3. How to recruit and train facilitators
How to recruit and train facilitators

This section looks at how to identify, recruit and train Umoja facilitators. The critical thing in selecting new facilitators is finding people with the right attitude and enthusiasm to be involved in helping their community. Skills training is really important and needs to be done in practice both in a workshop and through accompanying more experienced facilitators working in the community.

1. The role of the facilitator

The facilitator is someone who works with a local church and community at grass-roots level in facilitating them through the stages of Umoja.

They may be from outside the community, or be a skilled and credible person from within the community.

2. Selecting facilitators

Below are some of the key characteristics and skills to bear in mind when recruiting facilitators.

- willingness to learn
- compassion
- humility
- accepting
- affirming
- patient
- confident
- flexible
- values others
- inclusive
- respected by the church and community
- sociable
- openness to learn from others and try new things
- compassion
- valuing others

‘You must be the change you want to see in the world.’

Mahatma Gandhi

3. Key elements of facilitator training

The diagram below highlights the three key areas in which facilitators should be trained. The following pages outline these areas in more detail, and more detail on the specific tools and Bible studies can be found in the Facilitator’s Guide.

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>Skills</th>
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<tbody>
<tr>
<td>openness to learn from others and try new things</td>
<td>group working</td>
</tr>
<tr>
<td>compassion</td>
<td>good listening</td>
</tr>
<tr>
<td>valuing others</td>
<td>asking open questions</td>
</tr>
</tbody>
</table>

Knowledge

The following areas of knowledge are key areas for the facilitator to be trained in:

- how adults learn
- key stages of Umoja
- tools for planning
- tools for evaluation and reviewing
- principles of community development which includes HIV and disasters

‘People acting together as a group can accomplish things which no individual acting alone could ever hope to bring about.’

Franklin D Roosevelt
4. Developing facilitation attitudes through training

A key quality of a facilitator is to have a right attitude which is open to helping a community discover its potential to address its own needs with its own resources. This requires patience, and a commitment to see something through. It also requires respect of the individual regardless of their background and belief.

It is important when training new facilitators to allow time to reflect on the different attitudes that are required to enable and empower a church and community.

Using the Bible to explore attitudes

The Bible studies listed in the Facilitator’s Guide provide an excellent resource for helping new facilitators think about the most appropriate attitudes.

For many, as they will only have ever experienced top-down teaching in church, they will assume that this must therefore be the biblical model. Exploring Jesus’ own approach to facilitation can therefore be very helpful. A good example of a Bible study showing Jesus’s approach is his meeting with the woman at the well (John 4:1-26) which you can find in the Facilitator’s Guide. Alternatively, you could use the following Bible study.

Bible study: Jesus washes the disciples’ feet

Read John 13:1-15

1. When working with a team, what are some of the situations you may face which require us to demonstrate the humility Christ showed in washing his disciples’ feet?
2. What tasks should we be prepared to do?
3. In helping other people to develop, in what ways may we need to be humble?
4. How can we encourage people who lack confidence to share feelings and ideas?
5. How can we apply the lessons learnt from this Bible study to how we listen and value people?

Reflection

A group can never be a community unless it develops the habit of deep respectful listening to one another.

Activity for thinking about attitudes and co-operation

Build with what you have got

This exercise helps a group to look at attitudes in co-operation and communication. It can be great fun.

Instructions

1. Before the exercise, you will need to collect boxes of rubbish, filled with such things as old pieces of cloth, paper, tools, sticks, stones, bottles etc. Each box should contain about 15 or more items and each box should be different from the other boxes. There should be one box for every five to six participants.
2. When beginning the exercise, explain that one of the difficulties in development is putting co-operation into practice. Explain that rather than having a discussion about co-operation, this activity will encourage people to co-operate.
3. Ask the participants to split into groups of five to six people and go and stand round one of the boxes.
4. The instructions of the exercise are then given:
   a) Each group has a box of objects. The task of each group is to build something that has meaning - it can be a symbol or something real.
   b) The group must work in silence and are not allowed to write notes. They have to find other ways of communicating with each other.
   c) They are allowed to add three things from outside the box to add to their creation.
   d) A prize will be given to the group that builds the most creative and understandable thing.
   e) They have 15 minutes to complete the task.
5. After giving instructions and answering any questions, give the signal to begin.
6. After 15 minutes, stop the exercise.
7. Ask everyone to go round the groups and look at what has been built, seeing if they can recognise what it is.
8. Then have a vote by clapping. No group can clap for its own creation. The group that gets the loudest clapping wins the prize.
3. How to recruit and train facilitators

The adult learning cycle is a useful tool for helping communities reflect on their experiences and can be applied to a range of issues. For example, one could ask a community to reflect on their experience after a flood, and what practical steps they can take to do things differently next time.

