# DEMOCRACY EDUCATION CIVIC FORUM STYLE

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# INTRODUCTION

*Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it is the only thing that ever has.*

— Margaret Mead, American Anthropologist

*Even if you're on the right track, you will get run over if you just sit there.*

— Will Rogers, American Satirist

The goal of Civic Forum programs is to increase the willingness and ability of citizens to participate in a range of political processes. Citizens, who are defined here as members of the adult, voting age population, take part in a series of facilitated, educational discussions where: knowledge of democratic principles, institutions and practices is introduced; various skills are developed and applied; and basic democratic values are practiced. The content of discussions (what topics are examined) and methods of discussions (how topics are examined) are designed to reinforce each other, because citizens are engaged in participatory activities as a means of learning about issues and ideas related to democracy. Moreover, the Civic Forum approach complements educational discussions with printed information that is widely distributed through a network of partner associations.

## The Need For Democracy Education

For democracy to develop and endure as a form of government, citizens need to exercise their rights and responsibilities. Without the active involvement of citizens in political life, government power can be abused and the basic rights and freedoms guaranteed by democracy can eventually be limited. Because democracy requires informed public participation, citizens must first understand diverse ideas about citizenship, politics and government. Moreover, they need the knowledge to make decisions about the proper use of authority, along with the skills to voice their concerns and to hold government officials accountable.

In many emerging democracies, citizens are accustomed to playing no role in political affairs and are conditioned to be deferential to a "top-down" system of authority. This situation is often found in former communist countries, as well as nations traditionally segregated along ethnic or tribal lines, or surfacing from military dictatorships. In each case, individual rights and freedoms were limited, and government decisionmaking was often arbitrary. Consequently, citizens enter their respective transition process with inherent assumptions and experiences that frequently contradict the principles and practices of democracy. Although democracy is typically viewed favorably, inexperience and widespread misunderstanding about its true nature often limit the ability of citizens to participate effectively in democratic political processes.

The consolidation and maturation of emerging democracies will occur only if citizens have accurate information about democratic forms of social and political organization, and the know-how and willingness to exercise their rights and responsibilities. Educational activities — that help citizens develop the practical knowledge about what democracy is (and is not), and the skills and

experience needed to practice democracy — are important features of a genuine democratic transition.

# The Purpose and Organization of this Document

To support democratic transitions, NDI often conducts programs to increase informed citizen participation in political processes. Some of these programs have taken the form of democracy education activities targeted directly at citizens. Two closely related examples are the programs in West Bank/Gaza Strip and in Bosnia and Hercegovina (Bosnia), where NDI developed and refined a distinct approach to democracy education, called Civic Forum. Because I was involved in launching both of these programs (spending 10 months in West Bank/Gaza Strip and nine months in Bosnia), I was asked to share my first-hand experiences.

The West Bank/Gaza Strip and Bosnia programs seek to increase the willingness and ability of citizens to participate in political processes. Small groups of citizens particpate in a series of local community discussions about issues related to democracy. The Civic Forum approach is characterized by interrelated strategies used to design, deliver and improve the process of conducting educational discussions with small groups of adults. This document examines these strategies and the lessons learned in West Bank/Gaza Strip and Bosnia.

The document comprises three major sections. **Section 1** paints a detailed picture of the Civic Forum approach and highlights some of the factors that may affect its design and implementation. **Section 2** examines strategies for hiring and training local team members. Section 2 also addresses strategies for team development and continuous program evaluation. **Section 3** focuses on how to determine the content and sequence of a democracy education curriculum for adults, as well as appropriate educational methods. The section also outlines a process for organizing and facilitating small-group discussions with specified educational objectives.

The distinct strategies used in the democracy education programs in West Bank/Gaza Strip and Bosnia may be suitable for adaption by other types of NDI programs, such as those focusing on political party development and governance. For instance, the Civic Forum approach includes tested strategies for training adults and for building teams. The approach also incorporates a process of ongoing program evaluation and improvement. Any NDI program that involves training activities, that seeks to empower individuals and small groups, or that requires a mechanism for ongoing evaluation may be able to draw valuable lessons from the Civic Forum approach.

This document does not answer all the questions about organizing and conducting democracy education programs. Instead, it outlines a number of practical considerations that may help NDI staff members better design and implement their programs. Furthermore, this document is designed to be modified and improved continually. It has already benefited greatly from contributions by NDI staff members Sue Grabowski, Kirk Gregerson, Ken Hashimoto, Brian Katulis, Catherine Kelsch, Carmen Lane, Thomas Melia, Mark Mullen, Gina Vetere, Cathy Westley and Margaret Zaknoen. Please direct additional comments or suggestions to NDI's Strategy and Evaluation Team.

Aaron D. Azelton    August 1997

# SECTION 1
## WHAT IS THE CIVIC FORUM APPROACH TO DEMOCRACY EDUCATION?

*First to know, then to act, then to really know*.

— Bishr Al Hafifi, Persian Sufi Ascetic

# Characteristics of the Approach

Democracy education programs in West Bank/Gaza Strip and Bosnia represent two examples of the Civic Forum approach. This section draws on the similarities of the two programs, in order to describe how participatory democracy education activities with small groups of citizens are organized and conducted using the Civic Forum approach.[1] The two programs are not, however, alike in every respect. The Palestinian program is conducted throughout West Bank/Gaza Strip, whereas its counterpart in Bosnia is confined to two limited geographic areas. And, because the Bosnian program began more than one year after the Palestinian program, organizers were able to draw on the experience acquired in West Bank/Gaza Strip and make adjustments to the Bosnian version, such as having local civic educators work in teams of two rather than individually.

## *Goals*

Democracy education programs in West Bank/Gaza Strip and Bosnia are designed to increase the willingness and ability of citizens to participate in a broad range of political processes, including elections, public hearings, policy debates, issue advocacy, community organizing and government oversight. Through recurrent educational discussions within small groups, the programs help citizens obtain knowledge of democratic principles, institutions and practices, and develop the skills needed to participate effectively in the political life of their communities. At the same time, the discussion activities help citizens recognize and apply, in small group settings, some of the fundamental values that are vital for a healthy democratic society. **Diagram 1** below illustrates the relationship among knowledge, skills, values and citizen participation in a democracy.[2]

The diagram illustrates that separately knowledge, skills and values are not sufficient in providing citizens with the willingness and ability to participate in political processes. Instead, effective participation requires a combination of all three.

**Diagram 1**

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[1] For extensive information about the education programs in West Bank/Gaza Strip and Bosnia, please contact NDI's Middle East Team and Central and East European Team, respectively. Additionally, in Eastern Slavonia and Haiti, NDI is using the Civic Forum approach, and in Egypt, with support from NDI, the Group for Democratic Development has established an education program based on a variation of the Civic Forum approach.

[2] Diagram is adapted from: Lebanese Center for Policy Studies, Civic Education in the Arab World: Common Perspectives, Problems and Potential Cooperation, (Lebanon: LCPS Development Series, 1994), p. 24.

Knowledge

Skills

Citizen
Participation
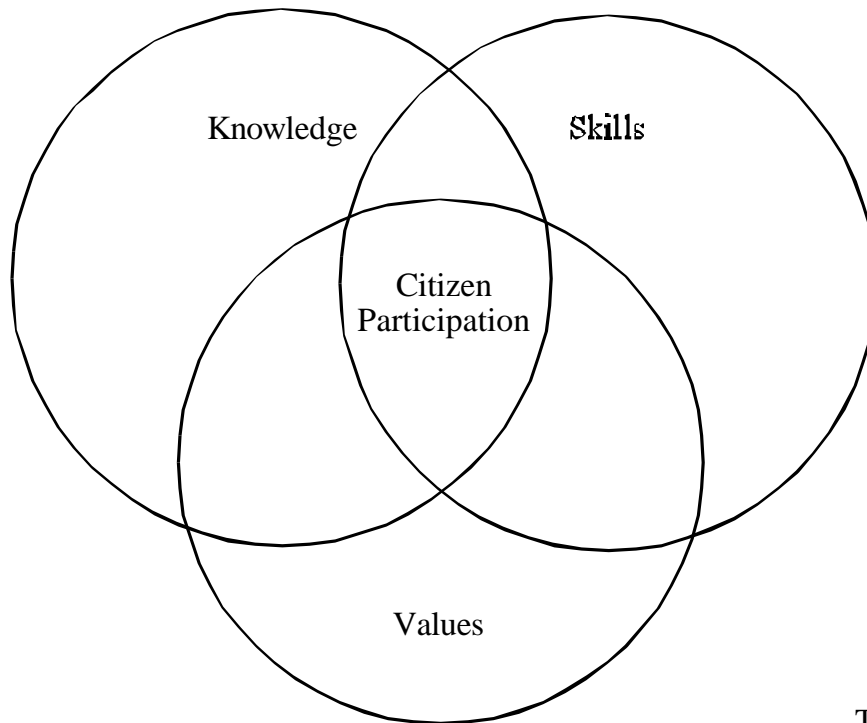
Values

The following lists provide some examples of the knowledge, skills and values that citizens in a democracy are likely to need before they can effectively and continually participate in political processes.

**Knowledge of**:
Fundamental democratic principles (*e.g.*, individual rights, freedom, equality, majority rule, limited government, etc.)
Rule of law
Government structure and function
the constitution
Alternative forms of participation
Current political context

**Values of:**
Respect for equality and justice
Tolerance
Self-respect
Belief in participation
Willingness to cooperate
Fairness

**Skills in:**
Listening
Discussing
Collective decisionmaking
Problem-solving
Information gathering
Information analysis

If citizens know only the meaning of democracy, but lack appropriate skills and values they are unlikely to exercise their democratic rights and responsibilities. Comparably, teaching a novice only the rules of basketball will not produce a competitive player, because he or she will lack the skill to pass a ball effectively and consistently, as

well as  the ability and temperament to operate as part of a team. These types of skills and values must also be developed in tandem with the development of knowledge about the game's rules. Democracy education is quite similar.  For citizens to begin behaving differently, in other words to participate in political life, they need to develop an appropriate combination of knowledge, skills and values.

One significant limiting factor related to citizen participation, however, may exist in transitional societies.  This factor is the political environment, which may remain semi-closed, or even repressive,  long after citizens have developed knowledge, skills and values.  Citizen may be willing and able, but are deterred from democratic participation because of violence, or the threat of violence. A rational decision for citizens in these situations may be not to participate until there are more guarantees.

## *Structures*

In West Bank/Gaza Strip and Bosnia, NDI *expatriate representatives* manage the development and implementation of the Civic Forum approach.  In turn, these representatives hire and train local *civic educators* to act as organizers and facilitators of the educational discussions with small groups.  Representatives also hire local *information officers* to gather and organize tangible information for use in the discussion sessions.  Together, NDI expatriate representatives, local civic educators and local information officers are the primary members of the *Civic Forum teams*.

When using the Civic Forum approach, democracy education programs are implemented through a radial network of partner associations, volunteer local coordinators and participants, with the Civic Forum team at the center.  This network is developed and strengthened over time through recurrent democracy education discussions.

In West Bank/Gaza Strip and Bosnia, civic educators each work in distinct, adjoining communities.  Typically,  educators resides in the community where they work, which means that all educators possess considerable knowledge of their particular area of operation, including an awareness of existing community associations and of the formal and non-formal leadership structures.

Civic educators take the discussions to the citizens through a circuit of meetings, and return regularly to the same locations to make it convenient for participants.  Many of the established groups in West Bank/Gaza Strip and Bosnia are organized and conducted in what are characterized as villages.  Therefore, regular program activities are carried out not only in large urban centers with active, well-educated participants, but also in the more inaccessible rural areas with a broader range of participants.

To help involve participants and to help with the logistics of the discussion sessions, civic educators recruit volunteer *local coordinators* for each established discussion group.  Local coordinators act as the main point of contact; they work with the civic educators to arrange the time and venue, and to notify the participants of the recurrent discussion sessions.

In an effort to reach diverse segments of society quickly and effectively, each discussion group is organized in cooperation with an existing *community association*, such as those representing women, demobilized soldiers, pensioners, small businessmen, trade unionists, sports club members

and refugees. These associations generally provide the participants, as well as the venue for discussion.

In addition to facilitating the implementation of participatory democracy education activities, the Civic Forum approach utilizes preexisting associations in a way that: 1) allows and encourages partner associations to develop their ability to organize simple activities and involve their members; 2) allows volunteer local coordinators to develop planning and organization skills; and 3) allows for widespread dissemination of information. Since the discussion groups comprise participants from preexisting associations, participants will probably have regular opportunities to meet outside of the Civic Forum structure and to continue discussions of democratic issues and ideas, which in turn reinforces the education process. Likewise, they often share a common agenda or set of concerns that they would like their representatives in government to address. After participating in Civic Forum sessions as a group, they may begin as a group to engage in the political process in support of that agenda.

## *Procedures*

The Civic Forum approach is built on the foundation of small group discussions organized in cooperation with community associations. By participating in a series of facilitated, two-hour discussions and by receiving written materials, citizens grow more willing and able to participate in political processes.

Every five weeks, each civic educator conducts a circuit of discussion sessions with 20 separate groups that each comprise 15 to 20 participants. After visiting each group during the five-week cycle, the civic educators return to the same groups and introduces new information, skills and values that build on lessons learned in previous discussions.

The Civic Forum approach places as much emphasis on how issues and ideas are discussed as it does on what is discussed. The method, or process, of discussion is as important as the content of discussion. The Civic Forum approach derives the methods of discussion and the content of discussion from democratic principles. During discussion groups, participants examine issues and ideas related to democracy through participatory learning activities. These activities include exercises and games that involve group problem-solving and decisionmaking. The activities also require the participants to practice tolerance, equality and adherence to mutually agreed upon rules. NDI believes that the reinforcing combination of content and method leads to a deeper level of understanding about democracy.

Before civic educators can conduct educational discussions, however, they require some initial training. For the most part, newly hired civic educators in the West Bank/Gaza Strip and Bosnia did not possess the knowledge or skills necessary to work together or to organize, facilitate and evaluate educational discussions effectively. Like other citizens in their respective societies, they also lacked an accurate understanding of democracy. Initial training activities addressed these areas and provided the local team members with the foundation for an ongoing process of learning and development.

Civic Team members holds weekly meetings as a means to share experiences, identify problems and make necessary programmatic modifications (*e.g.*, changing examples and activities

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used in discussions, improving reporting procedures or altering the composition of some discussion groups). During the weekly meetings, the civic educators submit written weekly reports that are gathered and organized by the information officers. Additionally, the weekly meetings provide a regular opportunity for the expatriate representatives and the information officers to introduce new information and materials, as well as an opportunity to hold training activities that allow team members to learn about and practice new education and program development techniques.

For each discussion-session topic, the Civic Forum team collectively creates training guidelines, or "modules" that explain the educational goals of the session in terms of developing participant knowledge, skills and values. To promote discussion of a topic, the modules also suggest questions, activities, examples and visual aids. To complement the discussions and help spread information, Civic Forum team members develop written materials that are given to participants to take home, and to share with family, friends and associates. In West Bank/Gaza Strip, for example, civic educatorsdistributed thousands of handouts that detailed registration and voting procedures, as well as brochures that outlined the legislative process.

Because the Civic Forum approach is new to participants and civic educators alike, civic educators often initially reject new or seemingly "foreign" techniques. In the beginning, local team members may respond with "that will never work here." Civic educators also may fear negative repercussions from trying something that they think will not work. After a training session on facilitation techniques in the West Bank/Gaza Strip, for example, civic educators were hesitant to use the new techniques in their discussion sessions. When encouraged to do so, one educator expressed her fear that if the participants responded negatively to the new techniques, it would reflect poorly on her and adversely affect her performance evaluation. For this reason, it is crucial to stress continuously to the team that the Civic Forum approach is an evolving learning process and that everyday the whole civic team is learning together from both good and bad experiences.

All procedures used in the Civic Forum approach are intended to promote learning. Discussion sessions help citizens learn about democracy, training activities help civic educators learn about how to organize and conduct discussions, and weekly meetings help NDI learn about how the program is functioning. Moreover, the civic team is geared toward learning constantly from these activities and reinvesting their knowledge into an improved Civic Forum program. An unsuccessful activity is always viewed positively if the team can learn a lesson from it.

# Factors that May Affect the Design and Implementation of the Approach

The Civic Forum approach offers an original, comprehensive means of organizing and conducting democracy education activities in transitional societies. The approach, however, is by no means universally applicable. A number of external variables can affect whether the approach will work in a particular setting. This section highlights some of the primary external factors that may affect the overall design and implementation of the approach.

*Timing of Activities*

When is the best time to implement a Civic Forum-type program? Both the West Bank/Gaza

Strip and Bosnia programs began during the early stages of democratic transition processes after a conflict had ended or abated. At the time, little information was available about new government structures and functions and, consequently, public uncertainty surrounding political developments was high. The ability to address specific information needs of citizens and, at the same time, engage them in a discussion about democracy, allowed the West Bank/Gaza Strip and Bosnia to heighten public interest. For the most part, after citizens attended one Civic Forum discussion they continued to attend because they believed they could learn something useful about new developments and that they could, in turn, affect those developments.

## Number and Nature of Existing Citizen Associations

The Civic Forum approach is built on recurrent educational discussions organized in cooperation with existing citizen associations. Essentially, the ability of Civic Forum to function in West Bank/Gaza Strip and Bosnia is dependent upon the existence of citizen associations. Without associations, it would be very difficult to recruit diverse participants and find reliable venues for discussion sessions. In West Bank/Gaza Strip and Bosnia, the variety of cooperating citizen associations increases the demographic scope of the program. In other words, the programs could affect simultaneously men, women, youth, pensioners, etc, because these groups are represented in different associations.

