

## SESSION 6

# Facilitation: overcoming the difficulties

### Aim

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

### Objectives

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

### Materials



Pre-prepared flipcharts:

- 17 Tips for empowering others (page 23)
- 18 Tips for dealing with difficult questions (page 24)
- 19 Tips for managing conflict (page 24)
- 20 Tips for handling dominant people (page 25)
- 21 Tips for working with shy people (page 25)
- 22 Tips for good facilitation (page 25)



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

## PROGRAMME

### CHALLENGES FOR FACILITATORS 30 minutes

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

Answers might include:

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

### Taking control

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

Present Chart 17 and give out Handout 4.

## 17 Tips for...

### EMPOWERING OTHERS

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

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

### Difficult questions

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

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

Present Chart 18, on Handout 4.

## 18 Tips for...

### DEALING WITH DIFFICULT QUESTIONS

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

### Activity 1 hour

#### ROLE-PLAY

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

- Put the participants in three working groups. Ask each group to choose one person to facilitate a discussion of pages C2, Working together, of *Building the capacity of local groups* or A10, A secret in a box, of *Mobilising the community*.
- Give each working group ten minutes to prepare a role-play of 3–5 minutes, before acting it out in front of the rest of the participants. One group is going to show what happens when there is conflict between members of a group. Another is going to show what happens when one or two people dominate the discussion. The last group is going to show the problems that are caused by people being too shy to participate.

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

Highlight the following learning points:

### Managing conflict

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

Present Chart 19, on Handout 4.

## 19 Tips for...

### MANAGING CONFLICT

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

### Handling dominant people

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

Present Chart 20, on Handout 4.

## 20 Tips for...

### HANDLING DOMINANT PEOPLE

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

### Working with shy people

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

Present Chart 21, on Handout 4.

## 21 Tips for...

### WORKING WITH SHY PEOPLE

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

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

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

## TIPS FOR GOOD FACILITATION 15 minutes

Present Chart 22, on Handout 4.

## 22 Tips for...

### GOOD FACILITATION

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

Each point can be explained in more detail:

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

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

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

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

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

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

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

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

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

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



## SESSION 7

# Participation

### Aims

To introduce the theory behind participation.

### Objectives

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

### Materials



Pre-prepared flipcharts:

- 23 Participation (page 27)
- 24 Different levels of participation (page 28)
- 25 Barriers to participation (page 29)
- 26 Things that encourage participation (page 29)
- 27 Existing community participation: Examples (page 29)
- 28 Encouraging participation in PILLARS discussions (page 30)



Handout 5 (see Appendix C, page 66)

- Different levels of participation
- Barriers to participation
- Things that encourage participation
- Encouraging participation in PILLARS discussions

## PROGRAMME

### INTRODUCTION TO PARTICIPATION

20 minutes

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



*Mapping the local area.*

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

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

### 23 Participation

- Each member of a group learning from and contributing to a discussion or change process.
- Listening to and valuing different views, in order to build a more accurate and representative picture of a situation.
- Working together and building relationships between individuals and between different social or cultural groups.
- Sharing responsibility.

### DEGREES OF PARTICIPATION 15 minutes

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

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

## 24 Different levels of participation



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

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

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

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

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

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

### ADVANTAGES AND DISADVANTAGES OF PARTICIPATION *5 minutes*

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

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

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

### BARRIERS TO PARTICIPATION *15 minutes*

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

### THINGS THAT ENCOURAGE PARTICIPATION *15 minutes*

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

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

## 25 Barriers to participation:

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

## 26 Things that encourage participation:

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

## BUILDING ON EXISTING COMMUNITY PARTICIPATION

15 minutes

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

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

## 27 Examples of existing community participation

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

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

**ENCOURAGING PARTICIPATION IN PILLARS DISCUSSIONS** 20 minutes

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

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

**28 Encouraging participation in PILLARS discussions**

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

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

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

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

Explain the different techniques in more detail:

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

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

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

## SESSION 8

# Using PILLARS Guides to encourage participation

### Aim

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

### Objectives

- To become more familiar with the content of the PILLARS Guides.
- To reflect on the qualities of a good group leader.
- To become more confident in using the Guides to encourage discussion and action.
- To practise facilitation skills and participatory learning and action tools.

### Materials

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



## PROGRAMME

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

### Activity 1 hour 30 minutes

#### USING PILLARS GUIDES

- Divide the participants into working groups of four to five. Ask each group to select one member to facilitate a discussion using one of the double pages listed in Materials. Give each group 45 minutes for discussion.
- Next, ask each group to select another member to facilitate a different double page from those listed above, again for 45 minutes.
- Bring all the working groups back together to share their experiences. What did they learn about the characteristics of a good leader? How would facilitators change their approach to encourage more people to participate in the discussion?

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

## SESSION 9

# Participatory learning and action tools: 1

### Aim

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

### Objectives

- To understand the theory behind participatory learning and action tools.
- To see different participatory learning and action tools modelled and evaluate their strengths and weaknesses.
- To develop skills and confidence in using participatory learning and action tools to encourage participation.
- To practise and gain confidence in facilitation skills.
- To evaluate their own and each other's facilitation skills.