The stages of Umoja and group working tools

Use the Facilitator’s Guide to train the new facilitators in the key stages of Umoja, as well as the different tools that are needed for each stage. The best way to do this would be to give an overview of the whole process first and then break it down into smaller sections. It is really important to not just talk about the tools, but to get each of the facilitators to practise them and demonstrate them to each other. There is a training programme on pages 42-43 which may help you structure the sessions.

Planning and monitoring

Planning and monitoring are often very difficult concepts for people to understand. It is therefore really important to take time to make sure the facilitators can apply this knowledge to their own situation. Use the Facilitator’s Guide to train new facilitators in these areas.

Discussion questions

1. What helped co-operation in your group?
2. What hindered co-operation in your group?
   - Were there times when you felt frustrated?
   - Why did you feel so?
   - What could the group have done to help you work better in the group?
3. What have you learned about co-operation?
4. Do these things also happen in real life? How?
5. What ways can these difficulties be overcome?

5. Developing facilitation knowledge through training

Adult learning cycle

Facilitators should be aware that the Umoja process is all about doing something with the community, not doing something for them. Before working with the church and community, facilitators need to be aware of how adults learn.

1. Experience
   People learn best through having an experience they can reflect on.

2. Reflection
   Following the experience they reflect on what they felt about it and what it might mean for the future.

3. Analysis
   This looks at practical options and solutions to do things differently next time.
6. Developing facilitation skills through training

The main facilitation skills are listed below and it is important to take time to help the facilitators become confident in these areas. When teaching skills it is good to remember that people become confident in a skill after five or six attempts at practicing it. It is also useful if new facilitators can spend time with more experienced ones so they can see the essential skills being demonstrated. If this is not possible the following steps are useful for teaching skills.

1. Explain the purpose and value of the skill.

2. Demonstrate it

3. Allow the participant to have a go

4. Review and give feedback

5. Allow the participant to have an opportunity to experiment further with the skill a number of times

6. Review and give feedback

To get the most out of Umoja it is important to develop skills in listening, asking open questions and ensuring good participation as well as practical actions.

Listening skills

A key part of Umoja is giving people the confidence to believe that their experience and ideas are valuable and worth listening to. Good listening is therefore a crucial part of your role.

Poor listening habits

As a group, brainstorm examples of poor listening habits and then consider the examples below. Talk about how poor listening habits can be addressed.

i) In and out listening

Most people think four times as fast as they speak so when listening there is a lot of spare thinking time. This means people can start to think about unrelated issues and miss some of what is said.

ii) Fire listening

Certain words or phrases may trigger an instantaneous emotional reaction in us. We take the word out of context and stop listening.

iii) 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 shut our minds to what is being said.

iv) Over the head listening

When the subject is too complicated or confusing, the listener gives up and stops listening.

Role play activity

Ask two facilitators to have a look at the poor listening habits and then role play a conversation where one of them displays bad listening habits. Have a discussion with the group about the role play. You could ask the people to make a list of the qualities the bad listener was exhibiting. Write the feedback on a large sheet of paper. You could then discuss how to deal with the barriers to good listening.
Here are some ideas to help you develop good listening skills:

**Non-verbal listening skills**

- Sit at an angle (it is less formal).
- Keep an open stance (encourages openness from the speaker).
- Lean forward (shows interest).
- Make eye contact (if you do not, the speaker may think you have lost interest).
- Relax (a tense listener will make the speaker feel nervous).

**Verbal listening skills**

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

**Asking open questions**

Asking open questions will enable you to get more information than closed questions which just require a yes or no answer. This is especially true when you want to know what someone thinks about something.

**The hand method**

A good way of remembering to ask open questions is to think of each finger on the hand as a different type of open question.

![Hand diagram]

The following activity will help people develop this skill as well as non-verbal and verbal listening skills.

