

Appendix C

HANDOUT 1

The PILLARS Guides

PILLARS stands for
Partnership In Local LAnguage ResourceS

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

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

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

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

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

The aims of the PILLARS Guides

The PILLARS Guides aim to:

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



HANDOUT 2

The PILLARS Guides and their format

CONTENT OF GUIDES

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

CONTENT OF EACH DOUBLE PAGE

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

Text

AIM - to introduce new ideas.

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

Illustrations

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

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

Discussion questions

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

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

BIBLE STUDIES

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

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

HANDOUT 3

Characteristics of a good facilitator

A good facilitator should be:

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

Skills of a good facilitator

A good facilitator should:

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

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

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

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

Differences between school teaching and facilitation

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



HANDOUT 4

Tips for ...

Empowering others

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

Dealing with difficult questions

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

Managing conflict

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

Good facilitation

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

Handling dominant people

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

Working with shy people

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

HANDOUT 5

Different levels of participation

- 1 **Passive participation ('tokenism')** For example: attending meetings, sharing information, taking part in consultations but not actively contributing.
- 2 **Participation in project-centred development**
This involves people taking part in a project that has been planned by people **outside** the community, by NGOs or government. This could include discussion at public meetings, involvement in building, providing labour and attending training, managing the project, determining and monitoring its objectives.
- 3 **Participation in people-centred development**
This involves people from **within** the community themselves initiating and managing change, making plans and 'owning' development.

Barriers to participation

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

Things that encourage participation

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

Encouraging participation in a PILLARS discussion

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



HANDOUT 6

Participatory learning and action tools: examples

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

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

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

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

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



HANDOUT 7

Strengthening literacy skills: ways of working through a double page

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

AIM - To draw out the main ideas that are presented in the text, and to draw out some key vocabulary.
- Pre-view key vocabulary in the text. Write the most important words on a flipchart or board or produce flash cards of the main key words. Ask individuals to read the words out loud. Put each word in a different sentence.
 - What does each word mean?

AIM - To prepare readers for reading the text.
- Read the text together. Take it in turns to read one line each out loud.

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

AIM - To provide further reading practice.
- Ask questions about the text.
 - What does it talk about?
 - What is the main message of the text?
 - What can we learn from the text?

AIM - To check readers' understanding of the text.
- Talk through the discussion questions together, or in small groups.

AIM - To give readers the opportunity to explore and comment on ideas presented in the text, and to apply the information to their own lives and experience.
- Ask people to copy down the key words on the flipchart/board.

AIM - To provide writing practice.
- Ask people to write a short answer to each discussion question.

AIM - To provide further writing practice, and to capture individuals' knowledge, experience and thoughts.
- Review each lesson each week, or each time of meeting.

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



HANDOUT 8

Field Study visit

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

Information about the group

About the group

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

Levels of literacy

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

Access to information

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

The PILLARS Guides

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

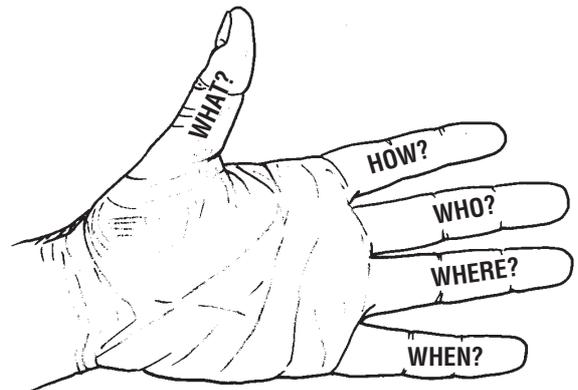
HANDOUT 9

Opportunities for using the PILLARS Guides

WHAT

- What action is being planned?**
- Why is it needed?**

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



HOW

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

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

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

WHO

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

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

WHERE

- Where is the work to be done?**

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

WHEN

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

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

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



HANDOUT 10

Improving your facilitation skills: a self-assessment

- How did I make people feel relaxed and welcome?

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

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

- How did I deal with differences of opinion?

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

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

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

- How did I encourage further discussion?

- How did I deal with sensitive issues?

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

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

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

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



HANDOUT 11

Assessing the impact on the community groups using the Guides

Implementation

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

Impact

- Which ideas from these *Guides* have been adopted by the group, if any?
- What is the group doing differently as a result of using the PILLARS *Guides*?
- How appropriate is the language chosen (the local language) to present this information to this particular group, and on this particular subject?
- What do people particularly value about the *Guide*?
- What do people particularly not like about the *Guide*?
- Do you see any change in the ability of individual group members (i) to share their ideas? (ii) to take responsibility for themselves, and for other members of the group? (iii) to participate in activities that result from the PILLARS *Guides*?
- Do you see any change in the ability of the group as a whole to share ideas with the wider community, or take responsibility for the development of their community?
- Have you used the *Guides* with groups that already existed or with groups established especially for using PILLARS *Guides*? Do you see any difference in the impact on the users in each case?

Future possibilities

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