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Sub-National M&E Capacity Development through Champions Development Project

TOT Module 2:

The Concepts, Methods, Skills and Attitudes Essential for the Trainer/Facilitator

Training Manual

20-24 July 2009

NCDD/PST M&E Unit

With technical and financial assistances from Project to Support Democratic Development through Decentralization and Deconcentration (PSDD):

Sub-National M&E Capacity Development through Champions Development Project

TOT Module 2:
The Concepts, Methods, Skills and Attitudes Essential for the Trainer/Facilitator

Training Manual

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TOT Module 2:

The Concepts, Methods, Skills and Attitudes Essential for the Trainer/Facilitator

Content

TOT Module 2:
The Concepts, Methods, Tools, Skills and Attitudes Essential for the Trainer/Facilitator
Day 1: Session 1
Course Introduction and Review of the Action Plan

Trainer: **Time:** 8:00 –12:00

Objectives:

By end of the session participants will have:

- Built more relationship and trust to each other.
- Identified expectations and fear in module 2.
- Understood the objectives and schedule of module 2.
- Reviewed the ground rules.
- Identified what went well and what did not go well with implementing the action plan.

Key contents:

- The aim, objectives and schedule of the training course.
- Expectations and fears of M2.
- The ground rules.
- Results of the action plan.
- Daily diary/journal keeping.

Methods:

- Game review on getting to know each other.
- Brainstorming.
- Presentation.
- Review.
- Small group work.

Materials:

- Colour cards, flipcharts, markers, tapes, knifes and scissors.
- Pictures, session title, the aim, objectives and schedule's flipchart.
- Pre test and post test.
- Daily journal.
- Participant's work book.

Steps/ Activities:

1. Introduction and present session objectives (9:00 - 9:10):

A. Session introduction: Welcome to provincial champions to module 2 of ToT training. Through this module we will explore and learn about the key concepts, methods, tools, skills and attitudes essential for a training facilitator for one week. We hope that you all bring a lot of experiences to this course. Also we hope you will have learned basic concepts, methods and the skills necessary for you to be an effective trainer/facilitator.

B. Present above objectives:

2. Review champion name game (9:10 - 9:45):

Instructions:

- Invite participants to stand in a nice circle.
- Facilitator plays as ghost and stands in the middle of the circle.
- Facilitator/ghost walks slowly towards a participant in the circle, attempting to hold his/her neck.
- The person that the ghost wanted to hold the neck is called victim. A victim has the chance to find some one/friend in the circle to help him/her before the ghost hold his/her neck, but the victim can only use eye to eye contact to contact the person he/she wanted to help.
- The rescuer could help the victim before the ghost hold his/her neck by calling the name of the victim and if the rescuer calls the name of the victim on time, the ghost is the loser of the game.
- But if the rescuer is late than the ghost, that victim is a loser and he/she will have to replace the role of the ghost.

- Continue these activities for 10-15 minutes.

Reflections:

- How do you feel?
- When should we use this game?

Facilitator's conclusion: The benefit of this game is to make participants happy and also is to know each participant by name. The approximate time to play this game is in day 2 or 3 of the course.

3. Expectations and fear of the course (10:00 - 10:30)

Instructions:

- Divide participants into group of 3.
- Each group thinks about their expectations and fears of this training course.
- Each group writes down 2 expectations on yellow cards and one fear on pink card.
- Each group sticks their answers on the flipchart.
- Facilitator clarifies those answers to the participants.

4. Present the aim, objectives and the schedule (10:30 -10:40):

- Facilitator describes the training aim, objectives and the schedule. He also reports on participants' expectations (handout #1: training aim, objectives and schedule).
- Reviews the ground rules (handout #2).
- Reminds participants to use daily journal form (handout #3).
- Facilitator assigns groups to be responsible for various activities like class management, morning review session, time management, energizer game, room cleaning and being the assistant to the facilitator.
- Facilitator clarifies logistic issues.

5. Small group work (11:00 - 11:45):

Instructions:

- Divide participants into 6 groups based on provincial partnership (the partner provinces in one group)
- Each group reviews their action plan and answers the following questions:
  - What were the key activities during your action plan implementation?
  - What went well? What were the supporting factors?
  - What did not go well? What were the hampering factors?
  - How to improve?
  - Based on your conclusion, what is the training that should happen?
- Each group shares their results (question and answer)

6. ***Conclusions: (11:45 - 12:00)***

- Session summary.
- Clarify participant's issues, if there is any.

Handout# 1: Training aim, objectives and the schedule

Training aim:
The Provincial Champions have increased their confidence, knowledge, skills and the ability as necessary for planning, organizing and facilitating TNA and training.

Training objectives: by end of the training course participants will have:

- Reviewed action plan of what went well, what did not go well and how to improve.
- Improved understanding of the concepts of capacity building and in particular, of training, facilitation and coaching.
- Developed and practiced methods, tools and skills as necessary for facilitation.
- Identified issues those that need to be considered during training facilitation namely, the challenges that are faced and how to overcome them.
- Demonstrated improvement in the skills, attitudes and behaviors as required of a good training facilitator.

Training schedule:

Time	Contents	Resp.
Day 1		
8:00 -12:00 (Break 15mn)	Session 1: Course introduction, review of the action plan	
14:00 - 17:00 (Break 15:00)	Session 2: Capacity building through training, facilitation and coaching	
Day 2		
8:00 – 12:00 (Break 15mn)	Session 3: Adult learning	
14:00 – 17:00 (Break 15mn)	Session 4: Good role model - trainer/facilitator	
Day 3		
8:00 -12:00 (Break 15mn)	Session 5: Participatory methods - training/facilitation	
14:00 - 17:00 (Break 15mn)	Session 6: Developing visual aids for training/facilitation	
Day 4		
8:00 -12:00 (Break 15mn	Session 7: Skill necessary for training facilitation	
14:00 – 17:00 (Break 15mn)	Session 7: Continued	
Day 5		
8:00 – 12:00 (Break 15mn)	Session 8: Dealing with difficult situations and use of encouragement in training / facilitation	
14: – 17:00 (Break 15mn)	Session 9: Course review (post test, lessons learnt, action plan, final evaluation and award of training certificate)	

Handout# 2: Ground rules and some proverbs for use in training course

Ground rules	Proverbs
• Do not use your Phone: a) put on silent mode and b) do not answer calls while in the meeting room. • Be on time. • Participate actively. • Listen to what other people have to say without interrupting them. • Raise your hand to ask a question or to say something – wait for your turn. • Willing to share experiences and learn new thing from others.	• Before changing the others, you must change yourself first. • Read through one book thoroughly better than collecting 20 books without reading. • Fortune depends on knowledge, expert gain knowledge from documents. • If we respect our own role and responsibilities better, we will reduce conflict and the quality of life gets better too. • Do not follow bad habit of the trainer, but follow the principles of the trainer. • Time is money. • Do not worry about making mistakes. If there have not been mistakes, pencils have not been created with erasers.

Handout# 2: Daily journal/diary keeping tool

Daily journal for personal learning

Name:……………………………….

- **Personal challenges in TOT in your work**

- **Personal learning needs/objectives at the start of the course**

  1)

  2)

Individual learning report

- **Day 1: (……./..…../……)**

1. What were today's program and the key points?
2. Personal learning: what did you personally learn?
3. Implications for you: what are the implications of this learning for you in your work?
4. Implications for your organization: what are the implications of this learning for your organization?
5. What are new questions emerging for you now?

- **Day 2: (……./..…../……)**

1. What were today's program and the key points?
2. Personal learning: what did you personally learn?
3. Implications for you: what are the implications of this learning for you in your work?
4. Implications for your organization: what are the implications of this learning for your organization?
5. What are new questions emerging for you now?

- **Day 3: (……./..…../……)**

1. What were today's program and the key points?
2. Personal learning: what did you personally learn?
3. Implications for you: what are the implications of this learning for you in your work?
4. Implications for your organization: what are the implications of this learning for your organization?
5. What are new questions emerging for you now?

- **Day 4: (……./..…../……)**

1. What were today's program and the key points?
2. Personal learning: what did you personally learn?
3. Implications for you: what are the implications of this learning for you in your work?
4. Implications for your organization: what are the implications of this learning for your organization?
5. What are new questions emerging for you now?

- **Day 5: (……./……../……)**

1. What were today's program and the key points?
2. Personal learning: what did you personally learn?
3. Implications for you: what are the implications of this learning for you in your work?
4. Implications for your organization: what are the implications of this learning for your organization?
5. What are new questions emerging for you now?
   (Facilitating Multi Stakeholder and Social Learning Course, Wageningen International, Netherlands).

TOT Module 2:
The Concepts, Methods, Tools, Skills and Attitudes Essential for the Trainer/Facilitator
Day 1: Session 2
Capacity Building Approaches Based on Training, Facilitation and Coaching

Trainer: **Time:** 14:00 –17:00

Objectives:

By end of the session participants will have:

- Understood the definitions of capacity building, training, facilitation and coaching.
- Identified similarities and differences between training, facilitation and coaching.

Key contents:

- Definitions of capacity building training, facilitation and coaching.
- Similarities and differences between training, facilitation and coaching.

Methods:

- Brainstorming.
- Presentation.
- Drawing.
- Reflection.

Materials:

- Colour cards, flipcharts, markers, tapes, knifes and scissors.
- Session title and objective's flipchart.
- Handout session #2.

Steps/ Activities:

1. ***Introduction and present the session objectives (14:00 - 14:10):***

   C. **Introduction to the session:** In session#1, you have understood the course objectives and the course schedule. You have also learnt what went well and did not go well from your implementation of the action plan and found options to improve them. This session will explain to you the concepts of capacity building based on training, facilitation and coaching.

   D. **Present the above objectives:**

2. ***Capacity Building Role Play (14:10 - 15:00):***

Instructions:

- Divide participants into 4 groups.
- Each group discusses as to how to find out an activity that they think is a capacity building activity.
- Each group prepares scenario to show.
- Each group shows their activity.
- Other groups play the role as observers.

Reflections:

- Ask the groups: why do you think these activities are capacity building activities?
- What other activities that you can think of as capacity building activities?
- What capacity building means to you?

3. ***Review approaches to capacity building (15:00 - 15:30)***

- What are the approaches to capacity building?
- Facilitator groups the ideas in three categories.

Training	Facilitation	Coaching

Break ***(15:30 -15:45):***

4. ***Exercise: Similarities and differences between training, facilitation and coaching (15:45 - 16:00):***

Instructions:

- Invite 3 volunteers from among all the participants.
- **Step 1**: Facilitator asks the first volunteer to draw a flower (facilitator asks him to find ways to draw a nice flower and he draws a flower by himself).
- **Step 2**: Facilitator asks the second volunteer to draw another flower (facilitator and the second volunteer share ideas on how to draw a flower).
- **Step 3**: Facilitator explains as to how to draw a flower and demonstrates to the third volunteer.

Reflections:

- Ask the volunteers, what do you feel?
- Which activities are training, facilitation and coaching? Why?
- What are the similarities and differences between training, facilitation and coaching?
- What do training, facilitation and coaching means to you? *(see handout session #2)*

5. Exercise: participants' self assessment of types of trainer, facilitator and coach (16:00 - 16:45):

Instructions:

a) Facilitator writes three types: ***telling***, ***facilitating*** and ***uncovering potential*** on a flipchart/color card.
b) Place/ Stick the flipchart/color card on the floor with a distance of about 3 meters between each flipchart/color card.
c) Facilitator asks and invites each participant to stand on any piece of chart papers. (Facilitator should use the question: **which one out of the three types you like and you have the most confidence and you would do as a trainer, facilitator or as a coach?)**
d) Reflections:
   Ask participants:
   - Why are you standing over there?
   - In which situations would you use which type?
   - Do you want to change your type? How to change?

6. ***Session conclusion: (16:45 – 17:00)***

- Session summary.
- Clarify participants' issues, if there are any.
- What have you learnt?
- Give questionnaires on "**learning styles"** as homework for session 3.

Handout Session # 2:

What is Capacity Building? Capacity is the ability to hold, receive or absorb, similar to the concept of our brain holding memories, knowledge and experiences and help us make decisions. Capacity development is a process through which individuals like us and organizations obtain, strengthen, improve and maintain the capabilities necessary for doing our work and accomplishing organizational and developmental objectives. Capacity building is the process of equipping individuals and groups with skills, knowledge, attitudes, and values necessary for accomplishing specific tasks, activities, objectives, or, socio-economic development goals. It is also the ability to apply those technical skills where needed. Training is one of the major means of building such knowledge +skills= capacity of individuals like us.

Why do we need to build the capacities of PRDC ExCom and the line department officials?
The PRDC and the line department officials plan, manage, document and monitor projects and contracts. These tasks require specialized project management and monitoring knowledge and skills. So, building of essential project management and monitoring **capacity = (knowledge + skills)** of the PRDC ExCom and line department officials is important. This is to be done through competency improvement needs assessment and training.

What is training? **T*raining*** refers to the acquisition of knowledge, skills, and competencies through participating in an organized program of training with specific objectives of improving those skills. It is both a process and a method of training needs assessment and of addressing those needs such as, new knowledge, to increase understanding of the subject matter namely, project management and M&E, of refreshing of latest developments and good practices in the field and to increase related skills and abilities. Hence, training is the means of building capacity = (knowledge +skills) of individuals like us and of the PRDC and line department officials.

In the context of “Champions Development” project, it is the process of improving project management and M&E skills of the targeted PRDC ExCom and Line department M&E officials to acceptable standard. It refers to short term knowledge, skills and M&E competency improvement training only.

Coaching is a method of human resources and capacity development. In other words, an extended form of training. It is an intensive method of directing, instructing, facilitating and training a person or group of people, with specific knowledge and skills improvement goals. There are many ways to coach, types of coaching and methods to coaching. The person who does all of these is a coach. In the “Champions Development” context, the Provincial Champion is not only the trainer, facilitator but also is a coach.

1. Importance of training for provincial project management and M&E:

Project management and M&E knowledge and skills are required to the contracts and projects the PRDC ExCom and line department officials are responsible for. However, most of them are generalist with little project cycle management and M&E specialized knowledge and skills. Hence, training is necessary for building up of their knowledge + skills = (capacity) necessary for project planning, management and M&E. Training is the means through which transfer of knowledge and skills can take place. Through training, targeted PRDC and line department officials can gain up to date knowledge, necessary skills and competency that they need to do their project management and technical support work. As the result of such training, overall project management capacity of PRDC ExCom/ line departments, of its officials would be improved. Hence, would improve the overall quality of the contracts and of the project benefits to the people.

2. Differences and similarities between Training, Facilitation and Coaching

	TRAINING	FACILITATION	COACHING
Aiming at	Enhanced knowledge, skills and abilities (KSA).	Consensus generation, agreement and decision-making.	Actively supporting performance improvements (professional/personal).
Approach	TNA and TNA-based design of learning events ("courses").	Initiate and facilitate dialogue /analysis of an issue with groups, teams and organization.	Actively support thinking and learning processes with individuals (or groups).
Responsibilities	Trainer is in charge of the content and process while the trainee is in charge of learning.	Facilitator is in charge of the process while the participants are in charge of inputs and of the outcome.	Coach is in charge of the process while the person being coached is in charge of the issues and of the decisions.

(VBNK, 2008. *Training of Facilitator Course for Room to Read organization)*

TOT Module 2:
The Concepts, Methods, Tools, Skills and Attitudes Essential for the Trainer/Facilitator
Day 2: Session 3
Adult Learning

Trainer: **Time:** 8:00 –12:00

Objectives:

By end of the session participants will have:

- Explained how adults learn.
- Made self assessment of his learning style.
- Used ARLP tool for practicing TNA event

Key contents:

- Adult learning.
- Experience learning cycle.
- Concept of learning style.

Methods:

- Brainstorming.
- Presentation.
- Exercise.
- Matching game.

Materials:

- Colour cards, flipcharts, markers, tapes, knifes and scissors.
- Session title and objective flipchart.
- Handouts.

Steps/ Activities:

1. ***Introduction and present session objectives (8:00 - 8:15):***

   E. **Session introduction:** You have understood the definition, similarities and differences between training, facilitation and coaching in session # 2. You also have learnt as to how to design training process in Module1. In this session, you will learn about ways how adults learn.

