

Skills for inclusive facilitation training



Facilitator manual

Prepared for:
The Norwegian Association of Disabled

Developed by:
Enabling Education Network

[Image description of cover image: The photo shows a large group of about 30-40 men and women, outside, in front of a building. Some are standing, some are crouching in front, and a few are in wheelchairs. They are all waving and smiling and look like they're having fun. Most of them are wearing face masks.]



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Skills for inclusive facilitation

Background information for the facilitator

Being a good group facilitator requires you to have many different skills. A good facilitator not only knows how to speak comfortably in front of an audience but also should be able to guide participants through a learning process with empathy, focus and clarity. Facilitators act as guides, mediators, and advocates for participants, helping participants connect their own experiences and knowledge with the learning experience. The facilitator's role is to introduce ideas, encourage the sharing of perspectives and show participants' actions in a collaborative and enabling way, guiding but not controlling the outcomes.

Facilitation also means to make something easier... to help something run more smoothly or effectively. Therefore, the job of the skilled facilitator is to find a way to engage the group so everyone can participate effectively and get the most out of the session. Some of the key skills of a good facilitator are advance preparation, clear communication, active listening, asking questions, timekeeping, creating a safe environment for sharing, creating focus and making connections and remaining neutral.

These skills are explored in more detail throughout the first three sessions of this training:

Session 1: Preparing to facilitate

Session 2: Creating a positive, inclusive environment for learning

Session 3: Listen, observe and ask questions

A film '**Skills for inclusive facilitation**' <https://youtu.be/p8Qvd1gVQfY> has been developed to accompany and support this training and extracts of the film are shown throughout the training. Make sure you have the film downloaded and ready to show. The total duration of this first part of the training is 1 ½ days.

The final two sessions provide the opportunity to practice the inclusive facilitation skills through **Practice facilitation tasks** and can be adapted to whatever training the facilitators are planning to deliver. In this case the training has been adapted to the Organisations of People with Disabilities inclusive education foundational module: An introduction to inclusive education.

Session 1: Preparing to facilitate

In this session participants will:

- ü Consider what preparation needs to take place before a training starts
- ü Consider how to arrange the training space to maximise participation

Activity 1.1: Drawing 'What makes a good facilitator?'

1 45 minutes

Instructions

- Remind the participants that they need to put their 'facilitator hats' on and over the next few weeks they will be planning and preparing to roll-out the training. They will be replicating the same training that they have received themselves as participants.
- Tell the participants that EENET has produced an '**Skills for inclusive facilitation**' film to help build their capacity as facilitators. Over the next two days we will watch extracts from the film. Before we watch the first extract tell the participants you want them to think about '**what key skills make a good facilitator**'
- Ask the participants to get into groups of 5-6. Each group should sit around a table with a blank piece of flipchart and some different coloured pens.
- Ask the participants to write 'what makes a good facilitator' across the top of their paper and draw a picture of a 'good facilitator' filling up most of the paper. Draw a large stick figure on flipchart paper to demonstrate how to start this activity. Ask the groups to think about the following:
 - Think about what the hands do
 - Think about what the face does
 - Think about what the head does (what is the facilitator thinking about)
 - Think about what the feet do
- Give groups at least 20-30 mins to discuss and complete their drawings
- Tell participants that we will revisit these drawings again at the end of the two days to see if there is anything that they would like to add. Groups don't share drawings with each other at this stage

Activity 1.2: Preparation and arranging the space: video extract 1

1 60 minutes

Instructions

- Write '**Preparing for facilitation**' at the top of a flipchart
- Ask the participants to work in pairs. Tell participants in pairs to discuss and write down a list of as many things they can think of that a trainer or facilitator needs to do before they start training on Day 1. Ask them: what do you think we had to prepare before we started the workshop today?
- Tell participants they have **3 minutes in their pairs to write their list**, it's a list race!
- After three minutes ask the pairs to count how many items they listed. Take feedback from the pair with the longest list and write down the items on a flipchart. Ask if anyone else has anything to add to the list.
- Tell the participant we are now going to watch the first extract from the video 'Skills for inclusive facilitation'. As they watch they should see if there are any point they would like to add to the flipchart '**Preparing for facilitation**'
- Watch the film '**Skills for inclusive facilitation**' up until 'During the training'

Resource 1.2

Skills for inclusive facilitation video

- After watching ask the whole group if there are any points that came up in the video that they would like to add to the list. Alternatively show slides 6, 7 and 8 and pause and discuss after each slide (see plenary discussion notes below – there is no need to go through all these notes in detail they are just for your reference).
- Conduct a plenary discussion about the different points raised. See **Day 1 PPT slides 2-4**. Use the notes below to feed into the discussion. There are one or two points below that are not mentioned on the video.
- The participants may have many questions at this stage relating to resources available for them to use, equipment for training such as laptops and projectors etc, so be prepared to answer those questions.

