



Project Supported by the European Union



FACILITATION SKILLS AND METHODS OF ADULT EDUCATION



A GUIDE FOR CIVIC EDUCATION AT GRASSROOTS LEVEL



FACILITATION SKILLS AND METHODS OF ADULT EDUCATION

A GUIDE FOR CIVIC EDUCATION
AT GRASSROOTS LEVEL



Konrad
Adenauer
Stiftung

FACILITATION SKILLS AND METHODS OF ADULT EDUCATION

A G U I D E F O R C I V I C E D U C A T I O N A T G R A S S R O O T S L E V E L

Published under the project: "Action for Strengthening Good Governance and Accountability in Uganda" by the Uganda Office of the Konrad-Adenauer-Stiftung

Contact:
Konrad-Adenauer-Stiftung
Uganda Office
51a Prince Charles Drive
P.O. Box 647, Kampala
Tel: +256 414 259 611
www.kas.de

Responsible for publication:

Project Director: Dr. Angelika Klein
Project Manager: Yusuf Kiranda
Project Coordinator: Regina Bafaki

Author: Mathias Kamp

© Konrad-Adenauer-Stiftung 2011

All rights reserved. Reproduction of all or parts of this publication for educational or other non-commercial purposes is authorised without prior written permission from the copyright holder provided the source is fully acknowledged and any alterations to its content are indicated.

Reproduction of this publication for sale or other commercial purposes is prohibited without prior written consent of the copyright holder.

CONTENTS

Foreword	1
Chapter 1: Civic Education	3
Chapter 2: Adult Education	10
Chapter 3: Facilitation Skills	17
Chapter 4: Methods and Facilitation Techniques	31
Chapter 5: Adjusting the Training to the Grassroots Context	37
Chapter 6: Planning and Implementing Training Activities	41
References	46
Appendices	48

FOREWORD

“Democracies need democrats” – this insight forms the perennial precept of civic education. In order for a democratic system to be effective and sustainable, and also to be more than just a set of formal procedures it needs to rely on democratic citizens. In other words: there is need not just for a democratic *system*, but a democratic *society*.

Civic education in a democracy is education in self-government. It aims at creating and promoting an informed citizenry. A citizenry, that is actively involved in governance and does not just play a passive role, leaving all political matters to a few selected leaders.

In order for the people to be engaged in governance – and this implies participation that goes beyond just voting during elections – they need to understand the political system under which they are governed. And even more they need to internalise the basic values of democracy. In this line, civic education helps in attaining the goal of an active, informed and critical citizenry by providing the people with relevant information, raising their awareness on their democratic rights and responsibilities, and promoting those values that are indispensable ingredients for a democratic society.

There is no doubt that a democratic state has the central responsibility for consistently creating opportunities for civic education. However, it is also obvious that civic education through state institutions and in schools needs to be supplemented by a wider range of measures. This is where the diversity of civil society actors needs to come on board and play its part.

As a German political foundation, the Konrad-Adenauer-Stiftung (KAS) is one of the major agents in a pluralistic landscape offering civic education in Germany. But even beyond Germany, the Konrad-Adenauer-Stiftung conducts and supports civic education measures in more than a hundred countries around the world, including Uganda.

This *Guide on Facilitation Skills and Methods of Adult Education* is part of a comprehensive *Toolkit for Civic Education* which is being produced under the project “Action for Strengthening Good Governance and Accountability”. The project is being implemented by the Konrad-Adenauer-Stiftung together with its local partner organisation Action for Development (ACFODE) with funding from the European Development Fund (EDF) under the Democratic Governance and Accountability Programme (DGAP).

The *Toolkit for Civic Education* forms the basis for a series of trainings in the 11 target districts of the project. Through the trainings, local civil society actors in the districts shall be supported to enhance their capacity to effectively promote democracy and good governance and to conduct grassroots civic education. The toolkit will therefore also provide the main source of reference for sensitisation measures at grassroots level.

In order for the participants in training activities to become effective trainers themselves, they not only need to understand the basic concepts of democracy but they also need to know how to transfer the gained knowledge to people at grassroots level. In sum, they should be able to organise and conduct effective civic education activities. This is why this guide constitutes an important and integral part of the toolkit.

The guide is a comprehensive manual for trainers and facilitators of civic education activities. It contains basic information on the concepts of civic education and adult learning and gives practical instructions on how to organise and implement trainings at grassroots level. Specific attention is given to facilitation skills and methods that can help the trainers apply an appropriate and effective methodology to facilitate learning.

I am confident that this guide, as well as the toolkit as a whole, will prove to be a useful instrument for enabling local actors to conduct meaningful trainings for civic education – not only under this “Action for Strengthening Good Governance and Accountability”, but also in various other interventions and programmes for which the material can be a valuable input.

Dr. Angelika Klein
Project Director

CHAPTER 1: CIVIC EDUCATION

What is Civic Education?

Civic education – sometimes also referred to as political education or citizenship education – describes a broad range of education measures targeting the citizenry of a country. The aim of civic education is to equip the citizens with the required awareness, knowledge and skills to be conscious and active political participants in the democratic state and society.

"Civic Education is learning for effective participation in democratic and development processes at both local and national levels. It is an important means for capacity development on the societal level by empowering people for effective civic engagement. It is an essential dimension in strengthening a society's ability to manage its own affairs and is complementary to capacity development on the individual and institutional levels."

(Source: UNDP Democratic Governance Group (2004): Civic Education. Practical Guidance Note, p.5)

Through civic education citizens shall be helped to understand the political system under which they are governed and the nature of society in which they live. More than that, citizens should not just understand the democratic system but identify with it and support it – or challenge its shortcomings so that it can be improved. This means they need to know exactly how the political system works, but also what their respective roles and responsibilities as citizens are. Moreover, they need to appreciate basic democratic values such as tolerance, diversity, fairness, competition, participation, accountability and rule of law, among others.

Civic education is a permanent and long-term process in any democratic society. It can target both the adult citizens (through all kinds of adult education measures) as well as the young generation (mainly through incorporation in school curricula). It is the primary responsibility of the state (government) to provide civic education for its citizens. However, civil society actors play a complementary and often equally important role in this cause.

Civic education in its wider definition has to be distinguished from *voter education*. Sometimes both terms are used interchangeably. However, some significant distinctions have to be made:

- Civic education targets the whole society, while voter education only focuses on those eligible to vote.

- Civic education is a continuous process that is supposed to take place permanently, while voter education usually takes place towards elections.
- Civic education has a wider range of topics and aims at promoting general democratic values, while voter education is often limited to aspects directly related to elections (importance of elections, technical procedures, principles of free and fair elections etc.).

Thus, it can be noted that civic education goes beyond voter education whereas the latter is a key component of the wider approach of civic education.

Civic education typically comprises **three elements**¹:

Civic Disposition means that citizens develop the confidence to participate in civic life and they take up the roles, rights and responsibilities that are associated with citizenship in a democratic system. They also adopt and internalise basic democratic values such as tolerance and fairness and exercise their rights and responsibilities in a responsible manner.

Civic Knowledge means that the citizens understand their political context and that they know their social, economic, political and civil rights. They understand how the democratic political system operates and know the roles and responsibilities of ordinary citizens as well as political leaders.

Civic Skills means that citizens acquire the ability to explain, analyse, interact, evaluate, defend a position, and monitor processes and outcomes. They use their knowledge for informed participation in civic and political processes.

Why Civic Education?

Democracy can never be taken for granted. It has to be continuously nurtured and appreciated. A democratic state gains its strength from the support of its citizens. It cannot violently enforce its legitimacy and acceptance by the people without at the same time losing its democratic character. Therefore, the democratic system needs the constant support and trust of the citizens. There needs to be a consensus on the democratic norms, values and principles in order for the democratic system to work. In a nutshell, democracy cannot work without democratic citizens.

The rights and freedoms that the citizens enjoy in a democratic state have to go hand in hand with a culture of responsibility. This means citizens need to act in a responsible manner, respect the rights of others and contribute to the common good. In this regard, civic education provides a major contribution by aiming at producing an **informed, active and responsible democratic citizenry**.

¹ Cf. UNDP Democratic Governance Group (2004): Civic Education. Practical Guidance Note, p.5

Thus, civic education helps to:

- Increase the acceptance and stability of the democratic system;
- Enhance the protection of individual rights;
- Consolidate effective participation beyond elections;
- Limit concentration and abuse of power;
- Strengthen the “demand side” for democracy;
- Enhance civic engagement;
- Promote development of the country;
- Increase tolerance and peaceful coexistence.

“Civic Education aims at creating individuals with the capacity to go beyond citizens, who are passive subjects of the state, to those who are well informed and responsible. It should equip citizens with skills to participate and contribute to the development of and maintenance of democratic governance and citizenship which eventually leads to the establishment of a stable democratic political system.”

(Source: M Katusiimeh: Civic Education and the Promotion of Participatory Democracy in Uganda, p. 4)

Indeed civic education is generally important for any democratic state and society, but it particularly forms a central component of democracy promotion efforts in young democracies. While interventions aiming at the strengthening of democratic institutions and training of democratic leaders focus on the “supply-side” of democracy, civic education can help to strengthen the “demand-side”. This means that through training and awareness creation, the citizens demand for democracy and good governance keeps growing. -

Forms of Civic Education

One of the ways in which civic education is carried out is through the formal education system (primary and secondary schools, universities etc.). In addition, comprehensive long-term government programmes can provide civic education as well as short-term projects or campaigns (e.g. around elections). Apart from state institutions (Ministries, Electoral Commission, Human Rights Commission etc.) there is a wide range of other actors involved in the conduct of civic education, such as civil society organisations (e.g. community organisations, NGOs, religious groups), international development organisations and the media.

Civic education measures can take different forms, such as:

- Government programmes
- Voter education initiatives
- Curricula development in schools and higher learning institutions

- General awareness campaigns through publicity and public events
- Media programmes, e.g. radio and TV shows
- Use of ICT and new media (blogs, social networks etc.)
- Public dialogues and debates
- Publications and training/information handouts
- Training programmes and seminars for different target groups
- Training-of-trainer and peer-to-peer programmes
- Creative arts, music and drama

Role of CSOs in Civic Education

Civil society is used as a term to describe the diversity of non-governmental and non-commercial groups and organisations such as self-help and interest groups, social movements, NGOs, women and youth organisations etc. They play a crucial role in every democratic state and society. Many of these civil society organisations (CSOs), particularly those working in the area of democracy promotion, are engaged in civic education activities.

