Facilitation skills workbook

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TEARFUND

Partnership In Local LAnguage ResourceS

FACILITATION SKILLS WORKBOOK

Training material for people facilitating small group discussions and activities using PILLARS Guides

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PILLARS (Partnership In Local LAnguage ResourceS) Guides provide practical, discussion-based information on community development issues such as food security, micro-credit, nutrition and community mobilisation. They are designed for use in small community groups, such as youth groups, women's groups, farmers' groups and literacy groups. The Guides aim to increase the knowledge, skills and confidence of group members by drawing out and building on existing knowledge and experience, and by encouraging a practical response.

This Workbook is designed as training material for people who are using, or intend to use, PILLARS Guides in their local communities. It seeks to improve participants' facilitation skills, so that they are equipped to lead discussion in a way that encourages the sharing of indigenous knowledge and new ideas. These skills will also be relevant and useful in many other areas of people-centred development work.

The PILLARS Guides are available from Tearfund, in English, French, Spanish and Portuguese. They have also been translated into a number of national and local languages around the world. Details can be found on Tearfund's learning website, www.tilz.info E-mail: pillars@tearfund.org

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Introduction

What are facilitation skills?

Facilitation skills are essential for anyone seeking to guide a group of people through a process of learning or change in a way that encourages all members of the group to participate. Each person has a unique viewpoint and valuable knowledge to share. Without their contribution, the group's ability to understand or respond to a situation is reduced.

The facilitator's role is to draw out knowledge and ideas from different members of a group. They can help them learn from each other and think and act together. Facilitation is about empowering others. It involves letting go of control over the outcome of a process and giving that responsibility to the group.

PILLARS GUIDES

PILLARS (**P**artnership **I**n **L**ocal **LA**nguage **R**esource**S**) Guides provide practical, discussion-based information on community development issues. These include food security, micro-credit, nutrition and community mobilisation. (See chart 5 for details). The Guides are designed for use in small community groups such as youth groups, women's groups, farmers' groups and literacy groups. Ideally, one or two double pages should be used each time a group meets, allowing plenty of time to discuss the issues raised and carry out some of the practical ideas suggested. The Guides aim to increase the knowledge, skills and confidence of group members by drawing out and building on existing knowledge and experience, and by encouraging a practical response.

The discussions should ideally be facilitated by an existing group member who is confident about sharing new ideas with others. This person should be committed to helping the group achieve its aims more effectively through learning together.

Those facilitating the discussions do not need special training or knowledge. However, skills in facilitation are very important in order to encourage full participation within the group. It is also recommended that people leading the discussions first read through and understand the purpose of the Guides that they are using. They should be fully literate in the language in which the Guides are to be used, and should be comfortable with the concepts and terms used.

FACILITATION SKILLS WORKBOOK

This Workbook is specifically designed as training material for people who are using or intend to use PILLARS Guides in their local communities. It seeks to improve participants' facilitation and informal training skills, so that they are equipped to lead discussions in a way that encourages the sharing of local knowledge and new ideas. It also seeks to provide participants with the opportunity to become familiar with several PILLARS Guides so that they can select the most appropriate materials for use in their work. It uses participatory methods and involves many practical sessions and role-play so that participants learn by doing.

The training material is designed to be adapted to the specific training needs of the users. It can either be delivered as a workshop or as part of other, on-going training activities (see FORMAT OF THE TRAINING, page 4). It can also be used alongside the PILLARS Workbook, which takes an organisation through the PILLARS process, whereby people are trained not only to use but also to translate and write PILLARS Guides in their local language.

However, the skills outlined in this Workbook will be useful in many different areas of people-centred development work. Parts of it are therefore useful for training people who are leading any kind of participatory learning or change process.

OUTCOMES OF THE TRAINING

By the end of the training, it is anticipated that participants will have:

- understood the origins and aims of the PILLARS Guides and production process

- become familiar with the content of various PILLARS Guides and of how they can be adapted for use with different target groups to achieve specific aims

- understood the difference between teaching and facilitating

- understood the role of a facilitator and identified qualities and skills of a good facilitator

- identified barriers and incentives to people's participation in a discussion or learning process, and strategies for overcoming those barriers

- practised using participatory learning and action tools to draw out the knowledge of a group

- practised and gained confidence in using PILLARS Guides with community groups

- identified how PILLARS can be integrated into ongoing work.

Format of the training

The Workbook can be adapted to suit the specific needs of those using it. Though the focus is on training people to use PILLARS Guides, the skills and techniques will be useful in many different contexts and areas of work.

This training can be delivered in a number of ways.

Some organisations may wish to integrate the training into other work activities. It is recommended that two sessions are given at a time. This is because a theoretical session is often followed by a practical session and it is more effective if trainees participate in these sessions together. Should this option be chosen, the complete training course could be given over a period of 11 weeks, covering two sessions per week. Alternatively, one session could be covered each week, taking 22 weeks in total.

Encourage participants to support each other in developing facilitation skills.

Photo: Isabel Carter, Tearfund

Other organisations may prefer to organise a five day training workshop, and work through the content of this Workbook according to the timetable given in APPENDIX B, page 61.

Extra sessions that provide participants with further opportunities to practise using the Guides can be added as necessary. Staff of other organisations can be invited to facilitate or participate in the training so that the learning can be shared more widely.

This initial training should be followed by a period of six to twelve months in which the participants apply the learning and work through a PILLARS Guide with a local community group. The participants could work in small groups of two to four so that they can support and encourage one another in their role as group facilitators. Where possible, a mentoring scheme, which provides further support for the trainees in their role as facilitators, is recommended. This time of practical experience should then be followed by further training, several months after the initial training has been completed. This will provide trainees with an opportunity to reflect together on their experience as group facilitators, and to develop further skills and techniques which will better equip them for this role. It could also help them train others to facilitate. See MENTORING AND FOLLOW-UP TRAINING, page 57, for more details.

Planning the training

SELECTING THE TRAINING PARTICIPANTS

Participants should have experience in community development. Experience and commitment to sharing information and to adult education or literacy work is desirable. They should be people who want to see positive change in their community. They need to be able to commit themselves to using PILLARS Guides with community groups on a regular basis over a long period of time.

If possible, the participants should come from different organisations or local communities and should bring a range of skills and experience. They should come in groups of two to four, so they can easily meet to work together and support each other after the initial training. Participants could include teachers, health workers, church workers, development workers and leaders of existing community groups. A balance of men and women of different ages should be sought. They need to be people who have time to apply what they have learnt and pass on these skills to others. This may often mean that they are not the people with the most experience or responsibility within an organisation. They need to be literate in the language in which the PILLARS Guides will be used and should preferably speak this language as their mother tongue.

THE FACILITATION TEAM

The organisation providing the training will need to provide two to three people to help with the administration and facilitation. The training sessions are intensive and hard work (but also good fun!). Their success will depend on good organisation and a clear definition of responsibilities. The training facilitators need time in their work schedule to plan and prepare. They should also have time to provide on-going mentoring and support to the participants in their new role as PILLARS facilitators. Those leading the training should model facilitation skills and encourage each participant to contribute fully to the different training activities to the best of their ability. They should help and encourage participants to work together and learn from each other. They need to support and challenge the participants to take responsibility for their own learning.

EQUIPMENT

The following materials are required for the training: plenty of flipchart paper, marker pens, writing paper, coloured card, ballpoint pens and masking tape (for sticking flipchart sheets to the walls). It helps to have lots of wall space for flipcharts and posters. Participants should be provided with a pen, pencil, rubber, folder and notepad. Movable tables and chairs are needed. An overhead projector can be useful for presenting new material.

Tearfund has produced a number of PILLARS Guides that may be relevant to those participating in the training and to the communities they work with. However, many of the training activities are based on double pages of *Mobilising the community* or *Building the capacity of local groups*. These provide a good introduction to group working, which is central to PILLARS. They include many different activities that are useful to community facilitators. References to the appropriate Guide and double page are listed next to each activity described. Where possible, alternatives are given so that activities can be made relevant to the needs and priorities of the group.

At least one of these two Guides should be available in the local language. In some cases, Guides will need to be translated prior to the training. There should be enough copies for each participant to use during the training and to take away with them. Copies of other PILLARS Guides should be circulated during the training so that participants can see the range of issues covered.

Most sessions involve the use of flipcharts and handouts. These are listed under the 'Materials' section of each session and are found in boxes in the text. The handouts are repeated in Appendix C, pages 62–72, where they are laid out in such a way that they can be easily photocopied.

The charts are designed to be used in different ways:

- Some of the charts will need to be copied onto flipchart paper in advance.

- Other charts are intended to summarise or supplement ideas put forward by the participants. These charts do not need to be copied. The training facilitators can simply refer to them and add ideas as relevant.

- Some of the longer charts are also provided as handouts. If the facilitating organisation has access to an overhead projector, these charts can be made into acetates and presented on the overhead projector. This avoids the need for copying large amounts of text onto flipchart paper.

These different methods of use are referred to at relevant points in the training material. Charts and handouts should ideally be translated into the local language before each training session. Understanding of the concepts and terms used should be checked (see Glossary, page 80).

TRAINING ACTIVITIES

The initial sessions of the training involve a certain amount of presentation by those facilitating. These presentations do not involve the active participation of the trainees, and it may be appropriate to use energisers – short games or activities – to get people moving again. If people's energy levels are high, they will not only enjoy the training more but they will also learn more effectively! A list of energisers can be found in Appendix D, page 73. If there is not enough time to do an energiser, simply asking people to stand up and say hello to someone sitting on the other side of the room can be enough to help people relax and engage again.

Much of the training centres around group activities and discussions. These will give participants an opportunity to act both as facilitators and group members. They will be encouraged to take responsibility for different aspects of the workshop. This will increase their awareness of the advantages of working together through direct personal experience. These participatory activities include role-play, group Bible study and debate. The role of the training facilitators is to make these tasks easier for the

participants, and to help them learn and work together. They will need to prepare well for each activity, with the appropriate materials ready for use, and anticipate problems or questions that may arise.

The training facilitators will also need to try to balance the groups in terms of gender, age and experience or confidence in the particular activity being carried out. For the first few sessions of the training, participants should stay in the same working groups, unless specifically indicated. This helps them build good relationships with a smaller number of participants as they learn to work together. As the training progresses, the participants can be put in different groups according to their organisation, place of origin or area of interest. Some training sessions specify how these groups should be formed for the purpose of particular activities. Otherwise, groups can be formed at random. For example, to form five groups, each participant can be given a number between one and five. Participants can then find others with the same number and form a group.

The field study visit will require good preparation, well in advance. The purpose of this visit is for participants to visit local community groups to practise their facilitation skills and to pilot the PILLARS materials in a real life situation. Three or four groups should be identified who are located near the venue, and who can meet for two to three hours to participate in discussions and activities based on PILLARS Guides. The purpose of the visit should be explained clearly (see Session 14, page 41) and arrangements made for transport and any other practical needs.

Training content

Introductory session

Aim

To encourage relationship-building with and between participants and to introduce the purpose and content of the training.

Objectives

The participants will:

- introduce themselves
- discuss their hopes and concerns about the training
- establish objectives for the training
- form committees which will take responsibility for different aspects of the training.

Materials

- Coloured card, flipchart, marker pens.

Pre-prepared flipcharts:

1. Training objectives *(page 8)*
2. Training committees *(page 9)*

PROGRAMME

FACILITATOR'S INTRODUCTION *5 minutes*

Give a warm welcome to all participants. Introduce the training facilitators. Introduce the purpose of the training. Give any necessary administration or housekeeping notices.

INDIVIDUAL INTRODUCTIONS *25 minutes*

Pass round a box of matches. Participants take it in turn to light a match and to state their name, where they are from and the group or organisation that they work with. They are allowed to speak for only

as long as the match is alight. This can be an enjoyable way of ensuring that the introductions do not overrun, and that everyone has the same amount of time to introduce themselves.

GROUP INTRODUCTIONS *25 minutes*

Group Portrait is an activity that helps participants to find out more about each other, in a relaxed way.

- Divide the participants and training facilitators into groups of about four or five. Ensure that each group includes men and women of different ages, where possible.

- Ask the members of each group to sit together and to introduce themselves. They should not talk about anything too serious or anything related to their work. For example, they can ask each other about their families, what they enjoy doing in their spare time, what unusual abilities or skills they have, or what animal they most associate themselves with and why.

- Give each group a piece of flipchart paper, and ask them to produce a drawing of their group which includes each group member and their names.

- Display the charts on a wall where everyone can see. Ask one person in each group to present their drawing.

This exercise is a good way to break the ice, to get people working together and to help them remember each other's names.

HOPES AND CONCERNS *20 minutes*

In the same groups of four or five, participants will reflect on their expectations for the training. Help them to identify what they hope to learn and apply to their work by the end of the training. Encourage them to think about their different work situations and what specific concerns or difficulties they may face at present. Give each group a pen

and two sheets of different coloured card. On one piece of card, they are to write three hopes for the training. On the other, they are to write three concerns.

When they have all finished, ask one member of each group to stick their card on a piece of flipchart paper at the front and present their hopes and concerns. When each group has done this, invite other participants to add any further comments.

The training facilitators should respond, addressing any concerns that have been raised. Invite open discussion. The issues raised should be revisited at the end of the training.

Stick the Hopes and Concerns sheets on a side wall for easy reference.

TRAINING OBJECTIVES *10 minutes*

Present the training objectives on Chart 1. Ask if there are particular objectives that are not clear to participants, or if there are others that they wish to add to the training.

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1 Training objectives

That participants will have:

- understood the origins and aims of the PILLARS Guides and production process
- become familiar with the content of various PILLARS Guides and of how they can be adapted
- understood the difference between teaching and facilitating
- discussed the role of a facilitator and identified the qualities and skills of a good facilitator
- identified barriers and incentives to people's participation in a discussion or learning process, and strategies for overcoming these barriers
- practised using participatory learning and action tools to draw out the knowledge of a group
- practised and gained confidence in using PILLARS Guides with community groups
- identified how PILLARS Guides can be integrated into ongoing work.

TRAINING COMMITTEES *10 minutes*

Explain that during the training, the participants will share responsibility for different tasks. Explain the role of the different committees, listed on page 9, and check that participants understand what each committee will involve. Ideally, members of each committee should change during the training.

Worship committee

Where appropriate, lead some worship songs and a participatory Bible study before the training begins, using the studies in APPENDIX E (page 74). Begin and end each training session with prayer.

Review committee

Lead a 5–10 minute activity that reviews the learning of the previous training session. This might involve a short quiz or a game in which people have to use any new skills or ideas they have learnt. Those leading this review should avoid giving a narrative report of the whole of the previous session. The aim is to reinforce the learning and to help people focus on the content of the training.

Social committee

Lead energisers, such as songs or games, for use at relevant points during the sessions and help arrange additional entertainment that may be planned. See APPENDIX D (page 73) for ideas.

Timekeeping committee

Keep participants and facilitators to time. A bell or some kind of musical instrument could be useful here!

Stick up Chart 2 (page 9) and ask participants to put their name against at least two different committees during different training sessions.

GROUND RULES *5 minutes*

Ask the participants what attitudes and behaviour they consider to be important as they learn and work together during the training. This might include listening to each other, respecting each other's views, keeping to time. Write these down for people to refer to throughout the training. These agreed ways of working are to guide people's thinking and behaviour and encourage a sense of joint responsibility.

2 Training Committees

	Sessions 1–4	Sessions 5–8	Sessions 9–12	Sessions 13–16	Sessions 17–22
Worship					
Review					
Social					
Timekeeping					

LEARNING AND ACTION POINTS *5 minutes*

At the end of each training session it can be helpful for participants to reflect individually on what they have learnt and how they will apply it to their situation. Give each participant three coloured cards: for example, red, yellow and green. At the end of each session, they will be encouraged to write one thing on each piece of card:

- on one card, one thing they will stop doing as a result of what they have learnt

- on another card, one thing they will put into practice but not immediately (they may need to feed back to their organisation before deciding exactly how they can take it forward)

- on the last card, one thing they have learnt that they will put into practice immediately.

They should use the same colour coding each time they use this method of reflecting and planning. These ideas can be shared informally with other participants, but the purpose is to help people record the learning and apply it.

Participants take time to discuss learning.

Photo: Isabel Carter, Tearfund

SESSION 2

Introduction to PILLARS

Aim

To introduce participants to the origins and aims of the PILLARS Guides and process.

Objectives

■ To provide an overview of the research that led to the development of the PILLARS Guides and process.

■ To establish the aims of the Guides.

■ To establish the target groups.

■ To familiarise participants with the different Guides available.

■ To inform participants of the different translations that are available and of the possibilities of producing further translations through the PILLARS process.

■ To explain the PILLARS process – the aim, the content of each workshop, and a summary of where it has been piloted and the learning that has resulted.

Materials

■ Copies of different PILLARS Guides and *Footsteps* (where available)

Pre-prepared flipcharts:
   3   Information sources *(page 11)*
   4   Sources of information on community health *(page 11)*
   5   The PILLARS Guides *(page 12)*
   6   The aims of the PILLARS Guides *(page 12)*
   7   The PILLARS production process *(page 13)*

Handout 1   *(see Appendix C, page 62)*
   The PILLARS Guides
   The aims of the PILLARS Guides

PROGRAMME

THE ORIGINS OF PILLARS   *20 minutes*

Explain that the idea for PILLARS developed from experience and research during the 1990s. Since 1989, the Christian relief and development agency,

Tearfund, has published *Footsteps*, a quarterly newsletter linking health and development workers worldwide, available in various national and international languages. Participants can be shown copies of this, where available.

In the 1990s, readership surveys were carried out to find out how readers were using *Footsteps* and how it could be improved. The surveys showed that many readers were sharing *Footsteps* and ideas from it within their community groups. Some readers were using it for training purposes. Others were translating articles into local languages.

