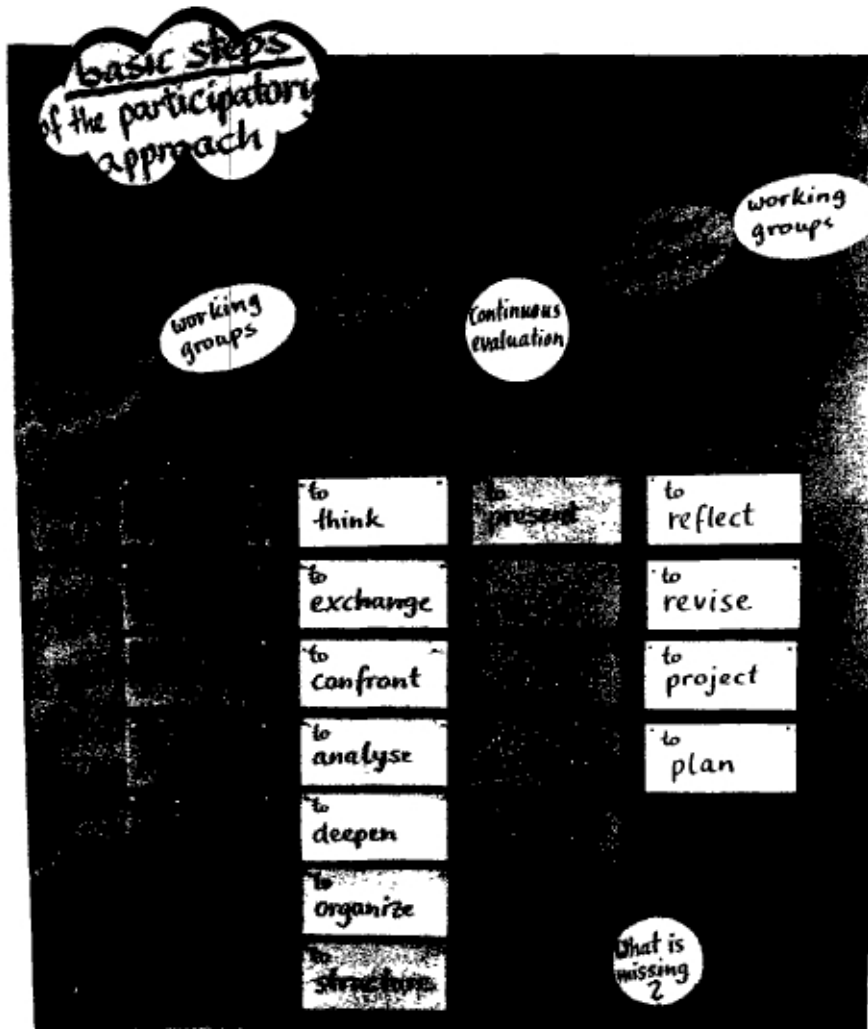




Participatory Approaches for Cooperative Group Events

– Basic Concepts, Case Study, Practical Tips –



Gabriele J. Ullrich – Uwe Krappitz – Eberhard Gohl

DOK 1637 C/a
TK 74-222-89ex

Published by:
Deutsche Stiftung für
internationale Entwicklung (DSE)
German Foundation for
International Development (DSE)
Food and Agriculture
Development Centre (ZEL)

Distribution:
DSE-Documentation Centre
Hans-Böckler-Str. 5
D-5300 Bonn 3
Federal Republic of Germany

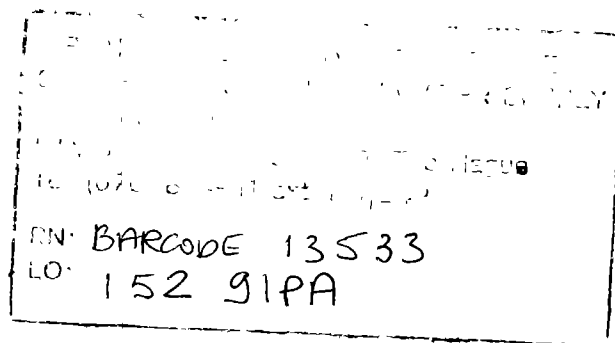
Printed by:
vervielfältigungen f.u.t. müllerbader
Filderstadt

November 1991

PARTICIPATORY APPROACHES FOR
COOPERATIVE GROUP EVENTS

- Basic Concepts, Case Study, Practical Tips -

(Second, completely revised edition)





Foreword to the first edition

After a seminar, a training course or any other type of event we have all at one time or another experienced the feeling that the event contributed very little to the solution of the problems involved in our work, that we were not in a position to contribute to the discussions, and that we did not acquire any new knowledge. This negative impression may be explained by the choice of subject, the composition of the group of participants, or by the didactics applied.

Conventional training provides for long lectures with - in most cases - little time reserved for discussion. Even during these discussions it is always the same persons who make the contributions. They are made in order to show that one knows how to speak on the subject; it is rarely possible, however, to present problems which must be solved during one's daily work. The majority of didactic methods do not allow this kind of active participation in seminars.

For some years now, efforts have been underway to develop methods which will overcome the negative experience of participants in group events. The Deutsche Stiftung für internationale Entwicklung (DSE) is also trying to adapt its methods to the needs of its seminars which are designed to facilitate exchanges of experience in the field of development and advanced professional training.

The Food and Agriculture Development Centre (ZEL) of DSE was caused by different developments to start working with new seminar approaches: the increasing focus of policy on participation by the target groups in the rural development process had to be reflected in training methods. As a precondition for such methods it is necessary to prepare trainers and participants for a dialogue and to create a favourable situation for participation. Experience in DSE/ZEL seminars also showed how unsatisfactory conventional training responded to these requirements, how it caused frustration and ended up in a "blind alley". At the same time, research in psychological science proved that participatory approaches to group events can mobilize the attention, memory and cooperation of participants to a much higher extent than conventional training methods.

For the Food and Agriculture Development Centre (ZEL) of DSE methods of this kind are - although used in various fields - of special importance with respect to the promotion of rural development and above all of cooperative organizations. In this field the dialogue with the target groups is essential in order to initiate a development jointly with and not only for these target groups.

The didactic method must constitute the basis of training and the cooperative exchange of experience aiming at participation by the members of the cooperatives.

Against this background a participatory approach was developed during various seminars on rural development and above all in the field of cooperatives*. It started with attempts to allow experts and trainers in specific fields to gain experience as moderators in the participatory approach by applying it in events together with training method specialists.**/ Through this process the methods were adapted to the special requirements of rural development.

It turned out that now moderators had to be introduced to these seminar approaches. Thus, workshops were organized for the preparation of moderators and the seminars they had to act in. Thereby experience was gained in "training the trainers" in such methods.

The first seminar of DSE/ZEL which had as its objective to exchange views and acquire knowledge on participatory approaches was held in 1984 together with African trainers and persons in charge of training within self-help promotion institutions. As a result of this seminar it was seen that introduction to the participatory approach and examples of its application are needed in written form in order to facilitate work with such methods.

The discussions during the seminar provided the basis for the description contained in this booklet. It is addressed to those who participated in the seminar and who wish to apply these methods. However, it is addressed as well to those who have gained experience of participatory methods at other events and who want to make use of them together with a team of new moderators.

Therefore, the booklet provides a brief introduction to the essential elements and the description of the seminar as one case of application. The approach itself has to be kept flexible and adaptable to the needs of the target group and the possibilities of a given situation. The introduction tries to describe results of a development process which is still underway and makes it, hence, a difficult task. It does not attempt to provide either a

* It is above all Eberhard Grosser (consultant), Carl Kohlbach (DSE/ZEL) and Dr Gabriele Ullrich who have moderated such seminars and influenced the development of these approaches.

** Initial impulses were given by a consulting firm called "METAPLAN" (see: The Metaplan Method, communication tools for planning and learning groups, series No. 7 (Eberhard Schnelle) and Interactional Learning, A Guide to Moderating Groups of Learners (Wolfgang Schnelle, Inga Stolz), as well as in German: Moderationsmethode (K. Klebert, E. Schrader, W. Straub).

scientific analysis or a "magic tool box". It is intended to stimulate a process of trial and error and to provide a basis for "learning by doing".

However, describing seminar approaches which stem from experience and a continuous process of adaptation in written form runs the risk of being misunderstood by those who have never come into contact with methods of this kind. For these readers the booklet may be of limited value.

With a view to these constraints and limitations, DSE/ZEL would appreciate any suggestions, comments, advice and criticism the reader feels might be useful for future work with these methods as well as with this booklet.

Dr Erhard Krusken

Director
Food and Agriculture
Development Centre

Feldafing, 1986

Foreword to the completely revised second edition

Six years after the first publication on Participatory Approaches for Cooperative Group Events in English the Food and Agriculture Development Centre (ZEL) of the DSE presents a completely revised version. This second edition uses a more recent training event as a case study to illustrate the basic concepts of participatory approaches. It is again a case of the ZEL programme promoting cooperatives and other self-help organizations for which the participatory approaches are of specific relevance. The introduction to the basic concepts and practical tips were supplemented according to the experiences gained with the English, French, Spanish and Portuguese versions of the book.

Some of the problems which these former publications were facing are, however, of principal nature and could not be solved:

- Is it at all possible to write down the manifold and continuously developing experiences? Which ones is one to select? Is it at all advisable to make available in a written form approaches which can only be understood by the experience one makes while working with them? Will it produce misunderstandings and misinterpretations by readers who have not seen the described methods in reality?
- What should be the sequence of issues in the outline of such a guide to participatory approaches? How can it be made understood that there is no hierarchy in the rules which would have to be strictly adhered to? That these are all interlinked and need to be applied simultaneously?
- How could the importance of mobile visualisation to facilitate and initiate participation be stressed without creating the impression that the technique of visualisation already constitutes a participatory approach in itself? How can it be made clear that participation is also possible without visualisation, but that the level of participation can be significantly increased through it?
- How could it be made clear that methods like METAPLAN and ZOPP work with the same techniques but that the methodology applied and continuously developed by the ZEL goes one step further in contributing towards a holistic approach to participatory rural development in which all actors have to play their role?

It is hoped that this version makes some of these above issues clearer, however, we do not expect this publication to give a final answer to such questions. This task is rather fulfilled in the continuous training of moderators who are to carry out and further develop the described approaches in dialogue with the participants. This publication is specifically made for the use by such moderators and participants.

Dr. Erhard Krüsken
 Director, DSE-Food and
 Agriculture Development Center

Feldafing, October 1991

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said is not yet heard
heard is not yet understood
understood is not yet approved
approved is not yet applied
applied is not yet continuously applied
continuously applied is not yet being satisfied

Part I

Basic Concepts of
Participatory Approaches

Gabriele J. Ullrich, Uwe Krappitz
Eberhard Gohl for transfer of Portuguese version to English

1 Introduction

We all know the feeling of frustration after working sessions (meetings, conversations, planning sessions, courses, seminars, conferences, etc.) which ended without a minimal contribution to the solution of the problems related to our work. Perhaps we could not even participate actively in the discussions because of some "born orators", perhaps we could not even acquire new knowledge due to a didactically inadequate method.

But, when we are conscious of the importance of participation, we become aware that many classical methods and instruments are direct expressions of a dominant and patriarchal attitude, meaning "I know more than you, therefore I will think and decide for you."

This attitude directly contradicts and prevents participation. The individual manifestation in the decision-making process is hampered. However, we must consider that this situation persists not only due to ill will or fear of change but due to lack of methods to catch and integrate adequately the wishes and hopes of all the persons involved.

In view of this situation, we are exploring and developing forms and techniques which aim at a major intensity and quality in the communication between persons, groups, and institutions.

The decisive impulses came from a consulting company called METAPLAN. From this and other sources a constant process of adaptation and development of new options for new fields of action evolved, facing the acute necessity for forms and instruments to enable and facilitate an effective participatory working method.

In this sense, the publication "Participatory Approaches for Cooperative Group Events" tries to contribute didactic means which facilitate the training or the exchanges of experience and make the planning, execution and evaluation processes more transparent and democratic.

We are not going to present a "new method", fruit of and based on scientific research. The method described in this booklet is based on a multitude of experiences which have been observed in different professional fields such as pedagogics, sociology, psychology, and economics.

There is, however, an innovative principle which is indispensable in the application of the participatory approach: the continuous and mobile visualization of the verbal utterances.

This visualization

- facilitates active participation, because all the participants help in the visualization of the contributions
- it reinforces the learning effect and raises the quality of communication through the activation of the other senses apart from the hearing
- it makes the working process more comprehensible and explicit by increasing significantly the integration of the group.

These reasons make visualization a vital element in this approach. But visualization alone does not make a meeting participatory. It is mentioned already now to enable a better understanding of its importance and will be dealt with in greater detail, jointly with the other elements and basic techniques, in the following chapters.

As a first step in participation and its practice, it should not be contemplated theoretically but must be experienced and experimented with, repeatedly through trial and error. Therefore it is difficult to write about a participatory approach. Its application, observation, and reflection reveal many experiences which can never be documented.

Accordingly, this publication is addressed primarily to those persons, who are already experimenting with this type of method. It may be used as a source of support and reference to all those who work with participatory techniques and who want to continue to work in a team of moderators.

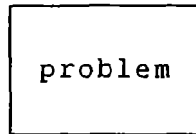
It should be kept clear that: the participatory approach

- is not just the addition of techniques within a definitive and dogmatic vision, because in its application, it depends above all, on the attitudes and behaviours of the persons involved in a group process
- is not a "closed package" but an entity of elements and instruments which are extremely variable and adaptable
- is not a magic box of ready recipes and answers, because every situation is different, asking for much creativity to find new forms, to search for new ways, basing on positive and negative experiences.

The participatory approach as a whole is a systematic approximation to a group event, which tries to describe the linkages and interactions of its elements. We hope that the approach will be made transparent in this booklet and that it will offer some practical contribution in the search for democratic communication patterns in human relationships.

2 Point of Departure

A group event (conference, seminar, training course, team meeting, general assembly etc.) may be necessary if there is a common problem for a group of persons which should not be decided by an individual but by all persons concerned. The problem can consist of a political task (such as sensitization), or it can arise due to lack of knowledge, skills or attitudes.

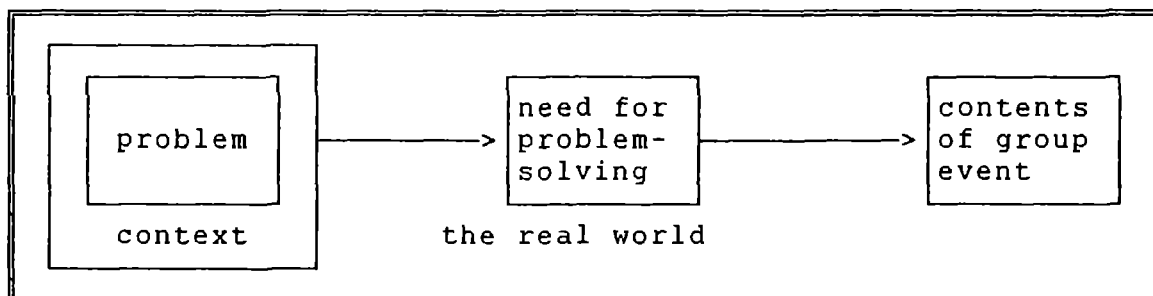


The focal point of the required group event is not the expertise or the knowledge of the trainers and experts from outside, but the need to solve the given problem by the participants themselves. Therefore, it is most important to be familiar with the group of the event. Homogeneity of the group is desirable, but heterogeneity can be stimulating to help solve complex problems.

A participant's need for solving his problem will not be met only by the external facilitator, be he expert or trainer, but also by other participants who already have experience of the problems involved.



The contents, programme and subject of discussions at a group event are determined by the participants' need for solving the prevailing problem. The identification of this problem within its context is very difficult and must be undertaken together with them. But it is not easy for the participants to formulate their need!



On this basis the team of facilitators of a group event must create a group situation. In case of a training course the trainer has twofold functions: he is at the same time one of the participants in the group. This is the basis for participatory learning and mutual training.

The participation practised by members of cooperatives in their work should be reflected in cooperative training and planning by adopting a participatory approach. Generally, active participation in meetings at the same time increases motivation and communication among the participants.

