ADPC ‑ TRAINING OF TRAINERS ON

PARTICIPATORY LEARNING AND ACTION

Content

Course Aim:

The ADPC participants will be equipped with basic knowledge and skills of training and facilitation which enhance their effectiveness of their training delivery.

Course Objectives:

By the end of this course participants will have:
- An understanding of adult learning principles
- Knowledge of how to design a session plan and some core training/facilitation methods.
- Ability to develop training visual aids and their effectiveness usage
- Practiced some required skills for training/facilitation.

Schedule from 10 - 11 September 2009

Date		Contents
Day 4	08:00-8:30	Course Introduction
	09:45 – 12:00	Session 1: Adult Learning Principles Session 2: Training/Facilitation Methods
	14:00 – 17:00	Session 2: Training/Facilitation Methods (continued) Session 3: Develop Session Plan Session 4: Develop and Using Visual Aid
Day 5	08:00 – 12:00	Session 4: Develop and Using Visual Aid (Continued) Session 5: Practice observation, questioning, listening and making conclusion skills
	14:00 – 17:00	Session 5: Practice observation, questioning, listening and making conclusion skills (Continued) Wrap up and conclusion

Session 1: Adult Learning Principles

1. ADULT LEARNING STYLE

1.1. Comparing pedagogy and andragogy

	PEDAGOGY **[children, classroom]**	**ANDRAGOGY** **[adult, non-formal]**
LEARNER'S ROLE	• Follow instructions • Passive reception • Receive information • Little responsibility for learning process	• Offer ideas based on experience • Interdependent • Active participation • Responsible for learning process
MOTIVATION FOR LEARNING	External: Forces of society (family, religion, tradition etc) Learner does not see immediate benefit	From within oneself Learner sees immediate application
CHOICE OF CONTENT	Teacher-controlled. Learner has little or no choice	Centered on life or workplace problems expressed by the learner
METHOD FOCUS	Gain facts, information	Sharing and building on knowledge and experiences

1.2. Principles of adult learning

Adult learning occurs best when it:

- **Is self-directed**
  Adults can share responsibility for their own learning because they know their own needs.

- **Fills an immediate need**
  Motivation to learn is highest when it meets the immediate need of the learner.

- **Is participative**
  Participation in the learning process is active, not passive.

- **Is experiential**
  The most effective learning is from shared experience, learners learn from each other, and the trainer often learns from the learners.

- **Is reflective**
  Maximum learning from a particular experience occurs when a person takes the time to reflect back upon it, draw conclusions, and derive principles for application to similar experiences in the future

- **Provides feedback**
  Effective learning requires feedback that is corrective but supportive.

- **Shows respect for the learner**

Mutual respect and trust between trainer and learner help the learning process.

- **Provides a safe atmosphere**
  A cheerful, relaxed person learns more easily than one who is fearful, embarrassed, or angry.

- **Occurs in a comfortable environment**
  A person who is hungry, tired, cold, or otherwise physically uncomfortable cannot learn with maximum effectiveness.

2. GOOD TRAINER/FACILITATOR

Quality	Attitudes & Behaviors	Skills/Tools
▪ Experience ▪ Responsible ▪ Confident ▪ Open mind ▪ Non judgmental ▪ Flexible ▪ Humor ▪ Strong ▪ Warm and dept inside ▪ Dynamic ▪ Encourage	▪ Happy ▪ Patient ▪ Forgiveness ▪ Like to learn ▪ Friendship ▪ Respect	▪ Paraphrasing ▪ Summarizing and Synthesis ▪ Organizing ▪ Communication ▪ Listening ▪ Observation ▪ Presentation ▪ Technical & Methods ▪ Questioning ▪ Develop visual aid to used

3. WHAT THE FACILITATOR SHOULD DO AND HOW?

a) Make things go smoothly

b) Help participants to share ideas (propose the questions)

c) Help participants feel good. (Eyes contact, give encouragement)

d) **Keep participants on the topic and following the agenda**. Let participants know the situation/decision has drifted and check if they really want to get on to this new subject. Encourage them to finish one topic before beginning another.

e) **Keeps the discussion moving**? Summarize what participants have said, especially less active ones. This encourages shy participants and ensures that others hear that point. And also, relate one person's ideas to another.

f) **Pay attention to the group feeling**. Find out if people are feeling OK. Keep track of the mood of the meeting. Are members bored, tired, or angry? Summarize feelings and choose appropriate methods to help them enjoy your facilitation.

g) **Every now and then, summarize what has happened or been decided**. Be sure to restate the group has made decision after it.

