity Champions have in front of them

For Each Session

- Estimated time for each session
- Materials you will need:
  - Colored markers and A4 paper for each group
  - Flip-chart paper
  - 8 balls for a game
- Things to prepare in advance
  - Flip charts
    1. Welcome to Training Trainers
    2. Qualities of a Good Trainer
  - Handouts
    Print copies of handouts from the Appendix
The Trainers Manual will guide you through, step-by-step each session of the training.

Are there any questions?

Tools of Engagement

Building Consensus 3 mins

This is another tool for your training session – but, also, one that can be used in your community monitoring.

Building consensus is a way of getting everyone engaged in a plan of action.

Consensus means getting to a point of maximum agreement so action can follow.

It is a win-win situation in which everyone feels that he or she has one solution that does not compromise anybody’s strong convictions or needs.

To reach consensus, group members share ideas, discuss, evaluate, organize, and prioritize ideas, and struggle to reach the best conclusions together.

A good test for consensus is to ask the question, ‘Can you support this decision?’

If everyone can support it, the group has achieved 100% consensus.

Consensus is not always the best strategy.

In some cases, reaching consensus does not result in a better decision or outcome.

For example:

Group members are capable of unanimously agreeing on a completely incorrect solution to a problem.

But, generally, reaching consensus remains a highly desirable goal.

Brainstorming 7 mins

Ask a volunteer to come and write on the flipchart.

Make this into a game to see how many - and how quickly – the Integrity Champions can come up with ideas.

The volunteer should write as fast as they can, as many of the responses that the class gives... until the flip-chart is full.

I would like as many people as possible to give your ideas about what ‘brainstorming’ is.

You can only use about 5 words each!

Go!

When the flip-chart is full:

You have just demonstrated brainstorming by ‘brainstorming’ the meaning of the word ‘brainstorm’.

Brainstorming is a great way of getting lots of ideas and having lots of people participate.

These are the ‘ground rules’:

- Ideas and responses are accepted and recorded without comment
- Evaluation and judgment of the responses is deferred until after the brainstorm is finished
- Quantity is more important than quality of ideas
- All responses are of equal merit during the exercise
- One response can be used legitimately as a trigger for other responses

In a training session, brainstorming is a great way to get everyone focused on generating ideas.
Using Group Work

5 mins

Group work can be an excellent way for people to:

- Share what they know about a particular topic
- Build on ideas
- Clarify and gain understanding
- Get everyone involved in the topic

Group work can also be limited:

- When the group is very large
- Group work needs capable leadership and time and patience on the part of a trainer in order to keep groups on track
- It is harder to make sure that those in the groups are meeting the objectives

In order to make group activities work for you as a facilitator, here are some tips:

Provide the group with:

- Clear directions,
- Points to discuss
- Case studies to keep their work focused
- Make sure that you have all the needed materials for group work to start on time and be most effective
- Circulate around the room, keeping groups on track and offering assistance or refocusing when needed

Planned Activities

We have talked about the fact that adults learn in different ways and this is why you need to use many different methods of training

- This means you must incorporate some activities into your training that helps to engage your learners.
- One sign of a good trainer is someone who knows how to choose and even modify an activity to fit certain situations.

Ask:

What kind of activities have we used on this training?

Wait for a few responses.

Icebreakers, Energizers, Role Plays, Games, Case Studies, small group discussion

What have you noticed about the activities? What has been the result?
Activities/Exercises:

- Keep the day moving at a stimulating pace
- Fun helps to bring people together and break down barriers
- Laughter brings healthy release
- Improves retention of material
- Provide hands on application and practice

In order to fully involve your trainees, make sure that you discuss the following

**Before You Start Activities:**

- Establish the training as a ‘safe’ place
- Respect for each other (no mocking of anyone)
- This is so that they are encouraged to:
  - Take risks
  - Challenge previously held assumptions
  - Make mistakes and learn from them.

**Icebreakers:**

*Icebreakers are an opener into training, and can serve multiple purposes.*

- Icebreakers introduce group members to one another (they break the ‘ice’)
- Icebreakers are openers and they help to prepare people for training.

**3 mins**

When we start a workshop as a trainer, we are fully ready for the program that has been prepared.

Our participants, however, can come from all kinds of places. They may be thinking about a project at work, worried about something at home, checking their PDA’s for messages, or distracted by a myriad of things.

- In order for our training to be effective, we have to break through participants’ barriers and tap into their motivation.

Openers are important because they set the tone for learning, gain attention, and break pre-occupations.

**Icebreakers are also used to:**

- Encourage some energy into the beginning of a workshop
- Lead into the topic material

They are an important starting point to your training session.

- The right opening activity will assure learners that they are in a safe place where their learning needs will be met, and that they are respected contributors to the learning process.
Energizers: 7 mins

Energizers are exactly that. They are a short (often 5-10 minute) activity that, also, can serve more than one purpose.

Let’s try one now!

This is for the NEW Integrity Champions.

Those of you who came on Camp 1 must keep very quiet!

OK?!

Put the frog/horse picture up on the power point and ask the class:

What do you see?

Some will say a frog, some will say a horse.

There are, almost always, a few people who can only see one or the other.

Ask someone to come up and show the whole class where the frog is and where the horse is.

Debrief:

That is a good example of ‘perception’ the way people see things.

We often see things clearly and think we are ‘right’ and the other person must be ‘wrong’.

But, actually, both can be right.

We just need patience to see what someone else is seeing.

An energizer is:

▪ A brief activity designed to invigorate a group if energy in the room is waning
▪ To bring them back together following a break

Energizers are often about five minutes long.

Role Plays: 5 mins

Role-playing is:

▪ A helpful way to understand how participants react to certain situations
▪ A very useful approach for practicing new skills in a non-threatening environment, where a participant learns to apply behavioral techniques and gets feedback without fear of making a mistake in front of their own customers or clients.
▪ Helpful in learning many skills such as conflict management, negotiating etc.

Case Studies:

▪ Stories normally taken from a participant’s workplace or industry
▪ Can, also, be written specifically to simulate a scenario
▪ Often examined by individuals or groups and, then, analyzed to stimulate discussion or to demonstrate aspects of the training
Games:
A game is an exercise that normally has a set of rules and an element of competition. Games often include some kind of reward.

Ask:
What games can you remember from this training?
What do you remember about them?
Do you remember anything you learned from them?

FTB = Failure to Debrief!
This is one of the greatest failures of a training session.

ASK:
Why do you think that is?

Take a few responses.
The most important part of any activity is the debrief.
In the debrief you help the participants to understand what they have just learned or what it was intended to achieve.
Without a debrief – participants are often wondering what the point was and they fail to get the meaning out of the activity.

ALWAYS DEBRIEF!
Planning the activities in the training manual well will help your training come to life.
It is also a very effective way to engage learners in the training.