## Relative Openness of the Political Environment

In order for the Civic Forum approach to work, local team members need to be able to implement daily program activities in different communities. In the course of their work, civic educators must develop relationships with a variety of associations and with hundreds of individuals throughout their area of operation. The ability of civic educators to move unimpeded and of citizens to meet freely in small groups are important elements of the Civic Forum approach. If, for instance, local authorities prevent citizens from assembling or traveling, the approach would not be able to function. Furthermore, in situations where citizens do not believe that they can assemble to discuss political issues, the program may also face difficulties.

The safety and security of the local team members is a paramount consideration when organizing and sustaining a Civic Forum program. Local team members are on the "front lines" implementing a program that could be perceived as a threat by local authorities. Since no real guarantees can be offered by NDI, it is imperative to assess the level of political openness at the outset of the program and determine if local team members can work freely and safely. Expatriate representatives can always pack up and go home, but local team members must remain to endure the consequences of their participation in the program. In West Bank/Gaza Strip, for instance, several civic educators initially hired and trained in Gaza believed that they would need to acquire permission from Yasser Arafat before Palestinian security forces would allow them to work. Eventually, three of the educators left the program because of perceived threats to their personal security. In the West Bank/Gaza Strip, NDI reached a memorandum of understanding with the Minister of Local Government and Elections. The memorandum indicated that NDI was free to conduct civic education activities; NDI provided copies of the memorandum to all local civic team members. In Bosnia, NDI operated within the framework of a bilateral agreement between the U.S. government and the Bosnian government. The necessity of obtaining official permission to conduct programs will vary among

locales.  However,  it is important to build and maintain relationships with government officials and to keep open the lines of communication.

## *Availability of Communication and Transportation Resources*

At the planning stage, NDI must consider the level of possible coverage within a defined geographic area and whether it is great enough to justify program activity. The Civic Forum approach is part "road show," where civic educators take their discussions through a circuit of communities. When the circuit is completed after five weeks, the educators wind back and start over again.  In order to achieve this logistical feat, the educators must be able to contact and follow-up with groups and travel to the different communities.  Road conditions, however,  are often terrible and telephone communication are nonexistent.  In some remote areas, transportation may not be available altogether. In West Bank/Gaza Strip and Bosnia, the civic educators rely on public transportation and, occasionally, on personal transportation.  Some difficult hiring choices were made in Bosnia based on whether an applicant owned or had access to a vehicle.  Obviously, the geographic scope of the activity is affected by the ability of Civic Forum team members to travel and communicate with different areas.

## *Program Budget*

The program budget weighs heavily on the level of coverage.  In West Bank/Gaza Strip and Bosnia, NDI pays civic educators and information officers a monthly salary and provides reimbursement for travel expenses.  Consequently, a large amount of the budget is earmarked for local salaries and transportation (*e.g.,* in Bosnia, this amount is approximately $9,000 per month.)  The number of local team members that can be hired and the extent of their travels will depend on the available budget.

# SECTION 2
# BUILDING A CIVIC FORUM TEAM

*People acting together in a group can accomplish things which no individual acting alone can ever hope to bring about.*

— U.S. President Franklin Delano Roosevelt

Successful Civic Forum programs depend, in large part, on the creation and operation of a well-functioning team, primarily comprising expatriate representatives, local civic educators and local information officers. The Civic Forum team may also include  translators, office personnel, Washington-based staff or others.

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**What Is A Well-Functioning Team?**

A well-functioning team is defined as a group of individuals, with a shared vision and responsibility, capable of working together to identify opportunities and obstacles, make decisions and constantly improve collective performance.

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Although Civic Forum teams in West Bank/Gaza Strip and Bosnia vary in size and composition, both have a similar responsibility — moving a democracy education program toward reaching its goals.  The work of these teams basically involves making programmatic decisions about: the choice of partner associations; topic selection; educational methods; the strengths and weaknesses of particular activities; and modifications and improvements.  Teamwork offers an effective and participatory method to make quality decisions and empower local team members.

Well-functioning teams are built not born.  Forming a shared vision, identifying opportunities and challenges, or making collective decisions are difficult undertakings for even the most experienced and sophisticated group of individuals.  These types of abilities must be learned. Consequently, a major element of the Civic Forum approach involves team-building activities, during which team members continually develop their capacity to think creatively and work together in pursuit of their shared goals.  Of course, in addition to learning to work collectively, team members also must learn to perform their daily, individual responsibilities, including organizing, facilitating and evaluating democracy education discussion sessions.  All training activities are aimed at helping team members to develop simultaneously the ability to fulfill their individual responsibilities and to operate together.

Training  activities for civic team members involve participatory methods that rely on and promote collective action.  Essentially, training activities provide team members with opportunities to practice working together, while also helping them develop an operational understanding of a particular issue or idea.  For example, a training exercise about facilitation may require team members to brainstorm, discuss and prioritize a list of basic ground rules for facilitated discussions.  This exercise helps team members not only understand key elements of facilitated discussion, but also helps them learn how to brainstorm, discuss and prioritize when solving programmatic problems.

The initial responsibility for training and team-building rests principally on the shoulders of NDI's expatriate representatives. Over time, however, as local team members grow more skilled, the leadership role of NDI representatives decreases. In West Bank/Gaza Strip, NDI has taken steps to turn over the general management of the program to local team members.

# Hiring and Training Local Team Members

The Civic Forum approach relies on local civic educators and information officers to make fundamental program decisions and to organize, facilitate and evaluate democracy education discussion sessions. Local team members also help ensure that program activities are appropriate and useful by providing a practical understanding of the operating environment.

Hiring and training local team members are the two most important processes when creating a well-functioning Civic Forum team. This section will highlight issues to consider when hiring and training and will examine strategies to help make both processes more successful.

## Hiring Considerations

**'         Determine the optimum number of civic educators and information officers needed, based on the geographic scope of work and on the total anticipated number of discussion groups**. Additionally, determine whether civic educators will work singly or in teams of two. In West Bank/Gaza Strip, 18 civic educators work alone and each manages 20 groups (360 total). In Bosnia, 14 civic educators work in teams of two and each of the seven teams manages 20 groups (140 total). Either way, count on the civic educators to set-up and complete no more than 20 discussion sessions every five weeks.

**'         Hire local team members that reside in the different localities and understand the local sensibilities.** Conversely, refrain from hiring all of the team members from an urban center if many discussions will be held in outlying areas.

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**Go Forth Two-By-Two?**

Consider creating two-member teams to organize, facilitate and evaluate discussion sessions.

< Two heads are better than one, particularly when facing new experiences. Two people bring more ideas and creativity to every decision and are able to provide mutual support.

< Two individuals are less likely to overlook important points, or miss opportunities. Moreover, two facilitators allows for a greater degree of observation and more immediate technical modifications.

< Men and women can be paired together, when socially acceptable. Often, a powerful, positive message can be sent simply by men and women working together successfully.

< Two people have an easier time reviewing and evaluating a discussion session. In teams of two, field coordinators also are able to constantly evaluate each other.

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areas. Residency also helps team members minimize the cost and time of travel, and allows them to

draw on family and friends for information and support.

'	**Create a team that reflects the diversity of citizens in the area of operation and includes a mix of ages, backgrounds and gender.**	For example, in an area with a large refugee population, consider recruiting some refugees as local team members. In West Bank/Gaza Strip and Bosnia, equal numbers of men and women work as civic educators.

'	**Determine the ability of team members to travel throughout the area of operation and to travel to weekly team meetings.**	Considerations may include restrictions based on social custom, as well as transportation accessability. For example, in West Bank/Gaza Strip, women cannot necessarily travel at all times of day, or travel alone.

## Hiring Strategies

•	**Circulate a written job description around the area of operation, so as to reach a variety of applicants**.	The job description may explain:

C	the nature of the position;
C	the minimum requirements (*e.g.*, high school education, knowledge of geographic area, interest in working with others, willingness to learn new skills, etc.);
C	women are encouraged to apply;
C	the application process;
C	the work of NDI.

•	**Use local community associations, international nongovernmental organizations and the media to distribute widely the job description.** (See Appendix A for sample job description.)

•	**Limit the number of applications accepted and also determine the minimum number of female applicants that would establish a relative degree of gender balance.**

•	**Assign more than one individual to interview applicants, in order to maintain objectivity**. Think about involving a trusted local staff member who can offer greater insight into the personality and background of applicants.

•	**Create a schedule that allows for at least two rounds of interviews**. Use the first round to cull the unqualified applicants from the pool of potential team members; use the second round to measure the commitment and competence of viable candidates.

•	**For each round of interviews, record pertinent information and observations on prepared**

> ### Example of an Interview Schedule
>
> During a five-day week, it is be possible to schedule 16 interviews per/day at half hour increments from 08:00 to 17:00, with one-hour off for lunch. In order to make the number of interviews manageable, once each of the 80 time slots for the week are filled, do not accept new applicants. If, however, the schedule begins to fill-up and no women are yet applying, reserve a certain number of remaining time slots solely for women. This holds true for members of religious, ethnic or factional groups also being targeted for inclusion.

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**forms designed for this purpose.**  These forms are very useful reminders when evaluating large numbers of applicants.  (See Appendix B for sample forms.)

•       **Contact all unsuccessful applicants and thank them for their interest**.  It is always important for NDI to establish and maintain positive relations with individuals and institutions.  Such contact underscores NDI's inclusive character.

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**Example of an Interview Strategy**

During the first round, explain the work of NDI and the specifics of the program.  Also, consider asking some general questions that might help gauge each applicant's communication abilities, knowledge of the geographic area of operation and ability to solve simple problems.  For example, ask the applicants to list any community associations with which they are familiar.  Ideally, a potential team member would demonstrate a high degree of confidence and comfort during the first interview.  A potential team member would also be inquisitive and possess good communication skills.

For the second round of interviews, try to call back an equal number of men and women and consider interviewing the applicants in pairs during part of the interview process.  This pairing is particularly useful if the civic educators ultimately will work in teams of two. During the interview, ask the pairs to work together to establish basic rules for small group interaction.  Then ask them to report back as a team.  Afterwards, interview them separately and allow them to explain the process of working with the other applicant.   These interview activities should help assess  the interpersonal skills and communication styles of the applicants.  The success of a civic educator depends in large part on his or her ability to interact well with diverse groups of people, particularly those in villages and other rural areas.  Self-confidence, an outgoing personality, an easy talking manner, quick thinking and a sense of humor are qualities that can aid civic educators much more than an academic background in political science.

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## Training Considerations

'       **Training local team members involves changing the way they customarily think and interact.**  In most cases, local team members are unfamiliar with fundamental democratic principles and participatory methods that underlie the democracy education program and the training approach.  Moreover, local team members may experience some fear and anxieties when introduced to new ideas and practices.  Increase their level of confidence and comfort immediately by informing them that it is natural to have uneasy feelings and that the training will be a step-by-step process that will allow them time to digest information.   In order to promote trust and openness, encourage team members to share their concerns and apprehensions.

'       **Determine the training objectives and then how to achieve them.**  When designing the training program, articulate the objectives of the initial training program in terms of the

knowledge, skills and values that are to be developed by team members.  Next, determine the best

methods for realizing the desired objectives.

' **Design participatory activities that allow team members to work together, and to draw on and share their individual experiences**. Any training organized around lectures will likely fail to keep the interest of the team members and likewise will fail to affect their skills and values. Remember that learning to work effectively as a team and learning to handle individual responsibilities require the parallel development of knowledge, skills and values. Lectures may be a good way to provide information, but a terrible method to develop decisionmaking skills or democratic values. Incorporate exercises, games and simulations into the training program, to retain a high level of participation and to increase the level of learning.

' **Schedule four to five days of initial training; much of their advance development will occur only after team members have some "hands on" practical experience**. The initial training process will build the foundation for a well-functioning Civic Forum team. Reassure team members that they are not required to learn everything immediately and that they should enter the field expecting to learn continuously from their experiences. By reflecting constantly and collectively on their actual successes and failures, team members will learn a great deal.

## Training Strategies

• **Talk with other NDI staff members who have worked on similar programs and contact the NDI Strategy and Evaluation team for materials and trainer recommendations.**

• **After determining the dates and duration of the initial training program, as well as the general objectives, identify and invite trainers to help design and conduct the program**. Consider involving *international trainers*; they not only bring their expertise, but their presence heightens for team members the importance of the proceedings. Ideally, for every eight to 20 Civic Forum team members, use three trainers with complementary experience in educating adults, team-building and democracy education. Three trainers allows two people to facilitate activities and a third to observe and comment on the process.

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**Example of Initial Training Objectives**

| **Knowledge of**: | **Skills in:** | **Values of:** |
|---|---|---|
| NDI's mandate | Listening | Openness to new ideas |
| How program developed | Questioning | Tolerance |
| Program's purpose | Collective decisionmaking | Self-confidence |
| How the program will | Problem solving | Self-respect |
| operate | Information analysis | Cooperation |
| Basic principles, institutions | Facilitation | Honesty |
| and practices of democracy | | Equality |
| Adult education methods | | |

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• **Schedule the arrival of outside trainers at least two days in advance of the training**. Use

this interim period to develop the training agenda (*e.g.,* confirming the objectives of the training program, the sequence of sessions and the best methods for affecting particular areas of knowledge, skills and values.) (See Appendix C for sample agendas.)

• **Provide identical training to the civic educators and information officers, since their roles are complementary and information officers may occasionally substitute as civic educators.**

• **Try to conduct the training program outside of NDI's office.** Generally an office environment does not provide a comfortable setting for learning; there are too many distractions and an unnecessary sense of formality. Holding the training program outside the office also demonstrates to team members that learning can occur apart from formal settings.

• **Conduct all training activities for team members through facilitation (see definition below).** Since team members will be facilitating educational discussions with citizens, team members can learn about facilitation techniques by participating in facilitated activities and by reflecting afterwards on this process.

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**What Is Facilitation?**

Facilitation means creating opportunities for learning, by focusing activities and promoting participation and reflection. Facilitation does not mean telling the participants what they need to know and then asking them if they agree. The facilitator is goal-oriented and guides the participants, but does not drive them. A longer discussion of facilitation can be found in Section 3.

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• **When preparing for their training of team members, ask trainers to "model" or act out certain techniques and methods that team members can adopt for use in the field.** Every activity should have inherent educational value, not only in terms of content examined, but also in terms of methods used to promote learning. One common method that can be modeled is writing everything down on flip charts. Recording information in this manner is a key element in adult learning and in maintaining a team's collective memory of items discussed. (See Appendix D for sample methods and activities.)

• **Team members can learn about appropriate behavior by scrutinizing the actions and habits of trainers.** Good role models for team members are trainers that: treat the team members as peers; listen actively; offer reinforcement; relate issues and ideas to the experiences of team members; and understand that people can learn from their mistakes.

| **Examples of Methods** |
| --- |
| Discussions |
| Paired interviews |
| Breakout groups |
| Games |
| Simulations |
| Role plays |
| Flip charts and other visual aids |
| Presentations |

• **Provide team members with a small amount of material to read before the training sessions and also small amounts throughout the training period.** Be careful not to overwhelm them with paper and be sure to review and examine all of the material as a team.

•       **At the outset of the training program, explain the program's purpose and process and establish some ground rules for the operation of the team during the training**. The rules should answer two questions: 1) how will the team interact (*e.g*., honestly, openly, etc.?); and 2) what are the different roles and responsibilities of the team members and trainers (*e.g*., attentive, prepared, inquisitive, etc.?)

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**What Should the Trainers Ask Themselves?**

<       Is there a timed agenda that lays out the training content and methods?

<       Does the training site provide a comfortable environment with no distractions?

<       What are the plans to identify and address the anxieties and fears of the training participants?

<       Will the training participants be able to relate new issues and ideas to previous experiences?

<       Are lectures avoided and interactive methods promoted?

<       Do training sessions begin with a "focus activity" that highlights the main issue or idea under consideration?

<       Will the training include "application activities" where training participants are able to practice what the learn?

<       Does every training session end with a "reflection activity" where training participants review the lessons learned and how they learned them?

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•       **Begin every training session with an explanation of the particular objective(s) and why its important.**  For instance, the trainer might define the objective to be: understanding key elements of a constitution; developing the ability to listen to others; or learning how to brainstorm. Adults need to understand what they are doing and why they are doing it, and need to be convinced that it is worth their time.

•       **Consider starting training sessions with an interactive, introductory  warm-up activity that energizes team members and helps focus attention on the session topic.**  Do not assume that team members will naturally arrive prepared to participate.   Warm-up activities could take the form of a simple game that illustrates a problem or concept, or perhaps a story and discussion.  To get team members started on the topic of "Objectivity in the Media," a trainer in Bosnia told the story of *Little Red Riding Hood* from the perspective of the Big Bad Wolf. (See Appendix D.)   After relating the story, the trainer facilitated a short discussion that lead directly to a broader examination of media objectivity in a democracy.

**Example of an "Application" Activity**

During the second day of an initial five-day training program in Bosnia, the trainers asked team members to organize some discussion groups in the field as part of their training activities. The trainers described these groups as "learning groups," which would allow team members to practice some basic facilitation techniques and would provide them with some concrete experience.

After trainers explained the purpose and format of the learning groups, the Bosnian team members insisted that such an activity was premature and could not be done. The team members viewed the learning group activity more as a process of natural selection, than of learning. Admittedly, they were fearful of failing. Nonetheless, the trainers assured them that if some of the groups did not work out it would be viewed only as another experience from which to learn, rather than a negative reflection of their abilities.

Under the guidance of the trainers, the Bosnian team members reluctantly began the process of organizing the learning groups by brainstorming a list of community associations. They then chose eight diverse associations where team members already had personal contacts. Subsequently, team members called their respective contacts in each of the eight associations and scheduled learning groups for the following day. For the remainder of the second day, the trainers allowed the Bosnian staff to divide themselves into teams of two, and then discussed with them how to run the learning groups.

Each learning group of five to 10 citizens was conducted solely by asking the citizens to answer some predetermined, open-ended questions, such as "what do you think about the recent elections?" The Bosnian team members worked in teams of two, with one person asking questions and the other person recording the answers.