   F. **Present above objectives:**

2. ***Brainstorming on Adult learning (8:15 - 9:00):***
   - What do we mean by leaning?
   - What are the special characteristics of adult learning?
   - Note: facilitator clarifies handout #1

3. ***Exercise: Human body learn (9:00 – 10:00, include break):***

   Instructions:
   - Divide participants into pairs.
   - Each pair draws each other's picture on big flipchart (whole body).
   - Participants display his/her picture on the training room floor.
   - Facilitator gives instruction to participants:
     - Feeling: When you feel happy, loving, and angry, and hate someone which color you use to indicate your feelings and which parts of your body will you place your feelings?

- Concepts /theory: When you learn about concepts /theory, which colors do you use and which part of your body will you place the concepts/theory?
- Learning point: When you draw leaning points which color that you use and which parts of your body will you place the learning point?
- Applying learning point: When you apply learning points which color do you use and which part of your body will you place the application of learning point?

- Gallery walks to see all pictures. Each participant briefs their results.
- Facilitator makes short conclusions:
  - Learn about concept/theory in head.
  - Draw learning points in heart.
  - Apply learning points on feet.

4. ***Presentation of learning cycle experience: (10:00 – 10:15):***
   - Facilitator explains handout # 2, ARLP tool.
   - Questions and answers.

5. ***Practice ARLP tool application (10:15 – 11:15):***
   Instructions:
   - Participants work in a group of 4 (partnering provinces works together).
   - Each group analyse the action during the time they conduct TNA, using ARLP tool (short summary).
   - Each group share results.

6. ***Exercise: self assessment of leaning style (11:15 -11:45):***
   Instructions:
   - Divide the room into 4 parts (A, B, C and D). Each part represents one learning style.
   - Ask participants which part (A, B, C or D or which learning style) they belong to?
   - Invite them to stand in the part they belong to.
   - Participants belong to each part chose a representative to read statement about their part (handout 3).

   Note: facilitator should give questionnaires on "learning styles" in day 1 in order for the participants to do the homework (complete the questionnaire).

Reflections:

- Ask each group to give their reasons.

7. ***Session conclusions: (11:45 - 12:00)***
   - Session summary.
   - Clarify participants' issues, if there are any.
   - What have you learnt?

Handout #1:
Learning is acquisition of new knowledge, behaviors, skills, or understanding. It refers to the act, process, or experience of gaining new knowledge or new skill. Learning takes place in many different ways. Learning of technical knowledge and skills required to do project management and M&E work comes primarily from specialized training, workshops and manuals and from applying those newly acquired skills in carrying out project management and M&E work and from the experience of doing project management and M&E work.

Adult Learning/ Continuing Education – PRDC and line department contexts:
In PRDC ExCom and line department contexts, learning is addition to existing knowledge and skills in order to do the project management and M&E better. As such, it is teaching and educating adults with the aim of bringing participants up to date with latest project management and monitoring knowledge and skills. As officials already have accumulated knowledge and experience, those can add to or hinder any new learning and training.

A few more characteristics of adult learning/continuing education:
- Continually improving the quality of project work by looking at past successes and mistakes and finding out how to increase success and minimize failure in the future.
- Sharing ideas and experiences with each other in order to do a better job.
- Being open about problems and failures and seeing them as an opportunity for leaning.
- A process whereby mature men and women acquire new knowledge, skill, attitudes, interests, and values.
- A process used by adults for their self- and professional development.

Some other important features - adult learning / continuing education through the champions development project:

- Learner officials participate in training needs and self assessments and in prioritizing what tthey need to learn.
- Learners are all respected officials – trainer/ facilitator should keep this in mind.
- Learning to take place in friendly and in not so formal environment.
- Evaluations and feedback -self evaluation and feedback on the strengths and weaknesses of the learning program are jointly identified by learners and the facilitator.
- Learner officials are all experienced – their experiences should be used in the training in as much as possible.
- Training / learning emphasis is on practical application – on how to do things and better. For example, on how to write a project proposal/contract, on how to monitor project progress and on how to evaluate project benefits.
- Negative: learner officials may have fixed ideas and habits – these may interfere. As such, these need to be understood and be addressed in order for the new learning to be effective.
- Learning /training should be problem centered and its focus should be on immediate application - learn today to do something tomorrow better.

Handout # 2: <u>Learning Cycle: Action Reflection Learning and Planning (ARLP)</u>

The **learning cycle** is a research-based method for training and education. The learning cycle has five phases:
1) Engage, in which a learner's interest is captured and the topic is established.
2) Explore, in which the learner is allowed to construct knowledge in the topic through facilitated questioning and observation.
3) Explain, in which learners are asked to explain what they have discovered, and the instructor/ facilitator leads a discussion of the topic to refine the learners' understanding.
4) Extend, in which learners are asked to apply what they have learned in different but similar situations and the instructor/facilitator guides the students toward the next discussion topic.
5) Evaluate, in which the instructor/facilitator observes each learner's knowledge and understanding and leads learners to assess whether what they have learned is true. Evaluation, feedback and reflections should take place throughout the training cycle.

In order for our adult learners to obtain the skills to be independent learners, and to keep learning throughout their life, a new approach to learning is introduced here called "A.R.L.P" – Action, Reflection, Learning and Planning. ARLP is a tool that helps learner to keep on learning through doing reflections of their experiences and through drawing from lessons learnt for future practices. The following diagram explains in more details of what and how this tool is used:

The doing/event:

- What has happened? Or
- What significant things have happened?

The application of learning:

- What are we going to do differently?
- How are we going do it?

The re-examination and thinking about the action or event:

- Why did it happen that way?
- What was good about it and what was not?

New insight/confirmation:

- What new insight have we discovered from doing that?
- What does it confirm us about?

How can this idea of action learning cycle be applied to a new way of teaching students?
Teacher/ facilitator can consider the above points when planning his learner–centered lessons: (VBNK, 2008. *Training of Facilitator Course for Room to Read organization)*

Learning style: Learning styles are various approaches to learning or ways of learning. They involve methods of learning very unique and specific to an individual and methods that allow that individual to learn best. Each one of us has favorite methods and unique ways of learning **-** interacting with, taking in, absorbing and processing information. So, learning styles vary from one individual to another. Based on this concept, the idea of individualized "learning styles" has gained popularity in recent years. Accordingly, teachers/facilitators should assess the learning styles of their learners /students and adapt their training and classroom methods to best fit each learner's learning style. Hence, it is important that the trainer / facilitator recognize individual learning styles in designing and delivering training.

Handout # 3: **Questionnaire on Learning Styles:**

Read each statement carefully. To the right of each pair of statements, mark the designated box of the statement that fits best to your character. Answer honestly as there are no correct or incorrect answers. Do not think about each question too long, as this could lead you to the wrong conclusion.

	A	*B*	*C*	*D*
1. I often produce off-the-hat ideas that at first might seem silly or half-baked.	0			
2. I am thorough and methodical.		0		
3. I ask probing questions when learning a new subject.			0	
4. I am good at picking up hints and techniques from other people.				0
5. I am practical and down to earth.				0
6. I am rational and logical.			0	
7. I enjoy watching people.		0		
8. I am normally the one who initiates conversations.	0			
9. I am flexible and open minded.	0			
10. I am careful and cautious.		0		
11. I plan events down to the last detail.			0	
12. I like realistic, but flexible plans.				0
13. I like to try new and different things without too much preparation.	0			
14. I investigate a new topic or process in depth before trying it.		0		
15. I like to know the right answers before trying something new.			0	
16. I try things out by practicing to see if they work.				0
17. I am happy to have a go at new things.	0			
18. I draw up lists of possible courses of actions when starting a new project.		0		
19. I analyze reports to find the basic assumptions and inconsistencies.			0	
20. I rely upon others to give me the basic gist of reports.				0
21. I enjoy working with others.				0
22. I prefer working alone.			0	
23. I like to read and observe.		0		
24. I like to get involved and to participate.	0			

	A	B	C	D
25. I am quite and somewhat shy.	0			
26. I am loud and outgoing.		0		
27. Others would describe me as serious, reserved and formal.			0	
28. Others would describe me as verbal, expressive and informal.				0
29. I make quick and bold decisions.	0			
30. I make cautious and logical decisions.		0		
31. I use facts to make decisions.			0	
32. I use feelings to make decisions.				0
33. I am easy to get to know.				0
34. I am difficult to get to know.			0	
35. I speak slowly, after thinking.		0		
36. I speak fast, while thinking.	0			
37. I like to participate in group exercises and energizers.	0			
38. I like to watch and learn while exercises evolve.		0		
39. I like to grasp the underlying theories of a new topic.			0	
40. I enjoy case studies when studying a new subject.				0
Total				

Score sheet - Learning Styles

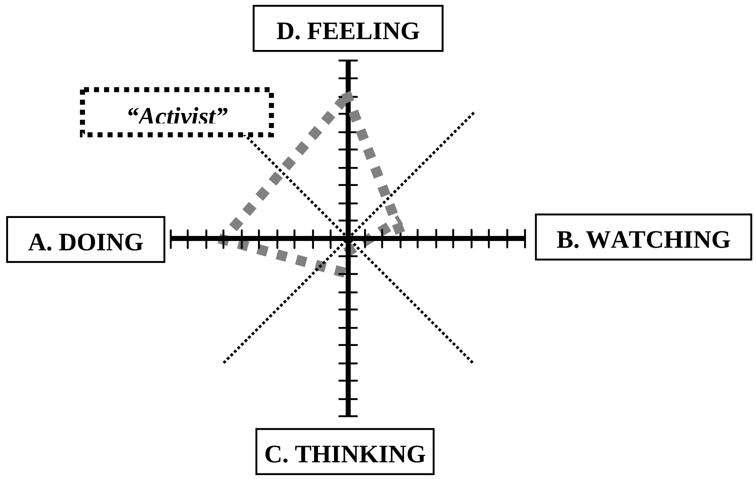
Scoring:
Count the number of marks for each of the four columns (aspects) on the right.
The maximum is 10 per aspect and your total for the four columns should be 20.

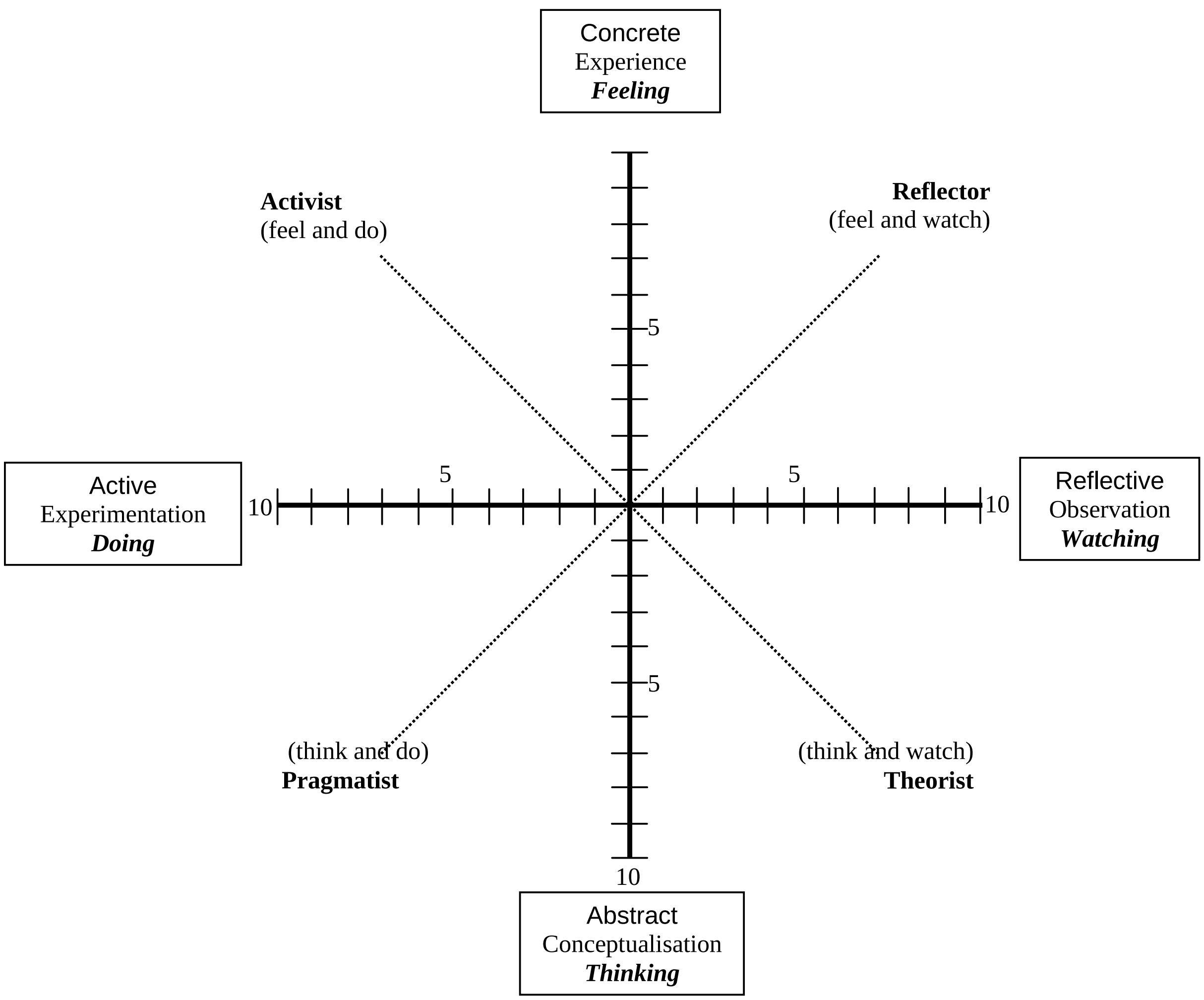
Your score for each dimension:

A. DOING ……..
B. WATCHING ……..
C. THINKING ……..
D. FEELING ……..

Draw your individual learning profile in the diagram below:
In this diagram the four aspects are related to two dimensions: how we ***think*** about things (perception continuum: feeling or thinking) and how we ***do*** things (processing continuum: doing or watching). Most of us have a natural tendency towards one side of a continuum. For instance, someone may be more focussed on doing (rather than watching) and feeling (rather than thinking). This is what Honey and Mumford refer to as “Activist”, while David Kolb calls it “Accommodating”.

The diagram will show your tendency towards one or more of your learning styles. For instance in the diagram below a profile is drawn of an “Activist” learning style (Doing: 7; Watching: 3; Thinking: 2; Feeling: 8). Use the next page to draw your personal learning profile and to learn more about the natural characteristics of each of the styles.


D. FEELING
"Activist"
A. DOING
B. WATCHING
C. THINKING


Concrete
Experience
Feeling
Activist
(feel and do)
Reflector
(feel and watch)
5
Active
Experimentation
Doing
10
5
5
10
Reflective
Observation
Watching
5
(think and do)
Pragmatist
(think and watch)
Theorist
10
Abstract
Conceptualisation
Thinking

Activist (doing and feeling)	**Reflector** (feeling and watching)
- hand-on learning style. - rely on intuition rather than logic. - use other people's analysis rather than their own. - prefer to take a practical, experiential approach. - attracted to new challenges and experiences. - act on 'gut' instinct rather than logical analysis. - tend to rely on others for information . - prevalent and useful in roles requiring action and initiative. - prefer to work in teams to complete tasks. - set targets and works actively in the field trying different ways to achieve an objective.	- able to look at things from different perspectives. - sensitive, prefer to watch rather than do. - tend to gather information and use imagination to solve problems. - best at viewing concrete situations. - perform better in situations that require ideas-generation, for example, brainstorming. - have broad cultural interests and like to gather information. - interested in people, imaginative and emotional. - tend to be strong in the arts. - prefer to work in groups, to listen with an open mind and to receive personal feedback.
Pragmatist (doing and thinking)	**Theorist** (watching and thinking)
- can solve problems and will use their learning to find solutions to practical issues. - prefer technical tasks, less concerned with people. - best at finding practical uses for ideas and theories. - can solve problems and make decisions by finding solutions to questions and problems. - more attracted to technical tasks and problems than social or interpersonal issues. - enables specialist and technology abilities - like to experiment with new ideas, to simulate, and to work with practical applications.	- learning preference is for a concise, logical approach. - ideas and concepts are more important than people. - good at clear explanation rather than practical opportunity. - excel at understanding wide-ranging information and organising it a clear logical format. - more attracted to logically sound theories than approaches based on practical value. - important for effectiveness in information and science careers. - prefer readings, lectures, exploring analytical models, and having time to think things through.

