Training of HIV/AIDS Committees at Local Government Authorities

COMMUNICATION AND FACILITATION
Cover Picture:
Non verbal communication
COMMUNICATION AND FACILITATION

Overall Objective
To improve CMACs and WACs knowledge and skills of communication and facilitation so as to use the tools for communication and facilitation to train the Ward AIDS Committee (WAC), Village AIDS Committee (VAC) and the community.

Specific Objectives
At the end of the module, the participants should be able to:
- Identify tools for communication and facilitation.
- Identify CMACs and WACs role in communication and facilitation.

<table>
<thead>
<tr>
<th>Topic No</th>
<th>Topics of Module 10</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication</td>
<td>90</td>
</tr>
<tr>
<td>2</td>
<td>Facilitation</td>
<td>90</td>
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<td>180</td>
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Training Methodology
- Lecture and plenary discussion
- Group discussions
- Exercise

Training Materials
- Overhead projector
- Transparencies
- Flip charts (or chalkboard)
- Pieces of paper
- Masking tape or cello-tape
- Marker pens (or chalk)

Assessment
Questions and result of the group work
Topic 1

Communication

Time frame: 90 minutes

Topic Objectives

At the end of the topic, the participants should be able to:
- Mention types and tools of communication
- Identify CMACs and WACs role in communication

Content

- Definition of effective communication.
- Methods of communication
- Barriers to communication
- Role of CMACs in mass communication
- Negotiation and listening skills

Specific Activities

1. Introduce the topic and briefly explain how the session will be conducted (participatory approach)  
   Time: 5 min.  
   (FN 1)

2. Ask the participants to explain what they understand by effective communication, and which methods of communication exist. Write these up on a flip chart  
   Time: 15 min.

3. Summarize their response by using your prepared notes  
   Time: 10 min.  
   (FN 2-3)

4. Use an exercise (Telephone game) to portray the barriers of communication. The steps for the role play are:

   Oral communication  
   Write a statement on a piece of paper. But, do not let the participants see it. The following statement is only an example. Please invent your own.  
   HIV/AIDS IS A GLOBAL PROBLEM AFFECTING PEOPLE OF ALL WALKS OF LIFE. IN AFRICA THE MOST AFFECTED PEOPLE ARE THOSE LIVING IN SUB-SAHARA AFRICAN COUNTRIES IN WHICH TANZANIA IS INCLUDED AND TO DATE THERE IS NO CURE FOR THE DISEASE.
Choose one participant to go with you outside the room and tell him/her the above statement. Then tell him/her to convey the message to another person once they re-enter the room. The first one goes back into the room, to convey the message to the second, the second to the third person, and the process is repeated up to fifth person. Then ask the fifth person to write the statement on the flipchart or chalkboard. Then compare the initial written statement and the last.

<table>
<thead>
<tr>
<th>5</th>
<th>Ask participants the following questions:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• What did they see or hear?</td>
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<td></td>
<td>• What is the main problem?</td>
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<td></td>
<td>• Does it exist/happen in the community?</td>
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<td></td>
<td>• Please give an example.</td>
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<td></td>
<td>• What can we do about it?</td>
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</table>

15 min.

<table>
<thead>
<tr>
<th>6</th>
<th>Summarize the role play by</th>
</tr>
</thead>
</table>

10 min.  

| 7 | Ask the participants what are negotiation and listening skills? Record their responses on the flip chart and summarize their contributions. |

15 min.  

| 8 | Ask partners (those sitting near to each other) to discuss on CMACs and WACs in mass communication. Collect their ideas on a flipchart |

20 min.  

| 4-5 | FN  |

| 6-7 | FN  |

| 8   | FN  |
**FN 1 Introduction**

The Communication process is inseparable from planning and other managerial functions within the district Councils system. For example, levels of achievement in human resources management, partnership, multisectoral collaboration and community involvement depends on successful communication. The communication process includes five basic elements: a sender, a receiver, a message, a means of sending the message and the feedback.

**Definition of Communication**

Communication is the achievement of meaning and understanding, of sharing information and ideas between people through verbal and non-verbal means, in order to affect behaviour and achieve a desired end result.