Significantly, the act of organizing and conducting the learning groups provided the Bosnian team members with an invaluable, confidence-building experience. The "it cannot be done" beliefs gave way to the sentiments of "we did it, and we did it well." The Bosnian team acknowledged that they were surprised by the unexpected level of citizen interest. The information recorded was also useful in that it indicated differences in public attitudes and perceptions about the same social problems. This information helped the Bosnian team members realize that different groups have different needs and that all groups cannot be approached in an identical manner.

• **Create structured opportunities for team members to apply recently acquired information and skills throughout the training program.** When team members are able to practice what they learn, they are more likely to retain it. For instance, after discussing the process of collective decisionmaking or problem-solving, incorporate decisionmaking and problem-solving into subsequent training activities. Similarly, if the team develops a definition of government transparency, ask them apply the definition to different situations.

• **At the conclusion of every training session, allow team members to reflect on what they learned and how they learned it.** This activity helps reinforce learning by providing an assessment of the content of the session and the learning method. Moreover, reflection allows the trainers to

determine if they succeeded in achieving the educational objectives. Take seriously the reflection process and plan it like any other training activity. Borrow from a variety of techniques to aid the process of reflection including group discussion, paired interviews, break-out groups, and reading out loud anonymous written comments.

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**Example of a "Reflection" Activity**

At the end of a session, tell the team members that the activity in which they just participated resembles similar activities that they will facilitate in the field. Then asks the team members to think about the activity and write down what they learned in terms of the content and the learning method. After this step, ask the team members to think about facilitating the activity in the field and to write down the worst thing that they envision happening. Finally, ask the team members discuss their answers.

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• **Since the training process is also a team-building process, trainers should constantly encourage different forms of group interaction, including informal exchanges.** For example, throwing a party at the end of the training program is not a bad idea.

• **Again, the initial training will not be comprehensive in its depth and scope**. Team members can digest only a certain amount of new information immediately. Additionally, unparalleled opportunities for learning and improvement will occur constantly as team members begin performing their daily responsibilities and sharing stories with one another.

# Incorporating a Constant Process of Program Evaluation and Development

During the initial training activities, team members will have begun to define their common goals — in terms of providing democracy education — and developing the vision and abilities needed to fulfill their goals. For the team members, it is basically a matter of mapping from the outset where they are going and how they are going to get there (often a long strange trip). To ensure a direct trip once started, however, team members also need the know-how and initiative to determine continuously if they are on the right track.

The Civic Forum approach incorporates a process of constant program evaluation and development that is based on a model of "active learning." The model provides team members with a framework for learning from experience, in order to constantly improve the democracy education program and keep it moving consistently toward its goals.

This section describes the model of "active learning" and the strategies used by the Civic Forum team members to facilitate constant program evaluation and development.

## Evaluation and Development Considerations

' **Evaluation is an integral part of learning and transformation. Therefore, the Civic Forum**

**approach does not treat evaluation solely as a quantitative appraisal or a task completed only at the end of a program for purposes of measuring absolute impact.** To ensure movement toward specified objectives, ask the questions: What worked?; What did not work?; and What should be done differently? Because every activity should have objectives that helps move the program closer to its ultimate goals, the Civic Forum team members should perpetually raise and answer these questions and make improvements.

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**What Is the Model of "Active Learning"?**

Before a constant process of program evaluation and development can begin, Civic Forum team members require a collective framework for learning from their experiences. Basically, learning from experience means that team members move the program consistently forward. For this reason, introduce them to the model of "active learning" in **Diagram 3.** The model relies on a perpetual cycle comprising four process components: (1) introducing new information; (2) planning; (3) acting; and (4) reflecting. Reflection refers to the process of continually answering what worked, what did not work and what should be done differently? Throughout the program, the team will be constantly engaged in all four processes, as reflection allows the team members to generate information about their experiences, that leads to new plans and modified actions.

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**Diagram 3**
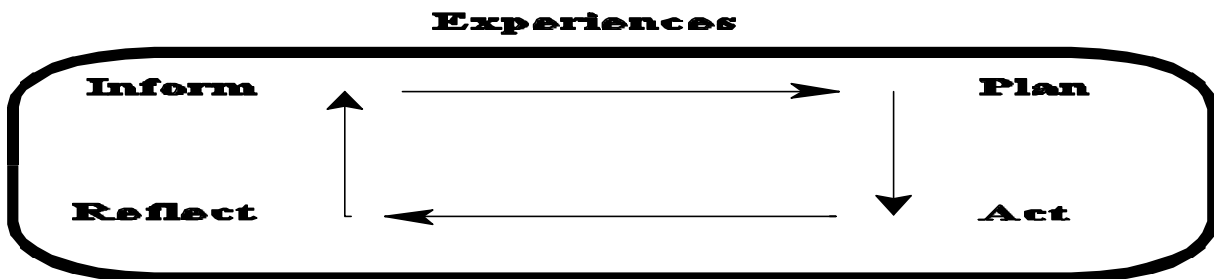


' **Although the model of "active learning" provides a useful framework for conceptualizing an ongoing process of program development, it does not offer actual methods for informing, planning, acting and reflecting**. Develop method for informing, planning, acting and reflecting throughout the program. The initial training will begin this development by motivating team members to reflect on experiences and by providing some specific skills related to the components of the model. For example, team members will use problem-solving and decisionmaking skills when planning, whereas they will apply facilitation and adult education when they are acting.

' **Team members need to be goal oriented and instilled with the desire to improve**. Goal oriented team members always consider where they are going and why they are going there. Team

members possessing the desire to improve constantly seek to assess and learn from their experiences. These traits must be developed during the initial training and practiced throughout the program.

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**What are Natural Stages of Team Development?**

1. The team is formed and the purpose, vision and preliminary rules are defined.

2. As work begins, the team undergoes a somewhat turbulent process — associated with learning — where members begin to express their individuality and probe the extent of their autonomy and influence. Additionally, some members may begin to feel marginalized, or uncomfortable with roles and rules, and may even decide they are not right for the job. During this phase, team members are like pieces of a puzzle trying to figure out how they form the entire picture.

3. During stage three, team members should have more realistic expectations and should be more trusting and open. Team members can then codify rules, and more clearly delineate roles and responsibilities. These activities basically allow the puzzle to be assembled.

4. As the puzzle takes shape, team members feel a collective allegiance and are capable of operating effectively — at least in terms of their ability to recognize strengths and weaknesses and work together to make continuous improvements.

Ideally, a team quickly passes through the first two stages and begins to function smoothly. Anticipate and solve problems related to each stage before they become pronounced.

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[3]

## Evaluation and Development Strategies

• **Hold weekly meetings so that team members can reflect on program activities.** Team members in West Bank/Gaza Strip and Bosnia attend weekly meetings to share experiences, identify successes and challenges and make any necessary programmatic modifications. Expatriate representatives and information officers generally organize weekly meetings around a predetermined agenda. Commonly, the agenda includes time for reporting and discussion of field activities. The agenda also includes specific problems that need to be discussed, or decisions that need to be made. Because civic educators are in periodic contact with NDI representatives and information officers throughout the week, issues that arise during the course of daily activities can be placed on the agenda before the meeting.

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[3] Adapted from: C. Handy, Understanding Organizations, (Harmondsworth, UK: Penguin Books Ltd., 1985)

**What Are the Steps to
Problem-Solving?**

1. Collectively define the problem.

2. Generate information about the
problem.

3. Identify alternative solutions.

4. Choose a solution.

5. Implement the solution.

6. Monitor and assess the impact of the
solution.

**During the weekly meetings, civic educators
should submit written reports that describe what,
in their view, is and is not working.** Ask the civic
educators also to provide in their reports anecdotes
that illustrate how participants are using the
information and skills attained during discussion
sessions that demonstrates changes in attitude and
behavior. The civic educators should also submit
for each discussion group a reporting form that:
indicates the number of participants; the location of
the session; the partner association; the local
coordinator; and whether the session achieved its
pre-defined educational goals. Information officers
subsequently transfer the information from the forms
to a spreadsheet that allows NDI to monitor
participation in the program. (See Appendix E for
reporting forms.)

•    **Involve team members in substantive
problem-solving and decisionmaking as soon as possible.** This strategy helps ensure higher quality
program decisions and it helps quickly build confidence and empower team members. Initial planning
decisions may involve determining the discussion topics and the community associations with which
to work. It is important to provide team members with practical, systematic methods of problem-
solving and decisionmaking.

•    **NDI expatriate representatives, while fulfilling their organizing responsibilities, also
serve as role models for local team members.** As the principal leader of the team, representatives
should be responsive and flexible and constantly provide encouragement, positive reinforcement,
honest appraisals, and opportunities for reflection. The long-term effectiveness of the Civic Forum
team depends on whether all team members can exhibit these same behaviors as they conduct there
program work.

## What Makes a Productive Meeting?

< Everyone participating in a meeting needs to understand the specific purpose of the meeting. For example, is the meeting held to share information, report on activities, evaluate activities, make a decision, or solve a problem?  This is not to say that a meeting cannot have more than one purpose, only that  everyone participating needs to understand beforehand what is to be achieved.

< Different meeting purposes often require different meeting processes.  For instance, the process of reporting will be different than the process of decision-making.  Reporting may only require one person to give a presentation and the other participants to listen, whereas decision-making may require everyone's preparation and input.

< The meeting agenda should reflect the meeting's purpose and the process to be used.   For example, an agenda may indicate that a decision needs to be made about a specific issue. The agenda will then  indicate the process that will be used to make the decision, such as brainstorm and discuss alternatives and then take a majority vote.   Effective participation will occur only when meeting participants understand and agree on the purpose and process.

< During every type of meeting, there are different roles and responsibilities that need to be defined before the meeting begins.   In most cases, a meeting needs a moderator to direct the process and assure adherence to the agenda. Meetings also generally require someone to record information and watch the time.    From a team-building perspective, it is useful to alternate roles during regular meetings.

# SECTION 3
# DESIGNING AND IMPLEMENTING
# DEMOCRACY EDUCATION ACTIVITIES

*A man, though wise, should never be ashamed of learning more, and must unbend his mind.*

— Sophocles, Greek Poet

*Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave.*

— Lord Brougham, Scottish Jurist

The Civic Forum approach does not prescribe a fixed democracy education curriculum beginning at A and ending at Z. Instead, the approach draws on fundamental democratic principles and relies on the ability of the Civic Forum team members to relate those core principles to information about concrete political developments within their society. Although programs in West Bank/Gaza Strip and Bosnia are each designed with the same goals, the content, methods and sequence of discussions differ in each case. Because the West Bank/Gaza Strip program coincided with preparations for the first Palestinian elections, the Civic Forum team introduced the election's purpose and process as a topic early in the program. On the other hand, since the Bosnia program began after Bosnian national elections, the Civic Forum team raised the idea of accountability of elected representatives as a topic in the early stages of the program.

The differences between the two programs, however, should not mask the fact that the same fundamental democratic issues and ideas underlie the discussions in each case. For instance, it is impossible to examine the purpose of elections without discussing the fundamental role played by citizens in determining the composition of government. Likewise, it is impossible to separate the accountability of government officials from whom they are accountable and why. Civic Forum team members constantly design and implement interactive educational methods that help discussion participants compare and contrast their real-life experiences with fundamental democratic issues and ideas.

## Determining Content and Methods of Discussion

Because the Civic Forum approach is based on a flexible curriculum, the Civic Forum team members should repeatedly ask themselves two questions: What should be the content?; and What corresponding educational methods should be used to best relate that content and, at the same time, develop skills and values? These questions frame curriculum design in terms of a problem that every team needs to solve. This section highlights some of the considerations that come into play and strategies that can be used when determining the content of a democracy education curriculum for adults and when selecting educational methods to relate that curriculum.

### Considerations When Determining Content and Methods

'       **Recognize that different societies will have distinct education needs resulting from their particular historical and political experiences**.  Citizens who have not experienced democratic governance for 20 years will have different needs than citizens who have never lived with a democratic form of government.   In the first case, older citizens may have had some first-hand experience with democracy, whereas, in the second case, no citizens are familiar with democratic forms of political organization. Democratic political developments taking place in West Bank/Gaza Strip and Bosnia are unprecedented and citizens have demonstrated a need for extensive information about all aspects of democracy.    By its nature, however, transition creates uncertainty as people try to understand what is currently happening and try to anticipate the future.  A Civic Forum program can help fill the information void.  Local team members can be surveyed initially about citizen concerns and act as a sounding-board for proposed topics.  As the program proceeds, discussion group participants themselves will likely identify future topics based on their particular information and education needs.

'       **A Civic Forum team initially should create lists of fundamental knowledge, skills and values that will help citizens play an active role in political life**.  (The lists on page six that coincide with Diagram 1 offer examples.) These types of lists form the intermediate educational objectives that need to be realized before citizens can begin to participate effectively in political processes.  Each discussion session should be designed to help develop and/or reinforce certain knowledge, skills and values.  At the outset, the lists do not need to be comprehensive or attempt to predetermine the content and methods of every discussion.  Instead, the lists provide some introductory guideposts that the team members can supplement or delete, as they continuously learn more about the needs of the discussion group participants. [4]

'       **Citizens participating in the discussion sessions are adults and, therefore, react negatively to a lecture format and when they are treated like students.**  Civic educators must treat participants as peers and recognize that everyone has something valuable to add to the discussion. To

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**How Do Adults Learn?**

<       Adults benefit from participatory activities that allow them to relate new knowledge and information to realistic problems and previous experiences.

<       Adults have established values and opinions that need to be recognized and drawn upon during activities. Comparing values and sharing opinions are also necessary elements of democracy education.

<       Adults need to understand why they are learning something and need to believe that learning is in their interest. In other words, new information and skills must be directly relevant and meaningful to the concerns and desires of adults.

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[4] A variety of comparative democracy education curriculums that promote development of knowledge, skills and values can be found with NDI's Strategy and Evaluation Team including  materials from the American Federation of Teachers, the National Education Association, CIVITAS Bosnia, The League of Women Voters, the Center For Civic Education, the National Institute for Citizens and the Law, the Lebanese Center for Policy Studies and others.  Although designed primarily for students, these curriculums offer a range of educational methods and topic sequences.

be effective, the methods of discussion, as well as complementary printed materials, must be viewed by participants as sophisticated and not patronizing. For example, comic illustrations or simple games — although effective — may not be appropriate for all groups.

'       **The Civic Forum team must be prepared to incorporate regularly into their discussion sessions information about current political and social developments.** When approaching a new discussion topic, link the fundamental democratic principles to tangible issues of immediate concern to participants. Keep in mind that even though they choose to participate in Civic Forum sessions, most people do not often think about democracy and they may not see the immediate connection between pressing issues and democratic political processes. For this reason, it is helpful to start discussions with a practical reference from the daily lives of participants. Through the discussion process, participants can then move from something close to home with which they can relate to the larger democratic issue or idea underlying the discussion. For example, the Civic Forum program in West Bank/Gaza Strip discussed the topic of "Legislative-Executive Relations," using the budget drafting and approval process as a case study. Discussion of this topic was meant to illustrate the concepts of the separation of powers, collective decisionmaking and prioritizing public needs. Civic educators began discussions by asking participants questions about how they budget their money at home; what they spend their money on, who decides and how they decide.

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### Example of How to Gather Baseline Information From Program Participants

At the end of the first discussion session, consider conducting a survey with some, or all of the participants. The survey could be conducted verbally by asking some predetermined questions, or in writing by having participants complete questionnaires. In either case, the civic team needs to determine what baseline information would be most useful and then create appropriate survey questions. Ideally, the questions would focus on the interests and concerns of the participants, and on the information needs of the participants. (See Appendix F for sample questionnaires.)

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'       **Develop dependable sources of current information.** If the Civic Forum team members are to blend into their discussions information about current political developments, they require access to timely and pertinent information. The ability to gather information depends on the team's ability to identify and establish relationships with different individuals and institutions. Although information officers are responsible for managing new information, all civic team members concern themselves with regularly gathering information. Civic educators will enjoy access to information about events happening in the different localities, as well as information about the concerns and interests of local partner associations, and of participants in the discussion groups. NDI expatriate representatives and information officers should establish and maintain relationships with other international organizations, government officials, media outlets and local NGOs. In West Bank/Gaza Strip and Bosnia, for instance, Civic Forum teams have established relationships with parliamentary secretaries who provide draft legislation and government gazettes regularly. Both teams have also gathered and provided to citizens information about other assistance programs in the areas of health and social welfare, small-enterprise development and infrastructure reconstruction. Although seemingly unrelated to democracy education, providing information about these topics helps establish the credibility of the Civic Forum team and attracts more participants to regular discussions.

Additionally, the Civic Forum network may provide the only avenue for widely distributing this type of important information to local communities.

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**How Many Discussion Sessions Are Necessary?**

No definitive answer exists about the number of discussions that citizens need to attend before they are willing and able to participate in political processes. In practice, Civic Forum teams in West Bank/Gaza Strip and Bosnia have each chosen to hold a different number of sessions with the same groups. The Palestinian civic team has conducted 15 sessions, while the Bosnian program has limited the number of sessions to eight. Currently, the Palestinian civic team is reassessing the number of sessions and trying to determine if fewer sessions can be held at no educational cost to the participants. The main reason for this reassessment is a realization that the participants need to begin practicing what they are learning sooner rather than later.

The Bosnian civic team has tried a two-phase program where participants "graduate" from the initial discussion sessions after eight meetings, but then proceed to a second phase where NDI representatives help participants and partner associations organize advocacy campaigns and other citizen actions. Basically, the democracy education phase is intended to prepare participants for more sophisticated activities.

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## Strategies to Determine Content and Methods

• **For each discussion topic, Civic Forum team members should develop a one-to-two page training module or set of guidelines**. (See Appendix G for training modules.) On average, discussion sessions are planned to last from 90 minutes to two hours. Training modules help the civic educators focus and direct the timed discussions by outlining:

C       educational objectives for the sessions, in terms of knowledge, skills and values;
C       main points related to the topic;
C       suggested education methods; and
C       evaluation procedures.

