



# FACILITATOR'S GUIDE



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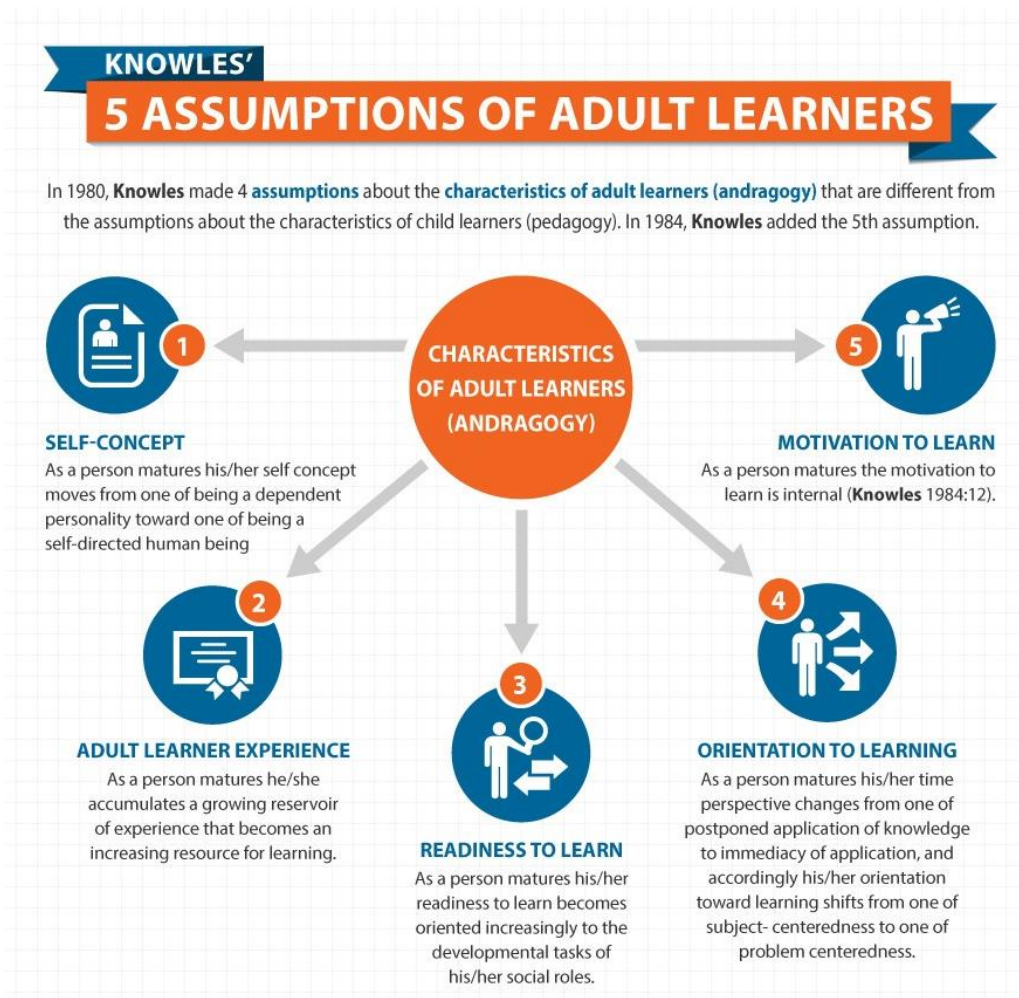
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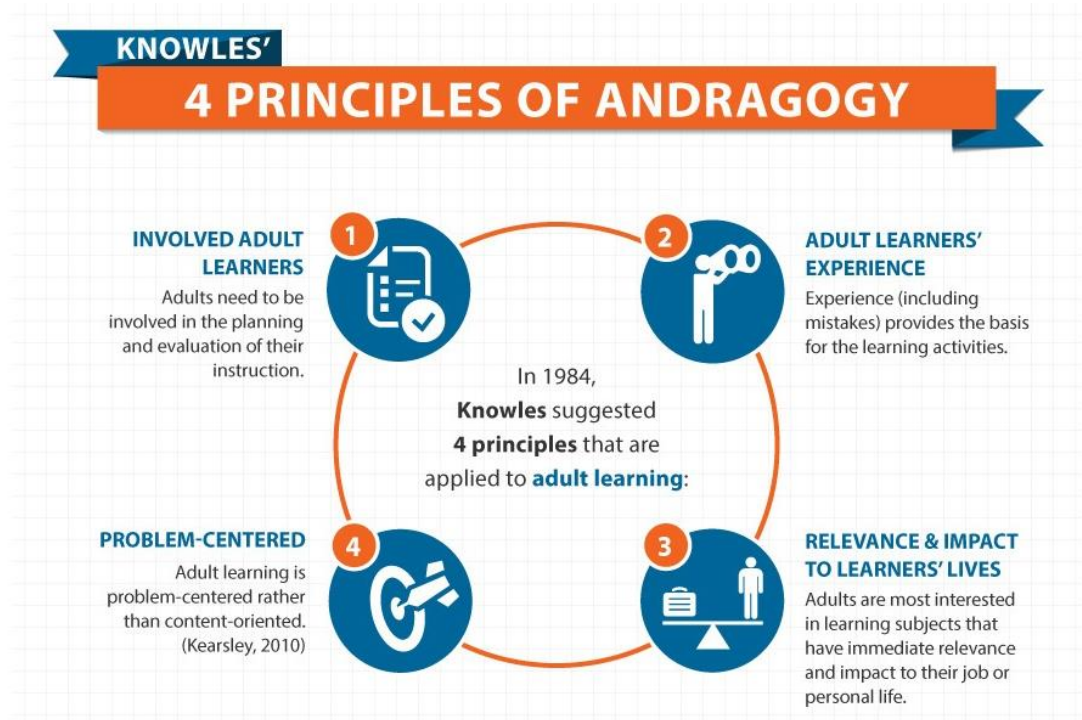
## WHAT DO YOU NEED TO BE A GOOD FACILITATOR?

