

Institut Catholique de Kabgayi

Fac of SD & Fac of SESM

Departments: EM, RUD & Sociology

Module SOC 7233

**“GROUP DYNAMICS AND COMMUNITY
MOBILIZATION”**

**Unit 2: Techniques and Facilitation
Skills**

Presentation Outline (main sections)

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Introduction: issue and context of group animation

- In its efforts towards development, any community passes from known situation (everyday and habitual life) to unknown one (imprecise, not certain). Between the two situations, there are principally 3 different steps to pass through.
 - **Heartbreaking:** before taking the path towards development, people live in harmony with their precarious but peaceful living conditions! When they decide to take the path, they feel and express a heartbreak (*chagrin de séparation avec leur situation de départ*)
 - **Passage:** The people have already decided to operate change in order to leave their habitual **bad situation** of poverty. Throughout the way, they encounter difficulties and challenges, and then some of them think to go back.
 - **Destination:** people arrive to the **desired situation** and begin **new better life**.
- Because that passage is not easy to perform, the community need a good trained facilitator to help it (Husson Allain , une pédagogie interactive pour l'animation de groupes).

From current bad situation to desired better future situation: paths with challenges, difficulties?

A good trained facilitator accompanies **local communities** from current “bad” situation to a desired better future situation

B. Desired future better situation: new style life, progress, success,

4- Orient / advise
3- Propose, suggest, compare

2- Diagnostic, Analysis, Grouping,
Interpretation of problem statement

A. Current “bad” situation: problems, constraints, challenges, dubiousness,...

1- Observation / Description / Identification
Definition of a problem statement (current situation)

1. Definitions of key concepts

1.1. Animation: its meaning originates from “*anima*” meaning spirit. To animate means to make someone more active, stimulate him/her, help him/her to discover his/her real problems and strategies to overcome them without imposition.

The animation helps the people to generate new and functional ideas which at the end allow them to forge their adequate means to fight against (poverty, negative mindset, ...).

- The “**animator** or **facilitator**” is one who facilitates and raises the group’s understanding to reflect together, find out ideas and solutions together in order to achieve the better common good.
- The animator never orders: s/he facilitates communication, discussion about the village main issues, generating solutions to them and consequent and adequate actions by the community itself. **The animator doesn’t tell to the community what to do to overcome their challenges! S/He helps it to find out solutions itself.**

1. Definitions of key concepts (cont'd)

1.2. Animation: pedagogy of change

One illiterate farmer witnesses about group animation: **“when you want to make someone understand something, don’t tell him/her directly what to do. If you do so, s/he doesn’t move. Do you know why? Because s/he hasn’t understood himself/herself his/her situation, s/he hasn’t had time to reflect on it. Even if you have done your best to talk to him/her, s/he will not understand something and s/he will do nothing!”**

That witness strengthens the **relationship between animation art and development**. In a lot of cases, bad practices of group animation result in failure to operate desired change for the poor towards development. Thus, real and sustainable development is operated when the community decided itself to change.

1. Definitions of key concepts (cont'd)

- Animation as pedagogy of change through numerous meetings helps community to:
 - ✓ Identify their problems and needs (individually, group or village);
 - ✓ Be aware about the necessity to work together;
 - ✓ Find out together alternative solutions to them;
 - ✓ Organize themselves and mobilize resources (internal and external) in order to implement their projects;
 - ✓ Plan for their future
- **Therefore, animation is a pedagogy of social change by which development is achieved through human promotion.**
- The pedagogy for development consists of stimulating the community to improve its moral and physical environment where they discuss, plan, organize and act by themselves. Then, by animation, development arises from the community itself (it is endogenous and not exogenous; arising from the external).

1. Definitions of key concepts (cont'd)

■ Animation

Topics of discussion

1. Methodology tool “Ubudehe” approach as pedagogy of change. Criticize. What can we do to improve the ubudehe effectiveness?
2. Differentiate animation from popularization, sensitization, conscientization and mobilization

2. Qualities of a good facilitator

Additional to important personality traits of intelligence, self-confidence, determination, integrity and sociability, the following qualities characterizes a good animator/facilitator:

- *Capacity of adaptation:* to new situations and circumstances, of his/her animation style depending on the group and its needs;
- *Capacity to pay attention to others needs* (capacité d'écoute);
- *Autonomy, responsibility and initiative;*
- *Creativity* (ability to invent new ways and means for solutions,...);
- *Competent technically;*
- *Capacity of integration:* to be accepted and perceived as one of the members group rather than someone who is separated from it.

