

# Facilitation Skills Training Manual: A facilitator's handbook



**Sustainable Comprehensive Responses for Vulnerable Children and their families (SCORE) Project**

## **Facilitation Skills Training Manual; A facilitator's handbook**

This training manual is meant to be used by social workers, teachers, project and field staff, health workers, rehabilitation officers, local leaders and other educators involved in training as a resource for enhancing techniques and skills needed to keep participants energized, attentive, engaged and as a result inspired.

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With technical reviews and contributions from all SCORE family strengthening and Child Protections teams at consortium level; AVSI, CARE, and TPO.

We are grateful to the SCORE Chief of Party, Massimo Lowicki Zucca, and his Deputy Saul Langol for their continued support that led us to compile and complete this manual for the benefit of quality programming across all SCORE program regions

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Photos from facilitation skills training workshop in Luweero with implementing partner staff from AVSI central region

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## TABLE OF CONTENTS

FOREWORD .....	5
OBJECTIVES OF THE FACILITATION SKILLS (FS) WORKSHOP .....	6
TRAINING PROGRAM.....	7
INTRODUCTION TO FS WORKSHOP.....	8
WHY FACILITATE?.....	11
ROLE OF A FACILITATOR.....	11
Transtheoretical Model.....	12
SKILLS AND CHARACTERISTICS OF A GOOD FACILITATOR .....	13
PREPARING FOR FACILITATION .....	16
MANAGING THE CHALLENGES THAT ONE FACES WHILE FACILITATING .....	18
• <b>Taking control:</b> .....	18
• <b>Difficult questions</b> .....	18
• <b>Managing conflict</b> .....	19
• <b>Managing time</b> .....	19
• <b>Involving all participants</b> .....	19
• <b>Handling dominant people</b> .....	20
• <b>Working with shy people</b> .....	20
• <b>Working with diversionary people</b> .....	20
FACILITATION FLOW.....	22
NON FORMAL FACILITATION TECHNIQUES.....	23
1. <b>Brainstorming</b> .....	23
2. <b>Case Study</b> .....	23
3. <b>Demonstration</b> .....	24
4. <b>Drama</b> .....	26
5. <b>Field trips</b> .....	26
6. <b>Film shows</b> .....	27
7. <b>Fish Bowl/Similar to a role play/drama</b> .....	28
8. <b>Games</b> .....	28
9. <b>Ice Breakers/Energizers</b> .....	31
10. <b>The Kitchen Concept</b> .....	31
11. <b>Lecturettes</b> .....	32
12. <b>Role plays</b> .....	32
13. <b>Panel Discussions</b> .....	33

<b>14. Peer Training</b> .....	33
<b>15. Pictures</b> .....	34
TOOLS FOR NON FORMAL FACILITATION.....	42
1. <b>Mind mapping</b> .....	42
2. <b>Problem Tree Analysis</b> .....	43
EVALUATING AN EDUCATIVE SESSION; A DIALOGUE.....	<b>46</b>
<b>Empowerment circle</b> .....	46
<b>Questions</b> .....	46
<b>Satisfaction faces</b> .....	46

## **FOREWORD**

Sustainable COmprehensive REsponses (SCORE) for Vulnerable Children and their families is a 5 year USAID funded project implemented by a consortium of partners led by AVSI Foundation, with CARE international, TPO Uganda and FHI360. SCORE's target is to reach and serve a total of 25,000 households or roughly estimated to be 125,000 vulnerable people in 35 districts through implementing partners based within the communities where SCORE-enrolled households live. SCORE specifically seeks to reduce vulnerability amongst the targeted households by striving to improve their socio-economic status as well as their food security and nutrition status; increasing availability of Protection and Legal Services for VC and their household members and by increasing capacity of these households to access, acquire or provide essential services.

The methodology of SCORE project dictates that we continuously engage with communities, families, individuals, parents and in some cases with specific children, discussing and provoking them to learning new things and re-thinking their beliefs. This kind of approach therefore requires of a trainer/ facilitator skills and competencies that enable them engage communities effectively. It is not usual to find community trainers who can at all-time keep trainees energized and attentive during trainings. This manual therefore provides an opportunity for prospective trainers to improve their ability to inspire individuals and communities through good facilitation skills. The manual empowers the trainer with a variety of techniques and skills necessary to overcome the challenges that they encounter during delivering trainings.

I believe that this technical resource will strengthen the bigger capacity building and training agenda within SCORE.

### **SCORE Chief of Party**



**Massimo Lowicki Zucca**

## OBJECTIVES OF THE FACILITATION SKILLS (FS) WORKSHOP

### Background/Justification

- By nature and design, the SCORE project constantly involves engaging communities to learn through different ways including; community dialogues, interactive learning session (ILS), Family dialogues at home visits, training of community based structures among others. The staff therefore, need to have the appropriate skills to effectively engage communities and thus the centrality of this facilitation skills training
- Research shows that creative and participatory methods of facilitation are better at enhancing understanding, and thus the need for this training
- In most of the SCORE areas, it has been found that facilitation involves the traditional, “lecture/teaching techniques” and the common participatory methods like brainstorming as opposed to other creative facilitation techniques. This poses a question on the level of understanding of messages in the areas where we work.

### Training Outputs

**Objectives:** by the end of the workshop participants will be able to:

1. Discuss various participatory learning approaches and how they can be used in facilitating dialogues and other community learning sessions;
2. Describe the differences between teaching and facilitating
3. Explain and also apply different solutions to deal with the challenges that one can face while facilitating a session
4. Describe and know when or which non formal methods to use while facilitating specific sessions

## TRAINING PROGRAM

Day	Time	Activity /content	Responsible
<b>one</b>	8.30 -10.00 am	Arrival, Registration and Getting started <ul style="list-style-type: none"> <li>• Knowing each other -Introduction</li> <li>• Norms</li> <li>• Expectations</li> <li>• Discussion on training methodology (Participatory methods/ simulation)</li> <li>• Introduction to FS workshop</li> </ul>	
	10.00 -10.30 am	Break	
	10.30 -1.00pm	<ul style="list-style-type: none"> <li>• Traditional facilitation skills VS Participatory methods</li> <li>• Teaching VS facilitating</li> <li>• Why facilitate?</li> <li>• Trans theoretical model of change</li> <li>• Skills and characteristics of a good facilitator</li> </ul>	
	1:00 -2:00 pm	Lunch	
	2:00 -4:45pm	<ul style="list-style-type: none"> <li>• Preparing to facilitate</li> <li>• Managing the challenges that one faces when facilitating</li> </ul>	
	4:45 -5:00 pm	Break and Close	
<b>Day Two</b>	8.30 -10.00 am	Registration and Recap <ul style="list-style-type: none"> <li>• Facilitation flow</li> <li>• Non formal facilitation techniques</li> </ul>	
	10.00 -10.30 am	Break	
	10.30 -1.00pm	<ul style="list-style-type: none"> <li>• Non formal facilitation techniques</li> </ul>	
	1:00 -2:00 pm	Lunch	
	2:00 -4:45pm	<ul style="list-style-type: none"> <li>• Non formal facilitation techniques</li> </ul>	
	4:45 -5:00 pm	Break and close	
<b>Day Three</b>	8.30 -10.00 am	<ul style="list-style-type: none"> <li>• Non formal facilitation techniques</li> </ul>	
	10.00 -10.30 am	Break	
	10.30 -1.00pm	<ul style="list-style-type: none"> <li>• Non formal facilitation techniques</li> <li>• Tools for non-formal facilitation</li> </ul>	
	1:00 -2:00 pm	Lunch	
	2:00 -4:45pm	<b>Break and close</b>	
	4:45 -5:00 pm	<ul style="list-style-type: none"> <li>• Tools for non-formal facilitation</li> <li>• conclusions of part 1 training</li> </ul>	
<b>Day Four</b>	8.30 -10.00 am	Community Dialogue – Practical session	
	10.00 -10.30 am		
	10.30 -1.00pm		
	1:00 -2:00 pm	Lunch	
	2:00 -4:45pm	Reflections from community dialogue	
	4:45 -5:00 pm	Way forward /conclusions	

## INTRODUCTION TO FS WORKSHOP

### What is Facilitation?

- The art of bringing adults together with the learning, by helping adults learn through self-discovery
- Facilitation is about empowering others
- It involves letting go of control over the outcome of a process and giving that responsibility to the group

### What are skills?

These are Abilities –that help you do something in a certain way. Skills are linked to “what I can do” and they are either learned formally or acquired through experience

### What are the key differences between teaching and facilitating?

**Ask participants** to think back to their experience of being at school. What methods were used to teach new ideas?

**Ask participants** to brainstorm in groups for about 5 minutes on the following question:

‘What is the difference between school teaching and facilitation?’ Ask them to note down their ideas.

Divide a piece of flip chart paper into two columns headed ‘School teaching’ and ‘Facilitation’. Then bring the group back together and ask each group feedback their ideas as you input under each column.



