

TRAINING OF TRAINERS ON THE PROTECTION OF IDPs

Workshop for non-governmental organizations in
Turkey

Van, Turkey, 4-7 September 2006

Report

Introduction

The Internal Displacement Monitoring Centre (IDMC) of the Norwegian Refugee Council (NRC) facilitated a training-of-trainers (TOT) workshop on the protection of Internally Displaced Persons (IDPs) for non-governmental organizations (NGOs) in Turkey. Participants in the workshop included about 25 representatives of Turkish NGOs which contribute to the protection and assistance of IDPs (see annex 1). The workshop was held in Van from 4 to 7 September 2006.

The workshop was part of a training project sponsored by the United Nations Development Programme (UNDP) in Turkey to strengthen the capacity of NGOs in Turkey to contribute to the protection of IDPs, in particular through advocacy and dialogue with national authorities. The first step of the project was a workshop held in Turkey, during which modules designed by the IDMC were piloted. These modules review key aspects of the protection of IDPs (see annex 2). They primarily target NGOs, although they can also be used to train authorities and other actors. Based on lessons learned during the workshop, the modules were finalized and put together in written and translated into Turkish.

The objective of the workshop held in Van was to train trainers on how to use the modules designed by the IDMC (see annex 3). The workshop was divided into two main parts. In the first part, during days 1 and 2, the participants were briefed on essential notions, tools and methods of adult training in general. This was to ensure that all the participants had a minimum level of knowledge on training, and could share experiences and lessons learned from previous training experience. Moving from theory to practice, participants were asked to conduct sessions based on IDMC modules during days 3 and 4 of the workshop.

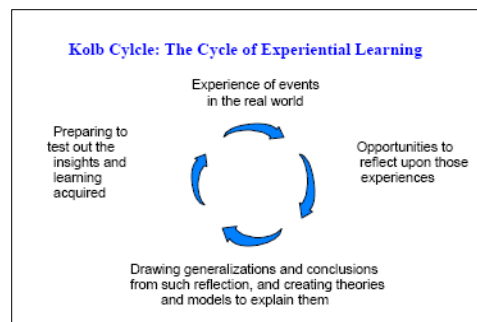
This report provides a brief overview of the workshop and highlights some of the main training messages and lessons learned.

1. Tools for trainers: principles on adult learning and training

The first part of the workshop was devoted to key aspects of training and adult learning. The objective was to provide participants with key concepts and tools for the effective training of adults. Christophe Lanord, expert consultant on training, reviewed with the participants a selection of issues relating to the efficient conduct of workshops:

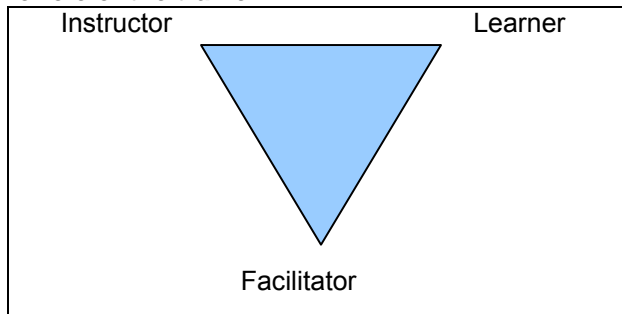
- What is the **profile of the participants**?
 - o Have the participants already been trained on the protection of IDPs? What other relevant training have participants gone through?
 - o Do the participants work with IDPs?
 - o What is the background of the participants? Are they lawyers? Social workers? Human rights activists?
 - o Gender composition: There should be an equal number of men and women among participants.
 - o Expectations: what do participants expect from the workshop?
 - o Special needs: language, starting and finishing time.

- **Adult learning:** Participants were presented David Kolb's famous model of experiential learning (see graph). Some adults learn from experiencing and draw conclusions from their experience. Others start with a principle or rule and apply it



to a situation. The training methodology should reflect both forms of learning to maximize the learning process.