**Training modules highlight fundamental democratic issues or ideas and then suggest ways to relate them directly to a "real life" situation or development**. For instance, in Bosnia a module about human rights in a democracy helped participants understand their rights by examining the human rights guarantees in the newly created Bosnian constitution.

**The modules suggest a sequence of activities during the sessions**. The sequence generally begins with a "focus activity" (as discussed in Section 2 on training team members), such as an analogy, game, open-ended question or graphic illustration. Ideally, this method helps prompt participants to talk and draws their attention to the main topic, or topics. For example, if the topic is "Rule of Law," a session may begin by asking participants if they have ever played a game with no rules. The civic educators can next ask, "what typically happens and who wins the game?" The natural result of this line of questioning is a discussion about cheating and abusing power. The remainder of the session

would then be devoted to an examination of rule of law as a fundamental democratic principle and practice, with references made to how rule of law is promoted and ensured.

**Conclude every discussion session by promoting participant reflection on what they learned and how they learned it.** This technique allows the participants to indicate what they know at the conclusion that they did not know previously. It also induces participants to examine the skills that they used and the values that they practiced. For example, participants might reflect that they listened to one another and were tolerant of diverse opinions. The civic educator could then probe the participants by asking what benefits are associated with listening to other opinions.

• **Involve the entire Civic Forum team with developing the training modules, the development of which should be viewed as a learning and problem-solving exercise**. During every five-week discussion cycle in West Bank/Gaza Strip and Bosnia, the respective civic teams begin developing the training modules for the next cycle. This process starts with a discussion — most often during a weekly meeting — about possible subsequent topics. Once a topic is selected, the information officer begins collecting and providing the other team members with relevant written materials for review. Next, the team members meet and work to reach a common understanding of the topic and to draw out main points. Finally, team members determine methods to introduce the topic in the discussion sessions in ways that also promote the development of participant skills and values. The result is an essentially complete training module. This interactive development process helps the local team members take ownership of the materials and allows them to practice working with the topics, all of which enables them to anticipate and adjust for problems that might arise in the discussion sessions.

• **Use each discussion sessions to build on the last in terms of the knowledge, skills and values developed by the participants**. For instance, during the first sessions, civic educators should bring information to the discussions and facilitate the participants' examination of the information. In later sessions, civic educators should ask participants to bring their own information, examine it in small groups and then report back to the entire group. Before participants can bring information, however, civic educators need to help them understand what information is useful and help them learn how to go about gathering the information. During the later sessions, encourage participants to work together to solve simple problems and make decisions, such as prioritizing issues of concern in their communities.

• **Complement discussion sessions with printed take-home materials**. Printed materials help not only promote discussion and visually reinforce main points, but they also provide participants with something to show to family members and friends. On more than one occasion, participants have contacted Palestinian and Bosnian civic educators in order to obtain more printed materials for distribution to other interested members of their communities. All of which helps "spread the word" well beyond the confines of the Civic Forum groups. (See Appendix H for sample materials.)

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**What Makes Printed Materials Effective?**

<       The facts and figures provided in the materials must be accurate and, therefore, it is important to double-check information.

<       Any information provided should be recognized as part of the public domain. In other words, it is not advisable to make reference to or distribute government documents before they become officially public. In Bosnia, draft legislation is not often legally available to the public until it leaves the parliamentary committees and is introduced on the floor. Although the Civic Forum team occasionally had access to legislation at the committee stage, the team never provided it to the public.

<       The materials should reflect social sensitivities and customs. For example, in Bosnia, variations in the printed language among areas requires printing materials in the Cyrillic alphabet in some areas and the Latin alphabet in others.

<       The materials should be concise and focus on one issue or idea. A multipage document about the various aspects of democracy (*i.e.,* elections, constitution, rule of law, etc.) would not be as effective as a document that outlines specific human rights constitutionally guaranteed and the institutional mechanism for their protection.

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•      **Culminate the series of discussion sessions with an application activity outside the discussion groups and without the direct involvement of Civic Forum team members**. The activity does not have to require a high level of organization or planning. For instance, it may only involve participants contacting elected representatives or a political party with a specific question via a letter or telephone call. In West Bank/Gaza Strip, program participants took part in "town-hall" meetings with elected representatives, while program participants in Bosnia participated in candidate forums. The purpose of the application activity is threefold. Firstly, it helps the participants gain confidence in their ability to act. Secondly, it reinforces the learning process by allowing participants to practice some of what they learned. Finally, it allows the Civic Forum team to assess, to some degree, how prepared the participants are to move on to larger more involved activities.

# Organizing the Discussion Groups

All Civic Forum discussion sessions are organized in cooperation with existing community associations. These associations provide a venue, as well as the participants for the discussion sessions. This section looks at some of the issues to consider and some strategies to use when organizing the discussion groups.

## Considerations When Organizing Discussion Groups

'      **Organize discussion groups with a diverse mix of membership associations representing, for example, women, demobilized soldiers, pensioners, small businessmen, sports club**

**members, trade unionists and refugees** This diversity allows the civic team to reach several different segments of society simultaneously.

'       **Avoid groups with explicit partisan ties**. For example, NGOs exist in West Bank/Gaza Strip and Bosnia that are recognized as working primarily in cooperation with a particular political party. Moreover, working directly through one political party is also not advisable.  In both the West Bank/Gaza Strip and Bosnia, the civic educators have been approached by political parties requesting discussion sessions with their members.  Although the Civic Forum teams do not exclude anyone from the discussion sessions, the teams also do not wish to be perceived as being close to one particular party.  In cases where party leaders and activist request sessions, Civic forum team members decline to hold sessions at party offices but encourage the party members to attend other established discussion groups. Additionally, both Civic Forum teams strive to promote multi-factional discussion groups. Most of the citizen associations listed above have members from more than one political faction.

'       **Consider avoiding urban-based, "intellectual" associations**. Both Civic Forum teams have found that urban-based, intellectual associations are difficult to work with and often do not need the assistance.   Because these groups often play an ostensibly prominent role in the public debate on every issue, local civic team members have seemed compelled to work with them initially.  The results are generally disappointing, since the members of the intellectual groups often think they have all the answers and the discussion sessions end up generating no real educational value.  Civic team members may find it better to spend their time with groups in villages where information and education needs exist and where the participants believe they have something to learn.  This is not to say that the intellectual groups cannot play a role in the democracy education program.  Rather than holding discussions with them, however, the civic team may want to consult them on topic selection and when seeking information about political developments.

'       **Discussion groups will function best with  10 to 15 participants**.  More people than this makes the groups difficult to manage and also does not allow for the active involvement of every participant.

## Strategies When Organizing Discussion Groups

•       **Allow the civic educators one-to-two weeks to conduct an assessment of their areas of operation**.  This assessment process will give the civic educators an opportunity to: contact citizen associations in their areas; determine the nature of the associations;  and gauge each association's willingness to participate in the democracy education program. At the same time, the civic educators can begin to identify potential local coordinators and to map out transportation routes. Since the civic educators reside in the area where they work, they may want to begin the assessment process by contacting friends and family members to obtain names and contact information for different associations.  Starting in the "backyard" is more productive than going cold to an unfamiliar association.  Subsequently, every time the civic educators meet new associations and individuals during the assessment, they should ask for additional contacts.

•       **Work with  civic educators to help them learn how to clearly explain the program's purpose, as well as the mandate of NDI.**   When meeting with associations and individuals for the

first time, it is important that team members appear confident and are able to provide accurate and concise information. Conduct scripted role-plays to provide opportunities for team members to practice their explanation of the program and to practice answering challenging questions.

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**Who Should Be Informed of the Program?**

The Civic Forum team members will have to determine what local authorities to contact about the program. Often a courtesy visit to the mayor of a municipality or other community leaders is necessary and beneficial. The NDI expatriate representative should consider accompanying the civic educators to meetings with officials. This is not because the civic educators are unable to handle the meetings, but because the expatriate representatives may be viewed as carrying more weight and influence.

Additionally, to help the civic educators move around their area, an NDI-issued I.D. may be helpful. A photograph, a little lamination and a stamp surprisingly go a long way in sanctioning a person's identity and credibility.

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• **The civic educators and volunteer local coordinators need to understand the extent of their individual roles and responsibilities.** The local coordinators are used primarily because the civic educators could not possibly contact every participant individually. Problems have arisen, however, in the Palestinian and Bosnian programs, because local coordinators and civic educators had different expectations about their individual responsibilities. Principally, the local coordinators should be asked to secure the discussion venue and to invite the regular participants every five weeks. It is ultimately the responsibility of the civic educator to double check dates and times and follow-up with the local coordinator a day or two prior to the session.

• **Encourage civic educators to meet with volunteer local coordinators often, in order to keep volunteer local coordinators invested throughout the course of the program.** For example, when traveling around their area of operation, the civic educators should make time to stop and have coffee with local coordinators. Furthermore, the civic educators should find opportunities to drop off new materials and information to local coordinators.

• **As the program develops, organize periodic meetings with all of the local coordinators.** In Bosnia, the civic team organized a meeting with all the local coordinators after the third cycle of discussions. Through the meeting, the civic team received feedback from the local coordinators about the program to date and about their hopes for the future. The meeting also began a process of establishing horizontal linkages between the discussion groups in different localities. These linkages are being developed as local coordinators are continuously drawn together for meetings, and also "special" training in the areas of planning and organizing.

• **Recognize that some of the discussion groups organized in the beginning may not work.** It is not uncommon for a few local coordinators to become uninterested, or for a group to be unmanageable. These difficulties should be viewed as learning experiences, as team members work to develop and perfect the skills needed to organize and manage groups.

# Facilitating and Assessing Discussion Sessions

The civic educators are responsible for facilitating educational discussion sessions with small groups of citizens. The process of facilitation basically entails creating opportunities for learning, by focusing activities and promoting participation and reflection. Facilitation does not mean telling the participants what they need to know and then asking them if they agree. The facilitator is goal-oriented and guides the participants, but does not drive them. As part of the facilitation process, the civic educators must also assess whether they accomplished the educational objectives of the session. This section lists some issues to consider when facilitating discussions and some strategies for making the discussions purposefully educational.

## Considerations When Facilitating and Assessing Discussion Sessions

'       **For each discussion session, civic educators need specific, clearly defined objectives and a clear plan for achieving the objectives**. Although the training modules provide a rough map, the civic educators need to practice together before the sessions and plan for contingencies.

'       **The quality of a discussion session will be improved if the civic educators are familiar with the participants and modify the discussion format to reflect their characteristics.** For instance, the level of education or the demographic make-up of the group will change the context and nature of the discussion. It is useful to take this information into account and adapt examples and references accordingly. For example, when discussing government decisionmaking, a group of farmers may refer to agricultural policies, while a group of laborers may refer to privatization

'       **The civic educators are not to give lectures or lord over participants.** Instead, they are servants of the groups who keep the discussions moving in a consistent direction and who provide additional information when needed. By asking thoughtful questions and by avoiding opinionated responses, the civic educators are more likely to encourage participants to participate and think for themselves.

'       **Participants will often be unfamiliar with a discussion-based approach to education**. They may even object when chairs are placed in a circle. The best way to handle these situation is to acknowledge the participant concerns and assure them that, although they may be expected to try new things, there will be no surprises. In West Bank/Gaza Strip, the civic educators try to tape-record discussions so that their colleagues can listen to, and review the discussions for the purpose of improvement. The participants in the groups, however, are sometimes hesitant to participate with the tape recorders. For this reason, the civic educators honestly explain the purpose of the recorders and ask the participants if they object. If they do object, the tape recorders are immediately removed.

'       **During the first discussion session, participants may need to undergo a catharsis**. In many cases, the discussion sessions are the first time that participants are provided with an opportunity to express opinions. This process of expression should not be suppressed; although it should be managed and rule-oriented. If the participants are able to speak their mind and know that others will listen from the outset, they are more likely to participate in future discussions.

## Strategies for Facilitating and Assessing Discussion Sessions

- **During the first discussion sessions, the civic educators should help participants establish ground rules that define the organization and function of the discussion groups and that also delineate the rights and responsibilities of the participants (*e.g.*, everyone is equal, everyone can participate, people should listen to and respect other opinions, etc.)** The rules essentially underlie Civic Forum's participatory approach to education.   After the creation of the rules, the participants can refer to them as their group's constitution.  Not only is the creation of rules important in ensuring that the groups operate in a democratic fashion, but the rule creation exercise engages the participants almost immediately in collective decisionmaking.  This exercise provides a good example of a situation where the participants are not simply being told what democracy is.  Instead, by collectively establishing rules, participants are acknowledging some democratic principles and  practicing decisionmaking.

- **As the discussion groups begin meeting recurrently, the civic educators should use the opening moments of each session to ask participants if, and how,  they used the information and materials provided during the previous session.**  Furthermore, the civic educators may want to ask if the participants shared information and materials with others. All of the responses generated by these questions should be recorded and included in the civic educators weekly reports.

- **Civic educators can use questions to engage participants, to probe opinions and ideas, to solicit alternative views and to introduce additional information**.   Questions offer a effective means to focus discussion and move conversations forward.  When a discussion begins to lose focus, the civic educators should verbally acknowledge this fact and ask the group members a question that will return the discussion to the topic area.

- **When facilitating, civic educators avoid giving their personal opinions on issues being considered by the group.**  When asked for their views, rather than responding to the  question, they should ask if another participant would like to answer or comment.  By bouncing the question back to the group, the facilitator fosters more participation.

- **Civic educators should get discussion participants to write information down on flip-charts**.  This technique focuses attention and ensures that issues and ideas are not repeatedly covered. In other words, it helps the group see where they have already been and, at the end of the discussion, helps them reflect on what they learned.

- **At the end of the session, the civic educators should help the group reflect on what they learned and how**.  This process also allows the civic educators to determine if they met their goals. During the course of the discussion sessions, the civic coordinators should also be observing the participants to assess their behavior toward one another and whether they are competently practicing skills, such as adherence to the rules, listening, decisionmaking, or information analysis.

## What to do When Facilitating?

<   Understand and articulate the purpose of the session.

<   Create a non-threatening environment by helping to establish democratic ground rules.

<   Stimulate coherent and constructive discourse by asking questions.

<   Be prepared with relevant examples and comparisons that illustrate main points and ideas.

<   Listen carefully and help explain and clarify participant views.

<   Summarize and record main points.

<   Relate issues and ideas to each other.

<   Encourage positive input and elaboration, while discouraging interruption and unproductive criticism.

<   Demonstrate respect and interest.

<   Be flexible.

# CONCLUSION

In a nutshell, the Civic Forum approach is about creating opportunities for citizens to engage in dialogue and begin considering the issues and ideas the form the bases of a democratic society. It starts with the introduction of elementary information, and extends to the development of practical skills, values and behaviors that citizens need to be active participants in political life.

This document attempted to lay out some of the considerations when thinking about developing a Civic Forum program and also some of the strategies that may help make the implementation of such a program more successful. The document does not offer a universal model that can, or should be used everywhere. Civic Forum offers one possible method of educating citizens in transitional societies. NDI well knows that other methods also exist and that decisions about the most appropriate and worthwhile methods need to be made on a case-by-case bases.

Nonetheless, several of the strategies offered in the document can probably be taken and used in other types of NDI programs. Particularly the strategies related to training adults, team building and developing the capacity for ongoing evaluation. NDI often organizes and conducts workshops, seminars, consultations and other activities where learning is fostered. In many cases, adults are expected to absorb information and acquire the willingness and abilities to carry out new activities in support of the democratic transition in their respective societies. The strategies offered in this document suggest that adult learning can be enhanced through the application of some basic techniques that target the development of knowledge, skills and values.

This document is intended to be updated and improved regularly as some of the strategies are put into use and others are developed. Comments on this draft are also welcome and should be directed to NDI's Strategy and Evaluation Team in Washington.

# APPENDICES

# JOB ANNOUNCEMENT

The National Democratic Institute for International Affairs (NDI) is hiring seven local staff members to work full-time on NDI's Civic Program in the Banja Luka area. The program is designed to provide the public in the Banja Luka area with useful information about democracy and political developments in the RS and to provide citizens with opportunities to improve their communities.

The seven local staff members will be responsible for organizing and facilitating small discussion groups in communities throughout the Banja Luka area. NDI will provide extensive training, direction and support to the Bosian staff.

Qualified candidates should be committed to a democratic transformation in BiH and to multiethnic participation in public life. Candidates should also:

- reside in the Banja Luka area,
- have at least a high school education,
- be able to work as part of a team,
- have strong communication abilities,
- be able to work evenings and weekends,
- have a good knowledge of communities and customs in the Banja Luka area,
- be open to new ideas and points of view,
- be interested in developing their professional skills,
- have access to reliable transportation to and from Banja Luka.

## NOTE: English language skills are NOT a requirement.

Anyone interested in applying for a position should contact Svjetlana at the NDI office in Banja Luka to arrange an interview. The telephone number at the office is 078-43-251. Interviews will be conducted on May 20, 21, 22, 23, and 24. An appointment must be made in advance.

NDI is an international, non-profit, non-governmental organization that promotes and supports democratic development incountries around the world. The Institute has its headquarters in Washington, DC and has field offices in 36 different countries. Since February 1996, NDI has been active in BiH. Funding for NDI's activities in BiH is provided by the United States Agency for International Development (USAID).

