

**COMMUNITY ENGAGEMENT**

**TRAINING OF TRAINERS**

**FOR USE BY FRONT-LINE TRAINERS IN LEBANON**

**JIGSAW GROUP WORK**

**Group 1: Three Learning Domains**

As an instructor, you should have a basic understanding of how adults learn. Adult learners bring experiences and self-awareness to learning that younger learners do. To understand adult learning, you should understand learning domains, learning styles, and how and why adults learn.

Educators have determined that most adults, adolescents, and children learn best by experiencing a blend of activities that promote the three learning domains: **cognitive, affective, and behavioral**. **Cognitive** refers to knowledge or a body of subject matter, **affective** refers to attitudes and beliefs, and **behavioral** refers to practical application.

**Three Learning Styles**

**The three primary learning styles are: visual, auditory, and kinesthetic.**

* **Visual learners** tend to learn by looking, seeing, viewing, and watching. Visual learners need to see an instructor’s facial expressions and body language to fully understand the content of a session. They tend to sit at the front of the classroom to avoid visual distractions. They tend to think in pictures and learn best from visual displays. During a lecture or discussion, they tend to take detailed notes to absorb information.
* **Auditory learners** tend to learn by listening, hearing, and speaking. Auditory learners learn best through lectures, discussions, and brainstorming. They interpret the underlying meaning of speech by listening to voice tone, pitch, and speed and other speech distinctions. Written information has little meaning to them until they hear it. They benefit best by reading text out loud and using a tape recorder.
* **Kinesthetic learners** tend to learn by experiencing, moving, and doing. Kinesthetic learners learn best through a hands-on approach and actively exploring the physical world around them. They have difficulty sitting still for long periods of time, and easily become distracted by their need for activity and exploration.

We retain approximately:

* 10% of what we see;
* 30% to 40% of what we see and hear;
* and 90% of what we see, hear, and do.

We all have the capability to learn via all three styles, but are usually dominated by one of the styles. The table below shows some of the methods that appeal to visual, auditory, and kinesthetic learners. Training should take into account all three styles.

**Group 2: Principles of Adult Learning**

Part of being an effective instructor involves understanding how adults learn. Malcom Knowles, a pioneer in adult learning, identified the following characteristics of adult learners:

* ***Adults are autonomous and self-directed:***  trainers must actively involve them in the learning process and serve as facilitators rather than fact generators. Trainers must get participants’ perspectives on the topics to cover and let them work on projects that reflect their interests. They should also allow participants responsibility for presentations and group leadership and show participants how the training will help them reach their goals.
* ***Adults have accumulated a foundation of life experiences and knowledge:*** trainers need to connect learning to that knowledge/experience base by encouraging participants to share relevant experience/knowledge.
* ***Adults are goal-oriented:*** They appreciate an educational program that is organized and has clearly defined elements. Trainers must show adult learners how the training relates to their goals early.
* ***Adults are relevancy-oriented:*** Learning has to be applicable to their work or other responsibilities to be of value to them. Trainers must identify objectives before the course begins and relate theories and concepts to a setting familiar to participants.
* ***Adults are practical:*** They may not be interested in knowledge for knowledge’s sake but rather focus on what is most useful to them.
* ***Adults, as with all learners, must be shown respect:*** Trainers should acknowledge the abundance of experiences and knowledge participants bring to the classroom.

**Motivating the Adult Learner**

There are at least six sources of motivation for adult learning:

1. ***Social relationships:*** to make new friends, to meet a need for associations and friendships
2. ***External expectations:***to comply with instructions from another; to fulfill the expectations or recommendations of someone with formal authority
3. ***Social welfare:*** to improve ability to serve mankind, prepare for service to the community, and improve ability to participate in community work
4. ***Personal advancement:***to achieve a higher job status, secure professional advancement and stay abreast of competitors
5. ***Escape/Stimulation:***to provide a break in routine, and provide a contrast to other exacting details of life
6. ***Cognitive interest:***to learn for the sake of learning, and to satisfy an inquiring mind.

