# Techniques to use when delivering REDD+ implementation training

## Facilitation and training – some general issues

Training may be described as a set of activities designed to help someone learn how to do something. As such there are many different techniques which can be used, which includes delivering a presentation and ‘facilitating’ a learning activity.

The word ‘facilitation’ comes from the verb ‘to facilitate’, which means to help. So facilitation is about helping people, and this may be helping them to make a decision, learn something new, or any other activity where a group of people feel they need help.

Facilitation is often part of a training activity, in which case you are helping them to learn, and will do this by managing activities which will encourage this learning. The most important thing to remember is that when you are facilitating you are helping a process, you are not trying to transfer information.

There are many different activities that have been developed to support this process of learning, and the aim of this handout is to explain some of the most useful and commonly-used.

## Brainstorming

Brainstorming is a familiar technique, often used when we need to develop some initial ideas about a particular situation.

### How to do it

The best number of people to involve is about 12 and coming from a range of backgrounds.

Make people feel comfortable. Arrange seating appropriately.

Make the rules of the brainstorming session clear to everyone.

**Rules of brainstorming**

Do not criticise any ideas until evaluation starts.

The wilder the idea, the better.

Quantity is important.

Adapt and build on other people's ideas.

Never start your serious brainstorming session from cold. Always have a warm-up session to get people loosened up. Topics for this section could be such things as:

* useless ideas
* pet hates.

Ask people the question, such as, "What are your pet hates?"

Write people's ideas on a flip chart as they call them out.

When people have warmed up, ask them the real question.

Write contributions on the flip chart as they are called out.

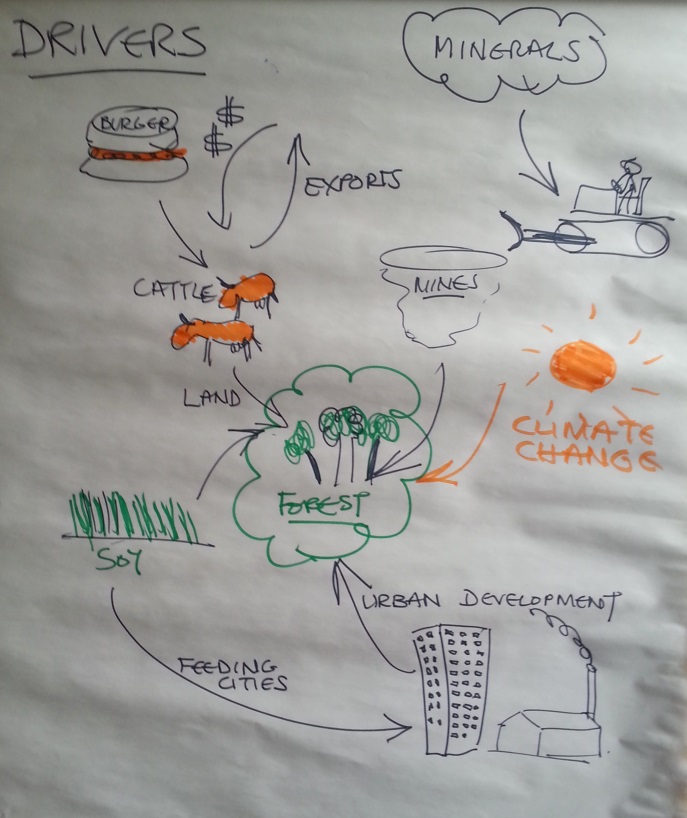
Continue accepting ideas until the slump comes, when people run out of ideas. When this happens, you can often get things going again by suggesting a 'wildest idea competition'.

People will often come up with new ideas in the hours after the brainstorming session. It may therefore be a good idea to give them a means of adding more ideas the next day. You can do this by giving each of the participants a list of the ideas already generated, and asking them to add any new ideas to the list and to send it back to you.

## Rich pictures

Rich pictures are cartoon-like representations of what is going on. They work well because our unconscious minds can process imagery more easily than they can deal with words. They also make it much easier to show relationships and processes. They are also a very good technique to use with groups of people, as drawing a picture together sparks off conversation between people, improving mutual understanding, as well as helping to develop a more complete picture.

Here is a simple rich picture that could have been drawn to capture some information about deforestation drivers.



Such pictures include symbols, keywords, cartoons, etc. Use colour to brighten them up and to show things more clearly. Do not worry about ‘not being able to draw’; you are not trying to create a work of art!

Include both factual and subjective information.

To get started on your rich picture:

* Draw the elements of the situation first (people, institutions, physical objects, etc)
* Add information about processes.
* Indicate connections and relationships between the elements and the processes.

