

Chapter 2

Leadership and facilitation skills

Church and community transformation
Trainer's pack



Church and community transformation

Trainer's pack

Welcome to the church and community transformation (CCT) trainer's pack.

This pack is for CCT trainers who are committed to training, developing and mentoring facilitators of a process that seeks to achieve holistic transformation in the church and the community.

Even if you are training a group of facilitators in a specific process, such as the church and community mobilisation process (CCMP) or Umoja, the facilitators you are training will be returning home to different churches in different contexts and with different needs. They will also be coming to your training from different backgrounds and with different experiences.

It is important to ensure that the process the facilitators implement is the one best suited to their contexts.

The road to achieving CCT is a journey and each journey is different, therefore each facilitator will require different support.

The chapters in this pack have been identified as areas where there are often gaps or challenges within CCT. The activities and Bible studies within the chapters are to help enhance this particular topic, either to help build the capacity of your facilitators, or for them to use as part of their process – in the church or in the community.

Chapter one: Integral mission theology

Chapter two: Leadership and facilitation skills

Chapter three: How to contextualise

Chapter four: The Light Wheel as a lens

You can find the other chapters on Tearfund Learn either by [clicking here](#) or going to learn.tearfund.org/cct-trainers-pack

You will not need to use every activity in every chapter.

Identify your gaps, and find an appropriate activity or Bible study to fill that gap.

Not all facilitators will need the same content, so be creative.

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‘Now that I, your Lord and Teacher, have washed your feet, you should wash one another’s feet. I have set you an example that you should do as I have done for you.’

John 13:14–15

Introduction

Facilitators are central to the church and community mobilisation process (CCMP). Therefore, those who are chosen by the church to lead and facilitate are vital to its success.

Leadership makes or breaks groups of any size. All groups thrive with good leadership and become ineffective or fall apart with poor leadership. However, there are many different styles of leadership and many people have not experienced a facilitative leadership style. The intention of this chapter is to look at leadership holistically, in order to explore the qualities and learn the skills of a good facilitator.

Facilitators will be drawn from both church leadership and laity. It may be that some of the following exercises are more useful for one group or the other. For example, lay leaders may need more encouragement and confidence building than church leaders, to recognise their skills, gifts and abilities.

Key learning objectives

- Trainers understand the characteristics of a good leader for choosing those who will be facilitators.
- Trainers have tools to use with church leaders and lay members.
- Trainers have greater confidence and awareness of their own leadership skills and abilities.
- Trainers understand different leadership styles including the facilitative leadership style.
- Trainers are able to identify the qualities and skills of a good facilitator.
- Trainers understand the difference between teaching and facilitation.
- Trainers understand and can describe the role of the facilitator in CCMP.
- Trainers know a number of facilitation skills including empowering others and enabling participation.
- Trainers have an understanding of different group issues and dynamics, and techniques for how to deal with them.

Chapter 2 outline

- 2.1 Effective leadership for church leaders
- 2.2 Effective leadership for laity/congregation members
- 2.3 Facilitation – a biblical perspective
- 2.4 The role of the facilitator
- 2.5 The purpose of facilitation
- 2.6 Challenges and tips for facilitators

NOTE: Energisers can be used before or during any of the sessions or activities to help ease tension or increase concentration, or after a session as an enjoyable break. There are some suggestions for energisers in appendix 1.

2.1 Effective leadership for church leaders

All groups thrive with good leadership and become ineffective or fall apart with poor leadership. This is equally true for those who are in a leadership role as a CCMP facilitator. Indeed, they will be modelling a potentially new style of leadership as they facilitate the process.

It is easy for leaders to focus on the problems they face and forget the wider dimension of leadership. If we become too focused on task achievement, we forget that one of the primary roles of a leader is to help people reach their full potential. One of the most important tasks for leaders is to develop other leaders.

Leading like Jesus

Dr Richard Matura, in his paper 'Leading Like Jesus', states that there is an alternative approach to leadership that is driven by four basic beliefs:

1. Leadership happens any time we influence the thinking, behaviour or development of another person.
2. Jesus is the greatest leadership role model of all time.
3. Servant leadership is the only approach to leadership that Jesus validates for his followers!
4. Effective leadership begins on the inside, with our hearts.

Bible study **Leading like Jesus (Mark 10:41–44)**

Objective

To understand the characteristics of a good leader.

- 1** Break the group into small groups and read Mark 10:41–44. Ask each group to reflect on the following:
 - What do we learn from this passage?
 - How does your experience agree with or differ from the example of Jesus?
- 2** Ask participants to take a moment on their own to think about the people who have most influenced their thinking, their behaviour and their life path. Ask them to write down these people's names as they recall their faces.
- 3** Ask participants to discuss with their group what it was about these people that most influenced them or their leadership style.
- 4** Come back together as a large group and ask each small group to present their answers.
- 5** Agree together on the key principles taken from the Bible study and how these principles can be put into practice.

Leadership qualifications – for leading like Jesus

- a person of personal prayer and Bible study
- willing to give time and energy to the group
- has a teachable spirit
- is sensitive to the leadership of the Holy Spirit
- loves the Lord; loves people

Activity **Role play: servant leadership**

Objective

To recognise and understand the characteristics of a good leader.



Time: 2 hours



Set-up: Large group broken up into small groups



Materials: A briefcase; clothes that make you look like a great leader, eg suit and tie or stylish dress and hat/headgear; flowers or petals; flip chart paper and markers

Conducting the activity

- 1** Give a brief introduction to the group on leadership as we see it around us today. Ask what types of leaders people see around them and what sort of leadership they have experienced.
- 2** Act out a role play with one person dressed up as a big boss. Someone is carrying his bag and two people are standing on either side with flowers – make it big – make it fun!
 - The leader will expect his employees to do exactly as he/she asks and some requests should be silly. He/she should refer to his car, house, money etc – whatever prompts people to see that we need a different style of leadership.
- 3** Divide the group into small groups and give out flip chart paper. Ask people to draw pictures of leadership they have known and experienced.
- 4** Invite each group to present their findings to the large group.
- 5** Staying in small groups, read Philippians 2:5–9, which describes Jesus as a servant leader. Ask people to draw pictures of this type of leader and present them to the large group.
- 6** Still in small groups, put the pictures side by side and ask them to describe the contrast.

Then ask the following questions:

- What qualities do you see in good leaders? Each group should make a list and the facilitator should give time for feedback to the wider group.
 - Think of a good leader you have experienced. What was it about them that you really liked and you think made them a good leader?
 - How can we put good leadership into practice?
-

Activity Leadership styles (a game)

Objective

To learn about the effects of three different leadership styles.



Time: 2 hours



Set-up: Large group broken up into small groups



Materials: Large pieces of paper, sticky tape, eggs

Conducting the activity

- 1 Divide the group into three smaller groups of roughly equal numbers. Each group should choose a leader. Explain to the groups that their task is to create a structure strong enough to hold an egg, using a large piece of paper and sticky tape. The team with the tallest structure wins – provided it holds the egg! *(If you do not have paper and sticky tape, you could use other materials such as a piece of cloth, sticks and string. You can adapt the challenge – it need not involve an egg at all. The main thing is that it should be a fun and practical challenge, but quite difficult.)*



- 2 Before the exercise, speak to the leaders of each of the three groups to tell them how they should lead. Try to make sure no one else knows this is happening. One of the leaders will tell the group what to do, one will let the group get on with the task and one will include everyone's ideas.

Authoritarian – ‘the ruler’: An authoritarian leader gives orders and directions that others follow.

Laissez-faire – ‘the one who lets them get on with it’: A leader with a laissez-faire style allows the group to do whatever seems best to them, while watching what is happening.

Facilitative – ‘the one who includes everyone’s ideas’: A facilitative leader encourages everyone in the group to take part in deciding what to do. She/he does not give the answers but helps the group to find an answer together.

- 3 Ask everyone to share their experiences of the different groups.
- 4 When the challenge is completed, ask the leaders to explain their approach to their group. Then, ask the groups to discuss what they liked and did not like about the style of leadership the leader was using. Then ask one member from each of the groups in turn to share the group's opinions with everyone.

Leader's notes

These are some common experiences that you may see in the groups:

The group led by ‘the ruler’ quite often finishes the challenge first. However, the group members are frustrated that they cannot try any of their own ideas but must simply do what the leader says. They only win the challenge if the leader's idea was an especially good one, because other ideas are not included.

The group led by ‘the one who lets them get on with it’ does not usually win because it is not obvious how the group should work together. Sometimes someone in the group other than the appointed leader takes over and leads the group instead.

The group led by ‘the one who includes everyone's ideas’ takes longer to find a solution to the challenge. When the group finishes the people are often very happy – even cheering and congratulating one another – because their success is shared.

Qualities to look for in a good leader

While these are good to look out for in a leader, remember God equips people for his tasks and sometimes they are the least likely people. See the Bible study on page 18 (Leaders in the Bible).

Sense of purpose: Future leaders have vision and a sense of purpose. They know what they want to achieve. They are passionate about their vision and they are resilient – their sense of purpose gives them perseverance when things go wrong.

Listening: Future leaders make time to listen to others so that they can get to know those they work with – their characters, opinions, strengths and weaknesses – and they make the most of the skills of their colleagues.

Facilitative: Future leaders do not act in isolation but empower others by involving the people affected in the decisions being made. Their positive attitude helps them to understand different points of view and resolve conflict.

Competent: Over time, future leaders show that they are reliable and achieve the goals they are set.

Confident: Future leaders do not become defensive when challenged. Their confidence means they are open to change, but they also recognise when they need to stand their ground in the face of opposition.

Authentic: Future leaders are people whose passion and purpose are seen not only at work, but in the way they live their lives.

Bringing out the best in people

Different styles of leadership are needed at different times for different people. When leading, it is important to adapt to the needs of each individual.