Presentation Skills 10 mins

Effective Delivery Techniques
1. Good appearance
2. Pleasant and varied voice
3. Positive body language
4. Excellent eye contact
5. Excellent gestures and movement

Effective Preparation
1. Objectives clearly stated
2. Strong opening and close
3. Well organized
4. Correct level of detail
5. Effective visual aids
Use Good Eye Contact

1. His is a way for you to say to everyone in the audience, ‘You are important. I’m talking just to you.’
2. Eye contact is one of the best ways to keep people listening and, can be, a source of feedback that tells you how you’re doing.
3. When using notes or visual aids, keep eye contact with the audience.
4. Look at people directly and talk to everybody.
5. Watch the tendency to keep looking back and forth to the same people.
   Adopt a random pattern.
6. Don’t look at the same 2 or 3 people, or stare over the heads of the audience.
7. Be careful of a visual obsession with one side of the room to the exclusion of the other.

Think about your Voice

- Speak louder than usual and throw your voice to the back of the room
  Get someone to demonstrate this
- Speak clearly and enunciate well
- Vary your tone and pitch
- Check difficult words beforehand
- Repeat key phrases with different vocal emphasis
- Speak fast to excite and stimulate and speak slowly to emphasize, dramatize or control

Be Careful of Your Body Language

(Male facilitators could wear a tie crooked to show how distracting this is/Female facilitator could keep fingering her rings or watch)

- How you stand or sit
  Avoid closed or tense body positions
- Where you stand or sit
  Don’t lean on furniture
- Watch what you do with your hands and arms
- Don’t keep loose change in your pocket
- Don’t worry about pacing, leaning etc. but be deliberate in their use
- Check your hair/tie/trousers/dress/chador before you stand up!

Make sure that your listeners understand the words you are using

Check that the audience understands any unfamiliar words or phrases.

Effective Use of Visual Aids and Support Devices 20 mins

Make this is as interactive as possible.

Ask questions from people on different tables.

Especially ask quieter ones.
Flip Charts

Flip charts are a great tool, but often misunderstood.

- The idea of a flip chart is that you have a visual tool that you can create on the go during training, or ahead of time for short lists.
- The flip chart is suitable for groups of fewer than 20.

People at the back of the room will have difficulty reading off a flip chart if there are more than 20 people in the room.

To use a flip chart effectively:

- Prepare some sheets in advance if possible and keep them covered with a few blank sheets until you need them.
  You can, also, cover points with blank strips of paper that you tape on and then, remove them carefully through your presentation.
- Use highly saturated color, but don’t feel like you have to stick to black, blue, and red.
  You can, now, get felt markers in dark green, purple, bright pink, orange, and many other colors.
  As long as the color is saturated (very dark), people should be able to read them.
  Avoid yellows, pastels, or washed-out colors.
- Leave some empty space at the bottom of the page so that you can add things later - or, if you are sticking the pages to a wall for people to refer to, so that participants across the room can still read what is at the bottom.
- Make your flip chart pages look interesting.
  Underline, circle, or put stars around key concepts using a variety of color and shapes.

Delivery Tips:

When you are using a whiteboard, flip chart, or slides, here are some tips for engaging your learners.

- Don’t stand with your back to the group and read off the chart.
  Stand to one side, facing trainees, and refer to the information.
  If you stand in front of the chart, they cannot see what is on it and, if you are not facing them, they may not hear what you have to say.
- Touch the information as you refer to it, or use a moveable device to point it out.
- Hang the flip chart paper on the wall when you’ve finished.
  Tear off the flip chart when you finish the page. Then, hang it on the wall to demonstrate its value and as an ongoing visual reminder of what has been discussed.
- Don’t just flip it over the back of the easel where it moves out of people’s sight and people’s minds.
Using PowerPoint Effectively

It can be tempting to turn everything that you are saying into an electronic slide. The most common version of slides used in training at present is PowerPoint - but there are other similar programs.

- When you create slides, remember that **PowerPoints are simply a visual aid, and a tool**
- Don’t feel that you need to capture every word you say, or want the trainees to learn, on a slide

Some of the most powerful slides will have no [or very little] text on them, but could be enhanced with photos and other graphics related to the training.

Tips for Supporting Materials:

Whatever visual aid you are considering, here are some questions to help you determine their effectiveness:

- **Space:**
  - Is the visual clear and obvious about what you are communicating?
  - Does it make good use of space?

- **Sight:**
  - Can people see the information clearly?
  - Are the colors dark enough - and print size large enough – so that no one is straining to see it?

- **Singular:**
  - Does the visual represent a single, important idea?
  - If not, you may confuse your trainees by squeezing too much into one visual.

- **Significant:**
  - Does it focus trainees’ attention on the point you are trying to make?

- **Simple:**
  - Desktop publishing and access to different fonts can be lots of fun, but if you have
  - Too many type faces, images, or graphics on one visual, people can miss the point you are trying to make
  - Keep things simple - no more than 2 different fonts on a slide, and no more than one idea

Review Question

**Ask:**

What is the maximum recommended class size for using a flip chart?

(Answer: 20)
Projector

- Use a projector with 2 bulbs, or have a spare bulb and know how to replace it.
- Clean the lens before each use
- Align the projected image to the screen
- Tape the cord to the floor
- Adjust the projected information to the height of the screen
- Make all necessary adjustments prior to the start of your presentation
- Use a computer with wireless controller
- Have a back-up battery for the controller

Energizer: Visual Power

This energizer shows the power of verbal vs. visual communication.

Ask participants to stand in a semi-circle (or in 2 semi-circles if there is not room for one.

In this case you will need 2 facilitators.

The facilitator is to give the following instructions:

Now I am going to give you very simple instructions.

Just do what I say.

Is that clear?

Do you understand the instructions?

Stand in front of the group.

Give instructions while doing the same, for example:

- Raise your left leg.
- Raise your right hand.
- Drop your left leg.
- Raise your left hand too.
- Spread your fingers.
- Drop your right hand.

Then, change the actions so they do not match the verbal instructions.

For example:

- Touch your chin.

But while saying this:

“Touch your cheek.”

Notice what the participants are doing.

Ask why they followed the actions.

They may say, “We followed you!”
You answer:

“No, you didn’t. I asked you to follow what I SAID - not what I DID!

Debrief:

Ask for comments on the experience.

- Why were the instructions confusing?
- Do you ever get such instructions?
  From whom?
Module 3: Training Integrity Champion Trainers
Session 12: Managing the Training Session

Small Group Exercise: Administration 10 mins

One of your key roles as a facilitator/trainer is to make sure all the administrative aspects of your training session are well prepared and thought through.

In small groups of 3 people, discuss each administrative topic listed in your workbook and add to the list.

Understanding this role increases the likelihood of it being applied again when you leave the training.

1. Arrange breaks and start/stop times
2. Keep the presentation on schedule
3. Distribute necessary materials
4. Use a flip chart, whiteboard, or laptop linked to a projector to capture information
5. Prepare the room

- Set-up flip charts, projectors, screens, whiteboards, tables, podiums, microphones, laptops, chairs, etc.

Debrief 5 mins

Do you have any questions about that list?

What other administrative things did you add to your list?

Managing Group Dynamics

Encouraging Discussion 3 mins

Encouraging discussion is an excellent training technique.

