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# How to deliver a workshop or training

PRACTICAL GUIDE TO FACILITATING BETTER LEARNING

# 1. INTRO



Do you want to **deliver a great training/workshop?**

Do you want to **understand different learning styles?**

Do you want to **improve your participatory facilitation skills?**

Do you need guidance on how to **structure a training/workshop?**

Do you want to know more about **facilitation techniques?**

**If so, this guide is for you!**

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This guide is only one part of PIN's training package, which includes:



**Training Cycle**



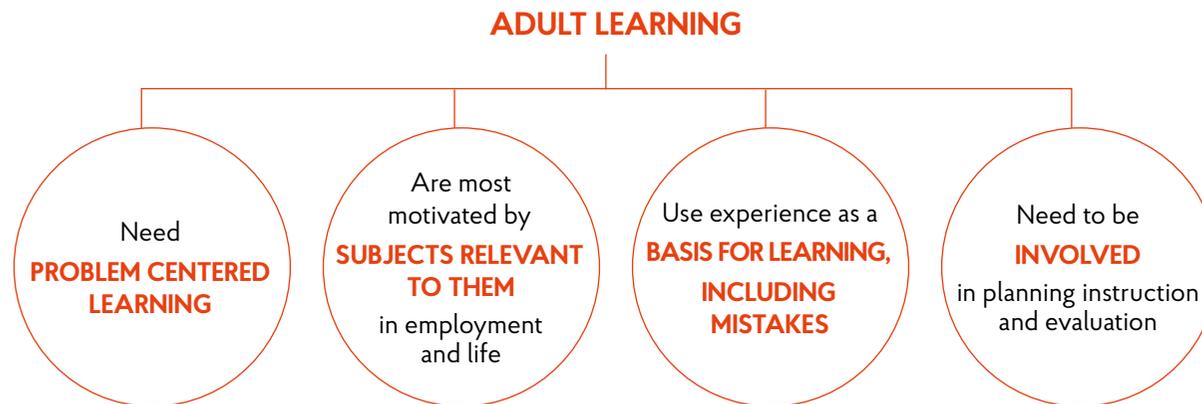
**Workshop Facilitation**



**Utilisation of Learning**

## 2. HOW ADULT LEARN

As adults, we learn most when we can practically experience and apply new knowledge. When planning and providing your training, remember the **Principles of Adult Learning** and that, because different people learn in different ways, a successful workshop needs to accommodate all of the **4 main Learning Styles** (see tips below).



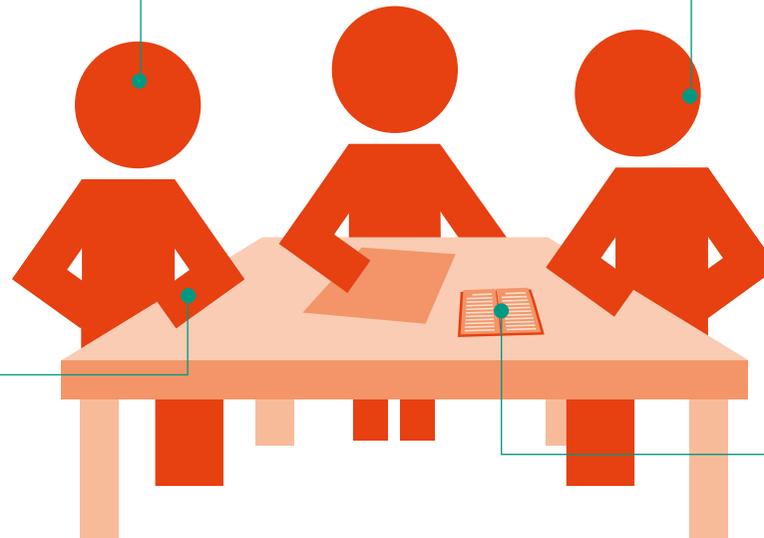
### Visual:

- ✓ Use images, presentations, graphs and illustrations
- ✓ Include outlines, agendas and handouts for reading/ taking notes
- ✓ Clearly show what will come and what has been presented.