There are two factors that should guide a leader's approach:

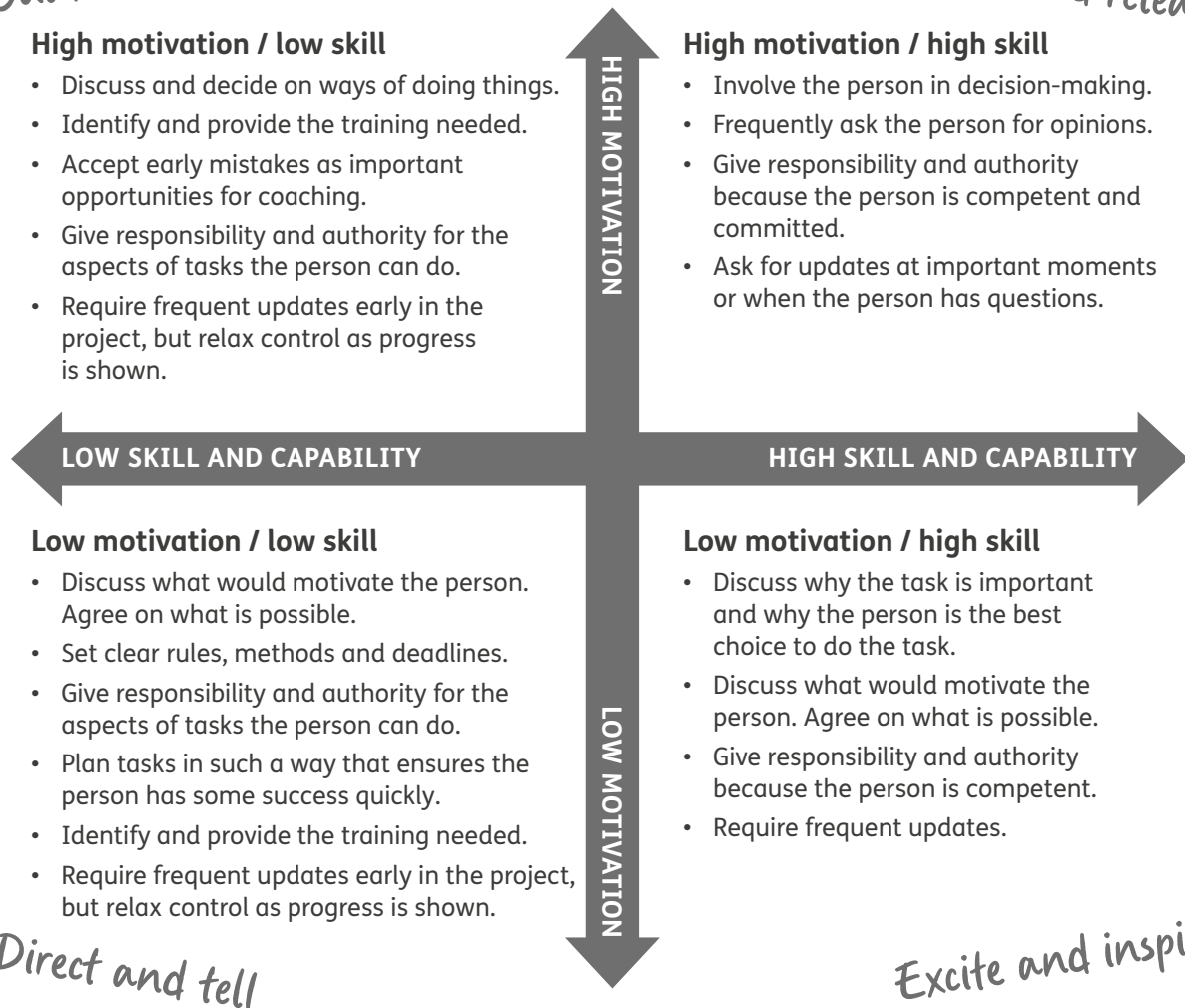
- The person's motivation to do the task.
- The person's skills and capability to do the task.

These two factors can be combined into a matrix (the diagram below) with suggested actions depending on the motivation, skills and capability of the person you are leading. A person will not always be in one of the four categories, but will be in different categories at different times depending on the task and other factors. In all cases, it is important to:

- Explain clearly what you expect from the person.
- Explain the limitations of the task (time, budget etc).
- Check the person understands what you are asking him or her to do.
- Provide feedback.
- Praise the person when he or she has been successful and reward him or her.

Guide and coach

Delegate and release



Vulnerability and leadership

Leaders can be vulnerable before the group. When this happens, people slowly realise that they can take away their masks. A more facilitative style of teaching encourages people to speak within groups and they begin to realise that they are among people who make mistakes as they do. This leads to more openness. This is about modelling good leadership as people try to imitate the leader. If a leader presents himself or herself as the perfect person, people struggle and close themselves off or feel less confident.

Jesus had no difficulty in telling his disciples that his heart was deeply troubled. The early Christian leader Paul presents his own struggles and admits that he is not the perfect person. It is good for those who are following us to know that leaders are touched by the same pain and sufferings and temptations as others. Leaders need to be people of integrity, and integrity demands that who we are inwardly is the same as what we express outwardly. That is vulnerability. Modelling vulnerability and openness with people often helps them more than any teaching.

This Skill/Motivation Matrix graphic above is an adaptation by Keilty, Goldsmith and Co. Inc. of original work by Hershey and Blanchard.

2.2 Effective leadership for laity/congregation members

Aimed at church members who do not usually have a leadership role in the church

Leadership can be a difficult concept for those who do not normally have a leadership role either in society or in their church.

Many people have much to offer in terms of leadership, but lack the confidence or belief that they have what is required.

However, it is clear from the Bible that when God chooses leaders he does not look at the outward appearance but at the heart. The Bible studies in this section will help people understand and reflect on this. They will also help develop an understanding that God does not leave us alone in our leadership, but promises to be with us.

The studies and activities in this section are intended to open minds and build confidence and understanding in ordinary congregational members who have real leadership potential but need to be encouraged.

Activity **Celebrating what we have – our skills, gifts and passions**

Objective

To help lay leaders realise their potential to bring change and transformation to the community.



Time: 2 hours



Set-up: This activity can be done during a morning service or in small groups



Materials: Several copies of the dramatised Bible reading (see appendix 2); some little figures cut out of paper (enough for each person to have one); pencils and pens; six sheets of A4 paper to make up the shape of a cross; a flip chart page to record the skills, gifts and passions (use the guide in appendix 4); markers

Preparation

Ask three people in advance of the activity to familiarise themselves with the dramatised reading. Have three copies of the reading and allocate parts to the people. It is quite funny to have someone big to play the small boy and to play it on their knees.

Estimate the number of people who will be participating in the activity and make sure you have more than enough paper figures (a little person with arms, legs and head). You can either give them each a figure on the way in, or place one on each chair.

Conducting the activity

Use the notes below as a guide to introduce the activity:

Many people do not realise that they have been given many gifts and abilities by God. As they use these for the building of God's kingdom, they will unlock their own sense of value and worth. The following are some attributes that future leaders can have. You will explore the skills, gifts and passions that God has given you – be encouraged in your calling. Be confident that God will give you all you need – look at how underconfident Moses was.

- 1** Select three people to read the dramatised reading of the feeding of the 5000.
- 2** Split the group into small groups and ask them to reflect together on the passage. Ask the following questions:
 - What did you think about how the boy behaved?
 - In the actual Bible passage, how does Jesus use the boy's lunch?
 - What does Jesus do to carry out his purposes when we hold back our gifts and skills?

- 3 Give each person a paper figure and a pencil or pen. Give them five minutes to think about the skills, gifts and passions that God has blessed them with. Help them to think widely by giving some examples such as:
 - Are you good with people?
 - Do you love cooking and hospitality?
 - Are you good at football?
 - Do you love young people?
 - Are you good at IT?
 - Are you a good listener?
 - Are you a happy, smiley person?
- 4 Get them to write all their skills, gifts and passions on the figure and write their name on its head.
- 5 While they are doing this, shape six pieces of A4 paper into a cross on the floor at the front of the room – or in the middle of the circle. Alternatively, draw a cross on the ground.
- 6 In their small groups, encourage everyone to share something that they see another person in the group is good at. For example, ‘I love the way you always smile and welcome people when they come into church for the first time – and you always remember their name and make them feel special.’
 - If they have missed something or did not recognise they had this gift, make sure they write it on their figure.
- 7 Play a worship song of thanks, or sing a worship song of thanks to God and invite people to bring the piece of paper with their skills, gifts and passions forward and leave them on the cross which you have made with the sheets of paper. Tell them this is an opportunity for them to offer their gifts and abilities back to God.
 - Ask them to stand at the cross once they have set their figure down.
- 8 Once everyone has placed their ‘skills, gifts and passions’ on the cross, give everyone time to offer thanks in prayer for all the gifts and abilities that have been written (you may have to read some of them out).
 - Ask people to share how the exercise made them feel and what they realised about themselves.
 - What happens when we hold back our gifts or abilities from God? What does he do?
- 9 Record the skills, gifts and passions on the chart you have drawn using the guide in appendix 4. Get people to shout out the ones they remember. (You can get the full list recorded with the names after the activity is complete. You will then have done a skills audit of your congregation.)

Discussion

- What skills and knowledge do we have in our church or community that could be used to make things better?
- What experiences do we have in our church and community that could be shared with others?

Note: This activity can also be used with church leadership – to enable them to reflect on who they choose and use as leaders within their own context – and what hierarchy exists within their church structure.

Bible study **Be confident that God is with you
(Exodus 3:9–22; 4:1–17)**

Objective

To gain confidence about being a CCMP facilitator.

- 1** Break the group into small groups and read Exodus 3:9–22 and Exodus 4:1–17.
Ask the following questions:
 - How confident do you think Moses feels? (Exodus 3:11 & 13; Exodus 4:1, 10, 13)
 - How confident do you feel about being a facilitator for CCMP?
 - List the things that God tells Moses to reassure him.
 - What does this tell us about how God equips us?
- 2** Come back together as a large group and ask each small group to present their answers.
- 3** Agree together on the key principles taken from the Bible study and how these principles can be put into practice.

*Leader's
notes*

God clearly tells Moses that he will be with him. Notice that Moses is not afraid to ask God many questions. God is very clear about what he will do to help Moses. Yet with all this reassurance, Moses is still nervous and underconfident. God gives him further physical manifestations of his presence through the staff. In fact he gives him three signs. Yet Moses is still making excuses, and though the Bible tells us God is angry with Moses for his lack of belief, he helps him further by sending human support in the form of Aaron. Eventually Moses is willing to do what God is calling him to do.