Session 2: Some facilitation methods

2. SOME EXAMPLES OF TRAINING/FACILITATION METHODS

2.1 Large group brainstorming

The meaning:	Procedures/Steps
It is a process of gathering people's ideas and/or opinions voluntarily regarding a certain issue/problem.	• The facilitator asks questions either verbally or posts it/them on the board/flipchart paper. • The participants answer voluntarily to the questions • The facilitator records the participants' ideas on the board/ flipchart paper.
Purpose:	• The facilitator allows for clarification on any comments that are recorded in order to ensure the participants' understanding of all the contributed ideas.
In order to collect ideas related to an issue/problem.	• The facilitator allows some discussions to take place among the participants on any interested comments and have them draw a conclusion from those contributed ideas at the end of the process.
The required materials:	• As an option, if a decision needs to be made base on those contributed ideas, the facilitator then needs to help the group come up with some certain criteria and get the group to evaluate each given idea against the proposed criteria before the decision get made.
• Markers • Board/flipchart paper	
Note: Have the group to suspend their judgment over the contributed ideas, while doing brainstorming, otherwise, it will become a barrier and discourage people to share their opinions.	

2.2 Pair - work discussion

The meaning:	Procedures/Steps
It is a form of discussion that takes place between two people on a certain subject/ question.	• The facilitator asks questions either verbally or posts it/them on the board/flipchart paper. • The facilitator collects the answer to the questions/topic of discussion from each pair and put them on the board/flipchart paper. If cards are used, the facilitator sticks the cards on the board/flipchart paper.
Purpose:	• The facilitator allows for clarification on any comments that are recorded in order to ensure the participants' understanding of all the contributed ideas.
In order to collect people's ideas regarding the topic/issue of discussion.	• The facilitator allows some discussions to take place among the participants on any interested comments and have them draw a conclusion from those contributed ideas at the end of the process.
The required materials:	• As an option, if a decision needs to be made base on those contributed ideas, the facilitator then needs to help the group come up with some certain criteria and get the group to evaluate each given idea against the proposed criteria before the decision get made.
• Markers • Board/flipchart paper • Cards	
Note: Have the group to suspend their judgment over the contributed ideas, while doing brainstorming, otherwise, it will become a barrier and discourage people to share their opinions.	

2.3 Buzz group

The meaning:	Procedures/Steps
It is a form of discussion or gathering people's ideas related to a certain topic/issue or possible solutions to a problem.	• The facilitator asks questions either verbally or posts it/them on the board/flipchart paper.
	• The facilitator collects the answer to the questions/topic of discussion from each pair and put them on the board/flipchart paper. If cards are used, the facilitator sticks the cards on the board/flipchart paper.
Purpose:	• The facilitator allows for clarification on any comments that are recorded in order to ensure the participants' understanding of all the contributed ideas.
In order to collect people's ideas regarding the topic/issue of discussion.	• The facilitator allows some discussions to take place among the participants on any interested comments and have them draw a conclusion from those contributed ideas at the end of the process.
The required materials:	• The facilitator summarizes the contributed ideas on the board/flipchart paper by either grouping them into different categories or drawing out the cause and effect relationship as necessary.
• Markers • Board/flipchart paper • Cards	• As an option, the facilitator helps the participants to draw an overall conclusion from all their contributed ideas regarding to the topic/issue of discussion.

Note:
Buzz group should be done in a short period of time, approximately between 5 – 10 minutes, in order to energize the participants, otherwise, it will become as a normal group discussion.

2.4 Structured brainstorming

The meaning:	Procedures/Steps
It is a form of discussion or gathering people's ideas related to a certain topic/issue or possible solutions to a problem.	• The facilitator asks questions either verbally or posts it/them on the board/flipchart paper.
	• The facilitator collects the answer to the questions/topic of discussion from each individual participant one after the other in sequent and put them on the board/flipchart paper. If cards are used, the facilitator sticks the cards on the board/flipchart paper.
Purpose:	• The facilitator allows for clarification on any comments that are recorded in order to ensure the participants' understanding of all the contributed ideas.
In order to collect people's ideas regarding the topic/issue of discussion.	
The required materials:	• The facilitator allows some discussions to take place among the participants on any interested comments and have them draw a conclusion from those contributed ideas at the end of the process.
• Markers • Board/flipchart paper • Cards	• The facilitator summarizes the contributed ideas on the board/flipchart paper by either grouping them into different categories or drawing out the cause and effect relationship as necessary.
	• As an option, the facilitator helps the participants to draw an overall conclusion from all their contributed ideas regarding to the topic/issue of discussion.

Note:
Have the group to suspend their judgment over the contributed ideas, while doing brainstorming, otherwise, it will become a barrier and discourage people to share their opinions.

2.5   Small group work

The meaning:	Procedures/Steps

It is a form of discussion or gathering people's ideas related to a certain topic/issue or possible solutions to a problem.	• The facilitator presents the topic/issue for discussion
	• The facilitator explains the detail process of how the group should be proceeded including:
	
	    🖎 The question or task for the group to discuss/carry out.
	    🖎 The time allows for the discussion to take place
	    🖎 The expected form of presentation of group result/ product to the plenary.