**Definition of Communication Skills:**

The art or abilities employed in the process of transferring/sharing information, ideas and feelings from one person to another. Communication skills include:

- Active listening
- Questioning
- Feedback
- Paraphrasing
- Summarizing
- Reinforcement
- Effective use of verbal and non-verbal communication
- Explaining
- Self-disclosure
Effective communication is always a two-way process with a message by a sender, who transmits to a receiver, who in turn decodes it and interprets it and finally confirms to the sender that his message has been received and understood.

Importance of effective communication in the CMACs is to:
- Strengthen working relationships, collaboration and cooperation
- Promote confidence and transparency within CMACs members and various stakeholders of HIV/AIDS
- Facilitate community participation through advocacy and dialogue
- Enhance and sustain effective networking and consultative process
- Facilitates conflict resolution in an organization
- Inform each other on various activities and events of the CMACs

Methods of Communication:
There are three methods of communication:
- Oral (use of spoken words), Written and Non-verbal

Oral Communication.
Examples of Non-Verbal Communication:
Kinesis (body movements and postures), facial expression, gestures, nodding and eye behaviours / contact, pictures, poster messages, films, cartoons and printed news e.g. books, newspapers, magazines, leaflets, pamphlets.
Advantages and disadvantages of each method are shown on the table below:

<table>
<thead>
<tr>
<th>Communication Methods</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>
| **ORAL**               | - Faster - speedy.  
                          - Allows more interactions.  
                          - Creates informal atmosphere. | - No permanent record. |
| **WRITTEN**            | - Both sender and receiver leave a record of their message.  
                          - Writing encourages clear thinking.  
                          - Best for transmitting policies and procedures. | - Danger of being misunderstood.  
                          - Message can become accessible to the wrong people or at the wrong time. |
| **NON VERBAL**         | - Meanings are reinforced/ expression of feeling. | - Meaning is in the body. One language is not always consistent. One gesture may have several meanings and several gestures may have the same meaning. |
FN 4 Barriers to Communication

Barriers to communication are factors that hinder the understanding to such a degree, that what is understood does not harmonize at all with the meaning intended by the communicators.

Various factors can cause communication barriers these include:

1. Differences in perception
   People with different experience, age, cultural background nationality and education view things differently.

2. Lack of fundamental knowledge or lack of adapting to the knowledge
   If a person you are communicating with someone who does not have the intellectual capacity to understand you or if you are not able to use words which fit to the persons level of understanding. There will be a communication barrier.
3 | Emotions
Sending or receiving messages while experiencing strong emotions, can provide an obstacle to communication, because it is difficult to reason or discuss sensibly when you are emotional.

4 | Prejudice or bias
When a person is biased he/she will usually reject ideas without properly considering them, e.g. if you think that some is very stupid, you will often refuse the ideas even if they are very good.
5. Lack of interest
If either the sender or receiver lacks interest in the message being sent it may result in message distortion.

6. Faulty System of Communication
If words are vague, verbose or omit the necessary information, then people will not understand the message.

7. Poor atmosphere
If the atmosphere or communication climate is poor, innocent remarks may be given wrong interpretations.

**FN 5 Lesson learnt**
Passing information through many people can sometime distort the meaning. Oral messages tend to be perceived differently.
**FN 6 Negotiation skills**
Negotiation skill is the ability to sell or market an idea to others in order to reach a common understanding and agreement towards subsequent action to be taken.

**Steps on how to make effective negotiations:**
**Preparation for the negotiation**
- Have a clear goal
- Decide whom to meet, where, when and how
- Make a summary of issue to be discussed

**Negotiation process**
- Establish good relationships
- Apply the negotiations skills (e.g. listening, explaining, questioning, asserting and summarizing)

**Agree on Terms of Reference**
- Summarise the “key” issues agreed upon
- Drawing up recommendations and action plans and follow up

**FN 7 Listening skills**
Listening is defined as a selective process by which message/information communicated by a source is received, critically interpreted and acted upon by a purposeful listener

or

It is a selective perceptual process of attending, hearing, interpreting, understanding and remembering oral spoken words or symbols.
Rules of enhancing active listening:
- Stop talking – you cannot listen if you are talking
- Put the speaker at ease – create a permissive environment
- Show him/her that you want to listen – look and act interested
- Remove distractions
- Empathize with a talker
- Be patient, hold your temper
- Go easy on argument and criticism
- Ask questions – encourage him to continue talking and show you are listening.

