



Learner Guide

Facilitate Learning Using a Variety of Given
Methodologies

Based on Unit Standard: 117871

Table of Contents

LEARNER ORIENTATION	8
INTRODUCTION TO OUTCOME BASED LEARNING BASICS	14
THE PURPOSE OF THIS LEARNING PROGRAM:	14
1. INITIAL NOTE FOR UNDERSTANDING THE DIFFERENCE BETWEEN TRAINING AND FACILITATING	15
2. DIFFERENT METHODOLOGIES FOR FACILITATED LEARNING	15
3. THE OUTCOMES-BASED LEARNING APPROACH	18
A. WHAT IS OBE?	18
B. OUTCOMES	19
C. PERFORMANCE-BASED ECONOMY	20
4. THE ROLE OF THE NQF, THE BILL OF RIGHTS, NATIONAL SKILLS ACT AND EMPLOYMENT EQUITY IN SOUTH AFRICAN LEARNING AND EDUCATION.	20
A. FORMAL EDUCATION STRUCTURES	20
B. SAQA AND THE NQF	21
C. EDUCATION OF LEARNERS WITH SPECIAL EDUCATION NEEDS	21
D. THE ROLE OF "SECTOR" AND "WORKPLACE SKILLS" PLANS AS WELL AS "SCARCE AND CRITICAL SKILLS" IN THE LEARNING AND FACILITATION PROCESS	22
CHAPTER 2 - THE CORNER-STONES OF LEARNING, LECTURING AND STUDYING VS. OUTCOMES-BASED FACILITATION OF LEARNING	24
1. THE PSYCHOLOGY AND DYNAMICS OF THE ADULT LEARNING ENVIRONMENT	25
1.1. UNDERSTANDING HOW ADULTS LEARN	25
1.2. MOTIVATING ADULT LEARNERS	26
1.3 BARRIERS AND MOTIVATION	26

2.	TIPS FOR EFFECTIVE TRAINING FACILITATION	27
2.1.	MOTIVATION	27
2.2.	REINFORCEMENT	28
2.3.	RETENTION	29
2.4.	TRANSFERENCE	29
3.	GROUP DYNAMICS AND HANDLING CONFLICT IN ADULT TRAINING	30
3.1.	WHAT IS A CONFLICT?	30
3.2.	SPECTRUM OF CONFLICT REGULATION	31
3.3.	QUESTIONS TO ASK WHEN CONFLICT ARISES IN A GROUP FACILITATION PROCESS	31
3.4.	THE HARVARD CONCEPT OF CONFLICT RESOLUTION	31
3.5.	PLAYING FIELDS OF CONFLICT	32
3.6.	CAUSES OF CONFLICT	32
3.7.	10 GOLDEN RULES FOR RESOLVING CONFLICT DURING A LEARNING FACILITATION INTERVENTION	33
	CHAPTER 3 - PLANNING AND PREPARATION FOR FACILITATION	34
1.	LEARNER AND LEARNING OUTCOME NEED ANALYSIS	34
2.	CONFIRMING LEARNING OUTCOMES TO MEET STAKEHOLDER OBJECTIVES	36
3.	CATERING TO THE NEEDS OF ALL STAKEHOLDERS AND LEARNERS	37
4.	ACHIEVING CONTENT GOALS	37
5.	CREATING AN ENABLING ENVIRONMENT FOR AN OUTCOMES-BASED LEARNING INTERVENTION	38
5.1.	CONTRACTING WITH LEARNERS	38
5.2.	WELCOMING LEARNERS	39
5.3.	SETTING GROUND RULES	39

6.	PERCEPTION AND COMMUNICATION IN OUTCOMES-BASED FACILITATION	40
6.1.	COMMUNICATION – DO WE REALLY UNDERSTAND EACH OTHER?	40
6.2.	FOUR EARS AND TONGUES	41
6.3.	TYPICAL MISTAKES IN COMMUNICATION	42
7.	COMMUNICATION REQUIREMENTS FOR EFFECTIVE FACILITATION	43
7.1.	REQUIREMENTS FOR THE FACILITATION TOPIC (THEME/ISSUE/PROBLEM/VISION)	43
7.2.	REQUIREMENTS REGARDING THE FACILITATOR	43
7.3.	KEY PERSONAL CHARACTERISTICS AND GUIDELINES FOR THE FACILITATOR	44
7.4.	REQUIREMENTS FOR THE GROUP	45
8.	MAKING YOUR FACILITATION UNIQUE!	46
9.	STEPS IN SETTING UP AND CONDUCTING A WORKSHOP	47
10.	ARRANGING RESOURCES, LOCATIONS AND PERSONNEL	48
	CONTRACTING	48
	THE CONTRACTING STEP	48
11.	DRAFTING A FACILITATION PLAN	49
11.1.	PRINCIPLES TO USE IN DEVELOPING YOUR FACILITATION PLAN / DESIGNING YOUR WORKSHOP	51
12.	TIME KEEPING, TIME MANAGEMENT	51
13.	LOGISTICS	52
13.1.	GETTING THE SETTING RIGHT - BEFORE IT STARTS!	52
13.2.	SEATING ARRANGEMENTS	53
13.2.1.	PHYSICAL CONSIDERATIONS INCLUDE:	53
13.3.	PHYSICAL PREPARATION	54

14. USING APPROPRIATE AND VARIED FACILITATION METHODOLOGIES	54
14.1. CARD CLUSTER	54
14.2. "SPONTANEOUS COMBUSTION" – BRAINSTORMING	56
14.2.1. VERBAL BRAINSTORMING	57
14.2.2. WRITTEN BRAINSTORMING	57
14.3. MAPPING - SIMPLE RELATIONSHIP MAPPING	58
14.3.1. MAPPING - MIND-MAPPING	59
14.4. USING BREAK-AWAY GROUPS	59
4.1.1. PLANNING AND PREPARING	60
4.1.2 ALTERNATIVES TO THE PRESENTATIONS OF BREAK-AWAY GROUPS	61
4.2. PRIORITISING, RANKING, SELECTING	62
4.3. OPEN SPACE TECHNOLOGY (OST)	63
5. GETTING READY TO FACILITATE AND IMPLEMENT THE FACILITATION PLAN	65
CHAPTER 4 - FACILITATING LEARNING	68
1. FACILITATING LEARNING IN ACCORDANCE TO OBET PRINCIPLES UNDER THE SOUTH AFRICAN NQF	68
1.1. THE MAIN OBJECTIVES OF FACILITATION UNDER THE NQF ARE AS FOLLOWS:	68
2. FACILITATION TECHNIQUES THAT WORK WELL IN OBE	68
2.1. GENERAL INTRODUCTION OF LEARNERS	69
2.1.1. EXAMPLE FOR INTRODUCTIONS IN LARGER GROUPS	69
2.2. "TRANSFER-IN"	69
2.3. BAROMETER	70
2.4 USE OF SYMBOLIC OBJECTS	70
2.5 USE OF PICTURES	71

2.6 HOPES AND FEARS	71
3. PROMOTING LEARNER INTERACTION THROUGH YOUR FACILITATION APPROACH	71
3.4 VISUALISATION – “WHEN” AND “WHERE” DO WE VISUALISE?	71
3.5 MATERIALS FOR VISUALISATION	72
3.6 TOP DOWN OR NETWORKED	72
3.7 COLOUR AND FORM	73
3.8 THE WAY YOU ACT AND APPEAR AFFECTS THE WAY LEARNERS BEHAVE	73
3.9 THINK ABOUT THE EFFECTS OF YOUR APPEARANCE AND ACTIONS ON THE EFFECTIVITY OF YOUR FACILITATION	74
4. PROMOTING LEARNER UNDERSTANDING THROUGH STRUCTURING CONTENT VIA VISUALISATION METHODOLOGIES	75
4.4 THEMATIC DIMENSIONING	75
4.5 CONSENSUS BUILDING FOR CONTRARY POSITIONS	76
4.6 PRO/CONTRA	76
4.7 HIERARCHICAL AND SYSTEMIC STRUCTURE FOR ACTION FIELDS	76
4.8 ASSOCIATIVE THOUGHT STRUCTURING (I.E. FOR BREAK-AWAY GROUPS)	77
4.9 WORKSHOP HAND-OUTS	77
4.10 USING SYMBOLS	77
5. FACILITATION FOR LEARNERS WITH SPECIAL NEEDS	78
CHAPTER 5 - EVALUATING LEARNING FACILITATION	80
1. SEEKING CONSTRUCTIVE FEEDBACK FROM THE LEARNER AND OTHER STAKEHOLDERS, AGAINST SET CRITERIA	80
1.1. POST WORKSHOP FEEDBACK FROM LEARNERS AND OTHER STAKEHOLDERS	81
1.2. FEEDBACK RULES	81
1.2.1. WHEN GIVING FEEDBACK	81

1.2.2. WHEN RECEIVING FEEDBACK

81

BIBLIOGRAPHY

83



LEARNER ORIENTATION

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Facilitate learning using a variety of given methodologies

SAQA US ID	UNIT STANDARD TITLE			
117871	Facilitate learning using a variety of given methodologies			
ORIGINATOR		ORIGINATING PROVIDER		
SGB Occupationally-directed ETD Practitioners				
QUALITY ASSURING BODY				
-				
FIELD			SUBFIELD	
Field 05 - Education, Training and Development			Adult Learning	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	New Level Assignment Pend.	10
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2018-07-01	2023-06-30	SAQA 06120/18
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2024-06-30		2027-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard replaces:

US ID	Unit Standard Title	Pre-2009 NQF Level	NQF Level	Credits	Replacement Status
9957	Facilitate learning using a variety of methodologies	Level 5	New Level Assignment Pend.	18	Complete

PURPOSE OF THE UNIT STANDARD

This unit standard will provide recognition for those who facilitate or intend to facilitate learning using a variety of given methodologies. Formal recognition will enhance their employability and also provide a means to identify competent learning facilitators.

People credited with this unit standard are able to:

- Plan and prepare for facilitation;
- Facilitate learning; and
- Evaluate learning and facilitation.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The credit calculation is based on the assumption that learners are already competent in the learning area in which they will provide training.

UNIT STANDARD RANGE

1. Practitioners are required to demonstrate that they can perform the specific outcomes with understanding and reflexivity. However, at this level they will have internalised the "rules" or principles, which inform what they do, and will no longer be operating consciously with such rules.
2. The specific outcomes should be performed in line with an established approach for facilitating learning using a variety of methodologies. At this level practitioners should be able to describe two alternative facilitation methodologies, to explain how their performance would differ when using the different methodologies, and to justify their choice of methodology.
3. At this level, practitioners should be able to relate knowledge beyond their occupational and ETD competences to the performance of the ETD competence described in this standard.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Plan and prepare for facilitation.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Analysis of learners and learning needs reveals the key elements of learning required to achieve defined outcomes. The learning outcomes are confirmed to meet stakeholder objectives.

ASSESSMENT CRITERION RANGE

Stakeholders may include but are not limited to - learners, trainer, colleagues, supervisors, management, quality assurance staff, health and safety staff.

ASSESSMENT CRITERION 2

Plans cater for the needs of learners and stakeholders, possible learning barriers, previous learning experiences, literacy and numeracy levels, language, culture, special needs and different learning styles.

ASSESSMENT CRITERION 3

Resources, locations, and personnel are arranged to suit intended delivery.

ASSESSMENT CRITERION 4

Learning material is prepared to suit the purpose of the facilitated activities and the agreed outcomes.

ASSESSMENT CRITERION RANGE

Learning material could include notes, diagrams, worksheets, audio and visual aids and models

ASSESSMENT CRITERION 5

Facilitation methods selected are appropriate to the learners and agreed learning outcomes. Descriptions are provided of a variety of facilitation methodologies in terms of their essential approach and purpose, and selected methodologies are justified in terms of applicability to the identified learning needs.

ASSESSMENT CRITERION 6

Preparation of the facilitation process ensures the facilitator is ready to implement the process. This includes the availability of key questions, scenarios, triggers, challenges, problems, tasks and activities as is appropriate to the situation.

ASSESSMENT CRITERION 7

The learning environment is arranged to meet organisational and legislative requirements for safety and accessibility.

ASSESSMENT CRITERION 8

Review criteria are established and documented in accordance with organisation policies and procedures.

SPECIFIC OUTCOME 2

Facilitate learning.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Learning is facilitated in a coherent manner using appropriate methodologies in line with established principles associated with selected methodologies.

ASSESSMENT CRITERION 2

The learning environment and facilitation approach promotes open interaction and ensures learners are aware of expected learning outcomes and are active participants in their own learning.

ASSESSMENT CRITERION 3

The facilitation approach and use of facilitated activities enables learners to draw from and share their own experiences and work out and apply concepts for themselves.

ASSESSMENT CRITERION 4

Facilitation contributes to the development of concepts through participation and provides opportunities to practise and consolidate learning. Facilitation promotes the achievement of agreed learning outcomes by individuals while maintaining an emphasis on the manner and quality of the learning experience.

ASSESSMENT CRITERION 5

Groups are managed in line with facilitation principles and in a manner that maximises the strengths of group learning while recognising the needs and requirements of individual members.

ASSESSMENT CRITERION 6

Questioning techniques are consistent with the facilitation approach, promote learner involvement and contribute towards the achievement of learning outcomes.

ASSESSMENT CRITERION 7

Opportunities are created to monitor learner's progress in terms of the agreed outcomes, and where possible facilitate the gathering of evidence for assessment purposes. Where necessary, modifications are made to the facilitation approach to ensure the learners' needs are addressed.

SPECIFIC OUTCOME 3

Evaluate learning and facilitation.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Learner and stakeholder feedback on facilitated learning is sought and critically analysed against review criteria.

ASSESSMENT CRITERION 2

The review reveals strengths and weaknesses of the planning, preparation and facilitation of learning.

ASSESSMENT CRITERION 3

Review includes useful recommendations for improvement in future interventions, including the possibility of remedial actions.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

1. Assessors for this unit standard must be registered with the relevant ETQA.
2. Providers of learning towards this unit standard must be accredited through the relevant ETQA by SAQA.
3. Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The following knowledge is embedded within the unit standard, and will be assessed directly or implicitly through assessment of the specific outcomes in terms of the assessment criteria:

- The sector and workplace skills plans.
- At least three methodologies for facilitating learning.
- Strategies, techniques and activities for using the kinds of support materials and/or equipment appropriate to facilitation methodologies.
- Methods for evaluating learning and facilitation.
- Psychology of group dynamics.
- Outcomes-based approach to learning.
- Forms of practice that promote the values described in the Bill of Rights and the principles underpinning the National Qualifications Framework and Employment Equity Act.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Solve problems - dealing with issues of diversity and potential conflict in learning situations, including different rates of progression for different learners and cultural and linguistic diversity; Identifying the limitations of particular methodologies or activities and developing alternative ways of dealing with these.

UNIT STANDARD CCFO WORKING

Work effectively with others and in teams - this outcome will be demonstrated by:

- Interacting with learners in a manner which promotes effective learning; and
- Identifying team roles to plan own participation

UNIT STANDARD CCFO ORGANISING

Organise and manage oneself and one's activities responsibly and effectively - this outcome will be demonstrated through the general and specific activities related to planning and organising the facilitation sessions.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate information - this outcome will be demonstrated when candidates analyse information on learner needs in order to plan appropriate facilitation

sessions.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using visual, mathematical and/or language skills -- this outcome will be demonstrated by:

- Ensuring the learner clearly understands the role he/she is to play and what is expected of him/her; and
- Being culturally sensitive when communicating.

UNIT STANDARD CCFO SCIENCE

Use science and technology - Understanding the education and training potential of various technologies and demonstrating their effective use in promoting learning.



How this learning material works...

This learning material has two parts that are important for learners:

1. A Learner Guide – this is a guide that will help to introduce you to all the knowledge that you should gain in this learning module.
2. A Portfolio Development Workbook – this will help you to explore the knowledge that you are learning and practice the skills and attitudes that you should develop during this learning program.

Enjoy the learning experience!



INTRODUCTION TO OUTCOME BASED LEARNING BASICS

The purpose of this learning program:

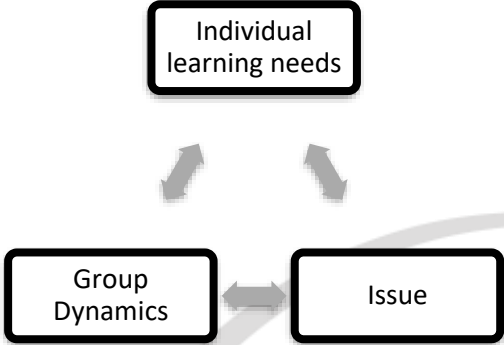
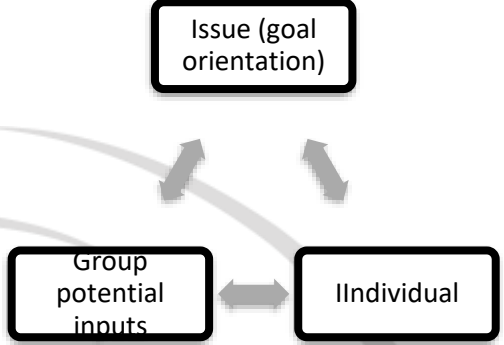
This unit standard will provide recognition for those who facilitate or intend to facilitate learning using a variety of given methodologies. Formal recognition will enhance their employability and provide a means to identify competent learning facilitators.

People credited with this unit standard can:

- Plan and prepare for facilitation;
- Facilitate learning; and
- Evaluate learning and facilitation.



1. Initial note for understanding the difference between training and facilitating

Trainer / Teacher or Lecturer	Facilitator
	
<p>The trainer / teacher or lecturer provides the optimal frame for individual's learning, giving necessary input and "correcting" the issue/content according to the learners' learning needs. The trainer is responsible not only for the learning process, but also for the content itself.</p>	<p>The facilitator ensures that the group and individuals work together on achieving the goals set out for the content. The responsibility for the content and the actual results rests with the learners. The facilitator is responsible for the process and steers it through (open) questions.</p>

The distinction between the two roles shown above may be new for many learners or learners in this learning program. Some of these learners may even be "old hands" at teaching, training or lecturing at school or university level.

2. Different methodologies for facilitated learning

It is important to understand that the South African Skills Development Act and National Qualifications Act is structured around a learning theory related to Andragogy. The old system of lecturing and teaching was based on a learning theory called Pedagogy.

The term "pedagogy" was derived from the Greek words "paid" (meaning "child") and "gogos" (meaning "leading"). Thus, it is defined as the art and science of teaching children.

The term "Andragogy" was coined by researchers of adult learning in order to contrast their beliefs about learning to the pedagogical model. Malcolm Knowles first introduced the concept in the US in 1968. The concept of andragogy implies self-directedness and an active student role, as well as solution-centred activities. It was derived from the Greek word "aner" (with the stem andr-) meaning "man, not boy."

It is important to examine the differences between the two different methodologies carefully before undertaking facilitation in an adult learning environment.

Differences between children and adults as learners:

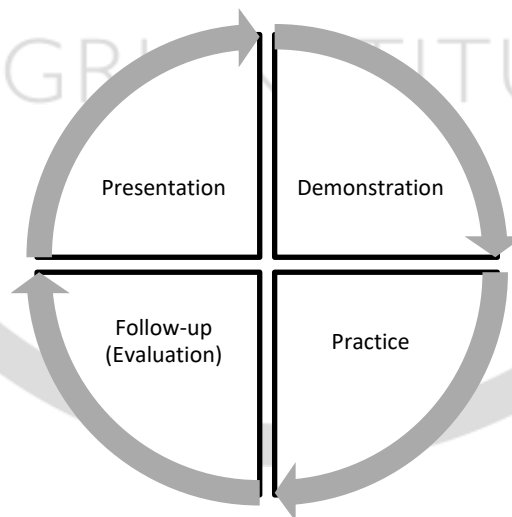
Children	Adults
Rely on others to decide what is important to be learned.	Decide for themselves what is important to be learned.
1. Accept the important being presented at face value.	Need to validate the information based on their beliefs and experience.
Expect what they are learning to be useful in their long-term future.	Expect what they are learning to be immediately useful.
Have little or no experience upon which to draw – are relatively “clean slates.”	Have much experience upon which to draw – may have fixed viewpoints.
Little ability to serve as a knowledgeable resource to teacher or fellow classmates.	Significant ability to serve a knowledgeable resource to trainer and fellow learners.