**Group 3: Six Essential Skills of an Effective Facilitator**

A facilitator’s responsibility is to make a process easier or facilitate a process through adequate planning. A facilitator acts like a guide to help people move through a process. They guide the participants towards an exploratory journey of learning by helping them to delve into their inner self to realize their strengths and weaknesses, helping them to share their experiences and learning from the experiences of others.

Facilitators achieve this by helping the group to analyze what they wish to accomplish. Good facilitators understand their group and adopt a customized approach while working in the group. They plan, manage and guide a group event effectively ensuring that objectives are met. A good facilitator keeps away from the real content and maintains a neutral stance.

The question is what does it take to be an effective facilitator? What are the competencies you need to build in order to effectively drive a group towards their objective?

Six competencies given below are the ones I thought are "non-negotiable". Of-course there are many more. In fact, every facilitator has a unique style that corresponds to a unique competency. Take and look and see.

1. **Communication Skills:** A good facilitator encourages open communication. He ensures inclusion whereby each member can participate and scans nonverbal cues through behavioral observations of the group. He ensures conclusion at the end of meetings and paraphrases for clarification. He also ensures that the group is focused and not deviating from the topic.
2. **Active Listening:** Comprehension of the message that the speaker is conveying requires active listening. Statistics reveal that most of us listen to just 25-50% of what we hear and forget almost 46% of what we have heard. The totality of the message being conveyed should not get lost and so effective listening is extremely important. There might be some natural barriers to listening like noises and other barriers could be talking more and listening less, boredom, being engrossed in personal issues, preconceived ideas and assumptions. A facilitator should develop the skill of active listening. They should maintain a body language that makes the group feel assured about his physical presence by facing them squarely, making eye contact, nodding , keeping an open posture and so on. He also should be able to attend to the speaker at a psychological level by understanding what is not being conveyed explicitly and he should be able to pick up from nonverbal cues. Paraphrasing and repeating back what was said and asking questions reflects that he is actively listening.
3. **Rapport Building:** A facilitator should be able to connect with the group. Trust and empathy are essential for building a relationship with the group. Building a relationship with a new group requires finding some common goals and interests, shared values and outlook.
4. **Structuring and recording facts and feelings:** A facilitator should be able to record precisely the information gathered during the course of the discussion. He can do it himself or assign a note gatherer for it. He could do it using a flip chart for this purpose. Noting key words and accuracy is extremely important.
5. **Developing Synergy:** Teamwork is an essential in any workshop or session. A skilled facilitator knows how to bring the participants together based on shared interests and goals. The facilitators should facilitate synergy in the group by removing distractions, by making them sit face to face, in arena type arrangement for open discussions. He should encourage sharing of views, respecting each other’s views, reaching consensus and through brainstorming sessions.
6. **Effective Techniques of Questioning:** The purpose of questioning is to seek clarification and to check for comprehension. Facilitators ask questions primarily to probe the understanding of the participants and to help them in critical thinking and for evaluating information. Socratic questioning method is a very effective questioning method whereby one just does not raise questions but finds out the answers himself. It helps in developing critical thinking skills. Facilitators often use this technique to unravel the basic issues, identify the problem areas, and develop accuracy, increase creativity and logical thinking. Facilitators should possess good probing skills through open ended and closed ended questions. The manner of questioning in terms of timing and accurate delivery is extremely important. The APPLE technique is often applied.

The acronym for ***APPLE*** is the following:

***A: Asking the question.***

***P: Pausing for allowing participants to comprehend the question and think of an answer.***

***P: Picking a member to provide the answer***

***L: Listening to the answer.***

***E: Elaborating on the answers obtained.***

Apart from the above mentioned skills, a good facilitator should be receptive and should be able to develop new skills as and when required depending on the participating group and should be open to ideas.

