Training for Transition (TFT)

Capacity Development for Organisations Working with Vulnerable Groups

Love is a pre-condition for Learning and Development

Facilitation Skills

COMMUNITY SYSTEMS STRENGTHENING PROJECT

Community Systems Strengthening for Health

Programme funded by the EUROPEAN UNION

About Training for Transition (TFT)

TFT has an overall vision to contribute towards the scale-up and scale-out of **quality service delivery for vulnerable communities**. It provides training, mentoring and we develop training material for organisations that serve the needs of vulnerable communities.

As such, TFT has key strategic objectives which include:
- To provide higher level training on Project Planning, Project Management, Financial Management, Monitoring and Evaluation strategies for long-term sustainability and independence.
- To train adults to understand how to meet the developmental and safety needs of children living in under-resourced communities.
- To train adults to support children with life-skills to progress beyond limiting conditions.
- To network with other organisations with similar objectives.
- To mentor identified community-based activists for this training.

Mission

The mission of TFT is to technically assist community-based organisations to access quality training, relevant material, access peer networks, mentoring, coaching and develop systems for information sharing. In the three years of the **community systems strengthening** program, TFT intends to champion the creation, management and coordination of an improved standard of learning, sharing and problem-solving.

TFT uses experienced, independent consultants to provide training and mentoring in their areas of specialty in either gender education, child protection, violence reduction or specific health areas; will ensure program sustainability and continuity of learning, using knowledge on 'Best Practice' in similar conditions; provides ongoing support to scale-up of these services and delivering high-quality interventions.

Partnership

In the **Community Systems Strengthening** initiative, the TFT primary partnership is with the **Cape Metro Health Forum** health committee members, **Women on Farms** and **UCT's School of Public Health** and its role is that of a development partner, in the form technical training, mentoring and content development and training for four programme areas namely; child protection, peace building, access to food and nutrition and health education broadly.

TFT provides curriculum development, training, documentation of process, dissemination of learning and mentoring within a comprehensive monitoring and evaluation framework. TFT, over the implementation period will continue to focus on developing strong partnerships with government and other service providers – to share material and resource development and to share learning. All TFT products, when complete, will be open-source.

Program goal

TFT's program goal is to create, manage, support and bring to scale a local, integrated model of service delivery to address the needs of under-resourced communities; it includes documentation of processes and sharing lessons learnt. It also aims to influence the development of high quality, need-led training material and effective support systems. The intention is to disseminate shared learning to influence positive practice in under-resourced communities.

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Open Source Learning Material

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1. Introduction to Facilitation

The Facilitators Guide is designed to help **community trainers** to develop their facilitation skills, understand different methods of interaction and to provide knowledge, values and skills that are used in adult education methodology.

Definition of facilitation
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Simplification
Making it easy

The intention of adult education is not only to bring the desired content to the training participants, but primarily to shift consciousness - from learning as a passive activity where learners absorb information, to one of participation and empowerment. The activities are designed to share knowledge and also to instill confidence in training capability and a strong sense of social responsibility, as a member of any community, any vulnerable group and certainly as a member of the human race.

It helps facilitators recognize opportunities to incorporate diversities as part of the learning process. Facilitators should be able to recognize when a participant needs to be encouraged to share their voice, their views and to participate in a more pro-active manner. Likewise, facilitators should also recognize when a voice is heard too often or too loudly over the views of others. It is then the responsibility of the facilitator to identify what the assumption of authority is based on. With the kind of history that South Africa has, based on our divisions; prejudices come in all shapes and sizes!

On the other hand, leadership should not be discouraged. So, if a particularly dominant person is 'co-facilitating' and it is productive, or it comes from a knowledge or experience base and meets the requirements of the training intention, then it should be recognized and acknowledged.

The skills and tools provided in the Facilitator's Guide seek to support the learning intention of creating a learner-centred environment, which is empowering in its methodology. It is based on the belief that we all come with a set of experiences and therefore we all have knowledge, experience and information to share. In addition, experiential learning techniques are used to encourage interaction and to develop self confidence in presentation skills and ultimately, leadership abilities.

It is, however, important that the facilitator incorporates some standard procedures to make sure that everybody knows what the intention of the training is and can evaluate whether their needs were met.

Content and Process Roles
There are two roles that a good facilitator has to negotiate, the one is a **process role**, which looks at the **practical planning for facilitating** a learning event and another is the **content role**, which focusses on the theoretical **information that will be included** in the training process.

2. Practical Planning (The Process Role)

There are a number of standard considerations that goes into practical planning of a training event.

Preparation and Workshop Terminology

A workshop is generally preceded by generating workshop expectations. Learning objectives are identified at the beginning of each chapter. The facilitator will ensure that the participants expectations are realistic and in line with the workshop objectives. A facilitator can select from the following, depending on the participant level.

- **Learning Objectives**

Learning objectives should be clearly identified at the start of the training. At the end of the training, the facilitator should check-in with participants to ensure that all the objectives have been met, by going through them individually.

- **Reading**

Each chapter provides comprehensive information on the subject matter that is being discussed. The facilitator could;
- Could request volunteers to read various chapters out loud or
- Could read her/himself with frequent breaks for discussion
- Could alternate the above reading methods.

