

Plan and Manage Distinct Community Development Projects Level 4

- Facilitator Guide -

The development practice project

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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 model respect for every learners 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, then 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 humour (without being offensive), ice-breakers and energisers. 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, people's 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/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, debate, 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 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

The aim of this guide is to offer guidance in facilitating workshop sessions on the **Planning and Managing Distinct Community Projects** (Project Management). It works hand-in-hand with the learner manual, which is referred to at various places in this guide.

This guide assumes that the facilitator has knowledge of, and experience in project management in the NPO/ CBO sector, and so does not include extra information or reading on this.



SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific outcomes	Assessment criteria
<p><i>Competence in this standard means that the learner has clearly shown that s/he is able to...</i></p>	<p><i>Tasks and activities completed by the learner contain the following evidence of competence...</i></p>
<p>Facilitate participatory community appraisals (contextual analyses) that reflect the voices of the constituency group</p>	<ul style="list-style-type: none"> • Have assisted members of the target constituency to identify problems that need to be addressed in their context. • Have assisted the constituency describe a vision of success for the project (its specific objectives - what it intends to achieve) – what they hope to achieve and what success would look like. • Have mapped the assets and capabilities that exist within the target constituency. • Have identified relevant factors and actors, within and outside the target constituency, that could support or threaten success • Have explored possible collaborative relationships to enhance intended outcomes
<p>Generate a brief concept paper outlining the</p>	<p>The concept paper describes</p> <ul style="list-style-type: none"> • What outcomes¹ the project expects to achieve. • How the project is aligned with the mission of the

¹ **Outcomes** are the intended results or impact of the intervention – what actual changes will have taken place in the target constituency or constituencies as a result of the intervention.



<p>agreed project objectives and planned activities.</p>	<p>organisation, why it is important and who will benefit.</p> <ul style="list-style-type: none"> • A set of specific outputs² (or activities and products) for the project. • What activities will be required in order to achieve the outputs. • How the plan reflects the voices of constituents.
<p>Develop a detailed work plan for the project</p>	<p>The work plan for the project describes</p> <ul style="list-style-type: none"> • Clearly defined activities that are appropriate to the objectives. • Clear lines of responsibility - who will implement the activities. • Clear time frames for the completion of activities. • What financial and non-financial resources will be required and where these will be sourced.
<p>Anticipate possible disruptions to the plan.</p>	<ul style="list-style-type: none"> • Possible disruptive factors are described and strategies to deal with these are suggested.

Note: Tasks may be presented for an actual or hypothetical organisation but must be learner’s original work and not copied from existing documents. Learners should be able to explain and justify their statements.

² **Outputs** are the planned **activities and products** of the intervention. For example a set of training workshops, a counselling programme, a publication, a survey etc.



PLAN AND MANAGE DISTINCT COMMUNITY DEVELOPMENT PROJECTS

COURSE PLAN

Workshop – Day 1

Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
10h00	Welcome, Expectations and Overview of the course	<p>Welcome and Introductions: Do some ice-breakers and introduction activities (name games if appropriate)</p> <p>Give participants an opportunity to state their expectations for the course. Use this to introduce the course content – explain outcomes of the course and the accreditation process. Briefly explain about the portfolios of evidence as well if needed.</p> <p>Get the group to set ground rules for the course.</p>	<p>Nametags</p> <p>Coloured cards</p> <p>Koki's</p> <p>Newsprint</p> <p>Prestik</p>		
11h00	What is a project?	In pairs, share a bit about your	Flipchart paper &		



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		<p>organization and what you feel a project is.</p> <p>In Plenary, get comment from each group about what a project is. Write up on flipchart – then show the participants the features of a project in the workbook.</p> <p>Explain the workbook and show them Worksheet A for writing about a project.</p>	<p>pens</p> <p>Work books</p> <p>Explain worksheet A – homework for individual</p>		
11h30	What does it take to manage a project	<p>Divide group into smaller groups of about 4/5 per group around tables.</p> <p>Hand out sticks and sweets, and toilet rolls and get the group to “Build a car”. Give them 10-15 minutes for this.</p> <p>Afterwards, get the small groups to discuss what it took to do this. This is a project!</p> <p>Discuss briefly in plenary and link to what it takes to manage a project. Also get the group to evaluate their instructor and use this to discuss</p>	Using sticks, sweets, toilet roll insides – build a car!		



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		what the role of the Project Manager is.			
12h15	What are the qualities of a project manager	In small groups again, Get them to draw a picture of the ideal project manager. Give them 15 minutes to discuss and do. Let each group present and discuss in the larger group, Show them the activity sheet in the workbook where they can take notes on this.	Flipchart paper Crayons/ kokis		
13h00		Lunch			
14h00	The project Lifecycle	Hand out project life cycle words. Get groups to organize into a cycle. Give them about 15 minutes to do this. Then get everyone to walk around and see everyone else's work. Show them project lifecycle in the workbook. Then discuss briefly how this links with strategic vision and mission.	Words on laminated card (see workbook for all words)		
15h00	Project concept/ Idea – how do you	In pairs, briefly discuss – how do you			



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
	know what to do?	<p>know what is needed in the community? How do you know what problem needs to be the focus of your project? Get feedback from the group in the plenary.</p> <p>Feedback – ensure strategic vision, identified needs, consulting with stakeholders etc are mentioned.</p> <p>Show the group the steps to project concept – Vision & Mission - Needs analysis – Stakeholder consultation – problem statement – project selection - project aim.</p> <p>(If necessary, do a presentation on Needs assessments and stakeholder analysis).</p>			
16h00	Needs assessments and problem statements	<p>Explain that you will divide the group into small groups of 4/5 who will work together as a team for the rest of the course. They will need to work on one example project for the whole time – so that they will know what to do with their own project.</p>	Worksheet 2 – in groups		



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		Activity: In groups, select a need or a community or an organization that you will use as the example case study for the workshop – do worksheet 2 together. Present and discuss in the group.			
17h00	Closure for the day	Final thoughts –if they haven't finished worksheet 2 – do this for homework. Brief evaluation – what did they like, what would they like to change for tomorrow. See delta Plus exercise			



Workshop – Day 2

Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
08h00	Revision of Day 1	Thoughts and ideas from the previous day			
08h30	The Project Aim - What will our project do?	<p>Explain that an Aim is what you are trying to achieve – come up with a group definition for an aim. (Use the examples in the workbook to illustrate).</p> <p>In groups, come up with a project aim for their example project.</p>	Workbook activity sheet		
09h15	Project selection	<p>Now that you have a project aim – what project should you do? How do you select a project?</p> <p>In plenary, brainstorm: What criteria do we use to select a project? (Also explain what brainstorming is)</p> <p>In small groups, brainstorm a project they would like to do to meet the Aim that they wrote in the previous activity. Write Aim of project. Put these up on the wall. Groups walk around to see these over tea time.</p>	Workbooks Flipchart paper and marker pens		



