



Faith in Action: Working Toward the Millennium Development Goals



TRAINING GUIDE



Religions for Peace





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## Introduction

# FOREWORD

*RELIGIONS FOR PEACE*—the world’s largest and most representative multi-religious coalition—advances common action among the world’s religious communities for peace. *Religions for Peace* works to transform violent conflict, eliminate poverty, promote just and harmonious societies, and protect the earth. The global *Religions for Peace* network comprises a World Council of senior religious leaders from all regions of the world; more than seventy national and four regional inter-religious bodies; and the Global Women of Faith Network and Global Youth Network. *Religions for Peace* structures are designed to support religious communities’ efforts to work together. A central feature and strength of the *Religions for Peace* approach is its commitment to engage existing religious structures as the “building blocks” for multi-religious cooperation.

One area of multi-religious cooperation *Religions for Peace* along with the religious leaders and faith communities has been advancing is the Millennium Development Goals (MDGs), which aim to eliminate extreme poverty by 2015. In partnership with the UN Millennium Campaign, *Religions for Peace* produced an action toolkit designed specifically for religious leaders from diverse faith traditions to work together in advocating for the MDGs. The toolkit, in English, French, Spanish and Arabic, has been widely disseminated among *Religions for Peace*’s vast network members.

This training guide, developed as a companion piece to the MDG Toolkit, aims to enable workshop trainers to facilitate learning for religious leaders and training of trainers on the MDGs and MDG-related activities.

## The Purpose of this Guide

This training guide is designed for two types of training workshops on the Millennium Development Goals (MDGs) that utilize “Faith in Action: Working Toward the Millennium Development Goals,” an action toolkit for religious leaders and communities produced by *Religions for Peace* with support of the Millennium Campaign:

1. A one-day workshop on the MDGs for religious leaders.
2. A three-day “Training of Trainers” (TOT) workshop for trainers or facilitators who will develop and conduct training workshops for religious leaders.

For each, the guide outlines the structure of the workshop, including the learning objectives, purpose, content, logistics and materials for each session.

## Introduction for Trainers

Based on background research of the Millennium Declaration, the MDGs, and civil society campaigns advocating for the MDGs, *Religions for Peace* recognized a great need for multi-religious cooperation in working towards achieving the MDGs. Drawing on information and key techniques compiled by secular civil society campaigns such as the Millennium Campaign and the Global Call for Action against Poverty, *Religions for Peace* produced an action toolkit designed specifically for religious leaders from diverse faith traditions to work together in advocating for the MDGs. The toolkit is available in English, French, Spanish and Arabic.

Religious communities and institutions have distinct comparative advantages in working and advocating for the MDGs. They have a clear mission and message, a permanent historic and widely spread presence in society at large and in local communities in particular, and a well-developed infrastructure linking local, national and international offices. In many countries, the religious communities have the most developed and inter-connected social infrastructure, reaching from the smallest village to the capital and beyond. They are also marked by moral and spiritual traditions that have great power among their adherents, and relevance for peace and human well-being. When mobilized and equipped, religious communities can be harnessed for needed advocacy and delivery of important services.<sup>1</sup>

Religious communities and their related development agencies are already major and constructive stakeholders in advancing development. When diverse religious communities around the world work together in multi-religious cooperation in

some of the most challenging environments around the globe, the outcomes are most powerful. They can:

1. Facilitate local service delivery in developing countries on a scale that development agencies cannot achieve alone;
2. Mobilize religious communities and leaders as powerful advocates for development and increased development assistance; and
3. Promote a holistic notion of human development.

Multi-religious cooperation can be a positive force in these ways because it can align the world's diverse religious communities around the challenges of development and facilitate public partnerships between religious communities and other development stakeholders such as governments, intergovernmental bodies and development agencies.<sup>2</sup>

Thus, multi-religious cooperation is a powerful way to engage the social, spiritual and moral religious assets to advance MDGs. The facilitator must ensure that the training is guided by multi-religious principles (see the box below).

### *Religions for Peace* Guiding Principles

- Respect religious differences.
- Act on deeply held and widely shared values.
- Preserve the identity of each religious community.
- Honor the different ways religious communities are organized.
- Support locally-led multi-religious structures.

<sup>1</sup> World Religions Cooperate for Peace. New Routes. Stein Villumstad. Life and Peace Institute. Vol. 11 No. 2. 2006.

<sup>2</sup> Cooperation among Religions: A Missing Dimension of Development. Dr. William F. Vendley. *Religions for Peace*. 2006

## Introduction

# Facilitating Adult Learning Sessions

For effective adult learning sessions, the facilitator must get the trainees' perspectives about the topic that is to be covered and draw the participants' experiences and knowledge, relevant to it. Showing how the training will help the participants to achieve their goals and ensuring that the training they are undertaking is applicable to their work is most essential.

The workshop agendas rest on the following assumptions:

**Diversity:** These trainings may be for religious leaders and/or other community leaders at a range of levels. Workshop participants are not likely to be a homogeneous group. One workshop might have participants with different levels of education; holding different positions and status within their religious communities; of different genders and of different religions. It is essential that training materials and activities be accessible for people with different levels of education and be sensitive to other relevant differences. If the gap is very wide (for example, from those with very little education to those with advanced degrees), the facilitators might consider ways — for at least some activities — of breaking the full group into smaller ones based on critical differences.

**Familiarity:** Training participants may not know each other. The workshops should use small group activities to introduce participants to each other, build rapport among them, and give the most reserved participants an opportunity to participate.

**Adult Education:** Workshop participants will be adults and older youth. Therefore,

the workshops' content, materials, structure and format should embody the following principles of adult learning.

### Adults learn best when:

- They see the value and relevance of what they are learning.
- They are involved voluntarily.
- They are respected and their experiences are valued.
- They can express themselves freely.
- They can make mistakes without being judged or punished.
- They are actively involved with others in the learning process.

**Training Needs Assessment:** The TOT workshop participants might not all be experienced trainers who have been trained in adult learning and might not know how to incorporate experiential learning into their training designs. Consequently, the TOT workshop trainer should send out a simple "Training Needs Assessment" to participants in sufficient time to use the findings to finalize the workshop plan. (See "Ten Facts Facilitators should Know about Participants" on page 8.)

### Cost-effective and Appropriate:

Although some funding may be available for these workshops, it is likely to be a relatively modest amount. In some places, workshop hosts may have modest facilities and resources. These workshops should not require rental of expensive equipment or facilities; there are options for workshop supplies which allow for different levels of available resources and supplies.

## The Role of the Trainer-Facilitator

The workshop trainers may use this training guide to help them fulfill their fundamental role — **facilitating learning**.

### The guide's objectives are:

1. To ensure workshop participants will have knowledge to contribute.
2. To assist the trainer in stimulating the sharing of ideas and discussion within the structure of a workshop's agenda.

