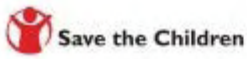
Becoming an Effective Facilitator

Modul Pelatihan

Becoming an Effective Facilitator

DBE 3 adalah kerjasama dari :



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Overview

The formal education system in Indonesia is in a state of great transformation. The national education law of 2003 calls for an increase in quality and mandates that standards be developed and codified in the following areas:

- The Content of Education
- Facilities and Infrastructure
- Teachers and Education Staff
- Standard of Graduates from Education
- The Process of Education
- Management
- The Financing of Education
- Evaluation of Schools and other Education Units

Since 2003 the Government of Indonesia has made great strides in developing these standards especially with regards to teachers. Law 19 /2003 on the National Education Standards, Law 14/2005 on the Teacher and Lecturer, the Regulation from the Minister of National Education No 16/2007 on Teacher Competency Standards, and the Regulation from the Minister of National Education No 18/2007 on the Certification for Teachers detail the minimum qualifications and competencies teachers are expected to possess and the process of assessment. The Ministry of National Education and in particular the Directorate General for the Quality Improvement of Teachers and Education Personnel and the Directorate General for Higher Education are now faced with the enormous task of ensuring that 3,000,000 teachers already *in service* and all *newly qualified teachers* meet these standards. This is by no means an easy task in a country as diverse and large as Indonesia.

The Decentralized Basic Education Three (DBE3) Project, funded by USAID, aims to support the Ministry of National Education and the Ministry of Religious Affairs to improve the quality and relevance of formal junior secondary and non formal education. To achieve this, DBE3 has developed and executed a major *teacher training* program called the *Life Skills Training Program*.

What is the Life Skills Training Program?

The Life Skills Training Program is a teacher training program which has been specifically designed to *support* the Government of Indonesia in their aim of improving the quality of education to meet the *national standards* in relation to *teachers*, *content* and *process*. The recent education legislation listed above has been used as the *basis for the development of all training materials*.

How does the Program Support the Quality Improvement of Education in Indonesia?

The seven modules and how they are designed to support the quality improvement of education in Indonesia are described in detail below. The first three modules are *foundational*. These modules introduce some of the central principles and concepts of a quality education in the Indonesian context. These modules can be used with teachers of all subjects

Module & Contents		How the Module supports the Quality Improvement of Education in Indonesia
1. Better Teaching and Learning This module is the introductory module to the Life Skills Training Program. The module presents the foundational principles and concepts of effective teaching and learning through exploring the "who" (teachers and students), "what" (content and planning) "why" (purpose), "how" (methods) and "how well" (assessment) of education. These principles and concepts are reinforced and built on in subsequent module in the program.	⇒	The module will support teachers to meet the national standards for *teacher's competence*. Through following the modules, teachers will further develop core pedagogic competencies 1 – 10 in addition to a number of personal, professional and social competencies. During the modules teachers will become familiar with the recent education legislation and trained to use some of the official formats provided by MONE (e.g. lesson planning and implementation). Through the module, teachers will learn how to develop a professional portfolio following the 2007 guidelines from MONE and will receive assistance in starting to prepare their portfolio
2. Integrating Life Skills into Classroom Learning The concept of education as preparation for future life, learning and work is introduced in the Better Teaching and Learning module. This module builds on this and examines Life Skills Education in more detail. The module covers the "what" (definition) "why" (importance) and "how" (process) of Life Skills Education.	⇒	The module will support teachers to meet the national standards for *teacher's competence*. The module helps teachers to understand how to integrate Life Skills into everyday teaching activities as required by law in Indonesia. Teachers will become familiar with the official Government definition and categorization of Life Skills (Personal, Social, Academic and Vocational) and the standard competencies for each. Teachers will learn different techniques for integrating life skills and throughout the course of the module will further develop core competencies 2, 4, 6, 8 and 10.
3. ICT for Life Skills Education ICT as a key Life Skill and as a learning tool are introduced in the Better Teaching and Learning and Integrating Life Skills into Classroom Learning module. This module will	⇒	The module will support teachers to meet the national standards for *teacher's competence*. ICT is included as a key life skill competency for students and all teachers are expected to *"utilize information and communication technologies for learning needs"* (core competency 5) and *"self development"* (core competency 24). This module will

consolidate the learning from these modules and help teachers to understand the "what" (definition) "why" (importance" and most importantly "how" (process) of ICT's for Education.

start teachers on the path of becoming more competent in using ICT for learning and professional development.[1].

The four subsequent modules (modules 4-8) build on the concepts, skills and knowledge developed in the first three and look in depth at how these can be applied in particular subjects. Therefore, these should only be used with teachers of the subject matters they address.

4. Civics/Mathematics/English for Life, Learning and Work

The Better Teaching and Learning Module examined some key people involved in effective teaching and learning. The Integrating Life Skills into Classroom Learning module looked at how the purpose of education is to prepare young people for life, learning and work. This module expands on both these concepts and examines how since the skills learned in the classroom are relevant for life after school the community can be used as both a context and resource for the education of young people.[2]

⇒ This module will help teachers and schools to meet the national standards for *teacher competence*. This module will support teachers to understand how they can conduct the teaching and learning process in the "*field*" and to *"utilize all relevant learning resources and tools"* (core competency 4). The module will encourage teachers to build stronger ties with the community (core competency 17). Through planning how to work with the community to support learning activities teachers will also be mastering the *"topic*, *structures and scientific mindset of the subject"* (core competency 20) and developing the "*learning topics in a creative way."* (core competency 22)

5. Integrating Life Skills into the National Standards

The National Standards for Content and key principles of curriculum planning were introduced in the Better Teaching and Learning Module. This module explores in depth the standards for individual curricular subjects. The module looks at what the standard competencies are and how teachers

⇒ Through the module teachers will develop the skills to meet the national standards for *content* which require schools to prepare an *"educational unit level curriculum"* (BSNP 2006) following the "*principles of curriculum development"* (BSNP 2006 point 2). This module will achieve this by further extending teacher's ability to *"develop a curriculum related to the supported subject"* (core competency 3) and lesson planning (core competency 4) in addition to core professional competencies 20, 21 and 22 which require teachers to master the subject they teach. During the module,

[1] This module is supported by a wider DBE3 ICT strategy which provides teachers with limited ICT equipment, the skills for operating and maintaining them and resource books of ICT related activities for classroom and extra curricular use.

[2] This module is supported by the DBE3 Partnership module which helps schools and teachers understand how the Private Sector can also be engaged to support youth education.

use them to develop syllabi and lesson plans which integrate life skills and ICT applications		teachers will have further opportunity to practice developing school syllabi and lesson plans using a variety of formats including those recommended by MONE (MONE 2007), which can be include in their portfolio for assessment
6. Teaching and Learning for Life Skills Effective Teaching and Learning methods were introduced in the Better Teaching and Learning Module. This module builds on this and examines appropriate teaching and learning methods for individual subjects. The module looks at a range of teaching approaches and provides teachers with the opportunity to try some techniques through micro teaching	⇒	This module will help teachers to meet the national standards for *process*, which require teachers to *'plan and implement an interactive, inspirational, pleasing, challenging manner, motivating the students to actively participate…"* (Article 19 Law 19/2005). This module will achieve this by supporting teachers to further develop core competency 2, 20, 21 and 22. Through micro teaching will reflect on their performance supporting them to develop core competency 10 and 23.
7. Assessing Life Skills Principles and methods for on going formative assessment were introduced in the Better Teaching and Learning Module. This module will further develop teacher's ability to assess student's learning and use the results to plan future learning by focusing on different types of classroom based formative assessment and the design and development of assessment instruments such as performance rubrics.	⇒	This module will support teachers to meet the national standards for *assessment*. The National Standard requires that teachers "*continuously undertake to monitor the process, improvements and corrections of the results of learning"* (article 64 Law 19/2003). This module will support teachers to achieve this standard by developing core competencies 8 *"conduct assessment and evaluation on the process and results of learning"* and 9 *"utilize the assessment and evaluation results to meet learning needs."* During the module, teachers will have the opportunity to practice developing assessment instruments, which can be placed in their portfolio.

As a result of the following the Life Skills Training Program, teachers will be more able to plan and implement effective teaching and learning activities meaning they are better able to ensure students meet the national minimum standards of graduates from education. Moreover, teachers who successfully pursue and complete the Life Skills Training Program will be well prepared to face and pass the assessment for professional teacher's certification.

Who Can Benefit from the Life Skills Training Program?

The module that you are looking at now has been designed to train *in service teachers*. However, much of the knowledge, skills and behaviors included in the module are equally applicable for pre service training programs and with some adaptation the

modules could be used to train teachers of other educational levels, including Elementary and Senior High School.

How is the Teacher Training Program Structured?

When used for In Service training the modules have been divided into three training workshops totaling fourteen days. As follows:

Teachers Workshop One

Day One	Day Two	Day Three	Day Four	Day Five	Day Six
Better Teaching and Learning	Better Teaching and Learning	Integrating Life Skills into Classroom Learning	Integrating Life Skills into Classroom Learning	ICT for Life Skills Education	Better Teaching and Learning: Session 12

Teachers Workshop Two

Day One	Day Two	Day Three	Day Four
Civics/ Mathematics /English for Life, Learning and Work	Integrating Life Skills Education into the National Standards	Integrating Life Skills Education into the National Standards	Integrating Life Skills Education into the National Standards

Teachers Workshop Three

Day One	Day Two	Day Three	Day Four
Teaching and Learning for Life Skills Education	Teaching and Learning for Life Skills Education	Assessing Life Skills Development	Teaching and Learning for Life Skills Education:

Each module contains a suggested schedule for you to follow for each say of the workshop. In order for teachers to get the full benefits from the Life Skills Training Program, you are strongly advised to follow these plans.

Who Uses the Modules to Train the Teachers?

The Life Skills Module has been specifically designed for *teacher trainers* to use to as a guide to train teachers for *Junior Secondary Education* level in Indonesia. However to successfully implement the Life Skills Training Program, many teacher trainers in Indonesia also need to improve their knowledge, skills and understanding not only of the program but also how to effectively train *adult learners* who as *in-service* teachers bring a lot of prior knowledge, experience and established behaviors and practices with them. Therefore, DBE3 has developed a program to train *teacher trainers*. The basis of the training program is the module *"Becoming an Effective Facilitator".* This module supports trainers to conduct the adult teaching and learning process in order to successfully achieve the expected learning outcomes.

How is the Training of Trainer Program Structured?

Teacher Trainers are trained over a series of workshops lasting 15 days. During the workshop, they are trained on the 'what" (content) and the "how" (process) of the Life Skills Training Program

Trainers Workshop One

Day One	Day Two	Day Three	Day Four	Day Five	Day Six	Day Seven
Becoming an Effective Facilitator Session 1, 3, 4, 5,	Better Teaching and Learning	Better Teaching and Learning	Integrating Life Skills into Classroom Learning	Integrating Life Skills into Classroom Learning	ICT for Life Skills Education	Becoming an Effective Facilitator: Session 10 Micro Training

Trainers Workshop Two

Day One	Day Three	Day Three	Day Four
Civics/ Mathematics /English for Life, Learning and Work	Integrating Life Skills Education into the National Standards	Integrating Life Skills Education into the National Standards	Becoming an Effective Facilitator: Sessions 2, 6, 7, and 10

Trainers Workshop Three

Day Two	Day Three	Day Three	Day Four
Teaching and Learning for Life Skills Education	Teaching and Learning for Life Skills Education	Assessing Life Skills Development	Becoming an Effective Facilitator: Session 8, 9 and 10

What is the Training Approach used in the Life Skills Training Program?

The module has used the *best practice* for adult and teacher education. A variety of interactive learning methods have been used through each module to not only motivate teachers in the training but also to provide a model of different methods that teachers can use in their own classroom. To structure the learning in each session the module uses a very simple framework called ICARE. The ICARE system covers the five key elements of any good learning experience (whether with children, youth or adults) Introduction, Connection, Application, Reflection and Extension. Using the ICARE system ensures that learners have the opportunity to apply what they have learned. The ICARE framework is explained in detail below.

I Introduction

In this stage of the learning experience the teacher or facilitator establishes the content of the lesson/session to the learners. This must include an explanation of the *objectives* of the lesson/session and what will be accomplished – the outcomes during that lesson/session. The introduction should be quick and simple.

C Connection

Most learning is sequential with one competency building on the preceding one. Therefore, all good learning experiences must start from what learners *already* know and can *do* and *build* on that. In the connection stage of the lesson/session you try to link the new content of the lesson/session with something that is familiar to the learners from their previous learning or prior experience. You can achieve this by conducting a simple *brainstorming* exercise to understand what learners already know, by *asking* learners to tell you what they remember from the previous lesson/session or by developing an *activity* learners can do independently. Following this you connect the participants to the new content. This can be done through a simple *presentation* or

explanation. However, remember that the presentation should not be too long lasting about *ten minutes* at the most.

A Application

This is the most important stage of the lesson/session. After learners have acquired the new knowledge or skills through the connection section, they need an opportunity to *practice* and applying these knowledge and skills. The application part should be the *longest* part of the lesson/session when learners are working independently from the instructor, in *pairs* or in *groups* to complete a *real life activity* or solve a *real life problem* using the new information and skills they have acquired.

R Reflection

This is the summary section of the lesson/session where learners have the opportunity to reflect on what they have learned and the instructor to assess the extent of learning. Reflection or summary activities can involve a *group discussion* where the instructor asks learners to give a presentation or explain what they have learned. They can be an *individual writing activity* where learners write a summary of their learning or it can be a *quick quiz* where the instructor asks questions based on content of the lesson/session. A key point to remember with reflection is that the instructor must provide the *learners with the opportunity* to say what they have learned.

E Extension

Just because the lesson/session has finished does not mean that all learners have learned are able to automatically use what they have learned. The Extension part of the lesson/session is where you provide learners with activities they can do following the lesson/session to reinforce and extend the learning. In schools extension activities are usually called homework. Extension activities can include providing *additional reading material, research tasks* or *exercises*.

Look through some of the sessions in your module to see some examples of the ICARE framework being used and to get some ideas about different connection, application, reflection and extension activities.

How are the Modules Structured?

All the modules in the Life Skills Training Program have been organized in the same way using the same format. The modules in the Life Skills Training Program have been organized in a very specific way for very particular reasons. The sessions included in

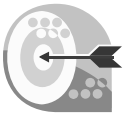
the module all use the same layout and approach to organizing the process of the sessions so once you know how to use one of them you can use all of them. Every session contains the following:

Session Title

This is written in a question form. The question refers directly to the content of the session and at the end of the session teachers should be able to answer the question.

Introduction

The introduction to the session will provide you with background information on the content of the session and a rationale for why this content has been included in the module



Objectives and Learning Outcomes

This explains the purpose of the session and what participants should be able to do at the end of the session. It will show you how the learning outcomes link to the recent education legislation and the national standards for education.

Key Questions

The key questions relate to the learning outcomes of the session. They should be presented to teachers at the beginning of the session

Notes for the Facilitator

This provides ideas and guidance to the facilitator to prepare and deliver the session. You should read these notes carefully before you even begin to plan to carry out the session. They will help you to ensure the session is successful and teachers learn what you intend them to.

Resources

This will give you a list of items that you need to carry out the session. Prepare them before you attempt to carry out the session.

Time

This informs you of the minimum amount of time you will need to carry out the session. Remember that this is a minimum.

ICT

This section provides some suggestions for how you can use different ICT applications to support the learning in the session. Using ICT is not compulsory and will depend on the facilities and resources available to you in your training venue

Session Summary

Introduction 5 minutes	Connection 20 minutes	Application 200 minutes	Reflection 10 minutes	Extension

This provides you with a flow chart summary of how the session will progress. It is divided into the ICARE stages.

Energizer

These are ideas for how you can energize the teachers during the training. All the energizers link to the theme of the session but they are not integral to the session and therefore, not compulsory. Use your judgment about whether to use them based on your perception of the needs of the teachers in the training

Detailed Steps for Activities

This will give you step by step instructions to carry out all activities in the session. The steps are divided into the ICARE Framework which is described and explained in detail in the next section. Try to follow the steps as they are written in the module.

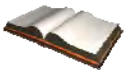
1

Facilitators Notes

These boxes include specific information for you (the trainer or facilitator) only. In these boxes you will find suggestions for how to complete an activity, ideas for providing some input to participants, recommendations for how to conclude a discussion and key information you need to use to prepare presentations. Read these boxes carefully.

Key Message

This is a summary of the session which quickly states the main ideas which participants should have learned from the session. You should give these key messages to teachers after they have provided you with a summary in their own words.



Glossary

Some sessions will cover some concepts which involve technical terminology. These concepts may be new for many teachers. The glossary will provide you with a list of the words and their meaning

Additional Reading

This section will identify some sources which you may want to read to further your own knowledge and understanding of the concepts included in the session. You could also give the list to the teachers in your workshop if they are interested to continue learning more.

Handout for Participants

These are learning tools which teachers can use to help them complete some activities in the session. They are included at the end of each session and will need to be copied prior to the training.

Additional Information

This is extra information which can be used for a variety of purposes. It can be used by the facilitator to extend their knowledge of the concepts being addressed in the session or copied and provided to teachers as additional reading material or extension activities.

How Should the Modules be Used?

The modules are intended as a training guide. The modules can help trainers to implement successful participatory training workshops with adult learners. The modules are not a set of **instructions** which must be followed faithfully. The best, most effective facilitator is a critical and creative thinker able to react to the situation in the training room and able to be flexible in the approach and content of the training. Therefore, every facilitator using the Life Skills training modules is **actively encouraged** to modify and adapt the activities to suit the participants and the training situation.

Nevertheless, as each session in each module and each module is part of a carefully thought out training program, it is important that the objectives, learning outcomes and

key message remain the same. Therefore, every activity that you do must be aimed at achieving the objective and learning outcome. Additionally, remember that the content of the modules are aimed at teachers (not trainers). It is intended to develop the knowledge, skills, behaviors and attitudes of teachers in the classroom. Therefore, just because you think that something is simple, it does not mean that the teachers will

What Happens After the Training?

Remember that what happens after the workshop is also important. Teachers often need follow up support to *transfer* what they have learned in the workshop to the classroom. In many ways this is more important than the actual training. Look at DBE3 "Beyond the Workshop: *Guidelines for Conducting Follow up Activities after Training*" for ideas on how to support teaches in the classroom.

Some Final Thoughts

Remember that the aim of the Life Skills Training Program is to *improve* the quality of teachers in Indonesia. *Not* to keep it the *same*. Therefore, the Life Skills Training modules include some very *demanding* content and concepts which will *test* and *challenge* teachers long held practices and attitudes. This does not mean what they have been doing is wrong, just that now there are ways which are generally accepted as better. Make sure that you cover the difficult concepts and content. Challenge all teachers to reflect and improve.

Becoming an Effective Facilitator

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Introduction

During the implementation of the Life Skill program, the training participants have learned a lot about the contents or materials of the program. They have acquired the competence on how to become an effective life skill educator, so that they are able to manage, present, and evaluate the contents of the life skills program.

However, an effective facilitator is not only required to understand the life skill programs but she/he also has to understand how to properly conduct the teaching and learning process for the materials in order to achieve the expected learning outcomes.

This module consists of ten sessions prepared in a simple language so that all users or facilitators could understand them quickly. All sessions in this module focus on the active involvement of the training participants, the improvement of skills and expertise, and the improvement of meaningful and enjoyable learning activities. All principles of learning for adults are consistently used in this module.

"Can We recognize Training Participants as Adult Learners?" is presented in **Session 1**, covers the difference of basic principles between adult learners and child learners. If the facilitators understand this difference, it is expected that they will be able to provide the best facilitation to the participants. Participants will not be directly informed about the difference between adult learners and child learners, but they be facilitated to identify by themselves the difference between adult learners and child learners.

Session 2 discusses how you can obtain more information about training participants. On this session the facilitators have to identify the names, origins, hobby, etc. of the participants. Hence, the participants feel familiar with the facilitators and the facilitators then could take different approaches taking their background into account. This session covers various techniques to identify the participants' backgrounds.

The participants should be able to find out various characteristics of an effective facilitator. They should identify what competencies they have to acquire to be able to become an effective facilitator. By conducting their own identification, the participants will have stronger commitments to meet the required characterisitcs. Identifying the facilitator's effective characteristics is presented in **Session 3**.

Session 4 focuses on various facilitation methods for adult learners, ranging from the simple method, like leacturing to role plays, simulation, and others. There are 22 facilitation methods discussed in this session. In addition, three types of learning are discussed: visual, auditory, and kinestetics, including their implications for the teaching and learning process.

Creating a conducive teaching and learning environment is one of the facilitator's responsibilities. In **session 5**, the participants will learn what roles a facilitator should do to make learning environment (phyisical and non physical) supportive to the teaching and learning process throughout the training. In this session, tips for creating conducive learning environment are also presented. Participants will learn various techniques on how to attract and maintain the participants' attention until the end of the session.

Session 6 describes things the participants should prepare for the training. The participants will identify all necessary preparation to assure that the training will run well. This session is presented by providing *icebreaker*, *brainstorming*, and discussion to prevent the participants from geting bored.

Energizers atau icebreakers are an effective medicine to eliminate boredom and fatigue, and to create fun and enjoyable training. There are different types of energizers, physically or mentally. The participants are expected to be able to design and create this icebreaker. Discussion on providing icebreakers is presented in **session 7**.

Very often in one training, the facilitator spends too much time for talking, as a result, the participants will become bored and will not focus their attention on the facilitator's talk. If adult learners are given speaking opportunity, they will share as much experience as possible because they wish to share their experience and knowledge with other pariticipants. Adult learners who are busy with their work, sometimes they forget the time. These three problems could cause the training not to achieve the expected outcomes, because of inefficient time management of the training. In **session 8**, the participants will learn how to well manage the training time allocation to achieve the training objectives efficiently. Different techniques for giving reminders to the participants are also discussed.

An effective facilitator will be able to use suitable media for the participants. Learning media should not be necessarily expensive or complicated, but they should be suitable with the objectives, the facilitator's competence, budget, and others. Decide first the learning outcomes, then decide which media to use. Given different learning types of the participants (visual, auditory, and kinestetics), the learning media should support the participants's needs and their learning types. The topic on media is discussed in **session 9**.

Session 10 describes Micro Facilitating or practices for providing facilitation. Rules for the participants to conduct the Micro Training are also discussed. The participants are expected to be able to develop their competence and skills to provide facilitation. They are also expected to be able to present constructive inputs to other participants to improve their performance.

The Objectives of this Module

The modules are meant to introduce to the training participants on how to be an effective facilitator for adult learners. This module has the following objectives:

- To encourage the participants to focus on the training materials, contents, and the learning process of the materials.
- To give some inputs to the participants that there is a fundamental difference between adult learners and child learners. The difference have implication on the use of facilitation method, media, and treatment.
- To give opportunities to the participants to review and practice the teaching skills and expertise to become a facilitator for adult learners.

Learning Outcomes

At the end of the training, the participants will be able to:

- Become an effective facilitator for adult learners.
- Identify their own weaknesses, strengths, and power. and use them to improve their performance as an effective facilitator.
- Act out the effective facilitator's competency and skills and apply them in the actual training.
- Cooperate with the other participants as the member of the team.
- Improve critical, creative thinking in the context of adult learners.
- Improve the skills to solve problems of the the training, the skills to solve the problems for adult learners.

How to Use This Module

Every session in this module is divided into several parts, which are the Introduction, Objectices and Learning Outcomes, Key Questions, General Instructions, Sources, Time, Energizer, and Session Summary. Thoroughly read the information in these parts before reading the detailed steps for activities. These parts only give a general description so facilitators can have a deeper understanding (*insight*).

After you have understood the general description of this session, the next step is to look at Detailed Steps for Acitivities. During this part, the learning process is divided into five parts abbreviated as ICARE. The objective of this system is to provide a clear outline of a guide in the learning process. This can also help the facilitators to remember and perform the learning process in this module. Explanations on each learning step are as follows:

Introduction, contains the background or the context of the topic in discussion, delivering the objectives and learning outcomes, as well as delivering the key questions to the participants.

Connection, contains materials functioning to link the context with new information or concepts.

Application, once the participants have received new information and concepts, they have to apply or practice them.

Reflection, gives the participants a chance to articulate the knowledge they have just gained.

Extension, gives the participants the chance to enrich their material from Additional Information, references, or suggested internet sites.

These facilitation steps should be followed by the facilitators during the training to give optimal results. Note that the facilitators should pay attention to time allocation in each of these steps so it does not take up time from other steps.

In certain sessions, the facilitators can find energizers they can use to start the discussion. Energizers are optional in that they may or may not be used, because they depend on the situation the facilitators face at that current moment.

Review the handouts from each session so the facilitators can explain them to the participants. The facilitators have to understand what those handouts are for? How to use them? To avoid the facilitators being confused in answering the provided handouts, information is usually provided in notes for the facilitator. If there are not any notes for the facilitator, information will be available in the Additional Information section purposefully provided in each session.

To enrich the knowledge of the training participants, additional sources are provided in each session both from reference books and websites (internet sites). Feel free to review the books and access information from the internet sites to add and enrich knowledge on effective facilitation.

If the participants feel they are able to present materials with a better learning scenario, they can modify this learning scenario. However, they must stay grounded on the objectives and learning outcomes, key questions, and key message in each session of this module.

This module can also be used for other learning, not just adult learning. Teachers can use this module in the learning-teaching process in class for child learners. Although the teachers can use facilitation approaches in class, but they have to do them carefully because they have to consider several aspects.

In the context of the DBE3 project, the facilitators are responsible to give the training to district trainers and teachers. However, the facilitators have to play a much more advanced role, have to be an education innovator in the community. In other words, the facilitators have to be able to develop and disseminate their learning innovations to colleagues and the community.

When to use the Becoming an Effective Facilitator Module

The Becoming an Effective Facilitator Module has been designed to Train *Teacher Trainers* for the Life Skills Training Program. The Becoming an Effective Facilitator module is used in *all* of the *Training of Trainer* workshops as follows:

Workshop One

Day One	Day Two	Day Three	Day Four	Day Five	Day Six	Day Seven
Becoming an Effective Facilitator Sessions 1, 3, 4 & 6	Better Teaching and Learning	Better Teaching and Learning	Integrating Life Skills into Classroom Learning	Integrating Life Skills into Classroom Learning	ICT for Life Skills Education	Becoming an Effective Facilitator: Session 10 Micro Training

Workshop Two

Day Two	Day Three	Day Three	Day Four
Civics/ Mathematics /English for Life, Learning and Work	Integrating Life Skills Education into the National Standards	Integrating Life Skills Education into the National Standards	Becoming an Effective Facilitator: Sessions 2, 5, 7, and 10

Workshop Three

Day Two	Day Three	Day Three	Day Four
Teaching and Learning for Life Skills Education	Teaching and Learning for Life Skills Education	Assessing Life Skills Development	Becoming an Effective Facilitator: Session 8, 9 and 10

Trainers Workshop One

Day One		
Time	**Content**	**Outcomes**
08 00 – 08 30	Opening	
08 30 – 09 00	Pre Program Assessment, Review of Becoming an Effective Facilitator and Explanation of Micro Training	Participants will be able to describe the DBE3 Life Skills Training Program and will be able to start to prepare their micro training activity for the final day of the first training workshop
09 00 – 10 30	Session One: Can we recognize our training participants as adult learners?	Participants will be able to identify the difference between adult and child learners and describe some different approaches to working with adult learners
10 30 – 10 45		
10 45 – 12 15	Session Three: What are the Characteristics of an Effective Facilitator?	Particpants will be able to explain the role of the facilitator in the adult-learning process and identify and describe the characteristics of an effective facilitator.
12 15 – 13 15		
13 15 – 14 45	Session Four: How can you use Facilitation Methods	Particpants will be able to use various facilitation methods so that participants with diverse learning styles may follow the training well and explain the challenges and solutions to each method.
14 45 – 15 15		
15 15 17 00	Session Six: How can you overcome the problems of a cascade training model?	Participants will be able to identify problems that may arise in the cascade training model and use techniques or strategies to eliminate or reduce the problems that may occur in the cascade training model.

Day Seven

Time	Session	Outcomes
08 00 – 10 00	Session Ten: Micro Training (4 groups)	Participants will be able to plan and manage micro-facilitating activities, explain the benefits of micro-facilitating activities to improve the facilitator's competence, identify their strength and the skills they need to improve to become an effective facilitator.
10 00 – 10 30	**Break**	
10 30 – 12 00	Session Ten: Micro Training (3 groups)	Participants will be able to plan and manage micro-facilitating activities, explain the benefits of micro-facilitating activities to improve the facilitator's competence, identify their strength and the skills they need to improve to become an effective facilitator.
12 00 – 13 30	**Lunch**	
13 30 – 15 00	Session Ten: Micro Training (4 groups)	Participants will be able to plan and manage micro-facilitating activities, explain the benefits of micro-facilitating activities to improve the facilitator's competence, identify their strength and the skills they need to improve to become an effective facilitator.
15 00 – 15 30	Post Program Assessment and Closing	Participants will be able to identify areas where they have improved their knowledge, skills and understanding during the workshop. Participants will identify areas where they need to continue to improve

Trainers Workshop Two

Day Four

Time	Session	Outcomes
08 00 – 09 30	Session Two: How can we obtain more information about the training participants?	Participants will be able to explain the information necessary for the facilitator to support the activities during the training and to use several effective and efficient ways to know the training participants.
09 30 – 11 00	Session Five: How can you create a conducive training environment?	Participants will be able to identify several things a facilitator must know in organizing the training room for adult learners and to find several techniques or strategies to get the participant's attention and maintain it throughout the training process.
11 00 – 11 15	**Break**	
11 15 – 12 45	Session Seven: How can you refresh and energize your participants?	Participants will be able to define icebreaker and energizer and give some examples and reasons for each. Participants will be able to develop and demonstrate an example of an energizing activity.
12 45 – 14 00	**Lunch**	
14 00 – 17 00	Session Ten: Micro Training (6 groups)	Participants will be able to plan and manage micro-facilitating activities, explain the benefits of micro-facilitating activities to improve the facilitator's competence, identify their strength and the skills they need to improve to become an effective facilitator.

