Using the Toolkit and Acquiring Training Skills

DCAF
a centre for security, development and the rule of law

Tool 1

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John McAndrew

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About DCAF

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) promotes good governance and reform of the security sector. The Centre conducts research on good practices, encourages the development of appropriate norms at the national and international levels, makes policy recommendations and provides in-country advice and assistance programmes. DCAF's partners include governments, parliaments, civil society, international organisations and the core security and justice providers such as police, judiciary, intelligence agencies, border security services and the military.

Publisher

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Note

This publication has been produced with the assistance of the European Union. The contents of this publication are the sole responsibility of the Geneva Centre for the Democratic Control of Armed Forces (DCAF) and can in no way be taken to reflect the views of the European Union.

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Cover picture: © Zoltan Venczel

ISBN: 978-92-9222-339-7

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Acknowledgements

DCAF would like to gratefully acknowledge the contribution to *Tool 1 Using the Toolkit and Acquiring Training Skills* from End Child Prostitution, Child Pornography and the Trafficking of Children for Sexual Purposes (ECPAT) for use of adapted sections from the publication *Combating the Trafficking in Children for Sexual Purposes: A Training Guide,* Amsterdam, Bangkok: ECPAT, 2006.

DCAF would also like to gratefully acknowledge the assistance of partner organisations in the occupied Palestinian territories. These include:

- State Audit and Administrative Control Bureau
- Palestinian Legislative Council
- Office of the President
- Council of Ministers
- Ministry of Finance
- Ministry of Interior
- Central Military Financial Administration
- Palestinian National Security Forces
- Palestinian Anti-Corruption Commission

Introduction

Why is financial oversight in the security sector important?

Financial oversight in the security sector is a key instrument for ensuring that public funds allocated by the state for the security of the people are spent in a transparent and accountable manner.

However, the financial management of security sector institutions is often characterised by opacity rather than transparency. Even in established democracies, the budgets and financial operations of law-enforcement, military and intelligence organisations are often concealed from public scrutiny and sometimes even from formal external oversight by parliament or audit institutions. Furthermore, in many developing countries, disproportionate security expenditures prevent the use of public funds for socio-economic development.

Why this Toolkit?

Building the conceptual and technical capacities of specialized practitioners is a crucial step towards strengthening financial oversight in the security sector. This Toolkit is designed for financial oversight practitioners who wish to:

- Gain access to best international practice in financial oversight of the security sector
- Improve their professional ability to financially oversee security sector institutions
- Acquire a more proactive attitude toward conducting thorough financial oversight activities of security sector institutions
- Assert their authority in scrutinizing budgets and financial operations conducted by security sector institutions.

How was this Toolkit developed?

The exercises and training material included in this Toolkit were developed based on four needs assessment meetings with financial oversight employees and two trainings of financial oversight practitioners in the Palestinian territories in 2013-2014. The Geneva Centre for the Democratic Control of Armed Forces (DCAF) conducted the trainings in cooperation with DCAF international experts and with the financial support of the European Union.

The tools that are part of this training manual contain a generic component that can be used in virtually any country where financial oversight practitioners in the security sector require capacity building. The tools also contain a locally adapted component, which offers examples from the Palestinian training course and suggestions for how to adapt activities and materials to suit the trainer's own context.

Other DCAF publications on financial oversight in the security sector

In addition to this Toolkit, DCAF has published other reference material on financial oversight in the security sector. These publications include:

1. Guidebook: Strengthening Financial Oversight in the Security Sector, 2012.
2. A Palestinian Legal Collection: Financial and Administrative Oversight in the Security Sector, 2013 [English edition forthcoming]
3. Financial Oversight in the Security Sector: A Compilation of International Standards, 2014.

To download these or other publications please visit: www.dcaf.ch/publications

Using the Training Toolkit

Overview

The training toolkit has been designed to be used as a whole training course, which covers six different topics relevant to financial oversight and security sector governance. The six topics may also be used individually as 'stand-alone' training sessions.

What does the Toolkit include?

The training Toolkit includes one introductory tool (Tool 1) and six training tools. Each tool has a three-hour generic component. The generic material is applicable internationally and can be used without adaptation in any training context. In addition, there are suggestions and example activities for adapting material to a particular context. They are designed to be amended by the trainer to engage with local issues specific to the trainer's own context. It is envisaged that the localised session would take two hours, but it can be as long as the trainer deems necessary.

The Toolkit contains the following seven tools (including this one):

Tool 1. Using the Toolkit and Acquiring Trainings Skills

Tool 2. Concepts and Main Actors of Financial Oversight in the Security Sector

Tool 3. Medium-term Strategic Financial Planning for Security Sector Institutions: Tools and Techniques

Tool 4. The Budget Cycle and the Security Sector

Tool 5. Auditing and Integrity in the Security Sector

Tool 6. Handling Legal Gaps while Practicing Financial Oversight in the Security Sector

Tool 7. Financial Oversight of Intelligence Agencies

These tools may be used for individual training workshops on each topic or as a comprehensive training course.

The toolkit user

The training sessions in the Toolkit are intended to be read and used by trainers with expertise in financial oversight and security sector governance and reform.

The target audience

The target audience for the training course outlined in the Toolkit is mainly practitioners involved in financial oversight of public institutions, including security sector organisations. These practitioners include specifically, but not exclusively:

- Parliamentarians and their staffers who are involved in financial oversight and budget control activities
- Members of Supreme Audit Institutions (SAIs) who provide expertise and support in financial oversight activities
- Strategic-level members of security and defence institutions in charge of preparing and executing budgets
- Representatives of executive authorities, including ministries who oversee the preparation and execution of security and defence budgets
- Officers and auditors working in core security and justice institutions whose role is to perform internal controls and audits.

The ideal number of participants for the course is around 15 people. However, the course may be used with more participants.

Using the toolkit in the trainer's own context

As mentioned above, the tools in this Toolkit consist of generic training sessions and locally adapted training sessions. The generic training sessions included in the toolkit have been developed to be used in any context. However, if possible, the trainer should conduct some form of needs assessment in his/her own context. Based on the results of the analysis, the trainer can understand which training sessions to use, which to prioritise, and which to adapt. The localised training sessions give examples and offer suggested objectives for use in the trainer's own context.

When choosing which of the sessions in the toolkit to use, the trainer can choose to use only part of a session or to rearrange the order of the activities if desired. However, the trainer should be aware that some of the activities in a session follow each other, and one activity may often build on a previous activity.

The structure of a generic training session

A generic training session consists of the following six elements:

1. **The introduction** lists the learning objectives and focus questions for the session. It also gives an overview that lists the handouts and trainer resources that are used in the session.

2. **The session plan** gives a full overview of the training session. It is a guide for the trainer to get a quick understanding of the session. It is also used as a quick reference to help the trainer keep track of activities and timing during the training.

3. **The description of activities** explains in more detail how to carry out the activities listed in the session plan.

4. **The handouts** are given to the participants during the activities in the sessions. They are easily photocopied and can include:

    - Worksheets with tasks for the participants to complete
    - Hardcopies of PowerPoint presentations
    - Summaries of key information
    - Extracts of, or references to, publications

5. **The trainer resources** provide supporting information for the trainer. They can include:

    - Summaries of international best practices
    - Answer sheets

6. **The suggested resources** contain references relevant to the activities

Types of activities

The types of activities in the sessions are designed to involve and engage the participants. They are expected to build their own understanding of the concepts and issues presented. Often this means encouraging participants to work and provide feedback in groups rather than 'teaching' them topics in a non-participative way.

