

Think critically about community development and one's own role in it



Level 2

Facilitator Guide

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- Facilitator Guide -

The development practice project

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Questions and queries on the project and materials can be forwarded to info@developmentpractice.org.za.



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SOME NOTES ON FACILITATION SKILLS

What is facilitation?

Facilitation is the process of making learning easy. This is done through the use of various approaches such as small group discussions, debates, question and answer sessions, personal reflection and sharing, experiential activities and practical exercises. You allow participants to discover solutions for themselves and encourage them to internalise lessons learnt, rather than lecture on topics.

Your role as the facilitator is to:

- Give direction to the group
- Create a comfortable and friendly environment for the group
- Observe what goes on in a group
- Identify the main needs of the group
- Learn ways to address these needs
- Adjust to the level of the group – in language, content, presentation, and pace.
- Apply and practice these skills in many different situations



Key principles of facilitation

Confidentiality: What is shared in the group remains in the group. Personal and sensitive information will not be told to others. However as evaluations of the course need to be done, and lessons learnt from each course, obviously you will need to discuss some of the content with your colleagues.

Respect: We should respect each other's opinions and experiences, even if they are different from our own or we do not agree with them –this includes the facilitator, who needs to display respect for every learner's opinion and contribution, and to make sure that s/he provides opportunity for all to participate.

Non-Judgmental: It is fine to disagree with another person's point of view but not to judge or put down another person because they do not feel the same as you do. This is particularly important because as a facilitator you have a lot of power in the group (people look up to you) and so you need to make sure that you do not appear to judge or dislike someone.

Use I-statements: Using I-statements ensures that the view you are expressing comes from you. It also shows confidence and assertiveness. It clarifies that you are speaking for yourself and not for the group.



Integrity: Walk your talk! Be a role model for the group. For example, the ground rules apply to the facilitator the same as for the participants – if it says cell phone silent, do not answer calls in the workshop!

Do's and don'ts of facilitation

Do's	Don'ts
Plan and prepare for sessions in advance	Create a long dialogue with one participant
Show interest when listening	Criticise on a personal basis
Use simple language	Dominate the group
Act responsibly	Be biased
Be patient	Be insensitive
Allow participants to discover	Allow domination
Encourage active interaction	Go beyond time allocated
Ask for suggestions from the group in answering questions	Exaggerate enthusiasm about delivering session – be false.

Critical skills of a facilitator

Listening: You pay attention to what is being said, show interest by nodding your head and maintaining eye contact. Allow the speaker to finish without interrupting (unless they are dominating the group and haven't allowed others to speak).

Paraphrasing: You repeat what the person said using your own words (i.e. interpret or reword). This is to ensure you understand and are not making assumptions.

Summarising: You sum up by going over the main points. You help participants to gain a better understanding of the subject.

Creativity: You must always have a plan B. Be imaginative and stimulated. Make your sessions fun yet educational by ensuring that the group does not miss the learning points. You know when and how to use ice-breakers, energisers and humour (without being offensive). Identify different ways of achieving the objectives without compromising the quality of the session.

Awareness: You pay attention to what is not being said in the group, their unspoken needs and watch out for group dynamics that need attention. You are able to “read” the energy and level of the group and adjust your programme accordingly.



Qualities of a facilitator

Good	Bad
Punctual and organised	Disorganised
Presentable	Messy, no care taken in presentation
Confident	Low self-esteem
Assertive	Passive
Friendly	Rude or impolite
Knowledgeable	Uninformed
Approachable	Intimidating
Creative and flexible	Rigid and unaccommodating

The difference between facilitation and presentation

Facilitation	Presentation
Interactive process	One way process
Use of different methods of approach	More formal
Participants discover for themselves	Audience receive the message
Facilitator works with participants as a team	Presenter delivers the message
Use different ways of facilitating (e.g. role plays, debates, small groups etc)	Use one way of presenting – normal “lecture” style

