

”TRAIN THE TRAINER“

Cairo, Egypt

15th – 19th August 2015

Documentation



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Train the Trainers

“Tell me and I forget, teach me and I may remember,
involve me and I learn.”
Benjamin Franklin

1 DAY 1: REVIEWING STAKEHOLDER DIALOGUES IN INTEGRATED WATER RESOURCE MANAGEMENT AND THE DIALOGIC CHANGE MODEL

AGENDA	
Day 1	Main objectives: Participants review the concept of the DCM and apply it to their own practice case
9:30	Welcome & Introduction <ul style="list-style-type: none"> • Welcome of participants • Introduction ENTIRE and partners • Program overview
11:00	Coffee/Tea-break
11:15	Group Reflection <ul style="list-style-type: none"> • What makes a good dialogic facilitator and trainer? → <i>Discussion in groups and presentation</i>
13:00-14:00	Lunch time
14:00	Dialogic Facilitation & Stakeholder Dialogues <ul style="list-style-type: none"> • Input & Review • Why Stakeholder Dialogues for IWRM? Dialogic Change Model for Stakeholder Collaboration <ul style="list-style-type: none"> • Input & Review
15:45	Coffee/Tea-break
16:00	Teach back on practice cases and DCM → <i>Discussion in groups & presentation</i>
17:00	Check-out

1.1 Introduction

Participants were welcomed by the CLI's Facilitators, Ms. Kristiane Schaefer and Mr. Andrew Aitken Team, followed by Mr. Essam Nada, RAED representative and host of the training event. Afterwards followed an introduction about ENTIRE, as well as an informal introduction of participants:

Please introduce yourselves by sharing:

- Name
- Organisation, country
- Position, project
- Why are Stakeholder Dialogues important for my work in IWRM?
- How do I contribute as a Stakeholder Dialogue Facilitator and as a Stakeholder Dialogue Trainer?

Getting started

By getting to know each other, getting to know the facilitators, and learning about the objectives of the event, people can become more engaged in the proceedings and so contribute more effectively towards a successful outcome.

Ice breaker to start the training session:

Stand up in a circle and form groups according to:

- Network your organization belongs to, then
- Country of origin, and last
- Training on SD in IWRM attended (first, second, third)



1.2 Course Objectives

The training aims at building capacity of participants to deliver trainings on Stakeholder Dialogues.

During and after completing the training, participants will:

- reflect on the own role as facilitator and trainer
- be able to tailor and deliver a training on Stakeholder Collaboration
- practice dialogic facilitation techniques and apply a basic training toolkit
- improve their communication and presentation skills
- improve the individual style and gain confidence in delivering trainings
- have a sound knowledge on the Dialogic Change Model as a participatory approach

1.3 Training Approach and Elements

The training approach follows CLI's proven methodology of integrated learning. It comprises:

- Tools and process management skills
- Personal mastery and leadership skills
- Exposure and practice

Four elements will be applied in different combination every day:

1. **Input/Review:** CLI provides input as well as reviews tools, content and/or practices from the trainer/facilitator perspective
2. **Teach Back:** Participants present and facilitate content and tools – integrating and applying their own or their peers' practices
3. **Exercises:** Facilitation exercises in small or large groups linked to participants' practice and also as role play
4. **Reflection:** Large and small group or individual reflection on the role, competencies and development as a trainer and facilitator (for example, coaching by CLI trainers or peer coaching, group reflection, journaling, etc.)

Throughout the training, participants will have the opportunity to be in one or several facilitation and training roles.

1.4 CLI's Integrated Capacity Building Approach



1.5 Proposed Program Overview

Day 1	Day 2	Day 3	Day 4	Day 5
Welcome & Introductions	Input & Review: DCM Phase 1	Field Visit	Input & Review: DCM Phase 2	Input & Review: DCM Phase 3
Input & Review: DCM	Teach Back: DCM Phase 1		Teach Back: DCM Phase 2	Teach Back: DCM Phase 3
Teach Back: DCM Overall	Cont'd Teach Back: DCM Phase 1		Cont'd Teach Back: DCM Phase 2	Exercise: Training Design
Exercise & Reflection: Dialogic Practices	Reflection		Input: Presentation Skills	Feedback & Check-out

1.6 Group Reflection: What makes a good stakeholder dialogue facilitator and trainer

After the introductory session, the participants discussed about what makes a good stakeholder dialogue facilitator and trainer. They were asked to identify the more relevant skills and also to reflect on the skills they would like to improve.

Discussion at tables:

**In my experience,
What makes a good stakeholder dialogue facilitator and trainer?**

Which skills would I like to improve?

Please select a moderator and a reporter at your table.
Record your results on a flipchart.

20 Minutes

Skill/criteria	Facilitator	Trainer
Good communication skill*	✓	✓
Charisma	✓	✓
Body language*	✓	✓
Conflict Management*	✓	
Good Reputation, Neutral Trusted	✓	
Good Background (issue)	✓	
Specialisation (issue)		✓
Training Material		✓
Good listener*	✓	✓
Engagement of all actors*	✓	
Good Time Keeping*	✓	✓
One Way Communicator	✓	
Two ways Communicator		
Presentation techniques*		✓
Skills I would like to improve*		



Participants concluded that despite a good facilitator and a good trainer play different roles, they share some characteristics such as: good communicator, good listener, charismatic, proper body language, good time keeper, self-confident, among others. Participants identified some of the skills they would like to improve such as presentation techniques, dialogic and communication skills, conflict management, improving group dynamics, etc.