**List of the top characteristics of an effective facilitator:**

1. Stimulates the interaction and the free sharing of thoughts and ideas.
2. Creates the safe environment in order for the group to open up and become actively engaged in the discussion.
3. Are masterful and engaging listeners.
4. Provides the structure for the discussion. Sets the parameters, the intention and guides the conversation.
5. Supports the well-being of each participant as well as the group.
6. Acknowledges the participants and makes them right (and never makes anyone wrong.)
7. Utilizes the art of the question to create and cultivate new possibilities that stimulate new thinking.
8. Taps into the wisdom of each person, as the value derived in each discussion is a result of the co-creation and wisdom of the group (vs. dominates the discussion.)
9. Is charge neutral and responsive rather than reactive.
10. Is fluid and flexible vs. rigid. (Is light and dances gracefully within the conversation.)
11. Connects with the group.
12. Plans effectively yet is fluid based on the atmosphere and needs of the audience.
13. Is authentic and shares themselves with others/is fully self-expressed
14. Has fun and is passionate about the transformational process that occurs – if done successfully.

**Group 4-6: Training Methods Suitable for Adult Learning (each group takes 3 techniques )**

**Technique 1: Jigsaw Groups for Cooperative Learning**

**Definition:** Jigsaw is a grouping strategy in which the participants are organized into "Jigsaw" groups. The participants are then reorganized into "expert" groups containing one member from each jigsaw group. The members of the expert group work together to learn the material or solve the problem, then return to their "jigsaw" groups to share their learning. In this way, the work of the expert groups is quickly disseminated throughout the class, with each person taking responsibility for sharing a piece of the puzzle.

**Jigsaw Groups:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group One** | **Group Two** | **Group Three** | **Group Four** |
| 1. George
 | 1. Ayman
 | 1. Shahera
 | 1. Saad
 |
| 1. Sara
 | 1. Sabah
 | 1. Nagwan
 | 1. Adam
 |
| 1. Fady
 | 1. Nermin
 | 1. Mohamed
 | 1. Marwa
 |
| 1. Nagwa
 | 1. Fouad
 | 1. Ayman
 | 1. Madeha
 |

**Expert Groups:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group One** | **Group Two** | **Group Three** | **Group Four** |
| **For example: Role of Community in CE** | **For example: Role of FW in CE** | **Role of external development agencies in in CE** | **Best practices in community in CE** |
| 1. George
 | 1. Sara
 | 1. Fady
 | 1. Nagwa
 |
| 1. Ayman
 | 1. Sabah
 | 1. Nermin
 | 1. Fouad
 |
| 1. Shahera
 | 1. Nagwan
 | 1. Mohamed
 | 1. Ayman
 |
| 1. Saad
 | 1. Adam
 | 1. Marwa
 | 1. Madeha
 |

Jigsaw can be used for sharing different solutions to the same problem or for dividing up the problem to segments and responsibilities. For example, if the class is studying [community](https://www.teachervision.com/plants-botany/plant-cells) engagement, one group of participants learns about the role of community, another learns about the role of FW, another learns about the role of external development agencies, and the last group learns about the practices in community in CE. The groups are then reconfigured into jigsaw groups; the experts take turns teaching their specialty to their jigsaw group so that each group learns about every topic.

**Advantages:**

* Each participant in the group has responsibility,
* The shy and weaker participants have as much responsibility as stronger participants which means no students get "pushed to the back";
* It builds interpersonal and interactive skill.
* Large or long texts, which might be off-putting at first glance, can be broken down into more easily manageable chunks.
* Each participant has a chance to contribute meaningfully to a discussion, something that is difficult to achieve in large-group discussion.
* Each participant develops an expertise and has something important to contribute.
* Participants have the opportunity to teach themselves, instead of having material presented to them.
* The technique fosters depth of understanding.
* Moreover the participants are active in the learning process, and the trainer is not the sole provider of knowledge.
* In jigsaw listening, the participants have to listen actively in order to learn the required material and be able to teach it to the others in their home groups.
* Each participant has practice in self-teaching, which is the most valuable of all the skills we can help them learn.