Tips for being a good facilitator

- Remember that you are a role model. Do your best to practise the behaviour you are talking about
- Keep studying and researching, learn about the issues, develop leadership skills
- Share information, be open to new experiences – there is always something to learn
- Ensure that you give accurate and updated information
- Understand your target audience
- Use target/age appropriate activities
- Always strive to keep to time
- Use ice-breakers and energisers that add value to sessions (and where possible, link to the content presented)
- Keep your mind open and flexible
- Have fun, love and enjoy what you are doing



OVERVIEW

These notes are to support the training and facilitation of the competency standard: **Think critically about community development and one's own role in it.**

It is important to understand what development means and how it impacts on the work that we do. It is also very important to look at our own role in community development. This course will focus on the individual and the role that each person can play in the development of their own community.

Below follows the Specific Outcomes and Assessment Criteria that the course is based on. This means that at the end of the learning period, participants should be able to practice all the points listed below. Remember to remind participants to keep and file proof of their work. At the end of each section in the workbook, there is a symbol for checking understanding – you can use these questions to check the understanding of the participants.

Please read the competency standard below carefully.



SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific outcomes	Assessment criteria
<i>Competence in this standard means that the learner has clearly shown that s/he is able to...</i>	<i>Tasks and activities completed by the learner contain the following evidence of competence...</i>
SO1: Describe and reflect on different approaches to development in their context.	AC1: 2 different approaches to development are described with examples: <ul style="list-style-type: none"> • Activities that provide temporary relief • Activities that promote lasting change AC2: The pros and cons of each are discussed.
SO2: Describe own personal approach to development practice.	A development issue or situation is selected and described. For this example: AC1: A vision of success are described; AC2: Changes they would like to see are identified AC3: Activities that would contribute to the identified change are described AC4: Values and principles that guide their activities are discussed and explained.
SO3: Demonstrate an understanding of a community development process	AC1: Some principles of community development are explained AC2: Steps in a community development process are explained. (needs assessment , mapping the needs and assets in the community, consultation with stakeholders, planning, implementation, reflection, re-planning etc)

THINK CRITICALLY ABOUT COMMUNITY DEVELOPMENT AND ONE'S OWN ROLE IN IT – LEVEL 2: COURSE PLAN

Workshop – Day 1

Time	Topic	Activity/Method	Aids/Materials	SO	AC
09h00	Welcome and introductions	Welcome all the learners to the workshop. Ask them to find someone that they do not yet know in the group and sit next to them. Ask each pair to introduce themselves to each other – who they are, where they work, something that makes them happy. Ask each pair to then introduce each other to the rest of the group.			
	Overview	Use this session to explain to the group what the course is about. Explain the outcomes of this Level 2 course and the assessment process. Briefly explain what the portfolio of evidence is about and that they must complete all the activities to the best of their		All	



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		ability.			
09h45	Different approaches to development	<p>Introduce the topic by reading the quote from Julius Nyerere.</p> <p>Divide the big group into smaller groups and ask them to brainstorm how they understand development – how would they explain what it means? Give feedback to the rest of the group and discuss the different ideas. Conclude the session by explaining that in each community there are strengths and problems. These contribute to the approach that we follow in development. Use the leaking bucket example to explain this to the group</p>	<p>Learner manual</p> <p>Slide or poster with quote</p> <p>Slide or poster with leaking bucket</p>	SO 1	Different approaches to development are described
10h45		Tea			
11h00	Different approaches to development	<p>Introduce the 4 different types of development to the group and explain what each one means. Also share with group the different policies that government have to facilitate development.</p>	Slide or poster with information at end of Facilitator's guide	SO 1	Different approaches to development are described



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		<p>Different approaches will either focus on activities that provide temporary relief or activities that promote lasting change.</p> <p>Read the case study in Learner manual to group. Ask them what type of approach to development was used in the case study?</p> <p>In smaller groups look at other examples where different approaches to development can be seen:</p> <ol style="list-style-type: none"> 1) Activities that provide temporary relief 2) Activities that promote lasting change <p>Also ask them to share with the rest of the group what the focus of their organisation's programmes is – do you focus on temporary relief or programmes for long-term change?</p>			