Preparation and arranging the space: facilitator' notes

- **Know your participants:** It's important to know as much about your participants as possible before the training, this includes their background, their individual training needs and their concerns. One way to find out about your participants is through conducting a **training needs assessment**. If time allows this can be a simple questionnaire that's shared with the participants either verbally or in written form. It's especially important to find out if any of the participants have **specific accessibility or learning needs**, such as the need for a sign-language interpreter or a guide for someone with visual impairments?
- **Know the manual:** This means taking time to read through the module or facilitation manual in advance of the training so you are confident to deliver the training, and clear about the **aims, messaging and training approaches** it contains. Consider if you need to make some adaptations to the training based on specific information you have about your participants.
- **Decide who is going to lead** which session/part of each session well ahead of time if you are co-facilitating the training
- **Prepare materials** you need for the training. If you need to write information on flipchart paper, write these up in large clear handwriting, mainly using black and blue pens (which makes it easier to read and more visually accessible). To keep the flipcharts in good condition, you can use them for multiple training sessions. Where possible make materials and resources using recycled paper and cards.
- **Make sure you minimise wastage of resources** during the training workshop. Check if there are recycling facilities available at or near your training venue and put discarded materials for recycling at the end of the day. Encourage participants to use as little flipchart paper as possible, put the lids back on plastic bottles and label their own plastic water bottle at the start of the training to minimise wastage.
- **Check any equipment is working** if you are using PowerPoint (PPT) or showing videos. Move the PPT slides and videos to a place that's easy to find on your computer desktop.

Arranging the training space

- **The seating arrangement of the participants** both at the beginning of the training but also how you might want to change the seating arrangement to support different training activities. For example, do you want to arrange the seats in a U-shape without table or desks so everyone can see each other easily at the beginning or do you want to arrange small tables so groups can be formed?

straight away? Is your training space big enough to have both – a U shape at the front where everyone can come together for presentations and tables set up at the back for groupwork?

- **Think about materials you want to display** or stick on the wall (flipcharts, posters etc) before the training starts. Make sure you have everything ready by Day 1
- **Arranging the space to enable inclusive participation:** Always important to consider how to arrange the space to enable the participation of everyone. This may include sticking flipcharts at wheelchair level, making sure participants can see and hear you and the PowerPoint slides clearly and adjusting seating arrangements accordingly
- **Leaving key content (flipcharts, posters etc) displayed throughout the training**
It's often helpful to leave flipcharts with key content (both those produced by the facilitator but also by the participants themselves) on the walls of the training room as a visual reference throughout the training. This is both useful for the facilitator to refer to and also for the participants to look at in breaks to review their learning

Activity 1.3: Preparing for the OPD IE foundational training

1 45 minutes

Instructions

- Ask participants to get into pairs. Ideally these will be 'facilitation pairs/groups', so the pair of facilitators who will deliver the training together.
- Tell the pairs/groups they will receive a 'box of materials' with the facilitator's manual, which includes copies of the participant's handbook and all the resources and printed copies of handouts they will need to deliver the training. Show **PPT slide 12** with a list of these materials and resources and show a box if you have one handy but don't give them out yet
- Give a copy of **handout 1.3: Preparation and arranging the space** to each pair
- Ask the pairs/groups to discuss any specific questions or things they plan to do in order to prepare for the training once they return to their

communities. Allow about 30 mins for this discussion. Tell participants they will have more time to prepare and ask questions on Day 3.

Handout 1.3

Preparation and arranging the space

- Take brief feedback if needed.

Session 2: Creating a positive, inclusive learning environment

Key messages

Having a positive relationship with the training participants will make a big difference to the success of the training and the learning experience of the participants.

Creating an environment in which the participants understand why they are there, feel motivated to learn and safe to participate actively is fundamental to any training workshop.

As a facilitator you should always try to be aware of who is participating well in the group and who isn't actively participating.

Using groupwork and pairwork activities is one way to really help increase the opportunity for all participants to contribute to discussions and ask questions.

In this session participants will:

- ü Discuss how to build a positive relationship with the participants
- ü Consider how to create an environment that's conducive for learning
- ü Consider strategies for supporting inclusive participation

Activity 2.1: Sharing strategies for creating a positive, inclusive learning environment

1 45 minutes

Instructions

- Ask a participant to lead an energiser activity
- Ask participants individually to think about the following two questions:
 1. How did you feel during the OPD IE foundational training?
(Think of some words to describe how you felt - positive or negative feelings are OK)

2. Thinking about those feelings, what did the facilitator do (or not do) to help create a positive learning environment?

