Facilitators training manual
2006 (work in progress)

by Amnesty International South Africa-REAP
Preface

There is no shortcut into becoming an effective trainer or facilitator or animator. Hence we appreciate trainings to be more in depth, insightful and accompanied by action and reflection. Cooperation and cofacilitation are one of the fundamental principles for being a facilitator. All the theories, codes and exercises in this manual have been used effectively with groups in Africa since 1975.

The methodology that we are exploring, namely popular education and use of generative themes was made famous by Brazilian educationalist Paulo Freire, famous author of *Pedagogy of the Oppressed*. By exploring this method we hope to equip participants with basic facilitation skills as well as how to conduct HRE workshops effectively using generative themes. By the use of generative themes, what we are emphasising is for animators or facilitators to be relevant to the communities they work in. Within Amnesty International, popular is highly recognised as the key method towards conducting Human Rights Education activities and building a global culture of human rights. In Cape Town the Grail Centre has been offering ongoing training on the method through their Training for Transformation (TfT) program. In Senegal the AI HRE team has used the same methodology to enforce the culture of human rights. Similarly the Peoples Movement for Human Rights Education has been using the same method in creating the so called human rights cities. Currently the method is used by many people largely within community based organisations and social movements.

A holistic approach is adopted in addressing different social ills. Central to the approach is the spiritual dimension. Reflections of the TfT facilitators/animations reveal that ‘the spiritual dimension was life giving, and constantly challenged us to reach beyond daily struggles. We believe that the spiritual dimension is essential in the process of breaking though the apathy and discouragement, even hopelessness, which groups often experiences as they try to face the hard facts of reality and engage in social analyses’.

In this training manual we have infused training work of the different programs mentioned above.
Basic Facilitation Skills and Generative Themes

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Glossary Terms

Some Definitions Helpful for Various Methodologies

Animator/ Facilitator:
The group leader who is clear on the exercise to be followed, the questions to ask, and the objectives of the exercise.

Brainstorm:
Quickly coming up with ideas or proposals without, at first, defending them or prioritizing them. Then open up discussion on ideas or proposals.

Buzz groups:
each participant turns to her/his neighbour (left and right) on a one-on-one basis for a short discussion.

Code: is a concrete presentation of a familiar problem, about which the group presents has strong feelings about. The problem posing material can be in a form of posters, films, photographs, newspaper, poems, proverb, a case study or diagram.

Case-study:
a brief input on a scenario or description of how a problem, for example, one that has arisen in the past, was dealt with and responded to by people. It can be historical or hypothetical, but should be related to the actual experiences of participants.

Debate:
participants take up different or opposing sides on a problem and argue for a response or remedy different from that on the other side.

Drama:
a prepared play in which those involved have practiced their parts in advance.

Expectations:
a method by which participants say what they hope to get out of an exercise or program.

Floating:
when participants break up into small groups for discussion, the facilitator and volunteers move around (float) in a quiet way from group to group checking if everyone is clear on the questions and reminding people how much time they have left.

Go-arounds:

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all participants get a chance to speak without interruption, one at a time, for example, going around the entire group and missing no one.

**Icebreakers:**
an activity, usually at the beginning of a session, to get people to loosen up and relax, for example, by shaking hands and introducing themselves to others.

**Inputs:**
a planned talk by the facilitator or someone else, usually of short duration.

**Participant:**
those in the learning group who are necessarily involved in the activity of an exercise and who are treated by the facilitator and other participants as equals, not passive students absorbing knowledge.

**Role-play:**
participants become “part of the action” by pretending to act a particular role, e.g., that of a police officer or of a human rights victim, but the role is not practiced beforehand (as in drama).

**After a role play**

**Reporting back:**
when participants have broken up into small groups, one person should report back to the larger group the results of the small group discussion or the decision of the small group deliberations.

**Speaking from Experience:**
One of the participants talks about his or her experience of the issue or problem you are discussing.

**Scriber:**
Is one participant in a group that is given a task to write down discussion points to be used for the reporting back?

**Talking Circle:**
all participants arrange chairs or otherwise sit in a circle so they can see each participant face to face.