### Materials

- Copies of *Building the capacity of local groups*, *Mobilising the community*, *Mobilising the Church*
- Beans or stones
- Flipchart paper, marker pens



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

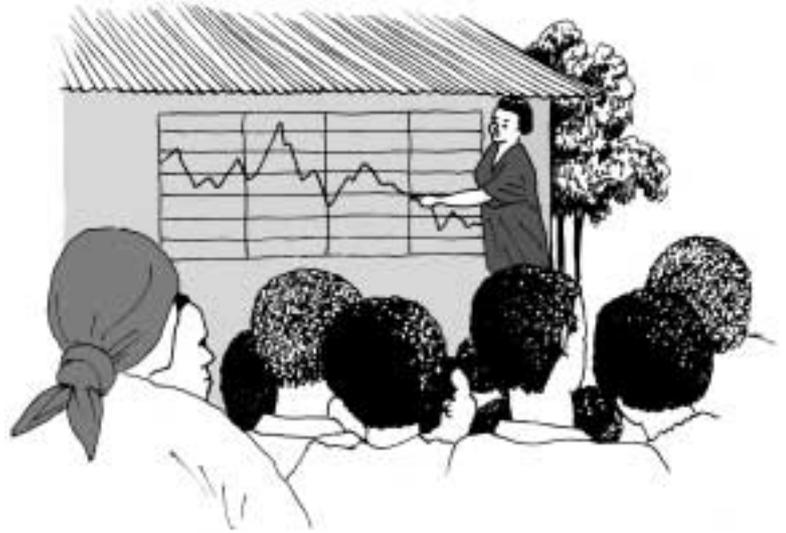


Handout 6 (see Appendix C, page 67)  
Participatory learning and action tools: Examples

## PROGRAMME

### PARTICIPATORY LEARNING AND ACTION TOOLS 45 minutes

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



*A demonstration of how to produce a community timeline.*

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

Present Chart 29.

## 29 Participatory learning and action tools: a summary

- **MAPPING** People work in small groups to produce a map of their community. They compare their maps in order to understand how others see the community.
- **RANKING** People work in small groups to decide together which particular issues or needs are their priority.
- **TIMELINE** People work in small groups to express how a particular aspect of life has changed over time.
- **MATRIX SCORING AND RANKING** People work in small groups to compare the value or importance of different things by placing objects or symbols on a simple chart.
- **VENN DIAGRAMS** People work in small groups to discuss and illustrate the relationships between different individuals or groups within the community.

## 30 Participatory learning and action tools: examples



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

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

**TIMELINE** People can be asked to express how a particular aspect of life has changed over time. This

could include income, wellbeing, training, educational needs. The aspect could vary from very poor to very good. See *Mobilising the community, Community timeline (A12)*, for an example.

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

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

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

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

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

### Activity 30 minutes

#### ROLE-PLAY

- Divide participants into four working groups from the same organisation or community. Give each group a blank piece of flipchart paper and a marker pen.
- Participants should pretend they are members of a community group that they work with, or are part of. Ask them to work through *Mobilising the community, Mapping the local area (A11)*, together. They could map out the training venue, or their organisations or communities. Each group should draw a map of the

same area, but from a different perspective; one group's map drawn from the perspective of a group of young girls, another from the perspective of a group of young boys, another from the perspective of a group of women, and the last map from the perspective of a group of men.

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

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

# SESSION 10

## Participatory learning and action tools: 2

### Aim

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

### Objectives

- To further develop skills and confidence in using participatory learning and action tools to encourage participation.
- To practise and gain confidence in facilitation skills.
- To evaluate their own and each other's facilitation skills.

### Materials

- Copies of *Building the capacity of local groups*, *Mobilising the community*, *Mobilising the Church*
- Beans or stones
- Flipchart paper, marker pens

## PROGRAMME

### Activity 1 1 hour

#### STRENGTHS AND WEAKNESSES OF LEARNING TOOLS

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

- Working in the same groups as the previous session, ask participants to practise using other participatory learning and action tools found in the PILLARS Guides. Ask groups to choose from the following double pages, and think about how they can apply them to the workshop community. They should choose one person to facilitate the discussion.
  - *Mobilising the community*  
Community timeline (A12)
  - *Mobilising the Church*  
How do we see our church? (B3)

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

### Activity 2 30 minutes

#### CONSIDERING ALTERNATIVE TOOLS

- Working in the same groups, ask participants to look at the other examples of participatory learning and action tools which can be found in *Mobilising the community*. Mapping the local area (A11), Seasonal calendar (A13), Assessing local resources (A7), and *Building the capacity of local groups*: Working together (C2).
- Ask them to reflect on the activities they think would be useful to their community groups, and why. How could they use the information gathered by using these tools to help their communities plan for, and manage, change? Ask each group to share one or two answers with the rest of the group.

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

### CONCLUSIONS 15 minutes

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

- behaviour and attitudes of the facilitator
- approaches and methods used by the facilitator
- sharing and learning between facilitator and participants.

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