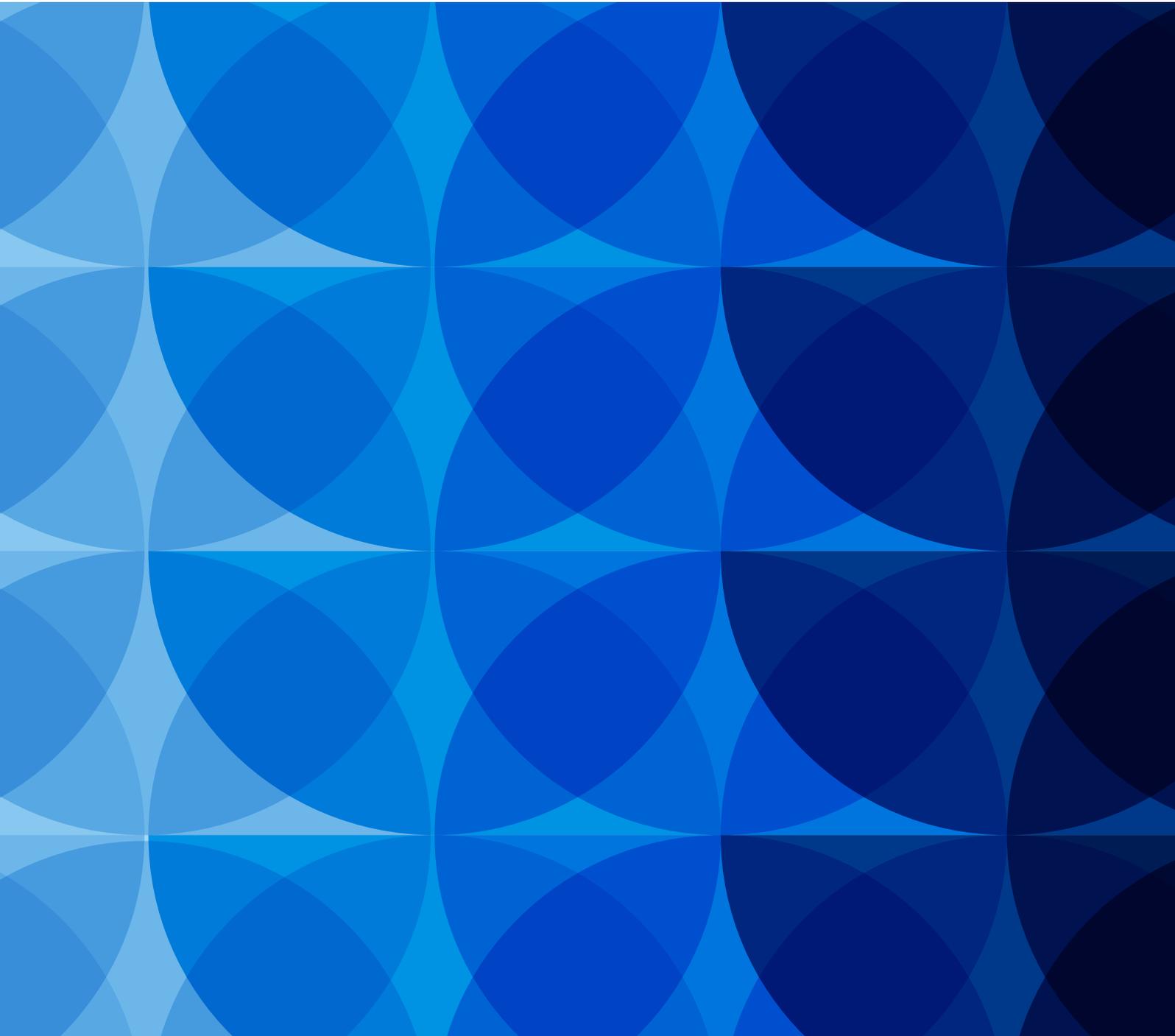
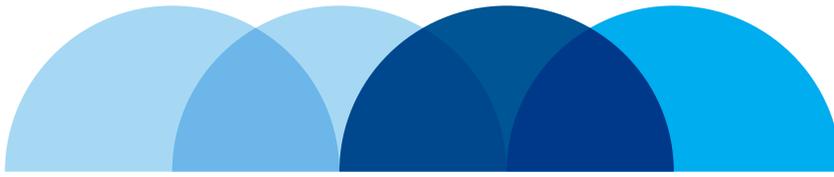