(Facilitating Multi Stakeholder and Social Learning Course, Wageningen International, Netherlands).

TOT Module 2:
The Concepts, Methods, Tools, Skills and Attitudes Essential for the Trainer/Facilitator
Day 2: Session 4
Good Role of Trainer/Facilitator

Trainer: **Time:** 14:00 –17:00

Objectives:

By the end of the session participants will have:

- Explained the characteristics of a good training facilitator.
- Explained the roles of good training facilitator.
- Gained experiences the rules of facilitator.

Key contents:

- Characteristics (role model) a good facilitator (quality, behaviour, skill and method/tool of a facilitator)
- Rules of the facilitator.

Methods:

- Game "Yes and..."
- Brainstorming.
- Presentation.
- Practice.

Materials:

- Handout of role and responsibilities of facilitator.
- Picture of 8 rules of facilitator.
- Color cards.

Steps/ Activities:

1. ***Introduction and present session objectives (14:00 - 14:15):***

   A. **Introduction of session:** In Session 3 you have learnt a lot about characteristics of adult learning and people's learning styles. In this session we will introduce you to the role and rules of a good facilitator.

   B. **Present objectives above:**

2. ***'Myself as a good trainer/facilitator(14:15 - 14:45):***

   Instructions:

- Divide participants into 4 groups.
- Each group sits in a good circle.
- Facilitator presents a model of how the exercise is supposed to be done.
- The participants conduct the exercise individually (hints for consideration: knowledge, behavior, skills and methods/tools of a trainer/facilitator).
- The game should begin with someone in the circle and be followed by the next person on his/her left side.
- Go on 2 or 3 rounds more.
- The participants share their ideas in their small groups and write down the common key characteristics on cards.
- Each group writes their main ideas on the color card.
- Each group categorizes their ideas in 4 areas: **quality, attitude, skills methods/tools of a facilitator.**

Reflections on Team work:

a. How do you feel about this game (happy, difficult, tired, interested)?
b. What can you observe from this game?
c. What are the difficulties you met?
d. How does this game related to team work?
e. Do you feel the person sitting next to you is ready to share his/her imagination with you? What happened?

3. Each group presents their result by gallery walks (14:45 - 15:30):

- Each group displays their results on the floor.
- All participants look at each group's result one by one.
- During the time when participants explore the results, they are not allowed to talk but they can use symbols to illustrate their concerns on the results (colour cards).
- Facilitator instructs the participants to use symbols to illustrate their concerns (**!**= very interesting, **?** = Wondering/question and = disagree)
- Finish exploring each group as well as clarification on the cards that have the symbol.
- Facilitator gives some inputs on *handout #1 and #2.*

Break (15:30-15:45)

4. Practicing the rules of facilitation(15:45-16:45)

Instructions:

- Present picture on the 8 rules of facilitator (*handout #3).*
- Demonstrate the picture on rules of facilitation.
- Practicing each rule.

5. ***Session conclusions: (16:45 - 17:00)***

- Session summary.
- Clarify participants' issues, if there are any.
- What have you learnt?

Handout #1: Characteristics of a good training facilitator

Training Facilitation: The process of designing, organizing and delivering knowledge and skills improvement training and of needed tasks is the process of training facilitation.

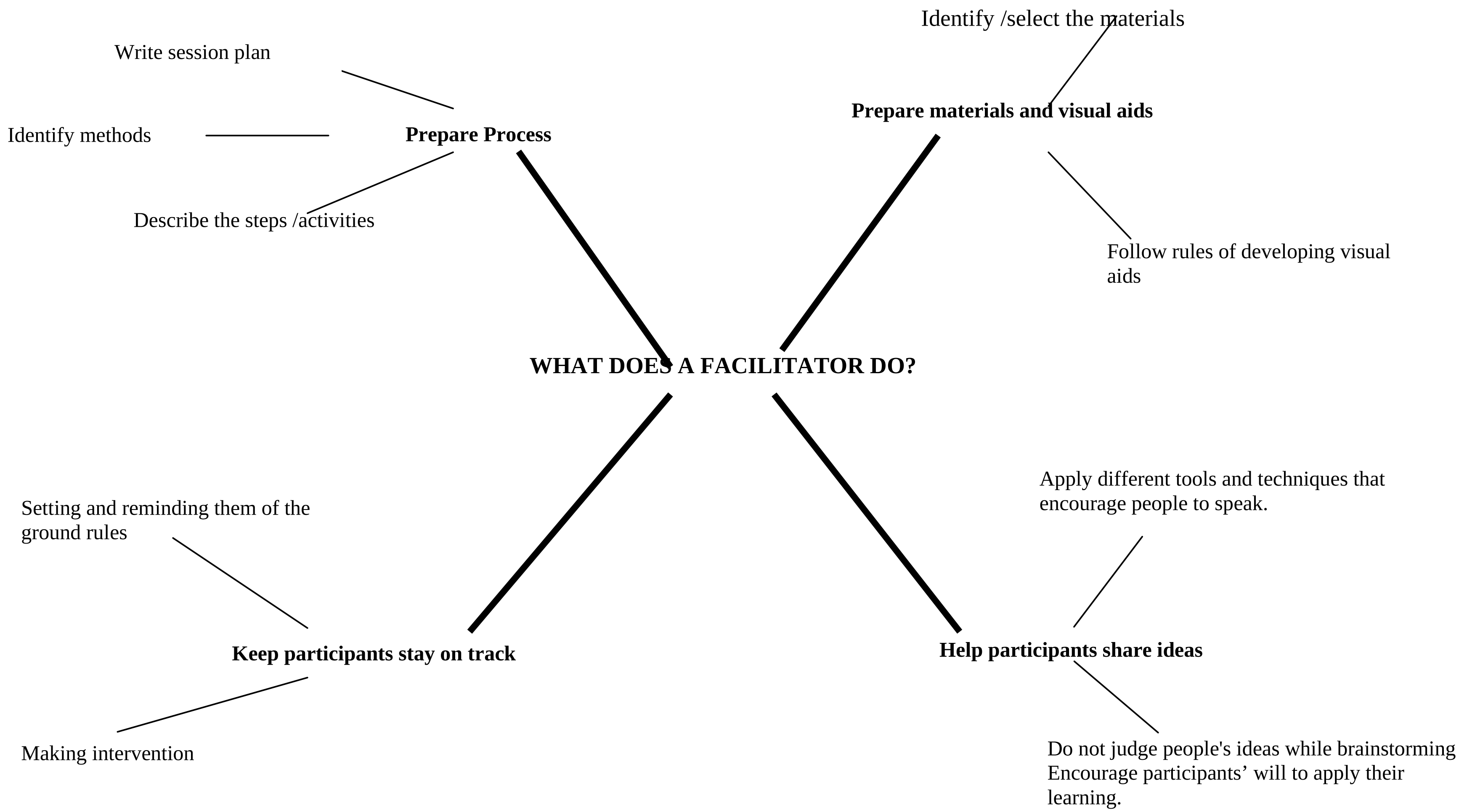
Training Facilitator: A facilitator is someone like a "midwife" who assists in the process of child birth but is not the producer of the child. Someone who is a helper and an enabler whose goal is to support others for example, PRDC ExCom officials with learning project management skills. A trainer facilitator is someone trained and experienced in all aspects of the methods and processes involving knowledge and skills building. The facilitator uses learner-centered and participatory training methods and draws on existing knowledge and experiences of the learners. The person who does training facilitation is called a Trainer or, a Training Facilitator. Training Facilitator is the key person in adult learning and in competency improvement training. The role of the Facilitator is to: consult the trainees, targeted officials and their supervisors; assess training needs, design training curriculum, write session plans, prepare course materials and handouts, organize the training, enables learning and knowledge transfer and evaluate training feedback and outcomes. When the training subject matter is technical and requires expert level specialized knowledge namely, "use of indicators in project monitoring", the training facilitator work with an expert on "indicators" for training content development, session plan, handouts and evaluation. In the "Champions Development" context, the Provincial Champion is the trainer and the training facilitator. He may draw expert knowledge, technical inputs and resource persons as necessary for making the training effective. In NCDD PRDC context, the provincial Champion is the training facilitator.

What makes a good training facilitator?
- Comfortable teaching adults in groups.
- Ability to design structured learning activities and processes.
- Ability to communicate at the level of learners.
- Understand what they know and what they do not know.
- Have respect for the learners.
- Have the ability and skills to make learning experience a fun and enjoyable.
- Allow the group members to build upon mistakes and learn from each other.
- Guide the learners, listen to them.
- Follow good procedures and practices of conducting training: timekeeping, session plan.
- Draw balance participation: use variety of techniques to reach out to different types of learners in a group.
- Encourage silent learners to participate actively.

Managing differences; assist the group in resolving differences and in generating consensus.
- Listening, paraphrasing, observing, clarifying and elaborating.
- Interpreting verbal and nonverbal behavior.
- Analyzing accurately and rapidly, organizing, summarizing and connecting data.
- Thinking and speaking clearly.
- Emotional maturity and professional neutrality.
- Communicative speaks Accurately, Briefly, Clearly and Dramatically (ABCD).
- Keeping focused on the process and achieving its desired outcomes.
- Seeks feedback and make self evaluation continually.

Handout #2: WHAT THE FACILITATOR SHOULD DO AND HOW?

1. Make things go smoothly.
2. Help participants to share ideas (propose the questions).
3. Help participants feel good (eye contact, give encouragement).
4. Keep participants on the topic and following the agenda. Let participants know when the situation/decision has shifted away from the agenda topic and check if they really want to discuss this new subject. Encourage them to finish one topic before beginning another.
5. Keep the discussion moving on. Summarize what participants have said, especially those said by less active ones. This encourages shy participants and ensures that others hear their points. And also, this relates one participant's ideas to another.
6. Pay attention to the group’s feeling. Find out if people are feeling OK. Keep track of the mood of the meeting. Are members bored, tired, or angry? Summarize feelings and choose appropriate methods to help them enjoy your facilitation.
7. Every now and then, summarize what has happened or what has been decided. Be sure to restate the group has make decision after it.


WHAT DOES A FACILITATOR DO?
Prepare Process
Write session plan
Identify methods
Describe the steps /activities
Prepare materials and visual aids
Identify /select the materials
Follow rules of developing visual aids
Keep participants stay on track
Setting and reminding them of the ground rules
Making intervention
Help participants share ideas
Apply different tools and techniques that encourage people to speak.
Do not judge people's ideas while brainstorming
Encourage participants' will to apply their learning.

Handout #3:

A Good Facilitator

Quality of facilitator:	**Attitude & Behavior of facilitator:**	**Skills/Tools of facilitators:**	**Methods/Tools of facilitators:**
- Experience - Responsible - Confident - Open minded - Non judgmental - Flexible - Good humor - Strong/ confident - Dynamic - Encourage	- Happy - Patient - Forgiveness - Like to learn - Friendly - Respectful	- Paraphrasing - Summarizing and Synthesizing - Organizing - Communication - Listening - Observation - Presentation - Questioning -	- Develop visual aids to be used in training - Session plan - Methods (Brainstorming Small group, pair work, telling story, development café, energizer game, invoice, gallery walk, “yes and method”, interview, walk around

Handout #4: The 8 rules of facilitator

1. Deep breath taking and warm up voice.
2. Eye contact.
3. Balance between overall picture and specific focus where needed and between seriousness and humors.
4. Move body.
5. Body language.
6. Use prop.
7. Never boring and never tired.
8. Four style of facilitation (Directing, Facilitating, Coaching and Delegating).

(Chhoun Bounna, 2007. A Research Report of Participatory Methodology for Capacity Building Local Administration, p.23)

TOT Module 2:
The Concepts, Methods, Tools, Skills and Attitudes Essential for the Trainer/Facilitator
Day 3: Session 5
Participatory Methods for Training/Facilitation

Trainer: **Time:** 8:00 –12:00

Objectives:

By end of the session participants will have:

- Gained knowledge and experience of some useful facilitation methods.
- Developed the ability to reflect on advantages and disadvantages of each training method.

Key contents:

- Some useful facilitation methods (brainstorming, small group work, pair work, role-play, case study, information market, development cafe, inner voice).

Methods:

- Group discussion and reflections.
- Practice.

Materials:

- Handouts on facilitation methods.

Steps/Activities:

1. ***Introduction and present session objectives (8:00 - 8:15):***

   A. **Introduction:** There is no best training method. A combination of methods is used to bring better results. We should remember that if we use methods properly, we should get good results. But if we do not use properly, we will get results opposite from our expectation.

   B. **Present above objectives:**

2. ***Plenary card collection brainstorming (8:15 - 9:30):***
   - Trainer asks the following question:

     Q. *What tools/methods have you used in your training/ workshop facilitation so far? (Please give/list the names of the tools/methods).*

   - Trainer writes on cards and posts them on the board.
   - Have individuals/owners of the tools/methods describe/explain in details about their methods/tools using the form provided by the trainer.
   - Ask them to circulate the descriptions of their tools/methods around the circle for reading and to clarify the doubts from the participants as necessary. The trainer adds some more additional new tool/methods that were not listed on the board or produced by the participants and welcome any doubts from the participants.

- Ask the participants to classify those tools/methods into two categories; i.e., **‘Comfort zone’** and **‘Swampy ground’** (handout # 1).

- Have them identify which of those tools they want to practice more in class in order to gain more confidence in using them (particularly, those that are in the swampy ground).

Break (9:30-9:45)

3. Group work (form according to the partner provinces): practicing some selected tools/methods used. (9:45-11:00).

Each group:
- Selects the tool/method they want to practice.
- Identifies the topic/task that is required for training/ facilitation using the tool/ method. The task/topic must be appropriate to the time allowed for practice.
- Prepares a step by step action/procedure on how to use the tools/methods.
- Share roles and responsibilities among the group members; i.e. within their team facilitation.
- Takes turn in facilitating using their selected tools/methods.
- Trainer interacts at end of each practice facilitation by asking the whole group to reflect briefly using following questions:

Q.1 *What tool did this group use?*
Q.2 *What was good? What did they do well as a team of facilitators?*
Q.3 *What could have been done better?*

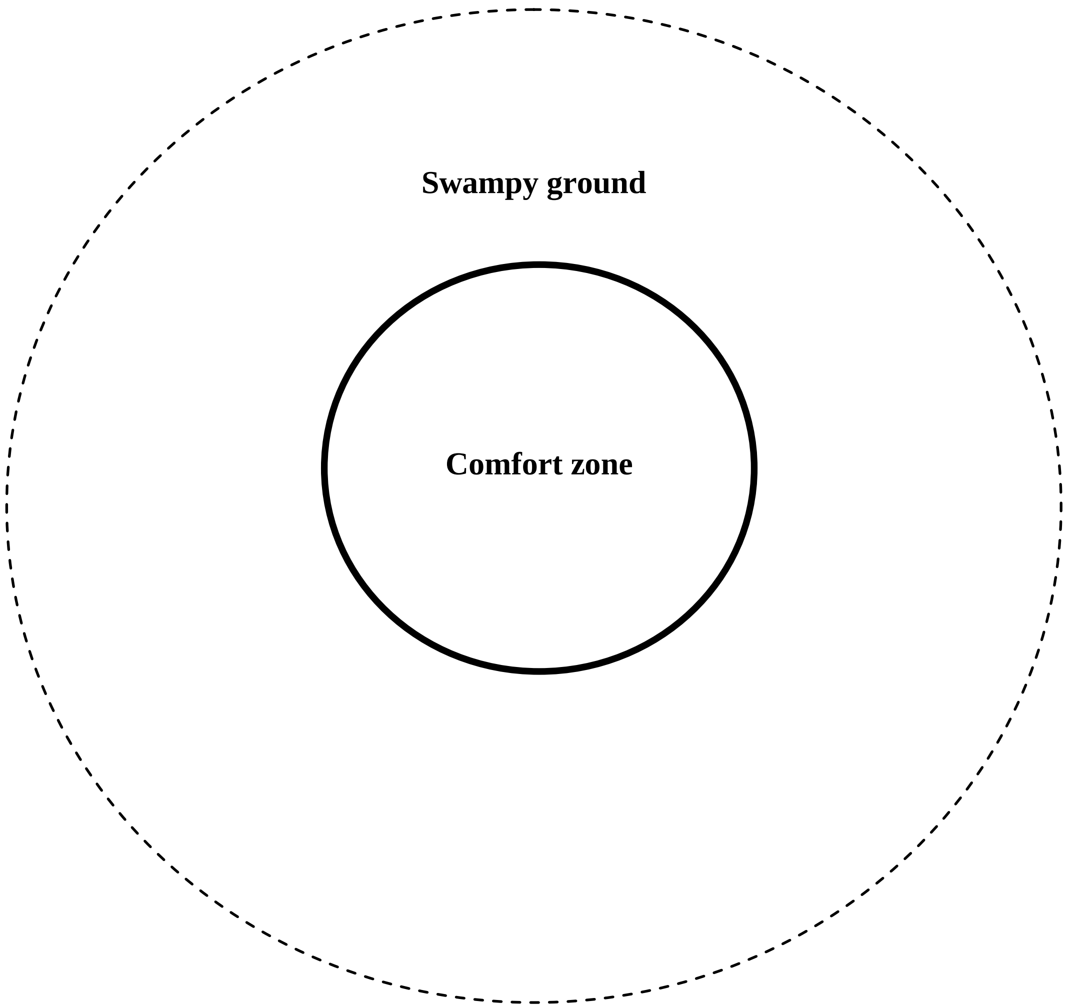
4. Plenary drawing: lesson learnt (11:00-11:45)
- Trainer asks the following questions:

Q.1 *What do you think about your experience from practice using these tools/methods?*
Q.2 *What are the basic criteria in selecting the methods/tools to be used?*

- Trainer concludes by drawing the participants’ attention to consider the relationships between types of learning and teaching as well as assessment activities as presented in handout #2.

