

FINANCIAL LITERACY THROUGH PUBLIC LIBRARIES PROJECT (FINLIT)

[2020-06-26 (ph/km)]

ONSITE TRAINING FOR LIBRARIANS-EDUCATORS – FINLIT MODEL

Training name:

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Educational goals of the training:

1. to increase facilitation skills of FINLIT educators,
2. to refresh FINLIT educators' knowledge on adult education, method of group engaging and ethical aspects of the program,
3. to familiarize FINLIT educators with e-learning platform as a tool for educators.

Agenda of the training: [12 hours x 60 minutes or 16 hours x 45 minutes]

Module 1 (90 minutes) – Introduction to the training

Module 2 (90 minutes) - Knowing your audience and its needs

Module 3 (90 minutes) - Commitment reaching and difficulties solving

Module 4 (90 minutes) - Questions and other communication tools

Module 5 (90 minutes) - Practicing facilitation skills

Module 6 (90 minutes) - Practicing facilitation skills

Module 7 (90 minutes) - Practicing facilitation skills

Module 8 (90 minutes) – E-learning platform and the summary of the training

Course of the training:

This is the final basic proposal of the stationary training model of librarians-educators. Each implementer in a given country can modify the content of the training to match the real educational needs of a given group of educators.

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Module I – Introduction to the training

Educational purpose of the module

- to integrate participants,
- to increase (or – to equalize) the knowledge of program (FINLIT) goals and provisions,
- to make participants aware of their role as FINLIT educators,
- to involve participants into the training.

1. Welcoming participants and mini-integration

Description of activity

- 1) Introduces yourself and tell shortly about the purpose of the training.
- 2) Invite participants to short round – every participant is to tell its name, name of the library he/she comes from and answers question: what do you like in teaching adults?

Planned time for activity – 20 minutes

Required materials -----

Additional comments -----

2. Expectations and program of the training, contract

Description of activity

- 1) Remind main goals of the training and ask participants about their expectations – you may invite them to spontaneous answers or give everyone few post-its and have them written their expectations on it; further you gather all sheets, stick to the poster and comment on them. You may also ask about their fears or concerns regarding the training.
- 2) Present the program of the training addressing (or not) mentioned needs and concerns.
- 3) Discuss and set work rules (contract) with participants

Planned time for activity - 15 minutes

Required materials:

Optionally – post-it, minimum 3 pieces for every participant

Additional comments –

Do not skip this stage even if you think it is not necessary. It is, indeed.

3. Presentation of the scenario of single FINLIT meeting

Description of activity

You need to show the context of the training. Participants know that they will conduct meetings for libraries' users, but they probably do not know a lot about it.

- 1) Have one scenario printed and hand it out to participants. Present it also on the screen, showing the structure of the scenario and the structure of the meeting/workshop. Underline the meaning of offline activities, putting emphasis on the elements that requires the special activity of FINLIT educators (asking questions, moderating discussion, etc.) – 10 minutes

- 2) Have participants worked in pairs with the scenario. Allow them 10 minutes to look through the file and prepare questions. Invite them to asking those questions publically, answer them of course 😊 (10 + 10 minutes) publically, answer them of course 😊 (10 + 10 minutes).

Planned time for activity – 30 minutes

Required materials

One chosen scenario of FINLIT meeting – electronic version to present and printed (amount – 50% of the amount of participants)

Additional comments -----

4. The role of FINLIT educator

Description of activity

It may be short discussion or short presentation (without presentation in the form of Power Point) on the role of FINLIT educator – to underline that he/she is mostly a facilitator who helps participants go through online courses and to benefit from offline elements (discussion, thinking of implementation and so on).

What is important, this part is a kind of “adapter” between introduction and the rest of the training.

Planned time for activity - 15 minutes

Required materials ---

Additional comments

Do emphasize that the training is focused on the facilitations skills.