Differences between pedagogical and andragogical instruction methodologies in adult training and occupational learning:

	Pedagogical	Andragogical
The Learner	<ul style="list-style-type: none"> ✓ The learner is dependent upon the instructor for all learning ✓ The teacher/instructor assumes full responsibility for what is taught and how it is learned ✓ The teacher/instructor evaluates learning 	<ul style="list-style-type: none"> ✓ The learner is self-directed ✓ The learner is responsible for his/her own learning ✓ Self-evaluation is characteristic of this approach
Role of the Learner’s Experience	<ul style="list-style-type: none"> ✓ The learner comes to the activity with little experience that could be tapped as a resource for learning. ✓ The experience of the instructor is most influential 	<ul style="list-style-type: none"> ✓ The learner brings a greater volume and quality of experience ✓ Adults are a rich resource for one another ✓ Different experiences assure diversity in groups of adults ✓ Experience becomes the source of self-identify
Readiness to Learn	<ul style="list-style-type: none"> ✓ Students are told what they must learn in order to advance to the next level of mastery 	<ul style="list-style-type: none"> ✓ Any change is likely to trigger a readiness to learn ✓ The need to know in order to perform more effectively in some aspect of one’s life is important ✓ Ability to assess gaps between

	Pedagogical	Andragogical
		where one is now and where one wants and needs to be
Orientation to Learning	<ul style="list-style-type: none"> ✓ Learning is a process of acquiring prescribed subject matter ✓ Content units are sequenced according to the logic of the subject matter 	<ul style="list-style-type: none"> ✓ Learners want to perform a task, solve a problem, live in a more satisfying way ✓ Learning must have relevance to real-life tasks ✓ Learning is organized around life/work situations rather than subject matter units
Motivation for Learning	<ul style="list-style-type: none"> ✓ Primarily motivated by external pressures, competition for grades, and the consequences of failure 	<ul style="list-style-type: none"> ✓ Internal motivators: self-esteem, recognition, better quality of life, self-confidence, self-actualization

This learning program's premise is that effective training facilitation has four components:



Presentation In the presentation section of a workshop, learners learn about the technique or concept. Basic theory, background information, teaching steps and/or basic principles are presented.

Demonstration In the demonstration section learners watch and listen to the technique that is based on the theory or principles introduced in the presentation section. The technique is demonstrated on video or in a

simulation directed by the trainer.

Practice	In the practice section of a workshop learners are asked to complete several tasks that provide first-hand experience with the technique. Practice takes place with co-learners.
Follow Up (Evaluation)	Follow up takes place after the workshop date. Learners are given assignments to complete, using the technique presented in a workshop. Follow up can be facilitated by classroom observation, phone conversation or by mail.

3. The outcomes-based learning approach

Outcome-based education (OBE) is a recurring education reform model. It is a learner-centred learning philosophy that focuses on empirically measuring learner performance, which are called outcomes. OBE contrasts with traditional education, which primarily focuses on the resources that are available to the learner, which are called inputs. Unlike many pedagogical models, such as project-based learning or whole language reading, OBE does not specify or require any style of teaching or learning. Instead, it requires that learners demonstrate that they have learned the required skills and content.

Each independent education agency specifies its own outcomes and its own methods of measuring learner achievement according to those outcomes. The results of these measurements can be used for different purposes. For example, one agency may use the information to determine how well the overall education system is performing, and another may use its assessments to determine whether an individual learner has learned required material.

Outcome-based methods have been adopted in significant ways in the United States, Australia, South Africa, Hong Kong, and other countries. On a smaller scale, some OBE practices, such as not passing a learner who does not know the required material, have been used by individual teachers around the world for centuries.

a. What is OBE?

Outcome-based education is a model of education that rejects the traditional focus on what the school provides to learners, in favour of making learners demonstrate that they "know and are able to do" whatever the required outcomes are.

OBE reforms emphasize setting clear standards for observable, measurable outcomes. Nothing about OBE demands the adoption of any specific outcome. For example, many countries write their OBE standards so that they focus strictly on mathematics, language, science, and history, without ever referring to attitudes, social skills, or moral values.

The key features which may be used to judge if a system has implemented an outcomes-based education system are:

Creation of a curriculum framework that outlines specific, measurable outcomes. The standards included in the frameworks are usually chosen through the area's normal political process.

Standards-based assessments that determine whether learners have achieved the stated standard. Assessments may take any form, so long as the assessments measure whether the learner knows the required information or can perform the required task.

The cornerstone assumption for outcomes-based learning is that any person has the capacity to learn given enough time and the right resources to learn.

Creation of a curriculum framework that outlines specific, measurable outcomes. The standards included in the frameworks are usually chosen through the area's normal political process.

A commitment not only to provide an opportunity of education, but to require learning outcomes for advancement. Promotion to the next grade, a diploma, or other reward is granted upon achievement of the standards, while extra workshops, repeating the year, or other consequences entail upon those who do not meet the standards.

Standards-based assessments that determine whether learners have achieved the stated standard. Assessments may take any form, so long as the assessments measure whether the learner knows the required information or can perform the required task.

A commitment that all learners of all groups will ultimately reach the same minimum standards. Schools may not "give up" on unsuccessful learners.

b. Outcomes

The emphasis in an OBE education system is on measured outcomes rather than "inputs," such as how many hours learners spend in workshop, or what textbooks are provided. Outcomes may include a range of skills and knowledge. Generally, outcomes are expected to be concretely measurable, that is, "Learner can run 50 meters in less than one minute" instead of "Learner enjoys physical education workshop." A complete system of outcomes for a subject area normally includes everything from mere recitation of fact ("Learners will name three tragedies written by Shakespeare") to complex analysis and interpretation ("Learner will analyse the social context of a Shakespearean tragedy in an essay"). Writing appropriate and measurable outcomes can be very difficult, and the choice of specific outcomes is often a source of local controversies.

Each educational agency is responsible for setting its own outcomes. Under the OBE model, education agencies may specify any outcome (skills and knowledge), but not inputs (field trips, arrangement of the school day, teaching styles). Some popular models of outcomes include the NCTM's standards-based mathematics framework and the National Science Education Standards.

c. Performance-based economy

Outcome-based methods are used in some businesses. For whole companies, outcome-based evaluations are the basis of stock exchange prices: Companies which produce higher profit growth are more valuable than companies which perform poorly. Employees who are paid for piecework or by commission are examples of traditional employment use of outcome-based pay. Alternatives include seniority systems (oldest worker gets highest pay).

Many private employers give standards-based tests to determine whether job applicants have necessary job skills (such as typing speed), and nearly all government employees must take and pass a civil service examination. Furthermore, nearly all licensed professionals, from nurses to truck drivers to beauticians, already take such tests as a condition of entering their professions. Often these tests have disproportionate failure rates for disadvantaged subgroups, such as school dropouts and impoverished people.

4. The role of the NQF, the Bill of Rights, National Skills Act and Employment Equity in South African learning and education.

The Bill of Rights, contained in the Constitution, 1996, stipulates that everyone has the right to a basic education, including adult basic education and further education, which the State, through reasonable measures, must progressively make available and accessible.

a. Formal Education structures

Formal education in South Africa is categorized according to three levels – General Education and Training (GET), Further Education and Training (FET) and Higher Education (HE).

The GET band consists of the Reception Year (Grade R) and learners up to Grade 9, as well as an equivalent Adult Basic Education and Training (Abet) qualification. The FET band consists of grades 10 to 12 in schools and all education and training from the National Qualifications Framework (NQF) levels 2 to 4 (equivalent to grades 10 to 12 in schools), and the N1 to N6 in FET colleges. The HE band consists of a range of degrees, diplomas and certificates up to and including postdoctoral degrees. These levels are integrated within the NQF provided by the South African Qualifications Authority (SAQA) Act, 1998 (Act 58 of 1998).

By mid-2007, the South African public-education system had 12,3 million learners, 387 000 facilitators, 26 592 schools, 2 278 Abet centers, 50 public FET institutions, 4 800 Early Childhood Development (ECD) centers and 23 HE institutions. Of the 26 592 schools, 1 000 were independent schools, 400 were special-needs schools and the remainder were ordinary schools. Of all schools, 6 000 were secondary and the rest primary.

b. SAQA and the NQF

The SAQA, through the NQF, ensures that South African qualifications are of excellent quality, and internationally comparable. The authority oversees the:

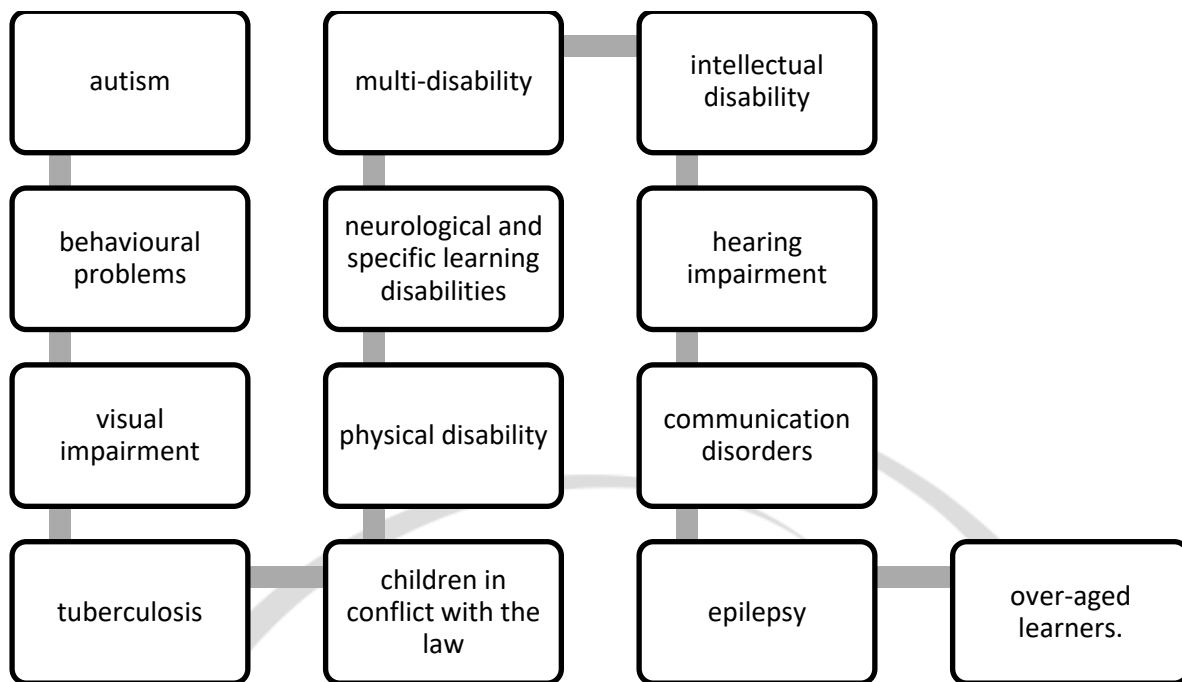
- development of the NQF by formulating and publishing policies and criteria for the registration of bodies responsible for establishing education and training standards or qualifications
- accreditation of bodies responsible for monitoring and auditing achievements in terms of such standards and qualifications
- implementation of the NQF by ensuring the registration, accreditation and assignment of functions to the referred bodies
- registration of national standards and qualifications on the NQF.

The NQF is a set of principles and guidelines on which records of learner achievement are registered. This enables national recognition of acquired skills and knowledge, thereby ensuring an integrated system that encourages lifelong learning. The NQF also attempts to move the measurement of achievement in education and training away from input, towards outcomes.

c. Education of learners with special education needs

The national and provincial departments of education provide a wide range of education services to learners who, owing to a range of factors, experience barriers to learning and participation.

These include:



These services are provided in ordinary and special schools through a range of service-providers such as district curriculum, institutional and special-needs specialists, as well as specially trained facilitators.

The Education White Paper 6 acknowledges that many children experience barriers to learning. Some of these barriers lie within the learners themselves (intrinsic), while some barriers are systemic, socio-economic and cultural.

Facilitators will be trained and empowered to teach children with diverse learning needs. District-based support teams will be developed to provide support mainly to facilitators in these full-service schools.

This will enable children, the majority of whom could not access education in the past because of the unavailability of specialized services and support in rural and previously disadvantaged areas, to gain access to education.

Once the first phase of implementing inclusive education is completed, the lessons learnt will be applied to the wider education sector incrementally.

Meanwhile, existing special schools will be strengthened so that some of them can serve as resource centers for full-service schools and ordinary schools in their areas.

d. The role of "Sector" and "Workplace Skills" plans as well as "Scarce and Critical Skills" in the learning and facilitation process

The skills training of different industry sectors is coordinated and controlled by various SETA (Sector Education and Training Authorities). These SETAs will meet with different

stakeholders and key-employers from their specific business sector and will draft a detailed Sectoral Skills Plan, to ensure that learners are guided towards training in areas where skills shortages are experienced. This will help to balance the need for specific skills with the high rate of unemployment currently experienced in South Africa.

A workplace skills plan has much the same purpose but is implemented on a more localized scale for different organizations.



Chapter 2 - THE CORNER-STONES OF LEARNING, LECTURING AND STUDYING VS. OUTCOMES-BASED FACILITATION OF LEARNING

By the end of this session, a learner who is found competent will be able to:

- Understand the corner-stones of learning, lecturing and studying vs. outcomes-based facilitation of learning

Skills and Knowledge targeted in the session:

- The psychology and dynamics of the adult learning environment
 - Understanding how adults learn
 - Motivating the Adult Learner
 - Barriers and Motivation
- Tips for Effective Training Facilitation
 - Motivation.
 - Reinforcement.
 - Retention.
 - Transference.
- Group Dynamics and handling conflict in adult training
 - What is a conflict?
 - Spectrum of Conflict Regulation
 - Which questions do I ask myself as facilitator of a group process, when a conflict arise?
 - The Harvard Concept
 - Playing Fields of Conflict
 - Causes of Conflict
- 10 Golden Rules for Conflict Resolution Facilitators

1. The psychology and dynamics of the adult learning environment

1.1. Understanding how adults learn

Part of being an effective facilitator involves understanding how adults learn best. Compared to children and teens, adults have special needs and requirements as learners. Despite the apparent truth, adult learning is a relatively new area of study. The field of adult learning was pioneered by Malcom Knowles.

He identified the following characteristics of adult learners:

- Adults are **autonomous** and **self-directed**. They need to be free to direct themselves. Their teachers must actively involve adult learners in the learning process and serve as facilitators for them. Specifically, they must get learners' perspectives about what topics to cover and let them work on projects that reflect their interests. They should allow the learners to assume responsibility for presentations and group leadership. They must be sure to act as facilitators, guiding learners to their own knowledge rather than supplying them with facts. Finally, they must show learners how the training room will help them reach their goals (e.g., via a personal goal sheet).
- Adults have accumulated a foundation of **life experiences and knowledge** that may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge/experience base. To help them do so, they should draw out learners' experience and knowledge which is relevant to the topic. They must relate theories and concepts to the learners and recognize the value of experience in learning.
- Adults are **goal-oriented**. Upon enrolling in a course, they usually know what goal they want to attain. They, therefore, appreciate an educational program that is organized and has clearly defined elements. Training facilitators must show learners how this training room will help them attain their goals. This classification of goals and course objectives must be done early in the course.
- Adults are **relevancy-oriented**. They must see a reason for learning something. Learning must be applicable to their work or other responsibilities to be of value to them. Therefore, training facilitators must identify objectives for adult learners before the course begins. This means, also, that theories and concepts must be related to a setting familiar to learners. This need can be fulfilled by letting learners choose projects that reflect their own interests.
- Adults are **practical**, focusing on the aspects of a lesson most useful to them in their work. They may not be interested in knowledge for its own sake. Training

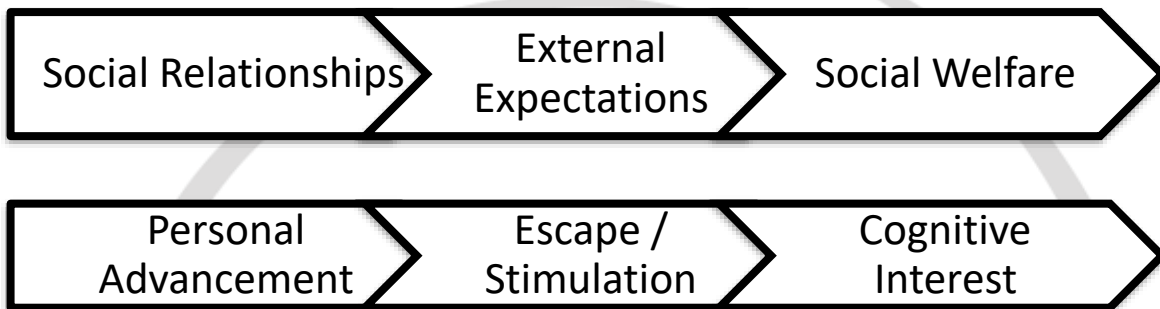
facilitators must tell learners explicitly how the lesson will be useful to them on the job.

- As do all learners, adults need to be shown **respect**. Training facilitators must acknowledge the wealth of experiences that adult learners bring to the training room. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.

1.2. Motivating adult learners

Another aspect of adult learning is motivation.

At least six factors serve as sources of motivation for adult learning:



Social relationships	to make new friends, to meet a need for associations and friendships.
External expectations	to comply with instructions from someone else; to fulfil the expectations or recommendations of someone with formal authority.
Social welfare	to improve ability to serve mankind, prepare for service to the community, and improve ability to participate in community work.
Personal advancement	to achieve higher status in a job, secure professional advancement, and stay abreast of competitors.
Escape/Stimulation	to relieve boredom, provide a break in the routine of home or work, and provide a contrast to other exacting details of life.
Cognitive interest	to learn for the sake of learning, seek knowledge for its own sake, and to satisfy an inquiring mind.

1.3 Barriers and Motivation

Unlike children and teenagers, adults have many responsibilities that they must balance against the demands of learning. Because of these responsibilities, adults have barriers against participating in learning. Some of these barriers include lack of time, money, confidence, or interest, lack of information about opportunities to learn, scheduling problems, "red tape," and problems with childcare and transportation.

Motivation factors can also be a barrier. What motivates adult learners? Typical motivations include a requirement for competence or licensing, an expected (or realized) promotion, job enrichment, a need to maintain old skills or learn new ones, a need to adapt to job changes, or the need to learn in order to comply with company directives.

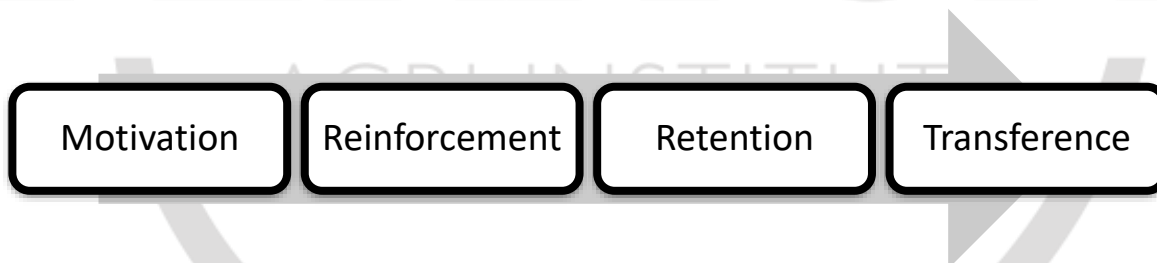
The best way to motivate adult learners is simply to enhance their reasons for enrolling and decrease the barriers. Training facilitators must learn why their learners are enrolled (the motivators); they must discover what is keeping them from learning. Then the training facilitators must plan their motivating strategies. A successful strategy includes showing adult learners the relationship between training and an expected promotion.