**Pairs activity**

Split the group into pairs and ask each person to write down a question which will help them to talk about their last weekend. Person A should ask person B and allow person B to talk for 2 minutes. Person B then gives feedback on how the question felt and whether it helped to open up the conversation or close it down. Person A will then summarise what person B has said. Repeat the process with the roles reversed. The pairs then feed back to the whole group on lessons learnt.

**Pairs community questions**

This activity is good for practising the skill of asking open questions. Ask people to work in pairs in developing questions which they can ask another person in the group. The questions are to help them to find out more about the person’s views on their community. Here are some examples of open questions.

- Who do you think are the most vulnerable people in our community?
- What do you think are the main stresses of living in this community?
- Where do most people go to relax?
- When are people willing to help each other out?
- How do you cope with living by yourself?
- Why do so many people drop out of school?

Here are some examples of closed questions:

- How many children live in the street?
- Have you felt like giving up?
- Do you not think that such a view is irresponsible?

Different types of questions may be useful at different times. There are times when closed questions are appropriate, for instance, when you are trying to clarify something. However, in the early stages of a conversation, open questions are crucial if you really want to understand people’s views on a subject.

Ask the pairs to join up with another pair. One person from pair A should ask the questions they have thought of to one of pair B. The other two should observe both the effect of the questions and the listening style of the questioner.

After four to five minutes, the group should stop and discuss the appropriateness and effectiveness of the questions. Feedback can also be given on the questioner’s listening style. Then repeat the process with one of pair B asking their questions to one of pair A.

The groups can then feed back to the whole group any lessons they have learnt and the facilitator can draw up a list of particularly good questions from the group’s feedback.
Facilitating group discussions

Well led group discussions can dig deeper into the issues than any number of individual chats with people can.

Ensuring that all the community have the opportunity to participate is very important and a real skill.

The two activities below will help develop facilitation skills.

1. Flies on the wall activity

Start this activity with a brainstorm of “what makes a good facilitator?” Write all the ideas up so that everybody can see them. Explain that the group will practise these skills in the activity. Explain that each person will take turns to facilitate a discussion on a topic chosen by the group.

Divide the group into two, one smaller than the other and invite the smaller group to form a circle inside the other group. Assign a facilitator for ten to fifteen minutes and ask them to lead the discussion. The outer circle are to feedback on what they thought went well and what could be improved. Then invite the next person to facilitate the same topic or a new topic. If there is time, form a new group from the outer circle of participants.

2. Facilitation dilemmas activity

Split the group into smaller groups of five or six people. Ask each group in turn to do a role play of one of the following dilemmas. The rest of the group should then discuss how they could deal with that situation.

- How do you prevent some people from dominating discussions?
- How do you encourage quiet people to contribute?
- How do you enable women's voices to be heard and taken seriously in contexts where men's views dominate?
- How do you enable children's voices to be heard and taken seriously?
- How do you keep the discussion on track and not go off at a tangent?
- How do you best summarise where a discussion has got to?

Useful tips to ensure good participation

- Use different kinds of group work for community discussions, such as small groups, interest groups, brainstorming and drama.
- Divide into peer groups (age, gender etc), ask the same questions, and then bring the groups together.
- Use different techniques to control those who tend to talk too much. For example, a person can only speak when holding an object.
- Ensure that when the community gathers information, marginalised groups such as women, are involved in both the gathering and providing of information.
- Ensure the views of children and young people are heard by having special discussion groups for them, and by going to schools, football clubs etc.
- Ask the group to present and share information using drawings, diagrams or visual aids.
- Divide the group into smaller groups to encourage shy members to participate.
- Use group discussion and activities which allow people to be actively involved in the learning process.
- Ask the group to agree on some ground rules so that each person feels free to share their ideas.
- Give particular tasks to dominant people to allow space for others to participate.

Additional Skills

There are a number of skills that have not been listed above but are highlighted in the Facilitator’s Guide which are to do with planning, monitoring and organising. It is important to practise these skills with the facilitators before they go to the community. It is also important, with any of these skills, that they have time to reflect on how they could have done it better.

For more information on facilitation skills, see the Facilitation skills workbook on www.tearfund.org/tilz.
7. Assessing facilitators’ training needs

The following table can be used to assess the progress of new facilitators as well as be used as a checklist of all the things that should be covered in training facilitators.