While you are drawing, make a note about any relevant thoughts that occur to you ("Why does that happen?", "Is that really the case?", etc). Remember that the process you go through when describing the situation is as important as your final picture.

When you have drawn your rich picture look to see what it shows:

* Where are the connections?
* What things seem particularly important?
* Are there any surprising things in the picture?
* Are there any elements that are not connected in some way?

## Multiple cause diagrams

Multiple cause diagramming is a technique that you can use on your own or with groups of people. It is similar to the idea of the 'fish bone' or Ishikawa method.

### How to do it

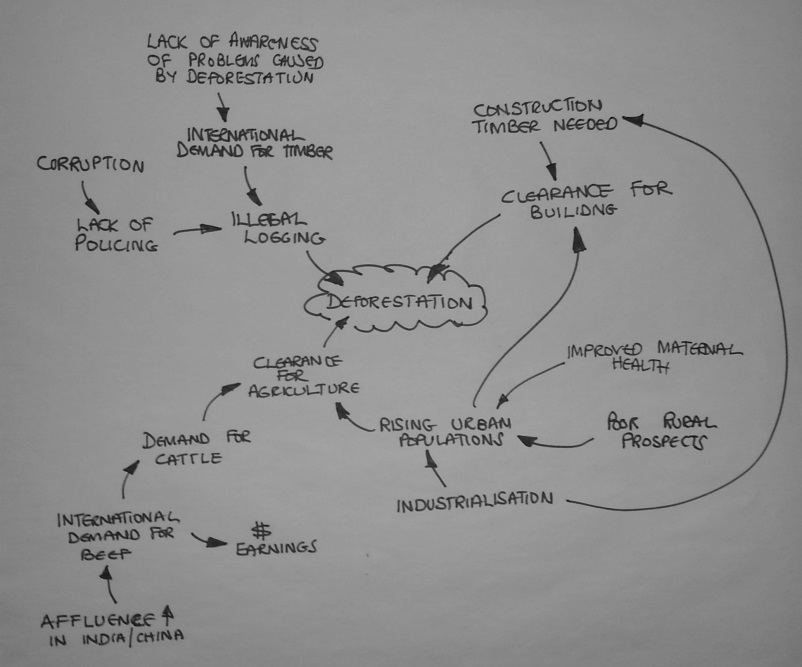
Start with the problem statement.

Ask “Why is this happening?”

For each answer (and you may come up with several), ask the question "Why?" again.

Do this repeatedly to build up a picture of the different factors that are influencing the performance.

See how this works in this example. The topic of interest is “Deforestation”. There is a lot more that could be added to this diagram, but this shows some key principles.



There are some points to look out for:

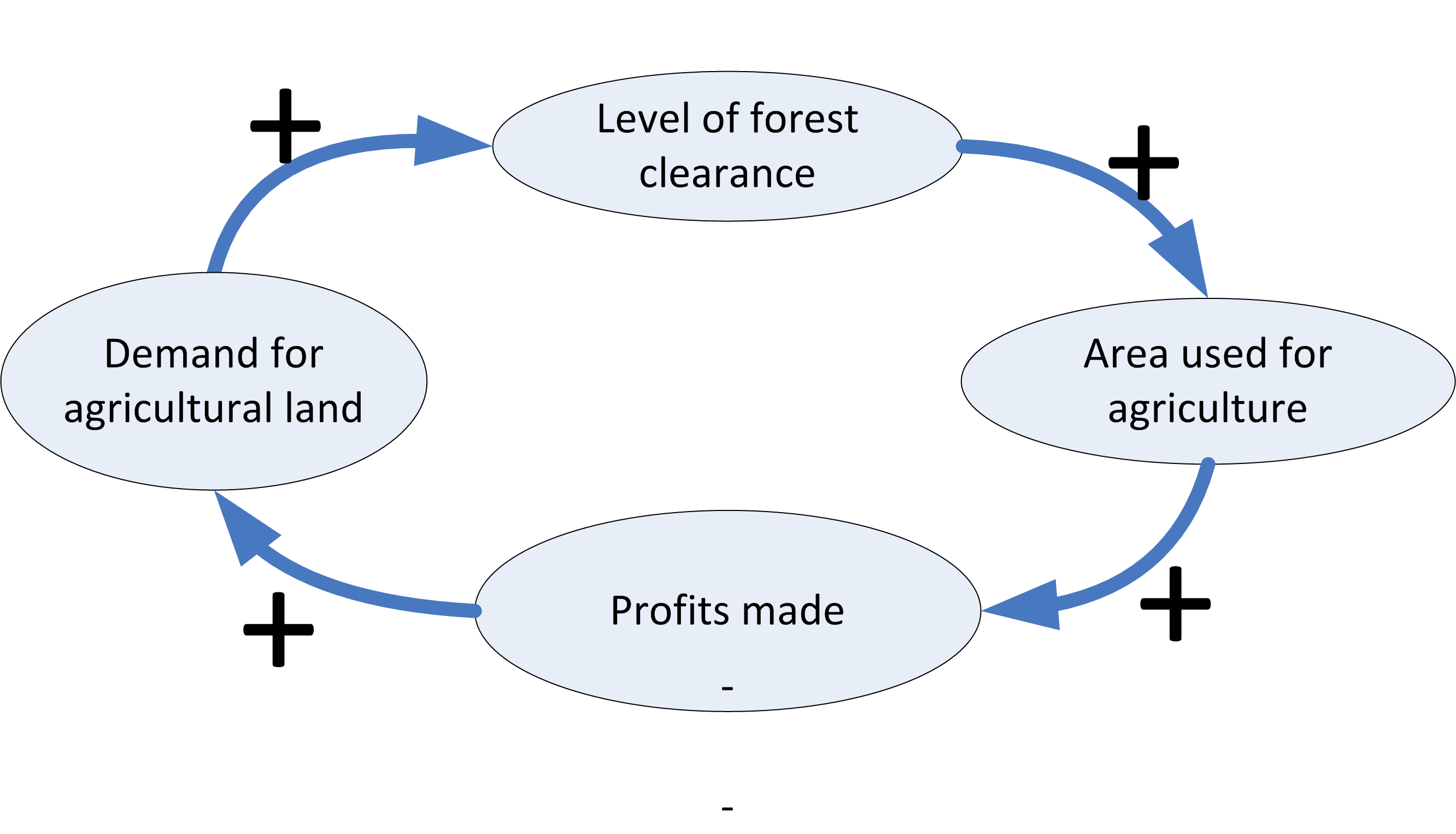
* Feedback loops: you may find some causes which feed on others: for example, one cause of illegal logging may be corruption which tolerates this activity. However, opportunities for corruption may then stimulate more illegal logging, making the problem worse and worse.
* Repeated causes: some causes may keep coming up - these are key problems you need to consider. In this example, industrialisation has a number of implications, such as drawing people into the city, stimulating a demand for timber, reducing possible protection of land by rural communities, etc.

Drawing multiple cause diagrams really helps people to understand the complexity underlying many real-life issues, such as the large number of actors involved and the different interrelationships between them. All

## Causal flow diagrams

It is sometimes useful to explore feedback loops in more detail, and for this you can refine the multiple cause principle to produce what is often called a causal flow diagram.

This shows a simple example, of a feedback loop driving deforestation.