In order to engage participants through discussion, it is helpful for you to keep these points in your mind:

- Give some boundaries to the discussion
- Provide participants with the objectives of the discussion
- Organize in groups in different ways so that trainees interact with a variety of people whom they can get to know through discussion
- When asking questions to a large group, the trainer should ask a question to the entire group and, then, select the person who will answer it
- Provide people with processing and thinking time.

Some people want to answer right away and others prefer to think about an answer before expressing it.

One way to do this is to give participants time to write notes or to answer questions on paper before they start to discuss the topic.

This gives people who like time to reflect more for an opportunity to enter a discussion.
• Respect everyone’s answers and thank them for them
  This will encourage people to enter the discussion.

**Small Group Exercise: Handling Interruptions  10 mins**

Most often, your training is going to look easy to participants.

That is part of doing a great job.

Sometimes, though, things can happen that will upset your training plan.

In order to be prepared for interruptions, you and your group will develop some strategies to manage them effectively.

1. Please get into a DIFFERENT group of 3 people and think of 2 or 3 interruptions that may take place when you are training
2. Write these on the flipchart and underneath write:
   - 2 or 3 suggestions how you could most effectively handle these?

**Debrief**

The next time that something goes wrong, what will you do?

* Interruptions can be unexpected, but they do not necessarily have to spoil your day.
* I hope you will make a note of all the ideas that you have generated.

Put flip charts up around the room.

Please read all the other groups’ suggestions later.

**Breaks  5 mins**

With a little practice, you will be able to gauge when your group needs a break from training.

• If people are getting sleepy (a significant danger in the post lunch period) introduce a quick stretch break or short energizer
• Another technique is to ensure that there is plenty of cold water available in the room so that people feel well hydrated

**Getting People Back From Breaks**

We sometimes expect that our participants will make it back from breaks on time and with enthusiasm.

That’s not the case, however, and so some pre-planning from you will help get people back on time so that training is not disrupted.

Some methods to keep in mind:

• Music
• Question and answer or trivia game
• Have a volunteer bring people back
• Blink the lights off and on
• Offer a great tip or two just as the break ends
• Synchronize watches at the first break and, then, use odd times to bring them back (like 10:17)
Answering Questions

During training, you will have the opportunity to allow a question and answer time. These sessions can work for you, or just as easily, work against you. It all depends on your level of confidence with the subject matter you’ve presented, and your confidence in handling the questioning process.

To make the questioning process work for you:

Try to create a risk-free environment for asking questions.

Your audience will appreciate your efforts and will generally work with you, especially if the questions become more challenging and difficult to answer.

The 3 most common mistakes in answering questions

▪ Answering too much,
▪ Answering too soon, and
▪ Having a dialogue with just one person

Make sure you include the whole class in the discussion (if it is only relevant to a few people then arrange to discuss it after class)

2 key ways to maintain control of the question session:

1. Maintain visual control
2. Maintain verbal control

Giving and Receiving Feedback - Coaching 10 mins

What we are going to discuss now, will be very important for you tomorrow.

So, listen carefully!

▪ Tomorrow you will have the opportunity to practice facilitating the training on Schools, Courts and Infrastructure
▪ You will receive feedback from each other
▪ We are going to explain how to give and receive feedback

The role of the coaches in these exercises is crucial

Make sure you are taking notes so your coaching will be focused and provides helpful feedback.

There are 2 key areas for you to concentrate on.

1. Tell the person practicing what you believe he or she did well.
   Say this first so you do not forget.
   ☐ Be specific.
   For example:
   If you like the fact that the person practicing inflected their voice on key words, say so.
   Don’t assume they know what they did well.
   There is nothing too mundane or trite in coaching a skill practice.
Everything helps.

When you tell the person practicing the words you liked, say the actual words.

Tell the person practicing specifically the phrases or questions, word for word, that you liked.

In this way the person practicing knows exactly what worked and, hopefully, can use those things again in practice as well as in actual presentations when they leave the training.

2. **Tell the person practicing what could be improved.**
   - Give the person practicing your suggestions
   - The time to experiment and make mistakes is in practice - not on the job
     - So, don’t be afraid to give your honest insights.
   - When you give suggestions, be specific.
     - For example:
       - If you want the person practicing to vary the pace, or try to emphasize different words, show them what you mean.
         - Vary the pace of your voice so they know exactly what you mean.
       - Also, give them the new words to try.
         - Don’t just tell the person practicing to change the words.
           - Give them the replacement words.
       - Remember, you’re in a coaching role providing insights to help the person practicing improve.
         - So, any insights you provide need to be specific for that to happen.

**Receiving Feedback**

When you have finished your training/facilitating practice, follow these rules:

1. **Keep Quiet!**
   - The tendency for many people once the practice session is completed is to rationalize, make excuses, and so on
   - Once you’ve completed your practice, keep quiet
   - It’s your coach’s turn

2. **Listen to Your Coach.**
   - As the person practicing, you may not agree with the coaching suggestions
   - You may not even like the people coaching you! None of that matters
   - What does matter is how your coaches saw you
   - Take the coaching as an opportunity to improve
3. **Do 3 to 5 repetitions.**
   - This is where you really become skillful.
   - Repetition means you do the same exact skill practice again and again based on the coaching. It may be varying your tone of voice, or your use of flipcharts or your eye contact with the participants.
   - Only after you have mastered one of the situations, should you move to another.
   - There may not be time in the workshop to tomorrow ‘try again’. But you can ask your fellow Integrity Champions to coach you again after class and give you more feedback. This will help you improve even more.

Are their any questions?

**A Reminder 10 mins**

When training people

1. **Relate your personal experiences and knowledge**
   Use personal stories wherever it supports a key point.

2. **Use the skills of the program yourself.**
   This verifies the skills and shows their importance.

3. **Arrange the training room in the U-Shape or Small Table Format**
   depending on numbers of participants.

4. **Enjoy yourself**
   Learning is more memorable and long lasting when it’s enjoyable - both for you, the trainer/facilitator, and for the participants.

**Preparation for Training Practice Tomorrow 10 mins**

Those of you, who did Camp 1, please quickly get into groups according to sector.

- **Schools here** (point where you want them to go).
- **Courts over there**
- **Infrastructure over there**

Those who didn’t come on Camp 1 may go if you like but, if you stay, please keep quiet and don’t disturb the others.

When everyone is in their group ask those in each group:

1. **To get into pairs for facilitating/training tomorrow**
2. **Give each pair a set of instructions for teaching tomorrow (according to their sector).**
   These are in the appendix ‘Briefing for Integrity Champions Facilitating Practice Sections’.
3. **Explain that these need to be in order.**
   So, make sure each pair knows whether they are the first pair, second, or which order they should come in.
4. **Each pair will have 10-15 minutes to facilitate the training that you have been allocated**
   You can facilitate it in any way you like according to what you have learned today.
5. **After 10 minutes, you will be asked to stop and, then, the rest of the class and IWA staff will act as coaches, giving you feedback**
6. We suggest you decide together in your pair, *this evening*, how you are going to communicate the information (section of material) you have been given

   Prepare any materials you need – remember you only have 10-15 minutes!

