



Excellence in Facilitation and Training of Trainers

**S + SE Asia Master
Trainer Institute**

Aslam Saja, Sri Lanka
Co-Founder, YES-Hub

**I'm
Attending!**



**Bali,
Indonesia
July 28-31**

#10BillionStrong
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Logos: Sustainable Entrepreneur Fellowship, WTI, WWF, Ecoreace, KESK, OSYAF, BUMI SASMAYA, BIRO PENGABDIAN MASYARAKAT, RIMBARAYA INDONESIA, LIVE & LEARN, EXORA, WHY? WASTE?, STEP FORWARD EDUCATION.

S + SE Asia Master Trainer Institute

#10BillionStrong



Aslam Saja, Sri Lanka

- Senior Lecturer, South Eastern University of Sri Lanka
- Community Solutions Fellow (2018) on environmental issues, Department of State, USA/IREX
- Co-Founder, Youth Entrepreneurship Sustainability Hub (YES-Hub) - Sri Lanka
- Young Scientist, IRDR International
- PhD in disaster resilience



www.tenbillionstrong.org



www.aslamsaja.com

Session Contents

Facilitation and Training Skills for environmental leaders

1. Why it is important
2. What toolbox is available for us
3. How can we apply in our work

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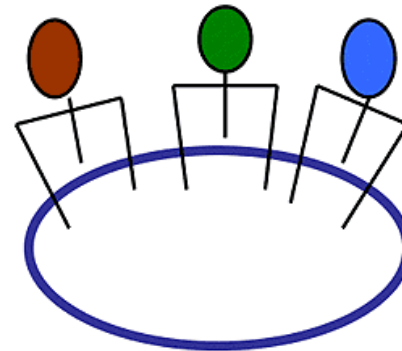
Facilitation and Training Skills for environmental leaders

1. Why it is important
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When do you need a facilitator?

Facilitators can make it easier for groups to:

- **Make decisions**
- **Plan**
- **Problem solve**
- **Share ideas and information**
- **Build participation**
- **Build a team**
- **learn**



LEARNING IS ENHANCED WHEN A GROUP:

- Has a non-threatening group climate.
- Approaches learning as a team rather than as individual competitors.
- Covers content adequately and efficiently.
- Is attended by all participants and a long-term leader as the facilitator.
- Has participants and facilitators who are prepared.
- Has active participation by all.



Facilitation
Skills?

?

Training
Skills?



