LEARNING NETWORK

Facilitators Guide
Community Health Committee Training

The Learning Network is a collection of 5 civil society organisations that are based in Cape Town: **The Women's Circle, Ikamva Labantu, Epilepsy South Africa, The Women on Farms Project** and the **Cape Metro Health Forum** – the umbrella body for health committees in the Western Cape, as well as 4 higher education institutions:

University of Cape Town (UCT)
University of the Western Cape (UWC)
Maastricht University, in the Netherlands
Warwick University in the UK

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1. Purpose of the Manual

The Facilitation Skills guide is intended to empower **Community Health Committee members** with the basic skills to effectively facilitate training courses, host meetings and conduct community conversations.

It is a one day workshop which reviews the basis of adult education methodology and, using a practical demonstration on facilitation skills, takes participants through the various learning methods.

The manual also provides a reference point for facilitators, in order to get ideas and guidance in terms of group dynamics and participatory learning. It encourages an interactive way of processing information.

Learning Objectives;

1. Encourage a participatory approach and acknowledge that every person is able to contribute to a learning process.
2. Recognise that nobody holds all knowledge.
3. Indicate that a lot of learning can be drawn from people's experiences as well as from academic theory.
4. Provide additional ideas.
5. Encourage participatory learning as a form of community development.
6. Provide a method of learning that requires little or no formal education.
7. Ensure that facilitators have a materials checklist for running a workshop

Thinking group

Attending to purpose

Staying in touch with ourselves
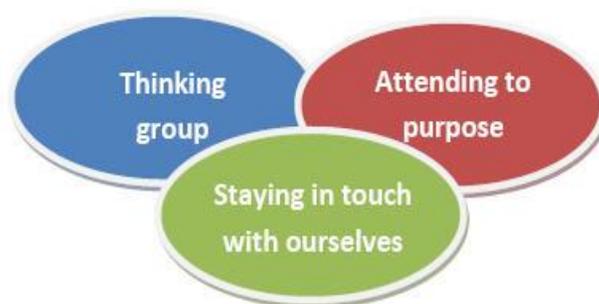
2. Facilitation

> **Definition**
>
> *"The act of making easy or easier."*   *"To assist."*   *"Make possible."*
>
> Facilitation is about making something (in this case learning) easier.
>
> In the context of this training course, it is: *"The process of learning, which assists, or prepares the way for participants to access needed information in the easiest, most supportive manner possible."*

A facilitator is usually (although not always) someone who has expertise in a certain field and it is their function to present information, ideas and knowledge to a group of people, and to assist the participants in the group to understand the theory and gain the skills associated with the topic being presented.

Based on Adult Education methods of learning, a facilitator uses the learning process to develop critical thinking and consciousness of rights, environment and the role of the individual within the environment.

A facilitator assumes two roles to do this:

1. One role relating to **Content**.   (E.g. Effective community health participation).

2. The other relating to **Process**. (Identify the best method to share the theory and note group dynamics to encourage full participation).

Put simply, the facilitator encourages each participant to interact, share thoughts, feelings and ideas (Process role) and provides information and knowledge to develop skills (Content role).

3. Understanding Facilitation Language

Brainstorm:

Brainstorm happens when participants all have an opportunity to contribute their understanding and experience, to a topic. The Facilitator writes up the information on a flipchart. The focus is not on right or wrong answers but rather on generating a lot of opinions. Only when a contribution is completely irrelevant, inappropriate or contrary to the learning, will the facilitator request that the participant explains in more detail, providing an opportunity for the facilitator to provide more accurate information.
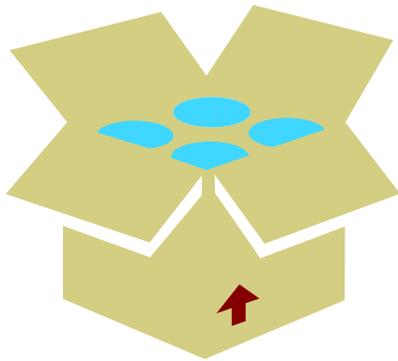
Unpack: Create opportunity for explanation and clarification, taking into account different language levels and cognitive development.

"What do you mean? What is inside that statement or opinion?"

Sometimes a participant or the facilitator makes a comment that needs more clarity. *"Let's unpack that statement*." means that we need a better understanding of what is being said.