**Summarize as follows:**

**SCHOOL TEACHING**

Teacher starts from their own knowledge

Teacher follows a pre-set curriculum

Teacher presents new information from the front

Information flows in just one direction, from teacher to students

Teacher brings extensive knowledge of the subject

Teacher is concerned with students understanding the right answer

Teacher works for the community and may come from outside the community

Teacher has a formal relationship with the students, based on their status as a teacher

**FACILITATION**

Facilitator starts from the knowledge of the group

Facilitator addresses issues identified by the group or their community and adapts new ideas to the needs and culture of the group

Facilitator uses practical, participatory methods, eg: group discussion and activities in which all members of the group participate

Information flows in many different directions between the facilitator and individual group members – a genuine exchange of ideas

Facilitator draws out and builds on the knowledge of the group, and knows where to find further information on the subject

Facilitator encourages and values different views

Facilitator works with the community and may come from within the community

Facilitator is considered as an equal, and has relationships based on trust, respect and a desire to serve

# TEACHING OR FACILITATING?

## PICTURE CARDS



## WHY FACILITATE?

The Brazilian educator, Paolo Freire, believed that education should be liberating. Rather than giving learners answers, **education should aim to increase the learner's awareness so that they are able to identify problems and their causes, and find solutions to them.**

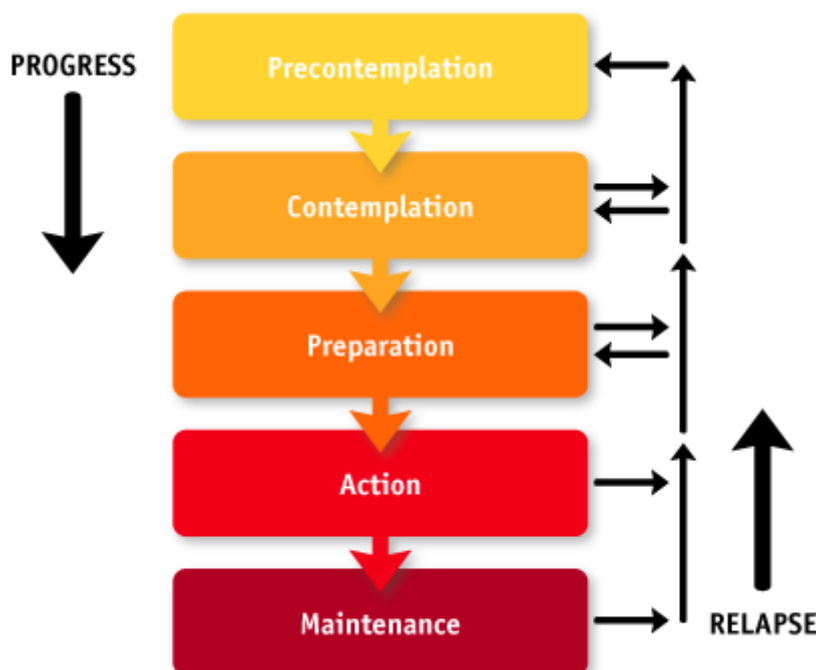
## ROLE OF A FACILITATOR

- Help a group find new ways of thinking about and analyzing their situation.
- A facilitator does not know all the answers but helps the group think critically about their own needs and interests, and to make decisions for themselves.
- Encourage each member of the group to contribute to the best of their ability since everyone has valuable knowledge and a valuable contribution to make.
- To build trust and respect between the members of the group and to encourage dialogue and learning, from which the whole group will benefit.

Ask participants:

Is it automatic that when we facilitate we help people understand and change?

**NO!** You need to consider the stages of change



## Transtheoretical Model

### The Five Stages of Change

1. **Pre-contemplation:** is the stage at which there is no intention to change behavior in the foreseeable future. Many individuals in this stage are unaware or under-aware of their problems.
2. **Contemplation:** a stage in which people are aware that a problem exists and are seriously thinking about overcoming it but have not yet made a commitment to take action.
3. **Preparation:** is a stage that combines intention and behavioral criteria. Individuals in this stage are intending to take action in the next month and have unsuccessfully taken action in the past year.
4. **Action:** is the stage in which individuals modify their behavior, experiences, or environment in order to overcome their problems. Action involves the most overt behavioral changes and requires considerable commitment of time and energy.
5. **Maintenance:** is the stage in which people work to prevent relapse and consolidate the gains attained during action. For addictive behaviors this stage extends from six months to an indeterminate period past the initial action

**Discuss with participants on a specific aspect that requires behavior change and go through all the stages of change placing what could be done at each point to help**

## SKILLS AND CHARACTERISTICS OF A GOOD FACILITATOR

### WHAT ARE THE SKILLS AND CHARACTERISTICS OF A GOOD FACILITATOR?

A good facilitator has certain personal characteristics and skills that encourage group members to participate in a discussion or activity.

Divide participants into groups of four or five. Give each group a piece of flipchart paper, and ask them to draw the characteristics of a good facilitator. For example, they might draw an ear to symbolize a good listener. Ask each group to stick their drawings on the wall so that all participants can look at them and compare their ideas.

Summarize as follows:

#### Characteristics of a good facilitator

- humble
- generous
- patient
- understanding
- accepting
- inclusive
- an encourager
- an enabler
- affirming of everyone's knowledge
- sensitive to the needs of others
- willing to learn from mistakes
- dynamic, a motivator
- a good listener
- good at summarizing others' ideas
- confident
- good communicator.

#### Skills of a good facilitator:

##### Non-Verbal Facilitation Skills

- **Look around the whole group:** avoid looking too much at a specific individual
- **Stand up when you speak,** especially at the beginning of a session. Show you are feeling relaxed but confident by smiling and keeping your hands still.
- **Move around** without distracting the group. Don't pace up and down, or show your back too much or speak when people can't see you easily. Don't stand or sit too close to people if it is clear they want more space.
- **Use gestures and actions** to keep the group lively and focused or to show affection. Clap your hands to get attention or show someone has done the right

**'Facilitation is the art, not of putting ideas into people's heads, but of drawing ideas out.'** ANON

## Skills of a good facilitator:

### Verbal skills

- **Speak slowly and clearly.** Find simple ways to express hard ideas and use local examples to help understanding.
- **Help the participants do most of the talking.** Ask questions that make participants talk such as: "What do you think about...", "Why...", "How...", "What if..." etc. If someone answers with a simple "Yes" or "No" ask him or her to elaborate.
- **Paraphrase:** Occasionally re-phrase people's thoughts and feelings in your own words and check-in with them to ensure that you have correctly understood what they said. Say: "So what you're saying is ..."
- **Tell Your Stories:** Use appropriate self-disclosure by the trainer to create trust between the group and yourself. They will be much more likely to share their own stories if you share yours. However, one should be aware not to become so personal as to make people uncomfortable or to go on at too much length (people will generally follow your lead, so be aware of what you model. Give support to someone's statements by sharing a relevant personal experience. Say something like: "That reminds me of something that happened last year when..."
- **Offer examples or symbols** that will help people visualize and relate to what you are talking about.
- **Listen, Listen, Listen!:** Validate, clarify, restate, and reflect, especially when you think you may disagree. When people put a question to you as the "expert," make a practice of inviting others to respond first by putting the question to the group as a whole. You will often be surprised at how much wisdom resides within the group.
- **Draw on Others to Avoid a Battle:** If you find yourself being criticized by a participant or in strong disagreement with what s/he is saying, it is often helpful to invite the comments of the rest of the group before commenting yourself.
- **Be Affirming!:** Wherever possible, find something positive and useful in whatever is being offered. Refocus the discussion if you have gone off topic.
- **Do "Temperature Checks":** Check in with the group relatively frequently regarding their interest level and/or understanding of what you are presenting ("Am I making sense here?" or "Does anyone have any comments or questions at this stage?" etc.)
- **Bring out quiet participants and address participants who talk too much:**
- **Help to bring out views** that are not fully expressed or represented.
- **Stop one-on-one arguments** from developing and threatening to take over the dialogue. Ask for quiet time for a few minutes, do a quick energizer
- **Be a model**
- **Summarize the discussion** for the group as you go along to help everyone keep up with it. Keep track of people's feelings as well.

**A facilitator needs to be:**

**A model:** Show by your words and your body language that you like and respect the group and want to hear everyone's views

**A leader:** Set the agenda, keep the group focused the agenda while following the ground rules, challenge views positively. Be honest about your own limitations and weaknesses and be able to laugh at yourself.

**A referee:** make the group follow the rules, keep to the agenda, allow equal speaking time, bring out the quiet participants and help create boundaries for those who talk too much.

**A peace builder:** Encourage the group to work well together by accepting, understanding, and supporting each other, especially through the hard times; make it safe to speak and share and hear the differing viewpoints, calm conflicts, look for solutions, change direction if necessary.

**A cheer leader:** create team spirit, give support, encourage the group to achieve goals.

**A prophet:** inspire and challenge the group's visions for a better future.

*Adapted from women in Peacebuilding Resource & Training Manual*

**Exercise:**

Ask some volunteer participants to role play a facilitation exercise where they practice these skills and characteristics

**Tips for...**

**GOOD FACILITATION**

- Be prepared.
- Be flexible.
- Be energetic.
- Encourage humor.
- Be clear.
- Think positive.
- Embrace mistakes and limitations.
- Be sensitive.
- Use a variety of techniques, methods and activities.

## PREPARING FOR FACILITATION

Depending on what kind of facilitation you will be engaged in, one should prepare appropriately.

### How do you organize for facilitation for dialogues or workshops?

- **Decide on the objective**

You need to have already done preliminary/preparatory activities including visiting the local council authorities, working within the community and observing the challenges that take place, and how they are handled, among others. These insights will enable you decide on the theme you would like to cover/ objectives of the sensitization and the target persons to include for the dialogue. Depending on the challenges being experienced in the community, for instance if the rate of child sacrifice is continuously increasing and the village/area is a death trap for children, community awareness can be an entry point for discussing and initiating activities that enable the protection and care of children

- **Choose the correct target group**

The target for such a discussion would be a range of stakeholders including parents as a primary category, community leaders, religious leaders, elderly/clan leaders, herbalists and traditional healers, and other stakeholders including local authorities and other legal/judicial officers as well as those from the police.