- **The role of the trainer:**



Most of the time, in a single training session, the trainer plays the three roles successively. It does not matter, provided he/she knows exactly **why** and **how** she/he plays **that** role at **that** moment. The three roles have consequences on

- the process of information: pulling vs. pushing;
 - the command of the substance by the trainer;
 - the range of skills required.
- Using the **adequate tools** to ensure that participants use as many of their senses as possible to maximize their potential for learning. . It is important to vary the activities and techniques: lectures, group work, plenary discussions, video watching, brainstorming, etc. All have their pros and cons: the choice will depend mainly on what you want to achieve and the situation (number of participants, time available, relevance to the topic, etc.).
- **Time management:** the average adult attention span is about 45 minutes! When giving a presentation, maximum time should be 20 minutes. Do not talk longer than you said you would and stick to the agenda!
- **Space management:** organize the sitting so that there is no barrier between you and the participants. Never stand directly in path of sunlight or with the sun shining into the participants' eyes. You can move to make a point, to talk to a particular group, to check if people need your help.
- **Team work:** a training team includes the trainer(s) and the person(s) in charge of the administration of the workshop. Before a workshop, it is important to define who is responsible of what, both on the content and the administration part. It is advisable to have a team leader, if there are several trainers. It is ultimately the role of this leader to make sure that the learning objectives are reached in an appropriate environment. Issues to consider include:
- Who is liaising with the participants before the workshop, both on substance and travel / accommodation arrangements?
 - Who is undertaking the same, during the workshop?
 - If there are several trainers, who is leading? How to make sure that questions from participants are dealt with smoothly and there is no duplication, or risk of different answers given to the same question?
 - Who is in charge of checking that the training material is available every day? Who is responsible to refurbish if some materials are lacking?
 - Who is deciding on financial issues, on expenses not planned, etc.?
- **Things do not always go as planned!** In a workshop, many things can go wrong. Just a few examples:
- A trainer may be sick and unable to carry out his/her sessions;
 - The group may be seriously divided on a given topic, not allowing any progress;
 - A participant may display a "difficult behaviour";
 - There might be electricity cuts;
 - The wallet of a participant was stolen;
 - Participants may systematically be late in the morning and after breaks;

In such cases, as a trainer, you need to deal with the issue. Although each situation is unique, a few principles can be kept in mind:

- Always put the interest of the group and the learning objectives first;
 - Before acting, make sure that you have all elements of information needed to make the best possible decision;
 - Always make sure that you respect all individuals in the training room, and that all of them respect each other;
 - In some cases, if necessary, take a break in a session and allow the problem to be solved only with those persons concerned;
 - Use your facilitation skills, in particular listening, to cool things down and have people solving the issue at stake;
 - Be open: you may, yourself, be the source of the problem... be ready to acknowledge that you made a mistake and to fix it.
- **Use of flipcharts and powerpoints.**
 - Flipcharts or whiteboards are the simplest of the audio-visual aids because very little can go wrong. Write clearly and use strong or bold colors (avoid red and green).
 - Powerpoint presentations should not be overload with too much information. The content of each slide should be readable in a short time. Do not use too many slides. On average, each slide takes 3 minutes to present and read. Do not stand between the projector and the screen.
 - General considerations on the **responsibility of the trainer**: the trainer is responsible for designing a workshop where the process and methods are not objectives but tools to support training messages and objectives. The trainer should also assume his or her responsibility not only for the process but for the overall task, the participants and the outcome of the event.

At the end of the workshop, participants also briefly reviewed how training can be evaluated. The table below summarises the various aspects of training and the existing tools for their evaluation.

Level of evaluation	Evaluation tools
Level 1 – Reactions: looks at participants satisfaction with the training and their immediate reactions to it.	End-of-course evaluation forms, level of participation during the workshop, body language during workshops
Level 2 – Learning: looks at what has been learned. What do participants know now that they did not know before the training? What new skills have they mastered?	Questionnaires, quizzes, practical tests, quantity and quality of questions raised and discussions held during the workshop,
Level 3 – Behaviour: looks at what participants are doing differently as a result of the training. How has what was learnt on the course been transferred to their every day life and work.	Surveys and interviews with participants, supervisors and team leaders, following a lapse of time after the workshop, including comparison before and after the training
Level 4 – Results: looks at the impact that the training has had on participants' performance and the community in which they are working.	Same as level 3, although isolating the effect of the training can be difficult.

2. Sessions facilitated by the participants

In the second part of the workshops, participants were asked to prepare sessions based on the IDMC modules. Participants divided into five groups, each responsible for the conduct of a module. Each group had about 90 minutes to conduct their session. Participants were asked to share the session's facilitation among them, so that each had a chance to practice as trainers.

Each session was followed by 15 minutes of feedback given by all other participants. This was done on a voluntary basis: the members of the group concerned asked whether they were ready to have feedback on their performance. Participants were asked not just to highlight aspects to be improved, but also to highlight the strengths and positive points.



A group ready for its session !

Regarding the modules designed by the IDMC, the participants were asked to provide feedback on the materials provided to them. Most participants expressed their satisfaction with the materials and confirmed that they were user-friendly and would help to conduct training workshops in the future. Although some participants suggested that the materials should be even more Turkey-

specific, the IDMC believes that the modules provide the adequate framework and that it is the responsibility of the trainers to adapt them to the specific context where they plan to organize workshops. The IDMC and UNDP have planned to make the modules available through the internet.