Drug policy training toolkit

Facilitation guide





Drug policy advocacy training toolkit

Facilitation guide



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Abbreviations

AIDS	Acquired immunodeficiency syndrome
AIVL	Australian IV and Illicit Drug Users League
ART	Antiretroviral therapy
CCMP	Committee of Concerned Methadone Patients and Friends
CND	Commission on Narcotic Drugs
CSO	Civil Society Organisation
DCR	Drug consumption room
ECOSOC	Economic and Social Council
EHRN	Eurasian Harm Reduction Network
HIV	Human immunodeficiency virus
HRI	Harm Reduction International
IDPC	International Drug Policy Consortium
IEC	Information, education, communication
INCB	International Narcotics Control Board
INGO	International non-governmental organisation
INPUD	International Network of People Who Use Drugs
LAS	Legal Affairs Section
NGO	Non-governmental organisation
NSP	Needle and syringe programme
OST	Opioid substitution therapy
SMART	Specific, measurable, achievable, relevant, time-bound
STI	Sexually transmitted infection
UN	United Nations
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNGASS	United Nations General Assembly Special Session
UNODC	United Nations Office on Drugs and Crime
UPP	Unidades de Policía Pacificadora (Pacifying police unit)
VNGOC	Vienna NGO Committee
WHO	World Health Organisation
UN	United Nations
UNAIDS	Joint United Nations Programme on HIV and AIDS
UNGASS	United Nations General Assembly Special Session
UNODC	United Nations Office on Drugs and Crime
USA	United States of America
USAID	United States Agency for International Development
WACD	West Africa Commission on Drugs
WENDU	West African Epidemiological Network on Drug Use
WHO	World Health Organisation



Introduction

Facilitators' note

To deliver every activity in this toolkit would take more than two weeks – and it is unlikely that you will have this much time for your training or workshop. As such, 'Facilitators' Notes' such as this one have been inserted throughout the toolkit to guide you on which activities complement each-other or overlap. We welcome any feedback you may have to improve these notes, which can be sent to contact@idpc.net.

This training toolkit has been developed by the [International Drug Policy Consortium](http://idpc.net/) (IDPC) to build the capacity of civil society organisations for engaging with, and influencing, drug policy making processes.

This toolkit is meant for NGOs to deliver trainings and workshops on drug policy advocacy to civil society. It covers the areas of drug policy, civil society advocacy and harm reduction, and is intended as a comprehensive menu of activities and content – from which a facilitator can pick and choose the ones which best suit the context, audience and timeframe.

About IDPC

IDPC is a global network of NGOs that come together to promote objective and open debate on drug policy issues. Its vision is that national and international drug policies are grounded in the principles of human rights and human security, social inclusion, public health, development and civil society engagement.

IDPC intervenes at two levels in the decision making process:

1. We facilitate networking and collaboration between civil society stakeholders and empower our civil society members to better engage with and influence policy-making processes.
2. We intervene directly in policy making processes by strategically providing analysis and expertise to governments, regional bodies and UN agencies to promote effective and more humane drug policy options on behalf of the network.

For more information, visit <http://idpc.net/>

Why was this Toolkit developed?

Over the years, IDPC has received numerous requests to deliver trainings in countries around the world – often from local civil society partners with skills building needs in terms of advocacy and policy reform. This Toolkit was therefore developed to build the capacity of civil society organisations to better engage with, and influence, the policy making processes of national governments and regional and international agencies. The Toolkit is the result of several years of work – building on, or informed by, advocacy trainings in Poland, the Philippines, Thailand, Indonesia, Kenya, Malaysia, Myanmar and others. It fills an identified gap for a global training resource that focuses specifically on advocacy for drug policy reform. The intention is to create an open-access resource that can be used by facilitators and partners around the world – independently from IDPC, although we are also using the toolkit for our own activities.

How is this toolkit structured?

This toolkit is composed of various independent modules:

Module 1: The current drug control system

Module 2: Effective drug policy: What needs to change?

Module 3: Harm reduction advocacy

Module 4: Civil society engagement in drug policy advocacy

Module 5: The United Nations General Assembly Special Session (UNGASS) on drugs

Module 6: Effective drug prevention and treatment

Module 7: Best practice in tackling drugs, security and organised crime

Module 8: Decriminalisation and diversion

Module 9: Proportionality of sentencing for drug offences

Each of module contains:

Sessions, numbered in each module, either depicted as 'Presentations' or as 'Activities' so that the facilitator knows what type of session he/she will be facilitating.

We have suggested how much time the facilitator can allocate to each session, although this is flexible and will depend on time available for the overall training.

Each session starts with the description of its aims, followed by detailed instructions on the flow of the presentation/activity.

Throughout the training materials, the facilitator will also find 'Facilitators' notes' which are intended to help the facilitator with the overall flow of the training materials and to decide which sessions are more important than others in case of time constraints.

Some modules also include text boxes entitled 'Shorter version if you have less time', which offer shorter alternatives to existing exercises in case of time constraints.

The aim and learning objectives of the module

A short introduction

The screenshot shows a page from the toolkit for 'Session 6.8 Interactive presentation: Advocacy framework'. It includes a 'Facilitators' note' box on the left, a 'Target information table' at the top right, 'Information to cover in this presentation' section in the middle right, and a 'Shorter version if you have less time' box at the bottom right. A diagram in the center shows 'Aim: To reduce drug use' at the center, surrounded by 'Ministry of Justice', 'Religious leaders', 'Media', 'General public', and 'Influencers'.