### Kinaesthetic:

- ✓ Use practical activities that get the learners up and moving.
- ✓ Provide materials such as balls and Play-Dough to give them something to do with their hands.
- ✓ Give frequent stretch breaks (brain breaks).

### 4 MAIN LEARNING STYLES



### Auditory:

- ✓ Begin and end with brief explanation of agenda and session content.
- ✓ Question learners to draw information from them
- ✓ Leave time for learners to make connections between the learning and how it can be applied in practice
- ✓ Include activities such as brainstorming, buzz groups and quizzes.

### Reading/writing:

- ✓ Provide materials for participants to read individually, such as case-studies
- ✓ Include individual or group writing tasks.

## 3. FACILITATION SKILLS

A good facilitator should use specific skills to create a positive learning environment and stimulate active participation.

### Create a friendly, safe environment and build trust

#### DO

- ✓ Smile and relax
- ✓ Respect every participant's feelings
- ✓ Give supportive feedback and listen to participants feedback
- ✓ Model a positive attitude

#### DON'T

- Judge or be disrespectful to anyone
- Interrupt or pressure anyone
- Panic. You've practiced and are ready

### Manage

#### DO

- ✓ Be assertive
- ✓ Stick to a schedule
- ✓ Anticipate problems and address conflicts
- ✓ Manage difficult personalities, for example:
  - *Dominant* - Respond concisely, continue, don't respond
  - *Disruptive Talking* - Talk to person beside him/her. Pause/ stop.
  - *Passive/Low enthusiasm* - Involve, give more attention & appreciation, use practical exercises

#### DON'T

- Be afraid to stray from your script
- Rush

### Be attentive

#### DO

- ✓ Face the learners
- ✓ Make eye-contact
- ✓ Move closer
- ✓ Discourage distracting behaviour
- ✓ Show your interest in the subject and the audience

#### DON'T

- Turn your back to the audience
- Stand at the back of the room/ between the light and the screen while using audio visuals
- Constantly read from a script/ powerpoint
- Dominate the discussion

### Observe

#### DO

- ✓ Watch participants' facial expressions, body positions and movements to understand their feelings, level of understanding and interest
- ✓ Adjust activities based on the needs observed
- ✓ Include energisers if people seem tired

#### DON'T

- Ignore signs of audience fatigue
- Let one or some people dominate the discussion

### Listen

#### DO

- ✓ Actively listen to each speaker
- ✓ Paraphrase responses to show that you have heard and understood

#### DON'T

- Turn away questions
- Ignore participants' comments

### Check for understanding

#### DO

- ✓ Ask closed or open-ended questions to groups or individuals
- ✓ Respond to answers directly or pass on to the group to stimulate further responses or discussion
- ✓ Create a "parking lot" for deviations off topic

#### DON'T

- Ask 'is everything clear?'