<table>
<thead>
<tr>
<th>ATTITUDES</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am willing to learn new things</td>
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<tr>
<td>I am flexible and open to change</td>
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<tr>
<td>I have compassion for those who are marginalised and vulnerable</td>
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<td></td>
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<tr>
<td>I look to include everyone regardless of their race, gender and age</td>
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<tr>
<td>I look to affirm people in what they do and who they are</td>
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<tr>
<td>I am patient and supportive</td>
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<tr>
<td>I value the contribution of others</td>
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<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>Poor</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Very good</th>
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<tbody>
<tr>
<td>My understanding of the adult learning cycle is</td>
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<tr>
<td>My understanding of the key stages of Umoja is</td>
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<td>My understanding of how to use energisers is</td>
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<tr>
<td>My understanding of how to use different planning tools is</td>
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<tr>
<td>My understanding of evaluation and reviewing tools is</td>
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<tr>
<td>My understanding of how to organise meetings is</td>
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<table>
<thead>
<tr>
<th>SKILLS</th>
<th>Poor</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Very good</th>
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<tr>
<td>My ability to plan a project is</td>
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<td>My ability to ensure group participation is</td>
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<td>My ability to ask open questions is</td>
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<tr>
<td>My ability to listen is</td>
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<td>My ability to lead Bible studies is</td>
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<td>My ability to delegate is</td>
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<tr>
<td>My ability to lead a meeting is</td>
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<tr>
<td>My ability to gather and analyse information is</td>
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<td>My ability to summarise others’ ideas is</td>
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<td>My communication skills are</td>
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<td>My presenting skills are</td>
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8. Structuring facilitators’ training

One of the most effective approaches to Umoja facilitator training is the following:

- The trainer trains the facilitators in one stage of Umoja.
- The trainer then facilitates the process in one or two “training communities”, involving the facilitators in the process.
- The facilitators then work independently or in pairs in other communities, applying what they have learnt.
- The facilitators come back together with the trainer after a few weeks to reflect on how things have gone, what they have learnt, what went well, what could have been better, and to agree how to modify the approach.
- The trainer then trains the facilitators in the next stage of Umoja, and the cycle repeats itself until all stages have been completed.

Such an approach is time-consuming, and potentially expensive, with lots of workshop and travel costs. The advantage, however, is that facilitators learn as they go along, growing in confidence as they first see the process modelled and then do it themselves, and are helped to reflect on their experiences. It also means that the trainer develops a good appreciation of the varying competencies of the facilitators, and can provide extra support where needed.
Outline for training local facilitators

Below are four workshop outlines for training facilitators. Ideally these should be conducted two to three months apart so that the facilitators have an opportunity to put the learning into practice. This may be done through accompanying them with a more experienced facilitator. The page references refer to the Facilitator’s Guide unless indicated with a * for the Co-ordinator’s Guide.

Workshop 1: "Envisioning and equipping the church"

Day 1
Overview of Umoja 8-13
What is facilitation and why is it important? 17-21
Bible studies on envisioning the church 32, 34
Facilitation skills 34-39*

Day 2
Bible studies on using our own resources 40-43
Group work on application of Bible study 34-39*
Facilitation skills

Day 3
Planning a church initiative 46
Energiser and Bible study on salt and light 47-48
Minibus exercise 49
Facilitation skills 34-37*
Learning and reflection 53

Workshop 2: "Envisioning the community"

Day 1
Review what the participants have done since workshop 1 60-62
Energisers - ‘Start the fire’ and ‘crossing the river’ 63
How should we work in our community? 59
Bible study on Good Samaritan

Day 2
Describing our community tools 69-78
Bible study 68
Gathering information tools 96
Recording and presenting skills 84

Day 3
Methods of analysis and prioritising 106
Bible study 98
Review of who does what in the Umoja programme
Action plan

Workshop 3: "Planning for action and organising ourselves"

Day 1
Bible study 113
Review of progress since the last workshop
Overview of planning for action 110
Dreaming dreams 111

Day 2
Bible study 120
Planning for action tools 122-126
Recap facilitation skills 34-39*
Group work on planning
Review of the day

Day 3
Bible study 135
Methods of monitoring and evaluating 137-139, 61-89*
Group work and action plan

Workshop 4: "Taking action"

Day 1
Bible study: Co-ordinator’s choice 133
Review and select ‘Taking action’ modules 133-153
Group work for selected modules

Day 2
Bible study: Co-ordinator’s choice
Group work for selected modules
Recap facilitation skills 34-39*
Day 3
Bible study: Co-ordinator’s choice
Group work for selected modules 133-153
Monitoring and evaluation 155, 61-89*
Report writing skills 164
Action plan
9. Issues relating to facilitation

Can local church leaders be facilitators?

