



Essential Guide to **EFFECTIVE FACILITATION** of **TRAINING**



Ensure *inclusive and equitable* **quality education** *and promote* **lifelong** **learning opportunities** *for all.*

- SDG 4

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Introduction

Indigenous peoples (IPs) possess a wide array of knowing and learning techniques that help them better comprehend their world, enabling them to be more resilient as they face the daily adversities in life. Holistic and continuous, learning typically starts at a young age with knowledge holders such as the elders, fathers, and mothers at the helm. Among the Palaw'an people in Palawan province of the Philippines, 8- to 13-year-old children join their parents in the *kaingin*, swidden farm. They begin assisting their parents in various ways while simultaneously learning the techniques of subsistence farming.¹ Even while attending formal school, a grown-up Tagbanua child in Palawan learns traditional healing from his tribe.²

Similar to an evolving web, learning is a continuous process for indigenous peoples. They learn how and when to best fish in the river, to plant food crops, to hunt, to build a house, to prepare medicine, and to deal with anything that concerns survival. They are trained to decipher the most beneficial actions and decisions that allow them to thrive. Then, as they gain success in the different survival strategies they attempt, they record the knowledge and experience they gain through oral tradition.

Learning and knowing are both centered on their indigenous lands and on their different territories. If the forest is a hospital, a place of worship, and a marketplace, it is also a school. Among the Aboriginal peoples, the *real* and *applied* world is their complete laboratory.³ The different ecosystems found in the ancestral domains of indigenous peoples are considered interconnected—each ecosystem is part of their school and is their teacher, as well.

Elders, who are proficient in oral tradition, are highly instrumental in ensuring that the next generation of indigenous peoples receive the knowledge and skills considered crucial in the perpetuation of life. Thus, an intergenerational transmission of traditional knowledge occurs, although it is not without challenges.

This collective and traditional knowledge gets accumulated over time and transferred from one generation to the next. However, rampant discrimination against indigenous

peoples vastly affected its continuity. The heavy influence of Western education has greatly diminished the value and practice of indigenous education, causing many indigenous youngsters to detach themselves from the age-old collective knowledge of their ancestors and communities.

There are grave damages to the indigenous ways of learning. They can only be corrected with appropriate policies, laws, and approaches, ensuring that the indigenous peoples do not totally lose what they have. Credits are due to multisectoral initiatives as they successfully implement programs that integrate indigenous ways of knowing and learning, including those being commenced by indigenous peoples themselves.

While the world is working together, aiming not to leave anyone behind in its pursuit of sustainable development, there are still millions of indigenous peoples lagging behind in terms of education. Without appropriate intervention, indigenous peoples will be further left behind.

The continuing endeavor to strengthen the indigenous peoples and their communities toward a more holistic approach to development inspired various initiatives to implement programs meant to increase the capacities of indigenous leaders especially the second-generation ones. One of these is the establishment of the ELATIA Indigenous Peoples' Training Institute in 2018 that took off from earlier training programs not only by Tebtebba but by other partner institutions, as well. Resource materials and training guides for both trainers and facilitators have been developed and produced by indigenous peoples themselves for the use of the Training Institute. This simple guide for facilitation of trainings, with indigenous learners as participants, can greatly aid trainers and facilitators.

This guide will enhance the skills of facilitators, trainers, and resource persons as they aim to meet, respond and, if necessary, adapt to the contexts of their respective audience. The learners of the trainings will consist of indigenous peoples with a broad spectrum and depth of knowledge, skills, expertise, and limitations.

This guide also contains basic principles in effective facilitation, the qualities of an effective facilitator, and helpful tips in achieving a successful and fulfilling learning experience. This guide is enriched with experiences from conducting trainings and workshops in indigenous communities together with various partners.

Common Context of Indigenous Communities

Most participants of the trainings conducted by ELATIA Indigenous Peoples' Training Institute come from various indigenous communities. Because this guide is meant to help achieve successful facilitation and training, showing both a brief and broad picture of the current conditions of their respective indigenous communities is deemed essential. As the IPSSDD Course and all other courses of the Training Institute will be primarily conducted for the communities that the ELATIA Partners work with, it will be best to have a glimpse of their specific situation.

Community life revolves around the ancestral domain, ruled by the community's traditional knowledge and practices and customary governance systems. Tenure security over their ancestral lands and waters, however, remains to be a point of struggle. Many indigenous communities have been evicted from their ancestral lands, expropriated for



diverse investments that least benefit them. Various threats continue to loom over their ancestral lands including the blatant disregard of their rightful ownership of these lands, territories, and resources.

With regard to their socio-economic conditions, many of these indigenous groups are engaged in subsistence agriculture while others are engaged in the cash economy. Pastoralism plays a big part in the lives of indigenous peoples in Africa. It is complemented by the income-generating practice of agriculture which includes cocoa production, beekeeping, and vegetable farming. Subsistence agriculture and hunting-and-gathering are crucial to these indigenous peoples' survival, as well. Among the ELATIA Partners in Asia and Latin America, agriculture is central to their economic life, although in varying conditions—some for subsistence and some for cash. Arts and crafts such as bead works continue to be dominant among the communities but they struggle against cheap imitations and competitive markets.

Many indigenous communities also face countless barriers to sustainable development. Trainers and facilitators need to be aware of this and be able to adjust their training approaches. Widespread poverty, incoherent or bigoted policies, insufficient access to basic social services, and rampant discrimination against indigenous women are common. There is also a low level of literacy, particularly among women, due to several other factors. The UN DESA noted that poverty, ethnic or cultural discrimination at school, bullying, and corporal punishment hinder indigenous children from equal access to education. Specifically, for indigenous girls, the unfriendly environment, gender discrimination, school-based violence, and sometimes sexual abuse largely contribute to the high dropout rates.⁴

In the political sphere, participation and engagement in decision-making in State institutions, from the local to the national level, varies. While there are gains in advancing the agenda of indigenous peoples in decision-making bodies, frequent discrimination against indigenous peoples—particularly against indigenous women and youth—continues to persist. If there are seats made available for indigenous peoples, they are limited. Thus, the clamor for indigenous peoples' participation rights is on-going. It should, however, be recognized that indigenous peoples, in varying degrees, practice and respect their traditional governance systems. Not necessarily recognized by the State, the said governance systems, specifically the decision-making of indigenous peoples, are collectively done.

Within the customary governance structure, women do not still have a strong voice. They are not provided adequate space to engage in governance, as well. Various traditions and practices relegate women to secondary roles in decision-making. There are, however, initiatives to sensitize customary governance institutions, empowering indigenous women to become effective actors in the decision-making process.