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
10h00		Tea			
10h30	Project planning: Project Scope	<p>Explain the project scope and why it is necessary – project scope provides more details to the project so that there is a clear understanding about what the project does/ doesn't do.</p> <p>In small groups, come up with a project scope (more details) about their example project.</p>			
11h00	Project Planning : writing objectives	<p>Input: What are objectives? What is SMART? Come up with group definition. (Use the examples in the workbook to illustrate).</p> <p>In groups, write some objectives for your project – put up on the wall and get the groups to walk around and make notes about other groups objectives. Discuss in plenary if they are smart. What feedback could you give others (make sure that you handle this well, so that people are not judged, or too harsh criticism is given. Make sure that each group</p>	Flipchart paper and marker pens		



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		gets some positive feedback.)			
12h00	What do we need to plan for?	<p>Before starting a project – we need to plan. What are the areas that we need to plan for?</p> <p>In groups, come up with the areas that you need to plan for. Share in plenary. Show them the project plan as an example of a planning tool. Briefly explain each section.</p>	Copies of the project plan format		
12h30		Lunch			
13h30	Activities: how to draw up tasks	<p>Hand out different pieces of coloured paper – get groups to write down all the activities it would take to do one objective – one per paper.</p> <p>Then put them in the order that they need to happen (can do this on a wall)</p> <p>List who is responsible, how much it would cost etc (either on the paper or on the project planning tool.)</p> <p>Write up 2/3 of these onto a project plan.</p>	Coloured paper		



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
14h30	Anticipating challenges	Remind the group that they need to also anticipate possible challenges/setbacks to their project. Let the groups discuss some possible challenges that their project might encounter and what they can do about it. Then get one example from each group.			
15h00		Tea			
15h15	Implementing a project	Construction project: container building (see detailed activity description). Do this in groups (5 groups). Encourage planning. Handout different team roles to encourage difficult things to handle			
16h30	Implementing a project – what are the tasks	Debrief activity and share learning Give each group one of the below project tasks. Ask them to reflect on what they learnt about this in the activity and what tools and processes could support this in their daily work environment (they need to take notes).			



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		<ul style="list-style-type: none"> • <i>Finance</i> • <i>Time</i> • <i>Personnel/ Human resources</i> • <i>Communication</i> • <i>Monitoring (quality/ risk)</i> 			
17h00	Closure	<p>Final thoughts. Delta plus.</p> <p>Inform them they will need to prepare the above reflection into a 10 minutes lesson for the group tomorrow. (They can either do it in the evening or prepare in the morning if there is time.)</p>			



Workshop – Day 3

Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
8h00	Revision of Day 2	Thoughts and ideas from last night			
8h30	Project implementation tasks	Get groups to teach each of the project tasks (encourage the rest of the class to take notes in their workbooks). Add input as necessary, if the subject is not sufficiently covered.	Make sure that you know about each of these areas so that you can add information as needed.		
10h00	Tool for Project implementation	Input: Share some of the tools – calendar and work breakdown. Show the groups how to do this step-by-step using the flipchart and the examples in the workbook.	Flipchart. Knowledge of the project tasks		
10h30		Tea			
11h00	Project closure	Ask them to discuss in pairs - What needs to be done in project closure? Get feedback from the groups. Discuss when a project is done. Input – brief comments on evaluation			
11h30	Personal action plans and	Personal action planning (make a form for them to complete)	Evaluation and action planning		



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
	evaluation	<p>Let participants answer this question on their own - What is one thing that they would like to implement from this workshop?</p> <p>Get them to share it with someone from another organisation that works in their same geographical area (so that they can help with commitment).</p> <p>Then complete evaluation forms (including the question: What support would you like us to provide you with as you implement the learnings from this course?)</p>			
12h00	Closure	<p>Final thoughts. Get a closing comment/ learning from each participant.</p> <p>Explain homework that they need to do that is part of their portfolio of evidence</p>	<p>Evaluation forms</p> <p>Copies of homework</p>		
13h00		<p>Lunch</p> <p>And go home</p>			



ADDITIONAL INFORMATION

Day 1: Introduction and What is a Project?

Activity: Welcome, Expectations and

Overview of the course

Materials: Nametags

Coloured cards

Koki's & Newsprint

Prestik

Time: About an hour

Process: Welcome and Introductions: Do some ice-breakers and introduction activities (name games if appropriate). This is an important part of the programme because it sets the tone of the whole workshop – how you start the course (your openness, enthusiasm, respect and approachability are all important)

Give participants an opportunity to state their expectations for the course (can do this in pairs, groups or by doing something creative.) For example ask questions like: What do you hope to get from this training? Use this to introduce the course content.

Explain outcomes of the course and the accreditation process. Briefly explain about the portfolios of evidence as well if needed.



Get the group to set ground rules for the course (remember to include punctuality, being responsible for own learning, cell phones to silent, respect etc). Explain start and finish times and breaks.

What is a project?

Activity: What is a project?

Materials: Flipchart paper & pens

Workbooks

Time: about 45 minutes

Process: In pairs, share a bit about your organization and what you feel a project is.

In Plenary, get comment from each group about what a project is. Write these up word for word – if you do not agree, still write them up, but explain what you would like to change. If possible, always use the participant's own words.

Write up on flipchart – then show the participants the features of a project (see below).

Handout or workbook and direct them to page 7 and 8 in the workbook. Show them the space for making notes.

Explain the workbook and show them Worksheet A for writing about a project.

You do not need to go through the project definition in the book, but be sure you have a good understanding of this.





Definition

A Project is defined as a set of activities that:

- has a specific result (**output**) or set of planned activities that are linked with the organisation's strategic goals;
- is planned and implemented within a **specific time frame**;
- has specific **inputs (requirements)** of financial and non-financial resources

A project is a selected set of activities that have to be done in a particular order using identified resources (time, money, people, materials, energy, space, provisions, communication, quality, risk, etc.) to meet the planned objectives.

A project has the following **features**:

- A **start and a finish** date
- A life cycle (beginning and end with a number of separate phases)
- A **budget**
- Activities that are specific to this project
- Use of resources that need coordination
- A **single point of responsibility** (Project manager)
- **Team roles** and responsibilities (that need to be developed, defined and /OR established)



Make sure you understand these terms below and can explain them to the group in necessary.



Definition

Output:

Planned activities or products of a project/ organisation

Input:

What is needed to make these activities or products

You might get asked questions about the **difference between a project and a programme** – do not let this confuse you. Often in bigger NGO's they have one programme – for example a youth at risk programme, of which one of their projects is a life skill course at schools. These words are often used interchangeable. The word programme can also be used to describe the content of a course/ workshop. Do not let the participants get caught up in trying to come up with definitions for these words, as it is confusing.

Keep discussion brief and just highlight that often in smaller CBO's people refer to projects rather than programmes.

What does it mean to manage a project?

Activity: What does it take to manage a project?

Materials: Thin wooden Sticks – kebab sticks (2 per group)

Soft sweets (like sugas – about 6 per group)

Cardboard toilet roll – 1 per group

Time: 1 hour

Process: Divide group into smaller groups of about 4/5 – group them around tables.