In this context, the trainer-facilitator is responsible for:

### Before the Workshop:

- Assessing the needs and interests of participants — See “Ten facts facilitators should know about participants” (page 8).
- Using this guide to develop a customized agenda for each workshop, based on the identified needs and interests of participants — See “Factors to consider in planning the agenda” (page 8).
- Developing a detailed plan for each workshop that embodies adult learning and multi-religious principles — See “Tips for designing workshops for adults” and “Questions to use to assess workshop design” (page 9).

### At the Beginning of the Session:

- Use small group activities and introductions to raise the level of motivation, arouse interest, clarify objectives and share and clarify participants' expectations.
- Emphasize the importance of listening, thinking, questioning and responding. Remind participants that all questions will be welcomed.

### During the Session:

- Address the participants by their name.
- Listen to the body language as well as spoken language of participants.
- Avoid lengthy exchanges with only one participant.
- Use questions and comments to draw others into the discussion.
- Encourage the use of stories or personal anecdotes to make concepts more clear.
- Invite participants to give their feedback on how the workshop is going on.

### At the End of the Session:

- Ask participants to write an evaluation of the workshop.
- Invite participants to share their thoughts on the workshop with each other.
- Thank participants for their feedback.

### After the Session:

- Stay after the session to talk to participants and answer questions or direct them to appropriate resources.
- Incorporate lessons learned from the workshop and participants' feedback in planning the next workshop.

## Introduction

### Ten Facts Facilitators Should Know about Participants

[ ]	Number of participants
[ ]	Age of participants
[ ]	Gender of participants
[ ]	Professional positions of participants
[ ]	Religion of participants
[ ]	Level of education completed
[ ]	How they came to participate
[ ]	Participants' expectations
[ ]	Any previous exposure to the subject to be discussed
[ ]	Depth of knowledge about the subject to be discussed

### Factors to Consider in Planning the Agenda

[ ]	<b>Purpose:</b> The one-day workshop should emphasize “education for action.” That is, participants will need to learn not only about the MDGs, but also about actions that they can take to advocate for change in policy and practice which may result in the attainment of the MDG targets in their country. Hopefully, they will leave the workshop as enthusiastic volunteers and recruiters for MDG advocacy.
[ ]	<b>Length:</b> The agendas are for eight-hour days with six hours for sessions and two hours for lunch and breaks (e.g., a ninety-minute lunch break, a fifteen-minute break before lunch, and a fifteen-minute break after lunch). In-session time has been limited to six hours because experiences have shown that longer days do not result in more learning. Instead, participants become fatigued and dispirited.
[ ]	<b>Methods:</b> Sessions will include a combination of methods, ranging from “talking heads” (no more than 20 percent of the session time) to “hands on.”
[ ]	<b>Group size:</b> Ideally, the number of religious leaders' workshop participants ought to be between 15 and 20 to allow for meaningful engagement of all participants in both plenary and small group sessions. For the TOT workshop, given the need for more “hands on” work, between six and 15 would be ideal.

## Tips for Designing Workshops for Adults

[ ]	<b>Set expectations.</b> Start the session on time and encourage participants and resource persons to keep on time. Prepare for an active experience by beginning the session with introductions or an activity. Let the participants say what their expectations are and see how to integrate realistic ones to workshop objectives.
[ ]	<b>Engage participants with variety and interaction.</b> Actively involve participants early and often. Use a variety of methods in each session to keep interest and motivation high. Use relevant visual aides to illustrate points. Bring in guest speakers to share different perspectives, answer questions, or provide “real-world” feedback. Use small group or hands-on activities, reading, writing, discussion and questions to get participants out of the passive mode. Design one or more breaks and small group discussions daily to give participants a chance to stretch and network.
[ ]	<b>Keep it short.</b> Nobody wants to listen to a “talking head” for hours. Make the sessions as interactive as possible, allowing for the adult learners to share their perspectives. Alternate short segments of the lecture with activities, discussions, or questions.
[ ]	<b>Reduce distractions.</b> Reduce the potential distraction by either projecting a still image, slide, a group activity or posting a paper with key points of the sessions during a break. Don't be afraid to use silence: music or chatter can distract participants from engaging with each other to learn.
[ ]	<b>Encourage dialogue.</b> Asking questions can be daunting for some participants. Note the body language of the participants and if they have a disinterested look ask them if they have understood. Making eye contact and using their names helps to make participants feel more comfortable.

## Questions to Use to Assess a Workshop Design

After completing the workshop plan, use the following questions to review the design. If the answer to any of these questions is “no,” consider revising the workshop design.

[ ]	Are all uninterrupted presentations less than 15 to 20 minutes in length?
[ ]	Does every session include activities that have participants talking and doing, rather than just listening?
[ ]	Are both morning and afternoon breaks included?
[ ]	Are the equipment and materials needed for each session appropriate (for the participants) and cost-effective (given available resources)?
[ ]	Is time included for a mid-point and final evaluation of participants' learning, engagement and satisfaction?

# One-Day Training for Religious Leaders

## One-Day Training for Religious Leaders

### Learning Objectives

At the end of the one-day training, participants will have:

- Increased their knowledge of the MDGs and MDG-related activities in their country.
- Identified how and with whom to engage in advocacy in support of the MDGs locally, nationally and globally.
- Taken the initial steps toward planning MDG-related activities in their community and country.

### Training Facilities

The workshop should take place in a well-lit room which is large enough to comfortably accommodate all participants all day. Participants should be seated at a large square- or u-shaped table or at enough round tables which can accommodate them all.

Many workshop activities will require working in small groups; you will, therefore, need enough indoor or outdoor locations to accommodate all small groups.

### General Materials Needed for the Training

For all workshop sessions, you may need to provide:

- Copies of the “Faith in Action: Working Toward the Millennium Development Goals” Toolkit
- Name tags or name “tents” (folded paper with the participant’s name at each place at the table)
- Flip-charts or large sheets of paper
- Easels (or wall space and tape) in the main room and for each small group
- Markers, pens, pencils, paper clips and writing paper or writing pads
- Folders for each participant for handouts which will be issued

### Generic One-Day Workshop Agenda

Although this workshop has six sessions, the time needed for a given session will actually depend upon the number of participants, the complexity of the topic and participants’ general level of knowledge of the subject.