Feedback on the modules (from the participants' final evaluation)

"I liked how the modules work; they are easy to remember since they are practical"

"I liked the training materials and the documents prepared. I have never seen such a systematic work before."

"The documents could have been provided earlier and there could have been CD formats of the materials, so we could have the copies."

"The categorizations in the documents were confused"

Sessions were also recorded on video. Each participant received a CD with the video record of their own session. If interested, participants were invited to view the video records with the IDMC trainers, and get special feedback on their session.

The IDMC trainers were very impressed by ability of the participants to conduct training. The selection of the participants invited to join the workshop was really good, as all of them demonstrated the adequate skills and attitudes. The fact that more than half of the participants had attended the workshop held in Ankara in June was surely a factor which contributed the good performances of the participants. Furthermore, the Ankara workshop was an opportunity for the UNDP and IDMC training team to identify among the participants those with the relevant profile, attitude and interest for training activities.



The feedback after the session

Evaluation and next steps

On the whole, participants expressed their satisfaction of the training. They really appreciated the opportunity to learn more on training methodologies and improve their skills. They valued the feedback given to them by the IDMC training team in a friendly environment.

General feedback from the participants:

"The style of the training was modern, democratic and human oriented. Personalities were given importance."

"A good organization and very good opportunity to learn the new techniques."

"There was a warm atmosphere ... Participation was well ensured in the training."

"I liked the organization, the training methodology, the techniques used and the scientific approach employed."
"[I liked] the practical training and the opportunity to socialize."
"I got more experience. I learned new methods and noticed the deficiencies of the existing ones. I really liked the attitude and efforts of trainers."
"I believe it will be very worthy when I share the things I learned with my organization."
"[I liked] learning different training techniques."
"I found the training very useful generally. The techniques were well dealt with and the documents were well prepared."

Several participants regretted that the workshop was too short, as well as the time allocated to each session facilitated by the participants. It was also suggested that the documents should have been distributed to the participants in advance.

Discussions with the participants highlighted that most are keen to use the modules to conduct training workshops in the future, and it can be believed that many will initiate training workshops on the protection of IDPs. Participants signaled their will to organize training for their colleagues in their organizations. A participant highlighted that displaced communities also need to be better informed about their rights and that they would greatly benefit from such a training. It was also suggested that representatives of local, provincial and national authorities should also be invited to join future training events on the protection of IDPs, and that this could help to improve relations between them and NGOs.

Annex 1: List of participants

SIRA	Names	Organisations	e.mail
1	Sedat Demirtaş	Diyarbakır Barosu	sedatdemirtas@hotmail.com
2	Sahin Altuner	Diyarbakır Barosu	saltuner4@hotmail.com
3	Nilgün Yıldırım	Kamer Vakfı	d.kamer@superonline.com
4	Şevket Tuci	ÇatakDer	sevketucituci@istanbulbarosu.org
5	Malik Baransel	ÇatakDer	malikbaransel@hotmail.com
6	Burhan Borak	Van GöçDer	mazirol@mynet.com
7	Yüksel Burtakal	Diyarbakır GöçDer	diyargocder@gmail.com
8	Şemsettin Abi	Van GöçDer	mazirol@mynet.com
9	İdris Canbay	Van GöçDer	mimar_canbay@hotmail.com
10	Ahmet Gegez	Akdeniz GöçDer	akdenizgocder@hotmail.com ahmetgegez@yahoo.com
11	M.Tahir Dadak	Kalkınma Merkezi Derneği	mtahirdadak@yahoo.com
12	Selahattin Güvenç	Akdeniz GöçDer	akdenizgocder@hotmail.com
13	Şefika Gürbüz	GöçDer İstanbul	gocder_sefika@hotmail.com
14	Ayşe Betül Çelik	Sabancı Üniversitesi	bcelik@sabanciuniv.edu
15	Hakan Gündüz	TOHAV	hakan@tohav.org
16	Şeniz Yörük	Uluslararası Mavi Hilal	syoruk@bluecrescent.net
17	Ayşe Demir	Kadın Girişimciliği Destekleme Derneği	aysedemir197@hotmail.com
18	Murat Batur	UNHCR	baturm@unhcr.org
19	Müjgan Güneri	YAKA-KOOP	mujgan.guneri@superonline.com
20	Zelal Özgökçe	Van Kadın Derneği	zelalozgokce@hotmail.com
21	Cahit Bozbay	İnsan Hakları Derneği	bozbaycahit@hotmail.com
22	Metin Sürme	KDRP Bürosu	metin.surme@mynet.com
23	Yusuf Taşkın	Yedibaşak Derneği	y.taskin65@gmail.com

