

Training on Water and Sanitation

Facilitator's Guide

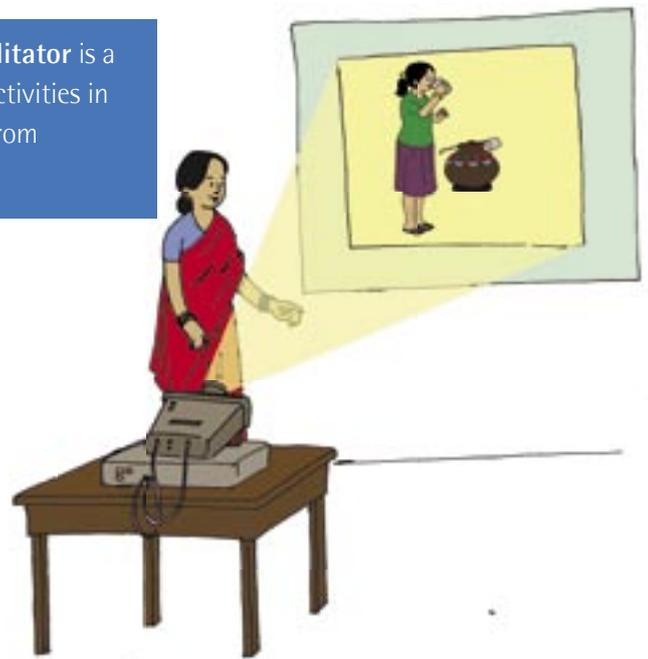


Who is a Good facilitator?

“A training session is as good as its facilitator”

The facilitator is the backbone of any training session. A **facilitator** is a person who plans the session, conducts the session and its activities in an open and conducive environment and collects feedback from the group.

The **role of the facilitator** is to conduct a learning-enriched session with full enthusiasm and energy. The facilitator should ensure that all the group members are involved in the discussions and leave the room with as much learning as possible. The facilitator should keep the psycho-social needs of the group in mind and should try to address those during the session. The facilitator also has to at times act as a confidant, keeping everything the group shares with him/her confidential.



Planning and Conducting the Session

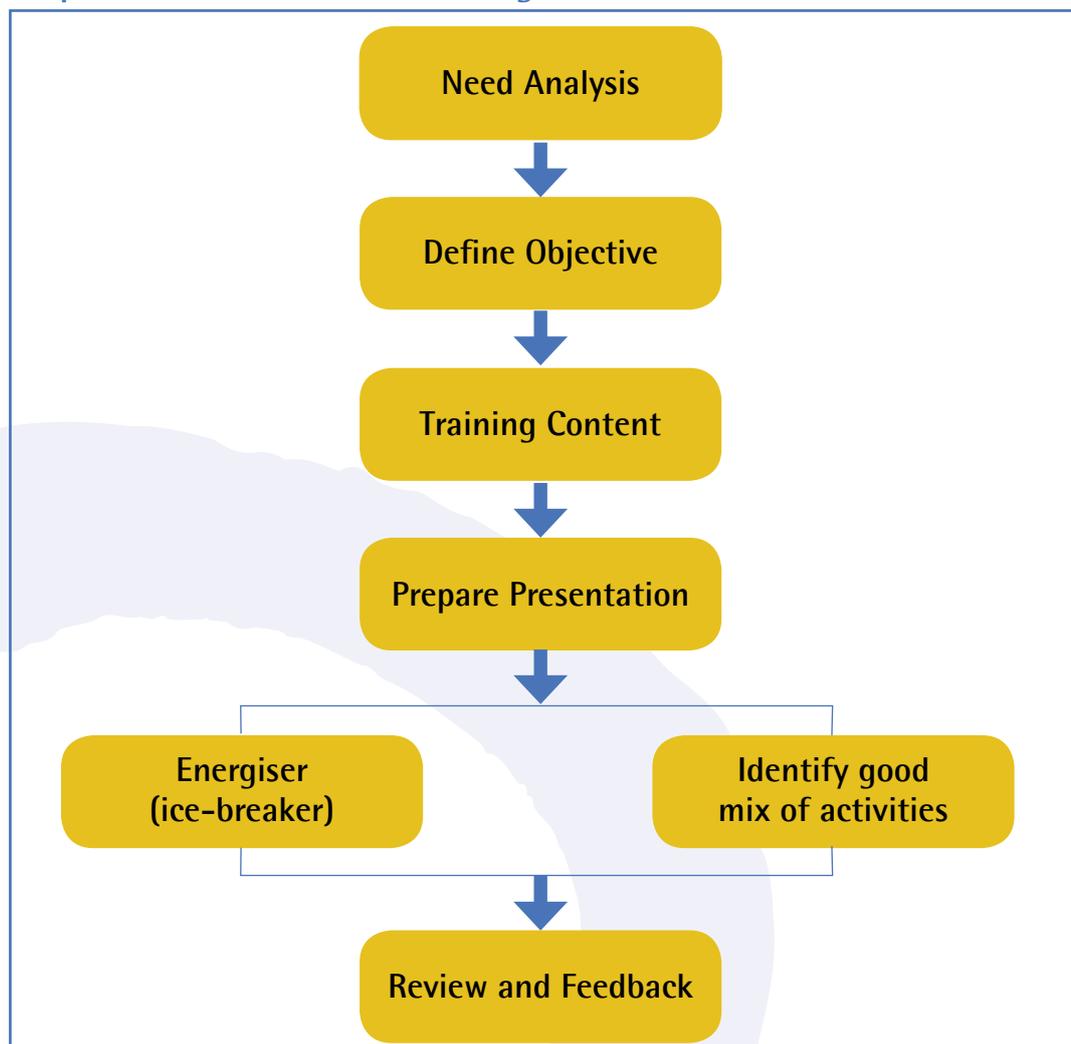
As a facilitator, a person should follow the following steps in order to plan and conduct a learning enriched session:

- Need analysis of the beneficiary group – While doing a need analysis, it is important to know the knowledge of beneficiary groups, about different issues, and the challenges they face, keeping the age, socio-economic background and culture of the group in mind. The training programme is developed based on the psycho-social needs identified for the group.
- Define the objectives of the training session.
- Work on the content for the training session, i.e. going through the module thoroughly.
- Develop your presentation before hand according to various objectives and read it thoroughly.
- Decide the energiser or ice breaker you will use to start the session. The energiser should set the tone of the session.

- Identify activities that you would use to conduct the session, according to the following criterion:
 - Total time for the session: No activity should be so long that the group loses interest
 - Materials required for each activity
 - Age
 - Gender
 - Socio-economic background
 - Psycho-social needs of the group
- While choosing activities, always use a mix of different activities, such as some which involve physical activity while others which address personal issues. It is important to remember that all the activities are experiential and participatory in nature.
- Decide on how are you going to review your session, i.e. how to take the feedback from the group.
- Do a self-review of the session, i.e. what were the good things that you will like to repeat in the next session and what are the points that you will not like to repeat or need to improve upon.

Always go through all these steps while designing a training session. Each step is important and should not be overlooked at any cost.

Steps for facilitation of a training session



Characteristics of a Good Facilitator

The most important point is to remember that you are the in-charge of the session and therefore it is your responsibility that everyone enjoys the session and learns from it. Taking care of some simple points given below can actually differentiate a good facilitator from just a facilitator:



- Relax before the session: Taking deep breath before the session helps you relax. Eat properly and take rest so that you can take a session with lot of energy and enthusiasm. Be confident of your session and various activities. Always remember that there is always a second chance where you can improve.
- Read the material thoroughly so that you are confident about the material. Be well-versed with the activities and the instructions you need to give to the group. Before giving the presentation, visualise yourself doing an enthusiastic and enriching training program.
- Be ready with all your material before the training session. It is a good idea to be well-versed with the room and the equipment before the session, so that the session can run smoothly.
- Talk to the participants as they arrive in the room. It is easier to speak in front of people you are familiar with than a group of strangers.
- Begin the session with an interesting activity or ice-breaker. As, a good beginning sets the right tone for a good session.
- The key to facilitate effectively is to remember that your role is to lead the discussion, not direct it. As a leader, you should focus on drawing ideas out of the participants, rather than dominating with your ideas and experiences.
- Always respect the participants and give them a lot of open questions and ideas to speak and think about.
- Encourage the participants to come up with their answers and discussions but also at the always consolidate and summarise the learnings in the end.
- It is ok not to know a few answers and if you don't know then accept in front of the group and tell them you will get back with the right answers.
- Do not ridicule any participant at any cost, i.e. not even a person who gave an incorrect response or who is trying to argue on every point. This may freeze the discussion, as others do not want to take risk responding, for fear of being shut down. To avoid any embarrassment, acknowledge the efforts made by the person and then redirect the question to the whole group. For instance, you might say, "Interesting. I think this is an interesting view. Who else will like to say something?"

