**A Brief Training Report on**

**“Facilitation Skills and Resource Mobilization Training”**

**July 22-26, 2016**

**SAP Falcha, Kathmandu**



**Conducted by**

**Nepal Participatory Action Network (NEPAN)**

**Report Prepared by**

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**Introduction**

Nepal Participatory Action Network (NEPAN) organized a training on ‘Facilitation Skills and Resource Mobilization’ in Kathmandu on July 22-26 with19 participants.

The intent of this training was to build the capacity of development leaders to ensure increased participation and more effective management of all stakeholders at the grassroots level. Upon finishing this course, it was our goal that the participants be familiar and equipped with a variety of useful concepts, skills, approaches and techniques relevant to the development process to help them work more consciously and sustainably. Participants were from two main cohorts -- World Vision International Nepal interns from various districts and new staff members of NEPAN’s Nepal Earthquake Recovery Project. The course was conducted in a participatory manner to both strengthened participants’ understanding but also to emulate applicable facilitation, communication and group dynamics skills. Based off participation, discussions and post-training feedback, we feel assured that this training has increased the participants’ confidence and capacity to make change in their own communities. We look forward to following up with the participants in the next few months regarding how they have applied their new knowledge in the field and learning what areas they still find challenging.

This report is an outcome of the notes taken during the program and aims to document key learning points that participants could find useful in reminding them of content, key learnings and implications to their professional work as discussed during the event.

This report is organized to outline to the course structure and narrative.

**Day Narrative**

**Day 1:**

**Opening:** After introductions and opening ceremony, participants were asked to share with the group their prior experience and knowledge of facilitation and resource management so facilitators and peers could understand the diversity of exposures. As means of attempting to measure their knowledge gain, participants also completed a pre-test of relevant definitions and concepts. To establish group accountability for the next five days in a participatory manner, participants defined expectations for standards of conduct during the training.

C vParticipant’s main expectations were synthesized as follows:

* *To practice facilitation as means of improving as a facilitator and manager*
* *To discuss tangible and creative tools/techniques for effective facilitation and resource mobilization*
* *To learn how to apply resource mobilization techniques appropriately in development sector*

**“Development” Session:** Hira Mani Adhikari’s session was focused on creating a common knowledge base of development and its processes and dynamics to ensure that every member of the course was on the same page. He depicted the Equation of Wholistic Development to show that development is a complex and widely defined term that measures positive change in social, economic, spiritual, physical, health and other aspects of livelihood. Participants were asked to create their own definitions of development and categorize examples of development. Discussion of the objectives of development included sustainable change (long-term & self-sufficient), collective action at the grassroots level, and the process of rural to urban development. Mr Adhikari also highlighted that though humans are the central focus of development, is it critical to differentiate basic needs from wants and desires as development should meet the needs of the present without compromising the needs of the future. Therefore, development should recognize cultural, social, economic and environmental needs that contextualize and at times may conflict in developing humans in partnership with nature. Maintaining this balance while utilizing the ‘five drivers of sustainable development’ – local ownership, collaboration, transformed relationships, social accountability, and resilience – are crucial to the development process.



**Hira Adhikari**, is currently working for World Vision International as an Urban Development Manager and has worked in the development sector for over 15 years.

**“Poverty & Overcoming Poverty” Sessions:** Fatik Thapa led the group in an interactive conversation about the complexities of poverty – important theoretical knowledge that has practical influence the effectiveness of development projects. Poverty was defined in both the relative sense and the absolute sense. Participants discussed relatively differences in poverty between their own communities, especially between the KTM Valley and the Far West Regions. Prof. Robert Chambers’ entanglement theory was explained to highlighted how people in people are trapped in a cycle of poverty between physical weakness, material poverty, vulnerability, powerlessness and isolation. Mr. Thapa used disaggregated census data to highlight poverty over time by caste in Nepal. This was a practical example of seeing how there are engrain social and cultural barriers of poverty. With the Multidimensional Poverty Indicators (health, education, livelihood) in mind, the participants divided into three groups to discuss practical ways to overcome poverty and use development as a means of breaking the cycle. Participants understanding of the theoretical discussion was evident in the multifaceted solutions they presented, examples included creating incentives to remove barriers to access, awareness of parties with decision-making influence and understanding feedback loops.