Having thought out your target beneficiaries, you now need to reconsider if you can have all of them present for such a meeting at the same time or if some of these target persons would fit better at a different forum. Targeting police and other legal/local leaders could be done at a specific forum while instead at this community gathering, their presence could be mainly used for boosting support for this theme as well as for facilitating some sessions to further ensure community ownership and continuation for such dialogues.

- **Mobilize your target groups:**

At this point, you now have a good idea who your target will be. However, you need to mobilize them to come for this community dialogue. Mobilization is the process that can be used to ensure that people are gathered for your planned facilitation. Mobilization can be done through different mediums including:

- Radio talk messages
- Using community volunteers, VHT, Community facilitators, role models to pass on this information
- Utilizing religious leaders through church/mosque announcements
- Sending information through local council and other community leaders

**The Key issue here is to ensure that you use a medium that works/ or better still triangulate (use many methods.** In addition, other factors might contribute to whether or not the targeted persons come or not. These can be related to the date, the length/period of mobilization, the kind of medium used for mobilization, the distance to the venue, among others. Some of these are discussed here below:

### Elements that determine a successful facilitation activity

- **Choosing an appropriate date (can also be a regular date):** Knowledge of community activities is critical in choosing a good date/day of the week for community education. For instance knowing the market day of a specific village is critical in your choice of dialogue



dates, since the majority of the people you might want to target may be involved in market activities. A possibly good day for you to choose would be a Sunday afternoon.

- **Choosing an appropriate time:** Similarly, the choice of time is critical in determining whether or not your target groups attend. For instance in most villages, the morning hours are busy times for community members (depending on the season) since they engaged in their gardens. Therefore an afternoon or even an evening could be more appropriate for dialogues.
- **Choosing an appropriate place/venue:** The choice of place for venue is another important factor. It is important to choose a well-ventilated area for instance a community hall, or a church yard, a school compound (during weekends or school holidays) or any other place where community leaders direct you to use. Make sure that the place you choose is accessible and comfortable for community members
- **Materials and methods for facilitation activities:** Early preparation of materials including a program, talking pints, tools to be used, choice of method of facilitation all influence the outcome of a facilitative activity

### Example of uncomfortable venue

- A partner once chose to have a community dialogue at a public school compound. They sought permission and the school granted it. The theme of the dialogue was on parenting. The school however was in a heavy conflict with the school parents over nonpayment from parents, poor quality services provided to children from the side of parents. Therefore when the day for the dialogue arrived, very few parents came while the rest were angry with the school staff and therefore did not even come for the meeting. During the meeting, a lot of tension ensued and the meeting was interrupted greatly when the parents directly attacked the teachers. This was clearly a wrong venue as it interfered with the success of the facilitation activity.

## MANAGING THE CHALLENGES THAT ONE FACES WHILE FACILITATING

### Ask participants:

What are some of the challenges that one can face when facilitating?

### Responses might include:

- **Taking control:**

There is usually a great temptation to take control of a discussion or change process. This is often out of a genuine desire to help the group move forwards. If we are used to a top-down teaching style, and have not had the chance to observe good facilitators at work, it can be very difficult to change our approach to sharing ideas.

- **Difficult questions**

Explain that dealing with people's questions can be difficult. Facilitators may often feel that they need to have all the answers. They may lack confidence in their own ability to deal with questions on a particular subject. It is essential that they are familiar with the content of the Guide as a whole, not just the double page being presented.

- As a facilitator, read for understanding, and check that they are clear on the meaning of the concepts and language used. Consider which ideas might need further explanation when they are discussing them with the group. It is very helpful for them to know where to go to find more information, eg: other publications, government or NGO offices, radio programs, and so on.
- Facilitators can also draw on the wisdom and knowledge of other members of the community, outside of the immediate group, who may specialize in the topic being discussed. A simple way of doing this is by throwing the question back to participants to answer than try gambling to answer the question.

### Tips for...

#### DEALING WITH DIFFICULT QUESTIONS

- Prepare for group discussions by reading through the discussion material and becoming familiar with the concepts and language.
- Anticipate people's questions where possible and think of possible responses.
- Do not be afraid to say that you do not know the answer to a question! Instead say you will get back to the group with more information.

- **Managing conflict**

Sometimes people will have strong and conflicting ideas on a subject. Poor relationships within the group will also affect the way the group works together as a whole. A facilitator needs to be sensitive to possible differences and tensions and encourage people to work through these, keeping their common goals and interests in mind.

- **Managing time**

Sometimes, time management can get quite difficult especially when a discussion is getting very interesting or when we have participants that are quite engaging and like to illustrate certain experiences with a lot of detail.

### Tips on Time Management

- Choose a time a keeper to remind you regularly about the time used and left
- When caught up, Cut time from the middle of the training, not from the beginning or the end.
- Simplify tasks (e.g., eliminate some steps in activities or certain detailed examples).
- Reduce the amount of discussion time especially those in small groups.
- Reduce reporting time to the larger group.
- Ensure you arrive on time and respect the schedule (e.g., breaks, lunch, and end of the day).
- Negotiate necessary changes to planned activities with participants.

### Tips for...

#### MANAGING CONFLICT

- Acknowledge the conflict.
- Try to establish the cause of the conflict.
- If it is related to the topic in question, help lead the participants to a place of agreement, encouraging mutual respect.
- If it is unrelated to the topic, and only involves several group members, encourage them to resolve this disagreement later, outside of the group setting.

- **Involving all participants**

Sometimes, it becomes apparent that a facilitator is moving with only a section of participants. This is especially common if you have a group with large exposure variations. The group that is less exposed will keep quite while the exposed one will dominate the entire discussion.

### Tips on involving all participants

- Change the composition of groups for small group work.
- Assign roles to participants in small groups (leader, timekeeper, recorder, spokesperson, etc.).
- Encourage different methods of reporting group work.
- Create seating arrangements that encourage group discussions.

- **Handling dominant people**

Sometimes there is one person who dominates the discussion, confident that they have all the right answers. A good facilitator needs to make sure that others have the opportunity to speak. They could invite them by name, or split the group into smaller groups, or introduce a quota system, in which each person is given three stones or bits of paper, and they have to give one up every time they speak. When they have no more, they cannot speak again!

- **Working with shy people**

Sometimes people may be very shy or afraid to express their views in a group. A facilitator can either put people into smaller groups or ask people to discuss questions first in pairs. They can also use other practical activities such as mind mapping, ranking, seasonal calendars, timelines to help people express their views. The most effective way of encouraging people who are shy is to refer back to and use their ideas, so they know they are important and of value

- **Working with diversionary people**

There are often people that speak a lot but always bring up diversionary ideas that lead the group aside if not controlled. These kinds of people when given too many opportunities to speak can be very misleading to the rest of the group.

Therefore do not completely disallow their views but listen to them a few times and then use the negative/diversionary views to turn the message around as a great point of discussion. Beware though not to provide too many opportunities to them.

### Tips for...

#### HANDLING DOMINANT PEOPLE

- Give them responsibility within the group.
- Reinforce alternative behavior.
- Place with other similar types or in the same group as the facilitator.
- Limit the number of times each person can speak, so that each member is treated equally.

### Tips for...

#### WORKING WITH SHY PEOPLE

- Encourage them individually, within and outside of the group.
- Establish reasons for their silence.
- Give notice of the topic before the discussion, so that they have time to prepare.
- Give them responsibility for note-taking and feedback.
- Place them in a supportive group.
- Give them time.
- Use role-play to build up confidence and skills.

### **Working with diversionary people; example:**

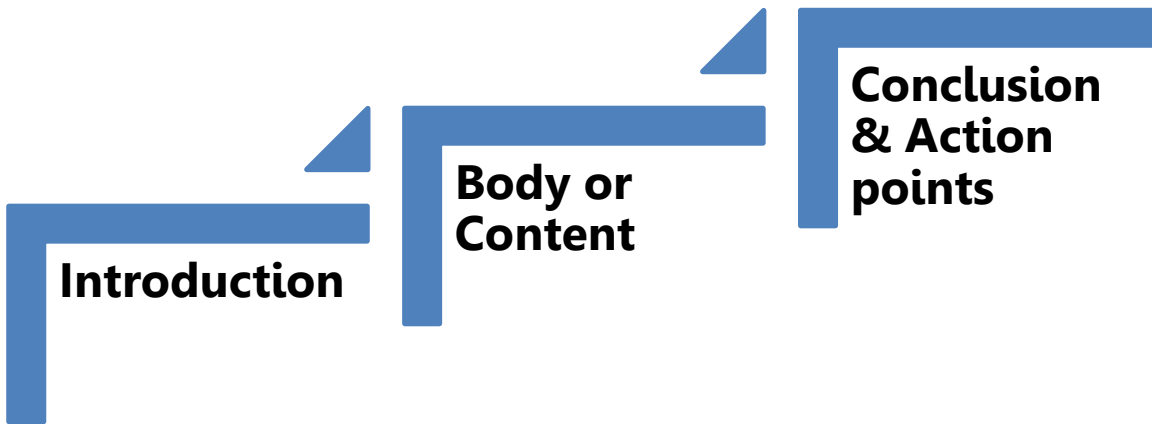
During a community dialogue in a certain community on parenting, an elderly man started insisting that some children are very stubborn. He related it to a genetic cause and that there was nothing that could be done to help change their behavior. The same man continued that it is the children born in 1986 that are a complete nuisance because it is from this moment that the child rights wing began and children no longer listen. He continued to say that he does not believe children model their parent's behavior. That children turn out bad because of other aspects not at all connected to the character or behavior of their parents. He also said he knows children who were born in families that are broken, abusive and alcoholic who are very successful today. It is not about the family therefore according to him...

