FACILITATOR'S MANUAL: COMMUNICATION FOR DEVELOPMENT

1-DAY AND 2-DAY ORIENTATION SESSIONS FOR USE IN SOUTH SUDAN

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Acknowledgements

As with most things "C4D" in UNICEF, this toolbox used many existing materials. In alphabetical order by last name, acknowledgements go to Gunter Heidrich, Farhad Imambakiev d'Arcy Lunn, Anu Puri, Guy Scandlen, Sid Shrestha and Sunil Verma for sharing their work in South Sudan, India and elsewhere. Special thanks to Dau Deng Abuoi for sharing a 3-day session used in Mingkaman in 2015. And a grateful nod goes to Peter Chen and the team in the Asia-Pacific Development and Communication Centre at Dhurakij Pundit University in Bangkok, Thailand, for their C4D Manual and courses around the world.

We hope this toolkit is simple to use and will be used regularly over the coming years. Please write to me and let us know how you found it to be.

Paula Claycomb, C4D Facilitator
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Rain Barrel Communications
Speaking the Language of Development & Social Justice

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Introduction

Communication for Development (C4D) or Social and Behaviour Change Communication (SBCC) is an evidence-based process to promote measurable behaviour and social change to accelerate programme results. C4D should always promote the **participation** and **empowerment** of individuals and groups of individuals. Effective C4D is a two-way process. It **goes beyond providing information** and **relies on a mix of communication tools and channels.**

C4D involves:

- Understanding people, their beliefs and values, and the social and cultural norms that shape their lives.
- Engaging communities and listening to especially vulnerable or marginalised groups as they identify problems, propose solutions and act upon them.

We believe that using communication to dialogue with and respond to community needs is as important as providing education or health care or protection measures.

Even in as challenging a country as South Sudan, where people's basic needs are often not met, emporwering change can occur in the lives of individuals. Opportunities can be provided for them to ask questions and dialogue with people who can share information about life-saving actions that can be taken in their own households. They can discuss scenarios for improving their own lives. This is what Communication for Development (C4D) tries to do. These short workshops (either one day or two days) introduce participants to concepts and practices in C4D that may contribute to positive social change.

Purpose of South Sudan C4D Toolbox

Opportunities in South Sudan to learn about human behaviour, theories of change and how communication is used to improve people's lives are rare. At best, training workshops may be held once a year in Juba or a state capitol for the fortunate few. Indeed, 5-day C4D learning workshops were organized by UNICEF and the Ministry of Health in Juba in March and May, 2016, with the intention of drafting state-specific polio communication plans.

Wishing to provide learning opportunities to stakeholders at state-level, but recognizing the many demands on staff in NGO and UN agencies in South Sudan's 28 states, it was felt that shorter sessions would be more realistic. Thus, this package is intended to provide an easy-to-use set of ready-made materials for use at state and even county levels.

Mindful of the busy schedules that staff in NGOs and UN agencies face, coupled with ever-changing security and access situations, two workshops have been designed:

a. 1-day introduction to C4D, intended to introduce participants to behaviour and social change communication theory and practice for their use in development and humanitarian programming in South Sudan; and

b. 2-day session that expands slightly on some of the approaches used in C4D plus includes a session on the critical area of improved interpersonal communication skills.

A 3-day session is possible, if there is a demand for it.

How the C4D Toolbox is Organized

This C4D Facilitator's Toolbox is available on USB stick. Later, it may be made available online. It is not printed, as it is felt that it will be easier for the facilitator(s) at state level to download, adapt as necessary, and print out only the relevant materials. Whether it is a communication specialist, a health or education specialist or someone else who will do the facilitating, he or she may wish to add or delete sessions or materials, including area-specific case studies.

While Powerpoint is an important foundation for the workshops, the workshops include small group exercises and opportunities for discussion. People learn by seeing, hearing and doing, so we have tried to combine that mixture in both the 1-day and 2-day workshops.

The 1-day and 2-day sessions each have their own folders.