Bible study **Leaders in the Bible (Exodus 3:11; Judges 6:15; 1 Samuel 9:21; 1 Kings 3:7; Jeremiah 1:6)**

Objective

To reflect on what the Bible says about the characteristics of a good leader.

- 1** Break the group into small groups and read the following passages: Exodus 3:11; Judges 6:15; 1 Samuel 9:21; 1 Kings 3:7; Jeremiah 1:6.

Then ask the following questions:

- What sort of people is God choosing for leadership roles in these passages?
- What were their attitudes?
- Can we think of examples of such leaders today?
- How do our leaders serve and encourage others?
- Who makes the decisions in our church?
- How much are church members involved in prayer and support for leadership?

- 2** Come back together as a large group and ask each small group to present their answers. Come to an agreement on the key leadership qualities.

Continue for church leaders...

- 3** Draw a diagram to represent the structures within your church.

- 4** Reflect on what you have drawn and then, in small groups, answer the following questions:

- How are people given opportunities to serve or to lead?
- Are there opportunities for leaders to meet regularly with other leaders?
- How could such meetings encourage open sharing of work issues and pressures?
- How can we encourage leaders to be more accountable to others?
- What support is provided to those who serve or lead?

- 5** Come back together as a large group and ask each small group to present their answers.

- 6** Agree together on the key principles taken from the Bible study and how these principles can be put into practice.

Leader's notes

The Bible gives many examples of how God provided leaders for his people. Jesus is the role model for all leaders. He had more power, wisdom and insight than any leader could hope for, yet his ministry was always one of service and encouragement. His teaching was inspiring and challenging. We can learn so much from Jesus' example of leadership. Other inspiring biblical leaders include Moses, Joseph, Nehemiah and Daniel. Different situations may require different kinds of skills in leadership – organisation, wisdom, humility, strength and vision.

Bible study **Servant leadership** (John 13:1–17; 1 Corinthians 3:18–20)

Objective

To recognise biblical characteristics of leadership.

- 1** Divide the group into small groups and read John 13:1–17, in which Jesus washes his disciples' feet. Ask the groups to reflect together and then answer the following questions:
 - What model of leadership does Jesus show here?
 - How would we feel if we were one of the disciples at that meal?
 - What should our response be to Jesus' action?
 - What characteristics of leadership does Jesus show here?
 - How can we follow the example of Jesus in serving others?
 - Why can this be particularly difficult to do in leadership roles?
- 2** Staying in small groups, read 1 Corinthians 3:18–20. In many situations it can be very hard for leaders or those in authority to 'look foolish' or let others take charge. Ask the groups to reflect together and then answer the following questions:
 - How does Jesus' example of washing the disciples' feet challenge our views on leadership?
 - In what other ways is Jesus the role model for all Christian leaders?
- 3** Ask the small groups to make a list of all the leadership qualities that Jesus shows.
- 4** Come back together as a large group and ask each small group to present their answers.
- 5** Agree together on the key principles taken from the Bible study and how these principles can be put into practice.

Leader's notes

Jesus never looked for a comfortable home or wealth. He gave his life to serving others, through his teaching, healing and his love for the people he met. Although the disciples made a lot of mistakes and often disappointed him, he continued to encourage, support and challenge them. His example of servant leadership should inspire, challenge and remain a goal for all who are in positions of responsibility.

Servant leadership puts the needs of others first and listens to their views. Some groups within the church, such as the elderly, those with disabilities, women or children, may have few opportunities to share their needs and views. Their views, opinions and contributions to the life of the church need to be valued. In this way, decision-making can be shared, owned and followed by all church members.

Bible study **Leaders in the Bible (various verses)**

Objective

To explore the characteristics of a good leader from a biblical perspective.

- 1** Break up into three smaller groups and give each group one of the following passages:

Group 1: Moses

Read Exodus chapter 3, chapter 4:1–17 and chapter 17.

Ask the following questions:

- What sort of man is Moses in chapter 3, 4 and 17?
- What is it about Moses that inspires you?
- How much was he called and inspired by God?
- What do you notice about how Moses acts as a leader? (List the things he does.)
- What does God look at when selecting a leader? What does this mean for us?

Group 2: Daniel

Read Daniel chapter 6.

Ask the following questions:

- What sort of man is Daniel in this passage?
- What is it about Daniel that inspires you?
- How much was he called and inspired by God?
- What do you notice about how Daniel acts as a leader? (List the things he does.)
- What does God look at when selecting a leader? What does this mean for us?

Group 3: David

Read 1 Samuel 16:7 & 18; 17:34–37; 18:5 and 18:23–29.

Ask the following questions:

- What sort of man is David in these passages?
- What is it about David that inspires you?
- How much was he called and inspired by God?
- What do you notice about how David acts as a leader? (List the things he does.)
- What does God look at when selecting a leader? What does this mean for us?

- 2** Come back together as a large group and ask each small group to present their answers.
- 3** Agree together on the key principles taken from the Bible study and how these principles can be put into practice.

Bible study Knowledge (Matthew 4:1–11)

Objective

To understand the importance of knowledge of the Bible in relation to the CCT process.

- 1 Split into smaller groups and read Matthew 4:1–11.

Then ask the following questions:

- Why do you think the devil tempts Jesus with the three specific temptations?
- What do you notice about what the devil says – and what he knows? Is everything the devil says wrong?
- What does this teach us about the way the devil works?
- What do you notice about Jesus' responses?
- How important is it that Jesus has a deep knowledge of scripture?
- How important is it that you as a facilitator have a deep knowledge of the Bible and how it relates to the CCT process?

- 2 Come back together as a large group and ask each small group to present their key learnings.
- 3 Agree together on the key principles discovered from this Bible study.

Leader's notes

Jesus had a deep knowledge and understanding of the scriptures. He often used this knowledge to highlight important teaching or to answer challenging questions. He also spent much time in prayer and was clearly guided by God in all he did.

Jesus resisted all temptations. Even the greatest biblical leaders sometimes failed in this. But all had a vital and close relationship with God, dependent on prayer, study of the scriptures and the inspiration of the Holy Spirit. Though they made mistakes, God showed patience and forgiveness in his dealings with them.

2.3 Facilitation – a biblical perspective

What is facilitation?

Facilitation is encouraging all members of a group to participate so that they achieve something together. Facilitation is different from teaching. Teaching often involves the sharing of information from teacher to student. Facilitation is encouraging the sharing of information in several directions – to all learn together and from each other.

We have been looking at servant leadership and this is an excellent introduction to facilitation.

Bible study **Jesus is invited to dinner (Luke 7:36–50)**

Objective

To draw facilitation principles from the Bible, focusing on the way Jesus worked with people, and to begin applying these principles.

- 1** Introduce this session as one that will help the participants to draw facilitation lessons from the way Jesus facilitated, and to begin applying them as they facilitate churches and communities.
- 2** Break the group into small groups. Read Luke 7:36–50 and then ask the following questions:
 - What is happening in the story? Who are the players? (Write them down.)
 - How are the players in the story behaving? How is Jesus behaving?
 - Why is each player/category of players behaving the way they are? What does this tell us about how the players value people?
 - What about us? What does it tell us about the way we value people today? What should we do to change?
 - What did Jesus do to help Simon understand and discover his position better?
 - What principles of facilitation does Jesus display in this passage?
 - What qualities of a good facilitator can you identify from this passage?
- 3** Bring the groups together to present their findings from the Bible study. Discuss the principles they observed, and what each principle means for them as they facilitate.

Leader's notes

Help the participants to identify how Jesus facilitated discovery, and the styles he used to do this. Note how he asked questions until the Pharisee discovered the answer for himself. Jesus also used stories and illustrations to help the Pharisee learn and understand. These styles become the principles of quality facilitation: see the following activity 'Discovering the characteristics of a quality facilitator'.

Activity **Discovering the characteristics of a quality facilitator from the Bible study ‘Jesus is invited to dinner’**

Objective

To draw out the characteristics of a quality facilitator from the Bible, by examining how Jesus did it.



Time: 2 hours



Set-up: Small groups



Materials: Flip chart paper and pens

Conducting the activity

- 1 Reflect on the Bible study ‘Jesus is invited to dinner’ – the principles that were drawn out and how the participants thought these could be applied.
- 2 Using this Bible study, and other passages that describe Jesus relating with people, ask the participants to work in small groups to draw out principles about quality facilitation (as many as possible). A few examples from the Bible study are included in the table below:

Observation from the passage	Conclusion from the behaviour observed	A quality facilitator
Jesus was invited by a Pharisee to come to dinner with him, and he did.	Although the relationship between Jesus and the Pharisees was not always cordial, Jesus still responded and went.	Will boldly and positively respond, even when the situation is not always conducive.
A prostitute heard that Jesus was there, and she came.	The woman went to the Pharisee’s home uninvited, but she felt safe because Jesus was there.	Will attract rather than repel even the most vulnerable people, because he/she creates opportunity for them to be heard (non-judgmental).
Jesus allowed the prostitute to apply her perfume on him.	Although Jesus knew that the host and the invited guests would mistake him/ misunderstand him, he still allowed it to happen, to give the woman respect.	Will allow him/herself to be vulnerable, eg accept any mistakes or lack of knowledge about something (does not have answers to all the questions etc). Will create space for everyone to express themselves fully.

- 3** Ask each small group to present its list of characteristics of a ‘good’ facilitator. The trainer may use this list to help the participants monitor their facilitation during the session, and later in the field. Some characteristics are listed below.

An effective facilitator:

- is friendly and jovial – dynamic – a motivator
 - encourages people to participate
 - uses a clear voice
 - clarifies issues – is good at summarising other’s ideas
 - listens attentively – affirming of everyone’s knowledge
 - seeks to capture everyone’s attention
 - asks clear questions
 - is confident in self and subject matter
 - does NOT interrupt
 - appreciates all responses
 - is humble
 - is generous
 - is patient
 - is understanding
 - is sensitive to the needs of others
 - is willing to learn from mistakes
 - is a good communicator.
-

*Leader's
notes*

Emphasise that facilitation is about getting a balance between these different characteristics – for example, between being a good listener and a good communicator, and 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.