5. ***Session conclusions: (11:45 - 12:00)***
- Session summary.
- Clarify participants’ issues, if there are any.
- What have you learnt?

Handout# 1: Comfort zone and **Swampy ground tool**



Handout# 2: SOME EXAMPLES OF FACILITATION METHODS

1. Large group brainstorming

<table>
<tr><th>The meaning:</th><th>Procedures/Steps</th></tr>
<tr><td>It is a process of gathering people's ideas and/or opinions voluntarily regarding a certain issue/problem.

Purpose:
In order to collect ideas related to an issue/problem.

The required materials:
• Markers.
• Board/flipchart paper.</td><td>• The facilitator asks questions either verbally or posts them on the board/flipchart paper.

• The participants answer voluntarily to the questions.

• The facilitator records the participant's ideas on the board/flipchart paper.

• The facilitator allows for clarification on any comments that are recorded in order to ensure the participant's understanding of all the contributed ideas.

• The facilitator allows some discussions to take place among the participants on any interesting comments and have them draw a conclusion from those contributed ideas at the end of the process.

• As an option, if a decision needs to be made based on those contributed ideas, the facilitator then needs to help the group come up with some certain criteria. He then helps the group to evaluate each given idea against those criteria before the decision get made.</td></tr>
<tr><td colspan="2"><u>Note:</u> Have the group to suspend their judgment over the contributed ideas, while doing brainstorming. Otherwise, it will become a barrier and discourage people to share their opinions.</td></tr>
</table>

2. Pair - work discussion

<table>
<tr><th>The meaning:</th><th>Procedures/Steps</th></tr>
<tr><td>It is a form of discussion that takes place between two people on a certain subject/ question.

Purpose:
In order to collect people's ideas regarding the topic/issue of discussion.

The required materials:
• Markers.
• Board/flipchart paper.
• Cards.</td><td>• The facilitator asks questions either verbally or posts them on the board/flipchart paper.

• The facilitator collects answers to the questions/topic of discussion from each pair and put them on the board/flipchart paper. If cards are used, the facilitator sticks the cards on the board/flipchart paper.
• The facilitator allows for clarification on any comments that are recorded in order to ensure the participants' understanding of all the contributed ideas.

• The facilitator allows some discussions to take place among the participant's on any interesting comments and have them draw a conclusion from those contributed ideas at end of the process.

• As an option, if a decision needs to be made based on those</td></tr>
</table>

	contributed ideas, the facilitator then needs to help the group come up with some certain criteria. He then helps the group to evaluate each given idea against those criteria before the decision get made.
<u>Note:</u> Have the group to suspend their judgment over the contributed ideas, while doing brainstorming Otherwise, it will become a barrier and discourage people to share their opinions.	

3. Buzz group

The meaning:	**Procedures/Steps**
It is a form of discussion or gathering people's ideas related to a certain topic/issue or possible solutions to a problem.	• The facilitator asks questions either verbally or posts them on the board/flipchart paper. • The facilitator collects answers to the questions/topic of discussion from each pair and put them on the board/flipchart paper. If cards are used, the facilitator sticks the cards on the board/flipchart paper. • The facilitator allows for clarification on any comments that are recorded in order to ensure the participants' understanding of all the contributed ideas. • The facilitator allows some discussions to take place among the participants on any interested comments and have them draw a conclusion from those contributed ideas at end of the process. • The facilitator summarizes the contributed ideas on the board/flipchart paper by either grouping them into different categories or drawing out the cause and effect relationship as necessary. • As an option, the facilitator helps the participants to draw an overall conclusion from all their contributed ideas regarding to the topic/issue of discussion.
Purpose:	
In order to collect people's ideas regarding the topic/issue of discussion.	
The required materials:	
• Markers. • Board/flipchart paper. • Cards.	
<u>Note:</u> Buzz group should be done in a short period of time, approximately between 5 – 10 minutes, in order to energize the participants. Otherwise, it will become as a normal group discussion.	

4. Structured brainstorming

The meaning:	**Procedures/Steps**
It is a form of discussion or gathering people's ideas related to a certain topic/issue or possible solutions to a problem.	• The facilitator asks questions either verbally or posts it/them on the board/flipchart paper. • The facilitator collects answers to the questions/topic of discussion from each individual participant one after the other in sequent and put them on the board/flipchart paper. If cards are used, the facilitator sticks the cards on the board/flipchart paper.
Purpose:	
In order to collect people's ideas regarding the topic/issue of discussion.	

The required materials: • Markers • Board/flipchart paper • Cards	• The facilitator allows for clarification on any comments that are recorded in order to ensure the participant’s understanding of all the contributed ideas. • The facilitator allows some discussions to take place among the participants on any interested comments and have them draw a conclusion from those contributed ideas at the end of the process. • The facilitator summarizes the contributed ideas on the board/flipchart paper by either grouping them into different categories or drawing out the cause and effect relationship as necessary. • As an option, the facilitator helps the participants to draw an overall conclusion from all their contributed ideas regarding to the topic/issue of discussion.
<u>Note:</u> Have the group to suspend their judgment over the contributed ideas, while doing brainstorming. Otherwise, it will become a barrier and discourage people to share their opinions.	

5. Small group work

The meaning:	**Procedures/Steps**
It is a form of discussion or gathering people’s ideas related to a certain topic/issue or possible solutions to a problem. **Purpose:** In order to collect people’s ideas regarding the topic/issue of discussion. **The required materials:** • Markers. • Board/flipchart paper. • Cards.	• The facilitator presents the topic/issue for discussion. • The facilitator explains the detail process of how the group should proceed including: ↳ The question or task for the group to discuss/carry out. ↳ The time allowed for the discussion to take place ↳ The expected form of presentation of group result/ product to the plenary. • The facilitator divides participants into a number of groups. • The participants discuss or do the given task in their small groups. • Each small group takes turn to present their group products/results to the plenary. • The facilitator allows some clarifications as necessary after each small group presentation. • The facilitator helps the group to draw an overall conclusion at the end as referring to the topic/issue of discussion.
Note: • The question or task must be clear for the group to understand and be appropriate to the time allowed for the discussion to take place.	

- The form for group presenting their ideas/results of discussion may vary. The facilitator therefore needs to consider and decide to use the most appropriate one according to the practical situation and the available time. For example, a gallery walk may be the most appropriate technique to use while there is not enough time for every group to present their ideas in turn.

- The numbers of participants within each small group should be between 6 – 7 people. Otherwise, the group is too large and not every member will have a chance to share his/her ideas.

7. Case study

<table>
<tr><th>The meaning:</th><th>Procedures/Steps</th></tr>
<tr><td>It is a form of discussion regarding specific issue/ problem in which the participants are given the case to read and are asked to answer the questions that follows.</td><td rowspan="5">• The facilitator explains to plenary about what and how the case should be discussed which includes:
➯ What is the case for the groups to discuss?
➯ How to divide the participants into groups?
➯ Whether or not each group discusses the same or different case?
➯ How long is it for group to discuss their given case?
➯ How the group's ideas or results of discussion be presented?

• The facilitator allows for clarifications regarding his/her instructions to ensure that the participants are having clear understanding of what to do.

• The facilitator divides the participants into groups.

• The groups discuss their case.

• The groups present their ideas or results of discussion to the plenary.

• The facilitator summarizes the group's ideas and draws conclusion as necessary.

• As an option, the facilitator can then link the ideas of the case study to a specific concept/theory as taught and as mentioned earlier. This is to emphasize some critical points for the participants to remember/ understand.</td></tr>
<tr><td>Purpose:</td></tr>
<tr><td>To provide the participants with an example of a case for them to study, to reflect on and to draw lesson from it and to compare with their experiences.</td></tr>
<tr><td>The required materials:</td></tr>
<tr><td>• Handout of the case.
• Flipcharts or cards.
• Markers.</td></tr>
<tr><td colspan="2"><u>Note:</u>
• The case normally should be the real case rather than a make up one.
• The case should be short enough to reflect on the main ideas that serve the purpose of learning.
• As an option, different case studies can also be applied for different groups.</td></tr>
</table>

8. Role play

<table>
<tr><th>The meaning:</th><th>Procedures/Steps</th></tr>
<tr><td>It is a performance by groups of people to present a certain situation.</td><td rowspan="5">The facilitator announces to the plenary that there is going to be a role – play. The role play includes:
↳ What the role – play is about?
↳ What the audience and/or the observers, if any, need to observe or pay attention to?
↳ What tasks to be done after the role – play finished?
The groups perform their role play. The observers, if any, and the audiences observe carefully.
The facilitator leads the group through the process of reflection using the prepared questions either written on flipchart paper or on cards.
The participants answer the facilitator's reflective questions.
The facilitator summarizes and concludes the participant's reflective ideas.
The facilitator explains and draws the link between the lessons learnt from the role – play.</td></tr>
<tr><td>Purpose:</td></tr>
<tr><td>To present a certain situation for reflection and learning.</td></tr>
<tr><td>The required materials:</td></tr>
<tr><td>Space for the group to perform the role play.
Use props or any other available materials as necessary to help the actors and actresses in their role play.</td></tr>
<tr><td colspan="2"><u>Note:</u>
The role – play should be done in a short period of time and avoid exaggeration and/ or to make it too much playful.
If necessary, the scripts for the role – play should be given to the actors and actresses prior to the performance.
The questions for reflection should be prepared prior to the performance taking place.</td></tr>
</table>

9. Development Café

<table>
<tr><th>The meaning:</th><th>Procedures/Steps</th></tr>
<tr><td>It is a form of discussion and sharing of ideas in small groups without an expectation of any decision needs to be made at the end.</td><td rowspan="5">The facilitator posts on the flipchart the topics for discussion and/or questions in a way visible to everyone.
The facilitator explains the process/procedures that are expected of participants to go through:
↳ Round 1: Discuss within each small group.
↳ Round 2: Each group identifies a host to stay with own group while other members will walk around to join the discussion with the others.
The facilitator allows some clarifications regarding his/her instructions before the group starts their discussion.
The facilitator divides the participants into groups.</td></tr>
<tr><td>Purpose:</td></tr>
<tr><td>To share ideas and experiences among the group members regarding the topic/ issue of discussion.</td></tr>
<tr><td>The required materials:</td></tr>
<tr><td>Flipchart papers.
Markers .</td></tr>
</table>

	• The participants discuss the given topic/question in round one. • The participants move around and swap the groups and continue their discussion in round two. • The facilitator asks the participants to share their general observations or interesting points, if any.

Note:

- It is an option, whether or not the ideas that people discuss in each small group should be documented in a certain way.
- Each and every member of the group must have a chance to visit every other group.
- It could be a good way to learn from different perspectives of people who are from different generations, departments and/or sexes, that is, men's and women's views on a topic/issue as discussed, if the group division is done that way.

10. Expert interview

The meaning:	**Procedures/Steps**
It is a form of question and answer session regarding a certain topic/issue where the guest/s, i.e., experts are invited to be questioned. **Purpose:** To provide an opportunity to the participants to question and learn from the experience of the expert. **The required materials:** • Chair/cushion for the expert to sit on. • Color cards and markers.	• The facilitator announces to the participants that there is going to be an expert interview and what topic/issue that she/he will talk about prior to the interview taking place. • The facilitator allows some time for the participants to prepare their questions by writing them down on cards either in pairs or in small groups. They can write as many questions as possible that are related to the given topic/issue but there is no guarantee that they will have enough time to ask all the questions on their list. • The facilitator explains the process/procedures as follows: ➢ Each pair/group will be allowed to ask two questions only at a time so that the there will be a chance for the other groups/pairs to ask their questions also. ➢ After having asked their two questions already, the pair/ group must stick their question cards on the board/flipchart paper in a way visible to all. ➢ No repetition of questions is allowed. ➢ There must be a recorder. This is to be done by a volunteer to record the answers to the questions that the expert will give during the interview. The recorder should sit next to the expert so that she/he can listen clearly and easier for him/her to record all that is said. The records should be written on cards, in key phrases or in a summary form rather than in long sentences.

	➯ There must be another volunteer who will take the cards from the recorder and stick them on the board/flipchart paper surrounding the card of questions the answers belong to. ➯ If there is time available, the facilitator then allows the groups to ask other remaining questions. • The facilitator begins the process of interviewing, by first introducing the expert/guest to the group and having him/her say something briefly to the group, as an introduction. • The facilitator and/or the group thank the expert/guest for his/her time for coming to the interview, for answering the questions and for sharing of experiences on the topic/issue. • Have the group revisit their list of questions and answers that they got from the expert/guest and see if they can draw any lessons from it and what if applicable for them.
Note: The interview is not always necessary to be done with the external people/guest. In some cases, it can also be done with the internal people by having a volunteer participant or the facilitator him/herself to be an expert.	

11. Walk about

The meaning:	**Procedures/Steps**
It is a form of discussion where people are asked to keep walking while they talk. **Purpose:** To provide an opportunity for participants to share their experiences relevant to the topic/issue of discussion. **The required materials:** • Flipcharts/Cards. • Markers.	• The facilitator brainstorms the topics/issues that the participants may want to discuss. • Once the topics/issues are collected and presented on the board/flipchart paper, the facilitator then asks the participants to identify which of the topics/issues they want to talk about by putting their names, e.g., written on card, next to that chosen topic. • The facilitator then announces to each group the time allowed for the discussion to take place. In particular, the time that everyone is supposed to come back to the room after taking the walk. The facilitator emphasizes that there is no need for anyone to take any note during the walk and doing the discussion. • The groups are then spread away and to find their own path to do the walking and carrying out the discussion. • The group returns back to the room after using the time allowed. • The facilitator then gives the groups further instructions on

	how to conclude what was discussed and to prepare a short presentation to the plenary. • Groups present their result of their discussions. • The facilitator then summarizes and concludes the group's ideas.

Note:

- The size of each small group should be approximately the same/similar in numbers. Otherwise, not every member within the group will have a chance to talk and share his/her ideas.
- This form of discussion should be done in approximately between 20 to 30 minutes at the maximum. Otherwise, people will loose attention and focus on the subject of the discussion.
- This exercise can also be done just after lunch when fatigue often sets in.

