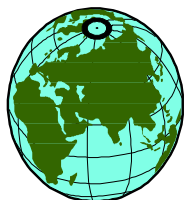




Issue 4, 11/14/97

Civic Update



Welcome to the fourth issue of the Civic Update. This edition focuses on the process of *training*. Although training activities are an inherent part of many civic participation programs, there is not always occasion for NDI staff members to hear about the nuts-and-bolts of why and how specific training activities were designed and implemented. By drawing on five selected NDI training experiences, this update outlines some successful strategies. For each case, training objectives, corresponding training techniques and lessons learned are discussed.

If you have comments, desire additional information, or have a training experience to share, please contact Keith Jennings (ext. 4942), Aaron Azelton (ext. 4318) or Sylvia Panfil (ext. 4989).

WHAT DO WE MEAN BY TRAINING?

Training generally refers to the process of creating opportunities for people to develop new and distinct knowledge, skills or values. Many NDI civic participation programs involve training activities designed to provide civic leaders and activists with practical knowledge and skills, and ultimately to promote their participation in a range of political processes. Therefore, training involves bringing about a transformation through learning on the part of those participating in training activities. Changing whatever the set of objectives and whatever the corresponding methods used, every

the way people think and act, however, is typically a difficult undertaking. For this reason, an effective training program requires planning and an operational understanding of different educational techniques and approaches, and the cultural environment.

When training activities are targeted at adults, it is important to recognize that adults learn best when they: recognize the purpose and value of the training; draw on past experiences; apply new information and skills to real-life situations; and engage in hands-on activities. Knowing the audience is a prerequisite when planning any training program. Objectives of the program should be articulated beforehand in terms of affecting the participants' knowledge, skills and values.

Every effective training program begins with the trainer asking the following: What do I want the participants to know? What do I want the participants to be able to do? How do I want the participants to interact? These questions frame the objectives of the training program and allow the trainers to then determine the most suitable training methods. Different objectives will require different methods. For instance, a lecture may be an appropriate method to provide *information* on the importance of good communication skills, but a role-play may be more productive when actually developing a person's *ability* to communicate effectively or understand certain social, political or economic issues.

training program needs to be assessed by the trainers and participants alike. Assessment is

not only a discussion of likes and dislikes, but also an opportunity to reflect on what was learned and how it was learned. The process of reflection can reinforce learning, as well as help the trainers determine if the training activities were successful.

For more information or materials on training contact the Strategy & Evaluation Team.

What's Happening with Training in DC and around the World?

From Bosnia to Haiti — Building Civic Forum Teams



NDI often conducts programs to increase informed citizen participation in democratic political processes. Some of these programs have taken the form of democracy education activities targeted directly at citizens, such as the Civic Forum programs in West Bank/Gaza, Bosnia, Eastern Slavonia and most recently, Haiti. These programs engage citizens in a series of community-based, educational discussions on topics of democracy. Trained local staff members facilitate the discussions. The newest Civic Forum program began in Haiti on September 30, 1997 with a four-day training program for local staff members. Ken

Team-building was factored into all stages of the training program — meaning that for every activity the trainer asked, “How will this activity help the team develop?” The methods used to examine various issues required the new staff members to work together, even though the content of the training ranged from NDI’s mandate to the principles of democracy.

The assumption is that if a team is going to form the members need to practice working Hashimoto, NDI representative for the Civic Forum program in Banja Luka, Bosnia traveled to Port-au-Prince, Haiti to assist with the training program. Because the Civic Forum approach to democracy education requires a well-functioning team (i.e., a group of people with a shared responsibility and vision, capable of working together to identify opportunities and obstacles, make decisions, and constantly improve collective performance), a major characteristic of the training programs for local staff members is team-building.

Below are some thoughts on the process of team-building in Bosnia and Haiti, which were adapted from an e-mail interview with Ken.

The initial training activities for the local Civic Forum staff members in Bosnia and Haiti began the process of building well-functioning teams. Although team-building was an explicit training objective in both cases, the initial training activities were designed solely to provide the team members with a framework for collectively solving problems and for learning constantly from their field experiences. In other words, the team members developed some of the tools and values they would need to work together, and foster the team’s self-improvement in the future.

together. For this reason, a variety of methods were employed, including forms of paired interviews, role-plays, small-group problem-solving, and large-group decisionmaking. These activities helped team members begin to form relationships with their counterparts and develop values, such as trust, honesty and mutual respect. Informal activities such as group lunches and parties also helped the team develop cohesion.

In both Bosnia and Haiti, the training proved to be effective in forming constructive threads between the new staff members. Nonetheless, wrapping the threads into a much stronger rope requires additional training and a constant emphasis on the process of teamwork, self-management and assessment.