Detailed research was started in 1994 in Ghana and Uganda to explore the sources and flow of ideas and information used and preferred by local people. It is sometimes said that there is no point producing printed materials for people with low levels of literacy. The research showed that this is not the case. Appropriate materials produced in local languages can be very powerful in development.

Activity   *40 minutes*
DISCUSSION OF INFORMATION SOURCES

• Divide participants into groups of five or six according to their geographical area of origin or organisation.

• Ask each group to consider the questions on Chart 3 (page 11) about where people access information on health. However, if there is another topic that is more relevant to the interests and needs of the participants, such as agriculture, nutrition or credit facilities, this could be considered instead. Each group should write their answers onto Chart 4 (page 11).

• After discussion, ask each group to stick their chart on the wall. Ask the participants to compare the different answers. Discuss the differences and the similarities. Which information source do communities have the most access to? Which information source do people trust the most?

• Looking at the charts, how often do people in the communities the participants work with access *written* information, and how much do they trust it?

People's attitudes to the written word can range from distrust and fear to unquestioning acceptance. These attitudes will be affected by levels of literacy, access to and use of the written word.

3 Information sources

- Where do the communities you work with obtain information on health?

  List five different sources of information in the first column of Chart 4, eg: health centre, community health worker.

- How much access do these communities have to these different sources of information?

  List them in order of priority in the second column of Chart 4, giving each information source a number between 1 and 5, where 1 indicates the least access and 5 the greatest access.

- How much do people in the communities you work with trust these different sources of information, and why?

  List them in order of priority in the third column of Chart 4, giving each source a number between 1 and 5, where 1 indicates little trust and 5 indicates the greatest amount of trust. For example, they may trust community health workers because they have training and experience.

4 Sources of information on health

Information source	Access	Trust
1		
2		
3		
4		
5		

Explain that for some people, this is a time of instant communication – the information age. Television, computers and other technologies bring information into their homes and places of work from all around the world.

But for many other people there is still an information famine. They have little or no access even to newspapers or the radio. This is especially the case for those who:

- are not literate
- live in remote areas
- do not speak a national or international language
- do not have the money to buy information sources such as books, a radio, computer or television.

People who feel left behind in the information age may also feel that they have little to offer; no-one wants to listen to their ideas. They have to rely on local information sources, especially those within their community.

The PILLARS approach seeks to improve access to information from outside the local community, and to encourage the local generation and sharing of ideas.

THE PILLARS GUIDES *25 minutes*

Put participants back into the same groups of five or six. Pass round all available copies of the PILLARS Guides. Give each group ten minutes to consider the following questions:

- What does PILLARS stand for?
- Give the titles of three PILLARS Guides
- What do you think are the aims of the PILLARS Guides?

Ask the groups to feed back their ideas. Give out Handout 1 (see Appendix C, page 62) and present Chart 5 (page 12) for discussion.

Explain that the Guides are designed for use in small group situations where one or more people are literate and can confidently lead others in discussion. They can be used with any group of people who meet regularly, such as youth groups, women's groups, farmers' groups and literacy groups. Ideally just one or two double pages should be used each time the group meets, allowing plenty of time to discuss the issues raised and carry out some of the practical ideas suggested. Only one person in each group needs to have a copy of a Guide, and only one needs to be able to read. However, if the group wishes to strengthen their

5 The PILLARS Guides

PILLARS stands for
Partnership In Local LAnguage ResourceS

The Guides are designed for use in small community groups, eg: youth groups, women's groups, farmers' groups, literacy groups.

One person acts as the facilitator, and leads the group in discussions and activities based on the Guides.

The Guides below are currently available in English (E) and French (F), with most also available in Spanish (S) and Portuguese (P):

- *Building the capacity of local groups* (E, F, S, P)
- *Improving food security* (E, F, S)
- *Credit and loans for small businesses* (E, F, S, P)
- *Agroforestry* (E, F)
- *Preparing for disasters* (E, F, S, P)
- *Mobilising the community* (E, F, S, P)
- *Healthy eating* (E, F, S, P)
- *Mobilising the church* (E, F, S, P)
- *Responding more effectively to HIV and AIDS* (E, F, S, P)

Some are also available in other national and local languages. A full list is available on Tearfund's learning website, www.tilz.info

6 The aims of the PILLARS Guides

The PILLARS Guides aim to:

- encourage group members to share their knowledge and experience and to learn from each other
- help people learn and adopt new ideas and skills by discussing the information presented
- encourage and enable a practical response to the information
- build the confidence of the group and its individual members as they have access to printed and relevant discussion-based information in their local language
- encourage a group learning process that equips a group to initiate and manage change
- strengthen the literacy skills of the group.

Training facilitators should explain that the Guides will only achieve these aims if the group discussions are led by someone who encourages the group members to share their knowledge and experience and to learn from each other. He or she should be able to accompany the group over time through this learning process. This person is the group facilitator. Later sessions will look at the role of the facilitator in more detail, and at the skills, characteristics and strategies the facilitator needs in order to lead a group effectively.

TRANSLATION OF THE GUIDES *5 minutes*

Explain that the PILLARS Guides are designed to be easily translated and adapted to different local contexts. The Guides use simple language and as little technical information as possible. The design files are available on a CD-ROM, and translated text can simply be typed over the existing text and the illustrations retained. However, new illustrations showing people, clothing, vegetation and physical structures that would be found in the local context can make the Guides even more relevant and attractive to readers.

The Guides have been translated and new Guides written in over 30 national and local languages, either by individual trained translators, or by groups of development workers during a PILLARS training

literacy skills, it is helpful to have more than one copy available to the group. The Guides can also be used during training workshops. The group should gradually work through the whole Guide together and identify ways to use what they have learnt to make positive changes which help them achieve their aims as a group or improve life in the wider community.

Using Chart 6, explain that the Guides aim to increase the knowledge, skills and confidence of group members by introducing discussion-based information on a community development issue, so that the group can successfully manage change within their own situation without depending on outside intervention. This Chart is also included on Handout 1.

process. These languages include Hindi (India), KiSwahili (East Africa), Burmese (Myanmar), Mandarin (China), Yoruba (Nigeria) and Mooré (Burkina Faso).

THE PILLARS PRODUCTION PROCESS

15 minutes

Using Chart 7, explain that the PILLARS production process is a new approach to producing written information. The aim of the process is to stimulate the sustained production of written materials in languages that are useful to local people. This is achieved through training a group of church, community or development workers in translation, writing and facilitation skills and establishing a Regional Language Committee to sustain the production and use of PILLARS Guides. The PILLARS production process is not just about translating information produced by other people in international languages. It is about helping local people develop the confidence and skills they need to record and share their own ideas and experiences. It is also about encouraging pride in the local language and giving value to local knowledge and culture.

The training brings together 20 to 25 development workers for three five-day training workshops over a period of 9 to 15 months. The first workshop

Group translating a PILLARS Guide, Ethiopia.

Photo: Sophie Clarke, Tearfund

introduces participants to the aims of the PILLARS Guides and production process and equips them with facilitation and translation skills. They apply these to a group translation of a selected PILLARS Guide. Participants field-test this translation with local community groups. Following the first workshop, they pilot a draft of the Guide in their own local communities. They also conduct a baseline survey to find out the information needs and priorities of the communities. During the second workshop, participants translate a second Guide and choose a topic for a new Guide. During the third workshop, they write this Guide, form a committee and plan how they will use and continue to produce PILLARS Guides.

The PILLARS process has been piloted in Uganda, Southern Sudan, Nigeria, Burkina Faso, Myanmar, Ethiopia and Brazil. In Ethiopia, the process has been conducted with a refugee group who have found it a powerful way of restoring their sense of identity as a displaced people group. It helped guide them in a participatory planning process as they prepare to return to their own country.

There is a separate workbook available for organisations interested in using this process to translate and write new PILLARS Guides in local languages. Copies can be obtained from Tearfund (see Appendix F for the address).

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7 The PILLARS production process

- A new approach to producing written information, in local languages, that is useful to local people.
- It is based around three training workshops of five days each, over a period of 9 to 15 months.
- The training is aimed at development, health, literacy or church workers, who are willing and able to produce and facilitate discussions with local groups using PILLARS Guides, over a sustained period of time.
- The training has been piloted in different countries and contexts.

SESSION 3

Overview of the PILLARS Guides

Aim

For participants to familiarise themselves with the content of the different PILLARS Guides available and the different ways in which they can be used.

Objectives

■ To learn about the topics and content of different PILLARS Guides.

■ To identify the distinctiveness of the Guides in terms of the content, design and language used.

Materials

■ Two or three different PILLARS Guides for each group, including *Mobilising the community* and *Building the capacity of local groups* where available

■ Flipchart paper, marker pens

Pre-prepared flipcharts:
  8   Questions on the PILLARS Guides *(page 14)*
  9   The PILLARS Guides and their format *(page 15)*
  10 The use of the PILLARS Guides *(page 16)*

Handout 2 *(see Appendix C, page 63)*
  The PILLARS Guides and their format

PROGRAMME

Activity 1 *25 minutes*
QUESTIONS AND FEEDBACK

• Divide participants into groups of four or five. Ask each group to work through the questions on Chart 8. Choose one person in each group to take notes. Encourage each participant to share their views.

• Ask each group to give feedback on each question, sharing a maximum of three ideas for each.

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8 Questions on the PILLARS Guides

Looking at two or three different PILLARS Guides, answer the following questions:

● What is the difference between the PILLARS Guides and other books you have used as training materials? Think about:
  • the topics
  • the type of language used
  • the design.

● What do you think is the purpose of:
  • the main text?
  • the illustrations?
  • the discussion questions?
  • the Bible studies?

---

9 The PILLARS Guides and their format

CONTENT OF GUIDES

- One single theme, divided into 20–24 topics of a double page each.
- Bible studies relating to the text.

CONTENT OF EACH DOUBLE PAGE

Each topic includes **text**, an **illustration** and **discussion questions**.

Text

AIM – to introduce new ideas.

- A short, simple title, not longer than one line, summarises the message of the double page.
- Between 75 and 150 words, divided into short paragraphs.
- Simple words, avoiding the use of long and difficult terms or jargon.
- Large print.

Illustrations

AIM – to reinforce the message of the text, aid memory, be attractive to users, communicate meaning of double page to those who are not literate. The illustrations:

- are adapted to the region
- are clear and understandable
- avoid using difficult symbols
- use the same style throughout the Guide.

Discussion questions

AIM – not to check understanding, but to relate the information to the lives of the users; to draw out and build on existing knowledge.

- Several open questions (who, what, why, when, how, where) that encourage people to share their experience of the topic being addressed, and encourage group discussion.
- Include practical exercises to illustrate a new idea and help groups to apply the learning.

BIBLE STUDIES

AIM – to link God's word with practical development-related information, and encourage the group to apply biblical principles to their development work.

- Several questions on a passage relating to a particular topic.

THE PILLARS GUIDES AND THEIR FORMAT *20 minutes*

Present Chart 9, summarising the nature and purpose of the different sections of each Guide. Where points have already been raised during feedback, refer back to the group's answers rather than presenting them as new ideas. In this way, the knowledge and the ideas of the group act as the starting point, which models the intended approach of the PILLARS discussions. The chart can then be given out as Handout 2 (page 63).

Explain that each double page of a Guide can be used on its own, as it addresses a different topic. However, the Guides are designed in such a way that each double page builds on the page before. Some key ideas are repeated or presented in a slightly different way, to help people understand and learn from the material and have time to reflect on how it applies to their situation. Ideally, a group should work through a whole PILLARS Guide. They should look at one double page together each time they meet and start the next discussion with a summary of the last topic before moving on to the next one. They should also keep a record of their learning, plans and their subsequent action.

The Guides are designed for local community groups. The language is simple, with many illustrations and discussion questions to help users understand the ideas and apply them to their contexts. Some Guides will be more relevant to certain groups than others. This will depend on the group in question: on their needs, interests and aims as a group. Before deciding which Guide to use, each group should be clear about what they want to learn and how they want to use this learning. They can then decide which Guide will be most relevant and can develop their own learning aims for the discussion process.

Activity 2 *1 hour*
READING AND DISCUSSING PILLARS

• Ask participants to work in the same groups, and to imagine themselves taking part in a meeting of a local community group such as a women's, farmers', literacy or credit group. Ask the group to read through one of the following double pages from *Building the capacity of local group*s: Waiting for change (A1), or from *Mobilising the Community*: Understanding the purpose of a group (C1) or Group members (C11).

• Ask them to consider the two questions in Chart 10. The first refers to the PILLARS material being discussed. The second refers to the discussion process. It is important that the participants reflect not only on the relevance of the PILLARS materials, but also on how to encourage all members of the group to participate in discussion and learn from the new ideas presented.

• Ask each group to choose a different person to share their answers.

Photo: Isabel Carter, Tearfund

Discussing potential uses of PILLARS Guides, Brazil.

Summarise the learning by saying that the aim of the discussion-based approach is to draw out the knowledge and experience of individual group members. However, this will only happen if the discussion is well facilitated. This type of learning is appropriate for adult learners, who bring their own personal knowledge and experience to any learning process. It is also appropriate for a community development intervention which seeks to put local people at the centre of any process of change, and to start from their own knowledge, needs and priorities.

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10 The use of the PILLARS Guides

1 Do you think this material is appropriate for your target communities? Think about:

• the language used

• the illustrations

• the discussion-based approach.

2 Reflect on the discussion you had as you read through a double page together.

• Did anyone lead the discussion?

• Did everyone participate?

• Did you feel comfortable sharing your ideas in the group?

• What could have encouraged more people to share their ideas?

SESSION 4

The Knowledge Debate

Aim

To debate the issues behind the value of different people's knowledge in a way that is enjoyable, challenging and thought-provoking.

Objectives

The participants will:

- prepare and present a case either for or against the question for debate (from two different viewpoints)

- gain awareness of using debate as a teaching tool

- gain awareness and understanding of the need to value both local and outside knowledge when encouraging participation in development.

Materials

Pre-prepared flipcharts:
- 11 The Knowledge Debate 1 *(page 17)*
- 12 The Knowledge Debate 2 *(page 18)*
- 13 Sharing knowledge *(page 18)*

PROGRAMME

INTRODUCTION *15 minutes*

This debate is designed to help people consider the relative value of different people's knowledge. Participants may not have thought about this question before this session. Suggest that they do not take the debate too seriously. It should be fun. The purpose is to give them a chance to listen to, and reflect on, other viewpoints in order to help them explore the question together.

Show Chart 11 with the Debate motion.

Elect a Chairperson (if possible, someone with a sense of humour) and a timekeeper from among the participants. Put the remaining participants into three groups: A, B and C. Try to split up those who are more confident about sharing their ideas, and ensure that there is a balance of men and women in each group. Explain that participants will be asked to take a viewpoint that is not necessarily

11 The Knowledge Debate: 1

'When choosing a site for a well, the knowledge of outside experts is more important than the knowledge of anyone else'.

their own. Emphasise that this is the best way to have a balanced debate. However, at the end they will each be asked to vote according to their *own* views.

Each group will argue for or against the motion. They will really be arguing about the value of their own knowledge.

- **GROUP A** will take the viewpoint of **outside experts** – surveyors and water engineers.

- **GROUP B** will take the viewpoint of a development **NGO** working closely with the local community (they can take on particular characters within this NGO, eg: development worker, director, office staff).

- **GROUP C** will take the viewpoint of **the local community** (they can play different characters, eg: elders, pastor, youth, women responsible for water collection).

GROUP PREPARATION *30 minutes*

Give the groups about 30 minutes to prepare. Explain the process and the timings, using Chart 12 (page 18).

Each group should choose a first and second speaker; ideally, one female, the other male. They will each have a maximum of two minutes to present their case. When all six speakers have presented, the Chairperson will invite contributions from other participants (a maximum of one minute for any one participant). The first speaker for each group will then have two minutes to sum up their case.

Encourage the use of role-play – taking on certain characters and using props. The local community may want to speak in the local language.

12 The Knowledge Debate: 2

Speaker	Debate	Group	Time
First speaker	FOR	A	2 mins
First speaker	AGAINST	B	2 mins
First speaker	AGAINST	C	2 mins
Second speaker	FOR	A	2 mins
Second speaker	AGAINST	B	2 mins
Second speaker	AGAINST	C	2 mins
Contributions from other participants (open discussion)			15–30 mins
Summing up	AGAINST	C	2 mins
Summing up	AGAINST	B	2 mins
Summing up	FOR	A	2 mins
Vote			2 mins

DEBATE *1 hour*

Encourage lively, even heated, debate. If necessary, the training facilitators should be ready to start the open discussion with some controversial statements.

Finally, ask participants to stop playing their role and ask them to vote. In other words, whether they have been arguing for or against the motion, they should now vote whichever way they personally feel.

If the motion is defeated, the chairperson may wish to hold a further vote and let people vote between the NGO and community. Hopefully, the outcome of the vote will raise the relative value of different people's knowledge.

Bring the session to a close by asking participants to share key observations. Present the summary shown on Chart 13, acknowledging ideas which have already been shared and giving more time to new points which have not been raised.

13 Sharing knowledge

- We can often think that outside experts with technical knowledge know best. However, everyone's knowledge is valid and important for understanding a situation.
- Each person has a right to contribute to a discussion that relates to their own development. The outcome is improved if everyone participates.
- Language can prove a real barrier to influencing decision-making. Where discussions are not held in the language spoken by the local community this can mean that they are unable to participate fully in the decision-making process.
- Debate may prove a useful learning tool in other situations as it encourages people to see a situation from a different perspective.

Conclude by saying that the next training session will look further at the value of participation and different ways to encourage it.