Civic education activities through CSOs can benefit from a number of advantages and strengths:

- Civic education activities by CSOs can complement government interventions which might not be sufficient (inadequate financial support, limited geographical coverage etc.).
- In a pluralistic system, civic education should be a task for a diversity of actors. This can limit the risks of manipulation and indoctrination by certain dominant actors.
- CSOs are perceived to be more independent as compared to government institutions and are sometimes more trusted by the local population.
- CSOs are often locally rooted and have better access to local communities. They can reach out to the grass roots level more effectively through their local connections.
- CSOs can enhance the effectiveness and efficiency of their civic education activities by cooperating with other organisations, forming networks and using synergy effects.
- CSOs are learning organisations which are able to identify and share best practices and explore and apply innovative approaches and methods.

Civic Education at Grassroots Level

One of the main challenges of civic education is to reach out effectively to the target groups. This is even more the case for grassroots civic education, where the target group includes people who may be marginalised, hard to reach, and who might have a generally negative attitude towards political issues. The often not very conducive realities on the ground need be acknowledged in order to design effective civic education measures.

The major challenges of grassroots civic education include²:

- **Poverty:** High levels of poverty can make the people less available and receptive for civic education activities. Given the daily struggle for survival, civic education may just appear as a "luxury". More pressing priorities may prevent people – particularly the often already overburdened women - from setting aside time to participate in civic education activities. People living in poverty will often emphasise their economic needs over issues of democracy, good governance and participation. It is therefore crucial that the link between civic education and improved living conditions is made very explicit. Thus, those who conduct civic education as grassroots level need to emphasise how active participation in the democratic system can contribute to improving the living conditions of the people and how good governance can bring development and better service delivery.
- **Illiteracy:** Low levels of literacy, particularly in the rural areas, makes the use of standard training methods and education materials very difficult. In addition, many people might have enjoyed only basic or no formal education. Thus, the methodology to be applied needs to be adjusted to the given context, so that for example the training does not require reading or writing skills. The content of the training needs to be explained in simple terms so that the people can easily understand the main messages.
- **Attitude:** A lack of general exposure can affect the openness of the people for civic education activities, particularly if these are conducted by "outsiders". In addition, the experience of marginalisation or even a perception of exploitation or oppression can cause apathy or cynicism and a general mistrust in the goals and intent of civic education activities. In some cases the people might also have a perception of risk (whether justified or not), which makes them reluctant to discuss freely and openly express their opinions and concerns. For the trainer this means that the training needs to be done in a very transparent manner and the purpose needs to be clearly explained to all stakeholders. The set up of the training should ensure an environment in which people feel safe and free to interact without fear.

2 Cf. UNDP Democratic Governance Group (2004): Civic Education. Practical Guidance Note, p.8

- Cultural barriers: The attitude of the target groups towards the civic education activities can also be influenced by cultural factors. Cultural beliefs and practices may for example affect the active participation of women, youth and other vulnerable groups. The methods and materials need to be harmonised with the cultural context in order to be accepted and effective. At the same time, problems resulting from cultural practices, e.g. gender inequality should be addressed in the trainings in a pro-active but sensitive manner. In order to enhance the acceptance of the training it might be important to network with and actively involve opinion leaders and traditional authorities.
- Lack of an adult learning mentality: With the largest part of the target group being adult learners, the trainings need to be designed in a way that they cater for the application of meaningful methods of adult education. Many people might consider the kind of education provided in the trainings to be for children and youths only. They may not be comfortable being treated like “students” who are “taught” by a teacher. This means that the trainer has to be very sensitive and conscious of the role he is playing in the trainings (facilitator instead of teacher).
- Lack of training skills, methods and materials: In many cases, adequate materials for conducting grassroots civic education are not available. Standardised materials are scarce and might also not be useful in the local context. For example, most of the material might not exist in the respective local language. In addition, materials used by different actors in the field of civic education (different NGOs, donors etc.) might not be freely available. The people who conduct the civic education activities should ideally come from the respective local area and understand the local language. However, those same people might be lacking adequate training skills and often do not have access to comprehensive methodological guidelines. It is therefore crucial to start with a comprehensive training-of-trainers programme, identify or design adequate teaching materials, and provide clear guidelines for the trainings.

Basic Factors for Successful Civic Education:

- Frequent sessions: participants will gain little benefit from attending one or two sessions; once a threshold of three sessions has been reached, the impacts will be significantly greater.
- Participatory methods: the use of interactive methods such as role-plays, problem-solving activities, and mock political or judicial activities is key to effective learning.
- Special efforts to reach the less powerful: given the above-mentioned challenges associated with involving and benefiting less powerful groups, civic education activities need to be carefully designed to match the needs and conditions facing such groups.
- Linking with opportunities for political participation: civic education can either tap into existing channels for participation (e.g. by partnering with local political advocacy NGOs) or create their own channels (e.g. by setting up meetings between programme participants and elected officials). Some of the most successful civic education programmes for adults have been built around community problem-solving activities.
- Linking to participants' concerns: civic education based solely on abstract notions, unrelated to the daily lives of participants, will have little impact; successful programmes weave lessons about democratic values and principles into the real-life issues and experiences of participants.
- Focus on hot topics: participants will engage more fully if the topics discussed are ones they feel strongly about, so it is useful to define and discuss a number of controversial issues where there is likely to be a range of opinions among participants.
- Model democracy: civic education programmes need to be run in a democratic manner, to demonstrate the values being taught, such as participation, tolerance and respect.
- Address the supply side too: as civic education is generally concerned with increasing the demand for good governance, consideration also needs to be given to strengthening the skills, knowledge and awareness of the supply side actors to respond to this demand. Thus, civic education is most effective if accompanied by capacity building efforts directed at civil servants, the police, parliamentarians, etc.

(Source: Jennifer Rietbergen-McCracken: Civic Education, pp. 7-8; cf. also USAID (2002): Approaches to Civic Education: Lessons Learned)

CHAPTER 2: ADULT EDUCATION

Adult education, which is also known as 'andragogy', is the practice of teaching and educating adults. At the beginning of all efforts of adult education should be the realisation that teaching adults requires a different approach and methodology from teaching children and adolescents. While some principles of education have relevance for all age groups, a number of specific requirements for adult education can be identified. At the core of modern approaches of adult education is the realisation that adult education cannot be effectively accomplished through the conventional teaching style based on a teacher-student relationship.

The main aim and motivation for adult education is to facilitate change in one or more of the following areas:

- Skills
- Behaviour
- Knowledge level
- Attitudes

When training adults, all trainers, peer educators and facilitators need to acknowledge and respect the fact the adults are individuals who are able to:

- Take charge of one's life;
- Take responsibility for one's decisions and subsequent actions;
- Determine whether and in what form to engage in education;
- Perform adult roles as citizens, employees, parents etc.

Characteristics of Adult Learners:

- Autonomous and self-directed
- Accumulated a foundation of experiences and knowledge
- Goal oriented
- Relevancy oriented
- Practical
- Need to be shown respect

(Source: Malcolm Knowles (1970): The Modern Practices of Adult Education)

Compared to children, adult learners have already accumulated a foundation of life experiences and knowledge. With that, they also enter the learning process with set

habits, preconceived thoughts and possibly prejudices which can negatively affect the learning environment. Adults are also more autonomous and self-directed in their learning. Thus, they have a stronger need to know the purpose of the learning process. They need to be actively involved in influencing the learning process so as to have a choice in what they learn and how they learn it. Furthermore, the sources and degrees of motivation for learning may differ from those of children. All these characteristics need to be considered in the design of adult education activities in order to optimise the learning effect. This requires an adjustment of the learning environment, the facilitation approach and the methods applied.

Differences Between Children and Adults as Learners	
Children	Adults
Rely on others to decide what is important to be learned.	Decide for themselves what is important to be learned.
Accept the information presented at face value.	Need to verify the information based on their beliefs and experiences.
Expect what they are learning to be useful in their longterm future.	Expect what they are learning to be immediately useful.
Have little or no experience upon which to draw are relatively "clean slates."	Have much past experience on which to draw may have fixed viewpoints.
Have little ability to serve as a knowledgeable resource to teacher or fellow classmates.	Have significant ability to serve as resource to the trainer and fellow learners.

(Source: Penny L. Ittner & Alex F. Douds (1988): *Train the Trainer. Practical Skills that Work*)

Learning Styles

When teaching adults, it is important to acknowledge differences in the way people learn, that is, in the way they process, memorise and internalise information. According to Kolb (1984)³ we can differentiate between four key learning styles:

- **Dynamic learners:** People who are active and very involved, who like to have a go and see if and how things work, who learn through trial and error or self-discovery.
- **Imaginative learners:** People who observe and reflect, who learn through listening and sharing ideas, who seek meaning and need to be personally involved in order to learn.
- **Analytic learners:** People who are rather theorists, who seek facts and want to understand the underlying factors and links, who learn by thinking through ideas.

3 D.A. Kolb (1984): *Experiential Learning: experience as the source of learning and development.*

- **Common sense learners:** People who are rather pragmatic and efficiency oriented, who need to know how things work, who learn by testing theories in sensible ways and applying common sense.

Another way of differentiating learning styles which has a close connection to the methods applied is the distinction between visual, auditory and kinesthetic learners:

- **Visual learners** rely on pictures and generally think in pictures. They want to know what the subject looks like and they remember things best by seeing something. They are best taught by using visual learning tools such as handouts, flip charts, projections, pictures and diagrams etc.
- **Auditory learners** generally learn best by listening. They prefer to learn through lectures and discussions (in which they may actively participate). They remember best through hearing or saying things aloud. When teaching them, it is important to speak clearly, use voice and language consciously and frequently ask questions.
- **Kinesthetic learners** need to physically touch something to understand it. They learn best through touching, feeling and personally experiencing what they are trying to learn. They remember best by writing down things and through practical exercises. During the training they should ideally be involved in volunteer tasks, practical exercises and demonstrations etc.

For an effective training with a larger group it is important to apply a methodology and facilitation style that combines different elements in order to cater for the needs of people with different learning styles. This is usually done through a mix of methods and components such as lecture parts, use of whiteboards or flipcharts, open discussions, group work, practical exercises, role plays etc.