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Training of Trainers

MODULE 1

Session 1

Session 2

MODULE 2

Session 3

Session 4

MODULE 3

Session 5

Session 6

MODULE 4

Session 7

MODULE 5

Session 8

MODULE 6

Session 9

Session 10

Session 11

Session 12

LEARNING ABOUT LEARNING

Adult Learning

The Training Cycle and Learning Needs Analysis

DESIGNING THE TRAINING

Writing Learner Outcome statements

Structuring a Session

DELIVERING THE TRAINING

Training Techniques

Facilitation skills

EVALUATING THE TRAINING

Evaluation

REVIEWING THE TRAINING

Training experiences debrief

PRESENTATION AND FACILITATION SKILLS

Presentation skills

Facilitation (Listening and Questioning) skills

Facilitation techniques

Troubleshooting for trainers

Training on
Facilitation Skills

Coaching and
Facilitation Skills

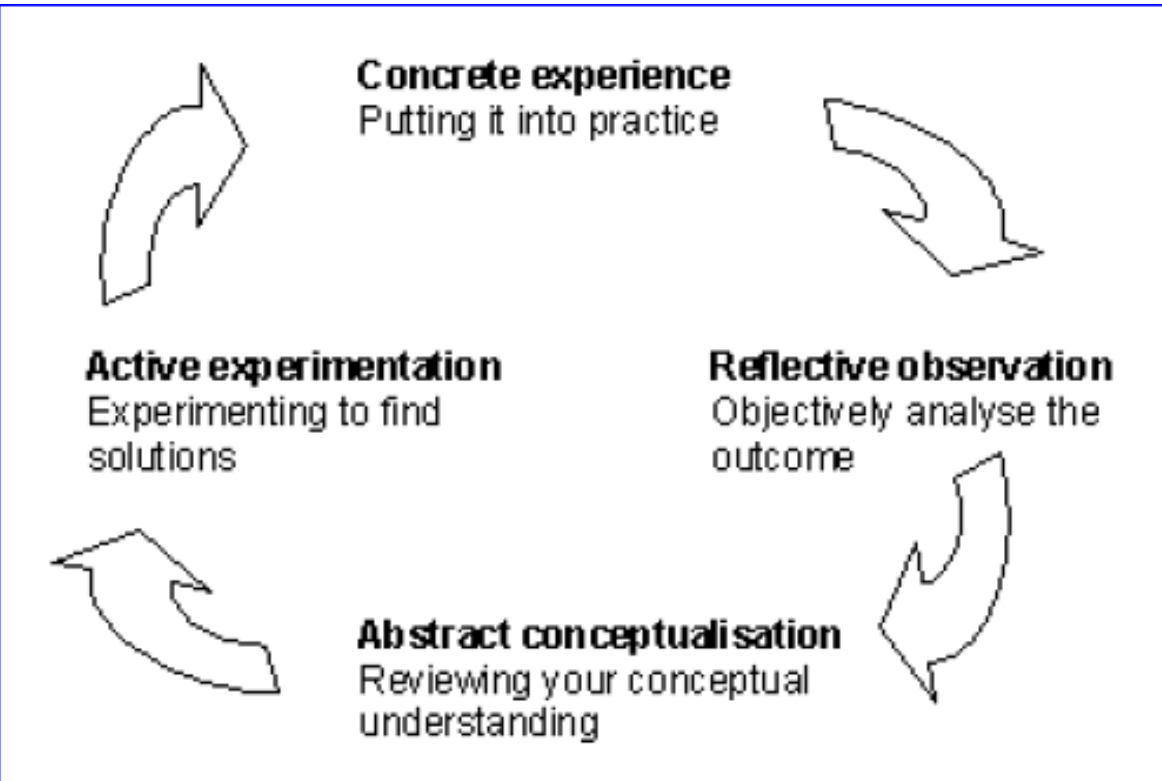


Adult Learning Principles

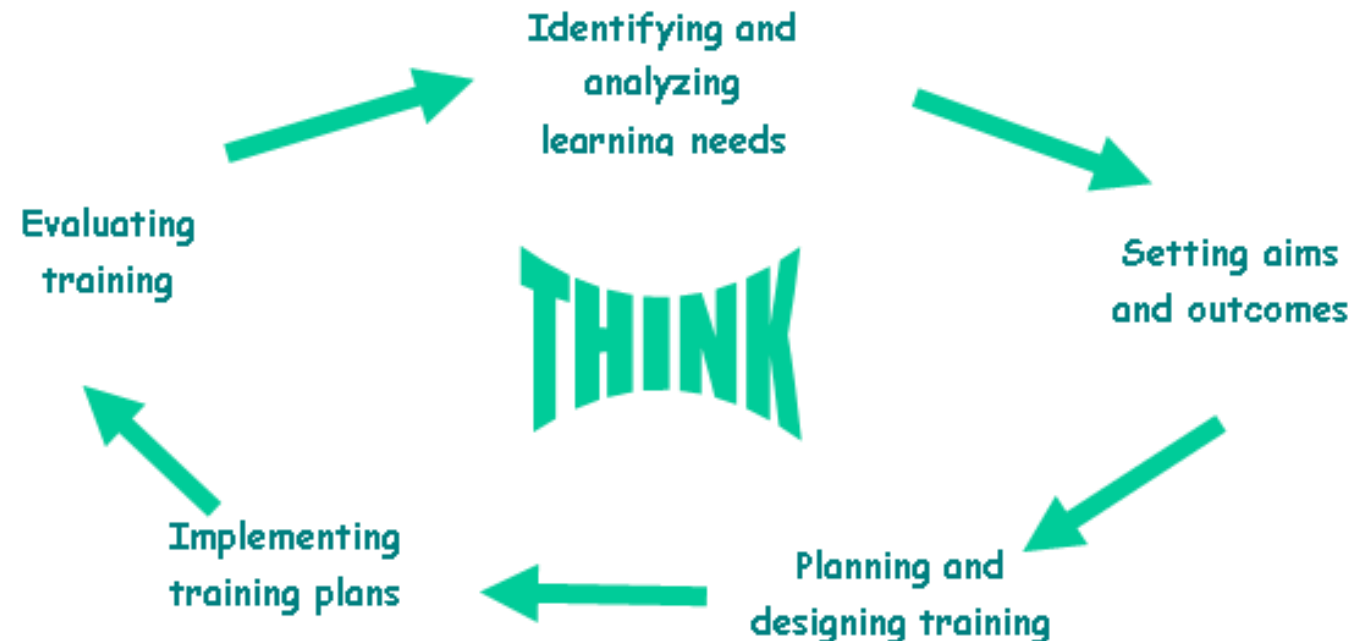
PRINCIPLE	PUTTING IT TO PRACTICE
1. Learning is enhanced when it is immediately applicable to real life contexts.	What are some of the ways you can make training applicable for participants?
2. Learning is enhanced when adults have control or influence over the educational experiences.	What are some of the ways you can give participants control over their learning?
3. Learning depends upon past and current experience.	What are some of the ways you can use learners' experiences as a resource for learning?
4. Learning depends upon active involvement of the learner.	What are some of the ways you can keep learners stimulated and involved?