Facilitators should be careful not to put people 'on the spot', particularly in relation to literacy and education levels. Second-language English speakers might have less confidence about reading out loud and facilitator's should be sensitive to this. Others might enjoy the opportunity, so it is important to keep an open mind.

It is important, however, that opportunity is created to read through the information provided, regardless of the method used. This is mainly done because participants have different levels of English literacy. This means that the reading time must be factored into the activities for the day when planning the time allocation.

- **Group Work**

The Facilitator will normally precede a group-work session by informing the groups that they need to choose a 'scribe' and a 'reporter' who will present the group's discussions and the flip-chart presentation to the larger plenary. A scribe writes up the information generated in group-work and a reporter will report on the group discussion in plenary.

Group-work is essential for getting the less vocal people to provide their input. An experienced facilitator will soon see the value of this. Often the most innovative and thoughtful ideas come from people who sit very quietly during the plenary session. People have different personalities. Being vocal or not, is in no way a reflection of a person's ability to contribute.

- **Buzz sessions**

Buzz sessions refers to discussions between two people. This can be done in various ways and it is required that the facilitator use these as energisers during the training session. Some different ways of doing buzz sessions include;

- *"Turn to the person next to you and discuss the following question."*
- *"Get up and find a person that you have not yet spoken to, and taking turns, discuss…"*
- *"Choose a person of the opposite sex. Take your chairs and find yourself a quiet corner where you can discuss…"* This is used particularly if the facilitator has picked up a gender (or any other kind of) dynamic and there are more or less equal amounts of men and women.

- **Role-Play**

This method of interaction is used to get participants to understand from an experiential point of view. Some people like acting and they might volunteer. The facilitator can also use this opportunity to get a particular person to play a role that they seem quite adversarial to, so that they experience 'what it means to be a patient who is not being attended to in a respectful manner'. Beside the opportunities created in the training guide, a facilitator could spontaneously just decide on a role-play if a participant seems 'too defensive' or 'unwilling to consider another view'.

- **Plenary**

Both the terms plenary and brainstorm are used in the manual but essentially they are the same thing. The facilitator gets the plenary group to generate (brainstorm) ideas and then writes them up on the flip-chart. The ideas of all participants are recorded, although some might need some clarification, prompted by the facilitator with words like; *"Do you mean..?"* or *"Unpack that a bit more for the group."*

During plenary it is important to recognize that there are always people more dominant and that theirs are not the only views that should be recorded. As the information is written up it should remain visible on the walls around the participants, as a reminder that all have contributed to the learning process.

- **Body Language and Tone**

Each person has their own personality. What we project to the world is normally based on our education, experiences and our self-concept – and is often very unconscious behaviour. The facilitator has to be aware of what their 'unspoken language' is saying to the participants.

- **Listening**

Listening and hearing are two different things. Sometimes we listen to people and we hear the words but we do not always hear the essential elements of the communication behind the words.

A facilitator is required to listen fully so that we not only hear and acknowledge what the person is saying but we are also able to flesh out the underlying concerns. Listening is a skill that is acquired by being attentive to the needs of others rather than just trying to get your message across.

- **Physical Disability**

A facilitator might have to change very active energisers or activities planned for a particular day if there are participants (recovering from an injury or with a particular disability) who are unable to participate in these. A quick check through the energizers in this manual could provide the facilitator with a number of alternatives.

- **Prejudice**

Prejudice refers to attitudes held against people on the basis of their skin-colour, language, culture, sexual orientation, clothing, physical appearance, gender or even their age. In most environments there are social expectations that are accepted as 'the norm'.

In reality though, people are different and unique. In very many social groupings, people who do not represent this 'norm' are treated unfairly, sometimes excluded and in many cases oppressed because of their difference. In adult education practice, this is not accepted. All people are unique and beautiful and should be treated with equal respect and in a dignified manner.

Prejudice must be addressed when;
- A theme comes up in the way that people speak about others,
- If obvious prejudice is evident or
- If participants request that it should be addressed.

If diversity is the norm and embraced, then there is no need to address it. Sometimes obvious attitudes related to the opposite sex or 'other' groups, needs to be addressed up-front, before the facilitator can proceed with a workshop. Please note, sometimes we were taught things about other people and it has become part of our belief system. We do not recognise it as prejudice. So, addressing it is not a blaming situation but rather creating awareness. It can be done in a very direct manner because the context of adult learning is about addressing power inequalities and therefore prejudice needs to be addressed.

Example
"*I notice that all the men are sitting in the front row and the women at the back. I want each second man to take his chair and walk to the back and each second woman in the back row to come and take their place.*"

The facilitator can then proceed to ask; "*Can we talk about this*?"

The facilitator then needs to clarify that the human rights element of the training requires that all participants in this training be treated with equal respect and that the same courtesy is accorded, in relation to having their voice heard. This could apply to any other prejudice including language, education levels etc.

The intention of the facilitator intervention is to create awareness and a change in attitude that brings the participants to a point of mutual respect. The facilitator therefore has to address any prejudice in a sensitive manner, so that it does not lead to division but rather to a position of acceptance.