Purpose:	
In order to collect people's ideas regarding the topic/issue of discussion.	
The required materials:	• The facilitator divides participants into a number of groups. • The participants discuss or do the given task in their small groups. • Each small group takes turn to present their group products/ results to the plenary. • The facilitator allows some clarifications as necessary after each small group presentation. • The facilitator helps the group to draw an overall conclusion at the end as referring to the topic/issue of discussion.
• Markers • Board/flipchart paper • Cards	

Note:

• The question or task must be clear for the group to understand and is appropriate with the time allowed for the discussion to take place.

• The form of group presentation their ideas/results of discussion is varies. The facilitator therefore needs to consider and decide for the most appropriate one to use according to the practical situation and the time available. For example, a gallery walk may be the most appropriate technique to use while there is not enough time for every group to present their ideas in turn.

• The numbers of participants within each small group should be between 6 – 7 people, otherwise, the group is too large and not every member will have a chance to share his/her ideas.

2.6   Case study

The meaning:	Procedures/Steps

It is a form of discussion regarding specific issue/ problem in which the participants are given the case to read and asked to answer the questions that follows.	• The facilitator explains to plenary about what and how the case should be discussed which includes:
	
	    🖎 What is the case for the groups to discuss?
	    🖎 How to divide the participants into groups?
	    🖎 Whether or not each group discusses the same or different case?
	    🖎 How long is it for group to discuss their given case?
	    🖎 How the groups' ideas or results of discussion be presented?

Purpose:	
To provide the participants with an example of a case for them to study, reflect and draw lesson from it as compare to their experiences.	• The facilitator allows for clarifications regarding his/her instructions to ensure that the participants are having clear understanding of what to do.
The required materials:	• The facilitator divides the participants into groups
• Handout of the case • Flipcharts or cards	• The groups discuss their case. • The groups present their ideas or results of discussion to the

	plenary.
• Markers	• The facilitator summarizes the groups' ideas and draws a conclusion as necessary.
	• As an option, the facilitator can then link the ideas of the case study to a specific concept/theory taught that has been mentioned already before as a way to emphasize some critical points for the participants to remember/ understand.

2.7 Role – play

The meaning:	Procedures/Steps
It is a performance by groups of people to present a certain situation.	• The facilitator announces to the plenary that there is going a role – play which include: ✎ What the role – play is about? ✎ What the audience and/or the observers, if any, need to observe or pay attention to? ✎ What tasks to be done after the role – play finished
Purpose:	
To present a certain situation for reflection and learning.	
The required materials:	• The groups perform their play and the observers, if any, and the audiences observe carefully.
• Space for the group to perform the play. • Use props or any other available materials as necessary to help the actors and actresses in their play.	• The facilitator leads the group through the process of reflection using the prepared questions either written on flipchart paper or cards etc. • The participants answer the facilitator's reflective questions. • The facilitator summarizes and concludes the participants' reflective ideas. • The facilitator explains and draws the link between the lessons learn from the role – play and to certain or specific concepts or theory taught as necessary.

2.8 Development Café

The meaning:	Procedures/Steps
It is a form of discussion and sharing of ideas in small groups without an expectation of any decision needs to be made at the end.	• The facilitator posts the flipchart of topic for discussion and/or question visibly for everyone. • The facilitator explains the process/procedures that are expected of participants to go through which include: ✎ **Round 1:** Discuss within each small group ✎ **Round 2:** Each group identifies who will be the host and stay with own group while other members will walk around to joint the discussion with the others.
Purpose:	
To share ideas and experiences among the group members regarding the topic/ issue of discussion.	

The required materials:	• The facilitator allows some clarifications regarding his/her instructions before the group starts their discussion.
• Flipchart papers • Markers	• The facilitator divides the participants into groups • The participants discuss the given topic/question in round one. • The participants swap around the groups and continue their discussion in round two. • The facilitator asks the participants to share their general observation or interesting points, if any.

Note:

• It is an option, whether or not the ideas that people discuss in each small group should be documented in a certain way and every member of the group must have a chance to visit every other group.

• It could be a good way to learn from different perspectives of people who are from different generations and/or sexes, i.e., men's and women's on a topic/issue of discussion, if the group division is done that way.