# One-Day Training for Religious Leaders

Time	Session	Purpose and Content
9.00 am - 10.00 am	1. Opening and Introduction	<ul style="list-style-type: none"> <li>• Put participants at ease</li> <li>• Set an open and inclusive tone for the workshop</li> <li>• Build participants' interest in promoting the MDGs</li> </ul>
10.00 am - 10.15 am	Tea Break	
10.15 am - 11.15 am	2. The MDGs – Origin, Purpose, Context and Content	<ul style="list-style-type: none"> <li>• Introduce participants to the background, context, purpose and content of the MDGs</li> <li>• Enable them to put a “human face” to the statistics</li> <li>• Raise their awareness of existing actions</li> </ul>
11.15 am - 12.30 pm	3. Advocacy for and Monitoring of the MDGs – Who, Why and How	<ul style="list-style-type: none"> <li>• Introduce participants to their government's stated positions on the MDGs</li> <li>• Raise their awareness of the importance and methods of monitoring of a government's compliance with its positions</li> <li>• Raise their awareness of groups, networks and coalitions engaged in action to promote the MDGs</li> </ul>
12.30 pm - 1.20 pm	Lunch Break	
1.20 pm - 2.30 pm	4. Religious Communities' Support for the MDGs	<ul style="list-style-type: none"> <li>• Engage participants in a process of discussion and decision-making regarding the religious community's engagement in promoting the MDGs</li> </ul>
2.30 pm - 4.15 pm	5. MDG Support – Planning for Action	<ul style="list-style-type: none"> <li>• Enable participants to develop action plans for the activities in which they are most interested</li> </ul>
4.15 pm - 4.30 pm	Tea Break	
4.30 pm - 5.00 pm	6. Closing	<ul style="list-style-type: none"> <li>• Enable participants to: <ul style="list-style-type: none"> <li>o Provide feedback on the workshop</li> <li>o Thank each other</li> <li>o Make commitments to ongoing action</li> </ul> </li> </ul>

# One-Day Training for Religious Leaders

## Session 1: Opening and Introduction

### Purpose

This session is expected to create a comfortable atmosphere in which participants can:

- Introduce themselves and know each other.
- Identify and clarify expectations and learn objectives of the training.

### Methodology

- Presentation
- Interactive exchange

### Materials

Handouts:

1. Workshop agenda
2. Participants' contact information list
3. Copies of the "Faith in Action: Working Toward the Millennium Development Goals" Toolkit

### Activities

• **Opening:** Facilitator and/or volunteer participants lead the group in a brief moment of silence or religious or inter-religious observance.

• **Welcome:** Brief welcome address by a religious leader who serves as the host and "convener" for the workshop. His/her message should set the tone for the workshop.

• **Exercise:** Facilitator uses an activity to engage participants in introducing themselves and learn about each other.

• **Discussion:** Facilitator leads a discussion to have participants clarify expectations and establish ground rules. Then s/he presents the agenda and learning objectives.

# One-Day Training for Religious Leaders

## Session 2: The MDGs: Origin, Purpose, Context and Content

### Purpose

This session will enable the participants to:

- Understand the origins, purpose and importance of the Millennium Declaration and the MDGs.
- Identify and share actions taken by the participants in MDG related issues.

### Methodology

- Presentation
- Interactive exchange
- Group work

### Materials

From the *Faith in Action* toolkit:

- Pages 5-10 (The Millennium Development Goals and Related Statistics)
- Page 25 (The Millennium Development Goals)

Visual aids:

- Transparencies on the MDGs and an overhead projector
- Or a PowerPoint presentation and a LCD projector
- Or if neither is available, printed handouts

### Activities

- **Presentation:** First on the origins, purpose and importance of the Millennium Declaration and then on each MDG – followed immediately by discussion. (The convener, facilitator, or a local “expert” might make this presentation.)

- **Discussion:** After the presentation of each goal, the facilitator leads a discussion that asks participants to tell stories as they reflect upon the importance of, or need for, each MDG in their country. As they speak, the rapporteur compiles a list of stories to use as reference points throughout the training.

- **Group Exercise:** Facilitator leads a process that will break participants into groups of three to six members and assigns one or more MDGs to each group (depending upon the number of participants). Each group will be responsible for producing a list of examples of action that groups (churches, gurudhwaras, mosques, synagogues, temples, national religious bodies, inter-religious councils) are already taking on MDG-related issues.

- **Report Back:** Groups make brief presentations, followed by a discussion to identify similarities and differences across groups and to answer questions or address concerns.

*Note: If this session concludes before lunch, it would be good to have the presenters engage in informal dialogue with participants over lunch.*

# One-Day Training for Religious Leaders

## Session 3: Advocacy for and Monitoring of the MDGs: Who, Why and How

### Purpose

This session will give the participants the necessary information to:

- Be aware of government progress or lack of it in attaining the MDGs.
- Reach consensus on issues, actions and next steps.

### Methodology

- Presentations
- Interactive plenary discussions

### Materials

From the *Faith in Action* toolkit:

- Page 15: *Advocating with and Monitoring the Government*
- Page 27: *A Citizen's Role*

Visual aids:

- Transparencies on MDG progress in the country, if available, or region and an overhead projector<sup>3</sup>
- Or a PowerPoint presentation and an LCD projector
- Or if neither is available, printed handouts

Handouts:

1. Hard copies of key issues raised in the presentations
2. Materials from panelists on their organizations, networks, and MDG-related activities
3. Summary of the most recent MDG progress report prepared by the government<sup>4</sup> (if available)
4. Analysis of government policies, budget, and implementation progress<sup>5</sup> (if available)

### Activities

• **Taking Stock:** The facilitator should use a creative means of getting participants to talk about how they feel the workshop is going so far.

• **Presentations:** A three-member panel of representatives of organizations or networks should make a presentation on promoting MDG attainment and monitoring. Each presentation should be brief (five minutes maximum), engage the audience and provide concrete examples of government's progress or lack of it in achieving the MDGs.

Presenters should also describe the range of groups actively and effectively engaged in promotion and monitoring activities and "best practices" in MDG promotion and monitoring.

• **Q&A Session:** Facilitator moderates a follow-up discussion between panelists and participants. Facilitator listens for, and creates a list of:

- o Any lingering questions/doubts expressed by participants
- o Any consensus emerging among participants on issues, actions and next steps.

• **Discussion:** Facilitator leads a discussion and helps the participants on building consensus on issues, actions and next steps.

It would be helpful to have the facilitator and rapporteur write up and print/copy a one-page summary of the issues discussed to use for Session 5.

<sup>3</sup>These can be adapted from data and other resources available on websites such as OneWorld UK Country Guides:

<http://uk.oneworld.net/guides/countries> and the UN MDG Indicators Database: [http://unstats.un.org/unsd/mi/mi\\_goals.asp](http://unstats.un.org/unsd/mi/mi_goals.asp).

<sup>4</sup>See <http://www.undg.org/> to find country progress reports.

<sup>5</sup>In many countries, civil society groups, researchers and NGOs prepare these types of documents. These reports are likely to need summarization for the workshop.

# One-Day Training for Religious Leaders

## Session 4: Religious Communities' Support for the MDGs

### Purpose

The purpose of this session is to equip the participants with knowledge and skills to understand the elements of advocacy and apply it to their MDG-related advocacy initiatives.

### Methodology

- Presentations
- Discussion to identify some key elements for advocacy on MDGs.
- Role play to gain practical hands-on experience as advocates

### Materials

From the *Faith in Action* toolkit:

- Pages 12-14: *Engaging Religious Communities*
- Page 26: *The Millennium Development Goals: Grounded in the Faith Traditions of the World*

Visual aids:

- Transparencies on the MDGs and an overhead projector
- Or a PowerPoint presentation and an LCD projector
- Or if neither is available, printed handouts

Handouts:

1. Fact Sheet: Advocacy and Lobbying<sup>6</sup>
2. Fact Sheet: The Millennium Campaign<sup>7</sup>
3. A White Band

4. Examples of national or local MDG campaign materials
5. Instructions for the group activity (See “Sample Role Play Instructions” in the following pages.)