2.4 The role of the facilitator

Developing good listening and communication skills

People who are good listeners may also become good facilitators, able to lead others in discussion in small groups. Good facilitation is not easy. The facilitator's work is to build the right atmosphere, to help each person to participate and to encourage groups to work together. Good facilitation is much more about listening than talking.

Good facilitators require many skills. They need to be relaxed and good at building relationships. Humour can often help to create a good atmosphere that helps people share their feelings and views. It is important that facilitators are aware of the different needs within the group, encouraging those who lack confidence to speak, and dealing tactfully with people who talk too much or whose views are unhelpful. They should treat everyone equally and with respect.

Facilitators can help discussion by making sure everyone understands any new words and sometimes rewording questions. They do not need to know the answers to all the questions. However, it is helpful if they know how to help others find the right answers. Summarising decisions reached within a group can be very useful when facilitators are either taking things forward or concluding a discussion.

The key elements of the role of the CCMP facilitator are:

1. To **build good relationships and trust** between themselves and the group, and between group members.
2. To **enable group members to discover their potential** as individuals, and as a group to do something that will make a difference in the community.
3. To **enable the group to reflect on what God might be calling them to do** in the community.

Activity **Back-to-back drawing**

Objective

To learn important facilitation skills, including good listening and communication.



Time: 30 minutes



Set-up: Large group broken up into pairs



Materials: A4 paper and something to lean on, pens, two different drawings made up of geometric shapes

NOTE: Developing good listening skills is relevant for talking with people one to one, and for facilitating group work and discussions. The following exercise is useful for looking at how well we listen.

Conducting the activity

- 1** Ask participants to form pairs, decide who is A and who is B, and then sit back to back in a line so there is a line of As and a line of Bs. Show the As a drawing made up of geometric shapes, and give the Bs a sheet of paper (with something to lean on) and a pen.
 - 2** Ask the As to describe the drawing to their partner B (sitting behind them) who must then try to reproduce it as accurately as possible in two minutes.
 - 3** When finished, look at the drawings and discuss what the participants noticed while doing the exercise.
 - 4** Now repeat the exercise giving the Bs a different drawing of geometric shapes.
When finished, again discuss the experience.
Ask the pairs what helped and hindered communication:
 - Was the second round easier?
 - Why?
 - Why not?
 - 5** Bring the group back together to share any insights they gained about communication and listening.
 - 6** Ask how these insights could be useful when gathering information from the community.
-

Key learning from this exercise

Communication

- Give a context for what you are trying to communicate (the bigger picture).
- Use language everyone will understand.
- Noise can be off-putting. Everyone has 'noise' going on in their lives. This can be all the other activities and pressures people have, and it may take them time to understand and take in what you are saying. Be sensitive to this.

Listening

- When listening, clarification may be necessary to make sure you have understood.
- Summarise what you have heard to make sure you have understood what has been said.
- Give the person you are listening to your full attention and focus.

Activity **Developing good listening and communication skills**

There are two exercises here that can be completed one after the other or separately – depending on what needs to be practised.

Objective

- To identify barriers to good listening.
- To identify good listening skills.
- To practise and receive feedback on our listening skills.



Time: 1 hour 30 minutes



Set-up: Large group broken up into small groups (can also be done in home groups or a workshop)



Materials: Flipchart, markers

NOTE: You will need to find two people who are willing to act out a role play, and brief them before the activity. You should also familiarise yourself with the input sections.

Conducting the activity

Exercise 1

- 1 Use the notes below as a guide for introducing the activity to the group:

A key part of beginning to meet people's needs is giving them the confidence to believe that their experiences and ideas are valuable and worth listening to. Good listening, therefore, is a crucial part of what we do. Good listening also ensures we don't misinterpret or ignore what we hear. However, listening, which is such an important part of our daily lives, is something that we often take for granted. This activity will help to remind us again of some of the basic skills of listening.

- 2 **Role play:** Ask the two people who have already been briefed to act out a conversation where one person is being a very bad listener (eg interrupting frequently, looking bored, fidgeting, avoiding eye contact).
- 3 After the role play, as a large group, ask people to list the qualities the bad listener was exhibiting. Then ask the group to list any other factors that lead to bad listening. Write all this feedback on a large sheet of paper. Finally, ask the group if they can think of any more barriers to communication.

You may want to mention the barriers to communication listed below, if the group has not raised them.

In-and-out listening: Most people think four times faster than they speak, so when listening there can be a lot of spare thinking time, which can cause us to become distracted and not focus fully on what is being said.

Red rag listening: Certain words or phrases may trigger an immediate emotional reaction in us – like showing a red rag to a bull. We take the word out of context and immediately stop listening.

Closed-mind listening: We can very quickly jump to conclusions about what is being said: 'I've heard all this before... this is going to be boring... I know more than they do' and close our minds to it. This can also happen if we don't like what is being said or we disagree with it.

Over-the-head listening: If what the person says is too complicated or confusing for us to understand, it may go straight over our head.

- 4 In small groups of four or five, ask people to discuss how to deal with these barriers to good listening. For example, if the listener finds the content of the conversation too complicated, they can ask the speaker to clarify what they mean.
- 5 Ask the small groups to feed back these ideas to the large group.
- 6 Provide the following input on listening, if this has not already been covered by the group feedback. (You may want to give examples of each point as you go along.)

Non-verbal listening skills:

- Sit at an angle, not square on (avoids a confrontational feel).
- Keep an open stance (encourages openness on the side of the speaker).
- Lean forward (shows interest).
- Make eye contact (avoiding eye contact suggests that you have lost interest).
- Relax (a tense listener will cause the speaker to feel nervous).

Verbal listening skills:

- Encourage ('I see... I understand... That's a good point.').
- Identify with ('I imagine that must have been very difficult for you.').
- Clarify ('Could you say that again? I'm not sure I fully understand.').
- Reflect back ('What I understand you to be saying is... ').

Exercise 2

- 1** Ask the group to get into pairs. Each person should choose a topic they find easy to talk about (eg a hobby, their family...).
 - 2** For four minutes, one person should talk about their topic while the other actively listens, applying all the good listening skills identified.
 - 3** The speaker should then give feedback on how it felt to speak to the listener, including the good and bad aspects of the listening.
 - 4** Repeat the process with the pair swapping roles. Then offer people the opportunity to feed back any particular learning they feel would be helpful for the whole group to hear.
-

Activity Asking open questions

Objective

To recognise the need to ask open questions.

To draw up a list of open questions to be used when asking people about their community.

To practise asking open questions with each other.



Time: 1 hour 15 minutes



Set-up: Home groups; workshop



Materials: Flip chart, markers, pens and paper

NOTE: You may have to prepare for the role play beforehand.

Conducting the activity

- 1 Use the notes below as a guide for introducing the activity to the group:

When we talk to people we need to allow them to express their views. After all, you already know your own! But we can easily find ourselves asking questions that allow for only one answer, or that can be answered with one word, or that are not even questions at all but statements of our own views with a question mark tacked on the end! This activity will give us practice in asking 'open' questions – questions that help people open up and say more.

- 2 Split the group into pairs. Ask each person to write down a question that will help the other person to talk about their last weekend. Person A then asks Person B their question. Allow the conversation to go on for two minutes. Person B then gives feedback on how they felt about the question and whether it helped to open the conversation up or close it down. Repeat the process with the roles reversed. The pairs then feed back to the whole group on lessons learned.
- 3 **Role play:** Come back together as a large group and explain that asking open questions is even more important when you are wanting to find out what the person thinks about their community. Select someone from the group who is reasonably articulate and won't be embarrassed by answering questions in front of the group. (You may want to ask them beforehand to check they don't mind.) You are to take the role of the 'bad' questioner, asking the person about their local community. Exhibit most of the good listening skills but ask the person only closed or leading questions, for example:
 - Do you agree that this community is poorer than most in this region?
 - Would you agree that unemployment is a big problem?
 - Most expert research shows that children who don't go to school are less likely to get a job. Do you agree?

- 4** Stop the interview after three or four minutes and ask the interviewee how they felt about the questions. Ask the group to feed back what they thought was good/bad about the questions asked.
- 5** **Group work:** Ask people to work in pairs to develop questions that they can ask another person in the group. The questions are to help them find out more about the person's views on their community. You could use the following as examples of open questions:
- Who do you think are the most vulnerable people in our community?
 - What do you think are the main difficulties of living in this community?
 - What do most people do to relax?
 - When are people willing to help each other out?
 - How do you cope with living by yourself?
 - Why do so many children not go to school?

You may also want to explain to the group that there are different kinds of open and closed questions:

- factual
- experiential
- leading

You could draw the chart below to explain this.

	Factual	Experiential	Leading
OPEN	What is the area like for children?	How do you feel about living in the area?	I expect you will have a different view. Would you like to share it with us?
CLOSED	How many children do not go to school?	When have you felt like giving up?	Don't you think such a view is irresponsible?

These types of questions may be useful at different times. It is worth asking the group to think through what type of questions will enable people to open up about their own views.

There will be times when asking closed questions is appropriate (eg when seeking clarification on a point or checking you have understood what the person has said). But especially in the early stages, asking open questions is crucial if you want to hear and understand people's real views.

- 6** Ask each pair to join up with another pair. One person from Pair A then asks one person from pair B their questions. The other two people should observe both the effect of the questions and the listening style of the questioner. After four to five minutes, the small group should stop and discuss the appropriateness and effectiveness of the questions. Feedback can also be given on the questioner's listening style.

- 7** Repeat the process with one person from Pair B asking one person from Pair A their questions. The groups can then feed back to the whole group any lessons they've learnt. The facilitator should draw up a list of particularly good questions from the group's feedback. (This list, with some adaptation, could be used when talking with the wider community.)
-

Conclusion

You may find the following a helpful way of concluding the activity.

- Read Luke 9:18–21

The first remarkable thing about this episode is that Jesus actually asked this question. Here he was, the Son of God, who in an instant could have revealed the fullness of his glory to the disciples and left them in no doubt as to who he was, actually asking them the question. Their view, their opinion, mattered.