2. Tips for Effective Training Facilitation

Facilitators must remember that learning occurs within everyone as a continual process throughout life. People learn at different speeds, so it is natural for them to be anxious or nervous when faced with a learning situation. Positive reinforcement by the training facilitator can enhance learning, as can proper timing of the instruction.

Learning results from stimulation of the senses. In some people, one sense is used more than others to learn or recall information. Training facilitators should present materials that stimulate as many senses as possible in order to increase their chances of teaching success.

There are four critical elements of learning that must be addressed to ensure that learners learn. These elements are:



2.1. Motivation

If the participant does not recognize the need for the information (or has been offended or intimidated), all the training facilitator's effort to assist the participant to learn will be in vain. The training facilitator must establish rapport with learners and prepare them for learning; this provides motivation.

Training facilitators can motivate learners via several means:

Set a feeling or tone for the lesson. Training facilitators should try to establish a friendly, open atmosphere that shows the learners they will help them learn.

Set an appropriate level of concern. The level of tension must be adjusted to meet the level of importance of the objective. If the material has a high level of importance, a higher level of tension/stress should be established in the class. However, people learn best under low to moderate stress; if the stress is too high, it becomes a barrier to learning.

Set an appropriate level of difficulty. The degree of difficulty should be set high enough to challenge learners but not so high that they become frustrated by information overload. The instruction should predict and reward participation, culminating in success.

In addition, learners need specific knowledge of their learning results (feedback). Feedback must be specific, not general. Learners must also see a reward for learning. The reward does not necessarily have to be monetary; it can be simply a demonstration of benefits to be realized from learning the material. Finally, the participant must be interested in the subject. Interest is directly related to reward. Adults must see the benefit of learning in order to motivate themselves to learn the subject.

2.2. Reinforcement

Reinforcement is a very necessary part of the teaching/learning process; through it, training facilitators encourage correct modes of behaviour and performance.

Positive reinforcement is normally used by training facilitators who are teaching learners new skills. As the name implies, positive reinforcement is "good" and reinforces "good" (or positive) behaviour.

Negative reinforcement is normally used by training facilitators teaching a new skill or new information. It is useful in trying to change modes of behaviour. The result of negative reinforcement is extinction -- that is, the training facilitator uses negative reinforcement until the "bad" behaviour disappears, or it becomes extinct.

When training facilitators are trying to change behaviours (old practices), they should apply both positive and negative reinforcement.

Reinforcement should be part of the teaching-learning process to ensure correct behaviour. Training facilitators need to use it on a frequent and regular basis early in the process to

help the learners retain what they have learned. Then, they should use reinforcement only to maintain consistent, positive behaviour.

2.3. Retention

Learners must retain information from workshops in order to benefit from the learning. The training facilitators' jobs are not finished until they have assisted the learner in retaining the information. For learners to retain the information taught, they must see a meaning or purpose for that information. They must also understand and be able to interpret and apply the information. This understanding includes their ability to assign the correct degree of importance to the material.

The amount of retention will be directly affected by the degree of original learning. Simply stated, if the learners did not learn the material well initially, they will not retain it well either.

Retention by the learners is directly affected by their amount of practice during the learning. Training facilitators should emphasize retention and application. After the learners demonstrate correct (desired) performance, they should be urged to practice maintaining the desired performance. Distributed practice is similar in effect to intermittent reinforcement.

2.4. Transference

Transfer of learning is the result of training - it is the ability to use the information taught in the course but in a new setting. As with reinforcement, there are two types of transfer: positive and negative.

Positive transference, like positive reinforcement, occurs when the learners uses the behaviour taught in the course.

Negative transference, again like negative reinforcement, occurs when the learners do not do what they are told not to do. This results in a positive (desired) outcome.

Transference is most likely to occur in the following situations:

Association	learners can associate the new information with something that they already know.
Similarity	the information is like material that learners already know; that is, it revisits a logical framework or pattern.

Degree of original learning	participant's degree of original learning was high.
Critical attribute element	the information learned contains elements that are extremely beneficial (critical) on the job.

Although adult learning is relatively new as field of study, it is just as substantial as traditional education and carries and potential for greater success. Of course, the heightened success requires a greater responsibility on the part of the teacher. Additionally, the learners come to the course with precisely defined expectations. Unfortunately, there are barriers to their learning. The best motivators for adult learners are interest and selfish benefit. If they can be shown that the course benefits them pragmatically, they will perform better, and the benefits will be longer lasting.

3. Group dynamics and handling conflict in adult training

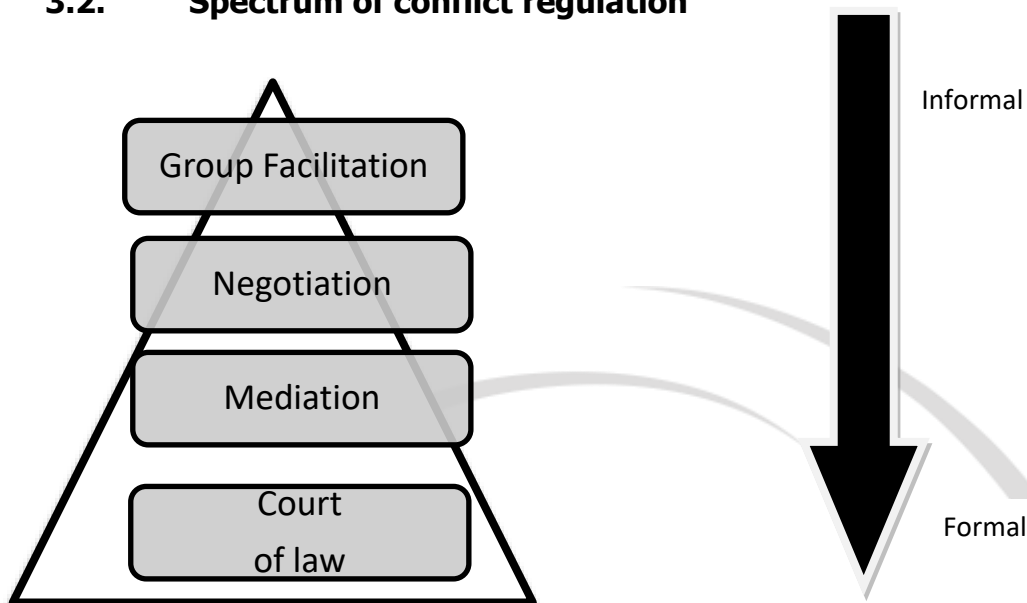
Facilitation often involves having to facilitate groups in conflict.

3.1. What is a conflict?

The term "conflict" comes from the Latin, signifying confrontation. We tend to use the word as a synonym for argument, difference of opinion, war or battle. The word has broad meanings, most of which are negatively connoted. A conflict - whether international dispute or war, or confrontation of a pair of siblings - is often considered along the lines of a threat to the status-quo that should be avoided at all costs.

Conflicts are split into two categories (see iceberg model). Above the surface, the conflict of differing interest can be regulated according to objective criteria and deliberation. Below, in the murky waters of differing values, beliefs and feelings, the conflicts tend to be so complex, that the effectiveness of normal group facilitation methods is soon exhausted. In the concrete conflict situation, the facilitator also has trouble differentiating between the conflict levels and some conflicts take place somewhere in between.

3.2. Spectrum of conflict regulation



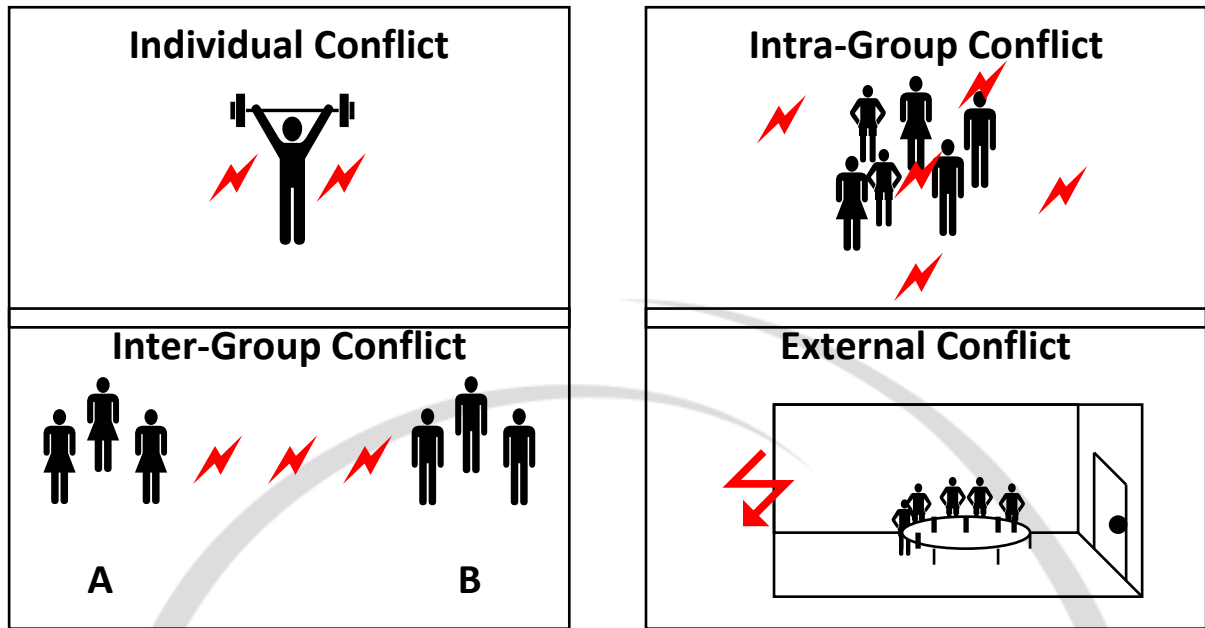
3.3. Questions to ask when conflict arises in a group facilitation process

- Is the current process able to cope with the regulation of this conflict?
- Can interests be involved in the conflict regulation?
- Are there real chances to regulate the conflict?

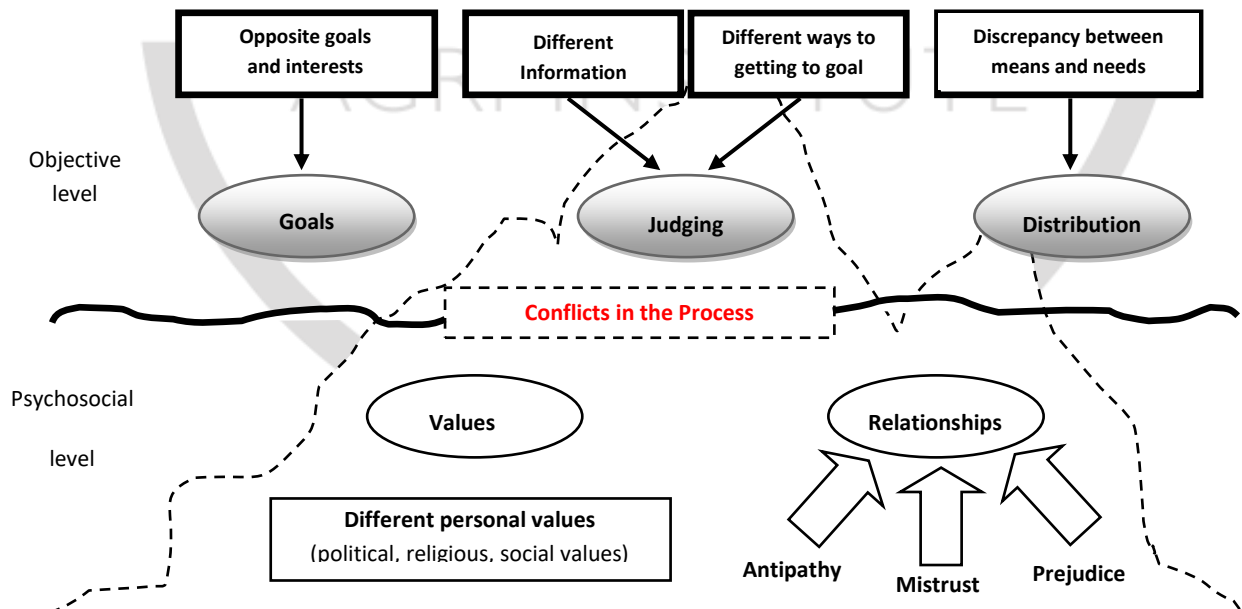
3.4. The Harvard concept of conflict resolution

- Separate persons from problems (Be hard on issues, soft on people)
- Concentrate on interests rather than positions
- Develop a broad range of different options for solution
- Decide according to objective criteria
- Conduct a fair negotiation process
- Promote open and trusting communication
- Ensure a balance of interests between the conflict parties
- Create "win-win" situations: No-one can leave the process without feeling he/she has the best possible solution tucked in his/her pocket!

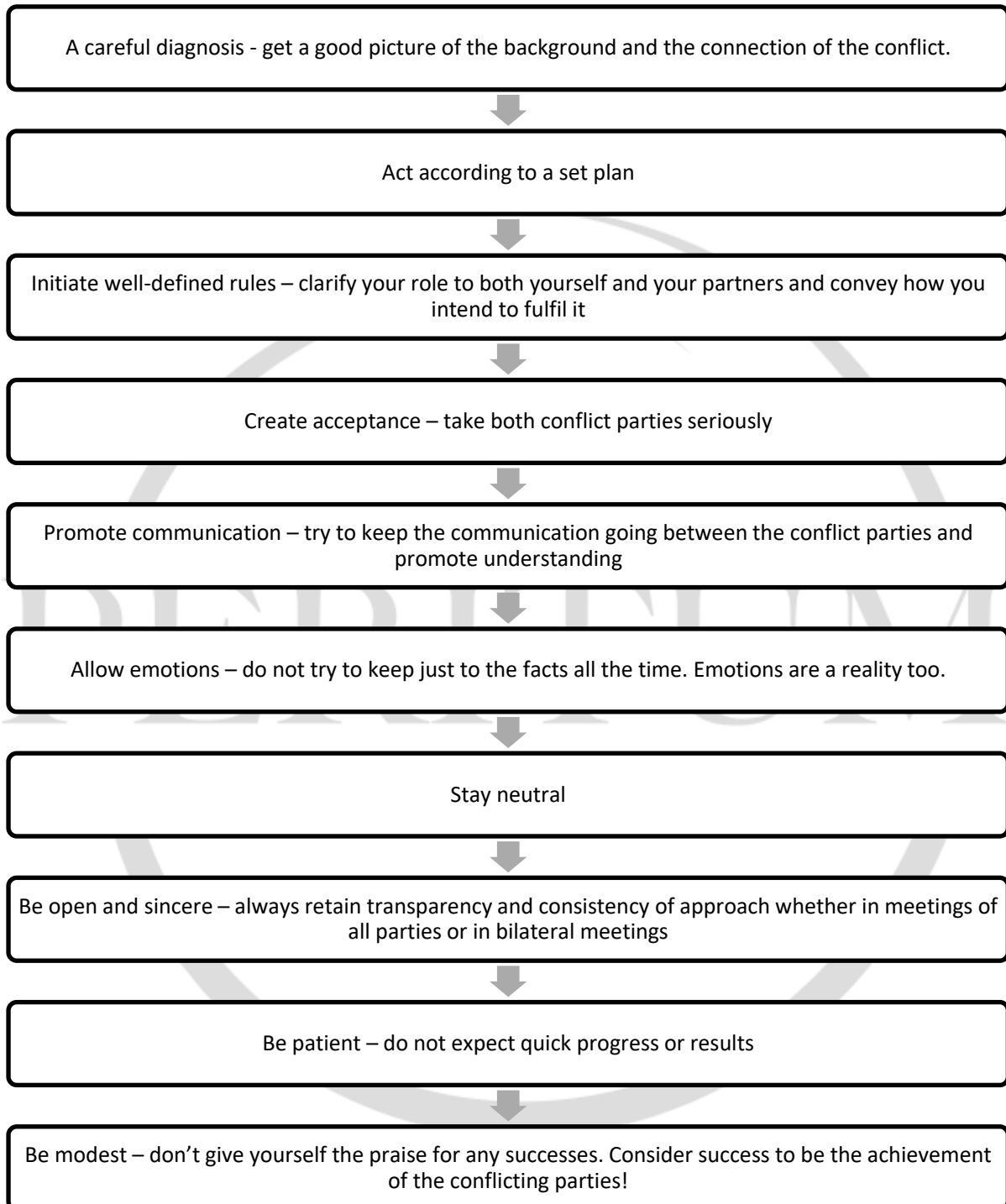
3.5. Playing Fields of Conflict



3.6. Causes of Conflict



3.7. 10 Golden rules for resolving conflict during a learning facilitation intervention



Chapter 3 - PLANNING AND PREPARATION FOR FACILITATION

By the end of this session, a learner who is found competent will be able to:

- Plan and prepare for facilitation

Skills and Knowledge targeted in the session:

- Learner and learning outcome need analysis
- Confirming learning outcomes to meet stakeholder objectives
- Catering to the needs of all stakeholders and learners
- Arranging resources, locations and personnel
- Preparing learning materials and resources
- Using appropriate and varied facilitation methodologies
- Getting ready to facilitate and implement the facilitation plan
- Taking organisational and legislative requirements into account
- Establishing and documenting review criteria

1. Learner and learning outcome need analysis

Conducting a needs assessment is a twelve-step process encompassing planning, data gathering, and analysis.



1. Confirm the Issues and Audience
2. Establish the Planning Team
3. Establish the Goals and Objectives
4. Characterize Your Audience
5. Conduct Information and Literature Search
6. Select Your Data Collection Methods
7. Determine Your Sampling Scheme
8. Design and Pilot the Collection Instrument
9. Gather and Report Data
10. Analyse Data
11. Manage Data
12. Synthesize Data and Create Report

Suggested questions and considerations for the facilitator's needs assessment checklist:

Question to ask or issue to consider	Answer
What is the size of the group?	
How familiar are learners with the subject?	
What are the needs of the learners?	
Will a workshop you have already prepared meet	

Question to ask or issue to consider	Answer
these needs?	
Is workshop attendance voluntary or mandatory?	
Will the program site have the equipment that you need to do the workshop, flipchart, overhead projector, extension cords, slide projector, screen, so on... ?	
What information do you need about the circumstances of the training?	
How many learners will there be?	
How many men and how many women are in the group?	
How much time will you have to do the training?	
What facilities are available?	
Who will be responsible for such matters as getting equipment, mailing out information, and physical preparation and breakdown?	
Are other services available: day-care, for example?	
Will your workshop be one of several on the day's schedule? Other agenda items may affect your content and focus.	
What are the organization's expectations of training?	
What is the background of group members?	
Who is responsible for communicating with the learners?	
Who decides on the contents of the training program?	
Does the person who has contacted you have the power to contract? If not, who does?	
While you are interviewing, you must ask yourself these questions.	
Do you have the time?	
Do you have the expertise?	
Do you have the necessary resources?	
Are your related experiences adequate?	

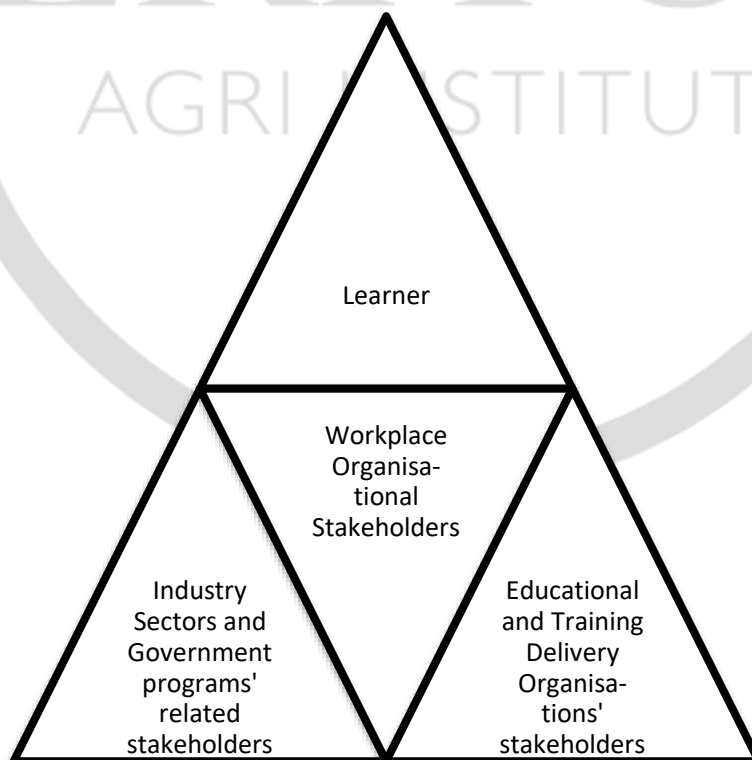
Question to ask or issue to consider	Answer
Why might you refuse to do this training?	
Negative feelings about all or some of the above or concern about your reputation or concern about stress or dissatisfaction over control	
What is your proposal? Present some alternatives.	
Should you negotiate if the contractor proposes changes? Are the changes within your capabilities (including time)	

2. Confirming learning outcomes to meet stakeholder objectives

It is very important in terms of facilitation that you ensure that the stakeholder objectives are aligned with the learning outcomes.