**Wordwheels:**
People stand in two circles of equal numbers, one inside the other so that each person in the inside circle faces someone in the outside circle, e.g., to introduce themselves. The wheel can rotate (left or right) so that each person has addressed each other person in the group on a one-on-one basis.
Basic Facilitation Skills and Generative Themes

Introductions and Expectations

Introductions

Material required: Name tags, Koki pens, newsprint

Facilitator’s role: to issue name tags and have newsprint ready for writing participants feelings.

Introduction activity:

a) Participants are issued with name tags
b) Each participant look for a person sitting on their left hand and both they have to ask each other the following questions:
   ➢ What is your name?
   ➢ Which community or organisation do you come from?
   ➢ How are you feeling today?

c) Each participant writes the name of the newly found friend on the name tag.

d) Each participant then introduces the newly found friend to all participants by answering the above 3 questions in number b).

Workshop purpose/Expectations

Facilitators’ role: to have expectations written on the newsprint, pasted on the wall and add some additional points from the participants.

- To introduce Human Rights Education
- To strengthen HRE networks
- To impart basic facilitation skills on planning for a workshop
**Basic Facilitation Skills and Generative Themes**

- To equip facilitators with skills and knowledge to select themes for workshops
- To equip facilitators with skills for making HRE relevant to their communities
Basic Facilitation Skills and Generative Themes

SESSION I

What is Human Rights Education (HRE)?

This session is informative about Amnesty International South Africa (AISA) HRE programme
This part contains:

- What is Human Rights Education?
- Common questions about Human Rights Education
- AISA’S HRE and SVAW

1. Human Rights Education is education about, but also for human rights. For example:

- Teaching people about international law or about human rights violations such as torture is teaching about human rights.
- Teaching people how to respect and protect rights, is teaching for human rights.
- Human Rights Education is all about helping people to develop to the point where they understand human rights and where they feel that they are important and should be respected and defended.
- Amnesty International South Africa has a detailed manual filled with participatory activities for facilitating human rights education. The name of the manual is First Steps, A manual for starting Human Rights Education and can be obtained through contacting the office.
- The activities give participants SKILLS, KNOWLEDGE, and ATTITUDES which they will need to work towards a world free of human rights violations. These aspects are encapsulated in each of the activities by a participative, interactive educational METHODOLOGY.
- Participative methodology has been found by human rights educators to be the most efficient and most powerful way to develop skills and attitudes, as well as knowledge, in both children and adults.
- The diagram on the next page may help you to visualise this relationship of skills, knowledge, attitudes and methodology. (Part Two of the First Steps, A manual for starting Human Rights Education speaks on "How to design your own human

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2 First Steps a manual for Starting Human Rights Education
Basic Facilitation Skills and Generative Themes

approximate teaching activities" in for further explanation of this model and advice on creating and analysing human rights teaching activities.)

SKILLS: Such as listening to others, making moral analysis, cooperating, communicating, and problem solving, and questioning the status quo. These skills help people to:
- analyse the world around them
- understand that human rights are a way to improve their lives and the lives of others
- take action to protect human rights

KNOWLEDGE: Such as knowing that human rights documents exist and which rights they contain, and that these rights are universally applicable to all human beings and inalienable. Also knowing the consequences of violating human rights. This knowledge helps children to protect their own rights and rights of others.

Diagram 1: Factors involved in every Human Rights Education activity

ATTITUDES: Such as that human rights are important, that human dignity is inherent in all people, that rights should be respected, that cooperation is better than conflict, that we are responsible for our actions, and that we can improve our world if we try. These attitudes help participants to develop morally and prepare them for positive participation in society.
**Basic Facilitation Skills and Generative Themes**

**METHODOLOGY:** Participative, interactive methodology involves participants fully in learning. Alongside the facilitator/ animator, they become active explorers of the world around them, rather than passive recipients of the facilitators’ expertise. This is what Paolo Freire refers to as the banking concept versus This methodology is particularly appropriate when dealing with human rights issues, where there are often many different points of view on an issue, rather than one ‘correct’ answer.

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**2. Common questions about Human Rights Education**

The following questions are often asked by teachers who are thinking about incorporating human rights into their teaching. The answers given here are short, but may help with some of your worries.

**Question:** "Children need to be taught responsibility, not rights."
**Answer:** The *first steps* manual places equal emphasis on rights and responsibilities. The activities are designed to show that one person's rights end where another person's rights begin, and that everyone has a responsibility to respect the rights of others.