A good facilitator has two sets of skills: one of them is their subject matter expertise and another is their skills and attitudes towards facilitating successful training session. In this chapter, you will be able to read through a set of tips that can help you with your facilitation skills. The way you facilitate your session really makes it or breaks it for you in terms of helping your learners profit from your subject matter expertise.

### Adult learning tips

Please see the following infographic for the basics of Knowles adult learning theory. This will help you understand the best way to work with your training participants.





Source: <https://elearninginfographics.com/adult-learning-theory-andragogy-infographic/>

## Preparing your presentation and session materials:

### DO THE INTRO SLIDE – IT WILL HELP YOU!

Make sure to include a couple of introductory slides in the beginning of your presentation. This will help you manage expectations, build trust and establish a safe and friendly environment for learning. You should include the following:

- **Your credentials**  
Tell participants what experiences you have that are relevant for what your session is about. Establishing credibility is a great way of establishing trust.
- **Learning objectives**  
Clearly state what the participants can expect to learn in terms of competencies. If available, use a competency framework. Highlight how will they be able to do their job better by achieving these learning objectives.  
**Why do this?** If they know how they will use what they are learning they are going to be more motivated to participate. Additionally, by stating the learning objectives early on, you can manage expectations.
- **Timing of the session**

Include breakdown of your session (pro tip: use the learning objectives here as well) and highlight when breaks are expected.

**Why do this?** Participants might get tired right before break time – but if they know that there is a break coming, they can motivate themselves to pay attention. Additionally, by having a rundown, you can manage expectations.

- **Address how you want to receive your questions**

Is it better if you give your participants specific times to ask questions or are you open to receiving them whenever?

### USE VISUAL AIDS TO EXPLAIN COMPLEX SYSTEMS:

Make sure to have charts, pictures, info graphs to explain complex systems.