For the 'Activity' sessions: the facilitator will find 'sample outputs', which offer an example of what they are to expect from the participants as an outcome of the exercises proposed in the materials.

For the 'Presentation' sessions: after the instructions, the facilitator will find a box entitled 'Information to cover in this presentation'. The amount of information to be covered by the facilitator during the actual presentation depends on time constraints and level of knowledge of the participants. And of course, we constantly encourage the facilitator to adapt these sessions and add more local/national data and information whenever possible.

Each module ends with 'Handouts' to distribute to the participants. These illustrate a certain topic with specific examples, or provide additional information on a specific issue. The facilitator can pick and choose which handouts they want to distribute to feed into the discussions. It is also up to the facilitator to decide when they prefer to distribute the handouts – at the beginning, during or at the end of the training.

How can this toolkit be used?

Because most trainings usually last just a day or two – and some may only be a few hours long – the toolkit has been developed to allow facilitators to ‘pick and choose’ which modules, presentations, activities and handouts are the most relevant to their audience. This is particularly relevant for Module 4, which offers a wide range of exercises. The sample agendas in [Annex 1](#) provide an idea of how this might work in practice.

Useful tips for facilitating a training

Prior to the training ...

Preparation is the secret to success in facilitating advocacy training workshops. The facilitators should make sure to:

- 1 Identify the goals and objectives** for the overall training workshop, as well as for each day and session, and clearly communicate these to the participants prior to and during the workshop.
- 2 Know your audience:** their previous work experience, level of knowledge and understanding of drug policy, as well as their motivations and expectations for the training. This will enable you to adapt the training to their level of knowledge and what would be most useful to them. This can be done with a short questionnaire sent to the participants prior to the training (see [Annex 2](#)). The level of understanding of drug policy can then be re-assessed at the end of the training using a similar questionnaire. When working in groups (which will be the case for many of the activities presented in the toolkit), it is useful to divide the participants into groups that contain both experienced and beginners to the field of drug policy.
- 3 Take account of any specific local practices or customs** with regards to conducting the workshop (i.e. the need to open or close with prayers in certain cultures, length of lunch breaks, when best to start and end each day, etc.), and any other culturally specific needs that the participants may have.
- 4 Assess the language skills of the participants**, to determine whether the training will be delivered in English, or in another language, or in English with interpretation in another language. If you are delivering the training in another language, you will need to allocate significant resources (time and money) for translating the text, slides and handouts in advance. If you plan to have translators at the session itself, please allow extra time for each activity.
- 5 Identify a suitable facilitator(s):** Ideally, two facilitators should be involved in delivering each of the training sessions in this Toolkit. It is advisable that at least one trainer has some experience in using participatory methods to ensure engagement of participants. In addition, although a facilitator’s role is usually to enable participants to share ideas and learn from one another, this Toolkit also requires the facilitators to present a significant amount of content on drug policy. It is therefore advisable that the facilitators have a good level of expertise with drug policy issues. Prior to the training, we advise that you draft an external agenda for the participants which includes a detailed timeline and timeframes for each workshop activity, including goals and/or objectives for each session and overall day). It is further recommended that you prepare an internal agenda to guide facilitators on who will present what (i.e. which session and module of the training toolkit), when, how and for how long (see [Annex 3](#) for an example).
- 6 Locate an appropriate venue:** We recommend conducting the training in a spacious room, with informal seating (chairs organised in a circle or around a table) and ability to easily re-organise the room to allow for group activities and discussions (this will

be necessary for several exercises included in this Toolkit). We advise not to conduct trainings using this Toolkit with a group larger than 25-30 participants.

7 Design and plan your workshop: Make sure that you are clear about both the desired outcomes and process for achieving those outcomes with the workshop, as well as for each of the sessions. Your agenda should be realistic in terms of the number of topics covered and time allocated for each session. It is more important to take time to cover fewer topics thoroughly than rushing through many thematic areas. When designing the format of the training, ensure that the agenda includes a balanced series of presentations and exercises so that the workshop is dynamic and as interactive as possible. Avoid repeating the same techniques and exercises during the training (have a look at the Facilitators' notes which can guide you through this planning process)¹. In addition, many people will find it easier to express themselves in smaller groups so we have included many exercises to be conducted in small groups – make sure that you use them! Plan for regular breaks so that the interest and energy of the group remain high throughout the event – these breaks also offer an opportunity for the participants to get to know each other and be more comfortable with sharing their experiences during the training.

