

Teach Back Training Facilitation Series

(2 hours 10 minutes +
Breakout Session time, if applicable)



Training and Mentoring Skills Series
Staff Skill Building Library
Raising Voices



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



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Written by Sara Siebert with Lori Michau
Artist: Marco Tibasima
Designer: Samson Mwaka

Raising Voices
Plot 16 Tufnell Drive, Kamwokya
P.O. Box 6770
Kampala, Uganda
Phone: (+256) 41 4531186
Fax: (+256) 41 4531249
info@raisingvoices.org
www.raisingvoices.org

Teach Back Training Facilitation Series

(2 hours 10 minutes + Breakout Session time, if applicable)



Overall Series Objective

- ☉ Participants practice facilitation skills through teaching training content.

Series Competencies

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

- Demonstrate participatory facilitation skills.
- Identify one personal strength and one weakness in participatory facilitation.
- Demonstrate mastery of selected breakout session content.

Note: The following competency can be further tested by this module, if facilitated after Giving and Receiving Feedback session.

- Provide feedback that is specific and constructive.



Series Validation

The series itself offers individual validation of each of these competencies, through practice documented by **Training Facilitation Monitoring Checklists** that can be collected from participants after each Teach Back session.

Note: There are no Validation Options or Validation Questions for these competencies, since Teach Back is a validation method in and of itself.



Introduction

What is Teach Back?

Teach Back is both a training technique and a validation method to assess participant learning. This series of four modules can be used in a multi-day training workshop, to allow the participants themselves to “teach back” certain training topics to the group. This simultaneously covers training content as well as giving the main facilitator a way to assess facilitation skills of certain participants and the depth of *their* understanding of the content they teach.

When is Teach Back useful?

Example 1: Break Out Sessions

When the time is limited for the amount of training topics you wish to cover, but it is important that at least some of the participants have strong skills in each topic area. The participants with strong skills can then use facilitation skills to teach others what they have learned, over time.



Suggestion:

- Part 1: Hold a day of Training and Mentoring Skills modules (Facilitation skills, etc) for all participants.
- Part 2: Break participants into 2 (or more) groups, and facilitate 2 modules (or more depending on the number of groups) at the same time, in different rooms, on different topics. These are called “breakout sessions”. Provide each group with existing facilitator’s guides and based on these, invite each group to prepare a short training on the topic they learned about for the other group(s). They can adapt the facilitator’s guide as needed.
- Part 3: Bring participants back together, and have time scheduled for each group to Teach Back what they learned to the other groups.

Rationale:

Participants practice their training facilitation skills. The lead facilitator can also assess how much participants learned from the breakout sessions, based on what they are able to Teach Back.



Example 2: Varying Levels of Skill

A large non-governmental organization (NGO) with relatively high capacity and knowledge about violence against women (VAW) requests a training workshop for their staff, and wants to bring a new community based organization they are supporting along with them. There are very different levels of knowledge and skill between the two groups. The NGO will later be doing capacity building with the new, community based organization.



Suggestion:

- *Day 1:* Invite the NGO staff (more experienced group) a day or two in advance to work through some of the Training and Mentoring Skills modules and to plan how they will teach VAW basics (or other training content they have mastered) to the community based organization staff.
- *Day 2:* Invite the community based organization staff to attend the following day of training. Use [Facilitation Skills Monitoring Checklist](#) to help keep track of how participant facilitators are doing, and give them feedback on their facilitation and content mastery.
- *Day 3:* Resume facilitation, with all NGO and community based organization participants together in the training, learning content new to all.

Rationale:

This method allows you to cover basic topics needed by the community based organization while validating the NGO participants previous day's learning on training and mentoring skills. It helps to ensure that a group with vastly different skills can still benefit from training time spent.



