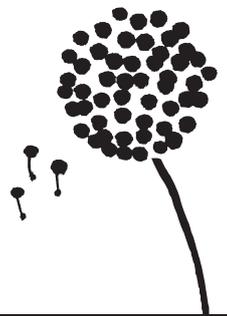


Footsteps

No.60 SEPTEMBER 2004

FACILITATION SKILLS



TEARFUND

Effective facilitation

by Sophie Clarke

Facilitation describes the process of taking a group through learning or change in a way that encourages all members of the group to participate. This approach assumes that each person has something unique and valuable to share. Without each person's contribution and knowledge, the group's ability to understand or respond to a situation may be reduced. The facilitator's role is to draw out knowledge and ideas from different members of a group, to help encourage them to learn from each other and to think and act together.

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

The role of a facilitator

A facilitator is someone who:

- recognises the strengths and abilities of individual group members and helps them to feel comfortable about sharing their hopes, concerns and ideas

- supports the group, giving participants confidence in sharing and trying out new ideas
- values diversity and is sensitive to the different needs and interests of group members. These differences might be

IN THIS ISSUE

- Options for community facilitation
- Letters
- Local language resources
- Useful energisers
- Building capacity – an interview with Mulugeta Dejenu
- Facilitation skills through role play
- PILLARS in Brazil
- Bible study – Servants of the King
- Resources
- CRUDAN's experience in facilitation training



Footsteps

ISSN 0962 2861

Footsteps is a quarterly paper, linking health and development workers worldwide. Tearfund, publisher of *Footsteps*, hopes that it will provide the stimulus of new ideas and enthusiasm. It is a way of encouraging Christians of all nations as they work together towards creating wholeness in our communities.

Footsteps is free of charge to individuals working to promote health and development. It is available in English, French, Portuguese and Spanish. Donations are welcomed.

Readers are invited to contribute views, articles, letters and photos.

Editor: Isabel Carter
PO Box 200, Bridgnorth, Shropshire,
WV16 4WQ, UK

Tel: +44 1746 768750
Fax: +44 1746 764594
E-mail: footsteps@tearfund.org
Web site: www.tilz.info

Sub Editor: Rachel Blackman

Language Editor: Sheila Melot

Administrators: Judy Mondon, Sarah Carter

Editorial Committee: Ann Ashworth, Simon Batchelor, Mike Carter, Paul Dean, Richard Franceys, Martin Jennings, Ted Lankester, Simon Larkin, Sandra Michie, Nigel Poole, Alan Robinson, José Smith, Ian Wallace

Illustrator: Rod Mill

Design: Wingfinger Graphics, Leeds

Printed by Aldridge Print Group from sustainable or renewable resources, using environmentally friendly processes

Translation: S Boyd, L Bustamante, Dr J Cruz, S Dale-Pimentil, N Gemmell, L Gray, R Head, M Machado, O Martin, N Mauriange, J Perry, L Weiss

Mailing List: Write, giving brief details of your work and stating preferred language, to: Footsteps Mailing List, PO Box 200, Bridgnorth, Shropshire, WV16 4WQ, UK.

E-mail: judy.mondon@tearfund.org

Change of address: Please give us the reference number from your address label when informing us of a change of address.

Articles and illustrations from *Footsteps* may be adapted for use in training materials encouraging health and development provided the materials are distributed free of charge and that credit is given to *Footsteps*, Tearfund. Permission should be obtained before reprinting *Footsteps* material.

Opinions and views expressed in the letters and articles do not necessarily reflect the views of the Editor or Tearfund. Technical information supplied in *Footsteps* is checked as thoroughly as possible, but we cannot accept responsibility should any problems occur.

Tearfund is an evangelical Christian relief and development agency working through local partners to bring help and hope to communities in need around the world. Tearfund, 100 Church Road, Teddington, Middlesex, TW11 8QE, UK. Tel: +44 20 8977 9144

Published by Tearfund. A company limited by guarantee. Regd in England No 994339. Regd Charity No 265464.

due to gender, age, profession, education, economic and social status

- leads by example through attitudes, approach and actions.

Facilitation and traditional teaching

Traditional teaching involves the sharing of information in one direction – from teacher to student. Facilitation involves the sharing of information in several directions – between the facilitator and the group and among the members of the group. The Brazilian educator, Paulo Freire, believed that education should be liberating. Rather than giving learners answers, education should aim to increase the learners' awareness so that they are able to identify problems and their causes, and find solutions to them. A facilitator's role is to help a group through this process by asking questions that encourage new ways of thinking about and analysing their situation. There should be a balance between offering ideas to guide the group and patiently listening and questioning.

The relationship between a facilitator and a group of adults is different from that of a teacher and a class. For example, a teacher normally presents ideas from the front, but a facilitator usually sits with a group and encourages group discussion. A facilitator involves the group in activities that help adults with low levels of formal education, literacy or confidence to take a full part.

A teacher usually has a formal relationship with their students, where the teacher is in authority. A facilitator is an equal and is often someone from within the community, without a formal leadership role, who wants to work with others to make positive changes in their community. The facilitator's relationship with the group members is based on trust, respect and a desire to serve.

What makes a good facilitator?

A good facilitator has certain **personal characteristics** that encourage group members to participate. These include humility, generosity and patience, combined with understanding, acceptance and affirmation. These are gifts that we would all do well to develop.

Facilitation skills

Some of the skills a good facilitator needs include:

- listening to others
- communicating clearly
- checking understanding, summarising and drawing together different ideas
- thinking and acting creatively
- managing people's feelings
- encouraging humour and respect
- being well prepared whilst remaining flexible
- keeping to time without being driven by it.

A good facilitator also needs various **skills** (see box above) and will use a variety of **techniques** to encourage group members to participate in discussions or activities and help them apply the learning to their lives. These techniques include:

- asking the group to present and share information using drawings, diagrams or visual aids – especially where some group members have low levels of education or literacy
- dividing the group into smaller groups to encourage shy members to participate
- using group discussion and activities which allow learners to be actively involved in the learning process
- asking the group to agree some ground rules for participation so that each person feels free to share their ideas. Such rules might include not interrupting, respecting different views and agreeing on a maximum number of points that each person can make to any one discussion. If the group agrees to these, they will have shared ownership and shared responsibility to ensure they are followed
- giving particular tasks to dominant people to allow space for others to participate whilst keeping everyone actively involved
- handling conflict in a sensitive and appropriate way, so that differences are valued and respected.