2.9   Expert interview

The meaning:	Procedures/Steps
It is a form of question and answer session regarding a certain topic/issue where the guest/s, i.e., experts, is invited to be questioned.	• The facilitator announces to the participants that there is going to be an expert interview and what topic/issue that she/he will talk about prior to the interview takes place. • The facilitator allows some times for the participants to prepare their questions by writing them down on cards either in pairs or small groups. They can write as many questions as possible that related to the given topic/issue but there is no guarantee that they will have enough time to ask all the questions from their lists.
Purpose:	• The facilitator explains the process/procedures that will take place in an interview as the following:
To provide an opportunity to the participants to question and learn from the experience of the expert.	
The required materials:	✍ Each pair/group will be allowed to ask two questions only at a time so that the there will be a chance for the other groups/pairs to ask their questions also.
• Chair/cushion for the expert to sit on. • Color cards and markers	✍ After the having asked their two questions already, the pair/ group must stick the cards of those questions on the board/flipchart paper visibly for the rest of the people.
	✍ No repetition of questions will be allowed
	✍ There must a recorder, and this is supposed to be a volunteer, to record the answers to the questions that the expert will give during the period of interviewing. This recorder then should sit next to the expert so that she/he can listen clearly and easier for him/her to record of is said. The records should be written on cards and in key terms or in a summary form rather than long sentences.
	✍ There must be another person who will help take the

	cards from the recorder and stick them around on the board/flipchart paper surrounding the card of questions the answers belong to.
	☞ If there is time available, the facilitator then allows the groups to ask their other questions that left over in their list.
	• The facilitator begins the process of interviewing, by first introducing the expert/guest to the group and has him/her say something shortly to the group, as necessary.
	• The facilitator and/or the group thanks the expert/guest for his/her time spent in the interview and for the sharing of experiences regarding to the topic/issue of facilitation.
	• Have the group to revisit their list of questions and answers that they got from the expert/guest and see if they can draw any lesson learn from it and what is applicable for them.

Note:
The interview is not always necessary to be done with the external people/guest, but in some cases, it can also be done with the internal people by having a volunteered participant or the facilitator him/herself to be an expert.

2.10 Walk about

The meaning:	Procedures/Steps
It is a form of discussion where people are asked to keep walk while they talk.	• The facilitator brainstorms the topics/issues that the participants may want to discuss.
	• Once the topics/issues are collected and presented on the board/flipchart paper, the facilitator then asks the participants to identify which of the topics/issues they want to talk about by putting their names, e.g., written on card, next to that chosen topic according to their preferences.
Purpose:	• The facilitator then announces to every group the time allows for the discussion to take place, particularly, the time that everyone is supposed to coming to the room. The facilitator emphasizes that there is no need for anyone to take any note during the walk of doing the discussion.
To provide an opportunity for participants to share their experiences relevant to the topic/issue of discussion.	
	• The groups are then spread away and find their own path for to carry out the discussion.
The required materials:	• The group coming back to the room after the given time has already been used.
• Flipcharts/Cards	• The facilitator then provides the groups further instruction which is to conclude what has been discussing and prepare for a short presentation to the plenary.
• Markers	
	• Groups present their result of the discussion
	• The facilitator then summarizes and concludes the groups' ideas.

Note:
• The size of each small group should be in approximately the same/similar numbers, otherwise, not every member within the group will have a chance to talk and share his/her ideas.

• This form of discussion should be done in approximately between 20 to 30 minutes the maximum; otherwise, people will loose attention and their focus on the subject of the discussion.

• This exercise can also be done just after lunch when fatigue often sets in

Session 3: Developing session plan

3. DEVELOPING SESSION PLAN

3.1 The definition
What is a session plan and why is it important?
A session plan is a blue print of given topic. Good session planning is a process of deciding what to do, how to do it and when to do it. Decisions are made beforehand so as nothing is left to chance. A good plan allows a teacher to command the future. A fortune teller tries to predict the future; a wise teacher attempts to control it to a certain degree.

3.2 The importance
The important points to be considered in developing a session plan are:
a) Appropriate instructional **method** is chosen. (How is it to be taught?)
b) Instructional **time** is best managed. (When to be taught? And how long?)
c) Number of participants (How many participants are there going to be?)
d) **Objectives** of the session is identified and maintained. (What to be taught?)
e) Session **material** is selected and arranged logically. (What supplements need to be included)
f) Steps/ Activities (What will the learner do first, next and so on?)
g) Assessment of learning (How will learning be **assessed**?)

3.3 Session plan format:

Model # 1

Name of the sesson

Name of facilitator: Time:
 	
 Objective:
 	
 Materials:
 	
 Methods:
 	
 Steps/Activities:
 	
     1.
     2.
     3.

Model # 2

COURSE TITLE:	*TIF FOR KAH FROM 15 – 19 DECEMBER, 2008 (EXAMPLE)*		
Topic:		Duration:	
Session plan No.		Time of the day	
Day:		Trainer	

Session objectives:

Key contents:

1.

2.

KLP	Action/Procedure	Time/Materials required
1.		
2.		
3.		
4.		
Etc.		

