



**TRAINING DESIGN
& FACILTATION**
A Trainer's Manual

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Strong skills in the basics of training design and facilitation and a good understanding of the needs of adult learners are as important to delivering an effective training as a thorough knowledge of the training topics. This section of the course manual, *Adapting to a Changing Climate*, contains three sessions intended to assist the trainer in both designing and delivering a successful training workshop. These sessions on Training Design and Facilitation Skills are intended to be delivered as part of the training of trainers course, but they can also be used as a separate training on these skills.

Session 1. Training Design is intended to provide basic insights into the needs of adult or community learners; to assist trainers to create a good environment for participants to gain new knowledge and skills; and to help participants understand how to apply their existing knowledge and experience to new situations. The key elements of effective training design are presented to help the trainer to work with the training or workshop organizers to define the purpose of the training, clear goals, and learning objectives, and to design an agenda and gather the needed resources to conduct the training. Designing an effective training for adult learners requires an understanding of basic principles of learning objectives and how to design objectives that are clear, measurable and achievable. Other aspects of training delivery, such as documentation, reporting and evaluation are also covered.

Session 2. Facilitation Skills provides insights into the skills a trainer will need and how good facilitation skills can help a trainer achieve the learning objectives of the training. The session also provides guidance to help the trainer manage some of the challenges of conducting a training workshop, including how to make sure all participants have a voice. The basics of organizing a workshop are also covered and tips provided to guide the trainer in bringing together the needed resource persons, materials, supplies and other resources required for the training event. Activities that assist the trainer to keep the audience motivated and engaged are explored with tips on specific techniques and sample activities provided.

Session 3. Training Practice creates the opportunity for participants to demonstrate their knowledge and understanding of a technical topic and their skills in training design and facilitation. Working in groups, participants design and deliver a practice training that is evaluated by both the workshop trainers and organizers, and by the other participants. Participants share successes and challenges and re-evaluate their skills as trainers and facilitators.

The information contained in these sessions will provide basic information to persons new to training as well as provide a refresher course or new ideas to persons experienced in training adult learners.

LEARNING OBJECTIVES

At the end of the session, participants should be able to:

- Understand the basic principles of adult learning with emphasis on participatory learning and tools appropriate for community audiences
- Understand how to define the purpose, goals and objectives of a training
- Understand how to design an agenda that achieves the Purpose, Goals, and Objectives of a training
- Understand how to document, evaluate, and report on a training

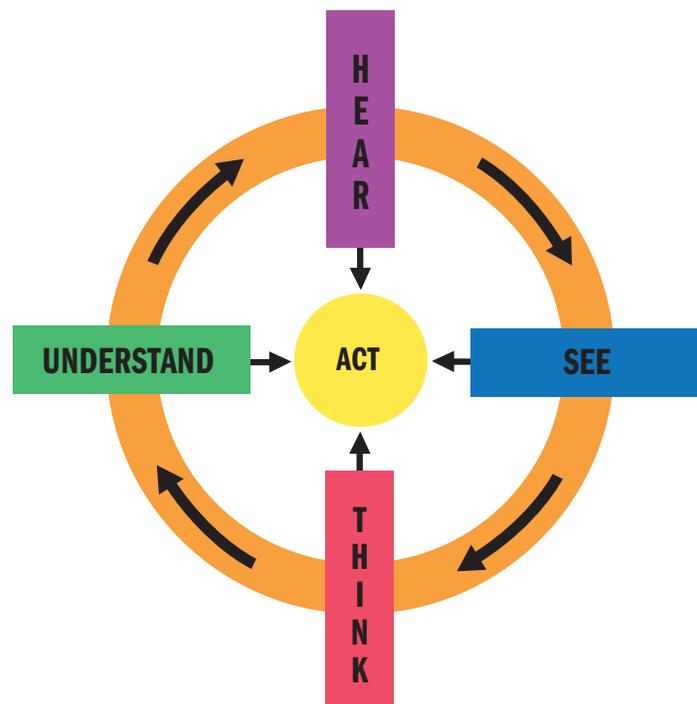
PART 1. PARTICIPATORY LEARNING: UNDERSTANDING AND EVALUATING THE NEEDS OF ADULT LEARNERS AND COMMUNITY AUDIENCES

Participatory learning happens when people in the group *share the knowledge and experience they already have*. Participants become teachers as well as learners. The trainer is also a learner when participants share their information and experience. Learning also takes place when the training activities help participants look at their experiences in new ways. In participatory learning, the role of the trainer is to help the participants think about new information through their own experiences and to apply this learning to planning and action.

Not everyone learns in the same way. Some learners need to hear information first, then think about it before they understand; others want to see or read information first, still others need to think about an idea before deciding how to get more information. And some learners need to act first and learn from the results of their actions. There is no right way for everyone—only the right way for each person. Every learner goes through some kind of process to gain understanding of new information in order to use that information to plan and take action. Adult learners especially need to be able to follow their own method of learning so it is important to present information during a training in a variety of ways.

One way of learning moves the learner from hearing or seeing information, then thinking about it, which leads to understanding and action. This process creates “The Circle of Learning”¹ (see the diagram on the next page). However, since people take in and use information differently, the learning process will not be the same way for everyone. The “Circle of Learning” can look very different, depending on how a person learns.

CIRCLE OF LEARNING



ACTIVITY: **CREATE YOUR OWN CIRCLE OF LEARNING—HOW DO YOU LEARN?**

1. Draw a large circle on flip chart paper to represent the Circle of Learning.
2. Write the words, HEAR, SEE, THINK, UNDERSTAND, ACT on strips of cardboard with one strip representing one word.
3. Ask the participants to think about how they learn and use new information
4. Ask three or four participants to come to the flip chart and place the strips of cardboard on the circle demonstrating how they learn. After each student is finished he/she should explain why they have placed the strips in that particular way—how learning works best for them.
5. Have a general discussion with the group, reviewing the different ways people learn. How does understanding different learning styles help create participatory learning?
6. Ask the group to identify which part of the Circle of Learning would be most helped by different training tools (videos, cassettes, posters, group discussions, etc.).

PRINCIPLES OF ADULT PARTICIPATORY LEARNING AND TRAINING

Some important principles or guidelines to follow when designing trainings for adult learners are:

1. The experience of all participants is a valued part of learning.

Participants' own knowledge and experience can contribute to the learning objectives. For example, in a community mapping exercise the farmers, hunters and other community members share their knowledge about how their lands are used.

2. Learning should benefit participants in their daily lives.

Learning should meet the needs of the learner. For example, the information on climate change may help farmers to plan for changing seasons and perhaps adapt their farming methods.

3. The trainer provides information and raises questions that help the participants think about new information through their own experience.

More learning takes place when a learner can reflect on their experiences and draw conclusions about the new information. For example, community members may realize that making a forest management plan uses the same skills and knowledge that they use when making their own community plans.

4. New information and theory is presented in a way that is related to what people already know.

Learning is more effective if it can be related to learner's experience, for example, by using stories and analogies that compare new information to activities from every day life. The example of using blankets to stay warm on a cold night to explain the greenhouse effect is an example of using an analogy.

