BRIDGE Facilitator Tasks
when preparing and conducting
BRIDGE Module Workshops

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Australian Electoral Commission
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Introduction

There is significant work to be done when planning and conducting a BRIDGE Module Workshop and many different aspects need to be considered both by the facilitators running the workshop and the hosting organisation or partner.

A BRIDGE Module Workshop is part of a greater capacity development program, and ideally, the organisers have already invited suitable participants and decided on appropriate modules. Preferably, most administrative aspects have also been completed before the facilitators arrive, such as:

- identifying and booking an appropriate venue for the event
- organising catering and accommodation for participants and facilitators
- inviting guest speakers, e.g. for opening and closing sessions
- informing selected participants what BRIDGE is/is not and what they should and shouldn’t expect from the workshop
- preparing and sending out a participants’ information package providing logistical and other relevant information
- ensuring that workshop equipment and materials are available upon facilitators’ arrival
- organising participant outings/official dinner, where necessary
- coordinating with media, if needed and desirable

Notwithstanding the preparations done by the hosting organisation, there are a wide range of tasks that can only be accomplished by facilitators once they arrive on the ground. Facilitators will need several days before the start of the workshop to meet with the rest of the facilitation team and to complete all the pre-workshop tasks. As a principle, facilitators need a number of preparation days equivalent to the duration of the workshop.

Please note that most of the tasks contained in this document are obligations for any facilitator running a BRIDGE Module Workshop. This document is for BRIDGE facilitators, for more information on pre-and post-workshop tasks and considerations for organising partners and donors hosting and/or financing BRIDGE Module Workshops, please refer to the BRIDGE Implementation Manual.

1. Pre-Workshop Tasks for Facilitators

While keeping in mind the goals of the broader BRIDGE program, any BRIDGE workshop should be customised to suit the context in which it is conducted – carefully considering the level of preparation and needs of the audience and the time set for the workshop.

In the weeks and days prior to a BRIDGE Module Workshop, tasks for the facilitation team include:

- communicating workshop details to the BRIDGE website
- agreeing on the outcomes of the workshop
- preparing workshop materials (see below)
- liaising with the hosting organisation/s, donors and other key stakeholders

**Preparing workshop materials**

Preparing workshop materials is a time-consuming task, which ideally should be conducted by the facilitation team on the ground, several days before the workshop starts. Among other things, facilitators will need to customise the *Facilitators’ Notes (FN) and the Projected Slides (PS)*, adjusting them to the level of preparation and needs of the audience, and discuss how resources could best be customised for the specific audience.

Once Facilitators’ Notes and Projected Slides have been customised, facilitators will usually need to conduct the following activities:

- create a **workshop agenda** for participants, which includes workshop descriptions, dates and any other details considered useful
- review and organise **module resources** and, if needed and desired, collate Facilitators’ and Participants’ handbooks. See *Facilitation Manual* for step-by-step description
- identify, collect and check all the **training aids** and acquire stationery and other needed equipment (if this has not already been done by the host organisation). See *Resources Required – BRIDGE Module Workshops*
- prepare **pre-reading materials** for participants (if this has not already been done)
- organise and print **display materials**, such as posters and photos and **information about BRIDGE**, such as BRIDGE brochures and posters, statistics and presentations
- print **name tags** for all participants
- prepare and print **evaluation sheets** based on the agenda, to be handed out at the end of each workshop day. See *Daily Evaluation Sheet – BRIDGE Module Workshops*
- modify the **pre- and post-questionnaires** and the **Summary of Participants Learnings** (the summary of the questionnaire results, used to ascertain the level of learning throughout the workshop). Refer to section 1.2 in the Facilitators’ Notes for instructions on how to customize these documents.
- prepare **certificates** for participants (to be printed at the end of the workshop)

In addition to preparing the above, facilitators may also want do the following:

- read one more time the *Facilitation Manual* as a reminder about BRIDGE methodology, common training techniques, facilitation hints, etc.
☐ read one more time the *Implementation Manual* and the accompanying *Toolkit* as a reminder about general BRIDGE implementation issues and workshop implementation issues.

The above documents can be found on either the *BRIDGE website* or the relevant *section folder*. The Pre- and Post-questionnaires and the summary of Participants’ Learning, can be found in each modules, under the 1.1 Key Understandings folder.

