

# APPENDIX D:Facilitation processes

## APPENDIX D1. Detailed Table: Community and Individual facilitation processes

**TIP:** THIS TABLE IS A VERY IMPORTANT TOOL FOR FACILITATORS!!

How to read this table:

**First** read through the '**Steps**' column to get a quick overview of what happens during each 'event'. You can also note who is involved in that step, to better understand the step.

**Next**, you can study the detail in the last three columns for each step. These columns give you more detail on:

- **what is done** during each step;
- the **purpose** of that step (i.e. how this helps the food insecure individual towards self-reliance); and
- typical **pitfalls** to look out for during each step, which should help you to facilitate that step better.

The Detailed Table covers the following broad categories of facilitation, colour-coded as shown below:

D1.1 VILLAGE LEVEL PROCESSES (to create an enabling environment in the village for support to food insecure individuals)

D1.2 INDIVIDUAL PROCESSES (all processes that the individual experiences on her journey to food security. Focused on own skills – personal and technical – for household survival)

D1.3 FOLLOW-UP SUPPORT GROUP ACTIVITIES (group members' support to each other and outreach to others with similar problems)

D1.4 FOLLOW-UP AND REPORT-BACK TO VILLAGE LEADERSHIP AND OTHER ORGANISATIONS (further building the enabling environment for moral and other support for households' efforts)					
Event	Who is involved in this step?	Step	What is done during this step?	How does this step help the food insecure individual towards self-reliance?	Pitfalls during this step
<b>D1.1 VILLAGE LEVEL PROCESSES (to create an enabling environment in the village for support to food insecure individuals)</b>					
Meeting the community leadership	Facilitator(s), community leadership	"Open the door"	Meet community leadership; tell them about the initiative; explain how Mind Mobilisation works; explain how rainwater harvesting works; ask if the leaders would support this; ask what else you should know about that could influence the initiative; get contact details for others involved in household support initiatives; explain what the leaders can do to help and what they should please try to avoid	Help leadership understand the significance of hungry family's own efforts; help leadership realise the power of their own actions in encouraging/discouraging food insecure households; get leadership's help in convincing broader community not to undermine the target HHs efforts	<ol style="list-style-type: none"> <li>1. There is a danger that well-meaning leaders want to take over and do things for households, instead of allowing them to do things for themselves so that they can grow in confidence and self-reliance;</li> <li>2. Leadership rejects facilitator(s) and/or proposed initiative</li> </ol>
Meeting(s) with organisations active in supporting food security or other household support programmes in the village	Facilitator(s), representatives of organisations involved in household support programmes in the village	<p>Create partnerships</p> <p>Raise awareness</p>	<p>Same as above.</p> <p>Informs organisations of the planned initiative and seeks their support and/or collaboration.</p> <p>If there is a good match of objectives, plan how you can work together to make sure potential target HHs join the initiative.</p>	Improves coordination between different initiatives; seeks synergies; avoids confusion and overlaps that would be to the detriment of the progress of the food insecure households	<ol style="list-style-type: none"> <li>1. Other organisation(s) reject facilitator(s) and/or proposed initiative</li> <li>2. Incompatibilities between existing and proposed new initiatives</li> </ol>
Community mass meeting	Facilitator(s), community leadership, representatives of other organisations, community (especially struggling families)	<p>Awareness raising;</p> <p>HHs register to participate in the initiative</p>	See "Introducing the idea"		
Meeting with interest group/target	Facilitator(s), representatives from collaborating	<p>Awareness raising;</p> <p>HHs register</p>			