1.7 Input: Dialogic Facilitation and Stakeholder Dialogues

- What is a Stakeholder Dialogue Facilitator?

A Stakeholder Dialogue Facilitator is a person who – together with others – initiates, coordinates, convenes, facilitates and/or implements Stakeholder Dialogues.

- What is Dialogic Facilitation:

Dialogic facilitation empowers every person in the room to make facilitative moves and become an active co-creator of better group results. It leads to purposeful, result-oriented high quality conversations.

Dialogic Facilitation ensures that:

- Different perspectives or viewpoints of participants are considered - which is particularly important in complex situations;
- The voices of all relevant participants or stakeholders are heard and listened to;
- Meetings are held more efficiently and effectively;
- The quality of decisions is improved and problem solving is enhanced and
- More participation, energy and enthusiasm is encouraged during implementation of decisions.

Important abilities of Stakeholder Dialogue Facilitators:

- The ability to moderate and to look at things from different perspectives
- The ability to act in very complex processes confidently without being in control
- The ability to handle conflicts, crisis, protest, obstacles in a productive way
- The ability to organize and facilitate structured dialogue processes and settings
- The readiness to take risk and to stay flexible
- The ability to engage the stakeholders to support one common goal
- The ability to celebrate success as a joint achievement

Multi-level Skills Development for Stakeholder Dialogue Facilitators

Self awareness	Awareness of ourselves is an essential element in the implementation of Stakeholder Dialogues.
System awareness	An understanding of the system (the field we are intervening in or operating in) and its dynamic are crucial for the successful implementation of Stakeholder Dialogues.
Process competence	Process competence is a key success factor for the design and implementation of Stakeholder Dialogues.

As a stakeholder dialogue trainer you are helping others to become stakeholder dialogue facilitators!

- What are Stakeholder Dialogues – Review

Stakeholder Dialogues are an approach to designing and implementing consultation and cooperation in change processes that require different interest groups to be included. They are consciously structured conversations on certain issues of common interest or concern between people.

Stakeholder Dialogues always happen for a purpose: They aim at achieving a common goal, solve a problem and/or find innovative solutions that could not be dealt with by one actor alone.

Stakeholder Dialogues are not only Stakeholder events, but an entire process leading up to the achievement of the joint goal.

- Why Stakeholder Dialogue for IWRM?

WHY STAKEHOLDER DIALOGUE FOR IWRM?

- Efficient participation of different actors in managing water resources has been defined as one of the sustainable water management principles.
- It promotes “**Social Equity**” which is one of the fundamental topics of IWRM.
- It facilitates to generate equitable and sustainable solutions to water problems and promotes “**bottom – up**” decision making process.



Benefits of the Stakeholder Dialogue Approach



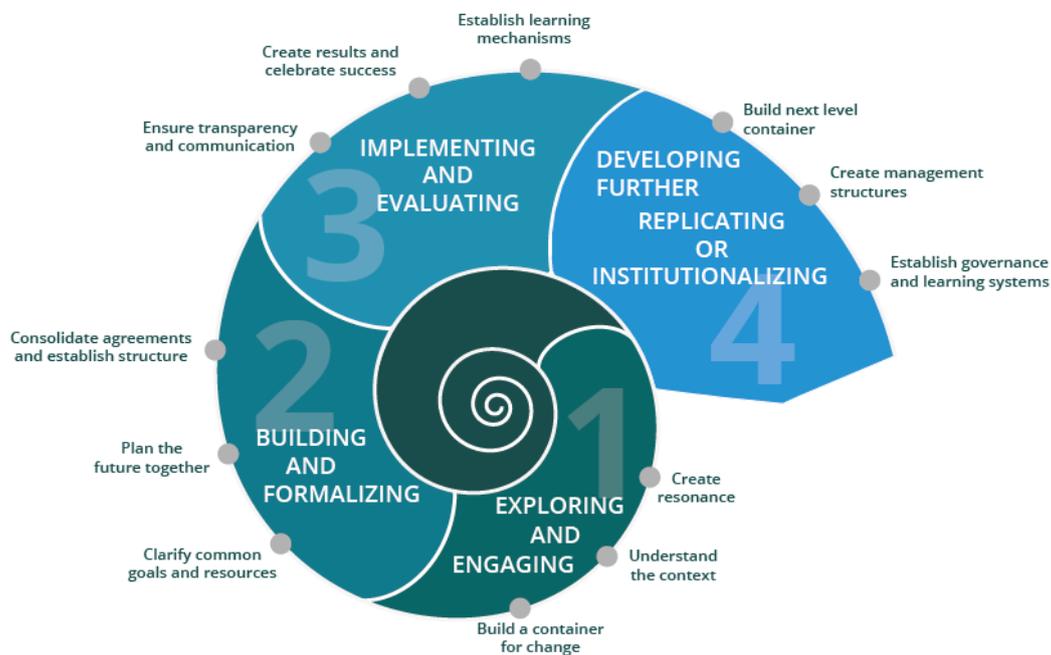
1.8 Input Review: The Dialogic Change Model for the Implementation of Stakeholder Collaboration

The Dialogic Change Model allows for result-oriented, structured planning and implementation of Stakeholder Dialogues in 4 Phases. It is an approach, not just a tool, that allows you to design result-oriented Stakeholder Dialogue and Engagement processes

It can be used at any time to:

- Start a change process engaging all relevant stakeholders
- Re-adjust or
- Evaluate your stakeholder dialogue

It allows to strategically design and plan the identification, communication and the engagement of all stakeholder groups. It also helps stakeholder facilitators to lead collective action in a structured way.