Model #3:

Title of course:………………………………………………
Session #......: Title of session:…………………………………

Times	Specific Objectives	Contents	Methods and Processes	Materials

3.4   How to write session objective

Option 1:

One way to approach setting objective is to make them **SMART**, that is – Specific, Simple, Measurable, Achievable, Result Oriented, Timely and Time bounded. If an objective is well defined, it is all of those things and allows the organisation to say and measure what success will look like for each area of its work.

Objectives should be:
- **S** - pecific and Simple
- **M** – easurable
- **A** – chievable
- **R** - esults Oriented
- **T -** imely and Time-bounded

SMART objectives allow the organization to define what success will look like and assess if success has been achieved.

Option 2:

In writing training objective, one needs to consider three elements, which are:

1. Time
  When do you expect to see the desire behavior?

2. Performance
  What do you expect the participants to be able to do as results of the training?

3. Quality
  How well do you expect the participants to perform?

Example:

By the end of the training session, the participants will be able to write at least 3 objectives those are correct.

Time: By the end of the training session
Performance: The participants will be able to write
Quality: At least 3 objectives those are correct.

Session 4: Developing visual aid
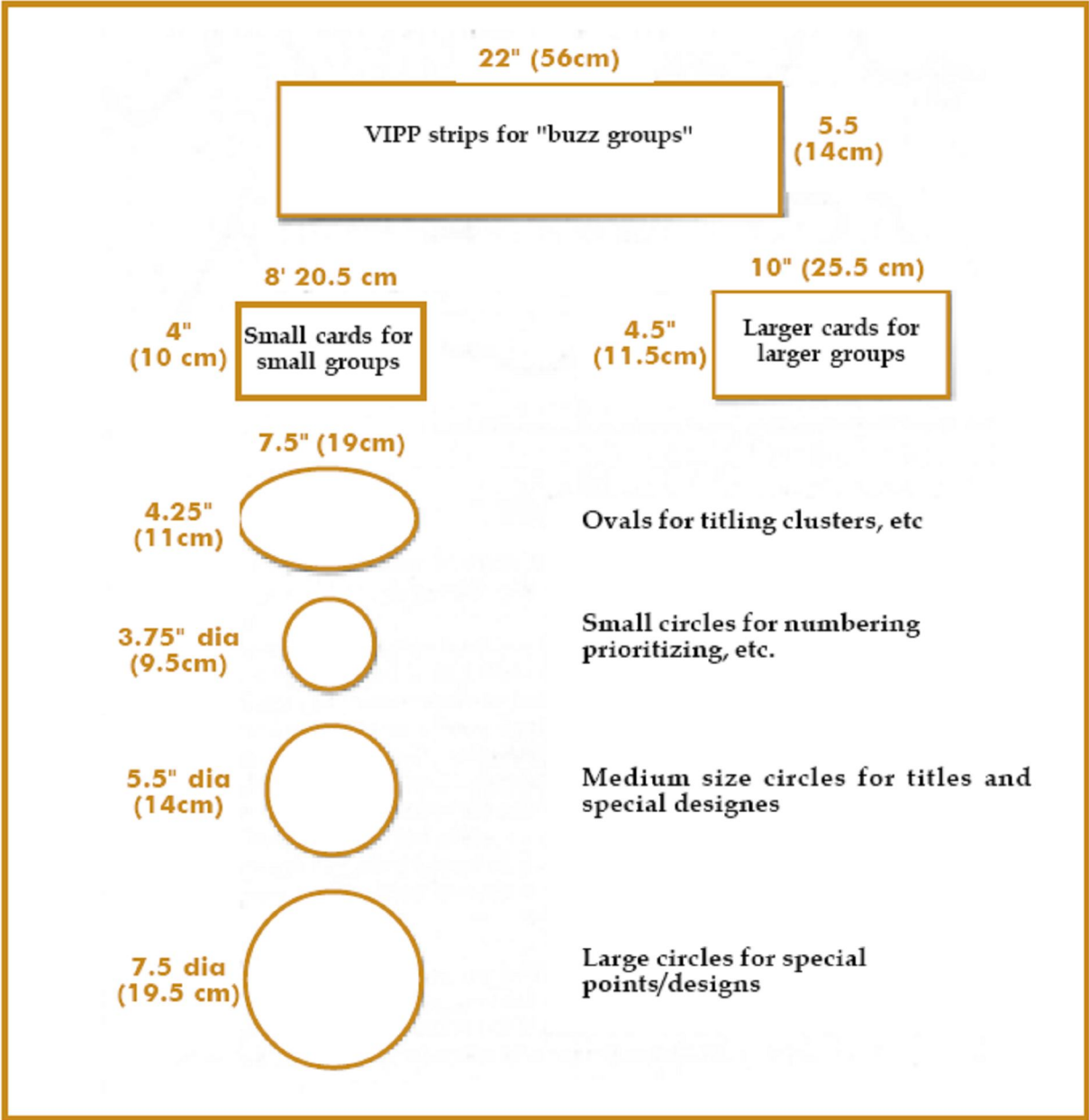
4. DEVELOPING VISUAL AID

4.1 Different types of visual aids

A good presenter should have an ability to identify, develop and/or select appropriate types of aids use in her/his presentation. Consider the following various types of aids including cards, posters/flipchart papers, props and PowerPoint, and select the ones that is most helpful or work best in your case of presentation.