Given the prevailing challenges, these communities of indigenous peoples continue to assert their human rights and pursue their development through their own organizations and customary governance structures. In addition, they partner and work with other IPOs, NGOs, IP support networks, religious groups, government institutions, and the academe.

Effective Facilitation

■ Definition of Facilitation

Facilitation is an art which a facilitator and/or a trainer must learn, practice, and be good at. As a method of providing direction and managing the flow of discussion during training, it simplifies things and ensures that discussions do not become confusing or chaotic. Additionally, facilitation guarantees that every individual during training has equal participation. Facilitation encourages each participant to think productively, to articulate his or her ideas, to raise questions, and to identify and share solutions and/or actions.⁵



Facilitation is both a process and an art of helping the participants engage in creating, discovering, and applying learning insights. It involves guides as to who asks questions, moderates discussion, introduces activities, and many more.⁶

■ Definition of Facilitator

A facilitator is someone who plans, guides, and manages a training. He/she makes sure that the objectives are met effectively.⁷ He/she is *not* necessarily a content expert. Nonetheless, he/she is an expert in the many forms of group processes such as team building and group discussions. The facilitator helps the participants pinpoint their goals in the training and helps them achieve those objectives.⁸



■ Definition of a Trainer

A trainer is a content expert.⁹ He/she can be a facilitator, as well. He/she may not be necessarily an expert in group processes but is continually developing new methods to help the participants achieve specific learning outcomes.¹⁰



Principles Underlying Facilitation of Learning Experiences

1. Facilitated learning is learner-centered, not facilitator-centered.
2. The Facilitator is in the learning experience with the learners, not just an observer.
3. The Facilitator's goal is to make learning happen.
4. Adult learners have specific needs that facilitators must fulfill for learning to occur.
5. Facilitators create opportunities for learners to share their own experiences and expertise.
6. In a learning event, all participants are sources of learning.
7. Facilitators protect and affirm ideas.
8. Facilitators are not entertainers. The Facilitator's job is to be interested, not interesting.
9. Facilitators encourage and support balanced participation in the learning group.
10. Facilitators create a comfortable and supportive environment in which learners can take risks.
11. Facilitators lessen or remove obstacles from the learning process.



Basic Principles for Indigenous Learners

= Effective Facilitation for Adult Learning

Readiness to learn	» Encourage participants to discuss struggle of learning
Active involvement in learning	» Learning by doing/ hands-on learning
Self-directed learning	» Discovery learning/ inquiry and decision making
Trial-and-error	» Mistakes as motivations
Building on experience	» Connecting links to the unknown
Sensory learning	» Dominant learning style/methodology of grasping information
Less is more	» Definite and simple
Building on theory	» Applicability in real-life situations
Practice	» Decision-making firming and application to real-life situations
“First crack”	» Giving gist of the subject matter for active participation
Individual differences	» Balancing and managing the diverse learners
Feedback	» Assessment/ evaluation/ testing

Roles of an Effective Facilitator

A facilitator has many roles, each supporting the goal of learning. He/she is in charge of both the task (learning and applying amassed knowledge and skills) and the process (how the learning and application happen) of conducting learning experiences. Below are roles¹¹ focusing on managing a task or process.

Leader of the group	» Sustaining good environment
Manager of the agenda	» Maintaining good environment
Positive behaviors role model	» Actual self-demonstration
Content expert	» Mastery/ Depth/ Knowledge of the subject
Consultant	» Adviser/ coach/ trainer role/s

Facilitator Competencies

The effectiveness of a facilitator relies on the following competencies:

A. Knowledge Competencies. Knowledge is the organized body of things known about facilitating learning experiences. These include the facts, assumptions, concepts, principles, procedures, and/or processes:

- the organization's strategies, objectives, partners, products or services, and so on
- adult learning principles
- learning theory
- needs assessment processes
- diversity awareness related to the participants' differences in learning
- tactics for coaching and feedback
- training evaluation

B. Skill Competencies. Facilitators exhibit skills by demonstration, which are measured by observation of the skill process or evaluation of the outcome (that is, product). Facilitation skills include:

- verbal communication
- non-verbal communication, such as body posture, gestures, and facial expressions
- thinking in terms of systems, so as to see interrelationships among participants' input/s by recognizing the connecting patterns
- planning learning activities
- operating the training equipment
- writing on flipcharts or similar implements to record participants' comments
- listening actively and effectively
- summarizing and paraphrasing participants' output/s
- providing coaching and feedback

Kinds of Skills

1. Process Skills: The ability to know what, how, who, and when something is happening. It also includes knowing the different functions that are being performed by the group members.
2. Diagnostic skills: The ability to assess difficulties or weaknesses and strengths of the group.
3. Action skills: The ability to assume needed functions to make the group interaction more effective.
4. Asking questions: On handling sessions, meetings, and consultations, an effective facilitator seldom gives personal ideas. Rather he/she encourages the participants to give more of theirs. The ability to ask the rights questions, without appearing to be threatening to participants, is very important.

Good inquiry using the APPLE Technique¹²

A Asking the question

P Pausing to allow the participants to comprehend the question and think of an answer

P Picking a member to provide the answer

L Listening to the answer

E Elaborating on the answers obtained

C. Individual Characteristics or Behavioral Competencies. People demonstrate individual characteristics by how they behave in given situations.