This is a multi-levelled task, and before you can start you will need to have a very clear understanding who all the stake-holders in the process are.

In occupational learning programs the stakeholders normally include the following:



The best way to achieve this goal is to ensure that you cater for the needs of all the stakeholders and learners, by entering a “contract” with the group. We will spend some more time on the practical steps and inputs that form part of this “contract” in the next section.

3. Catering to the needs of all stakeholders and learners

Foster an atmosphere of trust among learners, Icebreaking and team building activities promote trust and confidence. The time you spend helping learners feel welcome, involved and willing to take risks will be well-rewarded.

Let your responsiveness and caring set the workshop's tone. Your learners need a supportive atmosphere. Fair, friendly, appropriate treatment from their trainer helps learners be receptive to new information, open to new experience.

4. Achieving Content Goals

Content goals are defined by what you want your learners to know or be able to do when you finish training. Take the following steps to achieve your content goals.

Research your workshop subject until you are not hearing or seeing any newer material. You can't fake content. After thoroughly researching your subject, you will have more information than can be effectively delivered in one workshop. Futurist Alvin Toffler has said that a New York Times daily newspaper contains more information than a 17th century person would have encountered in his lifetime. From an abundance of information, you must select what can be effectively presented in the time available.

Choose the main points of your workshop-its essence. These points define what learners should know at the end of the workshop.

Arrange your objectives in sequence. The order you put them in will be your workshop's agenda. The agenda is not only your guide but serves to focus learners' attention on the workshop's content. The sequence you choose should be easy to follow and progress logically from one objective to the next.

Provide your learners as much hands-on practice as possible. Applying learning is the surest way to retain it.

5. Creating an enabling environment for an outcomes-based learning intervention

5.1. Contracting with learners

There needs to be a clear contract between client (“Whose process is this and with which goals?”) and facilitator. In this role, as in other preparation areas, the facilitator takes on a clear consultancy role, although he/she is consultant for the process rather than for providing solutions at content level.

The contract should include:

Theme and sub-themes

Overall and respective goals of the process

“No-go areas” for client and facilitator!

Message Track (which basic messages does the client want to carry to the parties involved in the process, into his/her own organisation and to the general public or media at large?)

Duration and format of the process (it is sensible to advise the client here and ensure that sufficient flexibility is retained, so that form can always “follow function” and adapt to the developments in the content.

Roles of client, facilitator, learners and, if necessary, external experts and media

Costs and terms of reference

The most common reason for a facilitation to fail – either before, during or after the actual meeting(s) – can be related back to a bad or no contract.

5.2. Welcoming learners

Workshop members' readiness to participate will be increased by a few minutes spent getting acquainted with you and each other. An activity such as Get Acquainted Bingo provides learners an opportunity to move about, meet each other and feel that they are joined by common interests.

Presenting the planned outcomes and time breakdown for the workshop – for the immediate purpose we'll refer to it as the "Workshop Agenda"

Introduce yourself as a trainer. Tell learners some of your experience and interest in the workshop's subject.

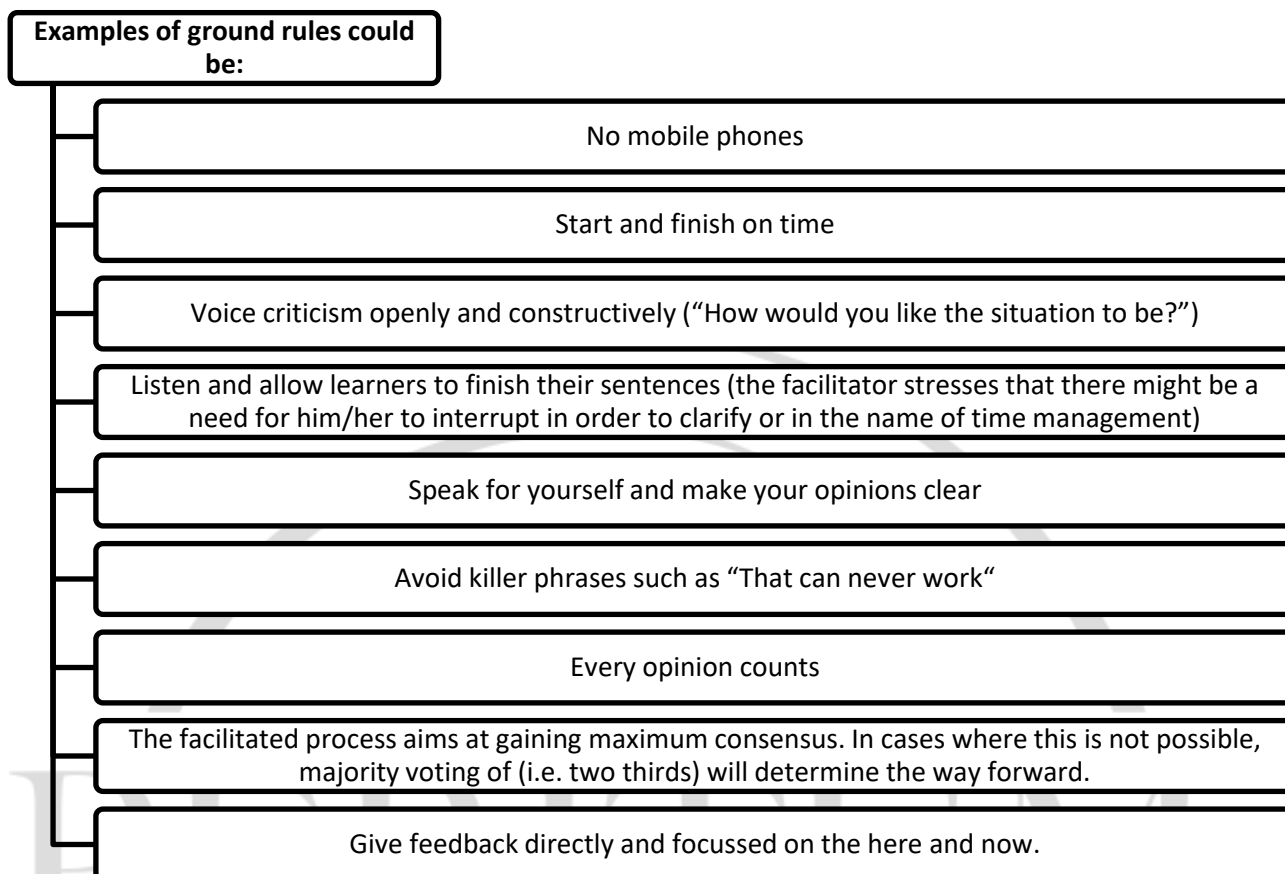
Display and go over your workshop agenda. Learners need to know what information you intend to present. Encourage learners to let you know their needs and expectations of this workshop.

There will not be a serious discrepancy between your workshop content and learners' expectations if you have done needs assessment before designing your presentation, and if learners have been well-informed by their program supervisor as to the workshop's purpose.

Sometimes learners will express a need for information related to but not covered in your presentation. Offer to act as a resource. Tell learners who want other information to talk to you after the workshop. If you cannot personally provide i.e. information, refer them to appropriate sources.

5.3. Setting ground rules

Many groups are used to working in a facilitated environment; others need a chance at the beginning of a workshop to understand how the group situation will work best. The basis for this is a set of ground rules, which can vary slightly and should be developed in dialogue with the learners. In addition to these ground rules, it may be necessary to install further temporary rules for methods (i.e. separating the process of collecting all ideas and selecting them in creative brain storming). The facilitator is responsible for defending these mutually agreed on rules. It helps if they are visualised.



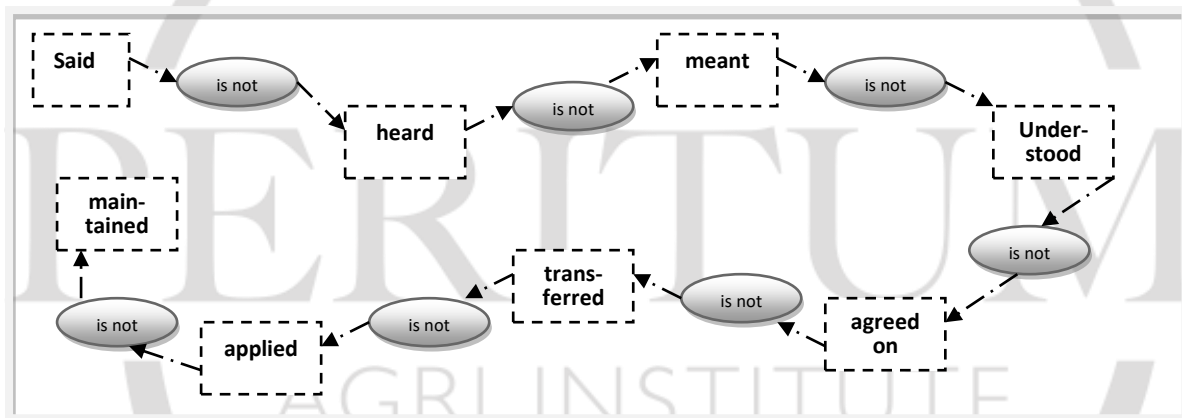
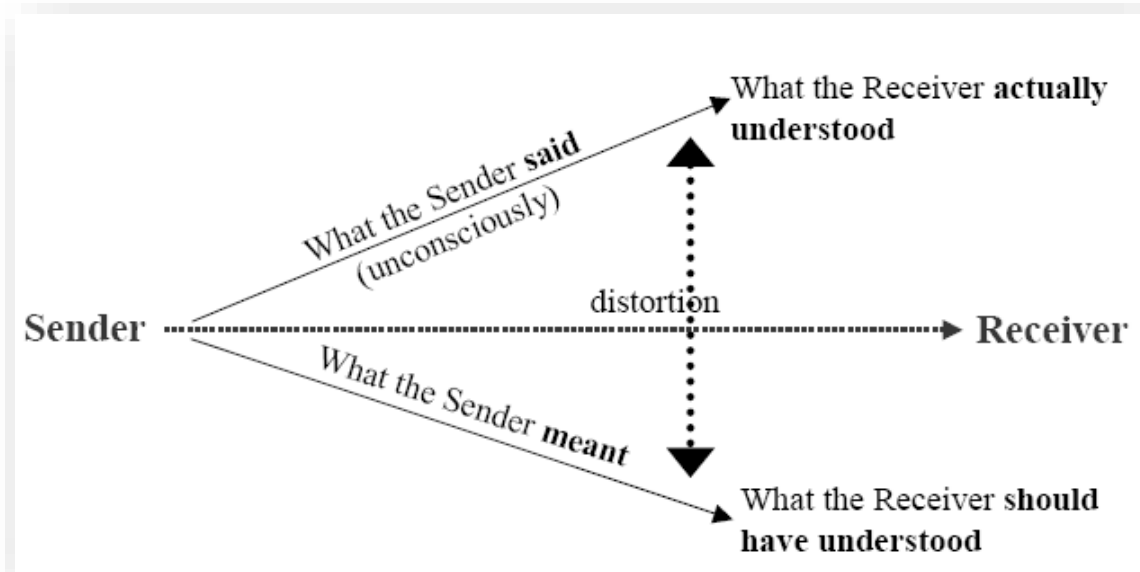
6. Perception and communication in outcomes-based facilitation

People have different perceptions of what they see, and these different perceptions affect their understanding of the world and how it operates. In facilitation, facilitators generally work with people from different backgrounds, who have diverse experiences, and these often translate into different perceptions of the world and how it operates.

It is thus imperative that a facilitator’s communication is clear, explicit and unambiguous during the facilitation process.

6.1. Communication – Do we really understand each other?

When we communicate with each other we are nearly always bound to misunderstand some message sent and received:



Don't try and avoid the dangers of communicating by **not communicating at all:** As Waszlawick said, "You cannot not communicate". This has to do with the huge number of (unconscious) messages that the sender constantly gives off and packs around his words: tone, mimic, gesticulation. It also has a lot to do with the relationship and expectations the two-people communicating with each other have towards each other.

Words are only part of the story:

- Only 7% of meaning is in the words spoken
- 38% of meaning is paralinguistic (the way that the words are said)
- 55% is in facial expression (source: Albert Mehrabian)

6.2. Four Ears and Tongues

Schulz von Thun developed a model to understand why the sender (speaker of the message) often does not say what he means and why the receiver (the person supposed to

be listening to the message) can “hear” and therefore understand completely different things. He suggests that the sender speaks with four tongues and the receiver hears with four ears. The information is only transmitted on one tongue and enters only through one ear. The other messages conveyed are

- Appeal: What is the receiver supposed to do?
- Relationship: What is the emotional and interdependency between
- Self-revelation: What does the sender let us know about him/herself

If the wires get crossed, when the information the sender wants to transmit is understood by the receiver through his “relationship-ear” or “appeal-ear”; and the misunderstanding is almost bound to build up into a conflict. An example:

A man and woman are driving the car through the town. The woman is driving. They drive up to the traffic lights and the man says, “The lights are red”.

1. The woman understands “STOP right NOW!” through her “appeal-ear” and brakes far more quickly than needed. She is annoyed at having been put under unnecessary pressure.
2. The woman understands, “My God woman, I have to even drive the bloody car for you”, with her “Relationship-ear” (they’ve been having some fights recently) and shouts back at the man, “Don’t you even think I can drive, you don’t respect me at all”

This sort of reaction is normal and leads to lengthy disputes and sometimes an amazement on the side of the sender, whose information he feels has been misunderstood.

The facilitator of a group discussion must be aware of the dangers of not communicating clearly and of learners understanding the facilitator’s or other learners’ words in a completely different way than what is “meant”. He has to keep translating, formulating the words slightly differently (paraphrasing) and making sure he and the group as a whole have understood the same thing: “If I could just summarize and make sure I’ve understood you correctly...” or, through paraphrasing the sender, “So you are saying...”. It is your responsibility to ensure a common understanding among the learners who should become willing to speak and listen to the information and recognise when they are communicating speaking on different levels.

6.3. Typical mistakes in communication

Speaker	Listener
No organisation of thoughts before speaking	Does not listen, just thinks of his own counterattack!
Unclear expression	Listens to details instead of the meaning of the whole thing

Too many unconnected ideas and thoughts all at once	Carries on what the speaker (might) want to say
Ignores much of what he has just "heard" and carries on, on his own track	Tries to incorporate unknown aspects in his own thought patterns
	Allows himself to be distracted

7. Communication requirements for effective facilitation

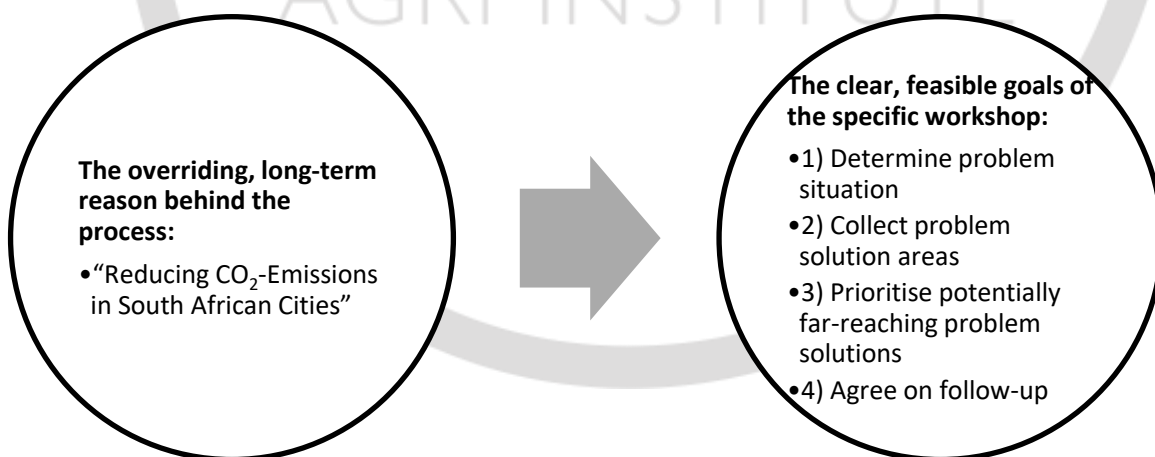
Clear, unambiguous communication is a constant foundation that is central to all facilitation processes. The major requirements for embarking on a facilitation process are:

7.1. Requirements for the Facilitation Topic (theme/issue/problem/vision)

The topic chosen for the facilitation must be:

- ✓ important for the group ("I want something to happen/change"),
- ✓ complex ("I don't know how we can do it"/ "There are so many things that could be done") and
- ✓ multi-faceted ("The boss can't solve this problem alone").

It helps to formulate the theme on two levels:



7.2. Requirements Regarding the Facilitator

The facilitator needs to ensure that all parties involved in the process are aware of his/her understanding of the role and should communicate this at least at the start.

7.3. Key personal characteristics and guidelines for the facilitator

An excellent facilitator:

does not allow personal opinions or views to enter into the discussion or bias his/her choice of questions and suggestions or influence the share of air-time given to individual learners,

is responsible for the process – for getting to the agreed target with the learners in the given time.

should see her/himself as a sort of catalyst or a midwife. It's not your baby you're bringing to life, it belongs to the group. But the group needs you to a) get people to conceive the baby in the first place, b) to help it grow and c) to aid it through birth.

is responsible to advise both client and learners of involving the "right" learners: depending on the theme and goals of the facilitated meeting/process. This collection of learners can vary throughout the process, involving for example senior management at one time, whereas at another time it makes sense to involve a broad selection of stakeholders and public. The facilitator also uses the meetings to ask questions of the learners, such as, "Who can give us a better picture of the questions we're discussing here? Who should we try and invite into the process?"

will only get learners to (pro-)create and produce results if they feel the facilitator's **trust** in them to achieve solutions and solve problems. Any scepticism on the facilitator's side will de-motivate and trigger reactions such as, "Well, if you can do it better..."

should not hold back on naming problems and also giving the group critical feedback, but make sure that the group knows you believe them to have the answers and solutions

use, open ended questions, as these create possible scenarios and allow the learners to build up cohesive solutions and create a mutual result. However, when needing to move fast, or clear decisions need to be made, using closed questions, producing a "Yes" or "No" is acceptable. Make sure you visualize both question and the central points of the resulting discussion so as to steer the solution-finding process.

is honest and open and does not try to manipulate learners. The group will notice. The same is true for conflicts. Place them clearly on the table and involve all parties in solving them. It helps to agree on small things first to create a constructive atmosphere. Describe the conflict as you see it and invite all learners of the group (10-25 people) to share their perception of the conflict with each other in brief statements (1-2 sentences). Collect arguments for and against alternative opinions or ideas and try and brainstorm more alternatives. Your target is a win-win-solution and not winning by majority; because the latter will also produce losers.

does not go into the facilitation process with an inflexible attitude and concept and rush the group towards the goal you intend and desire them to reach. The group will stall and boycott the process. Make suggestions regarding agenda and methods and be open to the wishes of the group. Make it clear to the group that changing the agenda may have an effect on the time, the target and the process itself and ask them how they want to deal with this dilemma.