**Why do this:** Complex systems are hard to explain but easier to show. You can also aid people who are struggling with the language of instruction.

### DOUBLE (TRIPLE) CHECK THAT YOUR MATERIALS ARE READY AND ORGANIZED

**Why do this:** You don't want to waste valuable session time by trying to sort out printed sheets or be confused while you are presenting because the slides are not up to date.

## Suggestions for preparing your lesson plan

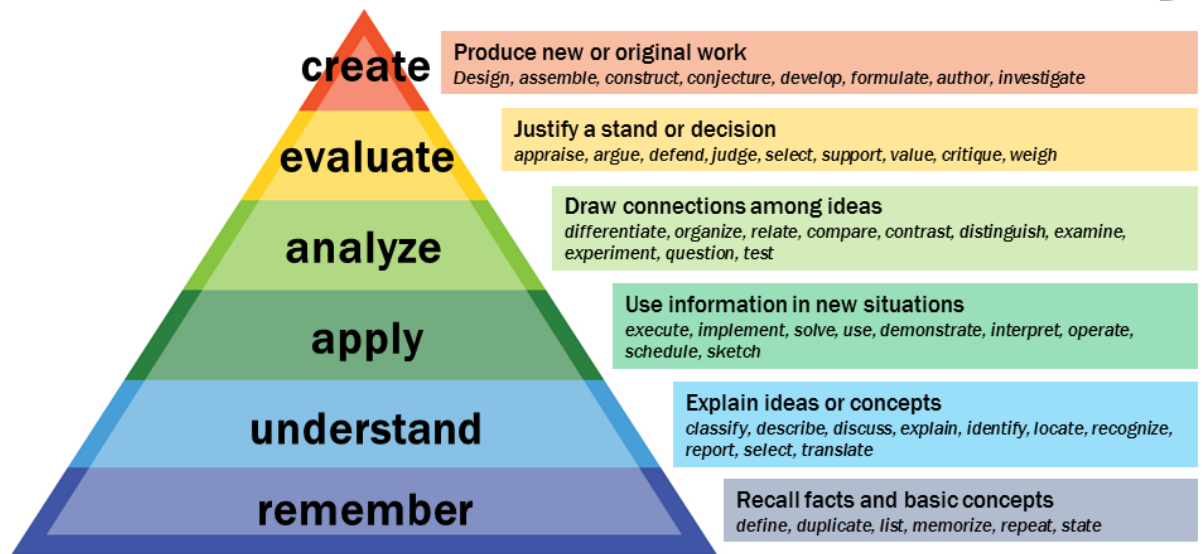
### USE LEARNING OBJECTIVES WISELY

Learning objectives are extremely useful for both you and the training participants. Make sure to follow these rules for a successful session:

- **Use Bloom Taxonomy**

**Why do this:** Bloom's taxonomy will guide you to set clear and actionable learning objectives. Try to avoid using the word "understand" in your learning objectives as it is not measurable. Be more specific and choose a verb from Bloom's taxonomy.