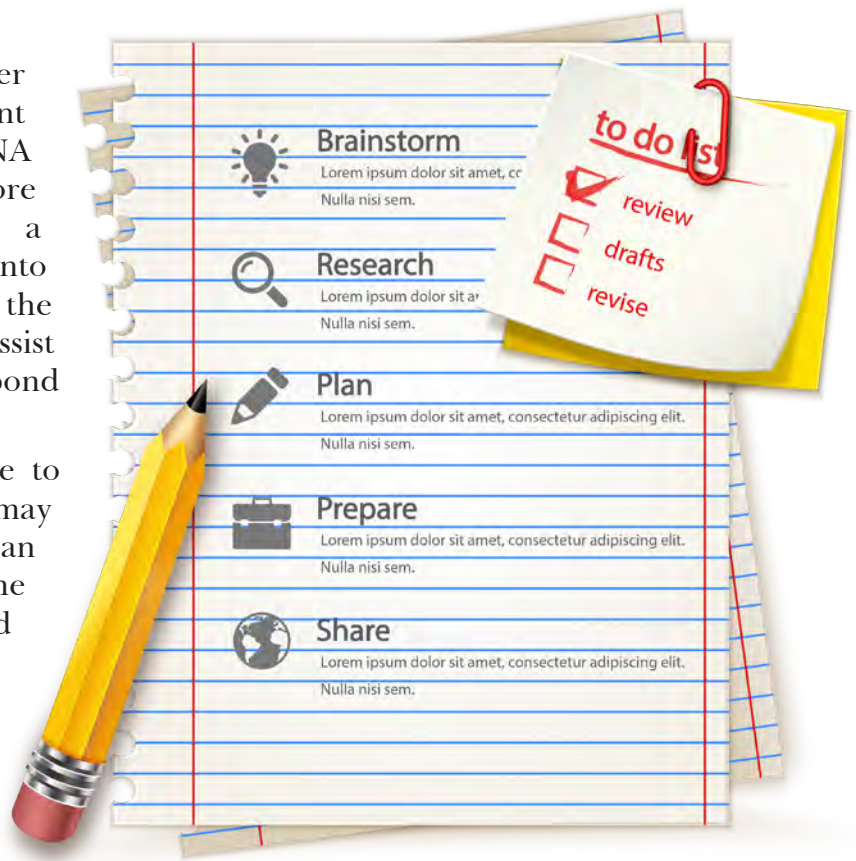
- Initiative/ resourcefulness
- Respectful and patient
- Joyful and with good sense of humor
- Humble, mindful, and empathetic
- Concern for continuous improvement
- Interpersonal understanding
- Leading and developing others
- Analytical/ problem solving
- Creativity and innovation
- Change management and risk taking
- Communicating effectively and responsive
- Influencing as well as active listening
- Organizational awareness
- Personally effective characteristics
- Time management
- Gender-sensitive
- Sensitive to non-verbal cues
- Language-oriented (Uses the local language. Translates the learning materials into the local language.)
- Sensitive to social, economic, culture, and gender (In terms of facilitation and flow, it is important to link the training/process to the lives of the participants and their needs.)

PREPARATIONS BEFORE THE TRAINING

1. If it can be done, administer the Training Needs Assessment (TNA) using the prepared TNA questionnaire in advance before the training proper. If it is a must, translate the questions into the language understood by the participants. You can also assist them but ensure that they respond independently.

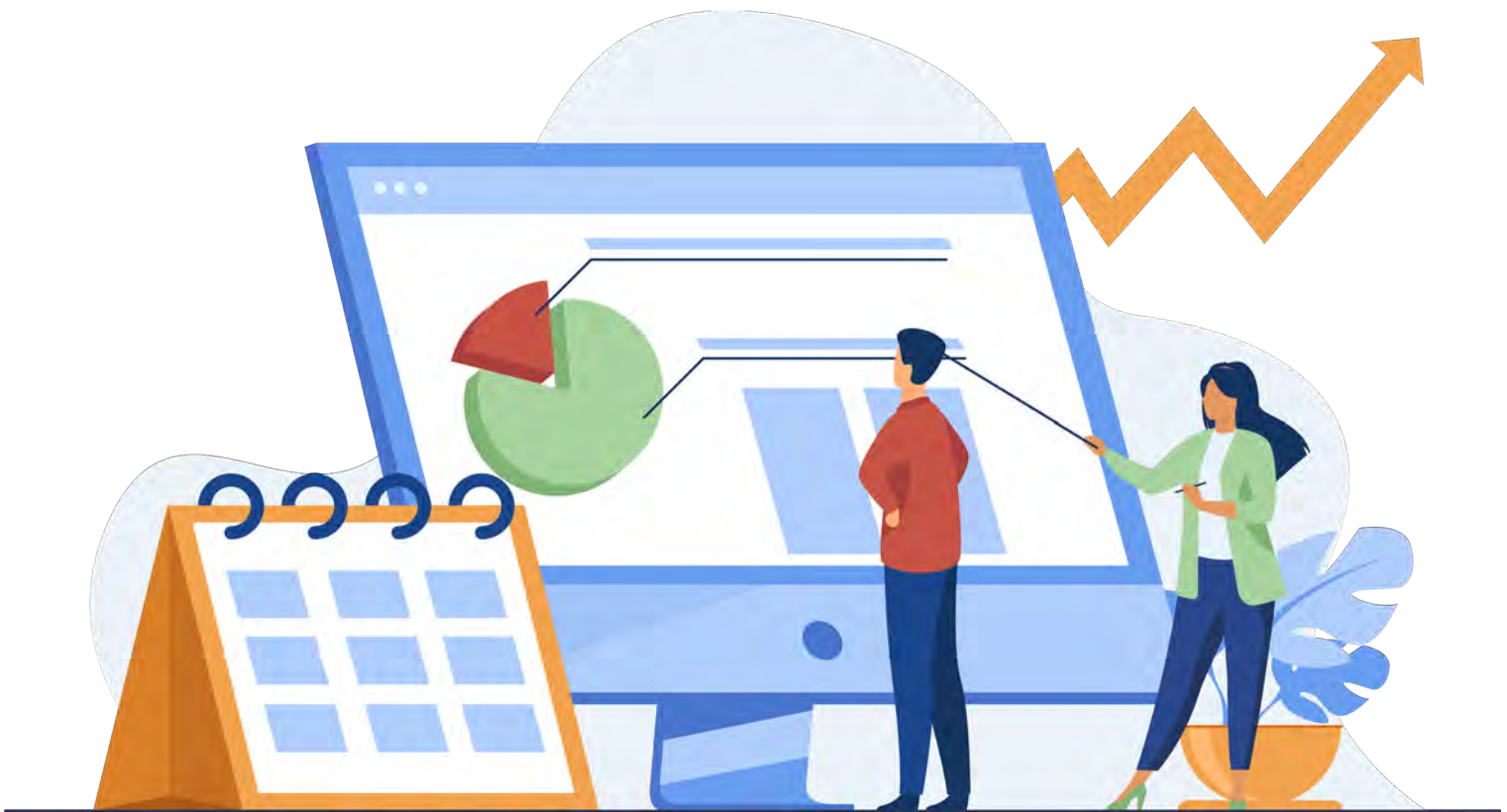
There may not be ample time to administer the TNA so you may be compelled to administer it an hour before the first session of the training. Hence, be mindful and adjust according to their needs.

2. Know the participants. A personal profile of the participants included in the TNA can help you know your participants. You would know the male and female participants, their ethnicities, educational attainment or background, position and function in their organization, trainings, work, etc. Most importantly, you would know the level of their knowledge or understanding on the specific topics in a given training course.
3. The result of the TNA would help you determine the specific objectives, program/agenda, specific topics, and learning materials or tools to be secured as well as trainers or resource persons to be invited. You may need to discuss the training objectives and the agenda of the training with the elders of the community or the officers of their organization.