Secondly, Jesus' question left him very vulnerable – exposed to the consequences and hurt of the disciples misunderstanding him. What would have happened if the disciples had answered in the same way as the crowds? These were the people who had lived with Jesus for three years, who had eaten every meal with him, walked every mile with him, and shared in the hardships and the struggles, the joys and the excitement. And so for them to see him as just somebody 'special', but not the Messiah, would have been devastating. So the temptation to steer the disciples to the right answer must have been enormous, to ask in some leading way, 'Who do you say I am – the Messiah?'

The risk Jesus took in asking the question, in making himself vulnerable to rejection, led to a turning point in the lives of the disciples, who freely came to that point of acknowledging Jesus as Messiah for the first time. The ministry of Jesus and the lives of the disciples were never quite the same after that.

Bible study **Jesus meets the woman at the well (John 4:1-26)**

Objective

To learn good listening and communication skills from Jesus.

- 1** Split people into groups of five or six and ask them to read John 4:1–26.
Then ask the following questions:
 - What barriers could have made it difficult for Jesus to listen properly to this woman? How do these link with the barriers to listening discussed earlier (eg in-and-out listening, red rag listening, closed-mind listening)?
 - What was it about Jesus that encouraged this woman to talk to him?
 - What does this teach us in terms of the way we should listen to others?
 - 2** Come back together as a large group and ask each small group to present their key learnings.
 - 3** Agree together on the key principles discovered from this Bible study.
-

Conclusion

You may find the following helpful in concluding the activity:

Being a good listener is not just about technique, it is about attitude. We will listen best when we value and care about the person we are listening to. If we do this, we will be doing more than just listening; we will be building confidence and self-worth in the speaker – something that many people lack, especially on the margins of our community.

Leader's notes

Jesus was a Jew, the woman at the well was a Gentile. For centuries, there had been severe enmity and hatred between the two peoples. When Samaria was invaded and conquered over 700 years earlier, those Jews in Samaria who were not deported began to mingle and intermarry with foreigners. The loss of their racial purity was seen as an unforgivable crime by their Jewish brothers in the south. Matters became worse when the Samaritans' offer to help with the temple rebuilding was rejected, and then they sought to prevent Nehemiah from accomplishing the task. In response to the Jerusalem temple, the Samaritans established their own temple on Mount Gerizim, to rival it, which in 129BC was attacked and destroyed by a Jewish army.

Jesus was a man, she was a woman. Jewish rabbis were not permitted to speak to women in the street. A Jewish citation of the day was: 'One should not talk with a woman on the street, not even with his own wife, and certainly not with someone else's wife, because of the gossip of men.' Furthermore, 'It is forbidden to give a woman a greeting.'

Jesus was morally upright; she had questionable morality. The woman had certainly gone against most rabbinic interpretations of the law by marrying five times (the recognised maximum was three times), and no religious authority recognised the informal basis of her present relationship. One commentator suggests that she was a woman of such low repute that she had been driven away from the well inside the town by the other women, and so was forced to gather water a quarter of a mile away from her home.

Jesus was literate, she was not. A woman in first-century Israel would not have been given any opportunity to learn to read or write. This did not stop Jesus, however, having a deep and earnest conversation with her.

2.5 The purpose of facilitation

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 group members 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. His/her 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 their knowledge to be important. Sometimes people do not want to share their knowledge because holding onto 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 something new that they 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 **The difference between school teaching and facilitating**

Objective

To understand that facilitation and teaching are two very different techniques.



Time: 1 hour



Set-up: Large group broken up into small groups (pairs)



Materials: Flip chart, markers, pens and paper, flip chart page or Powerpoint slide showing the chart below

Conducting the activity

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

Then ask participants to brainstorm in pairs for about ten minutes on the following question:

- What is the difference between school teaching and facilitation?

- 2 Ask them to note down their ideas.
- 3 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 the chart below, add any points that have not already been raised.

(This chart showing the differences between teaching and facilitation can also be shared as a handout.)

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 the teacher to the students.	Information flows in many different directions between the facilitator and individual group members – a genuine exchange of ideas.
Teacher brings an 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 wants the students to know and understand the right answer.	Facilitator values and encourages 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.

A schoolteacher may use some facilitation techniques 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 pass an exam. By contrast, adult learners bring a wealth of experience and knowledge to any learning process. This needs to be recognised, drawn out and built on. Facilitation skills are essential in this process.

Facilitation is a fundamentally different approach to teaching; it is encouraging all members of a group to participate so that they achieve something together. Teaching often involves the sharing of information from teacher to student. Facilitation is encouraging the sharing of information in several directions – to all learn together and from each other.

Activity **How adults learn**

Objective

To analyse the way we learned as small children (eg in primary school).



Time: 2 hours



Set-up: Large group



Materials: Flip chart, markers, pins

Conducting the activity

- 1** Ask the participants to reflect on how they learned when they were small children in primary school. For instance, what they enjoyed the most, what they liked/disliked about their teachers, which teacher they loved the most and why, which teacher they disliked the most and why, and how they would sit in class in relation to their teacher.
- 2** Draw a picture representing the way the pupils sat in their classroom, showing them sitting in rows (represented by small 'x's) with the teacher in front of them (represented by a big 'X'). On this graphic, discuss and draw arrows showing the direction that knowledge, respect, discipline, questioning, respect, commanding etc will flow (normally one way, ie from the big X towards the small xs). Conclude by noting that this is the traditional way of teaching – the teacher provides all the knowledge while the pupils absorb it without much questioning; the pupils must listen while the teacher talks; respect flows from the pupils to the teacher etc. Point out that traditional teaching (as in primary school) involves the 'teacher' as the big X, because they are older, and have more education, exposure and experience than the pupils.
- 3** Ask the participants to compare small children with adults, eg experience, exposure, knowledge etc. This will show that each adult has his/her own experience, often different from others, including the instructor. This implies that in a learning situation each person has something to share, and therefore needs to be given the opportunity to do so, and to be listened to.
- 4** Now draw a second picture, showing the xs of the same size, sitting in one circle. They represent adults sitting to learn together (including their instructor). Arrows will show that they listen to each other as each of them shares, because they each have some knowledge/experience/wisdom etc to share.
 - Respect is mutual (and so no one is looked down upon or treated with disrespect).
 - Learning is shared (and therefore whatever any of them shares is good learning for all).
 - Everybody's contribution in the discussion is considered important.

Note: The trainer should hang this list on the wall, and get the participants to use it as a set of indicators to assess if they are all applying the adult learning principles during the rest of their learning time.

Principles of adult learning

Training adults

Discuss simple principles of adult learning, for example:

- Adults are influenced by past knowledge and experience, negative or positive. This makes them determine/judge whatever they must go through – they may like it or detest it long before they experience it.
- Adults will most likely want to learn practical skills that they can use to improve their lives.
- Adults like to engage in activities that give them some recognition/self-worth in society.

How adults learn

Repeated images are effective to help adults to learn.

- Images influence behaviour.
- Behaviour turns into habits.
- Habits become character.

Adult learning occurs best when:

- It is self-directed – adults can share responsibility for their own learning because they know their own needs.
- It fills an immediate need – motivation to learn is highest when it meets the immediate needs of the learner.
- It is participative – participation in the learning process is active, not passive.
- It is experiential – the most effective learning is from shared experience; learners learn from each other, and the trainer often learns from the learners.
- It is reflective – maximum learning from a particular experience occurs when a person takes the time to reflect back upon it, draw conclusions, and derive principles for application to similar experiences in the future.
- It provides feedback – effective learning requires feedback that is corrective but supportive.
- It shows respect for the learner – mutual respect and trust between trainer and learner help the learning process.
- It provides a safe atmosphere – a cheerful, relaxed person learns more easily than one who is fearful, embarrassed or angry.
- It occurs in a comfortable environment – a person who is hungry, tired, cold, ill, or otherwise physically uncomfortable cannot learn with maximum effectiveness.

Traditional approach	Participatory approach
<ul style="list-style-type: none">• Learning as a product• Teacher-controlled• Transfer of knowledge• Trainer is the expert• Learner knows little/nothing• Learner is passive• Encourages conforming	<ul style="list-style-type: none">• Learning as a process• Learner-centred• Focuses on discovery of principles• Trainer is facilitator, resource person• Learner is full of capacities, knowledge of the reality• Learner is active, discovering, receptive• Stimulates independent thought, creativity

Activity **Involvement continuum – techniques**

Objective

To understand some techniques used in participatory learning.



Time: 4 hours



Set-up: Large group



Materials: Flip chart, markers

Conducting the activity

- 1** Identify the participatory learning techniques that the facilitators are familiar with.
 - 2** Describe the ‘involvement continuum’ (see leader’s notes on page 41), emphasising the climbing continuity of the involvement of the learner, and why this is important in adult learning.
 - 3** Walk the facilitators through all the techniques in the continuum, explaining what each one is about.
-

Activity **Practising the techniques in the involvement continuum**

Objective

To become confident in using all the techniques in the continuum.



Time: 6 hours



Set-up: Large group broken up into small groups



Materials: Flip chart and markers for recording group discussion

Conducting the activity

- 1** Reflect with the participants on the learning continuum techniques, focusing especially on ‘why’ and ‘how’ to use them. Note: It is recommended that each facilitator tries each tool, so that they are familiar with all the techniques.
 - 2** Divide the participants into small groups. Assign all groups one technique at a time. Give the groups time to discuss the technique, and to prepare to practise it with the entire group for no more than five minutes.
 - 3** Ask each group to practise the technique using the rest of the participants as its class, for five minutes. At the end of each presentation, take time to reflect on how the technique was done and what would need to be improved.
 - 4** Wrap up this session by reflecting on what the participants have learned, and highlight the key principles in these techniques for facilitating adults.
-

Leader's notes

What does the ‘continuum’ imply? The graphic below summarises 12 techniques that someone training adults may use. Importantly, some of the techniques will get the trainee involved more than others. From the left one (most didactic), the involvement of the learner increases until by the last one (most experiential) the trainer’s input is limited. It is recommended that the trainer uses as little of the didactic ones as possible, and concentrates most on the experiential ones.

