

FACILITATOR'S GUIDE

FOREWORD

This *Facilitator's Guide* is designed to assist trainers or facilitators to conduct proper training-workshop procedures to ensure effective, transparent and accountable implementation of the poverty-environment mainstreaming in local planning and budgeting processes.

This Guide goes with a *Participant's Handbook*, which the participants will refer to throughout the training. It is designed to be a reference material as well as a workbook for the participants. Aside from containing the main materials to be covered in the training workshop, it also contains the guiding questions and exercises.

How to use this Facilitator's Guide

The *Facilitator's Guide* has been developed to provide the trainer or facilitator, with information and guides to successfully conduct the training-workshop modules. It is divided into sessions. The information for each session includes:

- Session Objectives
- Activity to be Conducted
- Estimated duration of the session
- Methods used in the session
- Preparation and materials required for the session

- Points to Highlight and Facilitation Hints
- Step-by-step instructions on how to deliver the session
- Instructions for conducting activities

Each session contains some information to be presented, with some sessions having questions for discussion, in order to make the training-workshop as interactive as possible and to help participants put into practice what they have just learned. Although a training agenda is already prepared detailing the objectives, key contents, methods and outputs for each session, the facilitators still have the liberty to add inputs and use other learning techniques to ensure the delivery of a customized and responsive learning process and content. The facilitators should give attention in customizing each session to the organization and/or community contexts of the participants. This context-specific information should be integrated in the learning materials.

At the end of the **Guide** is a section called **Additional Resources**, which provides the facilitators or trainers' reference materials or internet websites that could be used to do further readings and provide more information.

As mentioned above, this **Guide** is used both as instructional guide and material for facilitator/trainer in conjunction with the Participant's Handbook. The participants in the training-workshop will have only the Participant's Handbook to guide them, so it is important that the facilitator/trainer has a thorough understanding of what is contained in the Facilitators' Guide, in order to maximise the learning that takes place during the training-workshop.

The points below offer some suggestions on how to do this:

- You are strongly encouraged to read this Facilitator's Guide alongside the Participant's Handbook prior to the training and highlight any interesting points that you need to focus on during the training-workshop.
- During the training-workshop, at the end of each session, make sure that your Facilitator's Guide and Participant's Handbook are open at corresponding pages.
- Before each session begins, make sure you are familiar with the objectives for the session and the time allocated and aim to stay within this allocated time.
- The aim of these materials is to make it easy to understand the procedures through participatory methods and simple explanations. Any feedback or suggestions for improvement of the training materials are welcome and should be directed to the staff of the PPEI.

ORGANIZING A P-E MAINSTREAMING TRAINING

Participants

The participants of this training-workshop is composed of DILG field officers; local chief executives, key officials of the local government units (e.g. budget officer, planning and development officer, environment and natural resource officer, etc.) at the provincial, city/municipal and barangay levels with shared national wealth; representatives of community-based organizations (women's groups, famers' association, fisher folks, etc.), civil society groups; non-government organizations that have projects in the community; and representatives from research and academic institutes. However, the DILG officials in the Province or City/Municipality are given a free hand to choose participants whom they feel are important to attend.

Timing

The training-workshop is designed to run between 2-3 days. The length of times is indicated in the introductory section of the Facilitator's Handbook and a suggested time is also indicated for each activity. Note that these times take into account the activities. If the trainer/facilitator is running short of time, omitting or shortening the activities in some sessions may be considered. Energizers can be scheduled when resuming after the morning session before starting the afternoon session or after the morning and afternoon breaks. Facilitator/trainer can for example encourage participants to do a body stretching or can refer to the list of energizers found in the Facilitator's Handbook.

Length of workshop

The training-workshop has six (6) core modules, which are designed to be delivered in a two to three- days training workshop, with materials to be covered during 7-8 hours of contact time. If the output for a particular module could not be turned over, the facilitator/trainer might wish to add extra time (say, after dinner) after the regular sessions to enable the participants to continue working on the assigned task.

Training Methodologies

Training workshops of this nature can be quite intensive and since each person learns in a different way, the content of this module is delivered using a range of training methodologies. These include:

- Power point presentations and lectures by the facilitator
- Large group discussions (in plenary)
- Small group work and discussions
- Questioning techniques
- Brainstorming
- Additional reading
- Engaging participants' creativity

Each method or technique used has its particular strength and utility in a training-workshop setting.

