



Delivering Good Training

Techniques and Tips.

The following information has been prepared to ensure that both the tutor is as prepared as possible for the session and that the participants get the most out of the training.

Preparation

As the tutor, it is vital that you prepare well for your sessions. This includes having information on the group that you will be working with:

- How many people will be in the group?
- Have they any previous knowledge/experience in this area?
- Is the group mixed (men and women) or single sex?
- Are they all from trade unions, what sectors/industries are they involved in?

Of course, it may not be possible to find out all this information in advance and if you can't, you can start the session off with an ice breaker which will help you gauge the group better (ice-breakers will be discussed later).

You also need to prepare practical things:

- Ensure that you have enough room for the size of group and that you won't be interrupted.
- Leave yourself enough time before the course to prepare all the materials including photocopies etc.
- Arrive early on the day of the training and ensure that the room is laid out the way you want it.
- Check any equipment including overhead projectors, if you are using a video, ensure that the tape is rewound and cued.
- Make sure that refreshments will be available when you plan to break.

Bring with you:

- Name tags.
- Pencils/pens and spare paper.
- Flip chart pens in a range of colours.
- Blu-tac.
- Flip chart paper.
- Photocopies and participant materials.
- Evaluation sheets.



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Facilitation Methods

The materials and exercises in this resource require different methods of facilitation. Using different methods of facilitation is important to keep participants interest and also to ensure that energy levels are kept high.

This requires the tutor/facilitator to work in a very open and flexible way. You need to acknowledge that people learn in different ways and that everyone will respond differently to different exercises. The success of these materials will be greatly enhanced if you encourage people to draw on their own experience and knowledge and relate the issues raised to their own lives and workplaces.

The following facilitation methods will be used in the materials:

- **Brainstorming:**
Useful to encourage free ideas in a large group discussion. Facilitator should note down all comments without questioning although it can be useful to ask for clarification.
- **Large group work:**
Useful to generate initial ideas and to feedback on smaller group exercises. Be aware that participants may be wary of talking in a big group.
- **Small group work:**
Useful to discuss issues in more depth or when the topic to be discussed is sensitive or difficult.
- **Icebreakers**
Used to introduce a group and put people at their ease.
- **Role-play**
Exercises where participants are asked to assume the role of another person/institution and to represent their ideas/thoughts on a certain topic or issue. Role-plays are useful as they can help people to see other points of view. They can also be quite provocative and you will need to allow enough time afterwards for discussion.

Tips on Facilitation

- In the sessions you should be aware of the dynamic of the group. It can help to be aware of when the participants are getting tired, you might allow a break for people to get up and stretch their legs.
- You should ensure that participants listen to each other and do not interrupt or 'rubbish' other people's ideas.
- If people know each other previously, you might want to ask them to work with someone new.
- If something is not working, try something else or just move on.
- If someone asks a question don't be afraid to say if you don't know the answer. Perhaps you could get the information for them at a later stage.
- Always allow enough time for feedback and discussion after small group work. Encourage the groups to share and learn from each other.
- Ensure you explain very clearly what you want people to do in the activities. If participants are left wondering what it is they are supposed to be doing, it's probably because you haven't explained it properly!
- Emphasise that there are no tests involved and very few right or wrong answers.
- Encourage people to stop you to ask for clarification or to explain something in more detail.



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Ice-Breakers

The following are examples of ice-breakers for you to use to help the group get to know each other a bit better and to warm the group up, you may well have your own favourite. When choosing an icebreaker, consider the size of the group, how long you have and how 'at their ease' the participants in the group are.

- Split the group into pairs and ask them to introduce themselves to each other in the big group, ask them to introduce their partner.
- Do a 'round-robin,' asking each person to say their name and why they were interested on the course (this can be used in conjunction with any of the other ice-breakers and can be useful for you to gauge the level of knowledge of the group).
- Ask each person to say their names and a positive word to describe themselves beginning with the first letter of their first name e.g.: sunny Susan, terrific Tony, careful Caitriona etc.
- Explain that in different countries, people greet each other differently. Ask participants to pick a pre-prepared slip on each of which will be written one of the following:
 - Place hands together and bow (India)
 - Kiss on both cheeks (France)
 - Rub noses (Iceland)
 - Shake hands (Ireland)
 - Hug warmly (Russia)
 - Slap on each hand and bump each hip (some parts of Southern Africa).

Ask participants to move around the room greeting each other in the way indicated on their slip.

(Source: Oxfam Gender Training Manual)