Module 2 – Knowing your audience and its needs

Educational purpose of the module

- to increase knowledge on end-participants needs and characteristics
- to get awareness of different tasks of FINLIT educators

1. Knowing your audience

Description of activity

Option 1 – [to be developed by Mariana]

A puzzle game of dividing the community into categories of people according to certain criteria: occupation, age, passions, environment, etc.). Then the students will be prompted to identify with the knowledge that the target group of our project has. It will be presented who conducts such studies, where they can be found and how each librarian can use such a study to identify potential FINLIT users.

Planned time for activity – 60 minutes

Required materials -----

Additional comments -----

Option 2 – [segmentation and creating personas]

1. Invite participants to discussion – who probably will take part in FINLIT meetings? What kind of people? In what age? Professional situation? With the level of FINLIT confidence on which level? Write the answers down on a poster.
 2. Decide (with participants) which 3 or 4 types are the most likely to attend FINLIT meeting.
(points 1-2 – 15 minutes)
 3. Divide all people into 3 or 4 groups and adjust “a type” to every group.
 4. Hand out “persona poster” to every group and have people working on one of chosen type.
(point 3-4) – 20 minutes)
 5. Invite all groups to present their personas. Secure some time for Q&A session (25 minutes)
- Planned time for activity – 60 minutes

Required materials:

Attachment no. 1a - male persona poster

Attachment no. 1b – female persona poster

(you may print it at A3 format and choose proper gender options or use both)

Additional comments -----

*2. Audience needs and educators response*Description of activity

Now we know who is our audience and what are characteristics and needs the most probably personas. Let’s think about educators’ response to those needs.

1. Invite participant to the discussion on educators tasks regarding mentioned needs – it may regard financial issues, but concentrate on psychological, interpersonal, social needs such as: security, support, understanding. Do not forget about organizational or logistics. You may relate to “educational situation condition” from the online course.
2. Push participants to form their thoughts in practical, operational language, precisely pointing what they – as educators – should do to reach proper effect.

Planned time for activity – 15 minutes

Required materials -----

Additional comments -----

*3. How do I address their needs?*Description of activity

1. Divide participants into pairs.
2. Ask them to choose one task from the list created before which seems to be the most difficult for them (for every single person). Then have them talked to his/her pair-mate about it and encourage them to discuss different ways of meeting these needs. Kind or peer-learning

Planned time for activity – 15 minutes

Required materials -----

Additional comments -----

Module 3 – Commitment reaching and difficulties solving

Educational purpose of the module

- to increase knowledge on methods of involving people into meetings/trainings
- to remind content of online course on adult education
- to get stronger in “difficult situations” during meeting/training

1. General rules reminder

Description of activity

Short “summary” of the online course.

1. Prepare four “islands” - tables or other places on which you will lay a poster and markers. Write down titles on every poster: a/ principles of teaching adult, factors increasing the level of commitment, the role of facilitator, ethical principles)
2. Divide participants into 4 groups.
3. Organize “posters’ carousel” – one group works at one poster, writing down thoughts they want to share, after 5 minutes groups are moving forward, to another poster. After 3 minutes – another move. Finally every group will have been working on every topic.
3. Ask every group to present the poster they were recently working on. You may comment on content – adding missing information or modifying existing thoughts.

Planned time for activity – 45 minutes

Required materials 4 posters, 4-8 markers

Additional comments:

1. Pay attention to not to creating the same groups as there were in the previous module
2. First round of the carousel is longer, cause people have to start from scratch. The next ones shorter cause it is easier to add something than create.

2. Difficult situations solving

Description of activity

“Intro”: Difficult situation are always “on”, so you have to be well-prepared. In the online course you have met some examples, here now you can remind on something you really experienced or you are really afraid of.