Remind participants to write out learning and action points on their coloured evaluation cards – on one piece of card, one thing they will stop doing as a result of what they have learnt; on another, one thing they will do in the medium term, and on another, one thing they will apply immediately. They should try to do this at the end of every session.

SESSION 5

Facilitation skills

Aim

To establish the key differences between teaching and facilitating, to learn about the skills and characteristics of a good facilitator, and to practise facilitating discussions using PILLARS Guides.

Objectives

- To highlight the difference between teaching and facilitating.

- To discuss the role of a facilitator and identify qualities and skills of a good facilitator.

- To gain skills in facilitating discussions in small groups using PILLARS Guides.

Materials

- The PILLARS Guides *Building the capacity of local groups* and *Mobilising the community*

- Pre-prepared flipcharts:
  14 Differences between school teaching and facilitation *(page 20)*
  15 Characteristics of a good facilitator *(page 21)*
  16 Skills of a good facilitator *(page 21)*

- Handout 3 *(see Appendix C, page 64)*
  Differences between school teaching and facilitation
  Characteristics of a good facilitator
  Skills of a good facilitator

PROGRAMME

Activity 1 *25 minutes*
ROLE-PLAY

Role-play can be a very effective way of introducing new ideas and illustrating key learning points in an engaging and enjoyable way.

Before the session, you will need to set up two role-plays showing two groups working through a double page of a PILLARS Guide together. This could be either *Mobilising the Community,* Waiting for change (A1), or *Building the capacity of local groups,* Understanding the purpose of a group (C1) or Group members (C11).

- Choose one person to lead each of these discussions – either one of the training facilitators or a participant who is confident in leading others.

- Ask one of them to present the chosen double page in the way a traditional teacher would present it to a class. They should not allow any participation, but should simply ask the group to respond to the discussion questions and then tell them whether their answers were right or wrong.

- Ask the other group leader to facilitate a participatory discussion of the same double page, in which each group member shares their ideas and is encouraged to listen to, and learn from, others.

- Ask five participants to join each leader and briefly prepare their role-play.

- During the session, ask them to act out the role-play in front of the rest of the participants. Ask those watching to reflect on the difference between the two role-plays. Reflect on the style of the person leading the discussion and the level of participation by the group members. Which role-play illustrates the type of interaction that we would hope to see when groups use the PILLARS Guides?

Activity 2 *20 minutes*
DIFFERENCES BETWEEN SCHOOL TEACHING AND FACILITATION

- Ask participants to think back to their experience of being at school. What methods were used to teach new ideas? Ask participants to brainstorm in pairs for about ten minutes on the following question: 'What is the difference between school teaching and facilitation?' Ask them to note down their ideas.

- Divide a piece of flip chart paper into two columns headed 'School teaching' and 'Facilitation'. Then bring the group back together and ask each pair to write up two ideas under each column. Using Chart 14 (page 20), add any points that have not already been raised. This Chart can also be shared as Handout 3 (page 64).

A school teacher may use some facilitation techniques to encourage students to be active in the learning process. However, information is often presented from the front, as children may not have much personal experience to share on a particular topic, or may need to be given answers in order to complete a syllabus or to pass an exam. By contrast, adult learners bring a wealth of

14 Differences between school teaching and facilitation

SCHOOL TEACHING	FACILITATION
Teacher starts from their own knowledge	Facilitator starts from the knowledge of the group
Teacher follows a pre-set curriculum	Facilitator addresses issues identified by the group or their community and adapts new ideas to the needs and culture of the group
Teacher presents new information from the front	Facilitator uses practical, participatory methods, eg: group discussion and activities in which all members of the group participate
Information flows in just one direction, from teacher to students	Information flows in many different directions between the facilitator and individual group members – a genuine exchange of ideas
Teacher brings extensive knowledge of the subject	Facilitator draws out and builds on the knowledge of the group, and knows where to find further information on the subject
Teacher is concerned with students understanding the right answer	Facilitator encourages and values different views
Teacher works for the community and may come from outside the community	Facilitator works with the community and may come from within the community
Teacher has a formal relationship with the students, based on their status as a teacher	Facilitator is considered as an equal, and has relationships based on trust, respect and a desire to serve

experience and knowledge to any learning process. This needs to be recognised, drawn out and built on. Facilitation skills are essential in this process.

THE PURPOSE OF FACILITATION *10 minutes*

The Brazilian educator, Paolo Freire, believed that education should be liberating. Rather than giving learners answers, education should aim to increase the learner's awareness so that they are able to identify problems and their causes, and find solutions to them. A facilitator's role is to help a group through this process by asking questions that encourage new ways of thinking about and analysing their situation. The facilitator does not know all the answers. Their role is to help the group think critically about their own needs and interests, and to make decisions for themselves. There should be a balance between offering ideas to guide the group and patiently listening and questioning.

The facilitator's role is also to encourage each member of the group to contribute to the best of their ability. Everyone has valuable knowledge and a valuable contribution to make. But people can be reluctant to share their knowledge. They may lack the confidence or may not consider what they know to be important. Sometimes people do not want to share their knowledge because it gives them a certain amount of power and advantage over others. However, when we do share our knowledge, everyone benefits. The person sharing it does not lose it after giving it away, and the person receiving it has received something new which they in turn can pass on to others. The facilitator's role is to build trust and respect between the members of the group and to encourage dialogue and learning, from which the whole group will benefit.

Activity 3 *20 minutes*

WHAT MAKES A GOOD FACILITATOR?

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

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

Present Chart 15 as a summary of these characteristics, checking participants' understanding and asking for comments. This list is also included in Handout 3 (page 64).

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15 **Characteristics of a good facilitator**

A good facilitator should be:

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

Emphasise that facilitation is about getting a balance between these different characteristics – for example, between being a good listener and a good communicator, between being patient and dynamic. Although certain skills and techniques can be learnt and applied, the most important thing

is the facilitator's ability to relate to individual group members in a way that makes them feel valued and encouraged. This will affect the way the whole group works together and what it will achieve.

Present Chart 16 and refer to it in Handout 3 following a short discussion of the skills listed.

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16 **Skills of a good facilitator**

A good facilitator should:

- be well prepared whilst remaining flexible
- think and act creatively
- deal with sensitive issues and manage people's feelings
- encourage humour and respect
- negotiate with and influence others
- keep to time without being driven by it.

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

'A facilitator is best when people barely know that he or she exists…

A good facilitator is one who talks little. When the work is done, the aim fulfilled, they will all say, "We did this ourselves."' LAO TZU 500 BC

Explain that good facilitation is not easy. It is like conducting a music band. Though the music is written down already, it is the conductor's job to build the right atmosphere, to help each individual to be their most creative and to blend everyone together to form an exciting and productive team.

A facilitator is like a conductor. Great music emerges when everyone is communicating together. Good communication, just like good music, is more about listening than talking. If everyone plays all the time, there is nothing but an unpleasant noise. It is the conductor's job to help each player to listen to others, to keep quiet until it is the right time for them to play.

A good facilitator is interested not only in whether an objective is achieved but how. The process is just as important as the product. The process of building local knowledge and skills is vital if the group is to gain the confidence and ability to initiate and sustain positive change.

Ask participants to think of situations where people were not consulted about an issue that directly affected them. This could be a development project where the organisation involved did not consult the community about what changes it wanted to make. As a result, the project did not lead to lasting change because the community did not want to remain involved. What difference does it make if people's ideas and experience are taken into account in future planning and activities? Emphasise that even if this process takes time, it leads to better relationships and more sustainable change. A well-facilitated discussion process is essential.

Activity 4 *30 minutes*
FACILITATION PRACTICE

This activity needs to be prepared in advance.

Divide participants into working groups of five or six. Each group will need a facilitator – someone who has already demonstrated a certain level of confidence in leading others in discussion, who can model good facilitation to their group. These facilitators should be approached before the start of the session. This will give them time to look through a selected double page and familiarise themselves with the content. Allocate one of the following pages to each facilitator: *Mobilising the community,* A secret in a box (A10), or *Building the capacity of local groups,* Working together (C2).

• During the session, ask each working group to imagine that they are members of a local community group. Ask each working group to work through a double page together. Tell them not to worry if they find it difficult! There will be plenty of opportunity to practise facilitating discussions throughout the week and to become familiar with the content and layout of the Guides.

• After 20 minutes, bring the groups back together. Ask one or two people to share what they learnt during the discussions. Did everyone participate? Was it difficult to facilitate?

Explain that in the next session, the participants will look at techniques for dealing with particular difficulties faced when facilitating group discussion.

Practising facilitation skills, India.

Photo: Isabel Carter, Tearfund

SESSION 6

Facilitation: overcoming the difficulties

Aim

To provide participants with the opportunity to practise facilitating and participating in a discussion using a double page of a PILLARS Guide.

Objectives

- To look at some of the challenges faced when facilitating and ways to overcome them.
- To look at some tips for good facilitation.

Materials

Pre-prepared flipcharts:

17 Tips for empowering others *(page 23)*

18 Tips for dealing with difficult questions *(page 24)*

19 Tips for managing conflict *(page 24)*

20 Tips for handling dominant people *(page 25)*

21 Tips for working with shy people *(page 25)*

22 Tips for good facilitation *(page 25)*

Handout 4 *(see Appendix C, page 65)*
As the above flipcharts

PROGRAMME

CHALLENGES FOR FACILITATORS *30 minutes*

Ask the groups to reflect on the discussions in the previous session. Is it harder to be a facilitator or a teacher? Hopefully they will say it is much harder to be a facilitator! Why can facilitation be difficult? Ask participants to brainstorm in pairs for about ten minutes. Then bring the group back together and write up their suggestions on a flipchart.

Answers might include:

- taking control
- difficult questions
- managing conflict
- handling dominant people
- working with shy people.

Taking control

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

Present Chart 17 and give out Handout 4.

> ## 17 Tips for…
>
> ### EMPOWERING OTHERS
> - Be patient.
> - Listen to others and show that their opinions are valued.
> - Be open to learning from the group so that information sharing is multi-directional.
> - Encourage the group to discover solutions for themselves and to take responsibility for their own learning and progress.

One way to encourage the group to take responsibility for their own learning and progress is by asking the group to write some ground rules for participation so that each person feels free to share their ideas. Such rules might include not interrupting, respecting different views and agreeing on a maximum number of points that each person can make to any one discussion. If the group writes them, they will have shared ownership and a shared responsibility to ensure that they are respected. The group could also write their own learning objectives, and measure their progress against them over time.

Difficult questions

Explain that dealing with people's questions can be difficult. Facilitators may often feel that they need to have all the answers. They may lack confidence in their own ability to deal with questions on a particular subject. It is essential that they are familiar with the content of the Guide as a whole, not just the double page being presented. They should read for understanding, and check that they are clear on the meaning of the concepts and language used. They should consider which ideas

might need further explanation when they are discussing them with the group. It is very helpful for them to know where to go to find more information, eg: other publications, government or NGO offices, radio programmes, and so on. Facilitators can also draw on the wisdom and knowledge of other members of the community, outside of the immediate group, who may specialise in the topic being discussed.

Present Chart 18, on Handout 4.

18 Tips for…

DEALING WITH DIFFICULT QUESTIONS

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

Activity *1 hour*
ROLE-PLAY

In order to explore the other difficulties listed and how they might be overcome, tell participants that they are going to use role-play.

• Put the participants in three working groups. Ask each group to choose one person to facilitate a discussion of pages C2, Working together, of *Building the capacity of local groups* or A10, A secret in a box, of *Mobilising the community*.

• Give each working group ten minutes to prepare a role-play of 3–5 minutes, before acting it out in front of the rest of the participants. One group is going to show what happens when there is conflict between members of a group. Another is going to show what happens when one or two people dominate the discussion. The last group is going to show the problems that are caused by people being too shy to participate.

• Following each role-play, ask participants about the difficulty the facilitator faced. How did they try to overcome it?

Highlight the following learning points:

Managing conflict

Sometimes people will have strong and conflicting ideas on a subject. Poor relationships within the group will also affect the way the group works together as a whole. A facilitator needs to be sensitive to possible differences and tensions and encourage people to work through these, keeping their common goals and interests in mind. If the conflict is not related to the topic being discussed, a good facilitator needs to ask people to put this to one side.

Present Chart 19, on Handout 4.

19 Tips for…

MANAGING CONFLICT

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

Handling dominant people

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

Present Chart 20, on Handout 4.

20 Tips for…

HANDLING DOMINANT PEOPLE

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

Working with shy people

Sometimes people may be very shy or afraid to express their views in a group. A facilitator can either put people into smaller groups or ask people to discuss questions first in pairs. They can also use other practical activities such as mapping, ranking, seasonal calendars, timelines (see Session 9, page 32) to help people express their views. The most effective way of encouraging people who are shy is to refer back to and use their ideas, so they know they are important and of value.

Present Chart 21, on Handout 4.

21 Tips for…

WORKING WITH SHY PEOPLE

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

Ask each group to re-enact their role-play, with the facilitator putting into practice suggested ways of overcoming the difficulty faced. If the audience

think they could do a better job, they are allowed to stop the role-play and tell the actors how they should continue. This reinforces the learning and keeps everyone involved.

TIPS FOR GOOD FACILITATION *15 minutes*

Present Chart 22, on Handout 4.

22 Tips for…

GOOD FACILITATION

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

Each point can be explained in more detail:

BE PREPARED When good facilitators are at work, it looks as though they do it effortlessly and without preparation. Don't believe it! The best facilitators have done the necessary research, planned the discussions and practised. Be clear about the aims of the discussion. Think about how the topic will be introduced (eg: with role-play or a poster). Are there other questions that could be asked to check the group has understood the material, and to help them apply it to their situation? How can people's ideas be recorded as the topic is discussed, and who will do this? How can people apply what they have learnt during the discussion?

BE FLEXIBLE Facilitators need to be prepared to change their plans if necessary. The needs and interests of the group members should guide the discussion so it is relevant.

BE ENERGETIC If facilitators want others to be energetic, they have to be enthusiastic and excited themselves.

ENCOURAGE HUMOUR Group members may come from many different walks of life. The group may be less effective if the atmosphere is formal. It is important to create a unified group in which members enjoy each other's company and value each other's contribution. Humour can help to create a relaxed and productive environment.

BE CLEAR If the facilitator is confused, then the group will also be confused and will quickly lose interest. A facilitator needs to clearly communicate a task or a possible way forward, and needs to check that individual group members have understood.

THINK POSITIVE A facilitator's expectations will influence the group's view of themselves and the rate at which they learn and work together. He or she should aim to bring out the best in everyone, to help them fulfil their potential.

EMBRACE YOUR OWN MISTAKES AND LIMITATIONS Thinking positively does not mean always being right. Facilitators will make mistakes. If these mistakes are acknowledged, they can be turned into valuable learning opportunities.

BE SENSITIVE A facilitator needs to keep a constant lookout for people's moods and feelings. They need to watch how people behave with each other, their verbal and non-verbal communication. It may be necessary to talk with an individual group member in private, perhaps to find out how they are feeling, or perhaps to tactfully comment if they have not respected another group member.

USE A VARIETY OF TECHNIQUES, METHODS AND ACTIVITIES Each person has a different learning style. Variety keeps everyone involved and reinforces learning.

Tell participants that they will have an opportunity to practise some of these things during future training sessions, and as they start to use PILLARS Guides in their local communities.

SESSION 7

Participation

Aims

To introduce the theory behind participation.

Objectives

- To highlight the links between facilitation and participation.

- To introduce the theory behind participation, looking at definitions, advantages, disadvantages, barriers and incentives to it.

Materials

Pre-prepared flipcharts:

23 Participation *(page 27)*

24 Different levels of participation *(page 28)*

25 Barriers to participation *(page 29)*

26 Things that encourage participation *(page 29)*

27 Existing community participation: Examples *(page 29)*

28 Encouraging participation in PILLARS discussions *(page 30)*

Handout 5 *(see Appendix C, page 66)*

Different levels of participation

Barriers to participation

Things that encourage participation

Encouraging participation in PILLARS discussions

PROGRAMME

INTRODUCTION TO PARTICIPATION
20 minutes

The main aim of a facilitator is to encourage individual members of a group to participate in a discussion or activity. Encouraging active participation in discussion and practical responses to it are the main purposes of using PILLARS Guides with community groups. Understanding barriers to participation can help participants become more effective facilitators and help them lead others to actively participate in their communities.

The term participation is widely used by those working in development. But what does it actually mean?

Ask participants to split into working groups of four or five to discuss the meaning of the term 'participation'. Ask each group to share three ideas. Write these on a flipchart. Add any points that may have been omitted from Chart 23.

23 Participation

- Each member of a group learning from and contributing to a discussion or change process.

- Listening to and valuing different views, in order to build a more accurate and representative picture of a situation.

- Working together and building relationships between individuals and between different social or cultural groups.

- Sharing responsibility.

DEGREES OF PARTICIPATION *15 minutes*

Present Chart 24, on page 28, and explain that there are different levels of participation. This can also be given to participants as Handout 5.

Explain that passive participation includes attending meetings, sharing information and taking part in consultations where 'participants' may not actively contribute their views or knowledge to the

Mapping the local area.

24 Different levels of participation

1 **Passive participation ('tokenism')** For example: attending meetings, sharing information, taking part in consultations but not actively contributing .

2 **Participation in project-centred development** This involves people taking part in a project that has been planned by people **outside** the community, by NGOs or government. This could include discussion at public meetings, involvement in building, providing labour and attending training, managing the project, determining and monitoring its objectives.

3 **Participation in people-centred development** This involves people from **within** the community themselves initiating and managing change, making plans and 'owning' development.

discussion or process. If this were applied to PILLARS, this could describe a situation in which people attend a group discussion based on a PILLARS Guide, but do not share their ideas or questions.