Lesotho — Training NGOs to Conduct Voter Education



In preparation for the 1998 national elections, NDI is carrying out a program to support Lesotho NGOs in designing voter education programs and materials. In late August 1997, NDI organized a two-day NGO training program in Lesotho. The objectives of the seminar were to expose the NGO community to comparative voter education models; help them analyze and understand public opinion about the elections; and guide them as they begin to create strategies for conducting a coordinated voter education campaign in Lesotho. Throughout the two days, an average of thirty leaders and activists from various local NGOs attended.

To help the participants understand that they had the capacity to conduct voter education activities, the first day began with a discussion of NGO-driven voter education programs in other countries. Trainers presented materials from other African voter education campaigns, including posters and sample voter education kits from Liberia, Mozambique and South Africa. Trainers then divided the participants into five small groups. Each group selected their own group facilitator. After being given a set of four or five issues, the trainers guided the

Africa. Initially, participants were reluctant to believe that the examples could in any way apply to a Lesotho voter education campaign. However, NDI trainer Xoliswa Sibeko, a former South African NGO director, promoted more confidence by sharing first-hand experiences. Along with Keith Jennings and Chris Homan, Xoliswa encouraged participants to think about how the other African models could apply to Lesotho. The session resulted in the participants believing that they could organize a voter education campaign.

During the next session, the trainers presented the results of country-wide focus group study conducted by NDI. Discussion of this information helped the participants discern the lack of knowledge about basic voting processes and the upcoming elections on the part of the Lesotho population. The results also highlighted a low literacy level. Aside from providing practical information, the sessions also underlined the importance of accurate information when making a voter education plan.

During the second-day of training, participants used the focus group information to identify issues that a voter education campaign could address. Some issues identified included the lowering of the voter age, candidates' unwillingness to travel to rural areas to speak with voters, and new constituency boundaries. The trainers listed all of the issues raised and helped the participants refine the list to a manageable number.

groups through the process of formulating potential voter education activities to address the issues. The facilitators of each group then presented proposed plans with all the

participants. This activity not only helped begin the process of planning a campaign, it also allowed representatives from different NGOs to work collectively and successfully.

Romania — Volunteer Recruitment Training for Advocacy NGOs

In June 1995, NDI began a cooperative agreement with World Learning to form the Democratic Network Program (DNP) in Romania. The program is designed to increase the influence of NGOs on public policy. NDI representative Michelle Rydz, in cooperation with World Learning, provides training and technical assistance to participating NGOs. Michelle has conducted training with NGOs throughout Romania on such topics as volunteer recruitment, strategic planning, targeting and fundraising. All of the training is complemented by a NDI-produced handbook on advocacy. This discussion will focus on a volunteer recruitment workshop that Michelle organized last summer.

The purpose of the workshop was to provide participants with the knowledge and skills they would need to mount a successful volunteer recruitment effort. Michelle conducted the training alongside a Romanian trainer with successful volunteer recruitment experience.

Michelle began the first session by asking the participants why a person may want to volunteer to work on an advocacy campaign, as well as why a person may not want to volunteer. In other words, the participants highlighted motivating and restraining forces. As a result, participants determined that people volunteer out of self-interest and concluded that, to sustain volunteers, there has *If you are interested in learning more about the NDI-produced advocacy handbook, please*

to be a positive reward for the volunteer and the NGO. For example, the volunteer may acquire some leadership skills and experience, and help create a desire for change in their community. The NGO, in turn, profits from the volunteer's time and work. As to why individuals do not volunteer, participants concluded it was often due to volunteers not being asked and a lack of awareness about the benefits.

After having underscored the reasons why people do and do not volunteer, the trainers gave a short presentation on the methods of volunteer recruitment and small-group interaction. This presentation focused participants on how NGOs can plan and implement a volunteer recruitment campaign.

Through facilitated small-group work, participants assessed whether their respective groups were prepared to manage volunteers and assessed in what areas their NGOs could most effectively utilize volunteers. The trainers then facilitated role-play exercises that allowed participants to practice asking individuals to volunteer. This practice included explaining the nature of their organization, the purpose of the advocacy campaign and the benefits of volunteering.

By the end of the workshop, participants had acquired the practical knowledge and skills they needed to begin volunteer recruitment campaigns. A few key elements contributed to this success: (1) clearly, outlined training objectives; (2) participants' engagement in hands-on activities; and (3) the presence of the Romanian co-trainer, which added credibility to the ideas presented.

contact Matthew Joyce of the CEE team (ext.4940) .