- Give participants 5 mins individually to think about the questions then ask them to pair up with someone else and share their thoughts.
- Take brief feedback but don't go into a lot of detail at this stage and no need to write responses on flipchart.
- Do an activity to get participants into 3 new large groups (there will be 6-8 participants in each group).
- Tell the groups that we are going to do an activity to share facilitation strategies for creating a positive, inclusive learning environment
- Each group should nominate a note-taker (who should write up ideas in clear hand-writing), a 'facilitator' who should invite ideas from the whole group and a 'reporter' who will report back at the end of the activity
- Give each group one piece of flipchart paper - each piece of flipchart paper should have one of the following 3 headings:
 - 1. Strategies to build a positive relationship with participants**
 - 2. Strategies to create an environment for learning**
 - 3. Strategies to support inclusive participation**
- Tell participants that in their group they have 5 minutes to write down as many different ideas under their heading as possible. So, for example, for number 1, what can the facilitator do to build a positive relationship with participants? (They should think back to what the facilitators did during the OPD IE foundational training and this workshop to help come up with ideas)
- Even if they haven't finished, after 5 minutes, stop the groups, and rotate the flipcharts; so take the flipchart paper from group 1 and give it to group 2, give group 2's flipchart to group 3, and group 3's flipchart to group 1.
- The groups should then read through the ideas on the new list they have under the new heading and see if they can add anything to this list – give them 3-4 mins to do this. Someone in the group can read the list aloud to the other group members.
- Rotate the flipcharts again and again ask the groups to read through (someone reads aloud) and see if they can add anything to this list – give them 3-4 mins to do this.

- Finally rotate the flipcharts one last time so each group has their original list of strategies in front of them.
- Ask the reporter in each group to briefly share the whole list of strategies that has been generated collectively by all the participants. Invite brief comment and questions from the wider group after each group has shared but refrain from 'correcting' or 'adding' anything at this stage

Activity 2.2: Video extract 2: Creating a positive, inclusive learning environment

1 45 minutes

Instructions

- Tell the participant we are now going to watch the second extract from the video 'Skills for inclusive facilitation'. As they watch they should see if there are any points, they would like to add, to the three lists of strategies for '**Creating a positive, inclusive environment for learning**' that they have generated
- Watch the film 'Skills for inclusive facilitation up until 'Make connections to support learning'

Resource

Skills for inclusive facilitation video

- After watching ask the whole group if there are any points that came up in the video that they would like to add to the lists. [Alternatively show day 1 **slides 8, 9 and 10** and pause and discuss after each slide (see plenary discussion notes below) – however this could get a bit PPT heavy at the end of the day]
- Conduct a plenary discussion about the different points raised. Use the notes below to feed into the discussion – there is no need to go through all these notes in detail they are just for your reference. There are one or two points listed below that are not specifically mentioned on the video.
- After the discussion give each participant a copy of **Handout 2.2: Strategies for creating a positive, inclusive learning environment**. Tell participants that their 'homework' is to think about which strategies as a facilitator they feel most confident using and which strategies they feel least confident using and why

1. Strategies to build a positive relationship with participants

Learn participants' names on Day 1.

Find out about any concerns or questions they have: Continue getting to know your participants throughout the training, so you can understand any concerns or questions they have about the learning process. The more you are able to do this the more the participants will feel that you care about them and their learning

Share some of your own experiences during the training; participants always like to hear real relevant experiences and stories from the facilitator. This shows your humanity and that you can empathise with their situations because you have also experienced similar things

Use friendly body-language and facial expressions: be aware of your body-language and facial expressions throughout the training. Participants will respond better to open friendly body-language. Make sure you are always positioned so the participants can see you when you are talking, move around the room, and encourage the participants though asking questions.

Remain 'present' and engaged throughout. Always try to remain aware of what is going on in the room, especially during groupwork activities. Walk around the room, listen and ask questions when appropriate. Show you are interested in what they are discussing

2. Strategies to create an environment for learning

Discuss the objectives of the training with participants and refer to them throughout the training

Agree on ground rules for working and learning together collaboratively. Ideally these should be generated by the group themselves and should include things like 'always respect the views of others'

Create an environment where participants feel comfortable with each other and able to share their experiences and opinions. For example, you could introduce the ground rule that anything personal that is shared in the training room remain confidential

Explore with the group what it means to be a good learner. Suggestions may include things like making notes throughout the training, not being afraid to ask questions, actively participating and so on

Monitor the energy of the group and using energisers. At the beginning of the training, it's good to use a warm-up activity to help participants relax and

create a good atmosphere. Also, after lunch or any time there is a lull in energy during the training an energiser activity like a game or a song can help re-focus the group and bring energy back into the room. This also helps make the training fun and more memorable for the participants and as a result they are more likely to remember what they learned. Participants can also bring ideas, and facilitate energisers – this is often effective in making everyone more at ease and the energisers will probably be familiar to them and in context with their area/work/community

Remain positive and optimistic throughout the training: being optimistic and positive will help you get the most engagement from each member of the group. One way to do this is by helping participants to look at issues from a 'strengths', or 'what's working' perspective rather than "what's not working".

3. Strategies to support inclusive participation

Use group work and pair work activities

Set up group-work roles and responsibilities. Providing clear roles and responsibilities for longer group work activities can be really helpful, these roles could include a facilitator, a note-taker, a time-keeper and a reporter. You should remind the groups of these rules each time they start a groupwork activity and encourage them to follow them

Check instructions: Remember to always check participants have understood the instructions clearly, especially if the activity is a bit complicated. Demonstrate the activity with a participant if necessary. Make sure the instructions are displayed on the PPT and demonstrate the activity if you feel this will help everyone to understand what is needed from them better.