households	organisations, target HHs	to participate			
<b>D1.2 INDIVIDUAL PROCESSES (all processes that the individual experiences on her journey to food security. Focused on own skills – personal and technical – for household survival)</b>					
Household visits	Facilitator(s), representatives from collaborating organisations, target households	Find food insecure households;  HHs register to participate in the initiative			
Mind mobilisation workshop	Facilitator, maximum 10 target household members	Introduction	Opening Prayer & Welcome,  Housekeeping rules,  Introductions & Expectations		
	Each participant	Self- reflection	<b>Draw own "Present situation analysis":</b>  Each participant reflects on her own situation, honestly and in detail. She captures this on flipchart in a detailed drawing of her homestead, who eats there and how they survive.	Reflecting on her situation, she confronts herself with the stark reality. In day-to-day life people get so used to their situation that they stop questioning whether this is what they want from life, and stop looking for alternatives.	
	Facilitator, participants	Admit problem to self and others	<b>Plenary report-back and joint discussion</b> on each workshop participant's "Present Situation Analysis"	Healing cannot start until a person admits to herself that she has a problem. In presenting and discussing her 'Present day analysis' she admits to herself and others that she has a serious and overwhelming problem, which, for a long time, she has been unable to overcome.  This is a very hard, but very important step.	
	Counselor/facilitator, individual participant	Extra support	<b>Individual counseling (where necessary)</b>	Most people find talking about their present situation painful and many break down and cry. Some individuals are traumatised and inconsolable.  If there is only one facilitator, she may want to call for a break at this point and spend some time alone with the individual to support her through this very difficult	

				experience. Ideally there should be a second counselor/facilitator available to work with the individual separately while the rest of the group continues.	
Mind mobilisation workshop	Storyteller, participants	Receive hope	<p><b>“Tshepo’s Story”:</b></p> <p>Listen to the life-story of someone (Tshepo or other) who was in the same position and succeeded in getting out</p>	By hearing first-hand from someone who ‘made it’, she receives hope that there is a way out – a way that is difficult and which will require great personal sacrifice, but which is not impossible	
		Decide to change	She decides that she wants to change	At this point people experience a mixture of fear and excitement. Once she has taken the decision to change, energy levels are usually high and she is eager to take practical action. This energy is next channeled into a visioning and planning exercise	
	Each participant	Vision and plan	<p><b>Draw own “Helicopter Plan”</b> (also called the “five-year food security plan”).</p> <p>This is done by “flying over” her yard in her mind’s eye and drawing onto flipchart paper her vision of what she would like it to look like in five years’ time.</p>	<p>She develops a vision of how she wants to be, and draws up a doable plan of action of how she can get there.</p> <p>This becomes her ‘roadmap’ for the next five years. She takes this home and henceforth plans her daily activities towards achieving the Helicopter Plan in five years.</p> <p>This helps to keep her focused and motivated in periods of low morale, and also helps avoid that she becomes discouraged by trying to do too much in the beginning</p>	
	Facilitator, participants	Take action; learn practical skills	<b>Practical demonstration:</b> deep trenching for intensive gardening	<p>Adults learn best by doing. By practically measuring out a new trench bed, digging it, placing the organic stuffing, and planting some seedlings, she becomes less likely to put off starting her own when she gets back home.</p> <p>Preparing the demonstration bed with other participants binds the support group closer together and helps them remind</p>	

				each other how to do it once they get home.	
	Facilitator, participants	Learn how to amend wrong behaviour; learn new skills	Learn about any of a range of topics, depending on the immediate need and interest of the particular group	Some topics can be covered during the MM workshop, others can be done in follow-up trainings, which may take place in the village, e.g. at one of the participants home, or in rotation at several homes	
	Participants, facilitator	Establish mutual-support group & learn to share	Discussion on how to support each other henceforth	The individual establishes supportive ties with others who are going through the same process and together they pledge to motivate and counsel each other	
	All		Celebration party	Cement good relationships and goodwill among the participants	
	Facilitator, participants		Seed or seedling sharing	Participants witness and experience how to share, discuss how it is better to give and receive, rather than to grab and hide	
	All	Learn to notice and care for others	Candle lighting	Each participant commits to notice others who are in similar trouble, and to draw them in too, and share the message of hope	
Participants return home	Target households	Return home and get started	Discuss and refine Helicopter Plan with other HH members		
		Start intensive gardening	-Prepare first trench bed and plant seedlings. -Water with grey water.		
Follow-up household visits	Facilitator(s), target households	First visit: Moral support & <b>limited</b> technical advice	-Visit the household. -Ask her to show her helicopter plan and explain what changes her family have suggested. Praise and encourage her! -Ask her to walk and talk through her garden, and to explain her future plans for it. Praise and encourage her!	-The <b>main objective</b> of the first household visit is to <b>praise</b> her, so that her hope and determination can be strengthened.  -Limit your technical advice at this stage: give simple responses to specific questions she may have, or give some small pieces of key advice to point her in the right direction.	DON'T criticize! Praise her every effort.  DON'T get carried away and overwhelm her with lots of technical advice! There will be lots of time to shape and refine the practices in the months ahead.