In order to achieve greatest possible participation, conducive training and working situations must be created. This depends on several factors, e.g.:

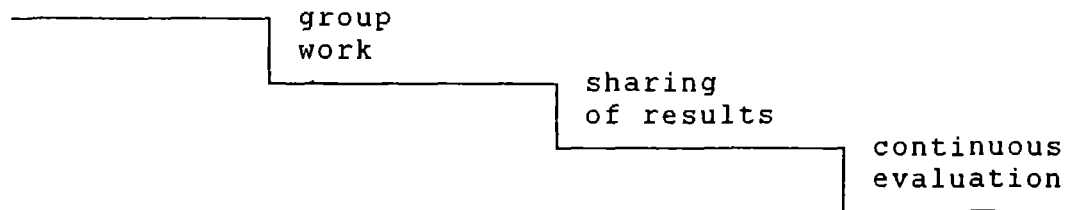
- training or working procedure (---> chapter 3)
- type of subject (---> chapter 4)
- composition of the group and participants' communication capacity (---> chapter 5)
- ability of the facilitators (---> chapter 6)
- application of the basic elements of the participatory approach (---> chapter 7)
- intensity of preparations and organizational flexibility (---> part III)

It is necessary to stress that all the "magic power" of the participatory approach is useless if there is no important reason, no common problem, which motivates the group to work together.

3 The Basic Steps of the Approach

There are four basic steps that form the procedure of all types of group events:

animation and
introduction



These four elements are comparable e.g. to the basic steps of a dance or to the strings of a violin, which form the base of at least one thousand and one variations that can be shaped according to the specific situation. Only the entity of the four elements will guarantee the necessary shift between action, reflection and new action in a process of learning or planning.

3.1 Animation and Introduction

In order to warrant the quality of the work, a good beginning is fundamental. It is indispensable that all the participants and the team of moderators get familiar with

the participants:

Who are we?

What is our personal and institutional environment?
What are our fears, our expectations and motivations?

the contents:

Why do we meet?

What is our intention?
What is the reality around the content?
What could be a possible contribution to the solution of the problem?

the methods:

How are we going to work?

How shall we proceed?
What do I know about the "rules of the game"?
Which questions should we ask to approach the topic?
How can we arouse utmost interest?

The techniques and the instruments which can be used in this initial phase are numerous, depending on the concrete circumstances. The objective of this first step consists of creating rapidly a suitable atmosphere of learning and discussion, and in sensitizing and motivating the group.

3.2 The Group Work

Once we have prepared the ground, the group begins the elaboration of the topic in question. As the quality of the group results depends directly on the individual contributions, it is necessary to ensure sufficient space for all the participants to contribute and reveal their opinions.

What is my view of the problem ?

It is known that it is necessary to think before speaking. Similarly, before starting a discussion in the group, it is necessary to give sufficient time and silence so that every person can reflect individually on the topic.

What do I want to say ?

Once every participant has formed his opinion on the topic, it is evident that there will be different views. An equilibrated exchange will occur if every individual has the same space to express himself. Therefore it is important to find forms of democratic conversation to ensure this.

What do the others tell me ?

The diversity of opinions forms the richness of the group. In order not to leave them on the individual level, we must perceive these ideas in order to confront them, analyse what is valid in the different opinions and what is to be rejected. So we will work out specific aspects and start to resolve the common problem.

Why do we form small groups ?

In order to exchange opinions, confront ideas, analyse a problem and to deepen a topic with highest intensity, it will be necessary in most cases to divide the plenum into small groups (3 to 7 persons, according to the task and the contents). Thus the active participation of all the participants, also of the most quiet and timid ones, is stimulated, resulting in a major identification.

What is our result ?

Aiming at sharing the results of the small groups, we have to decide how to organize and structure the conclusions which we have reached. We must take care not to impose our own results as final or complete.

What is missing? Have we dealt with all the aspects of the problem? Have the working groups brought up all the other ideas yet? Is it necessary to complete some aspects, to question again some solutions which previously seemed so evident?

Therefore it is fundamental to provide sufficient time for all the steps: the individual reflection, the discussions in the groups, and the presentation of the results.

3.3 Sharing of the Results

This step is very important in order to get feedback and enrichment of the group process making sure that the plenum can leave the event with a common result that includes all the different opinions.

This does not mean that we always finish up with harmony or consensus. Conflicting visions, contradictory points of view, opposite opinions and different convictions are expressions of the great variety of human perception.

Therefore the overall goal of a group event is the integration of all the currents in order to come up with an agreement or a compromise in which every member of the group can find his own ideas. Thus we open the way for the implementation of the recommendations, we guarantee the continuity of the process, and we avoid the marginalization of some and the isolation of the others.

How do we present our ideas? We should be short and precise in the presentation in order to avoid overburdening the capacity to absorb and to process information during the group presentations (which easily occurs if there are more than 3 groups). By giving an authentic and concise summary of our discussion and our results, we open up space for the interaction with the plenum, thus enriching our results.

How do we obtain interaction?

- searching for creative forms of presentation
- stimulating the comparison with other results
- motivating a discussion without falling into self-defence
- respecting different points of view without judging who is right and who is wrong
- discovering and raising new questions:

Thus we can reach group interaction and conclusions which - even if they are provisional and intermediate - reflect the contributions and the wishes of every member of the group. Then we can speak about "sharing of group results".

3.4 Continuous Evaluation

Nobody can warrant from the start the good quality of the results. They are fruits of an active interaction and the identification of the group with the conclusions. When a step in the group process is finished, it is important to reflect about the results achieved and the way of proceeding:

What should we reflect ?

- What was our proceeding?
- Why did we reach our objectives, or why did we not?
- How did we feel during this process?

What can we learn ?

- In which moments should we have acted in a different way?
- What are the conclusions for the next steps?

These and other questions indicate that an evaluation has not much point if it is only done retrospectively saying what was good and what was wrong.

Why do we evaluate ?

In the evaluation we have to consider the future activities and to have a progressive orientation. Reviewing previous steps will shape a base for a better projection of the next ones. Therefore, both the positive experiences and the errors are helpful. Sometimes we have to go one step back and repeat a step.

What makes the evaluation difficult ?

Trying to be sincere in the evaluation also means asking first: what did I do or did I avoid to do? But we all know that we can only speak about ourselves, about our feelings, in an environment of confidence.

What is the solution ?

To obtain this atmosphere in a group event is fundamental in the participatory approach. This requires all of us to opt for an open and pluralistic attitude before knowing the techniques.

4 Situations to Apply the Approach

What are situations appropriate for the application of the participatory approach? Are there limitations through the composition of the group of participants (chapter 5) or through the type of subject? Certainly there are situations where the approach is useless (chapter 8). However, in most learning, training and planning situations the participatory approach is extremely helpful.

4.1 Training and Learning Situations

The initial level of knowledge and the suitability of the subject itself are of particular importance.

We distinguish between two principal types which are inseparable and in many cases overlap.

Subjects which are part of the participants' experience

If the subjects of a group event are already part of the experience or knowledge of the participants, the goal of the meeting is an exchange of experience. Through this exchange of experience, it is hoped to acquire new knowledge.

If one sees how another person in a comparable situation has solved a similar problem (e.g. mobilization of human resources in a cooperative) one can get an idea of how to solve one's own problem. It is known that the sum total of experiences and know-how in a group can accomplish more than the mere theoretical addition of this know-how.

This type of subject necessitates mobilizing the creativity of the participants and of the team of moderators, because the solution of these problems is not determined beforehand; it will be elaborated during discussions.

Subjects outside the experience/knowledge of the participants

Training comprises a large number of subjects which are completely new to the participants and therefore not to be discussed but to be learned. Such a situation exists, for example, when future accountants learn the bookkeeping system prescribed by law. There is no possibility whatsoever of developing this know-how through discussion with other participants. And yet in this case, too, active participation can be mobilized. Case studies may be used to familiarize the participants with experiences or knowledge which they have not acquired in reality, but which are prerequisites for the application and discussion of new know-how.

In the case of exchange of experiences as well as in the case of a conventional training situation, the reality of the participants' work determines the choice of the content. Only if the trainer knows the problems in detail can he offer an appropriate solution. He first of all learns from the participants in order to be able to train them appropriately. This is another form of mutual or participatory training.

4.2 Planning Situations

To resolve a complex problem requires communication, planning and decision-making. The more persons, interest groups or institutions are involved, the more difficult it becomes.

The question whether to involve more or less persons in a planning process, allowing them the right of voice in decision-making may also cause controversial discussions.

Below, we will give three examples which illustrate this "participation dilemma" well:

communication: If participation means "one person = one vote", is then participation only possible in small groups? Normally, in large groups, one-way communication is dominant: the teacher, the coordinator, the "born orator", all find the "right way", exert their "authority" and transform the other participants into a receptive herd. Of course if everyone abused his/her right of speaking, a decision could never be taken.

planning: Complex problems require an interdisciplinary and multisectorial approach to planning. Unfortunately, the results are often such voluminous reports that they just disappear in a drawer. Even if they contain creative and viable solutions, most people cannot understand them or simply have no time to read them.

decision-making: Will every good decision be taken together and in a participatory manner? Often the "directoriate" decides what should be done and who is going to do it. Later on, it may be found that the results were not as hoped because there were misunderstandings, resistance, negligencies, and even obstruction.

In order to resolve complex problems we need something more than just technically appropriate solutions. We must consider the individual as an active subject in the planning process and not as an object.

One should take into account that it is difficult for individuals to change their attitudes. There exists a great reluctance of the individual to change his status quo. Thus, it is even more difficult when it comes to changing attitudes in large groups.

And if we want to change this reality, we should also transform the process of planning, execution and evaluation into mutual learning. To achieve this, we have to involve the participants in working conceptually and engage them in implementation and execution of matters together. Through such tasks they will gain knowledge and experience, thus promoting a sense of confidence and conviction.

In this context, the participatory approach is dynamic. The case study in the second part of this publication illustrates very well the potential which is offered by this approach, as well as some of the difficulties mentioned above. Moreover, we can see that in every complex situation involving many persons, we can only achieve viable and durable solutions by efficient group work.

As a first step, and before applying the method in direct contact with the rural or urban target population, it may be useful to conduct "self-training" sessions in the preparation of activities within one's own institution. The effects observed provide a basis for reflection, decision and one's own position with respect to the real situation.

5 Groups of Participants

Frequently, discussions arise as to whether the approach is only appropriate for certain target groups.

Through our experience, all the persons who are ready to communicate and to cooperate are able to work with this approach. It has been shown that this approach has even integrated heterogeneous groups, thus proving its function. Even the disposition to communication can be mobilized and activated. The major resistances are often shown by those who consider themselves "specialists".

A frequent argument against the approach is that - due to the necessity of visualization - this method cannot be used in working with illiterates, as is frequently the case in rural areas. However, there are various examples of successful visualization through pictures and symbols adapted to the cultural reality of less literate societies. A very impressive method is the approach of GRAAP¹ ("Research and Support Group for Farmers' Self-Help", in Burkina Faso, West Africa) which can be utilized by any extensionist, trainer, conference director or any other type of group organizer.

The approach described here is principally for those who know how to write. It can be used in an office meeting or in an international symposium. Considering the large number of organizations involved in rural development, there is a lot of scope for applying the participatory approach.

As the question of participants is entirely linked with that of the facilitators the next chapter continues with the analysis of the functions which can be exercised by an extensionist, trainer, conference director or any other type of group organizer.

¹ Groupe de Recherche et d'Appui pour l'Autopromotion Paysanne (GRAAP): Pour une pédagogie de l'autopromotion. 5^{ème} édition 1987.
GRAAP, B.P. 785, Bobo Dioulasso, Burkina Faso

6 The Roles of the Facilitator

The development of the approach during the last years has made clear that success depends not just on the communication techniques utilized, but above all on the attitudes of those who work with them. Hence in this chapter we will try to give an idea of how we understand the role of the facilitator.

In contrast to a teacher, a lecturer, or a superior, we talk about a facilitator. In working or training events with a larger number of participants, there is often a team of facilitators with a distinction between the role of moderator and of resource person.

The moderator helps the group to define its objectives and intentions and facilitates to work out solutions. In this sense, he is the catalyst in the learning and decision-making process. He does not interfere in the content of the discussions.

The resource person provides the group with specific information. He helps in the understanding of the topic treated, and assists in finding alternative solutions.

The same person can act as moderator and resource person, but he should not perform these two functions at the same time. Sometimes, if there is only one facilitator, an overlapping of the two roles cannot be avoided. However, it is appropriate to form a team allowing members to change their functions. Thus one avoids overburdening one person with functions and importance, giving him a role which is too dominant in a participatory training situation.

One has to take into consideration that

every resource person is a participant
each participant is a resource person

because

nobody knows everything
everybody knows something

6.1 The Moderator

Within the participatory approach the moderator of a group event has the following functions and duties:

- The moderator mobilizes the creative energy and the existing knowledge of the participants, he opens space for the active interaction of all.
- He selects appropriate techniques to orient the contents of the event to the participants' problems.
- He motivates by means of questions to the participants and avoids setting tasks.
- He creates a relaxed and informal atmosphere and tries to gain the confidence of the group.
- The moderator facilitates the exchange of information (no one-way information!) and the solution of conflicts in the course of the discussions. He does not participate in the discussions directly; he passes on the questions to be answered by the other participants or possibly the resource person.
- If necessary, he encourages discussions to reveal hidden conflicts. Thus, all the opinions will be transparent and accessible for better integration of all participants in the working process.
- The moderator introduces rules and techniques of participatory approaches, submitting his proposals for consensus of the group. He asks for confidence in this method and the support and cooperation of the participants.

The moderator must be flexible by adapting the programme to the participants' needs as far as possible. But: the consequences of a change in the programme must be pointed out.

- To achieve more clarity, the moderator explains carefully the questions for the group work. He should preferably visualize the procedures in the working groups, where a participant should assume the role of a moderator. The objective is to have an autonomous group working with the least interference possible.
- In order to facilitate a joint vision of the group process, he recalls the last steps and gives an outlook for the following programme. Every morning he summarizes briefly the results of the preceding day, introduces the partici-

pants to the subjects of the day, and indicates the programme stage reached. For this purpose it is recommended placing a visualized programme structure in the conference room.

- In order to maintain a tight contact with the group, it is necessary that there is a co-moderator who observes the non-verbal signs of the group. Moreover, he helps in technical questions, visualizes the discussions of the group and observes the process as a whole.
- The moderator avoids discussion of methodology when dealing with the subject matter, because many times it serves as an outlet to elude difficult or uncomfortable discussions.
- The moderator never reacts directly to criticism or conflicts. The conflicts are transmitted to the group, discussed and if no agreement is reached, they should be visualized with a flash. If they do not concern the subject directly they may be visualized on a separate board or possibly be settled after the session. (Beware of forgetting these items!)
- He does not justify his procedure ("one who excuses himself, accuses himself"). The moderator should be quite self-critical in the use of moderation rules and in the evaluation of his own function, admitting errors in front of the group.

Convince the participants of the method by applying it with them. Attention: don't be too missionary!

The purpose of all these functions and targets aims at giving some rules by which the moderator may orient and control his conduct.

The following rules for his attitude are the result of many years of experience and should be seen as a guide for self-discipline, however, they cannot substitute one's own practice.

- Our attitude vis-à-vis others and how we see the group is always transmitted to the participants. Without being conscious of it, all our movements, mimic, gestures and even the sound of our voice are registered by the group and reflected in its reaction. In order not to pretend something which does not correspond to us, it is important to know our strong and weak sides. Only when we know our fears are we able to support another member of our team in a critical situation. So we avoid transmitting our own problems to the participants and creating unnecessary tensions and barriers.

