INTEGRITY CHAMPIONS
TRAINING PROGRAM

Workbook
Camp 2

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## Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Accountability</td>
<td>Explaining decisions, actions or use of money to stakeholders</td>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>Donor</td>
<td>Somebody or an organization who gives money for a project or a program</td>
</tr>
<tr>
<td>Efficiency</td>
<td>Making the best use of resources with minimum wastage</td>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>Objective</td>
<td>A stated purpose</td>
</tr>
<tr>
<td>Participation</td>
<td>Involvement of people in a process</td>
</tr>
<tr>
<td>Purpose</td>
<td>Towards an objective</td>
</tr>
<tr>
<td>Review</td>
<td>Periodic assessment</td>
</tr>
<tr>
<td>Spoilers</td>
<td>People who hinder integrity or benefits to the community</td>
</tr>
<tr>
<td>Stakeholder</td>
<td>A person or organization who has an interest in or is affected by a project or program</td>
</tr>
<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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Module 1: Appraisal of the Monitoring Experience
Session 1: Welcome and Introduction to Camp 2

Course Administration

1. 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 course
   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!

2. 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
You can suggest some more.

1. **Respect:** We would like you to respect each other unconditionally
   Listen and respect one another’s ideas and thoughts - even if you personally think differently or don’t agree with them

2. **Confidentiality:** What is shared by your classmates should remain confidential
   Is that agreed?.....

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 class
   a. If it is an emergency and you must answer the call, please go out of the room so as not to disturb the rest of the class
   b. Please do not text during class

4. **Fully take part** in activities and discussions
Your Expectations

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?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Course Objectives

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
Module 1: Appraisal of the Monitoring Experience
Session 2: Review of Integrity Monitoring

Thinking Back

Please take a few minutes to answer the following questions about your experience since Camp 1:

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?

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c. Were the things you thought might be difficult, the same as what you experienced?
   Why - or why not?

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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?
Module 1: Appraisal of the Monitoring Experience
Session 3: Assessing Specific Sectors

Sector Experience

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?
Module 1: Appraisal of the Monitoring Experience
Session 4: Concluding Feedback

**Individual Feedback Sessions with Mentors**

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

1. What is integrity?
2. What is your vision and mission as an Integrity Champion?

What is an Integrity Champion?
An Integrity Champion is 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 the delivery of 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

Ethical Dilemmas?

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?

Please fill in the chart below 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>
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</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>
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Module 2: Review of Camp 1
Session 6: The Monitoring Process

Monitoring

1. What is monitoring?

2. What do you want to achieve by regularly monitoring in your sector?
   - You must decide what **you** want to **ACHIEVE** by monitoring
     
     For example:
     a. 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.
Community-Based Monitoring Process

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 and accountability where citizens in the community can be satisfied with the results of projects and programs

Power Mapping

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. Then
   Order them from the MOST powerful to the least powerful
5. When you have made your prioritized list, mark the people on a drawing of concentric 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?
Knowing these power sources:

1. The Integrity Champion 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 identify 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, to identify those power sources in YOUR OWN community
Module 2: Review of Camp 1
Session 7: Monitoring Skills

Monitoring Skills

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

b. Group interaction

c. Mass media
Three Topics on Communication

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

What is Effective Communication?

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

2. Trying to change the behaviour by using threats or coercive tactics is not enough, 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

a. Words
b. %
c. %

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.
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

Remember: 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 2 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?

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

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

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

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!

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Interpersonal Communication is a skill to be learned

Communication is not a simple process!

Respect:

- Why is it so important?
  
  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

= 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.

**Good Communicators - ’ARISE’!**

- **A**
  - Just for being human

- **R**
  - Unconditionally - for the unique person each person is created to be

- **I**
  - Empowerment
  - Demonstrating to people that they are worth your time

- **S**
  - Emotional security means making people feel safe in a relationship of trust

- **E**
  - 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**

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!

**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
The 4 Scenarios

1. Organising a Community Meeting

2. Managing Community Expectations
3. Arranging a Meeting With Government Officials

4. Setting Up A Meeting with Donors
Communication Tool: Listen-Talk

‘Listen-Talk’

This [‘Listen-Talk’] tool has been used successfully by more than 22,000 people all over the world in different cultures

- 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
- You can also add an ‘Observer’ to observe and listen to the conversation, and give feedback about how each Speaker and Listener communicated. This can be helpful in noticing things like using good eye contact between Speaker and Listener, or facial expressions, body language, etc.