Activity 1: Listening Skills	30 minutes

Method: Buzz session

Procedure: Participants each take a chair and sit facing another participant. One person gets to tell a story and the other has to listen without interrupting, for five minutes. Participants swop roles. After the next five minutes participants share how it felt to listen without interrupting.

Participants can then be given a further exercise, where nobody is allowed to speak and within this absolute silence, they have to record ten sounds that they hear in the environment.

The following chapter provides an opportunity for participants to role-play different body languages.

Activity 2: Body Language	10 minutes

Method: Role-play using tone and body language.

Different participants get to read out different chapters in Facilitation Skills, role-playing a personality type from the list below and the rest of the group have to identify which role he is playing.
a. Unsure
b. Condescending
c. Confident
d. Inter-active
e. Authoritative
Discuss the impact of different facilitator styles on learning. E.g. were you listening and how did it make you feel?

- **Seating**
The seating arrangements also play an important role in encouraging maximum participation. Although it is not always possible, facilitators normally find a way to re-arrange the room so that participants can easily speak to each other as well as the facilitator.

Again teaching styles come into play. In a church, where learning is very didactic, people sit in rows because it is an activity of listening rather than interaction. In experiential learning, an effort is made to re-arrange the space so that it is a semi-circle or a square or an oval, providing participants with the opportunity to interact more easily. People learn from each other, share ideas, interact with each other and the concept of 'copying' does not exist.

- **Planning**

Facilitation skills are only as effective as the planning to ensure that the venue and learning equipment and materials are all available on the day. Each of the planning items is listed below and facilitators can add to this list. It is helpful to have a check-list.

- **Venue**

Ideally the venue must be central so that participants do not have to travel long distances to reach the venue. A thorough facilitator will go to the venue ahead of time to eliminate any surprises. The following is a checklist to ensure that all goes well.
  - Sufficient space for the number of participants
  - Enough chairs and tables for the number of participants
  - Access to electricity
  - A space/table for teas and lunch
  - Wall space to put up information generated by the workshop process
  - A stand or wall space for the flip-chart
  - Access to toilets
  - Possible outside distractions
  - The venue is booked and the booking is confirmed!
  - Invitations with clear address and time details have been sent to all participants.

- **Workshop Material**
1. Flipchart stand and paper, sufficient for participant activities and facilitator needs.
2. Markers (preferably in a range of basic colours that is easily read from a distance e.g. black, brown, blue, green and red.
3. Presstick or tape (whichever is allowed)
4. Two-pronged plugs for laptops, projectors or other electronic equipment that might be used.
5. For more creative activities you could add flash cards, paint and even play therapy e.g. balls.

Once all the training equipment has been secured, the facilitator is ready to proceed.

- **Time Management**

The facilitator has to be very conscientious about time management. It is important to plan an agenda with time allocation for each activity. This helps both the participants and the facilitator to anticipate the structure of the workshop and the time available for discussion, group-work, activities and breaks.

The facilitator needs to have a watch or a clock so that she/he is able to constantly check the time to remind participants during activities or group work. "*Alright guys, you have five minutes left for this activity*!" This gives the people who were elected as rapporteurs, the time to finalise the gist of their discussion, for presentation to the group.

When there are two facilitators, a co-facilitator can take the task of time-keeping, so that the main facilitator for that day can focus on the activities and interaction with the participants. Some

facilitators get a workshop participant to keep time. This is always a voluntary exercise. A facilitator could say something like; "*I need an assistant to do time-keeping. Please remind us when we have five minutes left to the end of an activity or break*."

- **Co-Facilitation**

This happens when two facilitators support each other during a training process. Roles and responsibilities are agreed upon before the workshop starts. One person can act as the main facilitator during the first half of the day whilst the other does the support work, like taking out the workshop support material, writing up the participants feedback, taking responsibility for time-keeping and making sure that the workshop guidelines and other information generated during the day is put up around the room, so it remains visible to all.

They then swop roles after lunch. The co-facilitator will also double-check that each participant has signed the register and that pre and post evaluation forms have been collected. The co-facilitator will also take the responsibility of writing up workshop notes, in order to minimize the work that normally gets done after the training.

3. Adult Education Theory (Methodology and Content)

Facilitation skills for adults, uses Adult Education theories, based significantly on the teachings of **Paulo Friere,** a Brazilian Educator.

"Paulo Freire's work has influenced people working in education, community development, community health and many other fields. Freire developed an approach to education that links the identification of issues to positive action for change and development. While Freire's original work was in adult literacy, his approach leads us to think about how we can 'read' the society around us.

For Freire, the educational process is never neutral. People can be passive recipients of knowledge — whatever the content — or they can engage in a 'problem-posing' approach in which they become active participants. As part of this approach, it is essential that people link knowledge to action, so that they actively work to change their societies at a local level and beyond." **Friere Institute**

Paulo Friere challenged the 'banking' concept that saw learners as an empty cup that needed to be filled. He emphasized that 'dialogue' was a respectful method of teaching so that the thinking of the colonizers could not be poured into the colonized, the 'oppressed' could generate their own ideas and the 'culture of silence', based on insufficient information, can be interrupted.