5. Participatory learning leads to participation in planning and action.

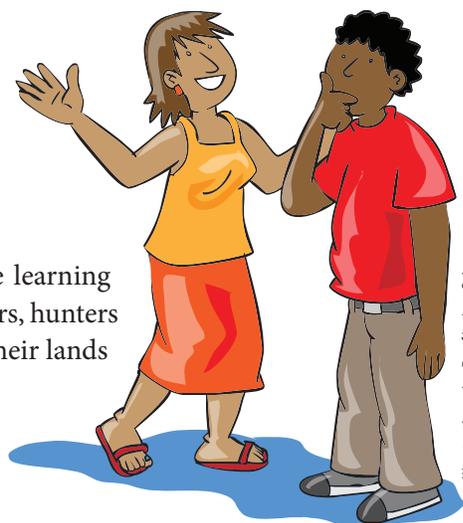
When people participate in decision-making they feel ownership of the decision and are more ready to move that decision from thinking to action. Community members are more likely to take action on a forest management plan based on local knowledge and methods shared as part of the planning process, rather than on a plan that was made by others without community participation.

6. Participatory learning is most successful when a variety of methods and tools are used.

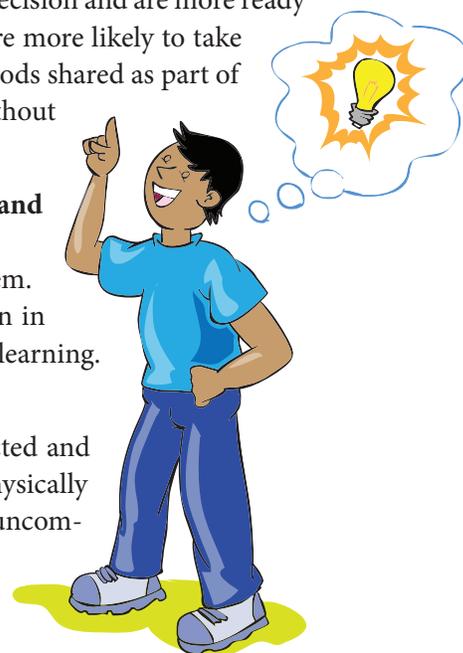
Participants need the opportunity to learn in the way that is best for them. So trainings should use materials and methods that present information in different ways and that include activities to help participants apply their learning.

7. Learning occurs best in a safe and comfortable environment.

Participants must feel that their opinions and knowledge will be respected and that participating will not expose them to risks. They must also be physically comfortable. A person who is tired, hungry, ill or otherwise physically uncomfortable cannot learn effectively.



Illustrations by Parábolas O.L.



ACTIVITY: **EVALUATING A LEARNING ACTIVITY:**

1. The Situation:

As part of a training on climate change, the trainer presents information on the causes and effects of climate change. He/she also talks about some of the programs local government is planning to help communities deal with these effects or impacts. The trainer also shows the group a video about the impacts of climate change in their country and in other parts of the world. He/she then asks the participants to form small groups to discuss and answer the following questions.

1. What are the signs of climate change you see in your community or region?
2. Why do you think these changes are happening?
3. How are these changes affecting your community or region?
4. What can be done in your community to help stop these changes?
5. What needs to be done to help the community adapt to changes that are affecting their daily lives?

2. Analyze the Activity: Looking at the questions above:

1. Match the activity questions to the learning principles—briefly discuss how the activity included the principles of participatory adult learning. (For example, the first question asks participants to talk about their own experience—this uses Learning Principle One.)
2. Match the activity questions to the Circle of Learning. What different ways of learning did the activity help the participants use?
3. Describe a learning objective for this activity.

PART 2. TRAINING DESIGN

DEFINING THE PURPOSE, GOALS, AND OBJECTIVES OF A TRAINING:

The foundation of designing a good training is to know the purpose—why you are doing the training; the goal—what the training is meant to achieve; the learning objectives—what learning participants will need to achieve the goal. It is also important to understand the audience—who is the best audience or participant group for the training? This information will help the trainer decide what topics to include, how long the training should be, what skills and knowledge the presenters should have, and what methods and tools to use.

THE LEARNING OBJECTIVE:

A useful learning objective states what the learner should be able to do at the end of the session or training. There are three types of learning objectives. They create a change in knowledge, skills or attitudes. Think about the examples below:

1. Knowledge: the learning is understanding new information.

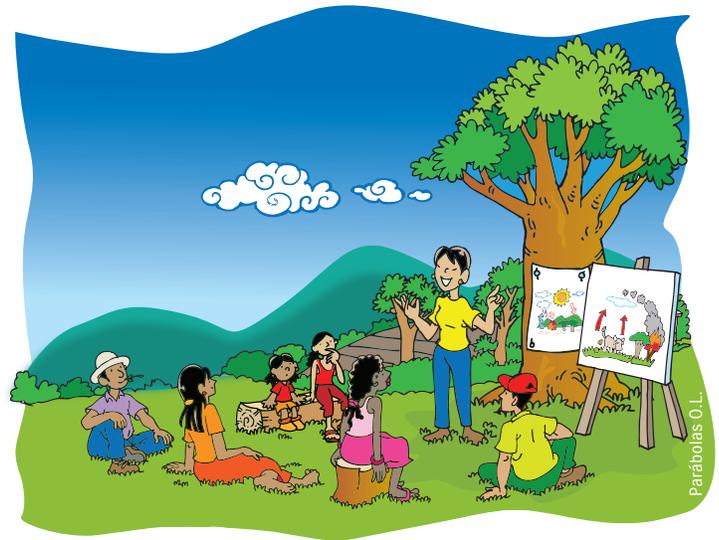
Example: At the end of this training, the participants will be able to describe the basic causes and effects of climate change.

2. Skills: the learning is the ability to do something new or improve an existing skill.

Example: At the end of the training participants will be able to design an agenda for a community training on the causes and effects of climate change and conduct the training.

3. Attitudes: the learning is new or changed ways of thinking or feeling.

Example: At the end of the training the trainees will think that it is important to bring more information and learning to local communities so they can participate more effectively in consultations and actions dealing with climate change.²



Tips:

- Well designed learning objectives should be S.M.A.R.T.³
 - S** - Specific: Objectives should spell out as specifically as possible what you want the learners to achieve. (They should also be shared with learners at the beginning of the training!)
 - M** - Measurable: There should be a way to measure if an objective is reached. (If it cannot be measured, the objective may not be specific enough.)
 - A** - Achievable: They should be able to do what is asked in the objective in the time allowed.
 - R** - Result oriented: The objective should lead to a concrete result.
 - T** - Time bound: The objective should have a time in which the results happen.

Quick Discussion: Is this learning objective S.M.A.R.T.?

“At the end of the training participants will be able to design an agenda for a community training on the causes and effects of climate change and conduct the training.”

UNDERSTANDING THE AUDIENCE

The trainer should have some basic information about the participants attending the training in order to design the agenda and choose the methods and tools that will help the group be successful. Knowing the audience will help the trainer design a training that meets the participants learning needs.

Tips:

Some important information to find out about your audience:

- The demographics of the group (gender, age group, occupation—job, or role in the community),
- Educational background (especially whether the group is able to work well with written materials),
- Language—does everyone understand the same language? Is translation needed for some groups? This can be very important for elders in a community.

- Do any participants have special needs that should be addressed to help them be successful at the training—such as physical disabilities or family responsibilities?
- Why are the participants attending?
- Prior experience with or knowledge about the topic—is this completely new information to everyone? Will some participants be more familiar with the information than others?
- How could experience and local or traditional knowledge contribute to the training?
- What criteria was used to invite the participants—how were participants identified? It is important to know if you have the community members with the knowledge or experience needed for the training. For example, if the training is about community mapping, then it would be important to have participants there who are familiar with all the land or areas used by the community.
- Are there any challenges that would affect learning and participation (concerns or disagreement about the training topic)?

ACTIVITY: KNOWING THE PARTICIPANTS AND THEIR EXPECTATIONS

Ask participants to write down the answers to the following questions. (Have the questions written on a flip chart or newsprint.)