- In all group events there also exist, sometimes subconsciously - besides the "objective" words - subjective feelings of the participants. Hunger, thirst, cold, fear, boredom, sadness directly influence the working results. Therefore we need an aerial to receive the signals (quite often non-verbal) of these interferences which might hinder the search for solving the problems under discussion.
- In the interaction with a group of persons we always judge and assess the situation of the persons involved. However, one has to be careful not to draw false conclusions of the group's behaviour and to act wrongly according to this assessment: we might find ourselves "offside".
- Very often in inconvenient situations we are criticized directly and rather frequently. In such moments we should beware of abusing our position even if remarks occur like: "the moderator should steer more; has more overview; should maintain the discipline; summarizes better; the procedure is wrong; the question is badly put; the work is not productive; first we have to discuss the method ..."
When we react to this type of attack we fall automatically into defence and justification. As "to justify means to excuse" each direct reaction produces fruitless discussion which consumes the energy needed for problem solving. Often such provocative critics are used as scapegoats to direct the discussion into another direction which avoids discussing the group's own problems.
- Certainly this does not mean that we cannot commit errors as moderators by selecting a certain procedure or behaving in a certain way. Yet the solution does not consist of exchanging accusation and justification. We should evaluate our errors with the other members of the team at the next opportunity and clarify at an appropriate moment with the participants the reasons for the procedure and possible alternatives. In many cases a little reflection and a short excuse may solve the tensions.
- As was already said: to moderate means to facilitate the group's opinion-finding process. As moderators we give methodological and instrumental support without interfering and directing, we restrain from our own objectives and valuation. In this way we avoid abusing our position, evaluating and judging the participants' contribution according to our own opinions.

It is easy to talk about rules for attitude
- but it is difficult to practice them.

It is not sufficient "to learn" the rules. We only manage them when we apply them almost automatically. Sometimes it is even necessary "to forget" about the rules explicitly in order to be in a position to act flexibly, according to the participants' needs and the specific situations.

The best moderator makes himself superfluous.

6.2 The Resource Person

The function of the resource person should be separate from that of the moderator. If a facilitator acts as resource person, it is preferable that during that time another member of the team acts as moderator.

- The resource person provides a brief introduction to a subject or specific problem whenever this is required by the programme or participants. These presentations are visualized and followed by discussion with the participants. The discussion itself is facilitated by the moderator.
- It is important that the information is not imposed on the participants by the resource persons, pushing them in the direction wanted. The information should be provided when the participants are in a position to "digest" it. Of course, the resource person must also prepare his presentations in advance. But he should react flexibly when the information is needed by the group.
- Hence it is necessary for the resource persons to stay in the sessions with the participants for the entire duration of the event in order to offer advice at any time. If the resource persons only attend the sessions during their lectures, it is quite certain that the participants will not ask all the questions they wish to ask in order to satisfy their needs.
- In a situation of participatory training it is necessary that every resource person should act like a participant by observing the same rules. The resource person can and should also learn from the other participants and their experiences. Even with respect to subjects which seem to be outside the experience of the participants, there are opportunities for participatory training. As we said before:

nobody knows everything
everybody knows something

6.3 The Team of Facilitators

The resource persons and the moderators form the team of facilitators or - in case of training courses - seminar team. In comparison with conventional training, individual dominance is automatically reduced.

The roles in this team should preferably change. For example, every day another team member should act as moderator and assume responsibility for the preparation and organization of that day's work.

Due to the complexity of the targets and length of time required, we recommend that for moderations exceeding one day at least two moderators should be provided. For larger events, at least three persons should form the team with the following functions being taken up on a rotational basis:

- one person should act as moderator
- one person should act as co-moderator and observe both the group of participants and their reactions, and the conduct of the moderator
- one person should act as resource person.

One can introduce specialists to the team to answer specific questions but they should be well integrated into the team.

Acting in a team demands from the members the same abilities as working in a group demands from the participants:

- one must follow the rules which were accepted at the outset
- one must respect the opinion of others
- one must reach consensus (above all on methods)
- one must find a cooperative style of work.

One person should be responsible for coordinating the team. This person should initiate the development of the programme beforehand with the team. This is an important stage for creating consensus in the team. During the programme the team meets every evening after the last session in order to evaluate and possibly adapt the programme.

Among the participants and the team members a cooperative style of work should be created, according to the slogan:

Everybody helps everybody

7 Basic Elements and Techniques

Anybody who is working in the cooperative field is familiar with some techniques of mobilizing the attention and participation in a group event, be it in a general assembly, in the training of future cooperative directors or in extension work.

With respect to this participatory method, one should always be flexible to adapt the techniques to the needs of the group and the problems involved; we must always use our imagination to find new techniques.

Here it is not intended to offer a new manual of participation. However, it is necessary to elaborate essential elements on which the participatory approach is based:

- mobile visualization
- asking questions
- alternation between plenary sessions and group sessions
- continuous evaluation
- climate which is favourable to participation
- documentation

7.1 The Vision

All the technical details of the participatory approach described in this chapter are difficult to understand without a remark about the embracing framework.

In training as well as in planning it is essential to create a participatory conscience which includes changes of our attitudes and personal behaviour.

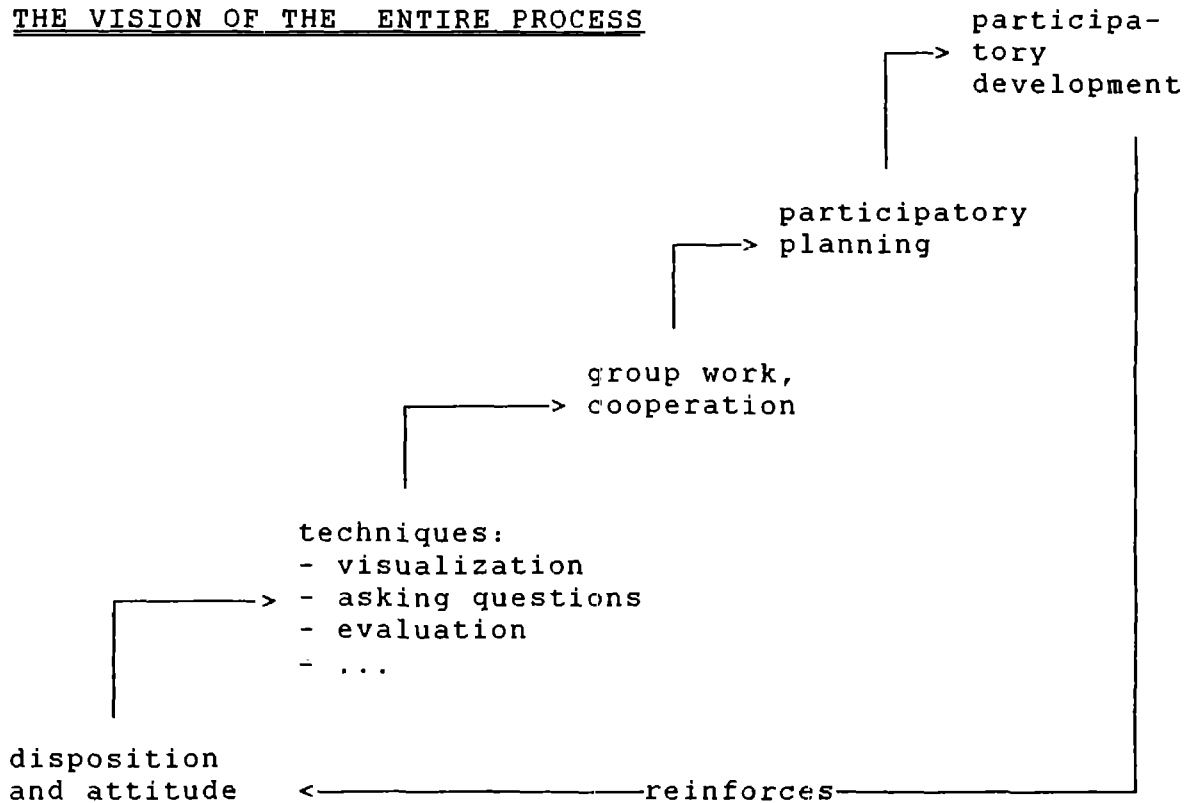
If the vision of a participatory development is valid, it is useful to know that there are ways to contribute to the achievement of this superior goal.

By applying the present techniques, we assure major cooperation in the working relationships. To learn and to know how to work in a group is a pre-requisite of participatory planning. This again is a condition for participatory development.

In order to avoid the mistakes of the past - to impose inadequate and artificial solutions from outside and top-down - we have to convert the process.

The following sequence shows how all groups concerned can collaborate in the development process, especially in the case of cooperatives and other self-help organizations.

THE VISION OF THE ENTIRE PROCESS



As self-help is becoming more and more important for development, the professional training must reconsider its disposition to satisfy the needs of mutual learning and to activate all the potentials.

7.2 Mobile Visualization

We know that we can learn better, or remember things better if we do not only hear something, but if we also see it, either in written form or as a picture.

Speaking, hearing and seeing must moreover be completed, as much as possible, by acting. Normally, one remembers best if one has done something. Use should be made of all the senses and all the talents.

what we hear - we forget what we see - we remember what we do - we understand

As a central element of optical communication, the visualization of the verbal statement during a group process has various advantages:

- it forces us to distinguish between the essential and the secondary information, in order not to abuse the receptivity of the audience
- it minimizes the possibility of repeating things already treated
- it increases the transparency of the group process for every participant, also for those who come later
- it helps to "store" ideas by maintaining the information easily accessible
- it improves interaction because it increases significantly the number of contributions
- it turns the more timid persons to express themselves
- it turns explicit what in group situations often implicitly restricts the quality of work: controversial opinions, lack of communication, misunderstandings, conflicts, and frictions
- it allows room to express oneself anonymously, if necessary
- it can sometimes transmit facts which are difficult to explain orally
- it raises the emotional identification with the results as it accompanies one's own contribution in the process.

In this way, the mobile visualization guarantees better orientation in a complex situation. In order to reveal all these advantages, the techniques in this approach are different from the visual means normally used. This does not mean that these could not be applied and integrated, too.

Traditionally, the subject matter is visualized by the trainer on the blackboard. But the participatory approach also gives participants the opportunity to visualize. When it is undertaken by the moderator or resource person, the participants may add their questions and comments in written form.

The transmitted information, except for what is spoken, must be visualized with big letters, graphic symbols or any kind of picture which should be easily legible for the whole group.

As this approach is designed for the use of groups of up to 30 members, the size of the letters must be legible up to a distance of approximately 8 metres.

The necessary materials are:

- felt pens (black and red)
- cardboard cards in different sizes and colours
- boards of polystyrene or other soft material
- pins or thumbtacks
- brown paper to cover the boards
- masking tape, scissors, adhesive dots

During the discussion, the cards fixed by pins permit a mobile visualization, making necessary changes of arrangements easier. When the discussion is finished, the boards are completed and the cards then glued onto the brown paper in order to transport and to preserve the visualized comments.

The advantage over the blackboard is that charts may be kept until the end of the event and that one can always return to the preceding subject. Finally, one can copy the charts (by hand or typewriter on stencil) or take a photograph of them and provide photocopies to the participants (as shown in Part II). Thus, visualization at the same time provides a record of the event.

Besides letters, there exist other graphic elements such as lines, geometric forms, colours, even empty spaces. From the technical point of view, this type of visualization offers us innumerable forms of expression.

In the methodological aspect, visualization offers the following possibilities:

- visualization by the moderator/resource person prepared in advance on a chart or on strips and cards to be pinned to the board (use strips, cards, etc. cut from white or coloured paper or cardboard) (see pp. 56-58, 61)
- visualization by the moderator to accompany a discussion in a plenary session:
 - # on a chart if the structure of visualization is not of importance
 - # on cards or strips of paper which are pinned to the board and remain mobile if visualization should be restructured jointly with the group (see pp. 51, 53)
- visualization by the participants themselves, writing their own ideas on cards. The structuring of the cards on the board is done jointly by the moderator and the participants (see pp. 41-42, 59)

(note: each idea counts, even if it is repeated)

- visualization by the participants in the working group to facilitate the discussions (see pp. 44, 47, 49, 52)
- visualization in the plenum, summarizing the results of a working group (see pp. 48, 54)
- visualization of procedures, e.g. a "barometer of the daily mood", the structure of the programme etc. (see pp. 42, 45-46, 50, 55, 60)

Visualization thus constitutes an "external memory" in which all the ideas, questions and answers dealt with during the event are stored. It offers an overview of the entire discussion. All participants are given the chance to express their opinions in a written form especially those who do not dare to talk extensively in front of the group.

Therefore:

Visualization should be legible and visible for all participants

But:

Visualization does not speak for itself.
It only supports the oral expression.

We must visualize concisely, synthesizing the contents. This reduction of complex ideas into a few key-words very often causes difficulties and resistance. It may also collide with the narrative culture which is predominant in some societies. The visualization then requires much ability and adaptation.

It is the moderator who influences the level of initial acceptance by the participants by proceeding carefully. Later on, the visualization will reveal its advantages, when the topics are being treated intensively.

Visualization does not substitute the content.
- On the contrary: it unveils its gaps.

7.3 Asking Questions

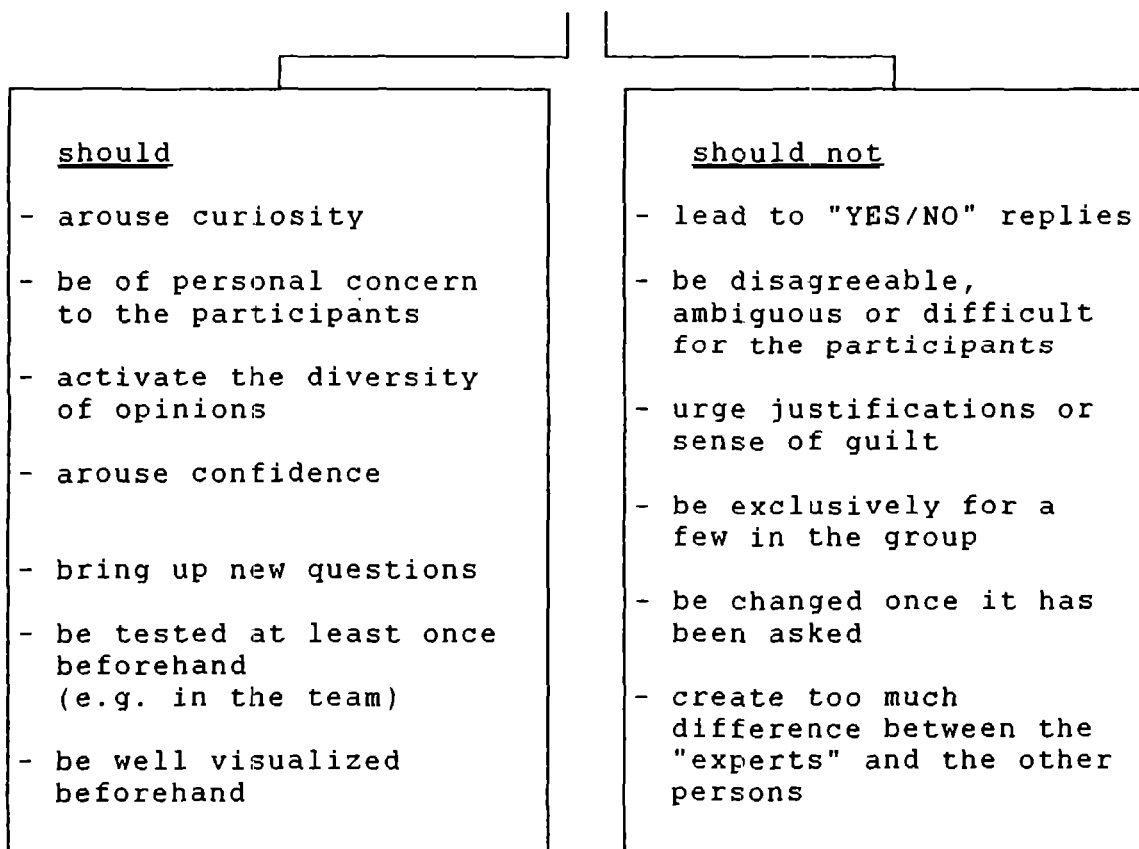
One of the essential elements of effective communication and interaction among all persons participating in an event is an equal opportunity to contribute to the discussion. This opportunity is not given if the trainer holds long lectures and if his information is flowing "one way". Even if he permits questions after his lecture or if he merely proposes the topics to be discussed, he is always the one to take the initiative. The participants do not have a chance to act.