Trainers Workshop Three

Day Four

Time	Session	Outcomes
08 00 – 09 30	Session Eight: How can you manage training time?	Participants will be able to identify some strategies for effective time management during training including the best strategies to control the talk time both for the trainer and participants
09 30 – 11 00	Session Nine: How can you use available media?	Participants will be able to identify characteristics of learning or training media and things to consider before using a certain media.
11 00 – 11 30	**Break**	
11 30 – 12 30	Session Ten: Micro Training (2 groups)	Participants will be able to plan and manage micro-facilitating activities, explain the benefits of micro-facilitating activities to improve the facilitator's competence, identify their strength and the skills they need to improve to become an effective facilitator
12 30 – 14 00	**Lunch**	
14 00 – 16 30	Session Ten: Micro Training (3 groups)	Participants will be able to plan and manage micro-facilitating activities, explain the benefits of micro-facilitating activities to improve the facilitator's competence, identify their strength and the skills they need to improve to become an effective facilitator.
16 30 – 17 00	Closing	

Pre Training Program Assessment

Make your self-evaluation by answering all the following questions below. Score 1 is used for the lowest assessment score and score 10 is used for excellent performance and put your score on the appropriate column. This evaluation has nothing to do with whether you will pass or not the training, but the assessment is about your ability to examine your strength and weakness. Therefore, this evaluation should be conducted **honestly.**

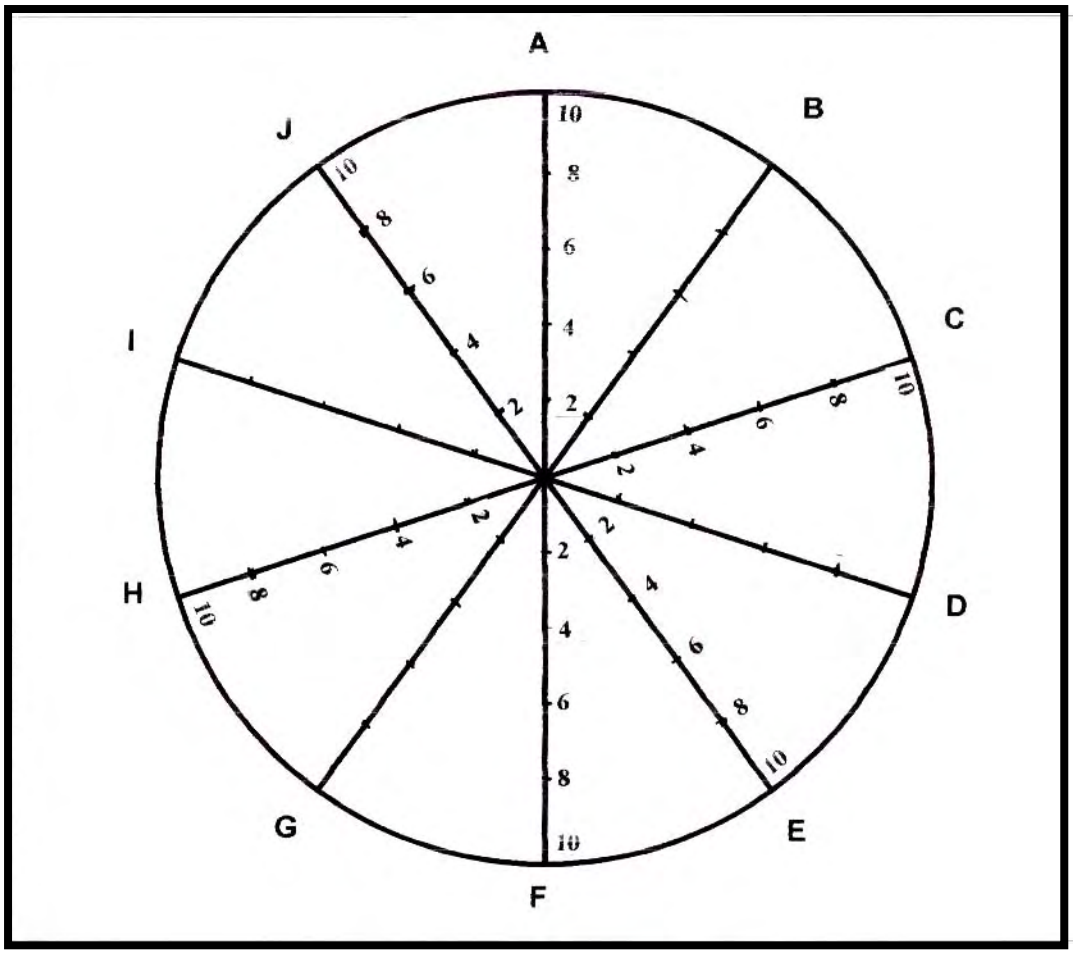
When you finish this self-evaluation, you should enter the scores into the following diagram.

No	Description	1= Lowest									10= Highest
		1	2	3	4	5	6	7	8	9	10
A	Understand the difference between adult learners and young learners										
B	Able to use strategies to know further training participants										
C	Show the characteristics and commpetencies of an effective facilitator.										
D	Able to use a facilitation method for adult learners.										
E	Able to create conducive training environment for adult learners.										
F	Understand the weakness of a cascade training model.										
G	Able to use icebreaking and energizing activities										
H	Able to manage learning time during the training										
I	Able to make special teaching aid for adult learners.										
J	Able to be an effective facilitator in the micro planning training										

Graph of your Abilities before and after the Training

Place all your scores in the following graph by putting a dot on the related aspect. Once you have placed all your scores, join all the dots to form a circular line.

Reflect by comparing you scores with the perfect score (a full circle). You now know what needs to be done. Keep this graph in a safe place, because you will need it to re-evaluate after training is over.



Session 1
Can We Recognize Training Participants as Adult Learners?

Introduction

An effective training facilitator should know his/her training participants. Training participants are not just a group of teachers who require help to learn new skills and knowledge in order to develop their profesionalism, but they are also clients, customers, and success indicators for the facilitator. Clients and customers should receive the best possible service to satisfy them in achieving the training objectives. If the participants are able to achieve the training objectives well, that means the facilitatorhas done a good job. The facilitator's role is to assist the training participants, not to be served or helped by them.

The better the facilitators understand their training participants, the easier they will be able to work with them. If a facilitator understands the participants' motivation, needs, strengths, weaknesses, or even the skills they already have, it will be easier to facilitate them.

Understanding training participants will also help the facilitators in deciding two things that is what role they have to play in the learning process and how they create a supportive learning environment. Hence, the facilitators can help the participants develop optimally. To be able to understand the participants, the facilitators have to assume themselves as participants. Facilitators can ask themselves what adult learners need, how they learn, and how the facilitator should be treated, etc. Therefore, facilitators will be able to help or facilitate participants to learn and develop profesessionally.

In the teacher's professionalism development program, DBE3 will facilitate teachers to learn and develop professionally as adult learners and not as college or child students. Professional teachers working in education are different from other learners. Adult learners generally have both a responsiblity towards themselves as well as others. Adults are also different from children specifically in the sense of self-concepts, experience, readiness to learn, time perceptions, and study orientations. Other than that, it has been long since adults have gone through any formal education, so there's a big chance their skills and knowledge are only applicable during their time of study.

In every training program, adult learners already believe in how the teaching process is done. Other important characteristics of adult learners are that they have long developed their own study habit so it will not be easy to change it in a short period of time.

With a clear understanding of training participants especially characteristics of adult learners and their study habits, facilitators will be prepared to accommodate different needs in becoming an effective facilitator.

The first session of this module is to analyze the difference between adult and child students, the principles of adult education, as well as its implications towards the facilitator's role.

Objectives and Learning Outcomes

The purpose of this session is for the facilitators to understand training participants. Because training participants are adults with different characteristics from children, then it is essential that facilitators identify this difference. Specifically, after this session, participants are expected to be able to:

- Identify the difference between adult and child learners
- Identify different approaches to work together with adult learners.

Key Questions

This session will asnwer the following key questions:

- What is the difference between adult and child learners?
- What approaches can a facilitator use to work together with adult learners?

General Instructions

- Review the Introduction of this module.
- Because this is the first session, facilitators have to be well-prepared, full of confidence, and to remember well that training participants are work partners or colleagues.
- Take your time in delivering this first session and facilitators are expected to control themselves.

Sources

Here are a list of sources and materials needed in this session:

- **Handout for Participants 1.1**: Learning Principles. This handout is cut into cards and put into an envelope. Label the envelope "Learning Principles".
- **Handout for Participants 1.2**: Working with Adult Learners
- **Additional Information 1.1**: Learning Principles: Answers
- **Additional Information 1.2**: Working with Adult Learners: Answers
- **Additional Information 1.3**: Working with Adult Learners

- **Additional Information 1.4**: Transformative Learning: How Adults Learn
- Flipcharts, markers, pens, notepads

Time

This session requires approximately **90 minutes**. Allocation details can be viewed at detailed steps of activities.

ICT

ICTs for this session is not compulsory but might be provided:

- LCD projector
- Laptop or personal computer for presentation
- LCD projection screen

However, facilitators should be prepared if the facilities are not available. For example, facilitators have to prepare presentations both using an OHP or flipcharts.

Energizer

The following energizer is related to an adult's learning experience. This energizer reinforces the introduction already done, participants will also share their memorable experiences during learning.

The Most Unforgettable Moment (*Critical Incident*)

Participants are divided into two groups. These groups are asked to ponder for five minutes on their most memorable learning experience. The first group has to think about an experience during their childhood, whereas the second group have to think of one when during adulthood. Then each participant voluntarily shares their experiences (ask only a few if the time does not permit). Facilitators take notes of important things and put them into a matrix. Ask participants to review the differences and similarities between the two groups.

Session Summary

Introduction
15 minutes
Facilitators explain the theme and learning objectives.

Connection
30 minutes
Participants discuss the characteristics of adults' learning needs.

Application
40 minutes
In groups, participants discuss implications of the characteristics of the adults' learning needs on the training

Reflection
5 minutes
Participants conclude the most important aspects of this session in their reflection journal.

Extension
Participants read Additional Information 1.3 and 1.4

Detailed Steps for Activities

I

Introduction (15 minutes)

(1) Explain the key questions, purpose, and learning outcomes.

(2) Explain some of the important points presented in the Introduction

1

- **Facilitator 's Notes**
- An effective facilitator should know the training participants.
- The better a facilitator knows their training participants, the easier for him/her to work with them, and the better to facilitate their learning.
- Training participants are adult learners with characteristics different from those of child learners.

(3) Brainstorm to identify the principles of learning in child learners. Do this for approximately 3 minutes and write the results on the board or on a flipchart paper.

(4) Based on the brianstorming activity in (3) above, participants are asked to identify the similarities and differences in learning principles of adult learners compared to those of child learners.

(5) Point out that there is a principle difference between adult learners and child learners. Therefore, the facilitators have to treat them differently.

(6) Explain that participants will learn more about this in the next step.

C

Connection (30 minutes)

(1) Divide participants into groups of six.

(2) Give each group a "Learning Principles" envelope from **Handout for Participants 1.1**

(3) Ask each group to take the cards out and classify them into two categories: (1) Child Learner's Learning Principles and (2) Adult Learner's Learning Principles.

(4) Ask participants to use the blank cards to write both adult learner's and child learner's learning principles that have been identified.

(5) Give them **10 minutes** to finish the task.

(6) Ask a group to present their results and for other groups to contribute additional points.

(7) While reading the cards, ask each group to try and guess **why** adults generally have these learning principles and what does it mean to a facilitator ?

(8) If necessary, give an **example** as a model to participants. Use points in the Facilitator's Notes box below.

(9) Provide additional inputs if necessary.

(10) This discussion should end in **15 minutes.**

Facilitator 's Notes

Answers for cards are provided in **Additional Information 1.1**

This Additional Information **must not** be given to participants before the session is over.

2

Example

An example you can give participants is that adult learners have their own habits, beliefs, values, and opinions. They already own and have developed these characteristics for a long period of time. Therefore, adult learners tend to be less flexible or harder to convince compared to child learners. They may feel uncomfortable being told that their behaviour has to change. A facilitator has to appreciate these habits and behaviours.

Additional Information 1.3 provides more background information on the difference between adult learners and child learners and discusses **implications** a facilitator should consider. A facilitator should read this Additional Information before presenting the session, so that you would be able to provide inputs for participants.

A

Application (40 minutes)

Explain to the participants by knowing the difference between learning principles of adult learners and child learners, facilitators can help and accommodate their learning needs.

(1) Distribute **Handout Participants 1.2: Working with Adult Students** to participants.

(2) Explain to the participants that their task is to read each principle and determine its implications to the facilitator's work.

(3) Read the first box in **Handout for Participants 1.2: Working with Adult Learners**, as an example.

(4) Give the participants **15 minutes** to finish this task.

(5) Ask the participants to give feedbacks or responses to one another.

(6) Provide inputs if necessary.

Facilitator 's Notes

Use Additional Information 1.2: Working with Adult Learners: Answers to help you provide inputs.

3

R

Reflection (5 minutes)

(1) Review the purpose and learning outsomes as well as key questions.

(2) Ask the participants if this session has reached its purpose or not.

(3) Ask the participants if after the session they are able to answer all the key questions or not.

(4) Ask the participants to write five sentences explaining the difference between adult learners and child learners. Participants are expected to write them in question.

4

Facilitator 's Notes

Give the participants a few examples to help them

- Does the facilitator treat participants with respect?
- Does the facilitator try to get to know or use the participant's experiences?
- Does the facilitator choose a material relevant to the participant's needs?

Extension

(1) Participants are expected to read Additional Information attached to this session.

(2) Participants are expected to review Additional Reading by either accessing a website or reading recommended books.

Key Messages

The training process will become more optimal if the facilitator knew the characteristics of the training participants. Training participants are teachers or adults who have a number of different characteristics and needs compared to children. Hence, training facilitators should facilitate adult learners differently.

Additional Reading

For further information on adult learners, please visit the following websites:

- http://deliveri.org/guidelines/how/hm14/hm14_4i.htm
- http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm
- *http://literacy.kent.edu/~nebraska/curric/ttim1/aaal.html*
- http://agelesslearner.com/intros/adultlearning.html
- www.p2kp.org
- Hisyam Zaini dkk. *Disain Pembelajaran di Perguruan Tinggi*. Center For Teaching
    - Staff Development (CTSD) UIN Sunan Kalijaga Yogyakarta, 2002.

Handout for Participants 1.1

Learning Principles

Instructions

(1) Cut out all the cards below.
(2) Put all the cards in an envelope, including the blank ones.
(3) Give the following instructions to participants:
- Take the cards out of the envelope.
- Look at each card in turn and read the sentences on them.
- Divide them into two groups by determining whether they are adult or child learning principles.
- Write your own ideas for principles of adult and child learning in the blank cards.

Bring in a lot of life experience into the learning situation	Their learning style and speed changes along with their age
Have values, beliefs and opinions	Goal-oriented. Have specific learning purposes
Independent and self-organizing	Need to see a direct reason to do something
Often count on others to determine what is important to learn	Determine by themselves what is important to learn
Accept information presented in the face-to-face interaction	Require to validate the information based on their beliefs and values
Hope that what they learn will be useful in the future	Might have rigid, hard-to-change views
Hve some or no experience	Able to act as a source for teachers and fellow students

Have little ability to act as a source for teachers and fellow students	Responsible for their own learning
Studying is voluntary. It is generally a choice	Hope to be treated with respect and equal to a facilitator
Have a lot of responsibilities that must be balanced with learning demands	Have a certain motive for studying including for competence requirements or certification
Vary greatly from participants to participants in experience and age	Might be hard to change

Handout for Participants 1.2

Working with Adult Learners

Adult Learning Principles	What It Means to A Facilitator
Adults are independent and self-organizing	(1) Facilitators have to actively involve them in the learning process. (2) Facilitators have to give participants a chance to be responsible in the learning process, for example in the form of presentations and group leadership. (3) Facilitators have to understand the participant's perspectives on the topic under discussion, so that they would work in the activities reflecting their interest. (4) Facilitators fully facilitate all the participants to achieve their goals.
Adults bring in a lot of life experience and knowledge in the learning situation	
Adults are relevance-oriented	
Adults are goal-oriented	
Adults are practical	
Adult learners need to be respected	
Adults face a lot more learning problems causing lack of motivation	

Additional Information 1.1

Learning principles: Answers

Adults ☐ Children ☐

Bring in a lot of life experience into the learning situation	Their learning style and speed changes throughout the years
Have built values, beliefs and opinions	Goal-oriented. Have specific learning purposes
Independent and self-organizing	Need to see a direct reason to do something
Often count on others to determine what is important to learn	Determine by themselves what is important to learn
Accept information presented in the face-to-face interaction	Require to validate information based on their beliefs and values
Hope that what they learn will be useful in the future	Might have rigid, hard-to-change views
Have little or no experience	Able to act as a source for teachers and fellow students
Have little ability to act as a source for teachers and fellow students	Responsible for their own learning
Studying is voluntary. It is generally a choice	Hopes to be treated with respect and equal to a facilitator
Have a lot of responsibilities that must be balanced with learning demands	Have a certain motive for studying including for competence requirements or certification

Vary greatly from participants to participants in experience and age	Might be hard to change

Additional Information 1.2

Working with Adult Learners: Answers

Adult Learning Principles	What It Means to A Facilitator
Adults are independent and self-organizing	(1) Facilitators have to actively involve them in the learning process. (2) Facilitators have to give participants a chance to be responsible in the learning process, for example in the form of presentations and group leadership. (3) Facilitators have to understand the participant's perspectives on the discussed topic, so that they would work in activities reflecting their interest. (4) Facilitators fully facilitate all participants to reach their aims.
Adult bring in a lot of life experience and knowledge in the learning situation	(1) Facilitators must understand and respect the participants' experience and knowledge and link them to the learning process. (2) Facilitators have to link the participants' experience and knowledge relevant with the topic under discussion. (3) Facilitators must fully respect the value of experience in learning.
Adults are relevance-oriented	(1) Facilitators have to state the purpose of the training to adult participants before it starts. (2) The theory and concepts must be related to the setting the participants are familiar with. (3) Participants have to be able to choose activities suitable with their interests.
Adults are goal-oriented	(1) Training programs have to be planned and organized well with clear elaboration of each part. (2) Facilitators have to show participants how this training will help them fulfill the purpose stated at the start of the training program.
Adults are practical	(1) Facilitators have to explicitly tell participants how this training material will be useful for them in finishing their work.
Adult learners need to be respected	(1) Facilitators have to acknowledge the value of the participant's experiences brought into the class. (2) Facilitators have to treat participants as equally as themselves. (3) Facilitators have to give participants a chance to freely express their opinions during training.
Adults face a lot more learning problems causing lack of motivation	The best motivation a facilitator can give to adult participants is the personal interests and benefits. If facilitator is able to show the advantages of this training pragmatically, then they would do a better job.

Additional Information 1.3

Success with Adult Learners

A lot of adults well-off in running their careers return to the education world, so educators or facilitators have to really know who these adults are and what they hope to achieve. For facilitators or future facilitators to prepare themselves well, here are a few differences between adult and child learners.

General Differences

Young people tend to depend on others especially in terms of material, psychological support, and life management. In other words, they are directed by others, whereas adults direct themselves. Adults depend on themselves to manage their own life. Young people generally study on an adult's orders, because they consider adults to know and understand better. However, adults will learn better, when they see that there is potential for them to get valuable results.

Young people do not yet have rich life experiences, but they learn quickly. On the contrary, adult are experienced and tend to learn slower, even though they have learned well. Because of lack of experience, young people tend to be more open to new ideas and will immediately accept them. However, adults have their own opinions and might reject new information if it is not "suitable" with their life experience.

Young people study because they are told it would be useful for them in the future, but adults generally hope direct learning is applicable in their everyday lives.

External motivations, like good marks and praises from parents and teachers, influence young people whereas adults are more internally or intrinsically motivated. To feel having reached an achievement, to feel proud and self-praising will be more important to adults.

Once you have understood the difference between adult and child learners, here are ten factors a facilitator should pay attention to in order to accommodate adult's needs in class.

Motivation

Generally, adults see learning as **voluntary or** not forced, therefore adults are more motivated to learn. There are several factors that cause adults to have high learning motivation. (a) social welfare: adults are interested in increasing social welfare and humanity; (b) social relation: adults need to socialize and make friends; (c) prestige or pride: adults want to enjoy self-betterment and gain a higher status in their

profession; (d) achievement expectation: adults basically want to live up to other people's expectations; (e) mastering knowledge: some adults study for its own learning needs; they want more knowledge for the simple reason of curiosity.

Because adults already have sufficient motivation, it would be better for facilitators to spare more time to efficiently and interestingly facilitate their learning.

Control

Adults naturally want to conquer and control their lives. They can direct and handle their own responsibilities. They tend to easily regret inabilities to make the right decisions. They will take an active role in carrying out education.

As an educator, we have to find a way to involve them in the planning process of their education. We need to provide them with several task and activity choices that will offer different ways to achieve the purpose of learning.

Experience

Adults have gone through different trainings, from trainings at home, at school, and in different jobs before choosing to have a career in education. These experiences may be positive or negative. Whether consciously or not, adults tend to link their new studies with what they already know, whether it is through education or life experience. They evaluate new ideas by linking them to experiences of their past.

As an educator, we need to know who and how our learners are and what experiences they bring in class. We need to use the right and proper concept to relate the new material with the experience or knowledge that participants already have.

Diversity

Adults are very unique; they differ one from the other, whether in work experience or age. The diversity they bring into a class can improve the quality of the learning environment. By using cooperation and group discussions or activities, adults can benefit from this collective experience. Interactive dialogues between them can give more alternative solutions to solving even the simplest personal problem.

As an educator, we need to give them more time so that adults are able to build a network between themselves to share views and experiences. Additionally, we need to prepare our presentation to fulfill the needs of all learning types within the classroom.

Age

Learning speeds tend to decrease as age increases, but depths of study develops. Though we learn slower as we age, we understand that what we learn has more

depth and is on a more relevant level. Other physical factors should also be taken into consideration. Adults might have a few barriers in learning, like sight or hearing problems.

As an educator, a facilitator can provide a good physical learning environment by doing the necessary adjustments.

Purpose

Adults follow career education for a very specific purpose. They want to immediately put what they have learned into practice. They want the information delivered to be well-organized with all its key elements stated clearly.

As an educator, we need to give them more than just theories. Participants want comprehensible information that can immediately be put into practice. We need to synchronize the purpose of the training from the very beginning.

Relevance

Adults already have a reason to learn something. What they learn has to be applicable both in their personal or professional lives. Therefore, what the adult participants learn has to have value.

As an educator, in explaining the purpose of the program, we have to convince them that theories and concepts they will learn are relevant to their needs. We also have to give them a chance to choose the activities that suit their interests.

Habits

It is possible for adults to come into a class and behave opposite to what is expected or delivered in the training. They are probably not so flexible that it will be harder to convince them compared to younger learners. Sometimes, they even feel threatened when being asked to change their behavious. Although their views may not be entirely right, but facilitators need to acknowledge it.

As an educator, we have to use a previous learner's experience and behaviour, and if possible, use it to fix our learning procedure or technique. We need to inform adult learners that their ideas and opinions are valuable thus worthy for consideration.

Change

Some adult students are motivated because they want to change, but others refuse to change. Learning often causes change in manners, actions, and behaviour in people who undergo education.

As an educator, we need to carefully explain "why" and "how" they change. Small changes leading to betterment are more acceptable to participants, compared to big

and immediate changes. This can convince adult learners that change is beneficial, not disadvantageous, and they become more acceptable towards change in the future.

Respect

All participants have a right for respect from both facilitators and other participants. If facilitators do not respect participants, they will react in rejection. It is natural for adults to expect and demand for such respect.

As an educator, we have to learn to treat adults equal to facilitators and give them a chance to state their thoughts and ideas freely in class. Facilitators must acknowledge this behaviour, even if they are pupils, they are still our colleagues, not subordinates. Teachers who always say "this is my way" or "my way is the best", cannot be applied in class, expecially with adults.

Practical

Adults are practical meaning they will focus on aspects of the training that are most beneficial for their work. They might not be interested in the knowledge itself.

As an educator, we have to make sure that the training is practical, related to the participant's jobs, and is directly beneficial.

Adult education is essential and can bring high potentials of success. However, this success requires **higher responsibility from educators.** We have to fully realize that adults have behaviours, experiences, habits, opinions, and cultures. We have to understand their views and we have to be able to help them realize how important it is for them to change their behaviour and actions.

We need to involve adult participants in the learning process and help them achieve the goals they have set. If we can prove that this program is beneficial for them on a practical level, then they would be motivated to develop better work and the benefits of the program will last longer.

Additional Information 1.4
Adult Education

Adult Education (AE) or commonly known as andragogy has a different principle from children education or pedagogy. This is caused by different characteristics between adults and children. Adults have experience, knowledge, and manners, and skills, thus new knowledge will be firstly tested against knowledge they already own.

Adults

Adults are mature people. But note that maturity is not always measured with age or biological maturity, but from social, knowledge and experience.

Adult's Learning Process

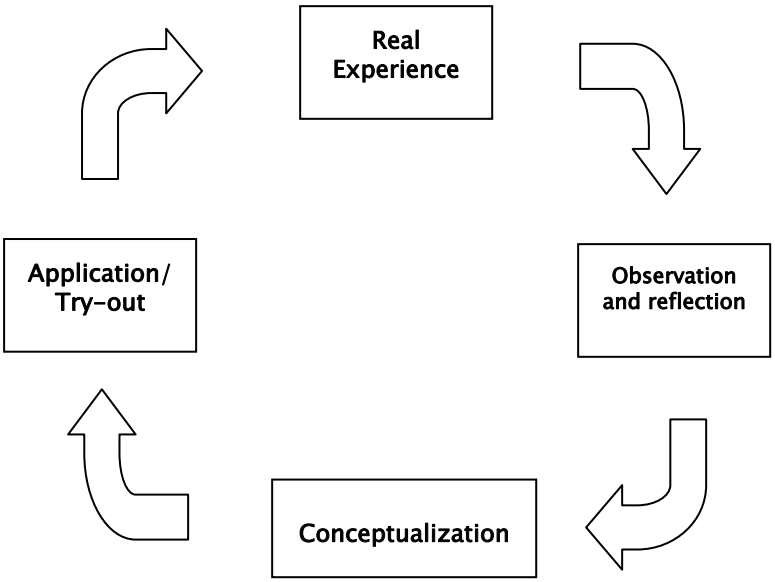
We have discussed that adult learners like a more practical and real learning, because this real experience can be used in their professional work. For example a math teacher conducted a research on the class behaviour. The real experience that this math teacher gets is then spread wide to other teachers.

Once they have learned from real experiences, adult learners do not randomly apply them in their professional life, but it has to go through a reflection process first. Usually they adjust them with the conditions of where they are applying that experience. They reflect using several analogies. "If this experience is successfully done by teacher A in Maths, would I be able to do the same in English with several modifications?" This is a simple reflection on applying a teacher's experience in the English teaching process.

After reflecting, the next step is to conceptualize what they have reflected. This is a process to create a new concept in the learner's minds. This concept can be considered as new knowledge before experimenting with it in the next stage.

The next step is to apply or test this newly formed concept in the next stage. During this stage, people in the process of learning undergo a lot of other practical experiences. If say the concept they have learned gives them good results, then it will become new knowledge for the learner. If it doesn't give good results, it will be abandoned or re-reflected.

To get a clearer picture, below is a diagram showing an adult's learning cycle.


Real Experience
Observation and reflection
Conceptualization
Application/ Try-out

(www.p2kp.org)

Session 2
How Can We Obtain More Information about the Training Participants?

Introduction

After understanding different learning needs between child and adult learners as well as its implications for facilitation, we will attempt to know further who our participants are. An old saying says 'We do not know, so we do not love,' but to only know without profound knowledge does not ensure a growth of love and care. Effective interaction and communication will easily occur when commenced by an introduction. The same goes for a training activity, introduction is the first and foremost step before going into other training sessions. The smooth run of the training process is highly influenced by the introduction session, for this session breaks the ice in the training program altogether.