How to Use Teach Back Training Facilitation Series

Teach Back Training Facilitation Series	Description
<i>Part 1: Introducing the Teach Back Concept (15 minutes)</i>	<ul style="list-style-type: none"> Participants understand the Teach Back process.
<i>Optional: Conduct Breakout Sessions, if applicable (time varies depending on session content)</i>	<p><i>Only for Teach Back Style: Breakout Sessions</i></p> <p><i>Training participants break into groups to learn different content at the same time—there may be 2-3 sessions going on at the same time.</i></p>
<i>Part 2: Using Training Facilitation Monitoring Checklist (25 minutes)</i>	<ul style="list-style-type: none"> Participants understand the purpose of the Training Facilitation Monitoring Checklist
<i>Part 3: Planning Teach Back Content (45 minutes)</i>	<ul style="list-style-type: none"> Create a Teach Back facilitation plan, based on available assessment results
<i>Optional: Non-facilitating participants join group</i>	<p><i>Only for Teach Back Style: Varying Levels of Skill</i></p> <p><i>Second group of participants join the group.</i></p>
<i>Part 4: Teach Back Facilitation Practice, with Training Facilitation Monitoring Checklist (requires Teach Back session time, plus 45 minutes)</i>	<ul style="list-style-type: none"> Participant facilitators practice and receive feedback on their facilitation skills Non-facilitating participants learn training content



Part 1: Introducing the Teach Back Concept

(15 minutes)



Objective

- Participants understand facilitation practice, including their groups and tasks during *Teach Back*.



Preparations

- If using *Teach Back Style: Breakout Sessions*, determine what breakout sessions will be and organize all training content and facilitators needed.



Steps

1. In simple terms, explain the concept of a Teach Back to participants (see page 2 of introduction for reference).
2. Clarify any participant questions or comments. If using *Teach Back Style: Breakout Sessions* see below (steps 3 – 6). If not, go to *Part 2: Using Training Facilitation Monitoring Checklist*.
3. Share the training topics to be covered in each of the breakout sessions. Ask each organization to decide who will be best placed to learn which skill set in the breakout sessions. Note: this might be better decided with the group's leadership prior to the session. Ask people learning Topic X to go to one side of the room to sit and people learning Topic Y to sit at the other side.
4. Give participants a few minutes to discuss and go to the appropriate side to sit.



5. Be sure there is someone on each side from each organization or location. If any group members are lacking (only 1 person from a site or organization) brainstorm how they can get the extra expertise, and reassure them all relevant facilitator's guides are available.
6. Pass out a sheet that records the names of who will be in which breakout session group.

Note: For *Teach Back Style: Breakout Sessions*, conduct Training and Mentoring skills modules and Breakout sessions.



Part 2: Using Training Facilitation Monitoring Checklist

(25 minutes)

*Facilitator's Note: This session is only for participants who will be **facilitating** a Teach Back session. This will be all participants in the Teach Back Style: Breakout Sessions and only some participants in the Teach Back Style: Varying Levels of Skill. In the latter, the session should be conducted before non-facilitating participants join the training. It should also be conducted prior to the group's preparation for the Teach Back so participants can be aware of and keep in mind key components of effective facilitation during their Teach Back preparations.*

Objective

- Participants understand the purpose of the Training Facilitation Monitoring Checklist.

Preparations

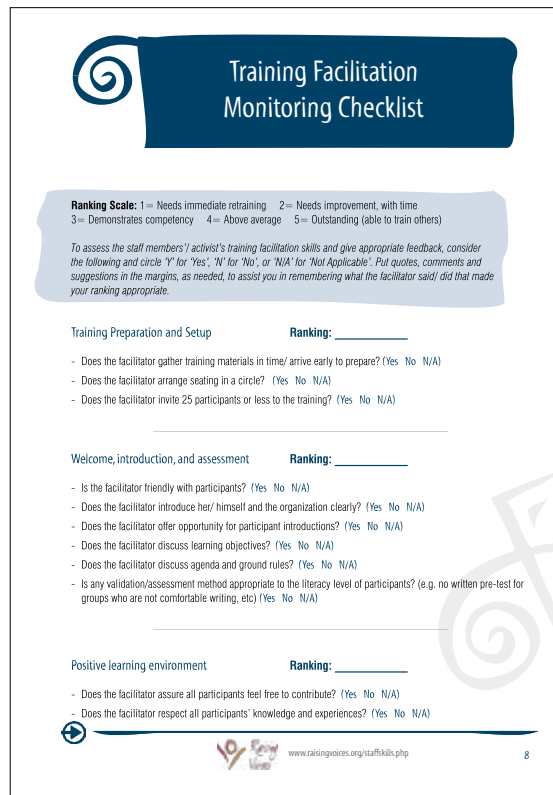
- Photocopy Handout: Training Facilitation Monitoring Checklist (at the end of this document).