(VBNK, 2008. *Training of Facilitator Course for Room to Read organization)*

TOT Module 2:
The Concepts, Methods, Tools, Skills and Attitudes Essential for the Trainer/Facilitator
Day 3: Session 6
Developing Visual Aids for Facilitation

Trainer: **Time:** 14:00 –17:00

Objective:

By end of the session participants will have:

- Gained knowledge and experience of developing some required visual aids for their training/ facilitation.

Key contents:

- Guidelines and principles of how to develop and how to use visual aids.

Methods:

- Group discussion and reflections.
- Practice.

Materials:

- Colour cards, flipcharts, markers, tapes, knifes and scissors.
- Hand out on the principles of and use of visual aids.

Steps/ Activities:

1. ***Introduction and present session objectives (14:00 - 14:15):***

   A. **Introduction:** Visual aid helps us to see, understand, and remember information. It is used to support and enhance training/extension work. Visual aid helps make teaching/communication effective by engaging more than one sense at a time.

   B. **Present objectives above:**

2. ***Plenary discussion (14:15 - 14:45):***

   Q.1: *How would you feel as a participant when you listen to what the trainer/facilitator talking on and without having anything to show throughout the whole session?*

   Q.2: *How would you feel as a* ***trainer*** *if you teach without having anything to show to the participants throughout the whole session?*

   ❒ **Reflections:**

   Q.1: *Would the teacher/trainer achieve his/her objectives of the session easily and/or effectively in this case without visual aids? Why?*

   Q.2: *Would the students/participants able to learn a lot/effectively in this case? Why?*

   ❒ **Conclusions:**

   Q. *What is visual aid and what is the importance/purpose of it?*

3. ***Group exercise (14:45-16:00 including15 minutes Break):***
   Instructions:
   - Divide participants by partnering provinces.
   - Step 1:
     - Each member in the group identifies the required visual aid for use in your previously developed session plan. Select one type of visual aid and develop it using your existing knowledge and experiences.
   - Step 2:
     - Each member takes turn to present his/her visual aid using his/her practical way of teaching to present to the group members.
     - After each member has finished their presentation, allow few minutes for all participants to think and note down some ideas of what was good or what she/he liked and what he/she did not like about the use of that visual aid.
   - Step 3:
     - Each group identifies a good visual aid and a bad visual aid in the training room.
     - Each group discuss about why it is good or bad.
     - Each group shares their views with the large group.

   Reflections:
     - Trainer elicits a common list of **'Good/like'** and **'Need improvement/dislike'** from the participants' notes

   Conclusions:
     - ***Q.*** *From that experience, what guidelines of using visual aid can we develop?*
     - Facilitator presents handout (session #6).

4. ***Group practice: (16:00 – 16:45):***

   - Keep to the original team.
   - Each team revisits their next sessions (sessions that are already planned to be taught to their target group) and consider what kind of visual aids can be used. If all the visual aids for those sessions have already been developed, then consider if they are appropriate for use and make any adjustments/adaptations to them where necessary. This is to be done using the knowledge gained from this session. If all/some of the visual aids have not been developed yet, then consider developing ones using the knowledge gained from this session.

5. ***Session conclusions: (16:45 - 17:00)***
   - Session summary.
   - Clarify participant's issues, if there are any.
   - What have you learnt?

Handout session #6:

What is visual aid?
Visual aid is "something that provides help and support, and especially makes the process of teaching/training easier or more effective". An instructional aid – a method of presenting information and of communicating in visual form such as posters, drawings, color, photos, video.

Why do we use visual aids?
Research shows that people remember 10% of what they hear, 20% of what they see, and 65% of what they see and hear. Therefore make your visual aids as VISUAL as possible, using key words and phrases, not long sentences; use pictures, graphs, add colour, avoid long lists of numbers and keep them simple and clear and be creative. However, it should be remembered that visual aids only assist; they cannot tell the whole story of your presentation subject. Your teaching should not rely too much on it.

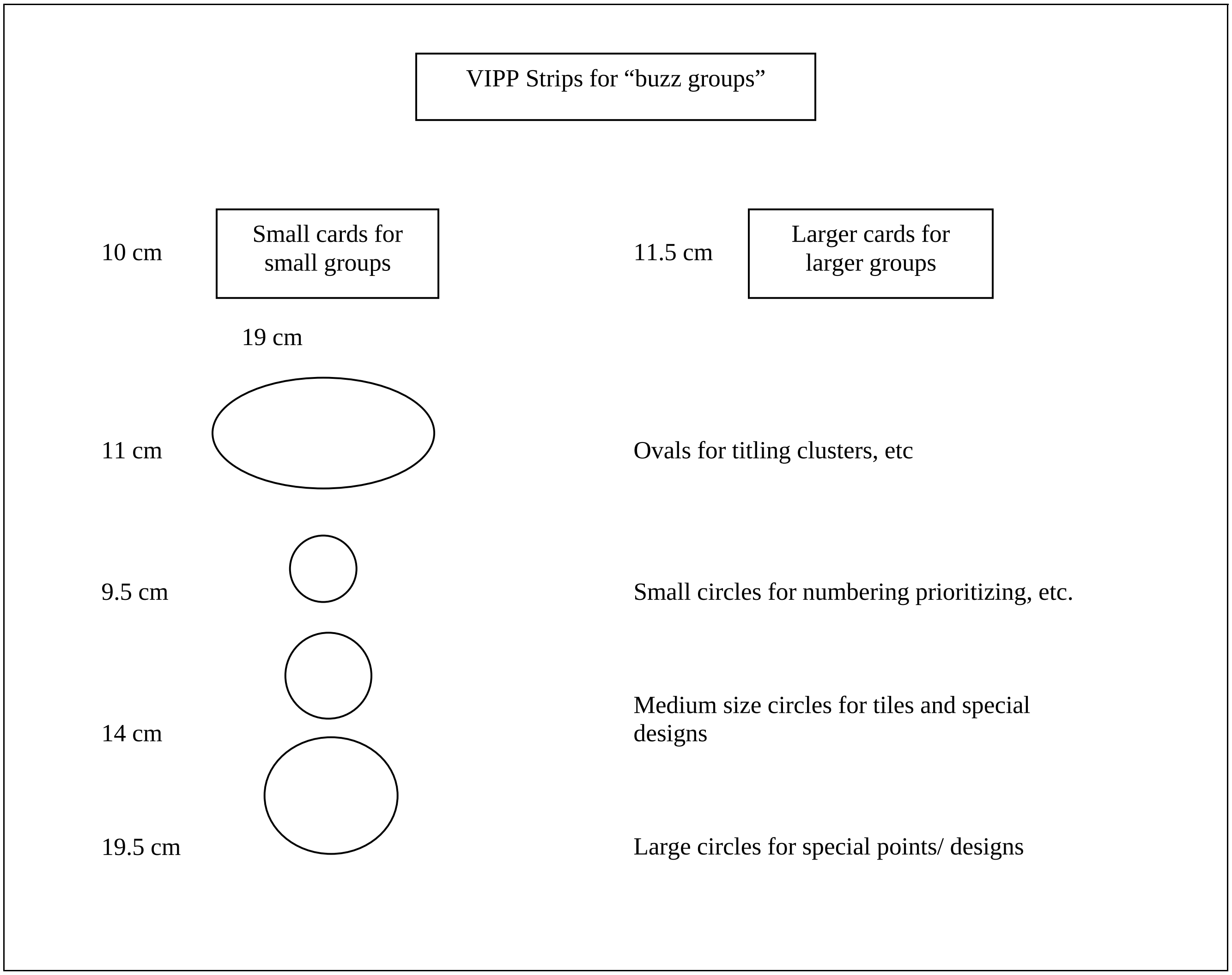
What are the different types of visual aids that can be used in training and how to use them?

1. Use of cards

Card sizes and shapes
Standard card shapes and sizes are given in the drawing below. The rectangular cards are used for main idea processing, the smaller ones for small group events and the larger ones for larger group events where the distance between the boards and the plenary increases. The other cards can be used for numbering or titling clusters or for giving visual emphasis of certain ideas.

2. Poster/ flipchart paper

- Decide on a message that you want to use.
- Decide on an appropriate way to present your message, e.g., whether it is more appropriate to present it in a form of bullet points or of diagram and/or of a simple drawing etc.
- Write or draw, not necessarily beautiful, but neatly and visibly enough for a reader at a distance.
- Use not more than 4 different colours, usually three; otherwise, the audience will lose their interest in the main point/concept that you want to convey.
- Check if it is appropriate for use.
- Check to see if the visual aid is producing the results as intended. If not, make changes and finalize it.



Rules for Card writing:

- Write only one idea per card so that clustering of ideas is possible.
- Write only three lines on each card and form blocks of words.
- Use key words instead of full sentences.
- Write large letters in both upper and lower case, if possible, so that your words can be read from 10 meters.
- Learn to write legibly and use the broadest side of the marker, not the point.
- Apply two sized of script to distinguish main points.
- Use the different sizes, shapes and colours of cards to creatively structure the results of discussions.
- Follow the colour code established for different categories of ideas.

BASIC Rules of card collection:

1. Visualize the question, clarify and rewrite, if necessary.
2. Give clear, visualized instructions on number of cards and colour codes for different categories of ideas.

3. Allow adequate time for writing and ask the participants to place cards face down on the floor.
4. Shuffle and pick up each colour/category, dealing with one colour/category at a time.
5. Read each card aloud, showing it to the participant. Ask for volunteers to rewrite unclear or poorly written cards. Never ask who wrote the card and do not throw out duplicate cards.
6. Clusters the cards according to the suggestions of the participants.
7. Keep clusters well separated so there is a lot of room to form new clusters or to move cards from one cluster to another.
8. Come to a consensus on the cluster labels or titles and use a different colour or shape of card for the label.
9. Border the clusters with a thick marker in a cloud formation after all discussion has ended.
10. Glue the cards to the wrapping paper after all discussion is over at end of the session.

Remarks: Cards collection is efficient but requires considerable time. If you have a group of 20 people, allow only a maximum of three cards for each person (one idea on each card). It will take you from 40 to 60 minutes to cluster the cards but you will have a starting point for further group work on problem analysis, etc. Do not over-use this technique for it can become boring.

3. Props

Props are objects and items that is “on stage” with you as aid to your teaching. Your flipchart is a prop. Overhead projectors, pointers, chairs, markers, pens, and other audio/visual aids are all forms of props. For example, you may consider using a string to represent an individual.

- Decide on appropriate props for use.
- Think about how you will use it.
- Normally you should keep your special props hidden until you are ready to use them.
- Make sure the props can be seen from all parts of the room.
- Always speak to the audience/participants, not to the props (unless the prop is a puppet).

4. Overhead slide Projector/Power Point

- Have a projector at 90 degree angle to screen or use angle screen to avoid distortion.
- Make sure lens and surface are clean.
- Locate where everyone can see.
- Make picture or writing as big as possible (avoid normal printed text on a slide or transparency).
- Check slide order or number all transparencies/slides.
- Put each transparency on straight.
- Turn off projector when not referring a transparency/slide.
- Have a spare bulb and know how to fix it.
- Either showing the whole page at once or cover parts of a transparency/slide in order to focus the audience on one point at a time.

5. Video

- Use only if picture is large enough for everyone to see.
- Dim or reduce the light to make pictures visible.
- Check if the tape is at right position to start when needed
- Know how to handle any remote controller and the TV.
- Number video tapes.
- Turn off TV the moment you have finished with your video presentation.
- Keep clip brief – your audience wants to see you, not a film.

- Allow time for your audience to switch their attention back to you after a clip.
- Give clear instruction to the audience of what they are expected to do with the clip of the video.
- Avoid talking over a clip.

Guidelines for Using Visual Aids

Clearly, visual images are powerful in getting attention, facilitating understanding, and increasing retention. Yet many speakers who understand the value of "visual" sometimes forget the meaning of "aid."

Visuals do not take the place of a well-prepared speech, nor should they be the primary focus of a speech. Visuals supplement the speech by serving the speaker's goal of helping the audience understand and retain information. With this point in mind, here are several guidelines for using visual aids effectively.

1. Plan carefully when to use visual aids. As you practice your speech, indicate on your outline when and how you will use each visual aid.

2. Carefully consider audience needs. Your use of visual aids is determined not only by the nature of your training topic but also by the needs of your audience. If your audience would find a graphic helpful in understanding and remembering a portion of your teaching, then a visual aid at that point is appropriate. On the other hand, regardless of how exciting a visual may be, if it does not contribute directly to the audience's attention to, understanding of, or retention of information on your topic, then reconsider its use.

3. Show visual aids only when you are talking about them. You are competing with visual aids for attention. When you are using a visual aid to make a point, you expect the audience's attention to be directed to it. But if your visuals are still in view when you are talking about something else, the audience will be inclined to continue to look at them. So, when the visual aid is not contributing to the point you are making, keep it out of sight.

4. Talk about the visual while you are showing it. Although a picture may be worth a thousand words, you know what you want your audience to see in the picture. Tell your audience what to look for: explain the various parts, interpret figures, symbols, and percentages.

5. Display visual aids so that everyone in the audience can see them. If you hold the visual aid, hold it away from your body and point it toward the various parts of the audience. If you place your visual aid on a chalkboard or easel or mount it in some way, stand to one side and point with the arm nearest the visual aid. If it is necessary to roll or fold the visual aid, bring some transparent tape to mount it to the chalkboard or on wall so that it does not roll or wrinkle.

6. Talk to your audience, not to your visual aid. You may need to look at the visual aid occasionally, but you want to maintain eye contact with your audience as much as possible, in part so that you can gauge to see how they are reacting to your visual material. When speakers become too engrossed in their visual aids, they tend to lose contact with the audience entirely.

7. Pass objects around the audience with caution. People look at, read, handle, and think about whatever they hold in their hands, and while they are so occupied, they may not be listening to you. Keep control of audience attention by telling them what they should be looking at and when they should be listening to you.

8. Practice using the visual aids so that you use them well. Many people think that once they have prepared good visual aids they will have no trouble using them in the speech. Nothing can be further from the truth. Many a good speech with good visual aids has become a shambles because the speaker had not planned carefully when he would use the visual, how the visual would be introduced, and most important, how it would be shown. (*VBNK, 2008.* Training of Facilitator Course for Room to Read organization)

TOT Module 2:
The Concepts, Methods, Tools, Skills and Attitudes Essential for the Trainer/Facilitator
Day 4: Session 7
Skill Necessary for Facilitation

Trainer: **Time:** 14:00 –17:00

Objectives:

By end of the session participants will have:

- Understood some effective skills for facilitation.
- Gained the ability to use those skills through practicing.

Key contents:

- Communication.
- Presentation.
- Questioning.
- Listening.
- Summary/synthesis.
- Giving and receiving feedback.

Methods:

- Brainstorming.
- Presentation.
- Exercise.

Materials:

- Handouts on questioning, listening, summary/synthesis and feedback.
- Picture for practice and exercise.

Steps/Activities:

1. Introduction and present session objectives (8:00 - 8:30):

a. Energizer game

- *Steps*:

1. Ask one participant to volunteer to leave the room. [When he/she comes back, s/he will be asked five questions that can be answered with only "yes or no" in order to identify a particular person in the room]
2. While the volunteer is out of the room, the group decides who will be the designated person for the volunteer to identify.
3. Upon return, the volunteer will be allowed to ask the group five questions before guessing who the designated person is. After asking those 5 questions, the volunteer is allowed to guess who the designated person is for the second time. If he/she fails to identify the correct person, the identity of the designated person is revealed and a new round with new volunteer begins.

b. Introduction: To be a good facilitator, you should have or acquire the knowledge, the characteristics, behavior/attitude and skills of a facilitator. We also already know about the quality/characteristics and behavior of a facilitator in previous session. In this session we will discuss deeply about the skills for facilitation.

c. **Present the session's objectives above**

2. ***Exercise: Communication skill (8:00-9:45):***

Instructions:

- Select 4 volunteer participants (one person is a sender, 2 persons are receivers and one person is a listener)
- Step 1: send the 2 receivers (receiver #1 and #2) out of the room
- Step 2: Invite receiver #1 to come in the training room. The sender tells a short paragraph of TNA report to receiver #1. The listener listens, but does not talk.
- Step 3: the listener reports to receiver #2 of what he/she remembers from the dialogue.
- Step 4: the receiver #2 sends back report to the sender.