Sources of Motivation for Adult Learners:

- **Social relationships:** to make new friends, to meet a need for associations and friendships.
- **External expectations:** to comply with instructions from someone else; to fulfill the expectations or recommendations of someone with formal authority.
- **Social welfare:** to improve ability to serve mankind, prepare for service to the community, and improve ability to participate in community work.
- **Personal advancement:** to achieve higher status in a job, secure professional advancement, and stay abreast of competitors.
- **Escape/Stimulation:** to relieve boredom, provide a break in the routine of home or work, and provide a contrast to other exacting details of life.
- **Cognitive interest:** to learn for the sake of learning, seek knowledge for its own sake, and to satisfy an inquiring mind.

(Source: Stephen Lieb (1991): Principles of Adult Learning)

Unlike children in school, adults have many responsibilities which they have to balance against the demands of learning. This can limit their ability to effectively take part in training activities. Some of the limiting factors include lack of time, financial challenges, limited awareness on learning opportunities, weak priorities for learning activities as well as practical issues such as transportation, family obligations and child care. All this has to be seen against the background of the generally voluntary character of adult education activities.

In order to effectively address or work around these limiting factors it is important that the activities are carefully planned and clearly communicated and that a certain degree of flexibility and understanding of the given context is guaranteed.

While some of the limiting factors might lead to specific demands on the side of participants (allowances, transport refund etc.), it should be emphasized that additional (material) incentives do not positively contribute to the appreciation of the training and its content. Clearly, adults learn best when they are convinced that what they are taught is relevant and useful. Thus, it is crucial that the participants of civic education activities understand its value and attend because they want to be there and have chosen to learn something new. The trainers will need to effectively communicate to the participants why the training is relevant and important and how each individual participant and the community as a whole will benefit from the training.

Basic Principles of Adult Education

Based on the above, we can emphasise that adult education requires learner-centered methods and a cooperative learning climate. The trainer needs to act as a facilitator rather than as a teacher. Mutual expectations need to be clarified between the facilitator and the participants and there needs to be a relationship of mutual trust.

According to Malcolm Knowles⁴, adults learn best when:

1. They understand *why* something is important to know or do.
2. They have the freedom to learn in their own way.
3. Learning is experiential.
4. The time is right for them to learn.
5. The process is positive and encouraging.

In line with the characteristics of adult learners as defined by Knowles, we can identify a number of principles which can ensure that these characteristics are adequately considered in the design of adult education measures⁵:

4 Malcolm Knowles (1970): *The Modern Practices of Adult Education*

5 Cf. Malcolm Knowles (1970): *The Modern Practices of Adult Education*; Malcolm Knowles (1975): *Self-directed learning: A guide for learners and teachers*; Stephen Lieb (1991): *Principles of Adult Learning*; Janet Collins (2004): *Education Techniques for Lifelong Learning*

Adults are autonomous and self-directed: Adults need to be free to direct themselves, deciding for themselves what they want to learn, for how long they can learn and what direction the learning process will take. Ideally, adults should create their personal learning objectives which allow them to set individual learning goals. Learning is most effective and lasting when the process is self-initiated and the adult learners can proceed at their own pace. Thus, in adult education, the trainer should actively involve participants in the learning process. Participants should be encouraged to be responsible for their own learning process and the direction it takes. For example, before or at the beginning of a training participants should be consulted on the topics to be covered and the methodology to be applied. The challenge for the trainer here is to take up participants input so as to enhance their “ownership” of the training and learning process, while at the same time still ensuring that the pre-defined objectives of the training can be met. Furthermore, in the course of the training, participants should be allowed and encouraged to assume responsibility for presentations, group leadership, moderation etc. Ultimately, the trainer should act as a facilitator who guides participants to their own knowledge instead of purely supplying them with facts.

Adults have accumulated a foundation of life experiences and knowledge: Adults, compared to younger people, have a much wider range of previous life experiences and previously acquired knowledge. This may include for example previous formal and informal education, work-related skills and experiences as well as family responsibilities. The past experiences may also bias the adult learner’s attitude towards the training and the topic. If the new learning experience does not fit into what adults already know, they might reject it. It is therefore important to enable the participants to see a connection between the current learning experience and their past experiences and their existing knowledge base. The trainer should acknowledge participants’ backgrounds and competences. Having this in mind, it is important to start the training by finding out what the participants already know about the topic and to provide frequent opportunities in the course of the training for participants to share and discuss relevant experiences.

Adults are goal oriented: Adults usually enter the learning process with certain goals in mind and they learn best when they feel that there is a connection between the training and their goals. They like to know how the training will help them reach their goals. It is therefore important for the trainer to inform the participants how they will benefit from what they will learn in the training. The training needs to be well structured and organised, with clearly defined elements and objectives. The trainer should explicitly state the objectives at the beginning of the training.

Adults are relevancy oriented: Adults need to see a concrete reason for learning something. Thus, they need to be convinced of the relevance of the training for their personal life and direct environment. Learning has to be applicable to their work or other highly valued responsibilities, for example in the family or the community. It is therefore important to connect the theories and concepts related to the training

topic to a setting that is familiar to participants. The training content should be problem-centered and applicable to real-life in the given context of the participants.

Adults are practical: Adults need a practical approach to learning. They learn best through an active not a passive process. They may not be interested in knowledge for its own sake and may not be satisfied with learning for a theoretical future use – they want immediate applicability. The trainer therefore needs to emphasize how they will be able to practically apply what they will learn. Moreover, the element of activity needs to take a central place in the training concept, for example through practical exercises in which knowledge is generated in an interactive manner or in which newly acquired knowledge is applied and tested by the participants.

Adults need to be shown respect: Adults, like all learners, need to be respected as individuals. The trainer needs to acknowledge their maturity and wealth of knowledge and experience. Participants should be treated as equals in experience and knowledge and allowed to voice their opinions freely. Mutual respect and trust and a spirit of cooperation should characterise the learning environment. In a conducive learning environment all participants - including the trainer – share ideas and learn from each other. Participants should view one another as resources, while the trainer is seen as a facilitator or guide rather than the only one with relevant knowledge.

Translating Theory Into Practice		
Theory		Practice
Adults remember 10% of what they hear, 65% of what they hear and see, and 80% of what they hear, see and do.	→	To increase retention, provide both auditory and visual stimulation and allow for practice.
Adults bring a great deal of life experiences and knowledge into to training.	→	Connect life experiences and prior learning to new information. Capitalise on the experiences by facilitating discussions.
Adults are autonomous and self-directed.	→	Involve participants in the learning process, serving as facilitator rather than as supplier of facts.
Adults learn best when they are active participants in the learning process.	→	Limit lecturing and provide opportunities for sharing of experiences, questions and exercises that require participants to practice a skill or apply knowledge.
The greater the degree of concrete relevance to the individual, the greater is the degree of learning.	→	Help learners see a reason for learning something by making it applicable to their work or other responsibilities of value to them.
Adults need to be able to integrate new ideas into what they already know if they are going to be able to retain the information.	→	Capitalise on the experiences of the audience to build new concepts; structure lessons to move from the known to the unknown.
Adults prefer self-directed and self-paced instruction to group learning led by an instructor.	→	If the training is done in a group led by the instructor, build in independent activities; consider trainee-focused approaches to training.
Adults learn more effectively when given timely and appropriate feedback and reinforcement of learning.	→	Provide opportunity for feedback from self, peers and trainer.
Adults learn better in an environment that is informal and personal.	→	Promote open group interaction.
Not all adults learn the same way.	→	Accommodate different learning styles by offering a variety of training methods and by using visual, auditory and kinesthetic techniques.

(Source: adapted from Penny L. Ittner & Alex F. Douds (1988): *Train the Trainer. Practical Skills that Work*; Janet Collins (2004): *Education Techniques for Lifelong Learning*)

CHAPTER 3: FACILITATION SKILLS

Conducting civic education for adults requires strong facilitation skills. The trainer should see him-/herself as a facilitator rather than a teacher or lecturer. At the same time he/she has to be more than just a moderator in order to make sure that knowledge and skills are transferred effectively and the training is results-oriented and serves the set minimum objectives.

What is Facilitation?

Facilitation means working with people with the aim of enabling and empowering them. Effective facilitation is about assisting individuals or groups with their interactions and discussions in order to perform a certain task or achieve certain objectives. It is a method that encourages people to share ideas, resources and opinions and to be critical and constructive at the same time.

In adult education, training facilitators are responsible for guiding participants through the content and stimulate the learning process. More than just providing expertise, the facilitator draws on the existing knowledge of the participants and assists them in building on that knowledge by providing input and training to fill identified gaps. The training and learning process shall be based on active participation, group interaction and discussion. Thus, the facilitator will be equally concerned about WHAT is being learnt and HOW it is being learnt.

An effective and sincere facilitator:

- clarifies the purpose
- uses processes, methods and tools appropriately and responsibly
- creates an atmosphere and opportunity for contribution – where all participants trust that they can speak freely and where individual boundaries are honoured
- opens and closes with purpose
- honours contributions
- caters for different learning styles
- respects the culture, rights and autonomy of the group
- understands the needs and processes of group development and effectiveness
- listens – and reflects back to ensure understanding
- engenders trust
- encourages participants to challenge ‘the data’ and not ‘the person’
- practises stewardship of process and impartiality toward content
- clarifies the data by checking back with participants
- elicits a greater depth in both the data and the interrelationships of the data
- acknowledges openly any potential conflict of interest
- responds to the group – through flexibility of format and process
- manages conflict with sensitivity
- maintains confidentiality of information
- invites in another practitioner for situations beyond their expertise and experience (e.g. conflict resolution)
- takes responsibility for continuous improvement of facilitation skills and knowledge

(Source: Colma Keating (2003): *Facilitation Toolkit*, p.3)

Principles and Values of Facilitation

A good trainer of adults should stick to the following basic values and principles of facilitation⁶:

Impartiality: The trainer needs to be neutral and objective and conduct the training in an impartial and non-partisan manner, specifically when conducting civic education and dealing with political topics. Opinions can be collected from participants, but should not be expressed by the trainer.

Participation: Facilitation succeeds when participants are motivated and enabled to actively get involved. The methodology needs to cater for an interactive learning process. This also means that the facilitator shall not make himself the centre of all attention, but rather put the group at the centre by asking questions, allowing discussions, collecting feedback and consulting the participants on methods and steps in the training programme.