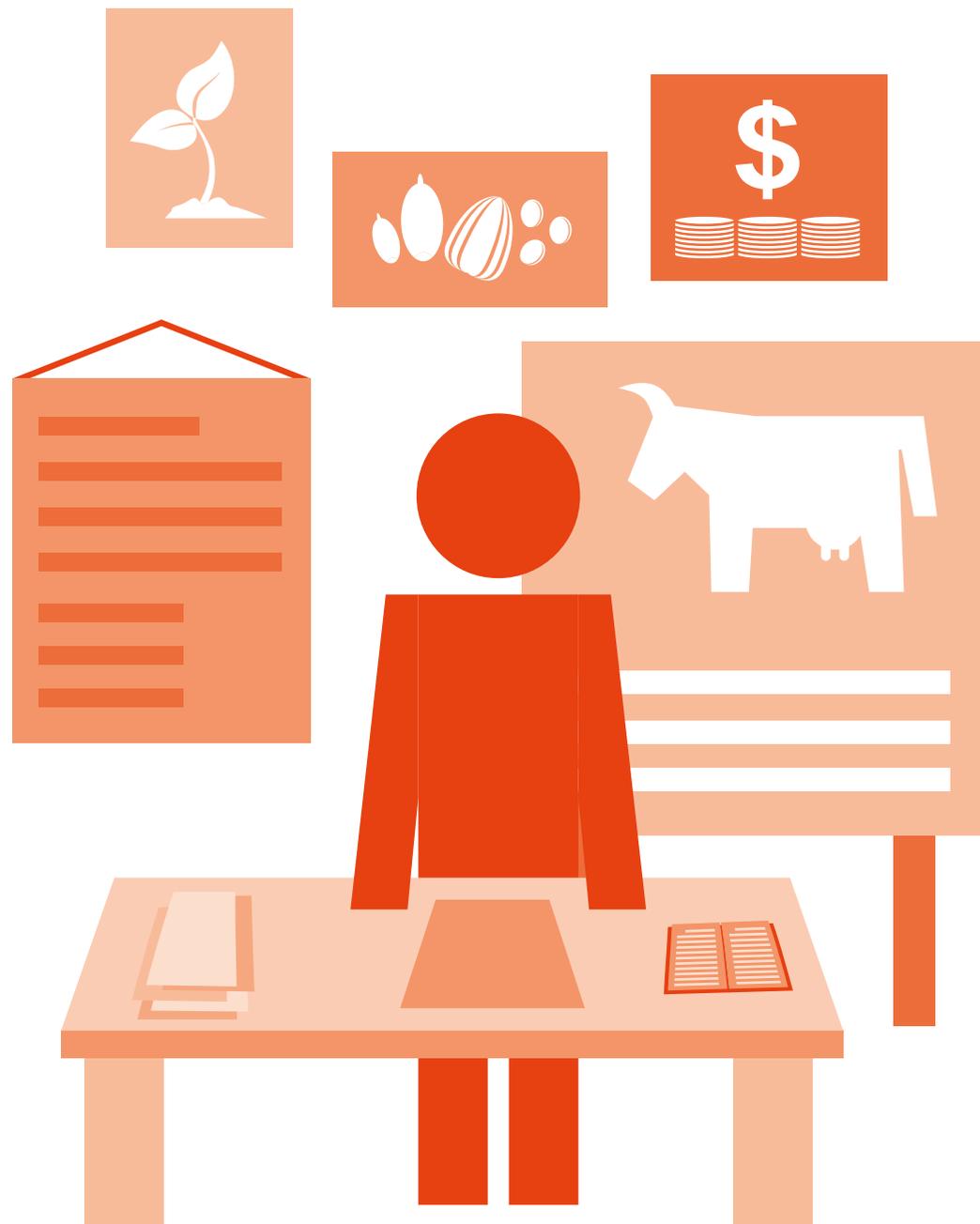
## 4. WORKSHOP PREPARATION

### Before the Workshop

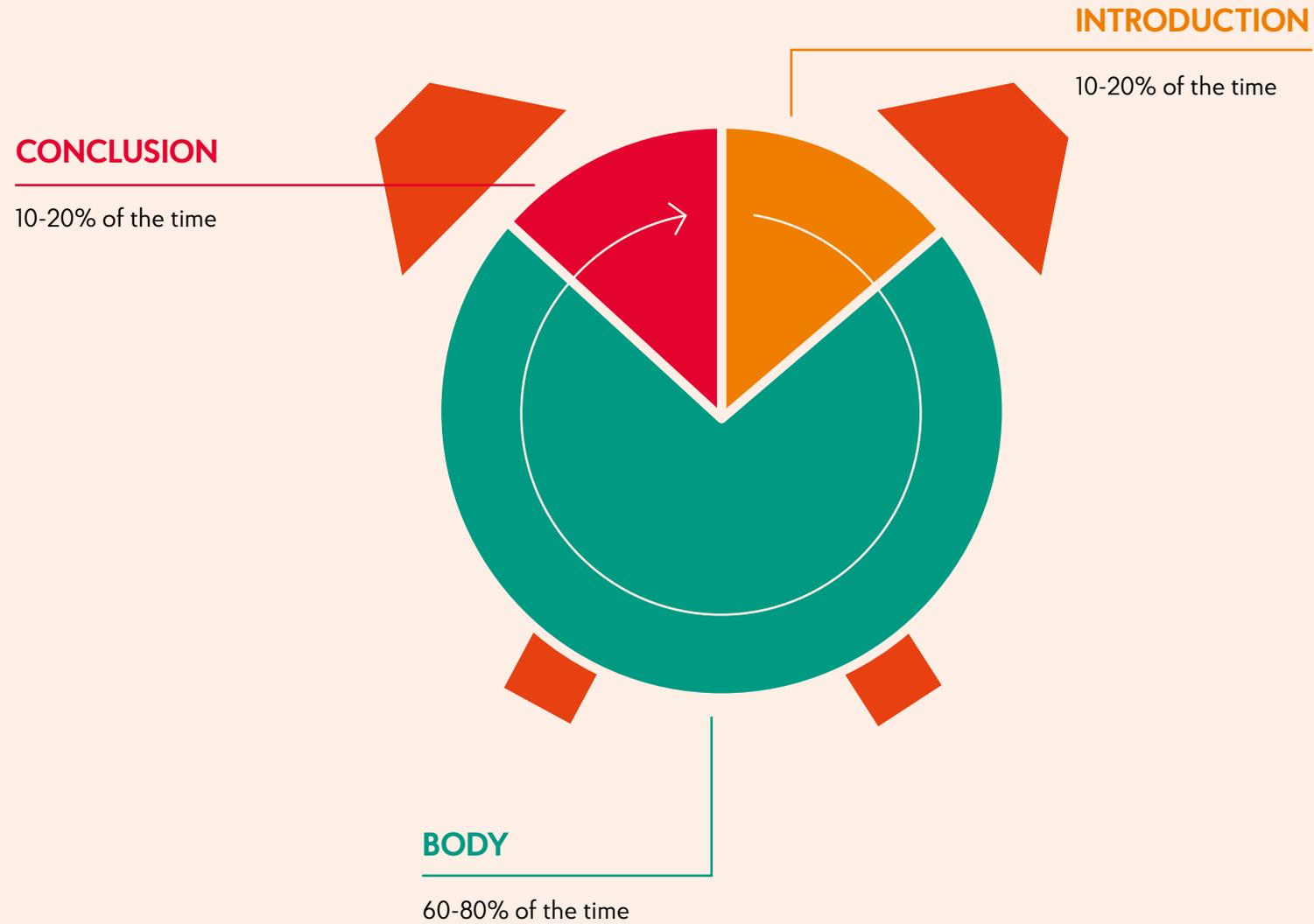
- Review the full PIN Training Package and follow the relevant preparatory steps.
- Select the range of [participatory facilitation techniques](#) suitable for your content and audience. Remember to cover different [learning styles](#).
- Prepare the training schedule and materials, allocating plenty of time for each activity.

### On the day of the Workshop

- Arrive at least 30 minutes before the scheduled start of the workshop
- Prepare the learning environment
  - Organise the seating (i.e. groups, U-shape, rows, fish-bone, conference table, circle)
  - Display visual aids (i.e. posters, photos, diagrams, flip-charts showing agenda/ learning objectives)
  - Check projector, computer, presentation, internet connection, audio and video, if needed
  - Print and prepare handouts in a logical order
- Greet participants individually as they arrive



## 5. MODEL WORKSHOP STRUCTURE





## INTRODUCTION

This is the crucial moment to grab participants' interest, establish your credibility, preview the main ideas, and clarify the learning objectives and timeframe. You can follow the GRACE approach to structure your introduction:

### Gr<sup>e</sup>etings:

- Greet participants
- Talk about your experience and motivation for this topic
- Conduct a get-to-know-each-other [icebreaker](#)
- Ask participants to suggest **rules of collaboration**, and put them on a flipchart.