Intervene if an individual is dominating a group discussion, thank them for bringing his or her views and say you want to hear what others think. Then invite others in the group to contribute

Notice if any individual participants are very quiet or not participating. Don't force them to contribute or speak up in front of others as they may not feel comfortable to do so, but find a quiet moment, perhaps during a break to ask them if everything is OK and if they need any extra support

Treat all participants as equals, regardless of power, personality types, personal opinions, or biases.

Session 3: Listening, observing and asking questions

Key messages

Observing, listening and asking questions are perhaps some of the most important skills of a good facilitator.

Active listening skills are also key skills for being an effective advocate.

Learning doesn't happen in a straight line, it is more of an organic process with different activities, conversations, events or questions triggering learning moments (light bulbs) for different individuals. Adults in particular learn through sharing experiences, solving problems together, applying their learning to 'real-life' situations and understanding why something is important.

In this session participants will:

- ü Practice active listening skills and understand how these help us become both better facilitators and better advocates
- ü Understand aspects of adult learning theory and how adults learn
- ü Discuss 'facilitation' versus 'lecturing'

Activity 3.1: Becoming an active listener

1 60 minutes

Instructions

- Do a quick activity/game to get participants into new pairs. Ideally, they should be working with someone they haven't partnered with so far.
- Tell participants that good observation and listening skills are some of the most important skills for being a good facilitator.
- Remind participants that all the time you are facilitating this workshop you are watching them and listening to what they say so you can respond appropriately and support them on their learning journey. Give an example of how you do this if possible. For this reason, you have to remain 'present'

and 'engaged' at all times, especially when you're not talking (a point that came up on the previous day).

- Tell participants that listening isn't as easy as it sounds. We often become distracted by whatever else may be going on around us, or if we disagree with what someone is saying we form counter arguments in our head while they are talking that we plan to make when the other person stops speaking. Sometimes we get bored, and lose focus on what the other person is saying. All of these contribute to a lack of listening and understanding.
- So, we are going to do an **exercise to practice active listening skills (in pairs)** - to help us become better listeners and therefore help us communicate more effectively and foster understanding
- Ask the pairs to sit opposite each other, facing each other and close enough so you can hear each other clearly. There should also be space between pairs, so they can focus on their two-way conversation, so encourage pairs to spread out across the room.
- Ask each participant to spend 2 minutes thinking about the following question:

How do you feel about facilitating the OPD IE foundational training in your district/local area?

- Encourage participants to be honest with themselves and to think about how confident they feel. Encourage them also to reflect on the discussions about preparation and strategies for creating a positive, inclusive learning environment from the day before – they can refer to the handouts if they would like to.

Resource

PowerPoint SIF Day 2

- Show **PowerPoint SIF Day 2**, slide 1 and the following instructions. Briefly demonstrate the activity if necessary:
 1. *First person – talk for five minutes. Second person listen attentively but don't interrupt.*
 2. *After five minutes – second person repeat back the key points of what you heard – "What I'm hearing is..." 'Sounds like you are saying...', without interpreting, ...your task is not to solve their problem...*
 3. *First person clarify any points that you partner didn't get quite right, "No that's not exactly what I meant,..."*

- Remind participants, “be deliberate with your listening and remind yourself frequently that your goal is to truly hear what the other person is saying. Set aside all other thoughts and concentrate on the message. Ask questions, reflect, and paraphrase to ensure you understand the message”.
- When they are ready ask pairs to start. If helpful, keep the time and remind pairs to go on to stages 2 and 3 after five minutes.
- After one person in the pair has shared, they should swap roles and repeat.
- When all pairs have finished, take feedback from the pairs and discuss briefly in plenary. Ask:
‘How did it feel to be the listener? Was it easy or difficult?’
‘How did it feel to be attentively listened to?’
- Tell participants that as a facilitator you should always be listening more than you talk as the training is not about you, it is about the participants. Active listening involves showing that you are interested, both in what the participants are saying and why they are saying it. It is important to listen to understand different perspectives.
- Hand out copies of [Handout 3.1: Five key active listening techniques](#) to each participant. Give them a few minutes to read through together and discuss any questions.

Handout 3.1

Five key active listening techniques

Activity 3.2: Making connections to support learning

1 45 minutes

Instructions

- Tell participants that research has been done into how adults learn and while there are many similarities with how children learn, there are also some key differences. Some of these differences were mentioned in the OPD IE foundational training.

- Ask - **do they know or can they remember some of the key ways adults learn?** Take some brief comments from the whole group and note them on flipchart but don't add or make corrections just yet.
- Tell the participant we are now going to watch the **third extract from the video 'Skills for inclusive facilitation'**. As they watch they should think about the question (write it up on flipchart):

What facilitation techniques particularly support adult learning?

