NGO GUIDE

An NGO Training Guide for
Peace Corps Volunteers
**Module 4:
Empowering
People to Work
Together through
Facilitation and
Training**

MODULE 4

EMPOWERING PEOPLE TO WORK TOGETHER THROUGH FACILITATION AND TRAINING

Volunteers find facilitation and training to be essential skills in working with NGOs. In Module 4, "Empowering People to Work Together Through Facilitation and Training," there are opportunities to learn about and practice techniques to develop facilitation and training skills. By the time you have completed this module you should have developed the knowledge, skills, and attitudes to:

- List five guidelines or techniques of facilitation, and provide examples of how you would use these techniques when guiding a group toward its goals.

- Describe a situation in your life when you learned something through experiential learning. Explain what happened in each of the cycle's four steps:

    1. Experience

    2. Reflection

    3. Generalization

    4. Application

- Give six examples of how a Volunteer could use facilitation and training skills in an NGO assignment.

- Cite an instance from your personal experience that illustrates the concept of synergy.

A VOLUNTEER'S STORY

I was a Peace Corps Volunteer in Moldova, assigned to work with an umbrella NGO. We were responsible for assisting and supporting young and start-up NGOs. Several of our clients approached us with concerns about financial and other resource needs, and asked us to write a grant proposal for them. This would have been a short-term solution to their funding problems. Instead, we became facilitators of development; we identified funding resources and designed training programs that enabled the NGOs themselves to target funding sources and write their own grants.

GROUP-PROCESSING SKILLS USED TO BUILD CAPACITY

Why does *An NGO Training Guide for Peace Corps Volunteers* devote one whole module to the group-processing skills of facilitation and training? The answer is successful NGOs depend on people working cooperatively and creatively together. When Volunteers have good facilitation and training skills, they are better prepared to help these groups learn to work together.

We all know of a small group or groups that changed the course of history. A few examples come immediately to mind: the Pilgrims establishing a settlement in New England; the Manhattan Project, where international scientists built the atomic bomb; and the civil rights movement. But only after group members developed trust in each other and group skills could they work together effectively.

Synergy is the word we use to express the idea that the whole is greater than the sum of its parts. That is, the group can accomplish more than the sum of individual members' efforts $(1 + 1 + 1 + 1 = > 4)$. The concept of synergy explains why organizations, including NGOs, can "move mountains" when their stakeholders work together to accomplish common goals. Synergy is a powerful concept. Peace Corps staff and Volunteers have long recognized the benefits of synergy.

> *"The word impossible is a very strong word.*
> *When you say, Impossible! you ought to say*
> *relative to my present state of ignorance,*
> *it's impossible."*
>
> — Mortimer Adler

As an introduction to working with groups, complete the following activity. You may be surprised at how the group's results compared with your individual results, and at the dynamics of the group.

ACTIVITY 4:1

THE VALUE OF GROUP THINKING

This activity illustrates the power of synergy. Read the story below and individually answer each question. Then, in small groups of four to six, discuss each question and reach consensus on the correct answer.

> *A businessman had just turned off the lights in the store when a man appeared and demanded money. The owner opened the cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police force was notified.*

Please answer true, false, or inconclusive based on your reading of the above story.

A man appeared after the owner had turned off his store lights.	T F I
The robber was a man.	T F I
The man who appeared did not demand money.	T F I
The man who opened the cash register was the owner.	T F I
The owner scooped up the contents of the cash register.	T F I
Someone opened a cash register.	T F I
After the man who demanded the money scooped up the contents of the cash register, he ran away.	T F I
While the cash register contained money, the story does not state how much.	T F I
The robber demanded money of the owner.	T F I
A businessman had just turned off the lights when a man appeared in the store.	T F I
It was broad daylight when the man appeared.	T F I
The man who appeared opened the cash register.	T F I

Activity 4:1, continued

No one demanded money.   T   F   I

The story concerns a series of events in which only three   T   F   I
persons are referred to: the owner of the store, a man who
demanded money, and a member of the police force.

The following events occurred: someone demanded money;   T   F   I
a cash register was opened; its contents were scooped up; and
a man dashed out of the store.

  — From Junior Achievement International Leadership Conference, 1999.

After individually answering the questions, form small groups of three or four
and compare your answers with others in the group. Talk about the questions and
reach group consensus on answers. Now check the possible answers at the end of
this module.

In debriefing this activity, discuss the following:

*   Were your individual answers the same as the group's answers?

*   Did discussion with members of the group help clarify your thinking?

*   Did individuals make assumptions that were not supported by a careful
    reading of the story?

*   Did your group's answers match the "Possible Answers" at the end of the
    module? If not, why not?

*   What do you think? Was the quality of the group's answers better than the
    quality of individuals' answers? Why or why not?

*   Did someone in the group lead or facilitate the discussion? If so who?

*   What have you learned about the value of group thinking?

*   How did this activity demonstrate synergy?