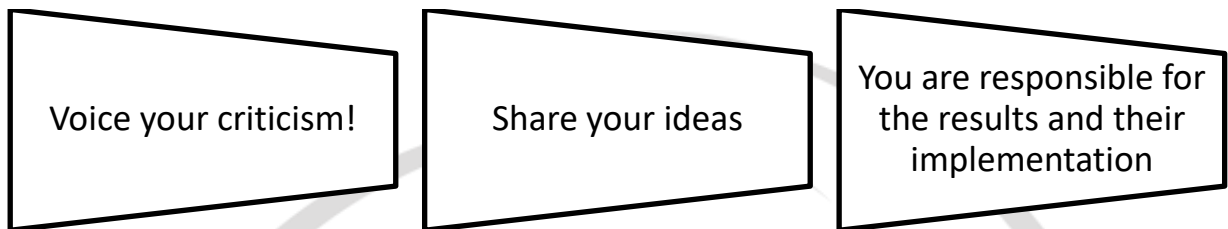
may feel it necessary to introduce rules for the work in the group, such as time-limits for presentations, no criticism when brainstorming or not defending yourself when receiving feedback from the group. Let the learners formulate the rules, which are important for them, rather than imposing yours on them. If they leave off a rule important to you, ask them if they could also imagine using it. Once the rules have been agreed on, make sure you note them down for all to see and refer back to the flipchart if you notice the rules are being leewayed.

makes sure the group has the optimal setting in which to work efficiently and enjoyably and achieve the targeted results. This relates to advising the client on the form and content of the invitation, checking the material and room available and ensuring fresh air, sufficient food and drink.

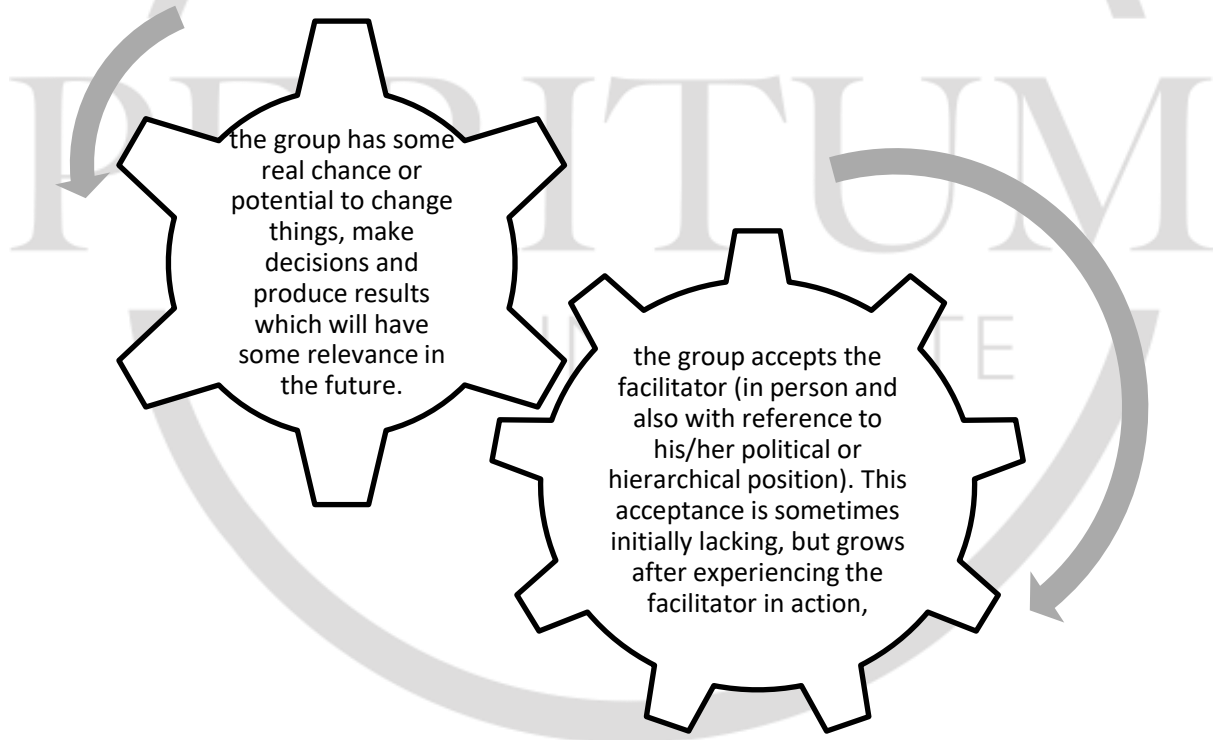
7.4. Requirements for the Group

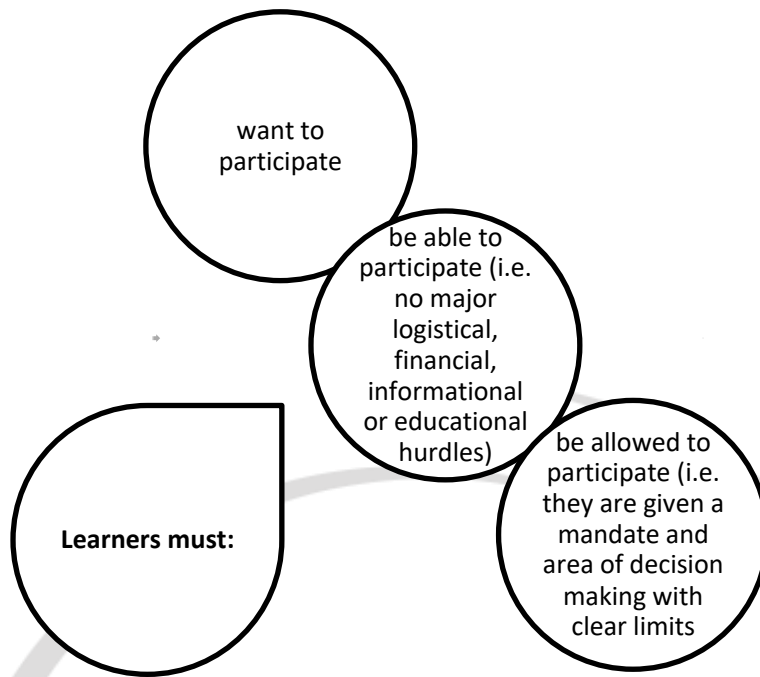
The group also needs to be aware of their role, responsibilities and the expectations on them from the start of the facilitated process.

This may even involve presenting them with a chart on which "rules" are written such as:



A facilitator will have difficulties facilitating a group, unless they show the following prerequisites:





8. Making Your Facilitation Unique!

All facilitators have different styles and methods of facilitation. The facilitator should enjoy his/her work and is encouraged to spend some time examining his/her strengths and weaknesses in the role, asking himself/herself if there is any bias, making sure that he/she doesn't run the risk of overindulging high-flying or "nice" learners and putting others in various rigid compartments! It is important to differentiate between the attitude of a facilitator and their skills. The skills are interchangeable, while the attitude is an integral part of the facilitator's own individual understanding of the role and his/her ability to offer the group both helicopter views of the process as well as mirroring bird's or even snail's views. Each facilitator is encouraged to examine his/her own strengths and weaknesses and discover their own "secret weapons" in winning over both group and issue.

The following are examples of "secret weapons" that facilitators often use to steer their groups to successful facilitated processes:

1. <i>humour</i>	2. <i>time management</i>	3. <i>fun</i>
4. <i>kindness</i>	5. <i>integrity</i>	6. <i>ability to cope with criticism</i>
7. <i>not scared to show lack of knowledge</i>	8. <i>interested in people's opinions</i>	9. <i>trust in learners' ability to solve problems</i>
10. <i>structure</i>	11. <i>clear communication</i>	12. <i>stays on track</i>
13. <i>flexible</i>	14. <i>well networked</i>	15. <i>respectful</i>

16. <i>creative</i>	17. <i>well informed</i>	18. <i>innovative</i>
19. <i>daring</i>	20. <i>brave</i>	21. <i>thorough</i>
22. <i>prepared</i>	23. <i>natural authority</i>	24. <i>keeps order</i>
24. <i>neutral</i>	25. <i>transparent</i>	26. <i>co-operative</i>
27. <i>no fear of conflict</i>	28. <i>motivating</i>	29. <i>peacefulness</i>

9. Steps in Setting up and Conducting a Workshop

There are three main steps in setting up and conducting a workshop



In each of these steps there are several important issues that need to be clarified or finalized before the next step can be started.

Summary of the main issues for consideration at each step for a *typical implementation plan* workshop:

Pre-Workshop	The Workshop	Post Workshop
<ul style="list-style-type: none"> • Contracting with the client • Designing a facilitation plan • Ensuring that the logistics are in place • Physically preparing for your workshop 	<ul style="list-style-type: none"> • Establishing the agreement on the goal and forming the group • Providing information • Collecting inputs • Sifting (analysis, prioritisation, reflection, deciding) • Planning (what, who, when, with what etc) • Closure (wrap-up, evaluation) 	<ul style="list-style-type: none"> • Documentation • Reporting • Arranging for feedback / follow up

Different topics within the context of different processes (e.g. planning as opposed to conflict management /team building/policy development etc) will always require the facilitator to go back to the drawing board and create a new workshop design.

10. Arranging resources, locations and personnel

Contracting

In the contracting process (between the facilitator and client) the following issues should be determined:

- Why are we holding the workshop?
- What we want to have in our hands at the end of the workshop? Goals, outcomes and the form of the results of the workshop (e.g. action plan, strategy document, happy team, etc)
- Who are the most important people /stakeholders to be asked to participate in the workshop?
- How much time is available for preparations, mobilisation, and the actual workshop?
- What are the different roles and responsibilities, including who is paying for what?
- The facilitator has an important role to play in the contracting phase in guiding the client in determining realistic outcomes of the workshop.

The Contracting Step

This is a step undertaken before the workshop. It involves the facilitator (contracted service provider) and the client (the representative of the organisation that has organised the workshop). This takes a form of a meeting between these two parties will deal with the following questions. In this contracting meeting the facilitator will seek clarity/response on the following questions:

1. What is the reason for this workshop?
2. What has been done in this area so far?
3. What exactly is the problem today? What does this mean for my clients?
4. Objectives: What should this workshop achieve? How do we recognise whether we are successfully or not?
5. Have certain solutions or partial solutions been fixed beforehand?
6. What should perhaps be avoided? Are there any musts?
7. What kind of results is targeted? Formulate a trial result with the client e.g. recommendations, activities, action plans etc.
8. Learners:
 - Which persons/departments should be involved and when?
 - What relationships exist between the learners?
 - Are there any conflicts of interest among learners?
9. Expectations of learners?
 - What resistances or apprehensions can be anticipated?

- Are the learners familiar with facilitation processes?
10. Follow up steps and Who is responsible?
- When will what results be presented and to whom?
 - How will the results be presented?
 - Who decides on the recommendations?
 - What are the agreements on follow-up dates?
11. Resources i.e. personnel, costs, time? What is the client prepared to invest in the process?
12. Organisation:
- What are the requirements for venue, materials and services needed?
 - What is the time schedule for the workshop?
 - Who invites learners? Text/content of invitation?
13. Rough outline of the workshop Process? Explain the methodical steps in general.
14. Explaining of Roles: Facilitator? Organiser/sponsor? Who does what?

By the end of this contracting meeting the following will be clear:

- ⇒ What should the workshop achieve?
- ⇒ The roles of client and facilitator during and after workshop
- ⇒ Te draft workshop Programme
- ⇒ The resources (Material, equipment etc.) needed for the workshop.
- ⇒ The next steps (after the workshop)

NB

- The Contracting Step / Meeting should be days before the workshop
- The most common reason for a facilitation to fail – either before, during or after the actual meeting(s) – can be related back to a bad or no contract.

11. Drafting a facilitation plan

A facilitation plan is a step-by-step plan of how the facilitator is to reach the desired outcome. A facilitation plan is more than just a programme or agenda – its states clearly what is expected to be achieved, how this is to be achieved and how the different programme items/activities will contribute to the desired outcome. A facilitation plan usually includes:

Date and session time	Day 1, Session 2; 10h30 – 12h30)
Agenda/programme item/ activity	(i.e. SWOT Analysis)
Goal/purpose of the activity	Learners to identify a wide range of issues for prioritisation in planning that can either be built on, addressed, harnessed or need to be managed)
How – the method	Individual learners to generate card with plenary clustering and prioritisation
Time allocations	Introduction to activity (15 minutes) Individual generation of cards (45 minutes) Plenary clustering of cards (45 minutes) Prioritisation using Pareto (10 minutes) Wrap up and link to next workshop item – <i>development of proposals</i> (5 minutes)
Materials needed	Cards in 4 different colours; 2 boards; coloured stickers

A more detailed facilitation plan could also be as follows:

Time	Item/Activity	Objective	Method/Comment	Person Responsible

Most facilitators develop their own formats for facilitation plans and these formats may vary depending on the kind of workshop that is being facilitated. However, irrespective of the format it is vital that a detailed facilitation is developed, the logic checked to ensure that the process will allow for the right questions to be asked and the answers to these questions developed in a participatory fashion.

11.1. Principles to use in developing your facilitation plan / designing your workshop



Always start the concept of the workshop with the issue, never with the method. Having established the relevant issue for the participatory process, the goals of the workshop and target group can be formulated. The goals should be measurable, specific and in accordance with targeted deadlines. These can be followed by questions, which will steer the discussion and train of thought of the learners. The questions will break down the goals into clearly formulated tasks, which set off a creative process. Only after the questions have been formulated should the facilitator begin to think about the appropriate method to be applied. The rule is: no method for the method's sake but only in order to reach a goal.

12. Time Keeping, Time Management

Don't be without a watch as a facilitator. And don't produce an agenda without a time plan, which you agree on with the learners. If you want your learners to act spontaneously, work openly and discuss creatively, they must be able to trust you to be in control over the time-keeping. Kick off the meeting on time and keep to the agreed closing time. Don't go too far (more than 5 minutes) into breaks or dinner. The group will get uncomfortable and irritable and won't work well anyway. Show your learners the relationship between content and available time and suggest approaching new topics or issues likely to throw your time plan out later. If you really do have to go over the closing time, let your learners know in advance and have a chance to react!

13. Logistics

Often the client takes responsibility for the logistic arrangements, invites, venues, accommodation, refreshments etc. These responsibilities should be clearly determined in the contracting process, where the facilitator should provide clear guidelines or non-negotiables on:

- type and location of venue (appropriateness and acceptable)
- materials and workshop equipment
- seating arrangements, breakaway rooms, meals, refreshments
- access for preparation
- other administrative issues such as registration, dissemination of documents, etc.

It is important that the facilitator is given the space to facilitate and not have to spend valuable time sorting out administrative and logistic problems.

13.1. Getting the Setting right - before it starts!

The location and venue have a profound effect on the way people work together. It is not something to be delegated down too far or given too little attention. It acts as frame for the entire event. One of the most difficult things a facilitator can do is convince a group of the sense of adapting content to venue. The location should be an ideal stage for the target group and the contents of the seminar and be adapted and improved to address the target.

The surrounding area should give the learners the opportunity to get to know each other better and find peace and quiet if they need it. Groups of people can get extremely uncomfortable (for the facilitator!) if they are hungry and thirsty, or if the air is too hot, cold or stuffy. The group will not function properly, and targets will not be met. And it will be your fault.

A workshop for 15 to 30 people can take place in a room of about 60m². This will allow them to sit in one semi-circle facing the pin-boards. There should be enough open space for warming-up activities. The room should have windows for natural day-light and despite the wonders of air-conditioning, most learners like the feel of good fresh air. Blank walls are also useful because they can be used to hang up charts and posters produced during the workshop.

One or two extra working rooms are required for work in smaller groups. In larger workshops, there is often a whole team of organizers. It is helpful to have an extra room with telephone and computer to handle organisational matters for the learners. Please get to know your location before having to facilitate in it! A centre pillar will make an apparently

large room unusable; the lack of an elevator can make heavy transportation difficult, is there a women's toilet available? etc.

13.2. Seating Arrangements

The seating arrangements have an influence on the working style. It makes a big difference whether people can "hide" behind tables or whether they are "exposed" by sitting on chairs without tables. Each arrangement has advantages and disadvantages. The facilitator should consider carefully who his learners are, and which style will best create an efficient working atmosphere.

You do not have to make a final decision which arrangement of chairs and tables should be used. Seating arrangements are not static and can be changed according to needs and wishes. If learners are actively involved, carrying tables can become an energizer.

13.2.1. Physical considerations include:

- Necessary Furniture and Equipment and its Placement

Tell the program supervisor exactly what you need; confirm before the day of the workshop that everything you asked for will be in place. Arrive early enough to adjust if necessary.

Room Temperature, Ventilation and Lighting	These considerations are most easily made if you are familiar with the room where you will conduct the workshop. If you cannot visit the site before the day of your presentation, arrive at least forty-five minutes early.
Workshop Materials	Have handouts and other materials that you will use during your workshop organized and ready to use before the workshop begins. Respect your learners' training time.
Your Workshop's Placement in the Day's Schedule	If possible, avoid doing a presentation right after lunch time. Learners' energy levels are low after a midday meal. If your workshop must take place then, be sure to physically involve and stimulate learners. Know what else is on the day's agenda for your learners. It might affect some of the choices you make.
Refreshments	After an initial energy rush, sweets slow people down. Fresh fruit is one alternative. Drinks should not be oversweet and should be appropriate to the season. Offer unsweetened sparkling water in hot weather, for example. If the program is responsible for

	providing refreshments, well ahead of time share your concerns and suggestions with the provider.
--	---

13.3. Physical preparation

One of the golden rules of professional facilitation is comprehensive preparation. Your facilitation plan guides your preparation. Time tabling, instructions for group work and other activities should be visualised and prepared before your learners arrive. The room(s) and seating arrangements should be arranged to accommodate your facilitation approach and plan. Be prepared, look organised and be in control.

14. Using appropriate and varied facilitation methodologies

There are many tried and trusted facilitation methods. Most facilitators will automatically lean toward small group face-to-face facilitation with group work activities and paired role-plays.

But it is important to ensure that you use interesting and appropriate facilitation methodologies. Below follow a few different suggestions.

14.1. Card Cluster

Pin-boards and cards are often at the core of participatory approaches with people who can read and write. They help to visualise ideas, to structure discussions, to summarize results achieved. Please be careful when using cards to place the stress on content as opposed to method. A lot of learners have "had enough" of cards and may refuse to use them unless you make the logical reasoning behind your using them clear. Cards are also dangerous if you are trying to get people to discuss things at a very deep level. The results can disappoint, appear superficial and merely "scratch the surface" of the topic at hand.

Pin-boards are placed in front of a semi-circle of learners, so everyone has a clear view. They are covered with big brown paper (roughly 120 x 150 cm), on which the cards can later be glued. Cards should be written in a way that can be read from 8 meters.

It is important to briefly present the **rules for writing cards**, as the method doesn't work when people start writing more than one idea per card or writing in ball-point pens on front and back (it happens, really!).

Use the cards to write one rule on one card and pin them to the board as you present them to show what the cards should look like:

- ✓ Use the broad side of the marker

- ✓ Use big and small letters because they can better read from a distance
- ✓ Always start in the upper left corner of the card
- ✓ Write a maximum of three lines on each card
- ✓ Write only one idea per card

Use different colours of cards to indicate headlines or levels in your structure.

This method enables complex issues and questions to be structured to show distinct areas, connections, similarities and cause and effect and is a sure way of involving the entire (literate) group in the brainstorming process. People who cannot read should be supported by other learners or by helpers. The anonymity of the method helps people to feel free to voice their opinions, especially when they are critical or if the group is heterogeneous.