2. Qualities of a good facilitator (cont'd)

Imperfections / defaults to be avoided by a facilitator

- Spirit to dominate the group (superiority complex);
- Fear towards the group and lack of self-confidence;
- Seek to impose own ideas to the group;
- Being talkative because s/he doesn't allow group members to express themselves;
- Excessive authority and power;
- To be involved in group discussion (in order not to influence the group).

Question: Identify supplementary characteristics of a good facilitator and supplementary imperfections to be avoid.

3. Roles of a facilitator

They consist mainly of operations related to his / her functions:

- **Information** and method of group work/group organization (logistics, external resources involvement, structure,...)
- **Coordination** of group members contribution, interventions and decision-making process
- **Stimulation** to effective participation by each group member and socio-affective support to group (by motivation, ...)
- **Security** for the group members
- In sum, **social facilitation**: reinforcement of social relationships and communication process among the group members

3. Roles of a facilitator (cont'd)

Additionally, other roles a facilitator consist of:

- ✓ Giving *good example* for the group, through communication, information sharing, valuing others' ideas (creating the atmosphere of mutual respect)
- ✓ A *target vision / clear objective of group animation*: the facilitator may help the group to identify its needs and problems vis-à-vis to final objective and to put in place adequate organization to achieve it. The discussion and debates to be carried out must be related to the group animation objective.
- ✓ *Exercising the power and authority when necessary* to prevent and regulate possible conflicts between group members about certain sensitive issues such as politics, religious,... in order to maintain order, cohesion and good relationships within the group (by requesting the group to define previously some norms and makes respect them).
- ✓ Clarifying at the beginning different facilitation means: specifying agenda of discussion, time allocated to different tasks and who are responsible for each task.
- ✓ *Evaluating continuously the progress of group work* (referring to final objective: how much has been achieved? How much does it rest to achieve?)

3. Roles of a facilitator (cont'd)

Briefly, they are two principal roles of a facilitator/ animator:

- **Facilitation roles:** make sure that the agenda and timing are respected, the objectives are well understood, emphasize the contribution of each participant by reformulation if necessarily, focus the debate, clarify the points on which they agree and those on which they disagree, make partial conclusions after each step, make final conclusion.
- **Regulation roles** (affection side): encourage the expression of every participant, react positively to each intervention, intervene positively when they are antagonist views, encourage mutual respect; stimulate everybody interest towards the topic.

Facilitator / Trainer / Coacher / Guide / Adviser

- The **facilitator of adult education** participates in the process by which the society integrates individuals and allows them to become autonomous. He/she is an **agent of change** because he/she helps people, groups of individuals and organizations in developing their competences. He/she takes into account formal education, informal education, professional experiences which are influenced by public and social factors. The trainer has to consider the prior knowledge of the adults. The facilitator in adult education must allow anticipate their evolutions, manage to live in a dynamic environment and to change their personal practices and professional life.

4. Attitudes and types of facilitator

Considering personal characters, there exists mainly three types of facilitator:

- **Authoritarian facilitator:** s/he decides group animation objectives alone, imposes everything to the group by pressure without taking into account the group opinion: ideas, group work style,... The facilitator of this type is convinced to have best solutions to group problems by his/her status or intellectual qualities.
- **Easy-going facilitator:** the opposite side of authoritarian. S/He lets group members do what they want with limited or no intervention. This results in anarchy and disorder within the group.
- **Democratic facilitator:** s/he manages the individual differences within the group to pull clear the common objective. This is the type of animator/facilitator in demand (appreciated).