# First-Round Interviews

**Introduce Interview Process**
 *Will be two rounds of interviews.*
 *Over eighty people applying for seven positions, so initial interview will be very short.*
 *If seems it will be a good match, will invite for second interview.*

**Introduction of NDI**
 *NGO, Non-Profit, Non-Partisan*
 *Mission of NDI is to promote, maintain and strengthen democracies.*
 *Working in over 35 countries; in this region, working in Albania, Bulgaria, Croatia,*
 *Yugoslavia, Macedonia, and both entitities of BiH.*

**Introduction of Program**
 *Long term program, but Initially three month contract*
 *Grass-roots program with the goal of increasing awareness and understanding of*
 *democratic principles, processes, and structures in RS and BiH; goal of increasing*
 *citizen participation in and encouraging confidence in democratic structures.*
 *Design: Work with small groups of citizens in twelve municipalities throughout the Banja*
 *Luka area: Novi Grad, Dubica, Gradiska, Laktasi, Celinac, Kotor Varos, Knesevo,*
 *Prijedor, Banja Luka, Ribnik, Mrkonjic Grad, and Sipovo.*
 *Organize groups from existing local organizations and associations, like pensioners,*
 *demobilized soldiers, etc. - anything that brings people together around issues and*
 *beliefs.*

**Introduction of Position**
 *Position: Field Coordinator*
 *Responsibilities:*
 *Work in team of two to organize and facilitate (lead discussion of information,*
 *organize) twenty groups per month.*
 *Write reports.*
 *Gather and analyze information for the groups.*
 *Work as a team of eight to analyze and solve problems.*
 *Organize activities for September elections.*

**Opportunity for Questions**

**Relevant Experience (a four part question on their experience)**
 *Tell me about your background and experience?*
 **Prompts:**
 *What kind of experience have you had with leading groups of people?*
 *What kind of experience have you had with others as part of a team, as equals?*
 *What kind of experience have you had working with information?*
 *What kind of experience have you had with writing for work?*

**Open Ended Questions**
**Resourcefulness:**
*Which organizations in the community do you think you might approach first to organize*
*groups? Why?*

**Evaluation/Analysis:**
*What do you think people will say to you when you introduce to them the idea of organizing*
 *the groups?*

**Flexibility/Can-do:**
*What would you say if people were negative?*

# ROUND ONE INTERVIEW NOTES

CANDIDATE'S NAME_____

DATE_____

TIME_____

PHONE NUMBER_____

WHERE FROM_____

HOW DID YOU HEAR ABOUT JOB?_____

CAR?_____

SCORING: 1=low, 7=high

**Score**

____    1. Questions about the Position and Program

____    2. Relevant Experience

3. ATTRIBUTES: (Open-Ended Questions)
____       Resourcefulness:
       *Which existing organizations in the community do you think you might approach first to organize groups? Why?*

____       Evaluation/Analysis:
       *What might be the greatest obstacles you might encounter in organizing the groups? Can you name two?*

____       Flexibility/Can-do:
       *What might you be able to do to get around that problem?*

**Total**

____

## GENERAL NOTES

TOTAL SCORE, KEN_____x3_____

TOTAL SCORE INTERPRETER

## INTERVIEW CRITERIA

**CANDIDATE'S NAME**_____
**DATE**_____
**TIME**_____

*On a scale of 1 (low) to 7 (high), rank the individual on the following:*

_____ **Polite (P)**

_____ **Friendly (F)**

_____ **Sense of Humor (H)**

_____ **Language/Verbal skills (L)**

_____ **Confidence (C)**


**Total Score** _____


**GENERAL NOTES:**

# FIELD COORDINATOR
# SECOND ROUND INTERVIEWS
### May 29 - 30, 1997

## Introductions

## Introduction of team project
I have determined already that we will hire three men and three women; therefore, you are
  not competing for positions.
Because this job involves a high level of social skills, communication, and ability to work in
  teams, the second interviews are joint interviews.
You will work together on a short project, then will have a chance to debrief and talk to me
  individually.
This may seem like a "game", but in fact it will tell me a lot about your ability to do this job.

## Instructions (May want to take notes)
One of the main techniques we will use in working with people is discussion within a small
group. However, for meaningful discussion to happen, facilitators should have an idea of how
           the groups should operate; otherwise, there will be chaos.
Together, put together a list of rules which you think should govern the group members'
  interactions.
Then, for each rule, write one way you might be able to make the group respect and abide by
  the "rule".
You will have only fifteen minutes to complete the task; afterward, you will each have an
  opportunity to present to me the results.

## Debrief
Which parts of your "team's" product do you think are the most important?
Which parts do you think are least important?
What was hardest about this task?
What did you enjoy about the task?

## Individual Questions

## Information
Cannot be a visible member of a Political Party or Government
Must have reliable Transportation
Training begins on Monday
Time Commitment: Can't hold down two jobs
Political Sensitivity: Even though non-partisan, the job can be seen as political

## Questions for Me?

# ROUND TWO INTERVIEW NOTES

## CANDIDATE'S NAME_____
## DATE_____
## TIME_____

**SCORING: 1=low, 7=high**

**Debrief**

____ Which parts of your "team's" product do think are the most important?


____ Which parts do you think are the least important?


____ What was hardest about this task?


____ What did you enjoy about the task?


**Individual Questions, Based on First Interview**



**Information**
Political Party/Government Involvement
Transportation
Training Dates
Time Commitment
Political Sensitivity

**Questions for Me?**


**GENERAL NOTES: Teamwork, Ability to work with others, etc.**

# SCHEDULE
## CIVIC FORUM MODERATOR TRAINING
## WEST BANK AND GAZA

### Tuesday, January 28

**9:00-10:30 AM**          **Introduction of Steve Bengtson and Opening Discussion with the Moderators**

*Mr. Bengtson leads a discussion with the moderators to learn more about their experiences as discussion group moderators to gain a clearer understanding of the techniques currently used by the moderators, and to learn what information they need to build skills.*

**10:30-10:45 AM**          **Break**

**10:45 AM-12:00 PM**          **Review of Moderation Techniques Used in the Introductory Discussion**

*Discussion of techniques employed by Mr. Bengtson in the introductory discussion.*

**12:00-1:00 PM**          **Break**

**1:00-2:30 PM**          **Review of Standard Moderating Procedures and Introduction of "Thought Bubble" Technique**

*A general overview of the need for a standardized, methodological approach that every moderator needs to follow in moderating a discussion. Topics for discussion include: setting the rules for the discussion in the introduction; structuring the sessions within a specific frame of time; minimizing disruptions; controlling the flow of the discussion by limiting speakers' time to give everyone the opportunity to speak; how to deal with the people who try to dominate a session by speaking too much; and concluding the discussion with a summary and evaluation of the discussion.*

*The day concludes with a "thought bubble" exercise, a new technique that moderators may employ in future discussions, on the role of NGOs in a democracy.*

## Wednesday, January 29

**9:00-10:30 AM**

**Review of the "Thought Bubble" Exercise and Discussion on Presentation and Listening Skills**

*Review of the "though bubble" exercise and discussion on presentation and listening skills. Topics for discussion include: the tone and body language of a moderator; developing abilities to pinpoint the central meaning of participants' statements and to paraphrase or re-state what has been said; understanding participants' non-verbal behavior (how to read an individuals' body language); and knowing the importance of a speakers' tone.*

**10:30-10:45 AM**

**Break**

**10:45 AM-12:00 PM**

**Listening Triad Exercise**

*Moderators break into groups of three for an exercise designed to help them hone their listening skills.*

**12:00-12:30 PM**

**Break**

**12:30-2:30**

**Developing Questions to Stimulate Discussion and Introduction to the Word Underlining and Trigger Board Techniques**

*Discussion on how to develop questions within the session. Topics for discussion include: open-ended questions and close-ended questions; probing statements; deflecting questions back to the participants; and laddering as a discussion moderation technique.*

*The day will conclude with the introduction of more techniques that moderators may use within the discussion: word-underlining and trigger boards.*

### Thursday, January 30

| | |
|---|---|
| **10:00-11:30 AM** | **Discussion on the Moderators Guides and Education in Moderation** |

*Mr. Bengston provides criticisms of the current guides and opens a discussion with the moderators about ways to improve the moderators' guide. Issues such as the process of drafting a guide; length of the guide and what kind of information to include in the guide will be discussed.*

| | |
|---|---|
| **11:30-11:45 AM** | **Break** |

| | |
|---|---|
| **11:45 AM-1:15 PM** | **Creating a Moderators Guide** |

*The moderators will develop a guide on the next topic, the role of NGOs in a democracy. The suggested four main points to be covered in this guide include: 1) The definition of an NGO- what is meant by the term; 2) NGOs' role as service provider; 3) NGOs' roles as advocates or lobbyists; 4) The relationship between NGOs and the Government*

| | |
|---|---|
| **1:15-1:35 PM** | **Break** |

| | |
|---|---|
| **1:35-2:45 PM** | **Moderated Discussion on Political Parties** |

*Moderators will have a chance to use the new techniques and skills presented in the training.*

| | |
|---|---|
| **2:45-3:00 PM** | **Break** |

| | |
|---|---|
| **3:00-3:30 PM** | **Reporting on the Program** |

*The importance of writing reports on each session and how writing comprehensive reports are important and adapt and make improvements in the program.*

| | |
|---|---|
| **3:30-4:00 PM** | **Summation of Techniques** |

*Wrap-up session and question and answer period.*

NDI Gaza/West Bank Palestinian Civic Forum    February 24-26

Training Session on Sustaining Civic Forum as an Indigenous
Organization     Revised DRAFT AGENDA  2/20/97

MONDAY, FEBRUARY 24

9:00am-9:30am Welcome and Purpose of Session
Salah/Aref/Margaret/Brian/Olga/Kate

9:30am-10:00am Heather Booth Welcome/Orientation
Review of Agenda (morning reviews, assignments, their goals)
Method of Operation (flagging for later review, to do list,
agenda review at breaks)
Pairing Up, Roles in the Session (note takers, presenters)

10:00am-10:45am Introductions--Go Round:
name, location, background:  what they have achieved  (written on
              board)
              what they want out of the session

10:45-11:00 Break

11:00am-11:30am Goals part I
              What have they achieved (review and add to list)
              What they want to achieve
              What Palestinians want to achieve from program
              (success and effectiveness)
              (timing, kind and priority of goals)

11:30am-12:30pm Goals part II
              What are obstacles to the goals?
              What are solutions to these obstacles?

12:20pm-1:30pm Lunch

1:30pm-2:45pm Goals part III
              How to evaluate the achievement of these goals?
              (eg. roles in session, session to review current
              events, assignments to apply during the month)
              Break into 5 working groups for first 1/2 hour

2:450pm-3:00pm Break

3:00pm-4:00pm Constituencies/Allies
              Organizing Principles: Self-Interest, Power,
              Relationship

Who Cares   Why/How Much   What Power/Resources   How to Contact


What to DO (Next Steps/Structure)
(Beginning review of why they are attracted to the program)

4:00pm-4:15pm Break

4:15pm-5:30pm Organizational Resources/Needs to Sustain Civic
Forum (Be concrete; provide numbers, dates)

What have    What need    Obstacles    TO DO (Next Steps)

5:30pm-7:30pm Dinner Break

7:30pm-9:30pm Strategic Planning
            System for this session, for working with civic
forum groups for future action or advocacy, for future strategic
planning
Goals    Resources    Constituency    Decision Makers    Tactics

Aref/Salah present a Palestinian example

Discussion of preparation of a timeline: Prepare for Tuesday
Assign: Prepare Timeline Elements for Sustaining Program
(eg. Fundraising, Organizational Outreach, Elite/Opinion Maker
Outreach, Press Coverage, Administrative/Accounting)


TUESDAY, FEBRUARY 25

9:00am-9:30am  Review  Previous  Day,  Summarize  key  points
(assigned), Identify Questions and items to address

9:30am-10:45am Strategy  Chart Review  (in 5  workgroups for  1/2
hour)
            Work through an example

10:45am-11:00am Break

11:00am-12:30pm Timeline

List key activities to do to become self-sustaining and when they
need to get done

12:30pm-1:30pm Lunch

1:30pm-3:30pm Mission Statement (in 5 workgroups for 1/2 hour)

3:30pm-4:00pm Break

4:00pm-5:30pm Structure to Achieve Goals and Strategy
            Form follows  function. List  functions (eg.carry
out  program, involve, control, advise, raise money, help recruit
participants,    alliances).    List    Constituencies    to    be
involved/related to (eg. staff, organizations, political leaders,
opinion makers, funders, participants--old and new, other NGO's)

5:30pm-7:00pm Dinner Break

7:00pm- Social?  Discussion of Current Situation? Game?


WEDNESDAY, FEBRUARY 26

9:00am-9:30am Review, Summary, Questions

9:30am-10:30am  Training  Curriculum:  Problems/Opportunities and
Brainstorming  Solutions      (eg.   old/new/graduation;  training
additional volunteer moderators, teaching civic action).

10:30am-10:45am Break

10:45am-12:00am Continue--and items unaddressed previously

12:00pm-1:00pm Lunch

1:00pm-2:00pm Partisanship

2:00pm-3:30pm Recruitment of Support
          Elements  of recruitment, one  on one role  play, group
observe role play

3:30pm-4:00pm Break

4:00pm-5:00pm Summary, Follow Up to Session

5:00pm-5:30pm Evaluation of Session

# FIELD COORDINATOR TRAINING
### Tentative Agenda

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### DAY 1: MONDAY, JUNE 2

**10:00**  **Welcome and Introductions**
**(30)**   NDI (KEN)
Ken: Teaching, LD work, CRF (KEN)
Robert: ICAR, FCPS, Facilitation Experience, Training Experience
Field Coordinators: Name, Background, Experience, something unique about you
    that we could not tell just by looking

**10:30**  **Training Overview (ROBERT)**
**(45)**   ACTIVITY: What do you want to get from this training?
Individual Reflection - Short Writing
Diad Interviews
Report Back
Debrief (Highlight Note-Taking)
List Objectives, Broad Outline of Training

**11:15**  **Guidelines for Team Interaction (KEN)**
**(30)**   How can we work as a group?
Triads Brainstorm, Report Back, Debrief and Discuss

**11:45**  **Vision/Goal Development Activity (ROBERT)**
**(45)**   Vision + Mission + Goal (Ken Sits Down!)

**12:30**  **Team-Building Lunch (ROBERT)**
**(1)**    "Given that we're interested in _____, what things do you all think we should do in
Banja Luka before we leave?"

**1:30**   **Communication Skills (ROBERT)**
**(1.5)**  Role Play: Good Communication and Bad Communication
List: Characteristics of Good Communication

**3:00**   **Introduce Learning Groups (KEN)**
**(1.5)**  Explain
Brainstorm List of Associations; When you go home, talk to friends/associations
about possibility
If Time Permits, Problem Solve selecting organizations

# DAY 2: TUESDAY, JUNE 3

**9:00**
**(30)**  **Welcome and Gathering (ROBERT/KEN)**
Name, favorite hobby, color and food
Check-in: Thoughts about contact, did anyone make a contact?
What are the Learning Group Teams

**9:30**
**(30)**  **Problem-Solving Application (KEN)**
*Barometer:* Do you have strong feelings on which groups we work with?
If Yes, Make Cases, around the table
Voting:  Choose the top 6 Associations
Prioritize, Task Assignments

**10:00**
**(1)**  **Facilitation (ROBERT, with KEN back on Earth)**
What is Facilitation?
What does a Facilitator Do?

**11:00**
**(15)**  **Break**

**11:15**
**(45)**  **Setting up a "Script" for Calling Local Contacts (KEN)**
Facilitated Discussion - (Wednesday between 11 and 2, Thursday between 11 and 2)

**12:00**
**(1)**  *A Tasty Lunch/Phone Calls to Associations*

**1:30**  **More Facilitation Stuff (ROBERT, with KEN back on Earth)**
Facilitation Process

**2:15**  **Facilitating for Discussion (KEN)**
Open-Ended Question/Discussion Format

**Break**

**3:30**  **Role Plays (BOTH)**
Case Content is driven by the Team's Association/Organization
"Group" plays the roles of the Association

**4:30**  **Evaluation**
Informal Check-in

# DAY 3: WEDNESDAY, JUNE 4

**9:00**      **Welcome/Gathering**

**9:10**      **Recap and Regroup**
Reflect what worked on in the last two days

**9:15**      **Learning Groups: Broad Outlines**
Introduction
Question/Discussion Format
Close/Reflection

**9:30**      **Introduction Activity**
Work in teams of two to consolidate your introduction
Role Play - present introduction as teams

**9:45**      **Prepare for Role Plays**
Each team takes one part of the Outline (Introduction, Discussion, Close)

**10:00**      **Role Play**
Role Play of all sections of Learning Group

**10:25**      **Debrief**

**11:00**      **Learning Groups/Lunch**

**2:00**      **Debrief Learning Groups (Include Tuzla Field Coordinators?)**
What happened, how did it go?

**3:00**      **Introduce Tomorrow; working with the Tuzla Field Coordinators**
Based on Experiences in the field, what would you like to hear from them?

# DAY 4: THURSDAY, JUNE 5

**9:00**
**(1.5)**
**Tuzla Field Coordinators**
Focus on Technical Information about Learning Groups

**11:00**　**Learning Groups/Lunch**

**2:00**
**(15)**
**Debrief Learning Groups**
Each team works with one person from Tuzla, focuses on Content and Process
Prepare 5 minute presentation for group

**2:15**
**(45)**
**Reports**
5 minute report from each team on content and process of learning group

**3:00**
**(30)**
**Discussion**
Discuss Issues raised in Learning Groups

**3:30**
**(15)**
**Debrief and Reflection**
Focus on reflection skills demonstrated in working with Tuzla team

**3:45**
**(15)**
**Contracts**
Explanation of 1-week contracts
Signing of Contracts

**4:00**
**(5)**
**Close**

## DAY 5: FRIDAY, JUNE 6

**10:00** **Conflict in a Group**
**(45)** Reflect on interaction of Branko/Biljana with team
Discuss productive ways for dealing with conflict

**10:45** **Advanced Communication/Facilitation**
**(15)**

**11:00** **Shared Experiences**
**(1 H)** Tuzla Coordinators share situations of difficult discussion and strategies they used.