Things to consider when preparing the topic to be discussed:

- Organize the proper sequencing of the topic contents in a logical order.
- Mastery of the topic is recommended. The facilitator should read the topic outline, content, and references. He/she must provide examples that are relevant and appropriate to the participants' background/s, as well.
- Make use of data and statistics that are correct, accurate, and updated.
- Use simple words or terms that are easily understood. Avoid highfalutin or uncommon words. If a term is used, explain it well.
- Make use of examples and comparisons or analogies to explain a concept. Don't use generalizations and abstractions. Rather, give concrete situations and provide specific examples.



DURING THE TRAINING

A. PRELIMINARIES

The following are necessary parts of the opening preliminaries and must not be skipped:

1. **Prayer/Ritual.** As part of their religious practices, indigenous peoples often start community gatherings or social events by prayers or rituals. These should be observed and respected during the training.
You may consult the organization to arrange for the ritual or prayer and assign a designated elder to say the prayer or preside over the ritual.
2. **Welcoming the participants and stating the training objectives.** The elder, president, or chair of the organization may be tasked to welcome the participants and the trainers. The leader of the training team may also be tasked to welcome the participants and thank them for attending the training. He/she may proceed to stating clearly the objectives/purposes of the training.
3. **Introduction of the participants and the facilitator-trainers.** Please see activities for introduction in the following pages.



3A. Introduction of participants and facilitator-trainers. The facilitator may choose to employ activities for the introduction of the participants and the trainers. The introduction will ‘open’ the door for better interactive learning among the trainers, facilitators, and participants.

When people are meeting for the first time, activities may include personal introductions, pair introductions, name games, people mapping, and so on. When people are already familiar with one another, it is recommended to initiate excitement-filled and feeling- or emotion-sharing activities.

- 4. Expectation check and establishment of house rules.** It is important to look at the expectations of the participants and level off on how these expectations may be met by both the participants and the trainers. This expectation check may include the expectations on the topics, on the training methodologies, on the trainers, on the participants, on the participants’/trainers’ attitudes, on house rules, on the venue, and on the food among others.

To save time, the introduction of participants, trainers, and facilitators can be coupled by the expectation check.

Note expectations in a broad sheet of Manila paper or cartolina and post it on a designated corner so that everyone can be reminded of these and can refer to this list at the end of the training. Please see expectation check activities on page 17.



- 5. Establishing house roles and rules.** House rules are meant to ensure that everyone is safe and comfortable within the premises and accommodations of the training. These eliminate unnecessary nuisances or distractions that can affect the overall atmosphere and achievement of the training objectives.

The roles and rules can be initially established during the expectation check. They must be agreed upon, as well. Group agreements or contracts create a safe and respectful space in which everyone can learn and work productively.

Agreements or contracts can be written on a broad sheet of paper and posted on a conspicuous place. Agreements can be signed by all (alternatively, with hand paints or by doing a specific clap of agreement that serves as a contract). For indigenous peoples, chanting can be used as a symbol of agreement, as well.

- 6. Administration of the Pre-Test.** Before proceeding to the expectation check, distribute the pre-test questionnaires to the participants for answering. Give the questions pertaining only to the particular module or session set for that training. If necessary, translate the questions into the language understood by the participants. Emphasize that the pre-test will assess the level of knowledge of the participants on the topics yet to be tackled during the training. Make sure that the participants will not be apprehensive when taking the pre-test.

If there is difficulty observed among the participants as regards answering the test, you can always devise helpful alternatives. One, you can read the questions and choices, then instruct the participants to write or mark their answers on the questionnaire sheets. You can also administer the pre-test using indigenous games.

Activities for Introduction

1. Welcoming & Getting to Know Each Other

(Note: It will be good to know the general background of the participants beforehand and prepare the materials and pictures accordingly.)

Materials: Print-outs, masking tape

What to do: The print-outs will be posted on the walls beforehand. As the background information are read or announced by the facilitator, the participants will go to the wall bearing the print-outs that correspond to their corresponding background:

- a. *Go to the wall with the letter that corresponds with the beginning of your name: A-F/ G-M/N-S/T-Z. Each participant and facilitator will then introduce his/her name.*
- b. *Go to the wall that corresponds to your ethnic identity.*
- c. *Which village/town/barangay/district do you belong to?*
- d. *What is your means of transportation coming to our training (by foot/ by tricycle, jeep, habal-habal, motorcycle, bus/by horse and others)?*
- e. *How old are you?*
- f. *Do you have experience joining a training before - Yes or no? You may ask those with experience to narrate what the previous training was all about.*

2. Personal Introduction: Stand, Talk, and Tell

The participants and the facilitators will stand and talk one at a time and provide their name, their position, and role/s in their organization. Their expectations can also be included and there is no need for an expectation check activity.

3. Pair Introduction: Pair Me and I'll Partner You

Each one will take a pair. The pairs will exchange details about their names, their position and roles in their organization, and other relevant information.

4. Name Games: Take Four Colors (This can be for both an introduction and an expectation check.)

Pour candies of 4 colors in a bowl. Each participant will get a number of candies



but not more than 4 and not of the same color. Each will answer the question that corresponds to the color of candies they took from the bowl. The questions are:

For the red candies: *What is your name and its meaning?*

For the green candies: *What is your position and functions in your community/organization?*

For brown candies: *What are your expectations from our training?*

For white candies: *What do you expect from the other participants and from the trainers and facilitators?*

5. **Personal Introduction: The Desert Island**

Each person takes a turn to answer his/her Desert Island questions and explain his/her answers. These are questions about the things each would take with him/her, do, and say if he/she were stranded in a Desert Island.

The questions may include the following:

- a. *Who would you bring with you from among your family or friends or famous person to the Desert Island?*
- b. *What book would you bring?*
- c. *What three things would you bring with you?*

More questions can be added, as well. After answering, each participant can just simply state his/ her name.

6. **Pair Introduction: Finding the Commonality**

Each participant will take a partner. After introducing each other's name, the pairs will try to find one thing that they have in common. This could be a thing that they both have or something they like/agree with. It must be something specific. For instance, they might discover that they both love reading history books.

7. **Mingle Game**

The facilitator will distribute metacards among the participants. On the said metacards, the participants are tasked to write any question/s that they may like to ask other participants. They will leave the metacards on the tables. Then, the participants will move around the room until the facilitator will tell them to stop. Each of the participants will answer the question she/ he gets on the table he/she happens to stop at. After answering the question, the participant will give his/her expectation of the training.