PRINCIPLE	PUTTING IT TO PRACTICE
5. Learning depends upon a climate of respect and comfort.	What are some of the ways you can create a safe, respectful, comfortable learning atmosphere?
6. Learning is enhanced when learners achieve self direction.	What are some of the ways you can encourage learners to be more self directed and to continue learning on the job?
7. Adult learning is enhanced when connections are created.	How can you create connections among participants and to the workplace?
8. Adult learning is enhanced when learners are successful.	What are some of the ways you can help ensure that learners are successful?

Kolb's experiential learning cycle



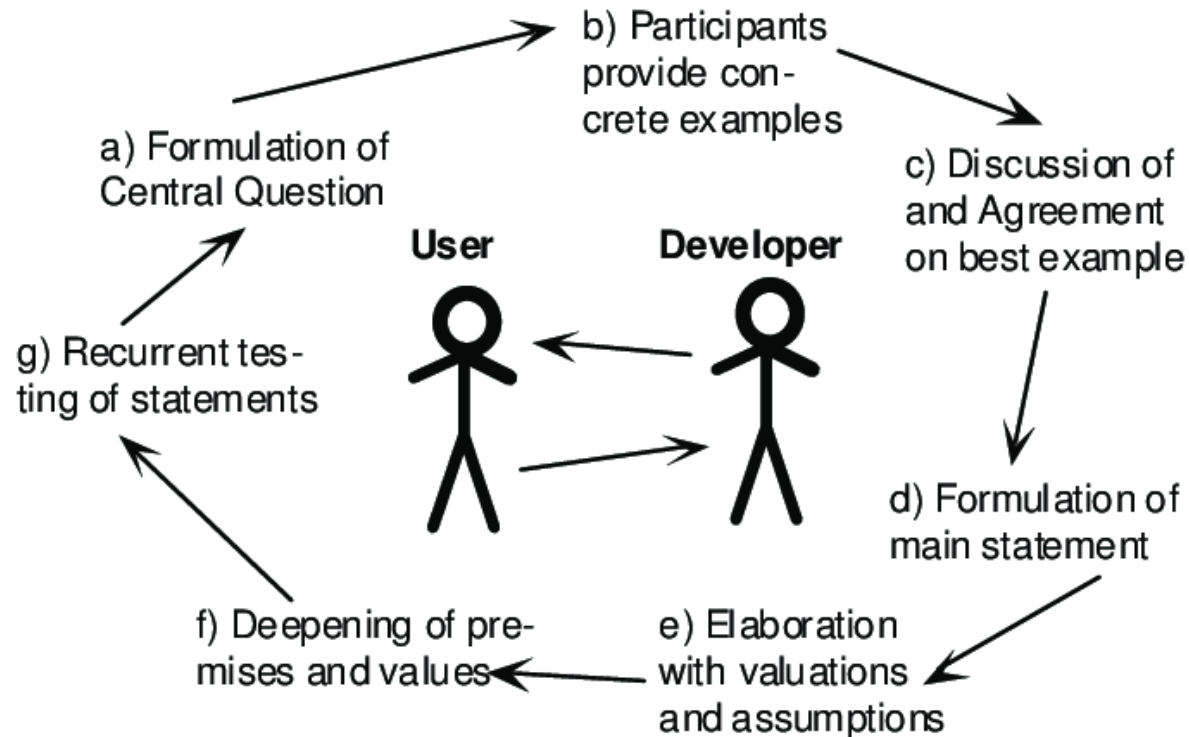
Well accepted learning model particularly in the context of adult learning 4 phases