Paulo Friere believed in naming things so that it opened the consciousness of the people living in conditions of oppression, such as;

'CULTURE OF SILENCE': Every person, however ignorant or submerged in the "culture of silence," can look critically at his or her world through a process of dialogue with others, and can gradually come to perceive his personal and social reality, think about it, and take action in regard to it.

FROM OBJECT TO SUBJECT: Through the process just described, the view of a person who is oppressed or with insufficient education, is so transformed that he or she is no longer willing to be a mere object, responding as surrounding social forces direct.

EDUCATION'S EITHER/OR: Education either conditions acceptance of society's status quo or becomes "the practice of freedom" through which people deal critically and creatively with reality and discover how to transform their worlds.

*DEHUMANIZATION: (*Dehuminisation happens in societies with huge inequalities where a superior group is more entitled and the inferior group is dehumanized to the extent where they accept this conditioning*). It afflicts both those whose humanity has been stolen and those who have stolen it and distorts the process of becoming more fully human.*

DEPENDENCE: The oppressed begins to get courage to overcome her/his dependence, only when s/he realizes that s/he is a dependent being. Until then, he goes along with what the boss and says a mentality that says; "What can I do? I'm only a worker."

SELF-DEPRECIATION: This derives from internalization of the oppressors' opinions. They so often hear that they know nothing, and are not capable of learning anything, that finally they believe it… "

These theories led to the understanding that educators did not necessarily have to 'hold all knowledge' but that educators can also be 'facilitators of learning', using participatory methodology and by encouraging dialogue. It also meant that the students could generate information and contribute to the learning process. This is powerful pedagogics and the activities in the Community Systems Strengthening training guides, are therefore designed for maximum participation by learners.

## Activity 3: Discuss Adult Learning Intention

Method: Buzz session
1. With a partner explain what the 'banking method' for learning is.
2. In your view, what is the 'culture of silence' referring to?
3. In your view, is it possible to change the consciousness of an adult? Provide a reason for your answer.
4. Why do you think experiential learning is regarded as an effective teaching method?

In research, information is neither good nor bad, it is purely information.

Similarly in education, different learning styles are neither good nor bad. It is the education facilitator's responsibility to identify the correct learning style for the situation. Experiential learning has been identified as a method of interaction that is best suited to the adult learner.

Figure 1: NTL Institute of Applied Behavioural Science. Theory on memory retention rates.
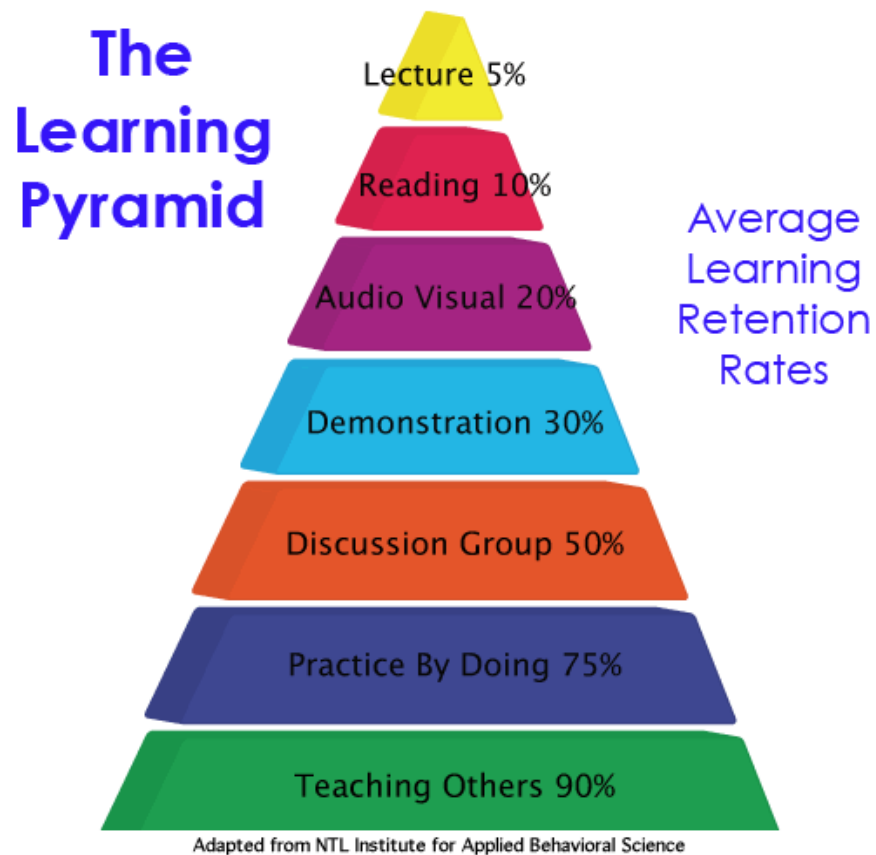
Experiential learning and participatory learning is said to increase cognitive retention.

There are, however, circumstances where didactic learning or active learning are regarded as a better approach.

What we learn in church, for example, is not meant to be questioned so the 'banking' approach is used in this case. At university level, adults are expected to research information, so an active learning approach is encouraged.

If we go the army, again, we are meant to take instruction so, the didactic learning method is used. So let's look at pedagogics used in a range of ways.