- **Working with the perfect participant who responds correctly on spot:** When we find ourselves with such a participant, the risk is that we give only them the continuous opportunity to share.

### **Working with the perfect participant:**

Remember that this a huge risk because the community members might walk away not agreeing to the conclusion since they will feel that those were the views of that same perfect participant. Community members are usually more convinced by an external voice. They consider it authentic and important. Therefore ensure that the perfect participant does not dominate. Turn the perfect participant's responses to your own as you stress any point. Say the same thing but say it a little differently so it sounds like your own and not the perfect participants view.

## FACILITATION FLOW



\*Practical to be done at the community dialogue on day 4

## NON FORMAL FACILITATION TECHNIQUES

### 1. Brainstorming

This technique encourages active and imaginative input from participants and taps into the knowledge and expertise of the participants. The facilitator's role is to encourage all participants to say the first thing that comes to their minds and to keep ideas flowing quickly. Brainstorming is used to help focus or clarify activities or to generate information that can help jumpstart a topic.

**Process** – The facilitator asks a question on a topic to be investigated. The participants are asked to draw upon personal experience and opinions and to respond with as many ideas as possible. As participants put forward their ideas, every idea is recorded on the board. Thereafter the group analyzes the information collected.

**Advantages** – It promotes creativity finding solutions to problems. It is particularly effective in opening sessions to establish goals, objectives and norms for training programs.

### 2. Case Study

This technique encourages participants to analyze situations that they might encounter and to determine how they would respond. A case study is a story written to provide a detailed description of an event and is followed by questions for participants to discuss. The story can range from a paragraph to several pages in length. Stories of people with similar problems in other villages make ideal subjects for case-study analysis. The case study should be designed in such a way that the story is relevant to participants, and they have enough time to read, think about and discuss the story.

**Process** – The facilitator hands out a case study that describes a relevant situation or problem to be addressed. Participants read the case study (if they can) otherwise the facilitator reads the story and where necessary translates into an understandable language. Participants are either broken up into small discussion groups or stay in the large group to discuss the story. The instructor facilitates questioning and approaches to alternative solutions.

**Advantages** – It encourages participants to explore ideas and to identify alternative behaviors, solutions to situations, and problems they might experience. A Critical Incident is a variation on a case study. It is short, - seldom longer than a couple of paragraphs - describes a critical situation, and ends with a single question. A

#### **Exercise: Case study on communication between men and women**

When my wife comes home, she narrates each and every detail of the events she has gone through during the day and she expects me to do the same. For example she would say, "I went to the stage, stood for five minutes, a noisy bus came, I opted to wait for another one... etc" while I would say I reached the office late because there were no buses on the road. This leads to misunderstanding and she accuses me of not wanting to communicate. What I consider most important to discuss are major milestones in our lives. I now understand why women are naturally talkative.

Extract from, Solving problems occurring early in marriage by Charles and Victoria Amulega. Page 61

critical incident activity addresses, but does not try to solve, a problem. As it is short and problem-oriented, it need not always be handed to participants in written form.

**Note:** Pay attention to use the case studies well, without pointing at an individual directly and without leaving the case study at study level. Relate it to the community's experiences

### **Guiding questions**

- Has any of you ever felt that your wife/ girlfriend talks too much and demands that you also talk? Can you share some of your experiences on this?
- If yes, how does that make you feel?
- What is your view about talking only on big milestones and not the small little details?
- What problems do you foresee in talking only about the big things? Do these big milestones happen every day?

### **Notes**

Women and men are different. Women like to talk about little details while men like the huge milestones. For most men, these little details are irritating and unimportant. Big things happen only occasionally and therefore if a couple concentrated on the big things, they would only talk occasionally, causing a huge communication gap

### **Ask participants 30 minutes (total time)**

Group participants and ask them to develop short case studies on different themes and their guiding questions for a dialogue session in the community. Then ask the groups to report back to the larger group/discuss in plenary

## **3. Demonstration**

This technique is used to allow participants to watch how something should be done. A demonstration brings to life some information that has been presented in a lecture, discussion, or explanation. For example, a discussion of how to apply fertilizer or a cooking demonstration may not be nearly as effective as a direct demonstration, which participants can both watch and try for themselves.

**Process** – The facilitator should explain the purpose of the demonstration. Facilitator demonstrates the procedures or new behavior. Participants are encouraged to ask questions and engage in discussion. Participants practice what has been demonstrated.

**Advantages** – Participant's active involvement in trying the demonstrated activity indicates if they understand the information and makes this information more difficult to forget.

### **Exercise: Building a drying rack for household utensils and or how to wash hands**

**The facilitator should demonstrate how one should wash their hands effectively and then show the chart below**

#### **Materials needed:**

Soap, ash, basin, water jar or cup



# HOW TO WASH HANDS

1

Wet your hands and Lather them with soap (or ash).



2

Rub your hands together and clean under your nails.



3

Rinse your hands with a stream of water.



4



Shake excess water off your hands and air dry them

#### 4. Drama

When people come together and act out parts, they are often able to say more than they might in a normal discussion. Drama can be an interesting, entertaining, and, most of all, effective way to get people to discuss and solve problems. As dramas (plays or skits) identify the specific ideas/messages presented by actors (**i.e. they have scripts**) they are best used when key messages or complex information needs to be shared.

**Note that drama is different from role plays – in that drama has a script while role plays are created based on a story line without rehearsed scripts**

**Process** – Once a problem has been identified, participants can come together and write or act out a play for the class or the community. The drama they depict should present the main ingredients of the problem, but no solution. After (or even during) the play, they can ask the audience (people watching) for advice on what to do. Following the play, actors and audience discuss the problem and come up with solutions. Problems might be as simple and local as people coming late, or as complicated as the different sanitation and nutrition problems that affect village health and development.

**Advantages** – All facilitators will have to do is to encourage a small group of participants to try this technique with the whole class. It is usually considered such fun that given the opportunity and a bit of encouragement, participants will begin to do these on their own. Trainers may even consider using this as a way to have participants help to present new material from a lesson.

#### **Ask participants**

- Has any of them watched a drama? How different is it from a role play? Describe an educative drama that you watched for the rest of the participants.
- Do you think it is easier to make a drama or a role play?

#### 5. Field trips

This technique allows participants to see how something is done firsthand. Facilitator finds a place outside a session in which participants will begin to do these on their own.

**Process** – Participants should be briefed on field trip, location time and purpose of the trip. Participants and the facilitator should make up a list of questions, or observations that participants can use during the field trip. Following the field trip, participants should discuss and analyze what they have seen.

**Advantages** – Field trips expose participants to how information discussed in sessions can be applied in real life.

## Ask participants

- How do you think you can use field trips in your community to enhance learning on a specific theme? Give some examples

### 6. Film shows

Film shows and videos can be specially arranged for participants.

**Process** - Trainers should select films according to participants' interests and topics under consideration. Participants should be introduced to the film, and viewing should generally be followed by a discussion of the film and the information it contained.

**Advantages** – Film shows are generally quite entertaining and easily capture the interest of participants. If well done, films can capture in a short amount of time, information that might take months to cover. A film can capture in moving pictures and words images make a stronger impact on participants than an instructor could in lecture

### Activity

2 hours with discussion

Watch the film, "Daddy's little girls"

### Questions

- What kind of parent do you consider Monty compared to his ex-wife (mother of his children)?
- What things does Monty have to go through to raise his children?
- What other things do you learn from this film?

OR

### Activity

2 hours with discussion

Watch the film, "The pursuit of Happyness"

- What is the difference between Christopher Gardner and Linda in the way they parent and care for their son, Christopher?
- Can you identify the challenges that parents go through in caring for their children – especially in relation to meeting the basic needs of a child?
- Which of the two parents was there for little Christopher until the end.

## 7. Fish Bowl/Similar to a role play/drama

This technique provides a physical structure that allows participants on the 'outside' to see something being done on the 'inside'. Participants may observe a role play of an actual situation, such as a discussion or a planning meeting.

**Process** – Trainer helps break participants into two or more groups. A small group performs some action or activity in the center of a large group. The outer group of participants is asked to observe and analyze the interactions of the inner group.

**Advantages** – As with fish placed in a bowl of water, participants can see what is happening and discuss what they see. A fish bowl focuses on the outer group's observation and feedback about the information supplied by the inner group.

### Activity

15 minutes with discussion

Ask some volunteer participants to think of and create a role play on a specific theme for instance on personal hygiene or domestic violence and act it out while the rest of the group observes.

Then ask the group, what they observed during the role play and what they could have learnt.

**Buzz** Is it possible therefore to have a role play that can lead to a better and more interesting community dialogue?

**Note:** When you choose to use role plays, make them brief, guided and meaningful. They must be related to the theme of discussion.

## 8. Games

Games are structured activities that:

- have a certain number of players,
- Working in a special situation,
- to accomplish a task,
- According to certain rules.

**Look at the myth/truth box below for guidance on using games with adults**

### MYTH:

Adults in a community dialogue cannot be engaged in play activities.

### TRUTH:

Adults can actually be more engaged and more active when you use games to facilitate learning

## 1. Line game

**Materials needed:** material like masking tape or weaving/knitting thread for making a line on the ground

**Procedure:**

Start by asking participants to step away from the line. Then ask participants to step on the line when you ask a question or mention a statement or something that is true or common to them, after that statement, they step off again. The statements/question you develop can depend on the theme you would like to discuss. For instance to discuss the importance of regular school attendance (education), you could ask the following questions

1. Step on the line if you have children (biological or adopted)
2. Step on the line if your children are above 5 years old and below 18 years (i.e. school going age)
3. Step on the line if your children go to school
4. Step on the line if they go to a private school
5. Step if they go to a government school or both
6. Step on the line if your children miss school at least for 1 week l a term
7. Remain on the line if you children miss school for at least 3-4 weeks a term

After a series of questions – note that you have basic statistics on the issue relating to education and from this you can begin a discussion

### Example 2: Cultural beliefs

1. Step on the line if you have ever fallen sick
2. Step on the line if you have ever gone to a health facility for care and treatment
3. Step on the line if you have ever gone to herbalist for treatment
4. Step on the line if you have ever gone to a witch doctor when you are unwell or had some problems
5. Step on the line if...

