

PRACTICAL GUIDE FOR FACILITATORS



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SENIOR



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How to use this guide

The toolkit has been divided into a number of chapters, each covering a different area of workshop implementation by a facilitator.

Throughout this guide, we provide suggestions and details of activities and exercises for you to use during your workshop implementation. Some of these are widely recognised and endorsed by expert facilitators.

We have also included a further reading section, listing an array of useful websites and books that you can use to gather more hints and tips.

Before you start to read this guide, please answer the following questions:

- Do I want to deliver a SENIOR's training/workshop?
- Do I want to understand different learning styles?
- Do I want to improve my participatory facilitation skills?
- Do I need guidance on how to structure my training/workshop?
- Do I want to know more about facilitation techniques?

If the answers to the following questions are positive, you should read this guide

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How adult learn

As adults, we learn most when we can practically experience and apply new knowledge. When planning and providing your training, remember this principal.

- Problem centred learning
- Subjects relevant to them
- Experience used as a basis for learning
- Involved in planning instruction and evaluation



Because different people learn in different ways, a successful workshop needs to accommodate all of the 4 main Learning Styles:

👁️ Visual

👂 Auditory

👉 Kinaesthetic

📖 Reading

Visual Learning



1. Use images, presentations, graphs and illustrations
2. Include outlines, agendas and handouts for reading/taking notes
3. Clearly show what will come and what has been presented.

Auditory Learning

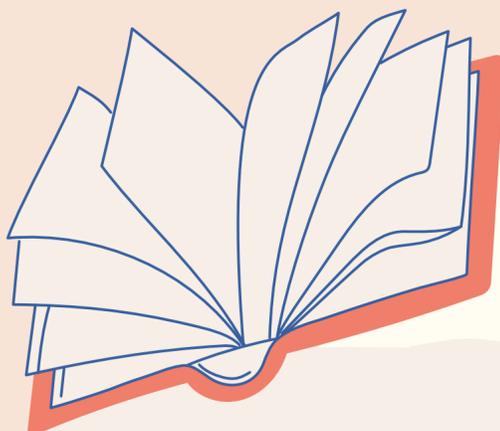
1. Begin and end with a brief explanation of agenda and session content.
2. Question learners to draw information from them
3. Leave time for learners to make connections between the learning and how it can be applied in practice
4. Include activities such as brainstorming, buzz groups and quizzes.



Kinaesthetic Learning



1. Use practical activities that get the learners up and moving.
2. Provide materials such as balls and Play-Dough to give them something to do with their hands.
3. Give frequent stretch breaks (brain breaks).



Reading



1. Provide materials for participants to read individually, such as case-studies
2. Include individual or group writing tasks.

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Facilitation skills

A good facilitator should use specific skills to create a positive learning environment and stimulate active participation.

- Create a friendly, safe environment and build trust
- Manage the group
- Be attentive to the group
- Observe their reactions
- Listen to each speaker
- Check for understanding
- Respond to answers



Workshop preparation

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Before the workshop

- Review the full Training Package and follow the relevant preparatory steps.
- Select the range of participatory facilitation techniques suitable for your content and audience. Remember to cover different learning styles.
- Prepare the training schedule and materials, allocating plenty of time for each activity.
- Display visual aids (i.e. posters, photos, diagrams, flip-charts showing agenda/ learning objectives)
- Check projector, computer, presentation, internet connection, audio and video, if needed
- Print and prepare handouts in a logical order

On the day of the workshop

- Arrive at least 15 minutes before the scheduled start of the workshop
- Prepare the learning environment
- Organise the seating (i.e. groups, U-shape, rows, fish-bone, conference table, circle)
- Greet participants individually as they arrive



Model workshop structure



Introduction

This is the crucial moment to grab participants' interest, establish your credibility, preview the main ideas, and clarify the learning objectives and timeframe. You can follow the GRACE approach to structure your introduction:



GREETINGS

Greet participants; talk about your experience and motivation for this topic; conduct a get-to-know-each-other icebreaker; ask participants to suggest rules of collaboration, and put them on a flipchart

ATTENTION

Grab participants' attention by telling a captivating story, asking a provoking question, stating a shocking statistic, using a powerful quote, showing a gripping photo, using a creative visual aid or playing a short video



CONTENT OUTLINE

Present the learning objectives and key learning points, explain how the learning will be useful to participants, assess participants' prior knowledge and expectations

ELABORATE

Present the agenda highlighting the training benefits, set up criteria for passing the final exam or post-test if it is required.

Expected time: 10-20% of the time



Body

Enter into the topic, with reasons, examples, evidence, advantages and disadvantages, providing solutions to problems and related actions

- Maintain conducive working/ learning atmosphere
- Ensure proper logical transition to next topic
- Give participants enough time to properly practice and apply knowledge
- Ensure full participation and motivate your audience
- Connect the topic with prior knowledge
- Stay on time and on track
- Don't forget to accommodate all learning styles
- Give space for participants' feedback
- Check regularly for understanding to monitor learning progress

Expected time: 60-80% of the time

Conclusions

- Provide closure, summarise main points, appeal for action, inspire, answer questions & handle objections
- Summarize: Review main points of the training/workshop, reconfirm the benefits of the training/workshop, connect with the introduction
- Get participants' commitment: Guide participants to fill in the personal action plan
- Assess post knowledge: Use the most appropriate tool according to the type of training/workshop
- Get participants' Training/ Workshop feedback: Reflection, quiz, questioning, plenary discussion (participants write down what they have learnt on post-its, training feedback questionnaire)
- Motivate and inspire participants to transfer knowledge in their workplace/daily life: Use personal stories, case studies, role models
- Training/Workshop Closure: Confirm any action points/ next steps, if relevant, close the training/workshop and say good-bye!



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Further reading

- **Adult Learning: An Essential Component for Designing a Successful and Effective Teacher Training Programme**

https://www.academia.edu/4745344/Adult_Learning_An_Essential_Component_for_Designing_a_Successful_and_Effective_Teacher_Training_Programme

- **Handbook for facilitators: learning to learn in practice**

https://noored.ee/wp-content/uploads/2014/12/L2L_handbook.pdf

- **Adult Learning: From Theory to Practice - COPIAN**

http://en.copian.ca/library/learning/adult_learning/adult_learning.pdf

- **Facilitating Adult Learning: How to Teach so People Learn**

https://www.canr.msu.edu/od/uploads/files/PD/Facilitating_Adult_Learning.pdf

- **Adult Learning Theories and Practices**

<https://sphweb.bumc.bu.edu/otlt/teachingLibrary/Learning%20Theory/adultlearning.pdf>

- **The Principles of Adult Learning**

<https://brightmorningteam.com/wp-content/uploads/2019/08/Principles-of-Adult-Learning.pdf>

- **The Facilitator's Toolkit Tools, techniques and tips for effective facilitation**

<https://www.england.nhs.uk/improvement-hub/wp-content/uploads/sites/44/2017/11/Facilitator-Toolkit.pdf>

- **Facilitator tool kit a guide for helping groups get results**

<https://www.nj.gov/education/AchieveNJ/teams/strat14/FacilitatorToolKit.pdf>

- **Facilitation Tools**

https://www.care.org/wp-content/uploads/2020/05/FFBS_1_Facilitation_Tools.pdf

- **Dialogue Guide Facilitator Handbook**

<https://sites.ed.gov/idea/files/facilitator.pdf>