Inclusiveness: Participation in the training and learning process needs to be inclusive. This means that the trainer has to be sensitive towards the needs of individual participants and their roles in the group in order to find a way of adequately involving each participant. It is important not to allow a small group of participants to “hijack” the training and dominate the discussions.

Respect: The trainer must acknowledge and respect each individual participant and ensure that all participants show each other the mutual respect they deserve. The trainer also needs to be sensitive about issues of age, culture and tradition and show the expected respect. This also means respecting the knowledge and experience of the participants and drawing on the collective wisdom of the group.

Equality: Each participant is regarded as having an equal right to contribute, to influence, to determine the direction of the group. Equality also relates to respect, valuing of personal experience and participation. Each participant’s contribution to a discussion/skill-sharing activity is equally valid and valuable.

Trust and Safety: To enhance participation by all, the facilitator must encourage the development of trust and safety. Participants need to feel free and comfortable in the group. In this context, it is also important to assure participants of confidentiality, so that they are confident that everything of relevance can be discussed freely without inappropriate reporting outside the group.

Listening: Facilitation means listening to what people are saying and tuning in to what they are not saying. This includes being aware of verbal and non-verbal means of communication.

6 Cf. Patricia Prendiville (2008): Developing Facilitation Skills. A Handbook for Group Facilitators, p.15

Preparedness: A good trainer should be prepared in order to perform all tasks well. It is important to appear professional and lead by example. A good preparation of the training will make the trainer more confident and enhance acceptance by the participants.

Flexibility: Regardless of all advance preparations and plans, the trainer also needs to maintain a high degree of flexibility. Flexibility might be required to solve or work around unexpected problems. Furthermore, a high degree of flexibility will enable the trainer to adapt the training sessions to the needs of the participants.

Timekeeping: Every trainer needs to be punctual and should set the training session for a reasonable time and observe carefully the dates and times allocated for activities.

Authority: A good trainer/facilitator does not need to be overly authoritative. However, a certain authority is required and the participants need to respect the role of the trainer. Ultimately, the trainer remains in charge of the programme and for example needs to be able to discipline participants who negatively interfere with the programme and learning process. The authority of the facilitator is closely linked to the respect he/she gets from the participants and the confidence and professionalism with which the training is conducted.

Qualities of Good Facilitators:

- They should be patient, taking time to explain things carefully and allowing participants time to respond at their own pace;
- They should build co-operation and unity among the group, while supporting each person's right to diverse opinions;
- They should be open to criticism and questions;
- They should be creative and open to new ideas;
- They should show energy and enthusiasm for the material being covered in the workshop;
- They must be non-partisan and avoid showing their own personal biases, serving as the one who can resolve disagreements;

(Source: Civic Education and Community Mobilization Partners: Participation – Train-the-Trainer Manual)

Roles of a Trainer/Facilitator

The adult trainer/facilitator conducting civic education measures has to play several critical roles to ensure that the learners and learning process are at the centre of all training. The different roles are relevant at different stages – before, during and after the training – and often overlapping, i.e. they have to be performed simultaneously. Each of the roles requires a particular set of critical competencies

in order to be fulfilled effectively. Some of the common roles of an adult trainer/facilitator include:

Training Designer and Planner: The facilitator is responsible for assessing learning needs and evolving learning objectives. He/she also plans the training strategy, works out the detailed contents and sequences them and chooses appropriate methods, learning materials and aids to be used during the training. Ideally, the facilitator finds ways of involving the learners in the designing phase.

Manager: As a manager, the facilitator mobilises financial resources, plans dates and venue, schedules logistics and required administrative support. He/she may be responsible for ensuring communication with and mobilisation of the training participants. However, in most cases, particularly if the trainings form part of a larger project, this role is taken up by another person or team and the facilitator may just be contracted for conducting the actual training.

Educator: The facilitator is responsible for providing the main input on the training topic (e.g. civic education) and for passing on the relevant information. Even if the training is participative and interactive, it remains the responsibility of the facilitator to ensure that the minimum objectives of the training are achieved and the relevant knowledge and skills have been shared.

Moderator: In order to enhance interaction and participation, the facilitator has to be a good moderator who can lead the group through the different training sessions and discussion rounds. The moderator is responsible for discussions to be constructive and respectful. This includes asking the right questions, encouraging all participants to contribute and providing direction if the discussion goes too much off-topic.

Learner: The facilitator may be the main source of information for the participants - but not the sole source of knowledge. This awareness on the side of the facilitator is crucial in adult education. The participants also have their knowledge to share and the training shall be a learning process not only for the participants but for the facilitator as well –with regard to both gaining additional insights and testing and revising training methods. The role of the learner specifically requires good listening skills.

Evaluator: The facilitator is also responsible for assessing the success of the training with regard to the effective application of the methodology, transfer of skills and knowledge, level of participation etc. Ultimately, he needs to evaluate whether the objectives have to be achieved. Each training activity must be used as an opportunity to identify challenges, best practices and lessons learnt so that subsequent activities can be improved.

Responsibilities of the Facilitator:

Facilitators are the standard-setters for the discussion.

Facilitators must stay focused and alert, interested in the discussion and the learning that is taking place. They set and maintain the tone of discussion, by example and by setting ground rules. Facilitators should make eye contact with all participants, listen closely, and encourage everyone to contribute to the group.

Facilitators make the workshop environment a priority.

Everything from how the chairs are set up, candy, quotes on the wall, location of restrooms, and many other logistical items. The facilitator is responsible for gauging the physical environment of the training and how the environment relates to the feeling of the workshop.

Facilitators are mindful of timing issues.

It is easy to over-schedule activities and not incorporate enough downtime for the participants. Avoid planning intensive activities directly before or after a meal. Always plan on activities taking longer than you think. Facilitators need to constantly check-in with the group to gauge their energy level.

Facilitators are responsible for articulating the purpose of the discussion and its significance to the group.

It is important to clearly state the goal and purpose of each activity and section of the training. Also, let the group know the expected time that will be spent on each activity.

Facilitators make use of various techniques/tools to keep the discussion moving.

When tension arises or discussion comes to a halt, the facilitator must be prepared with tools to keep the learning happening.

Facilitators are responsible for paying attention to group behaviors.

Be observant of verbal and non-verbal queues from the group. You can encourage people to explain their behaviors during check-in periods.

Facilitators should be relaxed and have a sense of humor that makes sure discussions are enjoyable as well as educational.

Group discussions can often take a very serious turn and become intense. It is important to remember we do not have to be fired-up or uptight in order to have effective discussions. Laughter and a relaxed environment can be the greatest methods for a good discussion.

(Source: Bonner Curriculum: Facilitation 101: Roles of Effective Facilitators)

Communication Skills

Communication is essential for every interaction between people. It is a two-way process of sending and receiving signals and information. For communication to work effectively, both sender and receiver need to be aware of and understand the method of communication. However, communication can be both intended and unintended. Communication can fail if sender and receiver interpret messages in different ways, leading to misunderstanding or even conflict.

Top Ten Tips for Good Interpersonal Communication Skills

1. Listen first. Communication is a two-way process; getting your message across depends on understanding the other person.
2. Be interested in the people you are communicating with. Remember people are more attracted to those who are interested in them, and will pay more attention to what they are saying.
3. Be relaxed. Bad body language such as hunched shoulders, fidgeting, toe-tapping or hair-twiddling all give the game away.
4. Smile and use eye contact. It's the most positive signal you can give.
5. Ask questions. It's a great way to show people that you are really interested in them.
6. If the other person has a different point of view to yourself find out more about why they have that point of view. The more you understand the reasons behind their thinking the more you can understand their point of view or help them to better understand your point of view.
7. Be assertive. By this we mean try to value their input as much as your own. Don't be pushy and don't be a pushover. Try for the right balance.
8. When you are speaking try to be enthusiastic when appropriate. Use your voice and body language to emphasise this.
9. Don't immediately try to latch onto something someone has just said ... "oh yes that happened to me" and then immediately go on and tell your story. Make sure you ask enough questions of them first and be careful when / if you give your story so as not just to sound like its a competition.
10. Learn from your interactions. If you had a really good conversation with someone try and think why it went well and remember the key points for next time. If it didn't go so well - again try and learn something from it.

(Source: <http://www.communication-skills.info>)

Good communication skills are essential to effective facilitation. They are necessary for establishing a fruitful interaction between the group and the facilitator and ensure that people's needs, concerns and interests are being heard and addressed.

Communication can be both verbal and non-verbal. Verbal interaction involves the actual words spoken as well as the tone of voice, volume and intonation, choice of language and rhetorical styles. Non-verbal communication can for example include facial expressions, body language, sitting postures, gestures or eye contact. These often play a significant role in indicating the underlying feelings or emotions behind the words. Non-verbal messages can also be related to the person's identity and background, for example in terms of assumptions or perception with regard to gender, ethnicity or social class.

When conducting civic education at grassroots level, the facilitator needs to carefully apply communication skills in order to be accepted and understood by the people and effectively get the message across. Failed communication and misunderstanding can seriously undermine the success of the training.

The following tips can help ensure effective communication:

- Choose your language and words depending on the kind of group you interact with. Particularly at grassroots level it is best to stick to the local language if possible. Otherwise it is important to use simple language that the people understand more easily. People should not feel excluded because of language issues.
- Avoid complex technical terms, jargon and foreign words.
- Always speak loud and clearly.
- Use volume and pitch consciously, e.g. for motivational purposes or increasing attention.
- Explain complex issues by using locally known images and examples.
- Display openness and genuine interest in the contributions from participants.
- Control yourself. Avoid sending unintended messages. Avoid openly displaying negative emotions.
- Avoid being judgmental. Do not openly display frustration or disagreement with participants' contributions.
- Express positive feelings for motivational purposes. Send positive signals to encourage participants.
- Be aware of your body language and use your gestures consciously.
- Be sensitive towards issues of culture, gender, age, ethnicity, social class etc. and ask yourself how they might affect the perception of the people you interact with.
- Dress appropriately, depending on the context, venue etc. The dress you wear conveys a message as well.
- Allow phases of silence when appropriate.
- Be sensitive for messages you receive from the participants. For example the facial expression and body language can show whether they are

interested and involved, whether they are able to follow the discussions and understand your explanations etc.