Different Methods of Learning and Teaching

Didactic Teaching	Experiential Learning	Active Learning
Didactics is a theory of teaching. A teacher or educator functions in this role as an authoritative figure, but also as both a guide and a resource for students.	Experiential Learning is a method of learning in which people can learn by themselves, in a less structured way, through discussions and through experience.	A method of learning in which students are actively involved in the learning process rather than passive listeners. More emphasis is placed on developing the learner's ability to learn from their observation and exploration than the transmission of learning from one to another. Active learning is one of the main methods used in early childhood development.

Activity 4: Identify Different Methods of Learning

Method: Individual work

Read through each one and decide which method of learning is being applied.
1. A lecture.
2. Cutting open a frog to study its anatomy.
3. Having your phone stolen for consistently leaving it in the staff kitchen.

Learning by doing, '**active learning'** is mostly used in **early childhood development**.

**Experiential and Participatory Learning**

The Community Systems Strengthening training manuals incorporates participatory and experiential learning methods, so facilitators are encouraged to go through the training material, ahead of the workshop to plan inter-active sessions. These active sessions are meant to encourage the flow of inter-personal exchanges and, in this way, encourage the participatory process.

New information is provided to increase the theoretical knowledge-base of each of participant. The interactive method, however, creates a lot of opportunities for discussion, for brainstorming ideas and for giving participants a chance to contribute to the learning process.

Please note that it is not necessary to use all the activities generated under each session, depending on the target group. The facilitator should make this assessment. The training material serves as a guide. A particular activity might suggest group-work, but based on assessment by the facilitator, can easily be changed to a brainstorm session. In other words, the facilitator is encouraged to constantly assess the participants' needs in relation to the learning method provided. It is always open to change.

'Naming": Learning New Words

Our home socialization and our exposure to educational opportunities will determine how much we know. Education is not an indication of superiority. It is most often, and indication of opportunity. It does not reflect better intelligence. Intelligence can be assessed in a range of ways, beyond the use of big words. We have all heard of 'street smarts' and similarly we all develop different areas of smartness depending on our natural capabilities, environment and access to opportunity. Here are some examples;
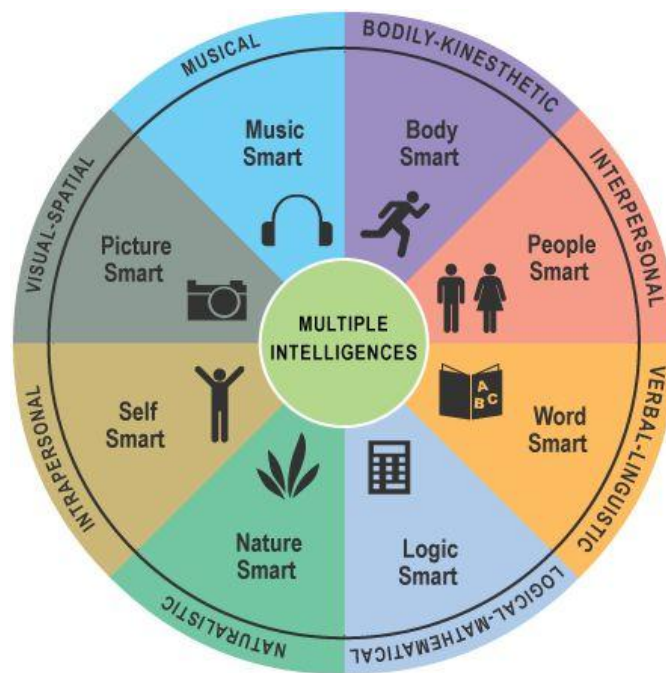
In community training, however, we are required to have more information than the people we are training. It becomes incumbent upon a facilitator to learn as much as possible, for her or hias area of training. Sometimes participants describe situations or events and the facilitator has to assist with 'naming' the situation. This means that a facilitator has to make sure that they continue to learn and use new words.

When new words are used the facilitator should stop and check that everybody knows what it means.

Example

"*Pedagogics. Does anyone want to explain what that means*?" If a good description is provided the facilitator can further acknowledge the input by saying; "*Can you please write it up so we can all see*?" If the description does not provide sufficient clarity the facilitator can write up the participant's input and provide the facilitator's added definition. e.g.
- "*The art of teaching adults*."
- "*Activities to educate or activities for instruction*"
- "*How adults learn*."

A facilitator has to make sure that a range of people from different educational backgrounds are all learning at the same pace. A good facilitator will learn to do the balancing act, because the people in the training session, who have the advantage of more education, also need to be kept stimulated.

In addition, a range of ice-breakers, activities and tools are added to support the Community Systems strengthening training programmes.

Ice-breakers are used in the following ways;

- When a discussion has been very intense
- When there seems to be a tension between individuals or
- When it is clear that the energy levels of the participants is low.

The facilitator is required to constantly assess the level of engagement and could change the activities to meet the needs of the participants.

Activity 5: Identify Different Methods of Learning

Method: Group work.
1. In turn, each participant discusses the different kinds of teaching that they have been exposed to.
2. The group selects some teaching methods to document in two columns. The scenario is described in one and the method of teaching is identified in the second column.
3. This can include games played at the river as a child, being in the army, initiation schools or going on a hiking trail. All learning is not classroom-based. If however, people feel that they were only exposed to learning in the classroom, then that should be written up.
4. In plenary, different groups present their range of learning situations.