- Why were you chosen or why did you volunteer to participate in this training?
- Describe a learning goal—something new that you hope to learn about at this training.
- Describe the knowledge or experience you have that will help others learn during the training.
- Which of the learning objectives for the training do you think is the most important for you?

Ask for several volunteers to read out what they have written. This will help the group understand what others expect. Ask participants to keep what they have written so that they can review whether their goal was achieved and how they shared their own experience at the end of the training.

Tip: This activity helps the trainer to know why the participants are attending the training, what their expectations are, and what knowledge and experience they have to contribute. It also will help the trainer to understand what interests some participants have that will not be met by this training, so the goals and objectives can be reviewed again if needed. This exercise will also help the trainer to know if the purpose, goals, and objectives were clearly stated at the beginning of the training.

PART 3. DESIGNING AN AGENDA

OVERVIEW

Planning a good agenda is the key to having an effective workshop or training. The organizers and trainer should meet to discuss and prepare the agenda well ahead of the meeting. In order to create an agenda the purpose, goals, and objectives of the training or workshop must be clearly understood by the trainer. The trainer must have information about the audience in order to decide the best methods and tools to use for that specific group.



PLANNING THE AGENDA: THE WHAT, HOW, WHO AND WHEN FOR THE TRAINING

The What: The topics that should be included to achieve the learning objectives.

Tips:

- Discuss with organizers what knowledge and skills the participants will need to accomplish the goals and objectives of the training.
- Be sure that the topics of the training cover all of the knowledge and skills needed. (If managing money is one of the skills that will be needed for a community to participate in a project then the training for the project should include 'cash management' as one of the topics in the training.)

The How: The methods, tools and activities that will work best for the participants and the resources and supplies that will be needed.

Tips:

- Knowing your audience will help you decide on the best methods and tools.
- Will the location and facilities for the training work for the methods planned for the training? For example, is there electricity available if videos are a part of the training?
- Are the materials and supplies needed for the activities available? It is important to discuss with the organizers the amount of money or budget available for materials before you plan your methods and activities. If agendas or other materials will be printed—who will be responsible for getting this done?

The Who: The resource persons or experts who have the skills needed to present the topics.

Tips:

- Be sure to know the skills of presenters—they should have knowledge about a topic and experience in presenting to community audiences.
- Be sure that it is clear whose responsibility it is to locate any experts or guest presenters needed for the training.

- Be sure that presenters receive a copy of the agenda and know how much time they have been assigned for the topic presentation.

The When: How much time is needed for the training. What amount of time should be assigned to each session or topic. The information should be organized in a way that helps the learning go step by step toward achieving the learning objectives.

Tips:

- Assign a realistic amount of time for each topic and activity. This can be difficult as everything may not fit easily into the time available. You might have to ask the organizer to decide what topics are most important and/or to revise the goals and objectives for the training.
- Remember that the early part of the day is the most lively and creative. Put the topics that need bright ideas and clear alert minds early in the day.
- Be sure to plan time for social activities in the agenda. These activities are vital to the well being of the group, and promote discussions and exchange of ideas. Plan for breaks, refreshments, meals together, a closing celebration, etc.
- Review the agenda for the entire training on the first day and then for each day before the first session starts, so participants will know what is planned for the day.
- Write the agenda for the day on flip chart paper and post it where all can see it or have participants look over their copy of the agenda as it is presented.
- Meet with the training team and organizers each evening or morning to review any changes that need to be made. Sometimes it is necessary to make a decision to shorten or lengthen a session or to remove a topic from the agenda. Be sure to tell participants about these changes in the morning review so they will be informed.
- When possible, ask participants to help make decisions on changing the agenda—since the training is being done to increase their skills or knowledge, their feedback is important before making changes. This also helps participants feel like they have more ownership of the goals and objectives and results of the training.

Quick Discussion: Sharing the process for planning an agenda

Describe the process that was used to plan the agenda for this training. Ask participants if they think the agenda has followed the points discussed above. Do they have any suggestions for improving how the training is going so far?

PART 4. DOCUMENTING, EVALUATING, AND REPORTING ON THE TRAINING

Often, trainers and organizers focus most of their attention on designing and delivering a training. But keeping a record of what happens during the training, evaluating the successes or problems that happen during the training; and reporting the results after the training are just as important.

DOCUMENTING–NOTE-TAKING

A well-organized training or workshop will include someone to take notes and record the questions/ comments from the discussions. Good notes will help the trainer to give a good report on the results of the training. They can also help the trainer to evaluate the strengths and weaknesses of the sessions.

Tips:

- Ask other presenters or the organizers to help document the training by taking notes during discussions.

- Have more than one person helping as note-taking is tiring, and everyone there will also want to participate in discussions.
- The trainer can also record questions on flipchart paper or newsprint during a discussion or ask for volunteers from the group to help with notes. Be sure no one person does this for too long, so they are still able to participate.
- Be sure to record all the questions asked during the training—and also the answers given—this can help the trainer know if participants understand the information or if more time needs to be spent discussing a topic.
- Keep the flip charts from group discussions and copy the information into the notes for the session.

PARTICIPANT EVALUATION

Time should be included in the agenda for participants to complete an evaluation of their learning in the training. Evaluations can be written or verbal, but it is easier for participants to give feedback if they can express their opinions without identifying themselves. One way to do the evaluation is to form small groups and have participants discuss the evaluation questions. Someone from each discussion can record the groups' feedback on flip chart paper and then report the results to the full group.

Tips:

- Prepare the evaluation ahead of time. Questions can be printed out with space for written answers, or questions can be numbered and written on a flipchart or newsprint. Then, participants can simply write the number of the each question and answer on a blank piece of paper or on flip chart paper.
- Include questions about your training style and methods as well as about the content. This information will help you to improve as a trainer.
- Be sure that enough time is allowed within the scheduled hours of the training for completing the evaluation. Participants will not give a good feedback if they have to stay late on the final day to complete an evaluation.

TRAINERS EVALUATION

It is also important for the trainer to evaluate the results of the training. Some questions to ask yourself as a trainer include:

- Was the correct amount of time allowed for the training?
- Did the sessions start and end on time?
- Did the participants show that they understood the information?
- Were you satisfied with the participation in discussions and activities?
- Did the training achieve the goals and learning objectives?
- What could be done to improve the training?

REPORTING THE RESULTS

The organizer or sponsor of the training will expect a report from the trainer on the results of the training. Before the training, discuss with the organizers what type of report is needed and when it is to be completed. This helps you decide how to document the training and what types of questions to ask in the participant evaluations. Include the following information in your report:

- A list of the participants who attend (full name and affiliation) and the attendance record;
- How the goals and objectives of the training were achieved (or not achieved and why), and any events or problems that may have affected the results;
- A copy of the agenda, and copies or a summary of the evaluations should be included with the report when possible.

IMPORTANT THINGS TO REMEMBER:

- Following the Principles of Adult Learning will help the trainer to design a training that meets the needs of adult learners.
- It is important to remember that people learn in different ways: some need to listen and observe and then act; others want to act or experiment and then analyze what happened. A well-designed training will help everyone to learn!
- The Purpose, Goals and Learning Objectives for the training should be decided before the training starts. Meet with organizers to discuss them and to be sure they can be completed in the time available for the training.
- Remember what makes a good learning objectives and be sure participants understand what they will learn during each session of the training.
- Know your participants! A trainer must understand the participant's needs in order to design a successful training.
- A good agenda will have enough time to cover the topics completely and to allow time for discussion and feedback.
- Document, evaluate and report on the training!