Importance of listening skills to CMACs
- Decreases the chances of receiving fragmented or incorrect messages
- Promotes trust between individuals
- Increases the receivers (subordinates) awareness that the information shared is useful
- Facilitates acceptance and understanding

What indicates active listening?

1. Verbal responses:
   - Paraphrasing the content – when receiver rephrases what the speaker has said in his/her own words
   - Inviting further contribution
   - Respond with encouraging words e.g. “Ahaa.” “I see” “It is interesting” etc.
   - Repeating message – when the listener repeats the message as exactly as the sender has said
   - Summarizing the message – giving the main points

2. Non-verbal responses:
   - Direct eye contact – attentive and following
   - Nodding – agreeing and supporting
   - Shaking head – disagreement
   - Smiling – interesting, approval
   - Silence – agreement, ignore, disapprove
Mass communication

Is the communication through media e.g. broadcasting, radio, TV, print media - newspapers, books, leaflets, posters etc

Advantages and disadvantages of mass communication

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
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<tbody>
<tr>
<td>• Best for transmitting policies and procedures.</td>
<td>• Danger of being misunderstood. One-way communication</td>
</tr>
<tr>
<td>• Reach many people within a short time</td>
<td>• Message can become accessible to the wrong people or at the wrong time.</td>
</tr>
<tr>
<td>• Accuracy and lack of distortion of message</td>
<td>• Less effective</td>
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</table>

The Role of CMACs

The CMACs have got a very important role to play in mass communication especially taking leadership coordination and mobilization of themed campaigns for HIV/AIDS, e.g. stigma and discrimination. CMACs can facilitate in developing a message, participate in road shows, community meetings, radio, TV and newspaper interviews.
**Topic 2**

**Facilitation**

**Time frame:** 90 minutes

**Topic Objectives**

At the end of the topic, participants should be able to:
- Differentiate between facilitation and training
- Identify qualities of a good facilitator
- Describe steps required in facilitating a training workshop

**Content**

- Definition of facilitation
- The difference between facilitation and training
- Different types of facilitation skills
- Qualities of good facilitation
- Steps for organizing a workshop
- Steps for facilitating a training workshop
- Points to watch as a facilitator

**Specific Activities**

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<tbody>
<tr>
<td>1</td>
<td>Introduce the topic and briefly explain how the session will be conducted</td>
<td>5 min.</td>
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<tr>
<td>2</td>
<td>Ask the participants to brainstorm on what they understand by the term “Facilitation” and the difference between “Facilitation and training”</td>
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<tr>
<td>3</td>
<td>Summarize their responses on a flip chart using the prepared notes</td>
<td>15 min.</td>
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<tr>
<td>4</td>
<td>Divide participants in 4 groups and ask them to discuss on attitudes and skills of a good facilitator and on qualities of good facilitation</td>
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<tr>
<td>5</td>
<td>Each group to select a chairperson and secretary</td>
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<td>6</td>
<td>Allow 20 minutes for group work, each 5 minutes for presentation and 10 minutes for discussion after the presentation</td>
<td>50 min.</td>
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<tr>
<td>7</td>
<td>Present Steps in facilitating a training workshop answer questions and discuss. Announce that they will practice facilitation skills during the field-training period.</td>
<td>20 min.</td>
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</table>
**FN 1 Introduction**
Facilitation skills are a basic requirement for a trainer/facilitator to ensure active participation and meaningful exchanges during meetings, trainings or workshops. For the CMACs and WACs facilitation skills will strengthen capacities to design and facilitate meetings, conduct training and work more effectively with groups in general.

**FN 2 Definition**
A Facilitator helps participants to interact with each other, gain new information and build upon their experiences. The Facilitator guides a process, which will help participants to reach their stated goals and objectives. The key role of a facilitator is to assist the group experience and learn together.

**Facilitator:**
- Ensures effective flow of communication within a group so that the participants can share information and arrive at decisions.
- Poses problems and encourages group analysis.
- Provokes people to think critically and motivates them towards action.
- Does not change or ignore any decisions reached by participants through consensus.
- Is sensitive, both to the oral and non-verbal communications that occur in the group.
- Is sensitive to the feelings, attitudes, culture, interests and any hidden agenda that may be present in a group.