   This will take quite a lot of preparation to use that time to the maximum benefit for your ‘class’.

7. Please make sure you come to training tomorrow ON TIME.

   You will have just 15 minutes for a final practice together before you present your materials.

   So, don’t miss your practice time!

Any questions?
Preparation for Module 4:
Training Practice for Integrity Champions

Total Time: 7 hours
Each of the Monitoring Sectors: 2hrs 5minutes
Introduction and wrap-up: 30 minutes

Materials Needed:
▪ Colored markers for each group
▪ Flip chart paper
▪ Integrity Champions will need to gather any materials they need for their session

To Prepare in Advance
▪ Flip charts:
  Integrity Champions to prepare their own for their presentation
▪ Create a sign for an IWA staff member to hold up to let the Integrity Champions know they only have 3 MINUTES left before their time is up.
▪ Print out enough copies of the Assessment Sheet (in the Appendix) for each participant.
  Allocate these to staff members whose job it is to fill in the form and give it to the appropriate Integrity Champion at the end.
  Each Integrity Champion should leave the session with their own completed assessment sheet for future reference.

The objective of this module is to give the Integrity Champions

1. An opportunity to put into practice the training skills that they learned yesterday (Module 3 Training the Trainer)
2. A chance to practice giving and receiving feedback as a coach
3. An opportunity to review briefly the material for schools, courts, and infrastructure monitoring for all Integrity Champions.
  On Camp 1 there was only opportunity to attend one sector-training - now they will hear a little from all three.
4. A chance for any new Integrity Champions at least to hear, in part, some of the 3 different sector trainings
5. An opportunity for IWA staff to assess both the training abilities of the Integrity Champions and to evaluate how much of the context-specific material has been absorbed by the Integrity Champions.
  (This will not be a very accurate assessment as each Integrity Champion will only have a few minutes to give information during their ‘practice training.’)
MODULE FOUR

TRAINING PRACTICE
FOR INTEGRITY CHAMPIONS
MODULE FOUR

TRAINING PRACTICE
FOR INTEGRITY CHAMPIONS
Module 4: Training Practice for Integrity Champions

Welcome  5 mins

Today is going to be a very full day!

Those of you who attended Camp 1 will have the opportunity to facilitate a small part of the training program for schools, courts and infrastructure.

Objectives of Today:

1. An opportunity for you to put into practice the training skills that you learned yesterday (Module 3 Training the Trainer)
2. A chance to practice giving and receiving feedback
3. An opportunity for you, the Integrity Champions, to review briefly the material for schools, courts, and infrastructure monitoring
   On Camp 1 there was only opportunity to attend training in just one of the sectors
4. A chance for any of you, new Integrity Champions, to at least hear in part some of the 3 different sector trainings
5. An opportunity for IWA staff to assess both the training abilities of you, the Integrity Champions, and to evaluate how much of the context specific material you have absorbed by

Yesterday, on your Training the Trainer module you covered a lot about adult learning and some essential skills for having an effective and successful training.

So, today, you are going to review the Camp 1 material on schools, courts and infrastructure as a way of training.

This is your opportunity to put into practice what you learned yesterday.

As you know we have some new participants and they are going to learn a lot from you today that they can, then, put into practice in the future.

You will be facilitating in pairs.

This is always a good practice, to have 2 people training/facilitating together.

Final Practice  15 mins

Give the participants 15 minutes for a final practice together before you start.

Synchronize watches!

You have exactly 14 minutes to practice and be back here ready for the first session!

After 12 minutes give them a 2-minute warning to get back to their seats.
**Facilitator Training**

5 mins

To start with, we are going to listen to the school sector

1. **Appoint a time-keeper** (probably an IWA staff member is best).
   They should give a 3-minute warning before the facilitating pair’s time is up

2. **Ask the pairs to sit in order of their presentations** so that they are ready and in place when their turn comes.
   Explain that there is no time to waste.
   It is a very tight schedule.

3. **Have several copies of the Table of Topics and Facilitators** available so that staff and participants can see who is next.

4. 3 minutes before your time is up, the time-keeper will hold up this sign (show the sign) to let you know that you have 3 minutes to finish off.
   You must not go over your time.

   Please take notes of what each participant:
   1. Did well and should continue to do
   2. How they could improve
   These points for improvement must be very specific.
   Give specific examples - nothing general
   3. One thing you learned or had a good reminder regarding the information that was communicated

After every pair we will have a short time for feedback asking and answering questions and listening to any comments.

So, please don’t interrupt each other during the training.

Make notes to share at the end.

Full participation in this training practice will show your unity as a team and your passion to be a learner and a good trainer.

**Facilitator Training for Monitoring Schools**

2hrs 5 mins

Each pair has a **maximum** of 15 minutes for facilitating.

Then 10 minutes per pair for feedback

**Coaching: Giving and Receiving Feedback**

(10 minutes per pair is allocated for this in the 2 hrs and 5 min.)

When the first pair has finished, thank them and ask THEM first:

- How do you feel that went?
- What did you do well?
  Ask each one of the pair individually.
- Is there anything you think you could improve on?
Remember the rules of receiving feedback

1. Keep quiet!
2. Listen to your coaches (even if you don’t agree with them)
3. Make a time to practice again the suggestions that your coaches have made

Now, remind the Integrity Champions and staff

Remember the Ground Rules
1. Respect for all
2. Confidentiality
3. Help/empower the person to achieve their goals

Remember the 2 key areas for coaching

1. Tell the person what you believe he or she did well or that you especially liked
   Be very specific so that the person knows what to do again
2. Tell the person what could be improved that might make the session even better
   Again, be very specific.

**ASK:**

Who wants to tell this pair something that was a powerful point in their presentation?

Take one or two responses.

Do not allow any negatives at this point.

We only have enough time for 10 minutes feedback for each pair.

Our time is up, so now we will move on to the next pair.

Continue this cycle through each pair for ‘Monitoring Schools’.

When these participants have all presented and received feedback, TAKE A SHORT BREAK.

Continue this cycle for ‘Monitoring Courts’ and then ‘Monitoring Infrastructure’.

(Each group of 5 presentations with feedback will take 2 hours and 5 minutes.)

**Note:**

There is an assessment form in the Appendix of the Trainers Manual

A copy of this as could be made and given to each Integrity Champion for them to see what they are being assessed on

At least one IWA staff member/trainer needs to fill out the form for EACH participant.

The end of class you can give a copy of this form to every participant to use for future as a reference.
### Table of Topics & Facilitators

<table>
<thead>
<tr>
<th>Sector</th>
<th>Trainers</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td>1. Integrity in the school system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Where is integrity at risk in school system?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Successful monitoring in the school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Challenges in monitoring school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Introduction of IWA forms and monitoring procedure</td>
</tr>
<tr>
<td>Court</td>
<td></td>
<td>1. Legal frame work of court monitoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Process and power in the court</td>
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<tr>
<td></td>
<td></td>
<td>3. Successful monitoring in the court</td>
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<td></td>
<td></td>
<td>4. Challenges in monitoring court</td>
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<tr>
<td></td>
<td></td>
<td>5. Introduction of IWA forms and monitoring procedure</td>
</tr>
<tr>
<td>Infrastructure</td>
<td></td>
<td>1. The selection process for infrastructure projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Integrity in infrastructure system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Successful monitoring in the infrastructure system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Challenges in monitoring infrastructure sector</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Introduction of IWA forms and monitoring procedure</td>
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</tbody>
</table>

The final wrap up session needs more time than the 5 minutes available. If you are able to extend this (7 hours for training in the day) it would be beneficial.