8 Plan each activity and session in detail: As well as considering how the whole workshop fits together, think about how each activity and session will work, what you are trying to achieve, and how you will explain key points to the participants:

- Work out the aim(s) of each activity; determining appropriate group sizes for group activities (we have provided guidance for each exercise but it will be up to the facilitator to adapt as necessary)
- Communicate good, concise and clear instructions for each activity (review the instructions of the Toolkit and revise where needed)
- Work out in advance what questions you can use to draw out the participants' learning and experiences
- Think of what could potentially go wrong with the activity (for example what the participants might struggle to understand) and decide how to pre-empt these problems (give more detailed instructions, provide a mock example of the activity's expected result, etc.)
- Make sure to allocate sufficient time for each activity to avoid rushing the participants and provide them enough time to discuss and feed back on each other's work
- Think of key points to provide, at the end of each activity, and link those back to the overall objective(s) of the training. If possible, ensure that you include one 'role-play' exercise as it is a constructive way of testing the participants' level of understanding on a thematic area, as well as giving them hands-on experience on how to deal with a difficult issue. It is also a nice ice breaker.

9 Gather as much data and background information as possible from the country or region where the training is to be delivered, including:

- Current and historic patterns of drug use, including recent increases in the supply/ demand of certain substances or changes in the routes of administration and types of drugs used
- Relevant ratified UN conventions (e.g. relating to drug control and human rights)
- Relevant national and regional drug strategies
- Policy response to drug use: measures adopted and funding allocated in the areas of criminal justice, treatment and prevention, and positions taken at international forums, e.g. on use of the death penalty
- Rationale and impact of current policies regarding drug supply and demand, health-related indicators, etc. at the local/national/regional level, e.g. rates of arrest and incarceration for drug use and possession and other drug-related activities

- Different policy options (if any) currently under discussion by policy makers (e.g. recent reform proposals by government and/or any expressed desire for change)
- Upcoming opportunities for engagement with policy makers and potential allies (e.g. forthcoming international meetings at which government and/or NGOs will be represented).

10 Ensure that your visual support tools are dynamic and engaging: There is nothing more difficult to follow than a series of PPT slides that include 30 lines of tiny text. When drafting your PPT, make sure that it only includes key words or sentences, as well as pictures and graphs (and if possible add a bit of humour in your slides to ensure everybody is following and to break the ice!). The objective is to highlight some of the key elements of your presentation and help the participants follow the flow of the discussion. We have [drafted slides](#) to support the delivery of the Toolkit, so feel free to use them and adapt them with interesting photos. If you need to share a lot of complex information with the participants, instead of including the whole contents on a PPT slide, consider distributing a handout or a short list of additional reading to the participants.

11 Ensure that all the materials and information you need are ready prior to the workshop:

- Facilitators' guidance for running the workshop, e.g. the 'internal agenda' including the schedule of sessions and activities and the presenter/facilitator for each session
- If needed, a print-out of the training toolkit modules annotated with your own notes
- PPT slides to accompany the delivery of each module/session (templates for these are [available here](#)) and other visual or audio-visual presentations you wish to provide
- Printed copies of the handouts to be distributed to the participants and of any other materials from the handouts and annexes to be used during the training activities (apples and worms for the Tree of drug policy, harm reduction cards, etc).

Thorough preparation is vital for this type of training – do not underestimate the time that this takes!

During to the training ...

The definition of 'to facilitate' is 'to make easy' or 'to ease a process'. Facilitation is therefore the art of guiding, but not leading, bringing learning but not lecturing, engaging but not directing. So you will need to plan, guide and manage a group activity and ensure that the training objectives are met through clear thinking and good participation. Below are a few useful tips:

1 Set the ground rules: Your role is to ensure that the training keeps progressing towards a successful outcome. To guide the workshop, you'll need to set up a series of ground rules for people to interact constructively during the training. To avoid any issues during the workshop, present these ground rules at the very start of the workshop and seek agreement from the participants. Rules can include: ensuring that only one person speaks at a time, listening to others respectfully without mocking or attacking people with different views, being on time, etc. During the workshop, keep an eye out for any aggressive and provocative behaviour or personal attacks (even if unintentional) and step in immediately whenever necessary by restating the ground rules, and/or address the issue at the next break.

2 Enable the participants to get to know one another: The participants will feel more at ease to speak up and share their experiences if they are comfortable with one another. Feel free to use an ice-breaker exercise at the very start of the workshop (see [Annex 4](#) as an example). Coffee breaks and lunches are also important moments for them to talk and refresh their energy levels – so make sure that there are breaks at regular intervals throughout the workshop.