Tell the group that they have been tasked by the government to build a new specially designed car.

Hand out sticks and sweets, and toilet rolls and get the group to “Build a car”.

Tell them that someone will be appointed as an instructor (go around and choose an instructor in each group).

Don’t give them any guidance – just say that they have been tasked to come up with a new design. Give them 10-15 minutes for this.

Once they are finished, get them to present or take a tour of their creations – they can explain their special features and this can be a lot of fun for the group to get to know each other and start to enjoy each other’s company.



Afterwards, get the small groups to discuss what it took to do this. Were you successful or not? Was your success/ failures linked to resources/ time/ people?

Then get the group to evaluate the instructor based on their;

- Roles
- Characteristics
- Skills

Discuss briefly in plenary and link to what a project is and what it takes to manage a project. (Management is a process of planning, organising, leadership/ coordination and control.)

A more detailed definition of Project Management is in the workbook, but do not go into this unless the group asks you.

Read the extracts from the manual below and make sure you know them – it is not necessary to go through each of these points with the group, but it is important, to capture their ideas on the flipchart and to add in something important if forgotten.

Managing a project involves ensuring these areas are all taken care of:

- Time
- Cost (finances)
- Resources
- Human resources and relationships
- Quality





Definition

Project management is a planned and organised **effort to complete a specific (and usually) one-time effort**, for example, a campaign or training a certain group.

Project management includes **developing a plan**. A plan should include project goals and objectives, specifying how goals and objectives will be achieved (tasks), what resources are needed to achieve the goals and objectives, and allocating budgets and timelines for completion.

It also includes **implementing the project plan**, along with careful controls to stay focussed; that is, to ensure the plan is being managed according to the plan.

The role of a project manager

The role of the project manager is to direct, supervise and control the project from start to finish. Ideally, project managers should not do all the project activities; but they should focus on managing the project. The project manager bears the ultimate responsibility for making things happen. Some of the activities that must be undertaken include:

1. Defining the final goal and objectives of the project with the team and stakeholders
2. Reducing the objectives to a set of manageable tasks, allocating budget and obtaining resources.

3. Assessing risks/ possible challenges to the project and reduce or stop them
4. Communicating with stakeholders and informing them of progress on a regular basis
5. Adapting the plans to accommodate changes
6. Leading and motivating their team to complete the project on time

The challenge for a project manager is to ensure that the project is delivered within the definitions of the project scope, cost and time. Managing a project is maintaining control over these different parts, lessening risk and ensuring that the final product is of good quality.



Qualities of a project manager

Activity: What are the qualities of a project manager.

Materials: Flipchart paper. Crayons/ kokis

Process: In small groups. Get them to draw a picture of the ideal project manager. E.g. If they need to be a good listener, give them big ears. Remember to explain that it is a metaphor – so however they want to illustrate it.

Give them 15 minutes to discuss and do.

Let each group present and discuss briefly in the larger group. The role of the project manager is explained in more detail in the section on implementation, so do not go into too much detail here.

Show them the activity sheet in the workbook, where they can take notes.



The life cycle of a project

Activity: The project Life Cycle

Materials: Words on laminated card – 1 set per group. You can also include some arrows.

- Project Idea
- Project Planning
- Project Implementation
- Needs Assessment
- Project Closure
- Evaluation
- Monitoring
- Project selection

Time: 1 hour



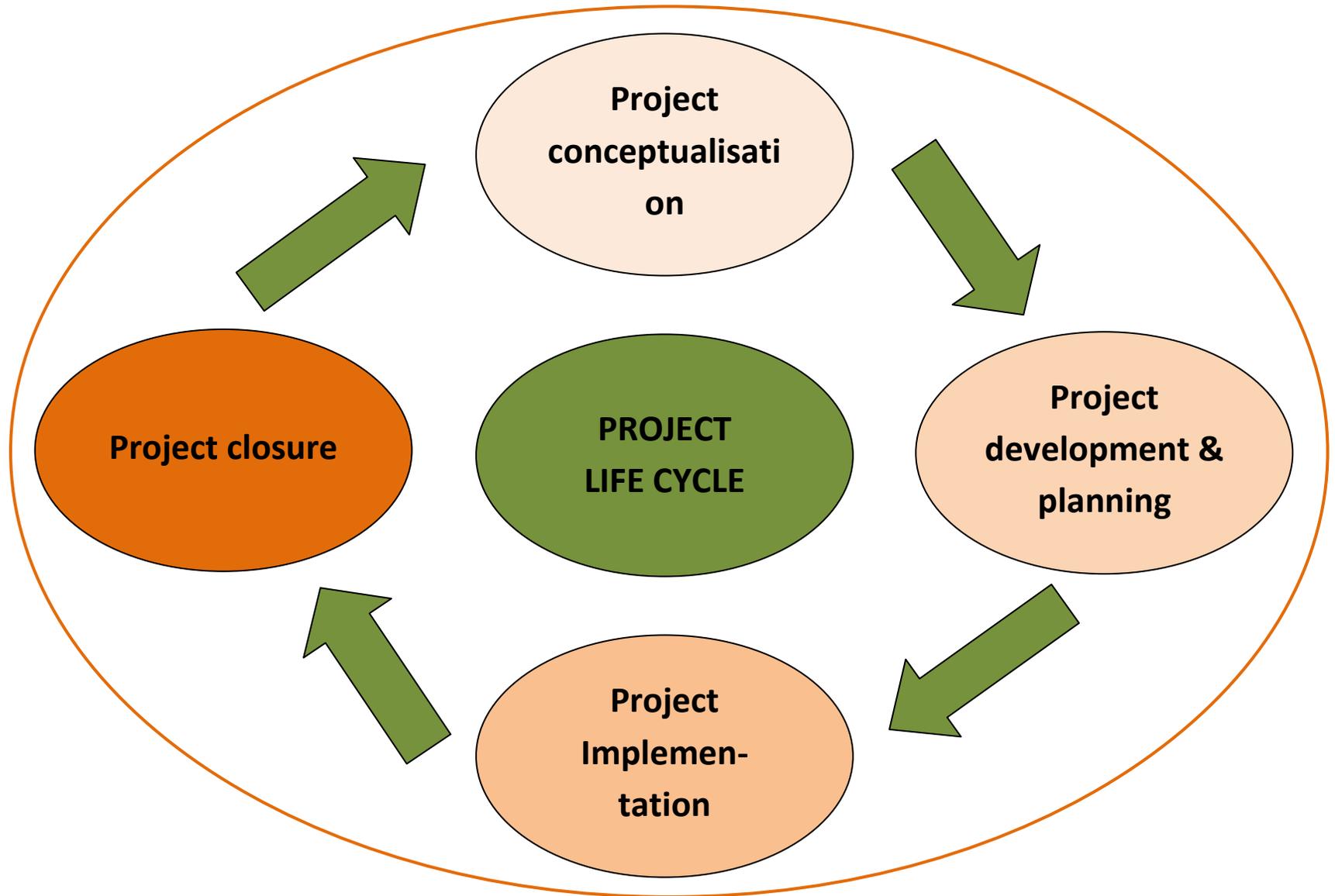
Process: Hand out project life cycle words to each group (make sure they are not in the 'right' order). Get groups to organize into a cycle. Give them about 15 minutes to do this. Then get everyone to walk around and see everyone else's work.