In strengthening NGO capacity, much of your time will be spent working with groups, facilitating and training. Briefly, *facilitation* is the process of helping individuals and groups stay focused and reach their goals. *Training* increases knowledge and skills, and encourages positive attitudes. The two processes are integrated. As you train, you facilitate the learning process by keeping trainees focused on reaching their learning goals. And as you facilitate, you have the opportunity to model effective techniques to help people learn how to be motivators, work in groups, conduct meetings, encourage participation, arrive at consensus, and so on.

Adult training methods and the notion of facilitation have undergone a radical paradigm shift in the last several years. The old paradigm implied that the facilitator/trainer was the "knowledgeable one" who had something to teach, and the participant was the "learner." This top-down process ignored adults' accumulated knowledge and experiences and was not empowering. Today, the Peace Corps and many other development organizations promote interactive facilitation and training where participants' knowledge and experience are valued and shared with the group.

The better you are at participative facilitation and training, two group-processing skills, the more effective you will be as a Volunteer. Those of you with previous facilitation and/or training experience are probably going to encounter ideas and concepts you have seen elsewhere and hopefully find some new and helpful techniques. There are opportunities in this module to refresh your skills and share them with your fellow training participants.

Reading this module and doing the activities will not make you a master facilitator or trainer. To become a master you must practice and learn from your successes and mistakes. For additional information on the group-processing skills of facilitation and training, see the Resources section at the end of this module.

Facilitation

"I am a facilitator. Why?

I want to have a positive impact on organizations and people who work within them. Why?

I want people to have the opportunity to use their human talents in their work and their lives. Why?

Because life is short and work is a significant part of life and it is a potentially rich place for human expression. Why?

I believe that we are each here to give expression to our potential, to grow into our fuller selves. Why?

I have no more reasons; I just believe."

— Bellman, Geoffery,
The Consultant's Calling. Jossey-Bass Publishing,
San Francisco, 1990, p. 104

According to the dictionary, *facilitate* means to make easy or more convenient. To infer from this definition that a facilitator's job is just to "make things easy" is too simplistic.

A facilitator:

* Develops an atmosphere where people feel safe and empowered to participate in the process,

* Keeps the group "on task,"

* Monitors time,

* Orchestrates the process to assure the task is accomplished in a manner that leads to valid results, and

* Manages the process so that it is easier for people to work together.

Facilitation is the art of guiding the group process toward the group's—not the facilitator's—common goals. It is about process, how you do something rather than what you do. A facilitator remains neutral with regard to the content of the session and intervenes only to protect the group process and keep the group on task. Facilitation is about moving a group from one point to another, guiding the group toward a destination. Skilled facilitation increases the synergy of the group.

ACTIVITY 4:2

**EXPLORING YOUR EXPERIENCE
WITH FACILITATORS**

In a small group, discuss a personal experience when a facilitator made a situation, experience, or process easier and/or more effective. What methods were used to help the group work together, keep the group on task, and keep the group space safe? How did you feel after the experience? What did you learn?

If you cannot think of a personal experience with facilitation, have you seen a moderator on TV facilitate a political debate or town meeting? What did you observe about how the moderator facilitated the event?

What are some common learnings about facilitation that emerged from your experiences or observation of a TV moderator? How can these learnings be applied in working with an NGO?

There is no formula for facilitation, and there is no single right way to facilitate a group. Much depends on the group, the subject, and your personal facilitation style. However, below are some tips, guidelines, and techniques you may find useful.

TIPS, GUIDELINES, AND TECHNIQUES FOR FACILITATORS

Ethics for facilitators

• Honor each group member.

• Assume that some wisdom lies behind every contribution.

• Demystify the facilitator's role so as not to be perceived as the authority.

• Seek agreement from everyone and use collective decision-making processes (consensus) unless there is agreement by everyone to do otherwise.

• Work with people from other cultures using their knowledge of the local customs, rituals, and sensitivities. Do not assume—ask.

• Use humor without belittling people.

• Do not use facilitating techniques to control the group's direction, but to help the group work together to reach its goals.

• Trust the group—have an attitude of confidence that the group's resources are sufficient to achieve its objectives.

Good facilitators

• Take an interest in what people have to offer.

• Are aware, listen, look, and sense—100 percent present.

• Are punctual, even if they have to wait for the group to assemble.

• Mix freely with all participants; do not position themselves with one group (gender, age, ethnic, etc.).

• Are assertive but not overbearing—know when to intervene decisively.

• Are comfortable with conflict and always encourage it to be expressed openly. Disagreement is the natural result of different personalities, views, and opinions.

• Understand the overall objectives of the group.

• Encourage the group to keep going during long or difficult processes by affirming progress and acknowledging completion of tasks.

• Are natural, allowing their own personalities to be expressed.

Facilitate to create a participatory environment

• Avoid classroom-style seating with people in rows and the facilitator at the front. Discussion is more likely to occur when participants can see each other's faces.