But don’t forget to give the Observer a chance at speaking and listening!
This is how ‘Listen-Talk’ works:

1. Speaker
   - Expresses thoughts, views, feelings
     Taking one issue at a time

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

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

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

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

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

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

9. The new Speaker
   - Now, feeds back until the new Speaker is fully satisfied that they have been understood by the new Listener
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 some
ebody 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 (e.g., a pen) and take it in turns to hold the object
   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. 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 it will help you in many ways, during your
monitoring work and meetings with stakeholders.

A Monitoring Situation I would like a ‘Second Chance’ to do again.

Listen-Talk in Pairs:

‘A situation I would do differently next time’
Module 2: Review of Camp 1
Session 8: Constructive Engagement to Resolve Problems

Problems and Conflict Situations

Please make a list below of 3 or 4 problem or conflict situations you have experienced while monitoring since Camp 1.

---

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.

What was the reality?

- Were the challenges you faced what you expected? or
- Were they completely different?
- In what way?
Understanding Conflict:

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 often 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

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

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

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:

<table>
<thead>
<tr>
<th>Educated?</th>
<th>Housewives?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional views?</td>
<td>Government officials?</td>
</tr>
<tr>
<td>Construction workers</td>
<td>Religious leaders?</td>
</tr>
<tr>
<td>Judges</td>
<td>Teachers?</td>
</tr>
</tbody>
</table>

- 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

1. What is it?
2. What is it 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

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 – that’s Closing The Loop!

---

Barriers to Effective Problem Solving

1. Failure to recognize the problem
2. Thinking about the problem too narrowly
3. Not considering ideas that have never been tried
4. Making a choice too quickly
5. Failure to consider all consequences
6. Failure to implement the plan effectively
7. Failure to evaluate and learn from the lessons
Fixing the Problem

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.

This is often called ‘Collective Action’.
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.”

Page 198 ‘CBM Toolkit’

For more on this topic, see chapter ‘Time for Change’ in the ‘CBM Toolkit’.
Module 3: Training Integrity Champion Trainers
Session 9: You, the Trainer

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

What did you learn yesterday?

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 that you’ve learned it?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

(What difference will it make?)

__________________________________________________________________________

__________________________________________________________________________

Learning Experiences

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?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
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.

What do you think is the goal of this training?

- 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
- 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’.

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

We will start by explaining the Training Packages.

**How to Use This Training Package**

**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:

1. Greater understanding in local communities of the power of CBM in halting corruption through the introduction of trained Integrity Champions
2. 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 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 participants to use the insights, ideas and skills while they are engaged in 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.

**So: What is Training?**

- 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 change the tones in 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

The Qualities of a Good Trainer
4.

5.

6.

7.
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.

**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...

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

- Know your subject
- 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?
- 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.). It’s very important that people can work in groups.
- 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 prepare some questions for them to answer 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**

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’, ‘I can’t make any difference’, what will happen?
  Will your thoughts win - or will what you really believe win?
  **YOUR BELIEFS will always win!**
  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’

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.
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

Other people’s consequent reaction re-enforces your self-limiting belief and.....

So, the cycle goes on
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?

Please answer the following questions about YOU

1. Identify one self-limiting belief that you are aware you have

2. What is currently the result of that belief?

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 to talk over how you’re doing.
Module 3: Training Integrity Champion Trainers
Session 10: Training Methods

How Do You Prefer to Learn?
How Adults Learn

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.

How were you mostly taught?
- Lecture?
- Given notes to learn and to memorize?
- By watching someone else?

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 aural 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
- To 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

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

▪ Be participant-centered, interactive training
▪ Be applicable to real life situations
▪ Develop higher levels of ‘critical’ thinking and analytical skills
▪ Be learning by experience
▪ Involve 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

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

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

Creating Good Learning Environments

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

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

 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

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

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 take 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?”

What is a Facilitator?

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
- Must not favor any individual or segment of the group’s members
  They 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 critically important 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.