Remember that although there is a logical flow to the project cycle, groups might choose different ways to show this. Be careful not to say theirs is wrong as they might just have seen it in a different way. Get them to explain how they see it. Projects go through mainly the four phases. Show them project lifecycle in the workbook.

Discuss briefly the difference with the NGO environment - how this links with strategic vision and mission.

Each project then has its own cycle – a beginning and an end as shown below. It works as a cycle – at the end of the project, the lessons learnt and the experience gained, is used to inform the next project. You need to stop and reflect at the end of any project so that you can learn from the past and this helps improve projects in the future.





Project Concept

Identifying a Project

Activity: Project concept/ Idea – how do you know what to do?

Materials: Pair discussion. Flipchart - to capture feedback from pairs.

Time: 45min - 1 hour

Process: In pairs, briefly discuss – how do you know what is needed in the community? How do you know what problem needs to be the focus of your project? Get feedback into the plenary. (Give about 5 – 10 minutes for discussion).

Get feedback from the pairs – don't worry to get from all groups – just be sure to ask those who have been quieter, and then ask if anything has not been said yet.

Ensure that strategic vision, identified needs, consulting with stakeholders, etc are mentioned.

Show the group the steps to project concept – Vision & Mission - Needs analysis – Stakeholder consultation – problem statement – project selection - project aim. Will help to draw this up on a board (see the box below) to show how the one leads to the other.

(If the group is new to these concepts, remember that you will be covering them all in more detail during the course – so don't go into too much detail here).



Before starting any project, an organisation needs to spend time thinking about why they want to do the project, who it will serve and get agreement from the beneficiaries and stakeholders. This is called project conceptualisation.

The steps of Project Conceptualisation:

1. Identify the needs in the community – write this up into a problem statement
2. Identify the priority (the most important) issue
3. Develop a project Aim
4. Brainstorm different ideas about how you could achieve this aim/ solve the problem (different projects)
5. Select the project that best meets the needs of your community and that the organisation is capable of delivering.

In the past, people started projects in a community without much planning, consultation or community participation, so that is why project conceptualisation, needs assessment and stakeholder consultation needs to be encouraged.

These elements will be discussed in more detail in the sections following.





Definitions

Aim

What the project hopes to achieve – example: to build capacity of women in the Gauteng region, to manage their daily health needs.

Stakeholder

Person/organisation with interests in a project.

Needs Assessment: Understanding the needs of the community

Activity: Needs assessments and problem statements

Material: Worksheet 2

Time: 1 hour

Process: Explain a bit about needs assessments and stakeholder consultation. Show how this links to problem statements and why it is necessary to document this information. (Remember when explaining needs assessments that they are really just conversations/ observations that happen in the daily life of a CBO but that they need to be documented. See the notes in the manual for more information about this and Stakeholder analysis/ consultation.)

Explain that you will divide the group into small groups of 4/5 who will work together as a team for the rest of the course. They will need to work on one example project for the whole time – so that they will know what to do with their own project.

In groups, select a need or a community or an organisation that you will use as the example case study for the workshop – do worksheet 2 together. Talk them through worksheet 2 before they start to make sure they understand.

Present and discuss in the group. You can think of a way to make this fun – depending on the group ‘culture’ – for example you can come up with a competition and a prize for the best needs assessment – to be voted by volume of applause!



Activity Closing activity for Day 1

Materials: None

Process: Explain homework if there is some. (worksheet 1 is for their own interest and portfolio of evidence. If you haven't managed to complete worksheet 2 during the workshop then that should be done for homework).

Do some kind of brief evaluation of the day – either just a comment from everyone or a focused feedback like a Delta Plan (Delta – something you would like to change about the workshop for tomorrow. Plus – something you liked about the workshop).



Day 2: Revision and Project Aim

Activity: Revision from day 1 and tone setting.

Materials: None

Time: 30 minutes

Process: Welcome all participants. Check that everyone is doing ok.

Depending on the group, do some kind of ice-breaker or warm up exercise.

Check with them for any questions or thoughts from yesterday.

If necessary revisit the ground rules (especially if you have had issues with punctuality etc)

Activity: The Project Aim - What will our project do?

Materials: Workbook activity sheet

Diagram on flipchart

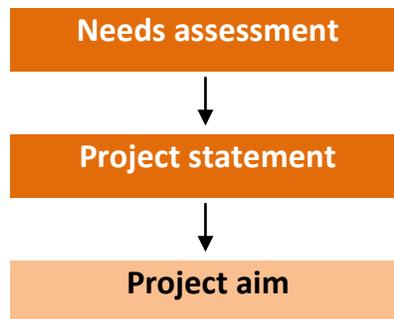
Time: 45 minutes

Process: Start by writing up this diagram on the flipchart – this helps to revise the previous day’s work and ensure that participants understand how everything fits together. Leave enough space on the flipchart to add forthcoming steps too.



Explain that an Aim is what you are trying to achieve – come up with a group definition for an aim. (Use the examples in the workbook to illustrate – make sure that you know the case study in the manual well so that you can use it as an example through the course – or come up with your own relevant case study).

In the same small groups from Day 1, decide on the priority issue and then come up with a project aim for their example project. (Remember that this needs to link with the vision and mission).





Case study

Impilo Community Project

Impilo Community Project is based in Meadowlands, Soweto. Their vision is to see a developed and vibrant community of Meadowlands, where all people are supported to live healthy lives, free of discrimination and AIDS.

For the last couple of years, their community workers have reported that a number of their clients are struggling to stay healthy as they are too poor to afford food and often do not know about nutrition. This is particularly important for their HIV positive clients who cannot get food parcels before they are on treatment, but want to stay healthy so that they can wait before taking ARV's.

The clients don't want to get food parcels but want to do something to improve their lives and health. The clinic sisters and local HIV support groups also described a similar need.

Project aim... To improve the health and good nutrition of HIV positive (and ill) people in the Meadowlands Community over a 1-year period.



Project selection

Activity: Project selection Workbooks

Materials: Flipchart paper and marker pens

Process: Update your diagram on the flipchart – explain that once you have a project aim, you need to then select what project (thing that you do) would best achieve this aim.

In plenary, brainstorm: What criteria should we use to select a project? See below for some hints of what to include. (Remember to explain what brainstorming is – get ideas from the group and write all of these on the flipchart. Spider diagrams work well for this). You need to demonstrate brainstorming for them to use in their group activity.