As a facilitator, we may not be well-known or not known altogether by the training participants, and vice versa. On the other hand, each participant is unfamiliar with the other. Therefore, the facilitator would have a trouble in in delivering material effectively when a gap separates him/her with the participants, on account of unfamiliarity. It would greatly help create a healthy training atmosphere if the participants know one another too.

The training developed by DBE3 uses an active learning approach which demands participation in various activities by participants. All activities carried out are transfer processes of knowledge and skill whether from the facilitators or participants. During this training process there should be an exceedingly high rate of interaction intensity and frequency both between facilitators and participants and between each participant, thus requiring cooperation and undertsanding and respect between participants and facilitators. Hence, together, facilitators and participants attempt to build knowledge, experience, and skill.

For a facilitator, knowing participants even deeper is a demand and need that will guarantee ease and effectiveness in the teaching-learning process during the training.

In this session we will discuss how facilitators can determine the background and tendency of training participants in supporting the success of the training.

Objectives and Learning Outcomes

The purpose of this session is to invite facilitators to obtain more knowledge about the training participants. After recognizing the characteristics and needs of adult learners, facilitators are expected to obtain more about their condition, background, and tendency as well as other information that supports the effectiveness of the training. After the session, the participants are expected to be able to:

- Mention several important information necessary for the facilitator to support the activities during the training.
- Find several effective and efficient ways to know the training participants.
- Mention several benefits from knowing the training participants to achieve the purpose of the training.

Key Questions

- What information should a facilitator know to support activites during the training?
- What strategies or techniques could be used to get to know the training participants?
- What are the benefits from knowing the training participants?

General Instructions

- Explain to the participants the importance of understanding and knowing the training participants.
- Review the Handout for Participants 2.2: Information about Participants to be obtained by Facilitators.

Sources

- **Handout for Participants 2.1**: Ways of Obtaining Information about Participants
- **Handout for Participants 2.2**: Information about Participants to be obtained by Facilitators

Time

The time allocated for this session is approximately 90 minutes. Detailed time allocation is given ICARE steps.

ICT

You may use the following equipments:

- LCD projector
- Laptop or Personal Computer
- LCD projection screen

If the equipment is not available, the facilitator should prepare other media like an OHP and its transparencies, or use a flipchart paper.

Energizer

The following energizer could be used to lighten the atmosphere. It should be performed in no more than five minutes. If the facilitator knows of better energizer activities or one that suits the current atmosphere, then that energizer may be used as an alternative.

The energizer that may be used in this session is **Favourite Food.**
Participants are asked to state their favourite food then explain why, and then mention the first initial of that food. Voluntary and random participants state their favourite food and explain why for three to five minutes. In the end, the facilitator will review the lesson learned behind each favourite food and their reasons in their attempt to get to know the training participants.

Session Summary

Introduction
10 minutes
Facilitators state the theme and purpose of the session

Connection
30 minutes
In big groups, participants describe themselves concerning their teaching profession.

Application
40 minutes
In small groups, participants discuss ways in further getting to know other participants.

Reflection
10 minutes
Participants reflect on the learning process carried out and enter it in a reflection journal.

Extension
Participants read additional reading add new things.

Detailed Steps for Activities

I Introduction (10 minutes)

(1) Explain the theme, purpose and and learning outcomes of this session.
(2) Present the key questions of this session to the participants.
(3) Brainstorm for 3 minutes to answer the question, "Why should facilitators know more about the participants?"

> **Facilitator's Notes**
> Accept all answers from participants, and write their answers down clearly on the board or a flipchart paper.
>
> 1

C Connection (30 minutes)

(1) Ask participants to stand in a circle
(2) Throw a ball to a participant and ask him/her (the one holding the ball) to introduce him/herself by stating his/her nickname, origin, background of last education, profession, similar trainings attended, and the purpose in joining this training.
(3) Every participant who receives the ball only has half a minute to introduce him/herself.
(4) Start from the facilitator as an example. Then throw the ball from one participant to the other, but it must not be thrown to a participant who has already gotten a go, if a participant throw the ball to another participant who has already introduced him/herself, he/she must move to the center of the circle.
(5) Once all the participants or two-thirds of the participants have had a go, ask the participant in the middle to repeat the name of as much participants as they can.
(6) When the participants are doing this game, the facilitator must observe intensively to memorize as much about the participants as possible and if necessary he/she should bring little notes. Do this activity for 15 minutes.
(7) Ask the participants to sit back in their places.
(8) Ask the participants to analyze the activity they have just done (10 minutes).
(9) Give a short review on how this introduction process is done before moving on to the Application step.

> **Facilitator's Notes**
> This is a way to get information on the participants using a game. Participants are not aware that their personal data is being collected by the facilitator.
>
> 2

On the application step, participants will learn other ways to obtain personal information of participants.
The facilitator must be strict in managing time because the participants tend to get carried away by such a relaxed activity. Provide a clear instruction and explanation of the game rules and convince the participants that they have to obey it because it is for the group's interest not merely the facilitator's. The facilitator writes down all important information conveyed by participants on small cards.
Once the introduction is done and participants know one another then immediately modify from this connection activity. For example by asking the participants to state their own characters whether from their own perspectives or from others.

A

Application (40 minutes)

(1) Introduce how to obtain information from participants.
(2) Distribute **Handout for Participants 2.1: Ways of Obtaining Information about Participants** to the participants
(3) Ask the participants to discuss in small groups (of 5-7 persons) on how to get to know participants in a training (10 minutes). The result of the discussion should be written in a flipchart and put up on the wall.
(4) Ask a member of the group to present the result of the discussion in front of the class.
(5) With the help of the facilitator, representatives of other groups add one point that have not been mentioned by the previous group. This goes on until all ideas are collected.
(6) Once it is done, ask participants to give their last views.
(7) Give a short review as the conclusion.

Facilitator's Notes
Read Handout for Participants 2.2
Start the presentation when all the groups have finished their discussion.
3 Ask participants to finish their discussion within the available time.

R

Reflection (10 minutes)

(1) Review the purpose and learning outcomes and ask participants whether the session has achieved its outcomes and purpose or not.
(2) Present the key questions to the participants and check whether they have answered those questions or not.
(3) Restate important information to be obtained by the facilitator to support the training process.
(4) Give the participants time to write five main points on the new things they have learned from this session in their reflection journal.

E

Extension

a. Distribute references to participants.

b. Ask participants to add new things that they consider worthy and important from the discussion during the connection and application steps.

Facilitator's Notes

4 Encourage participants to compare what they have learned with other information obtained through books or the internet specifically in psychology and ways of determining characters or personality.

Key Message

Apart from getting to know the training participants as an adult, the facilitator should also try to further understand the participants. Getting to know the participants well, starting from name, background to tendencies is the key to successful training as a whole. On the contrary, if the facilitator lack knowledge of or does not even know the participants at all, the ice would never be broken, communication would be impeded and in turn the purpose of the training will not be achieved well.

Handout for Participants 2.1

Ways of Obtaining Information about Participants

No	Activities and How they are Carried Out	Required Information	Time allocation	When to Carry Out
1	Introduction. Forming a circle and throwing a ball, the ball holder states his/her name and school origin.	Name and school origin	10 minutes	At the start of the session
2				
3				
4				
5				

Handout for Participants 2.2
Information about Participants to be Obtained by the Facilitator

No	Information	Use
1	Name	To call and ask to do something, participants will respect the facilitator who remembers their names as a sign of attention
2	Address or origin	To relate it with the material for example to give an example or for *icebreaking* activites. Take advantage of unique and interesting aspects from certain regions as a source of learning.
3	Job/ position	To distribute tasks according to skill and field of expertise. To use their expertise and experience to support learning.
4	Educational Background	To obtain as much participants' educational background information as possible, so the facilitator can use their potential as a learning source in training.
5	Training Experience	To relate the material with the experience they've had (without having to start from the beginning). To choose a technique to present the material. A technique which brings great learning experiences to participants differs greatly from those used for beginner participants.
6.	Personality	The facilitator needs to identify the characteristics of training participants to avoid misundertanding, for example if a facilitator recognized a shy participant, they would provide opportunities to him/her to express his/her opinion by approaching and helping him/her express it publicly. Or if a participant likes to fool around, the facilitator should handle him/her wisely and politely perhaps by giving him/her a chance to channel his/her ability in a positive activity.
7	Cultural Background	The facilitator has to recognize the local culture and custom to avoid misunderstanding. We know that each region has its own local culture.
8	Learning Styles	If the facilitator knows the participants' learning characteristics, he/she would be able to vary learning activities, thus providing the best of services to the participants whether of visual, auditive, or kinestetic character.
9	Motivation to join the training	The reason for the participants to take part in the training is an important point the facilitator should know of because that motivation greatly influences the participants' activeness in joining each stage designed by the facilitator. If a participant comes complementarily, then they would engage only half-

		heartedly in the activities and this sort of behaviour should not destroy the atmosphere already built.
10	Participant's physical conditions	Perhaps, there are some participants with different physical conditions different from other participants, for example being pregnant, genetically inherited disability, or not well, the facilitator should respond them positively and do not make any discrimitation against them.
11	Special Talents/ expertise	If there are participants with special talents or expertise, this would be a good point for the facilitator, if he/she could make use of this. Giving opportunities to these people to feel accepted, will assist the facilitator to run the training.

Handout for Participants 2.3
Information about Participants to be Obtained by the Facilitator

Name	:
Address/Origin	:
Job/Position	:
Educational Background	:
Training Experience	:
Strong Personality Characteristics	:
Cultural Background	:
Learning Style	:
Motivation in Joining the Training	:
Special Talents/Expertise	:
Participant's Physical Conditions	:

Session 3
What are the Characteristics of an Effective Facilitator?

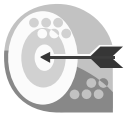
Introduction

In the previous session we have discussed the different characteristics between adult learners and child learners. We have also discussed how to get to know participants better to be able to work with them. We now understand that adults bring a lot of experience into the training sessions, they demand respect, like practical materials, and tend to have control. This all implies on how we work with them so that the training process can run effectively.

When working with an adult, we have to play the role of facilitator not instructor. In the training activities for adults, the facilitator should not take the role of teaching. Teachers are different from facilitators. Facilitators face fellow adults who have had many experiences, whereas teachers face younger students and have not gained many experience. Therefore, the facilitator's role is to obtain information from various experiences, knowledge, and skills that the adult learners have.

The success of educating adults or training adult students requires great responsibility from the facilitator. Hence, it is important to think about what adult-learning facilitators should do. Also, we need to identify the competence and characteristics of the facilitator to be able to work effectively.

In this third session, we will discuss the facilitator's role in the adult learning process and the competence as well as characteristics the facilitator should have.



Objectives and Learning Outcomes

The purpose of this session is to provide an understanding to participants on the facilitator's role in the adult learning process. Specifically, after this session participants are expected to be able to:

- Explain the role of the facilitator in the adult-learning process, especially in the DBE3 program context.
- Identify and explain characteristics of an effective facilitator.

Key Questions

This session will answer several key questions:

- What is the facilitator's role in the learning process of adult learners?
- What are the essential characteristics and competence an effective facilitator should have?

General Instruction

- Review the Introduction of Session 1 and Session 2.
- Before delivering this session, read Additional Information 1.2 Working with Adult Learners, **Additional Information 3.2**: Quiz: What Kind of Facilitator Are You?
- **Additional Information 3.3**: Tips for Effective Facilitation: Individual Competence.

Resources

- **Handout for Participant 3.1** Facilitator Definition Form (First).
- **Handout for Participant 3.2** Facilitator Definition Form (Final).
- **Additional Information 3.1**: Game: Lets's Draw.
- **Additional Information 3.2**: What is Your Facilitation Style?
- **Additional Information 3.3**: Tips on Effective Facilitation: Individual Competence.

Time

This session runs for approximately **90 minutes**. Allocation details can be viewed at detailed steps of activities.

ICT

For this session, several ICT equipments are needed as follows:

- LCD projector
- Laptop or Personal Computer
- LCD projector screen

If the above equipments are not available, the facilitator must prepare transparencies and OHP. If the electricity is not available or blacks out, the facilitator should also prepare flipchart paper.

Energizer

Before this session, participants are given the chance to freshen up with the following energizer. Facilitators may give alternative, more appropriate activities.

The energizer is called **Giving Instructions with Backs Turned.**
Participants pair up back-to-back. Give one piece of paper with a picture on it. Then give the other person one piece of blank paper. Ask them to keep their backs turned and not peep at each others' paper. The person with the pictured paper verbally instructs their partner to redraw that picture. They are not allowed to say the name of the picture or give clues that lead to the picture. Once done, facilitators give a review about the facilitator's role in the training.

Session Summary

Introduction
15 minutes
Facilitators explain the theme and learning objectives. Ask participants to fill out Handout

Connection
20 minutes
Participants perform a game on the difference between facilitators and instructors. Facilitators give a review.

Application
40 minutes
In small groups, participants discuss the competence and characteristics of an effective facilitator. End it with a class agreement on the list of competence and characteristics of an effective facilitator.

Reflection
15 minutes
Participants revise the definition of a facilitator that they have made and write it down as five questions about characteristics and competence of an effective facilitator. Participants write the results in their reflection journal.

Extension
Participants read Additional Reading 3.2, Additional Information 3.3 and other

Detailed Steps for Activities

I

Introduction (15 minutes)

(1) Explain the theme, purpose and learning outcomes as well as key questions.

(2) Give the Introduction of this session by asking the questions below. Questions must be answered individually.

- **What is a "Facilitator"?**
- **What is the role of a Facilitator?**
- **What are the positive competence and characteristics of a Facilitator?**

(3) Distribute **Handout for Participant 3.1: Facilitator Definition (First).**
(4) The time given to participants to finish this task should not be over **10 minutes**.
(5) Remind participant **not** to talk to one another while doing this task. Ask them to write definitions developed by each participant.
(6) Observe time allocation because we would like the participants to write their thoughts and initial ideas.
(7) Collect all definitions made by participants in Handout for Participant 3.1: Facilitator Definition Form (First).

1

Facilitator's Notes
Keep all papers of definitions made by participants in Handout for Participant 3.1 to review at the end of the session.
Participants will be asked to look at their facilitator definition again and make changes or fix it if necessary.

C

Connection (20 minutes)

To start activites in this stage, you need to use the game explained in Additional Information 3.1: Games, The Difference Between Facilitators and Instructors.

(1) Explain the steps of the game in Additional Information 3.1: Games: The Difference Between Facilitators and Instructors.
(2) Play the game for no more than 10 minutes.
(3) At the end of the game, ask the participants which version is easier, Part A when they could not ask or Part B when they could ask. **Why?**
(4) Invite the participants to reflect upon their experiences during this training/workshop and ask them to explain what they understand of a facilitator's role.
(5) Ask participants to verbalize their reflection results and facilitators write their suggestions down on the flipchart paper.
(6) Do not immediately accept the participant's words but ask questions and elaborate their answers so as to get more explanation. Ask participants to give examples.
(7) Conclude and summarize by using notes from the game and DBE3Facilitator's Definition as a guide.

2

Facilitator's Notes
The game should show the following:
A facilitator is a person of **some extra knowledge.** In this game, knowledge of three forms of 2-dimensional shapes and how they correlate. These three shapes will be communicated to others. However, they cannot just do it through orders and elaborate the shapes and how the shapes correlate, like in part A, but they do it through an **interactive** process that pushes people to **participate** in their own learning process. For example, by asking when they do not understand like in part B.

Facilitators should provide clear answers and advice in guiding others to learn. The basic definition of a facilitator according to DBE3 is someone with skill and knowledge, then they inspire others to learn. Their task is not just to provide expert knowledge and advice to others, but also manage the information exchange process. With this process, adult learners learn knowledge and skill.

A

Application (40 minutes)

(1) Explain to the participants that they have understood the facilitator's role. The next thing they have to do is identify the characteristics and competence needed by a facilitator to carry out those roles effectively.
(2) Distribute 6 cards (or pieces of A4 paper cut into 4) to each participant.
(3) Participants write down the characteristics and competence of facilitators on those pieces of paper.
(4) Participants should write one competence or characteristics on each card/paper and only use one or two words.
(5) Ask participants to think about what the facilitator has done during training and about the game they have just done. Ask the participants what role should an effective facilitator play.
(6) Give an **example** if necessary. Use facilitator's notes no 4 in this session to help the facilitator.
(7) Do this activity individually in **5 minutes,** and not more than the time given.
(8) Once participants have written their ideas down, ask them to form groups of **6 people.**
(9) Give each group a flipchart paper and a marker.
(10) On top of the flipchart paper, write the title "A facilitator is…."
(11) Each group should refer to the list of positive competence and characteristics (approximately 18 points) they have made and ask them to discuss whether they agree or not on each suggested point.
(12) If they agree it to be a good characteristic, they have to stick it on the provided flipchart.
(13) Give them **15 minutes** to finish this task.
(14) Once done, ask one group to stand in front of the room and present the result of their discussion. During the presentation, ask for agreement from other groups, raising hands to show agreement.
(15) Only when **a majority of training participants** agree, is that card stuck on the flipchart.

Facilitator's notes

3 Prepare a blank flipchart to keep or write the result of the discussion of big groups/classes.

(16) Make sure you, as the facilitator, **provide** an understanding to participants by asking why this skill is needed by a facilitator and ask participants to give an example.
(17) Ask other groups to add other positive characteristics missing from the first groups' list.
(18) Suggest other competence and characteristics from the next list, use points in the list if all participants agree.
(19) Carry on until all participants agree on the list.

4

Facilitator's notes

Other good characteristics and **competence** for an effective facilitator may be explained if not done so by the participants:

Organized	Good Communicator	Flexible
Active listener	Objective	Inspirational
Enthusiastic	Subject specialization	Supportive
Responsive	Empathic	Good Observer
Adaptive		

An example why competence is important:

If a participant says that a facilitator needs **observation** skills, they have to explain that facilitators need to **pay attention to** group interactions, when participants become bored, and when the activity needs to change, etc.

R

Reflection (15 minutes)

(1) Distribute Handout for Participant 3.2: Facilitator Definition Form (second) to the participants.
(2) Ask participants to revise their answers based on their newly-acquired knowledge.
(3) Distribute Handout for Participant 3.1, then compare answers with the ones in Handout for Participant 3.2: Facilitator Definition Form (second).
(4) Ask participants to write five sentences showing individual qualities an effective facilitator should have. They have to write it as questions and focus on individual roles and competence of a facilitator.
(5) Give some examples if necessary.
(6) Review the purpose and learning outcomes as well as key questions. Ask participants whether they have reached the purpose and can answer the key questions or not.

5

Facilitator's notes

Facilitators must check the first and second facilitator definition form from participants to ensure a change of comprehension. This form may be returned to the participants to put in their portfolio.

E

Extension

- **Ask participants to write in their Learning Reflection Journal about**: (1) their experience in being a facilitator before this training, (2) What role did they have in the previous experience?
- Ask participants to read **Additional Information 3.2**: What Kind of Facilitator? And **Additional Information 3.3**: Tips for Effective Facilitation: Individual Competence.

Main Message

Facilitators have to thoroughly understand their specific roles in a training, especially in a DBE3 context. Facilitators also have to recognize and elaborate several facilitator's characteristics effective in supporting the achievemenent of the objectives of the training.

Additional Reading

- http://www.bonner.org/resources/modules/modules_pdf/BonCurFacilitation201.pdf
- www.deliveri.org/Guidelines/

Handout for Participant 3.1

Facilitator Definition Form (First)

Name_____

Question	Your First Definition
What is a "Facilitator"?	
What is the role of a Facilitator?	
What are the characteristics and competence of an effective Facilitator?	

Handout for Participant 3.2

Facilitator Definition Form (Second)

Name_____

Question	Your Second Definition
What is a "Facilitator"?	
What is the role of a Facilitator?	
What are the characteristics and competence of an effective Facilitator?	

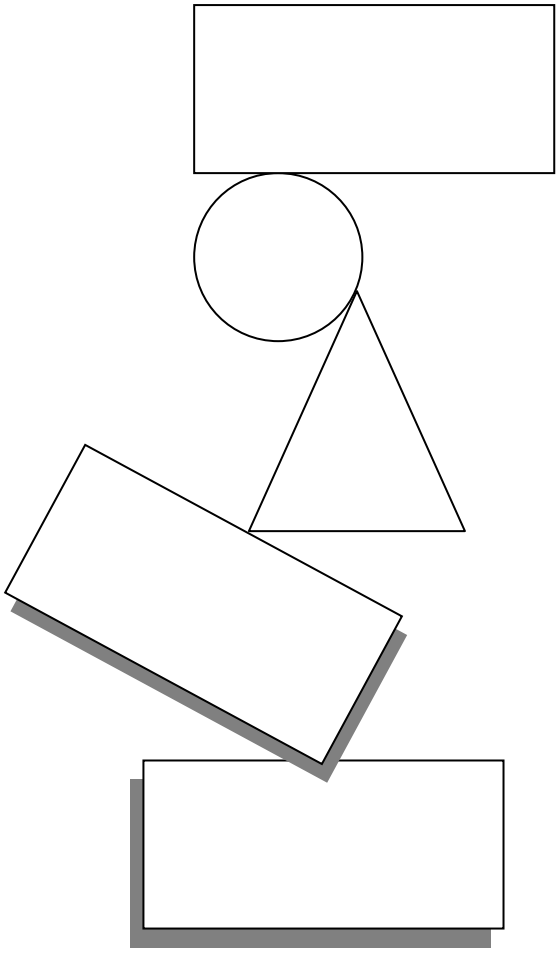
Additional Information 3.1
Game: Let's Draw

Steps

- Prepare 3 circle-, triangle-, and rectangle shaped pictures, all stacked together (see picture) and stored in a big envelope.
- Ask 3 participants to come up to the front of the class. Ask other participants to prepare blank pieces of paper and a pencil. Separately explain different role to each of the three participants.
- Participant 1 : Acts as the TV host of "Let's Draw" show so they give one-way instructions, viewers cannot ask and the example picture is not shown. Viewers ultimately create various pictures different from the example.
- Participant 2 : Acts as an authoritarian teacher in the "Drawing Lesson" who gives instructions on what to be drawn, accepts questions but does not give examples, resulting in various pictures and does not match what is expected.
- Participant 3 : Acts as an "innovating" agent in the "Drawing Lesson" who does not just gives instructions but also discusses and provides examples so as to have identical/similar results to what is expected.

  An example of the basic information given to participants by the TV Host, Teacher and Innovating Agent:

  - Draw a triangle with two sides of the same length in the middle of the paper.
  - Make a rectangle slanting to the left and touching the left corner of the triangle.
  - Draw a circle above the triangle and touching the upper corner of the triangle.
  - Make a rectangle touching the upper part of the circle.
  - Draw a horizontal rectangle below the slanting rectangle with one of the points of the slanting rectangle cutting through one of the horizontal rectangle's sides.
  - Create a shadow on two lower sides of the slanting and horizontal rectangles.



- Explain to participants that the three people play TV host, teacher and ‘innovating agent‘.
- The first game is with the TV host on the “Let’s Draw” show, and participants become viewers who are learning how to draw. They have to draw by following instructions from the host. Because this is a TV show, participants cannot ask questions whilst the host may not show his/her drawing. Once all is clear, ask the host to start running the show.
- The second game is with the teacher on the “Drawing Lesson”, other participants become the students and are asked to prepare a new blank piece of paper. The procedure is the same with the TV show, only this time students are allowed to ask questions, but the teacher still cannot show the picture. Once all is clear, ask the teacher to start the lesson.
- The third game is still the “Drawing Lesson” for training participants and the teacher is an “innovating agent”. Explain that this new Participant is an

"innovating agent" who will teach training participants how to draw, and will ask participants to prepare a new blank piece of paper. This time the process may run as freely as possible (they may ask, do anything they want, they may show examples, whatever the participants want to do). Then ask the "innovating agent" to start the show.

- In the end, compare drawings from all three processes and which one resembles what is expected (the pre-prepared picture).
- Invite participants to discuss: why the results are so. Ask them to point out factors that trigger resemblance in the pictures drawn and the example and what are the problems that prevent them from doing so.
- Conclude the discussion together based on the participants opinions and analysis.

Additional Information 3.2
What is Your Facilitation Style?

Judge your own facilitation style and the role that you hold. Read the following description and see if you are part of the category.

A Professor

"Listen to me, take notes, you learn by paying attention. I am the expert—you will be tested based on what I say."

Professors use lectures as their main presentation method. Written tests are the most common forms of evaluation. Contact with participating pupils are very minimal; they come only during the start of the session and leave right after the session finishes. Their training focuses on instructors; what the instructor says is important. A professor's style implies the purpose of the learning is to gain consent from the trainer, not concentrating on the work of the participating pupils. Pupils' thoughts and opinions are not that important.

The Comedian

"I will make you laugh and entertain you. I have a story and joke for every occasion! You might not learn anything but you'll like me and we'll have fun!"

A comedian shares jokes and entertaining stories. Success is measured by a "smile," not by the work done. A comedian is everyone's friend; this impression is important. Training focuses on instructors; instructors want the participants to like them. The comedian is often a popular trainer; the participants become satisified, the chances are they will not even realize that the real learning is hardly or isn't done at all. A comedian's style implies that a "show" is the purpose of the training—learning is unimportant.

Techno-Facilitators

"Technology experts will interest you! By using videos, presentation softwares, and other high-tech gadgets, I will cover everything you need to know. I hope the lights don't go out!"

Techno-trainers bring you straight into the sophisticated technology world. Trainers count on technology to run training. Testing is done based on information presented using technology.
Contact with participants are minimal, and considered unimportant. Participants are not actively involved in the learning process. If the technology fails, the training will also fail! A techno-trainer's style implies that the role of the trainer is merely to give information, not to help the participants learn.

The Cheerleader

"I fire up your spirit! You will be inspired, motivated, passionate to go and conquer the world! "T"; "R"; "A"; "I"; "N"; "E"; "R"—what does it spell? TRAINER!"

A cheerleader counts on high levels of energy and highly inspirating practice to encourage participants to act. The success of the training is measured by the level of happiness built by the instructor. Contact with participants is extreme. The next thing to learn and work on is insignificant compared to the participant's joy (which will eventually fade). Trainers depend on the spread of happiness as opposed to direct motivation based on a student's needs and curiousity. A cheerleader's style implies that joy will lead to work.

Drill Instructors

"Participants, can you hear me? You have to listen up! Do what I say! And stay quiet! I don't want to know what you think or feel; What's important is what I think and feel! Is that clear, participants?"

An drill instructor holds control of the entire learning environment. The purpose of the trainer is the only purpose to follow. The trainer believes he/she has to "whip" the participants. The success of the training is measured by the participant's ability to imitate the instructor's actions. Repetition is the main teaching strategy. Participants are made to feel stupid when asking questions or demonstrating unsatisfactory work. An drill instructor still implies that participants are dull and witless, unable to think or act independently.

Think of this!

- The styles above are over-exaggerated, the implications are clear.
- Do you see your style in the descriptions above?
- If not, describe your style and give it a name.

Additional Information 3.3

Tips on Effective Facilitation: Individual Competence

This guide is designed to help facilitators prepare and present various forms and settings for adult learners. This guide will provide sufficient beneficial information for both experienced facilitators and those who have only just entered the world of adult education.

An Effective Facilitator

It is the duty of a facilitator to inspire adult learners in learning new skills, triggering thoughts, and involving others in discussion.

Develop Your Own Style

You have to develop your own personal style in giving training. When you are developing your personal abilities, you need to remember these points:

- Understand yourself and identify your own needs. Take notes of things that may develop your work as a facilitator.
- Avoid authoritarian methods of presentation. Create an open and informal learning environment.
- Encourage participants to feel safe and free to share their ideas, thoughts and expertise.
- Share your knowledge and expertise to illustrate several problems, including both pleasant and unpleasant experiences. This will be useful to participants as they learn from both our positive and negative experiences.
- Know your participants.
- Try not to feel threatened or judged by your participants.
- Show **positif** attitude, enthusiasm in presentation, and most importantly, have fun.

Be Aware of Bias

We all have some bias to view the world. As a facilitator, you have to recognize and accept your own bias views. This helps you anticipate upcoming problems. It is important to remember that we have to remain **objective**.

If comes a situation you do not agree on, provide comments on specific things rather than general things of the topic. Narrow down the topic you are discussing so it can be done positively. This way you will be able to remain objective, without hurting any participant's feelings and straight to the main problem (*to the point*).

Handle "Stage Fever"

A lot of us get anxious and scared when preparing a presentation. Remember that in the eyes of the participants you might not seem as nervous as you are. Once you have started, you will feel better and more confident. To handle stage fever, you can do some of the things below:

- Prepare your session well. Read all materials first off.
- Make notes and plans. Make a number of prepared notes with numbered pages, font sizes big enough to recognize at a glance and make them in points with clear information.
- Practice your presentation.
- Ensure your visual equipment work well before you start.
- Make other plans, just in case the main plan fails.
- Talk to the participants before the presentation.
- Instead of worrying what the participants think about you, focus on the material you are trying to present.
- Look at the smiling faces of the participants.