If facilitators are not collating and printing resources themselves, it is advisable to stay in close contact with the people who are responsible for this task, to ensure the quality, accuracy and timely delivery of the resources.

**Obligations to the BRIDGE Office**

It is mandatory for BRIDGE facilitators to inform the BRIDGE Office of any upcoming workshops, upload the data to the calendar on the BRIDGE website and to provide information and documents after the workshop has been concluded. The exact obligations of facilitators are clearly outlined in the last section of this document (‘Post-Workshop tasks for facilitators’). However, it is important to be aware of those tasks prior to the workshop. It is therefore suggested that facilitators conducting a BRIDGE Module Workshop read through all of this document before the start of the workshop.

**2. First Day of Workshop**

No matter how much effort is put into informing participants in advance of what BRIDGE is, many will still arrive on the first day knowing little about the Program and about what to expect from the workshop. There may also be participants who fail to see how BRIDGE is relevant to them. During the first day of the workshop, before starting the module specific activities, it is therefore vitally important that:

1. a short session about BRIDGE is accommodated in the workshop’s agenda
2. participants’ expectations are assessed
3. a common code of conduct for the workshop is set.

In addition, the participants need to fill in the Pre-workshop questionnaire before the workshop starts. Please refer to 1.2 Module Essentials in the Facilitators’ Note for more information.

Below you will find three introductory activities for the start of the first day, before getting into the subject matters and module specific activities of the workshop. These activities are generic and suitable for all types of BRIDGE Module Workshops:

- Activity #1: Welcome and workshop administration
- Activity #2: Participants’ expectations
- Activity #3: Code of conduct
- Activity #4: Cross cutting themes (cross cutting theme reporters)

Please allow 70-90 minutes in the agenda for these activities, before starting the module specific activities.

<table>
<thead>
<tr>
<th>Activity #1 Welcome and workshop administration</th>
<th>Resources</th>
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<tbody>
<tr>
<td>20 mins</td>
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Facilitators welcome participants and introduce any key persons. If a formal opening ceremony is held and a keynote speaker has been invited, they should welcome the participants and say a few words about the importance of the workshop. Refer to “Opening/Welcome Speech” for some guidance and a sample speech.

Once the welcoming speech has been made and the workshop has been introduced, facilitators should introduce themselves (years of experience in elections/subject matter, in teaching/training; and/or in BRIDGE) and outline some of the practical aspects of the workshop. They may wish to:

- display the BRIDGE Curriculum Framework to show where the current workshop fits into the BRIDGE framework
- go through housekeeping and administrative matters (such as venue, availability of computers and Internet, practical issues like hotel, meals, local remuneration and allowances in relation to workshop attendance (if applicable), special events, security issues, car parking, access passes/ID badges and any other matters)
- circulate the Contact List to obtain contact details for all participants
- say a few words about BRIDGE
- display and discuss the workshop’s agenda
- discuss with participants the starting and finishing time of daily sessions
- recall that the schedule is flexible and, therefore, may be changed according to circumstances or in response to specific, identified, participant need
- mention that participants will be working in teams, pairs and individually, which implies that timeframes may vary depending on the type of activities conducted
- explain that all participants will have an opportunity to evaluate both the course content and the facilitation throughout the course.

### Activity #2 Participant introductions and expectations

| Preparation: Print and cut the photos in the folder into halves, then mix the halves properly and put them in a bowl facing down. |
| Resources: Photographs, scissors, tape |
| Note: this activity is from the gender and elections module, but is recommended for any BRIDGE workshop. BRIDGE promotes gender equality throughout the curriculum. It is recommended to locate photos of famous women leaders from the country of the workshop, however general use photos are provided in the resource. If it is more suitable, participants from different regions, countries or gender can be paired. |
| Assign pairs: Walk around the room with the bowl and invite each participant to take a half. Instruct them not to look at it until all participants have received their half a photo. |
| Step 1 = Ask participants to find the other half of their photo and to form a pair with the person who has it. |
| (Alternative: tape the halves under the chairs before the start of the workshop and ask participants to remove them and find their partners for this activity – adds a nice surprise!) |
Step 2 = Display the Interview Questions and instruct participants sit together in their pairs and interview each other. They have 10 minutes to conduct their interviews. In the interview they will ask the following questions:

- a. Describe yourself (name, organisation, position or role). How many years of experience do you have in issues relating to politics, elections, democracy or civic engagement?
- b. How is the topic relevant to your work, political or civic activities?
- c. What are your expectations of this workshop?
- d. Please think of a piece of interesting, non-job related information about yourself that you are happy to share with the group.
- e. Bonus question: Can you identify the women on your photo?