Steps

1. Explain: *Since we are practicing our participatory facilitation skills, all of us will not only to participate and learn the content, but also to learn to use a tool that can help us to reflect on the quality of our training facilitation, as well as being used as a tool to mentor others on their training facilitation.*
2. Distribute Handout: **Training Facilitation Monitoring Checklist.**
3. Invite a participant volunteer to read instructions at the top of sheet.
4. Go around the room, asking each participant to read the section title (title only) and to describe why that set of things might be important to good training facilitation.
5. Give participants a few moments to review the form on their own.
6. Ask: *Are there any questions about any part of this form?*
7. Ask for any questions or any clarification needed in how to fill out the form or make their rankings.
8. Explain: *This is a tool they can use with new staff, community activists, or colleagues to mentor them and give specific feedback on their facilitation skills.*
*(Note: For participants who have used the **SASA! Activity Report Form**, acknowledge that this form has many similarities to that form, but is expanded to be used with staff and for training facilitation.)*
9. Ask: *When might you fill out this form?*
10. Solicit responses, e.g. during or just after a training, except the last section which would need to be done after observing the staff post-training.
11. Explain: *We will also be using these forms to help provide feedback on each other's facilitation skills, during the Teach Back.*
12. Thank the group for participating.



Training Facilitation Monitoring Checklist

Ranking Scale: 1 = Needs immediate retraining 2 = Needs improvement, with time
3 = Demonstrates competency 4 = Above average 5 = Outstanding (able to train others)

To assess the staff members' / activist's training facilitation skills and give appropriate feedback, consider the following and circle 'Y' for 'Yes', 'N' for 'No', or 'N/A' for 'Not Applicable'. Put quotes, comments and suggestions in the margins, as needed, to assist you in remembering what the facilitator said/ did that made your ranking appropriate.

Training Preparation and Setup **Ranking:** _____


- Does the facilitator gather training materials in time/ arrive early to prepare? (Yes No N/A)
- Does the facilitator arrange seating in a circle? (Yes No N/A)
- Does the facilitator invite 25 participants or less to the training? (Yes No N/A)

Welcome, introduction, and assessment **Ranking:** _____

- Is the facilitator friendly with participants? (Yes No N/A)
- Does the facilitator introduce her/ himself and the organization clearly? (Yes No N/A)
- Does the facilitator offer opportunity for participant introductions? (Yes No N/A)
- Does the facilitator discuss learning objectives? (Yes No N/A)
- Does the facilitator discuss agenda and ground rules? (Yes No N/A)
- Is any validation/assessment method appropriate to the literacy level of participants? (e.g. no written pre-test for groups who are not comfortable writing, etc) (Yes No N/A)

Positive learning environment **Ranking:** _____

- Does the facilitator assure all participants feel free to contribute? (Yes No N/A)
- Does the facilitator respect all participants' knowledge and experiences? (Yes No N/A)

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Part 3: Planning Teach Back Content

(45 minutes)

Facilitator's Note: If you chose to use the Teach Back Style: Breakout Sessions method, ensure breakout sessions have been completed before beginning this session.

Objective

- Create a Teach Back facilitation plan.

Preparations

- Photocopy relevant facilitator's guides for each participant.
- As applicable, gather available training needs assessment information about the group that will be trained, to give to the group that will be training them (e.g. if you have distributed a pre-assessment questionnaire related to the Teach Back topics, etc, gather that data).



Steps

1. Distribute facilitator's guides related to the topics selected, and note if the content will have to be adapted to the available amount of time.

2. Distribute to the groups any available assessment information (completed questionnaires you have gathered, etc) about the group they will be training on the topics they will be facilitating. If such information is not available, skip this step.

3. Ask groups to spend 30-40 minutes planning and developing the session that fits their Teach Back time. Groups will:

- (If applicable) Note any particular training needs this group has, based on available needs assessment information.
- Decide which portions of the facilitator's guide to cover and who will facilitate each portion of the training (Each person within the group should facilitate for an evenly-divided amount of time (e.g. if there are 6 group members and there are 30 minutes, each facilitates for 5 minutes).

Note: If groups cannot cover the whole facilitator's guide in the time allotted, it may be useful to provide participant facilitators with full facilitator's guides and encourage them to set further training time to cover the entire modules, as needed.

4. Go between groups, ensuring that:

- Each group has divided the training session they are to teach back in a way that each participant has a chance to facilitate.
- Each group has made a plan to prepare all necessary materials in advance.