In project-centred development, the project is not owned by the community. An external facilitator who requires a group to work through a PILLARS Guide without consulting them first would be one example of this.

In people-centred development, the community is in full control of the decision-making process from beginning to end. An example of this would be a community group that has shown an interest in PILLARS and chosen one of their group members to lead discussions based on a Guide that they consider to be relevant to their needs.

Encourage discussion of these three ways of defining participation. What experiences do people have of participating in a change or learning process? What degree of participation did this involve? What difference did this make to how they felt about their participation, and to the outcome of the process?

It is the third definition that describes the kind of participation that PILLARS Guides are designed to encourage. Later in the training we will look at how to introduce PILLARS to local communities so that they have the power to decide how and when the Guides are used.

ADVANTAGES AND DISADVANTAGES OF PARTICIPATION *5 minutes*

High levels of participation by a community in any process relating to their own development is widely considered to be essential. Participation increases ownership of a process due to the personal investment of a cross-section of people, and due to shared responsibility for the outcome. A participatory process is more representative of the needs and priorities of the group or wider community and therefore more likely to lead to effective and sustained change.

However, participation takes time. It depends on members of the group or community being willing to participate, the nature of the project and the approach and style of the facilitator.

There are also many barriers to people-centred participation. We need to understand these barriers if we are to work as effective facilitators.

BARRIERS TO PARTICIPATION *15 minutes*

There are many things that can prevent people from being fully involved. Ask people to work in pairs and to list these barriers. Ask each pair in turn for their feedback, and write their ideas on a flipchart at the front. Where necessary, add the suggestions on Chart 25 (page 29), which can also be found on Handout 5.

THINGS THAT ENCOURAGE PARTICIPATION *15 minutes*

Open up the discussion to consider ways of encouraging participation in development that is planned and owned by community members. Ask participants to work in the same pairs and to share

their ideas, adding the suggestions on Chart 26 where these have not already been put forward. Refer to the same Chart on Handout 5.

25 Barriers to participation:

- Reluctance to challenge those in authority
- Loss of power, position or influence
- Fear of the consequences of change
- Self-interest
- Lack of self-confidence
- Lack of social skills or experience of participation
- Lack of resources – time and money
- Lack of information about the process and the mechanisms for facilitation
- Not invited to participate – marginalised by the facilitating organisation
- Lack of ownership of the process or lack of faith in the facilitating institution
- Language
- Culture of dependence – prefer being told what to do
- Knowledge is power – fear that if it is shared, power will be lost

26 Things that encourage participation:

- Self-interest – meeting their own needs
- Caring about the needs of others
- Enjoying working with others
- Future gain
- Desire to belong
- Reinforcement of cultural and social values
- Sense of identity and unity
- Being able to achieve more together than alone
- Desire to change, learn

BUILDING ON EXISTING COMMUNITY PARTICIPATION
15 minutes

Participation is not new – it is already taking place in our communities. The best way to encourage it is to build on existing participation in the life of the community, rather than setting up new groups or spaces.

Divide the participants into places of origin or according to their organisations. Ask them to discuss how people already participate in the life of their community. Ask each group to list their ideas on a flipchart, and to share them with others. Add any points from Chart 27 that have not already been raised.

27 Examples of existing community participation

- Networks and social groups such as farming or food processing cooperatives
- Faith-based groups
- Trade
- Farming communal plots of land
- Sharing information
- Cultural activities
- Crisis situations
- Public health

Remind participants that PILLARS Guides are designed to be used by existing community groups such as women's groups, farmers' groups, youth groups or credit groups. Although new groups can be formed specifically for the purpose of using PILLARS Guides, it helps if relationships already exist between the different group members. There may already be facilitators within the groups who are able to lead the discussion. PILLARS seeks to build on existing participation, so the Guides can be used as an integral part of the regular activities of a group, helping the group achieve its aims.

ENCOURAGING PARTICIPATION IN PILLARS DISCUSSIONS *20 minutes*

Explain to participants that they have now looked at the theory behind participation and the barriers and incentives to this. They have seen that participation of group members depends on the attitudes and approach of the facilitator. However, there are also certain techniques that a facilitator can use to encourage group members to share their ideas or to get involved in an activity.

Present Chart 28, and refer participants to the same Chart on Handout 5.

28 Encouraging participation in PILLARS discussions

- **Seating** Group members sit in a circle, or in a semi-circle.
- **Introducing the topic** Use role-play, an energiser or a poster to start the discussion.
- **Leading the discussion** Use techniques to encourage each group member to participate, and to make sure that their ideas are understood and recorded in some way.
- **Applying the learning** Follow the discussion with a practical activity or further discussion that makes the ideas relevant to the needs and interests of the group.

Explain the different techniques in more detail:

SEATING A facilitator can encourage people to sit in a circle rather than in lines. This makes everyone feel included and of equal value – it also makes it easier for participants to see and hear each other.

INTRODUCING THE TOPIC The facilitator should read through the pages and think how to introduce the topic in a way that relates it to real life situations.

- Drama or role-play can be a very effective way of introducing a new idea. Participants could be asked to act out a scene in the meeting, or the facilitator could prepare a role-play before the meeting involving one or two group members.

- A poster can be a good starting point for discussion, especially where some group members have low levels of education or literacy.

LEADING THE DISCUSSION A good facilitator uses a variety of techniques to encourage group members to participate in a discussion or activity and to help them to apply the learning to their lives. Not everyone feels comfortable sharing their views verbally. Those who are more confident are not always representative of their community. A good facilitator needs to be very sensitive to different needs and interests of each person in the group. It can help to re-phrase people's ideas and repeat them to the group, to check that everyone has understood. They can ask the group to present and share information using drawings, diagrams or visual aids, so that everyone can participate. Any written record of the group's ideas should be kept so that the learning can be used in future discussions or shared with others.

APPLYING THE LEARNING There may be a practical activity that could be carried out following the group discussion, to help the group apply what they have learnt. People learn best by doing. The facilitator should prepare any materials that would be needed for this before the meeting takes place.

SESSION 8

Using PILLARS Guides to encourage participation

Aim

To increase participants' understanding of the content of the PILLARS Guides and to provide further practice in using Guides to facilitate small group discussion.

Objectives

- To become more familiar with the content of the PILLARS Guides.

- To reflect on the qualities of a good group leader.

- To become more confident in using the Guides to encourage discussion and action.

- To practise facilitation skills and participatory learning and action tools.

Materials

- From *Building the capacity of local groups,* copies of pages:
    The role of leaders (C4)
    What makes a good leader? (C5)
    How to choose leaders (C6)

PROGRAMME

This session is an opportunity for participants to put some of the learning of the previous sessions into practice, by working through a double page of a PILLARS Guide together, and reflecting on what makes a good leader. Some of the participants will be able to practise their facilitation skills. Others will be asked to contribute to group discussion and then to give their views on how well the discussion was facilitated. This should encourage reflection both on the content and the process of the discussion and reinforce learning in a relaxed and enjoyable way.

Activity *1 hour 30 minutes*
USING PILLARS GUIDES

• Divide the participants into working groups of four to five. Ask each group to select one member to facilitate a discussion using one of the double pages listed in Materials. Give each group 45 minutes for discussion.

• Next, ask each group to select another member to facilitate a different double page from those listed above, again for 45 minutes.

• Bring all the working groups back together to share their experiences. What did they learn about the characteristics of a good leader? How would facilitators change their approach to encourage more people to participate in the discussion?

PILLARS Guides encourage a collective learning process. Each discussion should ideally lead to some sort of practical activity or change. This means that those using the Guides not only need to understand the information, but they also need to know how to apply it to their own situation. The facilitator should always encourage the group to think about how they want to use what they have learnt, in a very practical way. The next sessions will look at tools and techniques which a facilitator can use to help a group reflect on and record their needs, concerns and plans.

Participatory learning and action tools: 1

Aim

To learn about and practise different techniques which can be used to encourage participation.

Objectives

- To understand the theory behind participatory learning and action tools.

- To see different participatory learning and action tools modelled and evaluate their strengths and weaknesses.

- To develop skills and confidence in using participatory learning and action tools to encourage participation.

- To practise and gain confidence in facilitation skills.

- To evaluate their own and each other's facilitation skills.

Materials

- Copies of *Building the capacity of local groups, Mobilising the community, Mobilising the Church*

- Beans or stones

- Flipchart paper, marker pens

- Pre-prepared flipchart:
   29 Participatory learning and action tools: A summary *(page 32)*

- Handout 6 *(see Appendix C, page 67)*
    Participatory learning and action tools: Examples

PROGRAMME

PARTICIPATORY LEARNING AND ACTION TOOLS *45 minutes*

Training facilitators will need to prepare charts illustrating the different tools listed in Chart 29 before the beginning of the session. Examples of these tools can be found in, and copied from, the PILLARS Guides, as listed in Chart 30.
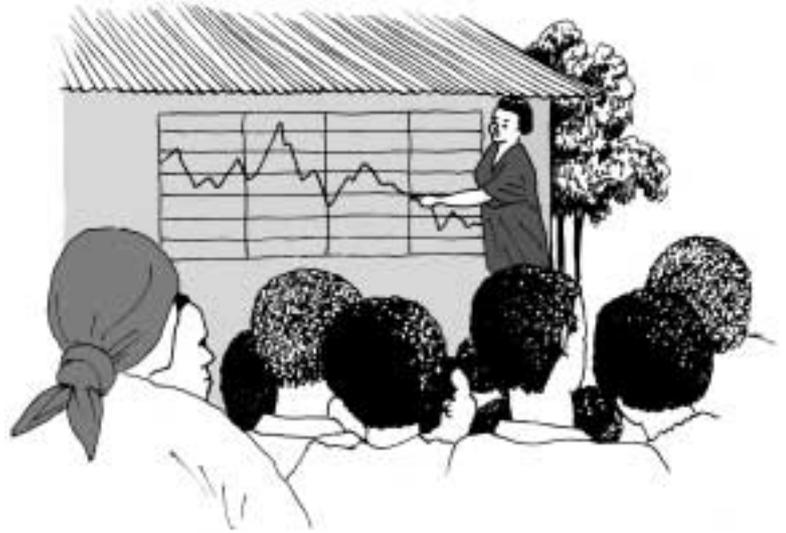
A demonstration of how to produce a community timeline.

Explain that there are a number of tools that can be used to encourage people to participate. These seek to draw out different viewpoints, so diversity is captured and a more representative picture is built of a situation. Using a variety of different techniques allows people with different abilities and learning preferences to participate.

Present Chart 29.

29 Participatory learning and action tools: a summary

- **MAPPING** People work in small groups to produce a map of their community. They compare their maps in order to understand how others see the community.

- **RANKING** People work in small groups to decide together which particular issues or needs are their priority.

- **TIMELINE** People work in small groups to express how a particular aspect of life has changed over time.

- **MATRIX SCORING AND RANKING** People work in small groups to compare the value or importance of different things by placing objects or symbols on a simple chart.

- **VENN DIAGRAMS** People work in small groups to discuss and illustrate the relationships between different individuals or groups within the community.

30 Participatory learning and action tools: examples

MAPPING People are asked to draw a map of their community. This could include natural resources, water sources, healthcare services, key people in the community etc. Different groups of people may look at their community in different ways. It is useful to ask key groups, such as women, men, young people, older people, people with disabilities, to draw separate maps and then compare them. See *Mobilising the community*, Mapping the local area (A11), as an example.

RANKING This involves giving a value to different items so that they can be arranged in order of priority. Community needs or training needs could be ranked in order of priority. See *Mobilising the community*, Preparing questionnaires (A17), for an example.

TIMELINE People can be asked to express how a particular aspect of life has changed over time. This could include income, wellbeing, training, educational needs. The aspect could vary from very poor to very good. See *Mobilising the community*, Community timeline (A12), for an example.

MATRIX SCORING AND RANKING This involves using tables called matrices, and seeds, beans or other objects to express preferences and compare through scoring, eg: compare relative importance of a list of concerns, or of living conditions at different times of year. See *Mobilising the community*, Preparing information charts (A18), as an example.

VENN DIAGRAMS These identify individuals and institutions that are important in and for a community or group, or within an organisation, and their relationships. See *Mobilising the Church*, How do we see our church? (B3), as an example.

Put up the pre-prepared charts illustrating an example of each tool as listed on Chart 30. Ask the participants to get up and look at each example. What do they think the picture shows? How could it be used? These tools should be explained in more detail, using Chart 30, and given to participants as Handout 6.

Other examples from PILLARS Guides would include *Mobilising the community*, Seasonal calendar (A13), Assessing local resources (A7), and *Building the capacity of local groups*, Working together (C2).

Tell participants they will have an opportunity to practise some of these tools later in this session and in the next training session.

Activity *30 minutes*
ROLE-PLAY

• Divide participants into four working groups from the same organisation or community. Give each group a blank piece of flipchart paper and a marker pen.

• Participants should pretend they are members of a community group that they work with, or are part of. Ask them to work through *Mobilising the community*, Mapping the local area (A11), together. They could map out the training venue, or their organisations or communities. Each group should draw a map of the same area, but from a different perspective; one group's map drawn from the perspective of a group of young girls, another from the perspective of a group of young boys, another from the perspective of a group of women, and the last map from the perspective of a group of men.

Put all the flipcharts on the wall. Ask them to compare their drawings. What is the same? What is different? Why? What do these differences teach us about the different ways in which different people see a local area?

Explain that the value of this type of activity is that it captures different views within a community, by splitting it into smaller groups of the same gender and age, and asking each group to share their views. This helps build a more complete understanding of the needs and interests of a community.

SESSION 10

Participatory learning and action tools: 2

Aim

To practise different techniques that can be used to encourage participation.

Objectives

- To further develop skills and confidence in using participatory learning and action tools to encourage participation.

- To practise and gain confidence in facilitation skills.

- To evaluate their own and each other's facilitation skills.

Materials

- Copies of *Building the capacity of local groups*, *Mobilising the community*, *Mobilising the Church*

- Beans or stones

- Flipchart paper, marker pens

PROGRAMME

Activity 1 *1 hour*
STRENGTHS AND WEAKNESSES OF LEARNING TOOLS

This activity should be set up in advance, so that the participant facilitating has an opportunity to prepare the material to be facilitated.

• Working in the same groups as the previous session, ask participants to practise using other participatory learning and action tools found in the PILLARS Guides. Ask groups to choose from the following double pages, and think about how they can apply them to the workshop community. They should choose one person to facilitate the discussion.

- *Mobilising the community*
  Community timeline (A12)

- *Mobilising the Church*
  How do we see our church? (B3)

• Ask each group to reflect on the strengths and weaknesses of the tool used and of the learning that came out of it. Did it encourage all members to participate? How could it be adapted for use in different situations? How could they use it in their work?

Activity 2 *30 minutes*
CONSIDERING ALTERNATIVE TOOLS

• Working in the same groups, ask participants to look at the other examples of participatory learning and action tools which can be found in *Mobilising the community*: Mapping the local area (A11), Seasonal calendar (A13), Assessing local resources (A7), and *Building the capacity of local groups*: Working together (C2).

• Ask them to reflect on the activities they think would be useful to their community groups, and why. How could they use the information gathered by using these tools to help their communities plan for, and manage, change? Ask each group to share one or two answers with the rest of the group.

Tell the participants that they will have further opportunities to practise using these tools in future training sessions.

CONCLUSIONS *15 minutes*

Conclude by saying that there are three key points in encouraging active participation:

- behaviour and attitudes of the facilitator

- approaches and methods used by the facilitator

- sharing and learning between facilitator and participants.

Participation is not just the application of particular techniques – it is a process of dialogue, analysis, action and change. The behaviour, attitudes and approach of the facilitator will determine how much people feel free to participate. Participatory learning and action tools can provide a facilitator with practical ways to encourage this. However, it is important to remember that when using these techniques, the process is as important as the outcome. It is the skills, knowledge and confidence that people gain as they participate that are of lasting value.

SESSION 11

Using PILLARS Guides to strengthen literacy skills

Aim

To increase participants' understanding of why and how the PILLARS Guides can be used to strengthen literacy skills.

Objectives

■ To reflect on how the content, design and language of the Guides helps strengthen the literacy skills of users.

■ To practise using Guides to strengthen the literacy skills of users.

Materials

■ Copies of *Building the capacity of local groups, Mobilising the community, Mobilising the Church*

Pre-prepared flipcharts:

31 Using PILLARS Guides to strengthen literacy skills *(page 35)*

32 How can PILLARS Guides strengthen literacy skills? *(page 36)*

Handout 7 *(see Appendix C, page 68)*
Strengthening literacy skills: ways of working through a double page

PROGRAMME

INTRODUCTION *10 minutes*

The research that led to PILLARS showed that groups in which many members were not literate were still interested in having access to printed information. As long as one or two members of a group are literate, they are able to share the information with the rest of the group. Not every member of the group has to be literate to benefit from the new ideas. As such, PILLARS Guides are designed to strengthen group literacy.

The Guides can also be used to strengthen the literacy skills of individual group members. Literacy programmes are more successful where there are reading materials linked to local issues that readers can identify with and are concerned about. This encourages those who are newly literate to continue to use their reading and writing skills. It can bring positive economic and social change by providing access to relevant information. PILLARS Guides can provide useful follow-up material to a basic literacy class, since they address topics that are relevant and useful for people's daily lives.

Activity 1 *50 minutes*
ANALYSING PILLARS GUIDES

• In working groups of four to five, give participants 20 minutes to discuss the questions on Chart 31.

31 Using PILLARS Guides to strengthen literacy skills

1 List three reasons why PILLARS Guides may be useful in strengthening literacy skills.

2 How can facilitators work through a double page of a PILLARS Guide in a way that will strengthen the literacy skills of individual group members?