Involvement continuum for various training technologies											
Low involvement						High involvement					
<i>Didactic: Meaning is external to the learner (learner involvement is low)</i>						<i>Experiential: Meaning is internal to the learner (techniques that actively involve the participants)</i>					
R	L	EL	D	PT	CS	RP	I	SG	SE	ISG	IGG
Reading	Lecture	Experiential lecture	Discussion	Participation training	Case study	Role playing	Instrumentation	Simulation game	Structured experience	Intensive small group	Intensive growth group

Below is a brief summary of each of the 12 techniques:

Reading – The trainer provides a written passage on the desired topic and asks the participants to read alone, and seek to understand it. The trainer may then explain the meaning of the passage.

Lecture – This method involves explaining a topic to the learners, usually in the form of an oral presentation. The emphasis is on the presentation of the content.

Experiential lecture – A lecture that is ‘experiential’ is a lecture with practical activities, where the participants ‘learn by doing’ and learn through reflecting on the experience.

Discussion – This method creates an opportunity for the trainer and learners to talk together, exchanging ideas, for the purpose of deepening the learners’ thinking and learning from one another and the trainer.

Participation training – Participatory training encourages workshop participants to discover things for themselves and to learn by bringing their own experience, ideas and skills into the process of mutual learning. To do this, the trainer:

- provides a compelling reason for the participants to participate, eg individuals are encouraged to use different methods to meet job expectations,
- evaluates every initiative based on value perceptions,
- eliminates fear of failure,
- avoids offering incentives.

Case study – A case study is a detailed study of a specific subject, such as a person, group, place, event, organisation or phenomenon. In community development training, the trainer brings a description of a real project as it actually took place in a real community, then asks the participants to study that case, identifying issues and challenges and then determining possible solutions, action etc.

Role playing – In role playing, people pretend to be someone else or pretend to be in a specific situation that they are not actually in at the time.

Instrumentation – Instrumentation is a collective term for instruments used for measuring and recording physical quantities. In CCMP, instrumentation includes tools such as information-gathering tables, which are analysed to form baselines.

Simulation game – Participants play a game that copies issues in a real-world situation and then analyse these issues, developing solutions.

Structured experience – If a group is to make a field visit, for example, they should focus on specific observations from which key lessons can be derived. The group then reports on and processes the observations made, the lessons learned, and application.

Intensive small group – Learning in small-group contexts enhances participants' overall learning experiences in several ways. They develop skills in critical thinking, problem-solving, communication, interpersonal relations, teamwork and team leadership. Many develop confidence to express themselves and articulate issues freely. (Intensive means giving the group focused tasks requiring serious thinking, to be achieved over a short time period.) Encourage active participation by every member of the small group, all listening to each other.

Intensive growth group – The whole team takes time to intensively practise in the field, practise all the theory, deeply reflect as a team as well as with the target people, draw new lessons, create new tools, and then scale-up the process. This is closely monitored and evaluated, and the results reveal the value of the process.

Activity Facilitation exercises

Objective

To improve facilitation skills.



Time: 20 minutes per exercise



Set-up: Large group



Materials: Three or four different hats, chairs

Conducting the activity

Exercise 1: The leader on the chair

- 1 Position people sitting on chairs in the room as follows:
 - One person at the front of the room with others sitting around.
 - Three or four people sitting behind a table and one person sitting in front of them.
 - People sitting in a circle with a leader among them.
- 2 For each of these three set-ups, ask the following questions:
 - Who is the leader among these people and why?
 - Ask the people sitting on the chairs: Who do you think you are while sitting on that chair? How do you feel being in that position?
 - If you were being led, which position would you most like to be in?

Exercise 2: The facilitator's cap

- 1 Have three or four hats with you. Give a hat to different people within the circle and ask them to wear it.

Then ask those people the following question:

- What is your present job? If possible, ask about roles and responsibility.

- 2 Sit in front of the group wearing a cap, and change the way you wear it. Whenever you change the position of the cap you are wearing, ask the question:

How do I look? Let the participants describe you.

The objective is to show the participants how the same person can be seen in different ways by just changing the way they wear the cap.

In the same way, you can change your approach when passing on information from preaching or teaching to facilitating.

- 3** Present the concept of facilitation and use the cap to indicate the switch from teaching or preaching to facilitating.
 - 4** Whenever someone is facilitating and you notice he/she is teaching or preaching, make a show of this by wearing the facilitator's cap.
-

Activity **Facilitation is a process**

Objective

To understand that process is as important as product when facilitating a group.



Time: 1 hour



Set-up: Large group or workshop



Materials: Flip chart, markers

Conducting the activity

- 1** 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.

- 2** Ask the question: If you have an opportunity to build a house for whatever purpose:
 - How big, tall and strong will you make it?
 - What materials will you use?
 - How much money will you use?
 - How long will it take?

The objective of these questions is to let the people know that a process is like building a house. It takes time and resources. The foundation has to be strong for it to last long.

- 3** Ask participants to think of a situation where they were not consulted about an issue that directly affected them.
- 4** What difference does it make if people's ideas and experience are taken into account in future planning and activities? (Discuss.) Even if this process takes time, it leads to better relationships and more sustainable change. A well facilitated discussion process is essential.

Activity Practising facilitation skills

Objective

To practise skills and techniques used in facilitation.



Time: 2 hours



Set-up: Large group broken up into small groups



Materials: Cardboard boxes with contents: see *CCMP Facilitator's Manual* p 89, Secret-in-a-box game

NOTE: This activity needs to be prepared in advance.

Conducting the activity

- 1** 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 the secret-in-a-box exercise and familiarise themselves with it. You will also need to provide them with the boxes and their contents (as described in the *CCMP Facilitator's Manual*).
 - 2** During the session, ask each working group to imagine that they are members of a local community group. Ask each group to work through the exercise together. Tell them not to worry if they find it difficult!
 - 3** After 20 minutes bring the groups back together. Ask one or two people to share what they learned during the discussions. Did everyone participate?
 - 4** Ask the facilitators how they found the exercise. What did they learn?
-

Activity **Understanding the concept of mentoring**

This activity is directed at those who are training trainers, but the concept is relevant for facilitators.

Objective

To understand what 'mentoring' means (compared with training)



Time: 2 hours



Set-up: Large group broken up into small groups



Materials: Flip chart, markers, Bibles

Conducting the activity

- 1 Brainstorm the term 'mentoring' with the participants. Agree together about the most appropriate meaning of 'mentoring'.
- 2 Discuss how Jesus mentored his disciples – ask the participants to cite examples showing how Jesus mentored his disciples rather than just taught them. Six important steps are demonstrated in scriptures:
 1. Jesus taught them.
 2. He performed miracles as they watched.
 3. Jesus engaged them in performing miracles together with him.
 4. He sent them out to teach and perform miracles without him.
 5. He brought them together to reflect on their experiences.
 6. Jesus taught them new lessons based on their reflections.
- 3 Break into small groups, and ask participants to compare 'mentoring' with 'training'. Discuss the benefits of mentoring compared with training. Agree that the participants will mentor their new facilitators rather than just train them.

Compare training with mentoring	
Traditional training	Mentoring

- 4 Come back together as a large group and facilitate the participants to develop a framework showing what they need to do to mentor their facilitators (as they 'walk' with them).

Activity **Biblical perspective of mentoring**

Objective

To draw principles of 'mentoring' from the scriptures, and determine how these principles could be applied when facilitating.



Time: 1 hour 30 minutes



Set-up: Large group broken up into small groups



Materials: Flip chart, markers, Bibles

Conducting the activity

- 1** Reflect on the meaning of 'mentoring' that was discussed during the last session. Clarify any aspects not fully understood. Share the objective of the current activity.
- 2** Put the participants in small groups and ask them to think of passages in the Bible (whether in the Old or New Testament) that show any aspects of mentoring. Ask them to select one of the passages they have identified, and discuss the characteristics of 'mentoring' it demonstrates.
- 3** Ask each small group to present its examples to the large group. Compare all the examples presented, and facilitate the group to combine similar ones. Conclude with a summary of clear scripture-based examples of mentoring.

Leader's notes

Below is a summary of the biblical principles of 'mentoring' (where Jesus is our model mentor), with Bible references.

- Jesus taught his disciples as they listened (eg Matthew 5:1–10).
- He performed miracles as they watched – without involving them (eg Luke 8:27–39).
- He involved them in performing miracles with him (eg raising Lazarus, John 11:1–44; raising Jairus' daughter, Luke 8:49–55).
- He let them try to perform a miracle as he watched (and helped them where they failed), and reflected with them about the challenges they faced (Luke 9:37–42).
- He sent them out (in twos) to do ministry in his absence (eg Luke 9:1–6; Luke 10:1–11).
- He reflects with them deeply, and teaches them a corresponding new lesson (Luke 10:17–20).

2.6 Challenges and tips for facilitators

It can be daunting facilitating a group for the first time, or facilitating with little experience. This section enables participants to think through the sorts of problems and challenges they may encounter so that they will be equipped to deal with issues as they arise.

The following exercise asks people to reflect on their own experiences and think about potential solutions to problems *before* the trainer shares the tips outlined in the leader's notes.

Some people will have had challenging experiences that they have had to deal with when facilitating, and they can share this with the rest of the group. This helps to build confidence in others.

Activity **Challenges for facilitators**

Objective

To reflect on the difficulties and challenges of facilitating and be prepared for dealing with them.



Time: 1 hour 30 minutes



Set-up: Large group broken up into small groups



Materials: Flip chart, markers

Conducting the activity

- 1** Ask the group to reflect on the following questions:
 - Is it harder to be a facilitator or a teacher? (Hopefully they will say facilitator!)
 - Why can facilitation be difficult?
- 2** Ask participants to get into pairs and discuss difficulties associated with facilitation (for about ten minutes).
- 3** Bring the groups back together as a large group, and write up their suggestions on a flip chart.

Issues/challenges might include:

- taking control
 - difficult questions
 - managing conflict
 - handling dominant people
 - working with shy people
- 4** Facilitate a discussion on how to overcome challenges (using the notes below).
-

Overcoming challenges

Taking control

Explain that one of the greatest difficulties facilitators can face is the temptation to take control of a discussion or change the 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.

Discuss what things are needed to empower others and make a list before sharing the tips below.