• It is important to keep the room or space safe from interruptions and distractions, and for everyone to feel welcome to participate in the group.

• Use "icebreakers" to help people feel comfortable; give people a chance to laugh or move around; in general "break the ice."

• To get people involved ask for their help with workshop tasks and activities. Get as many participants as possible up in front of the group.

• Divide large groups into small teams.

• Intervene and mediate when some people are dominating.

• Encourage feedback. One feedback technique is to go around the room and gather one positive comment and one constructive criticism from each participant.

• Prepare good questions—questions that cannot be answered by a yes or a no and that are not vague. Be prepared to rephrase questions in several different ways or provide an example.

• If a topic requires more than 30 minutes discussion, break it down into smaller discussions.

• If the discussion is straying from the topic

    • Restate the last question and/or

    • Acknowledge other issues as important and write them on a "parking lot" for consideration later.

• Capture discussion highlights in drawings, on flip charts, in written reports, or on videotape or audiotape to keep the discussion and its outcomes in the minds of the participants.

• Celebrate the group's work!

These tips, guidelines, and techniques were compiled from:

Kiser, A. Glen. *Masterful Facilitation—Becoming a Catalyst for Meaningful Change.* American Management Association, New York, 1998.

Slocum, Rachel, Lori Wichhart, Dianne Rocheleau, and Barbara Thomas-Slayter (editors). *Power, Process and Participation—Tools for Change.* Intermediate Technology Publications, London, 1995.

Hunter, Dale, Anne Bailey, and Bill Taylor. *The Art of Facilitation.* Fisher Books, Tucson, AZ, 1995.

Fees, Fran. *The Facilitator Excellence Handbook—Helping People Work Creatively and Productively Together.* Jossey-Bass Pfeiffer, San Francisco, 1998.

Hunter, Dale, Anne Bailey, and Bill Taylor. *The Zen of Groups—A Handbook for People Meeting with a Purpose.* Fisher Books, Tucson, AZ, 1995.

ACTIVITY 4:3

REFLECTING ON YOUR GROUP EXPERIENCES

"If we travel alone, we choose our own route and our own timetable. If we travel with others, we need to blend and hone and modify our routes and our timetables. When our whole group goes together, we may not end up exactly where each person wanted to go. And even if we end up where each of us wanted to be, how we got there will not be precisely as planned and will usually take longer than imagined. But think of the community benefits and the self-satisfaction!! We may not see the sight we set out for. Instead we may discover the eighth wonder of the world—and we do this together."

—Winer, Michael, and Karen Ray,
The Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey.
Amherst H. Wilder Foundation, St. Paul, MN, 1996

Think about, discuss, or write a reflection on the above quote. Have you had a group experience that reflects the excitement in this story? Have you experienced the wonder of working in a group that accomplished more than you thought you could? What were some of the signposts in your experience? What are your hopes and dreams for working with your NGO and/or their client group in your host country?

A VOLUNTEER'S STORY

I am a health Volunteer in the Philippines, and was given a citation for working with my NGO to alleviate malnutrition problems in 16 elementary schools. Through training of the constituent bakers of our NGO and facilitating an understanding of an improved bread formula, my NGO had a major impact on the health of the students, the economic life of the bakers, and the acceptance and visibility of the NGO in the community.

PROVEN TRAINING STRATEGIES

Training is the most recurring theme in the programs of the Peace Corps over its 40-year history. It is at the core of what Volunteers do, and it provides a sense of accomplishment and satisfaction. Through training, Volunteers are able to give of themselves, to educate, and to share knowledge and skills.

"Never regard study as a duty, but as the enviable opportunity to learn to know the liberating influence of beauty in the realm of the spirit for your own personal joy and the profit of the community to which your later work belongs."

— Albert Einstein

This section covers three learning methodologies: learner centered, experiential, and whole-brain learning. It is important to note that these are not teaching methodologies—the emphasis is on learning, not teaching. Also discussed is the importance of the learning environment and techniques you can use to improve your training skills.

The educational experience of most Volunteers was teacher-centered and based in a classroom . However, teacher directed classroom-style teaching is not the most effective way for adults to learn. As you begin applying the methods discussed in this section, "you may experience resistance to experiential participatory training. However, most people soon warm up to the new ways of learning, as they give adults more freedom to use their experience base and apply new knowledge. Unfortunately, these approaches are not used in many countries where PCVs serve.

CONTRAST BETWEEN TEACHER-CENTERED AND LEARNER-CENTERED METHODS

	Teacher-Centered (classroom)	Learner-Centered (adult, nonformal)
Learner's Role	Follow instructions Passive reception Receive information Little responsibility for learning process	Offer ideas based on experience Interdependent Active participation Responsible for learning process
Motivation for Learning	External forces of society (family, religion, tradition, etc.) Learner does not see immediate benefit	From within oneself Learner sees immediate application
Choice of Content	Teacher-controlled Learner has little or no choice	Centered on life or workplace problems expressed by the learner
Method Focus	Gain facts, information	Sharing and building on knowledge and experience

WHOLE-BRAIN LEARNING

Dr. Paul Maclean, chief of the Laboratory for Brain Evolution and Behavior at the National Institute for Mental Health in Bethesda, Maryland, created the triune brain model, which delineates three functional brain regions:

- The **reptilian brain** consists largely of the brain stem, the middle brain, and the reticular activating system. Physical survival and overall body maintenance are all located here—breathing, circulation, digestion, reproduction, and the "fight or flight" response.