- **BE YOURSELF:** Trying to be conscious about matters of communication should not prevent you from being yourself. Do not pretend to be what you are not and do not put up a show. If you act more naturally you will be more credible.

Communication Skills for Facilitators		
Skill	Use of skill	How to use
Reflective Listening/Feelings	<ul style="list-style-type: none"> ▪ To diffuse the situation ▪ To reflect feelings back to person ▪ To show understanding 	Listen to tone of voice. Observe body language. Hunch feelings and reflect them back. <i>"You sound disappointed..."</i>
Paraphrasing	<ul style="list-style-type: none"> ▪ Indicates you are listening ▪ Lets you check for understanding 	Say back your understanding of what they said, in your words. <i>"You thought the traffic light would..."</i>
Questioning	<ul style="list-style-type: none"> ▪ To gather information ▪ To focus discussion ▪ To expand understanding 	Use open ended questions – beginning with what, how, when, where. <i>"How did the new road surprise you?"</i>
Summarising	<ul style="list-style-type: none"> ▪ To bring important points out ▪ To review progress ▪ To bring closure to move on 	Restate the main points of the discussion, facts and feelings. <i>"Your main priorities were..."</i>
Validating	<ul style="list-style-type: none"> ▪ To show what people say is important 	Acknowledge issues and feelings as valuable. Appreciate efforts. <i>"Thanks for explaining the impact on the children..."</i>
Encouraging	<ul style="list-style-type: none"> ▪ To show interest ▪ To encourage discussion 	Body language, nodding. Ask probing questions. Avoid agree/disagreeing. <i>"And then what happened?"</i>
Clarifying	<ul style="list-style-type: none"> ▪ To ensure you understand ▪ To clear confusion 	Ask questions. Ask if interpretation is on track. <i>"By impacts, you mean..."</i>

(Source: Colma Keating (2003): *Facilitation Toolkit*, pp.74-75)

Listening Skills

Effective listening is fundamental to good communication and, therefore, good facilitation. Effective listening is “active” listening. This means that the facilitator should not only listen well to what is being said but also be sensitive towards the tone and gestures that training participants use to express themselves. It also requires the facilitator to always ensure that what is being said is understood correctly by all and that participants are confident that they are being heard.

Active listening will make participants feel involved and make them more open and participative. It helps creating a spirit of open interaction in which participants feel that they are an important part of the group. In order to minimise barriers to active listening, the facilitator needs to ensure a good environment (comfortable surroundings, privacy, minimize noise and distractions), avoid judgmental attitudes and critical comments, and be open for what comes from the participants instead of being permanently preoccupied with what should be the outcome of the session.

Guidelines for Active Listening:

- Maintain good eye contact
- Face the person or group head on
- Keep an open posture – don't cross arms
- Stay relaxed in your overall manner – this shows you are comfortable with the situation
- Be aware of body language and nonverbal behaviour
- Listen for feeling as well as content – what is "between the lines"
- Don't confuse content and delivery – assume the person has something to say even if she or he is having trouble saying it
- Listen for the main thought or idea, rather than trying to memorise every word
- Cultivate empathy–try to put yourself in his or her place
- Refrain from evaluating what is being said
- Don't jump in the conversation too soon – let the person finish what they're saying
- Pause a few seconds before giving feedback or answering a question – take time to think about what was said
- Give the person time to correct an obvious mistake – this shows respect
- Show encouragement. Use simple gestures or phrases to show you are listening
- Show support. Say, "That's good; anyone else having anything to add?"
- Don't let the person ramble – try to help them come to their main point
- Don't turn an implication you've picked up in the conversation into a conclusion – proceed gradually
- Paraphrase or summarize what the person has said, and get agreement that you've understood completely
- Ask questions beginning with the words "what" and "how" (open-ended questions). Avoid questions that can be answered with a yes or no
- Don't "jump ahead" to complete the person's sentence – you are making an assumption that maybe incorrect
- Be aware of your own emotional response to what you are hearing – it will affect how well you understand and can respond
- Focus your energy and attention on what is being said to you – not on what you want to say next

(Source: Institute for Law and Justice: Facilitation Skills: Developing Facilitative Leadership)

Enhancing Participation

As seen above, one of the main tasks of the facilitator is to ensure effective participation of all individuals in the training. The learning objectives can best be achieved if all learners are encouraged to be actively involved. It is not the mandate of the facilitator to force people to participate and he/she is also not responsible for what a participant decides to say or withhold in the training session. However, it is the facilitator's responsibility to provide an environment and atmosphere that enables and encourages people to get actively involved. This also includes minimising negative interference and challenging behaviour that inhibits effective participation by all.

Some of the potential negative factors that need to be addressed and overcome in order to ensure effective participation in the training are⁷:

- Limited opportunities for open interaction and discussions in the design of the training
- Lack of motivation of the group or certain participants
- Dominance of the discussion by certain individuals
- Dominance of the discussion by the facilitator
- Exclusion of individuals from discussions or from decision-making
- Frequent interruptions by certain participants
- Failure to build on ideas from certain people
- Unnecessary movement and absence of certain participants
- Dissatisfied participants leaving the training
- Lack of respect for certain participants
- Unclear rules of interaction
- Confrontational or personalized discussions
- Politicization of the discussions and strong partisan tendencies
- Physical barriers. e.g. affecting people with disabilities
- Social barriers and exclusion of certain group or individuals based on factors such as religion, ethnicity, age or gender

In order to enhance effective and inclusive participation the facilitator can apply a number of techniques:

- Clearly communicate the rules of participation and define ground rules for the training together with the participants.
- Ensure contributions from all participants by asking individuals for an opinion, statement of feeling.

7 Cf. Patricia Prendiville (2008): Developing Facilitation Skills. A Handbook for Group Facilitators, p.57

- Assign tasks to volunteers, but make sure that the same people do not always volunteer for all the jobs.
- Provide opportunities for group work and apply methods of forming and mixing groups that make sure that people do not only work with the same people all the time, e.g. by always sticking to their friends or colleagues.
- Include exercises for which people pair up so that people can learn more about each other and participate more easily.
- Be patient with shy or quite people. Ask them directly to give their input if you feel they have something relevant to share.
- Involve less active participants by assigning specific tasks to them.
- Contain too dominant people or participants who talk too much without directly offending them. Encourage them to express themselves with fewer words and remind them that input needs to be brief in order to give other participants the chance to contribute as well. Sometimes it can also help to keep such participants busy with other assignments, e.g. by giving them the role of a secretary.

Incorporating Adult Participation Principles

(based on John Goodlad's writings)

The training design and facilitation approach needs to consider the principles of adult education and adult participation. Adults prefer learning situations which:

Integrate new ideas with existing knowledge, allow choice and self-direction, so...

- Help them recall what they already know – that relates to the new ideas or situation
- Build your plans around their needs (including future goals and present situation)
- Share your agenda and assumptions and ask for input on them
- Ask what they know about the topic
- Ask what they would like to know about the topic
- Build in options within your plan so you can easily shift if needed
- Suggest follow up ideas and next steps for after the session
- *CAUTION* – Match the degree of choice to their level of development.

Show respect for the individual participant and/learner, so...

- Provide for their needs through breaks, refreshments, comfort
- Provide a quality, well organised experience that uses time effectively
- Avoid jargon and don't "talk down" to participants
- Validate and affirm their knowledge, contributions and successes

- Ask for feedback on your work or ideas, provide input opportunities
- *CAUTION* – Watch your choice of words to avoid negative perceptions.

Promote their positive self esteem, so...

- Provide low-risk activities in small group settings
- Plan for building incremental successes
- Help them become more effective and competent
- *CAUTION* – Readiness to participate and/or learn depends on self-esteem.

Capitalise on their experience, so...

- Don't ignore what they know, it's a resource for you and the group
- Plan alternate activities so you can adjust to fit their experience level
- Create activities that use their experience and knowledge
- Listen before, during and after the event
- *CAUTION* – Provide for the possibility of a need to unlearn old habits.

Are practical and problem-centred, so...

- Give overviews, summaries, examples and use stories
- Plan for direct application of the new information
- Design in collaborative, problem-solving activities
- Anticipate problems applying the new ideas, offer suggested uses
- *CAUTION* – Guard against becoming too theoretical.

(Source: Colma Keating (2003): *Facilitation Toolkit*, pp.12-13)

Chapter 4: Methods and Facilitation Techniques

In order to ensure an effective and participatory learning process, the facilitator should apply a mix of appropriate methods. The training sessions should be designed in a way that they cater for the needs of the different types of adult learners through a diversity of methods. The content of each session often determines which methods are applicable. Some topics and areas need a more active role of the facilitator and a lot of central input, while others are best conducted by involving all participants more actively. The sequencing of the session should take into consideration which methods can be applied at what point in time, so that participants can enjoy an interesting mix of methods and exercises and long times without active involvement are avoided.

Lecture

The lecture method is the most commonly used teaching approach for working with groups of learners. The facilitator presents and explains the relevant information that shall be passed on to the participants.

The lecture method is an efficient tool to present a bulk of facts, information and concepts in a relatively short time. It can be applied regardless of the size of the group of learners and works well even with a very large group. It also allows for external experts to come in without taking over a facilitator's role.

However, the lecture method should not dominate the training since it is much less participatory than other methods and does not promote interaction in most cases. The facilitator/lecturer dominates the training session and there is a risk that he/she imposes a certain world view or perspective on the topic on the participants. The pace of learning is determined by the facilitator/lecturer instead of the learners themselves and individual learning needs are not catered for.

The following ideas can help improve the effectiveness of the lecture method:

- Organise and structure the presentation well in order to ensure a logical flow and a good time management.
- Use (visual) supportive materials such as handouts, charts, posters etc.
- Train your rhetorical skills and speak loud and clearly.
- Provide opportunities for questions and answers and periodically a quick feedback from the participants whether they have understood everything.
- Avoid too long periods of lecturing by providing frequent breaks or mixing the lecture with other methods such as short games, plenary discussions or group work.

Brainstorming

Brainstorming is a quick way of collecting participants' ideas, views and suggestions in an open way. It is used to encourage the participants to freely share what comes to their mind when thinking of a certain topic, challenge or problem. The most important principle of the brainstorming method – which always needs to be emphasized by the facilitator - is that there is no right or wrong contributions. At the initial stage of the brainstorming all contributions are collected, regardless of whether they makes sense or add value. It is possible to have a second round of input from the participants in which the ideas brought forward are further discussed or expanded.