Step 3 = Each participant has one minute to introduce his/her partner. Note: Verbal introductions can be restricted to a) and d) to save time especially if there are large numbers of participants. You can tally the number of years of experience privately, so that you can make the final point (below). You should collate the expectations on the board.

Alternatively, the expectations part of this activity can be conducted using ‘Postit’ notes. Each participant can be given two or three ‘Postit’ notes and asked to write a single expectation on each. These can be collected rather than spoken, collated by facilitators and discussed as themes which emerge.

Step 4 = Go through the expectations and ask for clarification and expansion of points where they are unclear.

Make the point: that you will soon be looking at the objectives for the workshop and that they will hopefully meet most people’s expectations. Explain that you will return to the list of expectations at the end of the program in order to ascertain whether participants felt their expectations were met.

Sum up the years of experience of the participants.

Make the point: the expertise lies within this room, not necessarily with the facilitators. Peer support and structured exploration will be key factors for learning and developing within this workshop.

### Activity #3 Code of conduct

<table>
<thead>
<tr>
<th>Resources</th>
<th>10 mins</th>
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<tbody>
<tr>
<td></td>
<td>In order to ensure a successful training atmosphere, the participants as a group will be asked to create and agree on a code of conduct, which will be displayed on the wall and referred to throughout the workshop. Make the point: that it is important to develop rules of engagement at the beginning of any workshop. Ask participants: to brainstorm the values and behaviours which they can agree on to promote a positive learning environment for the duration of the workshop. Participants may come up with suggestions such as:</td>
</tr>
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- Listen to each other
- Be responsible for own learning
- Include each other in activities
- Advise facilitator if session is not working
- Accept/tolerate/value (always respect) others’ opinions
- Participate in activities
- Raise a hand if you want to speak. Facilitator will regulate sequence.
- Be punctual

List suggestions on the board. Use them to create an agreed code of conduct.

If responses are given initially as a negative – accept them, and then record them as a positive on the consolidated list; i.e. “don’t interrupt” can be recorded as “listen to others”, “respect all opinions”.

**Ask participants** if they want to apply sanctions/consequences for the breaking of any sections of the code.

**Note:** Facilitator transfers this list to poster paper and displays it prominently throughout the workshop as a reminder. The agreed workshop values are a ‘tool’ for managing the group as the workshop progresses. Once the group has come to consensus, the list can be used to ensure that everyone is respected and that no one dominates. In order to reinforce this, you might want to ask participants to put their signatures to the poster. This will mean that participants agree to rules and values set by the group. Encourage participants to refer to the list, particularly if they think you are not adhering to it.

<table>
<thead>
<tr>
<th>Activity #4 Cross cutting theme reporters</th>
<th>Resources</th>
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<tbody>
<tr>
<td><strong>10 min</strong></td>
<td><strong>Cross Cutting Themes</strong>&lt;br&gt;<strong>Cross Cutting Theme Cards</strong></td>
</tr>
<tr>
<td>Cross cutting themes are important themes that should be considered in all BRIDGE workshops– they are: Sustainability, Integrity, Inclusion and Risk.</td>
<td></td>
</tr>
<tr>
<td><strong>Display Cross Cutting Themes</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Make the point:</strong> In all BRIDGE modules, there are important themes that are relevant throughout. While they might not be explicitly referred to, they are often an underlying theme. These are what we describe as cross cutting themes. These include:</td>
<td></td>
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<tr>
<td><strong>I</strong>  <strong>Integrity:</strong> measures to ensure transparency, prevention of fraud and the credibility of the electoral process.</td>
<td></td>
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<tr>
<td><strong>S</strong>  <strong>Sustainability:</strong> this includes the cost of election processes, capacity development, institution strengthening and documenting processes/materials.</td>
<td></td>
</tr>
<tr>
<td><strong>In</strong>  <strong>Inclusion:</strong> ensuring that groups traditionally marginalised, e.g. women, disabled and ethnic/political minorities have access to all electoral processes.</td>
<td></td>
</tr>
<tr>
<td><strong>R</strong>  <strong>Risk:</strong> measures to avoid risk and conflict situations, and to prepare, manage and mitigate them, should they occur.</td>
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</tbody>
</table>

When a topic relates to one of the cross cutting themes, it will be indicated by the appropriate symbol. Part of your role as a facilitator is to focus the discussion on these
cross cutting themes whenever you feel it is appropriate to do so. You can have participants take this role as well, using the following “Cross Cutting Theme Reporters” activity:

**Step 1** = Select two or three cross cutting themes that are most relevant to your workshop. For example, ‘risk’ might be particularly valid in a Voter Registration workshop, or ‘inclusion’ might be useful in a workshop held in a male-dominated environment.