Difficulties facilitators may face

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

Difficult questions It can be difficult to deal with people's questions. Facilitators may feel that they should have all the answers. They may lack confidence in their own ability to deal with questions on a particular subject. Facilitators can simply say that they don't know enough about a particular question to provide an answer but will look into it before the next meeting. It is very helpful for them to know where to go to find more information. Facilitators can also draw on the wisdom and knowledge of other members of the community, outside of the immediate group.

Handling 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 differences and tensions and to encourage people to work through these, keeping their common goals and interests in mind.

Who needs facilitation skills?

Facilitation skills are essential for anyone who is seeking to lead others in a participatory process of discussion, learning and change. If such a process is to be owned by a community, it needs to be relevant and accessible to their culture and language. Any information shared should not only come from outside the community. There is much knowledge within communities that can be shared. A facilitator can help community members share their knowledge with one another. The facilitator could be from either outside or inside the community.

EDITORIAL

This issue is slightly different from most *Footsteps* issues. Instead of gathering articles from people with experience on different subjects, we are sharing much of the learning Tearfund has gained about facilitation skills. Tearfund began producing PILLARS guides about four years ago to encourage participatory learning. It soon became clear that training and support in facilitation skills helped people gain confidence to make the best use of these books.



Many of the skills needed for facilitation are similar to those we develop as Christians as we grow in love and respect for God and one another. Each person is special in God's eyes. We are all made in the image of God. We all have unique knowledge, experience and opinions. Good facilitators are interested in listening to the views of other people. They need to show patience and respect as they encourage people who lack confidence or self respect to participate. Good facilitation ultimately leads to empowerment. People gain confidence in their own abilities to change their own situations – and those of their community – for the better. As Christians, we can also gain confidence from our awareness of God's love and interest in our lives and ask for his guidance. Facilitation skills are just as valuable in leading participatory Bible studies.

We want to emphasise the value of teachers. A good teacher has a range of styles and approaches, often using many of the skills needed by facilitators. However, teaching is more about putting ideas *into* people's heads; facilitation is about drawing ideas *out of* people's heads!

We all have the ability to become good facilitators. We hope this issue will help you to gain confidence and develop your skills in this area. Future issues will look at our response to the impact of HIV and AIDS on children, and basic education and literacy.

Isabel

Isabel Carter, Editor

Conclusions

Facilitation is about empowering others. It involves letting go of control over the outcome of a process and giving that responsibility to the group. This shows a sincere commitment to the value and potential of people. A facilitated participatory process will take time and patience. It should be open to God's guidance. This is a challenge to those of us who want to see immediate results! However, it will eventually lead to change that is more far-reaching and sustainable, due to the building up of strong relationships, the quality of learning and because the group owns the process.

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

A good facilitator is one who talks little

When the work is done, the aim fulfilled, they will all say, 'We did this ourselves'

LAO TZU, 500 BC

Sophie Clarke coordinates the PILLARS work for Tearfund. She has experience in literacy training and facilitating small groups. Her address is 100 Church Road, Teddington, Middlesex, TW11 8QE. E-mail: pillars@tearfund.org

Options for community facilitation

by Solomon Dibaba Leta

I have worked for twenty years with government institutions and non-government organisations (NGOs). Some of the workshops, meetings and seminars I have attended during this time were very boring. In fact, most of the participants who attended these meetings did so either because they had to, or to escape from office routines. Some of the people leading these meetings enjoyed listening to themselves talking. They felt their duty was to show how much they knew about the subject. I remember watching their gestures and movements instead of concentrating on what they were saying. I often criticised their approach instead of learning about new information or ideas. What was wrong and what should have been done?

Many of the community development workers I have met in rural Ethiopia think that facilitation is a means of passing on fixed ideas so that community members begin to think and act in 'proper' ways. Some even think that facilitation is a way of 'teaching' community members to accept new ideas without raising any questions or doubts. However, I believe that facilitation is a process that involves three actions:

- participation
- team-building
- ownership of the process to ensure sustainability.

Confidence

Good facilitation creates group confidence within communities. This may mean that people try out new ideas that they would not usually risk under normal conditions. For example, many people in Ethiopia are aware of HIV and AIDS. However, the change of behaviour that should have resulted from such awareness is regrettably not there. This is partly because of a lack of proper community facilitation. Knowledge about a development issue does not always result in taking action. Knowledge is only likely to change our behaviour when the right level of motivation is created through good facilitation.

Many development trainers expect people to listen and obey them.



Photo: Marcus Perkins, Tearfund

Developing the motivation of community members is a gradual process. It comes as a result of people themselves owning ideas and being prepared to act on them. Many development trainers believe communities are ignorant of new ideas about development. They expect them to listen and obey them. They only use a one-way system of passing on information.

The sense of ownership

If we push ideas on to people and expect them to take action simply because we tell them to, this will bring poor results. People will say, 'this water pump or school belongs to such and such NGO.' It is not theirs – it 'belongs' to others! Although the water pump or school was built for them, they were not part of the process and so feel no sense of ownership.

My personal experience in the PILLARS (Partnership in Local Language Resources) process has helped me to observe alternatives to traditional community development. We have used a community facilitation process in preparing development literature in local languages. This has been used in Ethiopia in the Wolaitta area and in a Sudanese refugee camp in Sherkole (Benishangul Gumuz) and has proved to be a much more sustainable approach. Team-building, a participatory approach and collective ownership of activities are central to the facilitation techniques used. There is plenty of flexibility within the process to meet the particular needs of each situation. In the Sherkole refugee camp, this process resulted in collective confidence and a sense of ownership of their activities. This, in turn, helped them to think about how to sustain their activities without depending on outside support.