At last, catch the pulse of the session. Be flexible, if you feel people are not responding to any activity or are getting bored, then feel free to change your plan. Enjoy your session and others too will enjoy with you.

Chapter
2

Do's and Don'ts

Dos

- ✔ Always be full of energy and meet everyone with a smile.
- ✔ Make sure that the confidentiality is ensured.
- ✔ Respect each participant and be sensitive to their thoughts and ideas.
- ✔ Ask and encourage open-ended questions.
- ✔ Always help the group understand the relevance of the training session being conducted in their life.
- ✔ It is a good idea to encourage your participants to share their views openly.
- ✔ Ensure that appropriate time is given for each activity to all the participants.
- ✔ Give a lot of examples from real life specially the ones which are most suitable for the age group and socio-cultural background of the beneficiaries.
- ✔ Any specific or important issue such as emotional trauma that come up during discussions need to be handled with care in the group or separately with the individuals concerned. Please make sure that such issues are not left midway and handled carefully.
- ✔ Be flexible according to the needs of the group.

Don'ts

- ✘ Do not use negative language, such as, "That's wrong," when responding to the participants.
- ✘ Never insist on names in the beginning, but as the session goes by, try to know their names. By asking participants to say the names in the beginning, you may actually discourage them because you will no be able to remember all the names.
- ✘ Don't let any one participant to do all the talking. Encourage everyone to speak.
- ✘ Don't moralise any issue. Preaching a sermon is the last thing anyone wants to listen in a training programme.
- ✘ Don't let any participant snub or make mockery of any other participant's views.
- ✘ Don't coerce a participant to speak. There is very thin line dividing encouragement and forcing.

Activities for Facilitating the Module

Activity 1

The thief



Objectives

- Ice-breaker for the group
- Encourage participants to share their ideas openly
- Motivate the participants to take part in the group activity



Time Required

20 - 30 minutes



Materials Required

Coloured pens

Procedure

- The group is divided into two groups.
- Each group is given 12 pens which are kept at one end of the room.
- The facilitator instructs the groups, "The task for each group is to get their own 12 pens to the other end of the room. The catch there is that only one pen can be taken at one time. The group which finishes the task first wins."
- The game starts as soon as the facilitator says go.
- After both the groups have finished, the groups are asked to share how did they feel about the activity.

Learning Outcomes

The facilitator stresses on how important each member's contribution is to the whole group's learning and winning. Similarly, in today's workshop everyone has to discuss their ideas openly, so that everyone can learn as much as possible from the session.

Life skill to be addressed: Problem solving, Team building

Important pointers to be discussed:

- The facilitator highlights how important it is to think beyond obvious solutions and how different strategies could be used by the teams to carry out the task.
- The group is also asked to think about how each member was important and played an important role in the activity and therefore accepting each member as they are and appreciating them for their abilities.

Activity 2

Water Tells its Story



Objectives

- To help the group understand the importance of safe water and how to make it
- To encourage the participants to act on these learnings and make safe water at home
- To motivate the participants to teach others and spread awareness about safe water



Time Required

40 minutes



Materials Required

Paper and pen

Procedure

- The facilitator carries out a brainstorming session about what is safe water and its benefits.
- In the brainstorming session, each participant is encouraged to share their ideas openly without being judged as right or wrong.
- All the ideas are written on the board and later discussed with the group.
- The group is then divided into three sub-groups. Each sub-group has to develop an interesting story about how to make clean water from any of the following methods :
 - Using chlorination
 - Boiling the water
- Each sub-group is provided the material about how to make safe water using that method by the facilitator.
- The groups are given 20 minutes to carry out the discussion and develop a story.
- The facilitator then asks the sub-groups to share their stories with the whole group. They can even develop a role play around it.
- The facilitator then writes all the important points on the board and clarifies the group's doubts.