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 them 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 contribute to any one discussion. If the group writes the rules, 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 difficult questions can be tough. Facilitators may 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 Tearfund's *CCMP Facilitator's Manual* as a whole and not just the section being presented. They should check that they are familiar with the meaning of the concepts and language used, and 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. Facilitators may also draw on the wisdom and knowledge of other members of the community outside the immediate group, who may specialise in a subject being discussed.

Discuss what might be helpful when dealing with difficult questions and list these ideas before sharing the list below.

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 your trainer/facilitator of CCMP and the resources he/she provides.

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.

Discuss what things might be helpful in managing conflict within a group and make a list of the suggestions and ideas before sharing the list below.

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

pieces of paper, and they have to give one up every time they speak. When they have no more, they cannot speak again!

Discuss techniques that might be helpful in handling dominant people and make a list before sharing the suggestions below.

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 appendix 3, 'Participatory learning and action tools') 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.

Discuss the things that might help when working with shy people and list the suggestions before sharing the tips below.

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.

Activity **Role play: handling challenges**

Objective

To build confidence and skills in handling challenges.



Time: 2 hours



Set-up: Large group broken up into small groups (can also be done in a workshop)



Materials: None

Conducting the activity

- 1** Tell participants they are going to use role play to explore the challenges of managing conflict, handling dominant people and working with shy people.
 - 2** Put the participants into working groups of about ten people. Ask each group to choose one person to facilitate. That person will facilitate the participants to describe what they understand by the term 'resources'. The facilitator can clarify that resources are what is needed to meet a need.
 - 3** Give each working group ten minutes to prepare a role play of the facilitation activity described above (three to five minutes long), before acting it out in front of the rest of the participants. Ask one group to show what happens when there is conflict between members of a group. Ask another group to show what happens when one or two people dominate the discussion. Ask the last group to show the problems that are caused by people being too shy to participate. (If there are more than three groups, just repeat one or two of the themes).
 - 4** Following each role play, ask participants about the difficulty the facilitator faced. How did they try to overcome it?
 - Highlight the learning points on managing conflict, handling dominant people and working with shy people, listed in the previous activity 'Challenges for facilitators'.
 - 5** Ask each group to re-enact their role play to everyone, with the facilitator putting into practice suggested ways of overcoming the difficulty faced. If the audience thinks 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

- Be prepared
- Be flexible
- Be energetic
- Encourage humour
- Be clear
- Think positive
- Embrace your own 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, if they haven't respected another group member, to tactfully mention this.

Use a variety of techniques, methods and activities

Each person has a different learning style. Variety keeps everyone involved and reinforces learning.

Activity **How to design simple Bible studies**

Objective

To learn how to develop participatory and self-discovery Bible studies.



Time: 4 hours



Set-up: Large group and small groups



Materials: Note pads, flip chart, markers

Conducting the activity

- 1** Explain that Bible studies are an important part of any CCT process, particularly as a way to facilitate the church to discover her position in the Body of Christ. Bible studies **MUST** be facilitated, not taught, using adult learning principles as explained in previous activities.
- 2** Break people up into small groups to develop a Bible study together.
- 3** Ask each group to identify a passage and then create a Bible study together.
- 4** For each small group, select someone who will facilitate the Bible study with another one of the small groups. Then have each facilitator move to a different small group to facilitate their Bible study.
- 5** After the Bible study has been facilitated, come back together and have someone (not the facilitator) reflect on what was learned during the Bible study. Do this for each small group.
- 6** Reflect as a large group as to whether any improvements or changes should be made to the Bible study.

Use the information on the next page to help you think about developing your Bible studies.

Developing a bible study – use these six steps:

1. Identify the issue that is to be addressed.
2. Determine the theme to communicate and the lessons to be learned.
3. Develop an objective of the Bible study (what change does the facilitator intend to bring/see through the study?).
4. Determine the passage(s) of scripture that are most appropriate for the Bible study.
5. Develop questions in line with the theme of the Bible study.
6. Make a general plan for the Bible study.

Ensure the Bible study can be well facilitated, in the allocated amount of time. When you draw the discussion to a conclusion, ensure that you emphasise the important themes/lessons emerging from the Bible study. Remember to make the Bible study an enjoyable and memorable event.

Setting Bible study questions

As the facilitator sets Bible study questions, he/she should remember to focus on the following:

Context: Historical context/background

Content: What, how, where, when, and why?

Concept: Identify underlying thoughts and themes

Interpretation: What did this mean then; what does it mean now?

Application: What does this mean to us?

How can we apply this to our lives today?

What does this study tell us to do?

Action: What shall we do right away/today/from now on?

It is important for the facilitator:

- To make questions simple so that everyone can easily understand and interpret them (avoid academic and ambiguous questions).
- To guide participants from the known to the unknown.
- To avoid too many questions; try to hit the target.
- To make the questions reflective and provocative.
- To set open-ended questions that enable a broad survey (avoid closed questions).
- To lead the participants towards applying the lessons and taking action.

Activity **Learning to ‘push the buttons’**

Objective

To identify ‘buttons’ (key principles) from a Bible study, and learn how to turn these into action.



Time: 2 hours



Set-up: Large group broken up into small groups



Materials: Flip chart, markers, Bibles

Conducting the activity

The ‘buttons’ referred to here are key principles taken from a Bible study that will trigger action when fully understood. The facilitator leads a group (eg church) to draw out these principles in a participatory manner, linking them to the most practical action that the group could take as soon as possible.

- 1** Share with the facilitators one or two examples of ‘buttons’ from a Bible study that everyone is familiar with. Then agree on a Bible study that you will all use as an example in the exercise.
 - 2** In small groups, ask participants to identify as many ‘buttons’ as possible from the Bible study, and discuss the significance of each one.
 - 3** Ask each small group to present its points on a flip chart to the rest of the participants. Compare the points presented, and facilitate the whole group to develop a common list. Then discuss how the buttons (principles) could be turned into action.
-

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Appendix 1

Examples of energisers

Source: Footsteps 60 (Tearfund 2004), article on 'Useful energisers'. See the full article for more examples. Many of the ideas in the article came from the book *Participatory Workshops* by Robert Chambers and were included in *Footsteps* with kind permission.

Mirrors

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

Song

Singing songs that are easy to learn and join in with is always enjoyable. Action songs can be fun, or use songs that involve clapping or tapping out rhythms.

What sound is this?

Someone makes a sound and everyone else tries to identify it – the person who guesses right makes another sound. Sounds could include animal and bird noises, machines, vehicles or food preparation.

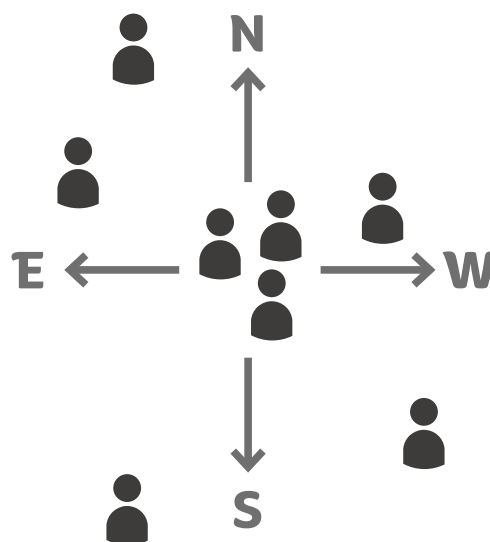
Trains

Ask participants to make train noises and actions with their arms. Take them on a journey, gathering speed through a valley, slowing to climb a hill, speeding up as they come down the hill, putting on the brakes to stop in a station and slowly starting up again. Relate the journey to local place names.

North, south, east, west

The centre of the room is the church, or the location you are in. Each wall represents north, south, east and west.

- Place yourselves in the room according to where you were born. Go round the group hearing where each person was born.
- Then go and stand where you live now in relation to where you born.
- Introduce yourself by saying one thing you appreciate about your community and one challenge of living where you do.
- Reord the answers on a flip chart paper or cards. At the end, review the common themes on what people appreciate and what they find challenging.



Appendix 2

Dramatised reading

- One: And in those days Jesus crossed to the far shore of the sea of Galilee.
- Two: And a great crowd of people followed him because they had seen the miraculous signs he had performed upon the sick.
- One: And the disciples said to Jesus, 'Where shall we find food for all these people to eat?'
- Two: But Andrew spoke up and said, 'Here is a boy with five small barley loaves and –
- Boy: Oh, Sorry!
- One: What?
- Boy: I've eaten them.
- Two: You've WHAT?
- Boy: I've eaten my sardine rolls.
- One: But – you can't.
- Boy: I have.
- Two: No, you don't understand – you're supposed to offer your loaves and fishes so Jesus can feed the 5000.
- Boy: Well, like I said, I'm sorry.
- One: Sorry?? That hardly seems adequate –
- Boy: Look, it was my packed lunch, wasn't it? I was hungry.
- Two: But what about the crowd?
- Boy: What crowd?
- One: This crowd [pointing to the audience]. The 5000 that are supposed to be being fed.
- Boy: What about them?
- Two: Look, you stupid little boy, it was your sardine rolls that were supposed to feed them.
- Boy: Yeah, well you said it – they were my sardine rolls and I've eaten them. Anyway if this Jesus is such a hotshot, he ought to be able to pull a gourmet meal out of thin air.
- One: But the whole point of the story is that God wants us to use what we've got, however little...
- Two: To share around what he's given us...
- One: And you've just wolfed the lot
- Two: And the 5000 are still hungry.
- Boy: [Leaving] Yeah, well like I said – sorry.

Appendix 3

Participatory learning and action tools

Aim: To learn about and practise different techniques that can be used to encourage community participation.

Objective

- 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 our own and each other's facilitation skills.



Materials: Beans or stone, flip chart paper and marker pens, pre-prepared flip chart

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

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.

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 the community in different ways. It is useful to ask key groups such as women, men, young people, older people and people with disabilities to draw separate maps and then compare them. (See ‘Mapping the local area’ on page 67.)

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 ‘Preparing questionnaires’ on page 68.)

Timeline – People can be asked to express how a particular aspect of life has changed over time. This could include income, wellbeing, training and educational needs. The aspect could vary from very poor to very good. (See ‘Community timeline’ on page 69.)