		Later visits	<ul style="list-style-type: none"> <li>-Ask her to walk and talk through her garden.</li> <li>-Notice and praise progress, new ideas, etc.</li> <li>-Give technical advice as appropriate</li> <li>-Ask to see her helicopter plan and notice whether she uses it regularly (or is it kept only to please you?).</li> <li>-Ask her to show her monitoring tools and tell everyone what interesting things she has learnt from using them</li> </ul>	<ul style="list-style-type: none"> <li>-Showing interest in what she does and in her ideas strengthens and encourages her, and gives everyone a chance to learn from each other's ideas.</li> <li>-Through your behaviour you can remind and show her how the helicopter plan is a living planning document that helps the whole family to keep the dream alive and plan and replan their activities from day to day.</li> <li>-The same applies to her monitoring tools.</li> </ul>	
Follow-up workshops	Facilitator, participants	Learn how to amend wrong behaviour	Learn about "Family Time Management Charting"	She recognises the wrong behaviour that got her into trouble in the first place, and implements mechanisms to counteract this in future	
	Facilitator, participants		Input and group discussion on Self-reliance		
	Facilitator, participants		Moral regeneration charting		
	Facilitator, participants	Learn new skills	Family nutrition		
	Facilitator, participants		Food processing and storage		
	Facilitator, participants	Planting calendar			
	Facilitator, participants	Harvesting calendar with harvest estimates			
	Facilitator, participants	Monitoring tools			
	Facilitator, participants	Other topics, according to needs identified by participants			

Event	Who is involved in this step?	Step	What is done during this step?	How does this step help the food insecure individual towards self-reliance?	Pitfalls during this step
<b>D1.3 FOLLOW-UP SUPPORT GROUP ACTIVITIES (group members' support to each other and outreach to others with similar problems)</b>					
During household visits by the facilitator	Facilitator and participants	Visit each other	Encourage everyone to walk together from house-to-house to look, listen and learn from each other during household visits	<p>Learn from each other, get new ideas</p> <p>Get motivated to do as much or more than neighbours</p> <p>Cement good neighbourly relationships</p> <p>Notice each other's hardship and discover ways to help</p>	<p>Avoid too much attention being lavished all the time on the 'star' in the group.</p> <p>Avoid jealousy and unhealthy competition (healthy competition is good, though!)</p> <p>Protect the spirit of mutual care.</p>
Other group meetings	Participants, sometimes facilitator	Visit each other, cultivate friendship	<p>Share ideas, sorrows, joy.</p> <p>Give feedback to those who may have been unable to attend the facilitator's household visits, or training workshops.</p> <p>Discuss how to draw in others with similar problems.</p> <p>Discuss problem cases in the village and how to help (e.g. child headed HHs, injured or disabled individuals, etc)</p>		

Event	Who is involved in this step?	Step	What is done during this step?	How does this step help the food insecure individual towards self-reliance?	Pitfalls during this step
<b>D1.4 FOLLOW-UP AND REPORT-BACK TO VILLAGE LEADERSHIP AND OTHER ORGANISATIONS (further building the enabling environment for moral and other support for households' efforts)</b>					
Report-back to community leadership	Facilitator and participants				
Report-back and further collaboration with other organisations	Facilitator and participants				

Further background information and/or examples for some of these steps are given in the sections below.

## D1.1 Village level facilitation processes

### D1.1.1 Introducing the idea of intensive Family Food Production to the community

*Example of input from facilitator, when introducing the idea to target households:*

The text in **Box D1.1** below was developed by Zanele Semane of Border Rural Committee in Eastern Cape. She used this very successfully in two villages during the DWAF RWH Pilot Phase to get poor households gardening intensively, and enthusiastically! The results of her work are also reported in the "War on Hunger" paper in **Appendix A**.