### Note

- Do not ask intimidating and embarrassing questions.
- Always start with simple questions and then progress to the questions related to your theme of discussion
- You can make an emphasis depending on the theme you are trying to tackle
- This game is only a starting point to a larger discussion as it gives a quick light on how the situation on a specific issue is going on. Most importantly it sheds that lights to all participants

- This game is also important in helping people get more comfortable around in each other as they look each other straight in the eye each time they come close to the line

## **2. Mirrors... game**

**Materials needed:** None

### **Procedure**

Participants stand in a circle. A leader is then chosen who will slowly move their body into different positions and their face into different expressions.

The rest of the participants have to copy the leader as if they were his/her reflections

### **Adaptation/variation**

This can also be done as a paired exercise in which the pairs take turns at being mirrors or reflections

### **Guiding questions**

How do you think that game relates to you and your child in terms of your behavior and their behavior? How do children learn?

### **Note:**

- This exercise is meant to explain the fact that parents are mirrors for their children's behavior. If you are an alcohol addict, it is likely that your child will be the same. If you are a thief, you model your child into a thief.
- A variation to this lesson be developed and generated accordingly

## **Ask participants**

Ask participants to develop a game that can help pass a specific message

**Process** – Trainers can easily invent games that help participants to learn information or practice skills learned, as a way of review. If you do decide to develop a game, make sure that it has all of the components described below. As you develop a game, here are some tips to remember:

- a. To be good and useful, a game must be well thought out, so set aside some time to develop and test the game.
- b. If you decide to award points, do so for right answers, but do not take away points for wrong answers – this can discourage adults from participating;
- c. Try to involve participants in developing the games, (e.g. let them come up with the questions);
- d. Have participants working in teams so that quick learners play alongside slower learners and no one individual ever wins.

**Advantages** - Games are generally fun and effective ways for participants to learn new skills or practice skills that they have recently learned. Good games can be challenging and effective ways to involve even the most hesitant of learners.

## 9. Ice Breakers/Energizers

This technique is used to introduce participants to each other or to help them to relax, wake up, or recapture their wandering interest. As its name implies, the ice breaker warms the learning environment to the point that the 'ice' keeping participants from interacting with each other is broken up.

**Process** – This technique is usually short and has no specific form. It is how it is used that makes it an ice breaker. A joke, short game, or physical activity of some sort can all be ice breakers. For example, to begin a class with new participants you might randomly pair off participants. Have participants work in pairs. Having participants draw a picture which describes something about them, and then explain it to the group; solve a puzzle together; or take a "blind walk" in which one person (whose eyes are closed) is led by a partner's verbal instructions could be some examples

**Other examples of ice breakers can be found in the book: 100 Ways to Energize Groups: Games to Use in Workshops, Meetings and the Community- International HIV/AIDS Alliance booklet**

**Advantages** – An ice breaker actively involves all participants in an active role. Ice breakers should be fun and should create an initial bond between facilitator and participants.

## 10. The Kitchen Concept

When this technique was used and developed in Nigeria, it was given this title. It involves local community resource people sharing knowledge with learners about something they have experienced. It is a variation on a field trip or guest speakers, but with a particularly effective twist.

### Examples of Energizers

#### What we have in common

The facilitator calls out a characteristic of people in the group, such as 'having children'. All those who have children should move to one corner of the room. As the facilitator calls out more characteristics, such as 'likes football', people with the characteristic move to the indicated space.

#### Who is the leader?

Participants sit in a circle. One person volunteers to leave the room. After they leave, the rest of the group chooses a 'leader'. The leader must perform a series of actions, such as clapping, tapping a foot, etc, that are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at him/her. The leader must change the actions at regular intervals, without getting caught. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.

**Process** – For example, if learners in a literacy class are studying about keeping livestock, it may actually be useful to hear from someone in their own community, who has been successful at it. An extension agent may still come and follow up with more information, but the neighbor, who actually does what is being discussed, will make the biggest impression on learners, because they will show the practicality of the lessons. In some circumstances, learners may be able to go on-site to visit the speaker and to watch the task put into action. In some cases, people in the literacy class may have skills they can share with other learners.

**Advantages** - As has often been said of adult learners, trainers or educators should both appreciate and use their knowledge and experience. The kitchen concept puts this idea into practice.

## Exercise

20 minutes

### Listening to a Guest speaker

Then questions and answer/discussion session

## 11. Lecturettes

Lecturettes are short forms of lecture which are used to highlight key points of content. They differ from traditional lectures in that they often incorporate participant's interactions and, at times, give the impression of a discussion. They are useful as introductions to topics and experiential activities. Lecturettes never last longer than 15 minutes.

**Process** – Review or read through the information that you want to present. Write out an outline of the key points that you want to cover. Consider what visual aids could help your presentation and prepare them in advance, if possible. Identify points where you can involve participants through questioning, discussion, or other activities. Practice and time your lecturette to make sure that you have not prepared either too little or too much for the time allotted. As you present your lecturette (or any lecture) keep an eye on the participants, and make sure that you are holding their attention. If people start to drift off, you may want to do an energizer or another activity that will awaken them. A lecturette is only effective if you are able to keep participants listening, involved, and aware of the points you are trying to share.

**Advantages** – Lecturettes can provide detailed and specific information in a short amount of time.

## 12. Role plays

This technique encourages participants to explore solutions to situations or problems under discussion. It is a small, often unrehearsed drama where participants are given roles that they are supposed to act out. There is no 'script' that participant-actors must



follow, but there is a description of the situation, the roles, suggested actions, or opinions to express.

**Process** – Roles may be set up by the facilitator, or participants may make up their own roles. The description of a role play can be given orally or in a handout. Participants act out role play. Facilitator facilitates discussion and analysis of participants' reactions. 'Actors' are given a chance to describe their roles and actions to compare with what participants observed. Participants then discuss how the role play relates to their own lives and situations they encounter.

**Advantages** – Discussion following the role play can focus on the role, opinions, and actions of the characters, and thus avoid criticism of the participants themselves. Role play is entertaining as well as educational, and it improves participants' skills of expression and observation.

### 13. Panel Discussions

This technique allows participants to gather information on several new topics at a time from visiting 'experts' or 'authorities' in that field. It encourages critical and informed participant questioning and interaction between guest speakers and participants in exploring a given topic.

**Process** – 'Experts' or 'authorities' are identified. The trainer (or pre-designated participant) acts as a moderator (facilitator) of the panel discussion by asking initial basic questions of panel members and/or encouraging participants to ask questions of their own.

**Advantages** – This can be a good opportunity to invite guest speakers (up to 3 or 4 at one time) into the training setting. It offers participants a different format for information transfer and changes the focus of attention from the trainers to the panel. Also, it can give participants contact references for future work in the field. If you design your sessions in such a way that the participants become the 'resident experts' on a given topic, then they can experience a distinct feeling of involvement and accomplishment.

### 14. Peer Training

This technique allows participants with expertise in a certain field to help in the training process and gives participants an opportunity to participate in hands-on training.

**Process** – Trainer solicits participant assistance in training, asks for areas of participant expertise, and/or assigns participants topics to be researched, prepared and presented. Participants may also work together with the trainer to conduct a training session. During the presentation, other participants are encouraged to participate actively (as in any other session), provided that they respect their fellow participant as the 'trainer' and lead facilitator of learning during that session.

**Advantages** – Peer training can help participants to network for future cooperation, collaboration and support. It takes the role of “expert” away from the trainer and gives the authority and control of learning to the participants.

**Note:** Though rewarding, the preparation for peer training activities can be especially time consuming.

## 15. Pictures

Many training activities can benefit from incorporating a creative component into participants’ expression of ideas. This can be done in two ways”

- a. Choosing a picture beforehand and bringing it for discussion with a series of guided questions – usually starting with what participants see, to what comes to mind/their feelings towards the picture and any lessons after the discussion.
- b. Encouraging participants to draw pictures (encourages participants to express their opinions and feelings symbolically).

### **Process** –

- a) Trainer identifies a picture beforehand and brings it for discussion with a series of guided questions – usually starting with what participants see, to what comes to mind/their feelings towards the picture and any lessons after the discussion.
- b) Trainer identifies a focus for the drawing, breaks participants into groups, and gives them a time frame in which to complete the drawing. Trainer explains that the quality of technical expertise of the drawing is not important; as long as participants can explain the ideas in their drawing to the group, it need not be even recognizable. Participants should think of the drawing as shorthand notes that record their discussion. Trainer calls participants back together and ask them to post, share, and explain their drawings to the large group. Trainer keeps comments and discussions light-hearted and down-plays negative criticism.

**Advantages** – If this is done well, participants can have very deep discussions on a a specific situation. It also helps trainer/participants to overcome their aversion to drawing. It can be a light-hearted and enjoyable activity that can target effective (feeling) dimensions of participant response. Since future trainers/instructors should be willing to make additional support materials, they should also have practice drawing in a non-threatening situation. (Note: there is usually hesitation to participate in this activity. Placing participants in groups allows them to choose an artist to render their ideas or to work together to draw them. If trainers are careful to encourage and to help participants get over their initial hesitation, this activity can be quite rewarding).