For detailed information, please refer to the complete presentation and handbook.

1.9 Teach Back: Practice Cases and DCM

Handout

- Please select a moderator and a reporter at your table
Present practice cases at tables. Link to pre-training preparations.
- Please discuss the application of the Dialogic Change Model in these specific cases of Stakeholder Dialogues in IWRM
 - How has the DCM been a helpful approach (what did you do differently)?
 - What challenges did you run into in applying the DCM?
 - Where can you integrate capacity building (training) elements on the DCM into your Stakeholder Collaboration processes?

Record 3 insights from your discussion on a flipchart
45 minutes



Case givers:

- Mr. Omar Salameh, Jordan, Water Resources Protection Campaign
- Ms. Nasra Nour Eldin, Egypt, Stakeholders Dialogue in Water Management
- Mr. Mohammad Imad Al Masri, Palestine, Nablus Municipality
- Mr. Abdessamad GHACHA, Morocco, Protection of Ouzzane City against flooding

2 DAY 2: IMPROVING PRESENTATION SKILLS AND DELIVERING THE DCM PHASE 1

Agenda	
Day 2	Main objective: Participants improve their presentation skills and train on different aspects of the DCM Phase 1
8:30	Check-in
9:00	Presentation, Communication and Training Techniques <ul style="list-style-type: none"> • Skills of Stakeholder-Dialogue Trainers → <i>Conceptual input</i> → <i>Video</i> • Voice • Time management • Learning styles: kinaesthetic, auditor, visual, logic → <i>Conceptual input</i> → <i>Group exercise: brainstorming Training Tools to engage participants according to their learning style</i>
10:00	Teach Back - Training Session <ul style="list-style-type: none"> • Introduction to Stakeholder Dialogues • The Dialogic Change Model (DCM) • DCM Phase 1 → <i>Presentation and FeedForward</i>
10:30	Coffee/Tea-break
10:45	Preparation time Teach Back Group work
11:45	Presentation of group work results and feedforward Session 1
12:45	Presentation of group work results and feedforward Session 2
13:00	Coffee/Tea-break
13:30	Presentation of group work results and feedforward Session 3
14:30	Reflection on Teach Back experience
15:15	Check-out
15:30	Lunch break

2.1 Check-In

Check-in as a Tool for starting meetings/trainings:

Meetings –no matter how small– start with a check-in and end with a check-out. We are not big fans of airports, but we like to think of our meetings as little journeys. And to leave our “mental luggage” outside for the while. The check-in is a great tool to frame your meetings in a different atmosphere, get people into a conversation and focus on the topics to be discussed.

Checking-in means that every person attending the meeting or workshop says something about where he or she is in that exact moment, how they are feeling or anything else that is on their mind – even if it’s as elementary as a crave for chocolate.

In Stakeholder Dialogues we often deal with people that we might not know very well, maybe even feel resentments against. Therefore it is important to create an atmosphere of trust and humanity between the different stakeholders. This little ritual adds a personal note to every meeting – and you would be surprised how it not only boosts the quality but also the efficiency of your process.

There are many variations of the check-in, so it never gets boring. To see more: <http://blog.stakeholder-dialogues.net/?p=72>

2.2 Input: Presentation, Communication and Training Techniques

Skills of Stakeholder-Dialogue Trainers

- Use appropriate communication / presentation techniques (voice, body language, listening, learning preferences)
- Have a good command of the content and material
- Bring in your own experience and make reference to the participants’ context and experience
- Manage your time!
- Engage your participants and create a learning environment

Body Language - Video

Amy Cuddy: Your body language shapes who you are

https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are



Voice

- Speak from your belly!
- Vary the pitch of your voice (high and low)
- Be aware of the speed of the pace of your speech
- Watch your posture
- Volume of your voice (soft, loud)
- Pause
- Be aware of filler words (and get rid of them)

Create a great learning environment

- Make sure you are prepared and relaxed (check in!)
- Set the room up for collaboration and include regular breaks
- Create an environment that encourages interaction and fosters curiosity
- Allow for reflection time and silence

Manage your time

Content

- Plan how much time you will need for each content
- Double it
- Reduce it by 1/2
- Rehearse it out loud



Participant interventions

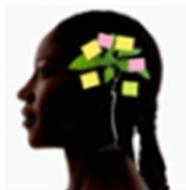
- Give participants equal opportunity to speak
- Be clear and transparent about your time management strategies

Help your audience learn by...

- Taking time to understand what they already know
- Make reference to their experience
- Building trust and a safe space
- Plan for regular breaks
- Cater to different learning preferences

What are learning preferences?