In order to avoid this domination the moderator encourages communication between the participants and resource persons or among the participants by asking questions. Through these questions, experience and basic knowledge are mobilized. Thus the team can better identify knowledge requirements on the one hand, and promote the exchange of experiences among the participants on the other.

To start a new step in the group process, the moderator asks a well prepared question to which the others can reply spontaneously and quickly (see p. 51).

Practical experience shows that:

the question



It is useful if the team who formulates the question tries to test the answer itself at least once ("pretest").

The art is to ask a precise question
at the right moment.

There are different possibilities of answering questions, from free discussion to written examination. Here, we must make sure that everybody can reveal his opinion, because this is the base for the future group result. In the participatory approach, the replies are written on cards by the participants or directly by the moderator on the chart (if there is little time available). They serve as a basis for discussion among the participants.

Rules for the collection and structuring of ideas
on cards ("key-word collection")

1. The moderator reads the visualized question at least twice.
2. Each participant is given a number of cards (do not distribute too many cards if the group of participants is large).
3. Each participant (or in pairs, if convenient) writes down his answers or ideas: "one idea = one card!"
4. The moderator collects the cards after everybody has finished writing; he can mix the cards in order to avoid individual sequences and preserve anonymity.
5. He reads the cards to the group by holding them up, then grouping the cards while pinning them on the board according to the structure proposed by the participants (double cards when they belong to several groups!).
6. Thus the different groups of cards form "clusters", to be surrounded with lines. They constitute a "map" of the group's opinion.
7. Titles for these clusters are to be found together with the group, and if necessary priorities for discussion.
8. The moderator asks whether anything important for the discussion is missing ("analysis of gaps").
9. The group finally discusses and analyses the cluster, and adds further written cards.

This proceeding is often quite difficult and time-consuming, it demands patience from the moderators and from the group. But this effort is worthwhile, because this technique almost always reveals the complexity of a problem and the big potential in the group to find solutions.

7.4 Alternation between Plenary and Group Sessions

In order to increase the effectiveness of two-way communication, it is essential to have small groups. This constitutes a crucial element of group events (see chapter 3). If there are few persons, everybody has more time to contribute to the discussion. Therefore, discussion should take place for the main part in working groups. Even if there are not enough rooms to do this, one can organize small discussion groups in the same room.

It is important to ensure alternation between plenary sessions and group discussions in order to maintain communication among all groups of participants and to share the results.

The principal functions of plenary sessions and group discussions in a training unit are:

- plenary session:
- introduction to the theme
 - survey of all the important aspects
 - identification of problem areas
 - distribution of these areas to the working groups
- working group:
- detailed analysis of the problems
 - discussion of the alternative solutions
 - synthesis of the results for the presentation
- concluding plenary session:
- sharing of the results by the working groups
 - discussion, criticism, supplements, and questioning of the results
 - search for joint conclusions (which need not always be done because they may be individual)
 - evaluation of the group process

The plenary session is moderated by a member of the team. In the working groups, the participants themselves take over this function and the members of the team serve as resource persons (also as far as the methodology is concerned). In order to facilitate the organizational work of the moderator, the group is given a guide or "scenario" indicating the procedure. For example,

The following stages are recommended for the groups:

1. Organize a favourable working place:
sit in a semi-circle,
organize the material for evaluation
2. Write down the subject legibly and clarify it
3. Allocate the tasks (moderator, visualisers, rapporteurs to the plenary), agree on the procedure and on the visualization.
4. Prepare the time schedule:
estimate the time implied in each step
(be careful with the use of time!)
5. Reflect on question individually in silence
6. Collect the ideas on cards
7. Look at, explain, cluster and analyse the cards
8. Ask: What is missing ?
9. Prepare the group work results for presentation in the plenary session
(distribute the tasks and present jointly)

NOTE: To elect a visualiser or rapporteur does not mean that the other members of the group stay passive. The slogan of mutual help remains particularly valid in intensive work of small groups.

The presentation of group work in the plenary session aims at interaction between the working groups and thus among the group as a whole. The group work (which is always visualized) should be presented by several group members in order to avoid one person dominating. If there are several presentations, several group members should play the role of rapporteur. It is necessary to summarize the findings of the group so as not to bore other groups which may have discussed the same subjects. Therefore, long comments on cards or on the charts should be avoided. The plenary discussion of the findings should be visualized on each group's chart (pp. 45-48).

Recommendations
for visualized presentation

- establish contact with the group in plenary session
- present as a team
- read all the cards
- put hand on cards while reading them
- avoid long comments on the cards
- visualize the plenary discussion on the group's boards

7.5 Continuous Evaluation

The evaluation as one of the basic elements must be practised continuously and progressively.

It is not sufficient to have a final evaluation during which the participants express their opinion and appraisal of the event (by means of a questionnaire or a discussion). Certainly it is important to be aware of the reaction of the participants in order to draw conclusions for the continuation of the common work or for a similar future group event with other participants. But one should not overestimate the importance of the final evaluation for the next group: it will consist of different participants who will find themselves in a different situation.

Before each seminar, the team should undertake a preliminary evaluation by trying to assess the group and the programme. This should already include mechanisms for ongoing evaluation which permits feedback on the programme, the training method or the environment of the participants during the entire seminar.

Of course, the team cannot anticipate the exact initial knowledge and experience of the participants when planning the programme (even if a questionnaire is sent to the participants beforehand). Above all, they cannot foresee the reactions of the participants in that particular group and in the given situation. For this reason, the planning should be flexible and capable of reacting to evaluation by the participants. Normally, one cannot change everything, but there are many ways of adapting the programme, the methods and environment to the needs of the participants.

By means of appropriate techniques of ongoing evaluation, the participants are allowed to influence actively the programme's implementation. They should feel that they share a common responsibility for the event.

In order to gain an insight into the various reactions of the participants, one must employ different evaluation techniques at the beginning, the middle and the end of the event.

Some examples of evaluation elements

- The survey of the expectations and fears of the participants can be made at the beginning of the seminar via a key-word collection on cards like:
 - "To make this event successful:
 - What should we do?
 - What should we avoid?"
 The chart on which the replies are fixed may remain in the workroom during the seminar (see pp. 41/42).
- Evaluation Committee of the participants (by rotation) for each day which each morning provides a visualized report of the day before, including criticism and proposals (see pp. 56/57).
- "Mood Barometer" indicating the atmosphere which prevailed at the end of every day; each participant may glue a dot on the board indicating his mood. In this manner a graph may be drawn showing the ups and downs of the participants' mood (see p. 60). This graph does not explain the reasons for any bad impression the participants may have gained, but it can still serve as an indicator for the evaluation committee as well as for the team.
- Boards for criticism and proposals on which the participants may attach anonymously cards with their comments on the seminar.
- Mid-term evaluation by means of a key-word collection on cards replying to questions like:
 - "What did you like?"
 - "What did you not like up to now?"
 - "Which things were not treated sufficiently?"
 - "About what would I like to know more?"
- The final evaluation can be undertaken by means of
 - discussion on the "expectations and fears" as presented at the beginning by the participants
 - questionnaires and presentation of their results to the participants (see p. 60)
 - collection of cards "What did you like? What did you not like about the seminar?"
 - survey of concrete proposals for the future (e.g. follow-up, new activities).

In this comprehensive way, the continuous evaluation facilitates the awareness of changes in the opinions, intentions and attitudes of the participants.

7.6 Climate Favourable to Participation

The working environment of a group event - like the contents and the methods - should be conducive to frank discussion among all persons.

As far as possible, the arrangement of the class should be considered; any hierarchy between the team and the participants should be avoided. It would be ideal to arrange the chairs in a semi-circle around the board in such a manner that all can see and have access to the boards. The tables are absolutely dispensable, they can be put along the walls: a frank and open atmosphere does not need hiding-places.

It depends on the attitude of the team, but also of the participants, if a hierarchy between the team members and the participants and among the participants themselves can be prevented. Rules on how to facilitate this process were described above, e.g.: "Everybody helps everybody" or "avoid long monologues" (time limit for taking the floor) etc.

We may also introduce didactic games which contribute to the pedagogic and relaxing aspect and as well considerably to the contents of the event. Moreover, we activate other senses ("learning by doing").

To stimulate group cohesion, especially in case of a seminar, it is advisable to find a location where the group can stay together after the work. The extra-curricular activities should also promote team-spirit, e.g. excursions, sports, cultural programmes, chats, and parties.

The application of a participatory approach usually creates quite intensive relations between the people. These experiences can be facilitated to a high degree by a spirit of tolerance, self-discipline and mutual help (see pp. 40-44).

7.7 Documentation

By mutual help, without needing a secretary, all the participants share the co-responsibility of working out the charts on the boards, structuring them properly and making them easily understandable, with title, date, and number.

Thus, we can be sure of an authentic source for the documentation:

- If the record is only going to be used by the group itself, it will only be necessary to make copies of the charts (by hand-writing, type-writer, or photos).
- If it is intended to distribute the results to other people who did not assist in the event, the copies of the boards will be insufficient, because they are only comprehensible to those who participated. In this case it will be necessary to include an additional document, elaborating on the points according to the charts.

If a large number of charts has been produced, the group may choose which ones should be documented. It is also advisable to keep the most important ones, or those with open questions as points of reference in the next meeting as well as for monitoring the implementation of decisions taken.

8 A Last Warning

The more "theoretical" part of this introduction to the participatory approach concludes with a warning that its application should seriously consider its limitations and basic requirements.

8.1 Limitations of the Participatory Approach

There exist many situations in our daily work where the "investment" of moderation is not necessary. They can be managed with less time-consuming and simpler methods. Decisions of directors and their delegation are well proved in traditional hierarchies. There is no time for moderation and its advantages would be little. The same is valid for a large number of persons who have to decide rapidly (as might be in the case of the general assembly of large cooperatives) and to delegate to a smaller group.

The criteria for the decision whether it is worthwhile to apply the participatory approach lie in:

- the complexity of the problem
- the number of persons to be involved
- the quantity of expected difficulties and resistances
- the number of possible alternative solutions
- the necessity of creative ideas
- and fundamentally on the participants' willingness to cooperate.

In situations of fight or negotiations where one side has to succeed the participatory approach is just the contrary of what is required. Also situations where no solution of a common problem is needed and where "academic discussions" are predominant the participatory approach is felt to be rather a hindrance to the theoretical statements.

8.2 Basic Requirements

Besides the natural limitations there are some prerequisites which need to be respected when starting to try a participatory approach to a group event. We need to be:

- well prepared for the event
- flexible in reacting
- able to apply the participatory process throughout the event
- conscious of the time factor involved in the approach
- conscious that the group process needs only instrumental guidance.

The next parts of the booklet show how the approach was applied in one case and try to give practical hints for further use.

Part II

Case Study

DSE Training Course

"Participatory Working and Training Approaches
in Self-help Promotion"

Jakarta, Indonesia

June 1989

Eberhard Gohl

1 Introduction to the Case Study

Part I described core elements of a participatory approach for group events. The training course which is reported on in this second part was taken as an example of how these essential elements can be applied. The detailed description of planning, execution and evaluation shows how this particular training course tried to adapt the elements to the actual situation. The reader has to bear in mind that for this reason the proceedings described cannot simply be repeated for another seminar: every event has its own dynamics and conditions to which it has to respond.

2 Background of the Training Course

For some years, efforts are underway to develop methods which will overcome the negative experience of participants in group events. The German Foundation for International Development (DSE) tries to adapt its methods to the needs of its seminars which are designed to facilitate exchanges of experience in the field of development and advanced professional training.

For the Food and Agriculture Development Centre (ZEL) of DSE didactic methods of this kind are - although used in various fields - of special importance to the promotion of rural development and above all of cooperative organizations. In this field the dialogue with the target groups is essential in order to initiate a development jointly with and not only for these target groups.

The participatory approaches for cooperative group events as used by DSE try to meet these needs. Yet an increasing number of moderators or facilitators have to be introduced to these working and training methods. Thus, workshops are organized for the preparation of moderators.

The course objectives were defined as

- Understanding of the importance of participatory approaches in the field of self-help and self-help organizations.
- Imparting of practical knowledge and skills in participatory working and training methods to improve joint planning and action.

Participants were invited from Asian countries. They comprised

- senior staff of governmental and non-governmental organizations concerned with self-help promotion (preferably in the field of training)
- instructors from relevant training centres
- collaborators from technical cooperation projects.

3 Planning of the Training Course in the Team

The description of the background of the training course makes clear that DSE has several years of experience with training courses for trainers on the participatory approach. Since then, a lot of standards have been developed.

Nevertheless, a detailed planning of the envisaged training course in Jakarta was necessary. Every training course has to be tailor-made for the invited participants in the specific situation. The following aspects had to be especially considered:

- training course is held in Indonesia
- participants come from different southeast Asian countries
- duration of training course is 3 weeks
- new composition of team of facilitators requires new division of tasks
- evaluations of former training courses

Two months before the start of the training course, the team of facilitators and the responsible organizers from DSE held a joint two days' planning workshop.

The team's planning workshop was held in a similar way as it is practiced in the training courses: the current materials such as soft boards, cards and felt pens are used to document the discussions and results.

The meeting started with a collection of ideas on the question: "For the planning of this workshop, what do we have to clarify until tomorrow evening?" Each team member wrote his proposal on cards. The team jointly clustered the cards on the board and set up an agenda consisting roughly of three main steps:

The first step was to assess the participants' needs by analysing their applications to the training course. One main result of this step was the decision to introduce the manifold experiences which these participants had in various participatory methods to the seminar by creating a separate module "Exchanging experiences on further elements of participatory approaches in Asia".

The second step was to establish a tentative programme and to share responsibilities within the team. The contents of each module and the points of emphasis were briefly discussed. With the help of mobile visualization the framework was fitted to the time schedule.

The third step concerned the logistic details. Above all the question of the working rooms and the materials which we could not see in advance was raised once more, and further contacts had to ensure their appropriateness.

The next preparatory meeting took place when the team arrived in Jakarta two days before the start of the training course. Last arrangements were made, above all in order to create a conducive atmosphere for the arriving participants and for a pleasant beginning to our work.

During the whole training course, the team of facilitators met every evening - sometimes for three hours or just for ten minutes - in order to give mutual feedback, to evaluate the day's experiences and to specify the next steps. There were several changes as compared with the previous planning. But it cannot be denied that the possibilities of fundamental changes are limited in a running course.

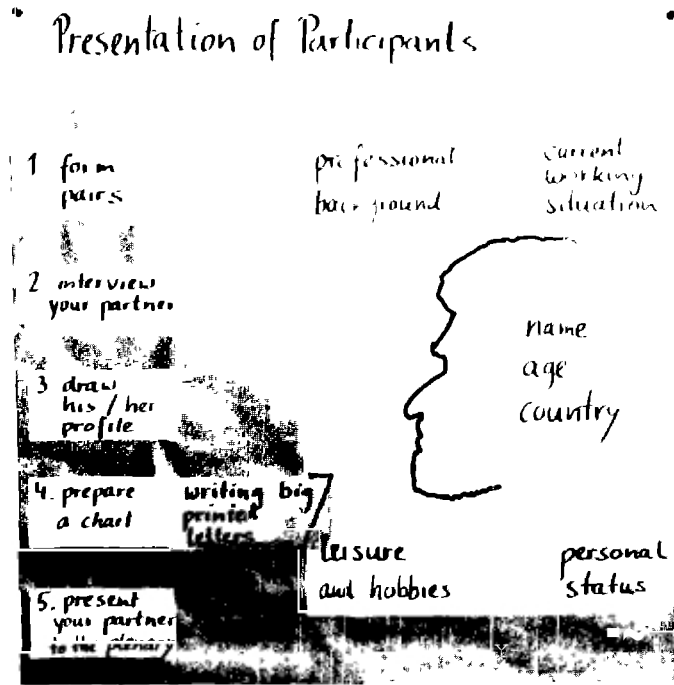
4 Seminar Procedure: Using the Basic Elements and Techniques

4.1 Climate Favourable to Participation

The conducive atmosphere favourable to participation should be created right from the beginning. In the plenary room, there were no chairs and desks lined up like in a classroom, instead chairs were set up in a semi-circle.