Pride in the culture and language

The facilitation process in the PILLARS workshops is designed to empower participants and to equip them with basic skills in preparing information materials in their own language. It also enables participants to replicate the process so that the knowledge gained is linked to community transformation.



Photo: Isabel Carter, Tearfund

Collective decision-making and frequent use of energisers can help to make sessions interesting and enjoyable.

The approach encourages pride in people's culture and language.

The beginning of the process is often difficult, both for the facilitators and participants. The participants in Sherkole were refugees who had never before been involved in producing development information in their own language, Mabban. The facilitator was mobilised to work with a group of people he had never known before. After the first day of activities, participants gained confidence – first in their own team and then in themselves. The activities and team-building process helped them to achieve things they would never have done on their own. Collective decision-making and regular use of energisers made all the sessions interesting and enjoyable. The team spirit formed among the participants in Sherkole has helped them to develop joint vision and strategic goals for their area of the Sudan.

Unexpected achievement

They have now learned the skills to prepare development literature in their own language. More importantly, they now own this process. They no longer need to wait for the government or NGOs to provide them with information from outside. Those Sudanese refugees in Sherkole who speak the Mabban language have created their own language committees in their communities so that they can print and distribute the development information

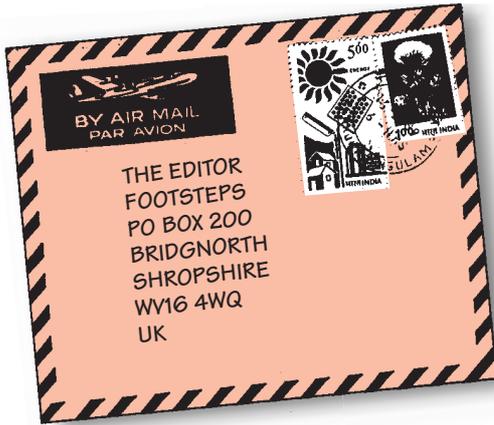
they need. They are able not only to sustain the process but also to replicate it. Mabban refugees have unexpectedly performed something that is no less than a miracle. This was the result of a process of participatory facilitation in which everyone played a role.

Gifts of knowledge

This participatory approach in community facilitation used in Sherkole and Wolaitta has created confidence, self-awareness and commitment among community members. People in Wolaitta have realised that they can be proud of their language and themselves produce the kind of information needed in their area. The Mabban refugees have new gifts of knowledge for their people in the Blue Nile area of the Sudan.

There was initially some doubt about whether the PILLARS process could be used with refugees. However, this facilitation process based on participation, team-building and carefully planned activities has certainly proved successful.

Solomon Dibaba Leta trained as a journalist. He has worked with World Vision for many years in Ethiopia, training staff in communication skills and helping define their communications strategy. He has been acting as a PILLARS consultant for Tearfund since March 2003. His address is: PO Box 27275, Addis Ababa, Ethiopia. E-mail: sdlo@telecom.net.et



Good advice

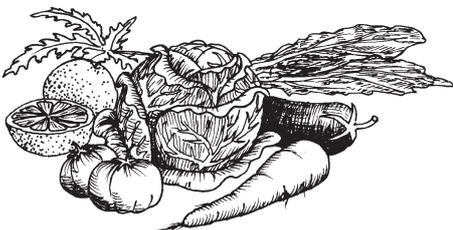
Our organisation, AJD, aims to encourage initiatives to improve the socio-economic situation for the vulnerable and oppressed whilst respecting environmental concerns.

We have used many pieces of advice from your publications. As a result, we are seeing many changes. In some villages, men who were once hostile to the idea of eating vegetables now enjoy them. Thriving vegetable gardens can be seen today in this village. Malnutrition due to many years of war and armed conflict is reducing. Farming of small livestock such as guinea pigs, rabbits, poultry and pigs has also improved nutrition as well as household finances.

Robbery, arson and violence have brought poverty to many rural women. Encouraging micro-enterprise and small businesses has been very important. One hundred and fifty groups have received training and support.

The third area for which we thank you is your help with those who suffer sexual violence and HIV infection. The Bible studies, together with people's testimonies in *Footsteps*, are an enormous help to us.

Please accept our deepest thanks. Group members in Mabula and Kalehe are



sending you half the proceeds from the sale of their first rooster to thank you for your publications!

*Seth Claude Bashiga,
AJD (Action, Jeunesse et Développement)
Bukavu, South-Kivu
Democratic Republic of Congo*

E-mail: actionjd97@yahoo.fr

Supporting children with epilepsy

In our area of Cameroon about 1,200 cases of epilepsy have been reported. Most of these cases are children below 15 years of age. Our surveys show that many die from drowning, serious burns or suffocation as a consequence of epileptic seizures.

Parents or guardians do not know what a seizure is. Children with epilepsy cannot attend school due to prejudice. Local people believe various myths about epilepsy. People with epilepsy are often regarded as mad. Children with epilepsy are often neglected, malnourished and dirty. This situation is made worse by a lack of medical care. There is only one neurologist, based in Bamenda, for our whole province with a population of about 3 million people.

Our organisation, Global Welfare Association, is working to teach understanding of epilepsy and in providing basic First Aid training for epileptic seizures. Can any readers help us with further ideas to help these children and in managing epilepsy?

*Jamils Richard Achunji Anguaseh
Global Welfare Association
PO Box 5, Teze
Cameroon*

E-mail: glowa_cameroon@yahoo.co.uk

Useful pesticide

Here's a useful and simple recipe for a pesticide using neem leaves which works on most of the insects in our region, including grasshoppers and beetles.

- Take a 20 litre container. Fill with fresh neem leaves. Pour in water until the leaves are covered and leave to soak for 4-6 days.
- Strain off the liquid through a cloth into a clean container. Add 50 ml of

kerosene and 50ml of liquid soap (grated soap pre-soaked in water is fine).

- Spray onto plants, including the underside of leaves, whenever insects are evident. If you have no sprayer or the nozzle blocks frequently, dip a bunch of leaves or bundle of grass into the bucket and shake over the plants. Make sure you wash yourself well afterwards.