- 3 Unpack the agenda for the participants:** At the beginning of the workshop, it is important that you present how the training will be organised and why, explaining how each session will feed into the other as a coherent whole. Ask the participants whether the plan for the training will meet their expectations and leave space for slight adaptation of the workshop to ensure that it best fits their advocacy needs. During the workshop, each new session should begin with an explanation of its goals and objectives and how it logically fits within the rest of the training. Bear in mind that you should leave room for discussion, questions and extra exercises or explanations throughout the workshop. At the end of each exercise, remember to summarise the key points of the session and highlight what the participants have achieved. Keep a close eye on the timing to ensure that you don't run out of time before having covered all key aspects of the agenda. It is always difficult to know how long an activity will take and how much participants will want to share – we've tried to indicate how long each session would take throughout the Toolkit. But if one activity takes more time than originally planned and you don't want to cut short productive discussions between the participants, don't worry! You can re-arrange the agenda later on to reduce time allocated for a future activity.
- 4 Keep all the participants engaged:** Throughout the workshop, keep a look out for people who are over-participating and those who are not participating fully. Some techniques to avoid lack of participation can include: using probing questions, inviting the experts in the room to speak up, calling on individuals in the group to share their experiences (provided they are comfortable to do so), and ensuring that you've incorporated enough group exercises and discussions.
- 5 Record key outputs and make lists:** To help facilitate brainstorming sessions, it is often useful to make lists of key ideas raised by the participants. This will enable you to keep track of what has been said so far and to get back to it later on during the training, to remind the participants about what has already been discussed. Remember to bring all of these outputs together at the end of each session to provide closure and move logically from session to session. When noting ideas on a flipchart, try to note the words that the participants have used. During group sessions, remind each group that they will need to nominate a group facilitator and a note taker/rapporteur.
- 6 Beware of jargon and acronyms:** If you need to use acronyms or technical terms during the training, ensure that all the participants understand them. If there are a few key acronyms you would like the participants to remember, consider writing them on a flipchart put up on the wall in the front of the room.
- 7 Don't talk too much:** The facilitator's role is to launch a discussion, listen, engage and include the participants, redirect the conversations when they are derailing, ensure that all those who want to speak are able to express their point of view and share their experiences (people are more likely to remember things if they involve lived experiences that can demonstrate key concepts presented at the training). Make sure that you show appreciation for everyone's inputs. The key here is to plan and guide the proceedings effectively, present key contents from the Toolkit, but also retain a back seat whenever necessary to promote dialogue and discussions among the participants.
- 8 Use body language:** Make sure that, when you are listening, you show that you are actively paying attention. Make eye contact and give other signs like smiles and nods to show you are focused on what is being said. Moving up close to a shy, quiet participant and asking them to speak may make them feel more willing to participate, as they can look at you instead of the big group and feel less intimidated. Walking around engages people in the process. Also remember to open your hands and arms as often as possible, and don't fold your arms across your chest.
- 9 Keep a record of the workshop discussions:** It is always useful to keep a record of the discussions and outputs created during the training by taking pictures. This can easily be done if there are two facilitators at the training. However, should the facilitators wish to do so, they will first need to get the authorisation of the participants. You can also consider asking a volunteer (or volunteers) to draft a short account of each session

covered in the training (provided this does not divert their attention from the training itself if they are participants). Minutes of the training should include the topic and objectives of the session, the description of the activity (if relevant), a summary of the discussions and conclusions from the participants and a list of additional materials used or other complementary information (with photos if possible).

After the training ...

- 1 Evaluate improvements in the participant's knowledge and understanding:** An evaluation of the level of knowledge and understanding of the participants can be assessed with a short questionnaire distributed prior to and after the training to monitor improvements for each participant (see [Annex 2](#)).
- 2 Evaluate the quality of the training:** At the end of the training, ask the participants to evaluate the workshop quality and usefulness. This will allow you to check whether the workshop has met the group's expectations and give you ideas for improvement – don't underestimate it! A template evaluation form is available in [Annex 5](#). This form can be distributed to the participants at the last coffee break of the workshop to give them time to fill it in and return it to the facilitator at the end of the training.
- 3 Prepare certificates for the participants:** Participants appreciate receiving a certificate of attendance at the end of the training. A template of such a certificate (see [Annex 6](#)). The certificate can either be prepared in advance and distributed at the end of the workshop, or can be sent to the participants by email after the training.

Training materials checklist

You will need to go through each activity to check which materials (e.g. flipcharts, hand-outs, slides, etc.) are needed. These will likely include:

- Computer with PowerPoint
- Projector and screen (or blank wall), and audio equipment if presenting material with audio elements
- Flipchart stand(s) and paper (it is useful, if possible, to have one flipchart stand per group)
- Coloured marker pens
- Wall tack or tape (to fix flipcharts to the walls)
- Large rectangular post-it notes in different colours
- Printed copies of relevant hand-outs
- Notebook and pen for each participant
- Microphones (depending on the number of participants)

Annex 1: Sample workshop agendas

9.00 – 9:20	Registration, coffee/tea, welcome, introductions, and objectives for the day
9.20 – 10.20	MODULE 1: THE CURRENT DRUG CONTROL SYSTEM Activity 1.2: overview of dominant international drug control approaches Session 1.4: United Nations drug control architecture
10.20 – 11.00	MODULE 2: EFFECTIVE DRUG POLICY: WHAT NEEDS TO CHANGE? Session 2.2: The tree of good drug policy
11.00 – 11.30	Break
11.30 – 12.30	MODULE 3: HARM REDUCTION ADVOCACY Session 3.1: The harm reduction hand Session 3.2: Why is harm reduction important? Session 3.4: Road blocks to harm reduction
12.30 - 13.30	Lunch
13.30 - 14.00	MODULE 4: CIVIL SOCIETY ENGAGEMENT IN DRUG POLICY ADVOCACY Session 4.1: What is drug policy advocacy? Session 4.3: The importance of planning drug policy advocacy Session 4.5: Selecting the issue or problem you want to address
14.00 – 15.30	Session 4.11: Creating an action plan
15.30 – 16.00	Break
16.00 – 16.45	Session 4.11: Creating an action plan (continued)
16.45 – 17.15	Discussion, questions and reflections on the training