KEY TERMS TO REMEMBER:

Agenda: a list or plan of things to be covered in the training

Audience: the group of people who will be participating in the learning at a workshop or training

Circle of learning: the different processes that are part of learning and part of putting learning into action, such as hearing, seeing, thinking, understanding. Remember that these processes happen in different ways for each learner.

Documentation: recording what happens. This can be done by taking notes or recording what happens with videos. Documentation also refers to the report of what happened at the workshop

Evaluation: Gathering information to understand the effects of an action or event and whether the desired result was achieved

Goal: one or more results that are needed to fulfill the Purpose

Learning objectives: the specific knowledge or skills participants will need to learn in order to achieve the goal of the workshop or training

Participatory learning: both teachers and learners share and apply their own knowledge and experience to the learning process

Purpose: the reason something is done

LEARNING OBJECTIVES

At the end of the session, participants should be able to:

- Understand the role of the trainer as facilitator.
- Understand the main qualities and skills of a facilitator
- Understand and be able to use a variety of facilitation techniques
- Understand behaviors a facilitator should avoid
- Understand and manage the challenges of different audiences and situations

PART 1. FACILITATION SKILLS AND TECHNIQUES

OVERVIEW:

A key part of the role of a trainer is being a good facilitator. A facilitator needs a variety of skills and qualities to help participants learn and create a comfortable environment for learning to take place. The following sessions will provide basic tips and techniques for facilitating a training workshop, and also explore the qualities and skills of a facilitator.

A **facilitator** is someone who helps participants to learn and makes things easy for everyone.

DISCUSSION: BRAINSTORMING THE QUALITIES AND SKILLS NEEDED BY A FACILITATOR AND A TRAINER

1. Brainstorm with the group to define the qualities and skills of a facilitator. Explain that qualities are behaviors that are characteristic of a person, while skills are the ability to do something well.
2. Make a list of the qualities and skills identified by the participants. After some members of the group have answered the question, discuss the importance of these qualities and skills of a facilitator/trainer.
3. A list of some key qualities and skills for a facilitator and trainer is shown below.

QUALITIES AND SKILLS NEEDED BY FACILITATORS AND FACILITATOR/TRAINERS:

A facilitator should be:

- Caring and sensitive to participants' needs, and should have the ability to see a situation as others see it.
- Humble but confident. A facilitator should demonstrate professionalism and self-confidence, and should have the ability to be a helper and learner as well as a teacher.
- Impartial and should not impose their ideas on the group.

A facilitator is able to:

- Communicate clearly and effectively to the hearts and minds of the audience, keeping the interest and participation of the audience active.
- Make it easier for a group to get a job done. A facilitator clarifies issues and keeps discussions focused.
- Motivate participants by encouraging different viewpoints and bringing the group to a sense of achievement.

A facilitator is:

- Knowledgeable about the content and helps to clarify the content for participants. Remember, participants will view a facilitator/ trainer as an expert on the topic they are facilitating.
- Willing to admit what they do not know. Sometimes the facilitator/trainer will not know the answer to a question. A facilitator/trainer should always admit what they do not know, and tell the participants that they will research the question and find out the answer.
- Able to use a variety of tools and strategies to keep the discussion moving when attention is waning.

ACTIVITY: SELF ASSESSMENT OF FACILITATING SKILLS

The first step to becoming a good facilitator is to understand your existing abilities. This helps you to know and build on your strengths and to understand and improve your weaknesses. The following activity will help you to analyze your facilitator skills.

Please rate yourself as a facilitator on the following scale by circling the appropriate number.

Criteria	Ratings			
	Low			High
1. Ability to listen to what participants are saying	1	2	3	4
2. Capacity to respond appropriately to participants needs and interests	1	2	3	4
3. Ability to appear neutral whatever the issue	1	2	3	4
4. Ability to use a natural sense of humour in easing participants' stress and anxiety	1	2	3	4
5. Capacity to show respect for participants' contributions and ideas	1	2	3	4
6. Ability to bring clarity and focus to the session	1	2	3	4
7. Ability to use a variety of methods and strategies	1	2	3	4
8. Capacity to display energy and enthusiasm	1	2	3	4

TOTAL SCORE _____

1. Review this self-assessment and list the following in the boxes below: your areas of strength as a facilitator—what you feel you do best; and the areas in which you would like to improve:

Areas of Strength	Area for Development

2. Repeat the exercise after this training, and after you have facilitated some workshops, and see if your ratings have improved.

BASIC TIPS AND TECHNIQUES FOR FACILITATORS

When facilitating various groups, understanding different facilitation techniques and which style works best for you and your audience is important. This section will present you with some useful tips and techniques for facilitation to use during trainings, meetings, gatherings and other occasions where you are helping reach the goal of the event. There are also some tips on behaviors to avoid when facilitating.

Tips for Good Facilitation:

- Know your audience BEFORE the training—their educational background, ages, work/service environments, special needs, for example, interpreters.
- Select appropriate activities that will meet the needs of your group.
- Think through the exercise and evaluate the time required to complete activities—one of the biggest problems in trainings is not allotting enough time for activities. Allotting too much time could also be a problem, so good planning is important.
- Observe individual participation and involvement during the exercise.
- Be aware of individuals that may be experiencing discomfort or are not participating.
- Evaluate needs of the group especially at the end of the day to see what you can change for the next day.
- Be available to talk with participants during break times, and before and after the sessions.
- Have visual appealing handouts and flipcharts.
- Use humor, stories and examples that directly relate to participants' daily lives.
- Be confident, be clear and enthusiastic.
- Evaluate the experience and write down notes for future exercises.

Some “Behaviors” for Facilitators to AVOID

- Pushing personal agendas and opinions as the right answer and dominating the group
- Downplaying people's ideas
- Reading from a manuscript
- Using repetitive or hesitating words, such as 'umm' or 'uhh'
- Telling inappropriate or offensive stories and too much about your personal experiences and life
- Making up an answer
- Allowing people to bully others in the group or dominate the discussions
- Agreeing or siding with one section of the group

ACTIVITY: DEMONSTRATING BEHAVIORS A FACILITATOR SHOULD AVOID

1. Have individual participants role play some things a facilitator should not do. Ask them to be creative in their suggestions and not to only stick with the list given.
2. Let the remainder of the group guess what is being acted out.
3. Ask participants what the facilitator was doing wrong and how should it have been done.
4. Add to the list any other behaviors to avoid that the group identifies.

DEALING WITH DIFFICULT SITUATIONS

A facilitator must always be prepared to deal with situations that can have negative effects on the outcomes of the activities. Dealing with these situations requires a variety of skills and strategies that a facilitator develops over a period of time. When dealing with a difficult situation, the local resource persons, or community leaders are often the best persons to advise and assist.

ACTIVITY: DEALING WITH DIFFICULT SITUATIONS

1. Divide the participants into two or three groups. Give each group a set of situations and let the groups discuss and describe how they would respond as a facilitator if confronted by the situation.
2. Have each group do a role play on how a facilitator should handle a specific 'difficult situation'. The group can self select the situation, or with several groups, have each group draw a number and perform the role play for the situation corresponding to that number.
3. After the role plays, have a brief discussion on how each group's 'facilitator' handled the situation.

The following activity will assist in giving some guidance in dealing with some of the different scenarios of difficult situations that can arise during a training workshop.