3 How could the PILLARS Guides be adapted so that they are more useful in strengthening the literacy skills of the group members?

• Ask each group to feedback their ideas. Then present Chart 32 (page 36).

Chart 33 (page 36), can be given as Handout 7. Explain that this simple way of working through a double page can be useful when using the Guides with *any* purpose in mind – not only for strengthening literacy skills. Read Handout 7 together, and ask for questions or comments.

32 How can PILLARS Guides strengthen literacy skills?

THE DESIGN

- **Illustrations** Can be used on their own, help readers understand the text
- **Titles** Large print, summarise the message of the text
- **Text** Short paragraphs or bullet points make it easier to understand
- **Discussion questions** Help readers apply the ideas to their context

THE LANGUAGE AND STYLE

- **Vocabulary** Simple, accessible
- **Sentences** Short

THE TOPICS

- Relevant topics motivate people to read the Guides, and to talk and write about their own experience

33 Strengthening literacy skills: ways of working through a double page

- Look at the pictures together. Ask people:
  - What is happening in the pictures?
  - What ideas come to mind when you look at them?

  AIM – to draw out the main ideas that are presented in the text, and to draw out some key vocabulary.

- Pre-view key vocabulary in the text. Write the most important words on a flipchart or board or produce flash cards of the main key words. Ask individuals to read the words out loud. Put each word in a different sentence.
  - What does each word mean?

  AIM – to prepare readers for reading the text.

- Read the text together. Take it in turns to read one line each out loud.

  AIM – to provide reading practice.

- Ask people to read the text again, this time on their own. Ask stronger readers to help weaker students where necessary.

  AIM – to provide further reading practice.

- Ask questions about the text.
  - What does it talk about?
  - What is the main message of the text?

- What can we learn from the text?

  AIM – to check readers' understanding of the text.

- Talk through the discussion questions together, or in small groups.

  AIM – to give readers the opportunity to explore and comment on ideas presented in the text, and to apply the information to their own lives and experience.

- Ask people to copy down the key words on the flipchart/board.

  AIM – to provide writing practice.

- Ask people to write a short answer to each discussion question.

  AIM – to provide further writing practice, and to capture individuals' knowledge, experience and thoughts.

- Review each lesson each week, or each time of meeting.

  AIM – to build on what people have learnt and to give them a sense of progress.

Explain that the Guides can be adapted in the following ways to make them more effective in strengthening the literacy skills of the users:

■ the double page can be enlarged – larger print, larger visuals – to aid understanding

■ when trying to stimulate literacy in a second language, bi-lingual Guides can be printed. Users can check their understanding of the text in the second language against their understanding of it in their first language.

■ The PILLARS production process, by which literature is translated and written locally in the mother tongue, is also a way of encouraging people to read and write in their mother tongue, and to develop their literacy skills.

Activity 2 *45 minutes*
STRENGTHENING LITERACY SKILLS

• Divide the participants into small groups. Ask them to choose one person to lead the rest of the group through one of the following double pages, in ways that will strengthen the literacy skills of the users, referring to Handout 7:

■ *Building the capacity of local groups,* Unity is strength (C3)

■ *Mobilising the community,* Waiting for change, (A1), Can our community make changes? (A2)

■ *Mobilising the Church,* What is the church? (B1)

• Ask the groups to reflect on what they have learnt. Do they know of any literacy groups that might be interested in using the PILLARS Guides as reading material? Do they know of any literacy workers who might be interested in finding out about the Guides or receiving training in using them in their work?

Conclude the session by asking participants to fill out their coloured learning and action cards and to share one really positive thing they have enjoyed about the session.

SESSION 12

Using role-play to share information

Aim

Participants learn how role-plays can be used to share information and gain practical tips in using them.

Objectives

- To consider the advantages of using role-play to share information.

- To consider what makes a good role-play.

- To gain confidence in planning and using role-play to share information.

Materials

- Copies of *Mobilising the community*

- Pre-prepared flipcharts:
  34 Why role-play? *(page 38)*
  35 Aspects of a good role-play *(page 39)*

PROGRAMME

Introduction *35 minutes*

Ask the participants to think of times when role-play has been used during the training. This list should include the role-play illustrating the difference between teaching and facilitating, and the role-play illustrating the difficulties faced by a facilitator, during which the audience was allowed to participate second time round. Why was it used? What were the learning objectives?

Put participants in pairs and ask them to brainstorm ideas about why role-play is useful. Ask them to feed back their ideas, adding those on Chart 34 where they have not already been mentioned.

Ask participants to brainstorm what makes a good role-play. Add ideas from the list in Chart 35 where they have not already been mentioned.

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34 Why role-play?

- A non-threatening way of exploring sensitive issues
- Allows people to practise alternative ways of thinking and behaving
- Reinforces ideas in a way that is memorable and non-threatening
- A widely accepted form of communication in many cultures and societies
- Entertaining and enjoyable for those acting and those watching
- Engages the audience on an emotional as well as an intellectual level
- The audience does not need a high level of literacy
- Humour can break down barriers

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35 Aspects of a good role-play

- Short and to the point
- Confident participants
- Participants speak clearly
- Uses the local language
- Relevant to local culture
- Relevant to the audience – rural / urban, using local names and place names
- Can be funny
- Sensitive to the political situation

Role-plays do not need many people to be effective. A role-play involving two people can be just as effective as role-play using a larger number of people. People can ask questions afterwards to bring out the keys points from the audience.

Below are two activities to illustrate how role-play can be used.

Activity 1 *15 minutes*
THE TRUST GAME

• Put participants in pairs. Ask one person in each pair to lead their partner around the room by holding their hand in front of their partner's face. The person being led must keep their eyes open and follow their

partner's hand. The person leading is allowed to take their partner all over the room and to put them in awkward positions. The participants then swap roles, so that each person has an opportunity both to lead and to follow.

Ask the participants how they felt leading and how they felt being led. What do they think this activity illustrates?

The purpose of the activity is to explore power relationships and the issue of trust. A facilitator is like the leader in this exercise – and a leader has power over the person being led, and may well experience themselves as being in a powerful situation. Those being facilitated are like the person being led – they have put their trust in the facilitator and as such are quite vulnerable and dependent on the facilitator not abusing their position of power but using it to lead the group in a positive direction.

Activity 2 *20 minutes*
IMAGE THEATRE

• Divide participants into small groups and ask each group to select a leader. Ask each group leader to arrange the rest of their group into a physical image that represents a particular word given to them. Such words might include 'participation', 'development', 'change', or any other word that the participants may want to explore together.

• Tell the group leaders that they are allowed to put the members of their group into any position that they think helps people to understand that word. The groups should stay silent as the image is formed. All the groups should be asked to model the same word.

• The participants can then compare the different images and different interpretations of this word, to show the different ways it can be understood and communicated to others.

Ask participants to reflect on what they have learnt through this activity, and how they could use it in their own work.

Role-play practice *35 minutes*

Divide participants into groups of five or six. Ask them to choose one person to facilitate *Mobilising the community*, Crossing the river (A8). Alternatively, divide participants by area of origin

or by organisation. Ask them to choose one person to facilitate a group discussion of *Mobilising the Community*, Using role-plays and song (A14). This encourages the participants to reflect on the different ways in which they could use role-play with local community groups, or in their work.

Acting out a role-play based on a PILLARS Guide, Nigeria.

Photo: Isabel Carter, Tearfund

SESSION 13

Further practice in using PILLARS Guides

Aim

To increase participants' understanding of the content of the PILLARS Guides and to provide further practice in using Guides to facilitate small group discussion.

Objectives

- To become more familiar with the content of the PILLARS Guides.

- To reflect on the theme of group meetings.

- To become more confident in using the Guides to encourage discussion and action.

- To practise facilitation skills and participatory learning and action tools.

Materials:

- From *Building the capacity of local groups*, copies of pages:
  Group members (C11)
  Making the most of meetings (C12)
  Setting aims and objectives (C13)

PROGRAMME

This session will provide participants with further experience of working through a double page of a Guide in a small group setting. The pages focus on the theme of meetings. It is hoped that this will encourage further reflection on the value of working together and ways in which this can be made even more effective. It will provide further experience in facilitating group discussions.

Activity *1 hour 45 minutes*

Divide the participants into working groups of four to five. Ask each group to select one member to facilitate a discussion using one of the double pages listed above. This must be someone who has not had the opportunity to facilitate discussions in previous training sessions. Give each group 45 minutes for discussion. Then ask each group to

select another member to facilitate another given double page. Again, this should be someone who has not yet had the opportunity to facilitate. Bring all the groups back together after an additional 45 minutes. What did they learn about the characteristics of a good group leader? How would facilitators change the way they facilitated so that more people participate in the discussion? How confident do the participants now feel in using the PILLARS Guides?

Stress that the role of the facilitator is to help the group explore a topic and to agree on how they want to use the information and ideas they have discussed. This means that they do not need to stick to the questions given but should add or omit questions where necessary. They should rephrase people's comments when necessary and encourage further analysis so that the group understands how the information applies to their context.

Explain that using proverbs or traditional stories can be an effective way of illustrating the relevance of a particular topic. Culturally relevant forms of communication, such as song or story-telling, are a good way of reinforcing understanding and helping people to engage. This is particularly the case where people have little access to printed information in their mother tongue, and may not be used to learning new ideas through reading.

Remind participants of the value of using role-play and energisers. Explain that they will have an opportunity to practise using the Guides with local community groups and to try out these different ways of sharing information.

SESSION 14

Introduction to field study visit

Aim

To introduce participants to the purpose of the field study visits and begin the practical preparations.

Objectives

- To introduce participants to the purpose of the field study visit.

- To inform participants about the groups to be visited, to help them target their discussions and materials.

- To run through the proposed activities for the field study visits.

- To begin preparing materials for discussion.

Materials

- All available PILLARS Guides

- Flipchart paper, marker pens

- Pre-prepared flipcharts:
    36 Purpose of field study visit *(page 41)*
    37 Field study visit *(page 42)*
    38 The PILLARS Guides *(page 42)*

PROGRAMME

Introduction *1 hour*

Explain that the purpose of the field visit is for participants to have an opportunity to put some of what they have learnt during the training into practice. Present Chart 36.

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36 Purpose of field study visit

- To practise using PILLARS Guides with local community groups
- To reflect on the relevance of the content of the Guides and of the discussion process
- To gain confidence in adapting PILLARS materials to the needs and interests of a particular group

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The participants will spend approximately two hours with a local community group. They will spend time getting to know, and finding out about, the group, before facilitating discussions based on a double page of a PILLARS Guide. Participants can choose a different double page according to the information they are given about the needs and priorities of the groups to be visited. At the end of the visit, the participants will ask the community groups to look through and comment on several PILLARS Guides, in order to find out whether they are tools that might be useful in their group activities.

Gathering information about the community.

Tell the participants about the membership, aims, activities and interests of the community groups they will visit. Encourage them to take notes on this as it will be information they will want to refer to when planning their activities.

Present Chart 37, explaining that the field visit will incorporate four distinct elements.

37 Field study visit

- Introductions *20 minutes*
- Gaining information about the group and their interests *20 minutes*
- Small group discussion *40 minutes*
- Feedback on the PILLARS Guides *20 minutes*

Explain these different elements in more detail:

INTRODUCTIONS

Encourage the participants to consider how they will introduce themselves to the community groups they visit. How will they find out about the group's activities, aims and membership? Can they think of ideas to bring some humour, fun, energisers or song into the time they spend with the group, so that it will be an enjoyable experience for them? Though the communities will have been briefed about the visits, they may also have other expectations and it is worth discussing how to handle these (eg: funding, resources, ongoing contact).

GAINING INFORMATION ABOUT THE GROUP AND THEIR INTERESTS

This is an excellent opportunity to gain more understanding of the group and of their access to, and use of, various sources of information, especially printed information.

SMALL GROUP DISCUSSION

This will be the key part of the field visit. It will involve some participants leading a discussion with a small group based on a selected double page of a PILLARS Guide, with the additional support of posters and activities such as role-play. Suggest that the participants link these as much as possible to

the group's situation and interests. Encourage discussion and questions by all members.

FEEDBACK ON THE DISCUSSION PROCESS AND PILLARS GUIDES

Participants should then ask group members what they thought of the discussion. What did they think of the style and approach of the people facilitating? How did it differ from traditional school teaching? Had they ever participated in this type of discussion before? Did they feel comfortable about sharing their ideas? What did they learn?

The participants should then briefly share with them the aims of this type of group discussion (see SESSION 2, Aims of PILLARS Guides).

The participants should give the group time to look through a translated PILLARS Guide, or section of a Guide, and to read through and discuss a translated double page. They can ask the group to comment on the Guides, using Chart 38, and leave copies of *Footsteps* or PILLARS with the group by way of thanks. Find out if they would be interested in using PILLARS Guides in the future, and take their address and contact details if they wish to be sent copies.

38 The PILLARS Guides

- What do the groups think of the content of the Guides / topics?
- Do they find the text easy to understand, and is it relevant to their context?
- What do they think of the format and design of the Guides?
- How much would they be prepared to pay for a Guide?

Inform the participants that they will need to prepare a short presentation highlighting the key learning points following the visit. There will be an opportunity for them to share their learning points later.

Activity *45 minutes*
PREPARING FOR THE FIELD STUDY VISIT

• Put participants into small working groups of five or six. The working group should have a balance of men and women of different ages and backgrounds. However, if one of the groups visited is, for example, a women's group, it may be more appropriate for an all-female group of participants to work with them.

• Where different community groups are being visited, match one group of participants with each community group, according to areas of experience or interest, and gender or age, if relevant. Where just one large community group is being visited, discuss how the group can be divided on arrival. Are there participants who would rather work with young people or with women if they are present?

• Ask participants to select one double page from a PILLARS Guide that is available in the language of use, according to what they know of the needs or interests of the groups they will be working with. Where this information is not available, encourage them to choose a more general topic that would be relevant to any group that meets and works together. Ask participants to begin to think about how they will present this double page to the group.

Adapting PILLARS materials for a field study visit

Aim

To prepare materials and activities for the field study visit.

Objectives

- To prepare to use a double page of a PILLARS Guide with a local community group.

- To practise adapting the illustrations and information from PILLARS Guides for a specific target audience.

- To practise role-play, making posters, and other participatory learning and action tools that can be used to communicate and explore ideas.

Materials

- Flipchart paper, marker pens

- Pre-prepared flipchart:
  39 Learning objectives *(page 45)*

This session will provide an opportunity to prepare materials for small group discussions, to plan how information will be presented and discussion facilitated.

PROGRAMME

SETTING OBJECTIVES FOR THE GROUP DISCUSSION *20 minutes*

The participants need to be very clear about the objectives of the discussion they are going to lead as part of the field study visit They should practise writing these. The discussion needs to be **learner-centred** rather than **facilitator-centred**. Objectives need to start with a phrase like 'By the end of this discussion, the learner will know about or be able to…' A good objective answers the questions:

Adapting a role-play for a field study visit, Brazil.

Photo: Isabel Carter, Tearfund

- **What** will the group know or be able to do by the end of the session?

- **How** will they learn this? What methods will you use?

- **What** degree of understanding will the group have?

Many objectives are too vague. At the end of the discussion it can be difficult to tell whether the objective has been achieved or not. A good objective is **clear** and **measurable**. All discussions must be completed in a limited time, so it is important that objectives are **realistic**, both in terms of what the group can achieve, and in terms of the time available.

Activity *20 minutes*
SETTING OBJECTIVES FOR FIELD STUDY DISCUSSION

Divide participants into the groups they will work in during the field study visit. Ask each working group to discuss Chart 39 (page 45). Then ask them to set objectives for the discussion they will lead. Ask each working group to share these with the other participants. Invite comments.

39 Learning objectives

Are the following objectives good or bad? Why? Do they satisfy the points made above?

● To teach the group about planning.

● To build a local classroom.

● The group will be able to make a nutritious meal for a baby using local vegetables.

● To show the group how to make jam.

● The group will be able to list five roles of a treasurer.

● The group will be able to prepare a seasonal calendar in just 45 minutes, which shows how household income varies during the year.

PREPARE YOUR MATERIALS *40 minutes*

Posters are a valuable way of sharing information with many people, especially people who are unable to read. The participants could either copy the existing illustration from the double page of the Guide that they are planning to discuss, or they could design their own poster, combining ideas from the original illustration and the text.

The layout and design of information in posters has a huge influence on how likely people are to read and understand the meaning. There are three things to consider when designing posters: text, illustrations and layout.

TEXT

The most effective posters often use very few words, and sometimes, none at all. Titles or headings need to be short and, if possible, easy to remember. Consider the importance of making the poster useful for people who are semi-literate. Capital letters can be harder to read. Handwriting should be clear and easy to read.

ILLUSTRATIONS

Discuss the relative advantages and disadvantages of using photos and illustrations. Mention that photos must be of high quality to be useful. Photos always define a certain cultural group or location and do not photocopy well. Good clear line illustrations reproduce well and have wider cultural application. Cartoons may be very useful if there is someone with such skills available.

Introduce the idea that, as well as literacy, people need to be visually literate. If people have little exposure to illustrations or photos it is really important to:

■ use images of the whole body, rather than cut off hands, head or legs

■ avoid using symbols that people may not understand, such as arrows to show a cycle, dotted lines for rain, ticks or crosses, etc.

■ keep images to the same scale

■ be aware that the idea of perspective may not exist.

LAYOUT

Good poster design makes use of large headings, space or labels. Posters should be as simple and clear in their design as possible. Good use of colour can help catch people's attention. The information should look interesting.

Present examples of both good and bad poster design. Either use real examples or do simple, quick sketches to show that good posters ideally have one illustration (occasionally up to four smaller illustrations) and a minimum amount of text to get over one clear message.