#### **Box D1.1: Introducing the idea of intensive Family Food Production**

"In our area we have a problem of poverty, and within poverty, the worst part is hunger. In this area, for how many months of the year do people have food?"

People here plant seasonally, only when the rains allow, and this does not give enough food for the year.

This idea is about being able to plant all the time, around the year, to get a lot more food.

First, you 'make your own river in the yard', by digging a furrow to channel the rainwater when it comes, to where you want it.

Second, you dig a trench to plant in.

This trench will drink from your 'river-furrow' every time it rains.

When you dig the planting trench, you put the top soil to one side, and the other soil to the other side.

- Dig 1m deep, or if you hit rock, no problem, then you will just raise the bed (heap it up) to get it 1m thick.
- Each trench you can make as long as you wish, one or two or more spades long.
- The width must be narrow enough so you can reach everywhere in the bed without ever stepping into it, so that the soil can stay soft and lovely for the plant roots to grow easily. The bigger the roots, the bigger the plant.

Third, you fill the trench with any rubbish that will rot over time:

- Put in: dry grass, leaves, rusting tins, ash from the cooking fire, wet or dry manure
- Do not put in: plastic, glass, rubber, tins that won't rust

Heap up above the ground, to compensate for subsidence as the rubbish rots away. This looks just like a grave. It is a grave for hunger. We are going to bury the hunger.

Your last layers will be a layer of manure, with a layer of top soil over that. Don't mix these two last layers if you want to plant immediately.

Fourth, you can plant immediately, rain or no rain. Keep your plants wet with any little water you can find, like water from washing the dishes and bathing.

Later, you can think about water storage to help during dry periods.

Whoever is interested to plant throughout the year, can do this. If you are willing to use your ten fingers to work hard, you can do this. Fortunately, each trench you have to dig only once in your life, after that they keep on providing food for you, even into your old age. That is why people call them their 'special pension'."

## D2.1 Individual Mind Mobilisation processes

### D2.1.1 Mind mobilisation: introduction



*Base information for facilitator(s):*

- Water for Food Movement Charter

The Charter was developed by women of Water for Food Movement during a celebration held in Lesotho. The Charter expresses the women's determination to take control of their own lives through simple practical activities, to support each other in the fight against hunger and poverty, and to take note and draw in others around them who face the same problems.

- Water for Food Movement Vision

In the Water for Food Movement's vision of the future, active households in communities are taking responsibility for their own livelihoods, starting with food as a priority to liberate the minds and rebuild the family as the primary institution for the re-socialisation of the youth. It envisages communities progressing by caring for each other. It emphasises three "layers" in the development process of a household, namely household food security, then participation in community projects, then participation in business enterprises, and urges all not to get in trouble by trying to skip a step.



*Example of input from facilitator, when introducing the idea to target households:*

"If you don't change your situation, no-one else will.

Why is this a movement? Because it costs nothing, you don't even pay five cents. Yet you benefit a lot, therefore you pass the benefit forward to others around you, again without cost to yourself.

Now, when someone asks if you have a job, you will no longer be saying: 'No, I'm not working'. You will be saying: 'Yes, I work at home'."

## D2.1.2 Household present situation analysis

Participant finds a quiet place to sit and draws her/his own present yard and household situation (as detailed as possible) on flipchart paper



Present back to other participants in plenary

The facilitator and other participants ask questions about household well-being and yard features (taking hints from the drawing)

Notes can be made of the report-back

This drawing and notes on the household's present situation analysis is effectively a baseline study of that household.



*Example to read:*

Mind Mobilisation Household Report

### D2.1.3 Visioning ('Helicopter planning')



Participant draws her/his Helicopter Plan on flipchart (as detailed as possible) showing how she/he would like her/his yard to look in five years' time

She presents this back to other participants in plenary

The facilitator and other participants ask questions to lead the thinking towards interim goals and reality checks.

*Example questions:*

- "Are you sure the water flows in that direction on your yard during a rainstorm?"
- "You already have 2 beds, how long did that take you? How much would you realistically be able to do by (target date) (Christmas, next month, etc)"



Example of Mrs Khumbane's original household Helicopter Plan.

Note how sections have been changed over time and pasted in over the original.