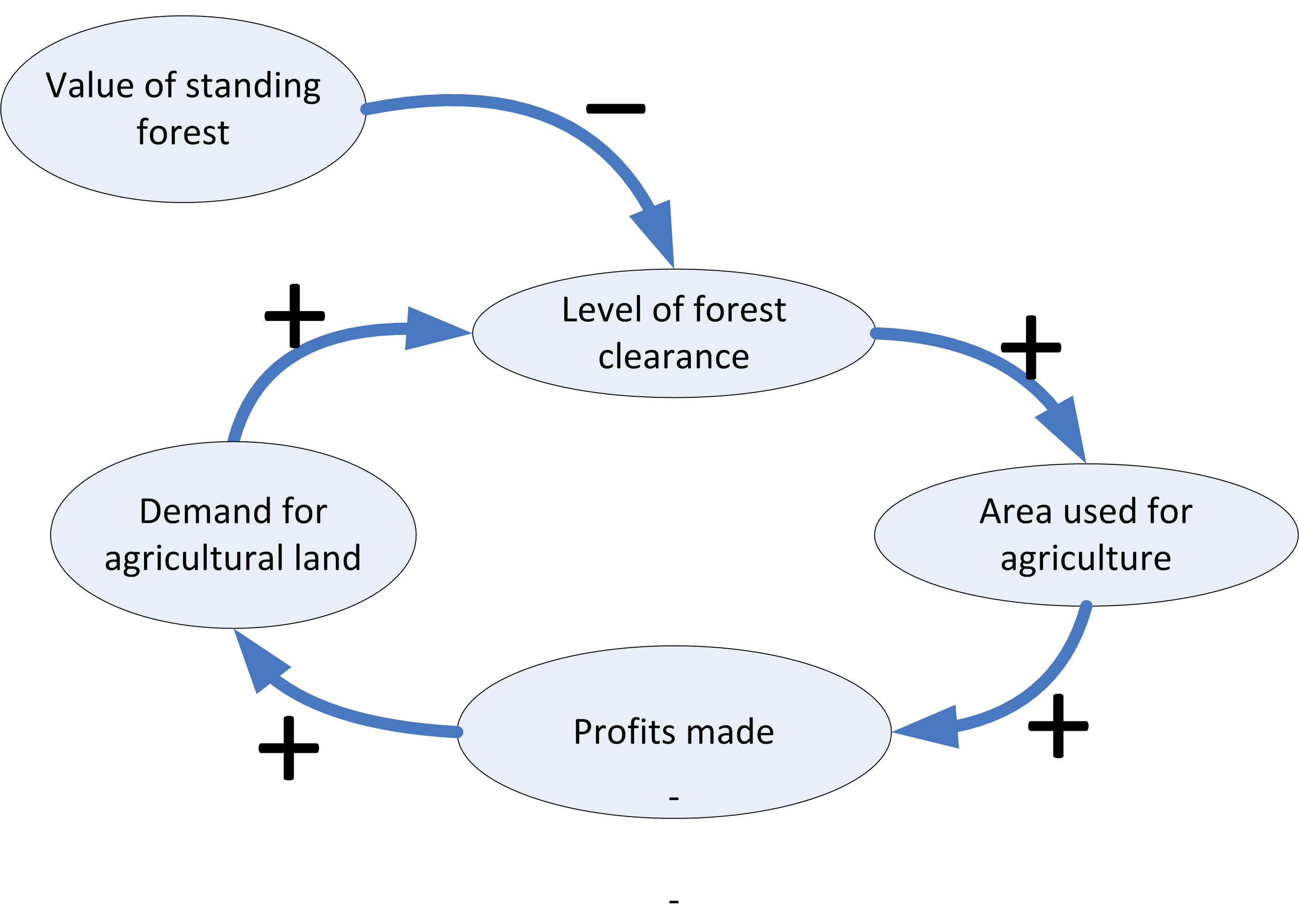


Here, the arrows are given plus or minus signs to indicate the nature of the effect:

* A '+' sign means that there is a direct relationship (when one factor goes up, the other goes up as well, or vice versa)
* A '-' means there is an inverse relationship, so that as one goes up the other goes down.

So as the level of forest clearance increases the area used for agriculture increases, and so profits increase. This increases the demand for agricultural land and so more forest is cleared. Look at what this implies: that each factor makes the next factor worse, so the overall result is for starvation to get worse and the feedback loop starts to spiral out of control.

What happens when we introduce another factor, increasing the value of standing forest.



Now, there is an inverse relationship between the value of forest and the level of forest clearance: as the value is increased (for example, through REDD+ implementation), the level of forest clearance goes down, and this puts the existing feedback loop into reverse so that the demand for agricultural land also decreases.

Thinking further, there will be a particular level of the value of forest at which point this change occurs: below this level there is deforestation, above this level there is conservation.

The diagram above shows an unstable feedback loop which must always be regulated by some external control. However, some feedback loops contain a mixture of direct and inverse relationships, and depending on the relative number of these the loop can be self-regulating. In general, any feedback loop where there are:

* only positive connections or an even number of negative connections will be unstable
* an odd number of negative connections, the loop can be stable.

Multiple cause diagrams and sign graphs can be very powerful ways of gaining insights into what is going on in a situation. However, do not think that it is necessary to construct detailed models of everything that is happening: it is the thinking process that is important.

They can help people to identify and think about relationships that may not have been very obvious. They are a useful technique to use in a training session where you want people to think about the relationships between different factors, as the discussion and negotiation about which factors to include and whether the relationships are positive or negative provide a powerful learning experience.

## Buzz groups

Buzz groups are simple activities that you can use at any time, either in a structured way to achieve a specific effect, or unstructured, if you feel the need to give people the chance to discuss something among themselves.

### How to do it

1. Divide the whole group into small groups, perhaps between 2 and 4 people, but depending on the total number.
2. Ask a question that you want each team to consider. For example:

* Why is this important to what you do?
* What is the most important part of this?
* What questions do you have about this topic?

1. Give each team just a few minutes to come up with some answers to the question.
2. Ask each team to report back on what they have talked about.

## SWOT analysis

SWOT analysis is a technique used particularly when thinking about something that needs to be done. It helps people to think through:

* strengths they have for taking action
* weaknesses that they need to take into consideration or deal with
* opportunities that there are for taking the action
* threats that could get in the way of taking action.