**Question:** "Won't human rights topics frighten young students?"
**Answer:** Teaching human rights is positive, not negative, because participants learn about their own inherent rights and about the importance of human dignity. Of course, giving participants’ information about human rights violations alone is not enough, and can be distressing for young children. However, teaching human rights is different because, although it is based on the knowledge that bad things happen, it also gives students the skills which they need to be able to do something about these things, and the attitude that it is possible for them to act to change a bad situation.

**Question:** "What if my participants ask a question I can't answer?"
**Answer:** When teaching human rights, answers are rarely simple. Complex moral questions cannot be answered with yes or no. Raising the questions is more important than finding one ‘correct’ answer. By introducing these complex issues to children and allowing them to think about them, we can equip them to deal with them later in life. Part Two of this manual explains teaching methods which can help.
you to explore human rights issues with your students, without having to have the "correct" answer to every question.

**Question:** "What is the purpose of using games?"
**Answer:** We learn and remember things better by doing them than just by hearing about them. Although the activities in this manual are fun, they have serious aims, usually the explanation of a human rights concept. These aims are explained at the start of each activity. See also the section 'what is Human Rights Education?'

**Question:** "We don't have a photocopier, or enough materials."
**Answer:** Most of the activities in this manual are designed so that they don't need expensive materials or photocopier.

**Question:** "We do Civics and Law, not Human Rights."
**Answer:** In practice, the skills, knowledge, and attitudes associated with human rights can be taught in many different subjects. (See section "Ideas for teaching human rights in core subject" in the chapter "How can human rights be part of the curriculum?" in Part Two)

**Question:** "I want to teach adults too."
**Answer:** This manual is aimed at schools. However, many of the activities can also be used with adults. Part Two contains ideas for developing your own activities, and the organizations listed in Part Six can give advice about teaching human rights with adults.

**Question:** "Parents, teachers, and the Principal say teaching human rights are political indoctrination."
**Answer:** Human rights make students better able to participate in society and in the politics of their country. However, it is important to distinguish between these political skills and party politics. Teachers have a great responsibility not to push students towards a specific political party or political ideology.

**Question:** "What is the difference between Civics, Moral education, Citizenship education, Intercultural education, Peace education and Conflict Resolution? Where does Human Rights Education fit in?"
**Answer:** All these subjects cover slightly different, overlapping subject matter. For example, an activity about respecting each other could be used in any of these subjects, but an activity dealing just with human rights documents would only be used in human rights education. However, the same active, participative educational methodology is used to teach all these subjects since this methodology overlaps almost completely. The important thing to remember is that these subjects all have the same aim: to help people to develop the skills,
attitudes and knowledge which they will need to help them to make informed moral decisions about their world and their place in it.

3. AISA’s HRE and Stop Violence against Women

The main focus of the HRE programme for Amnesty International South Africa is Stop Violence against Women. However we use generative themes in order not to offend communities. We see the use of generative themes framed in the Paolo Freire principles as appropriate to address the scourge and problem of VAW in our communities. In some communities and individuals it is still considered a taboo to talk about VAW for a number of reasons which participants in this workshop can articulate better than us. We believe that VAW is linked to other problems that communities are facing at different levels. Thus it is important that through the use of generative themes animators are equipped with necessary skills, knowledge and attitudes to allow communities to speak about issues at heart of their challenges and frustrations.

The targeted audience for the project are women, learners, youth, and educators. The project is funded by REAP Norway.
Understanding Generative Themes: Adapting Paulo’s Freire method into our training

- To introduce participants on deeper understanding of identifying community problems
- To make animator’s work to be relevant to the communities they work in.
- To enable participants to develop critical analysis of community problems.

**Exercise**

**Material required:** Kokis, Newsprint, and Prestik

**Time allocated:** 1h30

**Group activity**

**Participants have to prepare and present a code:**

**Step 1**

a) Participants break into groups of 5 each,
b) Each group has to select a scriber and two or more people to report back to all the participants in Step 2.
c) Each group has to brainstorm about an issue that is the main problem or challenge in their community.
d) After brainstorming, in newsprint each group has to draw the problem (you can read the notes points below on generative themes). Participants in a workshop should be able to easily understand the code without much difficulty.