8. **Pair Introduction: Finding My Pair**

The participants will each be given a halved shape cut-out. Each must find the person holding the other half. After they find their corresponding pair, they are tasked to get to know each other. After doing so, each person in the pair will introduce his/her partner to the whole group.

9. Human Web

Keeping one end to himself/herself, the facilitator begins by passing a ball of yarn to one of the participants who, then, introduces himself/herself and his/her role in the organization. After that, he/she will pass the ball of yarn to another person in the group. The person who next holds the ball describes how he/she relates (or expects to relate) to the person who passed the ball. The process continues until everyone gets introduced.

To emphasize the interdependencies across team mates, the facilitator, then, pulls the starting thread and everyone's hand should move.¹³

Activities for Expectation Check

1. Expectation check station

1.a. Prepare 4 Manila papers for four expectation stations. Write on the Manila papers the following questions:

For Station 1: *What do you expect to learn from the training?*

For Station 2: *What can you contribute for the success of the training?*

For Station 3: *What should the trainers and facilitators do to make the training successful?*

For Station 4: *What can hamper or limit the success of the training?*



1.b. Divide the participants into 4 groups. On the first TOOOOOOT! sound (by the facilitator), each group will go to a station and write their answer on the corresponding question. After 3 minutes, at the sound of TOOOOOOT, the groups will move to the next station to write their answers. This sequence will continue until all the groups have responded to all the questions in the 4 stations.

2. Writing their expectations on the metacards

Provide two metacards for each participant. Ask them to write in two words their expectations from the training. After two minutes, request them to post it on the board. As each participant posts and discusses his/her expectations of the training, the facilitator/trainer collates these expectations by topic. These metacards are, then, used as references at the end of the training, ascertaining whether or not each expectation gets reached.

3. Verbalizing their expectations

This is the easiest. You can ask everyone to speak about their expectations of the training. Take note of their expectations on the board or on a Manila paper posted on the board or wall.

4. Creating Web Charts

Group the participants and ask them to draw a chart. The center circle must be labelled “My Kind of Expectation” and lines must be added, connecting it to other secondary circles. They are given adequate time to write their expectations on the drawn web. They, then, report in front and summarize their group’s input.

5. Draw Lots

Instead of the Train Station expectation check activity, the trainer/facilitator can write the questions on strips of paper. One strip of paper contains one question only. There must be an equal number of papers and questions. These are, then, placed in a box. Then, each participant draws a paper strip and answers the question it contains.

Questions:

- *Why am I here?*
- *What can I contribute to make the training successful?*
- *What do I expect from the trainers and facilitators to make the training successful?*
- *What do I expect other participants to do to make the training successful?*

B. INTRODUCING THE TOPIC. Introduction is one of the most important parts in delivering a topic. This would have to hook the participants' attention, encouraging them to listen carefully.

Approaches for Introduction

1. Objective emphasis approach

This type of introduction must be always used and is recommended. Before starting a topic, be sure to clearly emphasize your learning objectives.

*The other approaches below may be helpful either after or before stating your learning objectives.

2. Situational starter approach

In this approach, make sure that the participants are given some kind of gist by providing them with a popular or timely situational case regarding them or their community, allowing them to feel that they are significant before proceeding with the content proper.

3. Analysis/ Inquiry approach

In this approach, the facilitator/trainer should already have ample knowledge of the participants including their community, culture, etc. Hence, he/she is confident enough to clarify and verify some of the cases reported, pinpointing which are true or not. He/she can already begin formulating an input.

4. Assessment approach

This approach allows the facilitator to ask the participants about their background knowledge of the topic to be discussed. He/she lets them think through these preconceived assertions before beginning the discussion.

5. Linking approach

This approach can be used to relate and connect the topic to the previous subject matter, ensuring a proper transition before starting. The facilitator/trainer may recap the previous subject matter and/or ask the participants about what they remember or learned from the previous session.

6. Activity/Game approach

This type of approach may be used for all and may also be a good strategy to engage the participants before diverting to his/her input.

7. Direct approach

This introduction must be properly executed because this is not recommended for first-time participants. In this approach, the facilitator directly discusses the input immediately.

C. FACILITATING INDIVIDUAL OR GROUP ACTIVITIES.

If there is no specific activity included in the course guide and the facilitator/trainer thinks it is necessary to conduct an activity to emphasize a lesson or a message, he/she can employ one of the following activities:

- Mindmap activities
- Comparison activities
- Illustration/Art activities
- Game/Entertainment activities
- Argumentation/Debate activities
- Problem-solving activities
- Situational/Actual activities

In facilitating activities as part of the learning process, the facilitator/trainer must remember the following:

- Provide clear instructions.
- Allow the participants to present their own outputs.
- Ensure gender balance in the activities. Adjust to elders and persons with disabilities.
- Allow the youth to speak comfortably among adults/elders and let them take the lead during discussions or activities. Ensure an open and friendly dialogue between the youth and the adults.
- Allow the participants to compose themselves prior to reporting.
- Ask clarifications on their outputs.
- Appreciate the participants for active participation and excellent outputs.
- Stick to the appropriated schedule (recommended), although brief extensions may be considered, as well.

D. PROVIDING INPUTS. In providing the content or supplement, the facilitator must bear in mind the ABCs (Accuracy, Brevity, and Comprehension).

Examples of approaches during input delivery are the following:

1. Lecture method/Discussion method
2. Argumentation/Debate method
3. Film viewing/Movie showing method
4. Game/Educational Entertainment method
5. Group Reporting method (inputs from the participants)
6. Sharing experiences method

Below are some guides when providing inputs:

- Discuss definitions and/or contexts clearly.
- Use systematic and clear language, with proper context explanation.
- Ensure eye contact with the participants.
- Gestures should be appropriate and timely. “Body language” communicates the feelings of the facilitator.
- Don’t forget about humor but choose culturally-appropriate and gender-sensitive citations.
- Use icebreakers to catch the interest of the participants, to wake them up, or to break long sessions.
- Use concepts and words for a literate audience, but use more visuals and picture presentations for those who are illiterate or semiliterate. For example, use posters, stories, body language, charts, or drawings to present the situation in a village.
- Always prepare and make use of visual aids to explain points, views, and ideas. Use color codes or colored pens for the representation of different items or to emphasize and make one item distinct from all the other items.
- Prepare and use cue cards to help note important details of various inputs or to act as guides in facilitation and input construction.
- Use stories and past and common experiences.
- Encourage the participants to express their thoughts, ideas, perspectives, or points of view.
- Stress the importance of active participation from all.
- Ensure that all of the participants are hearing what you are saying.
- Pronounce the words and terms properly.
- Ensure balanced pacing. Avoid talking too fast but not too slow. Avoid boring sessions by talking in a lively manner.
- Giving concrete or situational examples clarifies topics.
- Pay attention to the participants’ reactions, moods, and attentiveness. Facilitators are encouraged to get the participants’ feelings and ideas regarding the topic being discussed.