- Watch the film 'Skills for inclusive facilitation' up until 'Encourage participants to work together to come up with their own ideas and solutions'

Resource

Skills for inclusive facilitation video

- After watching ask the participants to turn to a partner and briefly discuss the question:

What facilitation techniques particularly support adult learning?

- Take feedback then show slides 2 and 3 and pause and discuss after each slide (see plenary discussion notes below – there is no need to go through all these notes in detail they are just for your reference).

Resource

PowerPoint facilitation skills Day 2

Facilitation strategies to make connections and support adult learning

Adults learn through sharing experiences, solving problems together, applying their learning to 'real-life' situations and understanding why something is important. Learning doesn't happen in a straight line, it is more of an organic process with different activities, conversations, events or questions triggering learning moments (light bulbs) for different individuals. Therefore, as a facilitator you should try to:

Make the training relevant to participants' experience. Wherever possible throughout the training make connections with real life examples and real-life situations. This includes asking the participants to share their own experiences and give examples from their own communities to make the issues addressed in the training more real for everyone.

Build on previous learning. Try to make links throughout the training between what has been learnt in the previous sessions or previous trainings. This will help create a 'thread' of learning throughout the workshop, help people make important connections and reinforce important messages.

Link and connect ideas. Refer back to previous discussions and make linkages between different points raised. Pay attention to themes and patterns that arise during discussions and highlight these.

Summarise key points after activities or during plenary sessions.

Facilitators are expected to paraphrase back individual ideas to get better clarity or to validate the speaker's intention. Being able to summarize and communicate back key themes, or decisions that the group has proposed helps the group to complete an activity or session

Observe the group: a facilitator needs to be able to pick up on small gestures, glances and facial expressions that can all point to the individual's honest reaction and/or opinion. It's important to get a sense of what is really happening in people's minds and what they are feeling by noting mixed messages when they occur as a way to bring concerns, differing opinions and resistance to the surface.

Ask questions rather than tell, to encourage group members to come up with their own ideas. If the group is unable to come up with ideas you can throw out suggestions to stimulate further ideas. If the group comes up with the ideas themselves, then buy-in and follow-through are increased. You should also ask questions to challenge thinking and create new possibilities. Sometimes training calls for high levels of empathy and may challenge commonly held beliefs and practices. This will require you as the facilitator to be sensitive to the participants' learning processes, gently challenge by asking questions, or 'hold back' as necessary. Adult learners don't respond well to being told what is right or wrong, but rather need to be supported to work out the solutions and strategies for themselves

- Give out a copy of [Handout 3.2 Facilitation strategies to make connections and support adult learning](#) to each participant

Activity 3.3: Facilitation: Yes, No, Yes, but..., No, but...,

1 45 minutes

Instructions

- Put the following signs in 4 corners of the room: YES, NO, YES, BUT... NO, BUT... written on pieces of A4 paper. Make sure the participants have room to move around the room easily, especially those in wheelchairs or using crutches. (This activity involves physically moving around as it's sometimes good in a training workshop to actually move our position to literally 'change our perspective'. This may be more challenging for people with disabilities in the room but it is not a race and you can tell people to take their time; however, you can also consider adaptations).
- Explain that you will be reading out some **statements** about facilitation. After each statement, participants have to decide if they agree or disagree. Sometimes they might agree, but have some reservations, sometimes they might disagree but also have some reservations, this is where the responses, YES, BUT... NO, BUT... are useful. They should move to the corner that best matches their response. In between each statement, ask the participants to gather in the middle again.
- Read the following statements out loud and invite participants to move accordingly: (do one statement as an example together to demonstrate the activity if needed)
e.g. Facilitators should give adult learners lots of time to discuss issues during training
- As the facilitator I need to know all the answers
- I should challenge negative attitudes towards inclusive education during the training
- The facilitator should mostly stay at the front of the room
- The facilitator should stick really carefully to the timings throughout the training
- It's important for the facilitator to pay attention to what's going on during the training even when they are not talking
- If participants come up with their own ideas and solutions they are more likely to remember and learn

- Ask two or three participants from different corners **why** they placed themselves where they did - particularly if responses to the statement seem quite divided.
- Conduct brief plenary discussion after each statement using the notes below to guide you. Remember there is no exact right or wrong answer to any of these statements and they are designed to initiate dialogue.
- Tell participants it is OK if they change their minds and want to move position after hearing another's response!

- **Facilitators should give adult learners lots of time to discuss issues during training**

Yes, as it's important for adults to have the opportunity to share experiences etc, but, it is also the facilitator's job to keep the overall focus of the session. Sometimes participants get 'off topic' and the facilitator needs to be both keeping an eye on the time and helping to guide the conversation and linking it back to the key messages of the session

- **As the facilitator I need to know all the answers**

No, you don't. There is a wealth of experience and expertise in the room and you should draw on that throughout the training. But, it is important for you to come prepared to respond to some of the key issues and for you to know the training manual and it's content very well.