Ukraine — Practicing an Advocacy Scenario

In late 1995, and recently in 1997, NDI entered into a cooperative agreement with the Committee of Voters of the Ukraine (CVU). The program's objective is to increase citizen participation in political decision making through the development of a nationwide, self-sustaining civic organization. NDI has provided CVU members with training to help them acquire the knowledge and skills to conduct effective programs in areas such as advocacy, public education and election monitoring. Last summer, NDI-Ukraine representative Katie Fox organized a seminar for new leaders of the CVU. Below is a discussion of a workshop focusing on advocacy where participants engaged in simulations. These exercises were designed to apply and practice a range of advocacy skills.

Katie and other co-trainers used a combination of lectures, discussions and simulations to help participants learn how to plan and implement a successful advocacy campaign. A planning chart produced by the Midwest Academy was used as a visual aid and the basis for the training activity.

After a kick-off presentation and discussion about the purpose and possibility of citizen advocacy, a CVU staff lobbyist divided participants into two teams. One team represented a civic group attempting to restore hot water in a Ukrainian city, while the other group acted as the city authorities. The game consisted of reciprocal interaction between the two teams. The civic group announced the As part of the transformation process, NDI invited Heather Boothe, Director of Training at the DNC, to the West Bank/Gaza in

first step it would take and in response, the city authorities stated how they would counteract. During the simulation, a workshop leader kept "score," giving a point to each team after they acted, and depending on whether the civic team made significant advancement in its campaign or not. The workshop leader guided the civic group throughout the exercise by helping the participants apply concepts from the earlier presentation. For example, the leader helped the participants prioritize appropriate targets for different advocacy campaign goals.

The game was then evaluated in terms of the ideas presented in the lecture. Participants all agreed that the game was engaging and useful. Again, participants had the opportunity to practice skills in a guided and collective fashion.



West Bank/Gaza — Guiding a Strategic Planning Session

In July 1995, NDI initiated the ongoing Civic Forum program in West Bank/Gaza. Over the last two years, the program has developed and grown to include more than 6,000 Palestinians in monthly democracy education discussions. Civic Forum topics, such as the role of elected representatives and the rights of citizens in a democracy, have inspired participants to organize civic activities in their communities. The next stage of the program's development involves transforming the Civic Forum into an independent Palestinian-managed organization.

February 1997 to help the Palestinian team members develop a strategic plan. During a four-day planning workshop, Heather guided

the Palestinians through a step-by-step planning process. This discussion will outline the steps in the process and some of the activities that took place.

During the first day of training, Heather led the team members in a brainstorming session to identify the goals for a future NGO. Preliminary discussion on listing and defining Civic Forum's goals was an important first step in the strategic planning process. Goals were written on a flip chart and subsequently categorized and prioritized by participants. The training activity introduced participants to the strategic planning process, and allowed them to practice skills that will contribute to a more efficient operation of the future organization.

To help the team members learn more about the strategic planning process, Heather emphasized that most people already engage in strategic planning in their day-to-day lives. This allowed participants to understand the concept in a practical sense. During this second-day training, five main considerations in the strategic planning process were presented to the participants: (1) goals; (2) organizational considerations; (3) supporters and allies; (4) decision-makers; and (5) activities.

Heather then divided the Civic Forum staff members into four, small working groups. The groups were asked to define goals for the future organization. As a result of the group work, participants were able to identify four main goals: (1) increase education and public awareness; (2) develop leadership; (3) encourage popular participation in the The meeting in August involved participants in a team building group activity led by Margaret Zaknoen, with the overall objective of

decision-making process; and (4) activate local NGOs. The training exercise not only fulfilled its initial objective of giving participants the opportunity to develop and practice skills for strategic planning, it also allowed staff members to work collectively in defining goals for the organization. Additionally, the setting of ground rules before the start of the activity allowed for a better organized discussion and helped maintain the participants' focus.

For more information on the Civic Staff Retreat please contact Margaret Zaknoen of the Middle East Team (ext. 4743).

DC — Civic Group & Team Work

In early April, DC-based staff members working on civic participation programs met to discuss how they could better exchange program information among themselves. The group of about twelve individuals decided to have an informal discussion once each month.

At the Civic Group Meeting in July, the purpose and format of the monthly meetings were further discussed. Participants agreed that the purpose of the meetings is to provide civic program staff with the opportunity to discuss ideas and challenges and give suggestions regarding their programs. The meetings are also a means for participants to learn more about civic-related themes and an opportunity to develop skills, such as how to facilitate a meeting and how to be an effective team participant. In addition to sharing information, one topic is selected for discussion at each meeting.

identifying the fundamental components of team work. Participants began the activity by introducing themselves and then each

identifying an individual strength s/he believed benefited the team. The session particularly focused on (1) the importance of team work, (2) functional aspects of team work, and (3) team development.