For example:

- every idea counts
- no mobile phones
- raise your hand for questions
- mutual respect

### A<sup>t</sup>tention:

- Grab participants' attention by:
  - telling a captivating story
  - asking a provoking question
  - stating a shocking statistic
  - using a powerful quote
  - showing a gripping photo
  - using a creative visual aid
  - or playing a short video.

Do one or more of the following:

1. Use the **KWL chart**

Know	Want to Know	Learnt

*(ask participants to fill in the 'K' and 'W' columns of the table at the beginning of the session and the 'L' column at the end of the training). It's your job to analyse the answers and respond accordingly during the training.*

2. Fill in a pre-designed **pre-test** (see examples [here](#))
3. Write down **expectations** on post-its and review them as a group
4. **Question** participants to understand previous experience and knowledge
5. **Peer discussion**

### C<sup>o</sup>ntent Outline:

- **Present the learning objectives** and key learning points: "By the end of this session/training you will be able to *[insert action verb stating what participants should be able to do]*". Use active verbs rather than passive verbs.
- **Explain how the learning will be useful to participants, including:**
  - How they can apply it in their work
  - Enthusiastic and practical examples from your own experience
- **Assess participants' prior knowledge and expectations**

### E<sup>l</sup>aborate:

- **Present the [agenda](#)** highlighting the training benefits
- **Set up criteria for passing** the final exam or post-test (refer to [PIN's Global Indicators](#) to check if this is a requirement)

For example:

#### Replace

Know, understand, appreciate

#### With

Explain, identify, describe, state, write, apply, demonstrate, show, recognise, develop, analyse



## BODY

Enter into the topic, with reasons, examples, evidence, advantages and disadvantages, providing solutions to problems and related actions.

### ★ TOP TIPS ★

#### Maintain conducive working/ learning atmosphere

- Ask questions
- Maintain vocal quality
- Touch with humor
- Give real life examples
- Pause regularly
- Get participants involved

#### Ensure proper logical transition to next topic

- For example:  
“In the previous slide you saw.... Now you will see....”  
“I’ve just shown you how all these problems were caused. Now I’d like you to propose some solutions to these problems”

#### Give participants enough time to properly practice and apply knowledge

- For example:  
Practical individual work or group work

#### Ensure full participation and motivate your audience

- Appeal to different learning styles
- Encourage the sharing of ideas and opinions

#### Connect the topic with prior knowledge

- Use the [KWL chart](#)
- Use concrete examples
- Ask participants to share their experiences

#### Stay on time and on track

- Respect the logical flow of the session
- Cover the curriculum
- Ask for a timekeeper when doing exercises

#### Don't forget to accommodate all learning styles

#### Give space for participants' feedback

to you and other participants to better understand learning progress and meeting of expectations

- Make sure participants follow the basic rules of feedback:
  - Give positive and constructive feedback that does not put anyone down or hurt their feelings.
  - Don't judge another person's behaviour - this is a 'safe space' for learning.
  - Accept and learn from feedback you receive and use it as a constructive and helpful tool.

#### Check regularly for understanding to monitor learning progress

- For example:  
Agree/Disagree corner: pose a question or make a statement. Participants move to the appropriate corner of the room to indicate their response  
Think-pair-share: Participants think about the question, pair with the person next to them to compare thoughts, then share with the group

[Questioning](#)



## CONCLUSION

Provide closure, summarise main points, appeal for action, inspire, answer questions & handle objections

### Summarize

- Review main points of the training/workshop
- Reconfirm the benefits of the training/workshop
- Connect with the introduction