Within each folder are the following materials:

a. Sample Learning Needs Assessment (LNA) Form which can be adapted as necessary for your unique circumstances;

b. Sample Administrative Note to assist you in advising participants of workshop logistics.

c. Sample Evaluation Form for use at the end of the workshop. This will help you gauge what participants learned and how they enjoyed the workshop.

d. Agenda for facilitator use, with information about the methodology for the overall session;

e. Powerpoint presentations with Notes that the facilitator may or may not wish to use;

f. Small Group Work (SGW): Instructions if necessary, and print-ready sheets;

g. Handouts (HO);

h. Other materials as relevant to a specific session. Short case studies or examples of local experiences may be helpful. Pre-Workshop Preparations.

Pre-Workshop Preparations

Participants

Organizers of the workshop should identify WHO should participate, based on the content of the workshop. C4D will be relevant to everyone's work, but programme technical officers or specialists will find it particularly useful. But supply, administrative and finance may also benefit, as they will understand better what motivates people and groups of people to behave in certain ways.

Invitations

Be sure to invite participants in plenty of time to make travel plans. Inform them of the reason(s) for the workshop so they can receive authorization from their supervisors to participate.

Give adequate time to participants to plan for them to be away from their regular duties and to travel to the town where the workshop will be held. All travel and financial logistics should be taken care of ahead of time so as to avoid confusions on the opening day of the workshop. A sample Administrative Note is included in this Toolbox for your adaptation and use.

Learning Needs Assessment

If you have time, it is always good to do a pre-workshop Learning Needs Assessment (LNA). The LNA elicits learning needs from many perspectives, including workshop sponsors, supervisors and the learners themselves. LNA findings help you to:
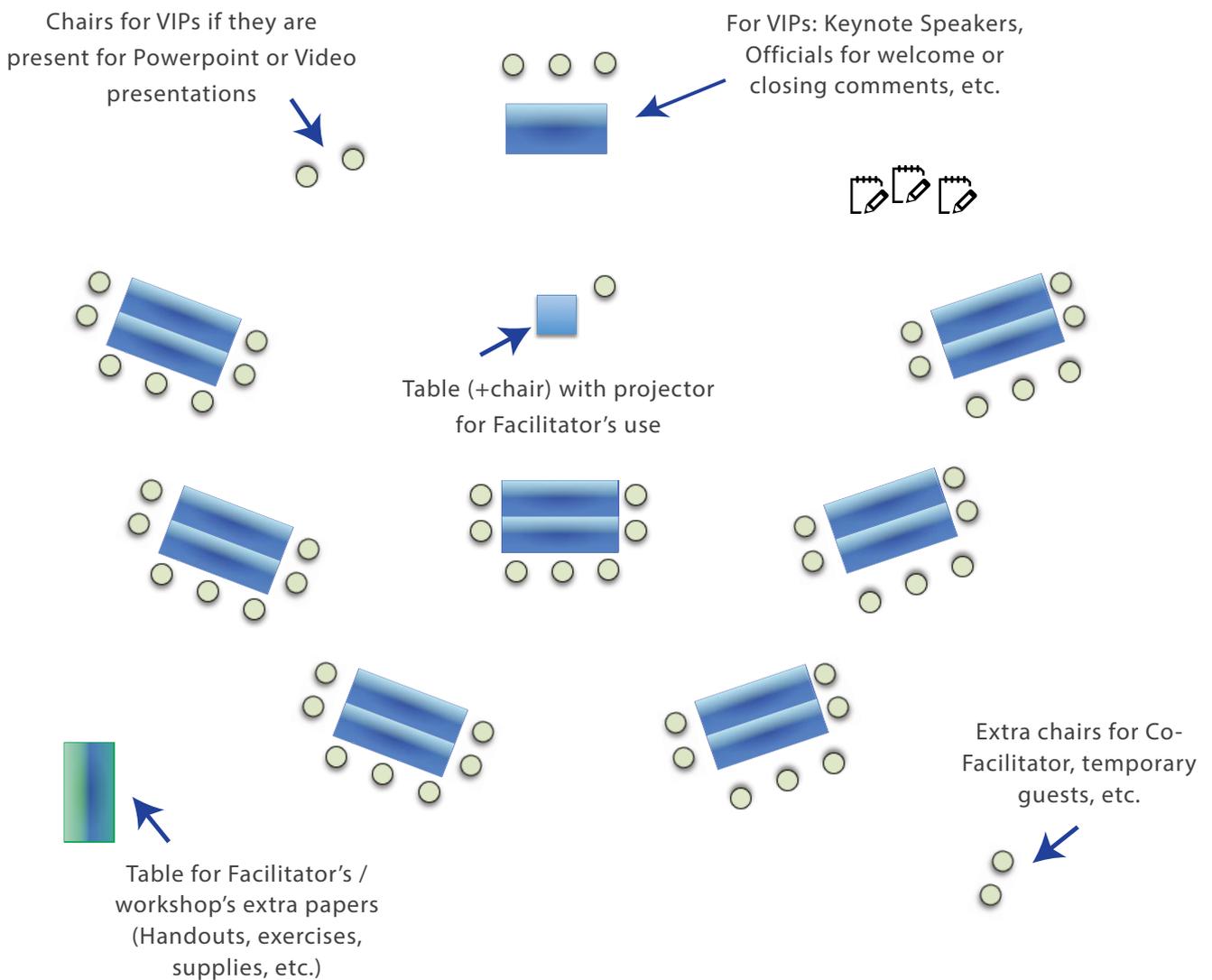
- Understand the context of learners' work on C4D;
- Assess learners' existing knowledge of communication and C4D;
- Adapt and connect the session content to immediate, relevant C4D issues faced by learners;
- Integrate real-life experiences into the workshop design; and
- Identify learning expectations of learners, their supervisors and workshop sponsors.