After a short opening ceremony the workshop started with the presentation of the participants. In pairs, the participants interviewed each other and drew up a personal presentation sheet of the respective partner. The sheets of paper were pinned on boards, and each participant was introduced in a humorous way by his interview partner.

The rules for the presentation ...



... and some examples:

VIJAYA
40
Nepal

Graduate in Home Science works with the Agricultural Department of a Rural Youth Home Extension Office

Master training program for Rural Youth leaders

Loves to travel & playing badminton

Married with 3 children

ANOPDARJA
(MOP)
32
THAILAND

PROFESSIONAL

- CA WORKER
- CD. TECHNICIAN
- TRAINING OFFICER

B. Ed.

TRAVEL OFFICER
BED

COMPUTER'S GAME MUSIC

SINGLE

ZAMUN HAMZAN BIN STAPA
32 yrs
Malaysia

Sociologist

co-operative movement
Jaya Raya Movement

He likes to watch TV
- Kaya
- ...

After the seminar team had presented visually the objectives of the workshop, the next step which allowed a mutual familiarization was to ask for the expectations of the participants.

The expectations of the participants are to serve as a guideline for the whole group:

- participants are able to take into account each other's wishes
- moderators are able to take them into consideration for planning
- and they will be one of the bases for evaluation.

In a brainstorming session, each participant wrote his expectations on cards: ONE CARD - ONE IDEA.

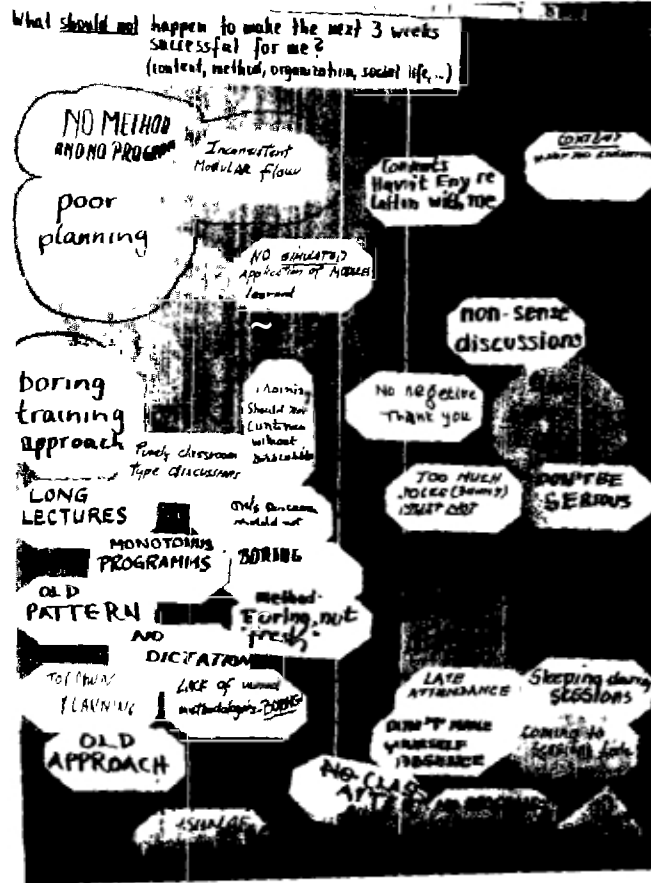
The cards were clustered on the board by the moderator, following the suggestions of the whole group.



Each card was read and evaluated, and if necessary discussed. Thus it was made clear to each participant that each contribution would be considered whoever wrote the card.

Participation can be stimulated in an atmosphere of confidence.

But not only expectations were asked for. It was also important to ask for the fears !



Only after having asked for the participants' expectations and fears, the seminar team presented the programme of the course. The facilitators emphasized that it was only a tentative programme which could be adapted to the dynamism of the training course. By utilizing cards for the tentative programme it was easy to move or replace the topics in case of changes.

	Morning	Afternoon	Evening
Mo 12	Opening Participants' Participation	Participants' Experiences - Seminar's objectives and programme	
Tu 13	1. Elaboration of communication patterns		
We 14	1. Communication patterns		
Th 15	1. Communication patterns	2. Principles of appropriate SHO promotion	
Fr 16	2. Principles of appropriate SHO promotion	3. Presentation of participants' experiences	
Sa	3. Presentation of participants' experiences		
Mo	3. Presentation of participants' experiences		
Tu	4. Elements of a participatory training and working approach		
We 21	4. Elements of a participatory training and working approach		
Th 22	4. Elements of a participatory training and working approach		
Mo 26	5. Practising a participatory training and working approach		
Tu 27	5. Practising a participatory training and working approach		
We 28	5. Practising a participatory training and working approach		
Th	6. Further elements of participatory approaches in Asia		
Fr	7. Evaluation	Closing Ceremony	

In the following days, different working methods also ensured a conducive atmosphere.

E.g. communication problems were illustrated by role plays:



Every morning, the daily evaluation group used to prepare a "defreezer": jokes, riddles, gymnastics or even a song.

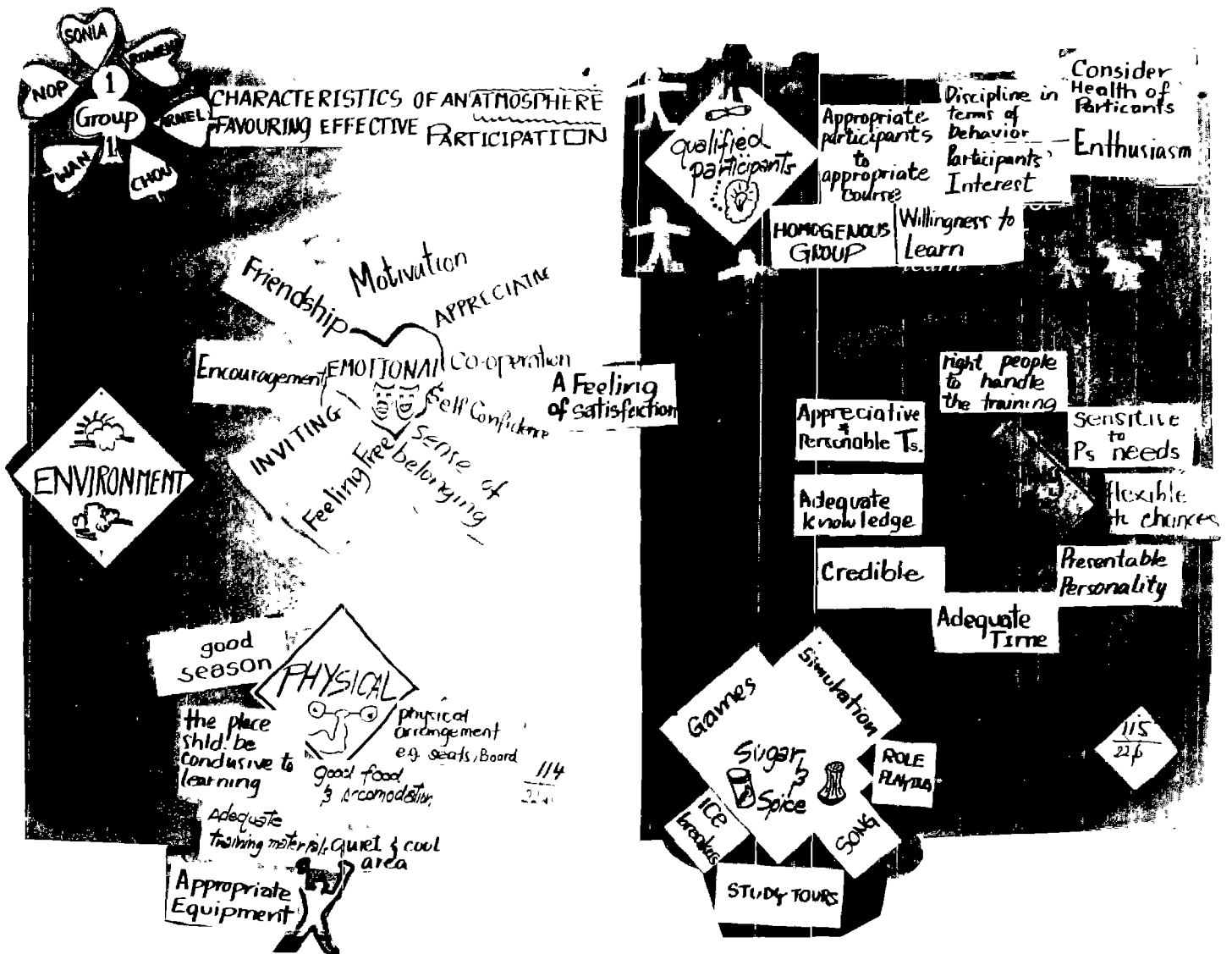
The working day usually started with a cordial laughter!



Towards the end of the training course, participants summarized their experiences in this respect by answering the following questions:

"What are the components of an atmosphere favouring an effective participation in group events (training courses, team meetings, ...)?

How can the trainer/moderator influence the atmosphere?
Be as precise as possible and give examples!"



4.2 Alternation between Plenary and Group Sessions

Working in small groups constitutes a crucial element of the participatory approach because it allows an intensive exchange of ideas.

As explained in Part I, the work generally starts in an introductory plenary session, thereafter the main part of the discussions are held in working groups, and finally the concluding plenary session sums up the results (see p. 28).

The following example shows the alternation between plenary and group sessions in a training module about communication patterns.

Modul 1:
Communication patterns

Objective: To analyse various communication patterns

To elaborate criteria for a comprehensible message

To use techniques for group communication in the seminar

Tuesday 13 June	Wednesday 14 June	Thursday 15 June
8 ⁰⁰ -8 ¹⁵ a.m. Evaluation group	8 ⁰⁰ -8 ¹⁵ a.m. Evaluation group	8 ⁰⁰ -8 ¹⁵ a.m. Evaluation group
8 ¹⁵ -10 ⁰⁰ 1 st communication exercise: 1-way and 2-way communication	8 ¹⁵ -10 ⁰⁰ continued Presentation of results (wg 3,4,5)	8 ¹⁵ -9 ¹⁵ 4 th communication exercise "Controlled dialogue"
10 ¹⁵ -11 ³⁰ 2 nd communication exercise "Whispered message"	10 ¹⁵ -12 ⁰⁰ 3 rd communication exercise "Horse Trader"	9 ¹⁵ -10 ⁰⁰ Criteria for a comprehensible message
11 ³⁰ -12 ⁰⁰ Task for working groups on communication problems		10 ³⁰ -11 ⁰⁰ Practical training on comprehensible messages (in groups)
2 ⁰⁰ -3 ³⁰ p.m. Working groups on communication problems	afternoon city tour	11 ³⁰ -12 ⁰⁰ Summary in the plenary
4 ⁰⁰ -5 ⁰⁰ Presentation of results (wg 1+2)		

17
136

After two communication exercises, the first session of group work was held. The task:

Task for Working groups on 'communication problems and their causes'

1. In your work, which communication problems do you face?
2. What causes these communication problems?

Prepare a chart with the results to questions 1 and 2.

3. Select one problem and present it in the plenary session as a role play.

Time available in the working groups: 10 min

Rooms:

Wg 1: here Wg 2: here

Wg 3: 1st floor

Wg 4: 2nd floor Wg 5: 2nd floor

24
134

The following recommendations were given to facilitate the group work (for full text of recommendations see p. 29):

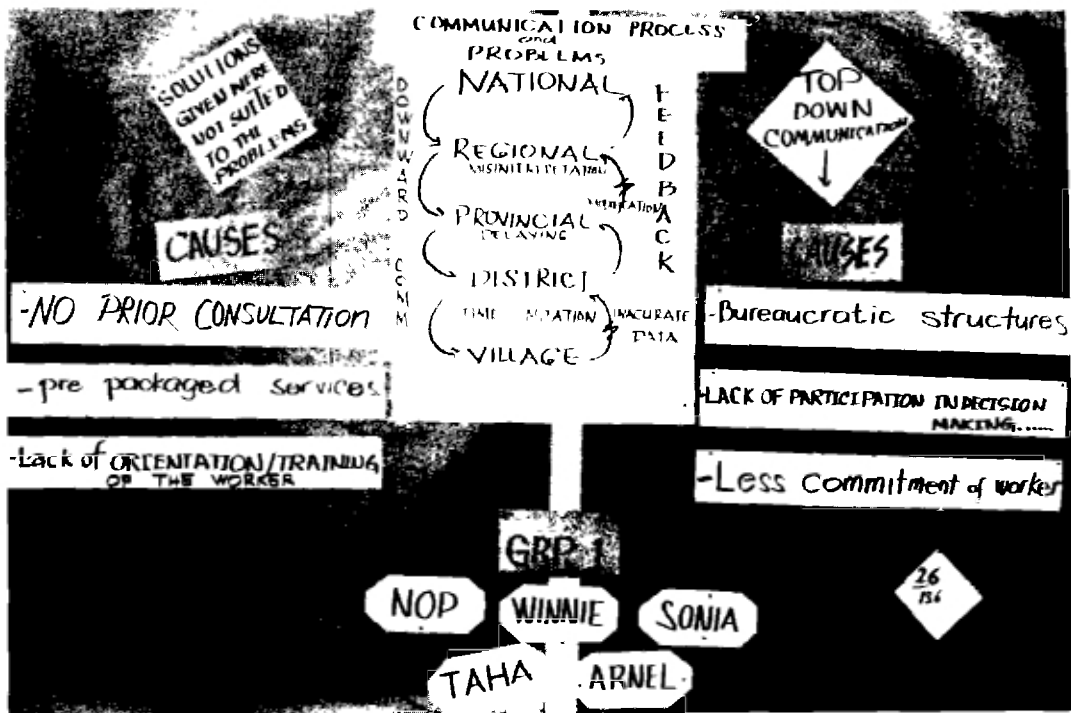
Recommendations for Group Work

1. Organize a favourable working place.
2. Clarify the question
3. Allocate the tasks (moderator and rapporteur)
4. Prepare the time schedule
5. Reflect on question individually, in silence
6. Collect the ideas on cards
7. Look at, explain, cluster and analyse the cards
8. What is missing?
9. Prepare the group work for presentation in the plenary session

The working groups worked one and a half hours each on their tasks and prepared a presentation chart.



The results of the 5 working groups were presented and discussed in the plenum. Here one example:



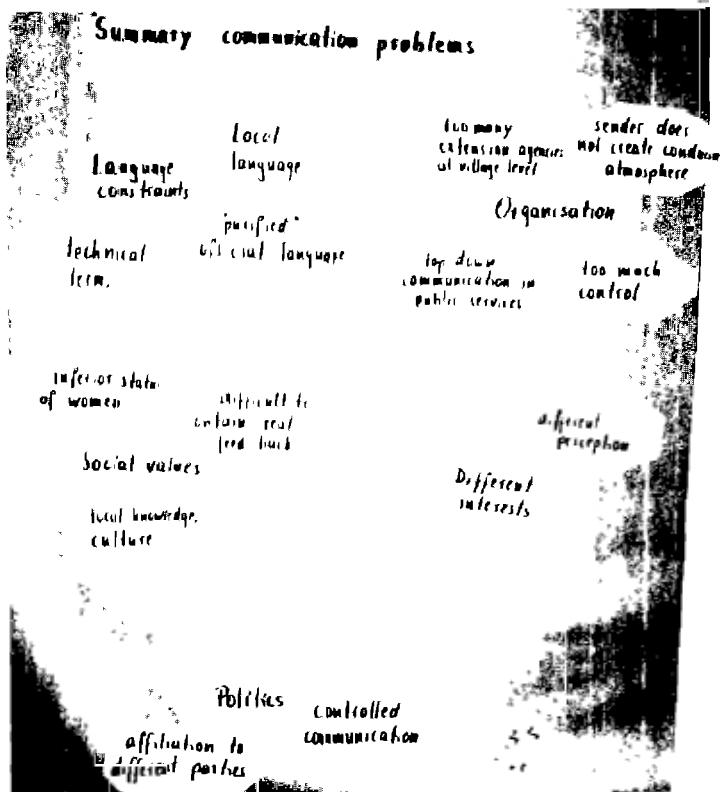


Presentation of the results of a working group ..