Hirschman’s Model for Change

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 affected by the problem to join together and to look at all the possible solutions
b. Mobilizing is taking action to bring change
c. Mobilizing gives the option to bring benefit to the whole community
d. 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

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

The Trainer’s Manual

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

   - 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 in 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 the Training of Trainers
    2. Qualities of a Good Trainer
  - Handouts
  3. Print copies of handouts from the Appendix

The Trainers Manual will guide you through, step-by-step, each session of the training.
Tools of Engagement
Building C
Consensus

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

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

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 help 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.

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
- Establish respect for each other (no mocking of anyone)
- This is so that the participants 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.

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:

Energizers are exactly that.

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

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:

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.

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

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. This 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; but be careful that everyone can understand you.

Be Careful of Your Body Language

- 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

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 colors 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 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** 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 they 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 typefaces, 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
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
Module 3: Training Integrity Champion Trainers
Session 12: Managing the Training Session

Administration

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.

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.

Managing Group Dynamics

Encouraging Discussion

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 of an opportunity to enter a discussion.
▪ Respect everyone’s answers and thank them for them
   This will encourage people to enter the discussion.
Handling Interruptions

If someone is interrupting to ask a question or make a comment at an inappropriate time, then ask them kindly to write down their question or comment and that you will call on them as soon as possible.

Breaks

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

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

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

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 to improve.
     So, any insights you provide need to be specific for that to happen.

For Participants 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 tomorrow to ‘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.

**A Reminder**

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
Module 4: Training Practice for Integrity Champions

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.

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.

Facilitator Training

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

Coaching: Giving and Receiving Feedback

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
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.
Module 5: The Role of the Media in Promoting Integrity
Session 17: Introduction to the Media

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

Who Are The Media?

Three Types of Media:

1. Traditional
   - Street theatre, story-telling, song and dance

2. Modern
   - TV, radio, print media

3. Post-Modern
   - Online media

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 Debashis “Deb” Aikat, Professor, University of North Caroline at Chapel Hill, USA.

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

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)
Module 5: The Role of the Media in Promoting Integrity
Session 18: Media as a Tool for Integrity

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

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

The Power of the Media

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 positively effect society?

1. Think of as many different kinds of power and ability as you can that the media has.
   Write these in the designated column in the chart below

2. 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.</td>
</tr>
<tr>
<td>2. Publicity</td>
<td>Integrity Champions can mobilize a large number of people in demanding and protecting integrity on a particular issue.</td>
</tr>
<tr>
<td>3.</td>
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<td>10.</td>
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</tbody>
</table>
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, accountability 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
Module 5: The Role of the Media in Promoting Integrity
Session 19: Using the Media for Advocacy

Experiences of Using the Media

We have seen, so far, that media is one of the strongest forums to get the message out quickly, 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)

Your Story

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?
Which Tools to Use

Now, we are going to look in more detail at which tools to select for what purpose.

Modern or Post-Modern?

Please make a list of the differences between Modern Media (TV, radio etc.) and Post-Modern Media (online media).

<table>
<thead>
<tr>
<th>Modern</th>
<th>Post-Modern</th>
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<td></td>
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</table>

There are 3 Things to Consider:

What is the answer to these 3 questions for your own community?

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.

**Post-Modern: The Impact of Social Media**

Modern (and traditional) media efforts need to be complemented 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 directly can 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

‘Tabassum Civil Movement’

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

Blogging (www.blogspot.com)

Micro-blogging (www.twitter.com)

Video sharing (www.youtube.com)

Social networking (www.facebook.com)

Wikis (www.wikipedia.org)
Twitter

- 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

Facebook

- 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?

Which Tools?

Make a list of the skills you 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?
Media Tools Training

Social Media

Written Media
There are samples and explanations in the ‘CBM Toolkit’ pp. 210 and 211.

Tool Practice
Module 6: Monitoring Tools  
Session 21: Tool Review

**Monitoring**

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**

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 want to influence policy.

   See Page 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**

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**

- 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:  
Approx. 1 hour 15 mins

Purpose behind use 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 www.communitymonitoring.org through the installed application in their mobile phones

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: Approx. 1 hour 15 mins

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

About the 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

Final Review of the Week

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:
   - Attitude:

   

   - Values:

   

   - Knowledge:

   

   - Skill:

   

   - Behavior:

   

We hope you enjoyed learning about Integrity, Monitoring,