In return, can anyone help with ideas for a substance which can be sprayed onto trees to prevent camels, donkeys, goats, and cattle from eating them?

*Dawn Goebbels
BP 55, Abeche
Chad*

E-mail: dawntama@hotmail.com

EDITOR

Natural pesticides are poisonous. Wear plastic bags over the hands and wash skin and clothing after use. Wait a week before eating treated vegetables.



Pig fleas

Some time ago a *Footsteps* reader asked for help in dealing with 'pig fleas'. These are known by many different names including *chigoe flea*, *jigger* or *pique*. In humans, these fleas are commonly found in the feet. They burrow in without causing any pain and can then grow to the size of a pea or small bean. They look like a white patch with a black dot – which is the opening through which the flea breathes. Eggs are also passed out through this opening. Eventually the flea dies. With one bite there may be few problems. However, sometimes people may have many bites causing great pain, itching and infection

Vaseline and oils can block the breathing holes, forcing the fleas to leave. Alternatively, a needle sterilised in a flame can be used to carefully pull out the flea. The wound should then be disinfected and covered until healed. It is, however, really important to pull out the whole flea or serious infection may result.

Wearing shoes, however simple, is the most effective prevention. Animals should not be allowed inside homes with dirt floors. Areas where animals gather can also be treated with recommended pesticides.

Dr Earle Goodman
PO Box 166
Turbeville
SC 29162
USA

Improving AIDS awareness

Inter-Actions is an NGO networking over 50 associations working in agriculture, fish farming and rural development.

In the rural areas, old people are often threatened and accused of causing the death of a younger person. We know that this person has died as a result of AIDS. However, in rural areas here, people have little or no access to the media. This means that most people still live in ignorance of the threat of AIDS. We carried out a survey this year with school children and found that over 60% did not believe that AIDS exists.

Our NGO has trained 30 animators who are members of our different associations. These animators carry out awareness-raising activities. However, in such a large area 30 people are not enough. They also find a certain resistance amongst young people when it comes to accepting that AIDS is real.

We are working to set up Anti-AIDS Clubs in the secondary schools and higher education establishments here, targeting nearly 70,000 students. We hope to encourage them to take responsibility for the fight against HIV and AIDS. This could help young people to change their behaviour. We hope to train 200 peer educators to run these clubs and would appreciate contact with other organisations for advice, experience, support and partnership.

Valentin Vangi Ndingi
Inter-Actions
BP 122 Tshela
Democratic Republic of the Congo
E-mail: vangivalentin@yahoo.fr



It is estimated that 200 million people round the world use illegal drugs.

Photo simulation: Tearfund

Drug abuse

The best way to tackle a problem is to recognise that it exists and talk about it openly. It is estimated that 200 million people round the world use illegal drugs.

The effects of drug abuse go far beyond the welfare of the individuals concerned. They tear apart our societies, causing crime, spreading disease like HIV and AIDS and killing our young people and our future.

Over 100 countries have announced that HIV is spreading among drug users, especially in Asia, Latin America, Europe and North America. Many drug users also have sexual partners, who may be mothers trying to protect their children from HIV infection. In many places sex-work and drug-use go together.

So we must try to fight the use of drugs. Young people in particular must be targeted and educated. We must also

make it easier to obtain treatment for drug abuse. This can improve the quality of life for those with a history of drug abuse, and it enables us to pass on messages about prevention and care. Thirdly, there should be effective strategies for bringing drug users into a preventive programme, which can protect them, their partners and their families from HIV.

Our negative attitudes and rejection of people with drug problems make people even more vulnerable to HIV. It also makes it harder to reach them. So, let us talk about drugs and not allow it to become a taboo subject like AIDS. Let us all play our part.

Erasthon Bengheya
CECL
(Centre d'encadrement des captifs libérés)
BP 384, Cyangugu
Rwanda

E-mail: acdvi_cecl@yahoo.fr

Local language resources

Tearfund believes that enabling people to access practical and useful information in their own language empowers them to make positive and lasting change in their communities. The PILLARS guides are books designed for community groups and are easy to translate into different languages. They look at issues about health, agriculture, small businesses and community mobilisation. The guides aim to build the capacity of small groups to manage change and to improve their lives.

The design and layout of the books encourages participatory discussion. One literate member of the group can act as the facilitator, sharing the information in the book and leading discussion using the questions given. The facilitator can encourage the group to build on their own knowledge and ideas, helping them adapt and apply the new information.

PILLARS guides can be adapted to the local context, and translated into local languages. They are now available in some 30 different languages including Hindi, Yoruba, Portuguese, Thai and Mooré.

For further information on the languages available see www.tilz.info/resources/pillars



Useful energisers

During meetings, workshops or training sessions there may be times when energy levels fall and people's attention wanders. This is particularly true at the end of the morning, just after lunch or towards the end of the day. Difficult presentations, high temperatures and challenging decisions can all be made easier if there are enjoyable breaks between sessions.

Enjoyable activities that help to refresh people are usually called *energisers*. They do more than just wake people up. They can help participants in workshops get to know each other better. They can break down barriers and bring people from different backgrounds together. There are many, many different energisers – and people can make up new ones themselves.

When using energisers, choose them carefully, taking account of the people

present. If people are unfamiliar with using energisers, begin with gentle, less energetic ones. Always join in yourself and set an example. Respect those who really do not want to take part. Be sensitive to culture, gender and disability, particularly in situations where it may not be appropriate for men and women to touch each other. If people have disabilities that prevent them from joining in, include them as judges or umpires. Whenever possible, try to relate energisers to the training subject.



Body writing

Ask people to mime writing their name in the air with different parts of the body.

Ideas include:

- right finger
- left finger
- right elbow
- big toes
- shoulders
- nose

Try to finish with the belly button!

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.

All move who...

Sit in a circle with one person standing in the middle. Say: 'All move who...'

- 'are wearing something blue'
- 'can speak two or more languages'
- 'got up this morning before 6am'
- 'had egg/bread/fruit etc for breakfast'
- 'have the letter s in their name' ...etc.

Those concerned (which will usually include the person in the middle) move quickly to a space left by someone else. The person left in the middle makes the next choice.