Suggested Room Layout

This layout below is often called **"café style".** No matter how much in detail you explain it to people, they often still do not understand. So this may help them visualize what you are looking to have, thereby eliminating the need for re-doing all the tables on Opening Day!

If you are limited to one room for plenary sessions AND for small group work, make sure the room is large enough (and with enough tables positioned elsewhere) for groups to work independently of each other.

Chairs for VIPs if they are present for Powerpoint or Video presentations

For VIPs: Keynote Speakers, Officials for welcome or closing comments, etc.

Table (+chair) with projector for Facilitator's use

Extra chairs for Co-Facilitator, temporary guests, etc.

Table for Facilitator's / workshop's extra papers (Handouts, exercises, supplies, etc.)

Reminders for Good Facilitation

Facilitation is fun, challenging and a major responsibility. While clear content and good logistics are certainly important, how you manage the sessions and the workshop makes a big difference in how well participants absorb the information and enjoy themselves at the same time.

For a C4D learning orientation session or learning workshop at state level, you should be familiar with the situation in your coverage area. You should have examples of stories/cases that are relevant to specific topics. This allows you to explain a concept or theory, using a real-life scenario.

Good facilitators are good communicators. Communication skills include: presentation skills (e.g. clear speaker); sense of humour; approachability; friendliness; patience; empathy; fairness; ability to give and receive feedback; positivity. In addition, a skilled facilitator guides but doesn't always "tell" participants what to do, and has trust in participants to reach a conclusion themselves. [1]

> *"It is irrelevant whether a person is a particularly strong academic if they can't put their knowledge across."*
>
> *"A bad facilitator is someone who has a tendency to approach seminars much like a lecture and lead with only minimal input from the group."*
>
> **A guide to the facilitation of Enquiry-Based Learning for graduate students,**
>
> **Louise Goldring and Jamie Wood, op. cit.**

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[1] A guide to the facilitation of Enquiry-Based Learning for graduate students, Louise Goldring and Jamie Wood, Centre for Excellence in Enquiry-Based Learning, The University of Manchester (2009), pp. 3-4.