Trainers might nevertheless be advised to make PowerPoint presentations. The training tools do include handouts with PowerPoint presentations, which may be adapted by the trainer as required. However, the trainers are encouraged to use a minimum number of slides. It is also recommended that they use images or other types of documents that are likely to trigger participants' attention and active participation. The trainer may provide the participants with a hardcopy of the presentation before or after it is shown. The trainer may also ask the participants to discuss a question in pairs before asking for feedback.

The structure of a local training session

A local training session contains example materials and objectives for the local sessions to cover. It is given as an example for the trainer to draw on in his or her own context when devising his or her own localised sessions and materials.

The structure of a local training session is similar to that of the generic training session (see above). Suggested example activities are given instead of a full session plan.

A local training session consists of the following five elements:

1. **Session objectives:** These are objectives that can be addressed by the trainer in his or her own context.

2. **Suggested content to be covered:** This content addresses the objectives and can be adapted by the trainer to fit his or her own context.

3. **Example activity(ies):** The example activity(ies) include time, materials and a description of the activity.

4. **Suggested sources:** The suggested sources are references for the trainer to use when adapting these example activities.

Meeting the needs of the participants

Meeting the needs of the participants is perhaps the most crucial element of any training course.

The training sessions presented in the Toolkit have been developed based on a needs assessment of directors and senior staff from financial oversight institutions in the occupied Palestinian territory.

Appendix A (below) shows an example questionnaire for use with potential participants as a needs assessment. Appendix B (below) gives an example of guiding questions to use with focus groups when conducting a needs assessment.

The key points for the trainer to consider when adapting materials to the target groups include:

- **Knowing the audience**. This means finding out as much as possible about the participants beforehand, including their role, gender, age, attitudes, culture, experience, education, personality, and religious background. This will allow the trainer to appreciate the differences in their skills and experience, and to draw on their strengths and expertise throughout the training. It will also allow the trainer to identify where the greatest common need is for improvement in knowledge.

- **Offering a variety of activities**. The trainer should try to choose activities that enhance the participants' appreciation of each other's skills and responsibilities and allow everybody to experiment with different ways of how to express him/herself freely.

- **Being sensitive to local hierarchies**. If there are several persons from the same organisation, with different levels of authority, the trainer should take care not to include activities that could cause them to 'lose face' in front of each other.

Starting the training

Unless they have been selected with the purpose of creating a homogeneous group, participants may be from a variety of backgrounds and professional competencies. It is therefore important that they feel comfortable in each other's company. If this is the first time they have come together, the trainer must make them feel safe. Participants should know that their views and qualities will be respected and that the learning experience will remain confidential. The session is designed for confidence building and thus requires the creation of an environment of trust.

Introductions

The trainer should provide a period for introductions during which the participants introduce themselves to each other. This allows, everyone to know who is present and what his/her professional background is. In addition, the trainer is encouraged to give out name badges to the participants.

Programme overview

The trainer should provide a clear and precise explanation of the objectives of each training session, its duration, and the logistical or technical constraints (e.g. lunch times, accommodation etc). The choice of programme should be open for discussion, and if necessary, changes made, depending on the make-up of the group, the time available, and the various needs and expectations of the participants. Participants will want to be informed about how the time will be allocated, so that they can anticipate their own needs, e.g. for important telephone calls.

Ground rules

It is very important that the trainer and the participants establish some ground rules that will apply for the duration of the training activity. In this way, participants will understand each other's expectations and respect the common agreements. Poor timekeeping, for example, is something that can have a negative impact on the learning process. It is also wise to make a rule about attending the sessions on time and respecting the break times. The use of mobile phones during the sessions should also be banned if possible. These and other rules should be written on a chart and, if possible, hung on a wall to be visible to the participants during the training.

Participants' expectations

It is important to know the expectations of participants before the training activity starts. This information will help the trainer fine-tune the focus of the course. It can also be used as a reference to check with participants that their expectations are being met during relevant activities. Knowing the expectations also enables the trainer and participants to evaluate later whether those expectations were met. (See *Activity 1, Tool 1 Session Plan 2, Conclusion and Evaluation*, where an opportunity is given to check back on the participants' expectations expressed in *Tool 1 Session 1, Introduction*.) Participants' expectations can also be elicited, written on a chart and hung on a wall.

Participants' knowledge

The trainer should also ascertain the general level of knowledge that already exists among the participants, so that the sessions can be 'pitched' at the right level. Ideally this information will have been ascertained before the training activity, during a needs assessment.

A suggested schedule for a comprehensive training course

A suggested schedule for the use of the tools in this training Toolkit is shown below.

Financial oversight of the security sector: Course Overview

Day	Date	Sessions
1	Date 09.00 - 16.00 (lunch: 12.30 – 13.00)	Tool 1. Introduction session Tool 2. Concepts and main actors of financial oversight in the security sector
2	Date 09.00 - 15.40 (lunch: 12:30 to 13:30)	Tool 3. Medium-term strategic financial planning for security sector institutions: tools and techniques
3	Date 09.00 - 15.40 (lunch: 12:30 to 13:30)	Tool 4. The budget cycle and the security sector
4	Date 09.00 - 15.40 (lunch: 12:30 to 13:30)	Tool 5. Building integrity of security and defence institutions and the audit function
5	Date 09.00 - 15.40 (lunch: 12:30 to 13:30)	Tool 6. Handling legal gaps while practicing financial oversight in the security sector
6	Date 09.00 - 16.00 (lunch: 12:30 to 13:30)	Tool 7. Financial Oversight of Intelligence Agencies Tool 1. Conclusion session Graduation

Acquiring Training Skills

This section gives a brief overview of skills that are important for the trainer. It includes an outline of different ways that people learn, a discussion of what makes a good trainer, example of efficient training techniques, tools, warmers and energizers.

Appreciating different ways of learning

As a trainer, it is valuable to be aware of the different ways that different people learn. Awareness of these different learning styles can help when designing and conducting a training programme.

This section contains a description of the various ways in which adults can receive and remember information.

An adult person receives information through three main sensory receivers:

- Sight
- Hearing
- Movement

However, one or more of these aspects is normally dominant. The dominant aspect defines the best way for a person to learn new information. But this aspect may not always be the same for all situations. A person may prefer one style of learning for one task and a combination of other styles for another task. In training, it is important to present information using all three aspects, so that all types of learners can get the most out of the training.

Learning by sight

Visual learning may be linguistic or spatial. Persons who are *visual-linguistic learners* like to learn through written language tasks, such as reading and writing. They remember what has been written down, even if they do not read it more than once. They like to write down directions, and they pay better attention to presentations such as projected PowerPoint slides.

To facilitate visual-linguistic learners, the trainer can:

- Use Handouts
- Give written tasks
- Use visual written presentations (e.g. with PowerPoint)

Persons who are *visual-spatial learners* usually have difficulty with written language and do better with charts, demonstrations, videos, and other visual materials. They easily visualise faces and places by using their imagination, and they seldom get lost in new surroundings.

To facilitate visual-spatial learners, the trainer can:

- Use graphs, charts, illustrations
- Include outlines, agendas, handouts for reading and taking notes
- Include content in handouts to re-read after the session
- Supplement textual information with illustrations
- Show diagrams and then explain them

Learning through hearing

For persons who learn best by hearing, the trainer can:

- Begin new material with a brief explanation of what is coming, and conclude with a summary of what has been covered. ("Tell them what they are going to learn, teach them, and then tell them what they have learned.")
- Include aural activities, such as brainstorming, etc.
- Leave plenty of time to debrief activities. This allows for connections to be made

between what participants have learned and how it applies to their situations

- Ask the participants to verbalise their questions
- Develop a dialogue between the participants and the trainer

Learning by movement

Those who learn best by movement tend to lose their concentration if there is too little external stimulation or movement. When listening to lectures they may want to take notes. When reading, they like to scan the material first ('get the big picture') and then to focus on the details. They like to use coloured highlighters and to draw pictures, or diagrams.

