Delivering Training – Guidance Document

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	Checklist for Training Delivery
Preparation	Read all notes and ensure you're clear on all activities. Ask for clarifications where needed if course was developed by someone else
	Check access requirements and ensure any adaptions to activities, additional support or alternative formats are available.
	Ensure your tutor box is fully stocked with all the items that are required and that they are in good working order.
	Check that all resources have been provided and request or print off anything that is missing
Room Set-Up	Arrive 15 minutes before the start of the course to set up tables and chair for group discussion with plenty of space to move around the room with ease
	Ensure room conditions are conductive to a positive learning environment. E.g. temperature, access to water, screens set up.
	Distribute resources and "fidget toys" around the room for learners that may require them
Housekeeping	Identify where the nearest toilets are (including gender neutral & accessible toilet facilities)
	Identify nearest fire exit and assembly points and any planned drills
	(if longer than 2 hours) Identify location of prayer facilities and check if people have indicated what times they need to go and pray. Try to align these with break/lunch times
	Find out if there are any quiet spaces where delegates can retreat to if they need time out of the sessions (especially for sensitive subjects)
	(if food is provided) Find out where lunches and refreshments in the breaks will be served and that any dietary requirements have been catered for
	Ensure registration list is made available and people sign in when they arrive
Open	Set the scene, context and importance of the training for individuals and the organisation
	Use the time to create safety and rapport with and between participants as well as understanding of everyone's responsibility to create and maintain an inclusive environment
	Set out how the training will be approached, build this into the group agreement and overview of the day

Facilitation	Keep high levels of energy and engagement, move people into new groups but don't force people to move around the room too much
	Ensure all instructions or concepts that come up are explained (always make an assumption that some participants may not have heard of or done them previously
	Encourage all participants to engage with discussion and activity, check in with people who appear disengaged or quieter
	Create a safe and supportive learning environment where questions and different perspectives are welcomed and valid
	Consider power and privilege dynamics within the group and ensure voices of those usually marginalized/oppressed are given time and space to be expressed
	Continuously check that there are no barriers to people access the resource, activities and language used in the course
	Where learning has not been met, raise questions where necessary to ensure that learning is met
	Challenge perspectives and probe with questions where necessary to ensure that learning is met
	When participants are engaged in activities, ensure groups are clear on activity and are moving through tasks at an appropriate pace
	Use feedback as opportunity to assess learning and fill in any areas not covered or understood
Close	Ensure any unanswered questions or unclear concepts are clarified
	Emphasise learning covered throughout the course
	Leave enough time for people to complete feedback before leaving.
	Clear up the room, collect all resources that can be reused, throw away any rubbish and ensure that all lights and equipment are switched off

Facilitating Discussions

For learners to make the most of their learning environment, they should feel able to have true and meaningful dialogue. This environment needs to be facilitated by the trainer to ensure that there is a respectful environment where learners can trust one another to share their learning.

Principles of Dialogue

In n Pedagogy of the Oppressed, Freire insisted that "dialogical" encounters help students to develop critical consciousness of social, political, and economic contradictions so that they can take action against them. Coming to critical consciousness requires analysing, interactively and through dialogue, who is and is not allowed access to resources and opportunities, and how access is allowed or denied.

Critical consciousness ultimately requires questioning the status quo rather than taking it as a given. For us, dialogue is an important part of any training that seeks to contribute to a just and sustainable future because we are trying to get people to reflect critically about the world and then use this reflection to identify what actions they need to take in the context and situation in which they are operating in.

Dialogue is a proactive way of engaging with differences of opinion and posing questions to explore why people have come to a particular conclusion or why they might have made a particular statement. So when

facilitating discussion dialogue allows for tensions to be explored providing there is trust and safety within the group.

Negotiating a Group Agreement

Group Agreements are one of the most important ways to create a safe and inclusive learning environment from the beginning of your training session. It sets out what people can expect of each other, what they are expected to do and also how people expect you to facilitate the training.

How to Frame it?

Make sure the purpose of the agreement is articulated – it is to create an inclusive learning environment where everyone can participate and we agree it with everyone so each person knows what they are responsible for and how to go about creating/maintaining it.

Everyone is committed to their own learning but also the learning of others in the training – we are a part of a movement and a movement is only as good as the people in it.

What to Include?