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**Fatik Thapa**, currently working as Executive Director at NEPAN, his past experiences in education, politics and development monitoring sector make him a valuable resource.



**Day 2:**

**“Resources in Development Process” Session:** After a participatory review of the previous day’s learning, Gobinda Poudal built off Mr. Adhikari’s conceptualization of development and Mr. Thapa’s dimensions of poverty to facilitate a session on the influence of resources in the development process. Theoretical discussions included types of resources (natural and man-made), scarcity of resources and unequal exploitation of resources. Using the Assets Based Community Development (ABCD) model, participants divided into two groups, one creating a needs map and the other creating an assets map for a local community. Participants categorized resources by Local, Institutional and Business/Physical. Mr. Poudal used this activity to explain the importance of including the community in defining and exploring their own assets in the community social mobilization process. Mr. Poudal’s style of facilitation is a fantastic example for participants to emulate as he made what could have been a lecture-based presentation into an interactive discussion.

**Gobinda Raj Poudal**, currently working as Capacity Building Manager at World Vision International Nepal, is widely known in the development sector in Nepal for his inspiring and insightful facilitation skills and knowledge of group dynamics. His past experience as Senior Trainer and Program Director for Training Institute for Technical Instruction (TITI) where he developed, implement, monitor and evaluate many courses short and long courses for TEVT trainers and development workers for different government, national and international organizations. His proven competencies in Training and Development, Facilitation, Coaching Mentoring, organizing motivational workshops, designing and implementing leadership courses for organization are some highlights.



**“Resource Mobilization – Participation” Session:** Uttam Uprety’s session broke down the buzzword of participation to depict tangible ways diverging from token participatory to true participatory development. Participation is an ever present concern in development yet rarely do development workers take the time to differentiate between levels of participation and how group dynamics may influence who participates. Participants learned that participation in its truest form should be the redistribution of power and how as development facilitators it is their role to make sure the same people do not keep getting overlooked. Mr. Uprety emphasized the importance of development workers honestly questioning ‘who’s project and who is participating’. Usually it is ‘our’ project with community participation, so Mr. Uprety challenged the participants to think of ways to reverse these roles for sustainable and self-mobilized change. He taught that community ownership mobilizes a community to participate eliminate the need for development workers to persuade or incentivize for participation. Participants were introduced to the types of participation and asked to brainstorm examples of how they, as facilitators, could increase participation in various activities.

Types of participation:

**Uttam Uprety,** Current Executive Committee Chair of NEPAN, is a dynamic trainer, facilitator and researcher with more than two decades of experience and currently working for Governance Facility as Monitoring & Evaluation, Knowledge Management and Communication Specialist. He has vast experience in facilitation training at both the community and multi-lateral levels in South and South-East Asia and Africa.



1. *Passive Participation*
2. *Participation for Information Giving*
3. *Participation by Consultation*
4. *Participation for Material Incentive*
5. *Functional Participation*
6. *Interactive Participation*
7. *Self-Mobilized Participation*

**“Resource Mobilization – Coordination & Networking” Sessions:** Ashbin Pudasaini led a two-part session on how to coordinate and network to achieve strengthen resource mobilization. The group created their own definitions of organization stakeholders, resources and coordination and Mr. Pudasaini summarized the group’s discussion. Participants were then asked to discuss in same groups examples from their own experience of good coordination between stakeholders. After presenting these experiences to the group, the group collected a list of strategies that attributed to successful coordination in development. Next, the participants were tasked with applying the theoretical knowledge they have learned in the session and previous sessions by creating an action plan for an activity they hope to do in their own community. They had to define the activity, steps of action, responsible parties, timeline and monitoring. To increase accountability, participants shared their plan with the group and NEPAN plans to follow-up with participants regarding their progress in the next few months. The session ended by a discussion regarding the importance of networking and how to link people with resources to important project success.

**Ashbin Pudasaini,** Past Executive Member of NEPAN, he now has been working in has many experiences with networking and coordinating people and resources for success in development. He is currently in charge of training and research at Nepal Bank Limited.



