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► Social Protection Training for Lao PDR





Social Protection Training for Lao PDR

Module 3

Facilitation and preparation

Session 1

Roles of the facilitator

Activity

What are the roles of a facilitator?



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FACILITATION =
a form of **leadership**

**Encourages
participants** to act or
move beyond the
training

A **fellow learner**,
rather than a teacher



Photo: People speaking vector created by storyset - www.freepik.com

Important responsibilities of a facilitator

Get the right people

Create a safe space for learning

Help identify and keep the focus



Promote inclusive participation

Link new knowledge to life
experience and action

Encourage participants to test
received ideas



Be very clear about your role



Be aware of your eyes



Be aware of your voice



Be aware of your “body language”



Be aware of your responsibility



Be aware when structure is needed



Be aware of your power and share it

Facilitator's checklist



Session 2

Facilitation techniques

Verbal tools for training facilitation

Probing

- Used to determine the mood or general opinion of the group towards a certain topic or point.
- Can use a “**thumbs up, thumbs down**” survey.



Paraphrasing

- To express the same content that was just stated before but with your own words.
- Use to check that both you and other members of the group have the same understanding of a concept, and to give a further opportunity for understanding among some participants who may not have understood it the first time.

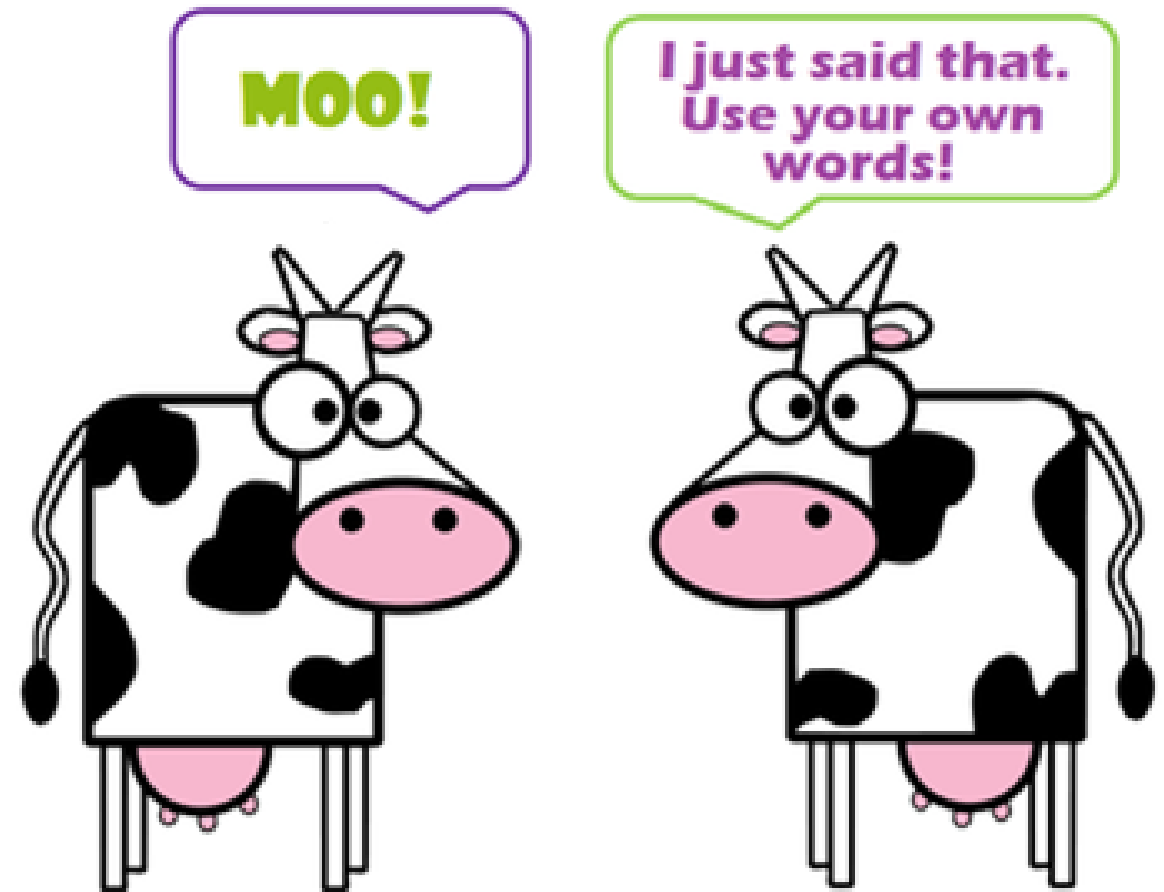


Photo: <https://www.virtuallibrary.info/paraphrasing.html>

Redirecting questions and comments

- Helps to involve participants more in the discussion.
- Helps the reflection of the group.



Photo: People communication vector created by pch.vector - www.freepik.com

Bridging and referring back

- Used to connect ideas by recalling an earlier discussion or idea.
- Helps the group to follow the discussion.



Shifting perspective

- If the group gets stuck in the discussion, try to shift the perspective and look at the problem from a different angle.



Summarizing

- Helps the group reinforce their learning.
- Do it often, or ask someone from the group to do it.