- Timekeeping
- Listening and being present and not being tempted into distractions
- Engaging and participating (in the best way for you, without taking away from others)
- Ask questions to clarify learning
- Conscious not to take space away from others
- Trigger warnings where appropriate
- Respecting individuals experiences

Breaking Concepts Down into Actual Behaviours

When discussing what is in the group agreement, it is important to break down what people say into actual behaviours so that people have a clear understanding about what is expected from them. People may all have a different understanding about what "listening" is but it's a lot clear to say: say for others to finish speaking, on voice at a time in discussion, phones away or only to be used out of the room, let other speak if you have spoken often, etc.

You may also want to get the group to explore how they want to deal with likely scenarios that might present grey areas (e.g. respect each other's opinions – if there is a difference in opinion, how can we use well-reasoned debate to get a deeper understanding or opportunity to further learning).

Rights, Responsibilities & Skills of Dialogue

For true dialogue to occur, it needs to take place within a protective environment of mutually accepted rights and responsibilities, rooted in two fundamental values: respect for the human person and trust in the process of dialogue. Dialogue works best when the participants are willing to develop certain skills that facilitate the process.

Rights	Responsibilities	Skills
Each person has the right to define themselves without being labelled by others	Each person must be willing to seriously question their assumptions about the "other"	Each person should be able to evaluate and articulate their own attitudes, values and positions on issues within the context of the dialogue
Each person has the right to express their beliefs, ideas and feelings	Each person must allow others the same right of self-expression that the expect for themselves	Each person should learn how to temporarily set aside their own views and feelings in order to be more sensitive to what the other is saying
Each person has the right to ask questions that help them understand what someone else has said	Each person should ask questions that respect the other's right of self-definition, even in times of conflict or disagreement	Each person should learn how to respond to questions in ways that help other understand
Each person has the right not to change or be coerced to change	Each person must accept the others as equal partners in the dialogue	Each person should learn to deal with the different points of view while maintaining their own integrity
Each person has the right to expect that what is said will be held in confidence	Each person must agree to hold what others say in confidence	Each person should learn to deal with others from a position of mutual trust, based on an expectation that others come to the dialogue in a spirit of honesty and sincerity

Strategies to Manage Challenging Learners

Sometimes, you may have some challenging learners that could make learning hard for the group. Here are some ways that you can motivate these learners.

The Chatterbox

- Always raises hand
- Talks forever when given the opportunity
- Interrupts others who are talking
- Wants to do the training
- Can dominate the group

How to motivate

- Walk or stand between the person and the rest of the group –you are cutting off their impact on the group
- Make and break eye contact
- Use a "speaking tool" – i.e. only the person holding an object can talk
- In the Group Agreement, ask people to be conscious of how much they are speaking – can introduce a method where you have to wait for two other people to speak after you before you speak again
- Have a private discussion during a break, if necessary

The Hostage
- Does not want to learn
- May be apathetic or angry
- Feels like a prisoner – the training is compulsory to learn
- Distrust all they are told
- Frowns continually

How to motivate
- Stand very close to the person and they will quickly sit up when you are nearby
- Enlist their help – give them physical tasks (e.g. handing out task sheets, presenting the work of the group)
- Allow them to leave – if they stay, they will be there because they choose to be, and if they leave, they will no longer be disrupting the rest of the group
- Get them to suspend any judgements until the end of the course
- Have a private chat during the break – empathise with their frustrations
- If compulsory, get trainees to list 18 reasons why they should not be here (this will be impossible) then talk about the reasons they should be here
- List "top 10" benefits of attending training
- It maybe that someone is actually enjoying the learning but their body language suggests otherwise – check in with them discretely and make sure they are okay

The Griper
- Complains about the smallest detail
- Will not take part in group work except to complain
- Sceptical – "this will never work"
- Can be excellent at bringing problems to your attention

How to motivate
- Allow them to voice opinions once and move on
- Ask them for solutions
- Use practical examples on how to apply the theory
- Ask the person to suspend judgements until the end of the session

- Diffuse any negative energy: say "it may work for you, but I'm going to show you how I've made it work for me and how others make it work for them"
- Present evidence
- Have a private chat
- They may be afraid of failure – ask them to think of the worst case scenario, and then help them to put this into perspective
- Prevention is better than the cure – limit opportunities
- Use the group/peer to offer alternative perspectives