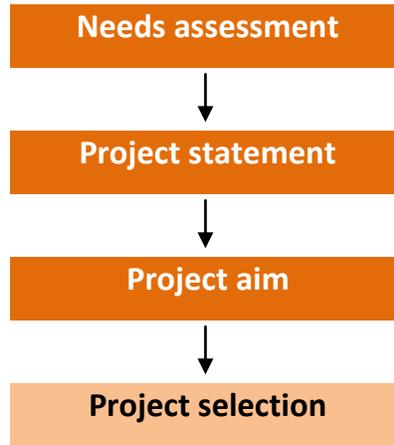
Now, get the group back into their small groups, brainstorm a project they would like to do to meet the Aim that they wrote in the previous activity. Space is provided in the workbook for them to brainstorm on. Get them to come up with lots of ideas, and then using the list of criteria generated in the plenary, get them to select one project that they would like to do.

Go around from group to group to assist as necessary.

Write Aim and project on flipchart. Put these up on the wall. Groups walk around to see the others work over teatime

Remind participants that this process ideally should be done with stakeholders, and presented to them for discussion and comment.





1. Brainstorming

- Get as many knowledgeable people together as possible, including those who are most affected by the issue (beneficiaries and stakeholders), and come up with as many ideas about what is needed as possible. Do not judge or choose between ideas yet.
- Get as many knowledgeable people together as possible, including those who are most affected by the issue (beneficiaries and stakeholders), and come up with as many ideas about what is needed as possible. Do not judge or choose between ideas yet.

2. Select a project

Start to sort the ideas – Think about which is a good idea based on these criteria:

- Will this work in our community?
- Can we afford this type of project?



- Do we have the skills/ capacity (or can we get the skills) to run this type of project?
- Will it meet the need that we identified in our needs assessment?
- Will it help to strengthen and develop those in need?



Individual activity

Now select a project from these that you would like to work on as an example during this course. Briefly explain why you have chosen this project.

Project Development and Planning

“Failing to plan, is planning to Fail!”

Alan Lakein

Project Planning – an Overview

Activity: Project planning

Materials: Possible flipchart/ overhead/ power point slide

Time 5 –10 minutes

Process: Start by asking – what do you do before any big event?

E.g. a wedding.

Briefly explain planning. Only if necessary go through the steps to good planning. It will be covered elsewhere if you don't do it here.

Steps to Good Planning

1. Diagnosis – What are the problems? What are the needs?
2. What do we want to achieve? What is our aim?
3. What are the ways of achieving this? (Project selection)
4. Who will do what when, how and what will it cost?
5. How will we evaluate and ensure quality?

Project Scope – More information about the project

Activity: Project Scope

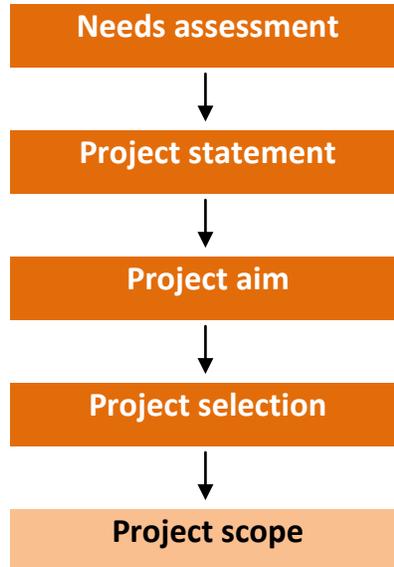
Materials: Manual

Time: 30 minutes

Process: Add to your flipchart diagram (as depicted here).

Explain the project scope and why it is necessary – project scope provides more details to the project so that there is a clear understanding about what the project does/ doesn't do.

In small groups, come up with a project scope (more details) about their example project.





Definition

Project scope

A project scope says what your project does and doesn't do. It gives more information about your project and gives more detail. The project scope describes the boundaries of the project. It tells you where the project begins and ends. Developing a clear project scope and communicating it with your project team and key stakeholders is very important.

When you describe your project in more detail, you stay away from surprises and misunderstandings - making sure that the project is understood by everyone. Now you and the project stakeholders (including staff) have the same expectations.

When writing a project scope, you should cover/ describe the following areas:

- Who are our beneficiaries?
- Where will we work?
- What are our objectives (see more on objectives below)?
- What is the timeframe for our project?
- How will we communicate with our stakeholders?
- How will we make sure we run quality programmes?



Case study

Project Scope

This project works in Meadowlands, Soweto running a vegetable garden that provides food weekly to people (children and adults) who are part of HIV support groups at local clinics and nutrition awareness programmes for all the support groups and schools in the area. Beneficiaries need to be unemployed adults or children from families without income and they need to participate in the project in order to benefit.

The produce will not be for people on ARVs as they will instead be linked to food parcels. This project will run for a year and then be reviewed by all the stakeholders. We will hold regular meetings with the beneficiaries, the clinics and schools to check progress.

Objectives

Activity: Project Planning : writing objectives

Materials Flipchart paper and marker pens

Time: 1 hour

Process: Add to the flipchart diagram that you have up on display.

Input: What are objectives? Get some ideas from the group. (see below for some assistance with a definition).

Objectives need to be SMART. What is SMART? Ask the group if they know. Use the examples in the workbook to illustrate.

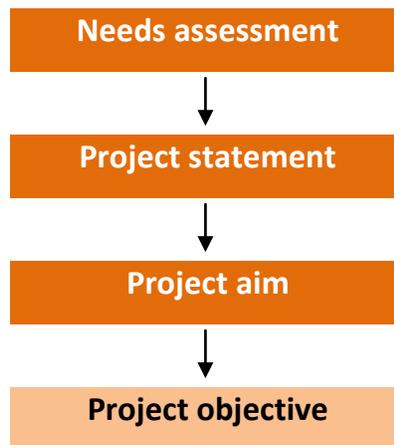
This is often difficult to explain to people for whom English is a second language. It might help to say – An aim is what you want to achieve, the objectives are what we are going to do to achieve this aim (often a few small ‘projects’).

As this is often confusing, take time to explain slowly, and then during the group activity, go around to each group to assist and make sure they understand. Use the case study example in the book – discuss in pairs –are these SMART

In groups, write some objectives for your project – put these up on the wall and get groups to walk around and make notes about other groups objectives.



Discuss in plenary if they are smart. What feedback could you give others (make sure that you handle this well, so that people are not judged, or too harsh criticism is given. Make sure that each group gets some positive feedback.)





Definition

Objectives

Objectives describe the specific activities that the project will deliver (what you will do). Objectives are detailed statements describing what the project is trying to achieve. Objectives should be **SMART**:

S	specific
M	measurable
A	action-oriented and achievable
R	realistic
T	time-bound

The **aim** of the Aids Consortium Capacity building project is to enhance the quality of services provided by Community Based Organisations (CBOs) to people infected and affected by HIV.

Objectives might be to:

- Train 60 CBOs in Gauteng on CBO management by the 30 April 2007
- Mentor 60 CBOs in CBO management by the 30th July 2007



- Develop toolkits on CBO management by the 30th July 2007
- Sign new CBOs as affiliates of the AIDS Consortium by the 15th December 2007



Case study

Aim

To improve the health and nutrition of HIV positive (and ill) people in the Meadowlands Community over a 1-year period.