**Weaknesses:**

* If in a group has a member or some members that are poor readers or slow thinkers and have trouble creating a good report for their friends, will make a difficulty for their group in understanding the whole text.
* Occasionally, a dominant participant will talk too much or try to control the group.
* Boredom can be a problem in any classroom, regardless of learning technique being used.
* The trainer have to organize the space of each group, consequently they will not disturb each other.
* It consume a lot of time.
* Is dependent on individual participant's efforts.

**Technique 2: Demonstration:**

**Definition:** A visual and verbal presentation in which the trainer explains and exhibits the steps involved in a task or procedure.

**Advantages:**

* Activates many senses, hence better recall and retention
* Clarifies principles and concepts
* Develops observation powers
* Enables logical step-by-step presentation of facts and actions
* Facilitates the acquisition of practical intellectual and communication skills
* Demonstrates the organized and correct way of doing a task.

**Weaknesses:**

* Depends upon the mastery of the trainer in performing a procedure or a task (not a weakness of the method but of the user)
* Not very effective with large groups
* Is time consuming
* If not followed by prompt practice it is a waste of time.

**Technique 3: Role Play:**

**Definition:** Unrehearsed action of a particular situation or problem, with the aim of developing initial skills in managing situations or seeking possible solutions.

**Advantages:**

* Helps participants develop the skill of "on-the-spot" thinking
* Let’s trainees explore and practice various approaches to solving a problem
* Helps develop communication skills
* Makes learning enjoyable: a fun learning activity
* Practical and impactful.

**Weaknesses:**

* Time consuming
* Can be used for situations only
* Is dependent on individual participant's efforts
* Is not suitable for all topics.

**Technique 4: Assignment:**

**Definition:** A method of direct study where a trainee is given a task to do independently and away from the class room.

**Advantages**

* Promotes independent study habits
* Encourages self-directed learning
* Helps the participant realize her/his potential
* Aids the trainer to evaluate trainees' ability for self-direction.

**Weaknesses**

* Thorough planning is required by the trainer
* Time consuming to make and correct assignments
* Unless corrected, returned, and discussed, it is a waste of time.

**Technique 5: Questions & Answers Method:**

**Definition:** A method in which questions are asked, or invited and answered. The purposes are to provide first hand, real-life experience to the trainees, and to demonstrate the application of theory to practice

**Advantages:**

* Allows the trainer the opportunity for on-the-spot assessment of trainees' knowledge and its applications
* Awakens interest and stimulates thinking
* Provides an opportunity for organization and interpretation of thoughts for response
* Provides an opportunity for self-expression.

**Weaknesses:**

**To be effective it depends on the trainer. S/he must have:**

* Quick and clear thinking
* Skills in judging relative values of answers and questions of the trainees.
* Ability to quickly reword the question if not clear to the trainees.
* Quick decision-making skills about when to go into further details and probe deeper.

**Technique 6: Practical Field Experience:**

**Definition:** practical learning in the classroom and/or in similar work setting under supervision.

**Advantages**

* Trainees work in actual situations (active learning situation), dealing with real people, using real tools, instruments, or materials
* It provides an opportunity for the trainees to handle objects and situations
* It identifies the need for future supervision
* It certifies people for independent performance.

**Weaknesses**

* Properly planned field experiences require a lot of resources
* If the group is too large, not enough practice can be obtained for them to perfect their skills
* If trainees are practicing their skills without any supervision, the real purpose of field experience is not achieved.

**Technique 7: Group Work:**

**Definition:** A group is assigned a specific task to be accomplished within a given time and resources. This is also called "**group assignment**."