- The **limbic system** is the second oldest region of the brain to evolve, some 200 to 300 million years ago. While the limbic system is primarily a regulator of emotions, it is also involved in primal activities related to food, sex, smell, bonding, and activities related to expression and mediation of feelings. According to Maclean, "memory is impossible without emotion of some kind; emotion energizes memory." The limbic system acts as a switchboard, reading the sensations of the body and deciding which to send

to the neocortex. The limbic system represents the link between mind and body.

- The **neocortex** is where high-level thought processes occur. The neocortex makes up 80 percent of total human brain matter, and about 70 percent of the brain's approximately 100 billion neurons. It is divided into two hemispheres, the left and the right.

Learning should be a whole being experience. Creative thought processes incorporate the limbic brain and the left and right regions of the neocortex. By strengthening neural pathways between brain centers, communication ability strengthens. "Bridging" activities develop pathways to greater thinking potential and intelligence and reduce the time it takes for the brain to make future connections. Under stress, the brain tends to revert to reptilian (survival) or limbic (emotional) functions.

W. Edwards Deming teaches us, "Theory plus experience equals knowledge. Experience will answer a question, and a question comes from theory." Without emotion and personal meaning, true learning does not occur. To teach effectively in a safe and comfortable learning environment, the trainer should engage all the brain functions. Appeal to what the learners feel is intellectually valuable, as well as emotionally pleasant and in line with their needs and desires.

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A LEARNING MOMENT

End the section with a "bang." The first and the last information presented is usually remembered the best. Start your class or training session with a "ritual." Examples: taking roll, asking if there are questions from the previous lesson, picking up homework, or an "ice breaker." Rituals appeal to the reptilian and limbic brain and increase people's comfort level. This is one reason societies have developed rituals for funerals and other life events that tend to be stressful.

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Props and visual aids, such as pictures, maps, diagrams, graphs, videos, toys, and costumes, expand traditional verbal communication. Ask participants to draw what they observe or feel. Caricatures help emphasize a point. Use mind maps or create drawings to emphasize information.

Fantasy, guided visualization, and daydreaming take participants to places they cannot go, to see outcomes that have not yet been realized. There are no right or wrong answers in fantasies. By fantasizing or daydreaming participants "feel" or "experience" events in their minds.

Dramatization creates an indelible impression in the mind. Do not be afraid to be silly or to overact. Set the example that nothing "bad" happens when you are silly (or you make a mistake). This helps participants shed inhibitions and alleviates fears. Have participants act in skits and role play in pairs or small groups. Basic business skills (answering the phone, serving a customer, conducting a meeting, interviewing for a job, etc.) can be taught effectively through dramatization and role playing.

Metaphors and themes suggest connections. A metaphor makes a connection between two seemingly unrelated ideas or things, and a theme connects related ideas. An entire training program can be built around a metaphor or a theme: teaching accounting principles using a lemonade stand; crafting a business plan can be related to combining ingredients in a recipe, making a journey, or playing a board game.

Great creative license can be used when incorporating metaphors and themes: the room can be elaborately decorated, participants can take on character roles, and many props can be used. Metaphors and themes are a creative way to incorporate many elements of creative "whole-brain training."

Experiments and field trips, **direct experiences**, are ways to create experiences. Adults have many life experiences that can be used to enhance learning. The Peace Corps incorporates experiential learning in Pre-Service and In-Service Trainings. A discussion of experiential learning is found in the introduction to *An NGO Training Guide for Peace Corps Volunteers.* The formula, experience + reflection + generalization + application, is a very effective learning method.

Multisensory learning refers to any training model that purposefully engages more than one sense at the same time. Combining an auditory and visual experience with a tactile and kinesthetic (movement) experience "imprints" the lesson in the students' memory. Smell is a powerful trigger to memory and a key to rich associations of experience and emotion. The simple act of taking notes during class is an example of kinesthetic learning.

Music used in a training program can be very effective for a number of reasons. Music can instantly change the energy or mood of a room; music can soothe, excite, encourage recall, and evoke the imagination.

Emotional associations imbedded in the limbic system are felt when listening to familiar music. The rhythm and beats per minute of music affect the breathing and heart rate, regulated by the reptilian brain. Both the right- and left-brain hemispheres are used to process and create music.

Theme music can be used when the training model incorporates a metaphor. Classical and baroque music help sustain a state of relaxation during learning. High-energy music can create healthy competition or emphasize celebration or reward. Comedy and special effects can be heightened with the use of music.