- Visual
- Auditory
- Kinaesthetic
- Logical



Modality	Descriptors	Learn Best Through the Use of ...
Visual Learners (input)	<ul style="list-style-type: none"> ● Learn by observation ● Can recall what they have seen ● Can follow written or drawn instructions ● Like to read ● Use written notes ● Benefit by visualizing, watching TV/video /films 	<ul style="list-style-type: none"> ● Charts, graphs, diagrams, and flow charts ● Sight words ● Flashcards ● Visual similarities and differences ● Pictures and graphics ● Maps ● Silent reading ● Written instructions ● Computer assisted learning
Auditory Learners (input) Verbal-Linguistic Intelligence	<ul style="list-style-type: none"> ● Prefer listening and taking notes ● Listen for patterns ● Consult peers to ascertain that they have the correct details ● Can recall what they have heard ● Can follow oral directions ● Repeat words aloud for memorization ● Use oral language effectively 	<ul style="list-style-type: none"> ● Discussion, dialog, debate ● Memorization ● Phonics ● Oral reading ● Hearing anecdotes or stories ● Listening to tapes or CDs ● Cooperative learning groups
Analytical Understanding	<ul style="list-style-type: none"> ● Sequential, linear learners ● Prefer information in small chunks, steps ● Can follow the rules for mathematic equations ● Prefer a logical progression ● "See the trees before they see the forest." 	<ul style="list-style-type: none"> ● Intrapersonal skills valued ● Journals ● Learning logs ● Sequentially organized material, timelines, diagrams ● Moving from "part" to the "whole" ● Puzzles, logic games
Kinesthetic Learners (input)	<ul style="list-style-type: none"> ● Are often physically adept ● Learn through experience and physical activity ● Benefit from demonstration ● Learn from teaching others what they know 	<ul style="list-style-type: none"> ● Playing games ● Role playing ● Read body language/gestures ● Mime ● Drama ● Learn or memorize while moving (pacing, stationary bike, finger or whole body games)

*Source: <https://www.bcps.org/offices/lis/models/tips/styles.html>

2.3 Group Reflection and Exercise: Learning preferences

What type of learner are you?

Using a brainstorming technique participants were asked to identify training tools they know and sort them according to the typology of the 4 learning preferences mentioned above. It is desirable, when designing a training, to address all the learning preferences so that all participants will engage better and enjoy the learning experience.

- Find the flipchart with your preference
- Brainstorm ways to engage people with this learning preference

Results:

<p style="text-align: center;">LOGICAL (Analytical)</p> <ul style="list-style-type: none"> - Clear program - Background material - Methodology and analytical tools (statistics, math equations/models) - Examples case studies 	<p style="text-align: center;">KINAESTHETIC</p> <ul style="list-style-type: none"> - Energizer / ice breaker - Walking dialogue - Interactive dialogue - Silent dialogue / improvisation theater - Role play - Learning of nature - Check in/ out
<p style="text-align: center;">VISUAL</p> <ul style="list-style-type: none"> - Watching Videos and films - Charts, diagrams, pictures and graphics - Good visualization tools for flipcharts - Handouts - Cards 	<p style="text-align: center;">AUDITORY</p> <ul style="list-style-type: none"> - Verbal lectures - Music - Story telling - Discussion - Working groups - Oral check in/out



2.4 Teach Back: Stakeholder Dialogues, DCM, and DCM Phase 1

Teach Back sessions are opportunities to put into practice immediately the presentation, communication and training techniques learnt.

This is a safe environment where participants take the role of the trainer and trainees. Peers also have the chance to provide feedforward about the content, communication and presentation skills, time management and engagement of participants.

Handout

You are a Stakeholder Dialogues Trainer and you will simulate a real training session:

You will train one of the following topics:

Training Session 1 Introduction to Stakeholder Dialogues	Training Session 2 The Dialogic Change Model (DCM)	Training Session 3 DCM Phase 1
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Take into account the stakeholder dialogue trainer skills!!!

You will be evaluated and given 'feedforward' by your group members in order to improve

Instructions

Preparation at tables (5 min):

- Split your table into sub-groups of 2 or max. 3
- Decide which of the 3 sessions each group will train

Preparation in sub-groups (60 min):

- Define your audience (who will you be training?)
- Use the Trainer's manual, the Stakeholder Dialogues Manual (Arabic version) and the Power Point provided to prepare your Training Session
- Decide how you will work together as trainers (who will do what?)

Teach Back Session (45 min each):

- Trainig session (max. 30 min)
- FeedForward (max. 15 min)
- Coffee
- Short Break (max. 5 min)

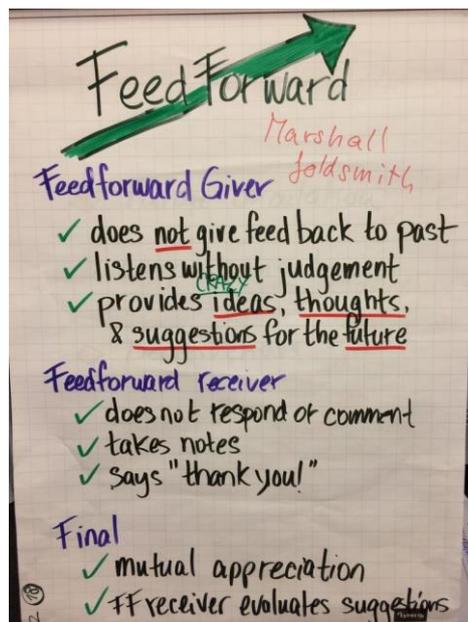
Preparation 60 min	Coffee	TeachBack 1 & FeedForward 45 min	TeachBack 2 & FeedForward 45 min	TeachBack 3 & FeedForward 45 min	Coffee
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EVALUATION GRID

Peers were requested to observe the performance of the 'trainer' and provide feedforward according to the criteria indicated in the evaluation grid. The Feedforward should provide ideas, thoughts and suggestions for the future.

Trainer:	Session Titel:	
Criteria	Score (1-5)	FeedForward (TOT Manual p.51)
Knowledge of the content (DCM etc.)		Next time...
Brings in own experience and relates to participants practice		
Communication / Presentation skills (verbal, non-verbal, listening, techniques)		
Time Management		
Engagement of participants (enthusiasm, motivation etc.)		