### Assess post knowledge

- with the most appropriate tool according to the type of training/workshop
- For example:
    - [KWL chart](#) if used during the intro
    - Post-test: ask participant to fill in the pre-designed post test (using the same questions as the pre-test)
    - Final exam or quiz (if necessary or required by Global indicators)

### Motivate and inspire participants

- to transfer knowledge in their workplace/daily life
- Use for example:
    - Personal stories
    - Case studies
    - Role models

### Get participants' commitment

- Guide participants to fill in the personal action plan (see [template](#))

### Get participants' Training/ Workshop feedback

- For example
  - Reflection: participants write down what they have learnt on post-its. Check as a group whether their learning links to the expectations they gave at the beginning of the session.
  - Quiz: e.g. <https://kahoot.com/>
  - Questioning, plenary discussion, happy sad face
  - Training feedback questionnaire (see [template](#))

### Training/Workshop Closure

- Confirm any action points/ next steps, if relevant
- Close the training/workshop and say goood-bye!

## 7. PARTICIPATORY FACILITATION TECHNIQUES

We remember  
20% of what we hear,  
40% of what we see,  
and 80% of things we do.

Participation helps learners remain engaged, internalise concepts and retain information.

Participation also enables the facilitator to check knowledge, skills and attitudes, as well as capturing different views, opening a space for practice and keeping the session diverse and stimulating. When selecting the delivery method, consider the learning objective, the learners and the practical requirements.

### Individual work

Gets all participants to reflect and work actively. Provide participants with short questions or self-tests which demand personal responses or reflection, and ask them to work alone.

### Round-the-table

A quick way and easily manageable way to encourage participants to share their experiences. Go round the table asking volunteers to respond one-by-one to a question. Acknowledge each contribution by nodding, raising your hand or thanking the contributor.

### Pair work

Helps individuals to build trust and confidence as the ideas and contribution are their shared effort. Ask each participant to discuss an open question with their neighbour and then feed back to the group.

### Think-Pair-Share

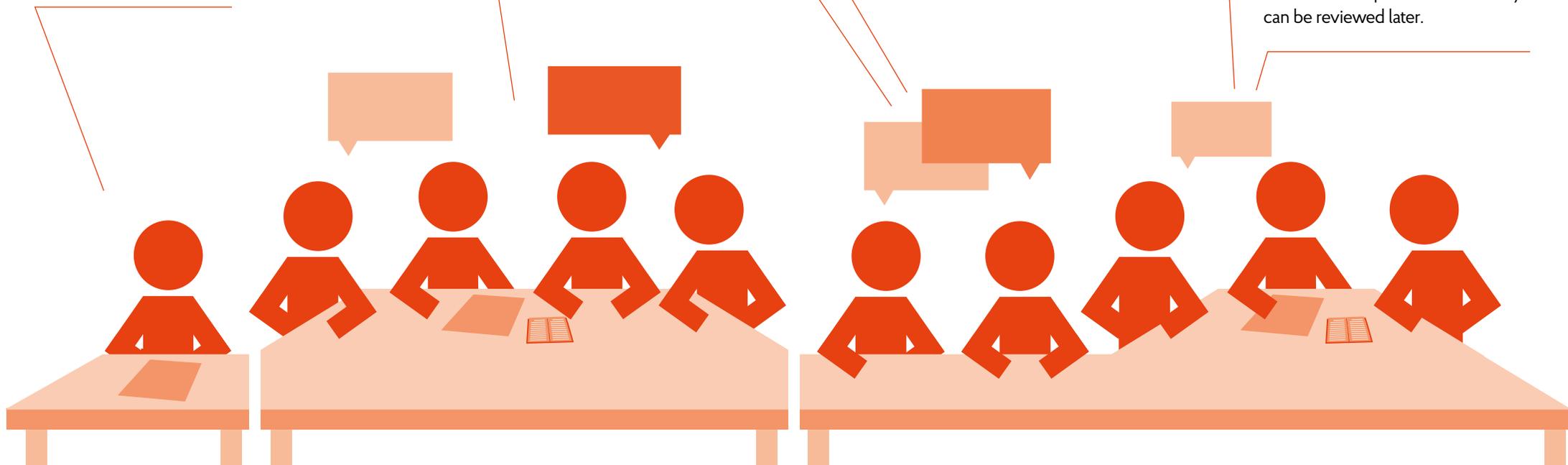
Helps engage all participants, and develop an idea based on various contributions. Ask an open question and give participants a few moments to consider it individually, then have them discuss in pairs, and then feedback to the group.