**Step 2** = At the beginning of each day, select a participant to be the ‘reporter’ for each selected cross cutting theme. You could give them the relevant card from *Cross Cutting Theme Cards*.

**Step 3** = Ask each of these reporters to consider their theme during the day and to make note whenever they feel an activity relates to their theme (not all activities may do so).

**Make the point:** This exercise is to ensure that there is someone looking at the day’s content through the filter of the cross cutting theme and to consider points that may not be otherwise discussed.

**Step 4** = Either at the end of the day or during the review and reflection the next morning, ask each reporter to report back about how they saw the day in relation to their cross cutting theme. Allow time for discussion. Change the reporters each day.

Note: Alternative approaches to this activity may be to ask the reporters to participate in the day by bringing up their cross cutting theme when it is relevant during activities, or to ask the reporters at the end of some activities if they have anything to add relating to their theme that has not come up already.

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### 3. During the Workshop

It is essential that facilitators meet not only before the workshop begins but also regularly while the workshop is being conducted. These meetings are important to assess progress, discuss potential changes and improvements and identify new materials or resources that can further address participant needs.

Some important things to consider throughout the workshop are:

- Useful resources for the participants
- Icebreakers and energisers
- Photographs and reporting
- Daily evaluation
Useful resources

Throughout the course of the workshop, facilitators may wish to make reference to the many useful resources made available by the BRIDGE Partners and others:

- **The ACE Knowledge Network** ([http://aceproject.org](http://aceproject.org)): This online knowledge repository provides in-depth articles, global statistics, encyclopaedia and data on elections, as well as region- and country-specific electoral resources and customised advice on electoral processes.

- **The IFES White Paper series** ([http://www.ifes.org](http://www.ifes.org)): IFES have completed a number of very useful white papers on a variety of electoral matters, which can be found at the IFES website.

- **International IDEA handbooks** ([http://www.idea.int/publications/](http://www.idea.int/publications/)): Every year International IDEA publishes a comprehensive range of new titles, including handbooks, region and country reports and more.


Icebreakers and energisers

In an effort to create an open, friendly and non-threatening learning environment, BRIDGE facilitators are encouraged to use icebreakers and energisers at least twice a day. Energisers are a useful way to reinvigorate people before, during and after particularly demanding or intense activities or sessions. However, not all icebreakers are suited for all situations and participants, so choose them carefully and ensure that they are appropriate to the social and cultural environment in which they are to be used. Where possible use energisers that are relevant to the content of the workshop.

Photographs and reporting

A digital camera is extremely useful in a BRIDGE workshop. Photographs of opening ceremonies, closing ceremonies and certificate presentations, group dinners, guest speakers, and groups working together and having fun, serve two important functions:

- as a visual record of participation that can be given to participants to remind them of the personal outcomes achieved through the workshop
- for reporting to the BRIDGE Office as an effective documentation and aid to record keeping

Daily evaluation

BRIDGE workshops are normally appraised by participants on a daily basis, most commonly through customised Daily Evaluation Sheets handed out to participants at the end of each day. There are, however,
other evaluation and monitoring methods that facilitators may choose to measure the effectiveness of training during the workshops:

- verbal group evaluation, e.g. through icebreakers or other end-of-the-day activity
- key moment ‘snapshot evaluations’, which are only done when participants experience something new or different.

It is advisable that the participants get a chance to evaluate not just the topics, venue, materials and teaching aids but also the facilitation methods. In order to get honest feedback, questions about the facilitators should be put to the participants in individual and written format, allowing anonymity. Read more about evaluating BRIDGE in the *Implementation Manual*.