### Activities

- **Presentation:** Convener or host makes a presentation on what the religious community and inter-religious groups are doing and a call for participants’ commitment to act.
- **Discussion:** Facilitator presents a definition of advocacy and then leads a discussion involving the participants to give and discuss examples in regard to their views and experiences in advocacy.
- **Role Play:** Facilitator asks one or two participants to volunteer for role playing. The facilitator pretends to be a government official and the volunteer pretends to be a leader of a group coming to advocate for the MDGs. (See “Sample Role Play Instructions”)
- **Group Activity:** Participants form three-member groups to role play advocacy encounters.
- **Report Back:** Each group makes a presentation on lessons learned as an individual and as a group from the role play. Participants discuss how to overcome any likely barriers to effective advocacy in their communities.

<sup>6</sup> It would be easy to use generic materials on advocacy for this handout. See the “Campaigning Toolkit” produced by CIVICUS and the Millennium Campaign ([www.millenniumcampaign.org](http://www.millenniumcampaign.org), click on “Campaigning Toolkit” under “Action Center.”) or the Tearfund website (<http://tilz.tearfund.org/Publications/Guide+our+steps/Advocacy.htm>) for useful materials. Given the significant differences in “political culture” from country to country any generic handout should be customized for the workshop in each country or region.

<sup>7</sup> This handout could be adapted from parts of the CIVICUS Campaigning Toolkit and other parts of the Millennium Campaign website ([www.millenniumcampaign.org](http://www.millenniumcampaign.org)).

# One-Day Training for Religious Leaders

## Sample Role Play Instructions

Please form three-person groups to practice meeting with government officials. The task is to play act a meeting with a local government official. Each member of the group will play act three different roles:

- One person will act as the government official.
- One as the leader of the local MDG campaign.
- One observer will comment on what s/he saw.

Before you begin each role play, it may help to first think about a past situation you have experienced or heard about. For example, a meeting between government officials and inter-religious council members. Then, agree on what the campaign wants the government official to do and how the official will respond.

For the first role play, decide who will play each role.

When you hear the ending signal from the facilitator, let the observer talk about what s/he saw. Then agree on a second situation, and switch roles — with the observer from the first role play now acting as the government official, the government official acting as the campaign leader and the campaign leader being the observer.

For the third role play, change roles again so that each group member has a turn playing each role.

## Session 5:

# MDGs Support: Planning for Action

### Purpose

In this session, participants will be able to engage in open, free-flow conversation using the Open Space Technology (OST) to gather ideas for their personal action plans for follow-up actions after the training.

### Methodology

- Presentation on OST
- Brainstorm using OST
- Discussion

### Materials

From the *Faith in Action* toolkit:

- Pages 11-21: *Take Action*
- Pages 30-31: *Resources*
- Page 26: *The Millennium Development Goals: Grounded in the Faith Traditions of the World*

Visual aids:

- Transparencies on Open Space Technology and an overhead projector

- Or a PowerPoint presentation and an LCD projector
- Or if neither is available, printed handouts
- Each major issue from Session 3 be put on a large sheet of paper on easels or taped around the room

Handouts:

1. Typed notes from the previous group discussion
2. Instructions for the modified “Open Space Technology” activity
3. Instructions for the action planning activity

### Activities

- **Preparation:** Facilitator will place large sheets of paper around the room for participants to write down issues they wish to discuss.
- **Presentation:** Facilitator will present and answer questions about the modified “Open Space Technology” activity. (See “Open Space Technology” and “Principles of Open Space Technology”).

# One-Day Training for Religious Leaders

- **Open Space Technology Activity:**

Participants will look at all the posted issues and decide which discussion that they are most interested in attending. As described below, groups will be formed immediately, go to the assigned location, and begin work

— with instructions to return for a plenary session beginning at a specified time.

- **Report Back:** Groups make presentations on their plans, give each other constructive feedback and support and then discuss next steps.

## Open Space Technology (OST)

Open Space Technology (OST) was created in the mid-1980s by organizational consultant Harrison Owen when he discovered that people attending his conferences loved the coffee breaks better than the formal presentations and plenary sessions. Combining that insight with his experience of life in an African village, Owen began using this “new” form of conferencing.

Anyone who wants to initiate a discussion writes the topic down on a large sheet of paper in big letters and then stands up and announces it to the group. After selecting one of the many pre-established times and places, they post their proposed discussion topic on a wall. When everyone who wants to has announced and posted their initial offerings, it is time for “the marketplace.” Participants walk around noting which discussions they would like to join. The discussions begin at the signal of the facilitator.

Open Space is, as Owen likes to say, more highly organized than the best planning committee could possibly manage. It is also chaotic, productive and fun. No one is in control. A whirlwind of activity is guided by four Open Space principles and one “law.”

## Principles of Open Space Technology

- **Principle 1: Whoever comes are the right people.** OST works with those who are interested and ready to commit themselves. Only those who are present can contribute. Open Space sessions are open for all participants.

- **Principle 2: Whatever happens is the only thing that could have.** This principle gives the basis for sustainable involvement of stakeholders. Those issues for which people have a passion for and in which they would engage themselves to are discussed, not less, not more. In Open Space, everything that happens has a meaning.

- **Principle 3: Whenever it starts is the right time.** There is no time restriction. In Open Space, creativity, ideas and spirit cannot be bounded by time.

- **Principle 4: When it's over, it's over.** This principle describes an obvious and well-known fact: it is not possible to force processes. If people are committed to making a change, they will take the process in their hand. Although time and place are predefined in an Open Space Technology event, clocks play a minor role in setting the pace. Participants should have as much flexibility as possible to decide how much time they need to work on an issue.

- **Principle 5: The Law of the Two Feet.** The only law that guides Open Space requires that whenever a participant feels that s/he is neither contributing nor learning, s/he is encouraged to use his/her capacity to move to another place of interest. Thus, the Law of Two Feet creates a process of cross-fertilization between the different focus groups.

# One-Day Training for Religious Leaders

## Session 6: Closing

### Purpose

In this session, participants will have the opportunity to provide feedback on the success of the workshop. They should feel free to share their thoughts and recommendations for future workshops. It is also important to use this session for the organizers to define concrete commitments to ongoing action based on the outcomes of the workshop.

### Methodology

- Discussions

### Materials

- Box for completed evaluations

Handouts:

1. Personal Action Plan Form
2. Evaluation Form
3. Resources on the MDGs, advocacy and advocacy success stories

### Activities

- **Action Plan:** Facilitator, immediately after bringing Session 5 to a close, gives each participant an Action Plan to complete. The facilitator may need to use the “Multi-religious Action Plan for Advocacy on MDGs” on this page to help design a handout for participants.
- **Evaluation:** Facilitator hands out the evaluation forms (see page 19) and asks participants to fill them out and put them in a box.
- **Discussion:** Facilitator asks participants to share the most important thing they learned during the workshop and asks if anyone has last comments to make. The rapporteur records these comments for circulation among participants and partner organizations after the training.
- **Remarks:** Convener or host closes the session by thanking participants, the facilitator and others who have contributed to the workshop.