Objectives

- Set up a community food garden, for the Meadowlands area from March 2008 – February 2009
- Provide vegetables weekly to 20 people who are infected by HIV
- Provide nutritional workshops for 60 people in support groups and schools between April 2008 and February 2009
- Set up 20 small scale food gardens with community members by February 2009



Detailed Planning – Using a project plan

Activity: Using a project plan: What do we need to plan for

Materials: Copies of the project plan format (or the ones in the book can be used)

Time: 30 minutes

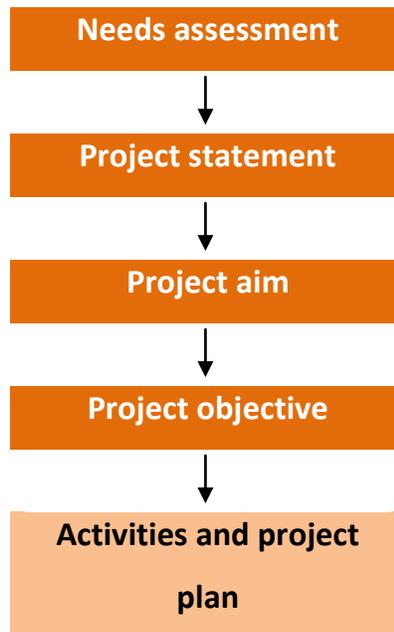
Process: Before starting something – we need to plan in detail. Add to the diagram on the flipchart.

Come up with some ideas (either in plenary or groups/ pairs) - What are the areas that we need to plan for? Elicit these areas:

- Resources
- Staff
- Finances
- Quality and Monitoring
- Risk

Show them the project plan as an example of a planning tool. Briefly explain each section.





Activity: Using the project plan – Activities

Materials: Different Coloured paper squares, Prestik

Time: 1 hour

Process: Do some examples first on the flipchart (case study from the manual). Take an objective and write up the activities that would need to be done to achieve this.

Hand out different pieces of coloured paper – in the small groups, write down all the steps/ activities it would take to do one objective – one step per paper. See below for the activity as it is explained in the manual.

Then put them in the order that they need to happen (can do this on a wall). This will help them see all the steps that need to happen but also learn about sequencing and order.

(Can then either also list who is responsible, how much it would cost etc on bits of paper and stick on the wall (like picture in the book or use the project planning tool)

Write up 2/3 steps onto a project plan. Go around to check on the groups

Activities

What work will you do to achieve the objectives?



Group activity

1. Using coloured pieces of paper, write down all the steps it would take to make an objective happen (put each step on a different paper).



Case study

Objective:

Set up a community food garden for the Meadowlands area from March 2008 – February 2009.

These are some of the activities that it would take achieve this objective:

- Buy equipment and garden supplies
- Identify and secure agreement for a site for food garden
- Prepare soil and plant the Garden
- Maintain the garden and distribute produce
- Identify volunteers (beneficiaries) for garden
- Train volunteers in food gardening skills.
- Set up 20 small scale food gardens with community members by February 2009

2. Now put these in the order that they need to happen. You can use a wall to organise your steps on (see the next page for an example).

For example, you cannot prepare the soil and plant the garden until you have bought the equipment and garden supplies.

3. Now write these activities into the project plan provided below.

4. Using the guide below, fill in the other columns on the project plan.



Timeframes

When will you do these activities? Write down when each activity will take place and when it will be completed (start and completion dates).

Persons responsible

Who will be responsible for carrying out the activities? Who will be responsible for making sure that the activity takes place?

The person responsible might not be the same person who does all the actual implementation, but they are the person who is held responsible for it happening.

What do I need and what will it cost? (Resources required)

What materials, equipment, staff and facilities do you require to undertake each of the project activities? Calculate the costs of each of these requirements.

Remember – if you do not have the capacity/ skill to run parts of your project, this should not stop you, but you need to plan how you will get the skill/ capacity that you need.

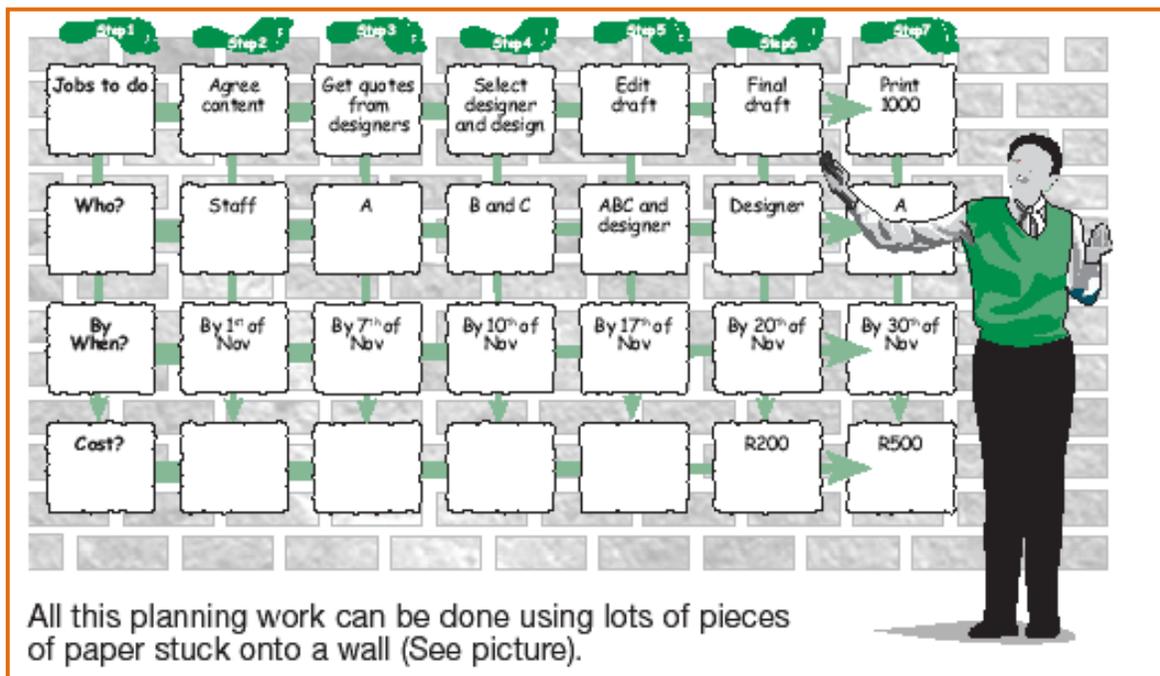


How will I know that I am successful? (Outputs and Indicators)

What are the project outputs (the services or goods that will be produced by the project through the activities done)? What are the things that will show I am successful?

What signs (indicators) will you keep to record the progress of activities? For example what signs/ proof will you keep to show what you are achieving (for example registration lists, evaluation forms, minutes etc.)