# Bloom's Taxonomy



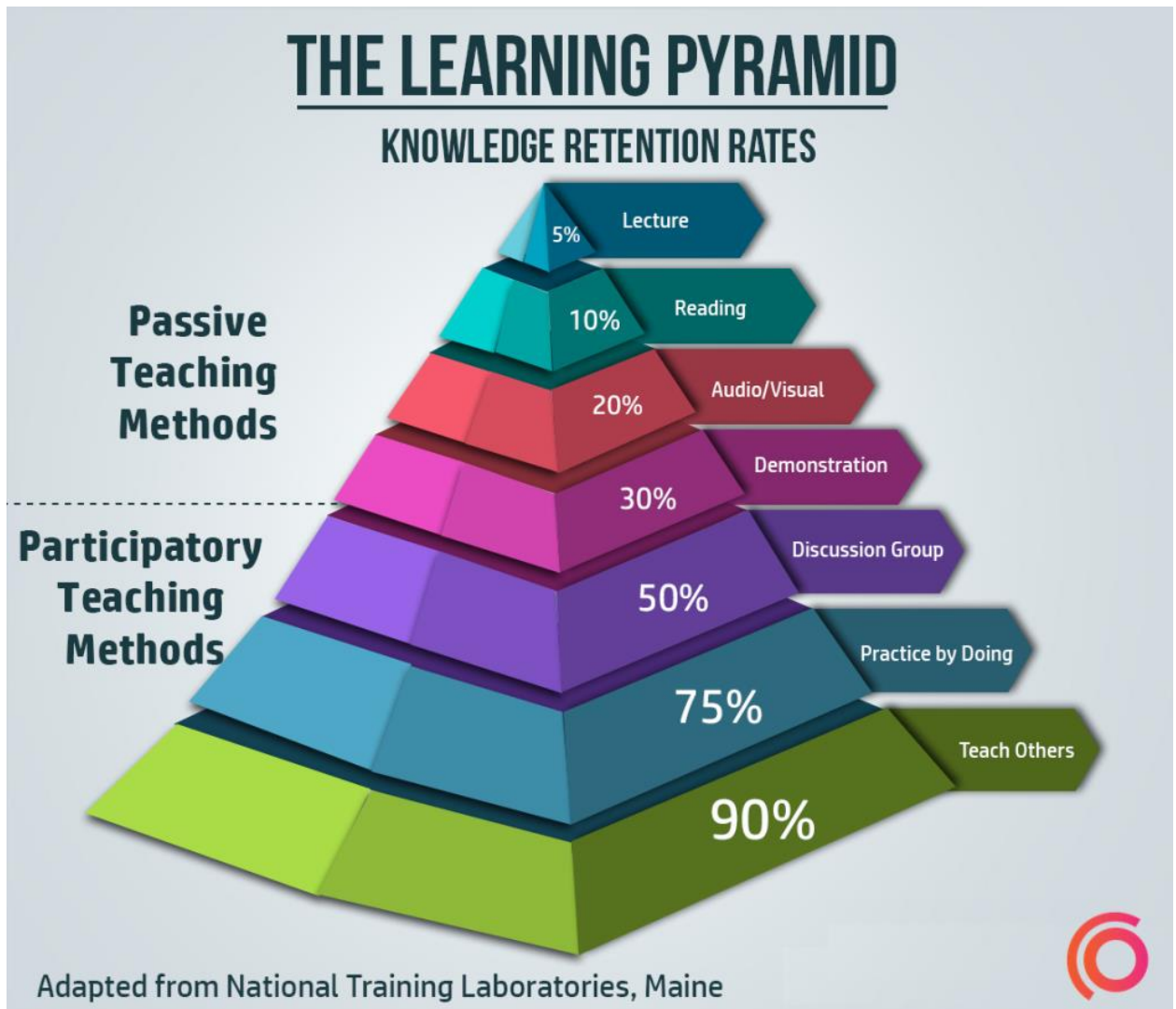
 Vanderbilt University Center for Teaching

See more detail here: <https://www.britannica.com/topic/Blooms-taxonomy>

- **Be specific**  
Instead of writing “Be familiar with the templates” write “Be able to use the EPOA and Logframe template”
- **Use a competency framework**  
If available, use a technical and/or the core competency framework and link it with the learning objectives.

## KEEP IN MIND: TELLING IS NOT TRAINING

One of the major misconceptions of trainings is that by talking about a topic (lecture) participants will be able to remember, use, apply, analyze, evaluate and create anything related to this topic. This is not the case – people need to get involved as passive listening allows for very limited learning.