... and a view from the final plenary discussion



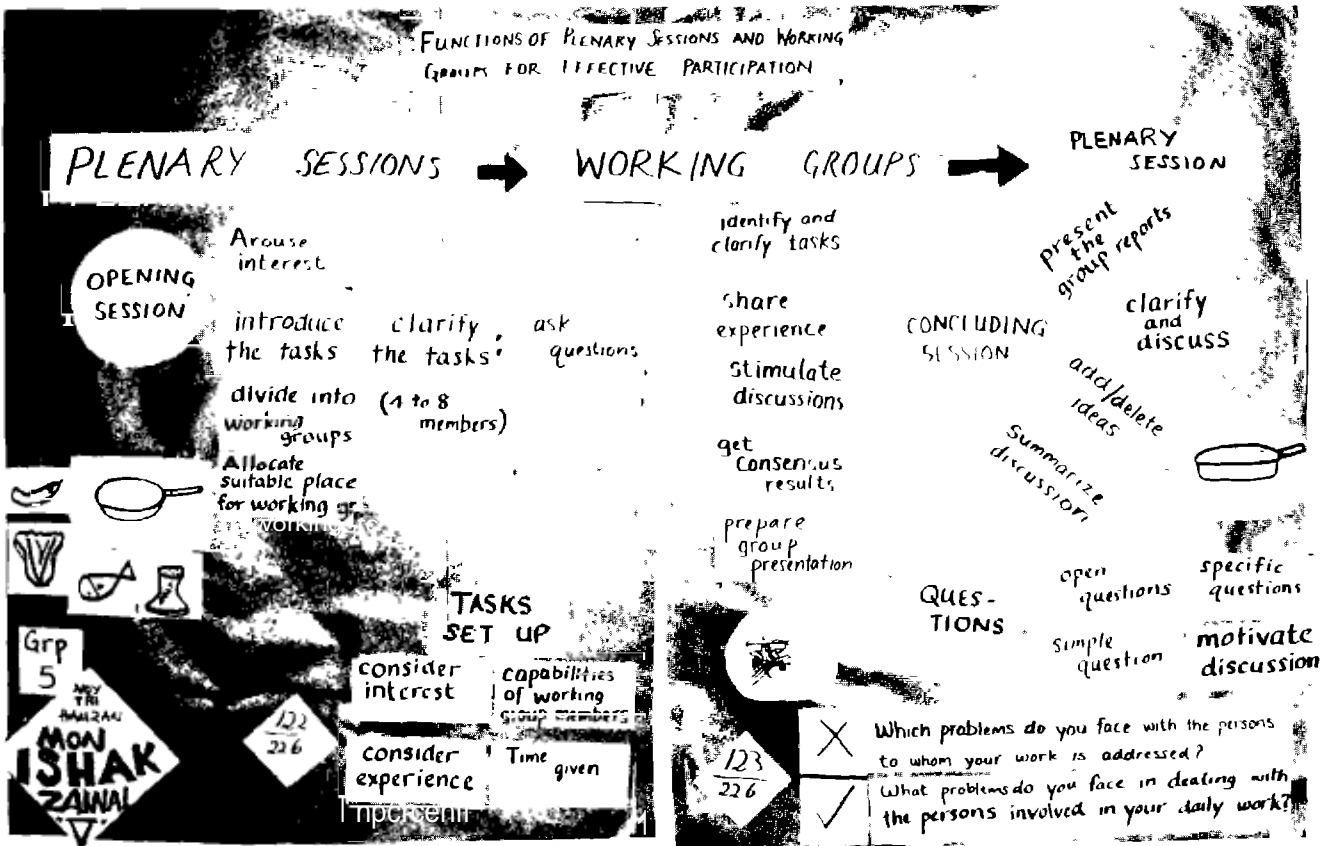
Simultaneously, the discussion in the plenary session was visualized and summarized by one of the moderators:



In a later module, one working group pointed out the advantages of shifting between plenary and group work. They were answering the following question:

"What are the respective functions of plenary sessions and working groups in view of reaching an effective participation in group events (training courses, team meetings, ...)?

What must be considered when setting up the task for working groups? Explain how the question should or should not be set, referring to the situation, and give examples."



The "Information Market" is a special form of alternation between individual work, group discussion and plenary session:

There were 28 participants in this training course, and each participant was given the opportunity to present his/her professional background and experience:

"What are the possibilities and limitations for self-help promotion in your daily work?"

These descriptions of their own work were prepared in working groups, visualized on charts and finally presented to the plenum. The Information Market made it possible that everybody could listen to everybody's presentation but informally select who to discuss with.

Preparing ...

Every participant/organization prepares a presentation + chart (draft)

Every participant/org. presents his/her work to his/her working group

Working group gives feed-back

Individual revising of presentation/chart

Individual presentation to the plenary in an "information market"

... and carrying out:

Information Market

All the participants of one working group make their presentations. (10 min. each)

Every participant/organization take his/her board to one corner of the room ..

... and stays there ready for further explanations and discussions.

During the remaining time (~45 min.), the other participants are free to walk around, talk and discuss.

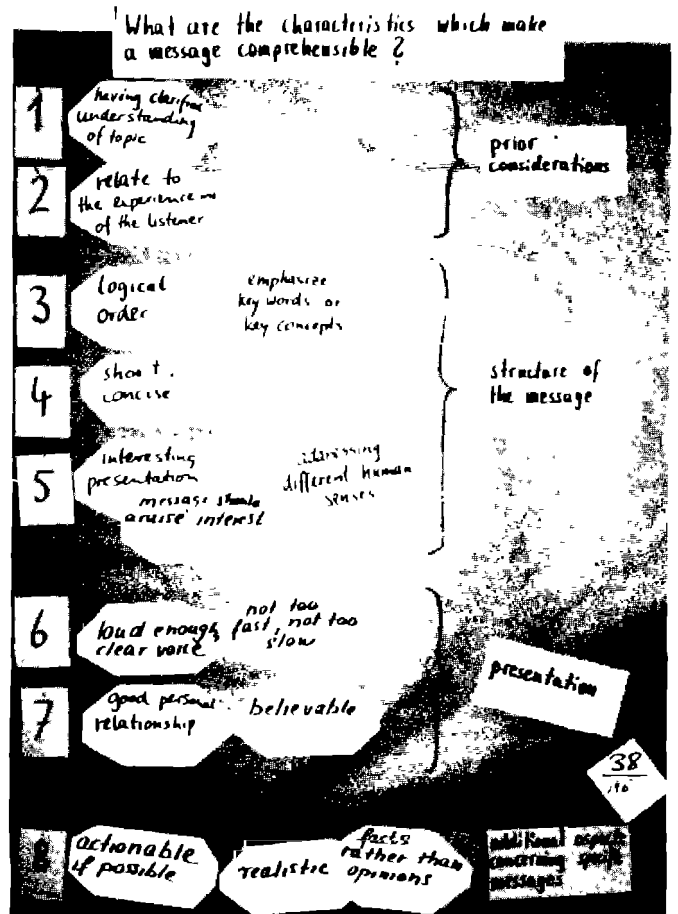
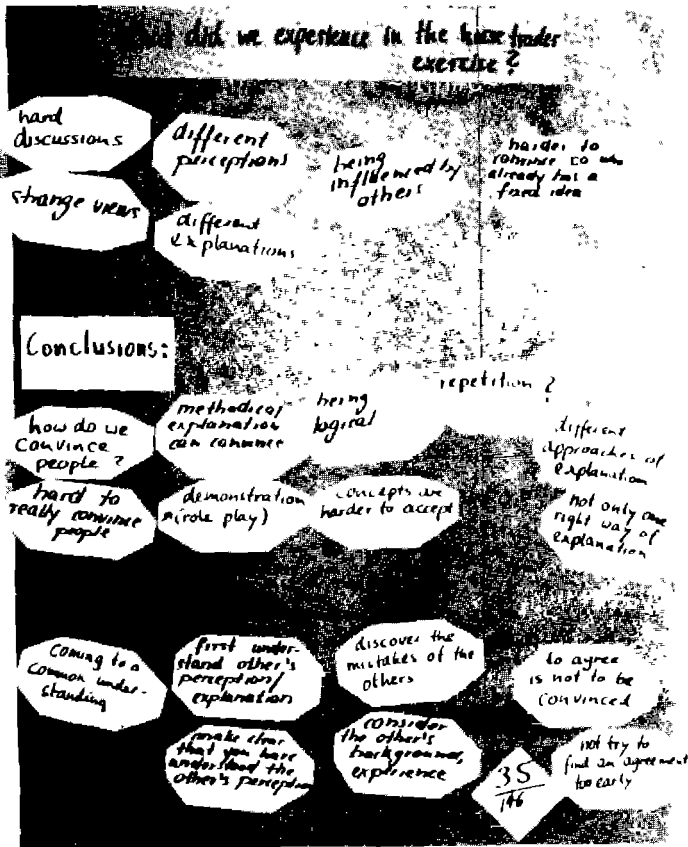


4.3 Asking Questions

In the participatory approach, each participant is considered as a resource person. In training or working sessions, the trainer or expert should therefore avoid holding long lectures.

In order to avoid "one-way communication", the moderator encourages discussions by asking questions which are of personal concern to the participants. Above all, if tasks for the group work are set, good preparation of questions is indispensable.

The rules how questions should and should not be are found on p. 26. A few examples of questions asked in this training course are to be seen on pp. 41, 42, 53, 59. Here are two more:



The task for group work generally consists of a question. But moreover, it consists of a recommendation for the procedure of the group work.

Here are two examples. (More examples are to be seen on pp. 44, 46, 49.)

Task for working groups

Which are in a participatory approach the role and the tasks of the trainer/moderator/facilitator in a:

- training course,
- conscientization meeting,
- workshop,
- team (staff) meeting?

If it makes sense, compare with more traditional approaches.

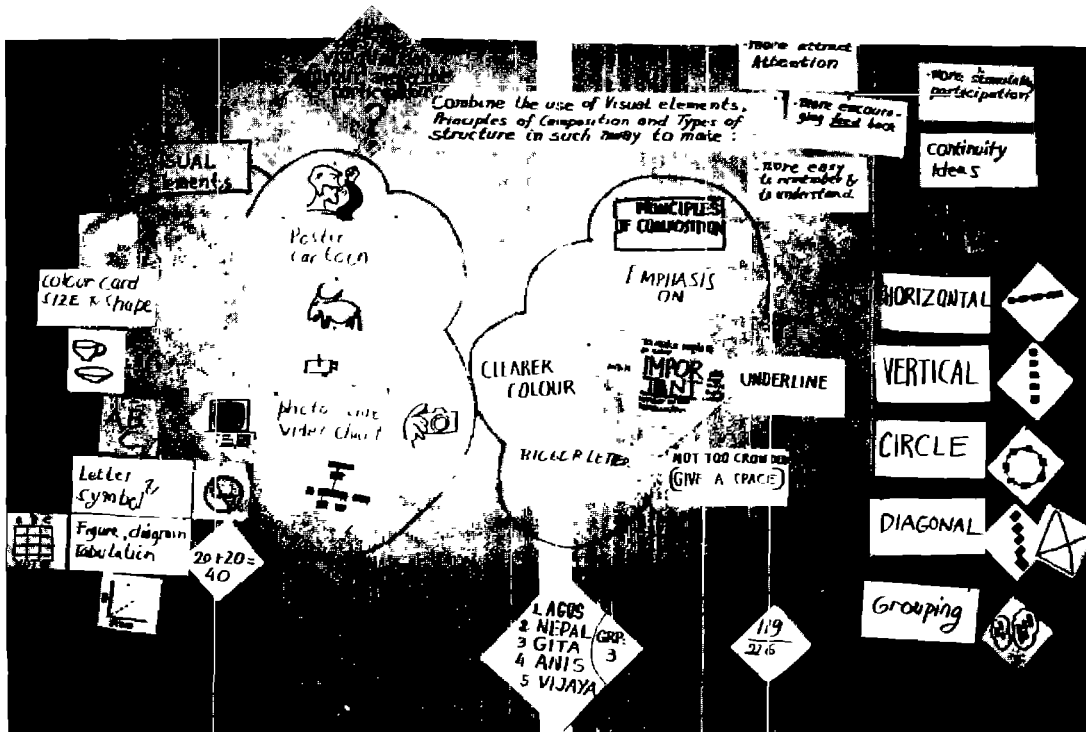
Presentation of results: Wednesday 8th 11^{am}

max. 15 min.

48
106.

"How does the visualization favour an effective participation in group events (training courses, team meetings, etc.)?"

"Elaborate the visual elements, principles of composition and types of structure (above all concerning prepared presentations). For each idea mentioned, refer to a positive example of the information market."



4.4 Mobile Visualization

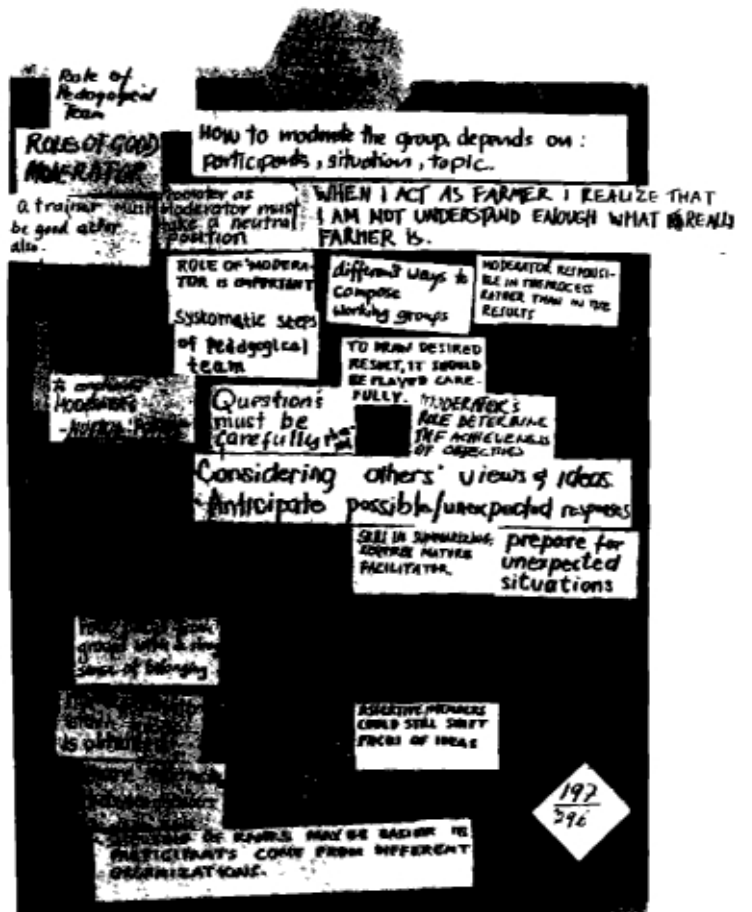
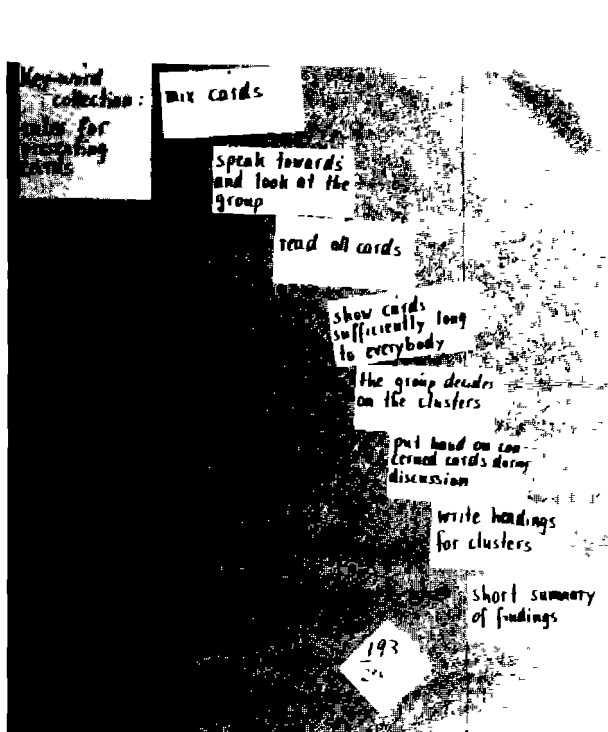
The visualization by cards is the most eye-catching characteristic of the participatory approach, and indeed it is important throughout all the work if everybody is taking part in it and the mobility of the cards is used to reflect the discussion. But the utilization of cards alone does not make a participatory approach!