4. Attitudes and types of facilitator: portrait of accepted and rejected facilitator

| Level of reference | Accepted attitudes of facilitator | Rejected attitudes of facilitator |
|--------------------|---|---|
| Personality | Simplicity, direct, natural, without intention of domination. | Rigid, spirit of domination, attached to dignity complex |
| Talk | S/He does not impose his/her ideas, pays attention to group members needs. | S/He always commands and orders. |
| Relationship | S/He integrates the group to discover group needs in order to find satisfaction to them. S/He inspires trust, unite, cohesion to the group members. | S/He doesn't make the group aware about its errors by fear to be negatively appreciated |
| Decision-making | S/He facilitates decision-making by the group itself through dialogue, negotiation, discussion, debate, mutual understanding,... | S/He decides for the group, does not give time to it to reflect, get alternative solutions,... |
| Action | After taking decision together, s/he confidently assigns tasks to group members to realize this decision | The group realizes the decision taken without consulting him/her because they judge him not helpful and firm (without consultations, discussion, dialogue...) |

5. Description & types of group animation practice

5.1. Auto-promotional animation

- The idea of auto-promotion implies the abilities of self-reliance and autonomy
- Thus, auto-promotion is a process of individual, household and community initiatives to realize by themselves actions aiming at improving their living conditions and satisfying their needs basing on their internal resources with possible external ones.
- The animator has to encourage auto-promotional actions by accompanying local actors. They consist of a process of endogenous action which is materialized through autonomous development practices generating changes.
- The engine of that change relies on the creation and acquisition by the local actors concerned the new models of relationships, the new models of thinking, briefly the new collective capabilities.

5. Description & types of group animation practice (cont'd)

5.1. Auto-promotional animation (cont'd)

The animator accompanies group members (individually and collectively) and develops their capabilities of analyzing and resolving the problems they have; elaborating and realizing their plans and projects.

- To animate is also to help community members to identify the deep causes of their problems and find out alternative solutions.
- They are 5 steps in auto-promotional animation (case study of diarrhea):

a. Direct observation: the approach begins by understanding the present situation happening in the environment: how the diarrhea looks like, what are its causes and consequences. Community tries to capture the current situation it faces.

5. Description and types of group animation practice (cont'd)

5.1. Auto-promotional animation (cont'd)

- b. Historical observation:** After capturing the current situation, the animator brings the community to look through the past if it had not the similar experience and to remember how it behaved.
- c. Universal observation:** After looking through the past, then the community is asked to analyze the situation outside. It compares what it does and what has been done in other communities, countrywide or worldwide.
- d. Real observation:** At that stage, the animator calls the community to objectivity (scientific reflection). It becomes ready to acquire useful and operational knowledge necessary to bring it to solutions.

5. Group animation practice description and types (cont'd)

5.1. Auto-promotional animation (cont'd)

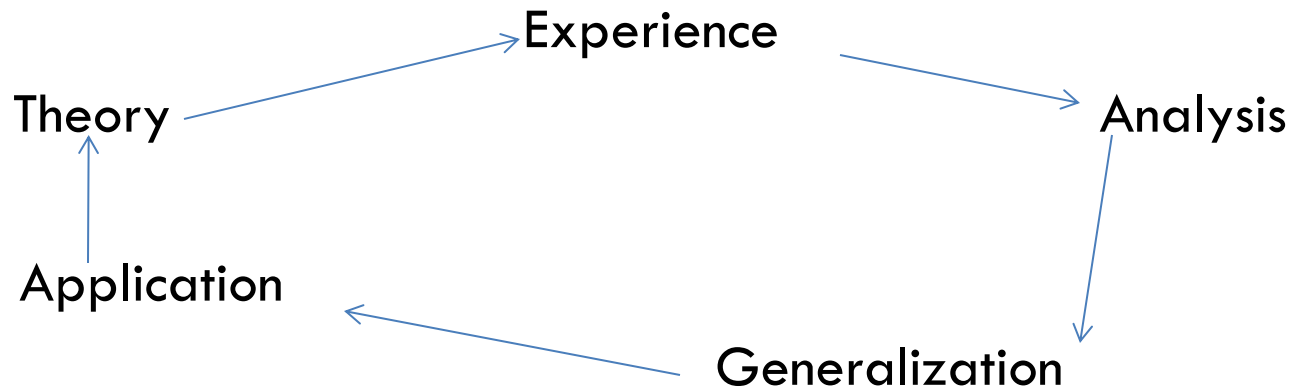
e. Creative observation: finally, the community members exercise their intelligence and knowledge to invent solutions without copying existing models. Here the animator encourages the creative capability of community members and the effective participation of everybody.