A comprehensive C4D Training of Trainers manual produced by the UNICEF Regional Office for West and Central Africa is quoted at some length below.

"While trainers bring expertise on C4D, much of the training content will come from rich discussions among the participants as they share experiences, ideas, and challenges. The trainer's job is to skillfully connect learners' ideas, discussions and stories to the content included in slides and handouts. Trainers are co-learners and with participants, they construct insightful meaning and understanding of communication for development."
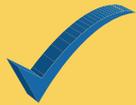

C4D Workshop, South Sudan. 2016

Learning Task Facilitation

"Learning tasks" require facilitators to develop and ask open questions, listen, and manage group discussions and dynamics. The check-list below will help to efficiently manage learning tasks.

Check-list for Effective Learning Tasks

✓ **Prepare all needed materials and resources ahead of time.**

✓ **Rehearse and walk through with facilitation partners.**

✓ **Prepare materials (charts, pens, post-it notes, tape, etc.).**

✓ **Always write the task (on a flip chart, Powerpoint or handout) and always read it aloud; when participants see and hear, the majority will understand and get to work quickly.**

✓ **Set the end time "you have until 10:30".**

✓ **Check for understanding by asking learners, "Is the task clear?".**

✓ **Sit still, keep quiet and pay attention as learners work.**

✓ **Keep time.**

✓ **Invite brisk report outs in plenary that keep to time.**

✓ **Welcome responses.**

✓ **Echo, paraphrase and affirm.**

✓ **Summarize key learning points.**

✓ **Make a smooth transition to the next task.**

✓ **Keep eye contact with co-facilitators and with workshop participants.**

Encourage Dialogue and Manage Time

A participatory, dialogue-based workshop is not a free-for-all, unstructured talk shop. Instead, it applies a structured process with limits and responsibilities for both participants and trainers (Shor 1992). Experienced facilitators balance lively discussion and time management. The check-list below includes facilitation tips that encourage dialogue and manage time.
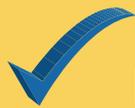
✔ Check-list to Facilitate Dialogue and Manage Time

✔ **Co-facilitators stand in the back and hold up "5 minutes left" signs or signal that time is up.**

✔ **Post the day's schedule so that you as a facilitator can always glance at the schedule.**

✔ **Follow the facilitation guide - all sessions and steps are designed to promote dialogue and are timed.**

✔ **Use these statements to manage a lively discussion:**

  – *We'll take 2 more comments and then move on.*
  – *We'll take one more burning question, please note any others on the parking lot.*
  – *It looks like we will not come to agreement, so let's come back to this later.*
  – *It's time for break – please continue discussing this over the coffee or lunch break.*

✔ **Use these phrases to manage plenary discussions so that a few talkative participants do not dominate:**

  – *Let's hear from someone who hasn't spoken yet.*
  – *Let's get some other opinions.*

C4D METHODS TO ENCOURAGE DIALOGUE AND LEARNING

Method	Brief Description
Art	Participants communicate something through drawing, sketching, collage-making or using found objects.
Brainstorm	Participants call out ideas in response to a question and the ideas are listed with no explanations, justifications or comments. After no further ideas are shared, the group then stops to review, discuss, improve or change the list. (Brainstorming should not be confused with simple discussion as the latter does not apply the above rules).
Buzz groups	Quick discussions between two people for 3 to 5 minutes in response to an open question. These discussions create a "buzz" in the room. A few buzz groups (not all) are then invited to informally share answers in plenary.
Card Sorting	Organizing themes, labels and definitions written on cards in a certain order or matching them.
Case Studies	Written description of a real-life experience or situation related to a training topic.
Closed Questions	Questions with a yes or no, or right or wrong answer.
Fishbowl	A small group of participants hold a discussion or do a simulation in the middle of a participant observer circle. Observers do not interrupt the fishbowl discussion, but share comments at the end.
Interactive Lectures	Lectures interspersed with open questions for small groups to discuss and share.