1. Ask participants about such a situations and write them down on the poster.
2. Mark those situation that are related to interpersonal issues (not for organizational or something like that). Tell participants that this “human” are more difficult to solve so we are focusing on them.
3. Ask them for voting for “the most desirable to know the solution”. Remember – only “human” ones count!
4. Find a volunteer/volunteers to play a role playing showing this difficult situation and another one who would be trying to solve it.
5. Decide how many difficult situations are you able to deal with concerning time restrictions.

Planned time for activity – 45 minutes

Required materials -----

Additional comments

In the beginning it may be difficult to find volunteers to playing games, but when you insist, you will find 😊

Module 4 – Questions – fundamental facilitators’ tool

Educational purpose of the module

- to enhance an asking questions skills
- to know better about questions and their role during a meeting
- to familiarize with other communication tools

1. Questions – open- and close-ended

Description of activity

1. Divide participants into pairs. Let them decide who in the pair is A person and who is B person.
2. Ask A person to define a topic for conversation
3. B person is obliged to ask 10 questions about that topic (and person A is to answer them)
4. The only rule is that person B asks questions by turns: open-ended question, close-ended question.

(points 1-4 – 10 minutes)

5. Once finished, ask participants: What was easier – asking open- or close-ended questions, why? What was easier – answering open- or close-ended questions?
6. Invite everyone to discussion – what is the role of open-ended questions during a meeting? What is the role of close-ended? When you may use both type? For which purpose? Write down the answer, if necessary – add something to create a list of purposes both types of questions.

Planned time for activity – 25 minutes

Required materials -----

Additional comments -----

2. Other types of questions

Description of activity

1. Hand out to participants printed materials “types of questions”.
2. Ask them to write down an exemplary question in every category.
3. Ask for 1-2 volunteers who would read their questions out.

Planned time for activity – 10 minutes

Required materials

Attachment no. 2 - “Types of questions” hand-out

Additional comments

If previous activity lasted longer than expected, skip that task, just hand out this printed material with comment on its purposes.

3. *Communication tools*

Description of activity

1. Divide participants into 3 (or 6, if the group is large) groups.
2. Give every group a description of one communication tool – paraphrase, clarification, and boomerang.
3. Ask them to prepare role play presenting usage of given tool. Allow them 10 minutes for preparation.
4. Presentation of tools/role plays, comments
5. Remind participants that in online course they may find a few more tools with descriptions.

Planned time for activity – 25 minutes

Required materials

Attachment no. 3 – “Facilitator tools” hand-out

Additional comments -----

4. *Plan for the next day*

Description of activity

1. Tell participants about plan for the second day - that you all need volunteers who would conduct samples of facilitated discussion related to FINLIT topics, taken from original scenarios – to exercise facilitation skills and to know better scenarios/financial topics.
2. Tell them that it is one of a kind chance to practice in very friendly environment and get constructive, structured feedback on the performance.
3. Have prepared minimum 6 topics for discussion (taken from real scenarios) and ask who is willing to deal with them.
4. Create a list and set an order of performance on the next day.
5. Offer consultation if anyone needs.

Planned time for activity – 15 minutes

Required materials

Chosen and written on a poster minimum 6 topics for 15- minute-discussion

Additional comments

If there is not enough volunteers you may allow them to do it in pairs – maybe helpful?

If not – you may organize drawing or ask about reason and so on...

To avoid (or limit a chance of) this situation you may also inform about this part of the training in materials sent to participants.

5. *Summary of the day*

Description of activity

1. Ask people about the main useful part/piece of knowledge/skill that they learned this day. You may organize it as a round, to make all participants speak.

Planned time for activity – 15 minutes

Required materials -----

Additional comments -----

Modules 5-7 – Practicing facilitation skills

Educational purpose of the module

- increase a level of facilitation skills
- increase a level of knowing for end-users-scenarios
- increase a self-confidence level and encouragement to conduct meeting for audience

1. Discussion on the topic A

Description of activity

Discussion or another form of group work, taken or adapted from real scenario for end-users, facilitated by one person (in special situation – by pair of them)

Planned time for activity – 15 minutes

Required materials -----

Additional comments -----

2. Feedback for the facilitator

Description of activity

1. After the discussion let the facilitator to share his/her first impression/reflection – how is he/she feeling, what about discussion's goals achievement

2. Invite all participants to give a feedback to facilitator, using structure/model pre-defined (you may use model you prefer, remember to avoid "sandwich").