The Civic Group recently held a meeting on October 28, with Andrew Fuys, program assistant for the Asia team, as facilitator. The session focused on the why and how of citizen advocacy.

The next Civic Group meeting is scheduled for Tuesday, December 9. Gina Vetere, Program Assistant for the CEE team, will facilitate a discussion on adult education methods. Please contact Gina (ext. 4782) if you have any suggestions for a speaker on this theme.

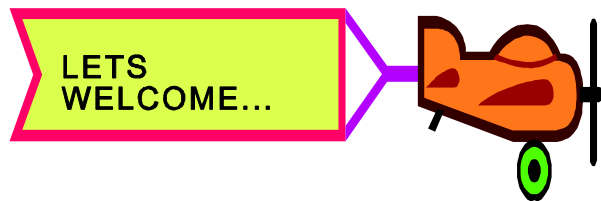
Interested in learning more about the Civic Group meetings? Information can be found at k:users/public/teams/civpol/civicmtg.

As many of you by know, *Keith Jennings* has joined the Strategy and Evaluation Team as the new Director of Programs in Civic Participation. Keith joins NDI as a full-time staff member after serving as a Senior Advisor to NDI programs in Lesotho, Swaziland, Kenya, Liberia, Mozambique and Guyana. Keith was also the Director of NDI's program in Zambia in 1994-1995. In addition to his extensive NDI experience, Keith brings years of hands-on experience in the promotion of human rights abroad and civil rights advocacy in the U.S., having worked with organizations such as Amnesty International and NAACP.

Serving as the Director of Programs in Civic Participation, Keith will be NDI's principal in-house expert and resource person for diverse programs abroad designed to strengthen the participation of civic groups. Charlotte Cerf left NDI-Mozambique in June

and citizens in the political process. Keith will be responsible for the following:

- advising all NDI program staff on design and implementation of programs;
- developing and disseminating analyses of best practices in program design and implementation;
- refining NDI's framework for evaluation of programming impact; and
- further developing and coordinating NDI's use of its global network of volunteer trainers.



Civic Field Staff: New & Departing

Angola

Luiz Vieira, former program officer for Angola, left NDI in September. Luiz helped create "Voice of Reconciliations," a news forum program where a group of bipartisan journalists reported as a team and discussed issues related to the peace process.

Michael Eddy will be the new program officer in Angola. He comes to NDI with a plethora of experience in strategic planning, project design/evaluation, organizational development, and the design and implementation of training events. Michael will continue Luiz's work with "Voice of Reconciliations."

Mozambique

of this year. During her time in the field, she

directed *Vota Mozambique*, an innovative and successful voter education campaign, expanded a network of civic education trainers country-wide, and helped the trainers establish an NGO.

NDI-Mozambique hired Thabisile Mngadi as their new Program Director. Thabisile comes with extensive background in program development, coordination, planning and management. She has also worked in strengthening community-based organizations and been involved in strategic planning and program evaluation in Africa.

Burma/Cambodia/Indonesia/Thailand

Having previously worked with NDI in the region of Africa, Sarah Malm is now the new field representative for the Asia team in Bangkok, where she is monitoring and implementing regional program activities.



TRAINING RESOURCES

The Strategy and Evaluation team recently distributed a guide entitled “Democracy Education Civic Forum Style” that outlines the Civic Forum approach and offers strategies for designing and implementing participatory democracy education activities. The document offers specific strategies for training adults, building teams and constantly evaluating program activities. For copies contact Aaron Azelton (ext. 4318) or Sylvia Panfil (ext. 4989).

Other materials on training include:

- ▶ “Participatory Learning and Action: A Trainer’s Guide”
- ▶ “Team Games for Trainers”
- ▶ “25 Activities for Teams”

- ▶ “101 Ways to Make Training Active”
- ▶ “How to Write Training Materials”

Did you know we also have thousands of materials available on civic advocacy, education, institution building and many, many more civic-related topics? We encourage you to use the civic materials as a reference while developing and working on your programs and to give us materials to add to the files.

To see a catalog of available civic materials look under k:users/public/teams/civpol/resources/civic or refer to the S&E Team’s Red Book for a complete listing of all available resources.

ATTACHED MATERIALS

- Chart of “NDI Civic Programs and Contact Information”

**For additional information
on Civic Participation,
contact the S & E Team:**

**NDI
Massachusetts Ave.
Washington, D.C. 20036
202-328-3136 (tel.)
202-939-3166 (fax)**

*The Civic Update was produced by Aaron Azelton and
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