The steps:

- Distribute cards and markers to each person or in the middle of the floor space – if possible before the session commences, as it can cause unnecessary disturbance later.
- Your clearly formulated question should be visualized for all to see. This way everyone can re-read the task the silent phase. Use an appropriate coloured heading for the questions.
- Read the rules for writing cards from prepared cards that are pinned to the boards, so all learners can understand the logic and get an idea of what the cards should look like.
- Ask if everyone has understood the question and task
- Give learners 4-5 minutes (this allows for flexibility) to write their ideas on cards. Don't limit the number of cards unnecessarily – if the group is under 15 people, talk of maximum 3-4 cards, but allow them leeway to take more if they need them. This ensures that learners really think of exciting and unusual ideas.
- Look and see when over half of learners are finished and announce quietly that you will begin to collect cards, but that people can continue to write. At the end, collect cards silently and politely and do not read any cards in advance – stay disinterested in the content and concentrate on the process at this time.
- Stress that the ensuing discussion should not go into detail, but merely establish the connections between the cards and shows the variety of content areas. Stress the ensuing process of focussing on individual areas – that the time for detailed discussion will come, but that that time is not yet!
- Read each card aloud, holding the card so that the learners can read it with you and pin it to the board near to other cards of similar meaning. This can either be in straight lines

(numbered) or in “bubbles”, which can also show a difference in abstraction or hierarchy in being positioned at the top or bottom of the board.

- Cluster the cards together with the learners, keep summarising the basic meaning of the evolving clusters. If the group cannot decide on the appropriate position of a card, either
 - start a new cluster,
 - rewrite the card and place the two cards in different clusters or
 - write a lightning strike or question-mark on the card to ensure that any contention or need for discussion is noted and move on!
 - Do not discard any cards!
- Find headings for each cluster – either in plenary or by giving small groups of 2-3 learners the task to find a heading for 1 or 2 clusters and present these to plenary.
- Summarize the results with the group and check that they are happy with the structure, logic and heading – if necessary, re-cluster or adjust the overall structure.
- Prioritising: e.g. using stickers, ask the learners to prioritise the clusters (differentiate between the most important, the most pressing, the most feasible, etc.); which cluster is number two, three and so on?
- Glue the cards to a paper for documentation purposes

Using cards in the background to support and document plenary discussions:

The cards can also be used to subtly provide a parallel visualisation of the content of a facilitated discussion. In this way, it works best with a team of two facilitators. One facilitator maintains constant eye contact with the group, listens to the discussion, steers it to the targets, asks questions to cover any gaps and summarises key stages and results, using the visualisation as it evolves. The second facilitator writes key words from the discussion on cards, pins the cards to the pin-boards, clustering them according to subject matter and giving clusters headings where appropriate.

Learners can observe the points recorded and the flow of the discussion. They recognize which arguments have been already covered and which arguments still must be addressed. Learners get the feeling that they are part of a visible result without the visualisation and the evolving structure obviously dominating and stalling the discussion.

14.2. “Spontaneous Combustion” – Brainstorming

Classical brainstorming sessions can be introduced into all stages of the facilitated process. The actual brainstorming is quick, spontaneous and uncomplicated. The consequent summarization, selection and decision-making process can be trickier. We differentiate between verbal and written brainstorming sessions. Verbal brainstorming is not effective in groups of 20 and over, as there is too much disruption and too little participation. Use written brainstorming for larger groups.

The following rules apply for all brainstorming processes:

- Every idea is in!
- No criticism or discussion of ideas!
- Don't fear silence – use it!
- Enjoy!

14.2.1. Verbal Brainstorming

You NEED visualisation, because brainstorming is an associative process, where people pick up on what's been said and read to trigger off further ideas. Firstly, visualize your question in a stimulating way (e.g. use red ink to stimulate criticism, blue to stimulate vision, etc.) to help learners focus on the issue. Second, build up the atmosphere for creative and open brainstorming by introducing the topic with your whole body. Look at the learners and transport them through a short story or key image to a personal identification with the topic. Make them feel the topic and its importance. Stress the need to voice all ideas, however unusual, as the selection process will follow afterwards: "It doesn't matter if the idea is thought through or not – we want ALL ideas!". The learners are encouraged to keep their statements short and succinct.

In a team of preferably two facilitators write down EVERY single idea that comes and don't judge any of the ideas as either good or questionable. Allow for silence passages of thought within this associative process and, if needed, draw the learners' attention to the ideas already voiced to trigger further associations.

Close the brainstorming session (e.g. after 10 minutes) clearly and indicate that the selection and prioritising process has begun. Don't ask the learners to negatively get rid of the "rubbish" as this will de-motivate the originators and is unnecessary. A lot of "rubbish" will have helped produce innovative and unusual ideas. Formulate the question for the selection process carefully and clearly and decide if you want to establish the most important, the favourite, the most pressing or the most relevant, etc. ideas. Underline these with different colour ink to indicate similarity or "clusters" or stick stickers to the ideas to stress their priority.

14.2.2. Written brainstorming

The card method described above is also a brainstorming method. We also use a different written method to activate large groups in brainstorming processes. Armed with a thick felt-tip pen in one hand and a cup of coffee in the other, the learners are invited to meander around a "market place" of pin-boards and – literally – leave their mark. The boards are clearly and stimulatingly (use pictures!) characterized by questions, ideas, project plans, etc. and have ample space to write down ideas. The learners gather around the boards,

exchange ideas and write them down or simply work alone, associating the topics already formulated. This process can be supported by facilitators at each board who “remind” those engaged in discussions to write down their ideas.

14.3. Mapping - Simple relationship mapping

Mapping is a simple visual task where learners analyse a given set of relationships or networks.

This exercise is implemented in a few simple steps:

- 1) Learners identify all the role players in a specific setting and write their names on cards
- 2) The relationships between the role players are then analysed as being either positive or negative by connecting the various cards with coloured strips (red for negative, green for positive, white for neutral)
- 3) The details of the negative and positive relationships are written on the coloured strips connecting the role players
- 4) The learners then look at the map and
 - a. identify relationships that could be improved
 - b. indicate where relationships should be established
 - c. draw attention to key focal players (i.e. role players who are connected to many others and form hubs in the map) and suggest how to engage or enlist the support of these key players.

In the simplest form this tool is useful as an awareness raising tool for the learners in the exercise. The facilitator guides the learners through the process and play devil’s advocate, testing some of the relationships on the map.

In some cases, this exercise could also be used to compare networks or systems. An example is to map the commercial farmers association and its relationships, and to then map the small farmers association and its relationships. This exercise might lead to the small farmers associations deciding to work closer with the commercial farmers associations or to design new products and services that fill the gap in its offering to its members.

14.3.1. Mapping - Mind-Mapping

The mind-map (see also chapter "Visualisation") can also be used as a facilitation method of extracting ideas from learners and increasing their analytical and problem-solving successes. The facilitator can merely provide the central issue or subject as a starting point (literally placed at the trunk or centre of the board), or if the "main branches" are also prepared in order to steer the discussion in a series of preconceived directions. Even if the latter approach is conducive to reaching the goal, it is still sensible to provide a couple of empty branches for learners to create their own focal points.

The steps

- Allow for a few moments of open brainstorming to collect a few ideas, then
- Start to arrange them in a hierarchical (from "main branch" to "twig") and associative fashion, according to the logic of the learners ("If we're talking about 'renovating houses' as a main branch, the details are a) providing secure doors, b) reducing dangerous materials, b.1) asbestos, mould, etc.")
- Use symbols instead of words if possible
- Facilitators can choose to write the main branches in capital letters, switching to small letters and maybe a different colour pen for the various levels of "twigs"
- Summarise and use the visualisation to suggest where the discussion should give more details
- Prioritisation can be introduced to show selection or consensus: learners prioritise thoughts (e.g. with stickers) or even attach their names to sections of the "tree" for subsequent break-away groups
- Individual "branches" and their "twigs" can form the basis for furthermore detailed mind-maps.

The result should be easy to read and provide a structure for further thought. The "picture" will be able to be carried on into the finest details as well as provide an overview of the subject. Be careful to write horizontally and have enough space to go into detail. Examine the mind map with the learners to establish further connections between ideas and highlight them with coloured lines visually.

14.4. Using Break-Away Groups

A plenary discussion in a workshop is the ideal place for a workshop to begin, synchronise thoughts, prioritise, work out group conflict or dilemma, feedback and close. However, a workshop should not only take place in plenary discussions, as this will limit the creative potential of focussing on smaller aspects of the whole issue, lead to boredom and

frustration, encourage long-winded or dominant learners to take over and reduce the majority of the learners to passive listeners and limit the commitment of learners to take on the responsibility for the implementation of individual measures.

4.1.1. Planning and Preparing

Break-away groups are thus vital in allowing learners to choose areas of interest to them, actively discuss and shape the results and engage in minute planning on a detailed level. But they shouldn't be viewed by the facilitator as "time out". They must be carefully planned and prepared. The facilitator is responsible for the following 4 essential aspects of break-away groups:

Sort break-away groups EITHER according to learners' personal choice (i.e. project groups, groups working together for more than one session, using joint expertise) **OR according to random selection to deliberately separate** homogenous groups and create interdisciplinary discussions (i.e. for short term work, preparation of decisions, feedback, reflection).

Provide a clear and easy setting for the break-away groups.	Make it clear where the break-away groups will be working for and how long. Provide them with enough material, quiet and aired rooms, refreshments, guidance to the rooms.
Provide clear and easy visualisation and instructions for the content work.	This includes the goal of the session, the question(s) to be discussed, the form of the answers/solutions/ideas, the form and time frame for subsequent presentations. Instructions can also include suggestions to delegate certain roles within the group (thus increasing the efficiency and avoiding dominance by one participant). These roles can include scribe, time-keeper, goal-reminder, facilitator, rapporteur as well as even ascribing roles such as dreamer, critic, sceptic, lion-heart, etc for creative approaches.
Be there for the break-away groups and "visit" them unobtrusively.	After an initial 10-20 minutes of work on their own, depending on total time in the break-away groups, politely ask the break-away groups if they need anything. If not, leave them quietly. After another 15 minutes go around again, making sure they're visualising the discussion. If not, remind them that this is important for the documentation and the subsequent presentations. If a break-away group needs further support, try and start them off by referring to the task, goal and question and then leaving them with clear roles to lead the discussion independently.
Exchange of Results	Ensure form and times for duration of presentation in plenary are

	<p>kept, ask other members of break-away group whether they have any additions to the presentation by the rapporteur before getting in the feedback of the whole group. Visualise any additions, explanations and criticisms from the presentation and ensuing discussion (i.e. in red/green pen). Make consequences and extent of comments by the whole group clear and put up the rule that the break-away group can explain "what they meant" if unclear, but not defend their ideas in the face of criticism from the group. Sometimes groups tend to voice either positive or negative comments. Encourage them to say what they like about what they've heard and what they think problematic!</p>
--	--

4.1.2 Alternatives to the Presentations of Break-Away Groups

Market Place	<p>The Market Place is a way of displaying of the visualised work done by various groups in an area accessible to all (i.e. in one room). Break-away groups' results are set up on boards and learners visit the boards, maybe speak to "representatives" of the break-away groups, leave any personal additions and feedback and go on. This can end with the representatives reporting back to plenary on what they have learnt from the visits of the other learners. The marketplace creates a less structured and informal environment in engaging on subject matter in a productive and enjoyable manner. The steps</p>
	<p>Group members may briefly present the visualised work at the opening of the market in plenary or rely simply on the visual results.</p>
	<p>The facilitator opens the market session and encourages the learners to visit and "leave their mark"</p>
	<p>Learners ask questions or contribute visually on the product (i.e. using different coloured pens denoting their background)</p>
	<p>Learners can go through the material displayed at their own time and pace and within the set market time. The marketplace time can be planned to spill over into the tea or coffee break, thus cementing the idea of an informal exchange of information and ideas.</p>
Lift Speeches	<p>Each break-away group has the time of a lift's journey to the 40th floor (40 seconds) to give an impression of their discussion to plenary.</p>
Business Theatre	<p>Trained actors visit the break-away groups during their work, picking up on the subject and on the atmosphere and way of working. Before the ensuing plenary session, the actors meet, compare notes and create a spontaneous and usually "over-truthful" sketch of their findings. This can be supplemented by interactive improvisation, where the actors invite the learners to comment on the sketch and re-enact it with the additions of the learners.</p>
Film	<p>Film sequences are shot in the respective break-away groups and synchronised during a break to a short film providing the plenary with</p>

	an overall impression of all the events and atmosphere of the time spent in the break-away groups.
--	--

The choice of method must give justice to the necessity of including any potential additions and criticisms or support of the whole plenary to the results of the break-away groups. In situations where the main emphasis is placed on a basic informing of learners of the break-away groups' main direction of thought, the reporting should be as brief and entertaining as possible. Six reports made by tired learners of 15 minutes each using the illegible scrawl of a brown paper at the end of a day's work before dinner is nobody's idea of fun and can dampen the otherwise animated atmosphere of the workshop.

4.2. Prioritising, Ranking, Selecting

Variation 1: Personal Choice

Goal	Each participant selects his/her single personal choice or "most pressing option" from a list of alternatives in order to e.g. <ul style="list-style-type: none"> a. narrow down the range of further thought b. show the range of group interests or opinions c. give individual learners a clear issue for their further work
Steps	This simple selection process can take place at any given times in the workshop and can help to cut short a lengthy discussion of alternatives. It involves <ul style="list-style-type: none"> a. reading through the list of alternatives b. giving the learners clear instructions on how the result of the selected options and those not selected will be used in the following steps (what the implications are) c. giving each participant a means of selecting their personal choice (e.g. a sticker for lists on flipcharts or boards or a pebble to place on a floor-mapping) d. summarising the result for the learners and carrying through what was said before the selection commenced

Variation 2: Ranking with "football scoring"

Goal	Having generated several options, each one (e.g. possible solutions, names for products, etc.) is systematically voted on by all learners to show a ranking of all options.
Steps	This voting process is like the way football results are scored to form league tables. For every win 3 points, for a draw 1 point and for a lost game 0 points. The comparative scoring can be based on e.g. strength of confidence in the options, personal choice, amount of knowledge (much, some, none)

	1. Read the list of options
	2. Show learners the scoring possibilities (e.g. "You have one vote for each option. There are 8 options, so each participant will vote 8 times – once for each option. If you think that the option we are currently voting on is very relevant, hold up your green card, if you think the option is fairly relevant, hold up your orange card, and if you think the option is not relevant, hold up your red card. We will be counting the amount of each colour card and giving 3 points for each green card, adding to that 1 point for each orange card and adding 0 points for each red card raised.")
	3. Make it clear what will happen with the result (is this a decision-making process or is it merely illustrative?)
	4. Read each option in turn and get each participant to raise one of his/her coloured cards. Each participant has the individual choice and can, theoretically, allocate the same number of points for every option.
	5. Add up the points at the end of all the voting and present the "hits"

Variation 3: Prioritising and selecting according to one criterion

Goal	After conducting a card cluster, the various clusters can be prioritised to show the way for the next steps in the process (i.e. "Where do we want to set up working groups?" or selecting issues to focus in the ensuing plenary discussions)
Steps	The main thing to be aware of is clarity of criterium and of making sure learners have enough time to think, read and decide.
	1. Read the question exactly as written and explain. The question must have a clear evaluation criterion (e.g. most urgent, most relevant, most critical for the success of..., etc.).
	2. Explain how to place the stickers/pebbles and how many each participant will receive (take the number of options, divide it by two and round it up) and, for more than 5 stickers, set a maximum of two per field.
	3. Ask the learners to put their stickers on the board – all at the same time (simultaneously). Show the field for the stickers and hand out the stickers (if not already handed out before).
	4. Count the stickers and write the amount with a thick pen directly on the stickers. Point out the "hits" once finished.
	5. The result of the multi-sticker question makes the priorities visible. This may be the agreed decision-making process, or it may act as information before the decision is made.

4.3. Open Space Technology (OST)

Open Space Technology is a product of Harrison Owen's observations at conferences and meetings in the mid-1980s that people tended to use coffee breaks for deeper and more effective discussion and learning than the formal presentations and plenary sessions. The result of his thought process was the Open Space Conference.

Open Space conferences are based on trusting in the productive self-organisation of groups within a comfortable, inspiring and intellectually unburdened "space". There are no keynote speakers, no set agendas, no moderated panels of guest experts, no strict cleft between the facilitators, speakers, learners and organisers. In the face of this lack of "conventional convention form", given the responsibility to take on responsibility for all the roles mentioned above, the situation can become quite awe-inspiring – for learners and experts used to lecturing at conferences alike. Everyone sits in a huge circle – without tables – in one row and learn in the first hour that this is their conference, that they are responsible for the "right" agenda, content, way of discussing and also for their satisfaction with the conference's benefits. This is a much different attitude to learning, discussing and coming to results than the participant of a conventional meeting knows. Any participant who leaves the conference saying, "Well, they didn't even address X or discuss the implications of Y" has only one "organiser" or "expert" to blame – him or herself.

How it works

There is often an initially uncomfortable space of silence after the welcome address and invitation to the learners to share their issues and topics for later discussion with the entire room. One person always starts though and makes his or her way to the centre of the room, writes a discussion theme or activity down on a large sheet of paper in big letters and then announces it per microphone to the group. After selecting one of the many pre-established times and places in the empty agenda poster, they post their proposed workshop. When everyone who wants to have announced and posted their initial offerings – many taking place simultaneously, all learners are invited to come to the "marketplace", where they put together their personal schedules for the remainder of the conference. The meetings and discussions begin immediately and go on for two of the three days' conference. The third day is spent reading the results of the meetings, prioritising the major points of interest and implementation and allocating responsibilities.

The Open Space Principles ensure that the apparent chaos of the conference – "Does anyone know where the discussion on X is taking place?" – becomes a self-driven and motivated, productive meeting place for the issues and topics important to the learners. Raised to the status of experts as well as learners, they will not only take on more responsibility for their contributions during the conference but will also be more likely to roll out the results and – through ownership – implement them.

Although a principle of all participatory processes and interventions, it is even more important at an Open Space Conference that every participant is passionate about the topic and willing to follow up on the results.

Four Key Principles

1. Whoever comes are the right people.
2. Whatever happens is the only thing that could have happened.
3. Whenever it starts is the right time.
4. When it is over it is over.

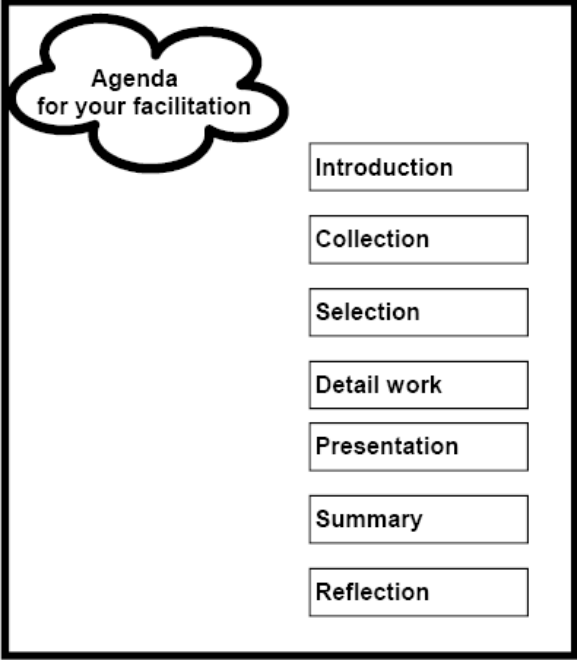
The Law of Two Feet

A further Open Space principle is The Law of Two Feet: "If you find yourself in a situation where you aren't learning or contributing, go somewhere else." This law causes some learners to flit from activity to activity. These are known as bumblebees because they cross-pollinate all the workshops. Some learners will decide to leave the dialogue and sit by themselves. They are known as butterflies, creating quiet centres of thought or apparently informal conversations, some of which will turn out to be relevant for other meetings.

5. Getting ready to facilitate and implement the facilitation plan

All those involved in organising and facilitating a workshop or conference will need to know exactly what is planned when and who is responsible for the smooth running of the different steps. Give everyone involved a director's plan.