Planned time for activity -

Required materials -----

Additional comments:

When a group is large and talkative, you may (to take care of time) divide them into two smaller groups – one may concentrate on verbal side of facilitation – asking questions, using communication tools, engaging people), second group on non-verbal – body language, "space management", visual side of facilitation.

3. Discussion on the topic B

Description of activity

As above

Planned time for activity -

Required materials -----

Additional comments -----

4. Feedback for the facilitator

Description of activity

As above

Planned time for activity –

Required materials -----

Additional comments -----

Module 8 – E-learning platform and the summary of the training

Educational purpose of the module

- to increase the knowledge and skills on e-learning platform and tasks of educator related to it,
- to reflect on the training

1. E-learning platform

Description of activity

1. Presentation of the e-learning platform as a tool for educator/administrator – monitoring of users' activity, tracking their progress, uploading materials
2. Time for practice – testing new functionalities

Planned time for activity – 30 minutes

Required materials -----

Additional comments -----

2. Q&A Session

Description of activity

If there are any questions unanswered, related to the training or the whole project – you may organize special Q&A session to cover those topics.

Planned time for activity – 30 minutes

Required materials -----

Additional comments -----

3. Summary of the training

Description of activity

1. Review all topics touched during the training – you may remind them personally, you may ask participants to remind, you may organize a “competition”, dividing people into few groups and let them remind as much topics, issues as they remember; the group with the largest amount of “item” would win and get something
2. Organize round to ask participants about their emotions and thoughts – you may ask them “what are you going out with?” or any other question you think is appropriate and may give participants deep sight into their minds☺

Planned time for activity – 30 minutes

Required materials -----

Additional comments -----

List of materials needed to conduct an educational meeting

Training room equipment:

- projector, screen or empty wall to present
- flipchart with posters (minimum 20)
- paper mask to stick posters to a wall
- markers (ca. 20)
- post-it sheets (min. 50 pieces)

Materials for participants:

- Attachment 1a – male persona poster – 3-4 copies, A3
- Attachment 1b – female persona poster – 3-4 copies, A3
- Attachment 2 – „types of questions” hand-out – 1 copy for one person
- Attachment 3 – facilitators tools – 1-2 copies

List of resources for expanding knowledge

English

- Powerful Questions for Facilitators - <http://static.squarespace.com/static/51b35a70e4b08f55af505597/t/521f2282e4b06244c31889bf/1377772162368/Powerful-Questions-for-Facilitators.pdf>
- Malcolm Knowles, The Adult Learner: A Neglected Species, Gulf Publishing Company, Houston 1973 - <http://infed.org/mobi/andragogy-what-is-it-and-does-it-help-thinking-about-adult-learning/>
- Alice Y. Kolb, David A. Kolb , The Kolb Learning Style Inventory 4.0: Guide to Theory, Psychometrics, Research & Applications, Experience Based Learning Systems, Inc. 2013
- Facilitation Skills Training Manual: A facilitator’s handbook - https://publiclab.org/system/images/photos/000/020/662/original/FACILITATION_SKILLS_TRAINING_Manual.pdf
- The Complete Facilitator’s Handbook - <http://www.human-inquiry.com/cfh.pdf>
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Bulgarian

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Polish

- Kurs online „Prowadzenie spotkań” - <https://platforma.kursodrom.pl/moodle/course/view.php?id=258>
- Dobre spotkanie. Jak to zrobić - <http://frsi.org.pl/dobre-spotkanie-jak-to-zrobic/>
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Romanian

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Slovenian

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