Reflections:

- How do you feel?
- What do you think about this exercise?
- What is communication for you?
- What are the processes of communication?
- What are the communication blocks?
- What are the characteristics of a good listener?

Note: *Facilitator presents handout #1, communication skills*

Break *(9:45-10:00):*

3. ***Large group discussion about presentation skill (10:00-10:45):***
   - How to conduct a good presentation?
   - Facilitator presents the key presentation strategies in *handout # 2.*

4. ***Exercise: developing questions(10:45-12:00):***

- **Instructions**:

a) Facilitator gives out pictures to all participants *(each participant will receive only one picture).*
b) Facilitator divides participants into pairs; each pair sits back-to-back.
c) Role of the pair: one as coach and one as trainee. The pair can not show each other his/her picture.
d) The coach (one person of the pair) describes details about his/her picture (without telling the title/ subject of the picture).
   - ✓ The trainee listens to the details and then paraphrases (summarizes) what the coach said.
   - ✓ The trainee also asks questions, to help him/her get to know the title/ subject of the coach's picture.
   - ✓ The coach answers the trainee's questions.

e) The trainee guesses the picture's title/ subject.
f) The pair <u>changes</u> roles, and they begin the process again (using a new picture).

- **Reflections -** The facilitator asks the following questions:

a) What did you feel as a coach? What did you feel as a trainee?
b) What are the skills do you use in the exercise?
c) What kind of question did you use?
d) Facilitator refers to Handout #3 (some sample questions)

5. ***Exercise on Summarization/synthesizing (14:00-15:15)***

a). Thinking on feet exercise

- Each participant writes down three words which are not related to each other on a piece of paper.

- Facilitator collects all pieces of paper and shares back the paper but he/she has to make sure everyone has other's paper and is not their own.
- Each participant makes a meaningful statement using three words in the paper they have.

b). Reflections

- What does this game mean to you?
- How many stories could you create from the 3 words?
- How can you reflect this game on summarizing/synthesizing?
- How do you do the synthesis?
- *Facilitator shows handout # 4(Some tips on synthesis)*

Break (15:15-15:30):

6. Giving and receiving feedback (15:30-16:30):

Game: **do not say "yes" and "no"**

Instructions:

- Divide participants into pair.
- One person asks question and another person answers.
- The one who is assigned to ask questions can start asking the other partner. He/she should develop the question in a way that he/she gets the answer "yes" or "no"
- The other partner who has to answer the questions tries to answer the question but by avoiding the answer "yes" or "no".
- Continue like this for a few minutes more and then change the role.

Reflections:

- How do you feel?
- What is your feedback?
- When do you give feedback?
- How to give feedback?
- *Facilitator clarifies Handout # 5*

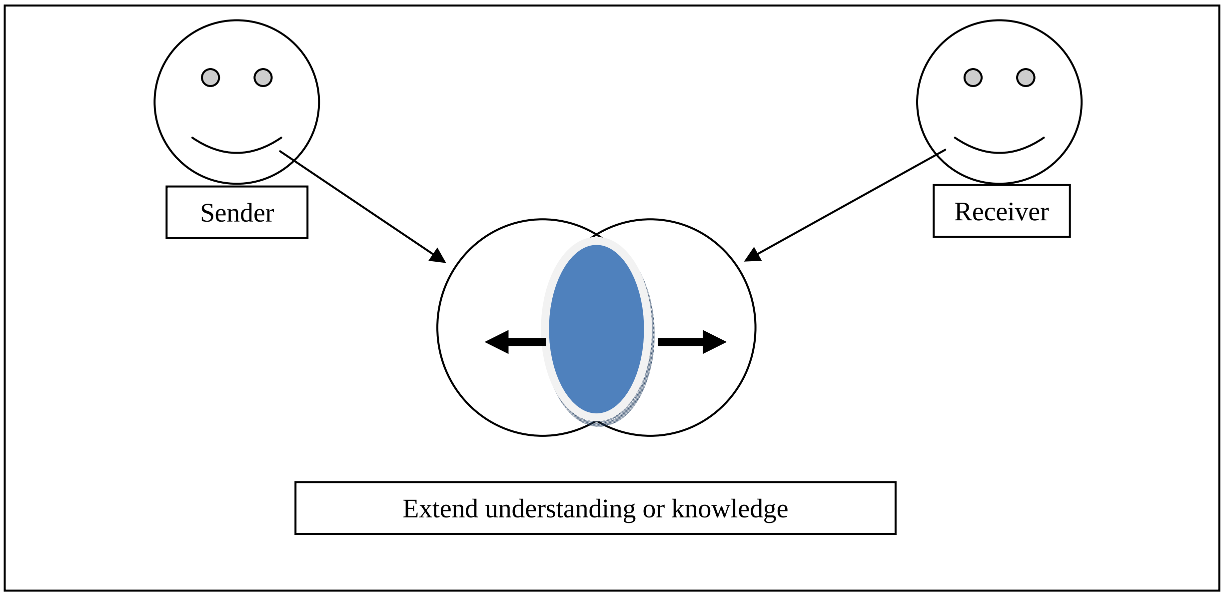
7. *Session conclusions: (16:30 - 17:00)*

- Session summary.
- Clarify participant's issues, if they have any.
- What have you learnt?

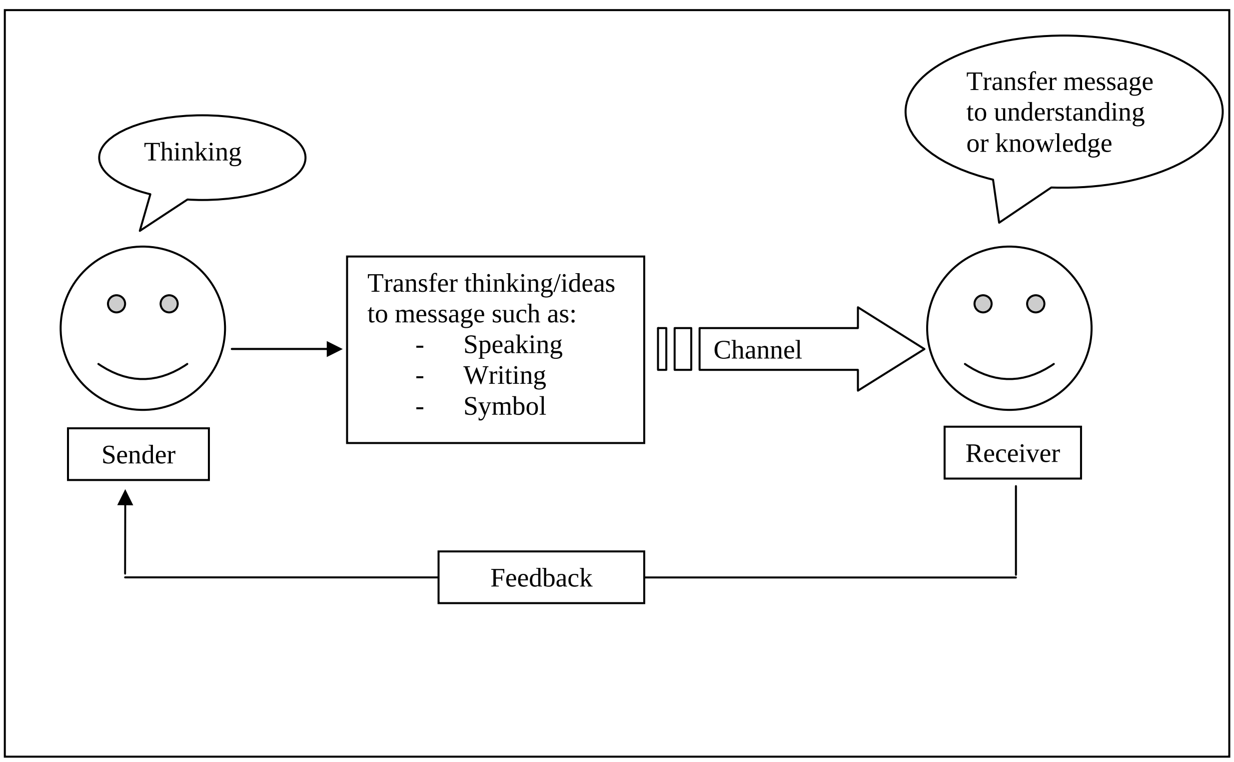
Handout #1: Communication skill

1. **Definition of communication:** Communication is the process to transfer understanding from sender to receiver.

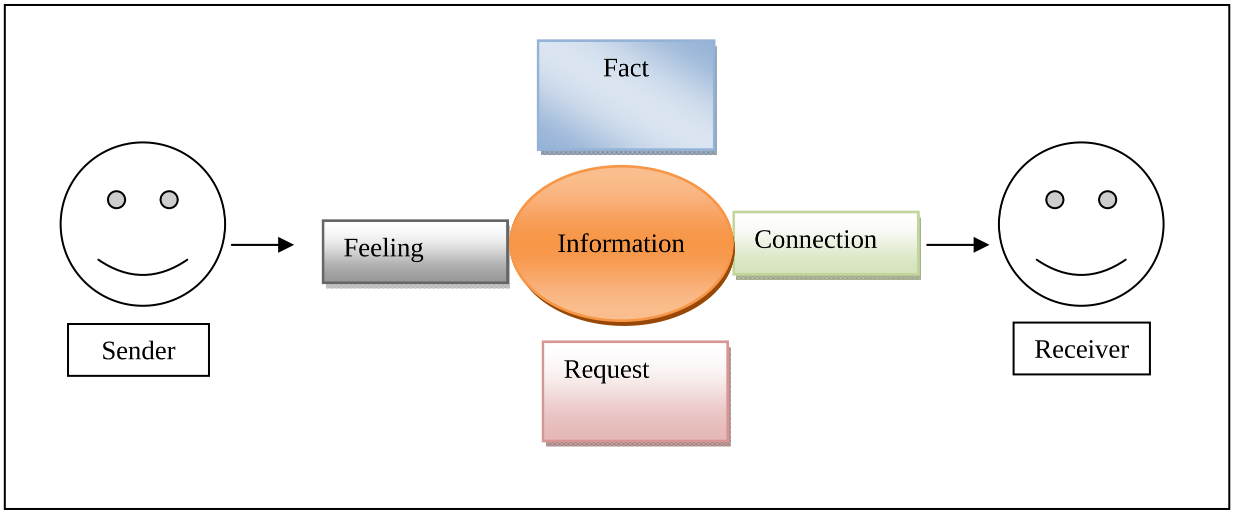
2. **Purpose of communication:**



3. **Communication process:**

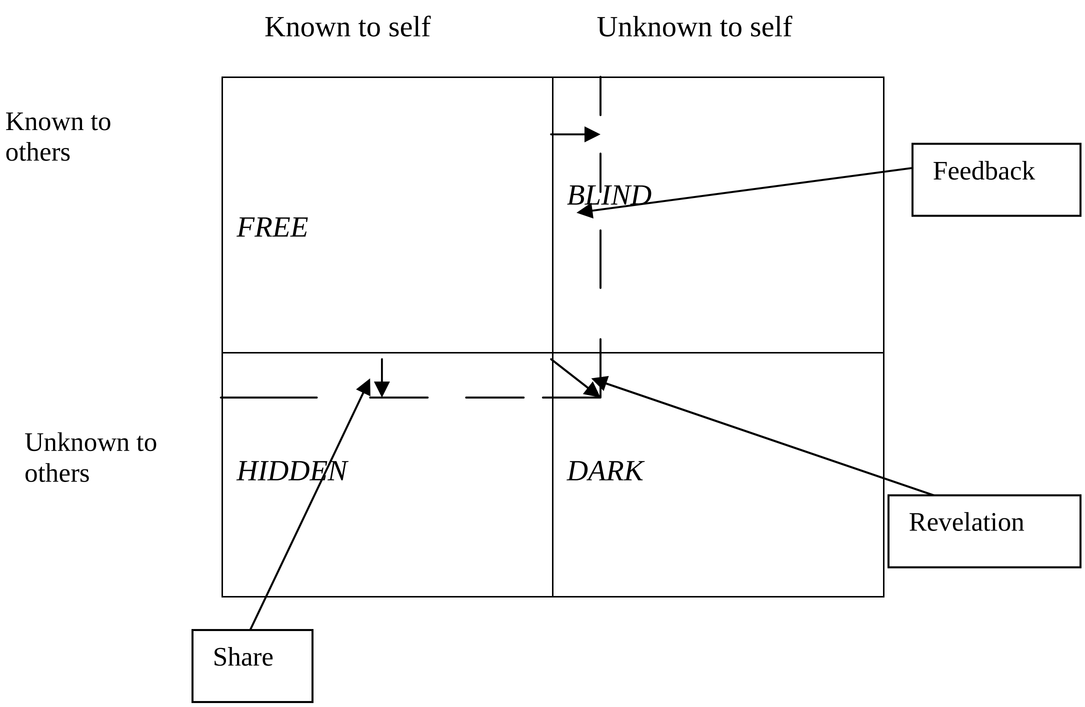


4. Elements of communication:



(Poverty Reduction Strategy Training Workshop 2005)

5. The Johari Window Model:



(IRRI International Rice Research Institute, 1990. *Training and Technology Transfer Course, p.13)*

The Johari Window is a communication model that can be used to improve understanding between individuals within a team or in a group. Developed by Joseph Luft and Harry Ingham (the word "Johari" comes from Joseph Luft and Harry Ingham). By explaining the idea of the Johari Window to your team, you can help team members understand the value of self-disclosure, and gently encourage people to give and accept feedback. Done sensitively, this can help people build more-trusting relationships with one another, solve issues and work more effectively as a team. The Johari Window model consists of a foursquare grid. This is shown in the diagram above: Using the Johari model, each person is represented by their own four-quadrant, or four-pane, window. Each of these contains and represents personal information – feelings, motivation – about the person, and shows whether the information is known or not known by themselves or other people. The four quadrants are:

Free
That part of yourself that is known to you and is known to others. This is the area of mutual sharing and therefore, the area where **good communication** can take place.

Hidden
That part of yourself which is known to you, but is not shared with others. It can help build trust and make teamwork easier if you make more of yourself known and shared with others.

Blind
That part of you which is known to others but is unknown to you. This area includes things you are not aware of but others are; your body language, tone of voice etc. When you communicate with someone and they misunderstand you or react in a way that surprises or disappoints you, it could be because you are operating in the blind area. You may think you are communicating one thing with your words but your tone of voice or body language could be communicating a different or conflicting message.

Dark
That part of yourself which is unknown to others and also is unknown to you. The abilities and potential which you have, but which you do not recognize and others have never seen, are in this area.

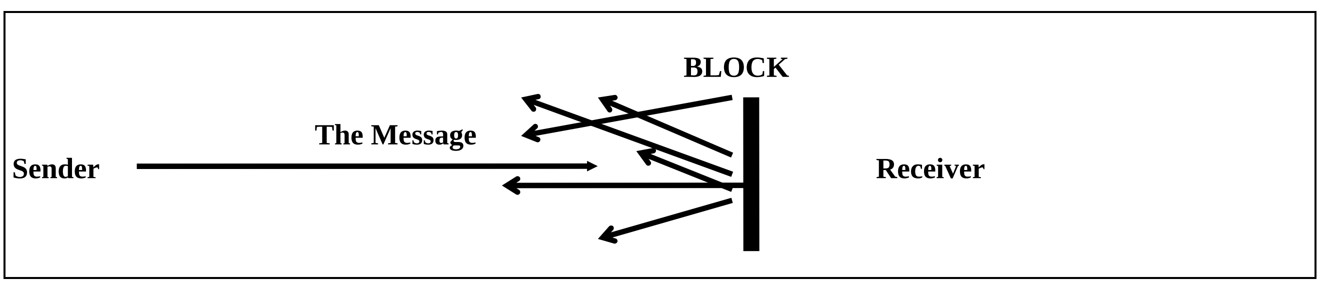
Feedback is one way that others can help to open up the blind area of yourself, by letting you know what they see in you that you do not see yourself

Sharing is one way that you can open up the ***hidden*** area of yourself by opening yourself more to others.

Revelation is an experience during which part of the ***dark*** area of yourself is suddenly revealed. Revelation happens spontaneously, it cannot be planned.