The example below shows steps it would take to design and produce a leaflet:



Picture with thanks to The New Toolbox by Camilla Symes

Example project plan for case study

Aim/s:	To improve the health and nutrition of HIV positive (and ill) people in the Meadowlands Community over a 1-year period.			
Objective:	Set up and maintain a community food garden that teaches people about food gardens and gives food weekly to about 20 people from the Meadowlands area from March 2008 – February 2009.			
Activities What are the things that we need to do to achieve the objective?	Time frames when will it be finished?	Person responsible Who will be responsible for this?	Resources needed What do I need and how much will it cost?	Outputs and indicators How will I know I'm successful? What proof will I keep?
Identify and secure agreement for site of food garden	March 2008	Project Manager	Project manager's time	Agreement with school
Identify volunteers (beneficiaries) for garden	March -April 2008	Support group coordinator	Support group co-ordinator	List of volunteers. Minutes of meetings
Train 20 –30 volunteers in food gardening skills	April – May 2008 (ongoing)	Project Manager together with Seed for	Training will be for free Transport to venue: 30	20-30 trained volunteers Attendance register



		Life NGO	x R10= R300/day x 5 days	Certificates
Buy equipment and garden supplies	April 2008	Project Manager	Hoses & spades = R1500 Seeds & seedlings R1200 Fertilizer & Compost R800 Fencing = R2000 Shed for storage	Well-equipped food garden.
Prepare soil and plant Garden	May 2008	Project Manager	volunteers	Planted garden
Maintain garden and distribute food	May 2008 – February 2009	Project Manager	<u>Per month</u> : water R200; Fertilizer & pesticide R350	Record of food distributed and received.



Project plan (complete a separate table for each project objective)

Aim/s:				
Objective:				
Activities	Time frames	Person responsible	Resources needed	Outputs and indicators
What are the things that we need to do to achieve the objective?	when will it be finished?	Who will be responsible for this?	What do I need and how much will it cost?	How will I know I'm successful? What proof will I keep?



Anticipating challenges or set backs

Activity: Anticipating challenges

Materials: None

Time: 30 minutes

Process: Remind the group that it is not enough just to plan for what they want to happen. They need to also anticipate possible challenges/setbacks to their project.

For example, have you thought about the fact that transport costs might stop people from attending your meetings? What plan can you make to fix this?

Let the groups discuss some possible challenges that their project might encounter and what they can do about it. Then get one example from each group to share in the plenary.



Project Implementation

Activity: Implementing a project – Build a container!

Materials: Newsprint, Cardboard and paper

One pair of scissors per group

Glue and Tape

Handout to team members

Roles for team

Budget and money

Price list of materials (need to decide on this beforehand – need to work out what they can afford with their budget – don't want to make it too easy that they can buy anything. For example scissors should be expensive.

Time: At least 1hr15mintues (including discussion)

Process: The activity aims to give participants the opportunity to look at what the key concepts are when they need to manage a project.

Hand out the instructions to each group.

- Design the world's best container.
- Your container has to meet a specific need in the community (the group can decide what need it is)
- You will be given some resources and a budget to build your container with.



- You may decide at the beginning of your project what additional resources you want to buy to complete the activities – you have to do this within the budget you have been given
- You will work in your team
- You have 45 minutes to design and build your container
- You will each draw a team role – you have to play that role during the building of the container
- You will then present your container to the audience and sell your container
- There will be a group of funders that will choose the best container for future funding.

Give the group the following roles and specific instructions as to what they must do in this role.

- Project leader
- Finance manager
- Unmotivated volunteer
- Difficult staff member

Once the groups have completed their containers allow them to present it to the group and then together discuss the elements of project management that emerge.

The following questions can also be used to guide the discussion:

- How did you feel to contribute and speak in the group?
- Did one person speak more than others? Was this person regarded as the leader in the group?



- Was your behaviour in the group more task orientated or more process orientated?
- How satisfied are you with the accomplishments of the team? Could there have been any improvement? What would you suggest?
- Were you able to complete all your activities within the budget you were given?
- Did you complete the project as you had planned?
- Were you able to finish the task within the time allowed?

Activity: Implementing a project – what are the tasks – Container building continued.

Materials: Nothing particular

Time: 1 hour to discuss – perhaps more time to plan the ‘lesson’ for the next day.

Process: Give each group one of the below project tasks. Ask them to reflect on what they learnt about this in the container building activity and what tools and processes could support this in their daily work environment (they need to take notes).

- Finance
- Time
- Personnel/ Human resources
- Communication
- Monitoring (quality/ risk)



They will need to take this information and prepare a 10 minute lesson that they will present to the rest of the group on Day 3

Activity: Closure of Day 2

Materials: None

Time: 10 –30 minutes

Process: Final thoughts/ questions from the day. Delta plus.

Inform them they will need to prepare the above reflection into a 10 minutes lesson for the group tomorrow. (They can either do it in the evening or prepare in the morning if there is time).



Day 3: Tasks of Project Management in the Implementaion phase

In the planning phase, you wrote a project plan – now you need to show them how to use it in the daily running of the project to keep checking how they are doing and to make sure that everything gets done on time.

There are various tasks that need managing. These will be discussed on Day 3.

Activity: Revision of Day 2

Time: 30 minutes

Process: Any thoughts/ questions from the previous day.

Do some sort of ice-breaker/ check-in/ weather report to see how people are doing.

Activity: Project implementation tasks

Materials: None

Time: 1hour – 1hr30min

Process: Get each group to teach one of the project tasks (encourage the rest of the class to take notes in their workbooks in the appropriate section).

Add input as necessary, if the subject is not sufficiently covered.



Make sure that you know about each of these areas so that you can add information as needed.

Activity: Tool for Project implementation

Materials: Flipchart. Knowledge of the project tasks.

Copies of variety of calendar/ work breakdown tools as required.

Time: 1 hour

Process: Give Input: Share some of the tools – calendar and work breakdown.

Show the groups how to do this step-by-step using the flipchart and the examples in the workbook.



Calendar Planning

All the activities on your project plan, now need to be put on a calendar. This should be put in a place where all staff can see it, and it should be checked regularly at meetings to see that tasks are happening according to plan.

Using different colours for different activities and showing what activity you are focusing on for what week/ month will also help make things easy to see.

Remember to include items on your calendar like:

- Team Meetings
- Funding Deadlines
- Supervision times for staff/ volunteers

Creating work plans

- **Step 1:** Write down all the tasks it takes to do an activity
- **Step 2:** Make the most important ones, a special colour
- **Step 3:** Put them in order – what needs to happen first
- **Step 4:** Put names next to each – who will do what
- **Step 5:** Write them into a work breakdown (see next page)



Definition

Prioritising – what should I do first? What is the most important?

This is about deciding which activities are the most important (or urgent) to do first, so that you can do them first.

Scheduling – when should I do what?

When planning a project, it is important to remember that some activities can only happen when other activities have been completed before. As you do in the project plan, you need to put your activities in the order that they need to happen.

Remember that it doesn't help to have a good work breakdown or calendar, if you don't stick to it!! Time management is an important skill of a good project manager. Time management is all about good planning and then checking on this plan regularly and sticking to it.

If you run a regular service, then instead of a work breakdown, it helps to draw up a roster that you put up in a central place, it will help all concerned. Remember to include who is responsible for each item on the roster.