4. Energisers and Ice-Breakers

Inter-active activities are encouraged with each topic. Energisers and ice-breakers can be done in many different ways. It can be used to;

- Get participants to relax and focus on the activities
- Build trust before or after stressful or emotional interactions
- Boost self-esteem, co-operation and responsibility
- Create energy when the participants' energy levels seem to be subsiding
- Generate laughter

There are, however, some guidelines in relation to energisers;

1. Individuals are not forced to participate and people who don't want to, have the right to request that they sit out.
2. Energisers that require that participants to touch, hold or grab each other, require very clear guidelines of respect and not touching body parts that are normally off limits such as buttocks, lips, breasts etc. and obviously not private parts.

Otherwise, have fun!

1. Positive Detective

People are encouraged to say only complementary things about each other. In two lines, people stand facing each other and identify three positive things about the other person using the words; "*I detect*…" e.g. I detect beautiful brown eyes, long dreadlocks and leather sandals. The partner could respond with; "*I detect a debonair moustache, deep dimples and light, brown hair.*" One row keeps moving to the left so that they change partners three or four times. Participants should have heard quite a few positive comments about themselves at the end of this ice-breaker.

2. Language Diversity

The facilitator gets the group to stand in a circle. Initially they hold hands, then participants drop their hands so that there is some space between them. The facilitator then initiates a multi-lingual sentence which can only be said once and very quickly. No repeats are allowed. The message is passed around the room and the last person has to say it out loud. The facilitator can then point out how communication can change, if care is not taken in communicating. Participants can be asked to make up their own sentence.

Activity 6: When Communication Goes Wrong	10 minutes

Method: Ice-breaker.
Procedure: Participants form a circle and a few participants volunteer to do the Animal Instinct ice-breaker.

"When I say '*Kunjani*?' I am asking "*How are you?*" and when I say "*Hoe gaan dit*?" I am asking "*How are you*?" This activity works well when there are people from different language groups and someone can generate a complex sentence.

3. Feelings

A sheet of flip chart is put up front with the word feelings written on it. Each participant gets to write or draw what they are feeling at that moment. Alternately a "Letting go of feelings exercise" can be used to get people to write on a scrap of paper. The facilitator 'holds the feelings' in a container or hat and at the end of the day, participants get to take them back or tear them up and discard them. If a trainee has described a particularly bad incident or the manual has generated some feelings, then this is a preferred activity.

4. Two Truths and a Lie

This is normally an introductory ice-breaker when participants need to get to know each other. Each person says three things about themselves. Two are true and one is not. Participants have to guess which one is not true.

5. Person to person

This energizer requires an odd number of participants. Each participant takes a partner. The facilitator calls out names of body parts like "*hand to neck*" or "*back of knee to back of knee*" and the participants have to do what they are told. After a few of these, the facilitator calls out "*person to person*" and they have to quickly swop and find another partner. Due to the odd number, someone will be without a partner and they then call out the next set of instructions. (Ground-rules are required reminding participants that they cannot request lips to lips or buttocks or any other private body parts).

6. Animal Instinct

Each person has to think of an animal that they identify with. They then have to act out who they are without sound and the others have to guess what they are. If it is too hard to guess people can ask for a sound.

Other Ideas

Facilitators should always be on the look-out for energisers and ice-breakers. After gaining some experience in participatory group-work, facilitators tend to recognize moments that require energisers or ice-breakers and can create their own, based on the situation.

Activity 7: Collecting Ice-breakers   30 minutes

Method: Individual writing.

Procedure: Participants write up an idea for ice-breakers in the space below. After 10 minutes people could share and demonstrate their ice-breakers for others to jot down.

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5. Understanding Power Dynamics

The first rule of facilitation is observation. The facilitator is required to assess the different individuals in the group, as the day progresses; to correctly identify any power dynamics that need to be addressed throughout the day or any individual needs that require attention. These relate to both cognitive (attention, language use, memory, perception, problem solving, and thinking) needs and social issues.

People come from a range of different educational, social and cultural backgrounds. A good facilitator is always attentive to the needs of all the participants in a group. It is hard to list all the possibilities but here are a few priority areas;

A good facilitator walks a delicate line of being aware of all the group dynamics, being neutral and objective and finding ways to address the dynamic. A lot of this is related to understanding people and democratic processes.

The South African history has played a significant role in perpetuating power imbalances. Although we now live in a democratic environment, we are still people who were socialized on these divisions and the various kinds of power that it bestowed.

Activity 7: Understanding Power Dynamics	15 minutes

Method: Brainstorm.
Procedure: Participants generate examples of various unequal power dynamics reflected in society at large.

Here are some examples of the power imbalances that are still evident in our country;
Rich   poor
White   black
Men   women
Urban   rural

Some of the unspoken or un-recognised forms of power imbalance relate to community and family prejudices and the way that we are socialized to feel superior or inferior. The facilitator includes these for group discussion.