Effective participation implies here individual responsibility in decision-making process, active membership in implementing community decision (e.g.: ownership to give contribution, assisting to all community meetings,...) and using community services (community market user, cooperative client,...)

5. Group animation practice description and types (cont'd)

5.2. Animation by action

- It consists of community learning by the animator to achieve action. The learning mechanism transmits skills, and availing means transmits power (capacity). The starting point in this model is action experienced by the animator himself.
- The “animation by action” model, said “learning cycle by experience ” is illustrated as follow:



5. Group animation practice description and types (cont'd)

- a. **Theory:** the animator gives clearly technical information on action experienced (advantages, means of utilization, ...)
- b. **Experience,** on planned and prepared previously activity by the animator (availing required materials, ...). The group members have to participate actively.
- c. **Analysis:** Experiencing (practice) alone is not sufficient to achieve desired and durable change. The animator engages discussion about the experience (how it took place) to allow group members to reflect on it and exchange views on what happened, what is interesting, easy or difficult, their impression, etc.
- d. **Generalization:** through this step, the animator asks the group what conclusion they draw from the experience. The animator must allow larger openness to the group by asking them “What did you learn from that experience?”
- e. **Application:** Helped by the animator and from the lessons drawn from the generalization, the group members formulate practical measures/strategies to apply new knowledge and skills learnt.

5. Group animation practice description and types (cont'd)

5.2. Animation by action (cont'd)

- The “learning cycle by experience - LCBE” (*Cycle d'apprentissage par l'expérience - CAPE*) consists of learning by experience (a kind of learning by doing/John Dewey). It is the opposite to “learning by listening” (*apprentissage par l'écoute*).
Indeed, the research demonstrated that a person retains 10% of what he reads, 20% of what he listens, 30% of what he sees, 50% of what he listens and sees, and 80 to 90% of what he learns by doing.

6. Tools or instruments of facilitation

6.1. The meeting

It is the main tool of animation. The animator prepares the meeting by:

- a. Specifying the meeting objectives:** why do we meet? What is/are the problem(s)? What is/are the objective(s) to achieve?
- b. Choosing participants:** better small groups (10 to 15 persons) and respecting homogeneity, assigning responsibilities to each, making sure that all group competences are exploited.
- c. Preparing the agenda:** introduction content and framework to approach the problem, key questions of debate, methodology, timing activities related,...
- d. Logistical preparation of the meeting:** choosing the meeting room, tables and chairs disposition, equipment to be utilized, documents in hand, invitations delivered on time indicating the meeting venue, date, objectives and agenda.

6. Tools of facilitation (cont'd)

6.1.1. Types of the meeting

- 1. Information meeting:** it is aimed at communicating information (top-down style) and collecting feedback (bottom-up style). The animator delivers information and collects feedback through questions and their responses.
- 2. Meeting – discussion:** it is aimed at exchanging views between participants in order to find out solutions to problems and to make a decision. The animator encourages interactions between participants and orients group towards un consensus.
- 3. Group interview:** it is aimed at clarifying or analyzing the group life with similar category of members (youth, ladies,...). It consists of allowing participants to express their feelings and opinions about a given situation and synthesizing their views.

6. Tools of facilitation (cont'd)

6.1.1. Types of the meeting (cont'd)

4. **Group training (groupe de formation):** it is aimed at modifying the group behavior and participants attitudes towards a positive mindset through the organization of learning situations.
5. **Group creativity or Brainstorming:** It is aimed at finding out solutions and new ideas to improve a given situation. The role of an animator is to stimulate participants imagination and therefore liberating their expressions (views, ideas). The principle is firstly to liberate every thought/idea without screening, and secondly to analyze them together (the animator plus the group members), classify them by categories and decide their fate (what to do with them).