There are advantages and disadvantages to the local pastors being facilitators and it is good to consider these before deciding whether they should be involved in this way.

**Advantages**
- They live and work in the community and will already have relationships of trust.
- Church leaders with integrity will be respected and so will help the process be accepted.
- They can help to ensure that the church remains engaged in the process.
- The skills they gain can benefit both the church and the community.
- They may be one of the more literate members of the community.

**Disadvantages**
- It may put off the community or members of other churches if the process is too closely associated with a particular church leader.
- It may lead to a conflict of interests as to how much time they should invest in Umoja as opposed to their other pastoral work.
- Some church leaders are used to communicating in top-down ways, and may find it hard to be facilitators and enablers of others.
- The frequent transfer of church leaders from church to church in some denominations can make continuity very difficult.

If the church leader is not the facilitator, it will still be very important to involve them in other ways, particularly in the early stages of mobilising the local church.
Remunerating facilitators

It can be difficult to decide whether to pay facilitators or expect them to give their time voluntarily. Each context will require a slightly different response. Here are a few examples of what other organisations and churches have done:

- The local community has been encouraged to think of ways they can financially support their facilitator for all the time he or she has given to the process. This may be a gift in kind, such as a sack of maize for example.

- The organisation has provided the facilitator with a bicycle so that they are able to get to the community easily, and spend less time in travel.

- The organisation has reimbursed all travel and accommodation costs, and given a small honorarium in recognition of the time the facilitator has given to the process.

- The organisation does not pay facilitators undergoing training or working in their own community, but does pay facilitators who are training others or working in other communities. (This rewards facilitators who continue to work with Umoja, and encourages replication).

- The organisation gives a lot of recognition to the work of the facilitators. They commission them in special church services, they award them with certificates when they complete their training, and they are named and interviewed in newsletters and reports.

- The organisation frees its staff up to become facilitators, and they continue to receive their normal salaries.

- However facilitators are remunerated, it is important that they are valued and that they know their work is appreciated. Facilitators are key to Umoja and so having highly motivated and enthusiastic facilitators who feel valued and supported can make a huge difference to the whole programme.

10. Checklist for assessing and developing facilitation skills

This self-assessment checklist can help the reflection process. It can be found in the Facilitator’s Guide and it would be good to encourage the facilitators to use this regularly to help them reflect on what they are doing, learn from past experience and improve.

- How did I make people feel relaxed and welcome?
- How relevant was the information I shared to the group using it? How did I adapt the information so that it was relevant to the group?
- How did I encourage quiet members of the group to participate?
- How did I deal with differences of opinion?
- How did I deal with people who dominated the group discussion?
- How did I respond to questions from members of the group? Was I able to answer them? If not, how could I find out more information that would help me deal with future questions?
- How did I introduce the discussion? How could I have done this better?
- How did I encourage further discussion?
- How did I deal with sensitive issues?
- Did I bring the discussion to a satisfactory conclusion? How could I have done this better?
- How did I ensure the group’s ideas were recorded for use in future discussion, group planning or for sharing with others?
- Did group members make any decisions about how to put learning into practice? If not, how could I encourage this?
- What additional information or follow-up discussion is needed in order to address underlying views and attitudes to the topics discussed?
Closing thoughts about facilitation

Facilitation is about:

• ensuring everyone has a voice
• enabling each person to discover their potential
• ensuring everyone is valued for their contribution
• enabling everyone to work together to tackle common problems.

‘Go to the people,  
Live with them,  
Learn from them,  
Love them.  
Start with what they know,  
Build with what they have.  
But with the best leaders,  
When the work is done,  
The task accomplished,  
The people will say,  
“We have done this ourselves”.’

Lao Tsu, China 700BC