5. After 30-40 minutes have passed, call "stop!"

6. Summarize: Now each group is ready to Teach Back the topics to others!



Part 4: Teach Back Facilitation Practice, using Training Facilitation Monitoring Checklist

(Time needed: Teach Back session time + 45 minutes for this session to be facilitated after Teach Back)



Objectives

- Participant facilitators practice giving and receiving feedback on their facilitation skills.
- Non-facilitating participants learn training content.
- Participants practice giving feedback based on **Training Facilitation Monitoring Checklist**.



Preparations

- Photocopy Handout: **Training Facilitation Monitoring Checklist** (2x number of participants, one for facilitator to fill out and one for each participant to fill out about their neighbor's facilitation).



Steps

*Note: For groups using Teach Back Style: Breakout Sessions, the following steps can be used within the main session, as all participants will complete a **Training Facilitation Monitoring Checklist**.*

*For groups using the Teach Back Style: Varying Levels of Skill if it is suggested to do the following steps informally 'on the side', before the training formally begins with only participants who are facilitating, so the non-facilitating participants (e.g. participants not practicing their facilitation skills) do not feel left out. In this Teach Back style, only those participants who will be facilitating (i.e. those who have learned facilitation skills) will need a **Training Facilitation Monitoring Checklist**. The priority of the other participants is to learn training content.*



Before Teach Back

1. Explain: *In these next session(s), participants themselves will practice their facilitation skills by teaching the rest of us about certain topics.*
2. Distribute **Training Facilitation Monitoring Checklist** to all participants who are practicing their facilitation.
3. Ask participant facilitators who have **Training Facilitation Monitoring Checklist** to form pairs, but ask them to remain seated facing forward—they will work with their partners *after* the Teach Back sessions are complete.
4. Explain:
 - *Please listen carefully to your partner's facilitation of their Teach Back session, and fill out the Monitoring Checklist for them.*
 - *You can also carefully observe other participants as they facilitate and make a few notes in relation to the checklist items on a separate piece of paper so we can give them good feedback. But remember to only fill out the full Monitoring Checklist for your partner.*
5. Be sure everyone knows for whom they will fill out the checklist.

Note: The facilitator should complete a checklist for each participant in order to provide quality feedback. If desired, facilitators can also compile this feedback with the other checklist from the fellow participant to create participant-by-participant training recommendations.

Note: For *Teach Back Style: Varying Levels of Skill*, invite community based organization or other participants to join the training.



Teach Back

Note:

These steps are done in plenary, for all participants in either style of Teach Back.

1. Conduct Teach Back sessions, as planned.
2. After each group has facilitated their Teach Back session, thank everyone for their participation.





Post-Teach Back

Note:

For Teach Back Style: Breakout Sessions follow the following steps in plenary. For Teach Back Style: Varying Levels of Skill, hold a small group meeting of participant facilitators at lunch or after the day's training to conduct this debrief, out of respect for non-facilitating participant time.

1. Invite participant facilitators to use their skills in giving feedback by sitting with their partners and offering at least 2 things that were good about their facilitation skills and 2 things that could be improved, based on what they recorded in their [Training Facilitation Monitoring Checklists](#).
2. After 5 minutes, ask participant facilitators to switch and have the other partner give facilitation skills feedback.
3. After pairs of participant facilitators have given each other feedback, call all participants back together.
4. Ask: *Considering the content, did participants understand the material the facilitators went through, or is there anything we should clarify?*
5. Ask: *Were there any remarkably good things you noticed about the facilitation? List these on a flip chart.*
6. Ask: *Were there any major areas you noticed facilitators struggled with? List these on a flip chart.*
7. Ask participants to write the name of the participant facilitator they filled out the checklist for and their own name as evaluator/ feedback giver on their sheets, (e.g. Facilitator: Joseph/ Evaluator: Christine) and to hand in their checklists.
8. Thank the group for participating.

Note:

These completed *Monitoring Checklists* can be used by the lead training facilitators in providing useful feedback and training recommendations for each participant.





Training Facilitation Monitoring Checklist

Ranking Scale: 1= Needs immediate retraining 2= Needs improvement, with time
3= Demonstrates competency 4= Above average 5= Outstanding (able to train others)

To assess the staff members'/ activist's training facilitation skills and give appropriate feedback, consider the following and circle 'Yes', 'No', or 'N/A' for 'Not Applicable'. Put quotes, comments and suggestions in the margins, as needed, to assist you in remembering what the facilitator said/ did that made your ranking appropriate.