See more detail here: [https://en.wikipedia.org/wiki/Learning\\_pyramid](https://en.wikipedia.org/wiki/Learning_pyramid)

- **Make sure that you have an exercise to check the learning objectives**  
Ideally each learning objectives should have an exercise. The more complex your learning objective is, the more complex the exercise should be. Consider exercises to match Bloom's taxonomy.
- **Use a variety of exercises**  
Consider using teamwork, individual tasks, role plays, peer experts, presentations, discussions, case studies, puzzles, quizzes etc.  
**Why do this:** This will make your session less repetitive, more dynamic and ensures that you will cater to more than one learning style



## HOOK INTO PREVIOUS EXPERIENCE

We learn better when we connect new information to things that we already know.

**How to do this:** An easy way is to ask participants to write down things they already know about the topic and questions they have on the topic on post-its. Ask them to put them separately on two walls. You can start the session by highlighting what knowledge is already in the room based on the post-its and make sure to answer the questions through the session.

## GIVE THE BIG PICTURE

Make sure that you give context to your learners and place your topic in the big picture. This will help them connect it to other areas in your technical field.

## GIVE “ORGANIZERS”

Help the participants understand and remember information by presenting it in an organized and clear way. Use lists, timelines, draw clear lines for consequential items and highlight connections. Consider using a visual organizer.

## CHECK FOR SELECTION CRITERIA OF THE PARTICIPANTS

Make sure that you know what the selection criteria was for attending the training. This could guide you and help you make sure that you are delivering a relevant session.

## TIME MANAGEMENT – GET IT RIGHT!:

Time is the most precious resource you have for a training. Consider it as currency and budget it wisely.

- **Be mindful of your learning objective/time ratio**  
If there is not enough time it is better to do fewer learning objectives properly than to do more learning objectives but in a rushed way.  
**WHY DO THIS:** When a facilitator rushes through slides and skips exercises, participants are not learning much. Therefore, it is better to have them know fewer things well than not know many things at all.
- **Do a practice session**  
For practice, pretend that you are giving the session when you are prepping. This will help you understand how much time is needed for each activity.  
**WHY DO THIS:** You will not only have a better understanding of your time constraints, you will also be more confident when facilitating.

## How to facilitate a session

### CHECK UNDERSTANDING

Make sure that you are not losing your audience halfway through your presentation – check regularly if they understand and follow you.

- A quick and easy way to do this is to ask participants if they understand the topic. They should indicate their understanding by their thumb. Thumbs down is no understanding thumbs up is all clear – participants can indicate with their thumb where they are on the scale.

- Ask prompting or probing questions

Only asking “do you understand” might not get you the sense of the learners understanding. Be aware that one person saying he/she understand or answering the question does not mean that most people understood. Be sure to check for understanding from the whole group.

### MAKE SURE THAT YOU CAN EXPLAIN COMPLEX CONCEPTS IN AN EASY WAY

The participants are not experts – that is why they are taking the training. Make sure that you are able to explain the concepts on their level. Check out these video series to see [how it works](#).

### FACILITATE DISCUSSIONS

When guiding discussion it is important to state the facts and focus on the group process. As a moderator you can periodically sum up the discussion and guide the direction it will follow by asking the right questions. Encourage everyone to talk and make sure that you stay silent long enough to give the participants enough time to discuss the issues.

### WHEN YOU ARE GIVING A PRESENTATION:

- Make sure to correlate talk with text on your side

Why do this: it aides understanding, it is professional and you will really help participants who struggle with the language of instruction.

- Never too much text and never read from the slide

Neither is helpful nor professional. Your slides are there to reinforce what you are saying – not to repeat word by word.

- Use visual aids

A picture can tell a thousand words – and it looks better on the slide too!

### WORK WITH YOUR LANGUAGE LEARNERS

Here are the things you can do to make participating in the training easier for people who need extra support understanding the language of instruction.

- Have key words on your slide and make sure that you speak about what is on your slide – this way people can also read the key words and that will help with general understanding.
- Let people know if you are okay with them using their phones for looking up unfamiliar vocabulary.
- Try speaking slowly and use plain language – that helps everyone understand you better!
- Use visuals as often as you can - visual organisers for complex concepts and photos and pictures to give context to your topic