**Step 2 – plenary/report back**

e) Each group has to present to all participants their code.
f) Learnings: Animator in a news print summarises presentations based on the notes below

**Exercise**

**Material required:** Newsprint, Prestik, and Kokis

**Time allocated:** 2h30

**Group activity**

- Participants go back to their groups, look at the problem posed by their group in the previous exercise and in newsprint respond to the following questions:
Basic Facilitation Skills and Generative Themes

Step 1
a) Describe in details what do you see happening in the poster?
   b) Why is it happening?
   c) Does this happen in real life or in your life situation, give examples and describe some of the real life situations?
   d) What are other problems related to this one in the code?
   e) What are the root causes of the problem – GROUP HAS TO DEAL WITH PROBLEM ARISING FROM DIFFERENT TYPES OF CAUSES
      ☺ NATURAL CAUSES
      ☺ SOCIAL CAUSES
      ☺ POLITICAL CAUSES
   f) What can we do about it? (Action planning), each group has to formulate a programme of action that addresses the problems from the different aspects of its root causes as discussed in e).

Step 2 – Plenary/report back
a) Each group reports to the whole group
b) After all groups have reported, the animator lead the discussion for participants to share learnings.

What are generative themes?
- Point number 4 on in Session II - some guidelines for facilitation- says that ‘the subject matter should be explicitly interconnected to local community needs. What does this means?
- It means that a workshop should addresses issues of concern or burning issues facing a community or particular group.
- The next question could be how do we then know the exact problem or issue of a community? This question leads us to the seven steps principles of Paolo Freire on choosing theme or subject for a workshop also known as generative themes.

a) The aims of education is radical transformation

The aim of education is radical transformation. By radical transformation we mean that in order to bring change and transform our communities, we need to understand the root cause of our problems from its roots from different angles. We premise our understanding on the fact that we are all called upon to transform our own lives, community, environment, and whole

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3 Notes extracted from Anne Hope and Sally Timmel (1995) Training for Transformation; A handbook for Community Workers. Mambo Press, Zimbabwe
Basic Facilitation Skills and Generative Themes

society. Thus midst daily challenges, education is HOPE based, that it is a possible to change life for the better. ‘Radical’ means going to the roots of the problem. It is about unearthing the values underlying unnecessary sufferings influenced by modern western industrial “civilisation”. This civilisation now influences most of the rest of the world. These dominant values include greed and control for material possessions and power over and things.

b) Relevant Generative Theme: empowerment

Be relevant to the community you work with.

How do we ensure that the issues that animators are engaged with communities are relevant? It is important for education or a programme to be relevant to the communities it serves. Thus it is important to start from a subject matter that is directly affecting or of concern to the community. It is when starting with issue that the community have strong feelings about that hope, fear, worry, anger, joy; sorrow will be brought to the surface. Paulo Freire calls the issues that generate this natural energy and hope ‘generative themes”. Suppressed feelings contribute to a sense of powerlessness and apathy but if we tap into them, people can unearth new life for themselves and others. Channelling that energy to strategic plan is another challenge in this work. In addition, beginning with an issue that is of concern to the community generates more discussion as this is an issue that the community is passionate about as it affects them directly namely dialogue.

c) Dialogue

Engage the community to understand the problem or challenges they are facing.

It has been a phenomenon that when communities are faced with challenges a list of “experts” is brought. The assumption is that experts can solve all the problems faced by communities. For years perceptions and practice on education methodology has focused on passing information and knowledge to a tabula rasa i.e. from one who know and the other who does not know. Paolo Freire refers to this process as banking education, as the teacher makes regular deposits in the empty mind of the pupil. We need dialogue to draw insights of all who are concerned as we search for solution.

d) Problem posing: Codes

Codes are graphic presentations of the problem in way that captures the feelings of the community.
Basic Facilitation Skills and Generative Themes

In this regard once we have found generative themes, we need a concrete way of presenting the problem. When we were doing the introduction, we asked participants to ask each other how they are feeling. Feelings are emotions expressed in a form of anger, joy, frustration, crying, and so on. The code must capture the problem as presented by the community. Or rather to put it in another way it is important that codes should capture the community’s feelings. If the community is unhappy, worried etc, the code must reveal it. Thus a code is a concrete presentation of a familiar problem, about which the group has strong feelings. An example of a code or problem posing material is a poster, play, photographs, slides, songs, a proverb and simulation games. A code is different from other visual aids. Visual aids have been used in programs in many times but many of these are illustrations not codes. A code should be clear and participants should be able to relate to it. A code shows the problem no the answer.