## **Exercise**

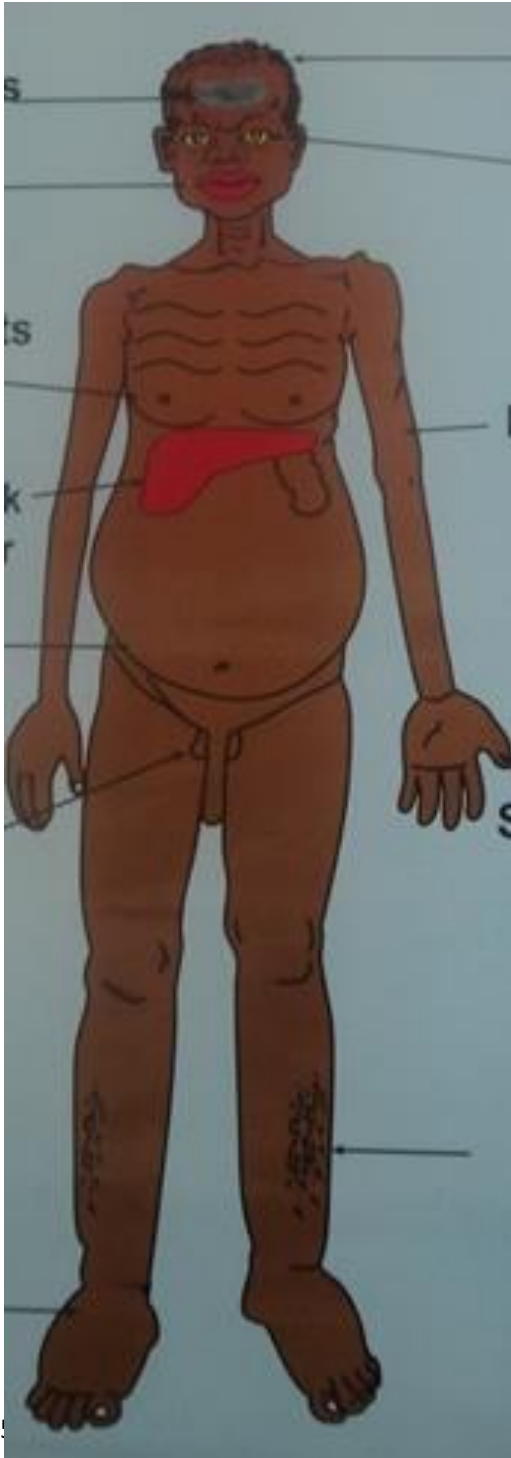
**15 minutes**

**Topic: The effects of Alcohol abuse on the body**

Show the picture below to participants and discuss what they see as some of the effects of Alcohol abuse on the body

### Ask participants

Are there any other effects of alcohol that they are aware of? Discuss these together

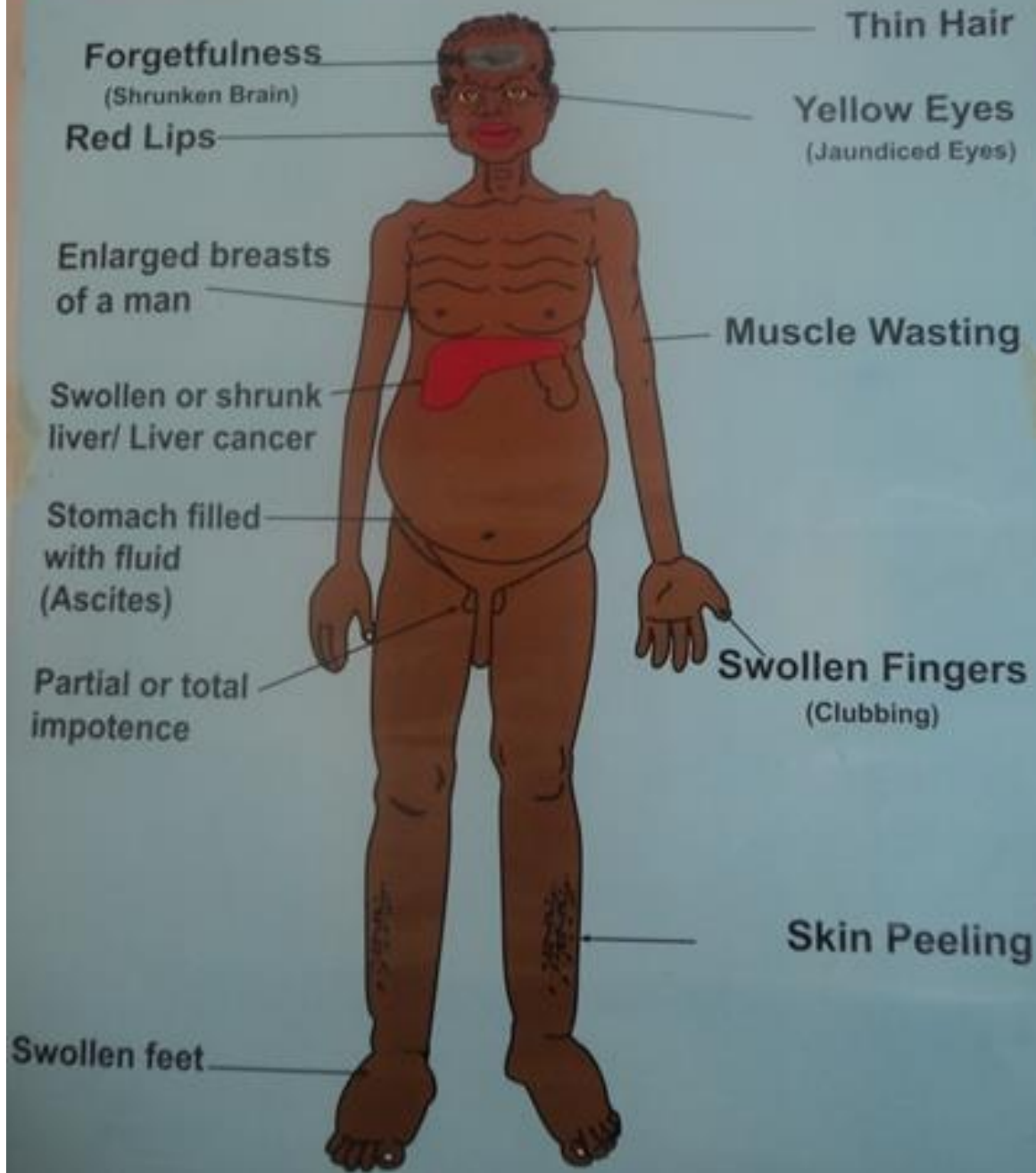


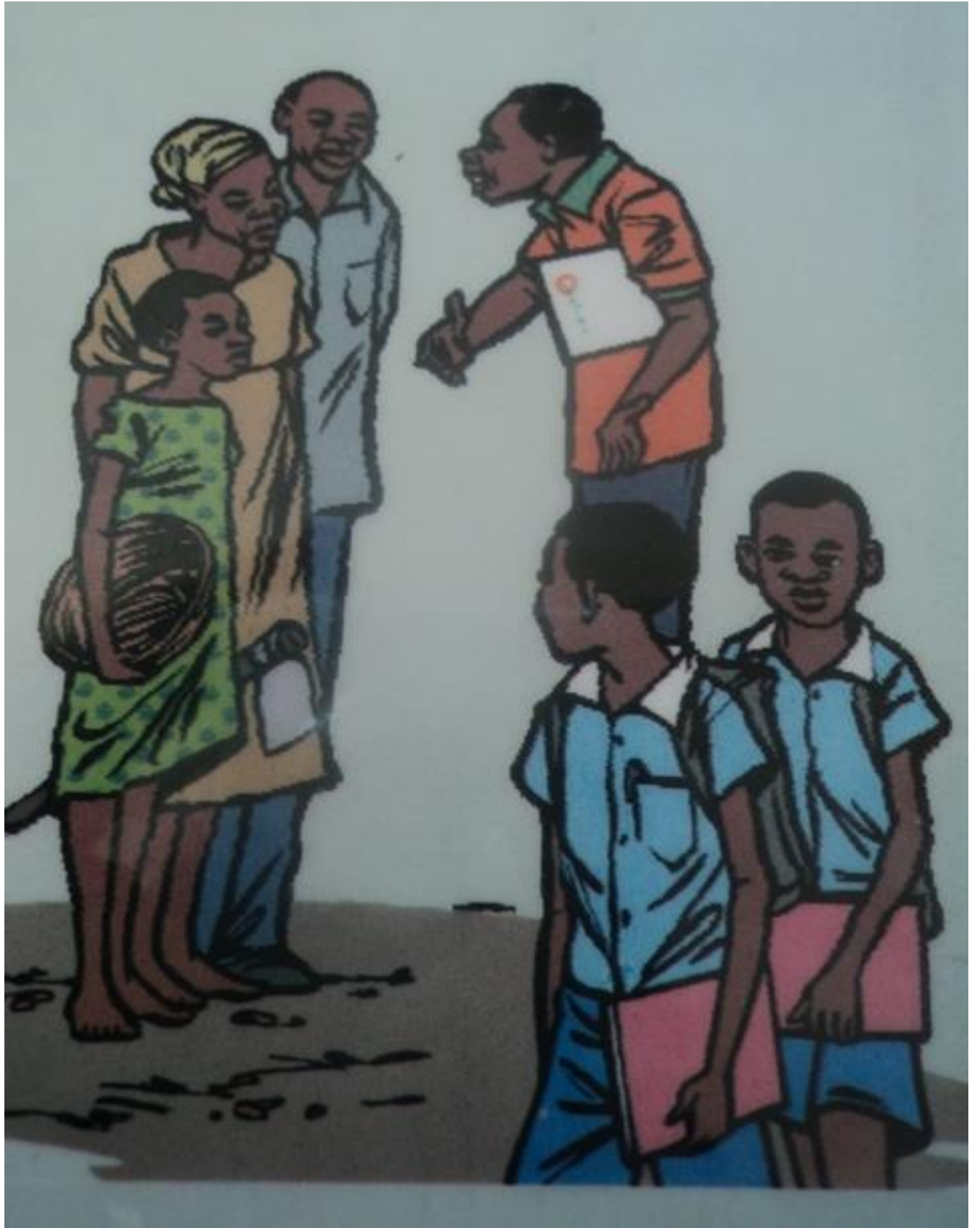
Then ask, if there is any participant who would be willing to have their body destroyed in such a manner on account of alcohol