Time	Topic	Activity/Method	Aids/Materials	SO	AC
12h30		Lunch			
13h30	Different approaches to development	Each of these approaches has certain pros and cons. Ask the group to make a list of the pros and cons of each approach. Discuss the contributions from each group in the larger group.	Newsprint Koki's Prestik	SO 1	The pros and cons of each approach are discussed
14h30	Understanding a community development process	Now that everyone understands the definitions and approaches to community development, let's look at the principles that we use in community development. First we need to know why we want to do something in our community? Ask each learner to answer this question.		SO 3	Some principles of community development are explained
15h00		Tea			
15h15	Understanding a community development process	Once we know why we want to develop our community, we need to understand who and what the community is? Ask the groups to brainstorm a definition of community. Ask	Learner manual Slide or poster with definition of community	SO 3	Some principles of community development are explained



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		<p>each group to give feedback to the bigger group and then come up with one definition by combining the elements from all the different ones.</p> <p>Show the group the formal definition as set out in the Learner manual.</p> <p>Ask the group to then look at what they think community development is. Use formal definition in Learner manual to end the session.</p>	Slide or poster with definition of community development		
16h15	Closure for the day	<p>Final thoughts: Share any final thoughts with the group.</p> <p>Brief evaluation: Ask the group for feedback about what they experienced and learnt during the day – what did they like, not like; or would like to change for the next day.</p>	Post-its Koki's Newsprint		



Workshop – Day 2

Time	Topic	Activity/Method	Aids/Materials	SO	AC
09h00	Recapping day 1	Look at the information covered in the previous session.			
09h15	Understanding a community development process	Yesterday you looked at the different definitions for community development; ask the small groups to think of examples from their own community or organisation where they can see that community development is taking place. Allow each group to share these examples and discuss them further if necessary.	Newsprint Koki's Prestik	SO 3	Some principles of community development are explained
10h30		Tea			
10h45	Understanding a community development process	Explain the steps in community development to the group. Use the model in the Learner manual and discuss the detailed information about each step. Ask learners to look at all the steps in the community development process. Let them write down how their	Slide or poster – Steps of community development process	SO 3	Steps in a community development process are explained



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		organisation has done each of the different steps. If they have not yet done them, write how they would implement each of the steps			
12h00	My own role in development	<p>We each play an important role in development – our own, our families' and our communities'.</p> <p>Ask learners what they think their role in community development is? What role do they play in their own organisation in terms of development? Let different people share their ideas.</p>		SO 2	Describe own personal approach to development practice
		<p>Let learners think of their own community and family. What would they like to see in their community and family – what would show that the community and family are successful? What are the changes that they would like to see?</p> <p>Draw a picture or make a collage of this and share your vision with</p>	<p>Paper Crayons Paint Magazines</p>	SO 2	<p>A vision of success is described</p> <p>Changes they would like to see are identified</p>



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		the rest of the group.			
13h00		Lunch			
14h00	My own role in development	Complete the previous activity.			
15h00		Tea			
15h15	My own role in development	<p>Explain that to make this vision a reality you need to implement specific activities that will contribute to the changes that you want.</p> <p>Use the example in the learner manual to show how activities need to contribute to achieving the change.</p>		SO 2	Activities that would contribute to change are described
15h30	My own role in development	<p>The last but very important part of your approach to development lies in the values and principles that guide these activities.</p> <p>Look at the quote from Julius Nyerere again. In the group identify the values and principles that he mentions. Discuss why these are important in development?</p>		SO 2	Values and principles that guide their activities are discussed and explained.