Matrix scoring and ranking – This involves using tables called matrices, and seeds, beans or other objects to express preferences and compare them through scoring, eg comparing the relative importance of a list of concerns, or of living conditions at different times of the year. (See ‘Preparing information charts’ on page 70.)

Venn diagrams – These identify individuals and institutions that are important in and for a community or group, or within an organisation and their relationships.

Mapping the local area

Local people already know more than any outsider about their community and the people living in it. Many people assume they know everything about their local area, but there is always more to learn and understand before making new plans.

Take plenty of time to help people in the ‘community’ to tell their story together. One very effective way of doing this is to draw maps, either using clear ground with sticks, leaves and stones, or if available, large sheets of paper and pens. Encourage small groups to draw different maps to show:

- The natural and physical resources in the area (hills, forests, roads and rivers, for example).
- Where people live, noting important people and organisations.
- How the area looked 50 or 20 years ago (only for older people).

It is best if groups of different age and gender work separately, as sometimes the results are very revealing. For example, the young people’s map may show very different information from that of older women. Allow each group to explain their map fully. Encourage questions and discussions.

Discussion

- Discuss what information should be included in a map showing important organisations. For example, the map could include credit unions, NGOs, food processing mills and both large and small producers.
- Who did most of the drawing and most of the talking in each group? Did everyone have the opportunity to participate? If not, how could shy or quiet people be encouraged to draw and share their knowledge?
- Did people have plenty of time to complete their maps? Was there enough time for community members to look at the various maps and listen to each group explaining their map fully?
- What differences are there between the maps produced by different groups? Why are there differences? How does the information from each map help to make a more complete picture of the community? Do the differences tell us something about our community?
- How can the information on the maps be kept safe for future reference? Can maps drawn on the ground be copied onto paper? Who should look after the maps and make them available if needed?

Preparing questionnaires

Preparing simple questionnaires and forms to collect information will make things much easier, both during interviews and when preparing charts of the results.

A sample form for gathering information about the use of health services is shown below. Discuss any changes you might need to make to this, so that it is useful in your community. Consider other questions that could be asked.

You will also need to decide how many people need to be asked. If you live in a community with about 100 families, you might consider asking all of them. If you have over 1000 families in your community, you could consider visiting one house in every ten houses. (Multiplying your figures by ten would then indicate the overall situation in the community).

Discussion

- What will people use to record the information?
- Why is it important to visit homes at random (for example, counting off every tenth home in strict order) rather than choosing the homes of people known to the teams who are collecting the information?
- This information will have come from the whole community and will belong to all of us. How could this information be shared with the rest of our community during an open meeting? Make plans on how to share this information.
- Below are two sample forms that could be used for gathering information about livestock or health services. Using these as examples, consider how to prepare a questionnaire on the priority subject chosen by your own community.

Number of livestock and their uses

	Number		Uses					
	Village 1	Village 2	Meat	Milk	Skins	Manure	Traction	Eggs
Cattle								
Sheep								
Goats								
Donkeys								
Ducks								

Health services

	Location	Visits per year	Treatment	Cost
Health centre	<i>Sarakoi</i>			
Aid post	<i>Michka</i>			
Private clinic	<i>Ranai</i>			
Hospital	<i>Potogai</i>			

Community timeline

All change builds on what has gone before. It is helpful for a community to reflect on the changes that have already occurred and what has been learned from them. One very useful way to help discussion about this is to produce a 'community timeline'.

A timeline is a way of looking back and recording how things were and how people have felt over time. Sometimes this is called a 'line of wellbeing'. Agree on a start date – usually a particular time within the memory of most people present, maybe around ten years ago. Together, remind each other of important events – a time of drought, or the opening of the school or clinic. How was life at that time for people here? Give an example of how to carry out the exercise, as follows:

Draw a long line across two or three flip chart pages. Put 'today' at the end of the line on the right-hand side. Place some year dates every ten years going back about 70 years depending on the age of the oldest person in the room. There should be enough space between each date to mark in events. Encourage people to mark the important events as close to the time they remember them as possible. There will be space to make notes above or below the line.

As with the maps, work in small groups so that each group draws a timeline. Then discuss each timeline to enable people to get a complete picture of the recent history of their community.

Discussion

- Discuss the meaning of the different levels of wellbeing. 'Very good' measures a time when people feel positive, have money for food and essentials or are excited about the future. 'Okay' means that life is generally all right – not too good but not too bad. 'Very bad' means that people find it very difficult to manage, have little or no money and little hope for the future. In between these three measures are a wide range of levels.
- Discuss whether to work in small mixed groups or to form groups according to age and gender.
- Discuss whether to encourage people to let their timeline finish at today's date or a date in the future. Do people want to consider how they feel about the future?
- Did people have enough time to finish? How similar were the different timelines? Were there many differences? What can be learned from each of these?
- How can this information be kept safe to look at in the future? Can timelines drawn on the ground be copied onto paper? Who should look after the timelines?
- How can we hold on to what we are learning together?

Preparing information charts

The interviewers will come back with lots of numbers and information. These need to be displayed clearly and simply to enable everyone to understand the issues. Charts should show the answers to the following questions, using as much information as possible:

- What is the issue? (title)
- How large is the problem? (indicate the size)
- Who is affected?
- How many people are affected?
- Where is the issue found in the community?
- How long has this been an issue?
- What are the causes?

Discussion

- Once information is gathered, how can it be brought together and checked? Who is good at mathematics and could help work out the total figures for all the information? Will some outside help be needed to sort out all the information?
- Discuss the chart shown below on Marnabas school attendance. Think how many of these questions it answers. What questions does it not answer? Could the chart be improved? Rewrite the chart if necessary with spaces for the extra information that is needed.
- Decide together how to prepare charts that will provide information that answers these key questions. The charts need to show clearly the findings of the information gathered. Work in small groups and review each other's work.
- Decide who will share with our community the findings from each of the charts prepared.

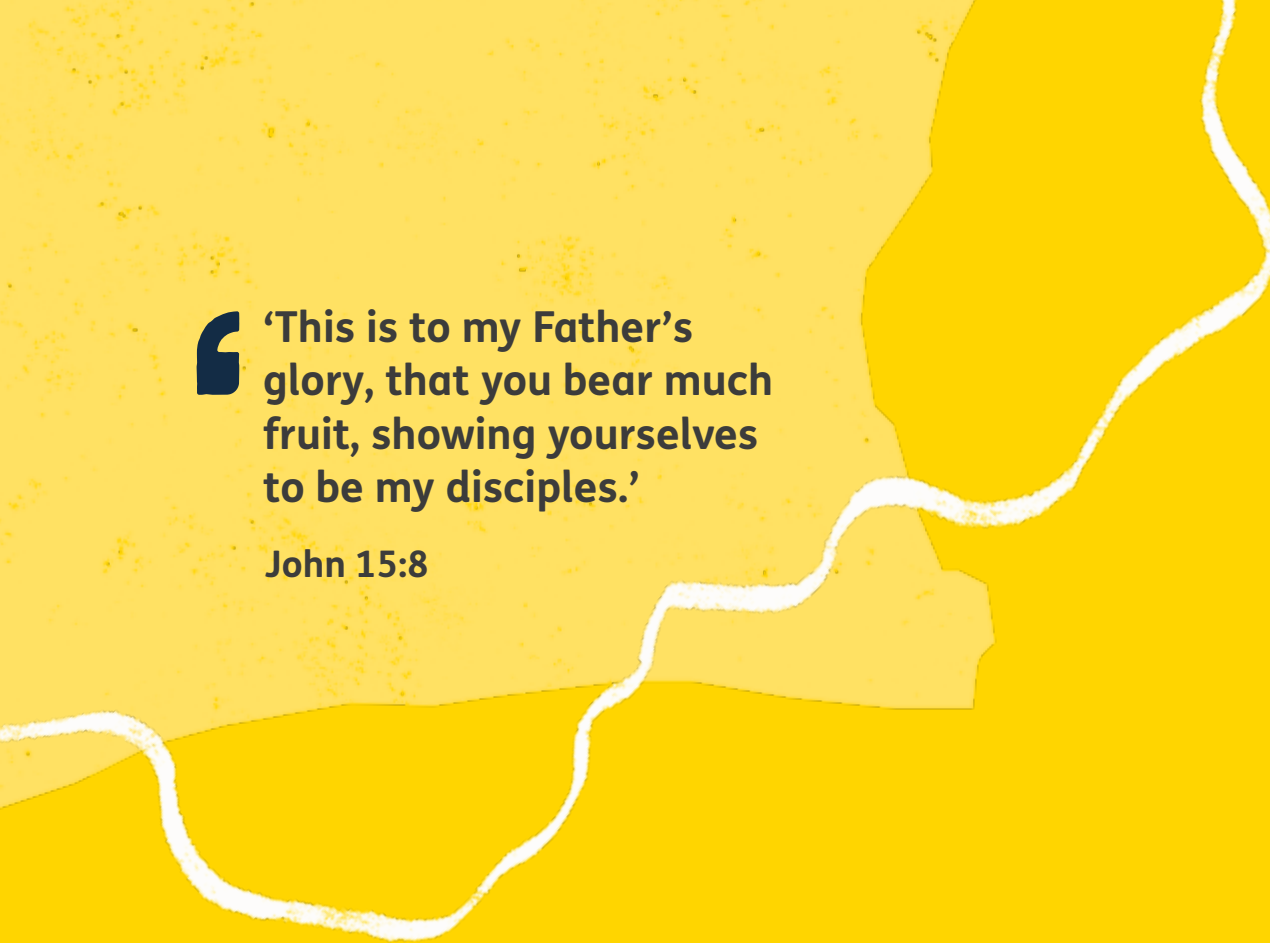
School attendance in Marnabas for children aged between 5 and 11

Village	Total boys	Boys in school	Total girls	Girls in school
Kigani	58	38	54	25
Ruana	67	55	62	47
Tijoona	52	27	48	23

Reasons given for non-attendance at school

Kigani 48	16	18	3	6
Ruana 27	6	15	6	0
Tijoona 50	9	14	23	2

Figures should be added up and checked carefully to make sure they are correct and as clear as possible.



**‘This is to my Father’s
glory, that you bear much
fruit, showing yourselves
to be my disciples.’**

John 15:8

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