Clearly Communicate the Message

Start the session by the explaining the purpose of it. At the end of the session, review the purpose of the learning and restate the important points of the session. Here are some useful tips so that you deliver the material clearly:

- Know what you want to say. Break messages down into little comprehensible parts.
- Present points one by one and deliver the information. Therefore, the presentation will run smoothly from one point to the other.
- Make a visual picture using words to illustrate the complex point/idea.
- Ensure the information is clear to participants.
- Pay attention to your participants and write down both their verbal and nonverbal responses. You have to be sensitive towards what the participants conclude from your explanation.
- Deliver clear and simple information. Avoid slang words or sentences.
- If a sentence of five words is enough to explain what you want to deliver, do not use sophisticated terms of ten words that require a dictionary to explain it.

Effectively Guide the Discussion

One of the best ways for participants to share their knowledge, expertise, and views is by involving them in the **discussion.** If there is not a big number of participants, you can directly lead the discussion. However, if there is a considerately big number of participants and the topic of the discussion is a sensitive one, you can divide participants into smaller groups. The purpose of the discussion is to explore different views and identify several possibilities. If you become the moderator or are leading the discussion, you should consider the following:

- Determine what the group wants to discuss.
- Give them a time limit.

- Guide the group to maintain focus and relevance to the matter being discussed.
- Offer flexibility, depending on the size of the group, time, and the topic of interest.
- Make sure all participants have a chance to contribute. Use the principles of participation.
- Guide the discussion so that it stays on schedule and continues to run smoothly despite delays and disturbances.
- If necessary, handle the participants who want to dominate or disturb the discussion.

As a facilitator, you have to be responsible towards the management of the discussion by giving the necessary structure and guidance. Do not be afraid to voice out a different opinion. Explain that each point-of-view has its considerations. When there is a difference of opinion, use this opportunity to give an example in respecting different views. Give examples to participants on how a facilitator can treat two different opinions equally. All opinions should be respected and do not directly criticize any opinions even though it might be wrong.

Manage Your Speech Speed

At the start of the presentation, you need to spare some time to take note of your speech speed towards participants. Talking too fast makes it hard for participants to keep up and they will eventually stop listening. Talking too slow will bore your participants to sleep.

Manage your speech speed based on the information you're discussing:

Slow down when: (1) you are delivering more complicated information, (2) you are introducing complicated ideas, (3) you are reading a quote; and (4) the information you are delivering requires special attention.

Increase speed when you are reading a list of information to try and make a point. During the presentation, you need to check with the participants whether you are speaking too fast or not? Whether all participants can hear you clearly or not? Speed and clarity in a speech helps create a supportive learning environment. Other than that, participants will also feel comfortable and like you.

Watch Your Tone and Volume

If you are talking to a group of participants, you need to consider several things. Are there only a number of people, is it a small or big group? Your tone and volume will affect the participant's concentration endurance. Make sure that your voice is loud enough so that everyone can hear it, but not too loud so as to cause discomfort. Manage your tone. When done well, tone and volume control will become an effective presentation tool and can pull back the drifting minds of participants. A change in tone or volume may also indicate important and unimportant points being discussed.

A Pause for Effectivity

Pausing for a while in the presentation can become an effective tool to draw the attention of listeners. The break gives facilitators time to draw breath, read notes, and think about how they will express complicated ideas, or answer questions. This gives participants the opportunity to process information and to reflect upon their own experience and knowledge.

Listen Carefully

Participants will feel more comfortable to talk and participate in the training if they realize that the facilitator actively listens to what they say. It is important to remember that listening to the participant's opinions should be followed by either a verbal or nonverbal response. Nonverbal responses can be done by showing participants that you are actively listening and interested in what they have to say, including:

- Your gestures or manner;
- Maintaining eye contact;
- Focusing on the speaker;
- Accepting the participant's ideas and feelings;
- Using the right body language like nodding, smiling, and tilting your head.

There are also a number of verbal ways to show effective listening:

- Your paraphrase or the way you phrase your words;
- Concluding;
- Asking for further information appropriately;
- Giving advice when asked by suggesting several alternatives, and not just the "right" one.

Body Language

Body language is an essential presentation element. A presenter's nonverbal communciation shows a lot about them to the participants. This guide will be useful in relating bod language with positive communication with the participants:

1. Eye Contact

Facilitators have to always sweep the room with their eyes and involve all the participants including those sitting at the edge of the room. If a facilitator feels nervous, then look a little above the participants. Eye contact greatly helps understand what the participants feel. In addition, eye contact can be used by facilitators to maintain participant's concentration towards the discussed material.

2. Physical Gestures

Physical gestures can be used to press upon important points. Participants will constantly heed the facilitator giving interesting physical gestures. Only maningful and the right gestures should be used; misuse of gestures may be disturbing.

3. Facial Expression

Listeners usually focus their eyes on the facilitator's face. Facial looks and expressions help participants understand behind the facilitator's words. A "dull face" causes lack of interest. A presenter's honesty and enthusiasm is displayed in their facial expressions.

Other than that, there are nonverbal and verbal acts that may greatly disturb the presentation concerning the:

Voice: shaky, monotonous, stuttering, awkward pause.
Mouth: swallowing, clearing throat, "uh"; sighing.
Face: frowning, "dead/dull expression," rolling eyes, staring.
Hands: stiff, tense, waving, restless.
Body: swaying, pacing, holding the podium, hands punching, playing the hair, scratching.

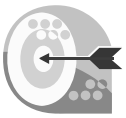
Session 4
How Can You Use Facilitation Methods?

Introduction

The second session analyzes the competencies and characteristics to be acquired by an effective facilitator in adult learning. From several characteristics given by participants, we can conclude that the facilitator has to have confidence, becomes an active listener, communicates well, and is able to guide the learning process. However, these characteristics are only a small portion of the skills the effective facilitator should have. The effective facilitator should be able to design and deliver effective learning sessions. This also means that the facilitator needs knowledge and skill to use an effective facilitation and presentation method.

Before delivering a learning program, the facilitators firstly have to understand the nature of adults in the learning process, so they will be able to choose the right facilitation method. This session discusses adult learning types and several facilitation methods suitable for adult learners.

However, whatever facilitation method is used, you need to consider some important aspects so that the learning process flow smoothly. This is the main focus of this session.



Objectives and Learning Outcomes

After the participants finish this session, they are expected to understand that every training participant has different learning styles, so the facilitators must provide any facilitation that enable all participants to learn well. After this session, the participants are specifically expected to be able to:

- Use various facilitation methods so that participants with diverse learning styles may follow the training well.
- Find challenges and difficulties behind every facilitation method.
- Identify different strategies the facilitator can use to overcome challenges and difficulties in delivering the program for adult learners.

Key Questions

This session will answer the following key questions:

- What study types do participants bring into the learning process?
- What facilitation methods can the facilitator use for adult learners?

- What challenges and difficulties may the facilitator face in using a specific facilitation method?
- How do you overcome these challenges and difficulties?
- What sort of tricks are useful for presentation and facilitation?

General Instructions

- Prior the session, facilitators are expected to have thoroughly read Handout for Participant 4.3, Additional information 4.1, and Additional information 4.2.
- Review materials relating to the difference between child and adult learners.
- Information on the difference between facilitators and teachers will greatly back up a facilitator's job in presenting this session.

Resources

- **Handout 4.1**: Quiz: What Type of Learners Are You?
- **Handout 4.2**: Answers to What Type of Learners You Are
- **Handout 4.3**: Facilitation Methods
- **Handout 4.4**: How Do You Use the Participatory Method with Adult Learners?
- **Additional information 4.1**: Tricks for Effective Facilitation: Effective Facilitation Methods.
- Flipchart paper and markers.
- A stopwatch for the quiz.

Time

The time allocated for this session is approximately 90 minutes. Detailed time allocation is given ICARE steps.

ICT

If possible, the following ICT equipments should be made available:

- LCD projector
- Laptop or computer
- LCD screen

Energizer

If there is an opportunity, use the following energizer. This energizer is related to experimental and practice learning methods. Give two or three participants the opportunity to share their amusing experiences during teaching or during school. Remind the participants that the story must not be disgusting and does not offend any ethnicities, religions, or racial relations.

A Miracle

A third grade primary school teacher wanted to use an **experiment method**. The teacher brought some peanuts and handed them out to students to plant in prepared used plastic bottles. The teacher also planted some of her own in several pots. After a few days, the teacher observed the plants and realized two of the pots did not grow anything. Secretly, the teacher exchanged those pots with her own pot so that the students could continue their experiment. The next day, all the students observed their plants and two students were extremely ecstatic and screamed, "Look! It's a miracle! My peanut grew!". The teacher said, "So the seed grew? That's good, right? It's not a miracle.". The student innocently said, "The things is, we ate the peanuts we were supposed to plant, but it grew anyway. Isn't that a miracle, Miss?". (http://www.yesiteach.org/funny.htm with modifications)

Candy and Candi

An English teacher was teaching Conversation by using a **practice method**. The topic being discussed is favourite foods.

Teacher: Andi, do you like ice cream?
Andi: Yes I do.
Teacher: Toni, do you like candy?
Toni: Yes I do.
Teacher: What kind of candy do you like?
Toni: I like candy Borobudur and candy Prambanan.

The word **Candi** (Indonesian) when translated into English becomes temple. The word **Candy** (English) when translated into Indonesian becomes permen.

Session Summary

Introduction
15 minutes
Present the purpose and learning outcomes as well as key questions.
Use Quiz (handout 4.1) and ask participants to work on it.
Define each learner type.

Connection
30 minutes
Explain that adult learners will learn more with more varied methods.
Brainstorm to identify the facilitation method that has been used in the DBE3 module.
Classify facilitation

Application
40 minutes
Distribute handout 4.4 and ask participants to answer all the questions.
Assign each group to analyze different participatory methods.
Give them a chance to present their discussion

Reflection
5 minutes
Participants write five sentences to answer the question: "What should a facilitator do to make material presentation or

Extension
Read Handout 4.3 and carry out those methods.
Read all the additional information.
Find alternative facilitation methods.
Access information

Detailed Steps for Activities

I Introduction (15 minutes)

(7) Present the objectives and learning outcomes as well as the key questions of the session.
(8) Distribute Handout Participant 4.1: What Type of Learners Are You?
(9) Ask participants to finish the quiz in 7 minutes.
(10) Tell the participants that they do not need to thoroughly think each question through and may not discuss it with other participants.
(11) Ask participants to add up score A, B, and C.
(12) Ask participants with high A scores to raise their hands.
(13) Do the same for B and then for C.
(14) Explain what it means to have high A, B, or C scores based on information in **Handout for Participant 4.2.**
(15) Distribute Handout for Participant 4.2: Answer: What Type of Learners Are You?
(16) Ask and confirm the result of the quiz.
(17) Summarize using the facilitator's notes below.

Facilitator's notes
Participants have to realize that each participant has different learning types (Visual, Auditory, and kinesthetic). Every learner's type has its own implications towards the training so that all learners can learn well.
The consequences are the use of various facilitation methods and medias.

1

C Connection (30 minutes)

(11) Explain to the participants that adult learners will learn well if done by various ways. The consequences are that an effective facilitator must be able to present the session in different ways.

(12) Brainstorm for three minutes. Ask participants about the facilitation methods for adult learners. Ask participants to remember and take notes of the methods used in this module. Also ask participants to identify other facilitation methods used by other modules as references.

(13) If necessary, give a few examples at the start of the brainstorming. Use the notes below.

2

Facilitator's notes

Facilitation methods that participants should know from the DBE3 module are:

- Demonstration and Modeling
- Simulation
- Role-playing
- Brainstorming
- Responding
- Group work and discussion

Participation Definition

Learners are **entirely involved** in the learning process. Facilitators manage activities that provide each participant with an opportunity to join in and give ideas as well as express their views. Participants patiently listen to other people's opinions, ideas, and experiences.

(14) Explain that, as in session one, adult learners need to participate in their own learning process. Therefore, we need to ensure that the method we use will give every participant a chance to actively participate and interact.

(15) Ask participants what participatory method means? Ask several participants' opinions on this participatory method.

(16) Define participatory method to participants.

3

Facilitator's notes

The participatory method is a facilitation method for adult learning that enables all training participants to participate actively and dynamically whether mentally, physically, or emotionally in the training process.

(17) Review the list of facilitation methods from brainstorming and ask participants to classify between the participatory methods that can be used in adult learning and those that are inappropriate for adult learning.

(18) Respond to what the participants have just done in classifying the facilitation methods. Responses should be based on Facilitator's notes 3 point 6 above.

A

Application (40 minutes)

(1) Give each group Handout for Participant 4.4: How to Use Participatory Methods with Adult Learners? Ask participants to answer the questions in the handout.

(2) Assign each group to analyze some of the participatory methods in Handout for Participant 4.3. Break down the analyzing task to each group:
Group 1 analyzes method 1 – 5
Group 2 analyzes method 6 – 10
Group 3 analyzes method 11 – 16
Group 4 analyzes method 17 – 22

(3) Give them 20 minutes to finish this activity. Make sure most of the time is used to answer the major questions.

(4) Give each group time to present the result of their discussion. Respond and give some input if necessary.

R

Reflection (5 minutes)

(5) Ask participants to write five sentences on what the facilitator should do during the presentation so that the learning process runs effectively.

(6) Sentences must be in question relating to the presentation methods discussed in this session.

E

Extension

a. Participants are expected to thoroughly read Handout for Participant 4.3 and, if there any opportunities, the methods should be put into practice at their schools.

b. Thoroughly read Additional information 4.1: Tricks on Effectively Using Facilitation Methods.

c. Participant can thoroughly read sessions assigned to them in the next training and find several possibilities to use alternative facilitation methods.

d. Log on to referred websites for information relating to the session.

Key Message

Participant's learning types vary from *visual*, *auditory*, or kinesthetic. This urges facilitators to be able to use facilitation methods and various learning media so that each participant (whatever their learning type) can study effectively.

Additional Reading

For information on facilitation methods you can visit the following websites:

- www.irc.nl/rcdcop
- www1.umn.edu/humanrts/edumat/hreduseries/hrhandbook/methods
- www.deliveri.org/Guideaslines/how/hm14/hm14_5i.htm
- www.deliveri.org/Guideaslines/how/hm14/hm14_6i.htm
- www.deliveri.org/Guideaslines/how/hm14/hm14_9i.htm

Handout for Participant 4.1
What Type of Learner Are You?

Read the questions and choose the answer that first comes to mind! Don't waste time thinking about one question!

1. When you study for a test, you would choose to:
    A. Read your notes
    B. Repeat facts by whispering it to yourself
    C. Write it down

2. What do you do when you listen to music?
    A. Imagine
    B. Sing along
    C. Dance to the rhythm

3. When you're trying to solve a problem, you would:
    A. Make a list and organize your steps
    B. Ask friends and experts
    C. Make a model of the problem and solve it in your head

4. When you read for pleasure, you would prefer:
    A. A book with lots of pictures or illustrations
    B. A mystery book
    C. A book where you can answer questions and solve problems

5. To understand how a computer works, you would choose to:
    A. Watch a movie about computers
    B. Listen to someone explaining it
    C. Work with a computer and learn it yourself

6. You've just entered a museum, what is the first thing you do?
    A. Look around and find a map showing the location of different objects or collections
    B. Talk to the museum guide and ask about the objects or collections on display
    C. Go to the first gallery or display that seems interesting

7. What sort of restaurant would you <u>not</u> want to visit?
    A. A restaurant with very bright lighting
    B. A restaurant with loud music
    C. A restaurant with uncomfortable seating

8. What class would you choose?
    A. Art class
    B. Music class
    C. Sprts class

9. What do you do when you're happy?
    A. Smile
    B. Scream
    C. Jump

10. If you're in a meeting, you would remember the next day:
    A. The people's faces, but not their names
    B. The people's names, but not their faces
    C. The things you said and did during that meeting

11. When you read or see the word "STUDENT", what's the first thing you would do?
    A. Think of a picture of a certain student
    B. Say the word "student" slowly to yourself
    C. Feel as if you were in class with your students

12. When you tell a story, you prefer to:
    A. Write it down
    B. Tell it out loud
    C. Act it out (acting/play)

13. When you try to concentrate, what holds you back the most?
    A. Visual disturbances
    B. Noises/sounds
    C. Other things like being hungry, shoes that are too small

14. What do you usually do when you're angry?
    A. Pout
    B. Scream
    C. Stomp your feet and slam the door

15. When you learn to spell knew words, what do you tend to do?

    A. Write it down and see if it's right
    B. Voice it out
    C. Write it down to see if it feels right

Count your answers. Are they a majority of A, B, or C?

Handout for Participants 4.2
Answer: What Type of Learner Are You?

A

If a majority of your answers were **A,** then you have a visual learning style. You learn by **sight** and **seeing.** The characteristics of visual style learners are that they:

- Make lots of detailed notes.
- Tend to sit in front.
- Are usually clean and neat.
- Often close their eyes to visualize or remember something.
- Like to find something to watch when bored.
- Like to see what they study.
- Take benefits from colourful illustrations and presentation.
- Are interested in written or spoken languages with lots of pictures.
- Prefer stimulants isolated from auditory and kinesthetic disturbances.
- Consider a passive environment the most ideal.

B

If a majority of your answers were **B,** then you have an auditory learning style. You learn with **hearing** and **by hearing**. The characteristics of an auditory style learners are that they:

- Sit wherever they can hear but do not need to pay attention to what is going on in front.
- Have probably never matched clothes and colour, but are able to explain why they dress that way?
- Hum or talk to themselves or others when they are bored.
- Gain knowledge by reading aloud.
- Remember lessons by verbalizing to themselves (without this, they would find it difficult to read maps, diagrams, or finish conceptual tasks, like maths).

C

If a majority of your answers were **C** then you have a kinesthetic learning style. You learn by **feeling** and **doing**. The characteristics of a kinesthetic style learners are that they:

- Have to be active and take frequent breaks.
- Talk with their hands and through body language.
- Remember what they have done, but find it hard to remember what they have said or seen.
- Find excuses to play with something or go out when bored.
- Count on what they can experience or do in person.
- Activities involving cooking, building, techniques, and art helps them understand and learn something.

- Like field trips and tasks related to material changing.
- Like to sit near doors or other places where they can easily get up and move to and fro.
- Cannot stay in a class with lack of practical experiences.
- Communicate by touching and have a better respect towards physically-expressed motivation, like a pat on the back.

Handout for Participants 4.3
Facilitation Methods

1. Activity Plan

Every training requires reflecting activities towards what has just been learned through the training. Participants need to implement the training results at their own work places. Therefore, making a plan on implementing training results will greatly aid training participants on what they have to do once training is over. Often trainings have no follow-ups, because participants don't have an activity plan. An Activity Plan is a channel for all the training they have been through.

The participants need to be provided with their own time to make an activity plan as a follow-up. The facilitator's role is to give motivation, explain unclear information (when asked), and provide inputs, guidance, and opinions for the participants.

2. Brainstorming

Brainstorming will motivate the participants to give ideas or suggestions towards the problem or questions given by facilitators. Stating suggestions and ideas have to be done quickly ignoring whether they are right or wrong. The following steps have to be followed:

- Present the problem, question, or topic to participants either orally or written.
- Encourage all participants to deliver their ideas and suggestions.
- Take notes of those suggestions or ideas on the board or a flipchart.
- Tell them that ideas and suggestions already given by other participants may not be repeated.
- Once brainstorming is done, observe the ideas and suggestions to analyze and put on a priority scale.

3. Creative Problem Solution

This consists of several methods used at the same time. The purpose is to identify the problem, find a possible solution, and determine the most potential solution. This method consists of 5 to 7 steps.

4. Demonstration

Facilitators do something and participants observe before doing it themselves. For example, a facilitator demonstrates the right way to use an OHP. Participants watch the demo first and in the end, they have to operate the OHP themselves.

5. Dialogue Book

Participants are put into pairs, whether in two lines face-to-face, or two circles facing one another, each participant is given a booklet prepared beforehand. In every page of the booklet, one sentence is written to be completed (for example My feelings upon reaching this discussion is ….” and, “Something I’ve learned after writing or after this activity is….”). Participants take in turns to complete the sentence, until they have finished all the sentences in the booklet. Allocate approximately two minutes for each page.

6. Drawing and Drawing Cartoons

Participants can work individually or in groups to draw something related to the topic being discussed. For example, the topic is becoming an effective facilitator. Participants are expected to draw something related to an effective facilitator. That picture may be of a facilitator doing a presentation, a facilitator leading a discussion, etc. Participants can also write the characteristics of the picture they have made like neat clothes, helpful to participants, clever, respecting to participants, etc. After the participants have finished drawing, they can present them to other participants.

This cartoon drawing can be used to tell sequences of events. For example, a participant wanted to share what he/she did today. The pictures in sequence are:
Picture 1: A picture of a sleeping person
Picture 2: A picture of a person waking up
Picture 3: A picture of a person preparing to go to work
Picture 4: A picture of a person eating breakfast
Picture 5: A picture of a person walking to work
Picture 6: A picture of a working person
Picture 7: etc.

After all the pictures are done, groups or individuals can exchange those cartoon drawings and try to make sense of them to ultimately act out the pictures they receive.

7. Feedback

Facilitators should give participants the chance to give some feedback. This method is used during the facilitation activity. Facilitators must cease teaching for a moment to encourage participants to express what they feel or have learned.

8. Games

There are a great number of games that can be used from games prepared in packets to the simplest of games. An example of a simple game: two groups are given two different tasks and all participants are asked to differ their tasks they are assigned. If there are several groups in the training, then a role-play game would be more appropriate.

Other variations could be dividing participants into two big groups. The first group forms a line on the right while the other group forms a line on the left. Name each group after a famous soccer team to compete. State the topic of the game to the participants, for example: "What does a Teacher need to do to increase educational quality?". Facilitators or the referee randomly determine which group will answer first. The ball is thrown to a member of the chosen group and they then have to answer the question. Once they have answered, they have to throw the ball to a member of the opposite group and that person has to answer the question in turn. This goes on until the allocated time is finished. The facilitator's assistant writes down answers from both group participants. Add up the score and announce the result (the winner).

9. Group Discussion

This is an open or structurized discussion involving all participant groups with their facilitator. The topic of the discussion can be limited by the facilitator or it can develop along with the participants' opinion contribution.

10. Handout

This is a written note of the lecture's summary, or practical instructions, made by facilitators for participants as a guide, or for additional material that the participants can use by themselves.

11. Icebreaker (Warm-up or Energizing)

This is a practice to introduce participants to one another, to maintain fresh athmosphere during training, to back up the material delivered to them, etc. The use of this method requires consideration, because too much of it will waste time and can change the participant's orientation, but if not used then the training will become dull, dreary, and boring.

There are several icebreakers that can be used by the facilitator from icebreakers that require physical movement to ones merely counting on trains of thought or mental work. To know the types and uses of these icebreakers, please refer to session seven.

12. Lecture

This is an oral presentation prepared and delivered by the facilitators. This lecturing method may be complemented with videos, handouts, demonstrations, etc. to avoid boredom. Although lectures are the simplest method, but to deliver one entertainingly requires constantly trained expertise. Tricks for effective lectures can be viewed in Additional information 4.1.

13. Log Book and Diary

Participants should have or write notes or a diary on their experience, study, or knowledge during or after training. This log book is essential as the participant's notes and can be used as reference for future needs.

14. Questionnaire

This is a technique to gather information. This technique can also be used to aid self-assesment before or after the training. It can also be used to interview other participants.

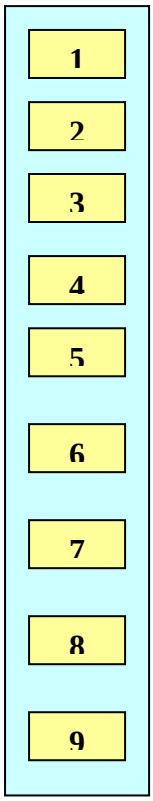
15. Card ranking

In this method, participants are expected to prioritize several issues, problems, or solutions. For example, the facilitator talks about the *drop out* (DO) problem. He/she will motivate the participants to identify factors causing drop outs. Using the brainstorming method, the participants can identify these factors. Then they are written in cards or *post it* papers. Then they have to be ranked in various ways. The followings are two card-ranking models. Ranking model A simply puts the factors in order of importance. Card number 1 with the most important factor whereas card number 9 with the least important one.

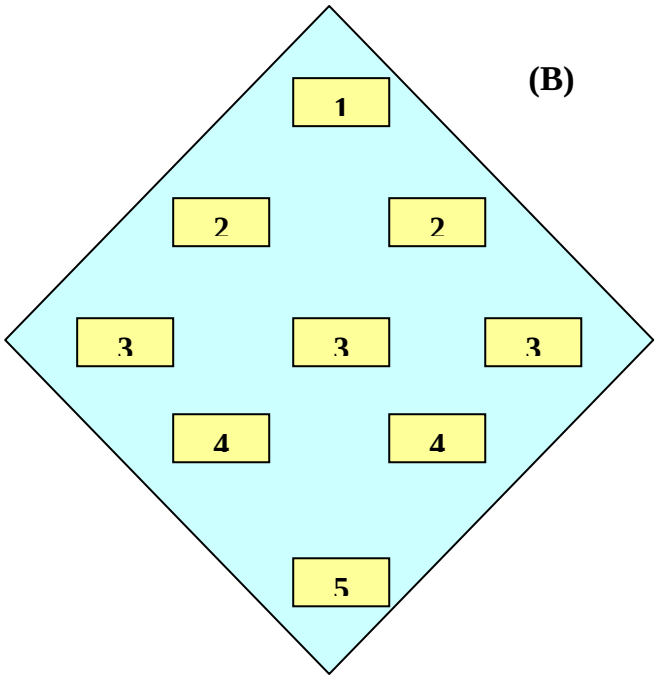
Ranking model B is the *diamond* model, where card number 1 contains the most important factor. Card number 2 (there are two), however, contains the second most important factor. On the other hand, card number 9 contains the least important factor. You need to understand that there are two number 2 cards deliberatey placed side-by-side, with the same done to cards numbers 3 and 4, meaning the cards placed parallel have the same level of importance.

Every group have their own opinions on factors that cause DOs. Other than that, card-ranking can turn out differently. Hence, if possible, the discussion should be continued to reach a consensus on those two things.

This method is a combined method between the brainstorming method and the group discussion method. Participants have to be able to identify factors causing DOs, they also have to have a clear reason towards those factors based on importance.



(A)



(B)

16. Role-playing

This is a technique to create or carry out things in real everyday situations. Once you have identified the real world's situation, the facilitator changes the story to become a role play by asking the participants to play a certain role in the situation. Participants become actors and are followed with words.

17. Sentence Completion

This is a list of unfinished sentences and they need to be completed by each participant. The completed part of the sentence becomes the reference to fill in the missing words. This technique can be used to express feelings, like 'Something that worries me about becoming a facilitator is…." Or to increase factual knowledge, like 'A technique that can prepare people for awkward situations is ….'

18. Sharing in Pairs

Participants are divided into pairs to discuss an issue determined by the facilitator. This technique can be used in several ways: discussions on personal experiences,

reactions towards certain situations, counselling for each participant's troubles, explaining personal hopes, supporting their partner's reflection and plans.

19. Simulation

In this simulation, participants are brought into a large-scale fictional situation from a line of linked processes. This method can sometimes be considered as a big role-playing activity, because participants take in many roles prepared to be played together as a team.

For example, to prove the demand and supply law in economics. Training participants are divided into two groups, a group of buyers and a group of sellers. Each buyer wants to purchase with the lowest price possible while each seller wants to sell their products with the highest possible price. In this simulation, a number of money and things are passed around. Through several procedures and notes, participants will be able to draw their own supply and demand curve. In other words, participants simulate the complicated market to illustrate the supply and demand curve (National Council on Economic Education, USA).

20. Situation Cards

These cards are purposefully prepared with contents including "awkward situations" or "difficult situations" that participants may face in every life or jobs. Each card is read by a participant followed by responses. Other participants are allowed to contirbute ideas. These can be used as information cards for role-play activities.

21. Small Group Discussions

Some participants are put into small groups of 3 to 5 people. Facilitators provide topics or issues they have to solve together through discussions. Through these discussion, group members are expected to work together solve the problem, share some experience, build sportsmanship, and appreciate other people's opinions. The result will be more meaningful, especially when delivered to all participants. Facilitators can also use these discussions to encourage participants to make activity plans. This plan will be implemented in their own schools after the training.

22. Check List and Assesment Sheet

This method is similar to the questionnaire. Participants are given a sheet of paper with questions they have to answer or respond to. Participants only have to check or tick the box of the answer they think most similar to their responses or situations.

For example;

I feel nervous when facing foreign participants for the first time:

[ ] I'm always like that

[ ] Sometimes I'm like that

[ ] I'm never like that

Does choosing the right media for studying purposes become aproclem for facilitators?
[ ] Yes, it does
[ ] Sometimes it does
[ ] It's never a problem

After getting information on different facilitation methods from this training, what would you do next?
[ ] Put them all into practice
[ ] Carry out some when I have the chance
[ ] Never do any because I'm busy

This assesment sheet is very useful for both facilitators and participants. Facilitators can take certain measures to ensure participants reach the purpose of the training. For participants, this assesment is useful as a means to evaluate themselves while determining what they should do in the next stage.

Handout for Participants 4.4
How Do You Use Participatory Methods with Adult Learners?