e) Reflection and Action

• The process of engaging with the challenge/problem is understood not to have a fixed solution.
• It is characterised by both action and reflection.
• Once communities know and understand the deep root causes of their problem then planning for action to be taken is important.
• Taking action from the problem that the community faces to eliminate frustration.
• To plan for action depend on the group discussion, past experience and energy.
• Action planning should consider the following a) linking the theme/problems to other themes that they have discussed, b) further study, c) beginning a self reliant project and d) lobbying for change.

f. No education is neutral

What do we mean by saying that there is no education is neutral? An article that was published by Amnesty International’s HRE newsletter explains this phrase better. It explores four fundamental elements to explain that Human Rights Education as well is not neutral education using the concept of popular education associated with Paolo Freire as mentioned above. The article has been attached at the end of the manual as Notes on Popular Education. We all conditioned
by our life experiences and are important that we look critically at how these have affected our values and our judgements.

‘Popular education means literally education with the people and for the people. As an educational practice, animators help people through analysis and discussion of their own situation in the face of problems such as poverty inequality, discrimination and environmental destruction’.


SUMMARY OF STEPS IN APPLYING THIS METHOD

1. **Listening Survey**

Listening survey refers to a process wherein a team of animators begin a process of understanding and identifying a problem what the community feel strong about. Some key points to consider:

- It requires perceptive and sensitive team
- It is not approached like a traditional research survey in which research workers decide before hand which facts are going to find out
- Team listens primarily to unstructured conversations in the community in which people feel relaxed and talk about things they are concerned about.
- Listening survey can take place in different spaces or scenario either by living in a community or attending community meetings etc

2. **First analysis of survey material**

- after listening to the people, the team of animators sit down to analyse what they have heard from the people namely What are people speaking about with great feelings and passion?

- Are the problems about subsistence/survival, decision-making or values?

- After analysing the problem the team move to the next step below.
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3. Preparation of problem-posing materials

- after listening to the people’s feeling or problem the team of animators prepare ‘codes’ or problem posing in a form of a poster, pictures, plays, mimes, short stories or songs

- The code should present the problem as spoken by the people

- A code should stimulate discussion

- A code should be in such a way that when presented many participants are able to associate with the problem posed

- A code should present a concrete experience which the people spoke about

- A code should be clear

- remember there is a difference between a code and a visual aid.

4. The learning group

The learning group is a group that is formed or established based on their specific issue of concern. A first meeting might have one code that captures the people’s feelings at a more general level.

- For a start one code may be use in a large community meeting
- Critical awareness mean that people must be allowed to speak their own words
- In the learning group, animators must ensure that every person participate in the discussion
- Mistakes must no be mocked but expected and used as a basis for further learning

5. The role of the animator/facilitator

The role of the animator is to listen and encourage more discussions amongst participants. It is important that each workshop is facilitated by more than one animator. We use the word animator based on the dialogic processes that the purpose of the workshop intends to yield. Participants or communities are given an opportunity to understand and analyse their situation with minimal assistance from the animator. Thus the role of the animator is to listen, capitalise on issues of concern and create space for dialogue.
### Basic Facilitation Skills and Generative Themes

- To help participants to unveil their situation.
- Create a conducive environment
- Participants remember much better what they have said and discovered for themselves than what 'teacher'
- Animator should not talk too much.
- No one is completely ignorant and no one has all the answers.
- Animator needs to summarise whenever necessary.
- Animator has to play the role in setting a good learning climate.

#### 6. The directions of the discussion

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“Go with the people:
Live with them
Learn from them
Love them
Start with what they know
Build with what they have
But of the best leaders
When the job is done, the task
Accomplished, the people will all say,
‘We have done these ourselves’”
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Lao Tsu, China, 700 B.C

#### 7. Action and Reflection

The significant aspect of the method is also the process of acting and reflecting. After the learning group has gone through all the above-mentioned step/discussion, identifying their problems they should be able to together seek alternative solutions to their problem animator must encourage actions and reflection. Action and reflection become part of the process even during difficult times and success. Its important for the learning groups to reflect on their successes and failure and the causes as linked to local government structures and policies up to the national and international level.