Buzz Session: Two people speaking to each other.

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 energizers 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…"*
- *"Okay! 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 dynamic and there are more or less equal amounts of men and women. The same can apply with other dynamics that a facilitator may observe.

Group-work: Small groups are designed to create more participation by people who are less vocal in big groups. It creates an opportunity for each person to contribute to the topic. Group-work can also be used to integrate people in different ways. E.g. If women or men are sitting together we could number off all the participants to get a greater mix of people in a small group. Group-work provides an opportunity for participants to present feedback.

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.

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.

Icebreaker

An ice-breaker or energizer is used when we need to generate more energy in the group, when a topic has led to tension or when people are becoming bored or in need of additional activities to assist with the flow of ideas. An ice-breaker can therefore be relevant to the topic or simply an activity to generate energy.

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', for instance. Beside the opportunities created in the Health Committee Manual, through the

activities, 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.

In plenary, the facilitator gets the group to generate ideas and 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.

4. What is Participatory Learning?

The Facilitators Guide is designed to help community trainers to introduce a range of activities, methods of interaction and to provide knowledge, values and skills that are used in adult education methodology.

The intention of adult education is not only to bring the desired content to the training participants, but primarily to shift consciousness from learning being a passive activity to one of participation and empowerment. The activities are designed to share knowledge and also to instill confidence in personal identity 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 language, cultural and class 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 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 division; 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 to be learner-centred and empowering. 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. Facilitation skills use 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.

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 manual are therefore designed for maximum participation with the information provided.

Paulo Freire

One of the most influential thinkers on education in the late twentieth century, Paulo Freire, has been particularly popular with informal educators with his emphasis on dialogue and his concern for the oppressed and poor.
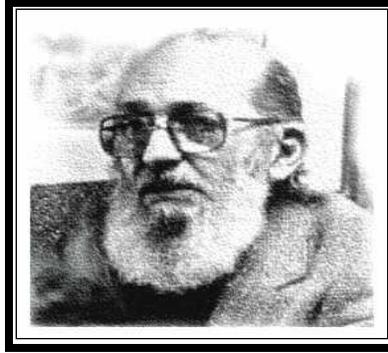
Paulo Freire (1921 - 1997), the Brazilian educationalist, has left a significant mark on thinking about progressive practice. His *Pedagogy of the Oppressed* is currently one of the most quoted educational texts (especially in Latin America, Africa and Asia). Freire was able to draw upon, and weave together, a number of strands of thinking about educational practice and liberation.

His emphasis is on **dialogue**, insisting that dialogue involves respect. It should not involve one person acting **on** another but rather people working **with** each other.

Second, Paulo Freire was concerned with **praxis** - action that is informed (and linked to certain values). Dialogue is about deepening understanding – and making a difference in the world.

Dialogue in itself is a co-operative activity involving respect. The process is important and can be seen as enhancing community and building social capital and to leading us to act in ways that make for justice and human flourishing. Paulo Freire argued for informed action and as such provided a useful counter-balance to those who want to diminish theory.

Freire's attention to naming the world: Educators who work with those who do not have a voice, and who are oppressed. An important element of this was his concern with developing consciousness, but 'consciousness that is understood to have the power to transform reality' (Taylor 1993: 52).

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.

Activity 1: Different Learning Methods   10 minutes

Method: Buzz session

With a partner identify the following learning methods from the previous table.

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.

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 just the ability 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. Adults retain information related to things that they care about and those things that affect their daily lives.

The facilitator should from time to time stop to ensure that all participants are still following the training content. This is easily identifiable when participants start looking 'blank'. When new words are used the facilitator should stop and check that everybody knows what it means;

"*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. It is a bit of a balancing act because the people who have the advantage of additional education, also needs to be kept stimulated.

In addition a range of ice-breakers, activities and tools are added to support the Community Health Committee training programmes. These are used when a discussion has been very intense, when there seems to be a tension between individuals or when 'time-out' is needed to energise the participants. The facilitator is required to constantly assess the level of engagement and could change the activities to meet the needs of the participants.

Activity 2: Discuss Different Learning Situations	30 minutes

Method: Group work.

Materials: Flip chart and khoki

1. In turn, each participant discusses the different kinds of teaching or learning methods that they have been exposed to;

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.