The Joker

- Cracks jokes throughout
- Is the group clown
- Interrupts at inappropriate times

How to motivate

- Set group agreement at start of session
- Redirect attention to you/ other trainee (by name)/ exercise
- Make and break eye contact
- Use a "speaking tool" - i.e. only the person holding an object can talk
- Use pair work – they then have to acknowledge other's contribution
- Can be helpful in brightening up session and keeping up spirits

The Oppressor

- Invalidates peoples lived experiences
- Makes discriminatory remarks and generalisations about entire groups
- Talks down, over or interrupts people from marginalised groups
- Disagrees that inequality exists in society
- Takes up physical, emotional and conversational space
- Expects education (or work for their education) to come from marginalised groups

How to motivate

- Use similar techniques to the Griper and the Hostage
- Include understanding of these behaviours in the Group Agreement
- Ask questions that get them to think deeper about where their opinion or behaviour comes from and what it may be influenced by
- Draw attention to stereotyping (generalisations about groups that are supported by cultural narratives) or strawman examples (making up exaggerated examples to refute what the discussion is about)
- If behaviour is contravening the safety of others in the group (physically, psychologically or emotionally) ask them to leave

Co Delivery

Co-delivery has both its advantages and drawbacks but if done right, it can be really effective. Here are some tips on how to make it as effective and as easy as possible:

- Write the training together if possible – this way you both feel ownership of the content. Make sure you read each other's pages

- Use the same language – make sure you are using the same words to indicate the same things. If you are giving a presentation about Women for example, you should both be using the word "Women" versus "Ladies", "Girls", etc. This is especially important for any new concepts for the audience that are introduced in your presentation. If one calls it the acronym and the other calls it the full name, your audience may not realise that you are talking about the same thing and they may be confused on whether or not you have the same values.

- Split up the presentation – Audiences like varied voices and like to see that everyone is contributing. So, split up the pages so each of you has as much time to speak. You should own your pages, meaning that if anything needs adapting for the audience, you can and that it is your decision

- Support each other – Make it clear that you're a team and you agree with your co-presenter. Don't visually fight on the stage, even if you think they have messed up. Instead use phrases like "As my colleague said", "thank you for the insights you've just shared, I'm going to build on them with these next few ideas", "you know what, I know a lot about that, but my colleague knows a bit more, *look to co-presenter* Would you like to take that question?". Sometimes it's even appropriate to introduce each other.

- Practice – It's even more complicated to co-deliver when there are two or more of you. This is when you make sure you're saying the same language, saying the same amount of content, not contradicting each other, etc. The more you practice with each other, the better.

Tips for Creating and Maintaining an Inclusive Environment

Gendering

We recommend not assuming peoples gender identity and gendered pronouns, in order to avoid misgendering individuals. Pronouns are words used to indicate someone you are speaking about without having to reference them by name. Gendered pronouns are pronouns which indicate or suggest a person's gender for example 'he', 'she', 'him', 'her'. We often have many events where people are asked to share the pronouns they want to be referred to. If you have not been told what pronouns a person uses, please ask them in a respectful way. If there are individuals misgendering others that have disclosed their pronouns, it is important that they are corrected. If you are unsure what the individual who is being misgendered would like you to do, then ask them discretely at the next possible time.

Non-Binary Inclusion

To ensure that our spaces are inclusive and do not further marginalize those who identify outside of the dominant gender binary of men/women, we would recommend that trainers looks to address non-binary

individuals in their use of language. For example, when using phrases like 'men and women' including 'and non-binary individuals', or with 'brothers and sisters' including 'non-binary siblings', or when talking about the 'sisterhood', non-binary people are also acknowledged with the term 'siblinghood'.

Disability

When talking about disability please ensure that language is based around the social model of disability and not the medical one. The social model views disability as being caused by the way society is organised, rather than by a person's impairment or any deficiency on the individual. It would also suggested that terms for disabilities, health conditions, or impairments are not used as derogatory descriptors. For example, ensuring the word 'blind' isn't used to describe a fully sighted person if they were to miss a piece of news.

Accessibility

It may be necessary to give out materials or show a presentation during your talk, to ensure everyone is able to access your information, we would suggest designing them so the information conveyed is accessible to all. Things to include: font size and colour; printed copies (if presented on a screen); inclusive, simple and accessible language; a mixture of images and text; consideration for how the room is set up.