To facilitate these learners, the trainer can:

- Use activities that get the participants up and moving
- Use coloured markers to emphasise key points on flipcharts or white boards
- Give frequent 'stretch' breaks
- Provide highlighters, coloured pens/pencils
- Have the participants transfer information from the text to another medium, such as a flipchart

For training adults, it is important to consider the following points.

Adults learn from experience

The participants doing the training will probably have a wealth of experience, skills and ideas. They should be encouraged to use examples and share 'lessons learned' from their previous experiences as much as possible. Never assume that the participants know nothing about the subject matter.

Adults learn best from their peers

The participants will receive and respect information they receive from their fellow professionals.

Adults learn best through discussion

Try and use discussion as much as possible because it enables participants to be both learners and teachers. Lectures are less effective as teaching methods.

Adults learn best from those of similar age and similar background

Encourage the participants to share their knowledge with one another.

Adults learn what they want to learn, what they are interested in and what they think will be useful to them in their lives

Training materials should be clearly relevant to the subject taught. The trainer should be ready to adapt the materials provided in this manual to the experience and knowledge of the participants.

As adults grow older their powers of observation and reasoning often grow stronger

This ability to observe, think and analyse means that in adult education everyone in the workshop is potentially a learner and a teacher.

What makes a good trainer?

Some qualities of a good trainer, such as sensitivity and commitment, depend on the individual personality of the trainer. However, experience and awareness can improve everyone's skills.

Sensitivity towards the feelings of others

A good trainer will help to create and sustain an environment of trust and openness where everyone feels safe to speak honestly, and where differences of opinion are respected. Most people will not articulate their discomfort, hurt feelings or anger; instead they will silently withdraw from the discussion. Sensing how people are feeling and knowing how to respond is an important skill in training.

Sensitivity to the feeling of the group as a whole

In any group, the whole is greater than the sum of its parts. Group 'chemistry' generally reflects shared feelings. A group may be eager, restless, angry, bored, enthusiastic, suspicious, or even frivolous.

Establishing a collaborative dynamic is essential to a good learning environment.

Sensitivity to the status and capacity of the individual participants in the group

In a multi-stakeholder group there will be participants with very different backgrounds and outlooks. A good trainer will be sensitive to how each participant perceives himself/herself and the others in the group. It can take time to build trust between participants and to create the environment in which participants will be comfortable with each other.

Ability to listen

It is important to ensure that everyone feels acknowledged, included and has the opportunity to participate. Paying close attention to what is said and how it is said, asking for clarification, and not being carried away by the need to push the group along can all help the trainer to sense the feelings of individuals and the group.

Ability to hold people's attention

Body language, tone of voice, manner of dress, can all affect the way participants will react to a trainer. A trainer who appears confident will give participants confidence that they are in good hands and will learn something important. A trainer who uses his/her hands in an expressive manner will give participants a feeling of being included. A good trainer will speak clearly, face the participants, and dress appropriately.

Ability to draw information from participants

Engaging the participants in the activities and also the processes of the workshop will ensure that participants are involved and feel a part of what is happening. This can then help the participants be open to learning from each other.

Tact

Sometimes the trainer has to take unpopular actions or say awkward things for the good of the group as a whole. The ability to do so carefully and kindly is important. A trainer needs particular tact to deal with emotional situations respectfully but also firmly.

Honesty

A trainer should be honest with participants about the limits to his/her own knowledge. Instead of pretending to know the answer to a difficult question, the trainer should see if another participant knows the answer, or undertake to find out the answer and bring the correct information at another time.

Commitment to collaboration

Collaborative learning can seem frustrating and inefficient at times. It can be tempting for a trainer to take on the traditional role of 'teacher', and to lead rather than facilitate. A good trainer will realise the empowering value of collaborative learning, and will establish a collaborative relationship with participants in which the responsibility for learning rests with the whole group.

A sense of timing

A trainer needs to develop a good sense for the timings during training. He/she should know when to bring a discussion to a close, when to change the topic, when to cut off someone who has spoken for too long, when to let the discussion continue over the allotted time, and when to let silence continue for a little longer. Timing is also important to provide the structure for learning. This includes setting and observing the times for the sessions, putting time limits on presentations, keeping to the agenda, and starting and finishing on time.

Flexibility

A trainer must plan the sessions, but must also be ready to revise the plans in response to a situation if that will make the learning experience more successful. Opportunities may present themselves in which it is appropriate to call on the talents and experiences of people in the group, or to use resources suggested by the participants. Flexibility towards delaying or bringing forward breaks in the session can also help to prevent the group from losing its concentration or becoming bored.

A sense of humour

A trainer's ability to laugh at himself/herself, and to share the laughter of others, enhances the learning experience for everyone. The creation of a warm and friendly atmosphere will make people feel comfortable and open to learning.

Good organisational skills

The trainer must make sure that the 'housekeeping' tasks are done, such as the preparation of materials, the arrangement of the meeting space, and providing essential information to participants. Good organisation will give the participants confidence that they are going to learn something important.

A positive attitude towards the participants

Participants will react well when their opinions and contributions are treated with respect. A good trainer will find a positive way to react to the participants, even when he/she is correcting something or disagreeing with something.

A trainer is NOT:

The person in charge

The whole group is responsible for learning. The role of the trainer is to facilitate that to happen. Therefore the group should participate in deciding the agenda for the training.

A lecturer

The trainer is a co-learner with the other participants; he/she is exploring the subject as an equal partner and contributing his/her own experiences.

Necessarily an expert

Although the trainer will have prepared the sessions, he/she may not know as much about some parts of the course as some of the other members of the group.

The centre of attention

A good trainer generally speaks less than the participants. Instead he/she draws the participants into the discussion or activity.

An arbiter

In collaborative learning, no one determines that some opinions are correct or more valid than others although factual inaccuracies may need to be clarified.

The maid

While the trainer takes the leadership in coordinating the sessions, he/she should not be the only person to take responsibility for the tasks associated with the training course.

Examples of training techniques and tools

In this section the trainer will find a number of suggestions for techniques and tools that can be used in the training room. A trainer should feel free to bring other material and other techniques to the training sessions. It is important to use a variety of techniques that involve the learner, with an emphasis on practical activities, lively discussions, and creative, and memorable presentations. It is also important that the trainer chooses exercises or techniques that will 'fit' the training outcome or learning objective and not just because the trainer prefers them.

Training techniques

Brainstorming

This is an idea generation technique. It consists of a rapid discussion that allows everyone to make their suggestions, or to provide their information. The group is given a topic, and is then asked to come up with opinions, ideas and experiences on the topic, with everyone contributing in a rapid and short way. Ideas are allowed to flow freely, without evaluation. Only a short amount of time is allowed, as it is the quantity of the ideas which is important, not the quality. The technique allows participants to realise that there can be many ways in which to look at a problem. While the ideas are being collected, the trainer or a chosen participant can use keywords to summarise the ideas on the flipchart.

Nominal group technique

This is an alternative to brainstorming. It allows for the generation of ideas, and then the choice of a preferred course of action. A problem is presented to the group, and the participants are invited to come up with as many solutions as possible. The proposed solutions are written on a flipchart. When all the ideas are recorded, the participants are invited to discuss each one. The result is that the participants reach a clearer understanding of the problem. Later the participants can vote for their preferred solutions.

Dialogue

This is a technique whereby the trainer sets the scene of a problem, and then invites comments from the participants. This allows for a wide variety of contributions to be made by the participants, so they can learn from each other. It also allows for the trainer to correct any misunderstandings or incorrect suggestions.