Method	Brief Description
Small Group Work	Most learning tasks are given to participants divided into small groups of 6 to 8 participants. Small groups allow more participants to speak and share ideas and produce specific outputs. Groups may be given the same or different tasks.
Open Questions	Open questions invite dialogue and do not have a right or wrong answer. Sequenced open questions are used in praxis – a cycle of observation, analysis and reflection which leads to new insights and knowledge.
Plenary Discussion	Discussion held with all participants. Plenary discussion should be used sparingly because time allows only few people to speak. Often, quieter participants do not like speaking in plenary.
Powerpoint Presentations	A tool to present or summarize information. Powerpoint guidelines include the following: use simple, powerful, and challenging words. Keep text concise and use large font. Use photos and images where appropriate. Avoid gimmicky fonts and too much animation. Use consistent colours and fonts.
Role Play	Participants create and perform short plays which depict their response to a task, question or challenge.
Storytelling	A facilitator or participant reads a short story, using a dramatic voice.
VIPP Cards	Visualization in Participatory Programmes (VIPP) is used to do quick participatory research. In response to a question, participants write answers in large, legible writing on coloured cards, one idea per card. These cards are categorized for participants to discover patterns and trends. This reveals collective group knowledge about a subject. Participants discover that together, they know a lot.

Energizers

Sometimes you may notice that participants are having a hard time concentrating on the session. This is particularly true after lunch or at the end of the day. It may be a good time to take 5 minutes for a quick "energizer" to get everyone's blood circulating again! The following energizers were taken from the International HIV/AIDS Alliance, at http://www.slideshare.net/vickthorr/100-energizers. "Rainstorm" is a favourite of the writer of this manual.

1. **"PRRRR" and "PUKUTU"**
   Ask everyone to imagine two birds. One calls "prrrr" and the other calls "pukutu". If you call out "prrr", all the participants need to stand on their toes and move their elbows out sideways, as if they were a bird ruffling its wings. If you call out "pukutu", everyone has to stay still and not move a feather.

2. **COCONUT**
   You show the group how to spell out C-O-C-O-N-U-T by using full movements of your arms, legs and body. All participants then try this together. You can try spelling other words, too, for example, each participant writing his or her name.

3. **RAINSTORM**
   Everyone stands quietly at their place at the table, waiting for your first movement. You rub your palms together to create the sound of gently falling rain. You nod at one person to make this sound, going around the group or people joining in, until everyone in the group is making the sound. Once everyone is rubbing palms, you make the rain sound louder by snapping your fingers, which all the participants begin to do also. Then you clap both hands together and that sound is copied by everyone. You slap your hands on your thighs, faster and faster, which everyone else does too. Finally, you stomp your feet while continuing to slap your thighs, with the rain becoming a hurricane. To indicate the storm is stopping, you reverse the order: stop the foot stomping, then the thigh slapping, then hand clapping, finger snapping and palm rubbing, ending in silence.

4. **OH KABITA!**
   In turn, everyone has to say "Oh Kabita!" (or another name) in as many different ways as possible, for example, with anger, with fear, with laughter, and so on.

Evaluation

Conducting an evaluation during the final session of the workshop is important for participants and for you. Allowing enough time for them to complete a written Evaluation Form (a sample is included in the toolbox) is critical for them to provide their thoughts on the workshop. And it gives you an overall sense of how they learned and what they felt about the content, the logistics and the facilitation.

A Few Final Comments

While it is always nice to have a co-facilitator – someone who will take the lead in specific sessions and with whom you can plan the whole workshop – you can certainly facilitate the entire workshop on your own! Prepare as well as possible, including practicing the Powerpoint presentations. All good facilitators have done that, and some practice before every workshop.

If you have any questions, contact the C4D Regional Advisor in Nairobi. As of June 2016, this is:

Patricia Portela de Souza, ppsouza@unicef.org

You may also contact the C4D Section in NYHQs. They can put you in touch with other facilitators who would be happy to talk with you by phone, e-mail or Skype. Sometimes it is nice to have someone to chat with about your workshop.

Good Luck!