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.

Buzz

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

Numbers

Stand in a circle. Count in turn around the circle. Every time the number five or a multiple of five is reached, that person claps instead of saying the number. Every time the number seven or a multiple of seven is reached, that person turns around once instead of saying the number. If someone makes a mistake, they drop out of the circle and the next person goes back to 1 again.



Move

As leader, simply change your position. Moving to another part of the room will help people shift their chairs and heads and wake up. Invite people to get up and look at a poster or chart more closely.

Gentle rain

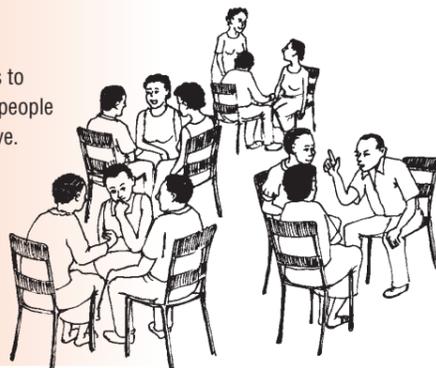
Make the sound of a rainstorm, starting gently, getting heavier and gradually stopping. Ask everyone to follow you in tapping the palm of one hand with one finger of the other hand; then two fingers, then three, then four, then the whole hand; and then back down again to one finger.

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 slowing starting up again. Relate the journey to local place names.

Form groups

Ask people to quickly form groups to discuss a topic or an activity. Ask people to form groups of three, four or five. You can count people off ('One, two, three, one...'), or ask them to form groups with people they do not know, from other organisations or other areas of work.



Role plays

Ask participants to use role play in small groups to highlight key learning points. You could ask people to present simple role plays to show both traditional teaching and the problems and benefits encountered in using facilitation skills. Role plays could be used to show cultural issues, sensitive situations with money and record keeping or to share new learning with others. People will usually need encouragement to use role play but are nearly always excellent! They will have fun in preparing the role play, in presenting it and in watching others.

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.



Ranking

One person secretly chooses something on which to rank everyone. This could be their shoe colour or size, the number of buttons, their age, their hair colour or length, their height, the number of pockets, the first initial of their name or their birthday, etc. Line everybody up according to the secret ranking system and let people try and work it out. For example, if you have chosen buttons, one end will have the person with most buttons on their clothing, and the other end of the line will have all those who have no buttons. You will need to be quite clever in not drawing attention to your secret. For example, if it concerns their shoes, try not to look down all the time!

Many of these ideas come from the book *Participatory Workshops* by Robert Chambers and are included with kind permission. The book is reviewed on page 14.

Building capacity

An interview with Mulugeta Dejenu, based in Ethiopia, who works as a Regional Advisor for Tearfund

Mulugeta – could you describe your work?

My work is mainly to assess the capacity needs of our partners and help support them in becoming more effective. This involves travel to various parts of the country to provide technical advice, monitor on-going projects and discuss support. Networking with government, NGOs and the UN is another important way of linking our partners to knowledge and practical resources. It also helps them become better known in the NGO world.

How much opportunity do you have to work with organisations that provide training for community groups?

We link up with a number of organisations that work with communities to build their capacity.

What kind of feedback do you usually get from the training provided by these organisations?

The feedback depends a lot on how much these organisations value people's knowledge about their situations. Also, it depends on how much the organisation is seen as the reason for transformation. The depth and richness of information that people are able to provide depends upon how much they are recognised by the supporting organisations.

How do people benefit from such training and how much do they put into practice in their work?

Some organisations we work with recognise people's potential to deal with their own problems. Others believe that only the 'outside' expert has the answers.

We find the perspective of organisations depends on how close they are to people and their reality.

Involvement with communities needs to help people explore their inner strength and gain confidence to take more responsibility for their own growth and development. This won't happen unless people are challenged and encouraged.

Does this feedback differ when the training has used participatory approaches and facilitation rather than teaching?

I can think of two different situations where people were used to being lectured and to formal education. This traditional one-way communication did not result in the required openness, commitment and energy needed to start up a project. A participatory approach was then used. This significantly increased people's desire to take part in development. After

the participatory training, people were helped through role play and theatre to see their own capacity. The PILLARS project in the Wolaitta area encouraged people to get involved in problem-solving discussion with each other in their own language. The process recognised people's ability to tell their own stories and collectively seek solutions for their problems. Some confessed that they considered themselves to be ignorant and feeble. But PILLARS brought new hope and increased confidence that local knowledge could be used. It increased people's motivation to deal with their own problems.

Can you think of some examples where the use of facilitation skills has definitely helped people's ability to learn and change?

In the Metalla micro-irrigation project, two communities (nearly 800 households) refused to work on an irrigation scheme built for them by the government in 1997. The scheme was planned to help the two communities improve their food security needs. As the communities were used to free food aid, they considered the irrigation scheme a bad idea! In 2001, our partner, Wolaitta Kale Heywet Church (WKHC) came to Tearfund asking for food for work to repair this canal. I asked, 'Which was the priority – repairing the canal or changing the attitude of the people?' The WKHC workers agreed that it was the attitudes that first needed to change. A series of community meetings used training, drama and theatre to



Photo: Mike Webb, Tearfund

encourage self-discovery. Over nine months, people's attitudes changed from that of dependency to one of self-confidence. The farmers along the irrigation canal realised that their future depended on them taking responsibility for their own development. Today, farmers are busy working on their farms and harvest three times a year. The Metalla area has not been hit by the recent drought. Instead, it was a safe haven for thousands of people in the surrounding area.

It wasn't easy to help people see their own potential. The participatory training approach used was very significant.

Has this affected your own way of working?

I have learnt a lot about helping to motivate communities. This same experience was shared with other partners as well and has changed other people's thinking. Most partners now take adequate time to meet with the community before finalising proposals. We are currently working on a model based on facilitation that uses a process of self-discovery before developing proposals.

Do you have any advice for Footsteps readers about the use of facilitation skills?

