Facilitator
Notes

Organizing a Training

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► Organizing a Training

The successful delivery of workshops relies on adequate preparation, good facilitation skills, and a commitment to support people's learning and development. This guide includes techniques, tips, and activities to help you.

Planning your Session

Selecting a Focus
As a trainer/facilitator, think through the following questions:

- Decide what the main focus of the training will be. What is the one thing you want them to learn? Your focus should be specific. A good measure of whether you have clarified your goal is to see if you can clearly and simply state the purpose of the training in one short sentence.
- Once you have the goal written out:
  - What can you do to make sure the training succeeds in meeting this goal?
  - Can you already guess what problems might arise and try to solve them ahead of time?
  - What related topics should you prepare to talk about?
  - Are there rules you need to set up ahead of time to ensure things don't get off schedule?

Sending Reminders
- Send out a clear agenda to participants about five days before the training that includes all relevant information:
  - Give clear directions to the place where the training will take place.
  - The exact time when the training will start and how long the training will take.
- Tell participants if there are any special requirements needed to participate, such as a basic understanding of English or a certain level of computer literacy.
- Send another reminder to participants about the training two days before the workshop.

Preparing the Content
- For the training to be successful, you must be very familiar with the content you will be teaching. We can only teach what we know.
- Review the main goal of the session again, as discussed above.
- Then using this focus, create a lesson plan for the training.

- Be specific about what will be covered and at what time of the day.
- Before the training, it helps to practice explaining concepts to friends and family. The more often you work on explaining something, the easier it becomes.
- Think through what questions participants might have and try to come up with answers.
- Think about what content participants might find confusing and come up with three different ways to explain it.
- If possible, try to determine what knowledge and skill levels the participants are at to adjust your teaching to their needs and abilities.
- Make sure you are up to date on the subject and any new and relevant information.

Materials Needed
- Are there any resources or materials you need for the session? Gather them now, such as the Field Guide or other materials you want to use during the training.
- What materials will the participants need? Paper? Pens? Anything printed out?

Logistics of the session
- Keep your stated goal for the session in mind when thinking about how to organize the session. If there is only one thing participants could learn and walk away with, what would it be?
- How much time do you have and need? Keep in mind that exercises always take longer than expected.
- What kind of space or equipment is available to you?
- How many participants will there be? Make a plan to adapt the training if more people than expected or fewer than expected are there.
- What kind of teaching style best suits your topic and audience? Use a combination of different forms. Here are some options:

Lectures are ideal for introducing a topic. Keep lectures to 30 minutes or less and be sure to follow it with something more interactive. When giving a lecture, summarize the important points at the beginning and the end.

Discussions are helpful after a lecture. Have open-ended questions ready to help prompt a discussion. An open-ended question doesn't have a right

yes/no answer but instead allows for reflection. Examples of open-ended questions:
- How could you apply what you learned in your community?
- What aspect of the topic is most challenging to understand?
- How do you think we could change the way people interact online?

Demonstrations work best when you need to show the steps in how to do something hands-on. It is usually a good idea to demonstrate the steps in front of the group and then let each learner try to do it themselves. This way, they will right away find out if they can replicate what you demonstrated or if there are areas they need help understanding.

Online learning is helpful when trainees need to gain practical experience of IT skills, if they need to access video or audio material, or if self-testing activities (such as quizzes) would be helpful.

Roleplay involves acting out a new skill in a pretend environment and learning from the feedback from other participants.

Group work is a good idea if there are a lot of participants so that you can break the large group into smaller groups. This way, they can interact more and have an easier time discussing and asking questions.

Case studies can help learners put new information into context. As they process the information and relate it to a relevant situation, they create mental connections that will help them recall the information later.

- At the end of the training, briefly summarize (in less than 5 minutes) what material you have covered and what the participants have gained in skills.

Training Basics

Understand Your Role as Facilitator
The facilitator plays a vital role in the learning experience. One of the most important things a facilitator can do is create a safe and supportive environment for participants. Participants need to feel comfortable to ask questions (even very simple ones) and need to know that they can speak up, even if they are not sure their answers are correct.

Setting the Tone
People learn more effectively in a supportive, friendly environment. Everything from attitude, choice of words, facial expressions, and tone of voice can influence the training. Leave whatever is weighing on your behind for the length of the training and focus on being positive and supportive.

Engage Participants
It is essential to engage participants throughout the training. People learn more when they are engaged with the material. One way to increase engagement is by asking many questions and encouraging all participants to contribute.

Manage the Training
As the facilitator, you are the manager of the training, and it is up to you to keep the training on schedule and under control. There may be difficult situations, difficult participants, and unexpected circumstances to deal with. It is your responsibility to keep control and manage the problem, whatever it may be.

Manage Time
Participants typically enjoy group discussions and want to share their ideas and experiences. As a result, it is easy for discussions to take up too much time. It is essential to know when to stop a discussion of a topic and move on to the next part of the training. This can be done by simply stating that you need to stay on schedule and that participants can discuss further after the training has concluded.

