Basic Facilitation Skills

(1 hour)

This module is part of a *Staff Skill Building Library* developed by Raising Voices. The *Library* consists of competency based training modules designed to strengthen skills of staff implementing or supporting community-based violence against women (VAW) prevention programs. The *Library* is designed for organizations using *SASA! An Activist Kit for Preventing Violence against Women and HIV* but can be used by anyone working to mobilize their community to prevent VAW. If you are not using *SASA!*, simply replace the word *SASA!* wherever you see it in the text with the name of your methodology.

This module is part of the *Training and Mentoring Skills* series in the *Staff Skill Building Library*.

All materials in the *Library* can be downloaded at www.raisingvoices.org/staffskills.php or requested at info@raisingvoices.org The *SASA! Activist Kit* can be downloaded at www.raisingvoices.org

Basic Facilitation Skills
(1 hour)

Note: This module is best used with groups after SASA! Awareness 2.4 A- Instruct, Inform or Question? and in combination with Common Challenges in Violence against Women Facilitation module in the Staff Skill Building Library .

Objective

↻ Increase participant ability to facilitate effective, participatory SASA! trainings.

Competencies
By the end of this session, participants will be able to:

☑ Name 2 differences between participatory facilitation and conventional teaching.

Preparations

• Photocopy Handout: Participatory Facilitation vs. Conventional Teaching.

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Steps

What do good facilitators do?

(Note: This game should not take more than about 10 minutes before discussing)

1. Invite participants to sit in a circle, removing all chairs that are not being used. Only the facilitator should be standing, so there is one less chair than people in the room.

2. Explain: *We are going to brainstorm the question: What do good training facilitators do? Whoever is left standing at the end of the game will add one new thing to the list. The game is called "Everybody Who." You will say: "Everybody who is wearing a skirt should switch chairs". And the person standing will try to find a seat among those who are changing chairs. Whoever is left standing will add one thing to our "Good Facilitator" list and then do another "Everybody Who", and so on.*

3. Demonstrate as needed, and play the game a few times.

4. Invite everyone to go back to their seats.

5. Look at the list of things a good facilitator does, and invite people to add in things, e.g.
   - Training preparation and setup ahead of time.
   - Facilitator assures all participants feel free to contribute.
   - Uses participatory methods.
   - Is able to focus the discussion back on topic if it gets off.
   - Etc. (anything off the *Training Facilitation Monitoring Checklist* tool).

6. Discuss and clarify anything needed, asking for tips on practical ways to do the items listed.

Participatory Facilitation vs. Conventional Training

1. Explain:
   - Participatory facilitation is important because most adults learn best when trainings are participatory, meaning they use a mixture of listening, seeing and doing.
   - Facilitation of participatory training is different than conventional teaching like you might find in schools.

2. Divide training group into 2, and assign 1 group as "Participatory Facilitation" and the other as "Conventional Training".

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3. Distribute Handout: Participatory Facilitation vs. Conventional Training and ask participant volunteer to read one side, and another volunteer to read the other side.

4. Explain: *Each group will look at your side of the handout, and come up with a short (3 minute) skit showing us an example of what your type of training looks like. You have only 5 minutes to prepare and be ready to present—this skit does not need to be in-depth, but just give us a visual of what your type of training looks like.*

5. After 5 minutes, call *"stop!"*

6. Invite each group to briefly present, and ask the other group to look through the list and see if it is an accurate representation.

7. Summarize:

   • *We can see that there are some major differences in the 2 styles of facilitation, and that each of us might have things we do from either side of the list.*

   • *Participatory facilitation has much more respect for the existing knowledge and life experience of adults, so we are going to practice moving ourselves toward participatory facilitation.*

   • *Participatory facilitation has also been shown to be much more effective in fostering experience sharing and promoting social change.*

   • *The techniques we will practice today will be ones we can use, that tend to come in participatory facilitation.*

   • *One major shift in thinking that comes with participatory facilitation is the idea of a "take home idea" rather than a message. Language matters, so it is important not to "target" people to give them "messages"—which is very much based on the philosophy of conventional teaching, but rather "engaging" people to send them away with "take home ideas" that they can continue to consider.*

8. Invite questions or comments, briefly.

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Validation Options

Validation is another way to say "assessment" or "pre/post-test". It is used to determine whether the participants in a training learned what the facilitator intended for them to learn. Instructions for how to use each validation method can be found in Training Validation Methods: A how-to guide for assessing participant learning downloadable at www.raisingvoices.org/staffskills.php

Select validation methods for each competency using the table below:

1. Choose whether the competency (specific skill) needs to be validated at a group or individual level.
2. Looking at the validation methods listed in that category (group or individual), select only **one** of the validation methods marked with and 'X' for each competency.
3. Plan a time in the training agenda to use the validation method you've chosen to test each competency.

Suggested Validation Methods								
		Group Validation *Use if it is sufficient for the group, as a whole, to demonstrate the competency*					Individual Validation *Use if essential for each participant to demonstrate the competency her/himself*		
Competency *(Specific skill)*		Activity in Training*	Game Show	Card Game	Answers Bingo	Pick and Play	Activity in Training*	Exit Interview/ Role Play	Game Show (All Play)	Written Quiz
Name 2 differences between participatory facilitation and conventional teaching. **		X	X	X	X	X		X	X	X

*Activity in Training includes many possibilities, depending on the module, including brainstorms, group practices, debates, agree/disagree/not sure exercise, and others. The *Teach Back* series can also be considered as an Activity in Training.

**See Validation Questions for this competency, to be used in Game Show, Card Game, Answers Bingo or Pick and Play methods, on next page.

Validation Questions

What are 2 differences between participatory facilitation and conventional training?

Facilitator's Note: Find out what the participants really learned! This card can be cut out and used with Game Show, Card Game, Answers Bingo or Pick and Play validation methods.

Full descriptions of how to use each of these validation methods are available in the *Staff Skill Building Library*. Download at: www.raisingvoices.org/staffskills.php and go to *Training Validation Methods: A how-to guide for assessing participant learning.*

Game Show

Answers Bingo

Handout: Participatory Facilitation vs. Conventional Training[1]

Participatory Facilitation	Conventional Training
Values personal experience	Values objective facts and knowledge
Participants and facilitator share power in the learning environment	Teacher holds all the power in a classroom style setting
Everyone contributes to the learning process	Teacher gives students information
Based on mutual respect and collective responsibility between participants	Values obedience and "good behavior"
Aims to create safety during the learning experiences	Creates fear of authority figure or a teacher
Encourages risk taking and diversity of experiences	Focuses on correct answers and success
Values emotions as well as logical thinking	Values logical thinking and discounts emotion
Values cooperation among participants	Fosters competition between students
Encourages creative and critical thinking	Values memory based learning
Focuses on building skills that affect one's personal life	Usually focuses on imparting theoretical knowledge

[1]Adapted from Naker, D. & Michau, L. (2004). *Rethinking Domestic Violence: A Training Process for Community Activists.* Kampala: Raising Voices. p.13.