FEEDFORWARD



Training Sessions



Collective Reflection on Teach Back Experience

<p>Use appropriate communication / presentation techniques (voice, body language, listening, learning preferences)</p> <p>Next time:</p> <ul style="list-style-type: none"> • Find out who your participants are and what they need through <ul style="list-style-type: none"> ▪ sending questionnaires before the training or conduct interviews ▪ If possible, discuss about your participants beforehand and identify some to talk with / engage before (difficult ones) ▪ Use dialogic practices to analyze your stakeholder system and try to engage with participants also using coffee breaks/lunches etc. • 	✓
<p>Have a good command of the content and material</p> <p>Next time:</p> <ul style="list-style-type: none"> • If you use practice cases, make sure that you relate to the approach (DCM) - people need to understand the model in order to apply to their own practice • Balance theory & practice: Use handouts, visuals, book etc. to refer to in order to help people to understand the 'theory' - practice cases should illustrate the theory • Engage participants in discussions around their practice, questions etc. in order to understand the model 	✓

<p>Bring in your <i>own experience</i> and make reference to the <i>participants' context and experience</i></p> <p>Next time:</p> <ul style="list-style-type: none"> • Relate to participants context, find out what they know already in order to integrate their experience • Make it interactive – involve participants through questions, discussion • Ask for feedforward • Value their knowledge 	√
<p>Manage your <i>time!</i></p> <p>Next time:</p> <ul style="list-style-type: none"> • Ensure equal roles for both trainers – relate to each other, communicate with each other • Communicate your agenda / make timeframe transparent • Decide, which session you can still start (and finish) and where you need to compromise, be transparent about it! 	√
<p><i>Engage your participants and create a learning environment</i></p> <p>Next time:</p> <ul style="list-style-type: none"> • Use Check-in and discussion rounds a lot! • Involve participants by asking questions / inviting their opinion (feedforward) • Show that you are also still learning in some areas • Use the tools (such as stakeholder analysis) for joint exploration 	√

3 DAY 3: FIELD TRIP

Visit to the rural community of Ezzbet Jabob, Fashn Center, located at the Beni Suef Governorate.

The community implemented a sanitation system and water treatment facilities, which is a role model of simplicity and low-cost implementation. It improved not only the availability of safer water supply, but also some other indicators related to youth employment, less migration to urban centers, environmental impact among others. Stakeholder Dialogues were a main issue to achieve the desired results.



4 DAY 4: IMPROVING DIALOGIC SKILLS AND DELIVERING THE DCM PHASE 2 & 3

AGENDA	
Day 3	Main objective: Participants understand the importance of the dialogic practices and simulate a training session on the DCM Phase 2 & 3
8:30	Check-in
9:00	<p>Dialogic Practices:</p> <ul style="list-style-type: none"> - Voice - Listen - Respect - Suspend <p>→ <i>Input & Review</i></p>
9:30	<p>Teach Back - Training Session</p> <ul style="list-style-type: none"> • DCM Phase 2 • DCM Phase 3 – Process Monitoring <p>→ <i>Presentation and FeedForward</i></p>
10:00	<p>Preparation time Teach Back Group work</p>
11:00	Coffee/Tea-break
11:30	Presentation of group work results and feedforward Session 1
12:30	<p>Presentation of group work results and feedforward Session 2 <i>CLI</i></p>
13:30	Coffee/Tea-Break
14.00	<p>Dimensions of Change → <i>Conceptual input</i> → <i>Interactive exercise</i></p> <p><i>CLI</i></p>
15.00	Check-Out
15.30	<i>LUNCH</i>

1. Dialogic Practices: principles for good dialogue

Dialogue is known as the craft of “thinking together”. In our working groups it helps to keep some key principles in mind:

VOICE – ensure all the voices are heard. Be willing to give your opinions clearly, and briefly, with your own reasoning and examples.

LISTEN – give the speaker your full attention, listening to what is said (and not said); be genuinely curious about what they are saying. Ask open question to get a richer understanding of their perspective.

RESPECT – if we want to generate really open dialogue, it is essential to hold an inner intention of ‘respect’ towards others – irrespective of whether their views and style are similar to yours or not.

SUSPEND – dialogue benefits from a high level of self-awareness; notice when you are judging the statements of others (positively and negatively) as this often stops us from listening; suspend your agreement and disagreement until they have finished what they have to say. Non-interruption is key.



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Group Reflection

Choose a partner and discuss about the following questions:

- In which of the Dialogic Practices am I **particularly strong in**? Please give an **example from your practice** as Stakeholder Dialogue Facilitator.
- As a **future stakeholder dialogue trainer**: which practice would I like to **develop further**? Please think about concrete opportunities for practicing.

10 Minutes per person

4.1 Teach Back: The DCM Phase 2 and DCM Phase 3 on Process Monitoring

Handout

Teach Back setting

- You are a Stakeholder Dialogues Trainer and you will simulate a real training session
- You will train one of the following topics:

Training Session 1
The Dialogic Change Model (DCM) Phase 2

Training Session 2
DCM Phase 3 / Process Monitoring

- **Please use the PowerPoint as given, and balance Theory and practice:** Bring in your own examples but relate them back to the DCM
- Take into account the stakeholder dialogue trainer skills!!!
- You will be evaluated and given 'feedforward' by your group members in order to improve

Preparation at tables (5 min):

- Split your table into sub-groups of 2 or max. 3
- Decide which of the 3 sessions each group will train

Preparation in sub-groups (60 min):

- Define your audience (who will you be training?)
- Write a short agenda for the training session
- Use the Trainer's manual, the Stakeholder Dialogues Manual (Arabic version) and the Power Point provided to prepare your Training Session
- Decide how you will work together as trainers (who will do what?)