Ask participants to work in their field visit groups to design a poster that will help reinforce the learning of the topic selected. The posters will be left with the community as a reminder of the learning.

Using role-play *25 minutes*

Ask participants to consider how they might use role-play during the field visit. Answers could include:

■ to introduce the need for the information they will be sharing by highlighting the issues this information will address.

■ to compare two imaginary situations, one before and one after introducing the new information.

Ask participants to work in their field visit groups and design a role-play that will help present the ideas they intend to discuss. They will have more time in the planning session to practise this, if needed.

SESSION 16

Preparation for field study visit

Aim

To complete preparation of materials and activities for the field study visit

Objectives

- To prepare for small group discussion based on a double page of a PILLARS Guide.

- To consider appropriate energisers that could be used to relax people and create a good atmosphere.

- To consider how to ensure that the small group discussions are followed by a practical response.

Materials

- Flipchart paper, marker pens

  Pre-prepared flipchart:
    40 Information about the group *(page 46)*

  Handout 8: *(see Appendix C, page 69)*
    Field study visit
    Information about the group
    The PILLARS Guides

PROGRAMME

At the beginning of the session, all the details regarding transport, the group activities and timing need to be explained.

Ensure that participants are clear about the timing of the visit and about their individual roles and responsibilities within each group.

Refer back to Chart 37 (page 42) to remind them of the different parts of the visit.

Present Chart 40 and also provide it as Handout 8 (page 69). Suggest that participants discover as much as possible of the following information about the group.

---

40 Information about the group

About the group

- Date established
- Number of members
  (including number of members present today, numbers of men and women)
- Aims
- Activities

Levels of literacy

- How many members of the group are literate (able to read and write a simple letter) in the national language? In local languages?
- How many of these are women, and how many are men?

Access to information

- Where does the group obtain new ideas about health, agriculture, or other issues that relate to the group's purpose and activities?
- Would people be interested in printed information in the local language?
- Which particular issues would they like printed information to address?

Encourage the participants to be open-minded and flexible. They may have to adjust their expectations and plans on arrival, when they meet the groups they will be working with. Encourage them to build relationships with the group members and to respond to their needs and interests as much as possible.

For the remainder of this session, participants will have time in their groups to prepare materials needed for the small group discussion and will consider how it will be conducted. If there is time, each group can practise leading their discussion in front of the other participants, and invite feedback.

SESSION 17

Field study visit

Aim

To practise using PILLARS Guides with local community groups.

Objectives

- To build understanding of information needs and priorities within grassroots community groups

- To gain confidence in sharing information in a variety of ways

- To gain confidence in using information from PILLARS Guides with community groups

- To explore a community group's response to using PILLARS Guides

Materials

- Copies of *Footsteps* and PILLARS to leave with each group

- One notepad per discussion group

- Handout 8 *(see Appendix C, page 69)*
  Field study visit
  Information about the group
  The PILLARS Guides

- Posters and other materials needed for facilitating small group discussion

PROGRAMME

This session will be slightly longer than the usual 1 hour 45 minutes. The visit will last approximately 2 hours, and additional time will be needed for travel. It will follow the timings described on Chart 37, Session 14, page 42.

Remind the participants that just one person from each working group should take notes during the visit to record information about the group, about the discussion and about the group's views on the PILLARS Guides. They should do this discreetly, so that the community groups are not made to feel uncomfortable. Each working group will have time to prepare and present their feedback after the visit.

Setting off on a field visit, Uganda.

Photo: Isabel Carter, Tearfund

SESSION 18

Feedback and reflection on field study visit

Aim

To share the learning from the field study visits.

Objectives

■ To reflect on the strengths and weaknesses of the group discussions.

■ To reflect on the strengths and weaknesses of the PILLARS Guides as a stimulus for discussion by local community groups.

Materials

Pre-prepared flipchart:
41 Feedback on the field study visit *(page 48)*

PROGRAMME

Allow the participants time to relax after the visit. Provide time for them to prepare presentations on what they learned through the visits.

Then ask each group in turn to spend 15–20 minutes feeding back on the field visit using the questions on Chart 41.

41 Feedback on the field study visit

● Was the topic chosen appropriate for the community group?

● How well did people participate in the discussion?

● What was most difficult about facilitating a group?

● What problems were faced and how were they overcome?

● What did the community groups think of the PILLARS Guides?

● What was learnt from the community feedback about the discussion process?

● What was the most important thing learnt during the field study visit?

Encourage other participants to ask questions after each presentation so that everyone can learn from the experience. This exercise should give them confidence in adapting and using the Guides with different target audiences, to meet different needs.

Conclude the session by encouraging participants to fill out their coloured learning and action cards.

SESSION 19

Opportunities for using PILLARS Guides with community groups

Aim

To discuss how the learning from the training can be taken forward, both collectively and in participants' individual situations.

Objectives

- To help the participants identify specific community groups with whom they could use the Guides.

- To help the participants identify which Guides would be most relevant to the groups they are working with.

- To help the participants identify ways to integrate use of the Guides into existing development work.

Materials

- From *Building the capacity of local groups,* copies of page: Planning activities with the Five Finger method (C14)

- Pre-prepared flipcharts:
    42 Opportunities for using the PILLARS Guides *(page 49)*

- Handout 9 *(see Appendix C, page 70)*
    Opportunities for using the PILLARS Guides

PROGRAMME

Activity   *1 hour 45 minutes*
OPPORTUNITIES FOR USING THE PILLARS GUIDES

Divide the participants by geographical area of origin or by organisation and ask them to spend 45 minutes considering the questions on Chart 42, which can also be given as Handout 9.

42 Opportunities for using the PILLARS Guides
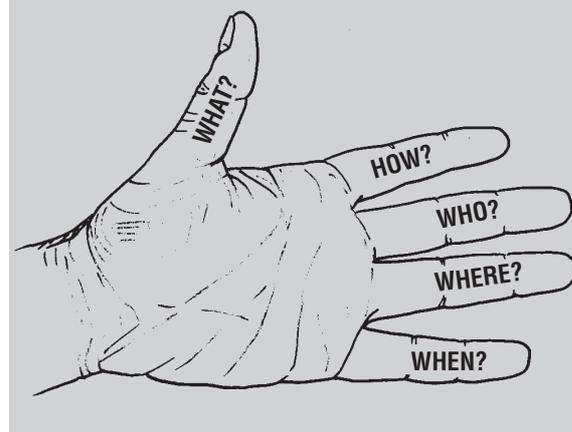
Encourage them to discuss the following in more detail:

WHAT

WHAT ACTION IS BEING PLANNED?
WHY IS IT NEEDED?

Ask participants to think about the different community groups that they are a part of or that they work with. Would members be interested in using PILLARS Guides? Why? How would it help the group achieve its aims? What needs would it address? What will members know, think and do as a result of using the PILLARS Guide(s)? How can the Guides help the participants achieve their aims in other areas of development work?

Using role-play to promote PILLARS Guides.

Photo: Sophie Clarke, Tearfund

HOW

HOW WILL THE WORK BE CARRIED OUT?
WHAT RESOURCES ARE NEEDED?

Think about how the Guides should be introduced to community groups, so that they understand their relevance to their situation and have ownership of the materials and the discussion process.

Think about the information needs and interests of the group, and the level of education and literacy of the group members. Which Guide is going to be most relevant to them? Is this Guide available in the local language? How many copies are needed?

WHO

WHO IS GOING TO CARRY OUT THIS WORK?
DO THEY NEED TRAINING?

Who is going to facilitate the group discussions? Perhaps the participants themselves will be doing this, but are there other group members with the time and skills needed to lead the group through a PILLARS Guide? How could participants share the knowledge and skills they have learnt during the training to help others with facilitation skills?

WHERE

WHERE IS THE WORK TO BE DONE?

In which community, and with which group could the Guides be used? Where does the group meet?

WHEN

WHEN IS THE WORK GOING TO BE DONE?
HOW LONG WILL IT TAKE?

When does the group usually meet? Could they use PILLARS Guides during their regular meetings? How long will it take them to work through a whole PILLARS Guide together?

Ask each group to share their ideas with the other participants. Ask individual participants to develop a plan of action based on these five questions as they consider how they will use the Guides in their own community.

SESSION 20

Opportunities for promoting the PILLARS Guides

Aim

To help participants reflect on how they will share what they have learnt during the training with others.

Objectives

- To help participants identify specific ways to promote the Guides in their communities and organisations.

- To identify opportunities for promoting the Guides to other agencies.

- To help participants consider how they might improve their facilitation skills and pass on the learning and skills to others.

Materials

Pre-prepared flipcharts:
- 43 Promoting PILLARS *(page 51)*
- 44 Peer support *(page 52)*
- 45 Ways of developing your facilitation skills *(page 52)*

From *Building the capacity of local groups*, copies of page: Planning activities with the Five Finger method (C14) (See session 19)

Handout 10 *(see Appendix C, page 71)*
Improving your facilitation skills: a self-assessment

PROGRAMME

Activity *45 minutes*
PROMOTING PILLARS

- In the same groups as the previous session and using the same five questions, ask participants to consider how they will promote PILLARS:

  - within their local communities

  - within their facilitating organisations / churches

  - to other organisations / churches

Present Chart 43, which provides some ideas.

---

43 Promoting PILLARS

- **Within local communities**
  - Identify groups who can use the Guides to achieve particular aims
  - Introduce the Guides available and explain how they can be used
- **Within a facilitating organisation or church**
  - Identify specific opportunities for promoting PILLARS
  - Train others to use the Guides
- **To other organisations or churches**
  - Identify specific opportunities for promoting PILLARS

This can be explained in more detail:

WITHIN LOCAL COMMUNITIES

- Give an introduction to the PILLARS Guides – to the topics, the layout, the different ways in which they can be used.

- Explain how people are likely to benefit from using them and the educational advantages of going through a Guide together.

- Develop the specific aims of using PILLARS with the community group in question.

- Ensure that people are informed about the meetings well in advance; that they know where and when they are taking place and that they are in a place and at a time that is convenient for group members.

- Be committed to building relationships with different members of the community.

- Avoid creating unrealistic expectations.

WITHIN A FACILITATING ORGANISATION OR CHURCH

- Identify specific opportunities to share the vision for, and aims of, PILLARS.

- Train others:

  - How can the knowledge and skills learnt during the training be passed on to others?

• Who would benefit from this learning?

• What specific opportunities are there to do this?

TO OTHER ORGANISATIONS OR CHURCHES

■ What opportunities are there for networking, and for sharing the vision and aims of PILLARS?

■ Are there events already planned where PILLARS could be promoted?

Ongoing support *30 minutes*

Encourage participants to think of practical ways in which they can support each other in their role as facilitators following this workshop. Present Chart 44, which provides some suggestions.

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44 Peer support

● Setting up a regular newsletter or an email network to share learning and ideas

● Visiting each other to watch each other facilitate and evaluate each other's progress

● Organising refresher training days to share practical experience of facilitating discussions using PILLARS Guides and to build on the initial knowledge and skills gained

● Organising an event to promote PILLARS to the different organisations and communities to which they belong

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Ask participants what additional support they might need from the facilitating organisation. Do they feel that they need further training? Do they need more PILLARS Guides translated into their local language, or more Guides printed and distributed?

Refer to the section on MENTORING AND FOLLOW-UP TRAINING on page 57. Discuss and agree on how the peer and official mentoring process will be conducted, and when follow-up training will be held.

Developing their facilitation skills
30 minutes

During the course of the training, participants will have the opportunity to develop their facilitation skills. But how can they continue to enhance these skills, following the workshop? Present Chart 45, and ask participants to add to this list.

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45 Ways of developing facilitation skills

● Practise

● Become more self-aware

● Set specific learning objectives and evaluate progress

● Watch and learn from others, eg: visit a group in another community

● Ask for feedback from the group and from other facilitators

● Be open to correction and willing to learn from mistakes

Remind participants that although facilitation skills and tools are important, the facilitator's ability to build good relationships with the group, to encourage and support them, is key to the group's success. If a facilitator has a genuine desire to serve people and see them grow, the group will feel confident about trying out new ideas and taking on new roles.

Give out Handout 10 (page 71), which participants can use as a checklist to help participants assess and improve their facilitation skills.

SESSION 21

Monitoring and evaluation

Aim

To consider ways of monitoring and evaluating the use and impact of the Guides and to evaluate the training.

Objectives

- To establish the importance of monitoring and evaluating the use and impact of the Guides.

- To look at a process for conducting a baseline survey.

- To identify ways of measuring the impact against this original data.

- To establish the different types of impact that may result from using the Guides.

- To give the participants the opportunity to evaluate the workshop, with reference to their original hopes and concerns.

Materials

Pre-prepared flipchart:
46 Assessing the impact of the Guides on community groups *(page 54)*

Handout 11 *(see Appendix C, page 72)*
Assessing the impact of the Guides on community groups
Training Evaluation Form *(page 55)*

PROGRAMME

Activity *15 minutes*
THE CHANGE GAME

- Participants stand in two rows, A and B, each facing a partner.

- Row A turn their backs to Row B.

- People in Row B change something about their appearance.

- Row A turn round again and have to say what has changed.

- Participants swap roles several times, so that they each have a turn changing their appearance and guessing what has changed.

Ask participants what this game teaches them about the nature of change and about how change is perceived. Point out that change often occurs only at surface level, and may be short-term and temporary. PILLARS is seeking to stimulate deep and lasting change. In order to know if the use of the Guides is contributing to any change in the group, in terms of their knowledge, skills base or confidence, we need to know something about all of these things before we start using the Guides with them. It is useful to have what is called a baseline. This is information which we can measure against at a later date.

Baseline survey *10 minutes*

Explain that Tearfund has developed a methodology and format for a PILLARS baseline survey. This can be carried out by those wishing to use the PILLARS Guides to help them understand the information needs and priorities of the users. It includes questions about the nature and purpose of the user group, the group's access to information about community development issues, the group's levels of literacy, and ways in which the group might use printed information to achieve its aims. This survey can be conducted with a number of different community groups. The data will help the participants and community groups plan how they will use the PILLARS Guides, with whom and for what purpose. A follow-up survey can be conducted after using the Guides for a certain period of time, to try to understand the impact that they may have had.

The baseline survey is available from Tearfund – see Appendix F for the address.

Assessing the impact of the Guides on community groups *40 minutes*

Facilitators are good people to assess the impact that the Guides are having on the groups using them, in terms of increasing awareness, increasing confidence, changing attitudes or changing behaviour. It may be helpful for them to keep a record of who attends each group meeting, and of their gender and educational background. After several months of using PILLARS Guides with

46 Assessing the impact of the Guides on community groups

Implementation

- Which community group are you currently using the Guides with?
- Was the group already established, or was it established so that people could use PILLARS together?
- Which Guides have you used?
- How is the content of the Guide relevant to this particular group?

Impact

- Which ideas from these Guides have been adopted by the group, if any?
- What is the group doing differently as a result of using the PILLARS Guides?
- How appropriate is the language chosen (the local language) to present this information to this particular group, and on this particular subject?
- What do people particularly value about the Guide?
- What do people particularly not like about the Guide?
- Do you see any change in the ability of individual group members (i) to share their ideas? (ii) to take responsibility for themselves, and for other members of the group? (iii) to participate in activities that result from the PILLARS Guides?

- Do you see any change in the ability of the group as a whole to share ideas with the wider community, or take responsibility for the development of their community?
- Have you used the Guides with groups that already existed or with groups established especially for using PILLARS Guides? Do you see any difference in the impact on the users in each case?

Future possibilities

- How could you integrate the use of the Guides into other development activities that are taking place in your community?
- How could you get wider ownership of the PILLARS Guides and process in your community?
- Are there other people or agencies who you think should be made aware of PILLARS in your region?
- Can you identify other members of the community who would be able to facilitate discussions using the Guides?
- Can you identify other groups who would be interested in using the Guides?
- Can you identify other topics which would interest the community and could be written as new PILLARS Guides?

community groups, facilitators can assess the progress of the group, and their own progress as facilitators.

The questions in Chart 46 will provide facilitators with a helpful way of assessing impact, and of considering future possibilities. Present this Chart, and refer participants to Handout 11 (page 72).

Explain how this data could be collected and analysed in order for it to help facilitators increase the impact of the Guides. For example, a reporting mechanism could be established by a co-ordinating organisation. Answers to the questions in Chart 46 could be sent by facilitators on a regular basis and analysed. It is hoped that the answers will also help facilitators reflect on their own personal progress

and plan how they can make improvements to the way they work with their groups.

Evaluation *30 minutes*

Since this is the final teaching session of the training, review the objectives, hopes and concerns that were discussed in Session 1. Then ask each participant to fill out a copy of the Training Evaluation Form (opposite page). This helps those facilitating the training to understand what the participants have enjoyed, and how it could be improved. It also helps participants to reflect on how they can apply what they have learnt, and on what further support they might need in order to do this.

Training Evaluation Form

Name

Organisation

1 Did the training meet your expectations?

2 Which session did you find the most useful?

3 Which session did you find the least useful?

4 The sessions were relevant and useful	Strongly agree ☐	Agree ☐	Disagree ☐	Strongly disagree ☐
5 The training was well structured	Strongly agree ☐	Agree ☐	Disagree ☐	Strongly disagree ☐
6 The sessions were well presented	Strongly agree ☐	Agree ☐	Disagree ☐	Strongly disagree ☐
7 The participatory teaching methods used during the training were useful	Strongly agree ☐	Agree ☐	Disagree ☐	Strongly disagree ☐

8 What was the most important thing that you have learnt during the training?

9 What skills have you learnt or developed during the training?

10 How do you hope to use what you have learnt during the training?

11 What further training or support do you need in order to use PILLARS Guides in your work and in your communities?

SESSION 22

Closing Ceremony

Aim

To bring the training to a formal close, and to promote PILLARS.