6. Tools of facilitation (cont'd)

6.1.2. Meeting phases

- 1° Introduction:** start the meeting, make comfortable participants, remind objectives, present to participants the methodology of group working, agenda, timing, start discussion by asking simple question everyone is able to respond to.
- 2° Production:** collect information, ideas, suggestions from participants and classify them by categories
- 3° Decision-making:** analyze and synthesize information, ideas and suggestions collected, choose, find out solutions.
- 4° Meeting consequence:** formulate clearly the choice, put in place actions and a follow-up system of their implementation.
- 5° Conclusion:** summarize and remind partial conclusions, adopted solutions, contradictions remaining, the next step, thank participants.

6. Tools of facilitation (cont'd)

6.2. Drama (theatre) and sketches

- ❖ They are played by the persons (participants or others) or puppets (*marionnettes*). They are aimed at playing the real and everyday life of the group / community which is facilitated. So, the facilitator has to know very well the group in order to develop drama and sketches illustrating the group real social life (it requires much time).

6.3. Demonstration

- ❖ It is an indicated tool of animation and evaluation when learning professional techniques, competences and skills.
- ❖ The facilitator starts by giving technical information and explanations to the group, then s/he evaluates knowledge and competences acquired. After, together with the group, they do practice (demonstration); and finally s/he evaluates skills acquired.

6. Tools of facilitation (cont'd)

6.4. Forum and or platforms

- It is a kind of conference – debate between group members and experts (*personnes ressources*) on a given topic facilitated by animator. The tool can be combined by others such as drama, sketches,... The participants discuss, give their information, opinions and comments, ask questions for a better clarification and understanding of the topic. Experts answer to the participants questions, suggest ideas to encourage discussion.
- It becomes helpful when the animator and the group have knowledge about the topic, this facilitates the discussion.

6.5. Workshops

It is a kind of trainings session for capacity building. An institution can for example organize a three days workshops; and groups works can generate new elements.

7. Methods and techniques of group animation

7.1. Situation analysis

- In some cases, the situation analysis is done by development partners (NGOs) through international experts who don't have much information about the situation analyzed;
- But normally a good situation analysis is achieved through the effective participation of the community concerned.
- **Situation analysis steps:**
 - a. **Observe** the situation, listen to the community, observe what happens, what people do, how they react, and so on. Briefly, observe facts, how they take place and how they develop.
 - b. **Say:** from observation, the facilitator and the group reflect on the facts through discussion. Where does this situation come from? The group identifies the deep (not apparent) causes of this situation and the causes of difficulties/challenges it faces, causes coming from the community itself (by **problem tree** technique).

7. Methods and techniques of group animation (cont'd)

➤ Situation analysis steps (cont'd) :

- c. **Do:** from “say”, each group member must have motivation to engage himself in actions aiming at resolving the problems. The facilitator makes sure that the group action plan is realizable, and that its realization is based on self reliance (more on internal resources than external ones).

7.2. Methods of group animation

1° La Maïeutique: “know yourself / *connais-toi toi même*”. This method from Socrates means **midwife** (trained woman to help women when they are giving birth). Then from Socrates, animate a person is to help him/her to give birth of ideas, i.e make emerge ideas, make him be aware of his/her real situation by deep thought. Socrates used this method to help persons to discover truth they have within them without knowing it!

7. Methods and techniques of group animation (cont'd)

7.2. Methods of group animation

Therefore, the animator uses this method to help community concerned to be aware (conscious) of what they live by deep analysis in order to better plan for the future. S/He does it through engaging discussion within the group, illustrating schematically their ideas and helping the group to make decision on what they can do themselves.

This method is based on having trust in every person that s/he has truth and competences within him (intelligence, internal capabilities) but because this was not developed by the environment s/he doesn't know it, and what to do for the animator is to help him/her to discover what s/he has and express it.

Question: Differentiate intelligence from capabilities, competences, knowledge and skills. Can we say that an illiterate person is not intelligent because s/he hasn't knowledge and skills?

7. Methods and techniques of group animation (cont'd)

7.2. Methods of group animation

2° Social laboratory

The social laboratory method proceeds by **research-action**, and it is based on the principle of “**knowledge for action and action from knowledge**”.

Indeed, you know by doing action (training, apprenticeship), and you act from the knowledge you have. When you are acting, you discover new knowledge, and this new knowledge will help you to do better (*apprendre en faisant et agir sur base de connaissance-Learning by doing*).

Socially, a problem becomes a case study when the community is dealing with it (finds out solutions to identified problems).