4.2 Using cards

Card sizes and shapes
Standard card shapes and sizes are given in the drawing below. The rectangular cards are used for main idea processing, the smaller ones for small group events and the larger ones for larger group events where the distance between the boards and the plenary increases. The other cards can be used for numbering or titling clusters or for visual emphasis of certain ideas.

22" (56cm)

VIPP strips for "buzz groups"

5.5 (14cm)

8' 20.5 cm

4" (10 cm) Small cards for small groups

10" (25.5 cm)

4.5" (11.5cm) Larger cards for larger groups

7.5" (19cm)

4.25" (11cm) Ovals for titling clusters, etc

3.75" dia (9.5cm) Small circles for numbering prioritizing, etc.

5.5" dia (14cm) Medium size circles for titles and special designes

7.5 dia (19.5 cm) Large circles for special points/designs

RULES FOR CARD WRITING

- Write only one idea per card so that clustering of ideas is possible.

- Write only three lines on each card and form blocks of words.

- Use key words instead of full sentences.

- Write large letters in both upper and lower case, if possible, so that your words can be read from 10 meters.

- Learn to write legibly and use the broadest side of the marker, not the point.

- Apply two sizes of script to distinguish main points.

- Use the different sizes, shapes and colours of cards to creatively structure the results of discussions.

- Follow the colour code established for different categories of ideas.

BASIC RULES OF CARD COLLECTION

1   Visualize the question, clarify and rewrite, if necessary.

2   Give clear, visualized instructions on number of cards and colour codes for different categories of ideas.

3   Allow adequate time for writing and ask the participants to place cards face down on the floor.

4   Shuffle and pick up each colour/category, dealing with one colour/category at a time.

5   Read each card aloud, showing it to the participants. Ask for volunteers to rewrite unclear or poorly written cards. Never ask who wrote the card and don't throw out duplicate cards.

6   Clusters the cards according to the suggestions of the participants.

7   Keep clusters well separated so there is lots of room to form new clusters or to move cards from one cluster to another.

8   Come to a consensus on the cluster labels or titles and use a different colour or shape of card for the label.

9   Boarder the clusters with a thick marker in a cloud formation after all discussion has ended.

10   Glue the cards to the wrapping paper after all discussion is over at the end of the session.

Remarks: Card collection is efficient but requires considerable time. If you have a group of 20 people, allow only a maximum of three cards for each person (one idea on each card). It will take you from 40 to 60 minutes to cluster the cards but you will have a starting point for further group work on problem analysis, etc. Do not over-use this technique for it can become boring.