Five stages in the training cycle as forwards and backwards

Effective group teaching/learning involves:

- o Active participation among group members;
- o A leader who facilitates rather than dominates discussion;
- o A focus on application of knowledge or problem-solving



An Effective Facilitator:

- Guides, models, encourages, and supports.
- Is flexible, patient, friendly, and enthusiastic.
- Can be silent without distress.
- Makes short interventions.
- Uses the Socratic style of teaching.
- Resists the urge to dispense information.
- Gives and receives feedback.
- Reminds learners of the goal.
- Discusses problems that arise.



Excellence in facilitation

- **The environment** - comfortable chairs and room conditions with conference seating (i.e., members able to speak directly to each other)
- **Small groups** function best when membership does not change (including the facilitator).
- **A group facilitator** should not dominate or give mini-lectures. His/her role is to promote group interaction/problem-solving.
- **A group facilitator** may yield the leadership role to a student and be an observer, but should not separate him/herself from the group (physically or intellectually).
- **Decisions on group activities** should be made by the group, not the facilitator.
- **Use open-ended questions.**

Techniques to build participation

Tools used in Community Participatory Approaches (CPA)

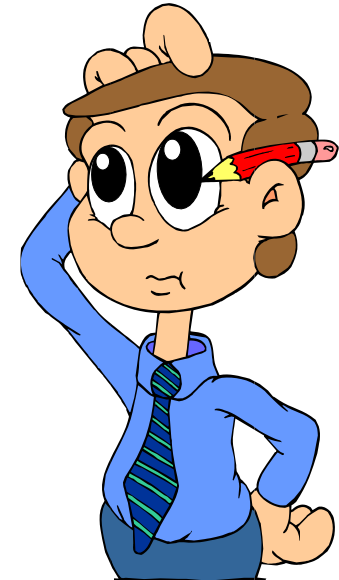
- Mapping
- Ranking
- Time line
- Matrix scoring and ranking
- Venn diagrams



Challenges for the facilitator

The skilled facilitator must be aware of:

- **the stage of the group**
- **Role differentiation process – who is doing what**
- **Task and maintenance (group and individual)**
- **Group norms**
- **Group dynamics**
- **Correct questioning method**
- **Art of giving feedback**



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Facilitator Code of Conduct

- Facilitation works best when certain values, behaviours and knowledge and skills are accepted and practiced
- As facilitators, it is our responsibility not only to model these values and behaviours but to foster them in the groups that we are facilitating.