Thus, research – action is a group animation method by which a facilitator accompanies group members to develop their capabilities to analyze and find out solutions themselves to the problems they have; and to elaborate and realize their proper plans and projects.

7. Methods and techniques of group animation (cont'd)

7.3. Techniques of group animation related to communication style

1. Listening

When you want to listen to someone, you keep quiet. The facilitator by his/her efforts to listen to the group improves the relationship between him/her and the group because the group feels that it is valued; and consequently group members express themselves easily and confidently.

Effective listening allows a facilitator to have more and rich information so that, together with the group, s/he becomes able to define easily and rapidly common objectives and actions (listening ability regulates misunderstanding).

Signs of bad listening: two or more participants talking simultaneously, interrupting participant talking,...

7. Methods and techniques of group animation (cont'd)

7.3. Techniques of group animation related to communication style (cont'd)

2. Questions

Questions allow to a facilitator to complete information collected during the listening.

Open questions: for more explanation and clarifying information given; or giving more opinions, ideas.

Close questions: responding by yes or no.

3. Reformulation

It is a technique through which the facilitator rephrases by interrogative style what a participant has said without adding other information to make sure that the facilitator has better captured (understood) what the participant has said.

7. Methods and techniques of group animation (cont'd)

7.4. Techniques of group animation related to organization style of discussion

1° Le tour de table

The facilitator asks a simple question or gives a clear topic of discussion and requests each participant to express his opinion about it, one by one. It is more widely used because it is simple and allows participation of everybody. Better to use at the first meeting.

2° Discussion in panel (invented by Jean Muller)

The term “panel” implies “jury”. It is a discussion between experts with different opinions about a subject in front of a group. The jury is designed by the facilitator, and group members follow the discussion between experts; and after experts discussion they are allowed to express their opinions, ask experts questions for better understanding and more clarification.

7. Methods and techniques of group animation (cont'd)

7.4. Techniques of group animation related to organization style of discussion (cont'd)

3° **Brainstorming** (invented by Guy Serraf)

Through that technique, there are three categories of discussion partner: the facilitator who asks questions, the group members who respond to the questions and the observer who writes every opinion without screening expressed spontaneously by group members. After brainstorming, together they categorize those opinions and ideas and make a synthesis. The aim of this technique is to stimulate participants' imagination in order to generate new, original and creative ideas.

7. Methods and techniques of group animation (cont'd)

7.4. Techniques of group animation related to organization style of discussion (cont'd)

4° Case study (invented by Business School of Harvard, USA, 1920)

It consists of studying wholly a real situation experienced by the group members themselves or outside (from a book,...) to resolve an abstract or global problem. Firstly, the participants study the case in small groups, then they discuss as a group about the case: they sort out the aspects of the problem, solutions to tackle it which finally are contrasted in order to have common understanding. This technique is aimed at developing the group ability of criticizing the every day problems it faces.

7. Methods and techniques of group animation (cont'd)

7.4. Techniques of group animation related to organization style of discussion (cont'd)

5° Phillips 6/6 (invented by Donald J. Phillips, USA, 1948)

Mr Phillips invented that technique to allow larger group (around 100 participants) to participate to a group discussion.

The facilitator exposes the topic of discussion to the group. The larger group is divided into small groups of 6 persons (who stay in their places). Each small group chooses a chair and a secretary during 2 min. Then each small group discusses the subject during 6 minutes (where the name Phillips 6/6). After discussing in small groups, the secretary of each small group presents its opinions and ideas expressed to the assembly (the larger group) for decision - making. Finally, discussion continues through the larger group or Phillips 6/6 on a new topic (it depends on the agenda).

8. Planning and implementing a facilitation programme

- To plan means to anticipate in present what you will do in the future.
- Proactive planning of a facilitation programme allows to prevent uncertainty and unexpected constraints caused by the situation.
- A facilitation programme consists of four components: planning, programming, implementation and evaluation of activities.

8.1. Planning

- When you plan, you ask yourself 6 key questions: **Who?** Persons, actors, stakeholders,... **What?** Problem, content,... **How?** Methodological aspects, processes,... **When?** Timeline, timetable, calendar,... **Where?** Place, location, region,... and **Why?** Explanations and arguments for actions in order to achieve objectives
- To respond to those questions, you proceed by the following activities:
 - a. **Identify community needs**, which determine the main community problems and help animation to sort out prioritized activities to be realized as well as the choice of topics to be developed in the following sessions.