- Show and provide an actual sample to the participants (e.g., books, journals, or vouchers)
- Use the “Yes-No Response” technique
Example: “Do we tolerate women being used for tourism?”
- Use the questioning techniques:
 1. Overhead - Direct questions to the whole group. This will lead either to an open discussion of an issue, an identification of its points, or the creation of new ideas.
 2. Direct - Direct questions for a particular person. This is to call on a person for information or to involve a person who has not shown active participation.
 3. Relay - When a member of the group asks the facilitator a question, the latter relays it to the others. This helps involve others in the discussion, as well.
 4. Reverse - Directing the question back to the one making it. This will not only prevent the facilitator from giving personal opinions but encourages the person asking the question to think of answers, as well.

During discussions, remember the following:

A. Topic

- Suggestions and contributions of participants should be recognized and placed in the proper topic or part of the discussion.
- The discussion must be clear at all times and is easily understood by all the participants.
- The discussion must be moving forward. It should not be going around in circles.
- Summarize ideas and synthesize the main points of the discussion.
- See that the conclusion reached is substantial and is based on the points raised during the discussion.
- Be sure that the time is properly managed and accordingly maximized or distributed on the different topics.

B. Participants. Always try to ensure democratic participation. Make adjustments or initiate corrective measures if:

- The discussion is monopolized by only a few;
- Everybody is talking at the same time;
- Others are hampered to talk;
- The suggestions of others are left out;
- Some participants are passive during the discussion;
- Some participants show no interest;
- There are participants trying to disrupt the session; and
- Participants are not leveled off or do not understand each other.

Below are helpful tips when engaging your learners/participants¹⁴

A. Idea storming/Brainstorming. This tool sparks creative thinking and helps gather quickly a large number of ideas.

- Go-round. Everyone takes a turn to speak on a subject without interruption or comment from other people. Go-rounds are useful for equalizing participation and giving everyone some clear space to express their opinion. Allowing people to 'pass' means that no-one feels put on the spot. To keep it focused, clearly state what the purpose of the go-round is and write the question on a flipchart where everyone can see it. You can set time limits as necessary.
- Paired listening. Everyone gets to choose a brainstorming partner, allowing them to discuss ideas for 4 minutes each. Then, they come up with the consolidated highlights of their discussion.

B. Role-plays and simulations. These are used to help improve levels of listening skills as well as influencing skills and problem solving skills:

1. Select a clear and simple situation to be played out. Situations should be as close to reality as can be.
2. Ask people to volunteer—never force anyone to participate in the activity.
3. Ask others to be active observers.
4. Provide feedback and evaluation (from active observers, as well).
5. Give them chances to de-role.

C. Encouraging discussion and participation

1. Parking space
2. Keeping a speakers' list
3. Match stick discussion
4. Talking sticks

D. Quick and easy prioritization

1. Show of hands
2. Temperature check/thumb spectrum
3. Fist to five
4. Stickers and dots
5. Ranking
6. Pros and cons
7. Urgent/important grid



E. Expression of opposing views

1. Spectrum lines
2. Plus-Minus-Interesting

F. Active listening

1. Mirroring is when you echo back the speaker's words verbatim.
2. Paraphrasing, on the other hand, is a straightforward way to show the speaker and group that their thoughts were heard and understood.
3. Tracking is when you are keeping track of various lines of thought that are simultaneously going on during a single instance.

G. Proximity

1. Formal, distance zone
2. Normal, positive zone
3. Discussion and interaction zone

E. ICE BREAKERS. These are used for waking up, warming up, and winding down. An ice breaker is a tool used to re-energize people and alter the general atmosphere. It lifts up the mood of the participants. It quiets the crowd, as well, helping them become more focused on the current subject at hand. Some of the ice breakers provided below can also be modified and used as recap activities. These energizers must be chosen wisely depending on your participants.

The facilitator/trainer may ask the participants to introduce and lead an ice breaker. He/she may encourage them to introduce indigenous games, dances, songs, puzzles, or riddles as well.

1. Elephant, Coconut, Dragonfly

The facilitator asks the participants to create a big circle. He/she indicates someone in the group and that person, including the ones on his/her right- and left-side must cooperate to create either an elephant, a coconut, or a dragonfly. For the elephant, the person pointed at creates the face using his/her hands while the two people beside him/her make the ears of the elephant. For the coconut, the person pointed at becomes the tree by raising both hands up while the people beside him/her enact the coconut fruits by slinging arms with the person in the middle. For the dragonfly, the person pointed at illustrates the big eyes of a dragonfly by making the "OK" sign with both hands and placing them in front of their eyes while the people beside him/her create the wings. The game gets increasingly fast as the participants cope with the speed, creating whatever the facilitator calls for.



2. Massage

The facilitator asks the participants to each find a partner. They, then, massage their selected partners using the Philippine typhoon signal warnings as guides:

- Signal Number 1 means using the tip of one finger;
- Signal Number 2 signifies using the tips of all fingers;
- Signal Number 3 means tapping their partners; and
- Signal Number 4 requires giving light punches.

After 1 round, the participants, then, let their partners receive the same massage.

This energizer may not be appropriate in some communities, however, and must not be adopted.



3. **Hep Hep Hooray!**

All participants are tasked to create a big circle. The facilitator assigns the first person to say “Hep Hep” while bending down and clapping. The next person is asked to say “Hooray” while raising both hands in the air. The process goes on and on as the exercise increases in speed. It merely stops when someone commits a mistake and is ousted from the game. Then, it may continue until only a single participant is left.

4. **Animal Game**

Each of the participants are given a piece of paper that contains the name of an animal. The facilitator instructs the participants to arrange themselves by height without talking to each other. After doing so, each participant makes the corresponding sound of his/her animal or execute actions that pertain to it. He/she is not allowed to say anything else. The other participants are, then, tasked to guess what animal is pertained. Each participant is provided with time to have his/her animal guessed by all the others.