- **I should challenge negative attitudes towards inclusive education during the training**

It is better to invite other participants to share what they think and that way negative attitudes can be challenged by peers rather than by the facilitator. The facilitator should always remain as neutral as possible in order to invite and allow different perspectives and opinions to be shared.

- **The facilitator should mostly stay at the front of the room**

No, the facilitator should be moving around the room depending on what's going on during the session. Particularly during groupwork the facilitator should move around and even when presenting or conducting plenary the facilitator can stand in different parts of the room as long as they can be seen and heard clearly.

- The facilitator should stick really carefully to the timings throughout the training

It is good to try and stick to the timings you have planned for each session as much as possible as there is often a lot to cover in a workshop timetable. However, you should also be aware of the mood in the room and how well people are engaging with an activity or task. If you feel an energiser is needed, or the group needs more discussion time or a break is needed sooner, then you have the flexibility to adjust timings accordingly.

- It's important for the facilitator to pay attention to what's going on during the training even when they are not talking

Yes, this echoes a point made previously. Always try to remain aware of what is going on in the room, especially during groupwork activities. Walk around the room, listen and ask questions when appropriate. Show you are interested in what they are discussing

- If participants come up with their own ideas and solutions they are more likely to remember and learn

Yes, this echoes a point made previously. If the group comes up with the ideas themselves, then buy-in and follow-through are increased and they are more likely to remember and learn.

- Tell the participants we are now going to watch the **fourth and final extract from the video 'Skills for inclusive facilitation'**.
- Before they watch write the two following words up on a piece of flipchart and ask the participants to think about the difference between these two words as they watch:

Facilitate

Lecture

- Watch the final section of the 'Skills for inclusive facilitation' film until the end. (Or pause before the last bit 'practice and learn')

Resource

Skills for inclusive facilitation video

- Tell the participants that they will soon have the opportunity to put some of the facilitation skills into practice and will be doing practice tasks using activities from the OPD IE foundational training manual.

- First ask the participants to share some of the key differences between **Facilitate** and **Lecture**
Ask: What does a facilitator do that's different from a lecturer?
- Take brief feedback from the group and show Day 2 slides 3-4 and pause and discuss after each slide.

Resource

PowerPoint SIF Day 2

- Give each participant a copy of [Handout 3.3 'Facilitate rather than lecture' and 'Think about timings'](#)

Activity 3.4: Revisit 'what makes a good facilitator' drawings

1

45 minutes

Instructions

- Ask participants to get back into the same groups as they were in yesterday when they created the drawing 'what makes a good facilitator?'
- Ask participants in their groups to look back at their pictures and together see how they can improve them based on what they have learnt over the last 2 days. In their groups they should take 15-20mins to add with drawings and words anything they think will improve it.
- When participants are ready take the pictures and stick them on the walls on the room in 4 different locations. Ask participants to move around the room and look at the different pictures and find something they like about each one. (Doing a 'gallery walk')
- Take brief feedback from the whole group. Ask the following questions:
 - **What things did you add to your drawings?**
 - **What new things did you learn about being a good facilitator?**

Session 4: Overview of the OPD IE foundational module and setting up 'practice facilitation' tasks

In this session participants will:

- ü Review the different sessions that make up the OPD IE foundational module
- ü Start preparing for 'facilitation practice' tasks to practice what they have learnt

Activity 4.1: Overview of session contents and reviewing session 1

1 45 minutes

Instructions

- Ask the participants if they can remember what the titles of all the sessions are in the OPD IE foundational module (without opening their facilitator's manual). Take brief feedback from the group.
- Ask the participants to open their facilitator's manuals and check the session titles. (Also, can show [Day 2 PPT slide 5](#))
- Tell participants that we will be reviewing all of the session aims, activities and contents in detail one by one over the next two days.
- Show the illustrations again on [Day 2 PPT slides 7-8](#) of inclusive education in practice both inside and outside of the classroom to remind participants that one of the key overall messages for the foundational module training is

Inclusive education is **not** just about getting disabled children into school. It is about ensuring that **every** learner is **present** in school, is **participating** in academic and social activities, and is **achieving** to the best of their ability. **PPA**

- The IE facilitators will have copies of all videos on their USB sticks alongside the other materials and resources for the OPD IE foundational module roll-out. Remind participant as again at this point to bring you their USBs for uploading if they haven't already

Video Resource

Intro to Session 1: Getting to know each other

- Ask groups to discuss Session 1 using the 'review questions' (**Day 2 PPT slide 9**). Monitor carefully during this discussion so you are aware of any questions or aspects of the sessions that the IE facilitators find unclear.
- Take brief feedback or questions from the groups - don't go through all the questions but just concentrate on the last question: *'Do you have any specific questions about this session?'*

Activity 4.2: Reviewing session 2

1 60 minutes

Instructions

- Play a game to get into new groups if you haven't already.
- Tell participants that they going in groups to discuss sessions 2 using the review questions

Video Resource

Intro to session 2: How do we learn

- Ask groups to discuss Sessions 2 using the 'review questions'. Monitor carefully during this discussion so you are aware of any questions or aspects of the session that the IE facilitators find unclear.
- Take brief feedback or questions from the groups - don't go through all the questions but just concentrate on the last question: *'Do you have any specific questions about this session?'*
- Tell participants that over the next day we will go through all the remaining sessions and there will be opportunities to discuss any questions or concerns they have about delivering the OPD IE foundational training back in their local areas.