**Wrap up**

5 mins

This last session would be ideal for checking the level of understanding of the material that the participants have, especially the new Integrity Champions.

In the time you have, ask them:

Before we finish, we would like to gain some feedback from you about what you have learned about monitoring schools, courts and infrastructure.

So, this is not about your colleague’s presentation skills or performance, but anything you learned about the material they presented.
▪ What was NEW for you today?
▪ What was information that really surprised you?
▪ What would you like to hear/learn more about?

End with applause for everyone's contribution to the day.
Preparation for Module 5: The Role of the Media in Promoting Integrity

**Total Time:**
- Session 17: Introduction to the Media = 1 hour 20 mins
- Session 18: A Tool for Integrity = 1 hour 10 minutes
- Session 19: The Impact of Social Media = 2 hours 10 minutes
- Session 20: Using Media Tools = 2 hours

**Materials Needed**
- A ball for every 10 people (4 balls for 40 people)
- Post-it/sticky notes or small cards/pieces of paper – 10 per person

**To Do in Advance**
Create flipcharts:
- Title only: Media Class: Our Expectations
- Title only: Create 2 columns with: Traditional Media at the top of one column and New/Social Media at the top of the other
  You will need 2 of these flipcharts, exactly the same
- Title only: ‘Our Experiences’
  Then, a line down the middle and at the top of the 2 columns
  ‘Do Again’ and ‘Not Do Again’
- Title only: ‘Modern and Post-Modern’

**Session Hand-outs**
- The story of Tabassum Civil Movement
- Any handouts the ‘Guest Trainers’ require
- Engaging with the Media

**Invite Two Guest Trainers:**
These will need to teach/demonstrate their skills, answer questions, provide notes/handouts and, then, set a list of tasks for the participants to choose from, such as:
- ‘Write a press release’ or
- ‘Send a hash tag on twitter’

After the Guest Trainer has given a short talk/demonstration (no more than 20 minutes) the Integrity Champions will have about 30 minutes to practice something of their choice from the list.
1. Social Media Trainer

   This Guest Trainer should be someone who knows about using social media but is, ALSO, able to explain some basic practical ways of doing things.

   (Beware! Some people are experts in their understanding and technical abilities but are NOT good teachers!

   Teaching is a different skill set!

   You need to find someone who can do both!

2. Written Media Trainer

   Likewise, this trainer needs to have experience of working with the media AND be able to explain clearly how to write effectively.

   There are samples and explanations in the ‘CBM Toolkit’ pp. 210 and 211.
MODULE FIVE

THE ROLE OF THE MEDIA IN PROMOTING INTEGRITY
MODULE FIVE

THE ROLE OF THE MEDIA IN
PROMOTING INTEGRITY
Module 5: The Role of the Media in Promoting Integrity
Session 17: Introduction to the Media

Welcome & Review 10 mins
- Review important points from yesterday
- Answer any questions from the question box

Game: Hope for Afghanistan 20 mins
The purpose of this game is:
- To help the Integrity Champions keep their hope alive
- To remind themselves and each other of why they want to be Integrity Champions and of the changes they are looking to see

Please make circles of 10 people in each.
Each circle will have a ball.

When someone throws the ball to you, you must make a statement about:
1. Your hope for the future of Afghanistan and
2. What you are doing to make that a reality

Such as:
- My hope is for my children to grow up in an Afghanistan free from racial prejudice
  Therefore, I am training my children to respect people regardless of whether they are Hazara, Pashtun, Tajik, Japanese, etc.

Then, throw the ball to someone else who might say something like:
- My hope is for an Afghanistan free of corruption
  So, I am an Integrity Champion!

Debrief: 5 mins
This game will help you see the level of the Integrity Champions’ hope and eagerness.

It is important to remind themselves - and each other:
- That they have real hope for their country and
- What they are doing in promoting integrity and transparency is or real value
Ask:

What was the most surprising thing about that game for you?

Take a few responses.

Class Discussion: Expectations of a Class on Media 10 mins

Ask the following questions, create a discussion and write their expectations on the flipchart headed:

Media Class: Our Expectations

▪ What expectations do you have of today?
▪ What is your expectation of a class on how the media can promote integrity?

Objectives of this Class

This training will provide a more in-depth understanding of:

▪ The role of the media in developing integrity in the society
▪ How Integrity Champions can use media as a tool for advocacy
▪ The legalities of using media as a tool for advocating integrity
▪ Social media and its power in fighting against corruption
▪ How media can help Integrity Champions to fix problems

Exercise: Who Are The Media? 10 mins

The purpose of this exercise is to focus the Integrity Champions on the many types of media and to help them to see the differences between traditional and new/social media types.

Eventually, we hope the Integrity Champions will see that both have value – but, for Integrity Champions, social media is the most likely to be supportive in promoting integrity.

Give everyone 8 sticky notes (more if they need them).

Please write as many forms of media, or names of media companies as you can think of.

One on each sticky note.

You have 5 minutes.

After 5 minutes ask them to:

Now look at your pieces of paper and decide which are traditional media and which are new social media.

Come up and stick each on an appropriate side of the flipchart.

Put a flipchart up on an easel on each side of the room so that it doesn’t take too long.

Ask half the class to use one flipchart and half the class to use the other.
Debrief 20 mins

When all the sticky notes are stuck on the flipcharts, ask 4 people to come up - 2 for each flipchart.

Ask one person to read the notes on the traditional side and the other person to read the notes on the new media side on each flipchart.

When the sticky notes are being read out, put your hand up if you DON’T agree that they are on the correct side.

For example, if someone has put newspaper on ‘New media’ and you think it should be on ‘traditional’, put your hand up and explain why.

Conclusion

Three Types of Media:

1. Traditional
   Street theatre, story-telling, song and dance
2. Modern
   TV, radio, print media
3. Post-Modern
   Online media

Today, we are only looking at Modern and Post-Modern media.

But, if you are interested, you can read more information about all three types including traditional media from Debasish “Deb“ Aikat Associate Professor and Media Futurist, School of Journalism and Mass Communication, University of North Carolina at Chapel Hill, USA. [http://www.eolss.net/sample-chapters/c04/e6-33-02-04.pdf](http://www.eolss.net/sample-chapters/c04/e6-33-02-04.pdf)

<table>
<thead>
<tr>
<th>Modern media</th>
<th>Post-Modern (social media)</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Television networks</td>
<td>▪ Twitter</td>
</tr>
<tr>
<td>▪ Radio stations</td>
<td>▪ Facebook</td>
</tr>
<tr>
<td>▪ Newspapers</td>
<td>▪ Email</td>
</tr>
<tr>
<td>▪ Magazines</td>
<td>▪ YouTube</td>
</tr>
<tr>
<td></td>
<td>▪ Blogs</td>
</tr>
</tbody>
</table>

Any Questions? 5 mins
Module 5: The Role of the Media in Promoting Integrity
Session 18: Media as a Tool for Integrity

**Introduction**

Perhaps you are wondering why a whole day of this Camp is dedicated to discussing the role of the media!