We have already given some examples of its use on the preceding pages. The mobile visualization is certainly extremely helpful for key-word collection, e.g. in the following case: (rules are documented on p. 27)

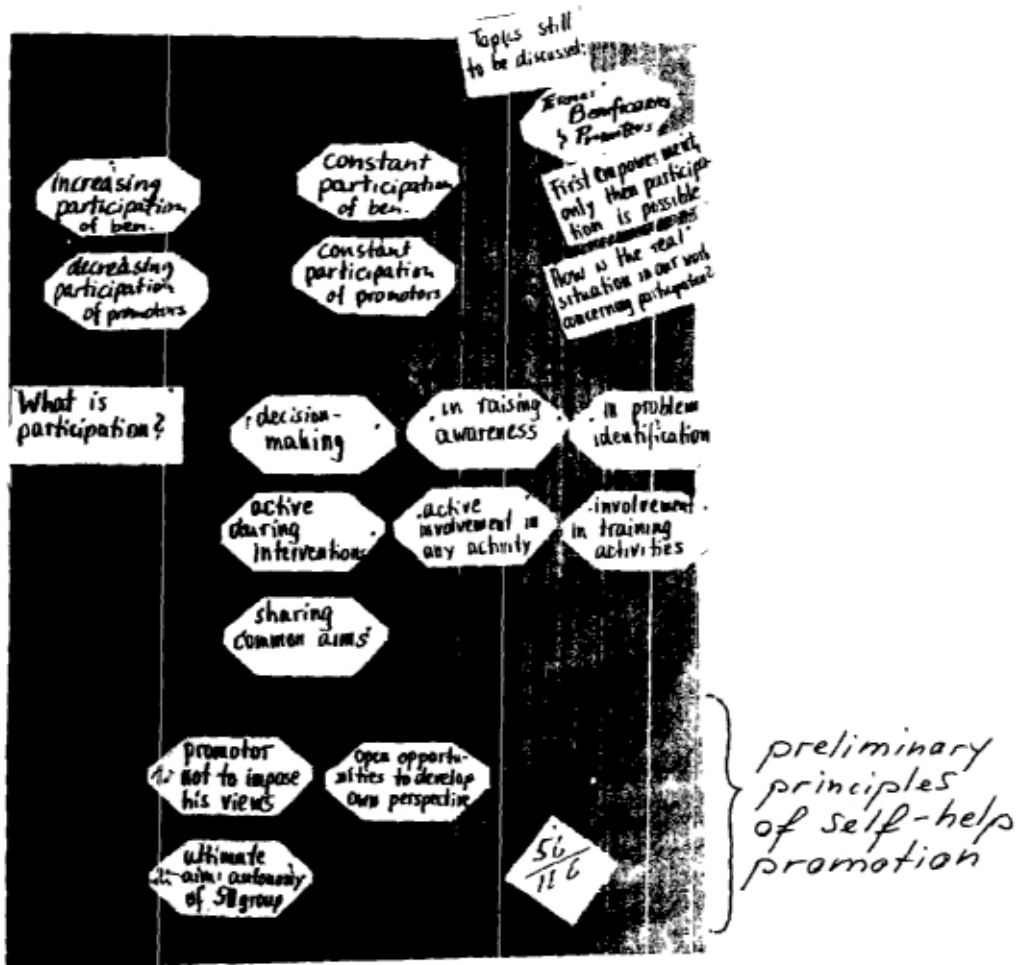
The question was: "What did we learn from modules 5 and 6?"

First, it was useful to be reminded of the rules for presenting cards from a key-word collection:

Then the new insights from these modules were documented and discussed:

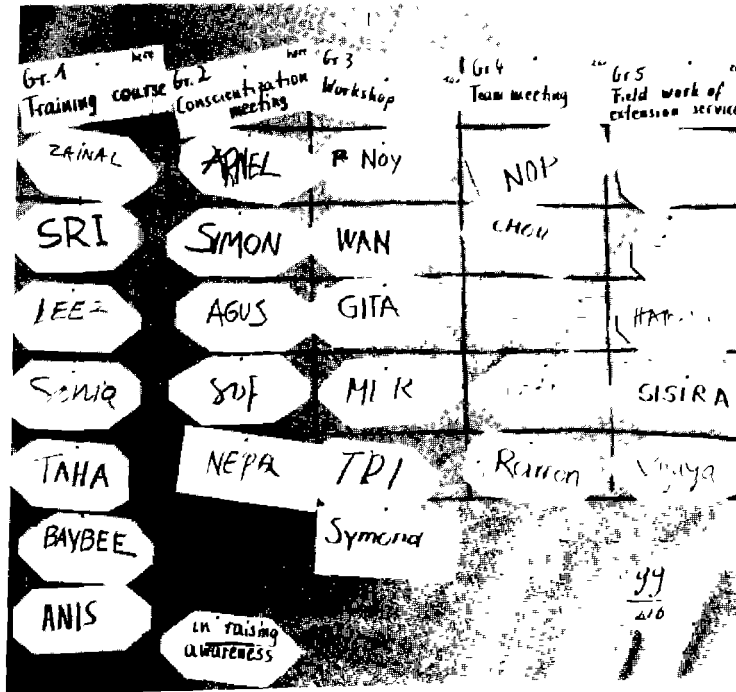


The mobile visualization can also be used for summing up the results of a discussion. If the participants write key-words of their statements on cards, or if a facilitator does it, all the important ideas of a debate will be documented and fixed on the board. At the end of the debate, the cards=ideas can be sorted, completed and arranged for a clear documentation of the conclusions.



But mobile visualization is also helpful for prepared presentations. If the outline of a programme or the items to be treated are written on cards, changes are easy to visualize by moving and replacing single cards (see also "Tentative Programme" on p. 42).

Cards are a very helpful instrument in forming working groups. The following example shows how the participants could select on which topic and with whom they wanted to work in a group:



With some inventiveness, attractive charts can be designed, and cards can be added, removed or shifted optionally. Often, cards will be moved from one chart to another to show linkages.

4.5 Continuous Evaluation

The survey of expectations and fears (as described on p. 41) is a basic step for continuous evaluation. It will be considered as the "terms of reference" for all later evaluations.

Some rules of the ongoing evaluation were introduced straight away at the beginning of the workshop:

Evaluation elements applied in the seminar

Participants' expectations (should not happen)	Daily mood barometer	Daily evaluation	Final evaluation of the seminar
--	----------------------	------------------	---------------------------------

guidelines for an evaluation

Daily mood barometer

What does it indicate?

Scale

100 an unforgettable day	50 it is OK, nothing special	0 I'd better go home
--------------------------	------------------------------	----------------------

What does it indicate? Talking into account all aspects of my well-being how do I feel at the end of this seminar day? It does not explain, but pinpoints critical situations

Changing methods during the seminar

Daily evaluation

In order to know different possibilities

To begin with daily evaluation by a rotating team

The evaluation team

Sources of information

procedure and objectives

the team is composed of 4 persons

discussion with participants

daily mood barometer

own impressions

reflect day's events concerning

understanding of contents

appropriateness of methods

need for further clarification

other aspects of the course

extra-curriculum activities

prepare visualized presentation for following morning (5.10)

and after the presentation

a spot-on (defreezer)

a song?

a proverb?

a joke?

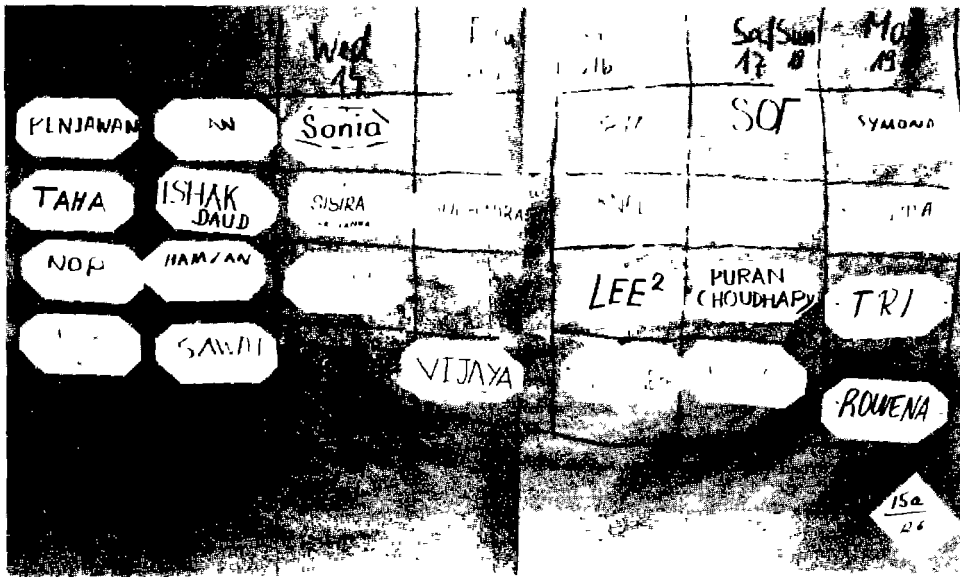
a short game?

15

12.6

find the following team

The participants of this training course in Jakarta formed "daily evaluation teams" which presented their findings every morning. Everybody decided right away when he/she wanted to be on the evaluation team.



And here is an example of the charts prepared by daily evaluation teams.

Almost every morning, the evaluation was accompanied by a "defreezer" (mostly not visualized). That day, a song was learnt.

Evaluation team
ZAINAL
SONIA
SISIRA
PAYBEE

Evaluation
G-15-89

Mood barometer
Sustained 25% -> 50-75
75% -> 76-100

Feedbacks
PUNCTUALITY must be observed
Allow the ops. with 0 & 20 to clarify results.
Impressed how moderators staff mixed around during trip
Wonderful afternoon esp the TRIP & DINNER

Thank you!

Suggestion
Encourage silent participants to speak out

Refer meals to the Ind...

36
146

BAD MOOD

CHILI

I'd be a slave
tied in my grave

60
126

The evaluation team of June 19th distributed a questionnaire to all participants and presented a retrospective view of the first 8 days of the training course, with suggestions for all:

12 JUNE 13 JUNE 14 JUNE 15 JUNE 16 JUNE 17 JUNE 18 JUNE 19 JUNE

100
50

TRI ROWENA GITA SYMON '87

SUGGESTIONS/RECOMMENDATIONS:

FOR TEAM MODERATOR

- Pls. provide ice-breaker if necessary
- Pls. say it loudly - **BE PUNCTUAL**
- Very good performance
- More contact to participant outside the room
- Very good. Keep it up

FOR PROGRAM OFFICER

- We want to see volcano in Indonesia.
- Please place the paper cutter and other equipment in workplace (classroom)
- Want more training of this type.
- Please socialize more with us.
- Follow-up training through correspondence could be better.
- Very supportive & sensitive to participants need, keep it up!
- Please smile once in a while
- Well prepared!
- **VERY GOOD KEEP IT UP**

FOR PARTICIPANT

- ENCOURAGE OTHER PARTICIPANTS TO BE INVOLVED MAXIMALLY.
- BE CONSIDERATE.
- OVER-ACTING IS NOT APPRECIATED.
- TO SOME MALE PARTICIPANTS - PLS. AN DIFFERENCES TO LADIES
- OBSERVE TRAINING OF MAINE TAG
- ACT AS AVOIDED PARTICIPANTS.
- STICK TO THE TOPIC.
- BE IT EASY.
- TERMS LANGUAGE IS NOT TOO HARD
- DO NOT FEELING ONE A WAY

88/86

Participatory Approach 100% (26) Good Technique

Proportion Individual Presentation 75% (20) Enough Time

Market Information 100% (26)

TRI ROWENA GITA SYMON '87

87/86

On three consecutive days, different types of daily evaluation were introduced which do not require an evaluation team. They are especially suitable for short seminars or trainings of few days.

What are your comments about today (course)?

EXCELLENT
 Credible
 Treasured
 Country fair
 Country fair as a method
 NEW IDEAS
 Multiple
 Informative
 Interesting
 Interesting!

Country fair
 Good idea
 Credible
 Acceptable
 Adaptable
 Excellent
 PROCEDURE
 MOUNTAIN FAIR
 Mix of participation
 Attractive (top of the world)
 Time consuming but better results
 Country fair was found better
 Participants participated effectively

facilities
 suitable
 well no problem
 sufficient
 Pleasant enough (strongly)
 Complete for the first session but not many prepared to try
 No more ideas and more than enough except to much CHILL
 food can be improved
 No Margaret for tomorrow
 eggs & eggs & eggs

Good atmosphere
 SEVENTH
 encouraging
 stimulating
 convincing
 favorable
 conducive
 HEATED
 HEATED
 interesting
 unbelievable
 Very good

124-226

Which 'flowery' title would you give for this day of the training course? (e.g. animal, famous film, song, ...)

BRAN
 BLACK
 SHEEP

ONE MOMENT
 IN TIME

Everyone
 knows something

There is no
 substitute for
 practical exper-

ONCE A TRAINER
 ALWAYS A
 TRAINER (lib)

LIKE
 MARBLE
 EYE

ONLY YOU

THE MORE
 THE MERRIER

MOODY
 BLUE

participating
 day

SCORPION

"Imagine"
 by John Lennon

Everlasting
 flower

one man
 SHOW

LION

THE OTHER
 SIDE OF THE
 MOUNTAIN

SCORPION

Creative

HEN

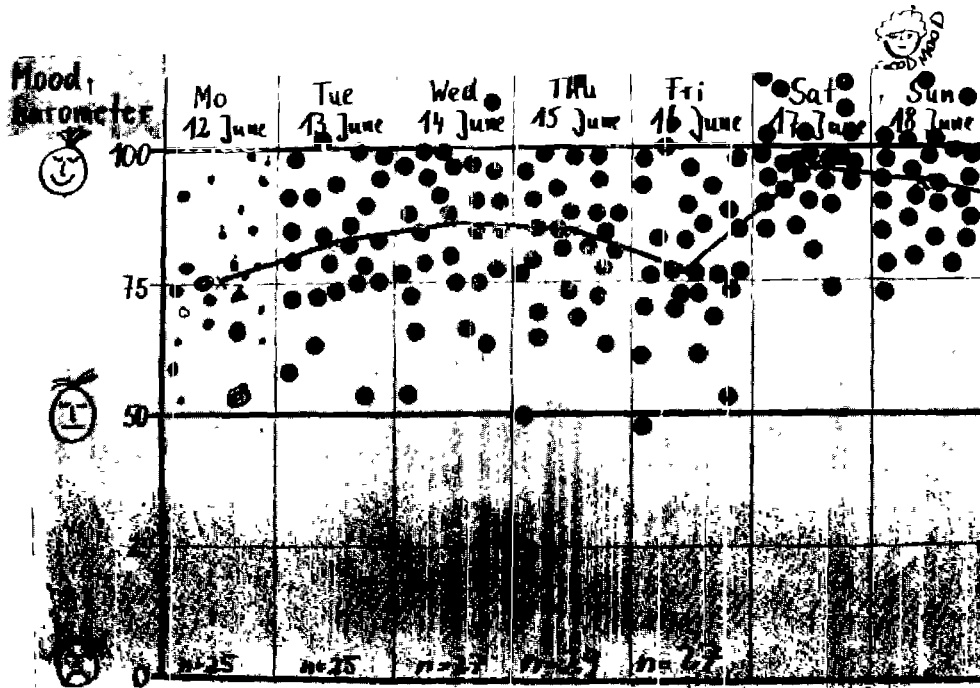
welcome to
 my world

PEACOCK

welcome to
 Malaysia (this evening)

100
 226

The daily "mood barometer" usually formed the base for the daily evaluation.