Brainstorming is a useful method to enhance participation as it gives everyone an opportunity to contribute and it allows many ideas to be expressed in a short time. It helps stimulate quick thinking, creativity and imagination among the participants. It is important for the facilitator to not let the brainstorming exercise be dominated by certain individuals and to encourage every participant to contribute. The contributions should ideally be captured, for example by writing them on a flipchart. It is important for the facilitator to ensure that contributions are treated equally. Contributions should not be criticized, evaluated or censored at the stage of brainstorming.

Plenary

In a plenary discussion all training participants come together to discuss a certain topic and share their ideas and opinions. The method enables participants to openly interact and to not only express their views but also respond and react to each other's contributions. It helps the facilitator to better understand the participants and to get their opinions and perceptions. The challenge is that such a discussion in a large group can be very time consuming and may easily lose its focus. Certain participants may dominate the discussion while others remain passive and get bored. It is therefore important for the facilitator to establish clear ground rules (e.g. regarding time management and mutual respect during the discussions) and to provide direction and re-direct the discussion if it goes off-topic.

Small Group Discussion

Particularly if the group is very big, it can make sense to break into smaller groups for discussion. This gives each participant better chances and more time to contribute. Discussions in smaller groups can be more intense, focused and results-oriented. It is important to ensure that the group discussions are well organized and structured, for example by advising the group to pick a chairperson or moderator, a timekeeper and a secretary.

Panel Discussion/Debate

Another format of a discussion is a panel. Here, some selected participants – or even external experts – form a panel which discusses a certain topic. Each panelist gets the chance to make his/her contribution in a certain time and to react and respond to the contributions from the other panelists. The panel discussion can then be opened for interaction with the rest of the group so that participants can give feedback or pose questions to the panelists. The panelist may be given time to prepare their contributions on the topic in advance.

Buzz-Group

A so-called buzz-group is a quick break-away exchange/discussion between two or three participants to discuss a specific question for a very short period of time. The exercise can for example be inserted to break the monotony of a presentation or lecture. Usually, participants would simply be asked to discuss the question with their neighbor in a few minutes.

Fishbowl

The fish bowl is a special seating arrangement where one part (or half) of the group sits together in an inner circle to discuss or work on something, while the rest (the other half) sit outside the circle to observe the inner circle. The methodology helps to discuss a certain topic with a smaller group and getting relevant contributions from selected and interested participants without leaving out the rest of the group who is able to follow the discussion. Only participants in the inner circle can contribute to the discussions. However, interested participants from outside can join the inner circle by swapping seats with a participant from the inner circle. Participation in the inner circle is voluntary and anyone can leave the circle and give another participant the opportunity to join in. The results and experience of the fish bowl discussion may afterwards be reflected about in the plenary.

Group Assignment

The formation of smaller groups to work on a certain task or topic is a popular method that forms part of most training activities. It enhances participation and interaction, helps the participant to get to know each other better, build relationships and learn to cooperate and practice their skills.

The groups may either work on the same task or topic simultaneously or they may each get a different assignment. The latter approach is particularly useful if many different (sub-) topics shall be covered in a short time.

The assignment/instructions may be clearly defined so that group has to work in a pre-defined format. Alternatively, the assignment can be left more open to give the

group a chance to work on the topic in their own way, exploiting their own creativity. In order for the groups to work in an organised and coordinated manner it may be advisable for the groups to assign certain roles, e.g. a chairperson and a secretary. After the group work, each group may present (and discuss) the results in the plenary.

It is advisable to have a balanced mix of participants in the groups and it should be avoided that participants simply form groups based on existing relationships. The facilitator may therefore use methods for random group formation, for example by simply counting through in order to assign group numbers to participants.

Role Play

In a role play participants are asked to act out a specific real life situation as a way to address a certain challenge or problem and suggesting ways of how to handle it. Participants are assigned certain roles and are given information about the person/character they are representing.

A role play can help to trigger a discussion or reflection and allows for a change of perspectives. It is an effective tool for practicing skills, changing roles, trying other options, being confronted with stereotypes and developing a broader understanding of other perspectives. Role playing can be done as a demonstration in front of the whole group or, if it is a large group, it can be done simultaneously by small groups. It is important that participants involved in the role play are properly briefed in advance and that after the role play a de-briefing and reflection with the group takes place so that the impressions and lessons from the role play can be discussed. The participants should be given an opportunity to talk about how they feel, what they observed, what they learned, and what they would do differently the next time. It is also important that after the role play the actors are not being associated anymore with the roles they had taken in the play.

The role play exercise can potentially be sensitive since it may for example lead to misinterpretations or trigger emotions. Therefore the facilitator should clearly explain the exercise and moderate the subsequent reflection in a sensitive manner. Participation in the role play should be made voluntary.

Drama

Unlike the role play, the drama follows a script. The actors are briefed in advance on what to say and do and can rehearse. Thus, the outcome is more predictable. The drama method can be very useful to illustrate a point in an appealing way. It can help to explain issues in a way that people can understand more easily by relating to the characters, their actions and relationships. Through a drama participants can learn while at the same time being entertained. It can also help to reach people with a weak education background or weak or no literacy skills.

The challenge is that the drama can be very time-consuming and may therefore not

be suitable for a short training program. It also needs a good concept and storyline and highly motivated participants who take over the acting roles.

Case Study

In a case study the facilitator presents a real life situation (or invented scenario) to the group, e.g. by telling a story or showing pictures. The participants will then be asked to address the challenges, problems or dilemmas outlined in the case study. This is a useful method to relate the topic of the training session to a real life situation which encourages participants to develop more concrete ideas.

Skills Practice

Skills practice means that participants are given the opportunity to apply their newly acquired skill(s) in practice and to get feedback from another participant, the group or the facilitator on their performance.

Games

Games can fulfill multiple purposes in a training program and can therefore take various forms. They can be entertaining in order to make the learning more enjoyable and can sometimes simply be used to break the monotony of a learning process or to energize participants through physical activity. They can also help participants to get to know and trust each other and develop a better team spirit. A competitive element in games can also stimulate interest and alertness among the participants. If the games can be linked to the training content they can help to recall information and skills and to enhance the learning effect through practical elements.

Quiz

A quiz can help to test the knowledge and skills acquired by the participants in the course of the training. It can also be a good way of repeating what has been discussed and presented to enhance the learning effect. The competitive element can also stimulate interest and alertness among the participants.

A quiz can take different formats. For example it can be a quick exercise during or at the end of a presentation or training session, but it can also be turned into a whole session or event by organizing some kind of a quiz show in which groups or individuals compete against each other and which brings in a strong element of entertainment.

Images/Codes

Pictures, photographs or short stories can be used as a code in order to present a challenge or problem that needs to be solved. A code is a way of communicating a problem briefly and clearly to a group, which allows them to reflect and examine it in order to gain new information or skills.

The participants may for example be confronted with a picture or short story and then be asked what they see in the picture or what they heard in the story, what it means to them, and what their ideas are regarding the problem or challenge described. The facilitator will initially not provide further details or additional information and rather let the participants “explore” what they get out of the code.

Songs & Stories

Songs and stories can be used as codes but they can also serve other purposes. For example they can provide a creative and entertaining way to present information. The facilitator may choose to use songs to pass on some messages during the training. Reference can also be made to traditional folklore and participants may be asked to sing a (traditional) song that related to the training topic. Songs and dances can also be used as energizers for the participants.

Card Clustering

Card clustering is a useful tool to structure discussions and brainstorming exercises. Instead of an open brainstorming or discussion, participants are asked to write their thoughts and ideas on cards (manila paper) which are then collected and presented by putting them on the wall or on a flipchart.

The exercise can take different rounds. For example, in a first round it can have a brainstorming character and cards are simply collected, read out and put on the wall. In subsequent rounds the contributions can be discussed, further elaborated and for example grouped into certain categories. The method can be very effective and time-efficient since the participants have to stick to the most important points and express themselves through catchwords or short statements on the cards. It is important that the facilitator instructs the participants to write clearly, use few words and only put one idea on each card. Since the exercise requires material and a facility where the cards can for example be displayed on a wall it may not be applicable in all contexts.

CHAPTER 5: ADJUSTING THE TRAINING TO THE GRASSROOTS CONTEXT

As explained in chapter one, conducting civic education activities at grassroots level comes with a number of particular challenges that require a good methodology and careful preparations on the side of the facilitator. Thus, in order to conduct successful trainings at grassroots level, the facilitator needs to address a number of strategic and practical issues.

Culture & Tradition

The facilitator needs to be aware of the cultural and traditional context in which the training takes place. Particularly at grassroots level people may have had little previous exposure and may feel strongly connected to their cultural and traditional roots. It might prove difficult to convince the participants and influential stakeholders to open up to new methods and experiences.

People at grassroots level may be used to doing things in a particular way based on their traditions and customs. Training for civic education will form an unusual activity that takes people out of their usual habits and daily routine. The methods applied may not be known at all and therefore take people out of their “comfort zone”. It is therefore important that the facilitator is highly sensitive towards the feelings, perceptions and expectations of the participants at grassroots level. The concept, objective and methodology of the training needs to be carefully explained, so that the participants understand clearly what is going on and feel comfortable. It is important that at the beginning of the training the facilitator gains the trust of the people.

Throughout the training the facilitator needs to be sensitive towards the cultural context. For example, some activities may be culturally inappropriate for some groups or certain statements may be perceived as offensive.

In order to enhance the acceptance of the training it is crucial to already involve local stakeholders in the planning phase of the activity. Local leaders (political, religious, traditional, elders) should be consulted in order to ensure their support or even active involvement. If the facilitator is an external person who is not known by the people it might be advisable to identify a local contact person who can help with the mobilization of the participants and might even come in as a co-facilitator or interpreter during the training. For purposes of mobilization it is also advisable to link up with local institutions and opinion leaders

Participation of Marginalised Groups

In a highly traditional context at grassroots level there might be barriers for the participation of marginalised groups in civic education activities. For example, women might not be empowered and could be prevented from because of their status and traditional role, or because of their obligations in terms of household work etc. Similarly, the youth might easily be overlooked if influential adults and elders dominate the community. Another group whose needs need to be considered is the people with disabilities who might face significant barriers for effective participation in community education activities.