Then show the same picture as below, but this time with the words written on –detailing the effects on each body part

Then, show all the other pictures and generate discussion along the different themes as identified by participants

# EFFECTS OF ALCOHOL ON THE BODY









Protection from abuse  
and violence





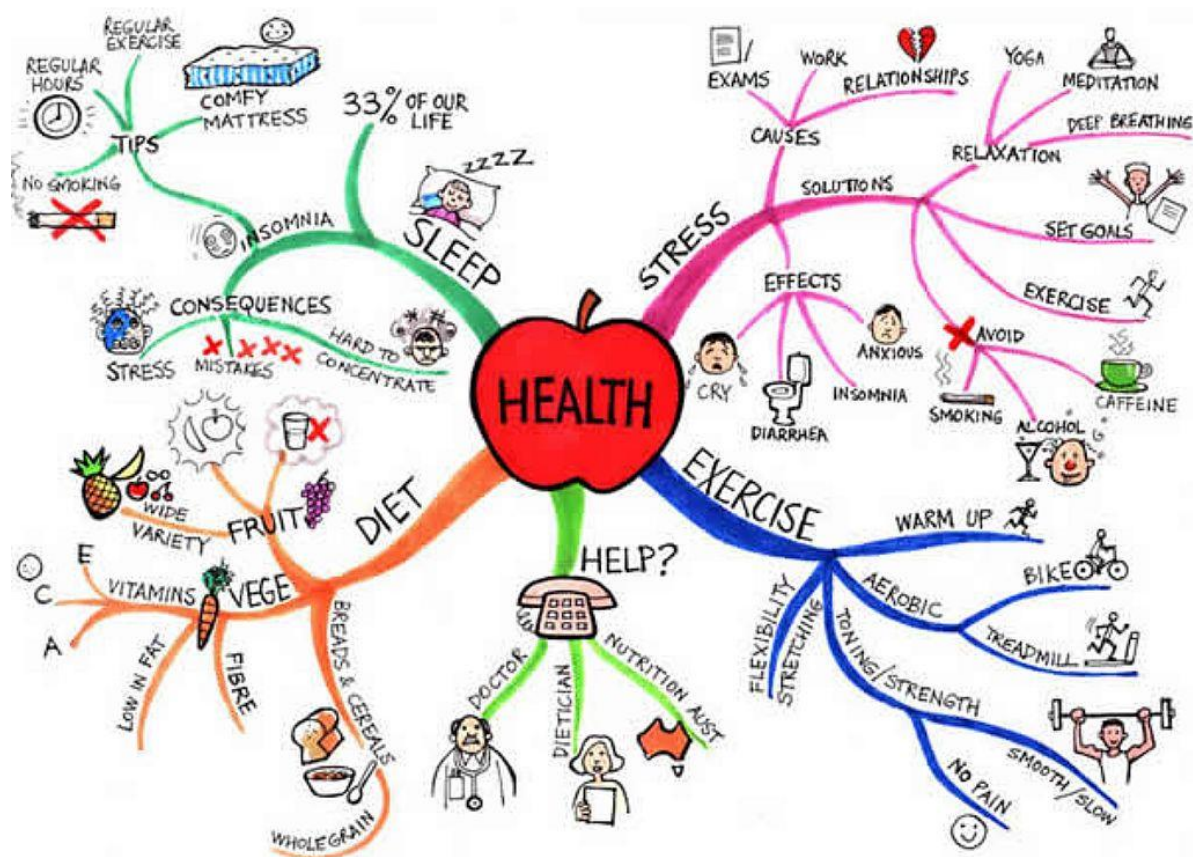
**Common questions to guide picture discussions:**

- What do you see in this picture?
- Have you seen anything like what is happening in this picture in your community?
- What do you think are the problems associated to this practice?

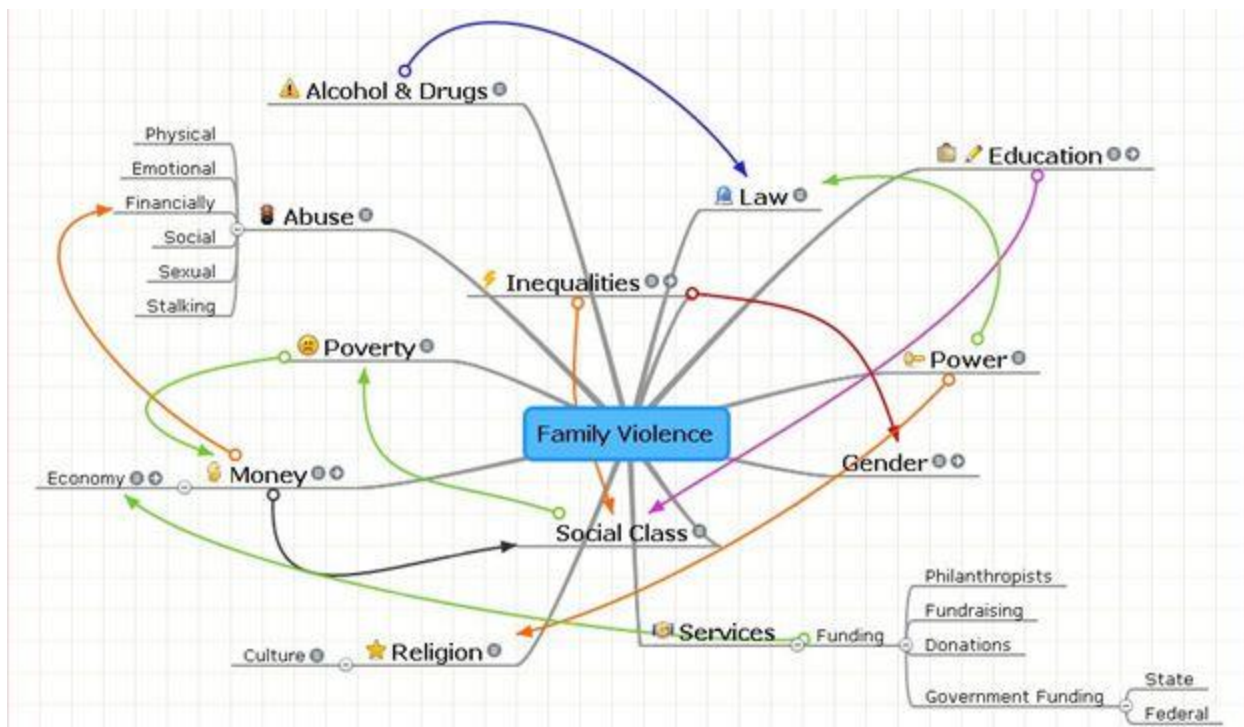
## TOOLS FOR NON FORMAL FACILITATION

### 1. Mind mapping

Mind-mapping is a creative problem solving technique started by Tony Buzan. It gives us a way of exploring or 'unpacking' an issue so you can start the process of finding strategies or solutions. It can also provide a number of different perspectives about an issue and assist in determining the most appropriate strategies to use. A mind map is a diagram used to represent ideas, tasks, or other items linked to and arranged around a central key idea. They are used to generate, visualize, and structure ideas, and as an aid to studying and organizing information, solving problems and making decisions. Below is an example of a mind map of health.



Adopted from: [http://www.tonybuzan.com/images/mm\\_health.jpg](http://www.tonybuzan.com/images/mm_health.jpg)



Adopted from:

[http://www.endvawnow.org/uploads/browser/images/family\\_violence\\_diagram.jpg](http://www.endvawnow.org/uploads/browser/images/family_violence_diagram.jpg)

### Issues to consider when drawing a mind map

- Put your idea at the center
- Use different colors for new ideas
- Connect similar ideas to the old ones using the same color lines
- Include pictures for visual improvement
- Connect certain ideas that are close with an outside line