#### Sample Multi-religious Action Plan for Advocacy on MDGs

##### Instructions:

Please complete this Action Plan Form and give it to the person who will have on-going responsibility for the workshops by the end of the closing session.

- What are the activities that you plan on doing?
- Who are the partners that you will work with?
- What are the resources you will need, and where and how will you obtain them?
- What is the timeline for this Action Plan?

# One-Day Training for Religious Leaders

<b>Sample Evaluation Form</b>					
<b>Instructions:</b> Please take a moment to evaluate this workshop. Your comments will help us improve future workshops.					
1. For each statement, circle one of the following responses:					
• I learned a lot from today's workshop -					
o The MDGs - Origin, Purpose, Context and Content	Strongly Agree	Agree	Neutral/ Undecided	Disagree	Strongly Disagree
o Advocacy for and Monitoring of the MDGs - Who, Why and How	Strongly Agree	Agree	Neutral/ Undecided	Disagree	Strongly Disagree
o Religious Communities' Support for the MDGs	Strongly Agree	Agree	Neutral/ Undecided	Disagree	Strongly Disagree
o MDG Support - Planning for Action	Strongly Agree	Agree	Neutral/ Undecided	Disagree	Strongly Disagree
• The workshop was well-organized and met my expectations.	Strongly Agree	Agree	Neutral/ Undecided	Disagree	Strongly Disagree
• The speakers were knowledgeable and engaging.	Strongly Agree	Agree	Neutral/ Undecided	Disagree	Strongly Disagree
• The experiences of all participants were valued.	Strongly Agree	Agree	Neutral/ Undecided	Disagree	Strongly Disagree
• The handouts will be helpful to me as I continue to work on these issues.	Strongly Agree	Agree	Neutral/ Undecided	Disagree	Strongly Disagree
2. Were the facilitators effective? If not, why not?					
3. What three skills will you take from this workshop?					
4. How and where will you apply what you learned in this workshop?					
5. What aspects of the training you did not like or were not useful?					
6. How would you change this workshop if it is offered again?					
7. Did the workshop attain its learning objectives?					
8. Other comments?					
<i>Thank you for sharing your thoughts with us!</i>					

## Three-day Training of Trainers Workshop

# Three-day Training of Trainers (TOT) Workshop

### Learning Objectives

At the end of the three-day TOT, participants will:

- Be able to facilitate a one-day training workshop for religious leaders on the MDGs and MDG-related activities in their country/communities.
- Be able to facilitate training on how to engage in advocacy in support of the MDGs locally, nationally and globally.
- Have developed a customized workshop agenda, using the generic one-day workshop agenda, based on their knowledge of likely participants and their country.

### Training Facilities

The workshop should take place in a well-lit room that is large enough to comfortably accommodate all participants all day. Participants should be seated at a large square- or u-shaped table or at enough round tables to accommodate all of them.

Since many workshop activities will require working in small groups, you will also need enough indoor or outdoor locations to accommodate all small groups.

### Materials for all the Sessions

For all workshop session, you may want to provide:

- Copies of the “Faith in Action: Working Toward the Millennium Development Goals” Toolkit
- Name tags or name “tents” (folded paper with the participant’s name at each place at the table)
- Flip charts or large sheets of paper
- Easels (or wall space and tape) in the main room and for each small group
- Markers, pens, pencils, paper clips and writing papers or pads
- Folders for each participant
- Writing paper, pens and writing surfaces or access to computers and a printer (TOT workshop participants will be asked to produce something each day)
- A way of saving participants’ work either electronically on a computer or disc or by photo-copying.

### Generic Three-Day TOT Workshop Agenda

Although each day is broken into three or four sessions, the time needed for a given session will actually depend upon the number of participants, the complexity of the topic and the time required for “hands on” work.

# Three-day Training of Trainers Workshop

Session	Purpose and Content
<b>DAY 1</b>	
1. Opening	<ul style="list-style-type: none"> <li>• Put participants at ease.</li> <li>• Set an open and inclusive tone for the workshop.</li> <li>• Explain why this and other workshops are being held.</li> </ul>
2. The MDGs: Origin, Context, Purpose and Content	<ul style="list-style-type: none"> <li>• Introduce participants to the background, context, purpose and content of the MDGs.</li> </ul>
3. Faith and the MDGs	<ul style="list-style-type: none"> <li>• Increase participants' knowledge of the religious underpinnings of support for the MDGs and any issues which might be unique to training religious leaders and inter-faith groups.</li> </ul>
4. MDG Monitoring: Why and How	<ul style="list-style-type: none"> <li>• Increase participants' knowledge of need and methods for monitoring MDG attainment at the country level.</li> </ul>
5. How to Advocate for the MDGs	<ul style="list-style-type: none"> <li>• Increase participants' understanding of effective advocacy and give them an opportunity to practice new skills.</li> </ul>
<b>DAY 2</b>	
1. Critical Elements of Adult and Experiential Learning	<ul style="list-style-type: none"> <li>• Increase participant understanding of adult and experiential learning.</li> </ul>
2. Adult Learning Principles and Training Design	<ul style="list-style-type: none"> <li>• Give each participant an opportunity to develop and present a session based on adult and experiential learning principles.</li> </ul>
3. How to Incorporate "Learning by Doing" into Training	<ul style="list-style-type: none"> <li>• Increase participants' knowledge of tools and exercises suitable for experiential learning.</li> <li>• Give participants an opportunity to develop and present a session based on adult and experiential learning principles.</li> </ul>
<b>DAY 3</b>	
1. Planning Workshops for Religious Leaders	<ul style="list-style-type: none"> <li>• Ensure that participants understand and agree on the purpose, learning objectives and intended audience (i.e., likely participants) for future workshops for religious leaders.</li> </ul>
2. Developing Detailed Workshop Plans	<ul style="list-style-type: none"> <li>• Enhance participants understanding of workshop and give them an opportunity to develop a customized detailed workshop plan.</li> </ul>
3. Closing	<ul style="list-style-type: none"> <li>• Enable participants to:                             <ul style="list-style-type: none"> <li>◦ Provide feedback on the workshop.</li> <li>◦ Thank each other.</li> </ul> </li> <li>• Make commitments to on-going action.</li> </ul>

## Three-day Training of Trainers Workshop: DAY ONE

### Session 1: Opening

#### Materials

Visual aids:

- Transparencies on agenda and learning objectives and an overhead projector
- Or a PowerPoint presentation and an LCD projector
- Or if neither is available, printed handouts

Handouts:

1. Three-day workshop agenda
2. Participants' contact information list
3. One-day workshop agenda
4. Sheets of paper and pens

#### Activities

- **Opening:** Facilitator and/or volunteer participants lead the group in a brief moment of silence or religious or inter-religious observance.
- **Welcome:** Brief welcome address by a religious leader who serves as the host and "convener" for the workshop. His/her message should set the tone of the workshop.