Project Completion and /Closure

Activity: Project closure

Materials: None

Time: 1hour

Process: Ask them to discuss in pairs - What needs to be done in project closure?

- Get feedback from the pairs
- Discuss when a project is done
- Input – brief comments on evaluation

This is the last part of the project life cycle where the project activities are coming to an end. Often this part can be forgotten, but it is important to make time to think about the project so that learnings can be taken forward to the next project and increase the chance of success.

The activities in this phase are

- Monitoring and evaluation,
- Review and correction,
- Staff reflection and learning
- Reporting and handing over, etc.



The word “evaluation” simply means to assess the value of something.

Evaluation is an assessment at different stages in the project. At the beginning, middle, end or at regular periods and after the project has closed.

Evaluation asks questions such as:

1. Is the project likely to achieve its objectives with its existing activities and approach?
2. Has the project made a lasting improvement in the issues it was trying to address? Has it been valuable?
3. What are the strengths and successes of the project?
4. What are the weaknesses and mistakes?
5. Was the project being properly implemented?
6. Did the project benefit the clients (target audience)?

There is no work without mistakes, especially work with people! An organisation that understands that mistakes are part of any project and so evaluates, will be doing better, more effective work in the future than the one that doesn't.

Donors know this and are likely to want (and have the right) to know how the money they have given was used and how well it was used. This is important to



them, and they are more likely to give a second grant to a CBO that has been honest about their problems, and tried to fix them openly, than they are to one which doesn't do this and has no history of evaluation.

Evaluation helps us to:

- Learn from our past work
- Show success and failures
- Judge whether aims have been achieved
- Change and improve our present work
- Report back to donors on the returns on their financial investment
- Correct and develop our plans for our future work



Individual activity

What can you do to evaluate the successes and failures of your project?

Activity: Personal action plans and evaluation

Materials: Evaluation forms

(Can make a form - a personal action planning tool for them to complete or just write on board)

Time: 30 – 45 minutes

Process: Let participants answer this question on their own:

What is one thing that they would like to implement from this workshop.

Get them to share it with someone from another organisation that works in the same geographical area (so that they can help with commitment).

Then hand out evaluation forms (example attached) – get them to complete these.

Ensure that evaluation forms include this question: What support would you like us to provide you with as you implement the learnings from this course?



Activity: Course closure

Materials: Project checklist (see manual)

Copies of homework task and/ or Portfolio of evidence guide (see manual)

Time: 30 - 45 minutes

Process: Go through project checklist as revision, if necessary.

Explain homework that they need to do that is part of their portfolio of evidence (explain the accreditation process if necessary).

Final thoughts. Get a closing comment/ learning from each participant.

Good Luck and Enjoy facilitating the course!



Icebreakers and Energisers

Icebreakers are structured activities that are designed to relax learners, introduce them to each other, and energize them in what is normally an unduly formal atmosphere or situation. Icebreakers are not normally related to the subject matter, where as "openers" are related to the subject matter that is to be discussed. In addition, they often help to break up the cliques and invite people to form random groupings in a non-threatening and fun way.

The term "icebreaker" comes from "break the ice", which in turn comes from special ships called "icebreakers" that are designed to break up ice in the arctic regions. And just as these ships make it easier for other ships to travel, an icebreaker helps to clear the way for learning to occur by making the learners more comfortable by helping to bring about conversation.

Listed below are a few icebreakers to help get you started. There are many more available in books and on the internet – so do some research!

Juggling ball game (Name Game)

Everyone stands in a close circle. (If the group is very large, it may be necessary to split the group into two circles.) The facilitator starts by throwing the ball to someone in the circle, saying their name as they throw it. Continue catching and throwing the ball establishing a pattern for the group. (Each person must remember who they receive the ball from and who they have thrown it to.) Once everyone has received the ball and a pattern is established, introduce one or two more balls, so that there are always several balls being thrown at the same time, following the set pattern.



Connecting eyes

Participants stand in a circle. Each person makes eye contact with another person across the circle. The two walk across the circle and exchange positions, while maintaining eye contact. Many pairs can exchange at the same time, and the group should try to make sure that everyone in the circle is included in the exchange. Begin by trying this in silence and then exchange greetings in the middle of the circle.

Names and adjectives

Participants think of an adjective to describe how they are feeling or how they are. The adjective must start with the same letter as their name

Match the cards

The facilitator chooses a number of well-known phrases, and writes half of each phrase on a piece of paper or card. For example, they write 'Happy' on one piece of paper and 'Birthday' on another. (The number of pieces of paper should match the number of participants in the group.) The folded pieces of paper are put into a hat. Each participant takes a piece of paper from the hat and tries to find the member of the group with the matching half of the phrase.

Space on my right

Participants are seated in a circle. The facilitator arranges for the space on their right to remain empty. They then ask a member of the group to come and sit in the empty space; for example, "I would like Lili to come and sit on my right". Lili moves and there is now a space on the right of another participant. The participant who is



sitting next to the empty space calls the name of someone different to sit on his or her right. Continue until the entire group has moved once.

What we have in common

The facilitator calls out a characteristic of people in the group, such as ‘having children’. All those who have children should move to one corner of the room. As the facilitator calls out more characteristics, such as ‘likes football’, people with the characteristic move to the indicated space.

Who is the leader?

Participants sit in a circle. One person volunteers to leave the room. After they leave, the rest of the group chooses a ‘leader’. The leader must perform a series of actions, such as clapping, tapping a foot, etc, that are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at him/her. The leader must change the actions at regular intervals, without getting caught. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.

Who are you?

Ask for a volunteer to leave the room. While the volunteer is away, the rest of the participants decide on an occupation for him/her, such as a driver, or a fisherman. When the volunteer returns, the rest of the participants mime activities. The volunteer must guess the occupation that has been chosen for him/her from the activities that are mimed.



Reviews

While icebreakers are used to start a learning session, reviews are used in the closing of a session or module. They help to reinforce key concepts or topics.

Ball-Toss

This is a semi-review and wake-up exercise when covering material that requires heavy concentration. Have everyone stand up and form a resemblance of a circle. It does not have to be perfect, but they should all be facing in, looking at each other. Toss a ball or bean bag to a person and have tell what they thought was the most important learning concept was. They then toss the ball to someone and that person explains what they thought was the most important concept. Continue the exercise until everyone has caught the ball at least once and explained an important concept of the material just covered

Process Ball

This is similar to the above exercise, but each person tells one step of a process or concept when the ball is tossed to them. The instructor or learner, in turn, writes it on a chalkboard or flip chart. For example, after covering "Maslow's Hierarchy of Needs," you would start the ball toss by having everyone give one step in the pyramid of needs, e.g. Safety, Physiological, Esteem, etc.



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):

<i>Facilitation</i>	Excellent	Good	Not Good
<i>Pace</i>	Perfect	Too fast	Too slow
<i>Content</i>	Appropriate	Not appropriate	

Any other comments or feedback for the facilitator/s?

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