Situations	Responses
1. You arrive on site for a workshop and the meeting room has not been set up and prepared as you requested.	
2. Participants wander in late and it's now ten minutes beyond the starting time for the workshop.	
3. One participant begins sharing out newsletters while you are presenting the session.	
4. A participant challenges you stating that "training on climate change issues is not necessary in the community". He wants to argue with you.	
5. Several workshop participants are inattentive, talking and joking as you try to present the session.	
6. With 10 minutes remaining, you are scheduled to have reports presented by 4 groups. There is not enough time to have a full report from each.	
7. One of the participants is dominating the discussion on every topic, interrupting others, and demonstrating a lack of respect for their opinions.	
8. The group activity is moving very slowly and you note that several groups are off topic. Individual participants seem confused about the task.	
9. Group 3 is not functioning well. Several heated arguments have occurred thus far and now they are sitting in silence while other groups discuss with enthusiasm.	
10. Group 4 has concluded their discussions and the members are now engaging in loud conversation and disturbing the other groups.	

PART 2: METHODS AND TOOLS FOR FACILITATING A COMMUNITY TRAINING

OVERVIEW:

People learn and retain information in different ways, so it is important to know many different ways, or methods, to help participants learn new knowledge or skills. Some people learn best by seeing a demonstration of a topic. Some like to listen and then think for a while about the information, while others like to discuss their ideas and listen to what others think. Some learn best by doing. It is therefore necessary that the facilitator/trainer use a variety of methods and tools in the training workshop to accommodate these different learning styles.

The following three methods—role play, discussions, and brainstorming—are helpful for different learning styles, and work well for most community audiences:

METHODS

I. ROLE PLAY:

Role play is used to involve participants in situations that “illustrate” the learning. Participants can see, practice and receive coaching on new knowledge or skills. It is also a “fun” way of reinforcing learning. There are several different types of role play:

- **Demonstration role play:** One participant prepares and acts out the situation in front of the whole group. This type of role play can be done at the end of a session to reinforce concepts or assess how much the participants have learned. The entire group is allowed to comment on the role play with the facilitator wrapping up to reinforce the concepts.
- **Multiple role play:** The entire group is involved in a role play situation. This type of role play can be used to illustrate several roles at once or a situation in which many different roles are being taught.
- **Modeling role play:** A small group acts out a good (or not so good) situation and the rest of the group comments. This can be used at the end of a session to reinforce specific concepts. It can also be used at the beginning of a session to introduce new concepts.
- **Spontaneous role play:** As situations arise the facilitator may ask a participant to act out a role. This type of role play can occur at anytime during a session to assess and reinforce learning, and also can serve as energizers during a long session.

How to set up a role play activity:

Before:

1. Share with participants what they should learn from the role play.
2. Explain what role the player(s) should illustrate.
3. Explain that the audience should observe the role play and will be asked to comment afterwards.

After:

1. Ask for feedback on the role play from both players and observers.
2. Summarize the activity. What was learned?

***Tip:** A key to successful role play is to keep the activity structured towards achieving the specific learning objectives of the training-be sure to keep the focus on the topic.*

II. DISCUSSIONS

Discussions provide participants with opportunities to explore and understand information that has been presented to them. Discussions can occur in both plenary (large) and small groups. Discussions should be focused and related to the topic at hand. Discussions should be introduced carefully ensuring that the purpose and the process of the discussion is clear to all participants.

Discussions in plenary are helpful for getting general comments on topics or for open discussion to generate ideas. When specific outcomes from a discussion are needed smaller group discussions are more effective. It is also important to spend time at the end of the discussion to process what has taken place . Discussions are a flexible tool and can be used anywhere in a session. Another important aspect of any discussion is the report and feedback. The “what” and “how” of the report depends on the objective of the discussion and the size of the group.

Steps to setting up an effective group discussion activity:

Before:

1. Explain the general purpose of the discussion.
2. Divide participants into groups, ensuring that you have a good mix of participants.
3. Ensure that each group understands their task. This can be explained and/or can be written and posted up for group participants to see.
4. It is helpful to display a discussion guide or 2 – 3 questions to jump start initial discussions in the groups.
5. Ask each group to choose a discussion leader, scribe, a time keeper if needed, and someone to give the report to the larger group.
6. Outline general ground rules and discussion guidelines such as the importance of everyone speaking up, talking one at a time, and being prepared for the moderator to interrupt to assure that all the topics can be covered.
7. Move among groups to ensure discussions are flowing.

After:

1. Ensure that each group is given adequate time to report.
2. The report could be a summary or key points, or any style that will give the best feedback from the discussion.
3. Discuss each report—ask for any additional inputs from other members of the group.
4. Ask the large group for questions or comments on the report.
5. Be sure to thank all participants for their contributions.

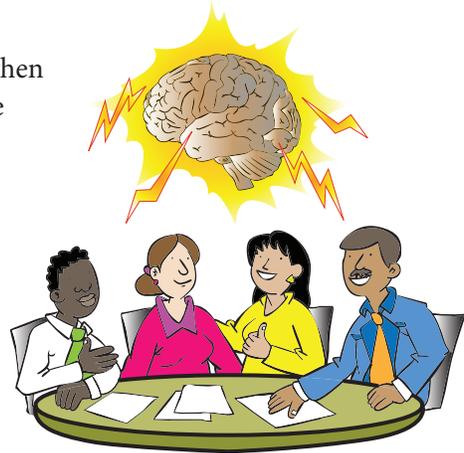


When there are multiple group discussions during a training be sure that different participants have a chance to lead groups and present the reports so that as many participants as possible are active in the process.

Tip: A good idea is to distribute or display a discussion guide that will help to focus discussions in groups.

III. BRAINSTORMING

Brainstorming is one of the most popular and effective tools when it is done well. Brainstorming provides participants with the opportunity to share ideas and bring out multiple possibilities to approach a problem or define an action. All brainstorms should have a purpose, even if it is only a way of introducing the topic. Brainstorms should be followed by an exercise that uses the information gathered in the brainstorm. All ideas are welcome and valued. Brainstorming should allow participants to say whatever comes to mind, but the facilitator should also be sure that the ideas stay within the topic.



Parábolas O.L.

How to conduct a brainstorming session:

1. Introduce the problem.

- a. Write your topic/question on the paper, board or whatever so that everyone can see it.
- b. Check for clarification to be sure everyone understand the problem.
- c. Record the ideas legibly on flip charts, using two colors alternating between ideas for better readability. Don't crowd items.

2. Go around the room with each individual giving their ideas.

- a. Affirm and encourage participants with statements that show you are listening (but not evaluating) by saying "Got that" or "Keep them coming."
- b. "PASSING" OR NOT GIVING A RESPONSE is acceptable.
- c. Never criticize any idea! If the idea is getting off the subject; ask the participant to clarify how it will help the topic.

3. Record all ideas.

- a. Put ideas that are not part of the topic, but may contribute to a different discussion, on a separate sheet of paper for later use. (Sometimes this is called putting the idea in the parking lot.)

4. Wrap it up.

- a. Alert the group when the brainstorming is coming to an end.
- b. Try to encourage any participants who have not spoken to share their thoughts.
- c. Signal that you're going to end by saying "Okay, I'll take two more."

5. Add ideas.

- a. The facilitator may add ideas at the end. Tell the group that you have some thoughts and ask if you can share them (you are stepping out of your role as facilitator when you add your own thoughts).

6. Narrow down the ideas.

- a. Check for clarification. Ask the group if there is anything there that anyone wants clarified. Allow for the person who gave the idea to briefly explain what he/she meant.
- b. Eliminate duplicates. Literally cross them off the list, asking the group for help and permission in eliminating or combining statements that express the same idea.
- c. Clustering. It is helpful to group ideas together that deal with a similar area or part of the discussion. This can help narrow a complex topic into more specific discussion areas.

7. Prioritize the ideas. Techniques to identify the most important ideas include:

- a. Open discussion among participants or in small groups.
- b. Voting by show of hands or placing marks or sticky dots next to the ideas listed on the flip chart. This will determine which items will move forward in the discussion.