2. The group selects some of these teaching methods to document and on a flip-chart, in two columns, 1) the scenario is described in one and 2) the method of teaching is identified in the second column.
3. In plenary, different groups present their range of learning situations.

Facilitation Skills

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.

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.

Basic Workshop Material

- Flipchart, sufficient for participant activities and facilitator needs.
- Flip-chart stand or wall space.
- Markers (preferably in a range of basic colours that is easily read from a distance e.g. black, brown, blue, green and red).
- Press-stick or tape (whichever is allowed).
- Two-pronged plugs for laptops, projectors or other electronic equipment that might be used.

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

Time Management

The facilitator has to be both conscious and 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 on paper.

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.

Observation

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;

Physical Disability

A facilitator might have to change very active energizers or activities planned for a particular day if there are participants 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.

Culture, Race, Sexual Orientation and Gender

These are only addressed if it is a theme that comes up in the way that people speak about others, if obvious prejudice is evident or if participants request that it be addressed. If diversity is the norm and embraced as such 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. It can be done in a very direct manner because the context of adult learning is about power and therefore needs to be addressed.

"*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*." This situation cannot be ignored. 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.

Workshop Guidelines

With or without the preceding scenario, the workshop facilitator always starts any training day with guidelines. The facilitator writes the words WORKSHOP GUIDELINES as a heading on the flip-chart and then asks the participants to start generating guidelines for interaction throughout the day. Things like "*Listen when others are speaking*", "*There are no silly questions*", and "*Punctuality after returning from breaks*" etc. can be written up. The Facilitator should then add any other important ones that she/he feels have been left off such as; "*All cell-phones must be switched off*."

Once all participants are happy with the list, it is put in a central place where it remains visible throughout the day. If something happens during the day that violates the guidelines, the facilitator can remind participants' about the guidelines that all have agreed to or could even add a workshop 'rule', if that is required.

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.

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.

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.

Activity 3: Listening	10 minutes

Purpose: Participants learn how to listen and hear what is being said.

Method: Buzz session

Procedure: Take your chair and sit facing another participant.

One person gets to tell a story and the other has to listen without interrupting, for five minutes. The participants records what else the person is saying.

Participants swop roles.

In plenary participants share how it felt to listen without interrupting and share what else they heard when they were listening attentively.

5. How the CHC Training Manual is Structured.

The Facilitator's Guide consists of four themed areas which include;
1. National legislation & core functions of Community Health Committee members.
2. Meaningful Community Participation & the Health System.
3. Democracy and Human Rights.
4. Leadership and Power Dynamics.

Learning Outcomes

All the different chapters have clearly identified learning objectives that the chapter seeks to address. These are easily accessed at the beginning of each chapter. At the end of each chapter, the facilitator should check-in with participants to ensure that all the objectives have been met by going through them individually.

Activities

Activities are included ahead of information about a topic. This is done to gauge the participant's level of understanding. Facilitators should remind participants to close the manual, so that they generate their own ideas, before proceeding with the theoretical information provided to support the topic.

Reading

Each chapter provides comprehensive information on the subject matter that is being discussed. The facilitator could;
- Give the participants some reading breaks before proceeding with the workshop.
- Could request volunteers to read various chapters out loud or
- Could read her/himself with frequent breaks for discussion and to ensure understanding and that there is no need for further clarity.
- Could alternate the above three 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 time is allocation.

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.

Activity 4: Body Language	30 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?

6. Energizers and Ice-Breakers

Energizers 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 energizers;

1. Individuals are not forced to participate and people who don't want to, have the right to request that they sit out.
2. Energizers that require that participants 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.

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. An example of what a facilitator could say is;

"*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.

Activity 5: Language Diversity	15 minutes

Method: Ice-breaker.

Procedure: A participant is asked to develop a multi-lingual sentence for the above ice-breaker.

1. 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 Health Committee member has described a particularly bad incident or the manual has generated some feelings then this is a preferred activity.

2. 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.

3. 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).

4. 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.

Activity 6: Language Diversity	15 minutes

Method: Ice-breaker.

Procedure:

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

1. Other Ideas

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

Activity 7: 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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7. Understanding Power Dynamics

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 8: Recognising Power Dynamics in Groups	30 minutes

Purpose: Get participants to be conscious of where power resides and how it is played out in group dynamics

Method: Brainstorm.