Sample 1:
When you have one day

Sample 2 :
When you have
two days

Day 1

9.00 – 9.30	Registration, coffee/tea, welcome, introductions, and objectives for the day
9.30 – 12.00	MODULE 1: THE CURRENT DRUG CONTROL SYSTEM Sessions 1.3 and 1.4: Overview international drug policy and UN drug control architecture Session 1.5: Impacts and consequences of dominant drug control approaches
12.00 – 13.00	Lunch
13.00 – 14.00	MODULE 2: EFFECTIVE DRUG POLICY: WHAT NEEDS TO CHANGE? Session 2.2: the tree of good drug policy
14.00-15.30	MODULE 3: HARM REDUCTION ADVOCACY Session 3.2: Why is harm reduction important? Session 3.4: Road blocks to harm reduction Session 3.6: Responding to concerns about harm reduction
15.30 – 16.00	Break
16.00 – 17.30	MODULE 6: EFFECTIVE DRUG PREVENTION AND TREATMENT Session 6.5: The effectiveness and appropriateness of prevention interventions Session 6.7: Defining the objectives of drug dependence treatment Session 6.9: Key elements of an effective drug dependence treatment programme
	END OF DAY 1

Day 2

9.00 – 9.30	Recap on previous day and discussion
9.30 – 10.30	MODULE 8: DECRIMINALISATION AND DIVERSION Session 8.2: What is decriminalisation? Session 8.3: Advocating for decriminalisation
10.30 – 11.00	Break
11.00-13:00	MODULE 9: PROPORTIONALITY OF SENTENCING FOR DRUG OFFENCES Session 9.1 The rationale for promoting proportionality of sentencing Session 9.2: Applying proportionality of sentencing for drug offences
13.00 – 14.00	Lunch
14.00 – 16.00	MODULE 4: CIVIL SOCIETY ENGAGEMENT IN DRUG POLICY ADVOCACY Session 4.1: what is drug policy advocacy? Session 4.3: the importance of planning drug policy advocacy
16.00 – 16.30	Break
16.30 – 17.30	Session 4.5: selecting the issue or problem you want to address Session 4.7: Developing specific objectives Sessions 4.8 and 4.9: identifying targets and allies for advocacy work Session 4.11: Creating an action plan (only describing the action plan framework)
17.30 – 18.00	Discussion, questions and reflection on Day 2

Sample 3:
When you have
three days

Day 1

9.00 – 9:30	Registration, coffee/tea, welcome, introductions, and objectives for the day
9.30 – 12.00	MODULE 1: THE CURRENT DRUG CONTROL SYSTEM Sessions 1.3 and 1.4: Overview international drug policy and UN drug control architecture Session 1.5: Impacts and consequences of dominant drug control approaches
12.00 - 13.00	Lunch
13.00 - 15.00	MODULE 2: EFFECTIVE DRUG POLICY: WHAT NEEDS TO CHANGE? Session 2.2: the tree of good drug policy Session 2.3: principles to guide effective drug policy Session 2.5: flexibilities in the UN drug conventions
15.00 – 15.30	Break
15.30 – 17.30	MODULE 3: HARM REDUCTION ADVOCACY Session 3.2: Why is harm reduction important? Session 3.4: Road blocks to harm reduction Session 3.6: Responding to concerns about harm reduction
	END OF DAY 1

Day 2

9.00 – 9.30	Recap on previous day and discussion
9.30 – 10.30	MODULE 6: EFFECTIVE DRUG PREVENTION AND TREATMENT Session 6.7: Defining the objectives of drug dependence treatment Session 6.9: Key elements of an effective drug dependence treatment programme
10.30 – 11.00	Break
11:00-13:00	MODULE 8: DECRIMINALISATION AND DIVERSION Session 8.1: The rationale for promoting decriminalisation Session 8.2: What is decriminalisation?
13.00 – 14.00	Lunch
14.00 – 15.00	MODULE 8: DECRIMINALISATION AND DIVERSION (continued) Session 8.3: Advocating for decriminalisation
15.00 – 17.00	MODULE 9: PROPORTIONALITY OF SENTENCING FOR DRUG OFFENCES Session 9.1 The rationale for promoting proportionality of sentencing Session 9.2: Applying proportionality of sentencing for drug offences
17.00 – 17.30	Discussion, questions and reflection on Day 2
	END OF DAY 2