'Attractive'   'ugly'
Formal Education   No formal education
Residential home   Informal settlement

Participants can easily generate a lot of different ways that reflect power imbalances that are communicated via inter-personal relationships. A good facilitator does not judge this from a 'good' or 'bad' context, but simply as a fact that needs to be addressed.

No value judgment is placed on people regardless of their background. All that matters is that a group of people, that are responsible for training, need to develop a consciousness of these biases and how it contributes to our levels of cooperation with each other, how others respond to our requests for collaboration and particularly so in the health field.

Our government services seems to be churning out employees who have no compassion or empathy for the people who use the services. Power dynamics exist between all the players who have functions and responsibilities in our community. These include the;

Police officers
Ward Councilors
Health Facility managers
Health workers
Teachers
Health committee members and
Community members who make use of the services

Activity 8: Being Aware of Abuse of Power	30 minutes

Method: Brainstorm.

Procedure: The facilitator writes up the above list and participants discuss what power each person holds and how it is wielded.

Often times all of these factors come into play when poor, hungry and powerless community members are seeking medical intervention. Facilitators and trainers therefore have a responsibility of addressing the power imbalances, by taking up the issues of the most oppressed and the most powerless in our society.

Some of the people who are treated very poorly in our health facilities and by health 'professionals' include;

- Older people who are senile or suffering from dementia.
- Lesbians, gay men and transgendered individuals.
- People suffering from Aids
- Children and women who have been sexually abused
- Sex workers
- Pregnant teenagers

Example 1: A doctor at a maternity clinic was overheard telling a young girl in labour that she "*Needed to take the pain like an adult if she participated in adult activity.*" She asked to be induced after more than 24 hours of labour. This kind of statement is loaded with judgment and is unprofessional and it needs to be reported. If these incidents are not reported, we are not interrupting poor service.

Sometimes cultural beliefs can lead to demeaning practices too.

Example 2: An older women suffering from dementia, was taken to a clinic where she was called 'a witch' by the health worker. Other patients who overheard the health worker proceeded to spit on the old woman.

Activity 9: Examples of Misuse of Power	30 minutes

Method: Group work
Procedure: Participants reflect on other examples of misuse of power and share in plenary. Discuss ways to interrupt these.

Activity 10: Conflict Resolution

Method: Plenary
Participants review the different conflict resolution and;
1. Identify themselves. "What conflict resolution method do I use most of the time?
2. What occasion would require any of the bottom methods for conflict resolution?

1. Roll over	2. Smasher	3.Negotiator	4. Collaboration

1. What does a dog do when you reprimand it?
2. Fighting as the only option. Confrontation. Using Force.
3. Compromise. Work together.
4. Builder. Resolve a problem.

Conflict is not always a bad thing. It is sometimes used to bring about change. How we address conflict is what matters.

Activity 11: Identify causes of conflict

Method: Group work
Causes of conflict in;
  a) Families
  b) Relationships
  c) Adults and children
  d) Ethnic groups

Mild # serious *very mild*

very serious

Not worth bothering about.

Activity 12: Appropriate response

Method: Group work
- Review your options below and create a situation where these options could apply

Options:
- Walk away
- Ask to talk about the cause of the conflict
- Address directly with person concerned
- Address with a person in authority
- Call the police.

6. Assessment Methods

There are many ways of assessing how the workshop went and what participants have gained from the training. Facilitators are encouraged to do a brainstorm at the end of the day to get people to write up what worked well and what could have been done better. This helps the facilitator to assess areas for improvement for future workshops. A very basic written workshop assessment tool on health committees, to evaluate the **workshop for a day**, could look like this;

Workshop Evaluation

- Comment on the facilitator _____
- Comment on the workshop_____
- What went well _____
- What could have been done better? _____

This helps the facilitator to identify areas for improvement.

An evaluation form can also be more specific in order to **assess progress after the full training course**, as indicated in the next template;

Example: Child Protection

Item	Pre- Assessment Agree / Disagree comment	Post assessment Disagree/Comment
There are 10 categories of child abuse		
Children need to be beaten to instill discipline		
Children should always listen to adults. It is good manners.		
It is the social worker's responsibility to report child abuse.		
The head of the household must always be obeyed.		
Teaching your children about stranger danger will protect them		
Community members should take joint responsibility for child safety		

The post assessment evaluation could have the very same questions to test whether views have changed after the training, due to new having received new information. The pre-and post-assessment form can be adapted to the area/needs and the known challenges.

In follow-up training the assessment forms can become more specific and related to the agreed upon roles of the CHC;

Example: Health Education

Item	Agree / comment	Disagree/Comment
Families are involved and work with DOTS supporters		
TB patients know how to access food parcels		
A campaign exists to reduce use of cheap beer		
A multi-pronged approach is in place to reduce teenage pregnancies e.g. condom distribution, education at schools.		
Health workers at the clinic have received feedback regarding poor treatment of lesbian women seeking health intervention.		
Nutrition awareness Saturdays have been initiated		

Adapted from Promoting Partnerships EQUINET Zimbabwe and Nelson Mandela Metropole University

The above table is an example and each community will have its own set of challenges. Facilitators will create ongoing educational events to address these and workshop evaluation forms will include the objectives that the training aims to address.