- The media is not usually known for its integrity!
- How can the media help promote integrity?
  
  Doesn’t it, usually, distort the truth?

Today we are going to think about the power that the media has and how you, as an Integrity Champions, can use that power as a tool to promote integrity.

**Small Group Exercise: The Power of the Media**

Please work together in groups of 3 [no more than 4 people].

On page 7 of your workbook, there is a chart called ‘The Power of the Media’.

As a group, think about the power that the media has.

- What kind of power does the media have?
- What ability does the media have?
- How can these be used to positive effect in society?

1. Think of as many different kinds of power and ability as you can that the media has.
2. Write these in the designated column in the chart below.
3. In the column beside that one, write ways in which that power and ability could be used to promote integrity.

The Power of the Media

<table>
<thead>
<tr>
<th>Power (ability) of the Media</th>
<th>How Does the Media help to Bring integrity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can make a local issue into a national or international issue</td>
<td>By highlighting successful problem ‘fixes’ where integrity ‘won’ over corruption in a local community, widespread support and acclaim can generate integrity mobilisation on a much wider scale. Integrity Champions can mobilize a large number of people in demanding and protecting integrity on a particular issue.</td>
</tr>
<tr>
<td>2. Publicity</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>
Peer Debrief:  

Objective:  

This is an opportunity for the Integrity Champions to think and better appreciate the powerful influence the media can have on large numbers of people.

In this exercise, you can help the Integrity Champions to define further the different ways the media affects our lives – for example, through publicity.

Up until now, the Integrity Champions have learned the importance of fighting corruption through good Interpersonal Communication Skills, through dialogue and through mobilizing communities to promote integrity.

Now, the Integrity Champions can further their understanding of the power of the media that is available to them.

We would like each of your groups to join with 3 other groups.

So, that will make about 10 people together.

1. Please share with each other what you have written on your charts.
2. Together, choose 2 of the most powerful ways the media can help promote integrity.

Class Debrief  

Please choose a spokesperson from your group to share your Top 2 most powerful ways the media can help promote integrity.

- Listen carefully to what other groups say
- If they mention one of your Top 2, then you can choose another one off your list

Let each group share their Top 2 and make sure there are no repeats!

If further discussion develops, make sure it involves everyone and not just one or two people.

Summarise this session with the following:

Summary  

Media has the power and the ability to make a local issue into a national - or even an international - issue.

- This gives Integrity Champions a tool to help them achieve their goals
- Media has the power to put pressure on people in positions of power to act with integrity
- Media can support local communities in bringing transparency and integrity

1. A Communication Tool to reach a far wider audience in a much shorter time.
2. A means of putting pressure on stakeholders and key people to act with integrity
3. A tool for sharing solutions and best practice with wide numbers of people

Media’s power = Integrity Champions’ tool

Any Questions?  

5 mins
Module 5: The Role of the Media in Promoting Integrity
Session 19: Using the Media for Advocacy

This session needs to start with a free discussion of the Integrity Champions’ own experience of working with the media.

Some may have a wealth of experience and some none at all. This will give you, the trainer, a better understanding of the level of knowledge of media in the class. Hearing other people’s stories and experiences can be enjoyable and informative, but only if the stories are kept short and to the point!

Do not allow long rambling stories.

Asking the Integrity Champions to answer succinctly the questions on the PowerPoint will help to keep focus.

Have ready the flip chart you prepared earlier - entitled ‘Our Experiences’ and a line down the middle.

At the top on one side of the line write ‘Do Again’ and, on the other side, ‘Don’t Do Again’.

As the Integrity Champions tell their story, stand by the flip chart with pen ready to write.

1. As they mention a positive, write it on the flipchart
2. As they mention a negative, write it on the flipchart

Hopefully, this will be an enjoyable experience of hearing 3 or 4 stories and, at the same time, bring out some key learning points.

Class Discussion: Experiences of Using the Media 20 min +

So, we have seen so far that media is one of the strongest forums to get the message out quick, to build support and to put pressure on policymakers.

- Radio is the most widespread communication channel in Afghanistan,
- Television is next,
- Lastly, print media

Print media is important but, due to low literacy rates, it is not the most effective. (IWA Toolkit p. 210)

Now we are going to see what experience we all have with the media.

We would like any of you to share your experience of working with the media.

On the flipchart here, we will write the positive things we can learn from your story and on that flipchart we will record the things we would like to avoid in the future.

So, tell us your story around the following questions:
1. What is your experience in using the media to achieve your goal?
2. What worked well?
3. What didn’t work so well?
4. What did you learn from that experience?
Debrief  

When your time is up and you have a number of key learning points on the flipchart:

▪ Review the ‘Do Again’ with the class.
▪ Encourage them to make notes
▪ Then, review the ‘Don’t Do Again’ side

Now let’s have a look at what we can learn from the ‘Not Do Again’.

Here you can deal with specifics - for example, if someone had mentioned a great success story but didn’t have the number of the TV station and didn’t know how to contact them, discuss how TV stations and media outlets can be contacted.

This is your opportunity to learn from your colleagues and to write down in your books any information that may be useful in the future.

Does anyone else have anything to add?

Encourage the sharing of practical information.

Which Tools to Use  

10 mins

▪ Earlier we discussed ‘Who are the media?’
▪ We have, also, discussed how Integrity Champions can use the power of the media to promote integrity and to fight corruption
▪ You have identified what has worked for you in using the media and what hasn’t

Now, we are going to look in more detail at which tools to select for what purpose.

Small Group Discussion: Modern or Post Modern?

In groups of 3 or 4, please make a list of the differences between Modern Media (TV, radio etc.) and Post-Modern Media (online media).

You have 5 minutes.

Debrief:  

10 mins

We are going to ask one group to share their list and the rest of you need to listen carefully to see if you have anything different to add.

Make a list of the differences on the flipchart you prepared earlier, Differences between ‘Modern and Post-Modern’ Media.

When everyone has finished adding to the list introduce the following:

There are 3 Things to Consider:  

5 mins

1. ▪ What access to media does your community have and which type?
   For example:
   Is there Internet access where you are?

2. ▪ What is the preferred media of your community?
   For example:
   If there is limited electricity, battery operated radio may be more popular than TV.
3. The ability of local people to use the media

In very traditional communities, literacy rates may be low, print media, TV and Radio may all be relatively unpopular.

How, then, are messages communicated?

Having considered these 3 things, you can now see more clearly which type of media will be most beneficial for you to manage and which type will build a relationship with your community.