Read the explanation on different facilitation methods that can be used to provide activities for adult learners. Answer the following questions:

Which method do you consider a participatory method and which is not? Why?

Which method do you think can be used for adult learners? Why?

What challenges and difficulties might come up when using the facilitation method above? How will you handle them? Please choose two strategies you know for comments.

What other tricks do you know of that will make material or session presentation more effective? Please link them to these points below.

1. Purpose

2. Talking time

3. Responding

4. Practical use

5. ?

Additional information 4.1
Tricks on Using Effective Facilitation Methods

For the facilitator to use a facilitation method well, there are a few basic skills they have to have. They are:

1. Skill to **elicit** opinions from participants.
2. Skill to **pay attention** and **understand** the participant's opinions.
3. Skill to **restate** participant's opinions using a more comprehensible language.
4. Skill to **draw the main point** of the participant's opinions.
5. Skill to **give motivation** to participants in all activities.
6. Skill to organize ideas, to be able to make a comprehensive conclusion.

An effective facilitator uses different facilitation methods. Here are a few tricks to **use** different **facilitation methods.**

Brainstorming

This is the best way to know just how much the participants have absorbed and their previous experiences. It is a rather difficult job for facilitators to motivate participants to voice out their opinions and state what they have in mind. Thus, you need to state the background of the problem clearly and frankly so that participants have a reference to give opinions. **It is important to remember that there are no right or wrong answers in *brainstorming*.**

Demonstration/*Modelling*

This demonstration is the most useful way to explain the skills the facilitator should have and this method is great for building the participant's confidence. By providing a model or demonstration, participants will at least have a basis to develop themselves in future times. Even so, there are a few methods they have to carry out in front of other participants or facilitators so that participants obtain feedback for betterment. **You need to provide a certain time for participants to carry out what they have learned before.**

Feedback

You use this method by giving participants the chance to state feedbacks or responses towards facilitators. When participants are giving a response, facilitators have to pay attention and also respond to it. The participant's response should not just be accepted, but facilitators have to fully analyze it. This can be done by throwing questions at the participant giving the response. The aim is for participants to be able to wholly explain their ideas. **However, facilitators should give both positive and negative responses to participants.** Facilitators need to be cautious in

giving negative feedbacks, they have to avoid embarrassing the participants. Use polite and sincere sentences to avoid hurting their feelings.

Group Discussion

This method is extremely useful because it gives participants a second chance to appreciate, consider, and accept difference of opinions. This activity also allows discussions to compare other people's opinions and to get participants used to working in groups. The topic may only be one known and needed by that sole group or it can be one that requires responses from all participants outside the group. This depends on the importance of the topic delivered to participants. **However, you need to frankly explain the purpose of the group discussion during preparation. Also ensure that there are clear steps and "rules" in groupwork.** For example,

- Each participant has the right to speak up
- There is enough time to discuss each idea

When participants are doing this, facilitators have to **go around to each group** to observe, explain, give suggestions and guidance, and most importantly keep a close bond with participants.

Lectures

It is useful to state factual knowledge, theories, and instructions to participants. This lecturing method is the most important, but it complicates explaining the learning domain other than the cognitive one. Therefore, lectures should be limited to ensure other domains are explained well. **Limit the lecture to 10 minutes.** Other tricks on doing lectures are:

- During the lecture, facilitators should feel relaxed, confident, and enthusiastic.
- They should smile when necessary.
- Stand where all the participants can see you.
- Walk to several points (do not just stand in one place).
- Look at all the participants, do not focus on just one person.
- Talk loud enough to be heard by all participants.
- Use body language for persuasion and conviction.

Role play

This method is useful for developing interpersonal skills, to be able to learn from other people's experience, and to experience as well as feel the role they play. This activity can be "momentarily stopped" so that the main actor/actress can receive input in the form of ideas from observers or other participants. **The role play has to be structured and handled clearly. What the participants do has to be realistic.**

Once this activity is done, facilitators should *debrief* or summarize by:

- Giving actors a chance to share their experience, feelings, comments, opinions, etc.
- Giving observers a chance to state the result of their observations.
- Asking actors' comments towards the observation results.

- Giving all participants a chance to provide constructive criticism.
- Giving a facilitator's comments towards the result of the activity.

Simulation

This simulation is similar to the role play method. The difference is that this method involves more participants, goes on longer, deeper, and it is less open ended. Tricks to use this method are:

- Simulations have to be prepared well, thoroughly, and with a clear focus.
- Facilitators have to thoroughly pay attention to the run of the simulation so that the players understand what they are doing.
- Give the players help is they need it and ask them if they feel comfortable with the roles they play.
- Once the simulation process is over, *debrief* through steps explained in the role-playing method.

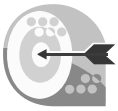
Session 5
How Can You Create a Conducive Training Environment?

Introduction

The success of the training does not come automatically, but it has to start with a well-prepared and careful preparation. Preparation here includes both hardware and software. It usually requires time, energy, thoughts, even a considerably long research to reach the purpose of the training effectively and efficiently. At least if planning is done well, the success of the training is partly achieved.

Although the planning may already be conducted in a systematic, detailed, and enjoyable manner, the training conducted not according to the planning may fail. Therefore, proper preparation and good implementation ensures the success of training. In other words, to be successful, you need an entirely good preparation and presentation.

Creating a conducive learning environment includes several aspects, including: (1) Preparing lesson plans or learning scenarios, (2) Organizing the training room, (3) Making training rules, and (4) Getting the participant's attention during training and maintaining it throughout the facilitation process. These four aspects are tightly linked. Error in just one of these steps could cost you the whole training.



Objectives and Learning Outcomes

The purpose of this session is for facilitators to understand that training does not just deliver materials in front of the class, they also need to realize that the success of the training is determined by the facilitator's ability in creating a conducive learning environment.

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

- Identify or find several things that the facilitator has to know in organizing the training room for adult learners.
- Planning special training rules for adult learners.
- Find several techniques or strategies to get the participant's attention and maintain it throughout the training process.

Key Questions

- What sort of class arrangement enables the training process to run well?
- What are the training rules needed to control adult learner's behaviour during class?
- How do you get the participant's attention while maintaining their concentration throughout training?

General Instruction

- There are four steps the facilitator should follow to create a conducive training environment as mentioned in the introduction.
- The first step (preparing lesson plans) is not explained in details here, because it is already described in other modules.
- In making a lesson plan, you need to pay attention to the ICARE (Introduction, Connection, Application, Reflection, and Extension) procedure.
- If the participants have not understood ICARE, briefly explain the steps by using the following information. But if they have, review it as the base of this session.
- Introduction describes activities for each session including the expected results.
- Connections tries to pull together and connect previous knowledge and experience.
- Applications is to apply or put what they have learned into practice.
- Reflections give the participants a chance to articulate the knowledge they have just obtained.
- Extension is an enrichment and evaluation carried out by participants.

Sources

- Flip chart paper, markers, stickers, glue
- Computer and LCD/OHP/Flipchart paper with presentation notes
- **Handout for Participants 5.1**: Training Room Sketch and Improvement
- **Handout for Participants 5.2**: Training Rules
- **Handout for Participants 5.3**: Techniques and Strategies To Attract Interest and Maintain Participant's Attention in Learning and Activities.
- **Additional Information 5.1**: Tips on Organizing Training Rooms
- **Additional Information 5.2**: Tips to Attract Interest and Maintain Training Participant's Attention in Lessons and Activities

Time

This session runs for approximately **90 minutes**. Allocation details can be viewed at detailed steps of activities.

ICT

The use of ICT to support this session is optional and will depend on availability at the training location. Some possibilities are:

- LCD projector
- Desktop Computer or Laptop
- Projection screen

Energizer

To start this session, facilitators can give participants a riddle. This is to find the difference and similarities between a restaurant chef with a training facilitator. Give participants a chance to think about their answer. Select a couple of enthusiastic participants to answer. Facilitators should reaffirm that participants are free to answer, but in the case of similarities, facilitators must use the answers below.

Riddle: A Chef and A Training facilitator

Ask the participants this question: What is the difference and similarity between a Restaurant Chef and a Training facilitator?

Participants may state any difference between the two. However, in answering the similarities, they have to answer as follows: A training facilitator is the same as a chef. A chef brews raw materials into good food for the restaurant customers to enjoy. Training facilitators have to mix training materials from learning preparation, the room, rules, and presentation, to ensure training participants comfortably, happily enjoy themselves and reach the purpose of the training.

Session Summary

Introduction
10 minutes
Facilitators explain the theme, background, key question, purpose, and learning outcomes to training participants

Connection
50 minutes
Participants work in groups to create a sketch of the training room and provide suggestions for improvement then present it. Participants design training rules and presentations. Find an interesting strategy to maintain the participant's attention.

Application
25 minutes
Participants play a role by carrying out "strategies to attract interest and maintain the participant's attention throughout training".

Reflection
5 minutes
Give participants a chance to analyze achievement of the purpose and learning outcomes, check if they're able to answer the key questions.
Write down their reflections in their journal.

Extension
Participants review the additional information and put some techniques into practice during teaching at their own schools.

Details Steps for Activities

I Introduction (10 minutes)

(1) Explain that the success of the training does not just come; it has to be planned well and implemented as best possible.

(2) Briefly explain to participants that there are four steps a training facilitator should follow in creating a conducive training environment.

> **Facilitator's Notes**
>
> The four steps in creating a conducive training environment are:
>
> (1) Prepare lesson plans or lesson scenarios.
> (2) Organize the training room.
> (3) Form training rules.
> (4) Get the participant's attention during training and maintain it throughout the teaching-learning process.

(3) Those four steps have to be significantly linked. An error in just one of the steps will affect the next step and the success of the training as a whole.

(4) Explain the purpose and learning outcomes as well as the key questions of this session.

C Connection (50 minutes)

(1) Explain that an ideal training room has to be comfortable, thus enabling intensive interactions between facilitators and participants and between the participants themselves.

(2) Ask participants what rules are needed in the training. Explain to them that training rules should be made together before training starts, so participants would be highly committed to abiding by it.

(3) Divide participants into eight groups.

(4) Give Handout for Participants 5.1: Training Room Sketch and Improvement to four groups, whereas give Handout for Participants 5.2: Training Rules.

(5) Ask the first four groups to sketch a map of the training room in use and ask participants to suggest what they can do for better room organization.

(6) Give the other four groups a chance to create specific training rules for adult learners. Use Handout 5.2 to make those rules.

(7) Give each group 15 minutes to finish their task.

(8) Give them 2 minutes to present the result of the discussion. The overall presentation time should not be more than 15 minutes.

(9) Explain to participants that the next step is how to attract interest and maintain the participant's attention throughout training.

(10) Participants, still in their working groups, are given Handout for Participants 5.3: Techniques and Strategies To Attract Interest and Maintain Participant's Attention in Learning and Activities.

(11) Discuss with members of the group "what strategies should a facilitator do to attract interest and maintain the participant's attention towards lessons and activities during the training?" The answers must be written on flipchart paper and stuck up on the wall or whiteboard. Give them 20 minutes to finish the activity.

2

Facilitator's Notes

The result of the discussion in answering "What should a facilitator do to attract interest and maintain the training participant's attention throughout the process?" will be presented and demonstrated in the next stage. Facilitators can read Additional Information 5.2

A

Application (25 minutes)

(1) Randomly decide the order of presentation of each group before going into this step. Every member of the group must participate in demonstrating the techniques or strategies they have identifited during the "What strategies should a facilitator have to attract interest and maintain the participant's attention towards lessons and activities in training" discussion. Choose the most interesting and possible strategy to demonstrate in front of the class.

(2) Praise and show appreciation towards participants who have given good results and provide feedback and advice to those who still need fixing.

3

Facilitator's Notes

Explain and give an example on presentation and role-play techniques to save time.

Giving criticism or feedback to participants with unsatisfactory work must be done carefully with a gentle and polite manner that also motivates participant at the same time. Study the ethical codes of providing feedback, criticism, and advice for micro-training activities.

If gifts are available, present them to the best group.

R

Reflection (5 minutes)

(1) Participants are asked to review the key questions. Ask them whether they are now able to answer those questions.

(2) Participants are also expected to review the purpose of this session. Ask them whether the activity and material discussed during the session has reached that purpose.

(3) Give them time to write down the key message of the session in their reflection journal.

E

Extension

- Additional Information 5.1: Tips on Organizing Training Rooms
- Additional Information 5.2: Tips to Attarct Interest and Maintain Training Participant's Attention in Lessons and Activities.
- Participants should use the strategies they have identified in their own schools.

Key Message

Creating a conducive training environment begins from teaching preparations, classroom organization, forming training rules, and taking and maintaining the participant's interest in training. Error in just one of these steps will affect the following steps and the result of the training altogether.

Additional Reading

- www.deliveri.org/Guidelines/how/hm14/hm14_10i.htm
- www.deliveri.org/Guidelines/how/hm14/hm14_7i.htm
- www.deliveri.org/Guidelines/how/hm14/hm14_8i.htm

Handout for Participants 5.1

Training Room Sketch and Improvement Suggestion

Suggestions to improve this training room:

1._____

2. _____

3. _____

4. _____

5. _____

7. _____

8. _____

9._____

Handout for Participants 5.2

Training Rules

1	Smoking can be done outside the rooms during breaks or after the training.
2	
3	
4	
5	
6	
7	
8	
9	
10	

Note: If there are more than ten rule items, it can be added on the next page.

Handout for Participants 5.3

Techniques and Strategies To Attract Interest and Maintain Participant's Attention in Lessons and Activities

No	Technique or Strategy	Explanation
1	Control and Help Participants.	Walk towards the participant or discussion group to control and assist them in the activity. This technique is very useful in forming a close bond between participants and facilitators, creating comfort in learning.
2		
3		
4		
5		
6		
7		

Note: Use the additional form sheet if there are more than six techniques or strategies

Additional Information 5.1
Tips on Organizing Training Room

Room arrangement depends on the purpose of the training, the number of participants, the learning method in use, etc. Training aimed at developing individual skills requires different room arrangement from training aimed at developing teamwork. Training participants of over 40 people will face difficulties in arranging tables and chairs to enable inter-participant and facilitator-participant interaction in the activity. Lectures, however, do not require complicated table and seating arrangement. The important thing is that participants can hear and see the lecturer well. If you use a cooperative learning method with several activities to finish tasks, table-chair arrangements have to enable inter-participant and participant-facilitator interaction.

Here are a few tips you can use to arrange a classroom for a small class (less than 40 participants), with varied training methods, and teamwork activities.

Table and Chair Arrangement

The arrangement should be U-shaped or other forms that enable inter-participant and facilitator-participant interaction. You should be expecting both group and individual interaction. The facilitator's table and chair should be in front to place the training equipment. Try and place the tables and chairs so that participants are able to easily discuss in small groups.

Audio Visual Equipment Positioning

Audio visual equipments flipchart paper, overhead projectors (OHP), powerpoint screen, and VCR monitor should be placed where all the participants can see them. Additionally, the facilitator's comfort in operating these equipments should also be taken into account.

Simulation and Practical Location

Facilitators often use practical or demonstrative simulation methods. All training participants should be able to see the presentation. The most strategic place for this is in the middle of the U shape or in front of the class.

Room Temperature Setting

If there is an air conditioner in the room, set the temperature to suit all participants. If a certain participant cannot stand the air conditioner, place him/her away from the object. However, if the room is not equipped with an AC, check whether air ventilation is sufficient, making sure all participants are comfortable.

Lighting and Electricity

Room lighting must make all participants comfortable. If possible, light can be brightened or dimmed to fit training needs. For power point or OHP presentation to be clear, reduce light intensity by turning off a couple of lights near the OHP or LCD projector. On the contrary, if a high intensity of light is needed, then brighten it with a few more lights.

Electricity availability is essential for the training to operate equipments and lighting. If necessary, there should be a backup generator as an alternative source should the main power goes out.

Table and Chair Comfort

Participants spend most of the training sitting down. Therefore, use comfortable chairs to avoid overtiredness. Use comfortable, clean, and covered table for the discussions, task assignments, and other activities to run smoothly. The tables are also used to place the participant's equipments or drink.

Praying Facilities

Provide a special room for participants to pray, specifically those who carry out *sholat*. If the training location is far from the mosque, the committee can alter a room into a praying place as long as it is clean, is carpeted or at the least the floor is covered, provided with *sajadah*, and has a place to take *wudlu*. In making the training schedule, you need to consider the prayer times, specifically Dzuhur, Ashar, and Maghrib. Ifthe training is held on Friday, no sessions or activities should be carried out from 11.30 to 14.00, because this will be used for Friday prayers and lunch.

However, this only applies in training with Muslim participants or facilitators. If facilitators and participants are not Muslims, the provision of prayer facilities can be adjusted according to needs.

Bathroom

Provide a clean and comfortable bathroom for the participants to use. It should not be too far from the training room, so participants do not leave the training for too long just to go to the bathroom.

Beverage, Snack, and Food

Provide mineral water in bottles and glasses in front of each participant so they can take a sip anytime they want without having to go outside to drink. Facilitators should check the participant's water supply on the table at the end of each session. To avoid snacks distracting the participants and filling up the table, they should not be placed on the participant's table. They can enjoy their snacks and drink coffee or tea at each session transition break.

If the training requires food, choose the most neutral menu to ensure all participants are able to consume it. If necessary, at the start of training, the committee can inform the menu and ask whether any participants have certain preferences in food (like vegetarianism). All in all, the important thing is that it should be a "healthy menu".

Individual and Group Equipment

Provide both individual and group equipments. Individual equipments include notebooks, pens, handouts, pencils, erasers, rulers, and folders. Group equipments are those used during group work. These incluse flip chart paper, post its, staplers, scissors, glue, etc.

Other Equipments

Other important equipments are whiteboard/blackboard, a board to display the participant's work, whiteboard markers, chalks, and erasers. Backup equipments like OHP lightbulbs and LCD projectors should be provided to avoid training disturbance due to equipment breaks.

Additional Information 5.2

Tips to Attract Interest and Maintain Training Participant's Attention in Lessons and Activities

Lesson plans and their implementation are not enough to make the training successful. Blunt and straighforward implementation will create a dull, uninetersting, and boring training. If this happens, the training may not reach its objectives. Here are a few tips you need to take note of to run the lesson plans smoothly. The following tips are not in the lesson plans.

Implement the Lesson Plan

What has been written in the lesson plan should be implemented as well as possible, if necessary, facilitators should use notes stating the purpose of the training, activities, training methods, etc. Even so, the plan may not always fit in the its implementation situation and condition. The facilitators can change their strategy or technique as long as it is still tolerable.

Clear Voice

Speak loudly and clearly enough to ensure participants in the back row can hear you. This also helps you own the room, thus not giving participants the chance to do anything else but listen and follow the facilitator's word.

Simple and Formal Language

Using formal and simple language enable participants to understand easily and minimize miscommunication or distractions. This becomes even more important in facing heterogenic training participants (coming from different regions with different accents). Using an informal or *slang* language is unadvisable except for certain purposes like retelling a conversation.

Eye contact with Participants

Using eye contact creates a bond with participants, and it helps understand what they feel. Bored, tired, dreamy or even ill participants can be easily spotted with good eye contact. Take the necessary steps if these things happen. The facilitator's eyes that wonder elsewhere other than the participants, will not be able to detect what they feel or do.

Show Spirit

During the session, the facilitators should not sit down. They have to stand in the most strategic place, enabling participants to see them. When the participants are doing tasks or activities, the facilitators should not just sit quietly in their chair; they

have to go around to each group doing the task. Show some spirit to the participants, hence ensuring them of the facilitator's ability. They will follow lead in being enthusiastic.

Use Interesting Media

Media designs should be interesting, full of creativity, and use colours that stand out. Adding pictures in media will attract the interest of participants. Writing in the media should be readable by all participants. Writing that are too small will be problematic and distract participants.

Ask Questions

Ask interesting and challenging questions to participants. "You probably know the answer to this, what do you think?" This is an example of a challenging question. You should take great care in asking questions. Direct the question to those seemingly capable to answer, so as to avoid embarrassment if they cannot answer. However, questions should be addressed to all participants, not excluding just once person out to answer them all. Questions can also be used to reactivate participants who have started to drift off, not concentrated, or gotten sleepy. Address these questions carefully, politely, and make sure not to cause offence.

Positive Feedback

"Ladies and Gentlemen, the presentation was done well! You might want to add these points though, so to perfect it". Although these points may be plenty and might change the whole presentation, but participants will be comfortable in accepting the suggestions. Every participant's answer should be responded even if it only means saying "well done", "excellent", or even "amazing".

Fresh Humor

To avoid boredom or dullness during the training, the facilitators can use fresh, polite humor. Humor tends to use inappropriate and discriminative words, or might even contain offence to certain religions and ethnicities. A good facilitator avoids these kinds of humors. It would be great if you could crack a joke relating to the topic of discussion, thus helping reach the purpose of the training. You need to remember humor must be said at the right time, towards the right purpose, and with the right frequency. Too much humor causes a loss in the main topic of discussion.

Participant's Name

"**Mr. Alex**, would you please tell us your opinion!" or "**Ms. Siti**, please present the result of your group work!" Facilitators should use names as often as possible during interaction or communication with participants. If possible, facilitators can memorize all the participant's names off their hearts, or you can just read the name tags on their chest. Use the nicknames they like most. If facilitators are not sure with the participant's nickname, say it in full, then ask them for it.

Change of Topic

Every time you change discussion and activity topics within a session, do it slowly and make sure it does not break the participant's train of thought. Hence, the participants will be ready to be guided into the next topic or activity and are able to place this new information in a series of information they have already obtained. Sudden and drastic changes without linking this new information with the previous one will surprise and confuse participants and new information will be broken by information they have already gained.

Involve and Activate All Participants

Engaging all participants actively in the training is not an easy job, because each participant acts differently. As explained in "Eye contact with Participants", paying attention to the participants during the session will greatly involve them. Addressing certain questions politely to those who lack attention will motivate them to be involved actively. "Excuse me, but do you feel chilly in this room?" This is an example of a small question to a participant who is dreaming. During the activity, the facilitators have to engage all participants actively. Observe the passive participants (*free riders*) and motivate them.

Treat Participants with Respect

Treating ordinary students require respect, moreover adult students who require certain care. This greatly relates to their participation during training. Treating them roughly will only cause rejection.

A Chance to Share

If the participants wish to share their experience and knowledge with the facilitators or fellow participants, provide them with the chance. However, giving them too many opportunities to do so will disturb the training. If the participants start to speak aimlessly, politely remind them to finish their speech.

Control and Help

When the participants are doing group or individual work, the facilitators should not use this chance to sit down, smoke outside, or even eat their snacks. Go around to all the discussion groups or individuals. Help those with difficulties. This technique is great for assessment, providing motivation, boosting their participant's involvement, and bonding with them. Yet facilitators are allowed to drink during this session.

Clear Instructions

Give the participants clear and detailed instructions so the activity will run as planned. It would be great if the facilitators could demonstrate how to do these

activities. At this point, the facilitators have to master the material well so that their instructions and explanations can be clearly given.

Prioritize Equality

Treat all participants equally. As an effective facilitator, you have to avoid sexist words and actions or those that offend certain religions and ethnicities.

Be A Model

The hardest thing for a facilitator to do is to be a model. What has been discussed in training should be demonstrated by the facilitator, because the model will then be followed by the participants when they become the real facilitator.

Creating a conducive learning environment requires a lot of work from planning to implementing. Each participant will be able to create a conducive learning environment as long as they keep practicing and reflect their activities. Once this training session is over, the job is still not done, because the facilitators still have a responsibility to reflect. They analyze what has been done in the training, identify successes, find weaknesses or failures throughout the facilitation. Achievements should be recorded and maintained, whereas weaknesses have to be solved. Thus, in the next stage of training, the things that have caused difficulties or failures can be avoided.

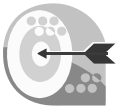
Session 6
How Can You Overcome the Problems of a Cascade Training Model?

Introduction

Training participants have discussed techniques and strategies in facilitating adult learners. The sessions and activities from the "Becoming an Effective Facilitator" module have been conducted well, starting from how to understand participants to how to conduct a micro planning training.

DBE3 follows a cascade training model that begins from developing training modules done by consultants, Core Trainer training, Provincial Trainer training, District Trainer training, and finally, subject teacher trainings. Because of a wide stretch between training module planners (consultants) and teachers as their main target, there is a large chance of errors and loss of information or messages throughout the journey from consultants to the receivers (teachers).

Given that there are seriously high potential of problems arising in this cascade training model, certain concrete measures must be taken by everyone involved in the training from consultants, trainers, province coordinators, district/city coordinators, etc. The purpose of this session is to eliminate or reduce problems that may arise in this cascade training model.



Objectives and Learning Outcomes

After this session, training participants will realize the importance of taking certain measures to maintain or even increase information quantity and quality, knowledge, and skill obtained during training. By the end of this, the participants will be able to:

- Identify and find problems that may arise in the cascade training model.
- Identify and find techniques or strategies to eliminate or reduce the problems that may occur in the cascade training model.

Key Questions

- What are the problems of the cascade training model?
- How do you anticipate the problems that may occur in the cascade training model?

General Instructions

- *Cascade* means small waterfall. The meaning of this word is water falling from one place then flowing and diving into another, flowing again and falling into a third place and so on until it reaches a sloping river.
- This session is the last in workshop 1, so there is a big chance participants feel tired and bored. Hence, this session can be considered as a closing session to freshen them up.
- Participants involved in this role play activity should be of the right mix (funny participants, young participants, and serious participants), so the activity does freshen up the participants.
- If the trainers have gifts with them, it should be handed out to the players, yet if there are not any gifts, thank the participants who have tried their best in the activity.

Sources

- A4-sized piece of paper with the following written on it: Consultants, Core Trainers, Province Trainers, District Trainers, and Teachers.
- **Handout for Participants 6.1**: Problems in the Cascade Training Model
- **Handout for Participants 6.2**: Strategies on Eliminating or Reducing Problems in the Cascade Training Model.
- Gifts for the players

Time

This session runs for approximately **60 minutes**. Allocation details can be viewed at detailed steps of activities.

ICT

ICT equipments to support this session include those to record pictures both inanimate and animate. These are used to record simulation activities to assist participants in remembering the simulation process. Use one of the equipments available at the training location.

- Analogue Camera
- Digital Camera
- Handy Camera

Energizer

In this session, participants will be invited to do a pantomime simulation of bathing an elephant. This activity is fresh and energizes. Therefore, the facilitators do not need to do any energizers at the start of this session. However, they are free to do so if they feel it is necessary.

Session Summary

Introduction
-10 minutes
Present the background, purpose, and learning outcomes, as well as key

Connection
20 minutes
Simulate by miming bathing an elephant.

Application
25 minutes
Work in groups to find the problems in the cascade training model.
Ask the participants to find strategies to eliminate or reduce problems in the cascade training model.

Reflection
-5 minutes
Ask the participants if the purpose of this session is achieved.
Give them a chance to write the learning outcomes of this session in their journal.

Extension
Participants are expected to reduce the problems of this training model.
Ask participants to continue developing their skill to become an effective facilitator.

Detailed Steps for Activities

I Introduction (10 minutes)

(1) Explain to participants that we have now finished the six sessions of the "Becoming an Effective Facilitator" training, five of which are based on modules whereas one session is a micro-training session.

(2) Explain that the model used by DBE3 is the cascade training model with some advantages and disadvantages. Please refer to Facilitator's notes 1 in this session.

(3) Explain to participants that an effective facilitator will continuously try to anticipate the weaknesses and problems that may occur in this training model.

(4) Explain the purpose of the session and key questions.

C Connection (20 minutes)

(1) Ask nine participants to be volunteers in this simulation activity. To lighten up the atmosphere, choose one participant with comedic talents, one very serious participant, and one young participant, and the remaining based on their voluntary choice.

(2) Ask eight of the participants to step out of the room and wait outside. Make sure the door is closed shut, so they cannot see or hear what goes on inside the room.

(3) One participant has to stay in the room as the "main character" in this activity.

(4) Tell the main character that this would be a pantomime activity entitled "Bathing an Elephant".

(5) Tell the other participants in the classroom that the main character will mime "Bathing an Elephant".

(6) Give the "main character" an example of "Bathing an Elephant". Ask that person to mimic it. Ask the other participants whether the mime done by the main character suffices or not.

(7) Call back four of the participants outside to come back inside the classroom.

(8) Ask them to stand in a line facing the wall or with their backs turned to this activity, except for one person who has to watch the mime done by the "main character".

(9) The main character demonstrates the mime and the second person pays attention.

(10) This second person then has to demonstrate the "Bathing an Elephant" mime to the third person. This goes on to the last person, who demonstrates "Bathing an Elephant" to all the participants.

(11) Ask each of the players, starting from the last, to the fourth, third, and so on, "What are you doing?"

(12) Listen to their answers one by one.
(13) Call back the remaining four participants outside the room and repeat steps 8 to 11, with the **exception** that demonstrating participants **can ask questions** to the previous demonstrater.
(14) Ask the main character and the eight participants to stand in front of the class.
(15) Give the following labels to:
Consultants: Main character
Core Trainers: Player Number 1
Province Trainers: Player Number 2
District Trainers: Player Number 3
Teachers: Player Number 4
(16) Respond to how the message reduces in essence from the main character to the last player of the first pantomime. Meanwhile with the second pantomime, they are able to relatively maintain the quality and quantity of the information or message being passed on.
(17) Give the players a gift (if available).