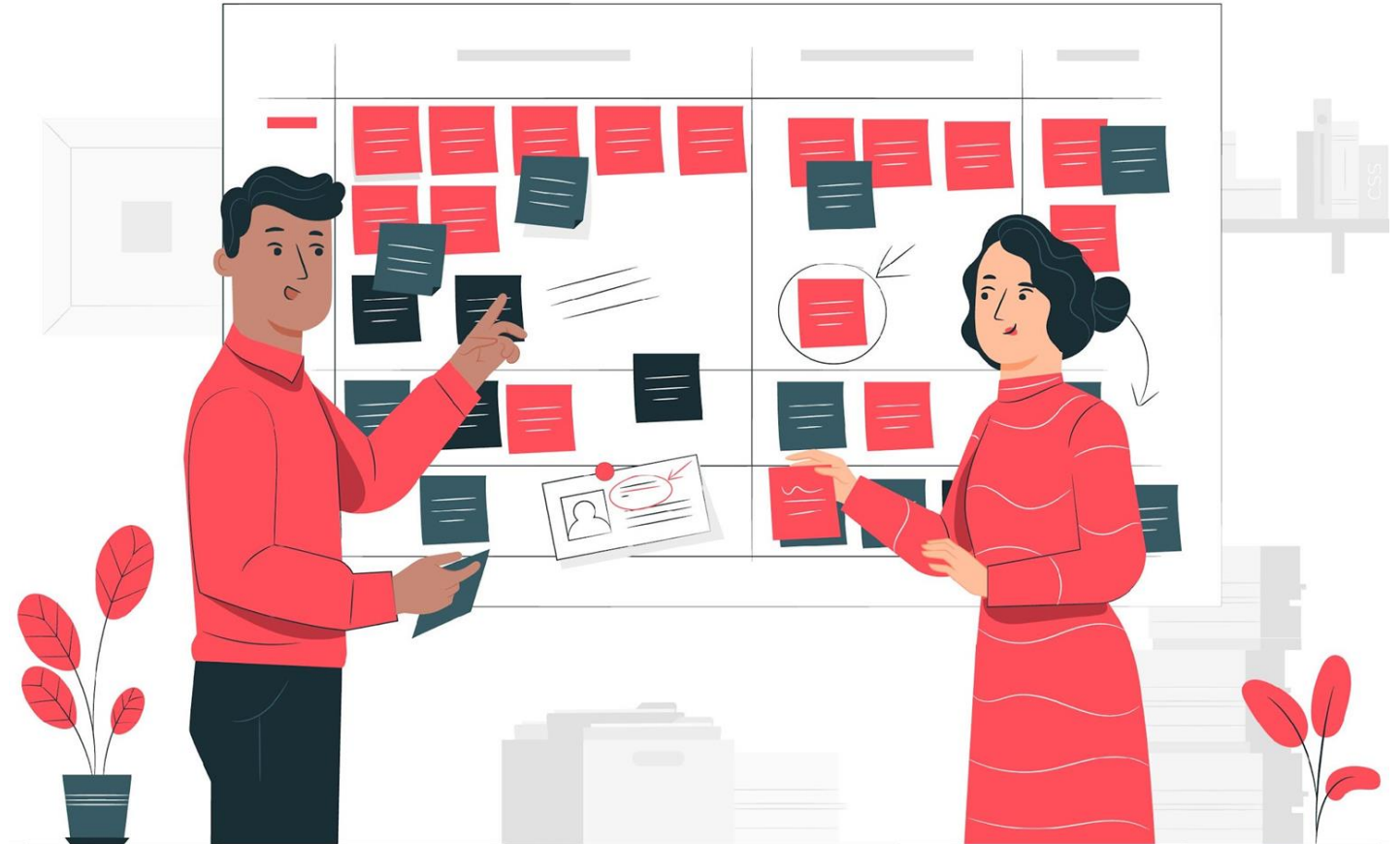


Photo: Backlog vector created by storyset -
www.freepik.com

▶ Giving positive reinforcement

- It is important to encourage people (especially less assertive ones) to state their opinions.
- Show learners that their participation is appreciated.
- Makes a person feel confident enough to bring another idea into the discussion.



Photo: Compliment vector created by
pikisuperstar - www.freepik.com

Active listening



Attend to what the person is saying.



Repeat or paraphrase what the person is telling you to encourage a fuller response.



Reflect the feelings and experiences the person is describing.



Summarize the person's feelings and experiences to focus on an issue, or ask for confirmation.





Probe



Give feedback on the person's ideas or feelings



Be supportive



Stay quiet



Source: HelpAge, Gender Equality Training Manual, 2020

Photo: Human illustration vector created by freepik - www.freepik.com

Women's participation

- Women have many competing priorities.
- Assigned **gender roles may not encourage – or permit – participation** in public activities or learning events.
- Organizers will need to **proactively promote women's participation.**



Activity

Practice session

Session 3

Challenges of Facilitators

Session

Role play: Managing challenging participants



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Conversationalist

Wrong track

Ready answer

Clash of personalities

Mule

Talker

Rambler

Heckler

Griper

Quiet one



Credit: Getty Images/iStockphoto

Role	Why it happens	What to do
Quiet one	• Bored • Indifferent • Timid • Superior	• Gain their interest by asking their opinion. • Question the person next to them. Then ask the quiet one to comment on the view expressed. • Compliment the person the first time they contribute. Be sincere. • Show respect for the person's experience, then ask for their ideas.