Evaluation

An overall evaluation can be held after the full training has been implemented. This is done to assess the impact of the training. In the case of the community health committees, the facilitator wants to ensure that the intention of the training has been met. Evaluation is therefore done in relation to the objectives.

7. Conclusion

Ultimately facilitators are required to have a great deal of empathy with community members and other committee members who are all trying to address the same concerns of;

- Ensuring equal access to health and social services,
- For community members to be treated with dignity and respect and
- For people's differences to be accepted and people to be respected.

Activity 12: Design a Workshop	1 hour

Method: Group or individual work

Procedure: In groups, or as individuals, participants decide on a workshop that they would like to conduct in their neighbour,

1. define the target group and
2. develop an agenda.

The idea is presented to the class. Other participants provide feedback.

Activity 13: Plan a workshop	1 hour

Method: Group or individual work

Procedure: The same groups refine their agenda and or target group based on feedback.

Each workshop now has to be planned in relation to venue, advertising, material need etc.

Participants have now developed their first community activity and have to practically implement. They are allowed to call on mentoring assistance at any time and if needed. A mentor can be asked to observe the training to provide formal feedback and serve as a support structure.

Example of Agenda
Child Abuse Prevention

Item	Agenda	Time
1.	**Welcome and Introduction**	09.00 – 09.10
2.	**Icebreaker**: Person to Person	09.10 – 09.30
3.	**Facilitation Skills:** Theory	09.30 – 10.30
	Tea	
4.	**Practical**: Define Child Abuse In groups participants generate a definition and identify the different types of abuse. Each group provides feedback.	10.45 – 11.30
5.	**Plenary**: Facilitator provides input to clarify acknowledged forms of abuse and legal definitions	11.30 – 12.00
6.	**Brainstorm**: Who are the abusers?	12.00 – 12.15
7.	**Brainstorm**: Gender Socialisation	12.15 - 12.30
8.	**Facilitator in-put**: Understanding Power Dynamics in Society	12.30 – 13.00
	Lunch	
9.	**Role-play**: Sex Education	14.00 – 14.30
10.	**Brainstorm**: Sexuality Education	14.30 – 15.00
11.	**Facilitator in-put**: Teaching children about safety	15.00 – 15.30
12.	**Experiential Learning**: Responding to child abuse	15.30 – 15.45
13.	**Group work**: Identify a community concern and plan a 1-day workshop to interrupt child abuse. (Take home activity)	15.45 – 16.00
	Closure	16.00

OUTCOME
1. **To get feedback on the value of the training.**
2. **To establish whether the training met the need of participants.**
3. **To establish possible content of follow-up workshops or training.**

1. Write up what has been gained from this training course?
_____
_____
_____

2. Has the Facilitation Skills information been helpful? YES   NO. Explain.
_____
_____
_____

3. Has the Community Systems Strengthening model been useful? YES. NO. Explain.
_____
_____
_____

4. What did you like the most? The least?
_____
_____

5. What else should be included in the training? Any other comments?
_____
_____

6. Is the material useful?
_____
_____

7. How will you use this learning in your work/community?
_____
_____
_____

8. What could be done better?
_____
_____
_____

9. Comment on facilitator/facilitation:
_____
_____

10. **Alignment with NDoSD Request for a Model for Supporting Community Based Organisations:** CONSULTATIVE ROUNDTABLE DISCUSSIONS WITH NATIONAL Non-profit companies (NPC) AND RELATED STRUCTURES ON THE REVIEW OF THE WHITE PAPER ON SOCIAL WELFARE (of 1997)

Proposals for NPO National Directorate:

NPOs and CBOs

I)   NPCs needs to be on CIPCI data base.
II)   Government sets point system for capacitation.
III)   Mentoring role of big organisations: identify NPCs that can play a support role to CBOs.
IV)   Independent affiliates; subject to NPC standards. NPC develops a matrix that outlines 'services' provided and creates levels for assessment.
V)   CBOs to be renamed as social service practitioners; The community based organisations should have the ability to identify the service being provided to the community. (Health and Education enjoys better status than Social Development because they are providing services).
VI)   Services provided for treatment and support but also for prevention and early intervention.
VII)   Eliminates poverty and addresses progressive realisation of rights.

National NPO Directorate

I)   Mapping services according to need – national exercise. Developmental route covering the full range of deprivation, responding to different contexts.
II)   Acknowledgement of diversity and inclusion.
III)   Development of a data base.
IV)   Development of a new model in re-structuring and service innovation.
V)   Decentralisation of NPC registration – provincial competency.
VI)   New Welfare Act. New funding flow to CBOs and NPCs.
VII)   Review of White paper – leading to legislation.
VIII)   Develop a well-constructed proposal to treasury, regarding funding for the sector (NPOs and CBOs doing 'welfare' work. Cost implications of recommendations.
IX)   'Social Services' to act as overarching definition.
X)   Redress and transformation in relation to apartheid consequences still need to be built into budgeting and policy formulation. We are still the apartheid generation and poor communities are carrying the burden of social dysfunction.

Addresses White paper Challenges:

1. Creation of self-sufficiency!
2. Create opportunities for growth.
3. Policies should push the most vulnerable and the poorest of the poor out of deprivation or helplessness to dignity.
4. Model can be replicated in any area of need or any sector.