Tip: Brainstorming can bring a good raining down of ideas—but keep it focused. Don't let a flood wash away the discussion!

TOOLS

In addition to good facilitation skills and methods, a good knowledge of how to use facilitation and training tools is needed to support the training process. Audio visual and visual aids help presentations to be more interesting and effective and can be used with almost any audience. A facilitator/trainer must be knowledgeable about the physical environment and needs of the audience before deciding what tools can be used effectively for the training workshop. Three types of tools commonly used include audio-visual aids, visual aids, and interactive tools. The following descriptions, examples, and tips will help the trainer put these tools to good use during a training:

Audio-visual aids can be used to add variety to a presentation, provide participants with another point of view, and can be used to reinforce ideas or concepts that are being taught. Examples of audio-visual aids are video clips, documentaries or audio cassettes. When utilizing audio-visual aids time should be allowed for clarification and discussion of the content. Videos can be used as the basis for discussions or other assignments. Always explain the purpose of showing the video and how it is connected to the topic. Documentary films related to the training can also be shown in the evenings to reinforce the information discussed during the workshop sessions.

Visual aids help your presentation to be more interesting and effective. They provide visual support to the information and help those participants who need to see as well as hear what is being said. Visual aids :

- Must relate or add to the presentation.
- Should be brief and concise.
- Should be legible and clearly visible.
- Must be appropriate for the physical environment. Attention must be paid to the size of the room and how it will be arranged when using visual aids.

Tip: Display your visual aid when you are ready to talk about it. The moment a visual aid is mounted the audience is drawn to it. It can distract the participants if visual aids are put up before the topic is presented.

Some examples of visual aids are:

Flip charts, newsprint, or chalk-boards:

Flip charts are used extensively as a tool for group thinking and problem solving. Summarizing major discussion points on flip charts or newsprint (any large piece of paper will work) with felt markers can dramatise the extent and variety of the group's thinking.

It can help to refer back to earlier ideas and to expand on them. Notes can be typed up and

copied for later distribution. They can also be rolled up and saved for use at a follow-up meeting. When flip charts or paper are not available—use chalk boards—these work just as well and often can be borrowed from a school. Below are some guidelines for effective use of these tools:



- Write or print clearly, with letters large enough for everyone to read.
- Use abbreviations or key words only if they are understood by the group.
- Put a heading on every page. It reminds participants of the focus of the discussion.
- Check that you have recorded a participant's point accurately.
- Invite others to write the notes, serving as recorder—this helps you focus on being the facilitator.

Tip: If chalkboards are used, be sure to have someone take notes and record what is written down on the chalkboard before it is erased.

Posters, photographs, charts or maps:

These items can help the participants to understand the context of a topic or a place. They also contribute to seeing as well as hearing about the content.

Maps are especially helpful when you are talking about specific areas, as the trainer can refer to the map to be sure all the participants are clear about the location being discussed. This is very important if some of the participants are not familiar with the area.

Tip: It is important to have a regional or world map available if the topic or the discussions refer to areas in other parts of the region or the world. It can be frustrating for participants to hear about another part of the world without being able to see where it is!

INTERACTIVE TOOLS

Interactive tools get people up and moving and 'interacting' or acting together. They can be used to help people get acquainted; give participants a break from sitting and listening; or to re-focus attention. The most common examples are ice breakers and energizers:

Energizers:

Energizers are brief activities that are used to increase the energy level of your participants. They should be connected to the training topic when possible. Some energizers can also be used as icebreakers at the

beginning of sessions for the purpose of helping participants get to know one another better. Energizers can be short activities that reinforce the topic, or simple exercise activities to get participants out of their seats and 'energized'. One example is shown below:

Animal Round Up

1. Tell the group members to silently think of their favorite animal.
2. Then tell group members that without talking they need to arrange themselves from largest to smallest animals.
3. Group members can only make gestures and the noises of their animal
4. After they have finished have group members go around and say what animals they were supposed to be to see if they were able to line up in the right order!

Ice Breakers:

Ice Breakers are activities that are used at the beginning of workshops or sessions to help participants to get involved in the training or to get to know each other. Ice breakers should be designed to get participants talking or thinking about the training topic. One example is shown below:

Candy Game

This ice breaker is a simple way for people introduce facts about themselves. It is a very flexible, adaptable and delicious tool.

Step 1: Put candy of different colors into a bowl. Have everyone in the group take some candy. Ensure that no one eats their candy right away.

Step 2: For each piece of candy they took they will have to answer a question, depending on its color, e.g.

- Red candy: favorite game
- Blue candy: favorite food
- Green candy: happiest moment
- Yellow candy: hobbies
- Orange candy: wild card—they can share anything they choose. You can be creative and choose any questions you think fitting for your group.

Step 3: The facilitator calls out the color topic and everyone who has that color will share the answer with the rest of the group, sharing one answer per candy. If the participant has two blue candies they will have to name two favorite foods. After the individual has shared with the group he/she may then eat that piece of candy. Continue until each 'color' topic has been shared—or all the candy is eaten!

Tip: Ice breakers and energizers can create a positive group atmosphere, help people to relax, break down social barriers, energize and motivate, and help people to get to know one another. Or they just let people have fun together!

PART 3: ORGANIZING A COMMUNITY TRAINING WORKSHOP

Since most community trainings occur in a workshop format, it is important to know how to organize the workshop in a way that creates a good environment for learning. A workshop setting can encourage participatory learning since it provides an opportunity for participants to explore and analyze issues by combining new information and perspectives with their own experiences and knowledge. It also provides

a mix of activities to encourage participation and takes into account the background and experience of participants. It encourages involvement, and the outcomes are created by the participants.

ASSEMBLING THE TRAINING TEAM

In a training workshop, there might be one trainer for short workshops or several specialists to present information and lead discussions on specific topics over several days. Often, when a training workshop is held in a rural or remote area, it is difficult to bring in several experts, so one trainer may need to train on several different topics. Whenever possible, it is important to have enough trainers involved so that no one person has to facilitate and present topics all day long. Training in teams works very well. The trainers can then

Several days before the workshop hold a briefing for resource persons and facilitators to review roles and responsibilities, logistics, and the agenda.

take turns presenting topics. It is also helpful to ask someone from the community or the host organization to act as moderator for the training. How the training workshop is organized is just as important as the information included in the training. There are some basic steps to organizing a successful training workshop:

Decide What Resource People are Needed: It is very important to the success of the training workshop that the right resource persons participate.

- When the training is closer to an urban area, you may have many choices for resource persons or co-trainers. The organizers of the training will usually have staff available to assist with training organization and with the actual training workshop.
- For a training in a remote setting, it is likely that you will need to rely on local resources to assist with the training. Having community leaders or others from the community assist with moderating, monitoring of attendance and other roles, can also help the participants see the training as something that involves the community. There may also be someone from the community or in the area who has some knowledge on the topic and can assist in some aspects of the training.
- Be sure that your resource persons clearly understand their roles and responsibilities and that all work with the trainer as a team. Hold briefing meetings before the start of each day to review the agenda, roles and responsibilities for the day; and again at the end of the day to review what was accomplished, and discuss any changes that may be needed
- A typical training workshop will need the following resource persons to assist:

Logistics Person/Coordinator

Looks after the logistical details of the workshop, organizes pre-workshop meetings, maintains contact with resource persons, organizes equipment rental and supplies.

Moderator

When the trainer also acts as the facilitator, a moderator assists by opening and closing the day's session, bringing participants together after breaks, and helping to keep the day moving smoothly and on time.

Overall facilitator

Helps to make people feel comfortable, brings the group together, introduces presenters, moves the proceedings along, floats among the small groups to feel the 'pulse' of the workshop and brings things together at the end of the workshop.