#### 8. Direction of discussion

The following is summary or guideline of a direction that the discussion in a learning group should progress after participants have settled down. The animator displays the code and the discussion follows. A summary of the six basic steps to lead the discussion are
Basic Facilitation Skills and Generative Themes

- Description
- First analysis
- Relating to real life
- Deeper analysis
- Related problems
- Self reliant action

Team Relations Exercise

**Material needed:** copies of group effectiveness questionnaire – relationship

**Time allocated:** 30 minutes

Aim of the activity
- To check how well teams are working together
- To identify areas that need to be strengthened by the team
- For teams to develop a sense of constructive self criticism

**Group activity**
Participants go back to their original groups

**Procedure**

**Step 1**
- Animator distribute questionnaire to each group
- Each group has to work together to fill in one questionnaire as a team
- After filling the questionnaire each group has to nominate someone to present to the whole group about their responses.

**Step 2:**
- Whole group brainstorm learnings and a volunteer is requested to write down learning from this exercise

The Spirit of Self Criticism

Develop the spirit of self criticism: the ability of each person to make specific analysis of his or her won work, to distinguish in it what is good from what is bad, to acknowledge our own errors and to discover the causes and the effects of these errors. To make self-criticism is not merely to say ‘Yes I recognise my fault, my error and I ask for forgiveness,’ while remaining ready soon to commit new faults, new errors. It is not pretend to be repentant of the evil one has done. While ‘remaining convinced deep down that is the others who do not understand. Still less is making self criticism to make a ceremony so as to go on later with a clear conscience and carry on committing errors. Self criticism is an act of frankness, courage comradeship and awareness of our responsibilities, a proof of our will to accomplish
and to accomplish properly...to criticise oneself is to reconstruct oneself within oneself in order to serve better’.

Amilcar Gabral, *Unity and Struggle*, p.2
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SESSION III

Links between generative themes and SVAW

Purpose
- Participants to begin to understand links between VAW and other issues/problems.
- Participant to be able to draw links between VAW and other social, political and economic problems communities face
- To know and understand VAW not only as a local problem

Material needed: Kokis, Newsprint and Prestik

Time allocated: 2 hours

Animator’s input: The main focus of the HRE programme for Amnesty International South Africa is Stop Violence against Women. However we use generative themes in order not to offend communities. We see the use of generative themes framed in the Paolo Freire principles as appropriate to address the scourge and problem of VAW in our communities. In some communities and individuals it is still considered a taboo to talk about VAW for a number of reasons which participants in this workshop can articulate better than us. We believe that VAW is linked to other problems that communities are facing at different levels. Thus it is important that through the use of generative themes animators are equipped with necessary skills, knowledge and attitudes to allow communities to speak about issues at heart of their challenges and frustrations.

Group Activity
Participants go to their groups again and discuss the following questions:

- What is violence against women
- What is the difference between violence against women and gender based violence
- What causes violence against women?
- Does VAW exist in our communities, if your answer is yes give examples that you know of or have heard about in the newspaper, TV, church, street, etc?
- Does VAW exist in the following places, if yes give practical examples about news or stories you have heard or villages/suburbs/provinces/countryside/other countries
f. Is VAW related to the problems we have mentioned in our codes?

g. What are the root causes of VAW at economic, social and political levels. Groups have to look at the causes at three levels namely at local/community, national and international levels. You can use the table below as an example on how you can present your analysis at all the levels.

**Eg. Economic levels**

<table>
<thead>
<tr>
<th>Level</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>local level</td>
<td></td>
</tr>
<tr>
<td>national level</td>
<td></td>
</tr>
<tr>
<td>international level</td>
<td></td>
</tr>
</tbody>
</table>

*Training of Trainers manual, October 2007*
Basic Facilitation Skills and Generative Themes

SESSION IV

BASIC FACILITATION SKILLS

Exercise

Time Allocated: 1 hour

Material required No: Kokis and Newsprint

Group Activity

1) Participants (in pairs) brainstorm the facilitators’ characteristics and qualities below in diagram 2 and Table 1.
2) Based on the brainstorming exercise, pairs have to role play both negative and positive qualities.
3) After each role play, all participants evaluate the role play based on the 8 qualities in Table 1.