- **Group Exercise:** Facilitator uses an interactive activity to engage the participants in introducing themselves and learn about each other.
- **Discussion:** Facilitator leads a discussion to have participants' clarify expectations and establish ground rules.
- **Presentation:** Facilitator presents the agenda and learning objectives for this workshop and then presents the purpose, learning objectives, structure and generic agenda for the one-day workshops.
- **Discussion:** Facilitator responds to participants' questions and leads a discussion on the critical issues raised.
- **Individual Exercise:** Facilitator gives participants a sheet of paper and asks them to take a few minutes to jot down their remaining questions and/or concerns and give what they have written to the facilitator when they have finished writing.

### Session 2: The MDGs: Origin, Context, Purpose and Content

#### Materials

From the *Faith in Action* toolkit:

- Pages 5-10: *The Millennium Development Goals and Related Statistics*
- Page 25: *The Millennium Development Goals*

Visual aids:

- Transparencies on problems and an overhead projector
- Transparencies on the MDGs and an overhead projector

- Or a PowerPoint presentation and an LCD projector
- Or if neither is available, printed handouts

Handouts:

1. Hard copies of MDG descriptions (From the *Faith in Action* toolkit, Page 25: *The Millennium Development Goals*)
2. Additional materials on the MDGs<sup>8</sup>
3. Instructions for the group activity
4. Instructions for the hands-on exercise
5. 8.5 x 5.5 index cards or half sheets of paper

<sup>8</sup> <http://www.undp.org/mdg/goodpractices2.shtml>

# Three-day Training of Trainers Workshop: DAY ONE

## Activities

- **Exercise:** Facilitator begins by sharing a list of the problems (e.g., extreme poverty, maternal mortality, etc.) that the MDGs are intended to solve. If participants are all from one country, s/he provides data on that country<sup>9</sup>. If participants are from different countries, s/he provides comparative data. As s/he provides information, s/he should engage participants in discussion.
- **Presentation:** Presentation is first made on the origins, purpose, and importance of the Millennium Declaration and then on each MDG. Immediately after describing each MDG, the facilitator asks for questions and leads a brief discussion. (The convener, facilitator, or a local “expert” might make this presentation.)
- **Group Exercise:** Facilitator breaks participants

into pairs and assigns two or more MDGs to each group (depending upon the number of participants). Each group will review and discuss the additional materials provided on the MDGs and the country data. Each group will discuss their understanding of the critical issues and will agree on an example in their country which highlights the importance of the MDGs.

- **Individual Exercise:** Facilitator gives each participant 16 index cards or half sheets of paper.<sup>10</sup> S/he asks each participant to use the cards or paper to answer two questions on each MDG:
  - o What is the most important thing that you learned about each MDG?
  - o What is it about each MDG that is still unclear to you?

## Session 3: Faith and the MDGs

### Materials

From the *Faith in Action* toolkit:

- Pages 6-9: *Millennium Development Goals* (paying attention to the quotes from religious texts included with each MDG)
- Pages 11-14: *What Religious Leaders Can Do, Value of Multi-religious Collaboration, and Engaging Religious Communities*
- Page 26: *The Millennium Development Goals: Grounded in the Faith Traditions of the World*

Visual aids:

- Transparencies on religious warrants (From the *Faith in Action* toolkit, Page 26)
- Or a PowerPoint presentation and a LCD projector
- Or if neither is available, printed handouts

Handouts:

1. Instructions for the group activity

2. Examples of writings from different religious traditions on MDG-related issues such as poverty, society’s responsibilities for caring for and educating children, etc.

### Activities

- **Discussion:** Facilitator asks participants to give examples of how one can address the case of MDG support from different faith perspectives and asks others to react to the examples.
- **Presentation:** The convener makes a presentation on why and how the inter-religious cooperation can advance the MDGs and responds to questions from participants.
- **Group Exercise:** Small groups of participants brainstorm ways of using messages from different faith traditions to make the case for MDG support and of answering questions which religious leaders might pose in future workshops.
- **Report Back:** Groups report on issues discussed and conclusions reached in their discussions.

<sup>9</sup> Country data are available in <http://mdgs.un.org/unsd/mdg/Data.aspx>

<sup>10</sup> This kind of testing should be an important part of the TOT workshop. The facilitator will need to review these cards over lunch and use the beginning of the session after lunch to respond to any misunderstanding and answer questions.

## Three-day Training of Trainers Workshop: DAY ONE

### Session 4: MDG Monitoring: Why and How

#### Materials

From the *Faith in Action* toolkit:

- Page 10: *How are We Doing*
- Page 15: *Advocating with and Monitoring the Government*

Visual aids:

- Transparencies on MDG targets and indicators and an overhead projector
- Transparencies on the MDG monitoring and an overhead projector
- Or a PowerPoint presentation and an LCD projector
- Or if neither is available, printed handouts

Handouts:

1. Summary of the most recent MDG progress report prepared by the government<sup>11</sup>
2. Critiques of government policies, budget, and action/inaction. (In many countries, civil society groups, researchers, and NGOs prepare these types of documents. These reports are likely to need summarization for the workshop.)
3. Additional materials on MDG progress<sup>12</sup>
4. Materials from groups monitoring the MDGs<sup>13</sup>
5. Instructions for the group activity

#### Activities

- **Presentation:** Facilitator makes presentation on the MDG targets, indicators, and importance of monitoring. S/he presents information from the most recent MDG progress report prepared by the government(s).<sup>14</sup> An ideal presenter for this session would be someone working for or with groups already doing civil society MDG monitoring.
- **Discussion:** Facilitator leads a discussion on the issues raised in the presentation; s/he presents the group exercise; divides participants into pairs; and assigns two or more MDGs to each pair.
- **Group Exercise:** Each pair reviews the government policy and the materials on MDG progress. They write an assessment report on progress of the assigned MDGs.
- **Report Back:** In pairs, the participants make presentations on their assessments and respond to questions from the group.
- **Presentation:** Facilitator continues with an introduction to the “why” and “how” of MDG monitoring and also describes concrete examples of the on-going civil society MDG monitoring activities.
- **Discussion:** Facilitator leads a discussion on the issues raised in the presentation.

<sup>11</sup> <http://www.undg.org/> to find country progress reports.

<sup>12</sup> <http://mdgs.un.org/unsd/mdg/Host.aspx?Content=Products/ProgressReports.htm>

<sup>13</sup> <http://mdgs.un.org/unsd/mdg/Host.aspx?Content=Indicators/Handbook.htm>

<sup>14</sup> <http://www.undg.org> to find country progress reports.