On the last day, evaluation questionnaires were distributed and filled out individually and anonymously. The facilitators visualized the results on charts. This procedure may appear complicated but it reduces the tendency of mutual influence of participants. Here is an extract:

Final-Evaluation		Content	++	+	0	-	--
General Assessment	++ + 0 -- --	Could you acquire new knowledge?					
My general impression of the training course		Could you exchange practical experiences from the participating countries?					
Learning and working atmosphere		Will this knowledge help you in your day-to-day work?					
Performance of moderators		Will it be helpful for your organization?					
Communication and social relations of participants		Was the mixture of theory and practical experiences adequate?					
Free time and social programme		Contribution to increase your knowledge and experiences:					
Fulfillment of expectations expressed at the beginning of the training course		Module 1: Communication patterns					
Facilities and services provided at YTHI Center		Module 2: Principles of appropriate SHD-promotion					
		Module 3: Participants experiences					
		Module 4: Elements of a participatory training and working approach					
		Module 5/6: Formulating a participatory approach and further elements of PR-mix					

4.6 Documentation

Since all the important ideas are visualized, the charts will give good summaries of all the debates in plenary and group meetings. The charts or simple copies of them are useful documents for everybody who participated in the debates.

In this training course, each chart was numbered and photographed. The photos were complemented with short explanations, then photocopied and distributed to each participant as soon as a module was completed. The snaps in this case study are taken from the photo-documentation.

As it was not necessary to distribute the results to other people, there was no need to work out more detailed records.

At the end of the training course, the materials used for visualization were listed.

Material used during this 3 weeks seminar (38 participants)	bought for Indon Rp:	remarks	alternatives
740 sheets cork board (100x100cm) with light rubbers	78.000		
300 sheets background paper	60.000		
100 sheets flipchart paper	6.000		
3000 pins		if possible use chest pins (it's easier)	
40 marker pens (with broad tip)	55.000	plus 40 from Germany	
15 bottles/stick glue	6.000		
20 mobile softboards		other types of boards	walls (fix cards with tape)
Photo-Docum - 200 photos app	385.000	copy charts by hand	if working-groups glue these charts, 10 boards suffice for 30 participa
- app 45.000 Xerox copies	135.000	hard on f. front or hand written documentation	
miscellaneous for pens	12.000		
miscellaneous scratch writing paper, tape			
	total		
	760.000		

Two thirds of the budget for materials had been spent for the photo-documentation - an expenditure which can be reduced, however, it does not give the same visual impression: the documentation of the charts can also be written by hand or type-writer. Of course, you may also save money and time by selecting charts to be documented.

Part III

Practical Tips for the Application
of Participatory Approaches

Gabriele J. Ullrich, Uwe Krappitz, Eberhard Gohl

1 Would you like to try the participatory approach?

Come on and try it!

We hope that you are encouraged now to try the participatory approach after having experienced an event yourself and read the first two parts of this booklet!

Please consider that our case study (Part II) describes a training course for moderators. In your first attempt, start with a simpler task! There are many occasions to use this approach, as for example:

- the regular working sessions of your organization
- round table discussions
- small training events
- planning or coordination meetings

If you have doubts ...

You should only start if you are convinced of the necessity of a participatory approach. Everyone who wants to apply the participatory approach should consider frankly the following questions:

- Am I flexible in reacting?
 - Am I disposed to be consistent in the participatory process during the whole event?
 - Am I personally convinced of the methods I want to apply?
 - Am I technically well prepared?
 - Am I disposed to invest the necessary time?
- > If I am afraid of confronting unforeseen situations,
 - > If my objective is to defend and to approve a given result,
 - > If I consider the approach to be too simple or too complicated,
 - > If I do not feel sure,
- > then it is better to choose another approach.

No doubt moderation requires much flexibility and improvisation: but it should be based on solid preparation!

Nobody is born a moderator. But we can start by applying some elements and techniques in situations which allow us to commit errors (counting on the goodwill of the group) and in which we can admit that we are experimenting and learning something new together.

The reward in terms of the results and human relationships will show us that it is worth a try!

2 What are the limits of the participatory approach?

As said in Part I, there are many situations in our daily work which can be managed with less time-consuming methods, thus dispensing with the need for a moderator:

- > When rapid decisions have to be made (e.g. in daily management), the responsibilities are delegated to certain people.
- > In the case of a traditional hierarchy, or in a given ranking of persons, the rules of the participatory approach are not accepted. The superior has always the last word and the subordinates are not encouraged or given the opportunity to voice their opinions.
- > Or, in a situation of dispute or negotiation when one party has to succeed, the attempt to create a common identity through a democratic method of problem-solving seems to be futile.
- > For the so-called "academic debates", solving a common problem does not arise, as these discussions are not carried out to bring about consequences or commitments. Thus moderation is considered a hindrance to the theoretical statements.

Therefore, the importance of moderation in this approach depends on:

- the complexity of the problem
- the number of persons to be involved
- the quantity of expected difficulties and resistances
- the number of possible alternative solutions
- the necessity of creative ideas
- and fundamentally on the participants' willingness to cooperate.

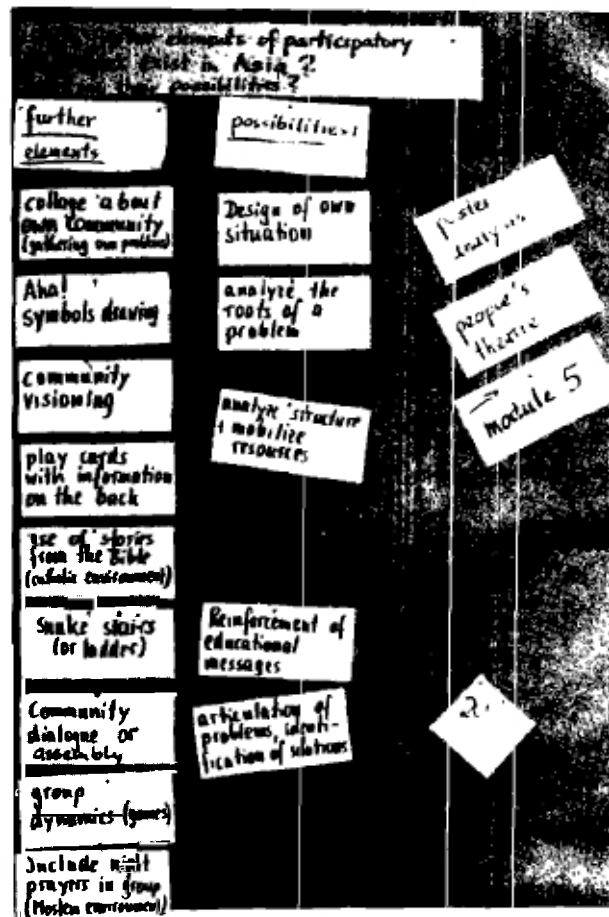
The application may also have cultural limits. This approach has been designed in a specific cultural environment, and the underlying cultural pattern may not always be present or even desirable in your culture.

- > In some cultures, it is impolite to speak in a loud voice. (In this case it is better to write!)
- > In many cultures, it is rude to bring up conflicts in a group meeting.
- > If people feel inferior, they may be too shy to accept that in a participatory approach "all the participants are equal".

Before starting, you should decide on how to deal with such possible differences in the cultural patterns. As an organizer or a trainer you should be well aware of the ability and the readiness of the group to participate.

3 Many appropriate participatory approaches may already exist in your country

The techniques described in this booklet give only some examples. There may be traditional or new forms of participatory work in your region that you can base on. Try to find out!



If you think that the various approaches have different advantages and disadvantages, feel free to combine some elements and to try new ideas! What is important is your participatory attitude and the vision described in Part I.

Both the trainers and the group must get acquainted with these approaches, and in this process of mutual learning, participation will be increasingly realized. If you are not satisfied with your first trial, please do not break off the initiative: one single experience is not sufficient to decide the success or failure of using a participatory approach in your context. You should try to apply it continuously and consistently taking into consideration the limitations pointed out.

The participatory approaches must be further developed, also specifically for your own working context. Therefore:

- Try to take notes of your experiences!
- Try to exchange experiences with others!

4 How to identify the contents and objectives?

When you are planning a group event, you should consider the following questions:

- Where is there a priority need?
- Which subject should be chosen?
- What are the target groups? Who are the persons involved?
- How can these groups be defined?
- What other groups are linked to these target groups?
- What should be the result of the event?
- Who can act as moderator and who as resource person for these groups? For which subjects?

All these questions are interlinked. You have to inquire, above all, which elements of the approach can be best applied to which groups/subjects and by whom.

In the cooperative sector it is often necessary to have a mixture of different groups in an event, in order to jointly seek solution to common problems. The participatory approach is very appropriate in allowing heterogeneity of this kind.

5 How to PLAN a participatory event?

The most appropriate way to keep familiar with the participatory approach is by using it frequently. Especially the planning of the event should be done in a team consisting of those who, in the course of the event, will act as moderators and resource persons.

This joint planning of the event has two advantages:

- the most effective way of improving moderation skills is to apply this approach,
- the team will identify itself with the programme and the method.

However, you have to be aware of the fact that moderators cannot master this approach merely by conducting planning work. This experience is only gained gradually through different events.

What are the important elements of the participatory planning of a group event?

In contrast to a planning where one person (e.g. the organizer) makes a proposal and the other people in the team make modifications, planning in a team is from the outset open and flexible.

The team meets and acts as a working group following the stages of work suggested to the groups of participants (see p. 29). The collection of ideas (see p. 27) should answer the question:

"What do we have to do / to elaborate / to prepare in this team meeting?"

The ideas on cards usually can be clustered on the following items:

- context
- objectives of the (envisaged) event
- group of participants/their expectations
- detailed programme contents
- methods
- trainers/distribution of tasks
- materials
- organization.

This collection of ideas will then be used as an agenda for the team to elaborate details of the contents, the methods and the distribution of tasks.

The techniques shown on pp. 42 and 45 are recommended for visualizing the programme structure.

Details of the content, the methods and the distribution of tasks can be better visualized using a "script":

SCRIPT: Example from module 2:
Principles of appropriate self-help promotion

time day+hour	duration	subject	working methods	methods	materials	in charge	observations
Thursday 15 June							
2.00 p.m	10'	Presentation of module 2 programme	PL	visualized presentation	1 prepared board	E.G.	
2.10 p.m	50'	Presentation of HYV-maize story	PL	visualizing the presentation questions-answer	2 boards prepared cards	E.G.	
3.00 p.m	30'	Coffee-break	-	-			
3.30 p.m	30'	Discussion of maize story	PL	discussion	2 boards, cards	E.G.	M.L. visualizes discussion
4.00 p.m	60'	Understandings of "Participation"	PL	visualized presentation, discussion	1 prepared board	E.G.	
Friday 16 June							
8.00 a.m	10'	Daily evaluation	PL	visualized presentation	1 prepared board	D.E.C	Daily Evaluat. Committee
8.10 a.m	5'	"De-freezer"	PL	?	?	D.E.C	
8.15 a.m	15'	Tasks for Working Groups "Improved Self-help Promotion"	PL	visualized presentation	1 prepared board 4 charts with tasks for WG	E.G.	assign rooms to WG; WG freely formed
8.30 a.m	60'	"Improved Self-help Promotion"	WG	group discussion + preparation of a chart	boards + cards in WG-rooms	E.G.	
9.30 a.m	30'	Coffee-break	-	-			
10.00 am	60'	Presentation of the results of WG	PL	visualized presentation	boards prepared by WG	E.G.	
11.00 am	30'	Elaboration of principles of Self-help Promotion; conclusions of WGs	PL	discussion with visualization	1 board, cards	E.G.	if no consensus, prelim. result

6 How to PREPARE a participatory event?

On the basis of this team planning work, the general programme outline, objectives and methodology should be included in the invitations in order to arouse the curiosity of the participants and to ensure that they do not expect a conventional procedure.

The facilities (rooms, working environment, etc.) should always be chosen according to the needs of the participatory approach. There should be enough space for the boards, for the arrangement of chairs as described and for a working environment conducive to participation and group work. A luxurious environment should not be chosen because this would limit the readiness of many participants to cooperate.

The mobile visualization surely brings along additional material costs. Some materials may not be available. But there are many ways of adapting and developing local materials with some imagination in order to find the most economical solution. The chart on p. 61 unveils to a certain extent the additional material costs. But it also shows alternatives.

In this training course, two thirds of the budget for materials had been spent for the photo-documentation. But the documentation of the charts can also be written by hand or type-writer. Of course, you may also save money and time by selecting charts to be documented.

If mobile soft-boards are not available, you may also use other types of boards, or the walls, covering them with paper. Masking tape is proved to be an ideal adhesive which allows a mobile use of the cards. (Form small rolls and stick them behind the cards.) If the working groups glue their charts before coming to the plenary session, you will need less boards: 10 boards suffice for 30 participants.

The necessary materials should be placed at the disposal of the participants. Once the basic technical elements of the mobile visualization (cards, strips, etc pinned on a standing board) are known to the participants, they themselves develop the techniques by using different media: coloured paper, scissors, glue, pins, felt pens, coloured crayons and boards.

Note:

prepare everything possible for visualization in advance: charts, strips and cards with introductions and questions as well as the materials required.

This method is said to be costly. This argument requires a differentiated reply. Above all, one must be aware of the fact that the increased effectiveness resulting from the participatory approach must be paid for, but even these costs can be reduced with a bit of thought. The major cost is certainly not the necessary material but the time invested by the participants and the team!

THIS IS THE PRICE OF PARTICIPATION !

7 How to CONDUCT a participatory event?

In Part I.6, we have given a lot of tips for facilitators, be it as moderator or resource person. The role of the moderator is really difficult: he has to cede power and can therefore lose status and credibility. He may be in a role conflict:

- The moderator does not act as resource person, once he is charged with the function of moderator. If questions arise he passes them on to the group (resource persons and participants). Thus the moderator has only limited possibilities of contributing to the group discussions with his own experiences and opinions.
- In many cases, a promoter has to take over the task of the moderator. But there is also a basic conflict between the role of a moderator and a promoter: the moderator should be as independent as possible, while the promoter has to disseminate certain knowledges or ideas.

Note:

moderating without manipulating

If you need some more ideas on how to prepare and arrange plenary or group sessions, ongoing evaluation or documentation, how to design a visualized presentation, or how to create a conducive atmosphere: please refer to our case study in Part II.

Now, have you prepared everything for the participatory event?

Then you can start.

We wish you good luck!

The following publications of the DSE/ZEL-Section "Basis Development and Self-Help Organizations (SHO)" are available:

<u>DOK 1070 A/a</u> <u>S 79-86-80</u>		Cooperative Law in East, Central and Southern African Countries - a Comparative Approach, 372 p., Berlin, Report, 2nd Edition, Feldafing 1982, DM 21,--
<u>DOK 1263 A/c</u> <u>SE 79-56-83</u>		Promoción de las organizaciones de autoayuda del campesino pobre de América Latina - Problemas relativos a la ejecución, vigilancia y evaluación, Informe, 66 p., Feldafing, 1984
<u>DOK 1239 C/b</u> <u>1985</u>		Guide pour la gestion appropriée des coopératives de petits exploitants agricoles (GACOPEA) en Afrique francophone, 201 p., 2ème Edition, Feldafing 1985
<u>DOK 1429 A</u> <u>IT 79-062-85</u>		Armutsbekämpfung durch Selbsthilfe II, 91 p., DSE/BMZ, Bericht, Feldafing, Juli 1987
<u>DOK 1456 C/b</u> <u>SE 79-061-86</u>	DISTRIBUTED BY L'ACI-BRAO ICA-ROWA Abidjan	Recherche de nouvelles lignes d'action et de stratégies pour un développement coopératif propre à l'Afrique de l'Ouest, 111 p., Mali
<u>DOK 1458 C/B</u> <u>SE 79-061-86</u>	"	title see above, 157 p., Senegal
<u>DOK 1452 C/b</u> <u>SE 79-061-86</u>	"	" 102 p., Burkina Faso
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<u>DOK 1454 C/b</u> <u>SE 79-061-86</u>	"	" 99 p., Côte d'Ivoire
<u>DOK 1455 C/b</u> <u>SE 79-061-86</u>	"	" 93 p., Guinee/Conakry
<u>DOK 1460 C/b</u> <u>SE 79-061-86</u>	"	" 209 p., SYNTHESES DES ETUDES

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