4.3 Poster/flipchart paper

- Decide on a message you want to use
- Decide on an appropriate way to present your message, e.g., whether it is more appropriate to present it in a form of bullet points or diagram and/or a simple drawing etc.
- Write or draw, not necessary beautiful, but neatly and visibly enough for a distant reader.
- Use not more than 4 different colours, usually three; otherwise, the audience will lose their interest in the main point/concept that you want to convey.
- Check if it is appropriate for use and if it is responded to your purpose of using it/them. Make changes as necessary and finalize it.
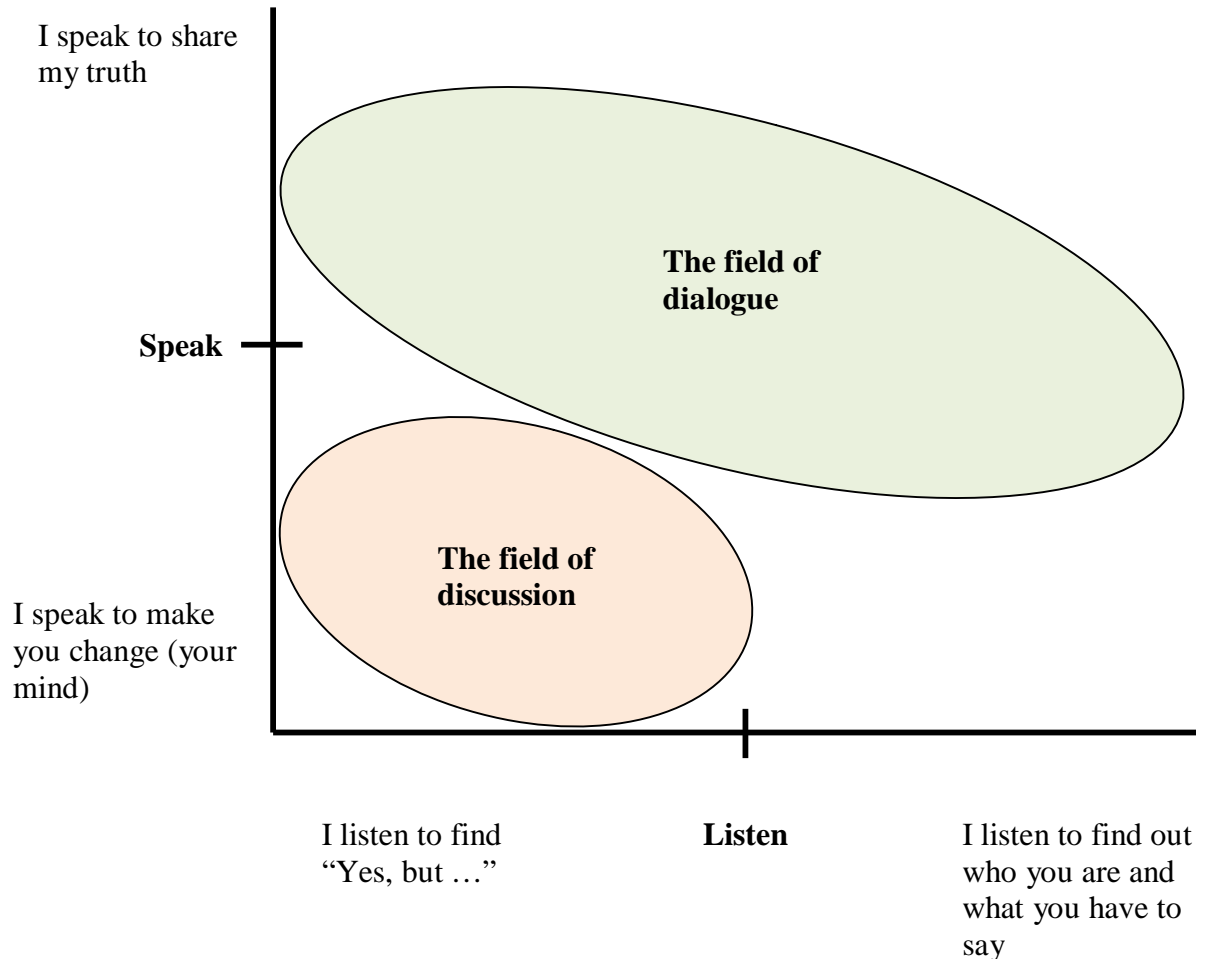
4.4 Props

Props are objects or any physical items that is "on stage" with you. Your flipchart is a prop.   Your lectern is a prop. Overhead projectors, pointers, chairs, markers, pens, and other audio/visual aids are all forms of props. For example, you may consider using a string to represent an individual.

- Decide on appropriate props for use
- Think about how you will use it/them
- Normally you should keep your special props hidden until you are ready to use them
- Make sure the props can be seen from all parts of the room
- Always speak to the audience/participants, not the props (unless the pop is a puppet)

5. DIALOGUE AND DISCUSSION

Dialogue is helpful when we want to listen to hear and understand what others are saying and not jump simply to defend our own opinions. The dynamics of discussion and dialogue differ in the sense that dialogue aims to explore and expand the conceptual space. Discussion aims to narrow down, to arrive at a conclusion. Dialogue is more fruitful in exploring new ground, especially when we are looking for solutions for a conflict or problem.

I speak to share my truth

Speak

The field of dialogue

The field of discussion

I speak to make you change (your mind)

I listen to find "Yes, but …"

Listen

I listen to find out who you are and what you have to say

Space for people working in teams or small groups opens up when a team knows how to dialogue, when they:

- Ask questions rather than making statements
- Ask for the thinking behind what people have to say instead of arguing about the content of their message.
- Listen with an open mind, i.e., listen without constantly checking your own assumptions.

Session 5: Practice Observation, questioning, listening and making conclusion

5. ACTIVE AND PURPOSEFUL LISTENING

ACTIVE LISTENING
Listening is not a passive activity. The listener happens to be silent while somebody else is speaking, but is an active partner in the communication.

FOCUS OF ATTENTION
There are times when our attention is not on the person who is speaking. Although it is necessary for us to have an inner dialogue (in order to assimilate information) this often takes our attention away from the speaker. At these moments, we may well miss what they are saying.

LISTENING WITH A PURPOSE
We also listen with a purpose. This purpose might be destructive to the speaker or constructive.

- *Destructive* **purposes** would include listening to undermine, to `send-up", to put down, to find fault.

- *Constructive* **purposes** would include: listening for accuracy, to remember information, to look for opportunities to support the person, to see how to contribute ideas, to interpret underlying needs.