Participatory workshops have some **typical sequences:**

Variation A	Variation B
<ol style="list-style-type: none"> 1. Warming up and introductions 2. Presenting and matching programme and expectations 3. Clarification of basic concepts which are issues of the workshop 4. Analysis of the present situation in regard to the concept: 5. Successes, achievements 6. Problems, bottlenecks 7. Recommendations to overcome bottlenecks 8. Introduction of case studies, examples of "best practice", new instruments 9. Practical exercise in applying the new strategies or instruments 10. Transfer of ideas, linking the results to participants' working situation 11. Action planning in following up results after the workshop has ended. 12. Summary, feedback and evaluation of the workshop. 	

The facilitator prepares the process and is responsible for the agenda, for steering the group towards a result, for reaching the targets and for the well-being of the group. He or she is not, however, responsible for providing the actual content or answers to the questions debated on in the group. A group will immediately catch on to the fact that a facilitator is trying to position his own thoughts and opinions and will often categorically oppose them, even if the ideas would have a good chance of acceptance if voiced by a participant. Be clear in your suggestion for the run of process and open for the content, solutions and ideas of the learners.

Different methods can be used to assure maximum participation during the sessions. These include feedback procedures, which give learners the chance to speak of their observations and feelings and to redirect the course of the workshop, if necessary. A **change in methods** helps to keep learners alert.

- People remember 80% of what they discover and do by themselves. Find out where learners are and start from there. Allow learners to **discover** as much as possible **by themselves**. This encourages **sharing of knowledge** and expertise with colleagues. Give learners the roles of experts in their sub-groups. This will create a feeling of **ownership** and **motivation**.
- People tend to lose concentration after **listening 20 minutes** to presentations of the same style. Ensure that learners can participate!
- Start by asking for the **successes** when learners are asked to exchange their experience. Proceed to ask about failures or **problems** after having laid grounds with the success. Do not end with naming failures because it is a pessimistic result, but

always ask for some **recommendation** of steps necessary to overcome the problems. This will create a forward-looking, **action-oriented attitude**.

- Do not become too ambitious in your objectives and topics to be covered. Be realistic about the **time** people need to grasp new theoretical ideas or about the time people need to get settled and to exchange their experiences. It is better to cover some points in depth, than to hurry through many points without new insights.
- Always allocate some **spare time** for extra discussion which might take an unplanned direction or for peoples' unbelievable way of loitering around coffee tables after the gong has gone for the next session!

The 13 Steps below can also be used in designing a workshop irrespective of the topic. The steps do not necessary have to be in the exact same order as set out below but do need to follow some logic – for example one cannot prioritise if ideas have not been collected; or the process may require a series of brainstorming, prioritising activities before any agreement can be reached:

- 0. Contracting (done beforehand and checked at the beginning of the workshop)**
- 1. Forming (group)**
- 2. Informing (issue)**
- 3. Brainstorming (collecting ideas)**
- 4. Analysing**
- 5. Prioritising/Selecting**
- 6. Focussing**
- 7. Reflecting/ Debating**
- 8. Adjusting**
- 9. Agreeing**
- 10. Plotting**
- 11. Committing**
- 12. Implementing**
- 13. Evaluating and Closing**

This will mean that any one workshop will need a concept or workshop design which will probably cater for these 13 steps – all in alignment with the preceding contract and many of which need to be repeated within the single workshop.

Chapter 4 - FACILITATING LEARNING

By the end of this session, a learner who is found competent will be able to:

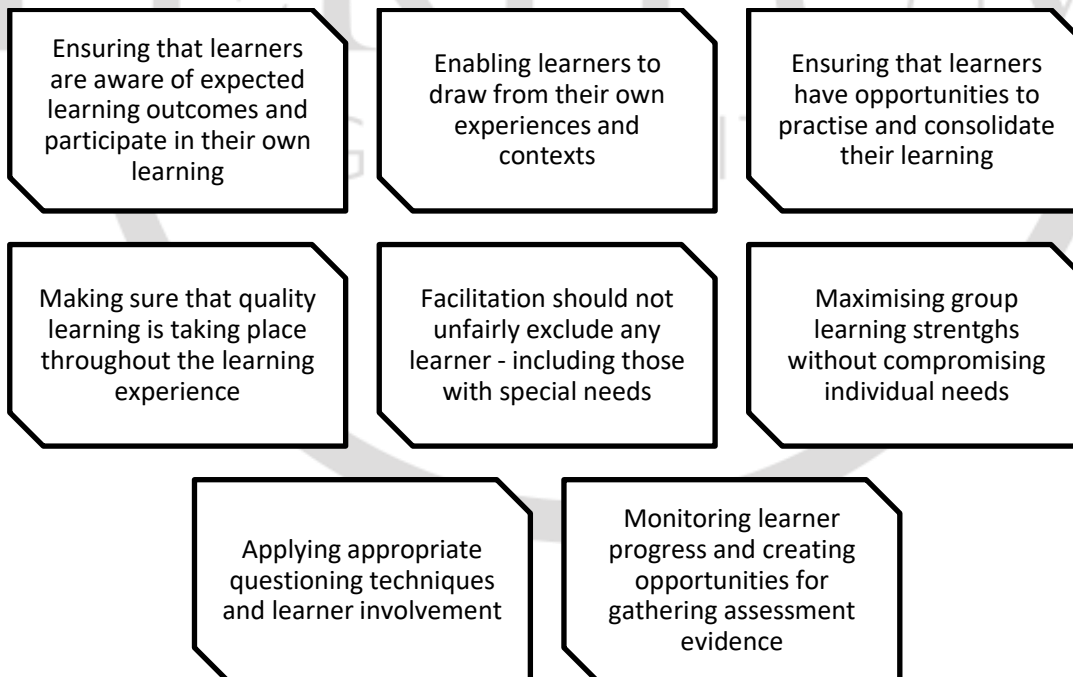
- ☑ Facilitate learning

Skills and Knowledge targeted in the session:

- ☑ Facilitating learning in accordance to OBET principles under the South African NQF
- ☑ Promoting learner interaction through your facilitation approach
- ☑ Ensuring that learners are aware of expected learning outcomes and participate in their own learning
- ☑ Enabling learners to draw from their own experiences and contexts
- ☑ Ensuring that learners have opportunities to practise and consolidate their learning
- ☑ Making sure that quality learning is taking place throughout the learning experience
- ☑ Facilitation principles for groups
- ☑ Maximising group learning strengths without compromising individual needs
- ☑ Applying appropriate questioning techniques and learner involvement
- ☑ Monitoring learner progress and creating opportunities for gathering assessment evidence
- ☑ Facilitation for learners with special needs

1. Facilitating learning in accordance to OBET principles under the South African NQF

1.1. The main objectives of facilitation under the NQF are as follows:



2. Facilitation techniques that work well in OBE

As facilitator you can achieve these objectives by applying the following techniques:

2.1. General introduction of learners

The first aim of the introduction is, of course, to become acquainted with each other and to learn about professional backgrounds. The second aim is to “warm-up” the learners and to introduce them to the participatory working style. Different media can be used to show the range of participatory methodology. Introductions are of central importance. They lay the groundwork for the inter-personal and emotional relationships between the learners and between the learners and the facilitators. An open, pleasant social atmosphere will improve the working productivity.

- Introductions can also allow the learners to voice first (personal) ideas about the workshop topic. Ask them to write an idea, or a thought about why they’re here (“My most special experience in the project so far...”) on a card and include the card in the introduction. You will have also produced a first result. Everyone sees himself pinned on the chart and the group has a basis to discuss its general feelings on the subject.
- Introductions help facilitators to learn about the learners and their needs. They can be combined with the question “What are your expectations in regard to this workshop?”
- Introduction sessions can take longer in larger groups. You should avoid merely asking one participant after the next to say who he is and where he’s from. Use stimulating media such as pictures to fish out more information about the person.
- Personal introductions become lengthy and tiresome when groups are larger than 30 people. Use the whole room at hand to get them to stand up, get to know new people and discuss different topics at three to four “stations” in the room.

2.1.1. Example for introductions in larger groups

A group of 100 learners from all over the country met to work for one and a half days. The topic was Sustainable Development in Germany. On arriving at the venue each participant was photo-graphed by a professional photographer. Each photo was immediately digitally inserted into a pre-pared form and printed out in the office during the opening welcome which took place in the hall. The 100 pieces of paper with the printed photos were quietly laid on the floor at the back of the hall so that the facilitator could produce a sense of surprise when he asked everyone to stand up and find his or her photo. The learners filled out the rest of the form and met in smaller groups according to the colour on their form. They pinned their forms on the board and introduced themselves in standing groups. Each “Colour-Group” had its own facilitator. The introduction concluded with a series of interviews per microphone with each group, in which the facilitator asked various learners to sum up the expectations and reflect on the sort of people they had just got acquainted with for all to hear. The photos remained visible in the hall during the entire workshop so that the learners and facilitators could check up on names and backgrounds at will.

2.2. “Transfer-In”

It makes sense to start the workshop or seminar with a method in which each participant can present himself and his connection to or feelings towards the content/theme of the

process. This method is not simply an ice-breaker but allows an initial grasping of the theme from the individual viewpoint of each participant. This enables each participant to compare his own viewpoint with that of the others in the group.

Standard introductory rounds, which force the learners to present themselves solely with reference to:

- 1) name,
- 2) societal/employment position and
- 3) expectations should be avoided through introducing a reference to the theme and getting rid of the notion of "expectations".

This will help to create an open, hierarchy-free atmosphere, in which the theme becomes the centre of attention as opposed to single, dominant learners. Examples of Transfer-In

2.3. Barometer

This method is flexible and can also be used as a transfer-in to gain a quick feedback on either one aspect or on a two-dimensional question.

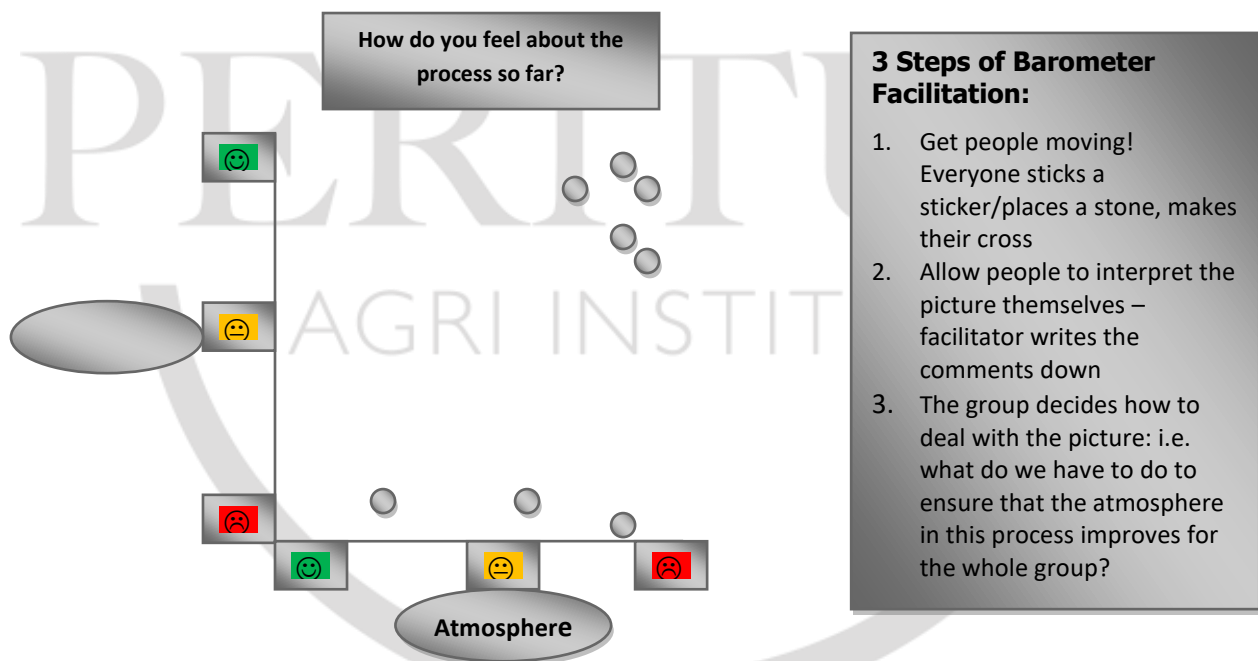


Figure 1: Example of a barometer

2.4 Use of symbolic objects

Place a collection of natural objects (i.e. leaves, stones, twigs) in the centre of the room. Ask the learners to select an object, look at it in silence and then to write down what the object "tells them" about the theme/part of the theme of the workshop. The learners then relate their ideas and thoughts to a partner before each participant reports back to the group on their respective partner's thoughts.

2.5 Use of pictures

Place a collection of pictures, photographs, postcards or cartoons (i.e. from magazines) on the floor. Ask the learners to get up and look at the pictures and select one or two which help them express their thoughts on the theme or their feelings at being there. The learners then use the pictures to share their names, ideas and thoughts with the group in turn. It is important not to rush the learners here, as they will need time to express themselves with the pictures.

2.6 Hopes and Fears

Why not “expectations”? When learners are asked to formulate their “expectations” for the workshop or meeting they are also formulating demands on the facilitator and, consequently, reducing their sense of responsibility for the outcomes. We therefore suggest using the terms “hopes and fears”, thus still allowing learners to voice their views on what “should” or “should not” happen at the workshop, whilst not suggesting that the facilitator has some service or duty to deliver. In using the term “fears”, the learners are encouraged from the beginning to express their emotional as well as their factual-logical ideas.

The learners are divided into small groups (3-5 persons) and asked to briefly discuss and then capture their hopes and fears for the workshop on a flipchart. The flipcharts are then hung on the wall next to each other, presented first visually as wallpaper for all to see before the major points of each group’s results being read out aloud. The flipcharts can remain hanging on the wall during the workshop. The facilitator refers to the hopes and fears in presenting the goals and programme of the workshop. However, no hopes and fears should be dismissed. Scepticism is a healthy form of group control. Let them make their own experience and have time to change their fears into relief and positive surprise. Won-over sceptics are a facilitator’s most powerful and loyal ally.

3. Promoting learner interaction through your facilitation approach

3.4 Visualisation – “When” and “Where” do we visualise?

The answer is simple: at every facilitated workshop, event or meeting!

“People remember 20% of what they hear, but 40% of what they hear and see.” Visual aids, such as cards and posters, flipcharts, overhead transparencies, slides, power point presentations, etc., make workshops more efficient and more interesting for the group. They are an important means of facilitation.

It is essential for a facilitator to use visualisation to map out the discussion from start to finish. It is not to be mistaken with the minutes of a meeting, which are brought into form **after** the meeting has concluded. The **parallel visualisation of the discussion** – from the concrete targets to be reached, through the decisions and thought processes along the way, right up to the “to dos” which close the meeting – will keep your learners on track and give you as facilitator the logical guidelines and justification to steer the discussion in the right direction.

What do we visualise?

1. Title, goals, agenda
2. Basic timeline of the workshop and of the process
3. Content and the logical development of the discussion
4. Ground rules
5. Questions and tasks
6. Break-away groups' tasks and structure for their group work
7. Yourself!

3.5 Materials for Visualisation

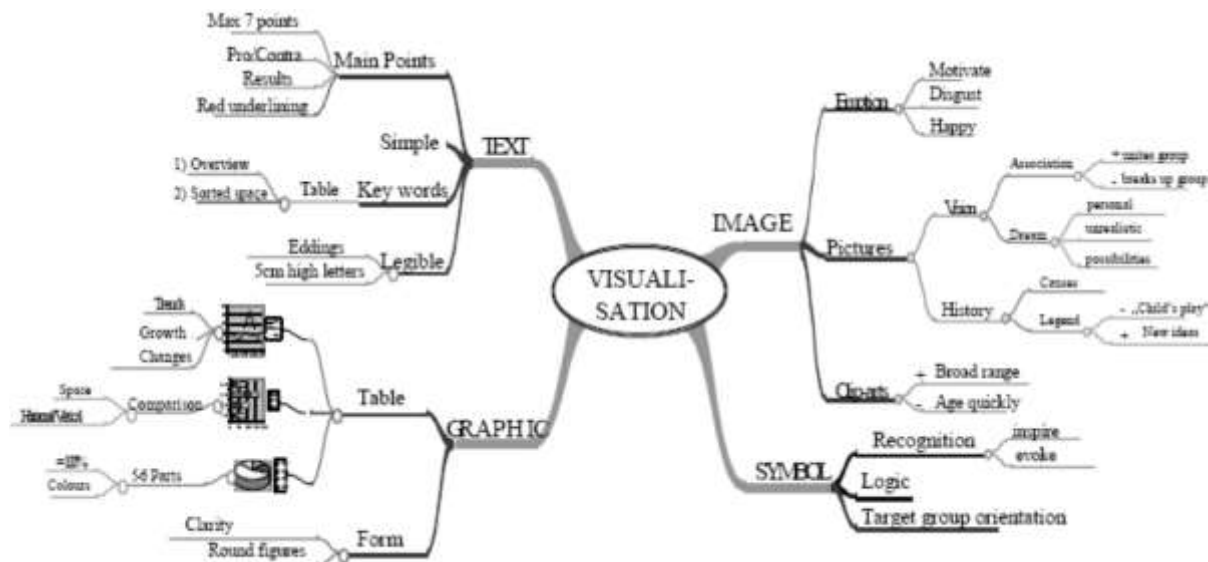
(Metaplan) pin-boards (roughly 120 x 150cm pin-board size on legs), such as are used in the training are ideal for visualisation. They are light and versatile and allow the facilitator to write directly onto the brown papers or to use cards and pin them to the board, thus creating a flexible and dynamic background for the structuring of the discussion. However: they are not always available. Facilitators can also use the same principle of the boards using sticky tape and pieces of paper on the room's wall, or by placing papers or cards on the floor and conducting "horizontal" visualisation (be careful of drafts blowing everything around!).

A handy visualisation partner is also the flipchart, although it is wise to post key flipchart pages on to the walls so that simultaneous visualisation is also possible here and results or key questions are not lost when the pages are flipped over.

Anything visual is allowed and encouraged! Use trees, photographs, natural objects, the positioning of learners in the room and yourself to provide a visual accompaniment to the verbal facilitation.

3.6 Top Down or Networked

Hierarchical structures showing relationships or connections between ideas and opinions are key methods of visualisation. Either work your way from small to big (details to major themes) or create titles under which details can be clustered. A tree structure or mapping is useful to show the logical and associative connection between related topics as well as anchoring the entire issue as one "big picture" in the brain of the participant.



3.7 Colour and Form

People take in more if they like what they are looking at. The didactic value of content is thus strongly connected with the aesthetical pleasure, interest or empathy it evokes. Think about pictures and decent decorations. Underline important points in red ink or circle key words in blue. This is a sure way to steer a group of learners to the major issues and reach results at the end of the meeting.

3.8 The way you act and appear affects the way learners behave

A facilitator is also an integral element of the visualisation. In presenting your concept, your questions and summaries you are also presenting yourself. The most important thing is to be yourself and to understand and accept that you cannot copy any other facilitator. Your learners will notice any insincerity or lack of authenticity. You should, however, make sure you dress the part. The way you dress (up or down) will influence the way you are viewed and accepted by the group of learners.

Use your person to “visualise” your respect for and interest in the ideas and the people behind them – in the results and the learners. Prove you are doing so by losing little time in visualising the idea (writing it down for all to see!) and taking time to look the person in the eye. Stand still when listening; use upward arm-movements when stimulating thought and ideas and wait after activating your group to check if you’ve been understood and/or the learners accept the proceedings.

Don't

- be overtly sexy or dress to kill,
- smile like a Cheshire cat,
- look bored,

- be a finger-wagging teacher,
- be the world's best comedian,
- show utter amazement or ridicule for a statement from a participant,
- fake ease or stage professional distance,
- eat or chew gum,
- get too close to individual learners unless seated within the group,
- "disappear" from view or break mimic-contact in the middle of your sentence. Wait till you're finished with what you're saying before moving a flipchart or fetching your notes.

