

TRAINING GUIDE FOUR

FACILITATION TECHNIQUES

TIPS TO THINK ABOUT IN FACILITATION

This resource document is to help you think through key things that you can do to make your training session run smoothly and be more engaging:

TIP ONE: SETTING GROUND RULES

Establishing initial rapport with training participants can be really helpful in shaping how interactive your session becomes. One way to support people to feel comfortable is through having a collaborative discussion about setting ground rules. To do this, you could use a flip chart at the front of the room and ask participants to share things with you that they think would be important to allow participation from everyone. For example:

- Keep things that are shared about others within the training to ourselves.
- Listen to and respect each other's ideas, there are no wrong or right answers.

TIP TWO: USING ENERGISERS

Sometimes training can be long and drag on for participants. After group activities or breaks, it can sometimes be useful to bring participants back together as a whole with the use of energisers. Some example energisers that might be useful to you are as follows:

TIP THREE: THINK ABOUT YOUR GROUP SIZE AND TAKING BREAKS

Always think about your group size. The maximum size of the whole training should be no more than 30 people. When you are in small buzz groups, groups of 4 normally increases participation and can decrease feedback time from group activities.

Taking regular breaks is also important, even if these are only mini-breaks. Try to take at least a five minute break every 60-90 minutes.

TIP FOUR: CREATING A PARTICIPATORY ENVIRONMENT

Learning is unlikely to happen solely based on lectures or powerpoint slides. We need to create a space where individuals can go on their own personal learning journey. This requires the use of a variety of methods including more participatory techniques such as role play, discussion and other interactive activities. There are examples of these in your facilitation guides but try to think about the use of:



Role Play: This type of activities allow you to demonstrate different situations to the group. For example, acting out how someone might be treated in the community who has symptoms of FGS. By asking participants to discuss what they see is wrong or right about a situation, you can begin to share new ideas and understand the situation more.



Scenario: This activity can be helpful in helping you to assess how much people have learned or understood from specific aspects of the training. For example, asking participants to act out or describe what they would do in a particular situation.



Skills Practice: This type of activity is useful to ensure learning is taken on by participants, for example, giving participants time to practice filling in reporting forms and providing feedback; or asking participants how much of a specific medicine they would provide to people.

Try to also think about what resource materials you might need to make your sessions interactive, and to facilitate the exercise types described above, some examples are provided in your training tool kits. But try to think about making sure you have:

- **Something on which you can write or draw big enough for the group to read**
- **Papers for participants to write on**
- **Something to allow the group to choose sides** (e.g. tape to divide the room or green and red cards).

TIP FIVE: MANAGING YOUR RESPONSES

Remember when facilitating training sessions and participatory activities it's important to think about shaping the session to make sure that you:

- **Do not judge what is right or wrong, discuss points that come up.**
- **Write and talk (local language preferred) so that all participants feel included.**
- **Try to use a speaking volume, as if you were talking to one or two other people. This might involve projecting your voice a little to make sure those at the back can hear you. But try your best not to shout.**

One thing that might be good to do as a facilitator before a session is think about what might trigger you to respond negatively or lose patience. These can be thought of as your red flags- note them down on a piece of paper. If these issues come up in your training session try to actively think about responding in a positive and non-confrontational way.

TIP SIX: THINK ABOUT POWER DYNAMICS

Power (when someone has influence or control over someone else) can exist for many different reasons e.g. a person's gender, age, level of experience in a job. Different power relationships are likely to exist in your training session. You need to think about these carefully.

POWER RELATION ONE: YOUR POWER 'OVER' YOUR PARTICIPANTS

- ✓ It is common in a teacher-pupil relationship that people will see you as powerful and the person who knows best.
- ✓ It is important to recognise that this isn't always the case and there is much you can learn from your group participants. Try to be aware of this in how you facilitate.
- ✓ The skills above will help you with this (e.g. the tone of your voice, how you engage with questions and answers in a non-judgemental way).
- ✓ Power dynamics can also be influenced by other things such as your age and gender. For example, it might not be appropriate for a young female trainee to challenge the opinion of you as an older male facilitator or vice versa.
- ✓ Try to be honest and open about this when setting ground rules. Encourage participants to recognise that norms and customs that may exist outside the training venue do not apply here. They should feel free to engage in debate and discussion.

POWER RELATION TWO: BETWEEN YOUR PARTICIPANTS

- In training sessions where people come from a range of backgrounds and genders, it may be apparent that some people have more say in certain situations than others. For example, health workers may attend training in pairs and one may supervise another; one health worker might have more experience than another and so expect that their opinion should be more counted; you may notice the majority of female participants are not talking freely around their male colleagues.
- Try to think about or recognise why different power dynamics might exist amongst your group of trainees. You can support to manage these dynamics by thinking about how you divide people for group activities e.g. put all women in one group and all men in another; try to mix participants up so they are from separate health facilities.
- You can also have an open discussion about how power might exist and why it should not matter in this training session. Below is an exercise to help you think about this.

POWER EXERCISE:

- **Step One:** Provide participants with 5-10 pieces of paper.
- **Step Two:** Ask participants to write on the paper any title they are known by - e.g. mum, dad, boss, Dr, Mr, Mrs etc.
- **Step Three:** Place a rubbish bin in the middle of the room
- **Step Four:** Ask participants to gather around the rubbish bin
- **Step Five:** One by one ask participants to read out their different titles, telling you what they mean to them. (NB things about status or power will likely come up, particularly in relation to titles such as Dr etc.).
- **Step Six:** Ask participants to scrunch up their titles and throw them into the waste paper basket.
- **Step Seven:** Make the point that we have tried to remove hierarchy and titles for this training session and that everyone should feel able to participate equally.