1. Characteristics of a facilitator

Diagram 2
Basic Facilitation Skills and Generative Themes

Qualities for facilitators

<table>
<thead>
<tr>
<th>Negative Qualities</th>
<th>Positive Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hopelessness</td>
<td>Hope</td>
</tr>
<tr>
<td>Apathy</td>
<td>Interest</td>
</tr>
<tr>
<td>Unsupportive</td>
<td>Cooperative</td>
</tr>
<tr>
<td>Sluggish</td>
<td>Energetic</td>
</tr>
<tr>
<td>Discouragement</td>
<td>Encouragements</td>
</tr>
</tbody>
</table>

Table 1

😊 Exercise

Aims of this exercise:

- To introduce participants to different phases of planning and conducting workshops
- To develop cooperation skills amongst facilitators
- To introduce participants on self evaluation and self-criticism

Material required: Kokis and Newsprint

Time Allocated: 2 hours

Group Activity

- Participants break into groups of 5 each.
- In groups, participants read the guidelines for workshop planning and guidelines for facilitators below.
- Based on the understanding of the guidelines below, each group have to plan a workshop and conduct a workshop. The theme for the workshop is decided by the group (each group must be aware that this activity requires more careful thought)
- Each group has to present a plan for the workshop on both phases of the workshop namely planning and conducting a workshop.
- Groups have to plan how they are going to present for example allocating the different tasks amongst themselves.
Basic Facilitation Skills and Generative Themes

Some Guidelines for facilitation

Hereafter, we will often refer to trainers as facilitators or animators (and those who teach them as trainers) and students as participants. This terminology helps to emphasize that HRE requires a participative and dialogic approach. For example, it is often a good idea for those leading an educational exercise to consult with participants at the beginning of the program as teachers seldom do in formal education. This can conveniently be done by starting the program and each exercise by introducing the subject matter and the scope of the session. Against this background, the facilitator asks what the expectations are of the participants, given the subject matter identified. The facilitator should ensure that people offering their views do not spend too much time making speeches, but the facilitator should act as if there can be no "wrong answers" to this question. To demonstrate that s/he has been listening, the facilitator should very briefly summarize the groups expectations in relation to the topic covered.

In the exercises presented hereafter, some general guidelines may be helpful and should be understood and followed by the teacher/facilitator:

1. Be very clear on your role
2. Get people to introduce themselves and try to make them feel relaxed
3. Explain the subject matter and scope of the program and solicit the opinion of participants regarding their expectations.
4. Introduce the subject of each exercise and identify participants’ expectations. Assume the participants are looking for a response to pressing problems, so the subject matter should be explicitly interconnected to local community needs.
5. Bring forth the related experience of the participants on the subject of each exercise
6. Explain approximately how much time you have and allocate sufficient time for discussion. See if everyone understands

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4 Sourced from Richard Pierre Claude METHODOLOGIES FOR HUMAN RIGHTS EDUCATION A project of the Independent Commission on Human Rights Education, Emeritus, University of Maryland
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7. Introduce ideas and questions. Do not enforce your views. Be sure to give participants plenty of opportunities to talk of their own experiences.
8. Your eyes, ears and voice are important. Maintain eye contact with participants. Be aware of your own voice--try not to talk too much or too loudly, but be sure everyone can hear you and other participants.
9. Find out from the participants if they do hear you (i.e. if you need to reduce or amplify for your voice).
10. Be aware of how you approach people in the group, for example, not picking on the same people all the time and asking them what they think.
11. Do not get into arguments or allow them to develop. At the same time you should allow and encourage different opinions.
12. Do not allow people to interrupt each other.
13. Be firm with dominant people and say that they should allow others a chance to speak.
14. Give people time to think and to explain what they mean.
15. Explain and summarize briefly when necessary, for example, with difficult words or concepts.
16. Check if people understand before going on to the next topic, and allow for any further questions to know how to select a theme for a workshop.

The following article is an extract from the September 2005, Human Rights Education newsletter on Popular Education,

What defines genuine Popular Education?

PE is characterized by the rigorous and integrated handling of four fundamental aspects:

a) Its ethical framework and commitment

As in all education, PE has and accepts an ethical option. We identify PE with “the ethics of life”. Consequently, we reject and distance PE from “the ethics of the market”, which are dominant and hegemonic, and produce human beings who may have skills, but who may also lack sense of solidarity and use lies. In brief, this is a development and social model that has a predatory attitude to the environment, produces serious injustices, and generates wars, abuses and discrimination. PE questions, criticizes and distances itself from that
model. Instead, it absolutely insists on the ethics of the educational act. And it does so from a humanist and sustainable position.