Objectives

- To celebrate the progress the participants have made during the training.
- To encourage participants as they look to the future.
- To promote PILLARS to other organisations.

Materials

Copies of PILLARS Guides and certificates to give to participants.

Photo: Sophie Clarke, Tearfund

Closing ceremony, Nigeria.

THE CEREMONY

The closing ceremony is an opportunity to celebrate what the participants have learnt. It is also an opportunity to inform others about PILLARS and to encourage them to support the participants as they apply the learning to their individual situations.

It is recommended that community leaders, church leaders, senior members of staff from the organisations represented, and key local figures in education or government are invited to attend. Invite several participants to share what they have learnt during the training, and how they hope to use the PILLARS Guides and share the learning with others. If there are a number of outside people present, it may be helpful to share some of this learning by showing posters, or by using role-play or participatory tools that have formed an important part of the training. One member of the facilitation team should also share what they have learnt and enjoyed about the training.

Give each participant a training certificate and a copy of each PILLARS Guide available in their language. If mentoring or follow-up training have been planned, provide participants with details about this (see next section for details). Congratulate them on the progress they have made, and encourage them in their future role as facilitators.

Mentoring and follow-up training

Mentoring process

Developing good facilitation skills takes time. Though this initial training will help people to understand the process of good facilitation, it is only by putting ideas and tools into practice that these skills will really be learnt and retained.

People who lack confidence, or have only used or experienced a traditional teaching style, will often lapse back into more formal training methods. It is therefore important to support participants to ensure that this new learning develops and becomes a part of their approach to working with community groups.

When selecting participants, ensure that there are always two, and preferably three or four, participants working near each other. They may either work for the same organisation or live within a short distance of each other. This small group of participants should ideally include a balance of men and women of different ages. See the section on SELECTING PARTICIPANTS on page 5 for more details.

Peer mentoring process

Participants may prefer to work together in twos for a couple of months as they lead discussions using the PILLARS Guides with groups in their communities. This can be a really useful support for participants who lack confidence. The participants can share responsibility for presenting the new ideas and leading the discussion.

If participants prefer to work on their own, they should make arrangements to observe each other facilitating a group discussion once a month. Where three or four participants work near each other, they should visit a different participant each month, so that each participant observes each of the others at work. When visiting others, participants should arrive at the meeting together.

Following introductions, the visitor should simply observe the meeting. Afterwards the two should discuss how the meeting went and share any key observations that could help. Handouts 10 (page 71) and 11 (page 72) – 'Improving your facilitation skills' and 'Assessing the impact on the community groups using the Guides' – can act as useful checklists for participants to work through while observing others, and to guide their feedback.

These monthly visits should continue over six to twelve months until follow-up training is held.

Official mentoring process

In addition to this peer mentoring process, training facilitators should also plan to mentor each of the participants. Until follow-up training is held, each training facilitator should plan two visits to each small group of two to four participants. During their visit (which would normally take place over two days), the training facilitator would:

- Observe each participant facilitating a discussion using a PILLARS Guide with a community group.

- Spend time with each participant individually, feeding back their observations and advising them on how they can improve their facilitation skills and overcome problems they have encountered. It may help to identify particular learning objectives for the following few months, as well as changes that the participants would like to see in the community groups.

- Bring together all the participants in the small group, to discuss their progress, review the peer mentoring process and identify any further training needs.

Follow-up training

This should consist of a two to three day review of using PILLARS Guides with community groups. It should provide participants with the opportunity to:

- identify common challenges or problems faced, and share ideas about how these can be overcome

- reflect on the relevance of the Guides, and ways in which they can be adapted

- gain confidence in using a wider range of practical tools and techniques to encourage discussion and participation (eg: proverbs and sayings from the local culture to reinforce learning; ideas for starting and ending a discussion)

- share ideas on how to start and end a discussion, and where to access more information on different topics so that they can be explored in more depth

- reflect on how the ideas raised in discussion can lead to a practical, active response on the part of the group

- agree on a simple monitoring system for collecting information on how PILLARS Guides are being used

- identify other community members who could use PILLARS Guides, and consider how the skills and ideas from the training can be passed on to them.

Training facilitators may wish to refer back to Sessions 5–12 of the initial training for ideas on these different areas. They may also want to supplement the material with ideas from some of the resources listed in Appendix F, on page 76.

Training of trainers

In order to multiply the skills and learning so that other members of the community groups are equipped to facilitate discussions using the PILLARS Guides, the organisation facilitating the training may wish to hold a 'training of trainers' workshop. This would involve bringing some of the participants of the initial training back together for two to three days, to learn how to use this training Workbook to train others in facilitation skills.

Appendix A
RUNNING A FACILITATION SKILLS WORKSHOP

This training material can be used as the basis of a five-day training workshop, with each day consisting of four or five separate sessions of approximately 1 hour 45 minutes each.

A group of 20 to 30 participants should be invited to participate in the training. If possible the participants should come from different organisations or local communities and bring a range of skills and experience. They could include teachers, health workers, church workers and development workers. A balance of men and women of different ages should be sought.

See FORMAT OF THE TRAINING (page 4) and PLANNING THE TRAINING (page 5) in the Introduction of this Workbook for more details.

CHOOSING A WORKSHOP VENUE

Where an organisation decides to bring participants together for training, the venue should ideally be:

- accessible, but in a peaceful location, away from participants' immediate workplaces
- clean, with good washing facilities
- reasonably priced
- spacious, with a large meeting area and also quiet areas where participants can work in small groups
- able to provide good food and refreshments on time
- equipped with comfortable accommodation for participants and facilitators.

FINANCE

The facilitating organisation will need to find funds to host the training. A budget needs to be drawn up, to include the cost of staff time as well as other inputs. See below for a list of items which should be budgeted for. The exact costs will vary from country to country.

ITEM	AMOUNT IN (name of currency)
WORKSHOP 1	
A Stationery	
B Workshop materials	
C Venue	
D Food and travel expenses for up to 25 participants	
E External trainer(s) *(optional)*	
Grand Total	

WORKSHOP ACTIVITIES

A suggested timetable for a workshop can be found in APPENDIX B, page 61. The workshop simply follows the sessions described here in the Workbook, over a five day period. It is recommended that this initial training is followed by refresher training, several months after the workshop, to reinforce the learning. See the previous section MENTORING AND FOLLOW-UP TRAINING, for details.

In some countries it may be appropriate to have a formal opening ceremony, either the night before the workshop begins or on the first morning, to which members of the community and facilitating organisation might be invited.

Where appropriate, each day can begin with a time of worship and small-group Bible study. The Bible studies given in APPENDIX E, page 74, taken from *Building the capacity of local groups* and *Mobilising the community*, should encourage participatory ways of studying the Bible and encourage group members to understand how the Bible applies to and informs the different topics addressed by the Guides. It is important that the person leading the study on the first day sets a good example of this

participatory approach. They should be well prepared, with notes on each question and an idea as to how to split the participants into groups so that each group can look together at just one or two questions before feeding back. See APPENDIX E, page 74, for a suggested methodology for leading a Bible study.

The day will then consist of four or five sessions, of around 1 hour 45 minutes each. Participants should be encouraged to use the breaks to share learning and ideas with others, in a more relaxed and informal manner. As the training is fairly intensive, it is important to use energisers such as games and short group activities to keep energy levels high and to keep people engaged. See APPENDIX D, page 73, for ideas.

There is a lot to do during the week. The facilitation team needs to ensure that participants are on time for the start of each session and for the mealtimes. It is hoped that the evenings and breaks will provide opportunities for more informal networking and exchange and for people to relax and get to know one another.

See FORMAT OF THE TRAINING (page 4) and PLANNING THE TRAINING (page 5) in the Introduction of this Workbook for more details.

Photo: Isabel Carter, Tearfund

Appendix B
WORKSHOP TIMETABLE

All sessions last 1 hour 45 minutes

Day	Devotional				
Day 1		**Session 1** • Introductions • Hopes and concerns • Workshop objectives and timetable • Workshop committees • Ground rules	**Session 2** • Background to PILLARS Guides • Aims of PILLARS Guides and process	**Session 3** • Looking at PILLARS Guides in small groups • Reflection on content and design of a PILLARS Guide	**Session 4** • The knowledge debate	• Free time
Day 2		**Session 5** • Facilitation skills: the difference between teaching and facilitation, what makes a good facilitator	**Session 6** • Facilitation: overcoming the difficulties	**Session 7** • Participation	**Session 8** • Using PILLARS Guides to encourage participation	**Session 9** • Participatory learning and action tools 1
Day 3		**Session 10** • Participatory learning and action tools 2	**Session 11** • Using PILLARS Guides to strengthen literacy skills	**Session 12** • Using role-play to share information	**Session 13** • Further practice in using PILLARS Guides	**Session 14** • Introduction to field study visit
Day 4		**Session 15** • Adapting PILLARS materials for a field study visit	**Session 16** • Preparation for field study visit	**Session 17** • Field study visit	**Session 18** • Feedback and reflection on field study visit	• Social time
Day 5		**Session 19** • Opportunities for using the PILLARS Guides with local community groups	**Session 20** • Opportunities for promoting PILLARS	**Session 21** • Monitoring and evaluation: why and how • Evaluation of the workshop	**Session 22** • Closing ceremony	• Participants depart

Appendix C

HANDOUT **1**

The PILLARS Guides

PILLARS stands for
Partnership In Local LAnguage ResourceS

The Guides are designed for use in small community groups, eg: youth groups, women's groups, farmers' groups, literacy groups.

One person acts as the facilitator, and leads the group in discussions and activities based on the Guides.

The Guides below are currently available in English (E) and French (F), with most also available in Spanish (S) and Portuguese (P):

- *Building the capacity of local groups* (E, F, S, P)
- *Improving food security* (E, F, S)
- *Credit and loans for small businesses* (E, F, S, P)
- *Agroforestry* (E, F)
- *Preparing for disasters* (E, F, S, P)
- *Mobilising the community* (E, F, S, P)
- *Healthy eating* (E, F, S, P)
- *Mobilising the church* (E, F, S, P)
- *Responding more effectively to HIV and AIDS* (E, F, S, P)

Some are also available in other national and local languages. A full list is available on Tearfund's learning website: www.tilz.info

The aims of the PILLARS Guides

The PILLARS Guides aim to:

- encourage group members to share their knowledge and experience and to learn from each other
- help people learn and adopt new ideas and skills by discussing the information presented
- encourage and enable a practical response to the information
- build the confidence of the group and its individual members as they have access to printed and relevant discussion-based information in their local language
- encourage a group learning process that equips a group to initiate and manage change
- strengthen the literacy skills of the group.

✏️ HANDOUT **2**

The PILLARS Guides and their format

CONTENT OF GUIDES

- One single theme, divided into 20–24 topics of a double page each.
- Bible studies relating to the text.

CONTENT OF EACH DOUBLE PAGE

Each topic includes **text**, an **illustration** and **discussion questions**.

Text

AIM – to introduce new ideas.

- A short, simple title, not longer than one line, summarises the message of the double page.
- Between 75 and 150 words, divided into short paragraphs.
- Simple words, avoiding the use of long and difficult terms or jargon.
- Large print.

Illustrations

AIM – to reinforce the message of the text, aid memory, be attractive to users, communicate meaning of double page to those who are not literate. The illustrations:

- are adapted to the region
- are clear and understandable
- avoid using difficult symbols
- use the same style throughout the Guide.

Discussion questions

AIM – not to check understanding, but to relate the information to the lives of the users; to draw out and build on existing knowledge.

- Several open questions (who, what, why, when, how, where) that encourage people to share their experience of the topic being addressed, and encourage group discussion.
- Include practical exercises to illustrate a new idea and help groups to apply the learning.

BIBLE STUDIES

AIM – to link God's word with practical development-related information, and encourage the group to apply biblical principles to their development work.

- Several questions on a passage relating to a particular topic.

✋ HANDOUT **3**

Characteristics of a good facilitator

A good facilitator should be:

• humble	• generous
• patient	• understanding
• accepting	• inclusive
• an enabler	• an encourager

- affirming of everyone's knowledge
- sensitive to the needs of others
- willing to learn from mistakes
- dynamic, a motivator
- a good listener
- good at summarising others' ideas
- confident
- a good communicator.

Skills of a good facilitator

A good facilitator should:

- be well prepared whilst remaining flexible
- think and act creatively
- deal with sensitive issues and manage people's feelings
- encourage humour and respect
- negotiate with and influence others
- keep to time without being driven by it.

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

'A facilitator is best when people barely know that he or she exists…

A good facilitator is one who talks little. When the work is done, the aim fulfilled, they will all say, "We did this ourselves."' LAO TZU 500 BC

Differences between school teaching and facilitation

SCHOOL TEACHING	FACILITATION
Teacher starts from their own knowledge	Facilitator starts from the knowledge of the group
Teacher follows a pre-set curriculum	Facilitator addresses issues identified by the group or their community and adapts new ideas to the needs and culture of the group
Teacher presents new information from the front	Facilitator uses practical, participatory methods, eg: group discussion and activities in which all members of the group participate
Information flows in just one direction, from teacher to students	Information flows in many different directions between the facilitator and individual group members – a genuine exchange of ideas
Teacher brings extensive knowledge of the subject	Facilitator draws out and builds on the knowledge of the group, and knows where to find further information on the subject
Teacher is concerned with students understanding the right answer	Facilitator encourages and values different views
Teacher works for the community and may come from outside the community	Facilitator works with the community and may come from within the community
Teacher has a formal relationship with the students, based on their status as a teacher	Facilitator is considered as an equal, and has relationships based on trust, respect and a desire to serve

HANDOUT 4

Tips for …

Empowering others

- Be patient.
- Listen to others and show that their opinions are valued.
- Be open to learning from the group so that information sharing is multi-directional.
- Encourage the group to discover solutions for themselves and to take responsibility for their own learning and progress.

Dealing with difficult questions

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

Managing conflict

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

Good facilitation

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

Handling dominant people

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

Working with shy people

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

✍ HANDOUT 5

Different levels of participation

1 **Passive participation ('tokenism')** For example: attending meetings, sharing information, taking part in consultations but not actively contributing.

2 **Participation in project-centred development** This involves people taking part in a project that has been planned by people **outside** the community, by NGOs or government. This could include discussion at public meetings, involvement in building, providing labour and attending training, managing the project, determining and monitoring its objectives.

3 **Participation in people-centred development** This involves people from **within** the community themselves initiating and managing change, making plans and 'owning' development.

Barriers to participation

- Reluctance to challenge those in authority.
- Loss of power, position or influence.
- Fear of the consequences of change.
- Self-interest.
- Lack of self-confidence.
- Lack of social skills or experience of participation.
- Lack of resources – time and money.
- Lack of information about the process and the mechanisms for facilitation.
- Not invited to participate – marginalised by the facilitating organisation.
- Lack of ownership of the process or lack of faith in the facilitating institution.
- Language.
- Culture of dependence – prefer being told what to do.
- Knowledge is power – fear that if it is shared, power will be lost.

Things that encourage participation

- Self-interest – meeting their own needs.
- Caring about the needs of others.
- Enjoying working with others.
- Future gain.
- Desire to belong.
- Reinforcement of cultural and social values.
- Sense of identity and unity.
- Being able to achieve more together than alone.
- Desire to change, learn.

Encouraging participation in a PILLARS discussion

- **Seating** Group members sit in a circle, or in a semi-circle.
- **Introducing the topic** Use role-play, an energiser or a poster to start the discussion.
- **Leading the discussion** Use techniques to encourage each group member to participate, and to make sure that their ideas are understood and recorded in some way.
- **Applying the learning** Follow the discussion with a practical activity or further discussion that makes the ideas relevant to the needs and interests of the group.

HANDOUT **6**

Participatory learning and action tools: examples

MAPPING People are asked to draw a map of their community. This could include natural resources, water sources, healthcare services, key people in the community etc. Different groups of people may look at their community in different ways. It is useful to ask key groups, such as women, men, young people, older people, people with disabilities, to draw separate maps and then compare them. See *Mobilising the community*, Mapping the local area (A11), as an example.

RANKING This involves giving a value to different items so that they can be arranged in order of priority. Community needs or training needs could be ranked in order of priority. See *Mobilising the community*, Preparing questionnaires (A17), for an example.

TIMELINE People can be asked to express how a particular aspect of life has changed over time. This could include income, wellbeing, training, educational needs. The aspect could vary from very poor to very good. See *Mobilising the community*, Community timeline (A12), for an example.

MATRIX SCORING AND RANKING This involves using tables called matrices, and seeds, beans or other objects to express preferences and compare through scoring, eg: compare relative importance of a list of concerns, or of living conditions at different times of year. See *Mobilising the community*, Preparing information charts (A18), as an example.

VENN DIAGRAMS These identify individuals and institutions that are important in and for a community or group, or within an organisation, and their relationships. See *Mobilising the Church*, How do we see our church? (B3), as an example.

✍ HANDOUT **7**

Strengthening literacy skills: ways of working through a double page

- Look at the pictures together. Ask people:
  - What is happening in the pictures?
  - What ideas come to mind when you look at them?

  AIM – To draw out the main ideas that are presented in the text, and to draw out some key vocabulary.

- Pre-view key vocabulary in the text. Write the most important words on a flipchart or board or produce flash cards of the main key words. Ask individuals to read the words out loud. Put each word in a different sentence.
  - What does each word mean?

  AIM – To prepare readers for reading the text.

- Read the text together. Take it in turns to read one line each out loud.

  AIM – To provide reading practice.

- Ask people to read the text again, this time on their own. Ask stronger readers to help weaker students where necessary.

  AIM – To provide further reading practice.

- Ask questions about the text.
  - What does it talk about?
  - What is the main message of the text?
  - What can we learn from the text?