A

Application (25 minutes)

(1) Ask participants to work in groups.
(2) Use **Handout for Participants 6.1**: Problems in the Cascade Training Model.
(3) Ask participants to identify the potential problems that may occur in the cascade training model.
(4) Give two or three groups the chance to present the result of their discussion.
(5) Distribute **Handout for Participants 6.2**: Strategies to Eliminate or Reduce Problems in Cascade Training Model.
(6) Ask participants to work in groups. Ask them to find techniques or strategies to that can eliminate or reduce problems in the cascade training model.
(7) Give two or three groups the chance to present the result of their discussion.

1

Facilitator's Notes

A cascade training is training commencing from the core training where the core trainers then train trainers on the second level. Second level trainers then train third level trainers, and so on until you reach training for subject teachers.

Training using this model has a few problems including the diminishing quality and quantity of information or message from the main source to the final receiver of this message, who are the subject teachers.

To reduce problems in this cascade training model a number of things can be done:

(1) Trainers and teachers should always use modules as their main reference.
(2) Facilitators on the following level should receive proper facilitation from facilitators on the previous level.
(3) Province and district coordinators should be empowered to carry out activities related to quality control and assurance.

(4) At least a pair of facilitators should be involved in the training. In one training there should be two or more facilitators, so they can discuss problems found in the training.
(5) Communication between participants is essential because you can share experience and solve the problem at the same time.
(6) Communicating with facilitators on the next level also greatly helps solve training problems. Therefore, each participant should have the other participant's contact numbers as well as the facilitators.

R

Reflection (5 minutes)

(1) Participants are asked to review the key questions. Ask them if they are now able to answer those questions
(2) Participants are also expected to know the purpose of this session. Ask them if the activity and materials discussed during this session has reached that purpose
(3) Give the participants time to write the key message of this session in their reflection journal.

E

Extension

(1) Participants are expected to do some things (adjusted to their capacity as trainers) so that problems in the cascade training model can be overcome.
(2) Participants are expected to continuously develop their ability to become an effective facilitator.
(3) Review the additional information provided in this session because it will be very useful for participants in preparing the actual training.

Key Message

A cascade training model has several problems including diminishing quality and quantity of the message or information from the first source to the last source. To overcome this, several people need to take necessary measures, including trainers, consultants, province coordinators, district coordinators, etc.

Handout for Participants 6.1
Problems in the Cascade Training Model

No	Weaknesses and Problems
1	
2	
3	
4	
5	
6	
7	

Handout for Participants 6.2
Strategies to Eliminate or Reduce Problems in the Cascade Training Model

No	Strategies
1	
2	
3	
4	
5	
6	
7	

Additional information 6.1
Plan Your Presentation

The success of the training does not solely depends on the content or material presented during training, but also on the preparation done beforehand. Therefore, good preparation in holding a training is vitally important. Here are a few steps a facilitator can take in preparing the training presentation:

Make a Presentation Plan

Make a written plan on what you want to put in the presentation.

- Determine how you will present the training material.
- Use various facilitation methods and balance out lecture, discussion, activity, and role play methods, or any other methods for that matter.
- Use structured and sistematic training materials for your sessions.
- Memorize the parts of the presentation, instead of reading notes, because it will give off a disadvantageous impression on participants.
- If the facilitators have difficulties to memorize the order of the presentation, it would be better to make notes containing keywords of the presentation order.
- When making presentation notes, write them in large fonts, so it will be easily readable.

Review Materials

- Review training materials, so facilitators really master them as a whole.
- Enrich yourself from other sources, so facilitators are not stuck on the available material sources.

Practice the Presentation

- Do this in front of a mirror, family members, or friends, so facilitators can boost their confidence.
- Motivate all training participants to give constructive responses, so facilitators have feedback to improve their work.

Prepare Media

Gather and prepare all the media necessary for the presentation so the training can run smoothly and be organized well. A few minutes before presentation, check on some of the following:

- Additional Information;
- OHP;
- Flip charts;
- Activity Materials;

- Guest speaker;
- Volunteers to help you

Use a Checklist

Training preparation can be quite complicated and alot of things need to be prepared. To avoid any unavailability of objects, use a checklist containing all the training needs and preparation.

Additional information 6.2
Preparing the Training Program

As explained in the previous session, an effective facilitator must have certain skills to be able to really **present** an effective learning program for adults. Without this, the program might not be successful.

However, note that the success of presenting this learning program is only a partial success of the training altogether. A lot of things are to be done **before** the training program to ensure the facilitators work effectively and the learning process runs smoothly.

Here is a checklist of all the things that need to be prepared prior to the start of the training. Facilitators and DBE3 staffs are responsible for a few preparation points.

- Add in other things that need to be prepared or other necessary points into the checklist.
- Determine who will be responsible for these points (the facilitator or DBE3 staff). Write your answers in the third column.
- You must constantly contact the DBE3 staff to make sure all the things needed will be prepared.
- Check the points on the list that are prepared for the training.

Preparation Aspects	Points to Prepare	Person in charge	Prepared by
Contents	- Easy to understand purpose and activities - All source/media preparation for each session - Check all necessary sources and handouts - Source/material mastery - Understanding the operation of technology or training equipments - Make enough copies of the media/source for all participants - Provide necessary *flipchart*		

Media and Stationery	- Flipchart - Pens - Pen/pencil - Whiteboard - Tape - Participants' Kits - OHP transparencies		
Facilities	- Setting the training location - Training location accessibility - Training room light sufficiency - Training room ventilation - Appropriate/comfortable temperature - Well-organized room for learning program - Comfortable bathroom - Prayer room availability	DBE3 Coordinators	
Food, Drinks and Breaks	- Checking the number of the people. - Checking special orders on food (like Halal or vegetarian) - Setting eating and break schedules	DBE3 Coordinators	
Accommodation	- Clean and comfortable rooms - Checking the number of the people requiring accommodation - Accommodation should not be too far from training location	DBE3 Coordinators	
Facilitators	- Facilitators know their own schedules. - Accoutability of the training by all facilitators	Formal Education Advisor	
Equipments	- Participant's tables and chairs - Facilitator's desk - Name tags - TV or Laptop - VCD/DVD player - LCD - OHP - Paper	DBE3 Coordinators	

Program schedules/ agenda	- Agreement on training date - Agreement on training agenda - Announcing the training agenda to all related people	DBE3 Coordinators and Facilitator	
Participants	- Selecting training participants - Inviting participants - Announcing the date, place,and pre-program requirements (if necessary) to training participants	DBE3 Coordinators	
Budget	- The budget is set before the program is prepared - Someone is placed responsible for financial management and reports	DBE3 Coordinators	
Travel	- Setting transportation needs - Fulfilling transportation needs	DBE3 Coordinators	

Additional information 6.3
Training Equipments

Here are a list of equipments and materials that should be brought into the training location to make the training go as planned.

Agenda or Training Schedule	So that training activities go on time.
First Aid Kit	To provide medicine and first aid.
Tape Recorder	To play music or as an audio training equipment.
Audio tape/CD player	To play music for participants starting the training or during the break.
Blank transparencies and markers	To design a more interactive OHP presentation with responses from training participants.
Calculator	For calculating purposes before, during, and after the training.
Candies	To maintain participant's stamina throughout the training and to avoid drowsiness during session presentation especially after lunch.
Certificates	Participants can use them for credit points for promotions or other needs.
Welcoming Banner	To welcome training participants.
Coloured paper	Handout for participants marked in colour will be easier to find.
Computer	Essential for presentation using LCD projectors, and to save the facilitator's presentation file.
Thick tape	To conceal the cables on the floor and to stick up the training participant's works.
Easel	To display flipcharts to be easily used in the

	presentation.
Evaluation form	To help evaluate the facilitator's work. This procedure is usually asked by training sponsors.
Multicable	For easy access to electricity for audio, media, and other equipments.
Work contract	Prepare a work contract for both facilitators and future facilitators to motivate them and promote honesty.
Coloured markers	To prepare a more interesting presentation, so to inspire training participants.
Flip chart/tearable block note	Make sure you have at least 100 pieces for a day's training.
Glue	Used in group work especially in making a presentation using flip charts.
Hammer	Might seem insignificant but is crucial, say the decorations hammered to the wall comes off, this would greatly come in handy.
Handouts	Prepare them beforehand, and colour-mark them for easier use.
Lense cloth	For OHP and video equipments.
Map	How to reach the training location, and once participants get there, it will be useful to go around town.
Microphone	Podium, microphones, and wireless microphones have to be pre-organized, depending on the place and room arrangements.
Name tags	First names written in large, thick fonts for better recognition. Last names and schools or cities in smaller fonts below the first name.
OHP	For transparency presentation
Notebooks to write in	A nice touch for participants (a lot of people forget this training equipment).

Pen or pencil	A useful tool for both the presenter and participants. You never know when you have to take notes!
Pencil sharpener	Make sure they are sharp
Photocopy facilities	Know the place and operational hours for photocopying needs at the last minute.
Pliers	To repair damage of audiovisual equipment.
Post-it notes	Interactively useful for training participants and as a "personal note" for trainers during training.
Gifts	A fun way to appreciate the best of participants and help promote healthy competition.
Participants List	For training participants' row call to make sure they follow the whole training session properly.
Push pins/safety pins	For bulletin boards.
Rubber bands	To make sure the paper are still in good condition when you get home
Scissors	For all activities
Screen	For audiovisual presentation
Screwdriver	Useful for repairing audiovisual equipment.
Slides	For audiovisual presentation, make sure they are in the right order and the cover is in the front before being used.
Slide projector	For audiovisual presentation.
Stapler	Needed at the registration desk and sometimes used by training participants.
Rope	Useful for training participants and packing after presentation
Television	To play video tapes
Three-way Adaptor	As power sockets.

VCR/VCD/DVD player	To play video tapes, training VCDs or DVDs before presentation.
Video camcorder and tripod	Usually arranged by sponsors to record the presentation.

Session 7
How Can You Refresh and Energize Participants?

Introduction

A training, moreover one that involves adult participants, will run well if all the participants actively participate in each training process. The training process demands their participation, physically and mentally. Physically, they have to follow several energy-demanding activities, whereas mentally, they have to concentrate and think hard to solve the problems brought up in training. It would not be surprising if training participants would not only be physically but also mentally tired.

Furthermore, the human's general durability in concentration and counting on their senses, especially their ears, is strictly limited. A research conducted by Hartley and Davies (1978) shows that the participant's attention increases from the start of the presentation to the first ten minutes and decreases right after that time period. In these first ten minutes, participants are able to absorb 70% of the delivered information. During the last ten minutes, however, participants only absorb 20% of information. Tiredness and lack of concentration are easily visible and recognized from their body language or gestures, like signs of sleepiness, fatigue, lethargy, slack, boredom, and weariness.

When the participants start to feel tires and their concentration drops, what can a facilitator do? Here the facilitator must be alert in all situations and immediately hold activities that freshen up the training as well as return the dropping enthusiasm and concentration. This is called the icebreaker or energizer. Icebreaker is ideally done during the early sessions of the training when atmosphere is tense between participants because they do not know each other or their facilitator.Energizers, however, can be done anytime when the training starts to feel a bit dull, when participants start to get tired, unfocused, etc.

In doing those *energizers* or *icebreakers*, a number of things need to be taken into consideration for those activities to be useful for participants in following the session.

This session discusses what these energizing and icebreaking activities are as well as many aspects the facilitator must consider in doing them in training for adults.

Objectives and Learning Outcomes

The purpose of this session to for participants to recognize the importance of energizing and icebreaking activities in the training, and what can be done for these activities. By the end of this session, participants will be able to:

- Define these activities (*icebreaker* or *energizer*.)
- Mention the examples of these activities.
- Present the reasons for giving these activities in the training for adults.
- Mention a few things the facilitator should consider in holding these activities for adults.
- Demonstrate an example of an *energizing* activity.

Key Questions

- What is meant by energizer?
- What *energizing* activities do you know?
- Should it be in a training activity? Why?
- What do you need to consider in the energizing activities?

General Instruction

- Firmly show participants that using *icebreakers* will help facilitators freshen up and enthuse, but misuse in the point of time, frequency, age, and situation will prevent achieving the purpose of this training.
- Facilitators can design and carry out *icebreakers* or *energizers* according to their abilities and interests.

Sources

- **Handout for Participants 7.1 *Icebreaking* Activities Cards**
- **Additional Information 7.1**: Things to Consider During '*Icebreaking*'.
- **Additional Information 7.2**: *Icebreaking* Examples
- **Additional Information 7.3**: Consolidation or Time to Stop
- Flipcharts and markers.

Time

This session runs for approximately **90 minutes**. Allocation details can be viewed at detailed steps of activities.

ICT

The use of ICT equipment to support this session is optional and depends on the availability. If possible, provide the following:

- LCD projector
- Laptop or Personal Computer
- LCD projector screen

If not possible, you can use OHP and transparencies. If there is a blackout, facilitators can use flipcharts.

Energizer

The following is the energizer you need to do to start this session. The purpose of this activity is to develop both the participant and facilitator's understanding towards other people's facial expressions. Before doing these activities, a facilitator should prepare Handout for Participants 7.2.

The use of body language game is for facilitators to be more sensitive towards the participant's emotions. Participants pair up with one person acting as a regular person and the other being a mirror. Facilitators instruct what emotions they have to express on a little piece of paper in an envelope, for example, sadness, happiness, tire, boredom, exhaustion, anger, irritation, attraction, etc. Invite participants to relate to this activity by trying to understand body language, mimics and *gestures* as expressions of their emotions.

Facilitator's Notes

1 Read Handout for Participants 7.2. Energizer Activities before doing this activity. Cut out the cards on the handout sheet and put them in an envelope.

Session Summary

Introduction
15 minutes
Facilitators explain the theme and purpose of the session.

Connection
30 minutes
Participants analyze an *icebreaker* done by the facilitator by appreciating the advantages and criticizing the disadvantages.

Application
35 minutes
In small groups, participants design their own *icebreaker* activity and present it in front of the class.

Reflection
10 minutes
Participants write down the important points of this session in their journal.

Extension
Participants are asked to develop themselves by reading a few additional reading.

Detailed Steps for Activities

I

Introduction (15 minutes)

(1) Present the Purpose and learning outcomes of this session.
(2) Explain the key questions to participants, give them 2-3 minutes to brainstorm the definition of these *icebreaking* activities.
(3) Ask participants to write a more complete answer on the given A4-sized paper for 5 minutes.
(4) Collect their answers.
(5) Ask a participant to read them one by one.
(6) Ask the class to summarize one definition from the available answers, and ask agreement on the definition.

2

Facilitator's Notes
Energizing activities are activities done in a training (learning or the sort) used to lighten up the atmosphere, give them new spirit, evade boredom, physical and mental tire done instantaneously (unscheduled with the alocated time) and straightforward to provide a comfortable atmosphere for participants and re-focus on the main activities. If possible, these activities should boost the main activities in either materials or methods.

C

Connection (30 minutes)

(1) Show examples of simple icebreaking activities, demonstrate with the participants (read the activities on the following Facilitator's Notes)

> 3
>
> **Facilitator's Notes**
>
> Give participants an example on how to draw a shape by using their bottoms, then ask them to guess what the picture is?.
>
> Ask participants to draw other shapes together (facilitators show them the shapes they have to make), observe which participant draws the best and which one is the laziest. Call them forward as models. Give them a picture of the shape they have to draw. Ask other participants in groups to draw on paper. Match the participant's drawing on the paper with the picture given to the models by the facilitator. Reward the models if all the groups manage to do it right, reward one participant if nobody else got it right. Do this activity for 5 minutes.

(2) Participants return to their seats.
(3) In small groups, ask participants to analyze these activities by paying attention to the following: (1) Room setting, (2) Used time, (3) Related to what material, (4) Appropriate for what age, (5) When it is given, (6) What are the benefits for participants, (7) What needs to be fixed? (Display/write it on the flipchart paper)
(4) Do this in 10 minutes
(5) Ask participants to write their answers on the flipchart paper.
(6) Stick up the group work on the display board/the wall.
(7) Ask a member of the group to guard their work.
(8) Ask each group to observe at least 3 of the other group's work and to give comments, suggestions and criticism or inquire clarification from the guarding group member (10 minutes).
(9) Clearly confirm the result of the participant's analysis.

> 4
>
> **Facilitator's Notes**
>
> Sum up the participant's analysis results by referring to Additional Information 7.1.
>
> Display the summary of the important points in Additional Information 7.1. through an LCD projector, OHP, or using a flipchart.

A

Application (35 minutes)

(1) Ask participants to return to their groups
(2) Brainstorm, ask them on the needs for energizer activities in a training (5 minutes)

(3) Distribute **Handout for Participants 7.1** and ask each participant to individually make their own *icebreaker* or *energizer* activities in the provided column. Each participant is expected to create activities in the mental, or perhaps spiritual category and physical category as well (15 minutes).

(4) Once everyone is done, ask participants to pair up to determine one of their creations to write on the flipchart and present /simulate.

(5) Ask 2-4 groups to present or demonstrate their energizing activities (choose the groups with the most unique activities).

(6) Do this for 15 minutes.

Facilitator's Notes

5

Review Additional Information 7.1 Things to Consider During '*Icebreaking*'.

The participants' energizers have to be collected by the facilitators to be typed and edited, then copied for each participant. Therefore, participants will have a collection of *icebreakers* they can use anytime they need to.

R

Reflection (10 minutes)

(1) Ask participants to write down what they need to pay attention to in doing these energizers in a training for adult students.

(2) Ask them to write the reasons why it is necessary to have these energizer activities in a training for adult students

Facilitator's Notes

6

Facilitators monitor the participant's activities to make sure they do exactly as instructed.

Read Additional Information 7.1: Things to Consider During '*Icebreaking*', Additional Information 7.2: Ice breaking Examples; and Additional Information 7.3: Consolidation or "Time to Stop"

E

Extension

(1) Ask participants to write a few things they have learned during this session in their learning journals.

(2) Give reference nine.

Key Message

Full training sessions with lots of concentration- and energy-demanding activities are sure to easily tire participants physically and mental. To lighten up the atmosphere and regain the participant's concentration these *icebreaker* or *energizer* activities are necessary. The main point of these activities is to provide a momentary

break to both the brain and body to stop thinking or divert to other things. There are a number of activities that can be done through certain gestures, singing together, answering riddles, watching video-clips, etc.

Additional Reading

- Bobby DePorter & Mike Hernacki, *Quantum Learning Membiasakan Belajar Nyaman*
- *and Menyenangkan.* Kaifa: Bandung, 2000.
- Bobby DePorter, Mark Reardon & Sarah Singer Nourie. *Quantum Teaching Mempraktekkan Quantum Learning di Ruang-ruang Kelas.* Kaifa: Bandung, 2001.
- Hartley, J., & Davies, I.K, *Note-Taking: a Critical Review.* Programmed Learning and Educational Technology, 1978, 15, 207-224.
- www.businesstrainingworks.com
- http://www.bonner.org/resources/modules/modules_pdf/BonCurIcebreakersDiversity.pdf
- http://training-games.com/free-icebreakers.html
- www.irc.nl/rcdcop

Handout for Participants 7.1

Icebreaking Activity Cards

Icebreaking Activities	
Writer	
Activity Category	
Required room setting	
Suitable for which material?	
Time to carry it out	
For age	
When to carry it out	

ICEBREAKING STEPS

Handout for Participants 7.2

Icebreaking Activities

This Hand out is strictly for facilitators to prepare energizer activities, do not give them out to participants.

Instructions

(1) Cut out all the cards below.
(2) Put them all in an envelope.

BORED	**INTERESTED**
NOT CONCENTRATING	**HAPPY**
TIRED	**ENTHUSIASTIC**
SAD	**SATISFIED**
DISAPPOINTED	**JOYFUL**
TENSE	**CURIOUS**
SLEEPY	**INDIFFERENT**
FRUSTATED	**ANGER**
WORRIED	**RELIEFED**

Additional Information 7.1

Things to Consider in '*Icebreaking*'

Icebreaking activities in a training are necessary to support the presentation of the materials. Those activities are "important or not important". They are important if they are designed well and targeted well to enhance the presentation of materials. They are unimportant if the presentation is already done well and comfortably. In other words, in the training for adult learners, the right *icebreaker* means a lot because it will create a psychological atmosphere for participants to learn. Another thing to be taken into consideration is that *icebreaking* activities have to be done with reflection on the benefits and the reasons they are carried out. Hence they are not merely humor without meaning. Here are the benefits of *icebreaking* activities in the training program, that is icebreaking

- Avoids drowsiness
- Avoids tediousness
- Draws the attention of participants talking among themselves
- Reduces weariness from sitting too long
- Gives participants a chance to get to know one another
- Creates a comfortable environment (not tense)
- Boosts group work spirit
- Forms groups
- Focuses on the core materials
- Bridges presenting the core material
- Refreshes the participants on the material they have learned
- Provides new energy to face the next session
- Links one session with the other or one step to the next
- Means of expression for expressive and active participants
- Gives shy and quiet participants a chance to show themselves
- Avoids participants drifting off into another world

Nevertheless, *icebreakers* must be used appropriately to achieve the desired purpose.

Here are a few things the facilitator must pay attention to in giving icebreaking activities:

Activity Types

Choose and design activities suitable with the participants' needs. In this case, facilitators should closely examine the training participants' conditions to give the right activity. For example, for participants who are tired from doing brain draining tasks, do not give them activities that involve reading, thinking or observing something, but give them activities that liberates them from thinking, they can sing

or move their bodies in relaxation. If participants are tired from moving around, do not give them activities that demand physical movement but activities that draw brainwork.

Time

One important thing facilitators should keep in mind is that energizing activities are not individually time-allocated. Therefore, in choosing activities, you have to pay close attention to time to avoid distracting the main activities. Choose/make short activities that go on for no more than 10 minutes.

Room Arrangement

The activities must consider the condition of the room used for training to avoid unwanted things to happen, like bumping into each other accidentally, dropping breakable item or getting tangled in cables on the floor.

Link to Materials

To avoid these activities from taking too much time from the main activities, they can be designed to adjust the material being presented. Therefore, they will be related to the materials in the presentation, yet in a much more fresh and attractive package.

Age

A very important thing to consider in giving energizing activities is the participant's physical and mental condition. If participants are a little elderly, the activities should be gentle in physical involvement, and when counting, do it slowly.

Effectiveness and Efficiency

Take advantage of these activities as best as possible to support the main activity and not the other way around. They should be well-aimed, and greatly help participants in following session by session and for facilitators not to make it a burden in their presentation, but easy and simple. This short activity is guaranteed to give bigger benefits.

Needs

Give these activities based on the participant's situation and condition, not because of the facilitator's needs. As explained before, facilitators have to be able to read the participant's body language to know when they need these activities.

When

Choose the right time, like after lunch, before presenting the main material, in the middle of presenting the main material (while forming groups, choosing participants to present in front of the class little games to bridge material presentation) or at the

end of the session when participants are tired from working on several tasks, at the same time reinforcing the comprehension of the presented material.

Facilitator's Ability

Facilitators have to measure their own ability in giving these activities, so that in giving the model or instructions to participants, they would feel certain and confident. A half-hearted implementation will give bad results and will not reach its purpose.

Additional Information 7.2
Icebreaking Examples

- **If I were anywhere doing anything .....**
  (1) Give each participant a small piece of paper.
  (2) Write on it, "If I were anywhere doing anything I want, I would _____ right now."
  (3) Ask each person to give their paper to the participant on their left.
  (4) Take a couple of minutes to take turn to introduce one another and talk about what they have written and why.
  (5) Start from your left and go around, each person introducing their partner and reading the paper, giving a small explanation if necessary.

- **Take as much as you need**
  (1) You need a bag of different-coloured candies and a small cup.
  (2) To start, give out a cup of candy. Instruct each person to "Take as much as you need".
  (3) There are no further instructions until each person has gotten their candies.
  (4) After everyone has got their candies, one person has to start talking about himself for each candy they have taken.
  (5) As an interesting intermission, and to make sure you get different information from each person, give each coloured candy a different category. After the first person has done it, move on to the next person in the group.
  For example:
  Red : personal information (name, family information, address)
  Orange: free category, something entertaining/funny about yourself
  Green : professional development experience (experience being workshop volunteers, attending conferences)

- **Treasures in purses/wallets/bags**
  Ask participants to choose two things that they consider important out of their wallets or bags. Ask them to explain why it is so important.

- **Title Name**
  (1) The first person introduces him/herself using the title/nickname in the front of his/her name followed by the nickname (like **Br**ainy **Br**ian).
  (2) The next person introduces him/herself and introduces the person before him/her (like I'm **Su**per **Su**san and **Br**ainy **Br**ian).
  (3) This goes on until everyone's introduced themselves.
  (4) The idea is for the whole group to help when there are too many names to remember.

- **What is Interesting from Me is…**
  (1) Ask participants to introduce themselves, say their name and something interesting about themselves (like, my name is Albus and I was once a Motor Cross racer).
  (2) The next person introduces him/herself and the person before him/her (like, my name is George the photographer and him, Albus, was once a Motor Cross racer).
  (3) The process goes on until everyone has introduced him/herself, with the whole group helping any forgotten names.

- **Find me**
  (1) Before this session, make a list of ten characteristics that is applicable to the group (for example, having a teenage child; being a mother of three).
  (2) Multiply/copy this list and hand it out to participants.
  (3) Give them 10-15 minutes for everybody to mix around and find as many names to fill in each characteristic on the list.

- **Matching**
  (1) Before this session, gather a list of common pairs (for example, shoes/socks, brush/comb, peanut butter/jam, salt/pepper).
  (2) Use regular or index paper, fold half of it and write a word on each side.
  (3) Cut the paper or cards into two pieces.
  (4) In the session give each person half of the card.
  (5) The purpose is to find the person with the other half of the card or the pair without using the real word (physical *gestures* and clues are allowed).

- **Writing Letters**
  Participants write a letter using a part of their body while saying the letter out loud.

- **Drawing Shapes**
  Participants draw shapes using their body parts.

- **Finding a Friend**
  Find a friend by imitating a sound, movement or question-answers to form a group.

- **Counting the Squares on a Chessboard**
  Give participants a picture of a chessboard and ask them to count the squares on it in a short period of time.

- **Describe Observation Results**
  Give participants an object (pen, pencil, eraser, or anything on the training table) and ask them to describe the object in less than 50 sentences (Observation Skills).

- **Throw Ball, Clap Hands**
  Ask participants to clap their hands once every time the facilitator throws the ball/the ball falls out of the facilitator's hands. Punish those who clap at the wrong time or do not clap at all.

- **Riddles**
  Give them light, funny riddles and reward those who can answer.

- **Drawing with Eyes Closed**
  Participants work in pair, one of them instructing his/her partner to draw something with his/her eyes closed. Look for the pair who finishes drawing quickest and best.

- **Watching a Movie**
  Play a short movie or video clip and ask them to give some appreciation. Find the most rational and sensible answer or the complete opposite.

- **Memory Strength**
  Give them a list of words, then give them a couple of minutes before erasing the writing and then ask them to say or write down those words. Then display a different set of words and ask participants to sing them in a familiar melody/rhythm. Erase them and ask them to write/say the words in the song. Ask them to compare what they take in from the first set and the second. Ask them to find the main thread of this activity.

- **Finding a Friend Through Animal Sounds**
  Write names of animals on a piece of paper and give it to the participants to find a member of their group to voice out the sounds of those animals. The animals should not be sensitive to the community's culture.

- **Train**
  Participants line up in order while holding the shoulder of participants in front of them. Ask participants to go around the room singing "*naik kereta api tut..tut..tut..siapa hendak turut* and so on ….."

Additional Material 7.3
Consolidation or "Time to Stop"

In the *Quantum Learning* approach, *icebreakers* or *energizers* are conducted during breaks or short intermissions. This approach makes constant breaks an important requirement in each learning session. Because of their importance, if necessary, let participants determine the time for breaks. If participants start to feel tired, sleepy, bored and unfocused they can ask for a break.

A few reasons why breaks or *icebreakers* and *energizers* are conducted include: *First,* in each learning session or training the part we remember the best is the information we learn during the first and last part of training. Thus with more breaks, we will remember more of the whole information being presented. With the many short breaks, it will increase the "firsts" and "lasts". *Second,* when our minds get tired, and we stop for a while, our mental condition will change because our brain cells are refreshed and ready for the next step.

Short breaks are also consolidation times when new information is gathered and embedded strongly in both the conscious and unconscious mind. If we actively work and interact with the wide world or the macro-environment, breaks mean we back off and return to our personal space and relax, absorb anything we gain from the outside world.

In the training session, the breaks mean we ask the participants to get up from their chairs or tables and do some other activity for a while. Do certain movements, listen to music, sing together, walk around, or do anything that would change the participant's and our physical and mental condition for a moment.

Session 8
How Can You Manage Learning Time in the Training?