Please note:
- #defyhatenow trainers and presenters are not supposed to share political opinions regarding the current conflict.
- Participants are not supposed to engage in political debate or hail insults. Your role as a trainer is to stop discussions if they turn towards the political.
- You have the right to stop anyone who diverges from the main topic.

Facilitating the Session

Checklist of things to have BEFORE the training starts:
- Attendance sheet
- Transport incentive sheet (if applicable)
- Feedback survey form
- Activity Reporting template
- Photos / videos (documentation / photographer, audio recorder)
- Projector (if applicable)
- Flipcharts and pens
- Translators (if applicable)
- Notetaker

Program (One day)	EXAMPLE ONLY
Time	Topic
08:30 - 09:00	Introduction to the training and goals (lecture)
9:00 - 10:00	Introduction to propaganda and fake news (lecture and small group discussions)
10:00 - 11:00	Discussion of hate speech mitigation on social media (group work)
11:00 - 11:30	Tea Break
11:30 - 13:00	Social media platforms: Twitter, FB Instagram, Youtube (demonstrations, group work)
13:00 - 14:00	Lunch Break
14:00 - 14:30	How to create online campaigns (lecture)
14:30 - 15:30	Challenges and insights to facilitate building a strong social media presence (discussion session)
15:30 - 15:45	Break
15:45 - 17:00	Tools for managing your online presence (lecture, demonstration, group work)
17:00 - 17:30	Feedback and way forward

Introduction Session

Do a check-in with your audience.
Once everybody is settled in, go around the room and complete the check-in. This is a chance for the participants to share their feelings and their excitement regarding the workshop. You should also take this time to set the scene and create the kind of atmosphere you want. Do you want it to feel calm, energetic, solemn, or light-hearted?

Logistics
You will want to take a moment at the beginning of the workshop to set some ground rules and go over the logistics. Tell them where the bathrooms are. Go over rules, such as being respectful when others talk or not discussing politics.

Go over the agenda
Walk through the agenda together with the participants. Remember to share the purpose and goal of the workshop so that they'll be able to recognize whether or not their discussions throughout the day will help you achieve the shared goal.

During the Session

- Start from the simple and move to the complex, especially if you are introducing new ideas. Check if everyone understands and allow participants to ask questions before moving on to a new topic or your next key point.
- Allow time for questions, but also do not let questions and discussions throw off the schedule. Stick to your plan.
- At the end of each time slot, summarize the most important points.
- Use as simple language as possible. Clear ideas and language are best when teaching.

Activities
- Give clear instructions for group work and other activities, including how much time they have for the activity.
- Explain why you are doing the activity and what you hope they will gain from it.
- If feedback and sharing from the activity are needed, be very clear about what you want to know and how the group will share at the start. For example, "At the end, one person from each group should share their three main learning points. They will have a one-minute maximum to share this with the group."

3-2-1 Feedback Session
Schedule time for a feedback session at the end of every training day. Each participant is given a paper in which they are asked to write:
- **Three** things they learned
- **Two** things they will make use of in their work or life
- **One** question they still have

Collect this feedback and read it over to see what could be reviewed the next day to help clarify questions. If it is a one-day session, use this feedback to learn what went well and what to change next time to improve the training.

Closing the Session

- Summarize what you hope everyone learned, what skills they gained, and briefly discuss how they can apply what they learned in their everyday life.
- Ask the group to reflect and share what they found most useful.
- Thank everyone for coming. Explain any next steps, if applicable.

Self-Reflection

After the training is over, review the feedback and your ideas of how the training went. Did you achieve the goal you set at the beginning? If yes, write down what you felt helped you succeed. Was it one particular session? Was it the format of how something was presented? Was there a key moment? And if you did not achieve the goal, review the training and find what went wrong. Was the goal unrealistic? Was the training not planned out well enough? Were you lacking certain materials? Did you use too many lectures? What could you change next time to be more successful?

CHECKLIST
At the end of the training, collect all the following and share them with the team:

- Completed attendance sheet with signatures
- Completed transport incentive sheet (if applicable)
- Completed feedback survey forms
- Completed Activity Reporting template
- Photos and/or videos
- Any notes on flip charts or post-its (photographed and transcribed)
- Group discussion notes collected
- Audio feedback from participants

► Credits

Thank you to everyone who has contributed to #defyhatenow with ideas, time, positive energy, and creative collaborations that have linked peacebuilding action on the ground in Cameroon, South Sudan, Ethiopia, Uganda, and Kenya with online communities worldwide.

#defyhatenow dedicates this Field Guide to the citizens of Cameroon, who are working together to create a more peaceful society.

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Keep spreading peace, every day of the year!

Be actively engaged in the work of spreading peace on a daily basis in your own life.
Work to find peace in your heart, mind and body.
Seek professional help to overcome trauma.
Remember that every day you have the chance to choose peace and promote understanding, compassion, and reconciliation through your way of communicating and interacting with others.

Thank you for your contribution to making the world a more peaceful place.

#HateFreeCameroon #defyhatenow #Art4Peace #PenNotGun #EndAnglophoneCrisis #WeStand4Peace #SheBuildsPeace

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