**12:15** **Role Plays**
**(30)** Rotated Role Plays of "Difficult Discussion"

**12:45** **Debrief**
**(15)**

**1:00** **LUNCH**
**(1 H)**

**2:00** **Personnel**
**(50)** Contracts, Pay, etc.

**3:00** **Close/Training Evaluation**
**(40)**

# What would life be like in a "state of nature"?

## Purpose of Lesson

The lesson introduces some of the basic ideas of the natural rights philosophy which were of great importance in the development of our government. The most important ideas contained in are listed below.

When you finish this lesson, you should be able to explain these ideas, their place in the naturals rights philosophy, the source of the ideas, and how they influenced the kind of government the Founders created.

law of nature
natural rights philosophy
human nature
limited government

"We hold these truths to be self-evident that all men are created equal, that they are endowed with by their creator with certain inalienable Rights, that amongst these are Life, Liberty, and the Pursuit of Happiness -- That to secure these rights, governments are instituted among Men, deriving their just powers from the consent of the governed that when any form of government becomes destructive of these ends, it is the Right of the people to alter or to abolish it, and to institute a new government... (U.S. Declaration of Independence, 1776)

## The Natural Rights Philosophy

This excerpt from the Declaration of Independence includes some of the most important philosophical ideas underlying the United States form of government. They are ideas that had been accepted by almost everyone in the American colonies long before the Revolutionary War. They had been preached in churches, written in pamphlets, and debated in public and private. These basic ideas had been developed and refined by political philosophers such as Englishman John Locke (1632-1704) and by many others in Europe and in the colonies. Of these philosophers, John Locke was the most important influence on the thinking of the Founders at the time of the Revolution. The political philosophy Locke wrote about is often called the natural rights philosophy.

The natural rights philosophy is based on imagining what life would be like if there were no government. Locke and others called this imaginary situation a state of nature. Whether or not such a state ever existed, thinking about what life would be like if there were no government was very useful to philosophers such as Locke in answering the following questions.

1. What is human nature, that is, what traits of personality and character, if any, do all people have in common? For example, are all people basically selfish or do they tend to care for the welfare of others?

2. What should be the purpose of government?

3. How do the people running a government get the right to govern?

4. How should a government be organized?

5. What kinds of governments should be respected and supported?

# MEDIA AND DEMOCRACY ACTIVITY SHEET

## "The Other Story"

**OVERVIEW: This activity is useful for illustrating...**
- *Individuals' assumptions and biases can affect what information they accept (i.e. -- it's hard to believe the Wolf, even though he might be telling the truth!)*
- *Point of View (the "truth" looks different from another point of view).*

**MATERIALS:**
1. Alternate story of *Little Red Riding Hood*, in which the Wolf tells his side. (Included)

**PROCEDURE:**
1. Read or tell the alternate *Little Red Riding Hood.*
2. Debrief/Discuss

   **Questions:**
   *Is it possible that the Wolf is telling the truth?*
   *Why does the Wolf's story sound so strange?*
   *Is it possible to tell the truth from an interpretation of the truth?*
   *Does you view of the Wolf change, now that you heard "his" side? Why or why not?*

**REFLECTION QUESTIONS:**
*What did this activity make you think about?*
*What conclusions about the Media can we draw from this activity?*

# LITTLE RED RIDING HOOD
## *"The Other Story"*

Hello, I am the Wolf. I want to tell you the truth about this nasty folk tale in which I am being presented as the bad guy.

One day, while I was jogging, I met a sweet little girl in a red cap. I needed a break from by workout, so to pass the time I started chatting with the little girl. She told me her name was Little Red Riding Hood. She said she was on her way to see her grandmother who was very sick. Being the generous and sensitive humanist that I am, I immediately asked for details about her grandmother's illness. The little girl wouldn't tell me anything concrete, so I decided to pay a personal visit to her grandmother, just to see whether I could help out.

When I arrived at the grandmother's house, she was crying. She was very glad to have me visit, but she was in great pain due to an incurable disease. She asked me to eat her up to end her misery, but begged me not to tell Little Red Riding Hood what had happened. What was a Wolf to do but honor the request of an old, sick human?

When Little Red Riding Hood arrived, she realized immediately that her grand mother had passed on. She was so sad about being separated from her grandmother that she begged me to eat her up and end her misery. Now, what was a Wolf to do but honer the request of a bereaved relative?

Now you decide - was what I did so wrong? Please let all the children of the world know that this Wolf was only trying to help out a few people in pain.

# MEDIA AND DEMOCRACY ACTIVITY SHEET
## "The Rest of the Story"

**OVERVIEW: This activity is useful for illustrating...**
- *Reporters' assumptions and biases can change the way they present facts*
- *Context can change how we see the "truth" (putting the same facts into a different context yields different "truths")*

**MATERIALS:**
1. Two large pieces of paper.
2. Two pens.
3. Two copies of the same picture from a current newspaper.
4. Two different fictional "headlines" for each picture.

**PROCEDURE:**
1. Split the group into two smaller teams.
2. Give each team a piece of paper with the same picture in the center, and a brief "headline" that you have written, which could fit the picture (NOTE: the more creative you are with your headline, the more creative they can be with their stories)
3. Ask the teams to write a news story which briefly explains:
- What happened
- Who are the people
- Where it happened
- When it happened
- Why it happened

*Make sure you give the teams a time limit, and let them know how much time they have left periodically.*

*NOTE: Their story must fit the Headline and the Picture you give them.*
4. Ask the teams to add onto the picture, so that it fits the story they have written.
5. Report back: Ask each team to read their story. Thank them when they have finished.
6. Debrief:
*Tell the group we can think of the Picture as a "fact", and the headline you provided as a set of "assumptions". In this case, the same "fact" gave us different stories, based on different "assumptions".*
- *How is this similar to what happens in the media?*

*Tell the group that we can also think of the "completed" picture they drew as the truth, but the "incomplete" picture they started with as a part of the truth. In essence, they have been able to make two different "complete" truths from the same " incomplete" facts.*
- *How is this similar to what happens in the media?*

**REFLECTION QUESTIONS:**
*What did this activity make you think about?*
*What conclusions about the media can we draw from this activity?*

# MEDIA AND DEMOCRACY ACTIVITY SHEET

## "News Analysis"

**OVERVIEW: This activity is useful for illustrating...**
- Different news sources can have different interpretations of the same event/news item
- To get the "whole story", the public needs to gather information from different sources

**MATERIALS:**
*In places where people have access to different new sources:*
Three different news articles about the same event or incident.

*In places where people have only one news source:*
One "pop" news story about something tawdry.
One news story about a "serious" or political event or incident.

**PROCEDURE: (Choose one)**
*In places where people have access to different news sources:*
1. Present to the group three news articles from three different papers about the same incident.
2. As a group, compare the stories, look for elements that are different.
Debrief:
> *How might "incomplete" news change people's thoughts and actions?*
> *How can a person see what is missing when reading a news story?*

*In places where people only have one news source:*
1. Present to the group a "pop" news story, such as a tawdry article about some celebrity figure
2. As a group, look for elements of the story that seem suspicious, biased or incomplete.
3. Present to the group a "serious" news story
4. As a group, look for elements of the story that might be biased or incomplete.
Debrief:
> *How might "incomplete" news change people's thoughts and actions?*
> *How can a person see what is missing when reading a news story?*

**REFLECTION QUESTIONS:**
*What did this activity make you think about?*
*What conclusions about the Media can we draw from this activity?*

# MEDIA AND DEMOCRACY ACTIVITY SHEET

## "One-Minute Expert"

**OVERVIEW: This activity is useful for illustrating...**
- *Reporters' assumptions and biases can affect the way they interpret events and incidents*
- *Limited space/time in newspapers and TV news programs can affect what is reported.*

**MATERIALS:**
1. Small slip of paper for each person.
2. Pen for each person to write with.
3. Larger piece of paper to paste the "menus" onto.

**PROCEDURE:**
1. Say to the group that we're all experts about *something* - cars, roads, flowers, democracy, people, painting, music, etc.
2. Tell the group you need one person who is willing to do something slightly different from the rest. That person becomes the EXPERT.
3. Tell the EXPERT that when you tell them to BEGIN, he/she will talk as fast as he/she can for one WHOLE minute about any topic.
4. Everyone else in the group plays the role of a JOURNALIST, and writes the *one* sentence that he or she remembers from the EXPERT's speech.
5. JOURNALISTS report back their one sentence.
6. Debrief Questions:
   *What did you see happening here?*
   *Why do you think there were so many different stories from the same EXPERT?*
   *How did the Journalists feel about having only one sentence to report the Expert's speech?*
   *How is this similar to the real-life media?*

**REFLECTION QUESTIONS:**
*What did this activity make you think about?*
*What conclusions about the Media can we draw from this activity?*

# LOST ON THE MOON TEST

## Overview

The activity is useful for illustrating the benefits associated with collective decision-making and for illustrating that often limited resources require choices about priorities.

The activity also helps participants develop the ability to listen to other view points, set priorities and make collective decisions.

## Scenario

You are in a space crew originally scheduled to rendezvous with the mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship is forced to land at a spot some 200 kilometers from the rendezvous point. During re-entry and landing, much of the equipment aboard is damaged and, since survival depends on reaching the mother ship, only the 5 most important items available must be chosen for the trip. Below are listed 15 items left intact after landing. Your job is rank them in order of survival importance by placing a 1 next to the most important, a 2 next to the second most important and so on.

|  | Item | ANSWERS | Item |
|---|---|---|---|
| ___ | Box of Matches | 14 | Box of Matches |
| ___ | Food Concentrate | 3 | Food Concentrate |
| ___ | 50 Feet of Nylon Rope | 87 | 50 Feet of Nylon Rope |
| ___ | Parachute Silk | 10 | Parachute Silk |
| ___ | Solar-Powered Portable Heating Unit | 6 | Solar-Powered Portable Heating Unit |
| ___ | Two .45 Caliber Pistols | 12 | Two .45 Caliber Pistols |
| ___ | One Case Dehydrated Milk | 9 | One Case Dehydrated Milk |
| ___ | Two 100 Pound Oxygen Tanks | 1 | Two 100 Pound Oxygen Tanks |
| ___ | Stellar Map | 4 | Stellar Map |
| ___ | Self-Inflating Life Raft | 13 | Self-Inflating Life Raft |
| ___ | Magnetic Compass | 15 | Magnetic Compass |
| ___ | Five Gallons of Water | 2 | Five Gallons of Water |
| ___ | Signal Flares | 78 | Signal Flares |
| ___ | First Aid Kit With Syringe | 11 | First Aid Kit With Syringe |
| ___ | Solar Powered FM Receiver | 5 | Solar Powered FM Receiver |

## Instructions

Have every participant complete the test alone. Then have participants assemble in groups of two or three and retake the test.

## Questions

Did answers change when individuals worked in groups?
How did the decision-making process work?
What decisions were better, individual or group?

2. Have the group members complete the "Lost on the Moon Test"-- first individually, then in teams of two or more.
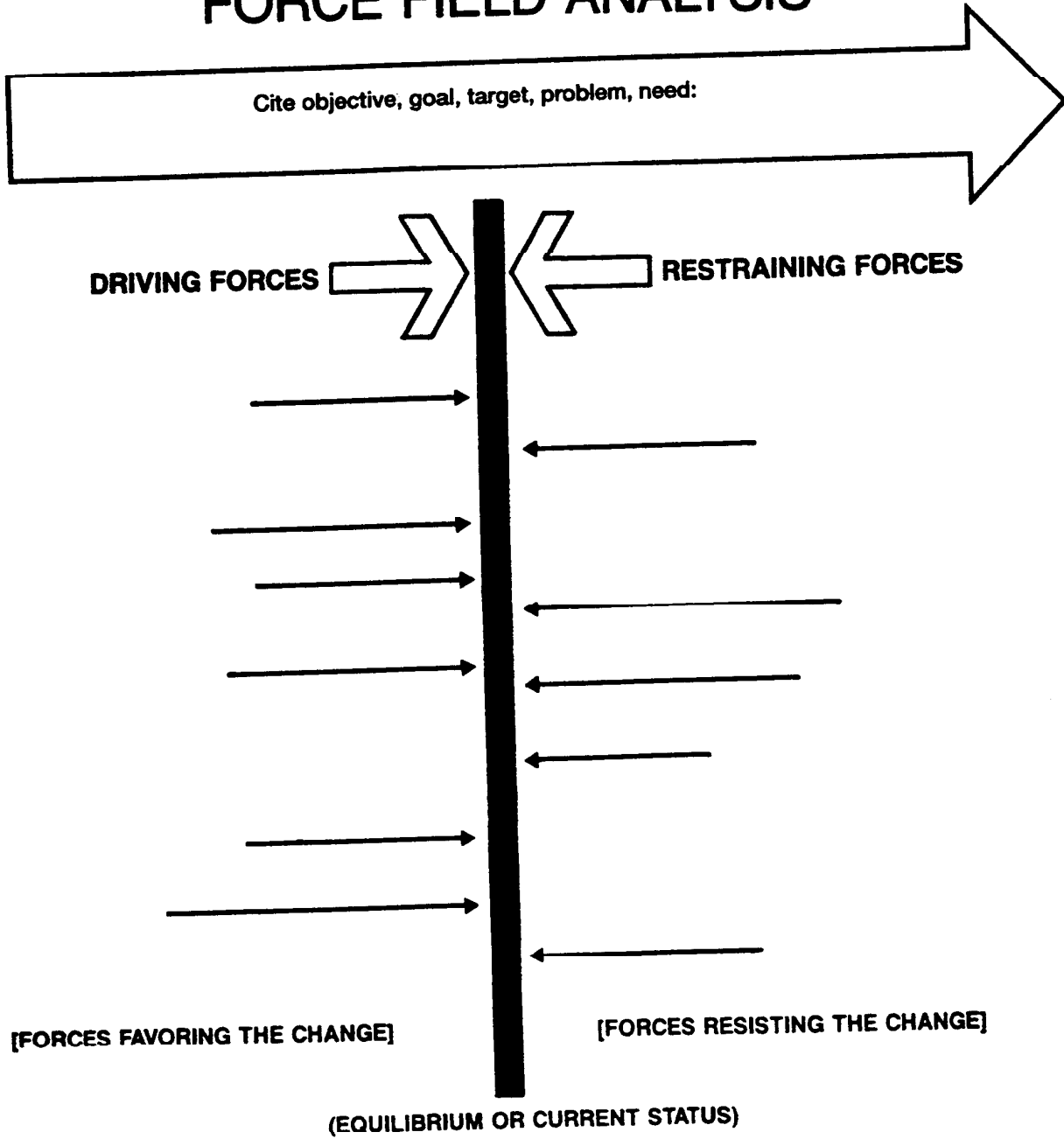
   *The purpose of the "Lost on the Moon Test" is to demonstrate the benefits of collective decision making, as opposed to individual decision making. The exercise also provides an analogy for how governments set priorities and make decisions.*

3. Describe for the participants the process of law making in BiH.

   *Consider drawing a diagram of the law making process on a large piece of paper. Highlight the transparent aspects of the process and the closed aspects of the process. For instance, citizens can observe debate in the parliamentary assembly of BiH, but citizens can not observe committee meetings, or parliamentary party caucuses.*

**APPENDIX 39 Continued**

# FORCE FIELD ANALYSIS

Cite objective, goal, target, problem, need:

DRIVING FORCES      RESTRAINING FORCES

[FORCES FAVORING THE CHANGE]      [FORCES RESISTING THE CHANGE]

(EQUILIBRIUM OR CURRENT STATUS)

Source: The Winning Trainer
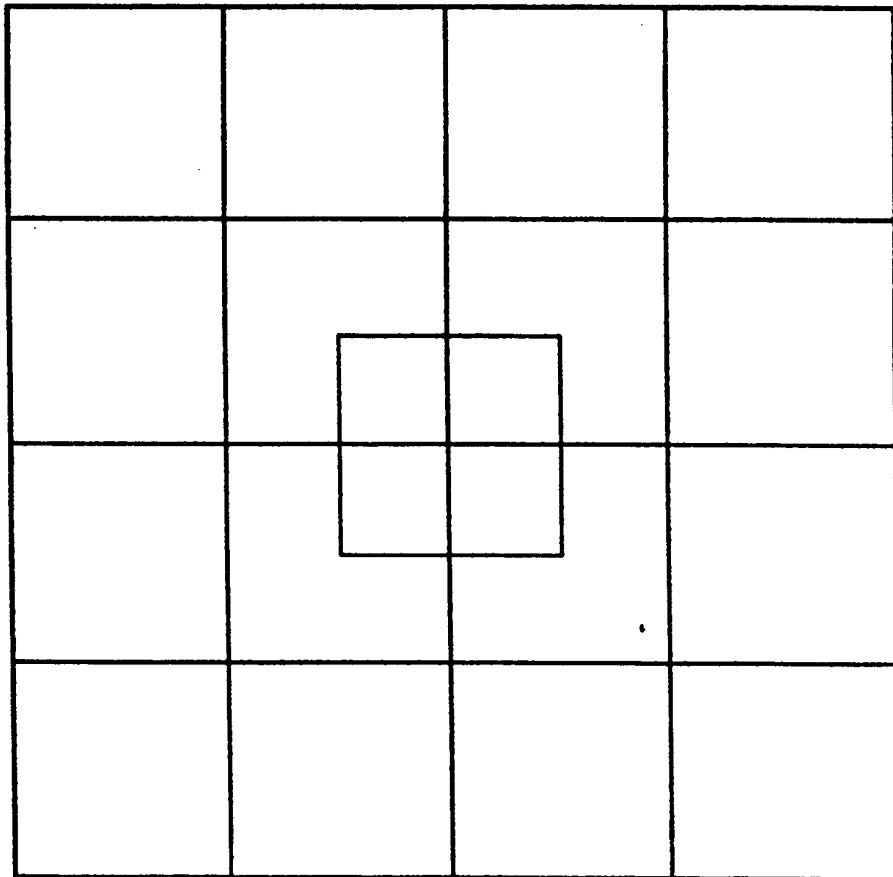Julieus E. Eitington, Gulf Publishing

How many squares do you see?



Figure 8-23. Multiple square puzzle.