Role	Why it happens	What to do
Heckler	Good-natured most of the time but distracted	• Keep your temper under control. • Honestly agree with one idea, then move on to something else. • If the person states a false fact, throw it to the group to turn down. • Talk privately with the person as a last resort to find out what is bothering them.

Role	Why it happens	What to do
Rambler	One idea leads to another and takes this person miles away from their original point	• When the person pauses for breath, thank them, refocus the group's attention and move on. • In a friendly manner, indicate that "we are a little off the subject". • As a last resort, use your training schedule as an excuse. • Glance at your watch and say: "Time is limited."

Role	Why it happens	What to do
Ready answer	Really wants to help, but makes it difficult by keeping others from participating.	• Cut the person off tactfully by questioning other participants. • Suggest that “we put others to work”. • Ask the person to summarize. This will keep them attentive and capitalize on their enthusiasm.

Role	Why it happens	What to do
Conversationalist	Chatter is usually about personal things but may be related to the topic.	• Call the person by name and ask an easy question. • Call the person by name, repeat the last opinion expressed, and ask their opinion of it. • Include them in the discussion.

Role	Why it happens	What to do
Clash of personalities	Two or more individuals clash, dividing the group into factions and endangering the success of the session.	• Try to highlight areas of agreement between the two participants. Draw attention to the objective of the session. • Direct a question on the topic to someone not involved in the disagreement. • As a last resort, frankly state that personalities should be left out of the discussion.

Role	Why it happens	What to do
Wrong track	Brings up ideas that are obviously incorrect.	• Say: “That’s one way of looking at it” and tactfully make any corrections. • Say: “I see your point, but can we reconcile that with our current situation?” • Handle the situation tactfully, since you will be contradicting the person. Remember, all members of the group will hear how you respond to each individual. You can encourage or discourage participation by the way you communicate.

Role	Why it happens	What to do
Mule	Does not see the other side. Supports their own viewpoint no matter what.	• Ask other members of the group to comment on the person's ideas. They may add another perspective and help the person see differently. • Remind the person that time is short. Suggest that they accept the majority view. • Say you are willing to talk to the person later. Then follow up.

Role	Why it happens	What to do
Talker	• Highly motivated • Show-off • Well informed • Just plain talkative	• Slow the person down by asking them some difficult questions. • Say: “That’s an interesting point. Now let’s see what the others think of it.” • Draw on the person’s knowledge and relay this to the group yourself. In general, for any over-talkative person, you should highlight the need for everyone to have the chance to participate.

Role	Why it happens	What to do
Griper	Has a pet peeve, complains for the sake of it, or has a legitimate complaint.	• Point out that the aim is to work as efficiently and cooperatively as possible under the present circumstances. • Tell the person you will discuss their problem with them privately at a later time. • Ask another member of the group to respond to the person's complaint.

Session 4

Planning and preparation

Elements to consider in a team

Logistics



Administration



Facilitation





Logistics

- Securing the location
- Providing for translation and technology needs
- Setting up the room and checking sound, lights, temperature
- Arranging for refreshments and food



When sending invitations for the training, find out if any participants have any specific requirements regarding:

- accessibility
- diet
- communication

Prior to the meeting, consider the following:



Logistics



Can persons with disabilities reach the venue?



Will they need any special form of transport to get there?



Is there money in the budget to cover the cost of transport or a caregiver, if needed?



Can persons with disabilities enter the venue?



For people with limited mobility, is the entrance easy to use, with a ramp or hand rails to help people go up steps?

Prior to the meeting, consider the following:



Logistics



Can persons with disabilities easily reach the meeting room (or bedroom, if residential)?



Is the meeting room (or bedroom) on the ground floor or if not, is there a lift?



Is the floor surface even? Is there enough light for people to see where they are going?



Can persons with disabilities move around in the meeting room easily?



Is the room large enough? Is there space for smaller break-out groups?

Prior to the meeting, consider the following:



Logistics



Is there enough floor space for flipcharts and enough wall space to hang flipchart sheets up?



Is the lighting good?



Can persons with special communication needs take part in the training discussions?



Can participants with low vision or hearing difficulties sit near the front? If a participant uses sign language, do you have a sign interpreter?

Prior to the meeting, consider the following:



Logistics



Can persons with disabilities use the toilets?



Can they be reached easily?



Are the doors wide enough?



Are the toilets easy to get on and off?

Administration



- Sending out invitations and keeping track of RSVPs
- Taking care of payments and invoices
- Putting together packets of materials and supplies
- Processing evaluations and follow-up communications

- Identifying the target audience and assessing their learning needs
- Designing the training agenda and setting learning objectives and outcomes
- Identifying and inviting guest speakers or experts
- Facilitating learning events
- Creating customized lecture notes

Facilitation



-End-