Working groups

Small working groups to discuss a particular problem enable participants to express their own ideas and opinions as well as listen to the others. Working in small numbers together, each one will be obliged to contribute to the effort. The groups are given a problem to solve and a limited time in which to discuss it and come up with their responses. Each group can nominate a facilitator and someone to take notes. When the time is up, one of the nominated persons presents the work of the group to the general audience of participants. If the responses from all of the groups are likely to be very similar, the trainer can ask each group to only present its 'different' conclusions to the whole group.

Pair work

Similar to group work, pair work allows each participant to contribute to an issue under discussion. Compared to asking a question to the whole group and receiving individual answers, the facilitator can ask the same question to the group but arranged as pairs of learners. Depending on the time available, and the importance of the topic being discussed, the facilitator can then choose to receive feedback from every pair, several pairs, or one pair only.

Monitoring

In group work and pair work the facilitator should monitor the discussions. This allows the facilitator to understand which group/pair has the 'right' answer, which group/pair has an alternative answer, which issues to raise with the whole group, and where to give support if needed.

Panel discussions

If there is good relevant expertise among the participants at a training session, a panel discussion is a good way in which to share that expertise with everyone. A panel is chosen with two or three persons who have specific knowledge and expertise on a relevant topic. They are asked to make a short presentation to the whole group, and then there is a 'Question and Answer' session during which the group clarifies the information given, or contributes other opinions and information.

Role-plays

These are ways to practice skills. They are created situations or 'plays' in which participants are required to act a part. Role-plays need to be fully thought out by the trainer in advance of the session, and the expectations clearly explained to the participants. Each one needs to know the part they will play, and have a description of what their character will do, or is able to do. If a participant is asked to play the role of an auditor who discovers a corruption case at a ministry, for example, he/she has to place himself/herself in this situation and will realise how stressful such a situation can be. Role-plays can be a very enjoyable way in which to learn, but care is needed to avoid participants moving away from the point of the exercise, or exceeding their 'role' within the role-play. It is also important to be sensitive to the willingness of participants to play a part. Some people do not like to pretend as part of a learning endeavour or to act in front of the group and may resist this form of participation.

Warmers and energisers

These are games designed to help participants to get to know each other and to feel comfortable with each other. They are important in creating a sense of trust between the participants. Games also help to clear the mind so that participants can concentrate better. The trainer should choose the games that are appropriate for the particular participants and that will suit the mood of the group. Games can also be used during or between sessions if the trainer feels that it would help the group to work better together or to regain some energy. It is important for the trainer to know what he or she wants to achieve by doing the game, so that the appropriate game is chosen at the right time. (See the sub-section '*Examples of warmers and energisers*' in the following section for practical examples.)

Engaging the participants in practical activities

A trainer can create opportunities for the participants to engage in practical activities, such as filling in parts of a map on a flipchart, or placing cards with information on a wall. Such opportunities allow the participants to move around and to relate their intellectual understanding to a practical movement. Even the task of dividing into small groups could be made into an activity, for example by asking the participants to group according to hair colour or age range.

Drawing pictures

This can be an activity for each participant, or for the participants to do in small groups. It can help them to visualise the issue they are discussing. It also provokes discussion about the issue. When the drawings are finished, the participants can discuss the differences and the similarities in the images they have produced, and the reasons behind those differences/ similarities.

Reflecting/Checking Back

If the trainer periodically spends a couple of minutes reflecting back on what has been happening, and checking with the participants how they are reacting to the session, it helps to keep the group focused on the topic and the objectives of the training. It also helps the trainer to verify that things are going well with the training.

Traditional teaching method

If there is a lot of specialist knowledge to convey, it can be easiest to convey the information in a formal 'teaching' style. In order to keep the attention of the group, it is important for the trainer to keep active, to use the flipchart, or to provide the information by PowerPoint presentation and handouts. Even when using traditional teaching methods, it will be helpful to interrupt occasionally and involve the participants in discussion or reaction.

Timing: Fitting within the available time

It is important for the trainer to allocate enough time for each activity. It is easy to underestimate the time that an activity will take, so the trainer has to be careful to think through the programme he or she will choose to fit the time available. People also like to have time for discussion and to compare experiences. It is also important to identify where there will be breaks for coffee, meals and prayer, if applicable.

Each training session in the toolkit has a time given for its overall use and for each of the activities in the session.

Creating favourable training conditions: The training room

The trainer should pay attention to the following details:

- The place for the training should be light and large with a comfortable temperature
- The chairs for participants should be placed in a circle or facing each other so that the participants can see each other. 'Break out' tables are also useful for small group discussions.
- Make sure that the teaching aids and equipment to be used are available and in working order
- Check that there is enough paper, handouts and writing materials for all the participants
- Make sure there is a place that is easily accessible to keep materials that will be used during the course
- Check that the place where the participants will have their coffee breaks and meals is separate, but easily reached from the training room
- Make sure that the participants will have the space and equipment necessary for the planned activities. (E.g. they will need tables if there is writing involved; they will need floor space if there are role-plays.)

All of the trainer's requirements should be made clear to the organisers before the training begins.

Training tools

Scenarios

Scenarios seek to convey the reality of a problem situation. They are helpful in engaging the participants in the issue and making them think about real people and real-life situations, with problems that require realistic solutions. While there are a number of scenarios provided in this manual, others can be devised by the trainer using newspapers, court reports, cases known to the trainer, anecdotal reports of real events, or an amalgam of several sources. Participants themselves may have scenarios to suggest from their own experiences, and space should be allocated to them for sharing these scenarios.

Audio-visual and visual materials

Visual materials are information tools that assist in conveying information in a training session by showing the information in video, film or picture images. They are useful to provoke discussion and to convey the reality of what is being taught to the participants. The trainer should choose materials that will tie in with the objectives of the course, illustrate the session in a relevant way and at the right time, and ensure that there is enough time and facilities to use the material effectively. Video clips might only take a few minutes.A film might need over an hour of time,. Therefore it might be preferable to select one or two excerpts.

PowerPoint presentations

This is a way in which the important points of an issue can be made clear to participants. Images are important to use to help tell the story and make the slides engaging for the participants. The presentation should only pick out the key concepts and only contain short sentences. The trainer should give a handout of the slides to the participants. This can be done before or after the presentation. If done after, the trainer should let the participants know that they will be receiving the handout, so they are aware that they do not have to attempt to copy down all the content of the slides.

Use of information sheets and factsheets

A lot of information can be conveyed to participants on pre-prepared material. However, it is important not to distribute information at a time when it might distract the participants. The trainer should hand out such material where there is time to read it, or ask participants to read it overnight. Then the trainer can find a way to check that the information has been absorbed through a subsequent discussion or exercise.

Certificates

Depending on the circumstances, it may be important to provide a Certificate of Attendance so that the participants can take something away with them that shows that they have completed the training activity, and reinforces their feeling that they have had a valuable experience.

Managing difficult and challenging training situations

A trainer might come across a challenging participant who poses a threat to the stability of the whole group. The trainer needs to identify the situation as it arises, and to either stop it, manage it, or capitalise on it for the good of the group as a whole.

What follows are some examples of difficult training situations of participants expressing reservations to follow the trainer's instructions or disrupting the training session and how a trainer can approach them.

'This will never work.'

The trainer can try to regard the statement of difficulty as an invitation to engage, and not as an obstacle. She can try asking the individual to suggest a solution to the problem he/she has identified. The trainer should listen to the difficulty expressed and try to deal with it, but under no circumstances should the session be allowed to develop into a 'complaints' session.