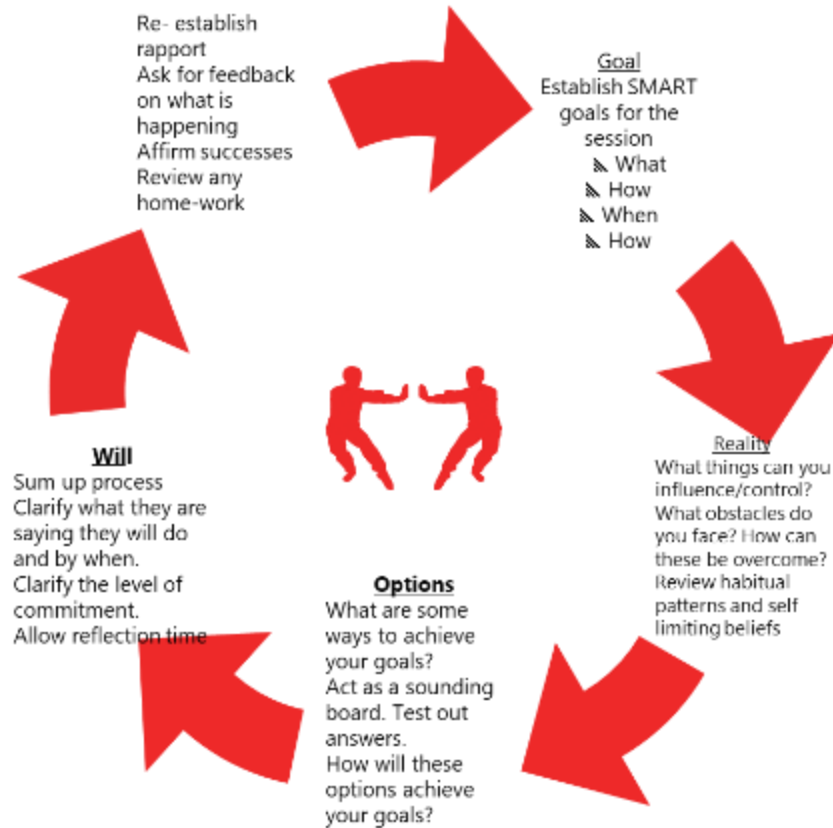
Environmental Educator/Green Leader/Community Solutions Leader

Should include **a Facilitator Code of Conduct** in their

Personal Leadership Development Plans [PLDP]

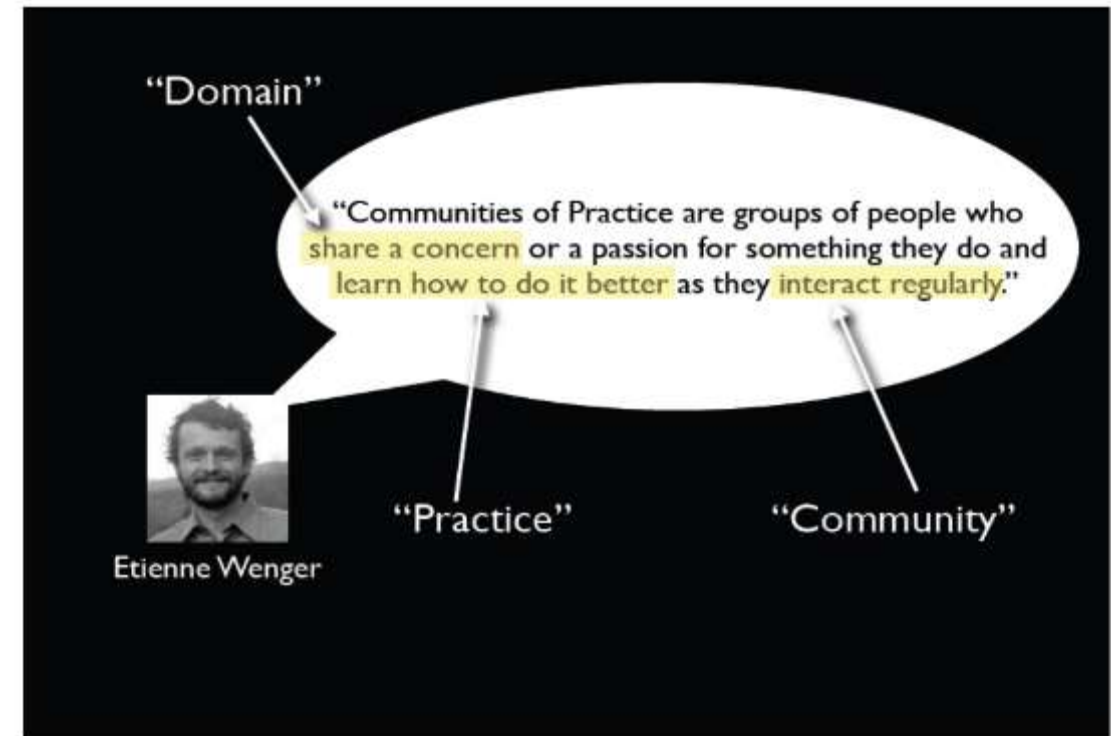
Coaching and Community of Practice

Coaching is about unlocking a person's potential to maximize their own performance.