5. **Sit or Stand (True or False)**

This is just like a modified version of True or False but with a twist. The words, “True” and “False” are replaced with different words like “Sit” and “Stand”. For instance, “China = True” or “Sit = True” and “Philippines = False” or “Stand = False.” The participants must be all standing in front of their chair or make a circle. The facilitator, then, asserts various sentences and the participants are tasked to respond and/or act accordingly. The one who answers/acts wrongly gets called off the game.

Example: “The President of the Philippines is Xi Jin Ping.” For this sentence, the participants may opt to say “Philippines” or choose to Remain Standing.

6. **Mirror Dancing**

The facilitator or either one of the participants gets to lead the dance steps while watching a video of the dance. Better yet, one participant may teach and demonstrate indigenous dance moves and have rest of the group follow.

7. **Rain, Typhoon, Flood, and Earthquake**

This game is like the classic “Open the Basket” where a group of three completes the basket.

Two people gets to form the “basket” or “house” by holding each other’s hands while the third person stays between them or inside the “basket” or “house”. When the “it” person shouts “rain,” nobody should move from the house. But when he/she says “typhoon,” the person inside the “house” must run outside and find another “house.” Consequently, the person who is unable to join a new “house” automatically becomes the new “it.”

When it is “flood,” the two persons comprising a “house” will disengage and will look for another partner to build another “house.” When it is “earthquake,” all



three people in each group are required to disengage and join new groups to create their new “houses.”

8. **Diversity Sound**

The facilitator groups the participants into 4 with a minimum of 5 members. He/she instructs Group 1 to clap their hands; Group 2 to tap their legs; Group 3 to tap their legs and clap their hands; and Group 4 to stomp their feet and then clap their hands. He/she tells Group 1 to start making their “sound,” Group 2 to create theirs, Group 3 to make theirs, and Group 4 to do theirs, as well, until all groups are making entirely different sounds. The frequency, counting, and rhythm will be dependent on the facilitator’s instructions.

9. **Step into the Circle**¹⁵

The facilitator must inform the participants that this game’s goal is to demonstrate both our commonalities and diversities. He/she explains that the statement, “Step into the circle if...” prompts them to act accordingly. So, if a specific statement applies to them, they are tasked to step into the circle. The facilitator must add that they are not required to step into the circle if they do not want others to know specific things about them. The facilitator must remember, however, to state assertions that applies to himself/herself, as well. This guarantees that no participant gets to enter the circle alone. Tailor the questions around issues you want to discuss. For instance, say “Step into the circle if you know someone who has Blood type AB⁺.” Then ask them to step out. Try a new statement like, “Step into the circle if you are proud to be n indigenous person.”

10. **Teeth, teeth!**¹⁶

The participants are divided into groups. Then, as a group, they are tasked to choose a fruit or vegetable. The fun part is that they must say the name of their fruit or vegetable without showing teeth—they must speak with their lips over their teeth. The first group mentions their chosen fruit or vegetable twice and also another group's fruit or vegetable name twice. For instance, the first group gets to choose "Potato". They want to pass the task to the Group 3. So, they say, "Potato, potato, celery, celery." Group 3, then, shouts "Celery, celery, squash, squash." Additionally, if a member of one group shows their teeth, the group who notices this calls them out by screaming, "Teeth, teeth!" while flapping their arms like wings. The game continues as groups get eliminated when they show their teeth or until the facilitator says so.

11. **Boom Chika Boom**¹⁷

This is fun game that relies on accurate repetition of a phrase or sentence. This can be very difficult as sound variations may cause laughter. For this game, the facilitator may opt to lead or choose a participant to do so. When the leader changes style, the adults are tasked to follow. The leader begins the pattern as follows:

Leader: "I say Boom!"
Adults: "I say Boom!"
Leader: "I say Boom – Chicka!"
Adults: "I say Boom – Chicka!"
Leader: "I say Boom – chika – Boom!"
Adults: "I say Boom – chika – Boom!"
Leader: "I say boom – chika – rocka – chicka – rocka – chika – Boom!"
Adults: "I say boom – chika – rocka – chicka – rocka – chika – Boom!"
Leader: "In _____ (opera, jive, rap, preacher, revival, sign language, whisper, etc.)" or "Sounding _____ (fast, slow, etc.)"

The leader, then, modifies the recitation and the participants follow his/her lead.

12. **Winds of Change I**¹⁸

The participants stay seated. The facilitator says, "The winds of change blow for anyone who... (Insert statement here)."

Everyone who shares that statement stands up and performs whatever action is called for. Then, the facilitator makes another statement.

Examples of statements are:

- Has more than 2 siblings - rub their belly
- Ate breakfast - hop on one leg
- Has a piercing - give the person next to you a thumbs up
- Learned something new today - give the person next to you a high five
- Likes to eat lunch - clap your hands

- Is wearing black socks - show us
- Has a driver's license - turn around in a circle.

13. **Winds of Change II (requires one chair per person)**¹⁹

The participants stay seated in a circle. One chair is removed and a facilitator stands in the middle of the circle. The one who is standing says, "The winds of change blow for anyone who... (Insert statement here)."

Everyone who shares that statement, then, gets up and runs to another chair (Ideally, not the chair on either side of them). The last one standing becomes the facilitator and says, "The winds of change blow for anyone who (insert another statement here)."

Examples of statements are:

- Has more than 2 siblings
- Ate breakfast
- Has a piercing
- Is wearing black socks
- Has a driver's license
- Learned something new today
- Likes to eat...

F. RECAP ACTIVITIES. To make the flow of the discussion even more interesting, there are some creative ways to encourage the participants in articulating the knowledge they have retained or absorbed from the previous session. A recap may be undertaken in not more than 30 minutes.

If the facilitator opts not to handle the recap, he/she can assign one of the participants to lead. The facilitator/leader must make sure that both men and women including the youths have equal chances of recapitulating the previous day's activities. He/she must devise a way of going through the said recap. Below are recap activity options that can also be energizers.

1. **We Are Going to the Moon**

The facilitator prepares a two-edged pointer with labels on both its pointers—"Provisions" and "Technical Concerns." The "Provisions" pointer would mean the lessons they have learned from the discussion/s of the previous day. The "Technical Concerns" pointer would be referring to less understood topic/s.

The participants are asked to form a big circle. With music playing in the background, they dance and step sideways, clockwise or counter clockwise, depending on the facilitator's instructions. The facilitator, then, twirls the pointer on the floor while the participants are moving. When the pointer stops, the two participants on either side of the pointer must respond according to the pointer label directed at them.