Conflict between two persons

The trainer should be aware of the situation, but should not intervene too early, as this could lose the support of the group. If the trainer does have to intervene, he/she should try to emphasise the points of agreement that he/she has been able to identify and to draw others into the discussion. It is important to de-personalise the issue, and it may be appropriate to get the participants to agree to 'park' it for the time being. The trainer can come back and deal with it later, when the situation has calmed down.

'I'm not going to say a word if I can help it.'

This person may be shy, or they might be nervous of speaking in front of their boss or their peers. The person might find it easier to speak in a small group, which is why it is important to use a variety of learning styles. As the facilitator, it is important to value everyone's contribution. The trainer can ask such participants for their opinion about a particular topic; then they cannot make a mistake, because it is only their opinion. The trainer should also be careful to acknowledge any contribution that they do make.

'I'm the expert on this subject.'

The person may be truly an expert, in which case the trainer should show respect for what he/she can bring to the discussion. The trainer can use their expertise to help the learning experience of the others, but also mentally set limits on how long he/she will allow them to talk. The trainer can use his/her body language to indicate when the person should stop talking. The trainer can encourage the person to listen, and consider giving him/her a part to play in answering questions from other participants. If appropriate, the trainer can invite the person to do a short presentation on the subject under discussion.

It is also important to be sensitive to hierarchies. If there are several persons from the same organisation among the trainees, with different levels of authority, the trainer should take care not to include activities that could cause them to 'lose face' in front of each other.

'I like the sound of my own voice.'

This individual is likely to want to dominate the discussion, and the trainer must take control of the situation in a constructive way. The trainer can try to involve other participants by calling on them by name to get involved. In most cases the trainer will find that the group itself will take control and tell that person to stop talking.

'I've heard it all before.'

It is important for the trainer not to get angry or defensive. The trainer can try to find some merit in what the person is saying. The trainer can encourage the person to focus on the positive.

'I won't attend the entire programme.'

It will be very difficult for the members of the group to concentrate and trust each other if one participant is reluctant to be there or only wants to attend for part of a session or for part of the overall course. A participant will not get value from doing only part of a course. The trainer will need to be strict, and insist that the person drop out of the course altogether.

'I don't agree.'

A person who is constantly disagreeing and raising objections can introduce a negative atmosphere into a training session. A good technique to use for such situations is for the trainer to move outside of the group while the problem is being discussed. This forces the person who is being negative to address the trainer away from the group. Moving to a space outside the group prevents the negative energy from entering the group. It allows the trainer to keep the positive energy within the group and to return to that positive situation after dealing with the problem.

'I want to discuss a different and difficult issue.'

If an issue is brought up which will take too long to deal with immediately, or which is not appropriate for the session, it can be 'parked' to come back to later. The trainer can write down the key word for the issue, and place it where it can be seen and explain to the participants that she will return to it at another time. The paper is a reminder that the problem remains to be tackled. Once the trainer has dealt with the issue, she can take the paper away.

Examples of warmer exercises and energisers

These activities can be used at the beginning of a session as warmers or during a session as energisers. The trainer can use them for building rapport between participants, or to raise their energy levels, focus their attention. The trainer can decide which exercise is most suited to the sessions and to the participants.

Flipchart paper

Give each participant a sheet of flipchart paper and tell them to divide it up into three sections. In each section he or she must draw a picture and/or write something in predetermined categories. For example, the categories could be: my strengths, my weaknesses, why I am here, what are my hobbies, where I want to be in 10 years, etc.

Participants can talk about the sheets in plenary, or first in pairs and then as a whole group. Discussing the papers first in pairs allows for the participants to relax more and also practice what they are going to talk about before talking to the whole group.

This game helps participants to identify the personalities and qualities of the other participants.

Alternatively, the trainer could collect the papers and redistribute them among the participants. The participants then

discuss how they can relate to the statements written on the papers.

Interviews: Introduce your partner

The participants work in pairs and ask questions of each other. Some leading questions might be:

- Name and job?
- One useful professional skill relevant to the course?
- One area in particular to improve through the training?

Additionally:

- When you hear the phrase "human rights," what do you think about?
- What colour best represents you?
- What event in your life has most affected your view of the world?
- What do you like most about your job?
- What is the best thing you've ever done?
- What is your hobby/your favourite dish?

After talking together, each member of the pair introduces his/her partner to the group. E.g. "Her name is…," "She works as a…," etc.

This is an exercise for introductions and helps people to get to know each other.

Two truths, one lie

Break everyone into groups of between three and five persons. Each person in the group must tell the others two truths and one lie about themselves. The other members of the group must then guess which statement was the lie.

When finished, the groups can choose their best 'liar', who can then try and fool the rest of the groups.

Photo story

A set of photographs relevant to the topic of financial oversight in the security sector are displayed on a table and the learners are invited to pick one photograph. The learners then stand in a circle and each gets a chance to say why they chose the picture, what the picture means to them and what they feel the picture says about the role of financial oversight mechanisms in promoting good governance of the security sector.

This exercise gives the learners a prompt whilst also drawing on their imagination. It allows them to express their personal interpretation of the role of financial oversight mechanisms in the security sector.

Movement game

Each person picks a movement for him- or herself, for example, putting out his/her right arm. The person next to him/her has to imitate that movement, and create their own movement. The next person has to repeat both the earlier movements and make their own movement, and so on.

This exercise is a physical energiser and can be used to heighten the energy and sense of fun in a group.

Country on forehead

Everyone has a sticker on his or her forehead with the name of a country. The person does not know what country is named on his or her own sticker. The participants must then ask questions of each other, to which the only answer can be 'yes' or 'no', and try to guess which country they have on their forehead.

This exercise helps people to get to know each other and to feel comfortable in each other's presence.

The exercises presented in this manual are suggestions only. The trainer is free to adapt, adjust or use his/her own exercises. When choosing to use a warmer/energiser, it is important do so with care and sensitivity to the participants in the training session. Some people can become irritated or offended when asked to do certain activities, and the result could be negative rather than positive on the group learning experience.

In the same boat

Explain that participants must locate others who share the same characteristic. Then call out some categories (e.g. those born in the same decade or month; those with the same number of children or siblings; those who speak the same language at home or the same number of languages).

This exercise creates a warm environment and helps people to recognise that they share common experiences and characteristics with other people.

Me too!

One person says his/her name and starts to describe himself/herself. As soon as another person hears something in common, that person interrupts, giving his/her name (e.g. 'I'm ____________ and I too have two older sisters'). That person then begins his or her own self-description until yet another person finds something in common and interrupts in turn. Continue until everyone in the group has been introduced.

This game creates a friendly atmosphere and helps the participants to remember each other's names and qualities.

Snowball

This is a game that asks for spontaneous responses from participants. It can be used for a quick evaluation or to throw out ideas quickly. Make a ball out of paper. Call out your own opinion or idea, and then throw the ball to another participant, who then has to call out his/her opinion or idea before throwing the ball to the next person.

This dynamic activity allows for a quick exchange of information to take place in a non-serious way and can be used as part of a brainstorming session.

Using the Tool 1 Introduction and Conclusion sessions

Using the Introduction and Conclusion Sessions

The Introduction and Conclusion sessions are used by the trainer when using the tools in the Toolkit together as a whole training course.

The structure of the sessions

The Introduction and Conclusion sessions have the same structure as the main training sessions, though they contain significantly less content. The sessions consist of the following elements:

1. **The introduction** lists the learning objectives and focus questions for the session. It also lists the handouts and trainer resources that are used in the session.
2. **The session plan** gives a full overview of the session. It is a guide for the trainer to get a quick understanding of the session. It is also used as a quick reference to help the trainer keep track of activities and of timing during the training.
3. **The description of activities** explains in more detail how to carry out the activities listed in the session plan individually.
4. **The handouts** are given to the participants during the activities in the sessions.
5. **The trainer resources** provide supporting information for the trainer.