You will usually need to think of suitable prompt questions for each of the four areas to help people start thinking.

Once people start work on the activity, they should record what they come up with on a SWOT analysis chart, which could be a piece of flipchart paper something like this.

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### How to do it

1. Divide the group into smaller groups of an appropriate size and composition.
2. Ask each group to draw up a flipchart pad as shown here.
3. Explain the principles of a SWOT analysis, that the aim of the activity is to draw up lists of strengths, weaknesses, opportunities and threats to the issue under consideration.
4. Explain that you want each team to think about a particular issue, and suggest a number of prompt questions under each heading.
5. Ask each team to take a sheet of flipchart paper and write their own headings.
6. Give each team 15 minutes to discuss and write answers under the headings.
7. Ask each team to present their findings.
8. Discuss the findings as a whole group.

## PEST analysis

PEST analysis is a similar technique to SWOT analysis, but here the four letters stand for:

* Political issues
* Environmental issues
* Social issues
* Technical issues

So it is a useful technique to use when you want a group to think about some complex issue which is affected by a number of different factors. People record the results of their PEST analysis on a piece of paper very similar to that used in a SWOT analysis, where the four SWOT words are replaced by PEST equivalents.

The guidelines for running a PEST analysis are the same as for a SWOT analysis.

## World café

A world cafe is a technique that you can use to follow on from activities where people work in small groups to discuss something. Often, it will be enough just to have a simple plenary session, where someone from each group reports back and describes what they have discussed or agreed. However, sometimes you may think it would be useful if people spent more time looking at what each group has discussed, particularly if each group has had a different topic to consider.

The principle of the world cafe is that people move around from one station to another, discussing and learning as they go.

#### How to do it

1. Divide the group up into small groups of an appropriate size, and ask them to carry out the relevant activity or discussion. Tell them to write their conclusions are on a sheet of flipchart paper.
2. At the end of the agreed amount of time, explained that you want one person to stay behind at the flipchart and act as rapporteur, but that the other group members should move around to the next group’s flipchart in a clockwise (or anti clockwise) direction.
3. People now arrive at a new flipchart and the rapporteur explains what the group discussed. This gives the new group a chance to question what has been written up, and if necessary to add things to the flipchart.
4. Given these groups enough time for a useful discussion, and then repeat the process of asking people to move around the next flipchart.
5. Repeat this until everyone has had the chance to look at all the flipcharts.

## Inter-team quizzes

Holding a short inter-team quiz is a useful technique to use when you want to review what has been learnt from a session, particularly if it has been a passive, delivery of knowledge session. It also helps to introduce some competition and energy. Quizzesalso provide an opportunity to discuss a subject, and to stimulate a conversation about topics that may be causing confusion.

### How to do it

1. Divide the group up into teams of between 3 and 5.
2. Ask each team to prepare three (or more or fewer, depending on the time available and the content) questions related to the content just covered. Allow about 5-10 minutes to do this.
3. Ask each team to ask the next team to answer one question. If the team gets it right, they score one point, if they answer it incorrectly the team asking the question scores a point.
4. Work around the entire group, team to team, one question at a time.
5. When the quiz is complete, use what has been discussed to identify any particular areas of interest.

## The elevator speech

The name comes from the idea of catching an elevator in a tall building, and finding yourself alone with someone important, such as a Chief Executive. You have just a few moments to say something very important! So this activity can be useful if you want people to discuss an idea, and to come up with a very simple statement about what is significant.

### How to do it

1. Divide the group up into appropriate-sized smaller groups.
2. Explain that they should imagine that they find themselves in an elevator with someone important (who exactly will depend on the nature of the participants). This is their one and only chance to explain something very important about a specific subject.
3. As a group they need to decide what to say in a maximum of 1 minute. Allow the groups about 10 minutes to work together and plan their speech.
4. Ask each country group to nominate one person to read out their speech. Point out that it is important to be passionate about what you say. Ringing a bell or doing something else dramatic at the end of the time helps to inject some fun and excitement into the activity!

## Building up a facilitated session

These notes have suggested a number of different techniques that you can use in order to facilitate a learning session. Notice how it may be possible to build a session using a combination of techniques. For example, if you wanted the group to think about implement some new policy, you could:

* Ask the participants to work in groups and draw rich pictures identifying the actors and relationships relevant to the policy.
* Having now developed a clear idea of the actors and relationships, they could carry out an SWOT analysis to think of strategies that they can use for implementation.
* You could then use a world cafe technique to let people see what different groups have discussed and suggested as actions to take.