6. Blocks to Communication
Although most people understand that good communication is needed. But often it does not happen. That is because things get in the way - these things can be referred to as **blocks.** They stop the message from getting through. The sender may think that they have sent it, but the receiver has not received it.

Blocked communication



It is important to know about the blocks in communication so that they can be recognized when they occur and ways found to overcome them. Below are some of the things that have been identified as blocks to good communication.

* Language, including using jargon that the receiver does not know.
* Status and hierarchy.
* Location difficult, e.g. noisy or security problems.
* Lack of time.
* Gender issues (it is difficult for women and men to discuss some issues).
* Bad atmosphere.
* Cultural differences.
* The means of communication is not available or not good e.g. radio.
* Political pressure.
* Bad attitude.
* Not paying attention.
* No motivation.
* Message unclear.
* The subject is not one that people find it easy to discuss.
* Different purposes and different expectations.
* Body language.
* Relationship.
* Failure to communicate directly or in a straightforward way.
* Interruptions.

Some ideas about how to overcome some of these blocks are:

Language
Speak slowly, clearly and loudly. Use the local language if possible. Use simple words and sentences. Ask for clarification. Get a translator or use a dictionary if there is confusion. Face to face is better, if possible.

Status and hierarchy
Be polite and patient, but be brave. Respect the other person and reflect the message politely but clearly.

Location and atmosphere
Do not try to communicate in the wrong place or atmosphere. It is better to wait. Select an appropriate place, and change position or location if necessary. Make sure that it is comfortable and free from interruptions.

Time

If necessary, postpone until there is time. Work out how much time is needed to communicate properly. Set up an appointment. Be on time when you have an appointment. Stay focused and do not get distracted by irrelevancies.

7. Listening skill
A. Characteristics of good listening

Listening is a key skill needed for good communication. Some characteristics of good listening are:

Clarifying: Asking for clarification. This helps you to get additional facts. It also helps the sender to explore all sides of a problem.

Restatement: Re-stating in your own words the *meaning* of what has been said, as you understand it. This enables the listener to check they have understood the meaning. It also shows that you are listening.

Neutrality: making neutral statements such as "I see" and "I understand". This shows you are listening and encourages the sender to continue talking.

Reflecting: Reflecting or re-stating in your own words the sender's *feelings* about the subject. This shows empathy with the sender, or shows you understand how they feel about the subject or an issue. It also helps the sender to evaluate and clarify his or her feelings about the subject. Reflecting compliments restatement; by doing both you are showing you understand the 'full picture' – the facts and the feelings.

Summarizing: Summarize the main points at the end of discussing a topic or aspect of a problem or issue, or before moving on to the next topic or another aspect of the same topic. This helps to focus the discussion and can also act as a useful springboard to discussion of new aspects of a problem.

B. These are known as listening barriers:

On-off listening

Most people think about 4 times faster than they can speak. This means that the listener has ¾ of a minute of 'spare thinking time' per listening minute. Sometimes the listener 'tunes out' during this ¾ minute to think about other things, thus missing out on verbal and non-verbal information. The listener can overcome this barrier by paying attention to more than the words, reading non-verbal signals and body language (gestures, hesitation etc.) to pick up the feeling part of the communication.

Emotional words / red flag listening

For some people, certain words cause an emotional reaction. When we hear words such as homosexual, terrorist and the like we get upset and stop listening. We lose contact with the sender and fail to develop an understanding of that person. The first step in overcoming this barrier is to recognize which are the 'emotional words' for us personally and make an effort to listen with an open mind, even when the words are used.

Jumping to opinions / open ears – closed mind listening

Sometimes we decide quickly that the subject or the speaker is boring, irrelevant or not making sense, and stop listening. Often we jump to conclusions about what the sender will say next, what the conclusion will be, and *assume* we therefore need not listen because we will hear nothing new if we do. It is much better to keep an open mind and listen to find out whether this is true or not.

Pretend / glassy eyed listening

Sometimes we look as if we are listening but we are not. Instead, we are daydreaming. Though we may look at the sender intently, we get 'glassy-eyed', with a dreamy expression on our faces, and the sender can see we are not really listening. If you find yourself day dreaming, or if you are the sender and you see the listener looking glassy eyed, suggest a break or a change of pace or environment.

Too-hard-for-me listening

Sometimes we decide the topic is 'too hard for me' and 'switch off' and stop listening. When we are listening to ideas that are complex or complicated, we need to work harder to follow and understand what the sender is saying. If we find it hard to understand, others probably do too. If you are in a group situation you can help others as well as yourself to understand by asking for clarification and examples.

'I don't believe it' / do not-rock-the-boat listening

People do not like to have their favorite ideas, opinions, prejudices and points of view challenged or overturned. So, when a speaker says something that clashes with what we think or believe, we may unconsciously stop listening or even become defensive and plan a counter-attack. The first step in overcoming this barrier is to recognize our prejudices and opinions then put them to one side, so we can listen with an open mind to what is being said. Then we can do a better job of understanding the message and responding constructively.

C. Some Tips for Good Listening

- Making good eye contact.
- Good body language - your body can show how well you listen.
- Listen with your heart, look at it from the point of view of the other person who is talking until he /she is finished.
- Nod your head, or say you understand.
- Clarify by repeating what the other has said in another way.
- Ask questions to probe deeper and understand better.
- Bring up problems and discuss.
- If some action has to be taken, agree on who will do it, when it will be done and when you will meet again.

Do your best to avoid:

- Evaluating the speaker's statements.
- Giving advice.
- Indicating disapproval.
- Arguing.

(PRASACII, Module 1 Facilitation of Techniques and Skills 2003)

Handout # 2: Presentation strategies

- First, make sure you understand the subject and have collected enough information.
- To prepare, choose the most interesting information. Then write notes about what you want to say. Do not write out your presentation.
- Find visual aid to help you: slides, photos, diagram, flipchart, color card, props etc.
- Practice giving your presentation to yourself. Go through it again just before you give it.
- It you get very nervous beforehand, breathe in and out deeply a few times.
- At the start, state clearly what you are going to talk about.
- If you make a mistake or have forgotten something, do not worry – continue talking.
- Finish your presentation with a summary of the main points and then ask for any questions.

(Michael Harris, David Mower and Anna Sikorynska, 2005. Opportunities Upper Intermediate, p.62)

Handout #3: some sample questions

The quality of your questions will determine the quality of your relationship with the learners. There are many types of questions. Here are a few of them – some are more useful than others:

OPEN (Cannot be answered by “yes or no”)

How can I help you?
Could you tell me about your role?

Closed (These demand a yes or no answer)

Have you spoken to me before?
Would you like me to do this for you now?

Factual (Get the facts straight first)
When did this happen?
How many staff do you have?

PROBING (Trying to understand underlying needs)
Apart from what you have said is there anything else that seems to be a problem?

REFLECTIVE (Reflecting back meaning and underlying feeling)
You seem to be saying that people are dissatisfied?
Is not this rather worrying for you?

MULTIPLE (Several questions in one)
Is the issue about poor investment, or is it savings, planning perhaps or even over spending?

JUDGEMENTAL (Closed question that implies a judgment)
Is that all you have done?
Could not you get a better system going than this?

LEADING (Closed question that forces the answerer to confirm your viewpoints)
Do not you think that is a rather short-sighted approach?
Would not you think that will only complicate matters?
(Rob Hale, 21st-23rd February 2007. VBNK Coaching Skills Workshop. Phnom Penh)

Handout #4: Some techniques of synthesizing:

Options for synthesis:

- What do we do after collecting an idea?
  - Put similar ideas together.
  - Separate ideas by relevant and by not relevant.
  - Put ideas that were identified into groups.
  - Participants select one or two ideas that are important for them to apply.
  - Select ideas based on cause and effect.

- Tips for synthesis
  - Consider use of following methods (some methods easy to synthesis and some difficult):
    - Use color cards depending on the contents.
    - Divide participants in groups or in pairs. Each group or pair is to respond to different part of the topic.
    - Collect ideas that are relevant to the topic.
  - Delegate task to participant for synthesizing.

  - Consider interventions when conflict arises:
    - Refer to the objectives of the topic.
    - Find the reasons behind disagreement, explain or offer solutions when there is no consensus.
    - Remind the ground rules.
    - Turn to happy event (play energizer game).
    - Take a break.

Handout #5: Give Feedback

1. **The meaning of Feedback:**
The term feedback means literally to feed information back to someone. This information relates to the person receiving the feedback and provides data from which they can assess their performance or experiences.

2. **How to give feedback**
As we mentioned earlier, feedback should be:
   a. Given with a positive intention:
   There are both positive and negative reasons to give someone feedback. For example:
      - Positive reasons:
         - To help the individual learn something that they would benefit from.
         - To support the individual to reach his goal and objectives.
         - To help the individual overcome a problem that is bothering him.
         - To acknowledge him; make him feel valued
      - Negative reasons:
         - To teach someone a lesson.
         - To gain favor with someone else.
         - To help someone with a problem that is bothering him.
         - To control or dominate someone else, e.g. telling him what he should do.

   b. Based on the fact:
   Feedback is more likely to be effective if it is factual, and is based on something the individual can do something about or change.
   c. Constructive and beneficial:
   The feedback may create deeper understanding, build an idea, and encourage productive action or simply increases a sense of well-being.

3. **A good feedback will often:**

   - Balance difficult messages with positive statements.
   - Take personal responsibility for the views he/she is giving.
   - Use open questions to encourage the trainee, trainee and/or colleague to shift perspective or explore other avenues of thought.
   - Use neutral or diminished emphasis of words and phrases to describe difficult situations or emotions.
   - Communicate supportively using non-verbal signals e.g. posture, facial, expressions, eye contacts.
   - Link observation to goals.

   (Julis Starr, 2003. The Coaching Manual).

TOT Module 2:
The Concepts, Methods, Tools, Skills and Attitudes Essential for the Trainer/Facilitator
Day 4: Session 8
Dealing with Difficult Situations and Encouraging Participation

Trainer: **Time:** 8:00 –11:00

Objectives:

By the end of the session participants will have:

- Gained more confidence in dealing with difficult participants.
- Increased knowledge about how to encourage participation.

Key contents:

- Some guidance for dealing with difficult participants and/or situations.
- Tips for encouraging participation.

Methods:

- Role – play.
- Pair/group work discussion.
- Interview with advisor.

Materials:

- Some guidance for dealing with difficult participants and/or situations.

Steps/Activities:

7. ***Introduction and present session objectives, (8:00 - 8:10):***

   A. **Introduction:** There are many difficult situations when leading and delivering trainings, meetings, workshops or facilitations. Those problems obstruct the participation and training outcomes. In this session, we will have in depth discussion and exchanges experience with each other about how to deal with difficult situations and strategies to encourage participation and to accomplish session objectives.

   B. **Present the session's objectives above.**

8. ***Plenary Dealing with difficult situations (8:10 – 8:30):***

   - **Task:** The participants answer the following question:
     Q. *What challenges/difficulties did you often face during your workshop facilitation, training and meeting?*

   - Trainer lists down their answers.
     -
     -
     - Etc.

9. ***Exercise: identify possible solutions to deal with difficult situations (8:30 - 9:30):***

Instructions:

- Invite participants to select one card of issue from the above list (Note: participants can choose the same issue).
- Divide participants into two groups.

- Group 1 is advisor and group 2 is people having problems.
- Group 1 sits in the form of cycle, but turns the face out.
- Group 2 stands in front of the advisor group and request suggestions/comments from advisor. Group 1 should use statement "*my problem is…, please help me to find some solutions*". The member of group 2 must walk around posing questions to all advisors.
- Members of advisor group try to find solutions to the questions.
- The group changes the roles.

Reflections:

- Individual records what they remember into notebook (comments/ recommendations and methods).
- Invite participants to divide into groups classified according to problem types.
- Each group identifies possible solutions (strategies and methods) for their problems.
- Group presentation.

- Trainer summarizes the methods of dealing with difficulties discovered by each group using a form of a flower tree. Also, trainer asks them to recall their observations on what the trainers did. This also contributes to dealing with difficult situations.
- *Facilitator clarifies handout#1, some guidance for dealing with difficult participants and/or situations.*

Break *(9:30 - 9:45)*

10. Small group: encouraging participation (9:45 – 10:45)

Instructions:

- Divide participants into 6 groups (by provincial partner).
- Tasks for each group:
  - Revisit the above discovered methods for dealing with difficult situations and identify which of them are also helpful for encouraging participation.
  - Help each other recall their memories about the trainer's behavior they observed so far. This contributes to encouraging participation.
  - Make a list of guidelines for encouraging participation.
- Trainer elicits each point at a time from every group and put them on the board.
- Help each group of provincial partner consider which points they may try using in their next session.
- *Facilitator clarifies handout#1, Tips for encouraging participation.*

11. ***Session conclusions: (10:45 - 11:00)***

- Session summary.
- Clarify participant's issues, if there are any.
- What have you learnt?

Handout # 1: Some methods/techniques on how to deal with difficult situations

Topic	Situation	Intervention
Side Bar conversation	A member of the group is having side-bar conversations with other participants throughout Bounna's presentation.	**1.** Friendly reminder: "Just a reminder, we agreed to 'one conversation at a time' in our ground rules for today."
		2. Direct the reminder: Make eye contact (with Kovith) and restate, 'One conversation at a time please.'
		3. Personalize it: 'Kovith do you have clarification question for Bounna?' Or 'Kovith I can see that you have something to contribute; When Bounna has finished we will hear from you.'
		4. Make a direct request: 'Kovith, please hold your comments until Bounna has finished.'
	If Kovith is the only one interrupting or having side conversations.	**5a.** Talk to her at break, one-on-one.
	If there are many people interrupting or having side conversations.	**5b.** Put the process on hold and ask the group 'Do we need to take a break?'

Topic	Situation	Intervention
Staying on time	The group has a lot to cover in their agenda, but they seem to go no where and may veer off into other topics.	**1.** Invoke the 'keep focused' ground rules: Suggest the use of a car parking Lot to capture items that need to be pursued, but are not the focal point for this meeting.
		2. Specifically re-focus on the particular topic/agenda item: 'I would just like to remind you that we are discussing item 4, team budget, please hold discussion on other topics until we finish this one.
	The discussion has continued for some time and you are running out time for the topic.	**3.** Attempt closure of item: 'Team, we have 10 minutes remaining for this item. We need to re-focus. What do we still need to discuss to conclude this item?' 'We are almost out of time for this topic, there appears to be more discussion required. Is that true?' Follow up a yes response with, 'what do you need in order to close on this topic?' Or 'Why are we unable to close on this topic?'

	The item is truly important and just was not given sufficient time for the	**4.** Give participants a choice on how they spend their meeting time. 'Is this topic more important than the remaining topics on the agenda and if so,

	discussion and action, as necessary.	when will you address the other topics?' Note: The answer should not be to keep going until all the topics are completed.

Topic	Situation	Intervention
Never ending discussion	**Information barriers** Sometimes the discussion will not come to close, usually because: information is insufficient/ inaccurate/unreliable. Sometimes a topic leads to emotional reactions.	Follow the same guidelines under 'Staying on time' it may be that there is insufficient valid information to progress. In that case the team should park the item for another meeting. If the remainder of the meeting is dependant on the completion of this item, then reschedule the meeting with action items to ensure that participants bring whatever is required next time.
	Personal Agenda or 'Hobby Horse' Whenever a topic comes up, an individual may begin to recount the same stories, etc. You can often tell it by reading the faces of the other participants (look for rolling eyes). The individual, often oblivious of the reactions of others, continue on telling his story.	**1. Gentle interruption**: Once you have determined that an individual is in a familiar story mode, and what is being said does not appear to contribute to the item under discussion, gently interrupt him to ask, 'Seth, excuse my interruption, but I'm not sure how this is relevant to topic we are discussing. Can you clarify for me?
		2. Direct the inquiry: make eye contact with Seth and ask, 'This sounds to me a familiar one. Is this the one you shared with us before?' Then make eye contact with the other participants. At this point Seth will usually realize that this is either a story that everyone has heard, or a favorite 'complaint' and no one is interested in it. 'Acknowledge him, ask what key piece of the discussion he would like captured and then move on.
		3. Personalize the request: 'Seth, we agreed that this item would not be discussed. Then why are we bringing this up again?
	It is unlikely that a person will continue raising the issue. In the event that he does.	**4.** Firmly restate the request: 'You can make comments under either 2 or 3 and that should allow the group to continue forward without taking up valuable time.