Day 3

9.00 – 9.30	Recap on previous day and discussion
9.30 – 11.30	MODULE 4: CIVIL SOCIETY ENGAGEMENT IN DRUG POLICY ADVOCACY Session 4.1: what is drug policy advocacy? Session 4.3: the importance of planning drug policy advocacy
11.30 – 12.00	Break
12.00 – 13.00	Session 4.5: selecting the issue or problem you want to address Session 4.7: Developing specific objectives Sessions 4.8 and 4.9: identifying targets and allies for advocacy work
13.00 – 14.00	Lunch
14.00 – 15.30	Session 4.11: Creating an action plan
15.30 – 16.00	Break
15.30 – 17.30	Session 4.11: Creating an action plan (continued)
17.30 – 18.00	Discussion, questions and reflections on the training
	END OF DAY 3

Annex 2: Pre- and post-training evaluation of knowledge of participants

Below is an example of an evaluation form to test the knowledge of participants before and after the training – a good way of assessing whether the knowledge of the participants has increased as a result of the workshop. Only include the modules and objectives relevant to your workshop.

For each of the following areas, please indicate your rating from 1 (poor) to 5 (excellent) by ticking the relevant column					
Module 1: The international drug control system	1	2	3	4	5
Knowledge of the international drug conventions					
Knowledge of the international drug control bodies					
Understanding of the impacts and consequences of overly prohibitive drug control approaches					
Module 2: Effective drug policy: What needs to change?	1	2	3	4	5
Knowledge of the key principles of effective drug policy					
Understanding of the flexibilities for policy reform within the international drug control treaties					
Module 3: Harm reduction advocacy	1	2	3	4	5
Knowledge of key harm reduction interventions and principles					
Knowledge of any obstacles to harm reduction availability and access					
Knowledge and understanding of how to respond to key concerns on harm reduction provision					
Module 4: Civil society engagement in drug policy advocacy	1	2	3	4	5
Ability to identify the goals and strategies for an effective advocacy strategy					
Knowledge of the resources, targets and allies for an effective advocacy strategy					
Knowledge of the key steps for developing an advocacy action plan					
Knowledge of methods for monitoring and evaluating a drug policy advocacy strategy					

Module 6: Effective drug prevention and treatment:	1	2	3	4	5
Understanding of the key objectives of an effective drug prevention strategy					
Knowledge of the different types and targets of drug prevention					
Knowledge of the minimum quality standards for drug prevention					
Understanding of the objectives of drug dependence treatment					
Understanding of the effectiveness of treatment in community and residential settings					
Understanding of the effectiveness of different treatment methods (substitution, psychosocial, etc)					
Knowledge of the limits of coercion/forced detention in the name of treatment					
Module 7: Best practice in tackling drugs, security and organised crime	1	2	3	4	5
Understanding of the links between drugs, security and organised crime					
Understanding of the effectiveness of prohibitive responses towards drug trafficking and organised crime					
Knowledge of innovative responses to tackling drug trafficking and organised crime					
Module 8: Decriminalisation and diversion					
Understanding of the need to decriminalise drug use					
Understanding of the challenges posed by decriminalisation and how to address them					
Knowledge of diversion mechanisms and how to ensure their effectiveness					
Module 9: Proportionality of sentencing for drug offences	1	2	3	4	5
Understanding of the need to ensure proportionate sentences for all drug offences					
Knowledge of the various measures that can ensure more proportionate sentences for drug offences					
Knowledge of various policies implemented across the world to ensure more proportionate sentences					
Knowledge of international standards promoting proportionate sentencing					

Annex 3: Example of internal agenda

EXAMPLE FOR 1-DAY TRAINING				
TIME	MODULE	SESSION	TIME KEEPING	
9.00-9.20		Welcome and introductions	20 mins	John
9.20-10:20	Module 1	Session 1.2: overview of global drug control approaches	25 mins	John
		Session 1.4: UN drug control architecture	25 mins	John
		Q&A / comments from the participants	10 mins	John
10.20-11.00	Module 2	Session 2.2: the tree of good drug policy – break-up in small groups	25 mins	Jane
		Session 2.2 – report back from the groups	15 mins	Jane
11.00-11.30	BREAK			
11.30-12.30	Module 3	Session 3.1: The harm reduction hand	10 mins	John
		Session 3.2: why is harm reduction important	10 mins	John
		Session 3.4: roadblocks to harm reduction – exercise	20 mins	Jane
		Session 3.4: wrap up by the facilitator	10 mins	Jane
		Q&A / comments from the participants	10 mins	Jane
12.30-13.30	LUNCH	Facilitators get together to review plans for the afternoon	60 mins	John/Jane
13.30-14.00	Module 4	Session 4.1: what is drug policy advocacy	10 mins	Jane
		Session 4.3: the importance of planning drug policy advocacy	10 mins	Jane
		Session 4.5: Selecting the issue or problem you want to address	20 mins	John
14.00-15.30		Session 4.11: Creating an action plan – presentation by facilitators	90 mins	John
		Session 4.11: work in small groups	60 mins	John/Jane
15.30-16:00	BREAK			
16.00-16.45	Module 4	Session 4.11: Presentation of action plans to the group and discussion	45 mins	Jane
16.45-17.15		Discussion, questions and reflections on the training	30 mins	Jane

Annex 4: ENERGISERS / ICE-BREAKERS

Some facilitators like to open a training session with 'energiser' activities – also known as 'ice-breakers'. These can prove useful to help participants to relax, and to allow everyone to get to know each other. They can also give participants greater enthusiasm for the training.