- **Icebreakers and energisers** encourage rapid relationship building and stimulate participants at points in the workshop where their energy has dropped.
- **Lectures and presentations** are useful for conveying knowledge.
- **Whole group (plenary) sessions** allow for the development of a common understanding of certain topics and identify areas where there may be conflict within the group.
- **Small group discussions** stimulate greater participation from people who are not confident contributing to large group discussions.
- **Questioning techniques** promote participant engagement and help to identify participants' relevant prior knowledge and experience.
- **Brainstorming** allows participants to generate several ideas about an issue in a short space of time in a non-judgmental atmosphere.
- **Small group work and practical exercises** involve participants as actors and allow them to apply information and knowledge gained to their own situation for problem solving.

The modules have been developed for use by facilitators and trainers who are working with community groups engaged in mainstreaming poverty-environment linkages towards developing projects, programs and activities to ensure that these are climate proofed and budgeted using the revenues from natural wealth. The modules are intended for use by persons with some experience in facilitation and workshop design and delivery at the local government level.

Although the **Facilitator's Guide** provides a step-by-step guide to delivering the workshop, each facilitator may wish or need to adapt the materials depending on the specific local government unit, the stage of the planning and budgeting processes and the facilitator's own style and experience, **provided the learning objectives are still achieved.**

CAPACITY ASSESSMENT

The capacity assessment is a process by which workshop organizers and facilitators gather information about the participants even before the workshop begins. The capacity assessment for mainstreaming poverty-environment linkage is a crucial preliminary activity for the mainstreaming of poverty-environment linkage. It is intended to systematically identify existing capacity of institutions and key gaps, and serve as the basis for recommending specific capacity building interventions that will build the capacities of target local government agencies and LGUs. The facilitators should examine carefully the results of the capacity assessment to prioritize topics based on the participants' needs and develop an effective learning materials based on their experiences and knowledge.

Appended as Annex A is the Capacity Assessment Framework, Methodology and Tool for Mainstreaming P-E linkages into LGU planning and management.

EVALUATION OF THE WORKSHOP

The evaluation of the workshop is conducted to know if the goals and learning objectives have been met. This will also provide feedback about the effectiveness of the learning methods, facilitators, and resource persons. Hence, an evaluation is important to draw out information that will be useful for improving the effectiveness and efficiency of the workshop.

Attached as Annex B are the Post-Evaluation Form and the Module Evaluation Form.

TIPS FOR AN EFFECTIVE TRAINING-WORKSHOP

1. The scheduling (that is, the date and time) of the training-workshop should be done in consultation with the local chief executive or its representatives to ensure that key persons (the identified target audience) can attend.
2. The venue should be one that all participants feel comfortable with. The venue chosen should be convenient for both the participants and the facilitator. The physical condition of the venue must be considered such as the A/C (air conditioning) unit, amount of light or noise that comes in, etc). Facilitators-trainers need to be aware of these in advance in order to prepare accordingly.

3. Some participants in the training-workshop occupy key positions in their office or agency. This means that they give up two days of their time for the training-workshop. The organisers of the workshop should be sensitive to this, consider whether when and how to solicit their important inputs for use by the other participants as they might leave during the sessions to attend to some official functions or tasks.
4. It is critical that linkages be created between the work that has already been done in the local government units in terms of projects, programs, activities and this training-workshop. The coordinators of the training-workshop should ensure that the facilitator/trainer has all relevant materials and has had the opportunity to liaise with the facilitators or point persons of earlier processes.
5. The style and timing of training-workshop preparation and implementation vary according to the local government. **It is wise and professional to give the participants not too little notice or reminder two or three weeks before the training-workshop.** Where specific individuals are being targeted, the most effective technique is to send a personal invitation (by phone, email or letter), with follow ups as needed. Where wider participation of local government staff is being solicited, effective techniques include memoranda or letters sent to the relevant offices thru the unit chiefs or heads.
6. Prepare for the ‘unexpected’ (which is often ‘not-so-unusual’) – for example, participants turning up late; inter-personal or inter-department conflict; power outages; late delivery of food etc.
7. Gender and inter-political party dynamics vary considerably from location to location and from workshop to workshop. Ideally, the organisers should target a good balance of participants including representation from different ‘interests groups’ within the local government unit. The facilitator therefore needs to be prepared to find ways to engage participants with diverse and divergent perspectives and to encourage them to listen to each other’s points of view.
8. Select a venue with plenty of wall or other space for hanging flip chart paper etc. and with space for small group/break-out work. Set up the venue from the start in a way that signals that the facilitator is not the ‘expert’ or ‘the sage on the stage’ but ‘the guide on the side’ – all seating at the same level, no head table, U-shaped or herringbone arrangement so everyone can see everyone else and the screen.

GOOD LUCK TO YOUR TRAINING-WORKSHOP!