Trainers

Responsible for delivering the training sessions. They have in depth information about the topic.

Media resource person(s)

Skilled in the use of media equipment i.e. cameras, video, etc. Manages the visual record of the training, taking photos and videos, etc (Be sure that permission is asked of the participants for taking photos and using them in reports, etc.)

Recorder(s)

Tasked with recording the notes and happenings of the workshop.

SETTING UP THE WORKSHOP SPACE

Even if the trainer is not responsible for coordinating logistics for the workshop, he/she should ensure that the environment is “learner friendly”. An unprepared environment can portray the trainer as being disorganized, and uncomfortable participants cannot contribute effectively to achieving the goals of the workshop.

If possible, visit the site ahead of time: be sure you know about the room or space where the training will take place—this is very important. The kind of tools and materials you can use is often determined by the type of space you have. Will there be walls for hanging charts? Is there electricity available? Anticipate potential problems and decide how they might be handled.

Tip: When you do not have the ideal environment, such as inadequate lighting for late sessions, or a hot and humid temperature, you have to be creative when planning your workshop. You might want to consider starting earlier to facilitate the lighting situation, and giving more breaks so that participants do not have to sit through long sessions in the heat.

The following is a checklist to review before starting the training workshop:

- Enough furniture for the group and arranged so all can see and participate.
- Placement of equipment, for example, projector, screen, flipcharts, boards.
- Equipment operating correctly.
- Wall space for posting charts.
- Adequate handouts/for each participant.
- Name tags and markers available.
- Facilitator’s kit well equipped with necessary supplies.
- Materials for activities prepared and at hand.
- Snacks, water available.

How to Begin the Training Workshop

The trainer sets the learning tone of the workshop and therefore whatever you do or say has to be very dynamic and convincing. Your purpose, goals and objectives have to be clear so from the start participants can know why they are there and what is expected of them. The following tips will assist in setting the correct tone for your workshop.

1. Introduce yourself and describe your role as the trainer or trainer/facilitator.
2. Introduce the organizers—it will be their role to state the overall purpose and relevant background for the training.
3. Give an overview of the agenda. Review the purpose, goals and objectives of the workshop and the desired outcomes.
4. Discuss the ground rules for the workshop such as attendance and respecting the opinions of others.
5. Check for questions or clarifications.



When the participants understand why the training is happening, what they will learn, and who will work with them as the training team, it is time to start the training!

MORE INTERACTIVE TOOLS

ICEBREAKERS AND ENERGIZERS

ID Guessing Game

This ice breaker is a simple get to know you game that is especially good for groups with new people or for whenever you wish to help people to get to know each other better.

Instructions:

Pass out a piece of paper and pen to everyone. Each person has to write two things they have done and one they haven't. You can be specific and mention a period of time: e.g. as a child, in your life-time—the more unique the better. The object is to make it hard for the others to guess whose card it is. The cards are collected and the group votes on who they think the card represents and which item they haven't done.

Truth, Truth, Lie

Instructions:

Give the group time to write down two things about themselves that are true and one that is a "lie". Each group member will then share these facts about themselves and the group will have to figure out which fact is actually a lie.

Blind Instructions (Energizer that can be used to enforce the need for two-way communication)

Give each member a piece of paper (letter size). The facilitator needs one too. Have them close their eyes. The facilitator gives the instructions and follows them as well. No questions are allowed.

Instructions:

- Fold the paper in half
- Rip off a corner
- Fold the paper in half
- Rip off a corner
- Fold a paper in half
- Rip off a corner

The group can now open their eyes and find that there are many different shapes of paper. This demonstrates the need for two-way communication and that the different perceptions of the people caused the many different shapes.

If time permits the group can be put in pairs. Have the pairs sit back to back and repeat the exercise using two-way communication and find that the patterns come out closer.

You're OK (Good for ending a workshop)

Distribute index cards or pieces of paper to people and ask them to write their name on them. These are then passed around the group. Everyone will write a positive comment about the respective individuals. The cards are then returned to the individuals.

ACTIVITIES AND GAMES

Attendance Activity

A frequent challenge at any workshop is getting the participants to arrive at the start of the day on time and also to return from lunch or other breaks on time. This activity makes being on time a fun activity with rewards for the best attendance. With a larger group it can be done in teams so the competition also encourages everyone to help get their colleagues to the sessions right on time!

Make a chart with columns for the names of the participants, for the start of each day; and for each break during the workshop (see sample below). This can be printed out or drawn on a flip chart or other paper.

Next you will need a supply of colored dots or stars for participants to place in the column by their name when they arrive at the workshop or return from a break. Put the star or dots out before the participants are due back—but take them away when the time comes to restart the session. This way no late comers can put up a dot or star!

If you have a large group, divide them into teams (assign each team a specific color dot or star to use. If you do not have enough colors—using any color also works). It is possible to use colored markers to place an 'x' in the columns if no other materials are available.

At the end of the training the individuals or the team with the best attendance wins!

This activity makes being on time fun and really helps keep your agenda on track. Even the facilitators and organizers can play—they need to be on time too!

Sample Attendance Chart:

Name	Day One				Day Two			
	Start	Morning Break	Lunch Break	Afternoon Break	Start	Morning Break	Lunch Break	Afternoon Break
John	★	★	★		★		★	
Maria	★		★	★	★	★		★
Paul	★	★	★	★	★	★	★	★

Paul has perfect attendance!!

The String Game:

This game helps people share their learning and also shows how our learning can work together to complete a task.

1. Divide participants in groups of 10-12 persons and ask each group to form a circle. Give each group a ball of string or yarn. Ask the person holding the string to take hold of the end of the string and then to say one thing they have learned in that day's training session. After he/she finishes, they toss the string ball to another person in the group, keeping hold of the end of the string. The next person says what they learned, then keeping hold of the string, tosses the ball to another person. Keep sharing and tossing the ball of string until each person has spoken at least two times. (The ball can be tossed to anyone, but try to be sure everyone gets a chance to speak.)
2. Have the participants stop, but keep hold of the string. Discuss all the learning that has happened and also what participants think of the learning web that has been created by sharing with their colleagues.
3. This game can also be used as a way to introduce participants to each other. They can say their names and something about themselves when the ball of string is tossed to them.



IMPORTANT THINGS TO REMEMBER:

- A good trainer must also be a good facilitator in order to communicate his/her knowledge to participants and to create a good environment for learning to happen.
- Remember the behaviors a facilitator should avoid.
- Regularly evaluate your own skills as a trainer and work on areas that need improvement.
- Using a variety of methods and tools will keep participants interested and support learning.
- A well-organized workshop is the key to delivering a successful training!

KEY TERMS TO REMEMBER:

Assessment: a process to gather information about something in order to understand it better

Behaviors: the actions people take and the ways people carry them out

Brainstorming: collecting ideas from one or more individuals to find a solution to a problem or make a plan to take action

Criteria: standards or rules that guide decisions or choices

Facilitator: someone who helps participants to learn and makes things easy for everyone

Group discussions: discussion involving all members at the training that brings out many ideas or comments

Interactive: activities that involve members of the group working or acting together

Role play: to act out a role to show how someone acts in a certain situation

LEARNING OBJECTIVES

At the end of the session, participants should be able to:

- Design and organize a training session on a climate change topic discussed in the technical sessions
- Effectively facilitate the training session and deliver the information participants need to fulfill the learning objectives of the training session
- Use a variety of tools and methods to deliver the training
- Evaluate the results of a training

PART 1. INTRODUCTION

Evaluating how well participants have understood new information or learned new skills is the final step needed in any training. A practice session provides a way to bring together the learning from the new information about *Climate Change & the Role of Forests* and new skills for designing and facilitating a successful training, and to put these new skills into practice. This session will evaluate the participants' ability to design, organize and deliver a training on one of the topics covered in the technical sessions of the *Training of Trainers: Climate Change & the Role of Forests* course.