Facilitation is a skill that needs to be developed through learning by doing. When handled properly, it allows people to think on equal terms. It recognises people's knowledge as vital for interactive learning. It respects each person's opinions and motivates them to open up, listen and take action. The traditional teaching approach can restrict learning. Facilitation demands humility and a high regard for people's knowledge. Often it requires outsiders or experts to become humble and to listen to what people have to say. Facilitation needs to be culturally sensitive to people's background, language and situation.

Mulugeta Dejenu is a Regional Advisor for Tearfund based in Ethiopia. Previously he worked as a senior manager for World Vision. His address is PO Box 31165, Addis Ababa, Ethiopia.

E-mail: mdejenu@telecom.net.et

Using role play to learn facilitation skills

by Isabel Carter

Some people are naturally good at facilitation. However, most of us have to work hard to become good facilitators. Learning facilitation skills through day-to-day work can take a long time. Meetings or workshops can help people to improve their skills in a short time. They can learn helpful tips and lessons that will remain with them.

Using theatre or role play to encourage learning about facilitation skills can be very powerful. It allows all kinds of difficult situations to be covered in a relaxed, often very funny way. This encourages people to discuss the problems raised, to consider how best to handle them and to retain this learning. Trainers can work together performing role play on a different aspect of facilitation at the beginning of each session.

Alternatively, during training meetings or a workshop, try placing people into small groups to work together on producing a short role play demonstrating one aspect of facilitation. Reassure them they do not have to be wonderful actors! Meet separately with each group to explain the situation they will demonstrate. Let them decide on whether simply to show the problem with the facilitator unable to cope, or to show the facilitator handling the problem well.

Some suggestions for role plays

■ Act out a group meeting where the facilitator is actually doing one-way teaching and not using facilitation skills at all.

■ Act out a group meeting where two individuals with existing tensions keep arguing with each other and disrupting the discussion.

■ Act out a group meeting with a number of very shy people who will not speak.

■ Act out a group meeting with one dominant, knowledgeable member who wants to provide all the answers and interrupts anyone else who wants to speak.

■ Show a facilitator who is obviously very nervous, reads everything out and is unable to handle pauses, rushing in to give most of the answers. They are unable to listen properly when people start to make useful points and immediately move onto their next point.

Allow people a short time to prepare. Don't introduce the point of the role play to those watching. Instead, after each role play, take time to draw out what those watching have observed and what they have learned.



Photo: Isabel Carter, Tearfund

Act out a meeting where the facilitator is not using facilitation skills at all!

PILLARS in Brazil

by Rossanna Virgínia Moreira

The PILLARS (Partnership In Local Language ResourceS) guides encourage learning from people's own culture. They share information in a way that encourages awareness of local problems and possible solutions to resolve these. The PILLARS process uses small teams working together to translate the guides into their own language. The guides include discussion of social issues and the Christian faith. They bring together people who long to make a difference to peoples' lives. This work brings life, dignity, self-confidence and value to the local culture.

We think of Tearfund as a flower in the desert! They support integral development as a way of reducing poverty. Tearfund's investment in PILLARS values local people and their knowledge, rather than investing in land or buildings. It is a way of raising peoples' awareness of their needs so that they can fight and succeed in reaching their goals.

Once staff members of CEM, the Evangelical Missionary Centre, understood the purpose of PILLARS, we resolved to invest in this idea. CEM is an interdenominational, non profit-making organisation. We work with needy

children and adolescents and their families, helping to rebuild family and other relationships. We offer physical, social and psychological support in the North East Region of Brazil.

Staff from the CEM Project participated in two PILLARS training workshops. Here we learnt more about the technique of adapting materials for the local situation. We plan to work with community leaders to learn more about their understanding of the local problems. We plan to use PILLARS

guides during meetings, seeking possible solutions and exploring new issues to do with local situations that need to be worked on. We hope to develop new guides or to translate other guides for our situation. We plan to use the *Healthy eating* guide as a short course with women. We also include the Bible studies from PILLARS in our work at CEM.

PILLARS values people and their capacity for problem solving. We feel this is very important. It means that people who are unable to read and write can still participate on issues that relate to their everyday life. Only one person who is literate is needed to organise and use the information in the guide. We pray that the use of PILLARS around the world will become better established, with other new people also investing in this idea.

Rossanna Virgínia Moreira works with CEM (Centro Evangélico Missionário) in Christian-based community development. CEM, Rua Presidente João Pessoa, 117 Centro 58230 000, Cacimba de Dentro, PB, Brazil

E-mail: rossannavirginia@terra.com.br

Brazil update

Two books in Portuguese were adapted for the Brazilian situation – *Healthy eating* and *Preparing for disaster*. New illustrations were selected. The books are now printed and available from:

Ultimato, Caixa Postal 43, Viçosa - MG, CEP 36570-000, Brazil

E-mail: ultimato@ultimato.com.br

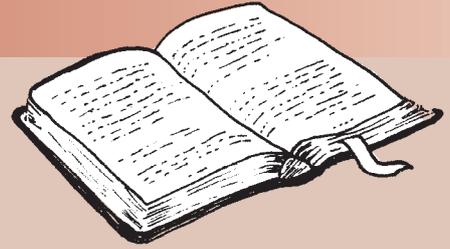
Work is ongoing to produce PILLARS guides in the Guarani, Kaingana, Terena, Bakairi and Caiua languages in Brazil.



Photo: Sophie Clarke, Tearfund

BIBLE STUDY

Servants of the King *by Dewi Hughes and Tulo Raistrick*



Read Matthew 20:20-28

Each of us needs to develop humility and servanthood in our Christian life. We need to be witnesses by what we do – not just by what we say – even if those all around us act differently.

- Why do you think the mother of James and John asked for a special favour?
- How did Jesus respond to their request? What does this tell us about Jesus' idea of leadership?
- What impact did this request have on the other disciples? Have there been similar situations within our work or church?
- What kind of leadership does Jesus refer to in verse 28? Is this the model of leadership we have found in our church?
- Discuss what this model of leadership would look like in the workplace, in the family, in the church and in the community.

- What are the key characteristics of a servant leader?
- How is Jesus a model for a good facilitator?
- How do both we and our church need to change to reflect more of the servant attitude of Jesus?