# Three-day Training of Trainers Workshop: DAY ONE

## Session 5: How to Advocate for the MDGs

### Materials

Visual aids:

- Transparencies on advocacy and an overhead projector
- Or a PowerPoint presentation and an LCD projector
- Or if neither is available, printed handouts

Handouts:

1. Fact Sheet: Advocacy and Lobbying
2. Fact Sheet: The Millennium Campaign
3. Case studies on effective advocacy campaigns<sup>15</sup>
4. Examples of national or local MDG campaign materials
5. Instructions for role play

### Activities

- **Discussion:** Facilitator asks participants to give and discuss examples of their advocacy experience and their views on advocacy.
- **Presentation:** Presentation is made on the why,

how and impact of advocacy campaigns on the Millennium Campaign and on concrete examples of effective advocacy. Facilitator asks participants to raise and answer questions and to draw conclusions about how faith communities can and should engage in advocacy for the MDGs and participate in MDG-related campaigns. Facilitator asks participants to identify barriers to effective advocacy in their communities in general and among religious leaders in particular.

- **Role Play:** Facilitator asks a participant to volunteer for role playing. Facilitator pretends to be a government official and the volunteer pretends to be leader of a group advocating for the MDGs. Participants form three-member groups to role play advocacy encounters.

- **Report Back:** Groups make presentations on lessons learned through the role play. Participants discuss how they will apply what they have learned to the design and implementation of future workshops.

<sup>15</sup> <http://www.undp.org/mdg/resources2.shtml>

## Three-day Training of Trainers Workshop: DAY TWO

### Session 6: Critical Elements of Adult and Experiential Learning

#### Materials

Visual aids:

- Transparencies on adult education and experiential learning and an overhead projector
- Or a PowerPoint presentation and an LCD projector
- Or if neither is available, printed handouts

Handouts:

1. Hard copies of outline of presentation
2. Instructions for the group activity
3. Adult learning quotation/topic cards

#### Activities

- **Taking Stock:** Facilitator uses a creative means of getting participants to talk about how they feel the workshop is going thus far. (For example, the facilitator tapes pictures or drawings depicting different moods around the room and asks participants to stand beside the picture that best captures their current feelings about the workshop.)
- **Recap:** Facilitator reports on the Day 1 stock taking, addresses concerns raised through the cards and clarifies any misunderstanding.

- **Discussion:** Facilitator asks each participant to give examples of their best training experience. S/he asks questions to come up with a list of “good practices.” S/he then asks participants to talk about their worst training experiences. S/he leads a discussion to identify “bad practices.”
- **Presentation:** Facilitator uses the discussion as a lead into a presentation on adult learning. Throughout the presentation s/he asks participants to relate items on their list of good and bad practices to adult learning principles. See the notes on adult learning on page 6 and Tips for Designing Workshops for Adults on page 9.
- **Group Exercise:** Facilitator divides the group into small groups (if necessary, depending upon the size of the group) and gives each group a set of cards. Each card has adult learning-related quotations or topics. Group members will discuss each card as described in the instructions.
- **Report Back:** Each group will make a brief presentation on the substance of its discussion and conclusions, followed by discussion on the issues raised.

### Session 7: Adult Learning Principles and Training Design

#### Materials

Handouts:

1. Hard copies of Session 6 presentation handout
2. Instructions for the group activity
3. Template to use for session planning (see the following page)
4. Materials on the MDGs<sup>16</sup>
5. 8.5 x 5.5 index cards or half sheets of paper

#### Activities

- **Introduction:** Facilitator divides participants into pairs, explains the hands-on exercise to follow and answers questions.

- **Hands on Exercise:** Each pair develops an hour session for 18 religious leaders.
- **Presentations:** Each group will present and explain its session design. Facilitator and peers will provide constructive feedback. Facilitator will lead discussion on the issues that emerge.
- **Taking Stock:** Facilitator asks participants to use two cards or sheets of paper to answer two questions about adult learning and session preparation:
  - o What is the most surprising thing you have learned?
  - o What is it about adult learning and session preparation that is still unclear to you?

<sup>16</sup> <http://www.undp.org/mdg/resources2.shtml>

# Three-day Training of Trainers Workshop: DAY TWO

<b>Sample Session Plan</b>	
Session 1 (60 Minutes)	
<p><b>Component 1:</b> Opening  <b>Time:</b> 15 Minutes  <b>Objective:</b> To ensure that participants are clear about the content and purpose of the workshop and understand how the agenda and process responds to their stated needs</p>	
<p><b>Materials:</b>            Ensure that the following items are in the room before the session begins –</p> <ul style="list-style-type: none"> <li>• LCD Projector</li> <li>• PowerPoint presentation</li> <li>• Flip chart on easel</li> <li>• Tape</li> <li>• Copies (20 of each):               <ul style="list-style-type: none"> <li>o Agenda</li> <li>o Objectives</li> <li>o Ground Rules</li> </ul> </li> </ul>	<p><b>Process:</b>  <b>Facilitator –</b></p> <ul style="list-style-type: none"> <li>• Welcomes participants</li> <li>• Describes her/his role</li> <li>• Leads discussion of the objectives, agenda, and ground rules.</li> <li>• Facilitates a discussion about expectations</li> <li>• Responds or asks other participants to respond to questions</li> </ul>
<p><b>Component 2:</b> Group Role Play Exercise  <b>Time:</b> 45 minutes  <b>Objective:</b> To enable participants to practice what they have learned and develop a personal plan to address their weaknesses</p>	
<p><b>Materials:</b>            Ensure that the following items are in the room before the session begins –</p> <ul style="list-style-type: none"> <li>• Copies (20 of each)               <ul style="list-style-type: none"> <li>o Instructions for role play</li> <li>o Personal Action Plan</li> </ul> </li> </ul>	<p><b>Process:</b>  <b>Facilitator –</b></p> <ul style="list-style-type: none"> <li>• Introduces the role-play exercise</li> <li>• Divides participants into six three-member groups</li> <li>• Distributes instructions</li> </ul> <p><b>Groups –</b></p> <ul style="list-style-type: none"> <li>• Complete the role play exercise</li> <li>• Agree on response to questions in the instructions</li> <li>• Choose a rapporteur for the group</li> </ul> <p><b>Facilitator –</b></p> <ul style="list-style-type: none"> <li>• Asks each group's rapporteur to report</li> <li>• Leads discussion</li> <li>• Gives participants "Personal Action Plan" forms and asks them to take a few minutes to complete them</li> </ul>

# Three-day Training of Trainers Workshop: DAY THREE

## Session 8: How to Incorporate “Learning by Doing” into Training

### Materials

Visual aids:

- Transparencies on religious warrants
- Or a PowerPoint presentation and a LCD projector
- Or if neither is available, printed handouts

Handouts:

1. Dale’s “Cone of Experience”<sup>17</sup>
2. Instructions for hands-on exercise
3. 8.5 x 5.5 index cards or half sheets of paper

### Activities

- **Introduction:** Facilitator projects or distributes the following quote and asks them to discuss the relevance for training design: *“I hear and I forget. I see and I remember. I do and I understand.”*
- **Presentation:** Facilitator makes a presentation on experiential learning and appropriate training tools and methods.