**FN 3 Difference between Facilitator and Trainer**
In most cases the terms “Facilitator” and “Trainer” are synonymous. But in fact they are different. One may be a trainer but not a facilitator. A trainer must have knowledge, facts and information about the subject he/she is training. Whereas a facilitator may have little knowledge about a subject but will still be able to facilitate. A trainer with good facilitation skills is a better trainer. Likewise one may be able to facilitate a group’s process but not have training skills.

**FN 4 Facilitation skills**
Facilitation skills are also essential tools for trainers to help them draw on participant’s experience and to generate learning through active participation.

**Facilitation skills include the following:**
**Understanding:** The facilitator should try as far as possible to understand the subject, issues and context that will be discussed or transacted during the training, workshop or meeting.

**Asking questions:** The trainer asks open-ended, clarifying and occasionally closed questions to guide the discussion and to expand both the trainer’s and the participants’ understanding of the subject being discussed.
**Paraphrasing:** The trainer, using her/his own words to reflect what the participant is saying and how the participant is feeling. The purpose of the paraphrasing is to determine if the trainer understands what the speaker is trying to get across, and also the effective (emotional) aspect of what is being shared.

**Summarizing:** The trainer at key moments during the course of the training session or meeting identifies and verbalizes the principal elements or details of the discussion up to that point.

**Encouraging:** The trainer, through facial expressions, body language, and comments, encourages the speaker to say more about the situation.

**FN 5 Qualities of a good Facilitator**
A good listener, knowledgeable, innovative and creative, observant, a good communicator, objective, patient, tactful/diplomatic, varies methods of facilitation, motivator

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**In brief:** A good facilitator creates a conducive learning environment.
MODULE 10
Communication and Facilitation
Topic 1: Facilitation

► Presentation.

► Lecture and Discussion.
FN 6 Steps in facilitating a training workshop

Registration of participants
When registering participants remember to include the Participants address in full. Then hand them folders and any reading materials, pens, identification tags etc, give them information on accommodation procedures. The next days schedule and if it was not sent, the whole program schedule. Provide venue orientation.

Climate setting
Break the silence in order to create a good atmosphere for learning. This can be done in various ways. Pick whatever is relevant depending on the group or workshop objectives. I.e. conduct introductions of the participants; by each introducing themselves, or one introduces the other, or introduces one another by qualitative approach, or by favourite strengths or prepare a role-play, skits etc.

Sitting arrangement
The sitting arrangement will depend on the kind of the session or the topic under discussion. It can be a classroom style, semi circle, circle etc. Ensure each of participants is comfortable. Adequate light and visibility are important.

Norms
Participants may be coming together for the first time, so they need to create and agree on the group’s norms, behaviour and conduct.

Responsibilities
Participants need to decide on who is to do what? E.g. Time keeper, secretary, chairperson, summary of issues, and or rotational reporting of proceedings etc.

Time schedule
Take the participants through the proposed workshop schedule, especially on the times for tea break and lunch. The session’s duration need to be discussed and agreed upon.
Setting workshop agenda
It is important to get the participant’s expectations. Choose an approach for getting these. It is good to give them a few minutes and let them note down their expectations on paper. Collect them summarize them and then you introduce your side of the workshop objectives and agenda.

Workshop proceedings
The workshop proceedings will depend on the subjects or topics. But several methodologies may be applied e.g. Group discussion and presentations, Short lectures, case studies, brainstorming using idea cards, role plays, study tours, demonstrations, reporting and evaluations.

Summary of the workshop
Always summarize the key issues, key lessons learnt, and recommendations at the end of the day or the beginning of a new day. Use of appreciative inquiry.

Develop plan of action
There is no value in learning or giving recommendations on certain issues if a plan of action is not developed during the workshop. This could be after each session or after the whole workshop.

Evaluation of the workshop
Evaluation of the workshop is crucial for future improvements of a project or training program. It normally builds the strengths; improve areas for growth, lessons and participant’s views. You can develop a questionnaire to evaluate the workshop.
References


3. Management in Health: A Proposal. (2000). Diploma course run as a joint-venture by the Medical Faculty, The Faculty of Economics and the Faculty of Law of the University of Berne, Switzerland in Collaboration with the Muhimbili Orthopaedic Institute (MOI), Berne, Switzerland.


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