Small Group Discussion 15 mins

In your group:

▪ Answer the 3 questions for your own community
▪ Share this with your group
▪ Write in your workbooks which type of media will work best for you in promoting integrity where you do your monitoring

The questions are in your workbooks.

Debrief 5 mins

Ask for a show of hands.

Let’s see what you decided:

▪ How many of you decided that Modern media was the most appropriate for where you work?
  Count
▪ How many decided that Post-modern would work best?
  Count
▪ Did any one think Traditional (story-telling, song, dance) would be ideal for their community?
  Count

Comment on the scores and ask the Integrity Champions what they conclude from the scores and from their discussions.

Post-Modern: The Impact of Social Media

Modern (and traditional) media efforts need to be complimented by online media whenever possible.

We are going to think now a bit more about social media.

▪ Social networking can be a great tool for Integrity Champions attempting to raise awareness or to generate discussions about their goals.
▪ Social media has some characteristics that make it more powerful than modern media.
  For Example:
  1. Much greater opportunity for audience participation in the information cycle
    a. Your audience can directly add, make corrections, share related ideas that social media has published
    b. Opportunity for dialogue and conversation (modern methods do not give this)
  2. More freedom – less censorship
  3. Capability of mobilizing large numbers of people very quickly
  4. People take ‘ownership’ of issues and feel part of a campaign much larger than themselves
Class Discussion: ‘Tabassum Civil Movement’ 30 mins

Divide the class into DIFFERENT groups of 5.

Give each group a copy of the Tabassum story.

In your group, discuss the following 2 questions:

1. What impact has social media had on you personally?
2. Read the story of the ‘Tabassum Civil Movement’ from the handout.
   In what ways did social media impact this Movement?

Types of Social Media 5 min

Briefly comment on the use of each of the following:

- Blogging [www.blogspot.com]
- Micro-blogging [www.twitter.com]
- Video sharing [www.youtube.com]
- Social networking [www.facebook.com]
- Wikis [www.wikipedia.org]

Twitter 15 mins

Go through the following and, then, create a discussion about how the Integrity Champions already use Twitter and Facebook in their monitoring.

- Twitter is a powerful tool for advocacy initiatives!
- Key civil society, public affairs officers and government officials are on twitter
- Twitter allows you to create and use existing hash tags (the symbol #) to ‘trend’ your message
  Example:
  
  #end corruption in Afghanistan - protect integrity
- Hash tags can be seen by ALL on Twitter - not just by your followers

Face book

- With more than 1 billion users worldwide, Facebook is the largest social networking platform
- You can generate awareness of monitoring activities through a Public Page that followers can ‘LIKE’ or ‘SUBSCRIBE’ to your updates
- Followers can ‘SHARE’ your posts and page

How have you used Twitter and Facebook in your monitoring and advocacy?
Module 5: The Role of the Media in Promoting Integrity
Session 20: Using Media Tools

Skills for Using Media Tools  
As we have seen:

▪ Traditional media efforts should be complemented with online advocacy
▪ Social networking is a great tool for raising awareness or for generating discussions about integrity issues

By now we hope that you are excited about using the media to promote integrity and to fight corruption in your community!

But, perhaps, you are wondering:

▪ Exactly how you will start?
▪ What tools will you use?
▪ How do you use them?

Maybe some of you thinking ‘I would like to use some of the social media we have talked about, but I am not sure how to use Twitter’.

Maybe you would like to write newspaper articles or share success stories with a newspaper – but you are not sure how to go about it.

Small Group Exercise: Which Tools?  
Talk together in your group about the different ‘technical’ skills you each need in order to use the media for advocacy purposes.

For example:

▪ Writing skills?
▪ How to use YouTube/Twitter etc.?
▪ How to approach media personnel?

Make a list of the skills your group needs.

You’ve got 10 minutes.

Debrief:  
Again, we’re going to ask one group to share their list.

Please listen carefully and only add any EXTRA things that haven’t been mentioned.

Write the list on a flipchart.
**Media Tools Training**  (30 mins per Trainer)  60 mins

For this session you will need to invite 2 ‘Guest Trainers’.

One Trainer for each of the following:

1. **Guest ‘Social Media Trainer’**
   
   This should be someone who knows about using social media but is, ALSO, able to explain some basic practical ways of doing things.
   
   (Beware! Some people are experts in their understanding and technical abilities - but are NOT good teachers!)
   
   Teaching is a different skill set!
   
   You need to find someone who can do both!
   
   This person needs to prepare a short (10-15 minute max) presentation and, then, show people some practical skills such as:
   
   - How to put video into an article for the Internet
   - How to put pictures on Facebook
   
   Be ready to answer questions
   
   - They should have handouts with bullet-point explanation for the Integrity Champions to reference later
   - They should have a list of practical things for the participants to choose from, for practice

2. **Guest ‘Written Media Trainer’**
   
   Likewise, this trainer needs to have experience of working with the media AND be able to explain clearly how to write effectively.
   
   There are samples and explanations in the ‘CBM Toolkit’ pp. 210 and 211.

**Tool Practice**  30 mins

Each Integrity Champion should choose something to practice from the lists they have been given by the Guest Trainers.

Guest Trainers and IWA Trainers and Facilitators should assist with this.

**Closing Debrief**  5 mins

IWA Please note:

If you think the ‘Guest Trainer’ sessions need longer and the ‘Tool Practice’ session needs longer, then you could cut something else during the day.

Please have a look and see where you think the greatest emphasis should be.

You can, then, adjust it.
Preparation for
Module 6: Monitoring Tools

Total Time:

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Session 21: Tool Review</td>
<td>approx. 1 hr 15min?</td>
</tr>
<tr>
<td>Session 22: Mobile Application Training</td>
<td>approx. 1hr 15min?</td>
</tr>
<tr>
<td>Session 23: Call Center Training and Launch</td>
<td>approx. 1 hr 15min?</td>
</tr>
<tr>
<td>Session 24: The Way Forward</td>
<td>2 hrs 15 min</td>
</tr>
</tbody>
</table>

Materials Needed

- 12 long nails (15 cm/6 inch) for each group of 4 or 5 participants
- A small square block of wood with one extra nail banged into the middle of it for EACH group of 4 or 5 participants

To Do in Advance for Module 5

- Create *Certificate of Attendance* for each Integrity Champion who attended the whole course
- Order the Celebration Cake
MODULE SIX

MONITORING TOOLS
MODULE SIX

MONITORING TOOLS
Module 6: Monitoring Tools  
Session 21: Tool Review

Welcome  
5 mins
Briefly explain that today is our last day of training. 
Tomorrow will be the first Integrity Champions Conference.

Check the Question box and ask if there are any questions.

Monitoring  
5 mins
We have seen, in this training, that monitoring is about watching the activities of those in power to make sure that money given for reconstruction and development is spent appropriately and for the benefit of the country’s citizens.

Monitoring can help stop corruption.

Citizens can ask questions and express their concerns to officials, to companies, to donors and to others in the community.

But, if nothing changes, citizens can come together and organize to monitor projects regularly and systematically.