- **Hands on Exercise:** Facilitator divides participants into groups of three, explains the hands-on exercise to follow and answers questions. Each group discusses different training tools based on the facilitator’s presentation; role plays using them; and chooses tools and methods which are appropriate for specific issues and objectives for future workshops.
- **Presentations:** Each group will present and explain its choices. Facilitator and peers will provide constructive feedback. Facilitator will lead discussion of the issues which emerge.
- **Taking Stock:** Facilitator asks participants to use two cards or sheets of paper to answer two questions:
  - o What is the most important thing you have learned
  - o What more information do you need to be an effective trainer on the MDGs.



Dale’s Cone of Experience

<sup>17</sup> Dale, E. (1946). The Cone of Experience. In Audio-visual Methods in Teaching (pp. 37-51). New York: Dryden Press. In D. P. Ely & T. Plomp (Eds.), Classic Writings on Instructional Technology (Vol. 1, pp. 169 – 180). Englewood: Libraries Unlimited, Inc.

# Three-day Training of Trainers Workshop: DAY THREE

## Session 9: Planning Workshops for Religious Leaders

### Materials

Visual aids:

- Transparencies on workshop objectives and agenda and an overhead projector
- Transparencies on workshop planning
- Or a PowerPoint presentation and a LCD projector
- Or if neither is available, printed handouts

Handouts:

1. Outline of presentation on workshop planning
2. One-day workshop learning objectives and agenda (see pages 10 and 11.)

### Activities

- **Presentation:** Facilitator makes a presentation on the purpose of the one-day workshop, the learning

objectives, and the generic agenda. Using the generic agenda, facilitator walks participants through the various workshop components and asks for their feedback.

- **Discussion:** Facilitator leads a discussion, responds to questions and addresses any misunderstandings. S/he then asks participants to review and react to the one-day workshop agenda.
- **Presentation:** Facilitator presents the elements of a session plan and a detailed workshop agenda and provides a rationale for all elements.
- **Discussion:** Facilitator leads a discussion to respond to questions and address any misunderstandings. S/he then asks participants to state what they would expect to see in a final, customized session plan and detailed agenda.

## Session 10: How to Develop Detailed Workshop Plans

### Materials

Visual aids:

- Transparencies workshop planning and an overhead projector
- Or a PowerPoint presentation and an LCD projector
- Or if neither is available, printed handouts

Handouts:

1. Planning cards
2. Large pieces of construction paper
3. Instructions for hands-on exercise
4. Ten Facts the Facilitator Should Know about Workshop Participants (see page 8)
5. Tips for Trainers and Facilitators Designing Workshops for Adults (see page 9)
6. Questions to Use to Assess a Workshop Design (see page 9)
7. Generic one-day workshop agenda (see page 11)
8. Sample Session Plan (see page 27)

9. Template for a detailed workshop agenda (see the following page)

### Activities

- **Recap:** Facilitator asks participants to recap the key learning from Session 9 (Planning Workshops for Religious Leaders).
- **Presentation:** Facilitator makes a presentation that covers:
  - o What one needs to know to plan workshops,
  - o How to plan workshops,
  - o What to do at various points during a workshop.
 S/he stops periodically to take questions and to ask for input from participants (Examples of questions to ask participants: Can you give an example from this workshop? How was this done in other workshops that you have attended?)
- **Group Exercise:** Facilitator gives participants cards with one step in workshop planning printed

# Three-day Training of Trainers Workshop: DAY THREE

on each. S/he then asks each participant to quickly place them in order (e.g, first step, second step, etc.) and tape them to a large piece of paper. When participants have completed this task, they should tape their piece of paper on the walls around the room.

- **Discussion:** Facilitator leads a discussion on proper sequencing.
- **Hands on Exercise** – develop a workshop agenda: Facilitator describes the next exercise,

s/he asks participants to divide into pairs and answers any questions about the assigned tasks. Each pair reviews and critiques the session that they had developed on Day 2 (Session 7) and they complete a session plan. The pair then develops a customized, detailed workshop agenda.

- **Presentations:** Each group presents and explains its products. Facilitator and peers provide constructive feedback. Facilitator leads discussion of the issues which emerge.

Sample Detailed Agenda					
Time	Duration	Session Component	Purpose	Process	Materials
Session 1: Title					
9:00 am	15 min	Presentation			
9:10 am	30 min	Discussion			
9:40 am	45 min	Group Exercise			
Session 4: Title					
2:00 pm	30 min	Discussion			
2:30 pm	60 min	Hands-on Exercise			
3:30 pm	15 min	Report Back			
3:45 pm	15 min	Break			

## Session 11: Closing

### Materials

- Box for completed evaluations

Handouts:

1. Personal Action Plan Form
2. Evaluation Form (see sample on page 19)

### Activities

• **Personal Action Plans:** Facilitator, immediately after bringing Session 10 to a close, gives each participant a personal action plan/commitment form to complete. Facilitator asks participants to fill out the form with their intended next steps for carrying out trainings and disseminating the manual.

If possible, copies should be made of each completed form so that one can be turned in and one can be kept by the participant.

- **Evaluation:** Facilitator hands out the evaluation forms and asks participants to quickly fill them out and put them in a box. There should be room on the evaluation form for participants to self-assess their own progress and learning during the workshop as well as to assess the workshop itself.
- **Discussion:** Facilitator gives participants an opportunity to share final comments.
- **Remarks:** Convener closes out the session by thanking participants, the facilitator and others who contributed to the workshop.

# Three-day Training of Trainers Workshop: DAY THREE

## Sample Personal Action Plan

### Instructions:

Please complete this Personal Action Plan and give it to [insert name of person who will have on-going responsibility for the workshops] by the end of the closing session.

- List three strengths you have as a trainer/facilitator.
- List three areas in which you need to improve as a trainer/facilitator.
- List three concrete steps you plan to take over the next thirty days (or before the first one-day workshop) to enhance your knowledge on the subjects to be discussed during the one-day workshop.
- List three concrete steps you plan to take over the next thirty days (or before the first one-day workshop) to enhance your effectiveness as a trainer/facilitator.

## More Resources on Training

CEDPA. *Training Trainers for Development: Conducting a Workshop on Participatory Training Techniques*. (Center for Development and Population Activities – [www.cedpa.org](http://www.cedpa.org))

Network Learning. How to Run a Workshop. ([www.networklearning.org](http://www.networklearning.org))

Tearfund. Getting People Thinking: Ideas from Christian Outreach's ABCD Programme, Cambodia. ([www.tearfund.org](http://www.tearfund.org))

UNICEF. Games and Exercises: A Manual for Trainers and Facilitators of Participatory Group Events. ([www.unicef.org](http://www.unicef.org))

UNICEF and UNSC. How to Organize and Run Learning Workshops.

For more information on the MDGs and actions to take, see the resources pages in the toolkit "Faith in Action: Working Toward the Millennium Development Goals" (pages 30-31).

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