Color separates and emphasizes ideas. It stimulates creativity, captures the attention, and aids memory. Color can stimulate emotions. Students can be encouraged to take notes with multicolored pens. Training aids can be created in color, adding emphasis and visual appeal.

Humor in training can help establish an emotional bond between trainer and trainees and promote a friendly learning environment. Learning should be fun! Teaching should be fun! Life should be fun! Humor can teach, relax, amuse, soothe, emphasize, trigger memory, cause joy, eliminate fear, connect the physical with the intellectual, and, of course, make us laugh. Trainers and students should remember not to take themselves too seriously.

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A LEARNING MOMENT

Stories are usually remembered better than facts. They can be used to present information, initiate a discussion, illustrate a point, and/or evoke emotion. Being a good storyteller is a great training asset.

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DESIGNING A WHOLE-BRAIN TRAINING EVENT

Design a high-impact learning event. It is important to remember that how you teach the topic is as important as what you teach. No matter how relevant or accurate your material, if your training method is not effective, your message will be lost.

Traditional training methods are geared toward the left brain: verbal, linear, sequential, logical, and analytical, viewing information as parts of a whole.

While left-brain training is valuable, it is not enough. Students who are less proficient at verbal or linear processing are required to learn in a manner that is difficult for them. Even the more left-brain dominant students are not being allowed to reach their full potential, as their right-brain thinking is not being developed.

What is required is a holistic training method. Whole-brain training engages all of the brain's functions:

- "Soothes" the fearful reptilian brain,

- Creates a pleasing emotional connection for the limbic system, and

- Incorporates an equal number of left-brain and right-brain training techniques.

Create a learning environment: Have you ever felt anxious in a learning environment because:

• You were concerned your language skills were not adequate?

• You were afraid everyone else knew more than you?

• You thought you might appear foolish or make a mistake?

• You thought you might say the wrong thing and people would laugh at you?

• You thought you might not understand the lesson (and everyone else surely would)?

• You did not "get" the first lesson, but everything else is building on it?

These stresses cause us to revert to our reptilian brain and limbic system functions, significantly blocking input from the neocortex.

Whole-brain training starts by building a safe and comfortable learning environment from the moment the training event begins. In addition to providing a physically safe and comfortable learning environment, the trainer must create an environment that is psychologically and emotionally conducive to learning.

Enlist the participants in the process. Ask "how many" questions:

How many of you have experience in _____ topic?

How many of you are members of _____?

How many of you are in your last year at the university?

Participants feel included (I am in the right place) and validated (My experience is important in this program). Raising hands or standing up to indicate you belong to the group creates physical involvement.

Introduce yourself briefly in a warm and friendly manner. State your qualifications. Mention facts about yourself that show you have a connection to the students/participants. Participants should have enough information to accept that the trainer is qualified to lead the event.

Ask participants to stand and introduce themselves. Encourage them to provide some piece of information about themselves that is relevant to the training in addition to their names. This validates their experience and knowledge, physically engages the participants, and informs the trainer.

If it is culturally appropriate, ask participants to share something personal about themselves. This establishes personal identity aside from professional identity. This can be used to "level the playing field" if professional hierarchy is present. This allows participants to connect with trainers and each other.

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A LEARNING MOMENT

An effective way to make introductions and stress the value of business cards is to pass out colored markers and full size sheets of white paper. Have each participant make a giant business card and hold it up when they introduce themselves. You can start by making a card with the Peace Corps logo that gives your name and position as a Volunteer, with your hometown address. This is an especially good lead in to a discussion of:

- Local business card etiquette,

- Uses of business cards,

- Networking possibilities,

- Advantages of two languages on the business card—one on the back and one on the front,

- Making short notes on a business card to remind you about that person, and

- How to organize business cards so you can find them when you need them.

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Create "big picture" vision: Explain the training agenda. Allow participants to visualize the result. This allows participants to anticipate events. It helps participants understand how the "pieces" will fit into the "big picture." It can create excitement and enthusiasm.

Briefly cover the logistics—do not slow momentum with too much detail before it is necessary. Ask participants if they have questions before you proceed. This validates participants' concerns and eases stress.

Introduce new material in a familiar way: Find a simple way to deliver new information building from the participants' common ground and using common language. Comprehension is improved if participants can "build" the information from the ground up. Participants remain open to learning new information when not intimidated, lost, or feeling inadequate.

Use questions to create an interactive experience:
- Asking and answering questions improves comprehension.

- Interaction increases confidence and builds connection.

- Validation occurs when participants volunteer relevant examples.

- Application (personal meaning) of information becomes clearer when sharing examples.

- Participants' answers let the trainer know if participants understand the information.

Review and debrief: Review information and its place in the "big picture" before moving on to new information. Participants are ready to move forward once they are comfortable with what they have learned. Participants feel validated that the trainer is concerned about their learning experience.