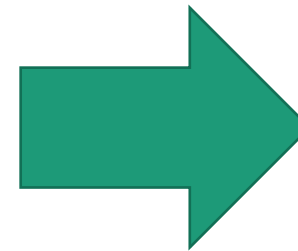
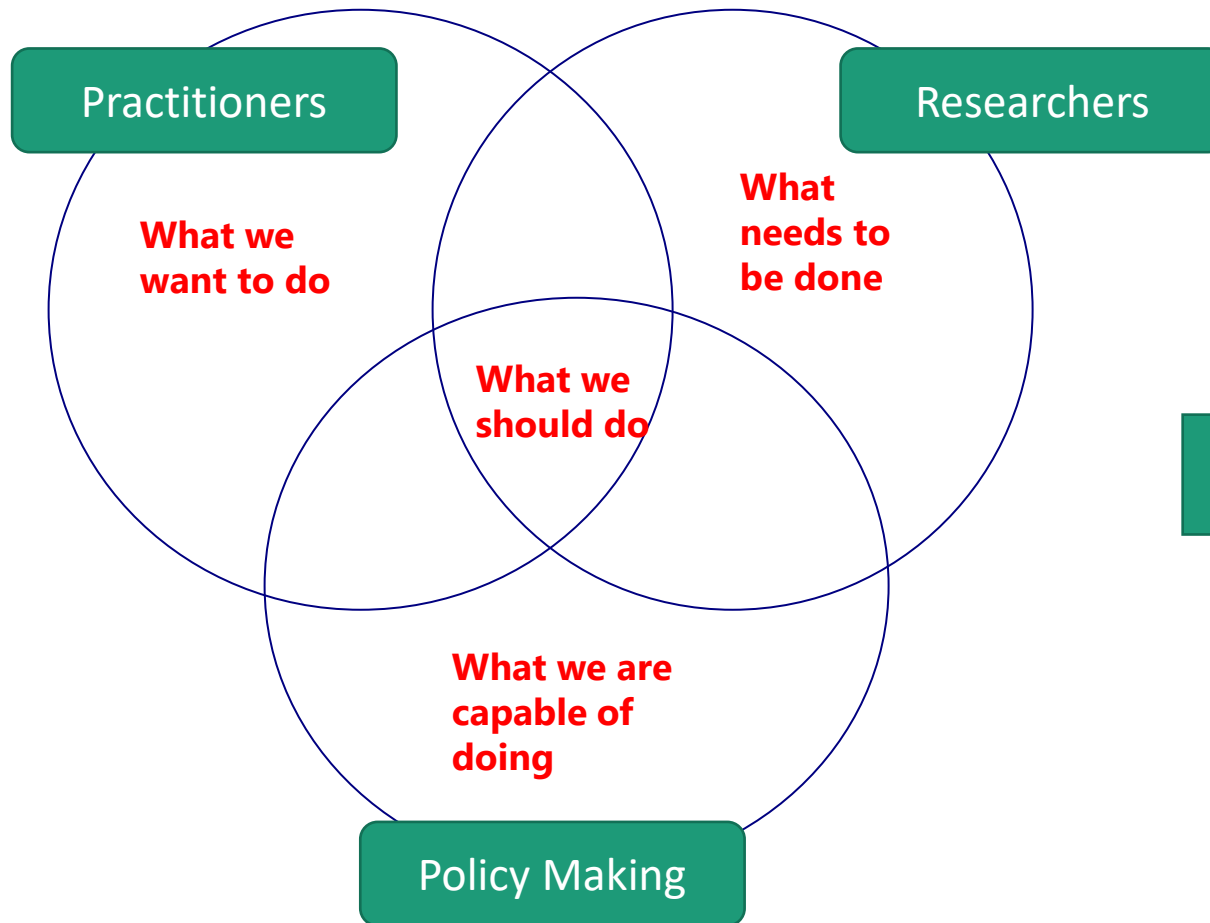