### Exercise – Group work

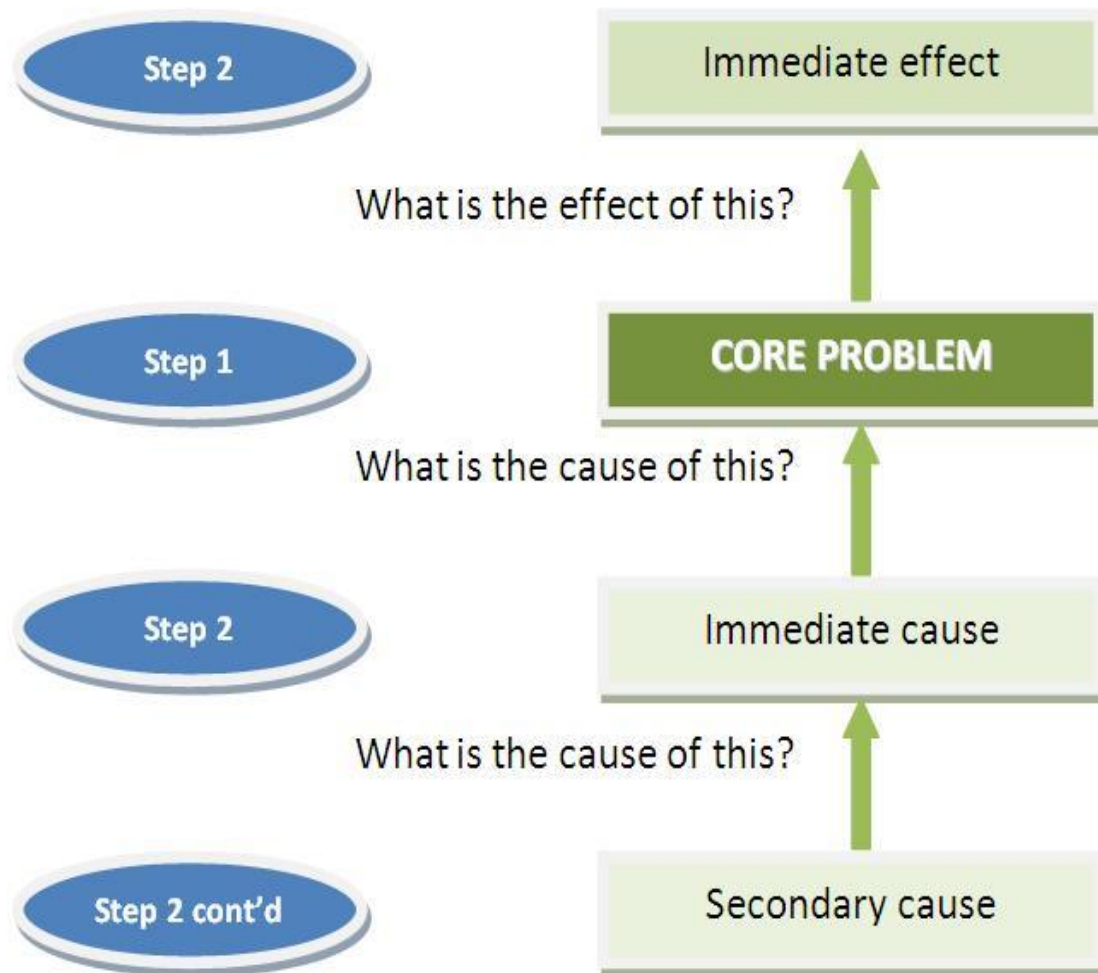
Divide participants in groups and ask them to brainstorm on a mind map some specific issues and visually show the rest of the group the final mind map

## 2. Problem Tree Analysis

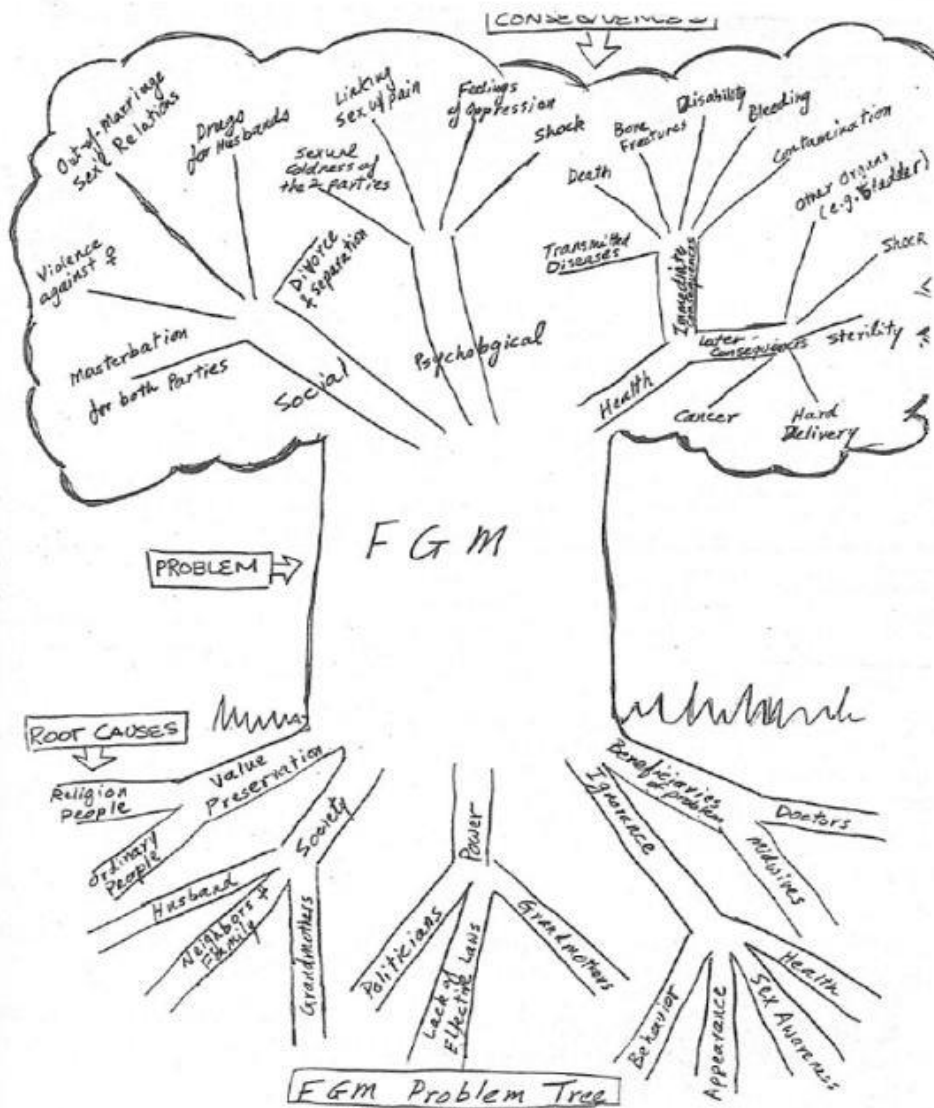
**Problem trees visualize the causes and effects of the issue Practical instructions for problem trees:**

- In group work, draw a large tree with the issue written across its trunk. Collect ideas from all participants and write or draw the multiple manifestations and consequences of the issue as branches of the tree, and the causes as the roots.

## Visual picture of practical instructions for problem tree analysis



- The example below reflects the perceptions and concerns of a particular group which analyzed female genital mutilation/ cutting (FGM/C) in its own context; a different group might produce somewhat different results. It can be useful to conduct several "problem tree" discussions with different groups including members of the target audience so as to gain an idea of the diversity of perceptions.



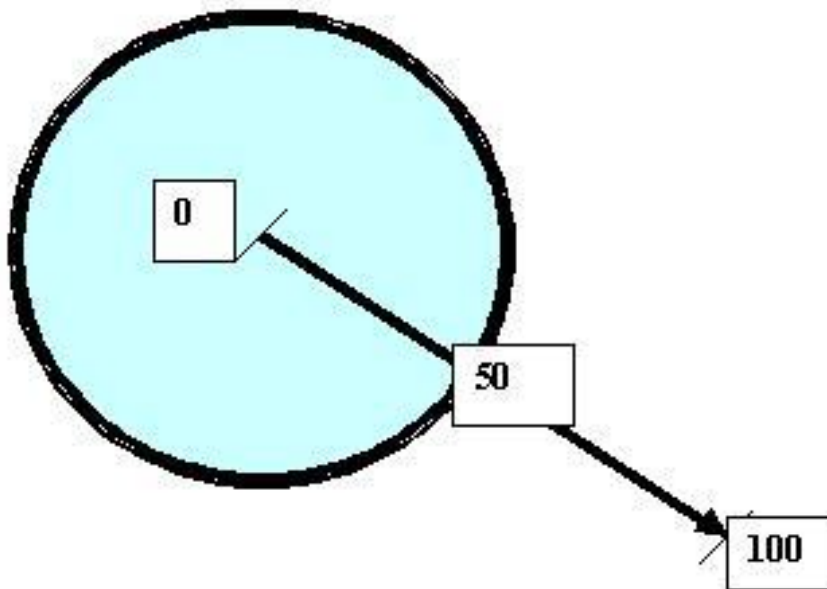
**Exercise:**

- Can you think of some of the problems we try to address in our communities and draw a problem tree. What according to you is the main problem and how can you turn the problem tree into a solution tree?
- Some examples include jiggers, child neglect, child sacrifice, domestic violence, malnutrition

## EVALUATING AN EDUCATIVE SESSION; A DIALOGUE

There are different ways in which you can evaluate if your dialogue was successful or understand. Below are some of the tools that can be used;

### Empowerment circle



### Questions

- What have you found interesting
- What new things have you learnt
- What was not clear?
- What would you like changed?

### Satisfaction faces

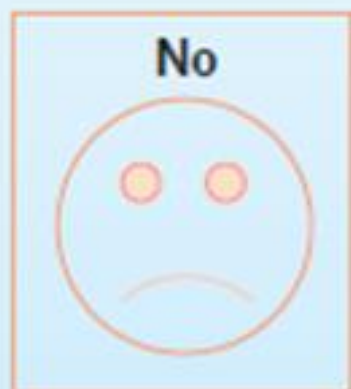
These are faces that people either draw or just tick as appropriate depending on how they found the session. These smiley boxes can also be used by people who cannot read as long as you explain the faces and ask them to draw or tick the one they think is most appropriate

**Box 2** Feedback

1. How did you find the session today?



2. Did you understand everything in the session?



3. Any comments?

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