Activity 4.3: Setting up practice facilitation tasks

1 45 minutes

Instructions

- Tell participants that they are going to have an opportunity to put into practice some of the facilitation skills that have been looking at over the last couple of days
- In small groups the IE facilitators will prepare and facilitate an actual activity from the OPD IE foundational module. This will be a **complete 30-minute activity or just 30 minutes of an activity**. The rest of the group will be the 'participants' while the selected IE facilitators are facilitating.
- Tell participants that we all 'learn through doing' and so practicing facilitation skills in a 'safe environment' with our colleagues is one of the best ways to learn and improve. With this in mind everyone needs to be supportive of their fellow IE facilitators when they are facilitating and not overly critical if they feel they are not doing something 'right'. We are all here to support each other to learn.
- Tell the IE facilitators they will start preparing for the activities today but the activities will be delivered on day 3. They will be divided into 6 groups for this task and activities have been selected from **Sessions 3, 4, 5, 6, 7 and 8**.
- All groups need to be prepared as all 4 groups will be delivering their 30-minute activity!
- Divide the IE facilitators into 4 groups and ask the groups to sit together. Think about how the groups will be divided up. It might be good to deliberately mix up IE facilitators across organisations or start them working in their facilitation pairs/groups. You could also buddy stronger and weaker IE facilitators together.
- Write the following sessions and activities on 6 slips of paper:
 - Session 3: Discrimination: Activity 3.3: The Game of Life
 - Session 4: What is an education system: Activity 4.1: Map an education system and wider connections
 - Session 5: What is inclusive education? Activity 5.2: Where is the problem located?

- Session 6: Barriers to inclusive education: Activity 6.1: What do we mean by barriers to inclusion?
- Session 7: Activity 7.2 (iv): ACTING to address barriers to inclusive education
- Session 8: Activity 8.1: Where do attitudes and beliefs come from?
 - Randomly give out one of the activities to each of the 4 groups.
 - Before the groups start preparing ask them briefly what the key things they should be thinking about and write these ideas onto flipchart.
 - Show **Day 2 PPT 10 'Preparing for facilitation practice task'**
 - Read the activity instructions in the manual carefully
 - Discuss the aims and key messages of the activity and how it links to other activities
 - Think about how you are going to facilitate to enable inclusive participation
 - Review the learning points from the 'Skills for inclusive facilitation' training (on handouts)
 - Think about how you are going to work together and support each other as a facilitation team
 - Prepare any resources you need
 - Consider whether you want to encourage specific IE facilitators to take the lead facilitating just leave it up to the groups. Advise the groups accordingly
 - Tell participants that each facilitation practice will last for 30 minutes. So even if you haven't quite finished the activity after 30 minutes you will be stopped. But they should still deliver the activity as if they were delivering to participants in their local areas
 - There will be a **30-minute practice facilitation** followed by **15-minute peer feedback**. Tell participants that part of the facilitation practice process is self-reflection on 'what worked well' and 'what you would do differently' as well as receiving constructive feedback from our colleagues.
 - Show **Day 2 PPT 11 'Practice facilitation – giving feedback in a positive way'** and go through the feedback process.
 - Emphasize that the focus is on giving positive constructive feedback and not providing a long list of things to improve. It is important to invite the

'facilitators' to reflect first as they will often know where improvements can be made without being told.

- Finally tell participants they have the rest of the day (and the evening if they need it) to prepare for their facilitation task and that you, the trainers will be around if they have any questions or need any help.

Session 5: Practice and Learn

In this session participants will:

- ü Review and discuss content of sessions 3-8
- ü Practice their facilitation skills, self-reflect and give constructive feedback

Activity 5.1: Reviewing sessions and practice facilitation task: sessions 3-7

- 1 75 minutes per session (session 3, 5, 6, 7 and 8)
60 minutes per session (session 4)

Instructions

- Show **Day 3 PPT 1 'Reviewing the OPD IE foundational module sessions'** to remind everyone of the steps. Tell the group that the same steps will be followed for sessions 3 to 8.