8. Planning a facilitation programme (cn'd)

- b. **Prioritization:** the facilitator can use an evaluation form to compare the relative importance of determined problems in order to be able to prioritize:

Is the problem frequent? Has it dangerous consequences?

Does it affect vulnerable people? Does the community have mechanisms and means to tackle it?

Each problem is marked and the one which has the more marks is considered to be a priority (ranking of problems).

- c. **Causes analysis:** assessing the deep causes “roots causes” of identified problems as priorities: are they endogenous or exogenous? Individual or based on community? are they depending on socio-economic situation?

8. Planning a facilitation programme (cn'd)

- d. **Objectives formulation;** defining what the group expects to achieve at the end of the animation programme.
- e. **Putting in place strategies:** a strategy is a set of actions and measures to be implemented in order to find out alternative solutions to a problem identified (for example a campaign for a positive mindset related to family planning).
- f. **Estimating needed resources** (human, financial, material, machines, equipment and or logistics), to implement strategies: internal resources (by the community itself) and external resources (from other partners of the community concerned).

8. Planning a facilitation programme (cn'd)

8.2. Programming activities

Programming activities is aimed at excellent coordination of activities and making a better follow-up of their implementation. It consists of putting in place:

- ✓ ***The calendar or timetable***
- ✓ ***Tools of time management*** (e.g.: GANT diagram: task distribution, responsibilities, timeframe and deadline, ...)
- ✓ **Budget for implementation**

Programming activities puts also in place mechanisms and means to realize the animation objectives, such as an operational action plan.

8. Planning a facilitation programme (cn'd)

8.3. Implementing activities

This implementation of activities is facilitated by the intervention of different stakeholders: the community, public institutions, development partners.

8.4. Self-evaluation of activities

The facilitator must do self-evaluation of his/her activities: first s/he knows why s/he does group animation (s/he has an objective), then s/he compares the results achieved to the objective in order to verify if s/he has succeeded, s/he asks himself/herself if resources (human, financial, material; machine, equipment, logistics) used were sufficient or if the methods and techniques s/he used were effective, what was going wrong and what to improve by next time.

8. Planning a facilitation programme (cn'd)

8.5. Four main stages for organizing a training session

- **Stage 1: Needs analysis**
 - Analysis of the initial application;
 - Collection and analysis of expectations of the potential target audience;
 - Identification of needs;
 - Constraints and resources analysis;
 - Preliminary contacts;
 - Renegotiation of demand
- **Stage 2: Preparation of a training**
 - Who is organizing the session?
 - How to choose, contact and inform the participants?
 - How to ensure the adequacy of goals, objectives, themes and contents?
 - How to plan a training session?
 - How to prepare the evaluations?

8. Planning a facilitation programme (cn'd)

8.5. Four main stages for organizing a training session (cn'd)

- **Stage 3: Conducting a training**
 - Final preparations;
 - Home, care;
 - Opening of the session;
 - Conduct proper session;
 - Evaluations during and after the session (themes, topics, content);
 - Closing of the session
- **Stage 4: After session**
 - Evaluation of the session;
 - Monitoring;
 - Production of documents

Concluding

Remarks

- *Group animation (facilitation) is the art to revive the group by developing group members intelligence, capabilities, competences and skills so that they become able to discover themselves solutions to the problems they face.*
- *In his/her task, a facilitator helps the group to be aware of its real everyday life situation with objectivity by deep analysis and critical thinking; resulting in its own decision to change positively and to take commitment to realize the actions, plans and projects it decides for better living conditions in the future.*
- *The principle of group animation is based on having trust in human being that everyone has within him/her intelligence and capabilities which need to be developed in order to be able to discover himself/herself alternative solutions to his/her problems. The task of a facilitator is to develop them.*
- *Furthermore, the facilitator must consider the group dynamics related issues so that s/he maximizes his/her chance to perform well his/her duties.*

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***THANKS FOR YOUR KIND
ATTENTION!***