Teach Back Session (60 min each)

- Training session (max. 40 min)
- FeedForward (max. 15 min)
- Short Break (max. 5 min)

Preparation

60 min

Coffee

TeachBack 1
& FeedForward
60 min

TeachBack 2
& FeedForward
60 min

Coffee

What to keep in mind to improve today?

- Make sure that you are simulating a **real training session**
- Define your **audience (who will you be training?)**
- Write a short **agenda** for the training session
- All trainers should have a **role to play and equal time**
- Decide how you will work together as trainers (**who will do what?**)
- **Please use this PowerPoint as given, and balance Theory and practice:** Bring in your own examples but relate them back to the DCM
- Apply **dialogic practices** (VOICE, LISTEN, RESPECT, SUSPEND) – when you prepare your session and when you implement it.
- Use **examples from your own practice** and relate to and integrate **participants practice examples!**
- Evaluators: Always use **feedforward** technique!!!



4.2 Exercise: Four Dimensions of Change – Role Play

Where does change start?

Participants were requested to facilitate the session on the four dimensions of change with their peers.

The theories of change and the four were explained one by one according to the table below, and participants are asked to choose the one they believe in. The four flipcharts lay on the floor, which was previously marked with a big cross for the 4 quadrants. Participants have to move and stand next to their preference.

The big group splits into several small groups according to the participants' beliefs.

Following a discussion takes place to provide arguments on each dimension, why each follower believes that their dimension is the first where change starts. Participants try to convince the others to move to their dimension.

At the end many participants change their mind regarding their first answer to the question. The objective of the role play is to raise awareness about the different ways to start change –there is no right or wrong.

<p>Transforming individual consciousness</p> <ul style="list-style-type: none"> • Self-awareness, personal and spiritual growth • Reflection and contemplation • Individual education • Transformation of mental models and belief systems • Broaden knowledge and competence • Individual skills-development • Individual value-orientation <p><i>'People change by themselves... consciousness determines the being...'</i></p>	<p>Changing behaviour patterns</p> <ul style="list-style-type: none"> • Broad education • Influencing through information • Influencing through requirements • Setting conditions • Offering incentives • Developing and making available new technologies • Influencing behavior through technology <p><i>'People need to be influenced to change habitual patterns of behavior...'</i></p>
<p>Transforming culture and relationships</p> <ul style="list-style-type: none"> • Changing dysfunctional collective patterns of thought and action • Collective reflection • Changing or reviving collective value systems • Promoting reconciliation, inclusion and participation • Interpersonal communication • Awareness of interdependence • Respect and recognition <p><i>'... only as a result of a transformation of collective patterns of thought and respectful dialogue people will act in a different way...'</i></p>	<p>Changing structures and systems</p> <ul style="list-style-type: none"> • Reforming regulations • Creating bodies, organizations, institutions • Creating laws • Changing organizational structures • Institutional restructuring • Changing policies • Re-allocating of resources • Developing systems to measure change <p><i>'... structure determines consciousness... and behavior...'</i></p>



WHERE DOES CHANGE START?



5 DAY 5: UNDERSTANDING THE KEY ELEMENTS FOR TRAINING DESIGN

AGENDA	
Day 4	Main objective: Participants understand key elements for training design
<i>8:30</i>	<i>Check-in</i>
<i>9:00</i>	Reflection Day 4 on Teach Back Experience - Input
<i>9:30</i>	FISH BOWL
<i>10:30</i>	<i>Coffee/Tea-break</i>
<i>11:00</i>	Group Work: - Training Design - Developing Practice Cases for Final Networking Event
<i>13:00</i>	Conclusions & Wrap-up
<i>13:30</i>	Feedback Form
<i>14:00</i>	<i>Workshop feedback</i>
<i>14:30</i>	<i>Certificate ceremony</i> <i>Check-out and closing</i>
<i>14:50</i>	<i>Lunch time</i>

5.1 Reflection: Teach Back Experience Day 4

<p>Use appropriate communication / presentation techniques (voice, body language, listening, learning preferences)</p> <p>Next time:</p> <ul style="list-style-type: none"> • Body language: more eye contact, smile, find different ways to engage participants, show enthusiasm • Use visuals, movements, pictures, illustrate through examples (handouts) • Trainers should refer to each other 	√
<p>Have a good command of the content and material</p> <p>Next time:</p> <ul style="list-style-type: none"> • Balance theory & practice: Use handouts, visuals, flipchart, book etc. to refer to in order to help people to understand the 'theory' - practice cases should illustrate the theory • Engage participants in discussions around their practice, questions etc. in order to understand the model • Make it transparent why you are an expert in stakeholder dialogues and that you are using a proven approach. 	√
<p>Bring in your own experience and make reference to the participants' context and experience</p> <p>Next time:</p> <ul style="list-style-type: none"> • Relate to participants context, find out what they know already in order to integrate their experience • Make it interactive – involve participants through questions, discussion • Take up opportunities when participants make critical remarks – what is the joint learning opportunity? 	√
<p>Manage your time!</p> <p>Next time:</p> <ul style="list-style-type: none"> • Frame your session: communicate agenda, give introduction, make your strategy transparent at some point • Manage expectations: if you invite people to discuss / contribute, give them the time and your FULL ATTENTION • Designate one facilitator as a time keeper 	√
<p>Engage your participants and create a learning environment</p> <p>Next time:</p> <ul style="list-style-type: none"> • Have a clear strategy how, when and how long you engage participants to contribute actively – sometimes it is ok not to discuss in the big group • Distinguish clearly between Input, discussion, interactive exercise etc. • Give your instructions clearly, do not hesitate! Do not involve participants openly in the design of your session (unless it is a ToT) • Always keep in mind the interest of the entire group (not individuals) – what is needed at what time 	√