Tool 1 Session 1: Introduction to Training Together

Learning objectives

This session is intended to set the scene for a positive learning experience. This includes:

- Participants understanding the structure of the workshop and how it will be conducted
- Participants understanding the rationale for the workshop
- Establishing rapport between the trainer and the participants

Focus questions

The following questions are addressed through the activities in this session:

- Who are we as a group?
- What is this course about?
- What are participants' expectations?
- What training rules do we agree on?

Overview

Tool 1 Session Plan 1: *Introduction to training together*

Description of activities

Trainer Resource 1.1.1 *Example Agenda*

Trainer Resource 1.1.2 *Preparing an agenda for the day*

Tool 1 Session Plan 1: Introduction to Training Together

Introduction to training together					
Objectives of session	Participants will be able to: 1. Understand the rationale for the workshop 2. Understand the structure of the workshop and how it will be conducted 3. Establish rapport between themselves and the trainer				
Content to be covered	• Overview of the training • Introduce the topics and timings • Establish a shared understanding of the rules for the workshop.				
Time	50 min				
Activity	**Time**	**Description of activity**	**Grouping and materials**	**Session objectives**	**Comments**
1	5 min	*Trainer introduction(s)*	Trainer to whole group	Obj. 3	Introduction of the trainer(s) and brief background of the training course.
2	10 min	*Icebreaker: Introduction interviews*	Pairs Feedback from each participant to whole group Flipchart	Obj. 1	Participants talk together in pairs. They discuss the three questions listed on a flipchart: • Name and job? • One area in particular to improve through the training? • Their favourite dish? Each member of the pair introduces his/her partner to the group. E.g. "Her name is…", "She works as a…", etc. (Note that before this activity, each participant should have already received a pin-on name tag or have been instructed by the trainer to make their own using a folded sheet of paper -and thick pen[and then placing it on the table in front of them.)

Activity	Time	Description of activity	Grouping and materials	Session objectives	Comments
3	20 min	*Overview of the training: Agenda, logistics*	Trainer to whole group ***Trainer Resource 1.1.1*** *Example course agenda* ***Trainer Resource 1.1.2*** *Preparing an agenda for the day*	Obj. 1, 2	The trainer overviews the training: • Trainer goes through the course agenda (see ***Trainer Resource 1.1.1***.) • Trainer discusses logistics – hotel, compensation, contact person's details, address, etc. • Trainer goes through the agenda for the day – content, activities, breaks (see ***Trainer Resource 1.1.2***) • Trainer mentions certificates to be awarded at end of course (including need for attendance at all sessions)
4	5 min	*Establishing training rules and 'Parking Lot'*	Trainer to whole group Flipchart: 'Rules' and 'Parking Lot'	Obj. 2	The trainer asks the participants what they believe the rules for the training course should be. The trainer then writes these on a flipchart that is stuck on the wall and clearly visible during the training. Topics may include: • Mobile phones (switch to silent or off) • Listening to each other • Attendance • Commitment • Confidentiality • Leaving the workshop The trainer puts flipchart with the title 'Parking Lot' on the wall. The trainer explains that this is used for topics that arise that are of interest, but rather than discussing them at the moment they arise, they will be discussed later.
5	10 min	*Expectations*	Trainer to whole group Blank cards/post-it notes Adhesive tape	Obj. 3	The trainer asks the participants to write down their personal expectations of the training. What do they expect and want to learn? The participants write down two or three expectations on blank cards or post-it notes and stick their note to a flipchart sheet on the wall. The trainer reads the expectations and groups them loosely together. The trainer explains that they will revisit these expectations at the end of the course (see ***Tool 1 Session Plan 2, Activity 1 Conclusion and Evaluation***).

Description of Activities

This section describes in more detail the activities listed in the session plan above. It also describes additional or alternative activities.

Activity 1. Trainer introduction(s)

The trainer introduces himself/herself and any other trainer involved in the course.

Materials: None

Activity 2. Icebreaker: Introduction interviews

This activity allows the participants to get to know each other in a low-stakes way. It also allows the participants to understand each other's professional backgrounds and to build rapport.

The trainer prepares for this activity by writing the following three questions on a flipchart:

- Name and job?
- One area in particular to improve through the training?
- Their favourite dish?

The trainer asks the participants to work together in pairs. The pairs introduce themselves to each other for a few minutes by answering the three questions on the flipchart. After a few minutes the trainer asks the pairs to stop and then invites each participant to introduce their partner to the whole group. For example, "Her name is… She is a… One area she wants to improve is… Her favourite dish is…."

Materials: Flipchart

♣ *Additional/alternative:* The trainer can choose any warmer from the section above or a warmer of his/her choice. (Note that the choice should allow the participants to state their names.)

Activity 3. Overview of the training course

This activity allows the participants to understand more about the structure of the training course and what to expect during first day of the course. It allows for negotiation of content, activities and breaks.

In preparation for this activity, the trainer prepares an overall course agenda (see ***Trainer Resource 1.1.1***) and an agenda for the day (see ***Trainer Resource 1.1.2***).

The trainer first goes through the overall course agenda. This allows the participants to understand the length of the course and what topics it will cover.

The trainer also discusses logistics. These can include hotels, travel compensation, contact person's details, address, etc.

The trainer then goes through the agenda for the day, including detail of content, activities and breaks. Questions are invited and any changes may be negotiated at this point.

The trainer also mentions the certificates to be awarded at the end of course (including the need for attendance at all sessions).

Materials: Agenda (see ***Trainer Resources 1.1.1*** and ***1.1.2***)

Activity 4. Establishing training rules and 'Parking Lot'

The trainer asks the participants what they believe the rules for the training course should be. The trainer then writes these on a flipchart that is stuck on the wall and clearly visible during the training. Topics may include:

- Mobile phones (switch to silent or off)
- Listening to each other

- Attendance
- Commitment
- Confidentiality
- Leaving the workshop

The trainer also puts a flipchart with the title 'Parking Lot' on the wall. The trainer explains that this is used for topics that are raised by the participants that are of interest, but that will be discussed later, rather than at that point in time.

Materials: Flipchart

Activity 5. Expectations

The trainer asks the participants to write down their personal expectations of the training. What do they expect and want to learn? The trainer gives a model example, e.g. "A deeper understanding of the security sector". The trainer gives two or three blank cards or post-it notes to each participant. The participants write down two or three expectations and stick their note to a flipchart sheet on the wall.

The trainer reads the expectations and groups them loosely together. The trainer explains that they will revisit these expectations at the end of the course (see ***Tool 1 Session Plan 2, Activity 1 Conclusion and Evaluation***).

Alternative: Make a drawing of a tree, and use the cards or 'post-its' to form leaves on the branches of the tree.

Materials: Blank card, post-its, adhesive tape

♣ *Additional/alternative:* The trainer asks the participants to place themselves on an imaginary line in the room that goes from 0 to 10 in accordance with their existing knowledge of the issue of financial oversight in the security sector.