### Buzz groups

Creates a “buzz” of discussion in the room, energising participants to generate ideas. Break into groups of two or three people for just five minutes. Each group feeds a maximum of three ideas back. This quick discussion can be launched spontaneously.

### Small groups

Enables deep thinking on more complex issues and tasks, which may include handouts. Count off the participants (1,2,3,4,1,2,3,4 etc.) to create mixed groups with 4-6 people in each. Inform them at the start that all participants will “present” part of the findings at the end. Encourage each participant to contribute actively to their small group discussion. Provide flipcharts and coloured pens to capture and present ideas. Attach flipcharts to the wall after each presentation so they can be reviewed later.



## Questioning

Enables you find out what learners do and don't know, to keep their interest, stimulate and focus learners' thinking, and encourage recall of knowledge. Ask one question at a time and make sure it is clear and concise. Questions should relate to the main learning points and be "open" or "guided", allowing descriptive answers. Ask a specific individual or the whole group and wait for a volunteer. You can "pass on" the question, with participants to adding to the previous response.

## Case studies

Give participants a chance to analyse and problem-solve on a scenario, applying theory to hypothetical practice and reinforcing learning. Provide the scenario in the form of a narrative or an image or both. Make sure it is really relevant to the learning points.

## Structured discussions

Help to explore a topic as a group. Formulate the discussion questions in advance, making sure they are relevant to learning. Encourage people to raise hands and wait to speak, or hold a ball or stick to show who is speaking. Regularly summarise and draw out key discussion. Intervene if discussion goes off track.

## Brainstorming

A way to collect a wide range of ideas quickly. To overcome participants' shyness, reassure them that every answer is welcome, and that creativity occurs when we suspend judgement and let ourselves go. Set a time limit. Encourage participants to give you ideas related to the topic quickly, without over-analysing. Appoint a scribe to record every idea on a flipchart that everyone can see.

## Role-Play

A useful tool for skills and attitude training, allowing participants to explore different behaviour and emotions in a given set of circumstances. Give clear instructions to the participants to play a role in an enactment of a situation. Appoint an observer, who will give feedback afterwards.

## Flipcharts

Flipcharts are reliable and allow participants to see the information develop. Useful for presentations and for capturing group discussions. Plan your presentation in advance, and what you will say on each flipchart page. Write in outline format, using bullet points, not whole sentences. Use dark colours for text (black or blue).

## Icebreakers

Short activities that encourage participants to move, relax and get to know each other. It can be helpful to make them related to the training topic. **For example:** Guess the truth - one participant tells the rest of the participants two true things about him/herself and one thing that is not true (i.e. "I am the oldest of 10 children" or "I dream of being a professional ballet dancer"). The other participants guess which is untrue. Take turns amongst the participants. Be careful not to let these run too long or to use them too frequently.

## Powerpoint presentations

A great way to present detailed information to a group, but should not be overused. Don't just present one slide after another without changing style. Include questions and stories to illustrate content. Integrate group exercises. Keep each slide clean and short. Avoid long text. Use visuals.