Read Galatians 5:22-23

- How closely do the skills needed by good facilitators resemble the gifts of the Spirit?
- How can we encourage these gifts in our own lives?

Dewi Hughes is theological advisor for Tearfund. Tulo Raistrick is a church and development consultant advising churches on integral mission and community involvement.

✓ Skills checklist

Ask yourself these questions each time you lead a small group discussion. It will help you to assess the development of your skills in facilitation. Write down your answers and compare them over time.

- Did I use icebreakers or energisers to help people relax?
- Did I make sure everyone understood the questions and if necessary reword them?
- Was I uncomfortable with silence while people thought about the answers?
- How did I deal with someone who talked for a long time?
- Did I listen to everyone's responses?
- How did I encourage quiet people to join in the discussion?
- Did I make use of role play?
- How did I deal with someone who always answered the questions before anyone else had a chance to speak?
- How did I encourage useful points to be discussed further?
- How did I cope when I didn't understand the answers?
- How did I cope when I felt people's views were unhelpful?
- How did I handle differences of opinion?
- Did I bring the discussion to a satisfactory conclusion?
- How could I do this better?

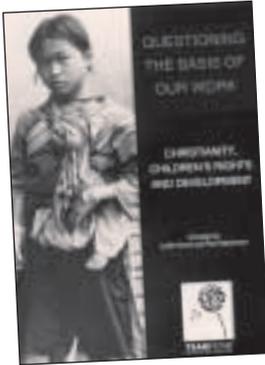


Photo: Isabel Carter, Tearfund

Books Newsletters Training materials

Questioning the Basis of our Work: Christianity, Children's Rights and Development

Compiled by
Judith Ennew
and Paul
Stephenson



The UN Convention on the Rights of the Child has encouraged human rights principles worldwide.

Many child welfare organisations now include children's rights in their mission statements and encourage these rights in their work.

But what do children's rights mean to Christian organisations working in development? Does the idea of children's rights contradict biblical principles about family life? Should Christians use human rights in their work with children and communities? Doesn't the Bible already provide a sufficient basis for their work?

These ideas were discussed during a workshop in 2000. This book is based on the agreements reached there, together with post-workshop reflections from workshop participants and their colleagues. It does not claim to have found all the answers, but should help those working with children, families and communities.

The book costs £4 (US \$6 or €6) including postage and packing.

For Europe and Africa: order from

*Tearfund C@R, 100 Church Road,
Teddington, TW11 8QE, UK*

E-mail: ros.besford@tearfund.org

For the Americas: order from
paul.stephenson@tearfund.org

For Asia: order from Black on White
Publications at *je19@hermes.cam.ac.uk*

Health, Food and Nutrition Toolkit

This contains tools and reference material to assist field-based workers to manage and evaluate health, food and nutrition programmes in refugee situations. It is produced by UNHCR and is available free of charge from

*Health and Community Development
Section, CP 2500, CH-1211 Geneva
Switzerland*

Fax +41 22 739 7366

E-mail: hqts00@unhcr.ch

Participatory workshops: a source-book of 21 sets of ideas and activities

by Robert Chambers

Robert Chambers is well known for his books and workshops on development. This book has been developed during the past ten years of workshops. It contains ideas, activities and tips for all those who try to help others learn and change. It would be useful for facilitators, trainers, teachers and those who manage meetings and workshops. It is written in an enjoyable, easy-to-read

manner, designed to be read in short sections rather than from beginning to end! It is full of illustrations and cartoons. Pages 8 and 9 of this issue of *Footsteps* are largely based on material from the section on energisers.

The book has 200 pages and is published by Earthspan. It costs £8.95 and can be ordered from:

*Blackwells Mail Order Dept
48-51 Broad Street, Oxford, OX1 3BQ
UK*

E-mail: mail.ox@blackwell.co.uk

Website: www.blackwell.co.uk

Facilitation skills workbook

This new training workbook aims to equip people with skills and confidence to facilitate small group discussion. The training looks at some of the theory behind facilitation and participation. It considers how people already participate in their communities. It discusses what can prevent participation in discussion and decision-making and looks at how facilitators can encourage group members to participate. The training provides participants with an opportunity to practise these skills with other participants and with community groups. The skills taught are transferable to many different areas of people-centred development work. However, it is specifically designed as training material for people who are using PILLARS guides in their local communities.

The workbook costs £5 (US \$9 or €7) including surface postage and packing. It will soon be available in English, with Spanish, French and Portuguese translations to follow. Order from:

*Tearfund Resources Development
PO Box 200, Bridgnorth, WV16 4WQ, UK*

E-mail: roots@tearfund.org

Website: www.tilz.info/pillars

What's new in Source

This is a free bi-monthly e-mail bulletin of information resources on the practice, management and communication of international health and disability, provided by Source International Information Support Centre. It includes references to over 160 new books, reports, articles and CD-ROMs recently added to the Source online database. Their website is *www.asksource.info*

PILLARS guides

PILLARS guides are designed for use within community groups. Each contains about 20 topics with illustrations for non-literate members and a set of participatory Bible studies. The guides are easy to use and a trained leader is not required. Eight guides are now available.

PILLARS guides are designed so that translation into local languages is as straightforward as possible, and a CD-ROM with design files is available. Three PILLARS guides are particularly useful for encouraging community development:

- Mobilising the community
- Building the capacity of local groups
- Mobilising the church

All are available in English, French, Portuguese and Spanish. Each guide costs £5 (US \$9 or €7) including surface postage and packing. Order from :

*Tearfund Resources Development,
PO Box 200, Bridgnorth, WV16 4WQ, UK*

E-mail: roots@tearfund.org

Website: www.tilz.info/pillars

Subjects covered include children and youth, community development, disability and rehabilitation, health education, NGOs and women's health.

For people with limited web access, the bulletin is also available in Microsoft Word format. To receive this version, e-mail crowe.m@healthlink.org.uk and state your name, organisation and e-mail address.