Trainer Resource 1.1.1

Example Course Agenda

Financial oversight in the security sector training course: Overview

Day	Date	Sessions
1	Date 09.00 - 16.00 (lunch: 12:30 to 13:30)	Introduction session Concepts and main actors of financial oversight in the security sector
2	Date 09.00 - 15.40 (lunch: 12:30 to 13:30)	Medium-term strategic financial planning for security sector institutions: tools and techniques
3	Date 09.00 - 15.40 (lunch: 12:30 to 13:30)	The budget cycle and the security sector
4	Date 09.00 - 15.40 (lunch: 12:30 to 13:30)	Building integrity of security and defence institutions and the audit function
5	Date 09.00 am - 15.40 (lunch: 12:30 to 13:30)	Handling legal gaps while practicing financial oversight in the security sector
6	Date 09.00 - 16.00 (lunch: 12:30 to 13:15)	Financial Oversight of Intelligence Agencies Conclusion session Handing out of certificates/Graduation ceremony

Trainer Resource 1.1.2

Preparing an Agenda for the Day

The trainer can prepare and distribute an agenda for the day's training based on an edited version of the session plan for that day. For example, a day's agenda for ***Tool 3 Medium-term Strategic Financial Planning for Security Sector Institutions: Tools and Techniques*** may look like this:

Example day agenda

Medium-term strategic financial planning for security sector institutions: tools and techniques	
Content to be covered	• Policy, Planning and Budgeting System (PPBS) • National security policy (White Paper on Security) • Agency-level planning documents (Defence plans etc.) • Medium-term expenditure framework (MTEF)
Time	*300 min (360 min including breaks)*

Activity	**Description of Activity**	**Allocated time**
1.	Introduction and pre-test	*15 min*
2.	PowerPoint of Introduction to medium-term strategic financial planning for security sector institutions 1: tools and techniques	*25 min*
Break		*20 min*
3.	Discussion: Analysis of excerpts of two national security strategies and one defence plan and their medium-term financial management implications	*30 min*
4.	PowerPoint of Introduction to medium-term strategic financial planning for security sector institutions 2: tools and techniques	*10 min*
Break		*20 min*
5.	Case study and discussion: Medium-Term Expenditure Frameworks: practical case studies	*40 min*
6.	Writing task: Writing a skeleton methodology for the preparation of a MTEF	*25 min*
7.	Re-cap of test	*15 min*
Break		*20 min*
8.	Medium-term strategic financial planning for security sector institutions: tools and techniques in the local context	*120 min*
9.	Conclusion	*20 min*
	Total time	**340 min**

Tool 1 Session 2: Conclusion and Course Evaluation

Learning objectives

This session allows for the participants to reflect on what the course has covered and to raise any outstanding issues. It also evaluates the success of the course. This includes:

- Comparing participants' expectations for the course with their actual experience of the course
- Evaluating the course by participants and trainers
- The trainer becoming aware of how successful the course was for the participants
- The trainer becoming aware of recommendations of how to improve the course
- Rewarding participants for their commitment to the training

Focus questions

The following questions are addressed through the activities in this session:

- Were participants' expectations met?
- How effective was the course?
- How could the course be improved?

Overview

Tool 1 Session Plan 2: *Conclusion and course evaluation*

Description of Activities

Handout 1.2.1 *Participant course evaluation*

Trainer Resource 1.2.1 *Trainer course evaluation*

Trainer Resource 1.2.2 *Example completion certificate*

Tool 1 Session Plan 2: Conclusion and Course Evaluation

Conclusion and course evaluation	
Objectives of session	Participants will be able to: 1. Compare expectations for the course with their actual experience of the course 2. Evaluate the course 3. Be rewarded for their commitment to the training The trainer will be able to: 4. Evaluate the course 5. Become aware of how successful the course was for the participants 6. Become aware of recommendations of how to improve the course
Content to be covered	• Course evaluation • Pre-course expectations of participants relative to completion of the course • Completion certificates for participants
Time	60 min

Activity	Time	Description of activity	Grouping and materials	Session objectives	Comments
1	25 min	*Discussion: Revisiting expectations*	Small groups Cards with expectations written on them at the beginning of the course (from Session 1. Introduction)	Obj. 1, 5, 6	The trainer distributes two or three of the cards to each group. The cards contain expectations that the participants had placed on the wall in the introduction session. The trainer asks the participants to discuss if they think these expectations have been met. Each group chooses a representative to give feedback to the whole group. The trainer addresses any issues raised.
2	20 min	*Course evaluation*	Individual ***Handout 1.2.1*** Participant course evaluation ***Trainer Resource 1.2.1*** Trainer course evaluation sheet	Obj. 2, 4, 6	The trainer distributes ***Handout 1.2.1***, a participant course evaluation sheet, to the participants. The participants fill out the course evaluation sheets individually. At the same time, the trainer can complete his/her own course evaluation sheet (***Trainer Resource 1.2.1***).
3	15 min	*Completion certificates*	Individual ***Trainer Resource 1.2.2*** Example completion certificate	Obj. 3	The trainer (or host institution's manager) gives out certificates to the participants. These can be based on ***Trainer Resource 1.2.2***, which provides an example of a certificate.

Description of Activities

This section describes in more detail the activities listed in the session plan above.

Activity 1 Discussion: Revisiting expectations

The participants work together in small groups.

Each group is given back a selection of the expectations that were originally written down and placed on the wall at the beginning of the course. (The cards they are given need not be their own.) The trainer asks them to discuss if these expectations have been met and what they have learnt about these topics.

The trainer chooses particular groups to give feedback to the whole group.

The trainer addresses any issues that are raised, either by responding himself/herself, or by opening the issue up to suggestions from other participants.

The trainer can also ask participants about how they will be applying what has been learnt and about what further training they will be undertaking or would require.

Materials: **Expectations cards from *Session 1, Activity 5, Introduction to training together***

Activity 2 Course evaluation

The trainer distributes ***Handout 1.2.1***, the course evaluation questionnaire, to each participant individually and asks the participants to complete the questionnaire.

The trainer can also use this time to fill in his/her own evaluation sheet (***Trainer Resource 1.2.1***). Evaluation sheets are essential for the trainers to evaluate the course after completion. They also allow participants who do not want their remarks to be public to express them in writing. Note that for more detailed feedback the trainer course evaluation sheet can also be used at the end of each session, rather than the end of the whole course.

Materials: ***Handout 1.2.1 Participant course evaluation***; ***Trainer Resource 1.2.1 Trainer course evaluation***

Activity 3 Certificates

The final activity is for the trainer to thank the participants and to acknowledge their attendance, commitment and participation through the presentation of a certificate for the training course. (This can be done by the trainer or by a senior manager.)

Materials: ***Trainer Resource 1.2.2*** **Example completion certificate**

Handout 1.2.1

Course Evaluation Questionnaire

This evaluation form is to get your opinions at the end of the course and to help us in planning future courses. We would ask you to spend a few minutes filling it in.

Name of Course: Strengthening Financial Oversight in the Security Sector

Please rate on a score of 1-7 (1 = poor, 7 = excellent)

1. Value of this course in relation to my job	1	2	3	4	5	6	7
2. Usefulness of the course content	1	2	3	4	5	6	7
3. Presentation methods used	1	2	3	4	5	6	7
4. Trainer's ability to transfer knowledge	1	2	3	4	5	6	7
5. Atmosphere conducive to participation	1	2	3	4	5	6	7
6. My opinions were taken into consideration	1	2	3	4	5	6	7
7. Value of the worksheets & exercises	1	2	3	4	5	6	7
8. Relevance of the handouts, incl. factsheets	1	2	3	4	5	6	7

Please answer the following questions in your own words

9. Do you have any suggestions about additions to the course?
10. Is there any topic that you think should have been addressed in the course, but which was missing?
11. What did you enjoy most about the course?
12. What did you dislike most about the course?
13. What aspect of the course did you find most useful?
14. What aspect of the course did you find least useful?
15. Was the course (please tick)

    a) Too long   b) Too short   c) The right length

16. Do you have any comments to make about the administrative arrangements for the course? (E.g. room, food, location, etc.).
17. Do you have any other comments to make?