Ask participants to talk about what they just learned and how they learned it. Debriefing is a valuable part of the process. Debriefing:

- Gives participants an opportunity to express pleasure or discomfort about how the information was delivered.

- Provides trainer immediate feedback about participants and the training methods.

- Validates participants' feelings.

- Gives the trainer another opportunity to clarify or review the information if necessary.

Understand and maximize the learning process: Use creative training techniques that encourage interactive, whole-brain learning. Whole-brain learning substantially increases participant comprehension and retention. Whole-brain learning creates a pleasant and successful training event.

STEPS TO DESIGN A WHOLE-BRAIN TRAINING SESSION

1. Identify the training objective.

2. Outline information to be delivered to achieve the objective.

3. Identify the possible delivery models.

4. Visualize the training.

5. Plan the session on paper.

6. Talk through the session with peers or a friend.

7. Walk through the model with a small test group (if possible).

8. Analyze and evaluate the session.

9. Refine the session.

10. Prepare the materials you will need to deliver the session.

The role of a facilitator or trainer in the adult learning process is to manage the learning environment, rather than manage the "content" of the learning, as in the traditional teacher-centered approach. In this way, the content varies according

to the experiences and interests of the learners and the needs of the organizations and institutions they represent. Although the facilitator or trainer does not need to be an expert in the subject matter being taught, it is helpful if he or she has some knowledge to guide or facilitate the process more effectively.

Peace Corps' training experience indicates the more actively involved the learner or participant is, the higher the retention rate and the greater chance for change. Wherever possible, trainers should create a learning situation where adults can discover answers and solutions for themselves. People remember best the things they have said themselves, so use your words and questions sparingly. Trainers should give participants a chance to find solutions before adding important points the group has not covered. Education should stress learning more than teaching.

> *"The role of the educator is*
> *to present to the community*
> *in a challenging way*
> *the issues they are already discussing*
> *in a confused way."*
>
> — Mao Tse-Tung

The trainer or facilitator creates a learning climate, poses questions, encourages participants to search for causes and solutions, helps the group discover as much as possible for themselves and plan their action.

ACTIVITY 4:4

DESIGN AND DELIVER YOUR OWN TRAINING

Work individually or in pairs. Select a topic related to NGOs that you and your fellow trainees are interested in learning about.

Design and deliver a whole-brain learning experience for your fellow training participants and trainers. Refer to "Steps to Deliver a Whole-Brain Training" in planning the session.

Solicit feedback from training participants in the debriefing.

• What elements of whole-brain training did they observe?

• Was the training delivered in a way that made them feel comfortable and energized?

• Did they think they learned the material presented?

• What changes, if any, would participants suggest?

You may want to refine the training plan based on feedback from participants and make copies available when you go to your NGO site.

We hope as you read and did the activities in this module you gathered new ideas and knowledge in the areas of facilitation and training and that you became enthusiastic about the possibilities of group synergy. Mastering facilitation and training skills better prepares you to work with the various groups associated with NGOs. The only way one perfects these group-processing skills is to practice, practice, practice, reflect, generalize, and apply the needed change.

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KEY TERMS

Key terms are defined as they are used in the module. A <u>space</u> is provided to write the local language translation of the word or phrase. Work with your language teachers to find the right translations and build your technical vocabulary as you study this module.

Behavioral learning objectives describe observable measurable behaviors the learner is expected to exhibit by the end of training. Behavioral learning objectives enable trainers and trainees to better evaluate the learning experience.

Facilitation is about process, the process of making it easier or more convenient for a group to reach their goals. A **facilitator** guides the group toward its destination.

Synergy is a concept that states the whole is greater than the sum of its parts.

Training is to make proficient with special instruction and practice. Forty years of Peace Corps' training experience suggests training is most effective when it is experiential and participatory.

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RESOURCES

These resources are available through the Peace Corps Information Collection and Exchange (ICE). The citations are presented as they appear in *The Whole ICE Catalog*.

Nonformal Education Manual. Helen Fox. (Peace Corps ICE.) 1989. 163 pp. (ICE No. M0042)

Demonstrates how the techniques of nonformal education (NFE) can be used by virtually all Peace Corps Volunteers. Emphasizes full-scale community participation at all stages of development. Uses Volunteers' experiences to illustrate the nature and principles of NFE. Includes information on adult learning, identifying people's needs, planning and evaluating NFE activities, working with groups, and developing appropriate materials for NFE activities.

The Art of Facilitation. Dale Hunter, Anne Bailey, and Bill Taylor. (Fisher Books.) 1995. 241 pp. (ICE No. TR114)

[Distribution to Peace Corps In-Country Resource Centers Only]

Provides an in-depth examination of the art of intervention and cooperative beliefs and values facilitation for creating group synergy. The toolkit includes facilitative designs for workshops, meetings, projects, and evaluations. In addition, experienced facilitators give a personal perspective on facilitation.