Introduction

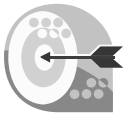
As discussed in the previous session that adult learning is very different from that of other ordinary learning. According to Malcolm Knowles, adult learning (*andragogy*) principles include: (1) being able to direct themselves, (2) obtaining much life experience, (3) need-based learning, and (4) adult learning being oriented to practical problems related to day-to-day life activities.

A lot of teachers and trainers spend too much time to talk during the teaching-learning process. They often dominate the talk for 90 minutes, so the learners only listen to teachers or trainers. This habit has caused some trainers, teachers, or lecturers unable to control their talk.

Almost all adult learners are experienced with the materials being taught. They often want to show their experience and ability to all training participants. They tend to give comments, responses, and questions as many as possible even though thei responses are only to underline, confirm, or support previous opinions.

If the teacher or trainer dominates the teaching-learning activities by lecturing and the adult learners also want to express their opinions as many as possible, this could lead to wasting time and the teaching-learning activities cannot run properly, as a result, the purpose of the training is not well achieved.

Very often, when the adult learners are working on interesting activities, they will keep doing until they can complete the acitivities well. When the time allocated for the activities is limited, some activities cannot be finished.



Objectives and Learning Outcomes

After following this session, the participants are expected to be aware that time management for adult learners is very important because the participants and trainers want to share their experience to other participants. The participants are expected to obtain adequate skills in managing the time for training. To be more specific, the participants taking part in the training will be able to:

- Find out the strategies for effective time management of learning in the teaching-learning activities in accordance with the learning scenario.

- Find out the best strategies to control the talk time both for the trainer and participants so that the teaching-learning process remains focused on the learning objectives.
- Find out the techniques to control participants' activities during the training.

Key Questions

This session will discuss what strategies to be used by the facilitator including the followings:

- What strategies are used to effectively manage the learning time to meet the learning scenario as planned?
- What strategies are used to control the talk time of the facilitator and participants so that the teaching-learning process remains focused on the learning objectives?
- How can we control the participants' activities to be within the time allocated?

General Instruction

- Participants should refer to the materials in the previous sessions related to the difference between adult learning and other learners.
- It is important that the time allocation should be managed effectively so that the teaching-learning process could achieve learning purposes.

Resources

- Flipchart paper
- Big and small markers
- Scissors or Cutter
- Glue and Tape
- **Handout for Participants 8.1**: Techniques for Time Management
- **Handout for Participants 8.2**: Techniques for Controlling the talk by Facilitator
- **Handout for Participants 8.3**: Techniques for Controlling Participants's talk and activities
- Gifts
- OHP transparencies/Flipchart paper with learning materials.
- **Additional Information 8.1**: Techniques for Time Management.
- **Additional Information 8.2**: Techniques for Controlling the talk by Facilitator.
- **Additional Information 8.3**: Techniques for Controlling Participants's talk and activities.

Time

This session will last for 90 minutes. Detailed time allocation is given in detailed steps for activities.

ICT

If possible, make ICT available during the training. They could include:

- LCD Projector
- Laptop or computer for the presentation.
- Screen for LCD Projector

Energizer

Ask the participants to reflect on a true story about a fully dedicated teacher. Ask ourselves "Have we done enough to create good and intelligent generation?"

I will buy iron sheeting for the school roof:

Wanhar Umar (39) is not a super human, but he manages to teach six classes alone in SD Muhammadiyah 2/74 of Talanglangsatan Village, Muaraenim, South Sumatra. He is the only person in the school. He serves as the Principal, administrative officer, as well as teacher from Year 1 to 6. He is not a graduate of Teacher Training College, but only a Primary School graduate where he is teaching now. He has started to teach in this Primary School since he was 14.

He is responsible for the teacher's payment. The main income for the school is tuition, but many students have not paid it yet, so the highest amount collected in a month is Rp. 120.000. He has worked for 15 years. To support the family's life, he works in a rubber farm behind his house. His tiring work paid back when he saw many of his ex-students became successful. Because of his hard and genuine work, he was awarded a sum of Rp. 2.000.000 by South Sumatra Volunteer's Committee. Vice Governor was carried away with his work and added another Rp. 1.000.000. When he was asked what he would do with the money of Rp. 3.000.000, Wanhar answered "I will buy iron sheeting to repair the leaking school roofs". (Cited from: Guru dalam Tinta Emas, Kisah Guru Istimewa, Penerbit Kompas)

Session Summary

Introduction
10 minutes
Explain key questions, objectives, and learning outcomes. Explain the background. Asses the participants' understanding of materials to be discussed.

Connection
30 minutes
Participants work in groups to identify various techniques to manage the time and presentation

Application
40 minutes
Participants find techniques or strategies to control the facilitator's talk. Participants find techniques or strategies to control the participants' talk and activities.

Reflection
10menit
Reflect on the objectives and key questions and ask the participants if they could answer the key questions. Ask if the discussion and activities in this session have achieved the objectives. Give opportunities to participants to record them in the learning journal

Extension
Participants review additional information. Evaluate, find and practice new techniques.

Detailed Steps for Activities

I

Introduction (10 minutes)

(1) Explain key questions, objectives, and learning outcomes for this session.
(2) Describe that many trainers, teachers, or lecturers are not able to efficiently manage time for training. As a result, when the time ends, participants have not yet acquired the expected competency.
(3) Time management in the training for adult learners will be more complicated because of limited ability of the facilitator and the participants' characteristics; the facilitator wants to share as much knowledge and experience as possible with other participants or facilitator.
(4) Explain that efficient time management is essential becausr the time for training is limited.
(5) There are many ggod techniques or strategies to be used by facilitators, teachers, or lecturers so that time can be efficiently managed and learning objectives can be achieved.
(6) Ask for the participants' feedbacks or opinions about one or more of the techniques of time management they often use in their teaching.
(7) Explain to the participants that they can name their technique and describe it in the handout sheet provided.

C Connection (30 minutes)

(1) Divide participants into several group. Each group consists of 5 to 6 participants.
(2) Give each group necessary items, such as flipchart paper, glue, scissors, small markers, big markers, and Handout for Participants 8.1: Technique for Time Management for Training
(3) Cut out Handout for Participants 8.1 and write on them the technique or strategy for time management including its description or ways to apply the technique.
(4) Allocate 10 minutes to the participants to write the technique including its definition and post it on the flipchart paper.
(5) Display the results of the group in front of the class and read them to all participants. Each group is given 4 minutes to present their work.
(6) Comment on them and give additional information if necessary.
(7) Ask other Facilitator to assess the results and participants' presentation. Choose the best group and reward them with some gifts.

1

Facilitator's Notes

Facilitators should read carefully Additional Information 3.1: Technique for Time Management for Training.

There are several techniques that can be used to control the talk time of the Facilitator and participants.

A Application (40 minutes)

(1) Explain to the participants that the purpose of time management for the training is to make sure that the presentation can be conducted within the allocated time.
(2) Explain that to begin or stop learning activities is sensitive especially if the participants are adult learners. Using inappropriate technique or words could offend them and can distract the learning atmosphere.
(3) Participants are asked to remain the same group. Half of the groups are given Handout for Participants 8.2: Technique to Control Facilitator's Talk Time.
(4) Ask the participants to identify various techniques to control Facilitator's talk time.
(5) Other half of the groups are given Handout for Participants 8.3: Technique to control participants' talk time and activities.
(6) Ask the participants to identify various techniques to control participants' talk time and activities and fill them in Handout for Participants 8.3.
(7) Give an opportunity to the groups to work on Handout for Participants 8.2 to present their work by reading them to other groups.
(8) Give an opportunity to the groups working on handout 8.3 to read it and conduct *role play* of one technique for each group.

Facilitator's Notes

2

This *role play* can be performed by all group members in front of all participants. For example, the participants are conducting the *role play* for a whispering technique. One participant is speaking here and there in front of the class, then one other participant acting as Facilitator whispers to the participant speaking here and there in front of the class.

R

Reflection (10 minutes)

(1) Ask the participants if they are able to answer key questions?

(2) Ask the participants if the activities and materials discussed in the session have achieved the purpose mentioned in the Introduction step?

(3) Allocate time to the participants to write key message of this session in the reflection journal.

E

Extension

- Participants review Additional Information 8.1: Technique for Time Management for Training.
- After the training, the participants can practice several techniques for time management and evaluate which technique is fully acquired and the most suitable with the training materials, time allocation, and number of participants.
- Participants should find and develop a better technique for time management for training.

Key Message

The control of talk time and activities in the training for adult learners is very important, because the facilitator and participants tend to speak as much as they wish. If the participants and facilitator is too busy with the activities, they will forget the time allocated for them, as a result, this will negatively affect other planned activities.

Handout for Participants 8.1
Techniques for Time Management for Training

No	Name of Techniques or Strategies	Description (Definition, How to use, things to consider, etc)
1	Focusing on the Materials	The facilitator or teacher should focus on the training materials, even though the participants are interested in other topic. Politely refuse if the participants invite to discuss topics other than the ones under discussion.
2		
3		
4		
5		
6		

Notes: Ask for additional sheets of handout if there are more than five techniques or strategies.

Handout for Participants 8.2
Techniques to Control the Facilitator's Talk

No	Name of Techniques	Description
1	Practicing to give a lecture	Before the training, the Facilitator should practice to give a lecture at home (if necessary before the mirror) and decide to speak no more than 10 minutes.
2		
3		
4		
5		
6		

Notes: Ask for additional sheets of handout if there are more than five techniques.

Handout for Participants 8.3
Techniques to Control the Participants' Talk and Activities

No	Name of Techniques	Description
1	Whispering	Whisper to the speaker that the time is up. Do this politely and clearly to prevent from any hard feeling. For example "Excuse me Sir or Madam, the time is up. Please, go to the points. We will discuss those materials in more detail outside the class."
2		
3		
4		
5		
6		

Notes: Ask for additional sheets of handout if there are more than five techniques.

Additional Information 8.1
Techniques for Time Management for Training

Managing learning time is very important so that teaching-learning process and learning objectives can be efficiently achieved. Digression from the main topic of discussion or activities will lead to the failure to achieve the learning objectives or competencies.

The deviation in the teaching-learning process will be greater if the participants are adult learners. This is because adult learners have acquired previous knowledge and adequate life experience, so they will refer to talk about their experience and knowledge to obtain some recognition from other people.

However, the deviation from the scenario in the teaching-learning process is allowed as long as it is tolerable. This kind of deviation will be beneficial because the teaching-learning process goes within the actual context not within the expected context. Thus, the teaching-learning process will be more alive and more meaningful.

The following tips can be used by the teacher, trainer, Facilitator, or lecturers so that the teaching-learning process go as planned.

Determine Time Allocation

In this module there are five steps of ICARE. Allocate the time for each step on a piece of paper or write it on the blackboard. By using this guide, the Facilitator will be able to control their talk time and activities. The Facilitator should inform the time allocation for each step so that they can manage their talk time and activities.

Define clearly Learning Objectives

When the learning objectives are defined clearly, the participants and Facilitator will easily check to what extent they have achieved them. Clearly-defined objectives will help the participants and faclitator achieve the objectives quickly. They will also assist the adult learners to achieve them by themselves with minimum assistance from the Facilitator. Evaluation will also be easily made.

Give enough home work

The teaching-learning process should follow the learning scenario to achieve the main learning objectives. If there are materials that need much time, the class should not spend too much time for discussing those materials. The Facilitator or teacher should make it as a home work simply to solve the unfinished problems. So, the class will not waste their time only to discuss unimportant materials. All materials

should not be necessarily discussed completely during training hours; assigning home work is a good technique for the participants to review the materials not discussed in the training.

Thirty-Minute Discussion after Training

Very often one or two participants invite to discuss some topics at length beyond the training materials. If the facilitator spends too much time to respond to this participant, he or she will waste valuable time of other participants. Tell politely this participant that he or she could further discuss the issue in more detail after the session. Tell him/her that the trainer, teacher, Facilitator, or lecturers will allocate enough time to dicuss the issue.

Use Power Point Presentation

If the trainer uses power point presentation, he/she should give its print-out copy that can also be used to take notes of the trainer's explanation.

Try out to explain the materials by using the power point presentation and time it, including additional time to anticipate unexpected discussion.

If the power point presentation ends, you should *minimize* it so as not to distract the teaching-learning process. Consider to explain the materials no more than two minutes for each slide

Peer Tutor

Each participant's ability is not the same. Smart participants can finish the assignment more quickly, so additional assignments should be given to them to keep them busy. They are asked to assist other participants who have difficulty to complete their work. Apart from assisting the Facilitator, peer tutoring is useful for other participants as well. So, the teaching-learning activities will run more quickly to achieve the learning purposes.

Control the Discussion

It is common for adult learners to express their experience and knowledge to obtain the recognition from others. As a result, the discussion often goes very long. Control the discussion to be consistently focused on the materials within the time allocated for the discussion.

Additional Information 8.2

Techniques to Control the Facilitator's Talk

No	Name of Technique	Description
1	Practicing to give a lecture	Before the training, the Facilitator should practice to give a lecture at home (if necessary before the mirror) and decide to speak no more than 10 minutes.
2	Being recorded	When the facilitator practices to give a lecture, he/she could record his/her lecture and play it back. Two benefits are found from this activity. First, the Facilitator can review the recording and second the Facilitator can check the time used for the lecture.
3	Stop Watch Method	When the facilitator presents the materials, he/she can use a stop watch. This technique should be carefully used because the stop watch can distract the Facilitator's concentration. Little bit more or less than 10 minutes from the expected time is still tolerable.
4	Assigning one participant as a Time Keeper	The Facilitator can assign one participant as a *time keeper* to remind the Facilitator and other participants to observe the time allocation. Before the session, the participants and Facilitator should agree on the time allocation for the session.
5	Cheating Sheet	The Facilitator uses notes written on small cards. These cards are used to cheat the materials and at the same time to be a reminder for time allocation.
6	Codes from Co-Facilitator	The Co-Facilitator can assist the main Facilitator (the Facilitator doing the presentation) to remind him/her about the time allocation. The Co-Facilitator can indicate by using the number of fingers raised to remind the number of minutes remainig for the presentation.
7	Clock	If the clock is attached on the wall, use it to check the time of talk. Note that the Facilitator should not very often look at the clock because this will give negative effects. First, it can distract the participants' concentration. Second, it can create bad image to the participants.
8	Timer in Power Point	If the Facilitator uses power point presentation, he/she should include the time allocation on each slide. The time reminder should be made small and place it in a such a way that it will not distrac the participants' concentration. Then, follow the time allocation.

9	Vibration in the Cell phone	The Facilitator can use the alarm vibration in the cell phone set by the Facilitator. This is a very easy method, but should be used carefully, because the vibration could indicate an incoming call or short message and not to indicate the time to stop the presentation.

Additional Information 8.3
Techniques to Control the Participants' Talk and Activities

No	Name of Technique	Description
1	Whisper	Whisper to the speaker that the time is up. Do this politely and clearly to prevent from any hard feeling. For example "Excuse me, Sir or Madam, the time is up. Please, go to the points. We will discuss those materials in more detail outside the class."
2	Reminder on a Piece of Paper	The Facilitator can write a message on a piece of paper, for example "Time is up, Sir/Madam". Pass politely the paper to the speaker.
3	Hand Gesture	Give a hand gesture that means "time is up". Do this in place visible to the speaker, but is not noticable to all participants.
4	Polite Interruption	The Facilitator can politely interrup the participants' talk. For example, "Well Mr. Udin, I agree with your opinion. To make us more freely discuss it, we can continue the discussion after the session".
5	Time Keeper	At the beginning of the session, the participants and the Facilitator can assign one participant as a *time keeper*. The time keeper is to remind anyone including the Facilitator to aobserve the time allocation.
6	Clapping	The Facilitator's clapping can indicate the end of the activity and the Facilitator will move on to other activity. Clapping should be carefully made, do not do it too strongly, but can be heard by all participants.
7	Music Timer	If there is a music player in the room, it can be used as a *timer.* The participants should finish their work when the music ends.
8	Verbal Reminder	"Ladies and Gentlemen, the time to finish the work is over. Please, move on to the following activity". Speak politely.
9	Enhancing the Participants	This technique simply reminds the participants by stating that one participant or group has completed their work well, even though the group being addressed has not finished their work. This technique is very useful to encourage other participants to finish their work more quickly.

Session 9
How Can You Use Available Media?

Introduction

Teaching media or training media are things that can help the teacher or facilitator to present the message, so that they can improve the motivation, intelligence, and understanding of the participants or students on the materials under discussion. On the other hand, learning media are those used by the participants individually to work on their assignments. This session will focus on the teaching or training media, even though the participants will also discuss learning media.

Media can be very simple or sophisticated. Simple media include blackboard and handouts, whereas the sophisticated ones include computer softwares for simulation. However, note that each type of media has its weaknesses and strengths.

The development of information technology (ICT) has a very big impact on the development of teaching media. Today, Computer-Based Media have been increasingly developed. They can be developed in various ways and by using various tools so that they can deliver rich messages.

The use of media in a training should consider a number of aspects. Note that expensive media are not necessarily suitable with the materials under discussion, the training objectives, and the facilitator's competency. Inexpensive media could be very effective to assist the presentation of the materials as long as they could serve to achieve the learning objectives.

Seeing the many types and variations of media, a facilitator has to consider, judge, and use them as best as possible. Mishandling media will not only cost you energy, money and time, but also reduces effectiveness in achieving training objectives.

Objectives and Learning Outcomes

Participants realize the importance of effective media in learning. Learning media doesn't have to be expensive material or equipment, but suited according to need. Once following this session, training participants are expected to be able to:

- Identify characteristics of learning or training media.
- Identify things to consider before using a certain media.
- Finding things to pay attention to in designing and using certain training media.
- Identify media you can find in the participants' school or environment in accordance with the learning objectives of the main topic in the subject taught.
- Participants can design adult learning media well.

Key Questions

- How do you judge training media characteristics?
- What aspects should a facilitator consider before deciding to use a media?
- What should a facilitator pay attention to in designing and using media to train adult students?
- How do participants relate the learning objectives of the main topic or sub topic of certain subjects with media available at schools or the environment?

General Instructions

- Using learning media in the teaching process has beneficial effects on learning objectives. Using various methods and learning media will liven up the learning environment, motivate participants, make it easier for them to understand complicated concepts, can develop the participant's knowledge, manners, and skills.
- Determine the learning objectives you want to achieve first, then find the appropriate media for them. Facilitators should not depend on media availability to determine the learning objectives.
- Keeping in mind that participants have different learning methods, use various media to accommodate all the participant's needs.
- Learning media do not have to be expensive or highly complex, but they can help facilitators reach learning objectives.

Sources

- Flip chart, Marker, Sellotape
- **Handout for Participants 9.1**: Training Media Characteristics
- **Handout for Participants 9.2**: Aspects to Consider in Choosing Training Media.
- **Handout for Participants 9.3**: Aspects to Pay Attention to in Using Training Media.
- **Handout for Participants 9.4**: Basic Competence and Media Availability
- **Additional information 9.1**: Training Media Characteristics
- **Additional information 9.2**: Aspects to Consider in Choosing Training Media.
- **Additional information 9.3**: Aspects to Pay Attention to in Using Training Media.

Time

The time used for this session is approximately 90 minutes. Allocation on time use can be viewed at detailed steps for activities.

ICT

The following ICT equipments should be prepared, yet if they are not available at the training location, the facilitator can substitute them for OHP or flipcharts.

- LCD projector
- Desktop Computer or laptop.
- LCD projector screen

Energizer

Here is a success story of alternative teaching for jungle kids. With all its limitations, teachers can use simple media that they can find in everyday life. The main message from this Energizer is that the media do not have to be sophisticated, expensive, or formal.

It was Saur Marlina Manurung alias Butet who worked hard despite insufficiencies to provide alternative education to the kids of the jungle in the rural area of Taman Bukit Duabelas, Province of Jambi. Butet lived in a *sokola* house or school house or more precisely a hut with wooden pillars, leaf roof, and not walls. Here is where both students and teachers live and learn. This is probably the best alternative education there because local culture forbids children to learn elsewhere. Before teaching how to read, write, and count, Butet must first get to know and study the language and culture of jungle people.

Learning while playing by involving their culture and jungle environment is the most important principle in this alternative education developed by the Unpad and UI graduate. She started introducing numbers while children were collecting rattan as a result of their forest search. The learning "curriculum" is adjusted to the language, objects, customs, natural signs that the children often face in the forest. Butet also developed a special learning system for jungle children that involved graduates from the *sokola*.

Because the system that she developed produced a great outcome, LIPI along with UNESCO granted the *Man and Biosfer* award to Butet in 2000. (Cited from Guru dalam Tinta Emas, Kisah Guru Istimewa: Penerbit Buku Kompas, 2005)

Session 9 Summary

Introduction
15 minutes
Brainstorm the importance of media.
Explain their importance in learning.
State the objectives and outcomes, as well as key questions.

Connection
30 minutes
Participants work in groups to analyze media characteristics.
Find the aspects need to be considered in using these media.

Application
35 minutes
Participants work in groups and are expected to choose one media type and identify the things that you have to pay attention to in using the media.
Participants identify media that can be used to achieve learning objectives on the topic of discussion of certain subjects.

Reflection
10 minutes
Find out if the objectives and the outcome. are already achieved
Determine whether participants have answered the key question of this session or not.
Give participants a chance to write the outcome of the session into their journal.

Extension
Review Additional Information.
Participants should find good and simple media appropriate with the learning objectives of the main topic of the subject they teach.
Participants should design the media to be used in Micro facilitating.

Detailed Steps for Activities

I

Introduction (15 minutes)

(1) *Brainstorm* by directing questions at participants on why training media are important
(2) Collect as many answers from participants as possible.
(3) Explain the importance of learning media for adult training.

1

Facilitator's Notes
Learning media for adults is essential because it can (1) explain complicated concepts easier, (2) motivate participants, (3) make it easier for facilitators, (4) save time, energy, and money, (5) bring in an outside situation, (6) form behaviour, (7) improve skills, (8) entertain participants, etc.

(4) Also explain that choosing the right media for a certain topic will positively influence the participants, but choosing the wrong media will waste energy, time, money, and is not effective in achieving training objectives.
(5) Explain the objectives and learning outcomes of this session. Also present the key questions that they have to answer after this session.

C

Connection (30 minutes)

(1) Explain to the participants that there are many types of media with their own advantages and disadvantages.

2

Facilitator's Notes

Media types can be real objects, Text (handout and books), Whiteboards, OHPs, Power points, Slides, Videos, Graphics, Audio, and computer softwares.

Media displaying movements are videos and computer softwares. Media only producing sound are Audios in both tapes and CDs.

(2) Explain that there are two types of media, the first, teaching or training media and the second, learning media.

3

Facilitator's Notes

Teaching or training media are things that can help teachers or facilitators convey their messages, so they can improve motivation, intelligence, and the participant or student's understanding of the material being discussed. Examples of this type of media are whiteboards, power points, flip charts, etc.

Whereas learning media are things used by participants to finish their individual tasks independently. Examples of this media include handouts, textbooks, modules, etc.

(3) Explain that using both media have to support achieving training objectives.

(4) Explain that before deciding which media to use, the participants must analyze their characteristics.

(5) Explain to the participants that learning media do not have to be expensive and complete, but more importantly is their ability and relevance in describing the concept being taught.

(6) Facilitators can show the following success story.

4

Facilitator's Notes

A film titled "Stand and Deliver" tells about a Latin American immigrant who becomes a Math teacher in a less qualified school in the state of California. This teacher taught Math in an interesting way and using simple media the students are able to understand. Like when explaining the concept of positive and negative numbers, the students are asked to play outside and the teacher digs up the ground around the school. They explain that the surface of the ground is "zero", From the surface up is positive, and from the surface down is negative. Other simple media are also used to explain complicated math concepts.

During tests, all the students acquired high marks, causing disbelief

from the local Education Department. Because the results of the test were so unbelievable, it was held again, but they gained good marks. The teacher was highly praised by the students, school, parents, community and the local Education Department.

(7) Participant work in pairs.
(8) Give out Handout for Participant 9.1: Training Media Characteristics.
(9) Ask participants to analyze media characteristics by checking or circling the right answer.
(10) Ask two or three pairs of participants to present their work.
(11) Explain that before deciding to use certain media, you need to consider a few aspects. Facilitators should read Additional information 9.2.
(12) Participants work in groups and give out Handout for Participant 9.2: Aspects to Consider in Choosing a Training Media.
(13) Copy the outcome of the discussion on the provided flipchart.
(14) Provide time for some groups to present their work.

A

Application (35 minutes)

(1) Participants work in groups.
(2) Tell participants that they will analyze the using a form of training media.
(3) Participants should choose one media, then they have to identify the aspects that they have to pay attention to in using the media.
(4) Present Handout for Participant 9.3: Things to Pay Attention to in Using Training Media.

5

Facilitator's Notes

For example, a group chose an OHP as media. The aspects that they would have to note are that the writing on transparent papers should not be too small, write only the important points, use attractive colours, an OHP is available at the training location, facilitators are able to use OHPs well, match them with the learning objectives, electricity availability at the training location, etc.

(5) Give two or three groups the chance to present the results of the discussion.
(6) Using more than one media in each session or lesson is advisable to avoid the participants from getting bored.
(7) Participants work in groups based on subject lessons and distribute Handout for Participants 9.4: Basic Competence and Media Availability.
(8) Participants should identify the media they can use to teach to achieve basic competence of the subject that they teach.
(9) Explain to the participants that using the wrong media or overusing it, rather than producing a good outcome, it will become contra productive.

6

Facilitator's Notes

Using the right media in training is necessary because it explains complex concepts, motivates participants, holds their attention to the matter in discussion, gives a deep impression in their minds, triggers participation in the learning-teaching process, and creates a conducive learning environment. However, using the wrong media will just be useless, waste training time, and distract the participant's learning concentration. Therefore, media usage must be critically analyzed, creative, and planned as best as possible.

(10) Give each group a chance to present the results of their discussion.

R

Reflection (10 minutes)

(1) Review the objectives and learning outcomes, ask participants whether these objectives have been achieved.

(2) Review key questions and ask participants, "Are they now able to answer these questions?"

(3) Give participants a chance to write the learning outcomes of this session in their journal.

E

Extension

- Assign each group to design media facilities to use during the micro facilitating activity (session 10).
- Additional Information 9.1: Learning Media Characteristics
- Additional Information 9.2: Things to Consider in Choosing Training Media.
- Additional Information 9.2: Things to Consider in Using Training Media.
- Participants should constantly identify and find simple media available around the training location or school.

Main Message

Using learning media in training is necessary because they give a lot of positive impacts like achieving training objectives easier, motivating participants, creating a conducive learning atmosphere, etc. Training media do not have to be expensive and complicated, but more importantly they have to suit the learning objectives, besides being simple, cheap, accessible, and easy to use.

Additional Reading

- http://www.umdnj.edu
- www.deliveri.org/Guidelines/how/hm14/hm14_11i.htm

- R. Angkowo and A. Kosasih, 2007, *Optimalisasi Media Pembelajaran*. Jakarta: Penerbit PT Grasindo

Handout for Participants 9.1
Training Media Characteristics

Give a check (V) or dot (♦) in the right column. For example, learning will increase if media displays movement. Find media that show movement, like real objects, videos, and *computer softwares*.

Learning will improve if the media:	Real Objects	Texts (handouts, books, etc)	White-Boards/ Black-boards	OHP or Power points	35 mm slides	Videos (tapes, VCDs, TVs)	Graphics (photos, diagrams)	Audios (tapes, CDs)	Computer Softwares
Display movement	♦					♦			♦
Produce sound									
Show real pictures									
Are easy to carry									
Can be used learning aid and reference after lessons									
Are possible to draw in, write in, and highlight during lessons									
Let students interact									
Can be used independently									
Let users *review* or control speed									
Let participants touch or see objects									
Enable observation of dangerous processes or far locations									
Can be easily modified									
Can be easily rearranged									
Let participants respond simultaneously									
Develop manners									
Present problem-solving situations									

Source: Scanlan, Craig L, *Instruction Media: Selection and Use.* http://www.umdnj.edu

Handout for Participants 9.2
Aspects to Consider in Choosing Training Media

No	Aspects	Description
1	Training objectives	Training media have to support and encourage training objectives.
2		
3		
4		
5		
6		
7		
8		
9		
10		

Note: Can be added, if necessary

Handout for Participants 9.3
Aspects to Pay Attention to in Using Training Media

Media Types:

No	Aspects	Description
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Note: Can be added according to needs

Handout for Participants 9.4
Basic Competence and Media Availability

Subject :
Class :

No	Basic Competence	Media 1	Media 2	Media 3
1	Describing the essence, norms, customs, culture, and rules that apply in the community	OHP Transparencies	Handouts	Newspaper clippings
2				
3				
4				
5				
6				
7				
8				

Additional information 9.1
Training Media Characteristics

Learning will increase if media:	Real objects	Texts (handouts, books, etc)	White-Boards/ Black-boards	OHP or Power points	35 mm slides	Videos (tapes, VCDs, TVs)	Graphics (photos, diagrams)	Audios (tapes, CDs)	Computer softwares
Display movement	♦					♦			♦
Produce sound								♦	♦
Display real pictures					♦	♦	♦		♦
Are easy to carry		♦			♦				
Can be used as learning aid and reference after lessons		♦							
Are possible to draw in, write in, highlight during lessons		♦	♦	♦					
Let students interact			♦						♦
Can be used independently		♦			♦	♦		♦	♦
Let users review or control speed				♦	♦	♦	♦	♦	♦
Let participants touch or see objects	♦								
Enable observation of dangerous processes or far locations						♦			♦
Can be easily modified		♦	♦	♦					
Can be easily rearranged		♦		♦	♦		♦		
Let participants respond simultaneously		♦	♦						
Develop manners						♦			
Present problem-solving situations						♦			♦

Source: Scanlan, Craig L, *Instruction Media: Selection and Use.* http://www.umdnj.edu

Additional information 9.2
Aspects to Consider in Choosing Training Media

To decide what media to use in a training or class, you need to consider a few things so they can be used effectively. Using the wrong media and overusing it do not only waste money, energy, and time, but can also distract the participants, causing training objectives not to be well-achieved.