3.9 Think about the effects of your appearance and actions on the effectivity of your facilitation

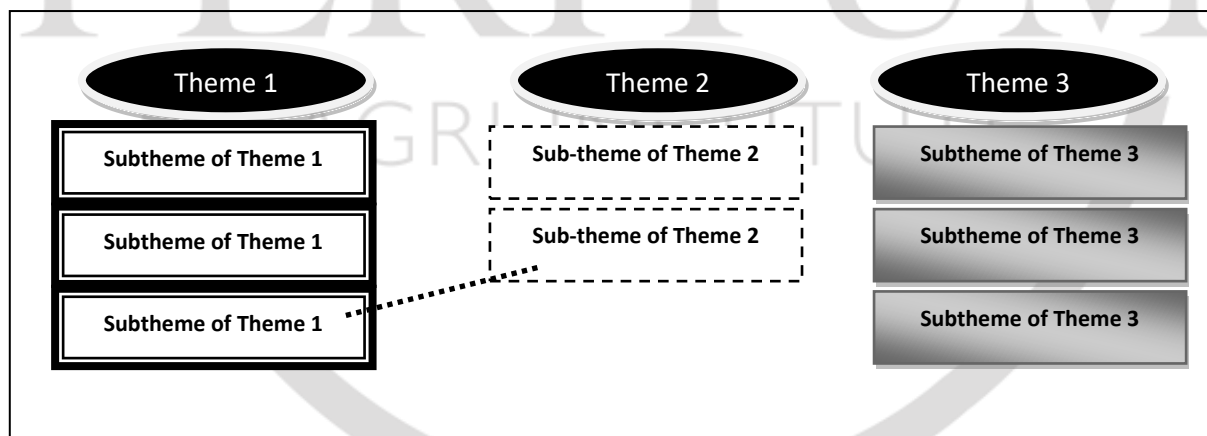
In your role as facilitator you need to be aware of the possible effects of the way you are talking, moving, gesticulating, sitting, standing and acting. Be open to feedback – how ever subtle – to your person. One golden rule: be very wary of physical contact with learners!

Action of Facilitator	Typical Situation	Possible way learners are affected	
		+	-
Stands in the centre of the room in front of an open circle of learners	Start situations, leading the discussion	Quietened by the "solid rock" of authority, eye contact, security and trust	Passivity, sense of subjugation
Stands behind a table, reads from a book, writes minutes into computer	During a discussion	Learners can discuss their topics and questions without being disturbed	Lack of trust ("What's he writing?"), lack of control and clarity of content structure
Has hands in pockets or behind the back	During the discussion/whilst presenting a task	Sense of informality	Facilitator is disinterested or has something to hide
Use prominent gesticulation	Facilitator uses visualisation to explain a task, summarises results, asks group a question, steering the discussion	Focussing of learners (red thread), facilitator is neutral, motivation of learners to become active, clear signals for "stop" and "go"	Facilitator is insecure or defensive, inflexible, trying to "sell" the concept or entertain the learners and draw attention away from a weak process
Smiling	Too often to write here!	Mobilises, motivates, opens, gets learners emotionally involved, leaves learners with feeling of satisfaction and belonging	Emotional dependency ("Please like me!"), inability or unwillingness to deal with conflict, complex issues or weaknesses in the process

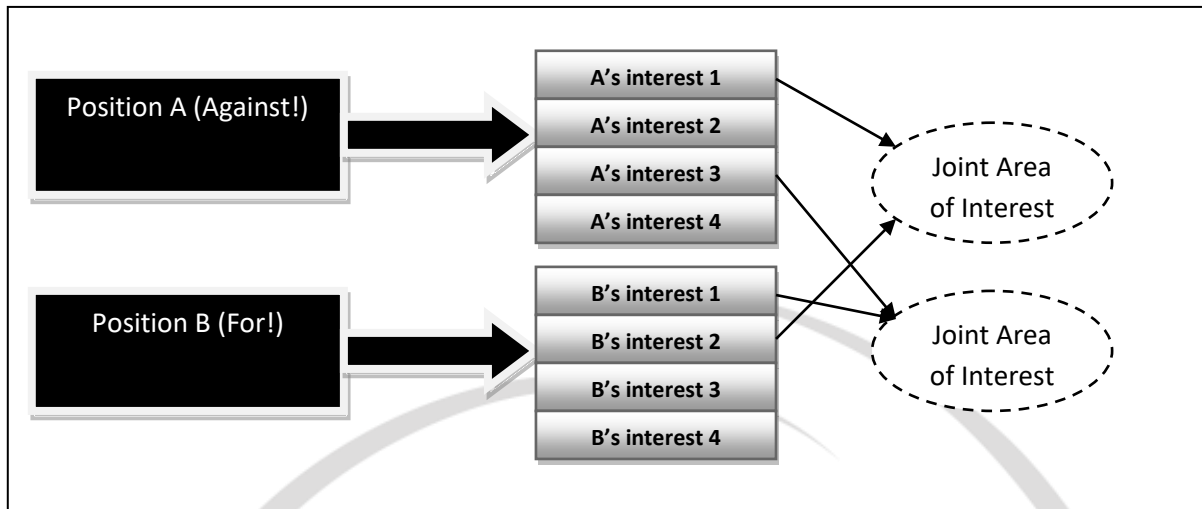
Action of Facilitator	Typical Situation	Possible way learners are affected	
		+	-
Facilitator sits in the circle of learners	Transfer-In, discussions, during an expert lecture or a welcome address	Open discussion culture, free, creative discussion, little pressure from the front to quickly get to goal, facilitator is "neutral"	Lack of orientation and steering, danger for time management, chaos, presenters/speakers are unsure how long to talk
Approaching individual learners with clear body language	Conflict, polarisation of opinion, dominant/waffling learners	Waffling learners shut up, focus of participant returns to facilitator/issue, time is won in conflicts to summarise and create a factual basis for the discussion	"Attack! " Individual learners feel abused, the rest of the group feels ignored

4. Promoting learner understanding through structuring content via visualisation methodologies

4.4 Thematic Dimensioning



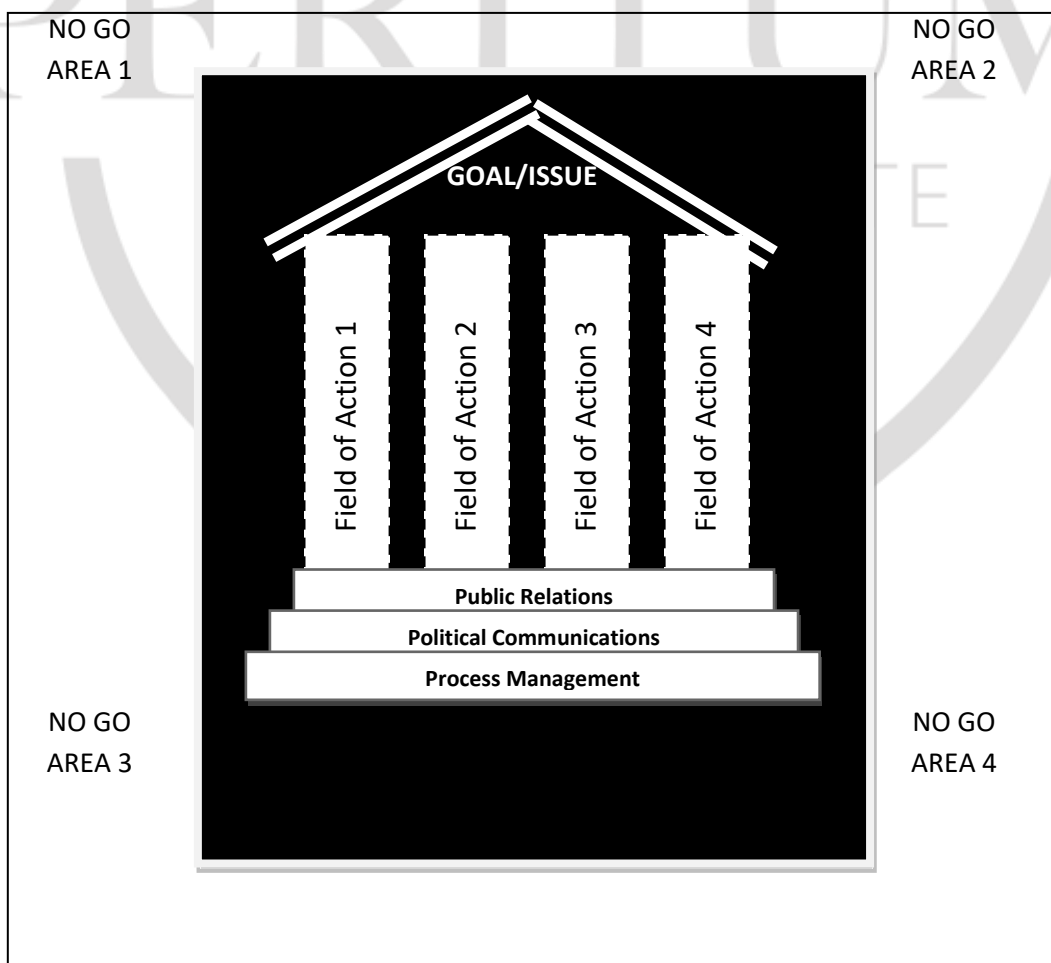
4.5 Consensus Building for Contrary Positions



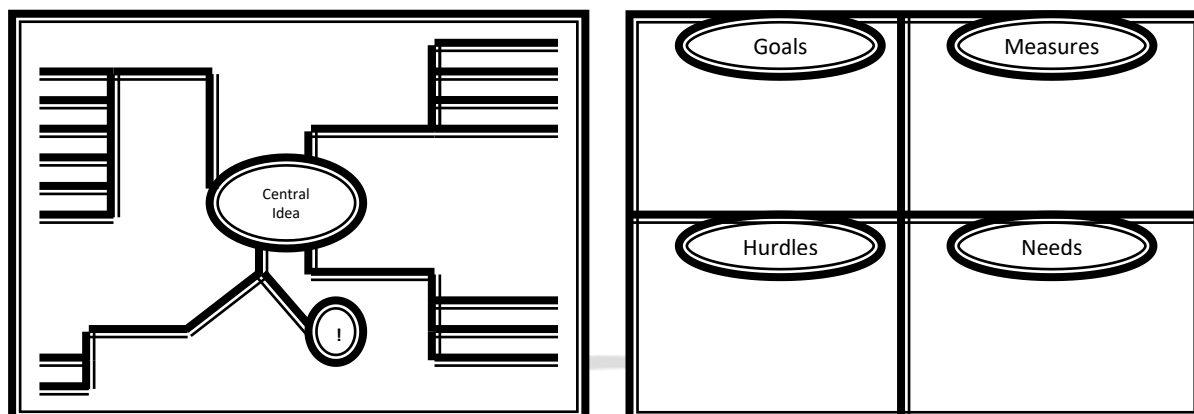
4.6 Pro/Contra

Accentuate the boundary between the arguments for and against a solution visually (thick line between the arguments, red and green cards/ink) and, i.e. within the context of a formal debate, through seating the learners opposite each other.

4.7 Hierarchical and Systemic Structure for Action Fields



4.8 Associative Thought Structuring (i.e. for break-away groups)



4.9 Workshop Hand-Outs

Written material supports knowledge dissemination and reduces redundant repetition. It can provide background information and/or details which would take too long time to be introduced during the workshop sessions. It is important to gain the attention of the learners for the entire workshop. Don't make them have to write every task and every piece of information simultaneously to actively taking part. Provide them with the background information, with copies of any input and maybe with the minutes of previous meetings so they don't have to stall the process or redo covered ground.

In large conferences, provide your learners with their own copy of the targets and the agenda. They should also be able to orient their way around the building, so a decent map of the location should also be tucked away in their folder. Give them important information, such as telephone numbers of taxis and organisers as well as things to do any free time. A list of learners is also exciting for the learners to read, so they know who is there. Don't forget to allow sponsors to print their logos on the folders – this could be an added incentive to sponsor your conference.
















4.10 Using Symbols

Symbols could be used as a communication tool during the facilitated workshop. A good mixture of words and symbols will draw each participant through a complex and highly individual process of (re-)cognition, association and emotional reaction towards the issue and motivate him/her to actively participate. Due to the emotional reactions often caused by symbols, it is wise to test the effects on different people before using them for a mixed audience: you may be wanting to trigger associations of peace and tranquillity with your Caspar David Friedrich landscape, but in fact you frustrate those learners wanting a clear image of "what's on the map".

Examples of Using Symbols:

1. Welcome poster: this confirms that a participant is at the right venue and is warmly welcome e.g. in the form of an open door.

2. Use of pictures/drawings to enable learners to talk about something which they would otherwise be uncomfortable to talk about because it is a taboo, sensitive or personal, for example in a conflict situation: painting of a simple picture of the conflict by one party and the other party interprets and vice-versa.
3. Symbols to illustrate something which otherwise would have taken a lot of time and words to explain, as for example:

-  for questions that still need to be dealt with
-  for a complex issue that needs to be given further attention
-  for an agreed telephone call one participant is going to make
-  for agreement /  for abstention /  for disagreement
-  for a contentious issue
-  for time or deadlines
-  for agreement or to show achievement /  for disagreement
-  for contention and the need to re-approach the issue later
-  for solutions
-  for people's feelings
-  (thermometer) for atmosphere
-  for issues or questions momentarily "parked" and which will be revisited
- Use of animals to get an emotional reaction
- Use of everyday objects such as ovens, fridges, picture-frames, tea-cups, water, boats, bridges, etc.
- Use of sport themes, e.g. showing how Bafana Bafana (South Africa football team) loses games not because of lack of resources or skills, but through poor planning or project management.

Beware of the actual symbol you use, as different learner might have different understanding of the symbols used, and some symbols might be considered offensive. The answer is to think carefully and then to explain your intended meaning during the introduction phase.

5. Facilitation for learners with special needs

You can accommodate all learners with special needs as follows:

Language	<p>If the assessment does not take place in the mother tongue of the learner, allow for interpreter.</p> <p>If necessary, take into consideration possible speech impediments and allow the learner additional time.</p>
Functional illiteracy	<p>Even if a learner is functionally illiterate, they can be assessed and found competent in this unit standard, apply strategies as prescribed by provider's policies and procedures appropriately to allow learners to reflect their competence. If you are unsure of the appropriate methodology contact the training provider's Quality Assurance Manager for assistance.</p>
Disabilities	<p>Accommodate learners with disabilities by utilising resources such as sign language interpreters, Braille guides, etc.</p>
Dyslexia and / or Nervous Conditions	<p>Take extra care to place learners at ease prior to assessment. Allow learners additional time. Allow learner alternate methodologies or design alternate assessment tools to accommodate the learner i.e. Interview rather than knowledge questionnaires.</p>



Chapter 5 - EVALUATING LEARNING FACILITATION

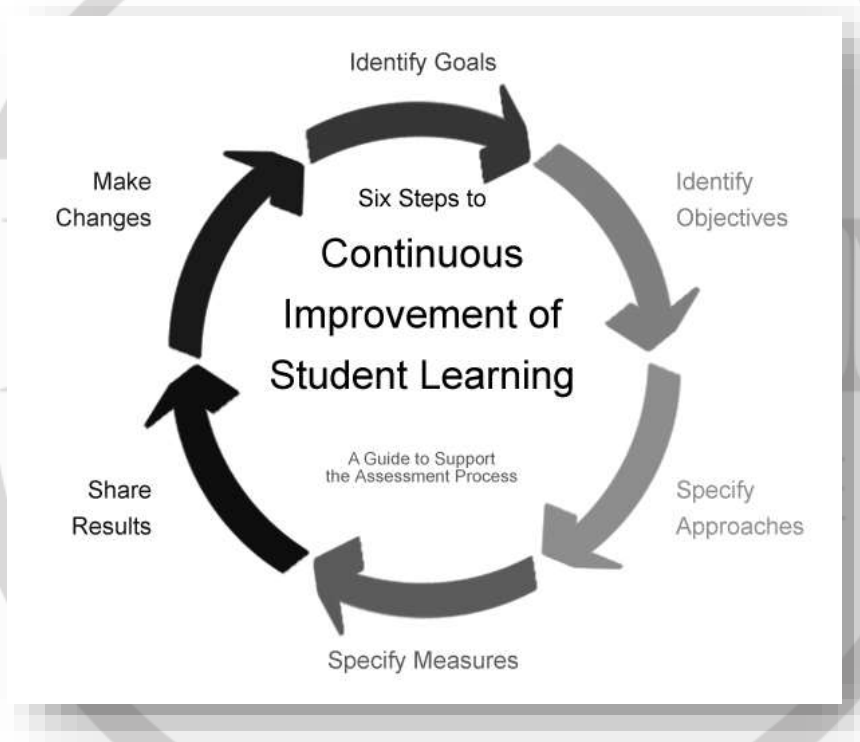
By the end of this session, a learner who is found competent will be able to:

- Evaluate learning facilitation

Skills and Knowledge targeted in the session:

- Seeking constructive feedback from the learner and other stakeholders, against set criteria
- Ensuring that the review reveals the strengths and weaknesses of planning, preparation and facilitation interventions

1. Seeking constructive feedback from the learner and other stakeholders, against set criteria



Evaluation is the process of determining the effect, through immediate evaluation, of identifiable aspects of training on learners, and of determining through follow-up evaluation the effect of learners' training on their students. From the trainer's point of view, the purposes of evaluation are:

- to improve future training methods;
- to learn whether learners think content is practical and useful;
- to identify presenter strengths and weaknesses;
- to learn participant opinions.

1.1. Post workshop feedback from learners and other stakeholders

In the post workshop step, the facilitator needs to ensure that:

1. the outcomes of the workshops, particularly the agreements and plans are accurately documented
2. the report reaches the appropriate people by the deadline communicated at the workshop and that it is in recognisable and useable form;
3. all arrangements for feedback (taking workshop outcomes to constituencies) and the necessary follow up process is clearly set out.

Feedback sessions regarding content and atmosphere are essential and should be conducted regularly during the workshops. They provide room for reflection on the workshop proceedings, the learners' views on the quality of their results and an exchange of observations regarding the group dynamics or the acceptance of the facilitator.

Ask open questions such as these:

- How far have we come in achieving our objectives?
- Where and why have we deviated from our objectives?
- How was the participation in the group?
- How do you regard the facilitation?
- How can we improve the process?
- Where are we now? What do we want to do next?

1.2. Feedback rules

1.2.1. When giving feedback

- Remember you're not a judge! Speak from your personal point of view: "I"
- Concentrate on Here and Now – not on the general state of things...
- Sandwich criticism with praise
- Develop, don't lecture on what is right and wrong

1.2.2. When receiving feedback

- Be quiet and listen (it's not easy!)
- Don't start arguing, explaining what you really wanted to do and defending yourself
- Decide for yourself which elements of the feedback you take on and which you are not taking on



Bibliography

Books
<ul style="list-style-type: none">• The Facilitators Pocketbook, by John Townsend and Paul Donovan• The Complete Facilitators Handbook by John Heron• The Skilled Facilitator – A Comprehensive Resource for Consultants, Facilitators, Managers, Trainers and Coaches, by Roger, M Schwarz• Managers as Facilitators – A practical guide to getting work done in a Changing Workplace, by Richard G Weaver, John D Farrel• Masterful Facilitation: Becoming a Catalyst for Meaningful Change by Glen Kiser• Facilitation, by Trevor Bentley, Vicki Clayton• Facilitation Skills (Training Essentials) by Frances Bee, Roland Bee• Intervention Skills – Process Consultation for Small Groups and Teams, by W. Brendan Reddy
Olive, a Durban-based organisation focusing on organisational development, change, learning and developmental practice, has several publications that are relevant for facilitators. Among these are the following:
<ul style="list-style-type: none">• Learning for Change – Building Learning Organisations• Developmental Partnerships – Beginning to work together• Developing Teams: Ideas and Activities for Developing Teams in an Organisation
World Wide Web
1. http://matcmadison.edu/is/iss/etla/curriculum/Outline_of_Instruction/
2. www.saqqa.org.za
3. www.theta.org.za
4. www.bankseta.org.za
Subject Matter Experts
1. C Harington – N.H.Dip. Hotel Management, Technikon Witwatersrand, 1992 + OBET
2. B Harington-Fuller – B.Sc. Viticulture & Oenology + OBET