## Energisers

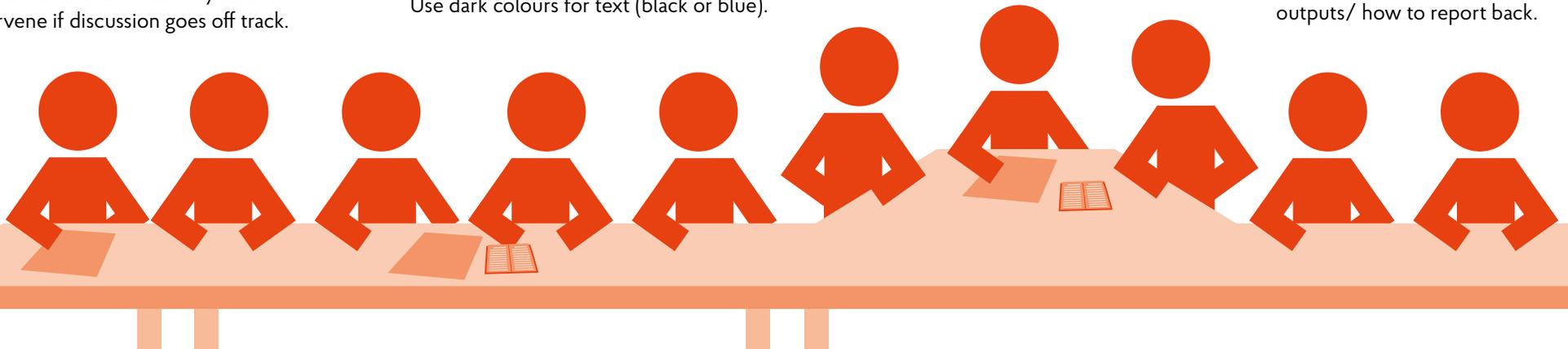
Short activities that encourage participants to move and re-energise. **For example:** Human Knot - participants form a circle and take hold of the hands of other participants, but not the people next to them, until everyone is connected and has formed a "human knot". The objective of the game is to untangle the knot without letting go of anyone's hands. Be careful not to let these run too long or to use them too frequently.

## What we have in common

The facilitator calls out a characteristic of people in the group, such as 'having children'. All those who have children should move to one corner of the room. As the facilitator calls out more characteristics, such as 'likes football', people with the characteristic move to the indicated space.

## Giving clear instructions

Unclear instructions are the main reason training activities fail. Use simple and clear language. Repeat the instructions at least 3 times. Give verbal and written instructions if the topic is complex. Instructions should include: What to do; how long; why; expected outputs/ how to report back.



## TOOLS:

[Agenda](#)

[Personal action plan](#)

[Training feedback](#)

[Training report](#)

## FURTHER READING

### General readings

- [Save the Children - „ToT resource book“](#)
- [Global learning partners - Resources](#)
- [UNICEF - „Learning and knowledge exchange toolbox“](#)
- [Seeds for Change](#)
- [The Training Zone](#)

### Adult Learning

- [Global learning partners - „6 Core Principles for Adult Learning“](#)
- [Elearning Infographics - „The adult learning theory“](#)
- [Save the Children - “ToT Resource Book“ \(p10-22\)](#)

### Energizers and Icebreakers

- [International HIV/AIDS Alliance - „100 ways to energize groups“](#)
- [AWEA, Kotare trust - „A collection of energizers, name games, and ways to break into small groups“](#)
- [UNICEF - „Icebreakers and Energizers“](#)

### PIN Global Indicators

- <https://www.indikit.net/>

### How to manage difficult personalities

- [Global learning partners - „10 types of Learners“](#)
- [Save the Children - „ToT Resource Book“ \(p56-58\)](#)

### Facilitation techniques

- [KSL Training - „Group facilitation techniques and methods“](#)
- [Seeds for Change - „Facilitation Tools for Meetings and Workshops“](#)

### Assessment techniques (progress in learning)

- [Teach Thought - „20 Simple Assessment Strategies You Can Use Every Day“](#)
- [Oxford Brookes University - „Selecting methods of assessment“](#)
- [Stanford University - „Assessing Students Learning“](#)
- [Reviewing - „Your Guide to Active Reviewing“](#)

### Feedback techniques

- [Save the Children - „ToT Resource Book“ \(p63-68\)](#)