Learning objectives

The media used by the facilitators have to support the learning objectives. For example, the objective of one session is that after this session, the participants will be able to use an OHP. The appropriate media is a real object in the form of an OHP, transparencies, and markers. The facilitators can use OHP pictures that label all the parts of the equipment, but this will not help the participants achieve the learning objectives. If the learning objective is only to "recognize types of learning media", then pictures of different types of learning media are sufficient enough without having to bring the real thing in. Choose the media most relevant to the learning objectives. Determine the learning objectives first before determining the media to use and not the other way around.

Learning Methods

Media must be relevant to the learning method used in the teaching process. For example, a session aims to have "participants skillful in using an OHP". The learning method used is the practice or practical method. Therefore, OHP availability is necessary for practice. If the lecture or discussion method is used to find advantages and disadvantages of an OHP, then having an OHP present is not necessary.

Number of Participants

If there are too many participants (for example 50 participants), it would be too hard for the facilitators to use flipchart paper as a presentation media. Besides the writing would be too small, it does not attract the interest of large numbers of participants. The right media would be an OHP, LCD projector, Handout, etc. If there are less than ten participants, using OHP would be too much. Handouts would be more efficient and effective.

Participant's Characteristics

Because adult learners already bring in relevant experience and knowledge, the media must be different to those used for children who have not had much experience and knowledge on the topic being discussed.

Time

Time efficiency needs to be well-considered in choosing training media. If operating the media would take up more time than given for the training, you need to consider not using that media. For example, using a VCD requires at least 30 minutes whereas training time only runs for 90 minutes, then a third of the overall time is only used to watch a VCD play.

Funds

If there is sufficient budget, then making a message-filled media is highly possible, but if funds are limited, a simple-designed media is enough. More importantly is the media ability to improve the participant's understanding about the matter in discussion. Bringing in a real leaf would be cheaper to explain the parts of that leaf, rather than have facilitators draw the leaf. Cheap media do not necessarily mean they cannot help facilitators present the concept (view Facilitator's Notes on the Stand and Deliver movie).

Media modification or adaptation available around you will greatly help cut costs in the media usage.

Facilitator's Ability

Media should be compatible with the facilitator's ability. For facilitators who cannot operate an LCD projector and Laptop, they should not use Power Point presentations. Using media that the facilitators do not master, besides wasting time, it also disturbs the run of training. If the facilitators have no choice but to use media they cannot operate, they should have an assistant who can operate them so the teaching process runs smoothly.

Beneficial for Participants

Training participants have to take as many benefits as possible from using learning media. The most important benefit they can get is a deeper understanding of the material in discussion (cognitive), forms the participant's manners and behaviour (affective), improves skills (psychomotor), improves learning motivation, entertains participants, etc. Avoid using media that do not give as many benefits or lack in positive influence for the training participants.

Training Room

Spacious training rooms with insufficient viewing distances and hearing rates requires special media. Using flipchart or whiteboard is not possible. Using OHP or LCD projectors should be considered.

Minimal Disturbances

Anticipate the rate of disturbances that might be caused by certain media. If they greatly disturb the teaching process, you need to consider not using them. Try to use learning media with minimal disturbance rates.

Flexibility

Flexibility has a broad meaning, meaning media usage can be done and stopped at any given time to give participants a chance to respond. Flexibility also means that that media can be adjusted to fit the participant's response, media usage can be repeated anytime from any point, easy to operate, and easy to carry.

Spare parts and Electricity

Using media with advanced technology like simulation softwares, OHPs, and LCD projectors require nonnegotiable pre-circumstances like electricity availability. If the training location can only provide 450 watts of electricity, then using an OHP is out of the question. If the lights at the training location often go out, be careful in using media operating on electricity or at least have an electric generator ready to use. Lights and switches of OHPs and LCD projectors often break, so spare parts for these equipment need to be provided not to disturb training.

Additional information 9.3

Aspects to Pay Attention to in Using Training Media

No	Media Type	Aspects to pay attention to
1	Whiteboards/ Blackboards	(1) Make your writing readable to all participants; (2) If the board is fairly long, make a separating line in the middle; (3) Write from the left to the right; (4) Use coloured chalk (whiteboard markers) if possible; (5) When explaining the writing, do not turn your backs on the participants; (6) Immediately erase unused writing or material, etc.
2	Overhead Projector (OHP)	(1) Sufficiently large writing (*font size* 20); (2) Write only the important points; (3) Use coloured markers; (4) Turn off the OHP when not used; (5) Display the writing of the discussion, close the rest with a piece of paper; (6) Facilitators must not be stuck on the OHP.
3	Audiotape (Tapes, CDs)	(1) Adjust the volume with the number of students and the width of the room; (2) Students prepare stationery for taking notes; (3) Turn the tape off when discussing; (4) Playback the important parts; (5) If there is a guidebook or manual, study it first.
4	Videos	(1) Use VCDs or tapes with sufficient picture and sound quality; (2) Participants should prepare notes; (3) Repeat important parts; (4) Actively involve participants; (5) Study the manual for the material and ways to operate the video.
5	35 mm slide (Still Pictures)	(1) Participants prepare notes; (2) Positive films should still be in good condition and comprehensible; (3) Slides must show the real picture; (4) Slides must be simple; (5) Repeat important slides; (6) Actively involve participants.
6	Computer Softwares	(1) Study the *software* first; (2) Each participant should have a computer of their own if possible; (3) Use *in focus* or LCD projectors for explanations. (4) Observe the participant's work one-by-one (use an assistant); (5) Explain the operation procedure in a simple language;
7	Handouts	(1) Study the handouts that will be used first; (2) One participant should get one handout; (3) Write instructions on the handout and also state it verbally; (4) Once participants have done what's in the handout, give them the right answer.
8	Power Points	(1) Facilitators should be able to operate an LCD projector and computer; (2) Write only the important points in the power point presentation; (3) Use attractive colours; (4) Use just enough animation to avoid distraction; (5) Avoid

		sounds from animations if possible, because it will disturb the facilitator's speech; (6) Use animated pictures; (7) Use just enough photos; (8) Use a short film if possible; (9) Minimize the power point when not in use; (10) Use one slide one minute principle; (11) Do not have too many slides in each session, a maximum of 20 per session.
9	Real Objects	(1) Bring in a harmless real object; (2) It should not be too difficult to carry; (3) Choose an object that gives maximum benefits to participants; (4) Relatively cheap or free; (5) Do not disturb the next teaching process, (6) Do not require a lot of time; etc.

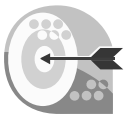
Session 10
How Can You Manage Micro-Facilitating? and How Can You Give and Receive Feedback?

Introduction

One of the best ways to become an effective Facilitator is to practice and obtain a *feedback* from other Facilitators, in other words, to conduct *Micro-facilitating* or in the context of teaching it is called *microteaching.* It is difficult to assess ourselves because of some reasons, but we often receive big benefits from our friend's input to help us recognize our strengths and identify aspects to be improved.

Micro-facilitating is a laboratory activity to provide facilitation in which a small group of facilitators observe one another. In this small group they practice one session of facilitation and then discuss issues related to the facilitation process. Through this activity, the facilitator learns from the feedback from the facilitation activity. The facilitator also learns by observing the facilitation from other people and from the discussion after the facilitation. After conducting micro-facilitating, the facilitator will have better and more positive approach on how to give effective facilitation to training participants. Additionally, the facilitator will also be able to observe their strength and their assumtion and will be empathetic to the training participants, and to show great appreciation, and to respect various methods of facilitation and strategies used by other facilitators.

In this session we will have an opportunity to present the activity developed in the previous session to the peer group. In small groups we will conduct a role play as adult learners in the training program and then give and receive feedback from our own performance.



Objectives and Learning Outcomes

The purpose of this session is to provide participants with knowledge and skills to prepare and manage micro-facilitating as one of the important steps for improving the facilitator's competency and generally educational competency. Participants will receive information on the best ways to give and receive feedbacks to make their micro-facilitating more effective. By the end of the session, the participants will be able to:

- plan and manage micro-facilitating activities.
- explain the benefits of micro-facilitating activities to improve the facilitator's competence.
- identify their strength as a facilitator.

- find out the skills to be improved to be an effective facilitator.

Key Questions

This session will answer the following key questions:

- How can we design an effective micro-facilitating activity?
- What are the benefits of micro-facilitating activities during the training?
- According to you and your colleague, what are your strengths as a facilitator?
- Based on the suggestion from colleagues, what aspects from your performance should be improved to become an effective facilitator?

General Instruction

- Given that Session 10 will be presented in Workshop 1, Workshop 2, and Workshop 3, the facilitator should be allowed to modify their presentation. Among the most important things include energizing activities, explanation on micro-facilitation, and discussion of rules and ethics to give and receive feedbacks.
- The most important aspect of this session is how the participants can develop their skills practically to become an effective facilitator.
- Before presenting this session, read **Handout for Participants 10.1**: What and How to carry out Micro-facilitating? and **Handout for Participants 10.2:** Rules and Ethics to Give and Receive *Feedbacks*.
- If the participants generally know what is micro-facilitation, the facilitators could just make some reviews.
- If it is possible, three separate rooms should be provided to carry out micro-facilitation.

Resources

- **Handout for Participants 10.1**: What is and How to carry out Micro-facilitating?
- **Handout for Participants 10.2**: Rules and Ethics to Give and Receive Feedbacks
- **Handout for Participants 10.3**: Objectives of Facilitator's Performance

Time

This session runs for approximately **90 minutes**. Allocation details can be viewed at detailed steps of activities

ICT

Some ICT equipments should be provided for the session, including:

- LCD
- Laptop atau desktop PC
- Stop watch or alarm
- 3 Video cameras for three different rooms
- TV
- OHP and Transparencies

Energizer

Before conducting Session 10, the participants are invited to conduct an energizer with a simple and enjoyable activity. Because this session will consist of three workshops, Workshop 1, 2, and 3, the energizer should be different for each workshop to avoid boredom among the participants.

The Energizer for this session is Holed Paper. The objective is to make participants realize something that may not seem possible but if we are willing to make an attempt and try, it might be possible. Give participants a blank piece of paper and ask them to make a hole in it big enough for us to go in through but without the paper tearing. Encourage participants to give it a shot. Provide more papers in case the participants ask for more. If the participants stated it to be impossible, ask them to try it first. When they seem to have gotten tired and bored from trying give them the answer by:

1) Folding the paper in two
2) Tear the paper from the edge of the fold (± 1 cm) down and leave out ± 1 cm
3) Tear (± 1 cm) from the bottom part of the paper to the edge of the fold and leave out ± 1 cm.
4) Tear the fold on the mark of the fold.
5) Repeat steps 2, 3 and 4 until you reach the end of the paper.
6) Guide the participants to do the same.
7) Ask for their comments and make them learn from this experience in relation to becoming an effective facilitator.

1

Facilitator's Notes

If this session is presented in Workshop 1 or Workshop 2, this above energizer might have been used. Therefore, the facilitator should use other energizer activity. The facilitator may use one of the energizer activities in Session 7. It is good to ask the participants what energizer is already done to prevent the facilitator from repeating the same energizer.

Session Summary

Introduction
10 minutes
Facilitators introduce the theme, objectives, and brainstorm about micro teaching experience or micro facilitation

Connection
40 minutes
Participants in small groups discuss what and how to carry out micro facilitation.The facilitators explain Handout for Participants 10.1 and 10.2

Application
80 minutes
In small groups (10 people) participants conduct micro-facilitating, followed by debriefing process

Reflection
10 minutes
All participants fill out asessment sheets. The facilitators give full *debriefing*.

Extension
Participants write in the Reflection Journal their strengths and things to be improved. They practice micro teaching/ facilitating in their own schools

Detailed Steps for Activities

I Introduction (10 minutes)

(1) Present the theme, purpose, learning outcomes and key questions for this session.
(2) Brainstorm by asking the question: "Have you ever conducted *microteaching*?". Continue with the question "What activities did you do in *microteaching*?" and "How did you feel after conducting *microteaching*?"
(3) Do this in 5 minutes.
(4) Write important points presented by the participants.
(5) Discuss all spontaneous responses from the participants and relate them with the purpose of this session.

Facilitator's Notes
Explain that in this session we discuss micro-facilitating as a modified form of *microteaching*. Before presenting this session, read **Handout for Participants 10.1** and **10.2**

2

C

Connection (40 minutes)

(1) Divide the class into three groups and discuss the following question: What is micro-facilitating (*micro-facilitating*)? What are the steps of micro facilitation? And what are the benefits of micro facilitation? The first question is given to group 1, the second question is given to group 2 and the third question is for group 3.
(2) Do this for 5-10 minutes.
(3) Invite the speaker of the group to present the results of the discussion.
(4) Invite other groups to provide some feedbacks
(5) Discuss to conclude the results of the discussion by referring to Handout for Participants 10.1 (Present important points/summary of Handout for Participants 10.1 through LCD projection screen)
(6) Ask participants to read Handout for Participants 10.2 for 5 minutes
(7) Facilitators ask participants to reproduce what they have read and to write important points on the flipchart/white board.
(8) Explain a set of activities for micro-facilitating that will be conducted in Application.

3

Facilitator's Notes

If the participants are familiar and accustomed to microteaching, the Connection Step could be presented in a very short time.

Explain that the use of *microteaching* or micro-facilitating can be adjusted with the training purposes and the availability of various training resources and media.

A

Application (80 minutes)

(1) Invite participants to work in pair (if possible, those teaching the same subjects) to present a session for 15 minutes assigned beforehand as their home work.
(2) To each participant, distribute Handout for Participants 10.3: Objectives of Facilitator's Performance
(3) Describe how each participant will assessed during his/her presentation and the feedback should be based on that presentation.
(4) Explain that giving and receiving feedbacks is a form of skill.

4

Facilitator's Notes

Make sure that participants know **how** they will be assessed. Show that the questions of performance assessment are related to concepts in the module. They are learning principles, individual skills and presentation skills.

During the preparation and presentation, participants have to work in pair in

accordance with their assignment in the training at district level. The presentation will be conducted in separate rooms.
Remind the participants to use their media design from Session 9: How Can You use Available Media?

(5) All groups are given opportunities to conduct micro-facilitating for 15 minutes.

a. The facilitator indicates when the time ends, and stops after 15 minutes, although the facilitation activity is not yet finished.
b. As soon as one group finishes their presentation, other groups should finish their performance assessment on the group doing the presentation.
c. Then, the group conducting the presentation will have the opportunity to conduct *debriefing* by answering the following questions: (1) what happens, (2) what they feel, and (3) what they learn from their presentation.
d. After that, other groups will provide feedbacks.
e. After all the activities end, the facilitator evaluates in general based on the above three questions.

5

Facilitator's Notes

As a facilitator, you have to fill out Handout for Participants 10.3: Objectives of Facilitator's Performance for each group conducting the presentation.

As a facilitator, you are also responsible for assuring that all participants follow Handout for Participants 10.2: Rules or Ethics for Giving and Receiving Feedbacks. If the participants have difficulties on giving feedbacks, or they do not observe your rules, you can start by raising these questions:

- What can you observe? What can the facilitator and participants do in the room?
- How do they do it?
- What are the best aspects of the facilitator's performance?
- What can the facilitator do to develop this skills?
- What aspects should be improved from the facilitator's performance, why?
- How can the facilitator make changes?

R

Reflection (10 minutes)

(1) Invite all participants to fill out Handout for Participants 10.3: Objectives of Facilitator's Performance for themselves, then ask them to put into their portfolio.
(2) The facilitator conducts short debriefing to discuss all micro facilitation.

E

Extension

The participants write in their **Learning Reflection Journal** about

(1) What their strength are as a Facilitator and

(2) What they should improve.

(3) Practicing the *micro teaching* or *micro facilitating* in their own schools.

Key Message

Micro-facilitating, like *micro teaching,* is believed to be one of the effective ways to improve the competence of the facilitator, teacher, or other educational personnels. Through this activity, the facilitator has the opportunity to find out his/her strength and aspects to be improved through comments and *feedbacks*.

Additional Reading

- Suwarna, et al. *Teaching Mikro*. Tiara Wacana: Yogyakarta, 2nd edition, 2006
- http://www.microteaching.org/
- http://www.paradigm-training.com/pages/contfree.html
- http://www.ualberta.ca/UTS/Services/IS/Guide%20to%20Microteaching_IS%20Program.pdf

Handout for Participants 10.1

What is and How to Conduct Micro-facilitating?

Micro-facilitating is a modified form of *microteaching* already wellknown in the educational field. *Microteaching* simply means a short teaching session, with a small topic and a small number of students. In other word, it is a mini teaching. The micro teaching is usually conducted in an educational program, course, and teacher or instructor training, to improve their skills.

Micro teaching was developed at the beginning and middle of 1960s by Dwight Allen and his colleagues in Stanford Teacher Education Program, England. The Stanford model emphasizes a process of teaching, *review* and reflection, by inviting school students as the actual audience. This model is adopted for teaching in universities and is often used for prospective teachers, newly-recruited lecturers, or assistant lecturers. It offers one form of *feedback* and focused and concentrated discussion from and with colleagues.

What is *micro-facilitating*?

One session of *micro-facilitating*)-ideally—includes video recording of one short session of presentation by a facilitator to a small group of training participants. This training gives the opportunities to participants to practice to conduct teaching facilitation and receive *feedback* in the supportive and *non-risk environment*. Each participant receives oral and written feedback from other participants or from the facilitator. The participants can evaluate their own performance by watching their recorded video, during the break.

The micro-facilitating activities give opportunities to the facilitator to present one picture that portrays what is and how the facilitation is carried by one facilitator and feedback is given by other participants. It is an opportunity to try out and practice the use of some facilitation strategies. It is like a laboratory in which a small group consisting of five to ten participants, assisted by two facilitators observe the facilitation process and respond it as a training participant. The facilitator learns from the feedback of his/her colleagues about the process of facilitation. The idea of micro-facilitating is based on the fact that there are a lot of ways to become an effective facilitator. The participants can also improve their effectiveness as a facilitator by observing the style and and strateges of other facilitators, and by discussing the issues related to effective facilitation.

The main activity of micro-facilitating is seven to ten minute presentation of the training topic conducted by each participant. When a participant conducts one training session as a facilitator, other participant act as training participants. A time keeper is used to force the participant to speak only in the allocated time. Because

the time is strictly maintained, this will help the participant manage their time. Therefore, the participant has to make the following preparation.

- **Topic:** Choose one familiar topic (topic or sub topic) so that the focus will be on one method or aspect of teaching.
- **Teaching Objectives:** Think over and explain what skills and konwledge (such as facts, concepts, certain skills, attitutudes, or values) to be acquired by the participants from the micro teaching, and how the teaching method will help to achieve these objectives.
- **Expected Feedback.** Participants may decide the expected feedback. For example, the participants want to have a comprehensive feedback, general feedback, or the participants want to have feedback for specific issues, such as how to assess the effectiveness of questions raised by the participants.

When the facilitators acts as a training participant, they have to combine the role of facilitator and observer.

Steps to Conduct Micro-facilitating

Micro-facilitating is conducted as follows:

1. Each participant carries out one session of presentation as a facilitator between 10-15 minutes; other participants act as training participants. The participant acting as a "facilitator" may prepare visual aid (slides, transparencies, pictures, cartoons, charts, graphics, handouts, etc.) illustrating one key concept. Do as normally as possible and treat other participants as training participants. Assume the scene of 10-15 minutes as one part of a full training session.
2. While a "facilitator" is presenting the teaching material, other participants listen and act as training participants. At the same time, some other participants act as observers who analyze the facilitator's performance by referring to the facilitator's assesment sheet.
3. After the presentation, the "facilitator" debriefs by orally describing (1) what has happpened (2) what he/she feels and (3) what he/she learns
4. Other participants fill out the asesment sheet. Some other participants, if possible, are given time to orally comment and give feedbacks. Completed assesments are then collected for further evaluation.

The performance of all participants should be video-recorded. The recording will be analysed by each participant, at the same time to confirm both oral and written feedback from other participants. The 10-15 minute presentation easily stimulates 30 minute discussion. The facilitator will keep the time limit strictly, so that all participants have the same opportunity to conduct "facilitation" on the following turn and to receive feedback. After conducting micro-facilitating, participants leave the training with more positive feeling and views and know more clearly their role as facilitators. In addition, they will better appreciate the other people's facilitation startegies and styles, and have wider understanding on various possible ways offered by other participants.

Micro-facilitating is a forum for facilitators to conduct *self evaluation* and to be evaluated by other facilitators. The effective facilitation is a combination of various competencies and characters. All of this is unified in one session of micro facilitation, in a such way that the combined teaching skills can be identified and applied in one facilitation activity. A number of essential teaching skills integrated in one micro-facilitating atau micro teaching activity, among others:

1. Presentation
   - Articulation
   - Tempo
   - Intonation
2. *Gestures*
   - Enthusiasm
   - Non-verbal getures (hand movement, face movement, etc)
   - Varied stimuli
3. Class interaction
   - Level matching
   - Encouraging participation (group discussion)
   - Asking & answering questions
4. Organization
   - Introduction/Objectives
   - Use of examples & illustration
   - Repetition of important points
   - Presentation of logical information
   - Use of teaching aid and media
   - Closing

In general, the evaluation of the micro-facilitating activity shows that after conducting micro-facilitating, the participants leave the training with more positive feeling and views and know more clearly what is meant by an effective facilitation. They realize their own weaknesses and are motivated to change and improve their quality of facilitation. They are more prepared, more self-confident, and more enthusiastic to conduct facilitation. In addition, they will better appreciate the other people's different facilitation styles. Giving and receiving feedback stimulates more open attitude to any criticisms and inputs, and ancourages some awareness to continuously improve skills.

Handout for Participants 10.2
Rules or Ethics for Giving and Receiving Feedback

Giving and receiving feedback is a learning process. Vague, evaluative, punishing feedback will not be useful. Therefore, the feedback should be specific, descriptive, immediate, and practical. Even though criticism is painful, being open to any feedback and giving feedback in an appropriate way will improve our professionalism as teachers. The folllowings are some suggestions on how to give and receive feedback.

Giving Feedback

- **Specific**. The more concrete the feedback, the more useful the feedback will be for other people. Avoid to say, "Sometimes your description is not clear …." It would be better to tell what part of the description is not clear and explain the reason of not understanding it. Similarly with the the expression, "Madam, you have a very excellent presentation." This is a very general and unclear comment, and can cause different interpretation. You would better say more specifically what aspect of her presentation is excellent. For example, she can discuss the problem very effectively, can move from one topic to other topic very smoothly, or can present the materials interestingly and enthusiastically.

- **Descriptive, not Evaluative**. Focus the feedback on the effect of the presentation on you, not how good or bad the presentation is. For example, the comment "You have made a mistake by calling the training participant who does not raise his/her hand," might be appropriate for some classes but nor for other classes. The statement, "I don't feel comfortable when you ask me to come into the front of the class, because I do not raise my hand" will help the facilitator be aware that the training participant will react similarly. Remember that some of the our responses are influenced by our our perception (for example, not all people are comfortable when being told to do something).

- **Illustrate and focus on something that are changable**. Commenting one's genetically inherited voice quality will demean or humiliate him/her. However, over the stuttering voice quality because of being nervous, we may say "You will get relaxed by taking a deep breath and you will have clear voice quality."

- **Focus on only one or two aspects.** People can only receive little feedback at the same time. They will be frustrated if they are loaded with too many feedback or advice. When giving a feedback, focus on the things to be improved.

- **Avoid to guess or conclude the motive, intention or feeling**. By saying "It seems that you are not enthusiastic in presenting the teaching materials", it means you

make conclusion, guess, and even interpret other people's behaviour. You had better say "Making varied intonation and volume of your voice will make your styles more live."

- **Immediate.** The feedback should be given immediately after the presentation or facilitation, because the presenter still fully remembers what has just happened in his/her presentation. When the feedback is not given immediately, it is possible that the presenter will not be aware or forget what he/she has done.

Receiving Feedback

When receiving some feedback, you should:

- **Be open.** It is not easy to accept the criticism or advice from other people, but it should be remembered that this is part of the learning process. How hard or painful it is, this should not prevent you from getting the benefits of receiving some feedback from others.
- **Make notes**. If possible, when listening to the feedback, take notes of all comments, so you can look at them again on another time. It is possible that the painful comments will give some benefits to you in the future.

- **Ask for specific examples, if necessary**. If the feedback or criticism is not clear or not focused, try to ask a specific or concrete example about the feedback or criticism.

- **Assess the feedback from the perspective of the people giving the feedback.** You do not need to agree to each comment or criticism. You should look at the credibility of the people giving the feedback to check its validity and reliability. Ask for some confirmation or ask other people whether they agree to the criticism.

- **Not answer or argue except that you are asked.** When being criticized, you tend to defend yourself by arguing or giving explanation.

In general, all participants should keep the confidentiality of what they learn from one another, not disclosing that Mr. A is like this and that. Each participant should follow the agreed deadline. Then, each participant should keep the collegial relationship because all participants are teachers and respect to other participant's willingness to bear the consequences. Listen and talk when they are given their turn so that all people can listen to all comments. Finally, involve your physical and mental capacity, enjoy and learn from the process.

Handout for Participants 10.3
Assessment of Facilitator's Performance

Already Achieved		Not yet Achieved	

Facilitator's Name _____

Date _____

Instruction:
Give a tick (✓) or cross (x) on the score applicable to the facilitator's performance.
Score 4 = Excellent performance and objectives achieved
Score 3 = Good, little improvement should be conducted to achieve these objectives.
Score 2 = Fair, some aspects should be improved before being able to achieve these objectives.
Score 1 = There are still a lot of aspects to be improved before being able to achieve these objectives.

What Skills should the Facilitator have?	**Score**			
To explain the objectives of the activity	1	2	3	4
To identify main ideas	1	2	3	4
To introduce and illustrate briefly the acitivity	1	2	3	4
To be enthusiastic	1	2	3	4
To motivate the participants to learn	1	2	3	4
To conduct the activity at the appropriate level	1	2	3	4
To use relevant examples	1	2	3	4
To encourage active participation (of the participants)	1	2	3	4
To use various methods	1	2	3	4
To actively listen to and respond questions (of the participants)?	1	2	3	4
To speak clearly	1	2	3	4
To obtain previous experiences of the participants	1	2	3	4

To treat participants respectably	1	2	3	4
To choose the content/the activity materials aplicable to the need of the participants	1	2	3	4
To be self confident on the content/the activity materials	1	2	3	4
To keep the allocated time during the session and workshop	1	2	3	4
To speak in an acceptable speed	1	2	3	4
To speak not more than 10 minutes	1	2	3	4
To give positive feedback to the participants	1	2	3	4
To give opportunities (to the participants) to practice	1	2	3	4
At the beginning, to explain what is and how the assessment is conducted	1	2	3	4
To adapt the activity/presentation to the participants' reaction	1	2	3	4
To ask the participants what objectives of the session are already achieved	1	2	3	4

Total Score		From total **92**

Interprestation of Total Score:
If the whole mark is 41 or more, the facilitator has achieved the objectives as an effective facilitator. If all mark is less than 41, the facilitator has not yet achieved the objectives as an effective facilitator.

Give a tick (✓) on the box provided on the top right hand corner.

Comment

ASSESSMENT AFTER TRAINING PROGRAM

Make your self-evaluation by answering all the following questions below. Score 1 is used for the lowest assessment score and score 10 is used for excellent performance and put your score on the appropriate column. This evaluation has nothing to do with whether you will pass or not the training, but the assessment is about your ability to examine your strength and weakness. Therefore, this evaluation should be conducted **honestly.**

When the self-evaluation is completed, go on to input the data into the diagram provided at the beginning of the training. Observe the graphic before and after attending this training program.

No	Description	1= Lowest									10= Highest
		1	2	3	4	5	6	7	8	9	10
A	Understand the difference between adult learners and child learners										
B	Able to use strategies to know further training for participants										
C	Show the characteristics and Commpetencies of an effective facilitator.										
D	Able to use a facilitation method for adult learners.										
E	Able to create conducive training environmet.										
F	Understand the weakness of a cascade training model.										
G	Able to use icebreaking and energizing activities										
H	Able to manage learning time during the training										
I	Able to make special teaching media for adult learners.										
J	Able to be a facilitator in the training										