5.2 Input: Advocacy and Inquiry

Advocacy

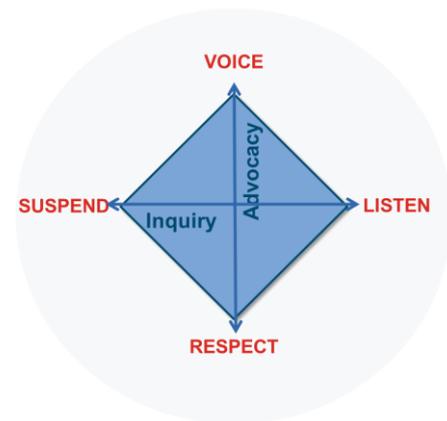
- **VOICE:** Speaks from the heart: explain why it is important for you
- Illustrates your point of view with concrete examples that allow others to understand clearly
- Makes your thinking transparent: explains the assumptions that you are making
- Makes clear what it is that you are expecting from others

Inquiry

- **LISTEN:** Asks for the other people's point of view
- Tries to understand the thinking process of people: why are they thinking / feeling / doing xyz
- Tries to **SUSPEND** judgement and tries to look for the value in the other person's argument or feeling
- Asks what a particular point means for the other
- Thinks about 'what could be missing' and asks for it

Questions for inquiry:

- What would xx do / say?
- What would other people think ?
- Why do you think . . .? Why is this important . . .?
- How could xx benefit . . . Who is benefitting?
- Who would be against / for this?
- What would happen if . . .
- What is missing?



5.3 Exercise: Fishbowl Session

Exercise on dialogue and listening to apply inquiry and advocacy.

Fishbowl tool: A fishbowl conversation is a tool for facilitating dialogue between experts, it can be used when discussing topics within large groups. The advantage of Fishbowl is that it allows the entire group to participate in a conversation since several people can join the discussion.

Some chairs are arranged in an inner circle - this is the fishbowl. The remaining chairs are arranged in concentric circles outside the fishbowl. A few participants are selected to fill the fishbowl, while the rest of the group sits on the chairs outside the fishbowl.

The moderator introduces the topic and the participants start discussing the topic. The audience outside the fishbowl listens to the discussion. There are some variations, such as open and closed fishbowl.

When time runs out, the fishbowl is closed and the moderator summarizes the discussion.

When to use it? Use it as an alternative to traditional debates, as a substitute for panel discussions, to foster dynamic participation, to address controversial topics and to avoid lengthy presentations.



5.4 Exercise: Group work on Training Design

Training Design (60 min)

Objective: Please design a training for a specific target group, where you will teach the Stakeholder Dialogues approach. The training length can be between ½ day and 2 days.

Output

- Overall Training Objectives
- Target group
- Training Agenda

Please select a moderator and a reporter at your table.
Record your results on a flipchart

60 minutes preparation
3 minutes presentation

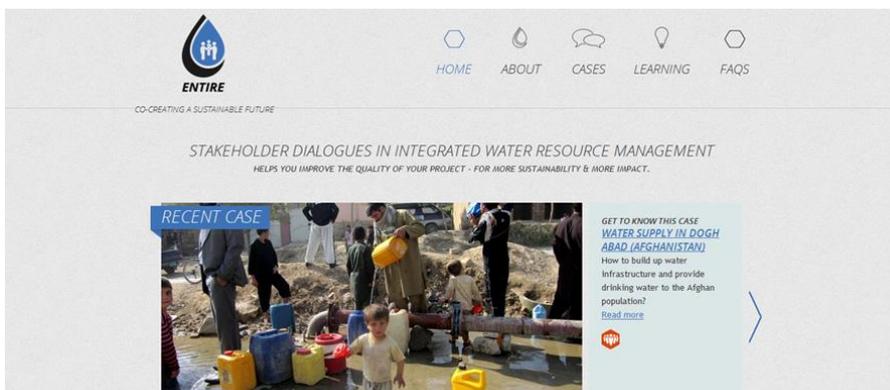


5.5 Staying in Touch

ENTIRE Webportal: <http://iwrn-dialogue.com/#&panel1-1>

ENTIRE Website: <http://entire.collectiveleadership.com/>

Facebook Group: ENTIRE



5.6 Additional Input

5.6.1 Managing Difficulties

What conflicts can arise in Stakeholder Dialogues?

1. Lack of willingness to communicate or talk with each other
2. Hierarchy or authorities feel they have not been sufficiently involved and question the dialogue
3. “Territorial conflicts” occur
4. No official mandate of the dialogues’ initiators
5. Clashes of interest/ideological differences/hidden agendas occur
6. Lack of transparency
7. Power differences become obvious
8. Lack of willingness to come to an agreement
9. Lack of resources to conduct a Stakeholder Dialogue
10. Stakeholder do not understand or agree with the objective of the Stakeholder Dialogue

1. Lack of willingness to communicate or talk with each other

Possible responses:

- Create a platform to solve the conflict outside the formal Stakeholder Dialogues
- Engage actors individually and informally
- Hold bilateral conversation to clarify objectives, topics and to explain the methodology of Stakeholder Dialogues
- Clarify the participants’ needs
- Get a bilateral commitment to staying in the process; and
- Allow time for informal conversations (e.g. coffee breaks, etc.)