2. Sink a Passenger

The facilitator prepares at least ten questions from the previous day's topics. He/she asks the participants to form two groups. These two groups are, then, said to be on a ship and each question they correctly answer would mean they could 'sink' a passenger from another group. If one group cannot answer, one of their members will have to 'sink' or be gone from the group. The other group will answer the unanswered question. If they answer correctly, they get to 'sink' one member in the opposite group.

3. Newspaper Dance

The game begins with participants in pairs. Each pair has a sheet of newspaper in front of them. When the music starts to play, all of them must dance around the open newspaper. When the music stops, the pairs should be able to position themselves inside the newspaper. During the next turn, they will fold into two the newspaper and dance again. If the music stops, the pair must completely get into the newspaper, making sure that no feet—or limb gets outside the borders of the newspaper. The game continues until the newspaper becomes a small fold. All pairs who fail to step inside the small fold must share what they learned from yesterday's activities.



4. Red vs White

The facilitator tasks the participants to find partners. Then, he/she tells the pairs to choose either Red or White. The facilitator, then, calls out a color. The pair/s whose color is mentioned must grab the hand of their partner/s. Rules dictate that they can only catch the hand of their partners as long as it is in the front of the person. So, when the hand is at the back, the pair gets ousted from the game. Another rule stipulates that if a person tries to catch the hand of their partner, even when their color is not called, it gets to be considered a loss. Those who lose from the game must share their insights from yesterday's session.

5. **Division of the House**

The group gets divided into two. Then, all participants are given the chance to speak about what they learned during the previous session. This, by far, is the simplest activity.

6. **Lesson Ball Toss**

A ball is brought out and is tossed from one participant to the other. Positioned in a circular arrangement, each participant who receives the ball must share one or more things they learned from the previous session.

7. **Talking Stick**

All or some of the participants are offered the chance to hold the stick and share insights regarding lessons or activities that transpired during the previous day. This is possible when participants are not too many or the facilitator may simply opt to select a few participants to speak about the current session and a few others to speak about previous ones.

G. WRAPPING UP. This part must not be skipped. This is also a crucial activity that helps encapsulate the key messages of the given discussion.

1. Synthesize the topic.
2. The key messages must be connected to the objectives.

H. ASSIGNMENTS. There are instances when time is not ample enough to finish an activity and the facilitator needs to provide the participants with more time to finalize their work. Assignments offer participants more time to ponder, discuss, and understand the message of a topic. To ensure that assignments get to bolster the learning process, the facilitator must provide clear instructions and expectations regarding the assignments. He/she may need to provide the necessary materials, as well.

I. EVALUATION OF THE TRAINING. Feedback from the participants helps the training team or facilitators improve future trainings. A simple evaluation may be derived by doing the following:

1. A round must be allocated where everyone sums up his/ her feelings regarding the conducted training. Participants may also be asked to write down comments on a large piece of paper.
2. Participants are asked to call out two or three high and low points of the workshop.
3. The team draws up an evaluation questionnaire and distributes copies of it among the participants. They are, then, requested to answer the questionnaire. See Annex 1 for a sample of feedback form.



4. The team asks, “What are you taking away from this session?” This rapid review can help people notice what they have learned.
5. During the beginning of the training, the team asks people to write their hopes and fears as regards the workshop or meeting using post-it notes. They are, then, asked to stick these post-it notes on the wall. At the end of the event, the participants are asked to take down any fulfilled hopes and unfounded fears.
6. On each broad sheets of Manila paper, the team writes these questions: “How do I feel today?,” “What important lesson have I learned today?,” and “What is not clear to me that I want to know more about?” These sheets are posted on the wall and the participants are encouraged to write under each question.
7. Evaluation can be done during the closing program, as well.
8. The team may also go back to the set of expectations enlisted at the beginning and assess if those have been met.
9. One thing that must not be left out is the post-test which uses the same questions of the pre-test. The team must clearly explain the purpose of the post-test which is to gauge the change in knowledge of the participants after the training. However, it must be emphasized that the post-test is not the sole measure of what one has learned.

J. CLOSING THE TRAINING. Often, a closing program is an essential part of the training. It is better if the participants facilitate the closing program. This, however, has to be appointed to interested participants before the last day of the training so that they can adequately prepare for it. Community elders may also be invited and given chance to speak briefly.

Awarding the certificates of participation adds significance to the training. The facilitator may also want to award certificates of appreciation to community leaders or members who may have provided logistics support. Moreover, the training team may also want

to give special awards to participants (e.g., most active, most friendly). During the closing program, the team may do a more creative awarding ceremony by following the suggestions provided below:

1. The first participant awarded gets to award the certificate of another participant. The second to receive a certificate may also award the next participant and so on.
2. Each participant gets to receive his/her certificate. While receiving their certificates, each participant/ may express his/her evaluation of the training including best lesson she/he will take home, the things that he/she did not understand well, his/her best experience in the training, and how will he/she plan to use the lessons taken from the training.

The closing of the training may also entail a closing prayer or a ritual.

Endnotes

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² Ibid.

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⁵ CPA & AIPP. (2011). Leadership training for indigenous peoples. Chiang Mai: AIPP.

⁶ Association for Talent Development. What is Facilitation? <https://www.td.org/talent-development-glossary-terms/what-is-facilitation>.

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¹⁰ Ibid.

¹¹ McCain, D. V. & Tobey, D. D. (2007). Facilitation skill training. Alexandria, Virginia: ASTD Press.

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¹⁶ Icebreaker Ideas. (2019). Funny icebreakers for kids, adults and teens. Retrieved April 16, 2020 from <https://icebreakerideas.com/funny-icebreakers-kids-adults-teens/>.

¹⁷ Ibid.

¹⁸ Ibid.

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Annex 1 Feedback Questionnaire

Dear Esteemed Participants,

Thank you for your active participation in our training. To help us improve our future trainings, we would greatly appreciate it if you could honestly evaluate our training using the given scale below and by briefly answering series of questions.

Sincerely,

Training Team

Evaluation Scale: 1 Strongly Disagree

 2 Disagree

 3 Neutral

 4 Agree

 5 Strongly Agree

	1	2	3	4	5	Remarks
The objectives of the training were clearly defined.						
The objectives of the training were met.						
The content was organized and easy to follow.						
The training was relevant and will be useful to my work/ community.						

The trainers were knowledgeable about the topics.						
The overall time management (and pacing) of the training was sufficient.						

1. What did you like most about this training?
2. In which topic or session did you have difficulty during this training? How do you think it can improve?
3. Which aspect of the training is most relevant with your job/community? In what way is it relevant?
4. In general, what are your recommendations for the better conduct of similar trainings in the future?