Learning Outcomes

The facilitator highlights the importance of safe water and ways to make it. The facilitator is also developing communication skills and creative thinking among participants.

Life skill to be addressed: Communication skills, Creative thinking

Important pointers to be discussed:

- The group is encouraged to develop different stories and be creative, i.e. trying to go beyond their immediate thought.
- The group is asked to think of various styles of presenting the story, trying to be more creative and making it more interesting.

Activity 3

Staying Clean



Objectives

- To understand the importance of personal hygiene
- To explore different ways to maintain personal hygiene



Time Required

30 minutes



Materials Required

Flip-charts

Procedure

- The facilitator encourages the group to discuss ways to stay healthy.
- Each participant is motivated to speak out whatever ways they think are important to keep one-self clean.
- All the ideas are written on the flip-chart and later discussed with the group.
- The facilitator then points out 5 steps of a healthy body on a hand (each on one finger)
- Stay clean
- Eat healthy food
- Drink clean water
- Keep your surroundings clean
- Think positive
- The facilitator should encourage the group to remember to take care of their hand.



Learning Outcomes

The facilitator helps the group to understand the importance of personal hygiene and keep reminding the group of the five fingers on the hand.

Life Skill to be addressed: Creative thinking, Self awareness

Important pointers to be addressed:

- The facilitator encourages the group to think of different reasons for maintaining hygiene and encouraging ways to motivate others to keep their environment clean.
- The facilitator may cite some examples of how creatively a problem can be solved and how each step makes a difference.

Activity 4

Understanding Diseases



Objectives

- To spread awareness about various water-borne diseases and their causes
- To encourage the participants to take preventive steps



Time Required

30 minutes



Materials required

Sheets of paper with pictures of various people suffering from disease on them

Procedure

- The facilitator shows the group various pictures of people suffering from various diseases with causes in the picture such as person may be coughing continuously, with uncovered food lying on the table.
- The group is presented with the list of diseases on the flip chart and is briefed about various diseases and their symptoms.
- The group is then shown various pictures and asked to identify various causes present in the picture that might have lead to these diseases.
- For each cause, the group is encouraged to think about various ways to prevent it.
- All the causes and ways of preventing it should be written on the board and discussed with the group.

Learning outcomes

The group should gain information about various water-borne diseases and ways of preventing them.

Life skill to be addressed: Positive thinking, Critical thinking

Important pointers to be discussed:

- The group should be encouraged to think of different ways of preventing various diseases and how we should try to get more and correct information through different sources.
- They should also be motivated to work on positive thought and work towards positive action.

Activity 5

Sing a Song



Objectives

- To help the group understand their role in spreading awareness about safe water and personal hygiene
- To encourage creative thinking and critical thinking among participants



Time Required

30 minutes



Materials Required

None

Procedure

- The facilitator encourages the group to understand their role to create awareness amongst community.
- All the points are written on the board by the facilitator.
- A song is presented in front of the group which portrays a message about awareness and encouraging everyone to take action.
- The group is then asked to develop a song on their own considering the points presented by the group
- The whole group then sings the song together.

Learning outcomes

The facilitator encourages the group to understand the importance of youth as change agents and how all of them together can bring about a change in the community.

Life skill to be addressed: Creative thinking, Communication skills

Important pointers to be discussed:

- The group is motivated to come up with various ways to spread the message in their community.
- They are also encouraged to believe in themselves and their ability to bring about change in the society and their lives. Change brought about in even one person's life is a considerable change.

My Learning

As a facilitator, it is important for you to reflect on the session and carry your learnings from that session further to next session. Please fill in the boxes given below honestly.

- The good things that happened in the session which should be repeated in the next session

- Things I need to improve upon

- Things that I cannot repeat in the next session

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Plan India's rights based approach helps bring lasting improvements to the lives of vulnerable children and their communities in India, including children living on the streets and those living in urban homeless families; those with disabilities or affected by HIV; those who are exploited and trafficked; the children of sex workers; and child labourers. Plan India also works to help girls overcome the disadvantage and discrimination they face in everyday life within most communities.

Plan India is committed to the principles of child rights and equality, and we work to develop the capacity of civil society to meet their own needs by replicating successful development models.

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