Training Preparation and Setup

Ranking: _____

- Does the facilitator gather training materials in time/ arrive early to prepare? (Yes No N/A)
 - Does the facilitator arrange seating in a circle? (Yes No N/A)
 - Does the facilitator invite 25 participants or less to the training? (Yes No N/A)
-

Welcome, introduction, and assessment

Ranking: _____

- Is the facilitator friendly with participants? (Yes No N/A)
 - Does the facilitator introduce her/ himself and the organization clearly? (Yes No N/A)
 - Does the facilitator offer opportunity for participant introductions? (Yes No N/A)
 - Does the facilitator discuss learning objectives? (Yes No N/A)
 - Does the facilitator discuss agenda and ground rules? (Yes No N/A)
 - Is any validation/assessment method appropriate to the literacy level of participants? (e.g. no written pre-test for groups who are not comfortable writing, etc) (Yes No N/A)
-

Confidence

Ranking: _____

- Does the facilitator seem confident in their knowledge and skills? (Yes No N/A)
- Does the facilitator feel comfortable in front of groups? (Yes No N/A)



Positive learning environment

Ranking: _____

- Does the facilitator assure all participants feel free to contribute? (Yes No N/A)
- Does the facilitator respect all participants' knowledge and experiences? (Yes No N/A)
- Does the facilitator use participatory methods (role-play, debate, drama, etc)? (Yes No N/A)
- Does the facilitator adjust training to fit feedback, as possible? (Yes No N/A)
- Does the facilitator respectfully challenge participants' views, when needed? (Yes No N/A)
- Does the facilitator refer participants who want to talk about personal experience with violence to appropriate staff/ other organizations? (Yes No N/A)
- Does the facilitator demonstrate good time management (flexible/ keeps time)? (Yes No N/A)
- Does facilitation seem spontaneous and relevant to group interest/ questions? (Yes No N/A)

Probing

Ranking: _____

- Does the facilitator ask questions which cannot be answered with "yes" or "no"? (Yes No N/A)
- Does the facilitator ask participants to say more about or clarify their comments? (Yes No N/A)
- Does the facilitator use participant comments to generate more discussion among the group, and throw strategic questions back to the group for further debate? (Yes No N/A)

Content mastery

Ranking: _____

- Is the facilitator knowledgeable about topic & able to clear up misconceptions? (Yes No N/A)
- Does the facilitator effectively and accurately respond to participant questions? (Yes No N/A)

Positive feedback and respect to group

Ranking: _____

- Does the facilitator show appreciation to the group for participation? (Yes No N/A)
- Does the facilitator say encouraging things when people give opinions/ ask questions? (Yes No N/A)
- Does the facilitator speak as equals to the participants? (Yes No N/A)
- Does the facilitator use accessible language? (Yes No N/A)



Involve all

Ranking: _____

- Does the facilitator notice if certain participants are not engaged and attempt to involve them (without singling anyone out or making others uncomfortable)? (Yes No N/A)
 - Does the facilitator try to change the dynamic if a few participants dominate? (Yes No N/A)
-

Can focus discussion

Ranking: _____

- Does the facilitator's information and questioning revolve around the selected topic? (Yes No N/A)
 - Does the facilitator bring the group back to the topic if they get off topic? (Yes No N/A)
-

Summarizing

Ranking: _____

- Does the facilitator accurately sum up discussions to end the session? (e.g. avoid putting words in participants' mouths/ give information to clear up misconceptions/ victim blame) (Yes No N/A)
 - Does the facilitator give a take home idea at the end of the activity? (Yes No N/A)
-

Gender equality in action

Ranking: _____

- Does the facilitator encourage men and women to contribute equally? (Yes No N/A)
 - Does the facilitator co-facilitate some sessions with opposite gender colleague, if possible, and demonstrate respect for their knowledge and skills? (Yes No N/A)
 - Does the facilitator assure male and female staff have similar roles at lunch and breaks (if female staff serve lunch, so do male staff, etc)? (Yes No N/A)
-

Debrief and post-training follow up

Ranking: _____

- Does the facilitator receive feedback without defensiveness? (Yes No N/A)
- Does the facilitator analyze pre and post-validation information and comments within training to assess participant strengths and additional training needs? (Yes No N/A)
- Does the facilitator analyze evaluation and use suggestions in future trainings? (Yes No N/A)



Overall Comments:

[Large blue shaded area for overall comments]

Things the facilitator did well:

[Large blue shaded area for things the facilitator did well]

Things to improve:

[Large blue shaded area for things to improve]