PART 2. THE PRACTICE TRAINING ACTIVITY

The time allowed for this activity will depend on the number of participants in the workshop. The participants will be divided into at least two groups, so that while one group conducts their training practice, the other group can act as the audience or participants for the practice training.

Each group will choose or be assigned a topic for their practice session. All the tools used during the training workshop are available for the groups to use in their trainings. There will be four hours allowed for preparation time to design and prepare the training, assign roles and practice. Each group will have one hour to present their training and half an hour for feedback from the 'audience' and evaluation of the results.

Suggested topics for the Training Practice are shown below. Each group will choose or be assigned a different topic.

1. Climate, Weather, and the Green House Gas Effect
2. The Causes of Climate Change

3. Climate Policy and Action
4. Payments for Environmental Services
5. How a REDD+ Activity Works

The practice training should include all the elements or parts needed to deliver an effective training on the chosen topic. Each group will be evaluated by the workshop trainers and organizers on their training design and facilitation; how well the topic is covered in the content of the training; and on the use of tools and overall organization of the training.

PART 3. EVALUATING THE PRACTICE TRAINING

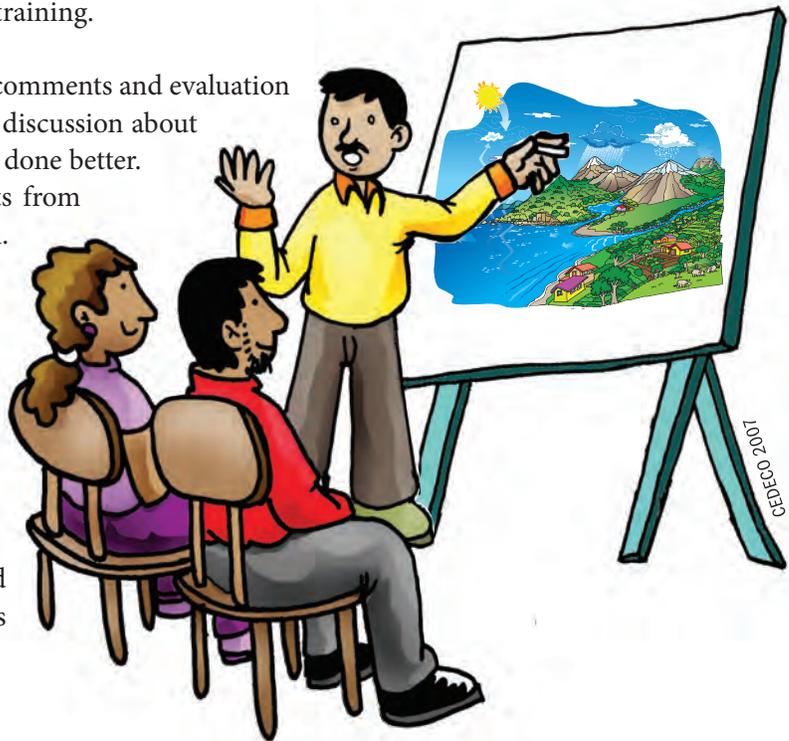
The evaluation tool will be used to score each group's training effort. The workshop trainers will present their comments and the results of the evaluation after all of the trainings are completed.

While the workshop trainers and organizers are discussing their comments and evaluation, each group will meet and do their own evaluation of their training using the questions on the evaluation tool to guide the discussion. (It is not necessary for the group to score their own training.) It is helpful to talk about what the members of the group think went well and what could have been done better. The comments from the feedback session after each training will also provide helpful information to help each group evaluate how well they achieved the objectives of their training.

The training evaluators will present their comments and evaluation scores for each group followed by a short discussion about what went well and what could have been done better. Each group should share their comments from their self-evaluation during the discussion.

PART 4. RE-EVALUATING YOUR SKILLS

Now that the training exercise is complete, it is a good time to go back to the self-assessment that you did at the beginning of the facilitation skills session. Complete the self-assessment again. Then compare any changes that have happened as a result of your learning during this training workshop.



SELF-ASSESSMENT OF FACILITATING SKILLS

Please rate yourself as a facilitator in the following scale by circling the appropriate number.

Criteria	Ratings			
	Low			High
1. Ability to listen to what participants are saying	1	2	3	4
2. Capacity to respond appropriately to participants needs and interests	1	2	3	4
3. Ability to appear neutral whatever the issue	1	2	3	4
4. Ability to use a natural sense of humour in easing participants' stress and anxiety	1	2	3	4
5. Capacity to show respect for participants' contributions and ideas	1	2	3	4
6. Ability to bring clarity and focus to the session	1	2	3	4
7. Ability to use a variety of methods and strategies	1	2	3	4
8. Capacity to display energy and enthusiasm	1	2	3	4

TOTAL SCORE _____

1. Review this self-assessment and list the following:

Areas of Strength	Area for Development

2. What has improved since the beginning of the training?



ENDNOTES

1. Adapted from Smith, M. K. (2001) 'David A. Kolb on experiential learning', the encyclopedia of informal education, <http://www.infed.org/b-explrn.htm>.
2. Teaching Support Services (2003). 'Learning Objectives: a Basic Guide,' p2. www.tss.uoguelph.ca/resources/idres/learningobjectives1
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- Adapted from Smith, M. K. (2001) 'David A. Kolb on experiential learning', the encyclopedia of informal education, <http://www.infed.org/b-explrn.htm>.
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1. Nova Scotia Department of Education and Culture: Facilitating Adult Learning
2. Saskatchewan Professional Development Unit
3. Bonner Curriculum: Facilitation 201 page 1 Bonner Curriculum Facilitation 201: An Intensive Intro to Techniques Overview: www.bonner.org/resources/modules/modules_pdf/BonCurFacilitation201.pdf

RESOURCES

- <http://www.group-games.com>
- <http://residentassistant.com/games/icebreakers>
- <http://lionsclubs.org/EN/common/pdfs/icebreakers.pdf>
- <http://wilderdom.com/games/icebreakers.html>

Agenda	A list or plan of things to be covered in the training.
Assessment	A process to gather information about something in order to understand it better.
Audience	The group of people who will participating in the learning at a workshop or training.
Behaviors	The actions people take and the ways people carry them out.
Brainstorming	Collecting ideas from one or more individuals to find a solution to a problem or make a plan to take action.
Circle of Learning	The different processes that are part of learning and part of putting learning into action, such as hearing, seeing, thinking, understanding. Remember that these processes happen in different ways for each learner.
Criteria	Standards or rules that guide decisions or choices.
Documentation	Recording what happens. This can be done by taking notes or recording what happens with videos. Documentation also refers to the report of what happened at the workshop.
Evaluation	Gathering information to understand the effects of an action or event and whether the desired result was achieved.
Facilitator	Someone who helps participants to learn and makes things easy for everyone.
Goal	One or more results that are needed to fulfill the purpose
Group discussions	Discussion involving all members at the training that brings out many ideas or comments.
Interactive	Activities that involve members of the group working or acting together.
Learning objectives	The specific knowledge or skills participants will need to learn in order to achieve the goal of the workshop or training.
Participatory learning	Both teachers and learners share and apply their own knowledge and experience to the learning process
Purpose	The reason something is done.
Role Play	To act out a role to show how someone acts in a certain situation.

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2. Miriam-Webster.com



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