Source: The Winning Trainer
Julieus E. Eitington, Gulf publishing

# APPENDIX 31

## MY SKILL AS A LISTENER

### A Short Quiz

Listed below are 15 statements that relate to one's ability to listen to others. Rate each item by placing a mark in the appropriate box. Try to be as candid as you can in making your rating.

When you have rated all the items, take a straight edge and draw lines to connect the dots. This will give you a profile of your capabilities as a listener. Obviously the more your profile leans toward the right, the more capable a listener you are.

| Element | Never | Seldom | Occasionally | Frequently | Always |
|---|---|---|---|---|---|
| 1. Do I listen for feelings, attitudes, perceptions, and values as well as for facts? | | | | | |
| 2. Do I try to listen for what is not said? | | | | | |
| 3. Do I avoid interrupting the person who is speaking to me? | | | | | |
| 4. Do I actually pay attention to who is speaking as opposed to faking attention? | | | | | |
| 5. Do I refrain from tuning people out because I don't like them, disagree with them, find them dull, etc.? | | | | | |
| 6. Do I work hard to avoid being distracted from what is said by the speaker's style, mannerisms, clothing, voice quality, or voice pace? | | | | | |
| 7. Do I make certain that a person's status has no bearing on how well I listen to him/her? | | | | | |
| 8. Do I avoid letting my expectations—hearing what I want to hear—determine or influence my listening behavior? | | | | | |

Source: The Winning Trainer
Julieus E. Eitington, Gulf Publishing

*The Winning Trainer*

## APPENDIX 31 Continued

Z

| Element | Never | Seldom | Occasionally | Frequently | Always |
|---|---|---|---|---|---|
| 9. Do I try to read the "nonverbals" the speaker presents—inflections, gestures, mood, posture, eye contact, and facial expression? | | | | | |
| 10. Do I work hard at overcoming distractions (sounds, noises, movement, outside scenes) that may interfere with good listening? | | | | | |
| 11. Do I tend to stay with speakers who may be hard to follow—those who are slow in their speech or whose ideas are poorly organized or who tend to repeat themselves? | | | | | |
| 12. As a listener do I use nonverbal communication (eye contact, smiles, occasional head nods) to indicate that I wish to hear more? | | | | | |
| 13. Do I tend to restate or rephrase the other person's statements when necessary so that he/she will know that I understood? | | | | | |
| 14. If I have not understood, do I candidly admit to this and ask for a restatement? | | | | | |
| 15. Do I avoid framing my response to what is being said while the other person is still speaking? | | | | | |

# 45: VOTING DEBATE

**✔ OBJECTIVES**
- To illustrate how a range of factors influence the decision to agree or disagree with a particular line of argument
- To demonstrate how easy it is to argue a point with many people physically backing you up

**☞ MATERIALS**  Two chairs

**🕐 TIME**  10 minutes

**✍ PROCEDURE**
1. Ask for two volunteers to conduct a public debate on a specific, pre-determined issue. (This could relate to a previous theoretical discussion, such as *PRA is always a positive process.*) You can also ask them to choose a topic that is of importance to both of them. You may have to ask one to play the devil's advocate.

2. Sit them in the two chairs facing each other.

3. All the remaining participants are asked to stand to one side in a 'neutral zone', level with the gap between the two chairs. As the debate develops, they should walk and stand behind the person who has made a statement they agree with. If in the course of the discussion/debate they change their mind or disagree with something said, then they should walk to stand behind the other debater.

**❝ COMMENTS**
This exercise very powerfully demonstrates the ebb and flow in any discussion. It is particularly effective if discussions during past sessions have kept stagnating on a particular issue about which the group disagrees. This issue can then be taken as the focus for the debate. As the debate takes place under controlled conditions, emotions tend to be less fiery and arguments are clearer. Discussing the issue in this manner releases tensions.

For the debriefing ask the debaters various questions:
- *How did you feel when everyone was standing behind you?*
- *How did you feel when everyone was standing behind the other debater?*

Ask the other participants:
- *What made you move? Was it the quality of the debate, or was it key errors made by one person?*
- *What role did body language play in your decision to move?*

Variations include allowing other participants to replace a seated debater if they would like to throw in new ideas. This makes the experience less confrontational for the debaters and slowly draws in other views.

Source: Participatory Learning and Action
Jules N. Pretty, Irene Guijt, John Thompson,
Ian Scoones, IIED

*Sources Alan Margolis, pers comm. UNICEF (1993)*

**IMPROVING LISTENING & OBSERVATION**

# 93: VENN DIAGRAM OF YOUR ORGANISATION

✔ **OBJECTIVES**
- To teach participants about the value of using visuals to understand institutional linkages and relationships
- To reveal important linkages and constraints in the participants' own institution or organisation according to the perceptions of different groups of participants (senior management, junior management, department heads, field staff, etc.).

☞ **MATERIALS**   Pens, paper, scissors, tape or glue

🕐 **TIME**   45 minutes – 1 hour

✍ **PROCEDURE**
1. Divide participants into groups to produce Venn diagrams of a known institution, usually the one to which the participants belong. Divide participants into groups either according to what they know about the institution or according to hierarchy or department.
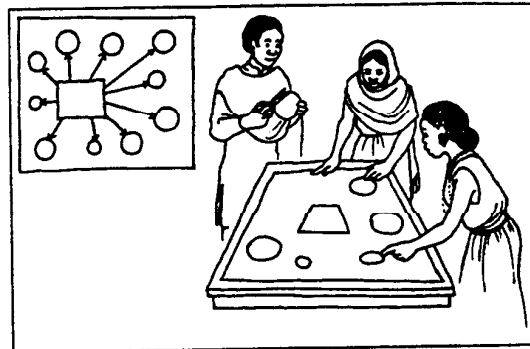
2. Describe the process of Venn diagramming (you can use the examples below). Circles of different sizes are allocated to different institutions, groups, departments or programmes. These then overlap depending on the degree of contract in the real world. They are contained within a circle if they are part of that circle's institution. A large circle means an important institution.

3. Explain that there are two processes for Venn diagrams: cutting circles of paper and laying them on or against each other, or simply drawing on paper or on the ground. The former takes longer, but is better as changes can be made. The latter is quicker, but can become messy when changes need to be made.

4. Ask the groups to exhibit their Venn diagrams. Analyse key differences between the groups and the underlying causes.

❝ **COMMENTS**   This can be an extremely illuminating exercise for participants as certain aspects of their own institution and work may be revealed for the first time. It will also show the different perceptions of different groups. It may help to highlight contrasting perceptions of different roles, responsibilities and linkages, pointing to areas of conflict and dispute as well as pointing to ways of resolving these. Following the construction of a series of diagrams of the existing situation as seen by different actors, participants can discuss ways of resolving conflicts, filling institutional gaps, or encouraging linkages.

## DIAGRAMMING & VISUALISATION

# 94: FLOW DIAGRAMS FOR SYSTEMS AND IMPACT ANALYSIS

**✔ OBJECTIVES**

■ To illustrate how farm and livelihood systems can be shown on a diagram, leading to a better understanding of the complexities of linkages and relationships at the local level
■ To illustrate how the impact of an intervention or process can be represented on a diagram, leading to a better understanding of the anticipated and unexpected effects from local people's perspective
■ To describe the basic principles and procedures of flow diagrams

**⌦ MATERIALS**

Large sheets of paper, pens

**🕒 TIME**

1–2 hours

**✍ PROCEDURE**

First divide participants into groups (using a group-forming exercise).

**For Systems Diagrams**

1. Ask them to consider a typical farming system in an area they know well. The first step is for them to identify and represent the components of the farming system.

2. Then ask them to show the linkages and flows between the different components (such as manure from livestock to fields, fuelwood from trees to homestead).

3. Next they should show the linkages that the farm has with markets, hospitals, seed stores, distant towns etc.

4. Discuss with the groups whether the system they have depicted has changed over time. What happens if certain linkages break down?

**For Impact Diagram**

1. Ask the teams to select an activity or event, the impact of which they wish to explore. This may be the impact of a programme (such as an irrigation project), or of policy changes (such as structural adjustment programme), or of household changes (such as disabling illness in a family member). They could also consider the impact of the training on their lives or work

2. Ask them to represent the impact on paper, and then identify the consequences of the activity or event. This could be both positive and negative. Ask them to link the consequences, using arrows to indicate the direction of flow.

3. Encourage them to think of primary, secondary and tertiary effects, grouping these into different sub-systems (see below).

4. Ask them to exhibit their flow diagrams and have a debriefing session

**DIAGRAMMING & VISUALISATION**

# DISCUSSION SESSION REPORTS

**PREPARATION**
*Local Coordinator:* Name of VLC and Phone #
*Contacts with VLC:* # and Dates of Contacts for this meeting

**MECHANICS**
How many men, how many women, approximate ages of group members.

**PROCESS (1. State, 2. Give Examples, 3. Analyze)**
*Participation* (i.e. - Was it equal? Did everyone participate? Examples? What caused this - things you did, the material, etc.?)
*Interest* (Were people interested in the discussion? How could you tell?)
*Rough Spots* (What didn't go so well? Specifics? Why do you think this happened?)
*Group Learning/Analysis* (Did the group begin to analyze things themselves? What are examples?)
*Facilitation* (What things did you do that worked well? What things flopped? WHY do you think this happened?)

**CONTENT (1. State, 2. Give Examples, 3. Analyze)**
*Focus:* What were people most interested in discussing? Give specifics.
*Issues:* What "local issues" came up in the discussion? Give specifics.
*Topics/Issues:* How did you relate the local issues to the discussion topics? (What did you say?)
*Learning:* How do you know that the groups learned anything from the discussion? (Things they said or did?)

**IMPORTANT QUOTES**
Anything participants said that shows:
    They learned something
    Their attitudes toward democracy, the topics, or local issues
    Their thoughts or feelings about NDI's program

**INFORMATION SHARED/REQUESTED**
List any additional information they requested from you.

**GENERAL EVALUATION**
Look at the Module(s) for the discussion. Which goals were the group able to achieve? What examples support your evaluation?

# Obrazac o odrzavanju grupe

*Discussion Group Reporting*

| | |
|---|---|
| Mjesto odrzavanja sastanka | |
| Vrijeme i datum | |
| Struktura grupe | |
| Muskaraca Zena | |
| Kontakt osoba | Ime, prezime        Jezior |

| Komentari, zapazanja i sugestije : |
|---|
| |

Tim broj :

Ime i prezime koordinatora :

# WEEKLY REPORT

The weekly meetings are designed to focus on general Program Development. These written reports should form the basis of your Verbal Reports to the Team.

1. What worked well this week?  Specific examples?  Why did it work well?

2. What problems did you run into this week?  Specific examples?  Why did this happen?

3. What can you do to address the problems?  What things are you "stumped" by?

# FIELD COORDINATOR DIRECTIONS
## CYCLE 1 SURVEY

1. In filling out the survey, the participants are helping us focus the topics of discussion and give us a much better idea of what people are thinking and how they are feeling.
2 Participants are not required to fill out the questionnaire.
3. Participants should *not* put their names on the papers.
4. Participants should only answer the questions they feel comfortable answering.
5. The answers will be put together; individual forms will not be used.
6. We can distribute the aggregate data once at the next meeting.
7 Participants can fill in just the scaled questions, if they are not comfortable with the written short answer questions.
8. Put the responses into an envelope and close it.

# SURVEY

**Short Answers**

*How is your community changing?*

*What are the most important problems your community is facing currently?*

*What does "Democracy" mean to you?*

*In what ways do we have a "democracy" here?*

*What can you do as an ordinary citizen do to affect the current situation?*

| Strongly Disagree | | | No Opinion | | | Strongly Agree |
|---|---|---|---|---|---|---|

Ordinary citizens can affect the current situation.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

My government is democratic.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

I can make a difference in my community.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

I frequently talk with my friends about politics.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

My government listens to people like me.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

If people like me get together with their neighbors, they can help in solving the country's problems."

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

Generally speaking, leaders should be trusted to do what is right. and not questioned.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

Generally speaking, most people where I live can be trusted; I don't have to worry about other people too much.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

# CIVIC FORUM DISCUSSION PLAN

**TOPIC 1**
**LIBERIAN CONSTITUTION**

## Civic Forum Mission

The Civic Forum program imagines a truly democratic Liberia, in which all people are fully cognizant of their rights and responsibilities as citizens. The Civic Forum envisions genuine reconciliation between and respect among all quarters and people of Liberian society, by empowering groups – including women, the illiterate, and cultural minorities – to claim a stake in the political life of their emerging democracy. The Civic Forum team will advance this vision by working directly with private citizens, community leaders, and interest groups, and listening to their concerns, understanding their beliefs and situations, and exchanging ideas. The singular goal is the promotion of a fully operational democratic culture in Liberia which demands participation, accountability and tolerance.

## Purpose of Discussion Session

The discussion will help participants understand the content and purpose of the Liberian Constitution. Specifically, the participants will know:

- that a democracy is founded on the idea that each individual has basic human rights;
- the rights that are listed in the Liberian Constitution and that these rights are granted by God;
- that the Constitution and the government are responsible for protecting individual rights;
- the Constitution explains the organization and function of the Liberian government;
- that a democratic government is of the people, by the people, and for the people; and
- the Liberian government has three-branches (executive, legislative, and judicial) that check and balance each other.

The participants will also practice the skills of analyzing and discussing new information, and practice the values of tolerance and equality by sharing experiences and listening to each other.

## Suggested Process for Discussion Session

1.  Introduce yourself and explain the mission of Civic Forum.

2.  Help the group establish "democratic rules" for discussion

> Before it is possible for participants in the session to examine issues and ideas effectively together, the participants should agree on certain rules that define how the group will function and how the participants will interact. In order to promote a democratic environment, the rules should be based on the ideas of freedom and equality — freedom of speech and expression and equality of opportunity to participate.

## Sample Rules

Each group member has the right to participate.
The opinions of each group member are important and should be respected.
Group members should be tolerant of different ideas.
Each group member is equal.

## Sample Questions

What is one rule for a productive discussion? Who agrees?
What happens if we all talk at once?
Should I give a lecture?
Are different opinions important? Why?

3.    Explain that the rules for the group are like the Liberian Constitution.

The rules protect individual rights and they define the structure and function of the group.

4.    Discuss the individual rights protected by the Liberian Constitution.

> Democracies are established on the belief that all individuals have basic human rights, which are granted by God. Examples of these rights include: the right to life, freedom of speech, freedom of religion, freedom of conscience, freedom of assembly and association, the right to a fair trial, the right petition government, and the right to vote.

## Sample Questions

Did anyone exercise their right to vote? Why?
What other rights do you possess? Why?
Who gives you these rights?
Who can take away your rights?
What happens when there are no rules, or laws?

5.    Discuss government's responsibility for protecting individual rights.

## Sample Questions

Who did you elect?
What is their job?
Who do they work for?

6.  Discuss the structure of the Liberian Government and the basic functions of the three branches.

> By embodying fundamental democratic principles, the Liberian constitution provides the bases for an open Liberian society where government power is necessarily derived from the people. The Constitution is the supreme law of the land and, consequently, no other law can contradict the content of the Constitution.
>
> The Liberian Constitution defines the structure and function of the government. It explains that government is organized into three branches — executive, legislative, and judicial. The executive branch is primarily responsible for implementing laws and public policies. The executive comprises the elected President and Vice-President and the appointed Ministers. The Legislative branch has two bodies: the elected Senate and the elected House of Representatives. The two houses are responsible for making laws. The Judicial branch interprets the law. This branch includes the appointed Supreme Court and lower courts.

7.  Close the session with a summary of the main points.

8.  Assess the session with your team-mates and make a report.

# TRAINING MODULE 1
## *Small-Group Organization and Process*

### NDI's Civic Education Program Objectives

Through monthly community discussions and the regular distribution of printed materials, the NDI civic education program is designed to assist Bosnian citizens in understanding democracy and the Bosnian transition process. The practical information and experience -- gained by participating in the discussions and by receiving materials -- will help program participants and others exercise their rights as citizens and play an active role in the democratic development of their society.

### Purpose of Discussion

The discussion should help the group members establish rules that will encourage the full and active participation of each group member in the discussion. The rules should limit the possibility of group domination and autocratic tendencies by participants. Additionally, the session should help the group members recognize the relationship between participatory group processes and democracy.

### Main Discussion Points

> Before it is possible for members of a small group to examine issues and ideas collectively and effectively, the members should all agree on certain rules that define how the group will function and how the members will interact. In order to promote a democratic environment, the rules should be based on the ideas of freedom and equality -- freedom of speech and expression, and equality of opportunity.

- It is important that each group member has the opportunity to participate.

- The opinion of each group member is significant and should be respected.

- The discussion sessions are not intended to be debates about specific political party positions.

- Established rules help govern the discussion process and protect the rights of each group member.

- By participating in the discussions, the group members are practicing a form of democracy.

### Suggested Discussion Questions

1. How should we interact as a group?
2. What happens if we all talk at once and no one listens?
3. Are different opinions important? Yes or no, why?
4. What rules can we establish to help promote equal participation in the discussions?
5. How can we compare the organization and process of this discussion-group with democracy?

# TRAINING MODULE 2
## *Individual Rights in a Democracy*

**NDI's Civic Education Program Objectives**

Through monthly community discussions and the regular distribution of printed materials, the NDI civic education program is designed to assist Bosnian citizens in understanding democracy and the Bosnian transition process. The practical information and experience -- gained by participating in the discussions and by receiving materials -- will help program participants and others exercise their rights as citizens and play an active role in the democratic development of their society.

**Purpose of Discussion**

The discussion should help the group members recognize that they, like all humans, each possess certain rights that cannot be taken away by government, or other individuals. These basic, natural rights give rise to the fundamental democratic notions of freedom and equality. Furthermore, during the discussion, the group members should be informed of the specific institutional mechanisms established in BiH for the protection of human rights.