Helping Children Who Are Deaf

by Sandy Niemann, Devorah Greenstein and Darlena David

This book supports parents and other caregivers in building the communication skills of babies and young children. It explains how deafness affects a child's ability to learn language and develop mentally and socially. It is full of activities to help make language learning accessible to deaf children. Other topics include assessing hearing loss, education, causes of deafness, support for parents and caregivers and how communities can work together to help

deaf children. The book is practical, accessible and appropriate across different conditions and cultures.

This book is available for US \$12 plus postage and packing. Orders can be made by contacting bookorders@hesperian.org, or writing to

Hesperian Foundation, 1919 Addison Street, Suite 304, Berkeley, CA 94704, USA

Website: www.hesperian.org

Young People – We Care!

This book is produced by John Snow International (UK) and funded by DFID, Zimbabwe. It is designed to encourage young people in Zimbabwe who are supporting other children in their communities affected by AIDS. Young people who have already received training on the facts about HIV and AIDS, peer education, life skills and community outreach will use it most effectively.

It contains a Training Guide for facilitators to use to prepare young people to begin community activities. It includes participatory activities to help young people think through a number of topics. There is also a Community Activities section with activities that young people can undertake in their communities. Most of the activities require no resources – just the commitment of young people who want to help others in their community. The book contains 78 pages and is targeted at young people aged 15–20 years.

Action on diabetes

The World Health Organisation (WHO) and the International Diabetes Federation estimate that each year there are over three million deaths due to diabetes. They have recently launched a joint programme called Diabetes Action Now.

Diabetes is a common condition. Cases are increasing, particularly in developing countries. For example, in India there were just over 30 million people with diabetes in 2000, but by 2030 this number is expected to increase to almost 80 million. Diabetes increases the risk of heart disease and can result in death.

Diabetes Action Now plans to raise awareness about diabetes. Simple changes in life such as eating a healthy diet and taking physical activity, often combined with medication, can allow people with diabetes to lead a full and healthy life.

A free booklet on Diabetes is available either in print or from the WHO web site www.who.int/diabetes. For further information please contact:

Amanda Marlin, WHO Avenue Appia
CH-1211 Geneva 27, Switzerland

The book is available free of charge. To order copies, please e-mail info@jsiuk.com or write to

John Snow International, Studio 325,
Highgate Studios, 53–79 Highgate Road,
London, NW5 1TL, UK

Website: www.jsiuk.com/wecare.htm



100 ways to energise groups: Games to use in workshops, meetings and the community

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

A Facilitators' Guide to Participatory Workshops with NGOs/CBOs Responding to HIV/AIDS

This is one in a series of resources that the Alliance is developing to encourage participation in practice. It is a compilation of energisers, icebreakers and games that can be used by anyone working with groups of people, whether in a workshop, meeting or community setting.

These books are among many produced by the HIV/AIDS Alliance. They are both available free of charge in English, French and Spanish. Copies can be downloaded

from their website, www.aidsalliance.org or ordered by writing either to publications@aidalliance.org or to:

HIV/AIDS Alliance, Queensbury House,
104–106 Queen's Road, Brighton, BN1 3XF,
UK



CRUDAN's experience in facilitation training

by Francis Ademola



Photo: Isabel Carter, Tearfund

CRUDAN (Christian Rural and Urban Development Association of Nigeria) is a growing organisation with a big vision! In the year 2000, CRUDAN set up new offices in five different zones of Nigeria to share their activities more widely.

Staff meet with churches and organisations to create awareness about holistic development – the need to balance Christian teaching with social action to help the poor live a dignified life. As a result, there has been increased demand for CRUDAN's services – especially in capacity-building, training, project design, planning and evaluation.

At present, CRUDAN have nine programme staff. In addition, they have over 1,000 individual members. Among these members are professional people with skills and knowledge in particular aspects of development work. Some of these are known as Associates who sometimes work alongside CRUDAN staff. In order to meet an increased demand for training and other services, CRUDAN planned a workshop on Communication and Facilitation Skills for new staff and potential Associates using participatory learning.

CRUDAN values people's participation and the use of local initiative, responsibility and resources in the process of

empowering people. CRUDAN also sees learning as a vital part of all their programmes. They wanted to equip Associates with knowledge and skills in participatory methods to help change people's attitude and behaviour.

The training took one week and involved 15 participants from around the country. Among the topics covered were learning styles, understanding adult learners, analysis of training needs, developing learning objectives, training methods, and evaluation of training. Basic communication, presentation and facilitation skills were also a key part of the training. Each participant was asked to make a short presentation with other members role-playing the audience. They then received feedback on their training style. The workshop used many different ways of encouraging participation including brainstorming, role plays, group discussions, case studies and group presentations. Participants wrote action plans describing how they would put new learning into action. They then replicated this training at regional level.

Reviewing the action plan

- What worked? (planned and unplanned)
- What methods were used?
- What challenges were faced?
- How did you cope? What were the enabling factors?
- What did not work?
- Why? What were the challenges?

Follow-up training took place a year later to enable the Associates to report back on the implementation and impact of this training and in particular on how effective they had been in carrying out the action plans made during the first workshop. It provided an opportunity for them to discuss the difficulties and challenges they faced. They also learned new skills in report writing and facilitation.

Associates who took part in this training have been able to facilitate training for CRUDAN in advocacy skills and holistic development. They have also participated in carrying out needs assessment, planning, and evaluation for a number of organisations. Their skills in facilitating training in their own organisations have also improved.

Francis Ademola is in charge of operations and programmes for CRUDAN, with responsibility for training courses.

*CRUDAN, Sabon Barki – Bukuru,
PO Box 13484, Jos, Nigeria
E-mail: francisademola@yahoo.com
crudan@hisen.org*

Published by: Tearfund, 100 Church Road, Teddington, TW11 8QE, UK

Editor: Dr Isabel Carter, PO Box 200, Bridgnorth, Shropshire, WV16 4WQ, UK

Tearfund staff spend considerable time dealing with many thousands of funding requests that we are unable to support. This is taking them away from their work of bringing good news to the poor through current partnerships. **Please note** that all funding proposals will be rejected unless they are from current Tearfund partners.