To do this kind of monitoring, citizens need tools such as:
1. Ways to collect information (data) about whether a project is being built in an honest, transparent way using good quality materials and building practices
2. Meetings for local monitors and community groups to come together to make recommendations about how to improve problem areas

Monitoring Tools  
5 mins
There is a list of tools referred to in the ‘CBM Toolkit’ and that list is in your workbook.

1. Conflict Analysis

See Page 18 ‘A Practical Guide to Community Integrity Building’

2. Stakeholder Analysis

Stakeholders are people who have something to gain or to lose through the success or failure of the project.

These people can affect greatly the outcomes of the political processes, so, it is important to identify the needs and concerns of different stakeholders – especially when you are wanting to influence policy.

SeePage 20 ‘A Practical Guide to Community Integrity Building’

3. Guidelines for Requesting Information

See p 22 ‘A Practical Guide to Community Integrity Building’

4. Questionnaires for Interviews, Surveys and Group Discussions

See p 24 ‘A Practical Guide to Community Integrity Building’
5. **Beneficiary Questionnaire**
   See p 27 ‘A Practical Guide to Community Integrity Building

6. **Development Check Questionnaire**
   See p 30 ‘A Practical Guide to Community Integrity Building

7. **How to Develop an Advocacy Strategy**
   See p 37 ‘A Practical Guide to Community Integrity Building

8. **Media Tools**
   See p 210-213 CBM Toolkit

9. **Success indicators and Evaluating Your Work**
   See p 37 ‘A Practical Guide to Community Integrity Building

**Developing a Project Plan**

This information may be useful to you in understanding how projects can be planned for best outcomes.

There are some questions you need to answer before starting your project:

1. **Why does your community [or Afghanistan] need the project you have chosen to monitor?**
2. **What are you planning to do as part of this project?**
3. **What effects do you expect to see straight away?**
   Define the short-term objectives or changes
4. **What effects and changes do you expect to see in the future?**
   Define medium-term objectives or changes
5. **Describe the long-term changes for:**
   - People who will benefit from your project
   - People affected by the changes your project will bring
6. **For every immediate effect you identified above, ask**
   ‘Why is that important?’
   (Try and describe how the changes will lead to the long-term benefits for people, for the environment or for the economy.)
7. **What barriers do you think might prevent any of this happening?**
Data Base Training

Time Approx 1 hour 15 minutes

About the database www.communitymonitoring.org

- Integrity Watch has developed a database www.communitymonitoring.org to manage, arrange and evaluate the activities. After getting a User and a Password the employees and ICs can sign in to
- This database provides an overall picture of community monitoring performed by Local Monitors and ICs across Afghanistan

This part largely needs practical work, so open the www.communitymonitoring.org on the projector and get everyone’s attention.
Ask the Database person to provide more details about the database and its usage to the audience.

Practice of the Database

- A number of screen shots from the pages of the database are given below. The main page includes CBM-I, CBM-T, CBM-S, Research, Advocacy, Integrity Building, Communication, and M&E and Admin
- By clicking on each of the programs a list opens that includes project, data entry, reports and search
- Each of the programs (CBM-I, CBM-T & CBM-S) has specific forms that by clicking on the program and the form the information and data can be added to the database
- For a detailed training it is needed to view the database on the projector and get familiarized with its usage
Module 6: Monitoring Tools
Session 22: Mobile Application Training

Time 30 Minutes

Purpose of Mobile Application 10 Minutes
- Data entry into monitoring forms with much ease in the database via mobile application
- Increasing the speed of work and access of ICs to Database through the installed application in their mobile phones

Ask ICs that how the mobile application will help them in their work. 10 Minutes
Make sure every one of ICs are familiar with the usage of smart phone.

Training of Mobile Application 10 Minutes
- By using the mobile application ICs can easily enter the data collected from the monitoring into www.communitymonitoring.org
- Familiarity with mobile application needs practice so, you will be trained by the employees of Integrity Watch
- The smart phones along with the application will be distributed by provincial staff of Integrity Watch
Module 6: Monitoring Tools
Session 23: Call Center Training & Launch

Time 30 Minutes

Purpose of Call Center 10 Minutes
- Provide mentoring and advisory support to ICs on their duties, code of conduct, challenges and solutions to the problems
- Solicit guidance from the program managers of CBM-S, CBM-T and CBM-I
- Receive, record and follow up complaints from the public on issues relating to corruption through www.efshagar.af

Ask ICs about their expectations from the Call Center 15 Minutes

About Call Center 5 Minutes
- By dialing …………………………. you can contact the Call Center Operator in the capital
- You can discuss the challenges and problems in monitoring and ask for the guidance from the responsible persons
- Share your comments and recommendations on solving problems as well as enrichment of the approaches in implementing the program
Module 6: Monitoring Tools
Session 24: The Way forward

Post Test 10 min
Debrief 10 min

When everyone has finished and you have collected in all the Post-tests, go through the test question by question and ask the whole group for the correct answer.

Make this fun!

Stop when there is discrepancy.

Read the question again.

Give the correct answer and an explanation why it is the BEST answer.

This will act as a final review of the course materials.

Review of Integrity Champions Individual work plans with their Mentors 45 mins

It will need to be well organized, to fit into just 45 minutes.

However, the result should be that each Integrity Champion goes away with a clear picture of what they should do next. A clear ‘way forward’, for which they will be accountable.

Personal Exercise: Final Review of the Week 10 min

1. What is the most valuable thing you learned in the last week?
2. Which Module (or session) was the most helpful for you personally and Why?
3. What was the most enjoyable part of this training for you?
4. What was the most difficult part of the training?
5. What’s the most valuable learning you’ve obtained this week OUTSIDE the training sessions? (From colleagues, friends, the internet, Facebook?)
6. Give an example of what you have learned from this training for each of the following:
   - Skill:
   - Attitude:
   - Knowledge:
   - Experience:
### Debrief
10 min
Take as many answers as you have time for, for each of the questions.

### Evaluation Forms
10 min

### The Nail Challenge
15 min

### Final Speeches from IWA
10 min

### Presentation of Certificates
15 min

### Celebration Cake & Tea!
INTEGRITY CHAMPIONS PROGRAM
Training Evaluation Form

Please answer the following questions to help us in improving such trainings.
Date: _____________________

1. What did you like the most about this training?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. What did you find different in this training as compare to other trainings you had participated?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. How helpful did you find the following activities?

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<th>Not Good</th>
<th>Good</th>
<th>V. Good</th>
<th>Excellent</th>
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<tr>
<td>Group Work</td>
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<td>Games/ Exercises</td>
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4. How do you rate the expertise of the trainers/ facilitators?

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5. Was there anything you expected to learn but you didn’t? If yes, please specify.

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6. Did you understand about your role as Integrity Champion during the training?
   a. Yes
   b. No

7. How did you find the administration/arrangement of the training?

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<tr>
<th>Not Good</th>
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8. How satisfied are you from the training?

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9. Any other comment or recommendation you have?
Kolola Poshta, Kabul, Afghanistan
info@iwaweb.org
www.iwaweb.org