**Main Discussion Points**

> Democracies are established on the belief that all individuals have intrinsic rights. Examples of these rights include: the right to life, freedom of expression and speech, freedom of assembly and association, freedom of religion and conscience, the right to a fair trial, the right to petition the government, and the right to vote.

- Every individual is born with basic human rights.

- An individual's human rights cannot be taken away by government or by other individuals.

- Democratic societies are organized in ways that help guarantee human rights by placing ultimate authority in the hands of the people and limiting the power of government.

- In BiH, several additional institutional mechanism have been specifically established to help protect human rights -- the Commission on Human Rights, the Federation Ombudsman, and the Commission for Displaced Persons and Refugees.

**Suggested Discussion Questions**

1. What type of rights do you believe all humans should have?

   *Consider listing the answers of the group members on a flip-chart. Help the group distinguish basic human rights from economic rights, such as the right to a job.*

2. From where do these basic rights come?

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3.    Can these basic rights be taken away, or limited?

4.    How can these rights be guaranteed for everyone, including minority groups?

5.    Do socialist, or totalitarian government systems necessarily guarantee basic rights?

# TRAINING MODULE 3
*Constitutions and the Power of the People*

## NDI's Civic Education Program Objectives

Through monthly community discussions and the regular distribution of printed materials, the NDI civic education program is designed to assist Bosnian citizens in understanding democracy and the Bosnian transition process. The practical information and experience -- gained by participating in the discussions and by receiving materials -- will help program participants and others exercise their rights as citizens and play an active role in the democratic development of their society.

## Purpose of Discussion

The discussion should help the group members understand how the BiH Constitution serves to protect individual rights and to structure the government. Moreover, the members should recognize that the Constitution reinforces the "rule of law" and the authority of the people.

## Main Discussion Points

By embodying fundamental democratic principles, the BiH Constitution provides the bases for an open Bosnian society where government power is necessarily derived from the people. The Constitution is the supreme law of the land and, consequently, no other laws can contradict the content or spirit of the Constitution.

The Constitution itself, however, does not ensure that people and politicians will adhere to democratic principles and practices. There are many examples around the world where democratic constitutions do not prevent arbitrary government decisions or abuses of power. To prevent undemocratic tendencies, it is absolutely necessary for citizens in a democracy to play an active role in holding government official accountable.

- The BiH Constitution forms Annex 4 of the Dayton Agreement.

- The Constitution maintains that BiH will be a democratic state comprised of two entities.

- No other laws can be created by either entity that contradict the Constitution.

- Basic human rights are guaranteed in the Constitution for all citizens.

- The Constitution defines the structure and function of the BiH government.

- Inherent to the Constitution is the "rule of law" principle, which maintains that no group or individual is above the law.

**Suggested Discussion Questions and Activities**

1. What happens when a game is played with no rules?  Who wins the game? Who loses?

2. What type of rules are necessary for a democratic society?

   *Consider drawing three concentric circles on a flip-chart.  The outer circle should represent democratic principles and values, while the two inner circles represent institutional structures and processes respectively.  Inform the group members that, in a democratic society, all structures and processes are embedded in a framework of unchanging principles.  Although there are many ways to organize a democratic society, each way is guided by this universal set of principles.*

3. How does the BiH Constitution serve to uphold democratic principles.

# TRAINING MODULE 4
*The Structures and Functions of Government in BiH*

## NDI's Civic Education Program Objectives

Through monthly community discussions and the regular distribution of printed materials, the NDI civic education program is designed to assist Bosnian citizens in understanding democracy and the Bosnian transition process. The practical information and experience -- gained by participating in the discussions and by receiving materials -- will help program participants and others exercise their rights as citizens and play an active role in the democratic development of their society.

## Purpose of Discussion

The discussion should help the group members understand the constitutionally defined structures, responsibilities, and limitations of the BiH government and the respective Entity governments. In addition, the group members should recognize that the elected representatives of the various government bodies are directly accountable to the people and are restricted in their abilities to make individual or arbitrary decisions.

## Main Discussion Points

> The national government structure of BiH is based on a presidential system that distributes power and responsibilities between an executive, legislative, and judicial branch. This system is intended to prevent one individual or institution from making all decisions. A centralization of political power is further reduced by dividing decision making responsibilities between the national government structures and the respective entity government structures.

- The government bodies in BiH are organized democratically from the bottom up -- through elections -- with ultimate authority resting in the hands of the people.

- The democratic government bodies are constituted to serve the will of the people; not the will of individual leaders. As a matter of fact, individual leaders are limited by their terms of office, since elections are again scheduled in less than two years.

- Government power is constitutionally balanced between different government branches and different levels of government and is necessarily limited.

## Suggested Questions for Discussion

1. What is the purpose of elected government?

2. What might happen if all decision making power was centralized in one individual or

# TRAINING MODULE 5
*Rule of Law*

## NDI's Civic Education Program Objectives

Through monthly community discussions and the regular distribution of printed materials, the NDI civic education program is designed to assist Bosnian citizens in understanding democracy and the Bosnian transition process. The practical information and experience -- gained by participating in the discussions and by receiving materials -- will help program participants and others exercise their rights as citizens and play an active role in the democratic development of their society.

## Purpose of Discussion

This discussion should help the group members understand that democratic societies are governed by publicly acknowledged and accepted laws. Participants should also recognize why no individual or institution should be above the law and why all individuals are considered equal before the law and receive the equal protection of the law.

## Main Discussion Points

> Rule of law, rather than rule of the most powerful, is a necessary feature of a functioning democratic society. Laws help ensure that individual rights are protected and that the power of government is limited. Without laws, government leaders and others could make arbitrary decisions that violate the rights of individuals and minority groups. In BiH, the rule of law is applied within the framework of the constitution, which delineates the rights of individuals.

- Rule of law is a "principle" that places law above all individuals and institutions.

- In a democracy, the ability of government to make arbitrary decisions is limited by a recognized and respected system of laws. The most significant law is often the constitution.

- Rule of law promotes fairness and equality, through due process and other mechanisms.

- In a democracy, laws are made and modified in a transparent fashion by elected representatives in government.

## Suggested Discussion Questions

1. Can you think of a situation, perhaps during a game, when someone arbitrarily changed the rules, or applied the rules differently at different times?
2. Why are rules necessary in any society?
3. Who makes the laws in BiH?
4. Does having laws necessarily prevent abuses of power?

institution?

3. How is power divided in BiH?

*Consider using the poster and handouts that diagram the government structures of BiH and the respective Entities.*

4. What are the benefits and problems associated with decentralizing decision making power?

5. What are the specific responsibilities of the different branches of government at the national level?

6. What are the responsibilitiess of the Entity governments?

## NDI's Civic Education Program Objectives

Through monthly community discussions and the regular distribution of printed materials, the NDI civic education program is designed to assist Bosnian citizens in understanding democracy and the Bosnian transition process. The practical information and experience -- gained by participating in the discussions and by receiving materials -- will help program participants and others exercise their rights as citizens and play an active role in the democratic development of their society.

## Purpose of Discussion

The discussion should make the group members aware of the responsibilities and the limited authority of their elected representatives. Additionally, the group members should understand how and why elected representatives necessarily derive their legitimacy and authority from the citizens of BiH.

## Main Discussion Points

> In a democracy, elected representatives in government are given the *temporary* right to represent, in government, the interests and concerns of their constituents and to make decisions on behalf of their constituents. These decisions affect the quality of life and welfare of society. For example, representatives make decisions about public regulation, resource distribution, revenue collection, and public services. Democratic societies are organized to hold elected representatives accountable for their decisions and to ensure that they do not abuse their authority.

- Through elections, the people of BiH hired representatives to perform certain responsibilities in government.

- Elected representatives are ultimately accountable to the citizens of BiH.

- The primary responsibility of elected representatives is to make decisions on behalf of their constituents.

- Legal, constitutional limits are placed on the authority of elected representatives.

## Suggested Discussion Questions and Activities

1. What government bodies exist in BiH?

   *Use the poster that diagrams the structure of government in BiH to help remind the participants of the different government bodies and levels of government.*

2.    What are some of the job responsibilities of elected representatives?

*Consider making a list of responsibilities. Once this is complete, ask the group members to rank the responsibilities in terms of priorities.*

To help the group members think about the responsibilities of elected representatives in BiH. suggest that representatives are responsible for building and maintaining a house for the citizens of BiH.   Then ask the group members what is required when building a house.  Requirements may include a blueprint or work plan, money, cooperation between the builder and the owner. and assistance from experienced electricians, plumbers, or masons.

3.    How would the relationship between representatives and the citizens of BiH change if all of the representatives in government were appointed by one party or individual, rather than elected?

# TRAINING MODULE 7
## *Government Transparency*

### NDI's Civic Education Program Objectives

Through monthly community discussions and the regular distribution of printed materials, the NDI civic education program is designed to assist Bosnian citizens in understanding democracy and the Bosnian transition process. The practical information and experience -- gained by participating in the discussions and by receiving materials -- will help program participants and others exercise their rights as citizens and play an active role in the democratic development of their society.

### Purpose of Discussion

The discussion should help the group members understand why and how transparency serves to promote accountability and the interests of citizens in a democracy. Additionally, the group members should develop the ability to recognize transparent elements of Bosnia's democracy.

### Main Discussion Points

> In a democracy, government activities are not conducted inside a "black box." Ideally, government activities, such as law making and decision making, are carried out in full view of the people. Because democratic governments exist to serve the people, it is essential that the people are able to view the operations of government and are able to have access to pertinent information.

- Transparency allows citizens to observe the activities of government.

- Transparency allows citizens to obtain information about government activities and about government officials.

### Suggested Discussion Questions and Activities

1. To begin the discussion, consider defining the principle of transparency for the group by stating and explaining the two main points listed above.

   *It may be useful to write the two main points on a large piece of paper that can be hung on the wall for the group.*

2. Once the group has a basic definition of transparency, ask the group members to provide some examples of government transparency in BiH, or in other countries.

   *To prompt this exercise, you may want to give the participants the handout that outlines transparent elements of other democratic governments in Europe and North America.*

3. Ask the group what would happen if government was closed like a "black box."

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# TRAINING MODULE 8
## *Law Making and Government Decision Making*

### NDI's Civic Education Program Objectives

Through monthly community discussions and the regular distribution of printed materials, the NDI civic education program is designed to assist Bosnian citizens in understanding democracy and the Bosnian transition process. The practical information and experience -- gained by participating in the discussions and by receiving materials -- will help program participants and others exercise their rights as citizens and play an active role in the democratic development of their society.

### Purpose of Discussion

The discussion should help the group members understand the basic steps to law making in BiH and understand who is involved in the process. Group members also should be able to recognize the differences between autocratic decision making processes and democratic decision making processes.

### Main Discussion Points

> In a democracy, government exists to protect individual rights and provide for the needs and interests of citizens. In doing so, government institutions must make laws and decisions that organize and regulate various aspects and activities of society. The processes of law making and decision making should be conducted in a transparent manner with the participation of more than one institution or individual.

- General procedures for making decisions fall along a continuum beginning with autocratic, top-down methods, and ending with democratic, bottom-up methods.

- In BiH, the process of law making and decision making requires the participation and approval of the executive and legislative branches of government.

- Citizens in BiH are able to obtain information about laws and decisions and are able to observe and influence different stages of the law making and decision making process.

### Suggested Discussion Questions and Activities

1. Ask the group members to describe different methods of making decisions and to give examples.

   *Consider drawing a continuum on a large piece of paper that can be hung on the wall for the group. The continuum should begin with autocratic methods and end with democratic methods. The examples provided by the group members can then be placed along the continuum.*

# TRAINING MODULE
## Role of the Media in a Democracy

**PROGRAM BACKGROUND**
Through a series of monthly community discussions and the regular distribution of printed materials, the NDI Civic Program in the Tuzla-Podrinja Canton (TPK) is designed to guide Bosnian citizens toward engagement in the political process. Through guided discussions and activities, a team of Bosnian field coordinators is facilitating program participants' development in four areas:
1. Democratic **Knowledge** (of democratic processes, structures, and principles);
2. Democratic **Skills** (gathering and analyzing information);
3. Democratic **Attitudes** (tolerance, participatory and critical stance);
4. Democratic **Behaviors**

The knowledge and skills which the field coordinators introduce in the sessions are applied in facilitated discussion and activities. The discussion and activities also provide participants with structured opportunities to experience success in practicing democratic behaviors.

**MODULE OBJECTIVES**
**Knowledge Objectives:**
*At the conclusion of their discussion, participants will understand . . .*
- The role and responsibility of the media in a democracy.
- The limitations of the media in informing the public.
- The importance of gathering information from many different media sources.

**Skill Objectives:**
*At the conclusion of their discussion, participants will be able to . . .*
- Analyze and compare different sources of information.
- Identify biases and limitations in reporting.

**Behavioral Objectives:**
*At the conclusion of their discussion, participants will have practiced . . .*
- Analyzing and comparing different sources of information.
- Identifying biases and limitations in reporting.

**CONTENT BACKGROUND**
In democratic societies, the Media (print, television, and radio) plays an extremely important role, because it acts as the "eyes" of the people. By reporting on the actions, decisions, and opinions of those in government, the media allows people to hold their officials accountable. The public is dependent on two principles to ensure it receives information which is in fact "true". First is the **FREEDOM OF THE PRESS**, which is often protected in a country's Constitution. The second is part of a journalist's professional code, the ethic of **OBJECTIVITY**, which is the obligation of a journalist to report news without bias.

In practice, a number of obstacles stand between the public and the "truth." First, the media is composed of people who have biases and assumptions. Second, the media has limited "space" (number of pages, number of minutes on TV, etc.) and so the larger context of comments, events,

NDI Tuzla, Media and Democracy Training Module, A \MEDIA WPD.

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and incidents is often left out of the reports. Finally, sometimes individuals' own biases and assumptions prevent them from accepting reports that may in fact be complete, objective and factual.

When reading the newspaper or watching the television, it is important that citizens consider the writer's or reporter's biases and assumptions. It is important that citizens think about the broader context and "untold" elements of a story. And finally, it is important that citizens try, when possible, to find more than one source of information.

## GENERAL DISCUSSION QUESTIONS:
Why is the media important?
What keeps the media "honest?"
Why do journalists have a code of ethics?
Is it possible for journalists to *lead* public opinion?
Why might it be dangerous to only have *one* source of information?
Should the media be regulated in what it can say? Why? By whom?
Why might government regulation of the press be dangerous?
If not through government regulation, how else can we ensure we are seeing, reading and hearing the "truth"?

## ISSUE DEVELOPMENT QUESTIONS:
How has your issue been reported in the press?
Has it been accurate?
Has the whole story been told?
How might you use the press to your advantage in telling your story?

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# TRAINING MODULE
## Role of the Political Parties in a Democracy

**PROGRAM BACKGROUND**

Through a series of monthly community discussions and the regular distribution of printed materials, the NDI Civic Program in the Tuzla-Podrinja Canton (TPK) is designed to guide Bosnian citizens toward engagement in the political process. Through guided discussions and activities, a team of Bosnian field coordinators is facilitating program participants' development in four areas:

1. Democratic **Knowledge** (of democratic processes, structures, and principles);
2. Democratic **Skills** (gathering and analyzing information);
3. Democratic **Attitudes** (tolerance, participatory and critical stance);
4. Democratic **Behaviors**

The knowledge and skills which the field coordinators introduce in the sessions are applied in facilitated discussion and activities. The discussion and activities also provide participants with structured opportunities to experience success in practicing democratic behaviors.

**MODULE OBJECTIVES**

**Knowledge Objectives**

*At the conclusion of their discussion, participants will understand* . . .
- The role of political parties in a democracy; who and what political parties represent.
- The conflict many parties face, between Ideology and Power.
- The relationship between political parties and the public.

**Skill Objectives**

*At the conclusion of their discussion, participants will be able to* . . .
- Make decisions between complex choices (when the choices are imperfect)
- Obtain information from political parties.

**Behavioral Objectives**

*At the conclusion of their discussion, participants will have practiced* . . .
- Making complex choices by voting (on imperfect choices)

**CONTENT BACKGROUND**

As a political organization, the goal of a party is to get its members elected, and once its members are in office, to organize the efforts of its members in government. But people don't join parties just to be part of an organization. In fact, political parties can be thought of as groups of people loosely organized *around an ideology or issue*. This means that, in government, parties represent: 1.) the interests of its membership, and 2.) its ideological principles.

In order to achieve its platform, a party needs support from the public in the form of votes and membership. Thus, parties must often balance two priorities: 1.) Ideology: the desire to stand firm on an ideology and platform, and 2.) Power: the need to get as many votes as possible.

Since parties try to increase their power (by increasing membership), they are generally very interested in informing people about their views on issues. Thus, they can be a good source of

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information about things that happen in government. In getting information from parties, though, we must always remember that the parties want our support. The information they share should be viewed as having a possible bias. It is important to get more than one party's information and views on an issue.

In some cases, the parties may respond to the views and positions of people in the public. The reason they would do this is if they feel they can increase their power without compromising their ideology. Thus, to some degree, people can affect some parts of a party's platform.

## GENERAL DISCUSSION QUESTIONS
*What do political parties do for us?*
*What can political parties do for us?*
*What do political parties represent?*
*Why do you choose one party over another party?*
*What do political parties need the public for?*
*Why does the public need political parties?*

## ISSUE DEVELOPMENT QUESTIONS
*Is there one party (or more) that best represents your views on your "issue?"*
*Do the political parties your position and the position of your organization on the issue?*
*How can your organization inform political parties about your position?*

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PARLIAMENTARY
ASSEMBLY

Council of Ministers

BIH House of Peoples

BIH Presidency

BIH House of Representatives

R.S. Presidency

R.S. National Assembly

Municipal Assemblies

VOTERS
REPUBLIC OF SRPSKA

Constitutional Court

Federation House of Peoples

Cantonal Assemblies

Federation Presidency

Federation House of Reps

Municipal Assemblies

VOTERS
FEDERATION OF BIH