It will be important to focus on these particular groups already in the mobilisation process to ensure they are invited and enabled to take part in the training. Challenges and problems with regard to the participation of marginalized groups can also be addressed in general as part of the training for civic education.

Language and Literacy

Ideally, the facilitator should be able to address the participants in their local language. The participant's language of preference is usually the one they are most comfortable with and confident to use. The use of a language with which not all participants are comfortable might form a barrier for effective participation by all. If possible, any handouts should also be provided in the respective local language. If the language used is not understood by all, there is a risk of "elite capture", that is, the more educated and influential people will be able to participate more actively and dominate the whole training, while ordinary people are left behind or only play a passive role.

The facilitator also needs to bear in mind that there might be a high illiteracy rate among participants at grassroots level. If this is the case, it should be reflected in the methodology. This means that the facilitator needs to make sure that the language and message is simple and easy to understand and that non-written means of visual input are used, i.e. that pictures and images are used as much as possible.

Local Cases and Examples

In order to keep people attentive and interested in the training and enhance the learning effect it is important to put the information presented into the local context. Participants will understand complex issues much better if they are illustrated with local examples and case studies. They need to be able to transfer the information to their local context and immediate environment.

This requires the facilitator to prepare adequately by familiarising him/herself with the local context and try to identify local cases and examples that can be referred to.

In addition, it is advisable to make sure that the training methodology provides enough opportunities for participants to share their examples, stories and personal experiences.

Another possibility is to invite specific local people, i.e. opinion leaders or elders, and include their contribution in the program. A respected and knowledgeable person from the community could for example co-facilitator one or more sessions and an influential elder could be allocated time to tell a local story that relates to the topic.

Practical Considerations

Materials

For a grassroots training it might not always be possible to carry materials and it might also be cheaper to use locally available materials. Locally known materials can also help participants identify with them hence enhancing their openness and improving the learning effect.

Locally available materials can be used as learning aids in many ways. They can for example be used as symbols for certain actors and arranged in a way that explains the relationships between the actors. Symbolic materials may also be used as utensils in drama and role play.

Other materials might help to put up visual aids, for example to fix flipcharts. In some cases it might be possible to borrow a blackboard (e.g. from a local school).

If the venue is outside and no other material is available even sticks and stones and other natural materials can be used as symbols to explain certain issues. Even drawings in the sand can be a tool for enhancing the learning process.

Venue

The choice of the venue depends on a number of factors: size of the group, weather conditions, centrality and accessibility etc. It is important to choose a venue that can accommodate the group and allow for a set-up and sitting arrangement that can make the training interactive. It needs to be easily accessible for the participants and it should be a place where all participants feel comfortable and free to interact. In most cases it is advisable to identify a place that is accepted as a meeting point and for example used for other community meetings etc. In some cases the venue can be a classroom in a local school. If an individual or institution (e.g. a church) can host the training it will be necessary to ensure that it is accepted by all and will not keep away certain groups or individuals or make them feel less safe. In some cases, a hall or room might not be available and the training may take place in the open, e.g. under a large tree. The choice of the venue needs to be carefully thought through since it can have implications on the methods and materials that can be used.

Transport

Transport might be an issue for many participants, particularly in the rural areas. Some people will have to cover long distances to come to the training and public transport may not be available or affordable. It is therefore important to choose a central venue that people can easily access. Expectations regarding transport refunds etc. have to be addressed at an early stage (preferably already during the mobilization) in order to avoid frustration or conflict during or after the training. In some cases, networking with local stakeholders and institutions with infrastructure on the ground could lead to local solutions for the transport issue, e.g. by organizing joint means of transport.

Timing

The timing of the workshop needs to be carefully planned as well. The local stakeholders should be consulted at an early stage in the planning in order to fix an appropriate date and time for the planning.

The days need to be chosen depending on the availability of people. Participants with formal employment may not be able to attend during regular working hours, farmers will have to do their work in the fields etc. The time allocated for the training also depends on the availability of participants. A one-day training activity needs to be planned in a way that participants have enough time to reach the venue and get home in time after the training. A training of more than one day will raise issues of accommodation, which will most likely not be catered for.

CHAPTER 6: PLANNING AND IMPLEMENTING TRAINING ACTIVITIES

There is no universal guideline on how to plan and implement a training activity. However, trainers can – and should – follow a number of basic steps which are outlined below. Please note that the outline of the different steps and activities does not necessarily provide a consecutive order. Many of the steps are overlapping and have to be taken care of simultaneously.

1. Define objectives and target group of the training

In a first step the overall concept of the training needs to be developed. Often the training will form part of a larger project or training program, so that the general concept is already pre-defined.

For the concept it is important to first of all define the topic, objectives and target group of the training:

- What do you want to achieve with the training?
- What shall be the overall topic of the training? Which topical areas shall be covered?
- Who shall be the target group of the activity? Who shall participate from the training? Who will benefit directly and indirectly from the activity?
- What knowledge and skills shall be transferred in the training? How does this benefit the participants?
- How does training the identified participants contribute have an impact on their communities and society in general?
- What is the need for the training? Why is it necessary, timely and relevant?

The last point is very important because you need to justify the activity and explain why money, time and other resources shall be invested. In order for this justification to be convincing, an analysis of the situation of the target group and the general context needs to be undertaken in a first step to point out the problems, challenges and the need for intervention.

In addition, you will need to identify the geographical area for the project or the training: Where shall it take place and from which area (e.g. district, sub-county, village) shall the participants be drawn?

2. Identify participants and other relevant stakeholders

Based on the choice of the target group, you will then need to concretely identify the people – or categories of people – who should participate in the training. This means you need to decide how many people shall participate in the training, which groups shall be represented and how the selection of participants will be made. You will need to develop a strategy of how to identify and invite the participants. It is advisable to first develop general selection criteria and then consult people on the ground to help you identify the right people based on these criteria.

In addition, you need to carefully consider which other stakeholders in the target area might be interested in or affected by the activity. Here you need to think particularly about which authorities need to be informed and which local actors can be helpful in the planning, preparation and implementation of the training activity. It is important to get in touch with the relevant stakeholders and at an early stage in the planning process in order to ensure their awareness, approval and cooperation.

3. Draw a budget for the activity

Based on the concept for the training you need to draw a budget. The budget might be determined by the funders of the training or pre-defined if the training is part of a larger intervention. In any case, you need to calculate the funds available and how they shall be used to cover all expenses you are expecting to incur.

4. Consult stakeholders and cooperation partners

As stated above, it is important consult important stakeholders at an early stage of the planning process. You need to inform relevant authorities and get their approval. It will also be important to consult people on the ground who have close links to the local community or even form part of it. It is important to get the support of local leaders, e.g. traditional authorities, political and religious leaders and other important opinion leaders. If they support your activity it will enhance the acceptance by the target group you want to train.

The contacts at local level can also be useful for organizational matters on the ground and particularly for mobilizing the training participants. You might also consider an explicit cooperation with other actors in the target area who may share the objectives and can provide useful support.

At this stage, it might also be advisable to identify individuals who can assist you, for example as your local contact persons, mobilizers or even co-facilitators who can bring in the local perspective.

5. Decide on date and venue

Once the groundwork is done, you can go ahead and fix the date for the activity. This should happen in consultation with local stakeholders who can confirm that people shall be able to attend at the chosen date.

You will also have to identify an appropriate venue and make a reservation if necessary. Again, your local contacts can help you identify the right place. It is nevertheless advisable to check the venue yourself before confirmation.

6. Design the programme

Before sending out invitations you should draw the rough program which indicates the timeframe, the different sessions and the topics to be covered in those sessions. Make sure that you develop a realistic timeframe that will not lead to frustration because of delays or failure to effectively cover the training content.

7. Communicate date, venue and programme and mobilise participants

Once the date and venue are confirmed and the programme is clear, you can proceed to invite the identified participants. Depending on the target group and caliber of participants you might have to apply different invitation and mobilization strategies. In some case it might work to have invitations and reminders sent by email. At the grassroots level, however, it might not be feasible option. Instead, invitations should go out as hardcopies. Alternatively, you can work with local mobilisers who contact the participants personally and keep on reminding them. Your contacts on the ground might for example use community meetings or other social activities to inform people of the training. For the many people who have mobile phones it is also possible to remind them personally through phone calls or SMS.

It is very important that the participants get to know the details and conditions of the training in advance so that they do not come totally unprepared or with false expectations.

8. Define and elaborate the content for the different sessions and decide on the methods to be applied

Based on the general programme structure you will have to design in detail each session with regard to the content that shall be covered and the methodology that shall be applied. Make sure that you use an appropriate mix of methods in line with the principles explained above. For each session you need to clearly define what

the participants shall be informed about, how the session shall be structured, which methods shall be used, who will handle the session and how much time is allocated for the session and each of the different methods or exercises.

9. Decide on training materials to be used

If training materials are required for conducting the training you need to plan where you will get the materials, e.g. whether you have take them with you to the training or whether they are available at grassroots level or can be provided by your contacts on the ground.

10. Plan logistical arrangements

You need to carefully plan all logistical arrangements, both for yourself and for the participants. You need to plan how you will get to the venue and, if necessary here you will find accommodation etc. You will also have to think about any preparations that are necessary at the venue (e.g. set-up of chairs etc.). In many cases, you might be required to plan for the provision of food and drinks for participants.

12. Conduct the training

During the training you need to be aware of the different roles you play as a facilitator. This can be a very demanding task and therefore needs careful preparation. Apart from delivering the content you need to make sure that all organizational issues are taken care of. In addition, it is important to also assess the training while conducting it and make observations in order to identify challenges, lessons learnt and best practices.

13. Reporting and evaluation

After the training you need to report about the activity and evaluate it with regard to the defined objectives. Make sure that you do not delay so that nothing relevant escapes your mind. The sooner you start, the easier it will be to get a useful report in which you can adequately reflect how the training went.

It is important to already get some form of feedback from the participants during or immediately after the training which can also help you evaluate the activity.

In the report it is important to provide an honest assessment of the activity and to point out problems and challenges encountered as well as success stories and best practices. The report should conclude with recommendation son how to improve future trainings.

Organising and Facilitating Trainings in a Team

In many cases you will not be the sole person responsible for planning and conducting the training, but rather work together with colleagues or partners with whom you share the tasks and responsibilities.