Thank you

Trainer Resource 1.2.1

Trainer Course Evaluation Sheet

Trainer name:

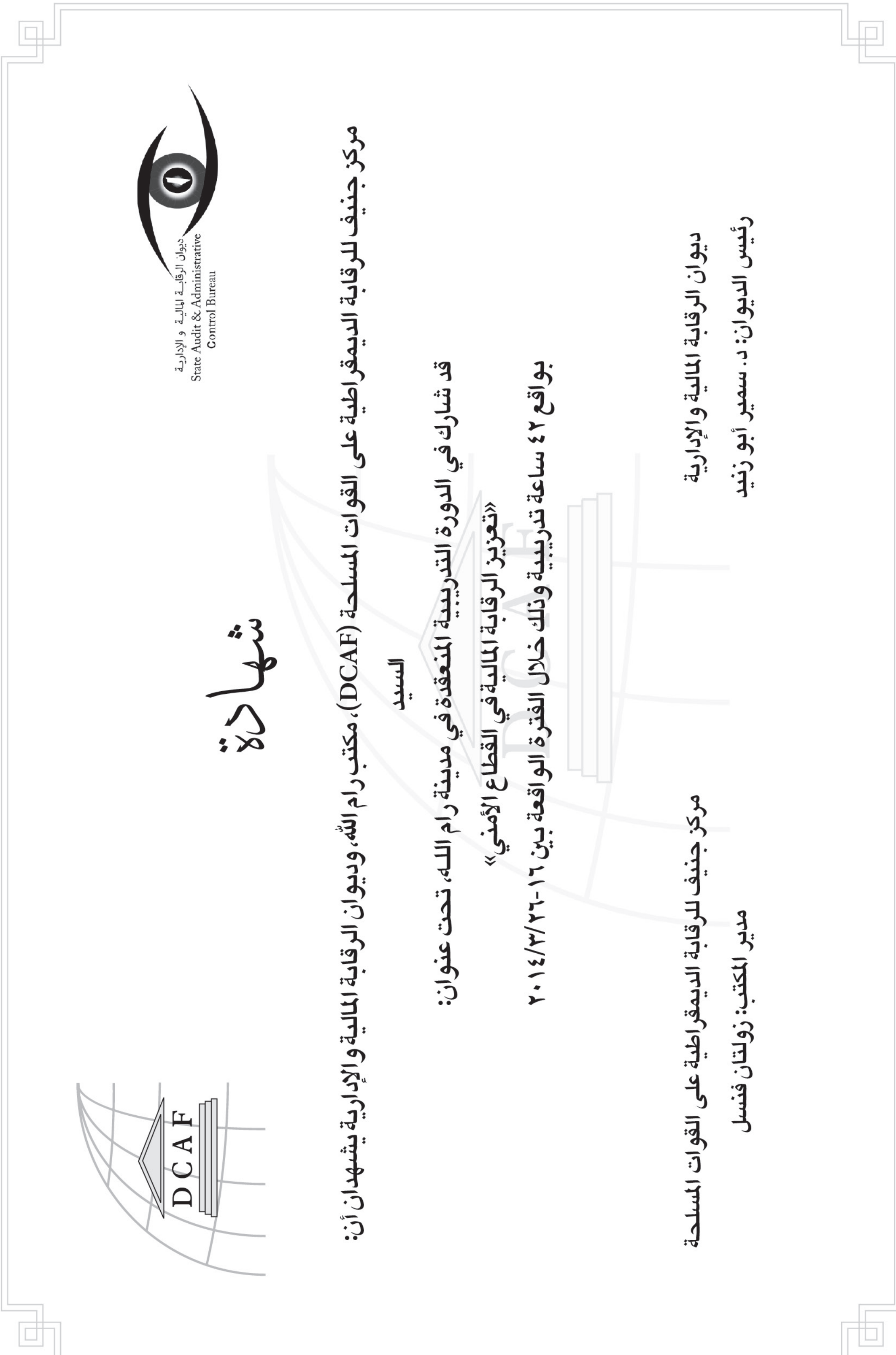
Course date and time:

1. What was good about the course/each session?
   -
   -
   -
2. What would you improve on? How?
   -
   -
   -
3. Any further comments?
   -
   -

Thank you

Trainer Resource 1.2.2

Example Completion Certificate



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Appendix A.
Example Needs Assessment Questionnaire

The following questions are solely for the purpose of understanding what your needs are regarding the forthcoming training course and with the goal of helping us arrange the most appropriate training materials.

The questionnaire responses are confidential and individual answers will not be shared with your employer.

Background

Name (optional):

Nationality:

Sex:

Highest level of education:

Age:

Languages (please say ability, e.g. beginner, medium, advanced):

Job:

Years of experience:

Questions

1. What do you understand by the term the 'security sector':
   a. In general?
   b. In your country?
2. What do you understand by the terms 'security sector governance' and 'security sector reform'?
   a. 'security sector governance'
      - In general?
      - In your country?
   b. 'security sector reform'
      - In general?
      - In your country?
3. Can you describe who are the main actors in security sector governance in your country?
4. How would you rate your knowledge of security sector reform and security sector governance? (Please rate from 1 – 7, 1 being "non-existent", 7 "being excellent") (Please add any comments on this self-rating.)

   1 2 3 4 5 6 7

Comments?

5. What do you consider the role of a member of parliament to be in relation to security sector reform and governance?

6 Which financial oversight institutions in the security sector do you know and what do you consider their role to be in security sector governance?

7. What prior experience of financial oversight activity in the security sector do you have?

8. What do understand by 'the budget cycle' in relation to financial oversight in the security sector?

9. What do understand by 'legal gaps' in relation to financial oversight in the security sector?

10. What do understand by 'building integrity' in relation to financial oversight in the security sector?

11. What do you consider your strengths and weaknesses in understanding security sector reform and governance?

    Strengths:

    Weaknesses:

12. Do you consider training on security sector reform and governance useful for you?

    a. Please give your reasons why it is useful (if any)?

    b. Please give your reasons why it is not useful (if any)?

13. How do you like to learn things? (Please rate the following from 1 to 7, "7" means "I like this a lot" and "1" means "I don't like this at all".)

    a. Lectures?

    1 2 3 4 5 6 7

    b. Discussion in groups?

    1 2 3 4 5 6 7

    c. Activities and tasks ("doing things")?

    1 2 3 4 5 6 7

    d. Online (in own time)?

    1 2 3 4 5 6 7

    e. Watching videos and discussing?

    1 2 3 4 5 6 7

    f. Reading from a textbook?

    1 2 3 4 5 6 7

14. What do you expect to learn from this course?

15. What suggestions or comments can you give that will help the running of this workshop?

16. Finally, about this questionnaire:

a. How easy was this questionnaire to understand? (Please rate from 1 -7, with 1 being very difficult to understand and 7 being very easy to understand).

1 2 3 4 5 6 7

b. How relevant to your needs in relation to security sector reform and governance was the questionnaire? (Please rate from 1-7, with 1 being not relevant at all and 7 being very relevant)

1 2 3 4 5 6 7

c. Can you suggest any questions you would delete from the questionnaire?

d. Can you suggest any questions you would add to the questionnaire?

Thank you.

Appendix B

Example Focus Group Questions

Focus groups are usually best conducted with around five people, Focus group sessions simultaneously include qualitative information gathering through an open discussion and filling in the individual questionnaire given above in Appendix A. The questions listed here can be used by the trainer to guide the open discussion.

1. In what ways is financial oversight in the security sector relevant to your work? How is it applied?
2. What do you perceive as your needs regarding your role in exercising financial oversight in the security sector?
3. What is your preferred learning style?

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