Technical Presentation Skills. Steve Mandel. (Crisp Publications.) 1988. 94 pp. (ICE No. TR094)

[Distribution to Peace Corps In-Country Resource Centers Only]

Helps the reader to organize, plan, and deliver effective presentations. Contains several exercises, activities, assessments, and cases for the reader to participate in.

101 Ways to Make Training Active. Mel Silberman. (Jossey-Bass Pfeiffer.) 1995. 303 pp. (ICE No. TR116)

[Distribution to Peace Corps In-Country Resource Centers Only]

Presents both fun and serious individual and group exercises to enlighten and deepen learning and retention in training sessions. Contains strategies and techniques to get active participation from the start and to teach information, skills, and attitudes activities.

The Art of Teaching Adults: How to Become an Exceptional Instructor and Facilitator. Peter Renner. (Training Associates, Ltd.) 1993. 138 pp. (ICE No. ED181)

[Distribution to Peace Corps In-Country Resource Centers Only]

A revised, expanded version of the *Teacher's Survival Kit.* Addresses the full range of techniques and concepts involved in teaching adults, including the physical setting, learning styles, group process, lectures, case studies, field projects, visual aids, tests, and evaluations.

Internet:

www.geminitiative.org — Organization working with NGOs and their effectiveness

www.aed.org — Academy for Educational Development-International Development Group

www.worldlearning.org — International development and training organization

www.astd.org — American Society for Training and Development

www.sidint.org — Society for International Development

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ACTIVITY 4:1 Reference

POSSIBLE ANSWERS

A man appeared after the owner had turned off his store lights.　　T　F　**I**

> We do not know that the businessman who turned off the lights was the owner of the business.

The robber was a man.　　T　F　**I**

> We do not know that the demand for money was a robbery. It could have been an employee demanding payment for work or a creditor of the business demanding payment, etc. It may have even been the owner who was the man who appeared and demanded money.

The man who appeared did not demand money.　　T　**F**　I

> The man who appeared did demand money.

The man who opened the cash register was the owner.　　T　F　**I**

> The owner of the business might have been a woman.

The owner scooped up the contents of the cash register.　　T　F　**I**

> We do not know who scooped up the contents of the cash register.

Someone opened a cash register.　　**T**　F　I

> The owner is "someone," and the owner opened the cash register.

After the man who demanded the money scooped up the　　T　F　**I**
contents of the cash register, he ran away.

> We do not know that the man who sped away scooped up the contents of the cash register.

While the cash register contained money, the story does not　　T　F　**I**
state how much.

> The story does not say that the contents of the cash register contained money.

The robber demanded money of the owner.　　T　F　**I**

> We do not know there was a robber or that it was the owner he demanded money from.

<div align="right">Continued</div>

Suggested Answers, Activity 4:1, continued

A businessman had just turned off the lights when a man   T   F   **I**
appeared in the store.

> We do not know the man was in the store. He could have been outside the store, in the doorway, or speaking through a window, for example.

It was broad daylight when the man appeared.   T   F   **I**

> We assumed it was night because, "A businessman had just turned off the lights." However, it might have been morning and the businessman turned off the night lights when he was opening the store.

The man who appeared opened the cash register   T   F   **I**

> The owner opened the cash register. If the owner was the man that appeared the statement is true, but we do not know that the owner was the man who appeared.

No one demanded money.   T   **F**   I

> Someone demanded money.

The story concerns a series of events in which only three   T   F   **I**
persons are referred to: the owner of the store, a man who
demanded money, and a member of the police force.

> There may have been four people: the man who appeared, a businessman, the owner, and a member of the police force, or, if the owner is the man that appeared, then there are three: the businessman, the owner, and a member of the police force.

The following events occurred: someone demanded money;   T   F   **I**
a cash register was opened; its contents were scooped up; and
a man dashed out of the store.

> The man sped away—we do not know he dashed out of the store.

        * * * * * * * * * *

Participants who do this activity generally agree on the following:

- Individuals tend to have more wrong answers than the group.

- Discussing the story helps individuals realize they made assumptions not supported by the written facts in the story.

Continued

Suggested Answers, Activity 4:1, continued

- Arriving at group answers takes longer than answering individually. Time is a price you pay for group decision making.

- Reasonable people can disagree even when presented with the same facts.

- There is value in different people looking at a situation from different points of view and their different experiences.

- Usually someone in the group will lead or facilitate the discussion. The leadership role may rotate or change during the discussion.

- The quality of group answers exceeds the answer of any one individual. This demonstrates the concept of synergy.

- In working with NGOs there is value in having a number of people involved in decision making.

TRAINER'S NOTES

MODULE 4
EMPOWERING PEOPLE TO WORK TOGETHER THROUGH FACILITATION AND TRAINING

Overview:

Trainees are provided information and participate in whole-brain learning activities, which equip them to be facilitators and trainers. The Peace Corps' emphasis on whole-brain learning often requires trainers to facilitate the learning process. Application of facilitation and training skills in working with NGOs is addressed throughout this module.