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		Ask learners to think of the values and principles that guide them.			
16h15		<p>There are many different development issues in communities. As a homework assignment ask learners to either work in small groups or complete the activity on their own. Ask them to identify a development issue or situation in their community that they would like to change. Then develop the following for the issue:</p> <ul style="list-style-type: none"> ▪ A vision of success ▪ Changes that they would like to see ▪ Activities that would contribute to these changes ▪ Values and principles that will guide the activities ▪ What will your own role and approach in this development process be 		SO 2	Values and principles that guide their activities are discussed and explained.



Time	Topic	Activity/Method	Aids/Materials	SO	AC
		This activity will be an important part of your portfolio of evidence.			

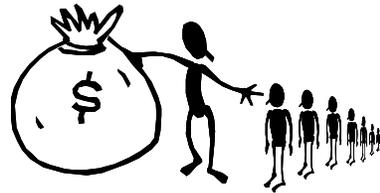


ADDITIONAL INFORMATION

Different approaches to development

Welfare

Welfare and charity work has been practiced throughout history. It is rooted in most of the world's religions. This approach to development aims to help the poor' and relieve suffering through charity work.



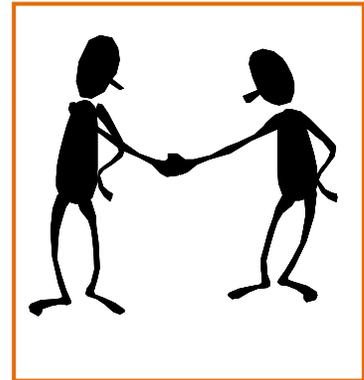
Churches and missionaries have played a major role and some countries have even adopted a welfare system (such as the UK). Welfare however can be a paternalistic system where people are 'looked after' and often become dependent. They can weaken opposition to the status quo (i.e. one cannot 'bite the hand that feeds you'). Most programmes do not critically look at the reason why people are poor, but simply respond to the symptoms of poverty.

This is sometimes also described as a relief approach – rather than one that aims to promote sustainable improvement to human and environmental well-being.

Development

Since the 1950s, development has more and more been about 'helping people to help themselves'.

This approach focuses on economic development and technical training to develop self-reliance and raise production. The measure of success is increased profits or job creation. This approach however sometimes benefits big business more than it benefits local people. Although people may get employed through this approach, they may still lack the means and opportunity to improve their quality of life. In its extreme form, this approach has been used to justify 'structural adjustment'



Liberation

Here the development of people, leadership, capacity and consciousness are the measure of success rather than simply financial profit.

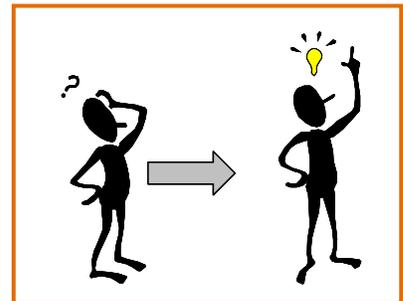


It is based on the idea that the problems people face, are linked to their oppression, alienation and domination by others. Therefore responses are about challenging and overcoming exploitative structures through political movements, conscientisation and trade unions.

Transformation

The development of people is still the main focus, but the understanding is that we need alternative economic, political, legal and educational structures as there are inadequate structures and values in our society.

This is a participatory approach which involves building shared responsibility and empowering the community to recreate their environment. Examples of this are cooperatives and new forms of management and education.



Course evaluation form

Date: _____

Facilitator/s: _____

What did you like about the course?

What part of the content was most useful to you?

What was not useful to you?



What did you not like or would change about the course?

Please rate the following (circle or underline your choice):

Facilitation	Excellent	Good	Not Good
Pace	Perfect	Too fast	Too slow
Content	Appropriate	Not appropriate	

Do you have any other comments or feedback for the facilitator/s?

What support would you like in implementing the learnings from this course?







The learning materials for Development Practice and Management were specifically designed to complement and give substance to the competence standards drafted with the assistance of community based development practitioners in South Africa. It is envisaged that practitioners, capacity builders, grant-makers and others will use these standards and learning materials, improve them and in turn share their learning with others via www.developmentpractice.org.za.

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