INTERPRETATIVE LISTENING
Its useful if we understand the distinction between what people are actually saying and our interpretation of what they are saying. We may hear certain words and interpret then wrongly. Equally, our instincts may pick up underlying communications that are beyond the words being used. These are worth checking out with the person.

DEVELOPMENTAL LISTENING
This implies listening in order to identify development opportunities for the person. Listen out for clues to their potential.

6. SOME KINDS OF QUESTIONS

To become a good trainer/facilitator you need to be able to know when to ask what questions according your purpose. The following table explains this idea.

Type of questions	Example	Purpose/Reasoning
• **Open**	• What is your opinion regarding the concept of disaster management? • How would you think this situation can be improved? • Why did it occur like that? • Etc.	• To explore certain thing; • To understand an overall feature of the situation.
• **Closed**	• Are these steps logical? • Do you agree that this situation will continue? • Is there anything relevant to you work? • Etc.	• To check understanding; • To get a confirmation on certain thing.
• **Reflective**	• You seem to be saying that people are dissatisfied? • Isn't this rather worrying for you?	• To reflect back the meaning and feeling to the respondent.
• **Probing**	• Apart from what you have said, is there anything else that seems to be a problem? • How are you going to apply your learning effectively in your workplace? • What are the influential factors for your decision? • Etc.	• Draw important points/ factors related to the discussion topic; • Trying to understand underlining needs;
• **Leading**	• Don't you think that's a rather short – sighted approach? • Wouldn't you think that will only complicate the matters?	• To lead people to reach certain destination where the questioner wants them to be or agree with his/her viewpoint. • To make respondents confirm with the speaker's viewpoint.

However, asking questions is a skill acquired over time and with experience. While we are acquiring experience, we often pick up habits, not all of which are helpful. The following table further explains the importance of questioning.

In stead of asking …	Try asking …	So that …
1. Do you understand the task?	Did I explain the task clearly?	*The responsibility for making the question or the task clear remains with the facilitator, not with the participants.*
2. Who is responsible for supplying the flipchart papers?	Where can we get more flipchart papers?	*The focus is on correcting the problem rather than placing blame.*
3. Why are you feeling so upset?	How did the situation get to this point?	*The question invites a response rather than discouraging one.*
4. We are almost finished. don't you think?	What is your sense of where we are in terms of the whole project?	*The authority implicit in 'Don't you think?' implies that any disagreement must be mistaken – hardly a message to stimulate free inquiry.*
5. Why did you stop there instead of finishing the task?	What was happening for you when when you stopped there?	*The respondent does not feel pressured to develop a reason; instead she can simply describe what is happening for her.*
6. What sort of data do you have to back up your opinion?	Tell me more. Has anyone researched this?	*You are not putting the respondent in a defensive weaker position.*
7. How might this change in the foreseeable future?	Given your human resources situation, how might this situation change over the net six months?	*You are specific when referring to a situation and a time period.*
8. Which of these objectives is the most important?	What is one question you want answered by the end of this session?	*The focus of the question is clearly on the participants' specific learning needs; you acknowledge the respondents' questions as important.*

7. OBSERVATION

The definition
Observation is an activity of watching something or an event carefully for a period of time to learn and take notes.

Two kinds of data getting from observation

► **Fact data**
  E.g.:
  - Local environment and conditions
  - Numbers of people (male, female, disabled, young)
  - Group size

► **Opinion data**
  E.g.:
  - Interactions, etc.
  - Feeling
  - Level participation
  - Quality

Having got these kinds of data, a trainer/facilitator should know what to do next during his/her delivery of the session or the whole course. It is therefore the foundation for the trainer's/facilitator's decisions.

8. MAKING CONCLUSION SKILL

a) **The meaning**

The differences between a Summary and Conclusion	
Summary	**Conclusion**
Definition	
* A short and concise statement bout something.	* Something decided after considering all the information.
Purpose	
- To repeat / highlight the main points; - To save time for the readers; - To Filter out the unimportant / unnecessary information; - To make the readers interest; - To show / indicate what the writer wants the readers to know about.	- To round off the document; - To share / suggest / offer the belief / opinion / recommendation as the result of reasoning.

b) Some ways of making conclusion

A conclusion needs to be made after small group presentation of their discussion in order to provide learners with something concrete. There is not only one way that a conclusion can be made. It is vary according to different topic of discussion and/or situation. Consider the following ideas as a helper:

- Group the common and uncommon ideas separately;
- Classify the relevant and irrelevant ideas to the question/topic of discussion;
- identifying the underlying theme as it appears;
- categorize certain answers according to the trainer's/facilitator's pre-defined categories;
- draw/illustrate the underlying cause and effect relationship of certain thing;
- Let individual participant select which of the ideas that they foresee is applicable in her/his situation.
- Etc.