**Advantages**

* Develops a sense of responsibility in group members
* Trainees learn to utilize strengths and abilities of each member
* Teaches the group members to make decisions collectively
* When tasks are divided among small groups, it saves time.

**Weaknesses**

* Needs thorough planning
* Unless the trainer is skilled in the proper use of group work it does not serve any useful purpose
* Can be time consuming.

**Technique 8: Brainstorming:**

**Definition:** the trainer provides a central idea or an issue to the learners calling them to express their ideas freely and spontaneously.

**Guidelines for preparation and use:**

Applying this technique the trainer asks the trainees to suggest individually as many ideas as they can to a posed question; encouraging them to express themselves rapidly, spontaneously, one after the other in the form of storm. The familiarity of trainees with the learning subject is not an important issue.

Brainstorming is mostly used at the beginning of an issue approach. In order to be effective some technical specifications should be met such as:

* No criticism should take place during the presentation of ideas
* The trainer must ensure that trainees feel comfortable
* The trainer should be careful so that brain storming is not extended beyond purpose
* The trainer should ask trainees to make comments on the submitted aspects
* Faithfully notes the ideas on the board without indicating anything.

**Advantages:**

* It is a highly participatory technique, promoting the involvement of learners in the learning process, helping the development of intimacy, cooperation, and contributing to the improvement of the learning climate.
* Exploitation of the experience and creativity of learners
* Development of free expression, critical thinking and cooperation
* Allows for sharing of experiences among participants for greater learning.

**Weaknesses:**

* Some participants may not participate.
* Can be time consuming.
* Trainer needs to make sure discussion is focused, otherwise discussion can go off topic.
* The whole activity can be turned to become a show for some participants rather than a creative way of learning.

**Technique 9: Case Studies:**

**Definition:** An actual situation, story or event that is used to clearly give an example about a specific issue.

**Advantages:**

* Can be very enjoyable for the trainer and the trainee if used properly.
* Can be interesting because it presents real or life-like cases and problems for solutions.
* Allows for maximum trainee participation.
* Trainers see the problem and how it was solved, so it can inspire how to deal with similar situations.

**Weaknesses:**

* Time consuming.
* Requires skill to use this method.
* Needs documentation and search of real examples and case studies.
* **The Lecture:**

**Definition**: A formal verbal procedure (or "talk") which consists of presentation and clarification of facts and principles. It is generally a one-way /form of communication. It is the most commonly used and abused method.

**Advantages: (depending upon the skill of the lecturer)**

* Provides an opportunity for the trainer to give information not available in text books.
* Allows presenter to present lots of facts in a short period of time
* Suitable for a large number of participants at one time
* Gives the opportunity to use examples and case studies to relate theory with real life experiences

**Weaknesses and limitations:**

* Participant remains passive, uninvolved
* Theoretical, does not teach the participant how to solve problems
* Difficult to evaluate individual participants day-to-day learning progress
* Does not factor in individual pace of learning, and assumes all participants are at the same level (above average, average, and below average trainees all have to cope at the same pace).
* Concentration span is limited, and participants cannot remain alert for long periods of time when not involved, leading to poor receptivity
* Participants remember very little if they just listen to the lecture "What I only hear, I forget."

**Technique 10 Interactive Lecture:**

**Definition:** A lecture in which the trainer uses audio-visual aids in addition to verbal explanations.

**Advantages:**

* All advantages of the lecture method
* Interactive lectures are more effective than pure lectures because more senses are involved, not just hearing
* An interactive lecture makes facts more interesting and easier to remember
* Concepts can be made clearer by the use of picture and models, etc.

**Weaknesses:**

* Longer preparation time

**Uses:**

* All uses of the formal lecture to give information
* Ensure clear concepts of objects, shapes, sizes and colors, etc.
* Initiate skills by showing films of how a certain procedure is carried out
* Fill the gap when actual demonstration of a procedure is not possible, e.g. showing a film on community assessment to a frontline worker.