	In the rare case where the individual cannot let go.	5. Talk to him privately at break: Give feedback (gently) about the effect his behavior is having on the group and the session. Ask for his help in keeping the session moving forward.

Topic	Situation	Intervention
Conflict: Personal Attacks	Individual Attacked A group member takes ‘pot shots’ at other team members. For the example, Chan is taking ‘shots’ at Soka.	**1.** Apply gentle humor: If you do not know this team or the individuals, observe Soka’s reaction and Chan’s demeanor and body language. Say nothing the first time unless you are sure that it was intentional, or make light of the first occurrence: ‘I hope that comment isn’t an indication that we need armor for this meeting.
	Chan takes another shot	**2.** Restate the ground rules: Make eye contact with Chan and say, ‘Our ground rules clearly state that … We welcome all ideas, comments that build or clarify ideas etc., but not negativity’.
	Once again, Chan aims another sarcastic or belittling remark at Soka.	**3.** Confront Chan directly: form words, supportive tone and stance. ‘Chan this is not the first time that you have targeted Soka with your remarks, please stop.’ Then redirect him with ‘What is the concern you have with the issue/idea? How would you modify it to improve it?’
	Chan persists with comments aimed at Soka.	**4.** Gentle, public reprimand: In a gentle tone say, ‘Chan despite my reminders, you continue to make critical comments towards Soka’s ideas. If there is a personal disagreement between the two of you, it is inappropriate to play out here. Can you participate in this meeting productively or is there another issue which needs to be addressed before the team can continue?’ (This gives Chan the opportunity to bow out of the meeting. If he chooses to leave, ask the team if they can continue without him) The same intervention could be made one – on – one with Chan at break.
	Group Attacked: Chan is taking potshots at everyone.	**1.** Apply gentle humor: If you do not know this team or the individuals, observe their reactions and Chan’s demeanor and body language. Say nothing the first time unless you are sure that it was intentional, or make light of the first occurrence. ‘I hope that comment is not an indication that we need armor for this meeting.
	Chan takes another shot	**2.** Restate the ground rules: Make eye contact with Chan and say, ‘Our ground rules clearly state that … We welcome all ideas, comments that build or clarify ideas etc., but not negativity’.
	Chan continues. At this point he has made several remarks to various group members and you have redirected his comments and reminded him of the ground rules.	**3.** Address problem directly: ‘Chan you have several negative comments to group members. Is there something else going on that is interfering with your ability to participate here today?’.

		4. Personal Confrontation: If the attacks continue and the group reluctant to say anything to Chan, when discussed as in 3 above, then speak to Chan at break as in step 4 above.

Topic	Situation	Intervention
Returning from breaks	Team members are late returning from breaks.	**1.** Light reminder: 'Remember, you agreed to return from breaks on time because it helps you finish on time, it's one of your ground rules'. Just before the next break remind the team to be back on time, and advise them of when that is.
	Team members are chronically late returning from breaks. If it is the same members each time then remind them when they return.	**2.** Ask for input: 'Out of curiosity, why do you have a ground rule that says return from breaks on time, and yet consistently several people are late returning from break each time? What do we need to do for this to work?' Facilitate a discussion around the ground rules and expectations – perhaps there are not enough breaks, or they are too short, members may need some flexibility from time to time to accommodate other needs – build it into the schedule at the start of the meetings.

(Adapted from "Basic Facilitation Skills", The International Association of Facilitators, 2002)

Handout # 2 How to encourage participation?

These are some hints and tips you may want to keep in mind and exercise particularly when starting to do the job of a trainer.

1. **Be friendly and relaxed:** Try not to give the impression of being very formal. It may make your participants shy, nervous and quiet.
2. **Ask questions:** Questioning is your main tool to encourage your participants to think. Keep your questions simple and easy to understand. This will help people to think. Follow up on the questions asked and probe for more details. This may bring out further interesting issues.
3. **Start from the level of knowledge where participants are:** When introducing a new topic, first ask the group what they know about it or what their experience is with this issue. This brings people on board from the very beginning and gives you the chance to see where your participants are.
4. **Be patient and wait for responses:** People may need time to think about your question before answering them.
5. **Show your interest in what people are saying:** Make use of expressions as "Oh, I see", "Tell me more", "Aha". Give lots of positive reinforcement. It shows that you are interested what people are saying and will encourage them to say more.
6. **Get everyone to contribute to the discussion:** When asking questions do not be satisfied with the answers of one person. You and the group will be surprised what others have to share.
7. **Be impartial and neutral:** To ensure that you treat all participants equally.
8. **Organize small-group work:** In smaller groups of approx. 4 -7 people it is more likely that everybody will contribute.

9. **Resist the temptation to talk too much:** Remember that your job is to support people to think for themselves and to find their own solutions. Don’t take over; resist the temptation to take over, to lecture and to tell them what to think and what to do.
10. **Encourage the silent ones to speak:** Encourage everyone to speak but keep the more vocal ones from dominating the discussion and support those who are more silent to contribute.
11. **Ensure that all sectors of the group participate:** Encourage responses from the old and the young, from men and women, from the different professional groups etc. When necessary break into small groups of these groups. It maybe easier for them to contribute when they are in their peer groups. Make sure that you involve women in the same way as men;
12. **Check how your participants feel:** If you get the impression that your participants are not listening well anymore check with them what is going wrong.
    (*VBNK, 2008.* Training of Facilitator Course for Room to Read organization)

TOT Module 2:
The Concepts, Methods, Tools, Skills and Attitudes Essential for the Trainer/Facilitator
Day 5: Session 9
Course Review

Trainer: **Time:** 11:00 - 17:00

Objectives:
By end of the session participants will have:
- Done self post test assessment
- Reviewed and drawn lessons learnt from 5days.
- Developed an action plan.
- Evaluated the training course.

Key contents:
- Post test evaluation.
- Key points of each session.
- Key elements for developing action plan and evaluation course.

Methods:
- Work by province.
- Game for reviewing and drawing lessons learnt.
- Large group discussion.
- Closing ceremony.

Materials:
- Color cards, flipcharts, marker, tape, knife, scissors, paper money.
- Pre and post test forms.
- Action plan format.
- Course evaluation format.

Steps / Activities:

1. ***Introduction and present the session objectives (11:00-11:10)***

   A. Energizer game:

   B. **Introduction to the session:** By now you have attended 8 sessions in module 2. They are the foundation courses to make you a professional facilitator. This session is important too because, we will review the key points from all the previous sessions and each province will develop an action plan to take home and implement. At session's end, you will have a chance to evaluate the whole course and to give us feedback.

   C. Presenting the session objectives above:

2. ***Facilitator gives a summary of module 2 (11:10-11:20)***
   - Facilitator gives a very short summary of session 2-8 in order to link to session 9.

3. ***Individual work for post test (11:20-10:00)***

   - Facilitator distributes post test sheet to participants and clarify participant's issues, if there are any *(handout #1).*

4. ***Provincial work to develop an action plan (14:00-14:30)***
    - Facilitator distributes and explains action plan form to participants.
    - Participants from each province work together (there are 2 copies, one for self keeping and another for the facilitator) *(handout #2).*

5. ***Drawing learning points from the course: (14:30-15:30)***
    Instructions:
    - Facilitator prepares a big human picture.
    - Divide participants into 3 groups.
    - Group1: design a hat for the human picture. On the hat, the members of the group must write down learning points about knowledge and attitudes of a facilitator.
    - Group2: design a shirt for the human picture. On the shirt, the members of the group must write down learning points about skills for facilitation.
    - Group3: design a skirt for the human picture. On the skirt, the members of the group must write down learning points about methods/tools for facilitation.
    - Each group use materials in the room.
    - Each group presents their results.

Break ***(15:30-15:45)***

6. ***Writing positive comments to each other as souvenir (15:45-16:45)***
    Instructions:
    - Facilitator prepared souvenir sheet for all participants and one for the facilitator (one sheet for a person). On souvenir sheet, put participants and facilitator’s name and a photo.
    - Invite everyone to sit around and circulate souvenirs sheet to everyone.
    - Write short positive comments to the person on souvenir sheet you picked up based on their observations from M1-M2. And after you have written, give it to the other person.
    - You have to give comments to all souvenir sheets, except for your own sheet.
    - Invite some people to read their sheets and keep others to read during the party.

7. ***Course evaluation (16:30-16:45)***
    - Facilitator explains the evaluation form.
    - Participants work individually to fill final evaluation form *(handout #3).*

8. ***Conclusions: (16:45-17:00)***
    - Invite some participants to share their interesting comments from the 5 days training.
    - Distribute certificate to the participants.
    - Closing ceremony.

Handout #1: Pre and post test

TOT
Pre and Post Test Questionnaire

Please select the best answer from among the given answers to each question bellow:

1. Which is the CIT objective?
   a. Knowledge and skills development.
   b. On the job performance improvement, skills and competency development.

2. How many stages in CIT cycle?
   a. 3 stages.
   b. 4 stages.
   c. 5 stages.
   d. 6 stages.

3. Which is a TNA component?
   a. Organization analysis.
   b. Person analysis.
   c. Task analysis.
   d. Job Description analysis.
   e. All answers above.

4. How many basic steps in task analysis?
   a. 5 steps.
   b. 6 steps.
   c. 7 steps.
   d. 8 steps.

5. Which is the step in questionnaire preparation?
   a. Determine what you need to know.
   b. Ask discrete questions.
   c. Establish contact/build relationship.
   d. Give the person a chance to talk about what they want.

6. What does the interviewer should avoid?
   a. Ask open-ended questions.
   b. Initially discuss general information.
   a. All answers above.
   b. Ask compound questions.

7. What kind of data that is gathered through observation method?
   a. Fact data.
   b. Opinion data.
   c. All answers above.
   d. Easy collect quantitative data.

8. Which is the best technique for a note taker?
   a. Write in short, uncomplicated sentences and review.
   b. Ask for clarification with the speaker.

c. Keep space to fill after the meeting.
d. All answers above.

9. Which is not a part of data analysis?
   a. Tabulate data.
   b. Use recorder.
   c. Interpret the results and draw conclusions.
   d. Decide on recommendation.

10. What should we have in a good quality report?
    a. Accuracy and clarity.
    b. Conciseness.
    c. Completeness.
    d. All answers above.

11. Which is not a training curriculum element?
    a. Session topic and objective.
    b. Key content and method.
    c. Session plan.
    d. Reference material and time.

12. What criteria used for developing session objective?
    a. Time.
    b. Performance.
    c. Quality.
    d. All answers above.

13. What is the benefit of session plan?
    a. Easy to follow up and to monitor by stakeholders.
    b. Easy for trainer/facilitator to manage process.
    c. Trainees will not talk outside topic.
    d. All answers above.

14. What is Training?
    a. Is conducted to increase understanding and develop new skills with the explicit aim of establishing new behaviors, or changing existing behaviors.
    b. Is concerned with providing ongoing guidance (as opposed to instruction) and feedback in order to encourage successful individual or group performance.
    c. Is a process to create a situation and an environment in which the participants will find it easy to think and to learn and to take an active part in the process during the workshop/meeting.
    d. All answers above.

15. What is Facilitation?
    a. Is conducted to increase understanding and develop new skills with the explicit aim of establishing new behaviors, or changing existing behaviors.
    b. Is concerned with providing ongoing guidance (as opposed to instruction) and feedback in order to encourage successful individual or group performance.
    c. Is a process to create a situation and an environment in which the participants will find it easy to think and to learn and to take an active part in the process during the workshop/meeting.
    d. All answers above.

16. What is coaching?
    a. Is conducted to increase understanding and develop new skills with the explicit aim of establishing new behaviors, or changing existing behaviors.
    b. Is concerned with providing ongoing guidance (as opposed to instruction) and feedback in order to encourage successful individual or group performance.
    c. Is a process to create a situation and an environment in which the participants will find it easy to think and to learn and to take an active part in the process during the workshop/ meeting.
    d. All answers above.

17. How many steps in learning cycle?
    a. 3 steps.
    b. 4 steps.
    c. 5 steps.
    d. 6 steps.

18. Which element is not that of learning style?
    a. Action.
    b. Learning.
    c. Planning.
    d. All answers above.

19. What action the facilitator should not do?
    a. Provide more input.
    b. Prepare process and material.
    c. Help participants to share ideas.
    d. Keep participants to stay on track.

20. What a good facilitator should have?
    a. He/she has many years of experience.
    b. Good cooperation in team.
    c. All answers above.
    d. Qualities, attitudes, skills, methods and tools.

21. Which is tool for facilitation?
    a. Small group work.
    b. Patient.
    c. Session plan.
    d. Ability to synthesis.

22. What is the purpose of brainstorming?
    a. To present a certain situation for reflections and learning.
    b. In order to collect ideas related to an issue/problem.
    c. To share ideas and experiences among the group members regarding the topic/issue of discussion.
    d. To provide an opportunity to the participants to question and to learn from the experience of the expert.

23. What color should we use to write on flipchart to make it easy for the audience to see?
    a. Blue and black.
    b. Green and red.
    c. Yellow and pink.

d. Base on writer's feeling.

24. Which one is the best rule for writing in color card?
    a. Writing key word and one idea.
    e. Using blue and black.
    b. Producing color card to fit contents.
    c. None of the answers above.

25. What is an open question?
    a. Demand a yes or no answer.
    b. Trying to understand underlying needs.
    c. Several questions in one.
    d. Cannot be answered by yes or no.

26. What is a multiple question?
    a. Demand a yes or no answer.
    b. Trying to understand underlying needs.
    c. Several questions in one.
    d. Cannot be answered by yes or no.

27. What are the characteristics of good listening?
    a. Clarifying.
    b. Restatement and Neutrality.
    c. Reflecting and summarizing.
    d. All answers above.

28. Which one is a tip of synthesis?
    a. Select appropriate method for using.
    b. Delegate tasks to participants.
    c. Consider ways to intervention
    d. All answers above.

29. What are good interventions in dealing with personal attacks/conflicts in training session?
    a. Apply gentle humor.
    b. Restate the ground rules.
    c. All answers above.
    d. Find resource person to help.

30. How to encourage participants who does not talk and who are not so interested to contribute to and to share ideas?
    a. Ask directly to her / him.
    b. Give chance for them to speak first.
    c. Using brainstorming method.
    d. Using small group or pair work.

Handout #2 Action Plan

Name/group:	Department:	Province:
Supervisor:	Position:	Department:
Objectives:		

Please give details in the table below:

Key Activities	Date												Number of participants	Location	Sessions/Tools
	6				7				8						
	1	2	3	4	1	2	3	4	1	2	3	4			

Prepared by _____________________ Supervisor: ___________________

Handout #3 **Final Course Evaluation Form**

1. Are the course objectives met as set out at the beginning?
   Please tick (✓) in one of the boxes given below:

☐	☐	☐	☐	☐
Not at all	a little	Somewhat	Quite a lot	fully met

2. What are the sessions/topics you found most useful?

3. What are sessions/topics you found least useful?

4. Please rate the points in table below using the scales provided about your understanding on the training process and contents:

	V. Poor	**Poor**	**Fair**	**Good**	**Excellent**
Contents					
Process/methods/tools					
Facilitators					
Workshop place					
Confident to deliver training					

5. Please indicate improvement of your facilitation skills after the course by circling one of the numbers on each scale given below:

   * Note: Number 0 = no improvement 10 = Improved very much

Before the ToT:

1 2 3 4 5 6 7 8 9 10

After the ToT:

1 2 3 4 5 6 7 8 9 10

6. What you think was the most enjoyable part of the training workshop?

7. Any suggestions/Comments

Thank you very much indeed for all your comments for improvement as well as your good attention and contributions to the course.

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The difference between the poor and rich countries

A. Rich countries: On analyzing the behaviour of the people in rich and developed countries, we find that the great majority follow the following principles in their lives:

1. Ethics, as a basic principle
2. Integrity
3. Responsibility
4. Respect to the law and rules
5. Respect to the rights of other citizens
6. Work loving
7. Strive for saving and investment
8. Will of super action
9. Punctuality

B. Poor countries, only minority follow these basic principles in their daily life.