Procedure: Participants are asked to generate a list of examples of unequal power in society.

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.

'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 health system seems to be churning out some 'professionals' who have no compassion or empathy for the people who use the services. Health Committees have an enormous responsibility of finding ways to address this. Power dynamics exist between all the players who are responsible for making the health committees work. These include the;

Ward Councilors
Facility managers
Health workers
Health committee and
Community members who make use of the facility

Activity 8: Power Dynamics	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. Health Committee 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*" - when 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. These practices should be reported to the relevant authorities as identified in the Health Committee manual. The starting point, however, is with the Health Committee members being aware of power imbalances.

Our function is to interrupt it.

More practical activities on power dynamics is provided in the Health Committee Training Manual, in chapter 4.

8. 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 workshop assessment tool on Health Committees, to evaluate the **workshop for a day**, could look like this;

Workshop Evaluation

1. In your understanding, what is the role of the Health Committee in relation to the clinic?
_____
_____
2. In your understanding, what is the role of the Health Committee in relation to the community?
_____
_____
3. In your opinion, what are the main relationship issues that need to be addressed?
_____
_____
4. In your opinion, what are the main health concerns that need to be addressed?
_____
_____
5. What is your understanding of Community Participation?
_____
_____

The post training evaluation will then assess whether this need has been met and two added questions can enquire about the workshop itself e.g.

6. Comment on the facilitator _____
7. Comment on the workshop _____
7.1. What went well _____
7.2. 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;

Pre- Assessment

Item	Agree / comment	Disagree/Comment
The local clinic has a Community Health Committee		
I know all the members of the CHC		
Community members were elected in their position on CHC		
The CHC take community views to the clinic health staff		
The CHC and clinic health staff meet regularly to discuss concerns and progress		
The CHC is able to influence health plans		
Communities are informed/consulted on clinic health budget		
CHC health interventions are communicated to community members		
Facility manager arranges meetings to report back to the CHC and community at large on how concerns were addressed		
CHC members role is understood by the community		
CHC members are trained		
There is a link between the Ward councilor and CHC		

Adapted from Promoting Partnerships EQUINET Zimbabwe and Nelson Mandela Metropole University

The post assessment evaluation could have the very same questions to test the difference in responses after the training. 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;

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.

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

If we achieve this we can focus on facilitating access to very specific health needs as identified by the community. The following exercise demonstrates;

- The use of facilitation skills,
- The need for the facilitator to have knowledge of the topic being covered and
- The use of participatory methodology and various forms of experiential learning to develop a learning context;

9. Agenda
Child Abuse Prevention

Item	Agenda	Time
1.	**Welcome and Introduction**	09.00 – 09.10
2.	**Icebreaker**: Person to Person	09.10 – 09.25
3.	**Workshop Guidelines**	09.25 – 09.30
4.	**Group work**: Define Child Abuse In groups participants generate a definition and identify the different types of abuse. Each group provides feedback.	09.30 – 10.00
5.	**Plenary**: Facilitator provides input to clarify acknowledged forms of abuse and legal definitions	10.00 – 10.30
	Tea	**10.30 – 10.45**
6.	**Brainstorm**: Who are the abusers?	10.45 – 11.00
7.	**Brainstorm**: Gender Socialisation	11.00 – 11.15
8.	**Facilitator in-put**: Understanding Power Dynamics in Society	11.15 – 11.30
9.	**Buzz session**: Sex Education	11.30 – 11.45
10.	**Role-play**: Sexuality Education	11.45 – 12.15
11.	**Facilitator in-put**: Teaching children about safety. • Essential Information for young child protection • Body rights • Development changes in teens	12.15 – 12.45
12.	**Experiential Learning**: Responding to child abuse	12.45 – 13.00
	Lunch	**13.00 – 13.30**
13.	**Group work**: Identify a community concern and plan a 1-day workshop to interrupt child abuse.	13.30 – 14.15
14.	**Group Presentations**: Each group elects a representative to present their training idea and the larger group provides feedback	14.15 – 15.15
15.	Theory Review:	15.15 – 15.50
	Closure	16.00

Information Sources and Acknowledgements

1. Paulo Friere. Google. Friere Institute
2. Promoting Partnerships EQUINET Zimbabwe and Nelson Mandela Metropole University