By contrast, the ethics of life proposes and leads to the construction of a social and development model based on justice, truth, freedom, autonomy, and respect for nature and so on.

**b) Its political position and options**

Popular education “takes sides”. It adopts a political position in favour of the poor, the oppressed and the excluded. All education, without exception, also takes a political position, consciously or unconsciously. Those who choose the neo-liberal educational model adopt a political position that favours the powerful, whether this is what they want or not. They are forced to be accomplices of its policies, actions and predatory culture, in a competitive and dehumanizing world. Neutrality does not exist, either in science or education, or in its social, economic, cultural and political consequences. PE unambiguously makes an explicit choice to work on behalf of the poor of the earth. It works with them and their interests to try and build a just and human society for all.

**c) Its framework based on dialogue between bodies of knowledge**

Any act of education is characterized and defined by how it deals with knowledge. Knowledge is its raw material, its nature and its objective. But in a model based on the ethics of life, the dignity of human beings (and therefore the students) is not in question. Every human being is a dignified, free, responsible and autonomous person. They should be treated as such. The theme of knowledge is no exception. In traditional education, knowledge is considered to be something that already exists prior to the students and the educational act itself. Knowledge “exists”. Consequently, the task of education is to “transmit knowledge” to whoever lacks it. The teachers are mere transmitters of a static, generalized body of knowledge that is normally alien to the reality, culture and real interests of the students. The students passively receive what is being taught and transmitted to them by the teacher. They must memorize it and repeat it. There is no creativity, participation or analysis.

With PE, in contrast, knowledge is considered to be a continuous social construction. Everybody, in some way, has knowledge. Everybody knows something. Nobody knows everything. The act of education consists of a rigorous “dialogue between bodies of knowledge”. The students have to learn what the teacher is teaching. But the educational act is not a passive and memory-based
transmission of knowledge, but is collective and guided within a context. The starting point is the cultural level, the objective and subjective perception and the level of knowledge of the students. This is the major difference with traditional positivist educational proposals, which are based on theory, abstractions and distant ideas. They are alien to the practice of the students.

**And finally:**

**d) Its proposal to further develop pedagogic processes**

Dealing with the process of knowledge as outlined above (participation, creation of knowledge, etc.) implies the development of a methodological, pedagogic and didactic proposal. Only the use of pedagogic processes that involve participation, dialogue, analysis and the construction of knowledge can make it possible to be coherent with the ethical framework we have described. Dialogue, tolerance and educational democracy are encouraged and promoted. PE is committed to the four areas above being connected and integrated to all education. We can say that we are working within the perspective of PE in any kind of social educational task.
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List of contact organisations

The following organisations are useful as they work on a number of issues around violence against women:

- You can contact Stop Women Abuse **toll free hotline on 0800 150 150** - available 24 hours in different languages.
- You can also contact HALT (Halt Elder Abuse) **toll free line at 0800 003 081 if you are an elder person experiencing abuse or violence**, the number is available during working hours.
- Toll free numbers do not require you to pay when you are using a Telkom line.

Contact organisations:

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<thead>
<tr>
<th>Name of Support Centre</th>
<th>Contact Details</th>
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<tbody>
<tr>
<td>AIDS Action Group Northern Areas</td>
<td>(021) 9487699</td>
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<tr>
<td>Legal Resources Centre</td>
<td>(021) 423 8285</td>
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<tr>
<td>Life line</td>
<td>(021) 461 1113</td>
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<tr>
<td>Medicines SANS Frontiers</td>
<td>(021) 364 5490</td>
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<tr>
<td>Nicro Women Support Centre</td>
<td>(021) 422 1690</td>
</tr>
<tr>
<td>Plettenburg HIV/AIDS forum</td>
<td>(044) 533 5616</td>
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<tr>
<td>Rape Crisis</td>
<td>(021) 447 1467</td>
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<tr>
<td>Treatment Action Campaign</td>
<td>021 788 8507/3307</td>
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<tr>
<td>Western Cape AIDS Training, Information and Counselling (ATICC)</td>
<td>(021) 797 3327</td>
</tr>
<tr>
<td>Wolanani</td>
<td>(021) 361 1116</td>
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We are in a process of developing HRE material that is tailored to local needs. We are using experiences and learnings gathered from workshops to develop this material. However we do have a variety of HRE material that has been developed by Amnesty International that can be made available.