Training and support team:

Christophe Lanord, Training consultant, christophe@lanord.com

Christophe Beau, Training coordinator, Norwegian Refugee Council/Internal Displacement Monitoring Centre, christophe.beau@nrc.ch

Leyla Sen, Project manager, UNDP Turkey leyla.sen@undp.org

Seher Alacacı, Project assistance, UNDP Turkey, seher.alacaci@undp.org

Annex 2: List of the modules

Module 1: Introduction (60')	<p>Objectives:</p> <ul style="list-style-type: none"> - To introduce all the actors - To give an overview of the workshop and agenda - To establish whether expectations are realistic - To assess the frequency of dialogue between state officials and participants and to brainstorm on obstacles to constructive dialogue - To determine some basic ground rules
Module 2: Who is an IDP (75')	<p>At the end of the session, participants will be able:</p> <ul style="list-style-type: none"> - To explain who is an IDP as defined in the Guiding Principles on Internal Displacement and the rationale for the definition - To identify the main groups of IDPs in the area
Module 3: The legal sources for the protection of IDPs (60')	<p>At the end of the session, participants will be able:</p> <ul style="list-style-type: none"> - To describe the status of the Guiding Principles on Internal Displacement - To refer to the main legal sources for the protection of IDPs in Turkey - To discuss how the Guiding Principles should be used as a tool for the protection of IDPs
Module 4: Protection from displacement (60')	<p>At the end of the session, participants will be able:</p> <ul style="list-style-type: none"> - To discuss compliance of forced displacement of population with international standards - To identify Turkey's current risks of displacement and how NGOs can contribute to minimize these risks
Module 5: Protection during displacement (120')	<p>At the end of the session, participants will be able:</p> <ul style="list-style-type: none"> - To identify the specific needs and problems faced by IDPs as a result of their displacement, with due account to the situation of the various gender and age groups - To refer to the rights of IDPs during displacement, under international law, as restated in the Guiding Principles - To use the Guiding Principles as a checklist to assess/monitor the situation of IDPs during displacement
Module 6: Durable solutions (100')	<p>At the end of the session, participants will be able:</p> <ul style="list-style-type: none"> - Refer to the main standards for durable solutions, as restated in the Guiding Principles - To identify how these standards should be translated concretely in the process of return or resettlement, in order to assess/monitor conditions in return and resettlement areas - To formulate key recommendations to national authorities with regard to their responsibility for the implementation of durable solutions to internal displacement
Module 7: Working with authorities (70')	<p>At the end of the session, participants should be able:</p> <ul style="list-style-type: none"> - To prepare an effective meeting with authorities to raise protection concerns regarding IDPs - To communicate effectively with authorities about protection concerns - To identify alternative advocacy and protection approaches
Module 8: Concluding sessions (40')	<p>Objective:</p> <ul style="list-style-type: none"> - To review and evaluate the training

Annex 3: Agenda

Monday 4 September

- 13.30 - 14.30 Introduction
- 14.30 - 15.30 Review of expectations and agenda
- 15.30 – 16.00 Coffee Break
- 16.00 - 18.00 Adult learning

Social event: dinner with all participants

Tuesday 5 September

- 9.00 – 10.00 Adult learning
- 10.00 – 10.30 Coffee Break
- 10.30 - 12.30 Adult learning (continued)
- 12.30 - 13.30 Lunch
- 13.30 - 15.00 Adult learning (end)
- 15.00 – 15.30 Coffee Break
- 15.30 - 17.30 Preparation for sessions in groups

Wednesday 6 September

- 9.00 – 10.15 Participants-led session: Who is an IDP
- 10.15 – 10.30 Feedback
- 10.30 – 11.00 Coffee Break
- 11.00 – 12.15 Participants-led session: The legal framework for the protection of IDPs
- 12.15 – 12.30 Feedback
- 12.30 – 13.30 Lunch
- 13.30 – 14.45 Participants-led session: Protection during displacement
- 14.45 – 15.00 Feedback
- 15.00 – 15.30 Coffee break
- 15.30 – 16.45 Participants-led session: Durable solutions to displacement
- 16.45 – 17.00 Feedback

Thursday 7 September



9.00 – 10.30	Participants-led session: Working with authorities
10.15 – 10.30	Feedback
10.30 – 11.45	Concluding session: what next?
12.00 – 13.00	Lunch
14.00	End of workshop