For a range of 'energiser' ideas, please read the International HIV/AIDS Alliance publication: *100 ways to energise groups*.

At the very least, facilitators should allow time for a round of introduction for all participants.

Sample 'energiser':

Aim

- For participants to introduce themselves to each other
- To compare expectations and fears about the workshop with the training objectives.
- To clarify the workshop agenda and methodologies.
- To agree on ground rules for the training.

Methodology

- Presentation
- Introductory ice breaker
- Pair-work
- Group work

Time required

20-30 minutes

Materials needed

- Flipchart or PowerPoint slide with the workshop aims and objectives
- Flipchart or PowerPoint slide outlining the workshop agenda
- Post-it notes – 2 different colours
- Blank flipchart sheets
- Marker pens
- Photocopies of:
 - Agenda
 - Registration sheet
 - Workshop aims and objectives

Preparation

- Prepare either a flipchart or a PowerPoint slide of the workshop programme
- Prepare either a flipchart or a PowerPoint slide of the workshop aims and objectives
- Prepare 2 flipcharts – one titled 'expectations' and one titled 'concerns'

Activity: Find your pair

1. Welcome participants and introduce the workshop.
2. Address any housekeeping and logistical matters.
3. Provide each participant with one of the 'Find your pair' icebreaker cards (see below), and ask them to walk around the room and find the person who is holding their 'partner' card (i.e. the person with 'Day' must find the person with 'Night').

'NIGHT'	'DAY'
'KNIFE'	'FORK'
'SUN'	'MOON'
'BLACK'	'WHITE'
'HIGH'	'LOW'
'SOCK'	'SHOE'
'TOOTHBRUSH'	'TOOTHPASTE'
'LOVE'	'HATE'
'HELLO'	'GOODBYE'
'WAR'	'PEACE'

4. Ask each person to introduce themselves to their partner by:
 - stating their name,
 - the organisation they are from and
 - giving one example of something they enjoy doing outside of work.

In plenary, ask each pair to present their partner to the rest of the group.

5. Give 1 coloured post-it note to each participant and ask them to write one expectation about the workshop. Ask participants to stick these notes on pre-prepared flip charts placed on one of the walls in the room. One of the facilitators needs to quickly sort these into similar themes.
6. Present the training aims and objectives – either on a pre-prepared flip chart or on a PowerPoint slide. Compare these to participants' expectations and concerns and state how each will be addressed within the limits of the workshop.
7. Present the workshop agenda, explain the methodology that will be used and address any questions.
8. Spend five minutes brainstorming and agreeing on some basic ground rules or ways of working together during the training (e.g. listening to others without interrupting, etc.) and note these on flip chart paper to be stuck to the wall for the duration of the workshop.

Annex 5: Template evaluation form

Print this evaluation form and distribute it at the last coffee break of the workshop so that the participants can fill it and give it back to the facilitator(s) before they leave. Add the logo of your organisation.

For each of the following areas, please indicate your rating from 1 (poor) to 5 (excellent) by ticking the relevant column					
GENERAL CONTENT	1	2	3	4	5
The training covered useful topics					
The training was practical and useful to my needs and interests					
The training was well organised					
The training was presented at the right level of difficulty					
The activities were relevant and useful					
Training methods used were varied					
There was sufficient opportunity for interactive participation					
Visuals and handouts were useful					
The goals of the training were clearly defined					
The goals of the training have been met					
Time allowed for the training was sufficient					
PRESENTATION	1	2	3	4	5
The facilitator's knowledge was satisfactory					
The facilitator's presentation style was satisfactory					
The facilitator covered the materials clearly					
The facilitator responded well to questions					
OTHER COMMENTS					
How could this workshop be improved?					
Do you have any other comments or suggestions?					
Overall, how would you evaluate this training? (please circle)	Poor	Fair	Good	Excellent	

Annex 6: Template certificate of attendance

[ADD LOGO
OF YOUR
ORGANISATION]

Certificate of Attendance **Drug Policy Advocacy Workshop**

We certify that [FULL NAME] has completed the Drug Policy Advocacy Workshop, organised at [ADD LOCATION], on [ADD DATE OF TRAINING].

[ADD SIGNATURE OF DIRECTOR OF
YOUR ORGANISATION]

[ADD SIGNATURE OF TRAINER]

[ADD SIGNATURE OF TRAINER]

[ADD NAME OF DIRECTOR OF YOUR
ORGANISATION]

[ADD NAME AND AFFILIATION OF
TRAINER]

[ADD NAME AND AFFILIATION OF
TRAINER]