Time:

Reading	1 hour
Activities and debriefing activities	5 hours

Materials:

Make available at the training site at least one book on facilitation and one book on training for training participants to use as references. (See the Resources section at the end of this module.)

Preparation:

*   Review the module and make any necessary changes to reflect the local situation.

*   Work with the language instructors to determine if some of the module's vocabulary or content can be incorporated into the language or cross-cultural classes.

*   Prepare a training plan, including copying and distribution of materials. Create situations where training participants can practice facilitation and training skills.

*   Display the training schedule in a location accessible to both training participants and training staff.

Look for opportunities to model good facilitation and training practices. When sessions are presented, include feedback in the debriefings—keep feedback positive and participatory. Ask each participant to write on a slip of paper what he or she thought was the best part of the session. Give the written comments to the trainer or facilitator. People learn group-processing skills by practicing them.

Continued

Trainer's Notes, continued

Provide as many opportunities as is practical for training participants to practice.

If you are involved in community-based training (CBT), create situations where trainees facilitate and train community members. Look for creative ways to overcome language limitations.

TRAINER'S NOTES

ACTIVITY 4:1
THE VALUE OF GROUP THINKING

Overview:

This activity is intended to show the value of discussion and collective thinking in exploring and clarifying even a simple situation.

Time: 45 minutes

Materials:

Flip chart paper, pens, and markers.

Procedure:

Each participant reads and answers questions based on the story. Then, in groups of three to five, answer the questions. Compare the group's answers with the possible answers.

Training hint: Use this activity as an opportunity for a training participant to practice facilitation. Ask for a volunteer or choose a participant to act as the facilitator for debriefing this activity. Provide the facilitator with the debriefing and processing information below.

Debriefing the experience and processing the learnings:

Encourage participants to process activity learnings by answering and discussing the questions at the end of Activity 4:1.

The following are typical responses.

- Individuals tend to have more wrong answers than the group.

- Discussing the story helps individuals realize they made assumptions not supported by the written facts in the story.

- Arriving at group answers takes longer than answering individually. Time is a price you pay for group decision making.

- Reasonable people can disagree even when presented with the same facts.

- There is value in different people looking at a situation from different points of view and their different experiences.

- Usually someone in the group will lead or facilitate the discussion.

- The leadership role may rotate or change during the discussion.

Trainer's Notes, Activity 4:1, continued

- The quality of group answers exceeds the answer of any one individual. This demonstrates the concept of synergy.

- In working with NGOs, there is value in having a number of people involved in decision making.

TRAINER'S NOTES

**ACTIVITY 4:2
EXPLORING YOUR EXPERIENCE
WITH FACILITATORS**

Overview:

In this activity trainees reflect on experiences where facilitation made a situation, process, or experience easier and/or more effective.

Time: 20 minutes

Materials:

None.

Procedure:

In a small group, discuss trainees' experiences where the facilitator made a situation, experience, or process easier and/or more effective? What were some of the methods used?

Debriefing the experience and processing the learnings:

Ask one of the trainees to facilitate the debriefing. The task is for the group to hear what each participant has experienced and learned about facilitation, and then reach some common understanding of what constitutes effective facilitation. It might be useful for the facilitator to summarize learnings about good and not-so-good facilitation techniques.

At the end of the debriefing, ask the facilitator to discuss the following with the group:

• How did you feel about this facilitation experience?

• What did you learn from facilitating this group?

TRAINER'S NOTES

ACTIVITY 4:3
REFLECTING ON YOUR GROUP EXPERIENCES

Overview:

In this activity trainees reflect on experiences they have had working in successful groups and build on their understanding of the indicators of synergy.

Time: 20 minutes

Materials:

None.

Procedure:

In a small group, discuss a satisfying group experience. It could be a team sport, a group work project, or a community activity. What were some of the outcomes? The examples of synergy you experienced? What made it a good or exciting experience?

<p align="center">**— OR —**</p>

Get into small groups and designate indicators of synergy to each group. The number of indicators depends on the number of groups you have. Each group then brainstorms possible definitions and uses for indicators. Have the group present to the larger group, and at the end of the session read the definitions listed in the module if appropriate.

Debriefing the experience and processing the learnings:

• How did you feel about the experience?

• What did the group do that made it work effectively?

• How many indicators of synergy did you find?

• What did you learn?

• How can your learning be applied to your work with an NGO?

TRAINER'S NOTES

ACTIVITY 4:4
DESIGN AND DELIVER YOUR OWN TRAINING

Overview:

In this activity trainees increase their training skills in a safe environment of their peers.

Time: 90 minutes

Materials:

None.

Procedure:

Have the group design their own trainings using topics that relate to NGOs.

Debriefing the experience and processing the learnings:

- How did trainees feel being "up front"?

- How did the planning for the session go?

- How effective was the trainer in facilitating the group?

- What do trainers plan to do differently the next time they conduct a training?

- Encourage participants to refine their trainings and start keeping a portfolio of training plans to use during their Peace Corps service.