  AIM – To check readers' understanding of the text.

- Talk through the discussion questions together, or in small groups.

  AIM – To give readers the opportunity to explore and comment on ideas presented in the text, and to apply the information to their own lives and experience.

- Ask people to copy down the key words on the flipchart/board.

  AIM – To provide writing practice.

- Ask people to write a short answer to each discussion question.

  AIM – To provide further writing practice, and to capture individuals' knowledge, experience and thoughts.

- Review each lesson each week, or each time of meeting.

  AIM – To build on what people have learnt and to give them a sense of progress.

HANDOUT 8

Field Study visit

- Introductions *20 minutes*
- Gaining information about the group and their interests *20 minutes*
- Small group discussion *40 minutes*
- Feedback on the PILLARS Guides *20 minutes*

Information about the group

About the group

- Date established
- Number of members
  (including number of members present today,
  numbers of men and women)
- Aims
- Activities

Levels of literacy

- How many members of the group are literate (able to read and write a simple letter) in the national language? In local languages?
- How many of these are women, and how many are men?

Access to information

- Where does the group obtain new ideas about health, agriculture, or other issues that relate to the group's purpose and activities?
- Would people be interested in printed information in the local language?
- Which particular issues would they like printed information to address?

The PILLARS Guides

- What do the groups think of the content of the Guides / topics?
- Do they find the text easy to understand, and is it relevant to their context?
- What do they think of the format and design of the Guides?
- How much would they be prepared to pay for a Guide?

⊯ **HANDOUT 9**

Opportunities for using the PILLARS Guides

WHAT

What action is being planned?
Why is it needed?

Ask participants to think about the different community groups that they are a part of or that they work with. Would members be interested in using PILLARS Guides? Why? How would it help the group achieve its aims? What needs would it address? What will members know, think and do as a result of using the PILLARS Guide(s)? How can the Guides help the participants achieve aims in other areas of development work?
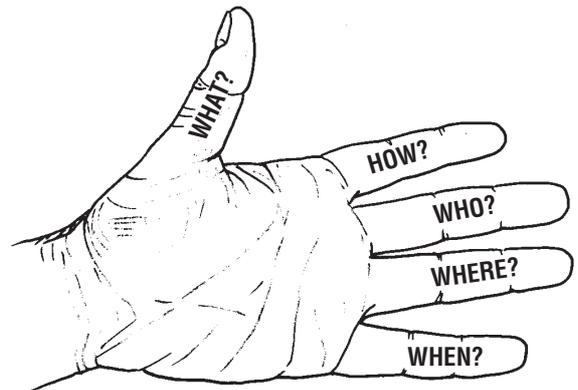
HOW

How will the work be carried out?
What resources are needed?

Think about how the Guides should be introduced to community groups, so that they understand their relevance to their situation and have ownership of the materials and the discussion process.

Think about the information needs and interests of the group, and the level of education and literacy of the group members. Which Guide is going to be most relevant to them? Is this Guide available in the local language? How many copies are needed?

WHO

Who is going to carry out this work?
Do they need training?

Who is going to facilitate the group discussions? Perhaps the participants will be doing this, but are there group members with the time and skills needed to lead the group through a PILLARS Guide? How could participants share the knowledge and skills they have learnt during the training to help others with facilitation skills?

WHERE

Where is the work to be done?

In which community, and with which group could the Guides be used? Where does the group meet?

WHEN

When is the work going to be done?
How long will it take?

When does the group usually meet? Could they use PILLARS Guides during their regular meetings? How long will it take them to work through a whole PILLARS Guide together?

Ask each group to share their ideas with the rest of the group. Ask individual trainees to develop an outline plan based on these five questions as they consider how they will use the Guides in their own community.

✍ HANDOUT 10

Improving your facilitation skills: a self-assessment

- How did I make people feel relaxed and welcome?

- How relevant was the information to the group using it? How did I adapt the information so that it was relevant to the group?

- How did I encourage quiet members of the group to participate?

- How did I deal with differences of opinion?

- How did I deal with people who dominated the group discussion?

- How did I respond to questions from members of the group? Was I able to answer them? If not, how could I find out more information that would help me deal with future questions?

- How did I introduce the discussion? How could I have done this better?

- How did I encourage further discussion?

- How did I deal with sensitive issues?

- Did I bring the discussion to a satisfactory conclusion? How could I have done this better?

- How did I ensure the group's ideas were recorded for use in future discussion, group planning or for sharing with others?

- Did group members make any decisions about how to put learning into practice? If not, how could I encourage this?

- What additional information or follow-up discussion is needed in order to address underlying views and attitudes to the topics discussed?

✍ HANDOUT **11**

Assessing the impact on the community groups using the Guides

Implementation

- Which community group are you currently using the Guides with?

- Was the group already established, or was it established so that people could use PILLARS together?

- Which Guides have you used?

- How is the content of the Guide relevant to this particular group?

Impact

- Which ideas from these Guides have been adopted by the group, if any?

- What is the group doing differently as a result of using the PILLARS Guides?

- How appropriate is the language chosen (the local language) to present this information to this particular group, and on this particular subject?

- What do people particularly value about the Guide?

- What do people particularly not like about the Guide?

- Do you see any change in the ability of individual group members (i) to share their ideas? (ii) to take responsibility for themselves, and for other members of the group? (iii) to participate in activities that result from the PILLARS Guides?

- Do you see any change in the ability of the group as a whole to share ideas with the wider community, or take responsibility for the development of their community?

- Have you used the Guides with groups that already existed or with groups established especially for using PILLARS Guides? Do you see any difference in the impact on the users in each case?

Future possibilities

- How could you integrate the use of the Guides into other development activities that are taking place in your community?

- How could you get wider ownership of the PILLARS Guides and process in your community?

- Are there other people or agencies who you think should be made aware of PILLARS in your region?

- Can you identify other members of the community who would be able to facilitate discussions using the Guides?

- Can you identify other groups who would be interested in using the Guides?

- Can you identify other topics which would interest the community and could be written as new PILLARS Guides?

Appendix D
ENERGISERS

During training sessions, there may be times when energy levels fall and people's attention wanders. This is particularly true just after lunch or towards the end of the day, or during sessions that involve presentation of new material and require a high level of concentration.

Energisers are short games or activities that can help refresh people when they are tired. They can help build relationships between the participants, by bringing them together to relax and do something enjoyable together. Ideally, the energisers should relate in some way to the content of the session, and have a learning component which participants can easily identify. In this way, learning is reinforced and those who are less comfortable with games are reassured that they are actually an important part of the training! However, no one should be forced to participate, and sensitivity and wisdom will be needed when deciding which energisers are appropriate to the culture, age and gender of the group.

Some ideas are given here.

BUZZ

Ask people to turn to the person next to them and talk about what has just been covered, an issue that has just arisen or a decision that has to be made.

COUNTING IN THREES

Participants stand in a circle. They take it in turns to count out loud around the circle. Every time a number is reached that is a multiple of three or contains the digit 3 (3, 6, 9, 12, 13, 15 etc) that person must clap instead of saying the number out loud. If someone makes a mistake, they drop out of the circle and the next person starts from number 1 again.

RANKING

One person is asked to leave the room. The remaining participants choose something on which to rank themselves. This could be their height, their hair colour or length, the month in which they have a birthday, and so on. The participants line up according to the ranking system they have secretly chosen and ask the person outside to come back into the room. This person then has to guess how the participants have been ranked.

KEEP MOVING

Ask participants to get up and speak to someone sitting on the other side of the room. You could ask them, for example, to share one thing they have learnt so far in that training session, or one thing they are still not sure about. You can also ask the group to stand and move to where they can look at a chart stuck on the wall or to where they can stick up their own ideas.

MIRRORS

Put people into pairs. One person is the actor, the other is the mirror. The mirror does whatever the actor does, mirroring their actions. After a few minutes, change roles.

CAROUSEL

Stick up four pieces of blank flipchart paper in different places around the room. On each piece of paper, write one different word that relates to that particular session. It might, for example, be a word describing a concept that has just been presented, eg: PILLARS, or Participation. Divide participants into four groups, and give each group a pen. Ask each group to stand in front of a piece of flipchart and write down three things that come to mind when they think of the word written there. After one minute, ask the groups to move to another piece of flipchart and do the same, adding three different ideas to the list started by the previous group. Repeat until all four groups have written on all four pieces of flipchart. Then ask one person to read out each complete list, so the ideas can be shared with all the participants.

Appendix E
PARTICIPATORY BIBLE STUDIES

The five Bible studies in this Appendix should encourage participatory ways of studying the Bible. This in turn should encourage group members to understand how the Bible applies to and informs the different topics addressed by the Guides.

KEY POINTS FOR ENCOURAGING PARTICIPATORY BIBLE STUDY

■ It is really important that the Bible study is participatory, encouraging discussion in groups. If there is someone who can set a good example in leading a Bible study in a participatory way, the training facilitators should make sure they do this the first morning. Brief these people thoroughly to ensure that it really will be participatory. Otherwise one of the training facilitators could lead the first Bible study.

■ It is important that the person facilitating has prepared for the study, making notes on each question.

SUGGESTED METHODOLOGY FOR FACILITATORS

■ Give a three minute explanation of the subject and passage to be studied. Ask someone to read out the passage.

■ Divide people into small groups to read the passage again and answer just one or two questions in each group. Questions should be written on bits of paper and copies given to each group. Give them five to ten minutes to discuss.

■ Bring the groups back together. Ask each question in turn, letting each group respond as it comes to their turn.

■ Let people make further comments or reflections (without running over time).

■ Finish with a very brief conclusion or highlight one or two things that have seemed very relevant. Close in prayer.

1 Leadership: study one

Read **1 Timothy 3:1-10** This passage describes the qualities Paul considered important for leaders in the church. What does Paul say about the person who sets their heart on being an overseer (verse 1)?

● *Which of the qualities listed for overseers and deacons (verses 2-5 and 7-9) might be important within your church or organisation and why?*

● *What danger does verse 6 say there is in having a recent convert as a church leader? Could there be the same danger for your organisation if you had a new member leading?*

● *What does verse 10 say about deacons?*

2 Leadership: study two

Read the following verses: **Exodus 3:11, Judges 6:15, 1 Samuel 9:21, 1 Kings 3:7, Jeremiah 1:6**

● *What sort of people is God choosing for leadership roles here?*

● *What are their attitudes?*

● *What model of leadership does Jesus show us in John 13:3-5?*

● *What does God say he looks at when he is selecting a leader? (1 Samuel 16:7)*

Having reviewed the qualities and attitudes a leader needs and the work to be done, many people might feel (as did some of these examples) inadequate and unable to fulfil the leadership role. This can be a healthy attitude if handled correctly, as it means the leader will look for support and not become proud.

3 One body, many parts: study one

Read **1 Corinthians 12:12-26** and
Romans 12:3-8

ONE BODY There is much we can learn from these passages about how a group works together. In any church or organisation there are a variety of people but they form one body (1 Corinthians 12:12; Romans 12:4, 5) and should be committed to, or belong to, one another (1 Corinthians 12:14-16; 12:26).

● *What does this mean in practice for your organisation?*

MANY PARTS Each member of the group has a gift to use. In these passages several dangers are highlighted when thinking about our own gifts and those of others.

● *What warning does Romans 12:3 give us?*

● *What warning does 1 Corinthians 12:21-25 give us?*

● *What happens when we overvalue our own gifts and undervalue those of others or begin to boast about our own gifts?*

4 One body, many parts: study two

The Bible tells us that every person has gifts (1 Corinthians 12:7, 11). Jesus himself also gave us some strong teaching on what happens to those who do not use their gifts (Matthew 25: 14-30).

● *Do you know what your gifts are and are you using them (Romans 12:6-8)?*

1 Corinthians 4:7 reminds us that all we have has been given to us – so there is no room for pride.

● *However, what is the opposite danger (1 Corinthians 12:15-20)?*

● *Is your organisation functioning well, like a healthy body, where each different member is playing their part? How can you encourage one another to do so?*

5 Nothing is impossible with God

Read **Judges 7:1-22**.

● *Why does the Lord say he cannot deliver Midian into the hands of Gideon and his men?*

● *What does he not want Israel to end up doing?*

● *Which men turn back first? (Verses 2-3)*

The Lord uses the way that the men drink from the river to decide who else shall not go with Gideon. The majority of the army kneel down to drink and just 300 men lap with their tongues like a dog, with their hands to their mouths. God tells Gideon that these 300 men are the ones to go into the battle.

● *How does your organisation choose who will do a certain task? (Verses 4-8)*

● *Do you seek God's advice?*

We are told that the Midianite army is huge (verse 12).

● *How does the Lord encourage Gideon not to be afraid and to believe that his small army will win the battle?*

Gideon and his men use the resources they have to great effect: they work together (verses 17-18, 20), with each man playing his part (verse 21), 'for the Lord and for Gideon' (verses 18 and 20). They know that the victory is the Lord's (verses 15 and 22).

● *How might this passage encourage your organisation as you face the tasks ahead of you?*

If God has called us and we keep our eyes fixed on him, however immense the task seems and however small our resources are, we will succeed: '**For with God nothing is impossible**.' (Luke 1:37).

Appendix F
USEFUL RESOURCES

PILLARS Guides

Language availability:

E = English, F = French, S = Spanish, P = Portuguese

( ) = available as photocopies, and in PDF format

Building the capacity of local groups

Encouraging groups to improve their communication, effectiveness and activities. E, F, S, P

Improving food security

Practical information on pest control, grain banks and new techniques for food preservation and storage. E, F, (P)

Credit and loans for small businesses

Encouraging good practice in record-keeping, planning and maintaining savings and credit groups. E, F, S, P

Agroforestry

Encouraging awareness of agroforestry for improving soil conservation, nutrition, soil fertility, fuel wood production and family income. Includes details of nursery techniques. E, F

Preparing for disaster

Encouraging communities to consider possible risk situations and help them prepare to respond effectively. Includes information on first aid, emergency stores and community shelters. E, F (S, P)

Mobilising the community

An exciting process of encouraging and supporting communities to analyse their own situations and to take steps to work together to make changes for the better. E, F, S (P)

Healthy eating

Ideas to help improve household nutrition at low cost – food groups, kitchen gardens, recipes, methods of food preservation and hygiene. E, F, S, P

Mobilising the Church

Ideas to encourage church members to widen their vision. It contains material on the role of the church, leadership, Bible study groups, planning, working within the community and maintaining the vision of the church. E, F, S, P

Responding more effectively to HIV and AIDS

Provides practical information on HIV infection, HIV testing, healthy eating, medicines and drugs, and ideas to encourage the church and the community to respond more effectively to the challenges of HIV and AIDS, with compassion and understanding. E, F, S, P

PILLARS Workbook

Provides full information on translation and printing in local languages for those wanting to use the PILLARS process. E, F, S, P

PILLARS CD-ROM

Containing computer files of the existing Guides in PageMaker®, QuarkXPress® and InDesign® formats for inserting translated text. E, F, S, P

Footsteps Issue 60 Facilitation Skills E, F, S, P

Guide our Steps

Contains 101 participatory Bible studies on a wide variety of development issues. It includes advice on how to use the materials for small group Bible study and guidance on how to prepare new Bible studies. E, F, S, P

All the above resources are available from
Tearfund
PO Box 200, Bridgnorth, Shropshire
WV16 4WQ, UK

pillars@tearfund.org

Training for Transformation:
a handbook for community workers

Anne Hope and Sally Timmel

> This book focuses on five issues impacting on the development of communities around the world: the environment, gender and development, ethnic and racial conflict, intercultural understanding, and participation in government. Each section contains case studies, discussion starters and ideas for use within the community. E

> Available from **TALC**
> TALC, PO Box 49, St Albans, Herts, AL1 5TX, UK
> E-mail: talc@talcuk.org

Participatory Workshops: a sourcebook
of 21 sets of ideas and activities

Robert Chambers

> This book contains ideas, activities and tips for all those who try to help others learn and change. It would be useful for facilitators, trainers, teachers and those who manage meetings and workshops. It is written in an enjoyable, easy-to-read manner, designed to be read in short sections rather than from beginning to end! It is full of illustrations and cartoons. E

> Available from **Blackwells**
> Blackwells Mail Order Dept, 48–51 Broad Street,
> Oxford, OX1 3BQ, UK
> E-mail: mail.ox@blackwell.co.uk
> Website: www.blackwell.co.uk

100 Ways to Energise Groups: games to use in
workshops, meetings and the community

> This guide aims to be an 'ideas book' of shared experiences to help facilitators prepare for participatory workshops. It may also be useful for people who facilitate meetings and planning activities using participatory techniques.
> Available free of charge. E, F, S

> Available from **HIV/AIDS Alliance**
> HIV/AIDS Alliance, Queensbury House,
> 104–106 Queen's Road, Brighton, BN1 3XF, UK
> E-mail: publications@aidsalliance.org
> Website: www.aidsalliance.org

Index

Glossary

brainstorm	to state what immediately comes to mind about an issue
CD-ROM	compact disc storing information that can be read on a computer
energisers	short games or activities to refresh people when they are tired
illustrations	pictures, such as those found on each double page of a PILLARS Guide
mentoring	advising, training, supporting someone as they develop new skills
NGO	non-governmental organisation
peer mentoring	advising, training, supporting someone with the same status or role
PILLARS	Partnership In Local LAnguage ResourceS
pilot	test, trial period
stimulus	incentive, motivating factor
surveyor	someone who carefully analyses a situation or people's viewpoints
syllabus	subjects in a course of study or teaching
text	written material, such as that found on each double page of a PILLARS Guide
theoretical	concerned with theory rather than practice
visual aids	objects that can be used to illustrate or teach something

Facilitation skills workbook

by Sophie Clarke, Rachel Blackman and Isabel Carter

E