In some cases you may just be hired as a local consultant who takes over the role of the facilitator and you may not be involved in administrative and organisational tasks. In such cases it is important to be clear about the terms of reference for your work. You need to clarify what exactly is expected from you and which tasks and responsibilities your work as facilitator shall involve. You also need to be clear about what kind of support you can expect from the institution/organisation for which you are doing the work. In such a case some of the roles of a facilitator (described in chapter 3) and the tasks outlined above may be taken over by other people, or you may be working on the tasks in close cooperation.

In other cases you may be working together with a team of facilitators. This can make the work much easier and efficient but it requires good coordination within the group and a clear division of roles and responsibilities. You need to clearly define and agree who takes over which responsibilities and tasks in the design, planning and implementation of the activity.

REFERENCES

Bonner Curriculum: Facilitation 101: Roles of Effective Facilitators

http://www.bonner.org/resources/modules/modules_pdf/BonCurFacilitation101.pdf

Civic Education and Community Mobilization Partners: Participation – Train-the-Trainer Manual

<http://hrbaportal.org/wp-content/files/1237857467civcom05.pdf>

Collins, Janet (2004): Education Techniques for Lifelong Learning

<http://radiographics.rsna.org/content/24/4/1185.full>

Institute for Law and Justice: Facilitation Skills: Developing Facilitative Leadership

http://www.ilj.org/publications/docs/Facilitation_Skills_Developing_Facilitative_Leadership.pdf

Ittner, Penny L. & Alex F. Douds (1988): Train the Trainer. Practical Skills that Work.

Amherst, MA: HRD Press

Katusiimeh, Mesharch (2003): Civic Education and the Promotion of Participatory Democracy in Uganda

www.elections.org.za/content/WorkArea/DownloadAsset.aspx?id=1945

Knowles, Malcolm (1970): The Modern Practices of Adult Education

Kolb, D.A. (1984): Experiential Learning: experience as the source of learning and development.

Keating, Colma (2003): Facilitation Toolkit. A practical guide for effectively working with people and groups

[http://www.dec.wa.gov.au/component/option,com_docman/task,doc_download/gid,1739/.](http://www.dec.wa.gov.au/component/option,com_docman/task,doc_download/gid,1739/)

Lieb, Stephen (1991): Principles of Adult Learning

Prendiville, Patricia (2008): Developing Facilitation Skills. A Handbook for Group Facilitators

Rietbergen-McCracken, Jennifer: Civic Education

http://pgexchange.org/index.php?option=com_content&view=article&id=133&Itemid=122

Takyama, Kathy (2009): Tips on Effective Group Discussions

http://brown.edu/Administration/Sheridan_Center/teaching/documents/Tipsonfacilitatingeffectivediscussions.pdf

UNDP Democratic Governance Group (2004): Civic Education. Practical Guidance Note

http://www.dastuur.org/eng/index.php?option=com_docman&task=doc_view&gid=74&tmpl=component&format=raw&Itemid=159

USAID (2002): Approaches to Civic Education: Lessons Learned

http://www.usaid.gov/our_work/democracy_and_governance/publications/pdfs/pnacp331.pdf

<http://www.communication-skills.info>

APPENDIX I – DO'S AND DON'TS FOR A FACILITATOR⁸

As a Facilitator You SHOULD NOT:

- Impose a solution on the group. (The facilitator clarifies issues, focuses discussions, brings out viewpoints, synthesises differences, and looks for underlying agreements. However, this does not mean he/she imposes a solution on the group.)
- Downplay people's ideas.
- Push personal agendas and opinions as the "right" answer.
- Dominate the group.
- Take up too much time yourself.
- Say umm, aahh repeatedly.
- Read from a manuscript.
- Tell inappropriate or offensive stories.
- Make up an answer.
- Over-analyse issues and behaviours.
- Allow people to bully others in the group.
- Talk a stance with one section of the group.
- Develop favourites or favour one opinion within the group.
- Talk (negatively) about a person in the group.
- Tell too much about your personal experience and life.
- Assume the demographics of your group (based on appearance).
- Leave all your planning to the last minute
- Stand on a stage above the people. (Rather create a semi-circle facing a side wall. In the same way, if the workshop is taking place outside, allow people to form a semi-circle around you next to a wall or a surface where you can put up posters and/or newsprint.)
- Bore your participants by giving long lectures. Remember adults learn best by doing.
- Use unfamiliar jargon which no one understands.
- Allow any one person to dominate the discussions or to intimidate others.
- Be dogmatic about your own point of view. (Listen to others!)
- Use certain conventions or language that will exclude certain groups from understanding the context of the discussion, or make them feel uncomfortable.

8 Compiled from: Patricia Prendiville (2008): Developing Facilitation Skills. A Handbook for Group Facilitators; Kathy Takayama (2009): Tips on Effective Group Discussions; Civic Education and Community Mobilization Partners: Participation – Train-the-Trainer Manual; Bonner Curriculum: Facilitation 101: Roles of Effective Facilitators

- Assume participants all have the same expectations when the group first convenes.
- Over-generalize behavior or have stereotypical expectations of participants (tokenism).
- Use (or allow others to use) disrespectful language or tone, or disrespectful non-verbal communication.
- Convey a sense of self-importance or superiority.
- Allow only the dominant or more verbal participants to take over the conversation.
- Discourage alternate views or counter-arguments.
- Try to be someone else (be yourself!).

As a Facilitator You SHOULD:

- Know the material before doing the workshop.
- Exude confidence. (Be clear, enthusiastic, breath!)
- Use humor, stories, and examples that directly relate to their work.
- Select an appropriate activity that will meet the needs of your group and have lots of fun energizers/icebreakers on hand.
- Have lots of visually appealing handouts and flip charts.
- Determine needed supplies, room requirements, and chair setup.
- Think through the exercise and visualize potential problems and pitfalls—one of the biggest is not allotting enough time for activities.
- Clearly explain activity directions and be prepared for questions.
- Observe individual participation and involvement during exercises.
- Be aware of individuals that may be experiencing discomfort or who are not participating.
- Follow up the exercise with discussion.
- Processing will reveal the thoughts and feelings never expressed previously.
- Be available to talk/debrief with participants during break times and before/after the training.
- Evaluate needs of the group, especially at the end of the day to see what you can change for the next day.
- Evaluate the experience and write down notes for future trainings.
- Respect the knowledge and experience of participants.
- Draw on the collective wisdom of the group.
- Build tolerance and patience for other people’s views.
- Actively involve everyone in the workshop.
- Vary your activities so as to avoid boredom.
- Present each theme or issue clearly.
- Encourage people to ask questions.
- Plan your sessions thoroughly.
- Prepare a manual and make some guiding notes.
- Work out your time accurately and stick to it.
- Make sure you have everything you need before the session starts.

- Check what language participants wish to use in the workshops.
- Use the language which is best understood by most of the participants.
- Use familiar words, terms and examples.
- Be flexible. Adapt your workshop to meet the needs of the participants.
- Always hang posters and/or newsprint on a flat steady surface. (Do not let them flap in the wind.)
- Always summarise important points raised and drive towards consensus. This is important because the objective of any adult learning activity is to arrive at a collective solution
- Allow participants to introduce themselves.
- Be clear up front about expectations and intentions amongst participants and the facilitator.
- Use inclusive language.
- Ask for clarification if unclear about a participant's intent or question.
- Treat participants with respect and consideration.
- Develop an awareness for barriers for learning (cultural; social; experiential, etc).
- Provide sufficient time and space for participants to gather their thoughts and contribute to discussions.
- Provide opportunities for participants to pair-share.
- Give attention to speakers.
- Be aware of your body language.
- Listen to your own body.
- Accept responsibility for your reactions and responses.
- Accept and acknowledge your errors and mistakes.

APPENDIX II – CHECKLIST FOR ORGANISING A TRAINING ACTIVITY

Depending on the format, methodology and general context of the training as well as the role given to the facilitator, the following tasks may have to be taken care of by the facilitator at different stages in the planning and implementation of a training activity:

Planning Phase

- Define the training topic & objectives
- Define the target group
- Identify participants and other stakeholders
- Draw the budget, if required
- Consult local stakeholders and cooperation partners
- Identify local contact persons/mobilisers

Preparation Phase

- Design the detailed training programme
- Draw a timetable
- Fix the training date
- Arrange/book the venue
- Communicate date, venue and programme to relevant stakeholders
- Invite and mobilise participants
- Clarify tasks and roles with colleagues/local staff/co-facilitators
- Decide on the methods to be applied
- Prepare the materials to be used
- Prepare presentations, talking points etc.
- Prepare handouts, if any

- Plan transport arrangements and accommodation, if necessary
- Plan the set-up of the venue and provision of food/snacks/drinks/tea

Implementation Phase

- Prepare the venue: space, sitting arrangement, catering etc.
- Prepare teaching material, set up visual aids etc.
- Instruct colleagues/local staff/co-facilitators/service providers
- Register participants
- Welcome participants and introduce the training
- Acknowledge other stakeholders present
- Provide opportunity for remarks from local leaders
- Adopt ground rules with the participants
- Take participants through the training sessions
- Supervise group work and practical exercises
- Moderate discussions
- Ensure effective time management
- Ensure that participants' input is recorded
- Recap with participants what has been learned/discussed
- Collect feedback from participants
- Close the training and thank participants and all actors involved

Reporting & Evaluation Phase

- Evaluate the training
- Assess your own performance as facilitator
- Identify challenges observed, lessons learnt and best practices
- Develop recommendations for future trainings
- Prepare the report about the activity
- Prepare accountability, if required
- Give feedback to stakeholders
- Plan the way forward



Konrad-Adenauer-Stiftung e.V. Uganda

51 A, Prince Charles Drive, Kololo,
P.O. Box 647 Kampala, Uganda
Tel: +256 414 25 96 11
www.kas.de/uganda



This project is supported by the European Union

Materials

Depending on the format and methodology of the training, some of the following materials may be needed:

- Talking notes (printout)
- Handouts for participants
- Background documents
- Evaluation forms
- Payment/honoraria forms
- Participants lists for registration
- Visual aids (e.g. pictures, posters etc.)
- Group work materials and handouts
- Laptop
- Projector
- Camera
- Printed programmes
- Flipcharts
- Markers
- Notebooks
- Pens
- Manila cards
- Name tags