Resource

- Show **Day 3 PPT 2 'Practice facilitation – giving feedback in a positive way'** when facilitating the feedback process

Facilitators' notes for the facilitation practice tasks:

- You will need to try and adhere to timings quite tightly which may mean asking inclusive education facilitators to stop facilitating even if they haven't quite completed the activity. Warn OPD IE facilitators you may have to do this and that the main aim of the facilitation practice tasks is to put some facilitation skills into practice and not necessarily to complete the whole activity.
- When conducting the feedback process, be careful to ensure it stays focused on constructive feedback and that just a couple of key points get summarised at the end. As the trainer here you should have your eye on what you feel is the main learning point for that particular facilitator – usually it is quite obvious

Handouts

Handout 1.3: Preparation and arranging the space

Know your participants: It's important to know as much about your participants as possible before the training, including their background, previous training, concerns and accessibility needs.

One way to find out about your participants is through conducting a **training needs assessment**. Find out if any of the participants need a **sign-language interpreter or assistant**

Know the manual: Take time to read through the facilitation manual in advance so you are confident about the **aims, messaging and training approaches**.

Decide who is going to lead which session/part of each session well ahead of time if you are co-facilitating the training

Prepare materials you need for the training. Write these up in large clear handwriting, using black and blue pens

Make sure you minimise wastage of resources during the training workshop.

Check any equipment is working if you are using PowerPoint (PPT) or showing videos. Move the PPT slides and videos to a place that's easy to find on your desktop.

Decide how to arrange the room. You might put seats in a U-shape or set up group tables. You may have enough space for both. Plan how you could change the layout for different activities.

Stick posters or flipcharts on the wall. You might need to stick them at wheelchair level.

Decide which materials to display throughout the training, for the facilitator and participants to refer to.

Handout 2.2: Strategies for creating a positive, inclusive learning environment

1. Learn participants' names on Day 1.
2. Find out about any concerns or questions participants have.
3. Share some of your own experiences during the training.
4. Use friendly body-language and facial expressions.
5. Make sure you are always positioned so the participants can see you.
6. Remain 'present' and engaged throughout.
7. Discuss the objectives of the training with participants and refer to them throughout the training
8. Agree on ground rules for working and learning together
9. Create an environment where participants feel comfortable with each other and able to share their experiences and opinions.
10. Explore with the group what it means to be a good learner.
11. Monitor the energy of the group and use energisers. Invite participants to facilitate energisers
12. Remain positive and optimistic throughout the training
13. Use group work and pair work activities
14. Set up group-work roles and responsibilities.
15. Check participants have understood the instructions. Demonstrate the activity with a participant if necessary.
16. Intervene if an individual is dominating a group discussion, thank them for bringing his or her views and say you want to hear what others think.
17. Encourage everyone to contribute, but don't force anyone.
18. Treat all participants as equals, regardless of power, personality types, personal opinions, or biases.

Handout 3.1: Five key active listening techniques

1. Pay Attention

Give the speaker your undivided attention, and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.

- Look at the speaker directly.
- Put aside distracting thoughts. Don't mentally prepare a response.
- Observe the speaker's body language

2. Show That You're Listening

Use your own body language and gestures to show your attention.

- Nod, smile and use other facial expressions.
- Make sure your posture is open and inviting.
- Encourage the speaker to continue with small verbal comments

3. Provide Feedback

As a listener, your role is to understand what is being said. Therefore, you may need to reflect what is being said and ask questions.

- Reflect back what has been said. "What I'm hearing is....,"
- Ask questions to clarify points. "What do you mean when you say...?."
- Summarize the speaker's comments.

4. Don't interrupt

Interrupting can be frustrating and limit full understanding of the message.

- Allow the speaker to finish each point before asking questions.
- Don't interrupt with arguments.

5. Respond Appropriately

Active listening is a model for respect and understanding. You are gaining information and perspective.

- Be candid, open, and honest in your response.
- Share your opinions respectfully.
- Treat the other person as you would want to be treated.

Handout 3.2: Facilitation strategies to make connections and support adult learning

Adults learn through sharing experiences, solving problems together, applying their learning to 'real-life' situations and understanding why something is important.

Make the training relevant to participants' experience. Throughout the training make connections with real life examples and real-life situations.

Build on previous learning. Make links throughout the training between what has been learnt in the previous sessions or previous trainings.

Summarise key points after activities or during plenary sessions.

Observe the group: try to notice what the participants are really thinking or feeling.

Ask questions rather than tell, to encourage group members to come up with their own ideas. Also ask questions to challenge thinking and create new possibilities.

Adult learners don't respond well to being told what is right or wrong, but rather need to be supported to work out the solutions and strategies for themselves

Handout 3.3: Facilitate rather than lecture

Be active and responsive rather than lecturing at the front of the room.

Use the knowledge of the group. You don't need to know all the answers.

If participants struggle to understand or have different opinions to you, **don't lose patience or let your opinions influence how you respond**. Ask 'what do others think?'.

Encourage participants to evaluate themselves and to give feedback in a positive way.

Think about timings

Display a large copy of the timetable.

Plan to start the workshop on time each day and after breaks.

Be flexible if participants need more time to discuss or understand an issue.

But, if participants are tired, bring in an extra energiser or break.

At the end of every day encourage the participants to look back at the training objectives and reflect on what they have learnt.