### 4. Last Day of Workshop

On the last day of any BRIDGE Module Workshop facilitators should aim to:

- encourage reflection on practical application in their own workplace and work environment of the acquired knowledge (the final ‘Make it Happen’ activity has been developed for this purpose);
- recap the Key Understandings and Learning Outcomes and consolidate the work the participants have done during the workshop
- conduct final workshop evaluation (see activity below)
- remind participants of key resources
- award certificates of completion

**‘Make it Happen’ activity**

At the end, each module has a generic ‘Make it Happen’ section. This short section aims to consolidate all the work the participants have covered during the workshop by creating an overall resource they can use back in their workplaces in the form of a planning document, referred to as the *Strategic Reform Plan*. This is a very important activity as it helps put theory into practice and provides participants with a tangible plan for reform or improvement when they get back to their workplace.

**Final workshop evaluation**

In addition to the daily evaluations conducted throughout the workshop, each BRIDGE workshop should also have a final workshop evaluation. This evaluation can take different forms and aims to recap and reflect on the workshop and the subjects that have been covered as well as encourage participants to relate responses to Key Understandings and Learning Outcomes. The activity is the following:
Activity #5: Final Workshop Evaluation

40-60 mins

**Ball Toss:** Provide a small ball or beanbag for participants to throw to each other. Each person who catches the ball states one thing from the workshop that they learnt or that they can use, or they could recount a most enjoyable/meaningful moment.

**Collective Summary:** Pose a summarising question (e.g., "What remarks that you have heard here today will you especially remember as meaningful?" or "What idea can you take home to use in your community?") or an open-ended statement (e.g., "Try to think of a word or phrase that sums up your feelings at the end of today’s session" or "I still wonder..."). Participants to respond in turn.

As the workshop is about to be completed, remind participants of relevant resources and of the values, standards and principles discussed in the workshop.

Additionally, encourage participants to maintain contact (ensure the contact sheet is complete, accurate and distributed) with each other in order to establish or develop networks/hubs to share problems and solutions as they arise.

**Resources**

<table>
<thead>
<tr>
<th>Ball or similar to toss</th>
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**Closing the workshop and awarding certificates**

At the end of a BRIDGE Module Workshop participants receive, in addition to any resources or materials distributed during the workshop, a certificate of completion or a certificate of attendance.

BRIDGE certificates follow a standard format that contains the BRIDGE logo, BRIDGE partners’ logos, dates, venue, and description of the workshop. Generic templates for the BRIDGE certificates (for workshop completion and facilitator accreditation) are accessible on the BRIDGE website or can be obtained from the BRIDGE Office. However, as certificates need to be customised to each individual workshop and participant, facilitators may want to prepare them a few days before the end of the workshop. Close attention should be paid to listing donor and supporting organisations and placing logos in an adequate manner, getting the appropriate person to sign the certificate, and, of course, ensuring that names are correctly spelled and calligraphed, if hand-written rather than printed.

Wherever possible, an appropriate person should also be invited to present the certificates, for example in a closing ceremony. To mark the conclusion of a BRIDGE Module Workshop, it might also be appropriate to organise a lunch or dinner for the participants and the key personnel involved in the Program. While a lunch could do well on the last day, it can be useful for future networking opportunities that a group dinner is organised a day or two before.
5. Post-Workshop Tasks for Facilitators

After any BRIDGE workshop, the facilitators have a number of tasks and obligations towards the participants and the hosts/organisers. Mainly, they are:

☐ Pack-up and decide what to do with left over materials and equipment

☐ If needed, organise exit travel arrangements

☐ Thank the workshop and venue organisers and provide them with a report on the workshop

☐ Collate contact list, photos and other materials and send to participants and organisers as soon as possible after the workshop has ended

In addition, facilitators have a number of important obligations to the BRIDGE Office:


☐ Write an article about the workshop and share some photos with the BRIDGE community – email these to the BRIDGE Office for posting on the website.

☐ Submit the agenda from the workshop – you can do this through the online Facilitator Evaluation form or you can email it direct to the BRIDGE Office.

☐ Submit a short workshop report/communication. The report should be compiled by the lead facilitator, include names of facilitation team, implementing organisation and donor details, participant profile, workshop content and lessons learned.

☐ Submit participant/contact list, facilitator information and any media coverage.

☐ Notify the BRIDGE Office of any corrections or amendments to the curriculum you would like to make.

☐ Notify the BRIDGE Office if any facilitators have been accredited during this workshop. Their accreditation will not be official until it has been processed by the BRIDGE Office.

All of the above information will be archived in the BRIDGE Office as a repository of information on past BRIDGE events.