2. Hierarchy or authorities feel they have not been sufficiently involved and question the dialogue

Possible responses:

- First, engage hierarchy or authorities actors individually and informally, then engage them officially
- Inform the hierarchy using a report and, through this, gain interest for the process
- Agree on regular communication

3. “Territorial conflicts” occur

Possible responses:

- Make yourself aware of territories before the Stakeholder Dialogue starts
- Clarify conflicting boundaries beforehand
- Engage in bilateral conversations and start genuine dialogue with stakeholder separately on synergy effects

4. No official mandate of the dialogues’ initiators

Possible responses:

- Get the mandate clear
- Get high level sponsorship for Stakeholder Dialogues and carefully compose a core group with the consent of high-level sponsors

- Promote benefits of Stakeholder Dialogues
- Communicate the benefits that could result from the dialogue better
- Explain the initiators' role to important stakeholders
- Underline the initiator's goal of bringing about positive change and demonstrate that there is no hidden agenda
- Offer service orientation
- Build first container

5. Clashes of interest/ideological differences/hidden agendas occur

Possible responses:

- Understand the system: conflict mapping, early stakeholder analysis
- Use good process-design
- Clarify what is in it for all parties
- Clarify underlying interest (bilateral)
- Acknowledge differences, integrate them into process-design
- Let parties state their differences
- Discuss with them what is at stake if no solution is found
- Seek support from other important actors

6. Lack of transparency

Possible responses:

- Ensure comprehensive information about the process
- Make sure that issues of communication and information are agreed upon by the stakeholders involved
- Address stakeholders' perceived lack of transparency individually and informally

7. Power differences become obvious

Possible responses:

- Ensure that all voices are heard
- Ensure that weaker stakeholder groups remain in the process or enter into the process, get support for this
- If necessary, address power issues with stakeholders separately and talk about their effects, remind more powerful stakeholders of their impact and discuss the impact on the Stakeholder Dialogue
- Ensure that process architectures is agreed upon and stick to it
- Support weaker groups with capacity building and advocacy

8. Lack of willingness to come to an agreement

Possible responses:

- Find out about the stakeholders' willingness to engage and to come to a solution separately and informally
- Re-analyze the situation or re-do a stakeholder analysis
- Consider the possibility that some stakeholders may benefit from a conflict or disagreement
- If no willingness exists, postpone the Stakeholder Dialogue
- Explore the possibility of conducting the Stakeholder Dialogue without the stakeholders in question

9. Lack of resources to conduct a Stakeholder Dialogue

Possible responses:

- Promote the result-orientation of Stakeholder Dialogues
- Advocate for resources with potential sponsors

10. Stakeholder do not understand or agree with the objective of the Stakeholder Dialogue

Possible responses:

- Integrate content-related capacity building into the process-design
- Re-address goal alignment as part of the engagement process

11. Lack of professional capacity to contribute to the Stakeholder Dialogue

Possible responses:

- Integrate capacity building for Stakeholder Dialogues as a methodology into the process design of Phase 1 and 2
- Specifically build the capacity of the core group in conducting Stakeholder Dialogues

12. No sense of collective responsibility

Possible responses:

- Adhere to the principles of an agreement process, strengthen the initial Container, then build the broader Container and gradually involve more stakeholders
- Reflect in the core group adjustments in process-design
- Insist on the importance of each stakeholder's contribution
- Promote the idea of taking leadership for cooperation-management and participation
- Focus on the benefits of result-orientation
- Improve full understanding of the problem
- Look beyond the obvious situation and explore the reasons for lack of leadership with all key stakeholders

13. Lack of ownership

Possible solution:

- Review process-design
- Address in informal conversations what would create the feeling of ownership
- Go back to clarifying the context
- Ensure honest participation
- Apply dialogic practices
- Clarify relevance of the problem for all participants
- Create clear vision with all participants
- Clarify that the Stakeholder Dialogue participants are the ones responsible for the problem's solution
- Build commitment through careful engagement and Container building

14. Differences in “languages” between the public and private sector (e.g. clash of organizational cultures)

Possible responses:

- Make an understanding of “languages”, decision making structures, reporting requirements and cultures/rationales of different stakeholder groups part of an integrated capacity building into the process-design
- Clarify the rationale of the different institutions
- Explore the needs for reporting with different stakeholder groups

15. Roles and responsibilities are unclear

Possible responses:

- Re-address issues of Phase 2
- Re-clarify roles, structures and responsibilities
- Re-clarify the mandate, making it transparent
- Address issues of engagement that lead to a sense of ownership

16. Deteriorating or absent trust

Possible responses:

- Re-think process-design
- Ensure that dialogic practices are implemented
- Engage in one-on-one conversations
- Ensure that the initiator/facilitator is a living example of trustworthiness
- Ensure transparency
- Keep agreements / Keep to the agreed process-design
- Truly engage and involve
- Do not make false promises
- Work informally and in a structured way on relationship-building
- Conduct events in a way that allows for good conversations and frequent interaction among participants (round tables, coffee break, etc.)
- Create face-to-face situations in communications
- Create and celebrate common successes (success must be tangible)

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