TGROW model

Community of Practice [CoP] is an important model for sustainability of any initiative



What we can/should do



Cross-Disciplinary
Approaches

Cross-Partnership

Local initiatives to promote SDGs



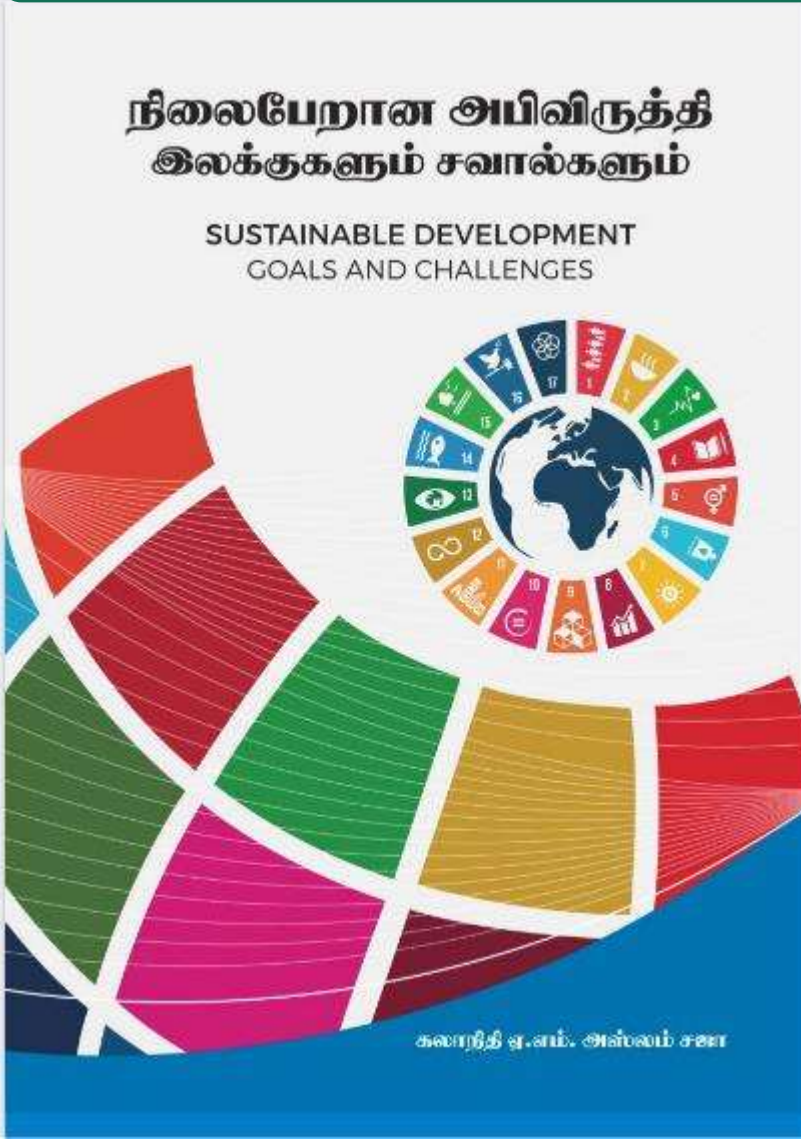
Among
Youth

In
educational
institutions



Local initiatives to promote SDGs

Targeting local government and community institutions



Act locally!

**Solving
community
problems**

**Lead the
change**

**Service
Learning
Approach**



<https://www.youtube.com/watch?v=dlsIXtCKkD4>



842 speaks to voice

<https://www.youtube.com/watch?v=IA1a7COp9Q&t=4s>





#contributetoSDGs
#onlyTogether





Coordination Collaboration Complementarity Community Service



Live, Love, Learn, Lead, & Leave a Legacy

Write to me: saja.aslam@gmail.com

Talk to me: +94 77 395 8387

Follow my updates



www.aslamsaja.com



@aslamsajaam



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