**Day 3:**

**“Fundraising & Resource Mobilization” Sessions:** In natural progression from previous sessions, Dr. Bhola Dahal described the importance of using disaggregated data to justify the need for targeted approaches to development rather than blank approaches. This gave participants a tangible way to address the relative poverty issues discussed in the previous sessions. He gave examples of great statistical resources to use for strengthening fundraising campaigns including Human Development Index and Nepal Census. He explained the importance of balancing the needs and interests of development actors (state, civil society and private/market). As members of civil society, development workers are in tasked with being the watchdog and voice of excluded people. Mr. Dahal equated fundraising to ‘friendraising’ which emphasized the necessity for participants to network and build relationship between these development actors. He broadened many of the participants preconceived notions of fundraising by stating that all members of an organization are fundraisers. Additional he noted that resources mobilizations are far from limited to monetary funds and can include volunteers, knowledge, in-kind donations, etc. Mr. Dahal also expanded many participants’ ideas on how to elicit funds as donors and proposals are not the only sources of funding – crowdsourcing, internet, donation box, government, volunteers etc. are all creative and valid sources of fundraising as well.

**Dr. Bhola Dahal,** Past Chairperson of NEPAN, he is now working as a country director in Search for Common Ground. He has vast range of experience working in development in Nepal including working for the Norwegian Embassy, Finnish Embassy, and Save the Children. Additional he teaches at Kathmandu University.



**“Overview of Community Facilitation” Session:** Mr. Uprety led this session to clarify the unique attributes of a facilitator and why this role is critical for participatory development. During the discussion, a facilitator was defined as someone who encourages increased participation in a inclusive way while promoting shared active listening to help enables others to reach their full potential. Facilitation is both an art and a science that requires understanding of group dynamics, clear intentions and flexibility. As Mr. Uprety led this session, he gave examples of facilitation and adjusting to group needs from his own vast experience. He highlighted that it is the role of a facilitator to remove mental barriers and self-censorship by creating a safe atmosphere for sharing. Relative to training, teaching and presenting, facilitating values the process over the content to develop participant ownership. He taught the participants the model of a group’s thought process from divergent thinking (brainstorm, open discussion, diverse views) to convergent thinking (evaluation, summarize, sort, finalize). A group must go through these steps thoroughly in order to make an informed decision and if a premature decision is made it is the fault of the facilitator.

**“Overview of Creative Tools & Techniques” Session:** This session was the beginning of the most interactive part of the training. Gobinda led the group through a series of different creative facilitation techniques that not only allowed the group to ‘be facilitated’ but also to be exposed to ‘how to facilitated’ these interactive activities.

1. *Learning Contract – To increase community accountability for future actions*
2. *ARLP (Action, Reflection, Learning, Planning) – A strategy for planning a new activity*
3. *What? SO What? What for ME? – A debrief discussion to promote a community or individuals to determine applications of new learning from past experiences or exercises*
4. *Honesty Commitment Scale – Visually representing community commitment and promoting discussion on how to increase commitment*
5. *Energizer – Short fun activities that keep energy high so participants are able to maintain focus, also encourages teambuilding*

**Day 4:**

**“Use of Creative Tools & Techniques” Sessions:** After a group debrief of the previous day’s learnings and what new knowledge they found most applicable to their work, Gobinda continued to both exemplify and explain the process of various creative facilitation techniques. Some important things he highlighted during his sessions were that a facilitator must realize the time of day and other outside factors that may attribute to the focus or lack of focus of participants. He also reinforced through an interactive activity the different levels of participation, noting that not every program needs to be self-mobilizing. He also explained the psychology behind the way individuals learn and the relevance of this for facilitators – to facilitate a successful transfer of skills or knowledge activities must use increased participation.

1. *Reflective Practices – Promoting reflective discussion on past experiences*
2. *Letter of Appreciation – Participants were asked to think of five exemplary facilitators in their life and then pick the best one to write a letter about the influence of their leadership*
3. *Wave of Appreciation – Facilitated group members in appreciating peers’ skills, commented that as the facilitator we must be aware of individuals left out and the order of appreciations*
4. *Illustrative Presentation – Had the group present on behaviors and practices of a good facilitator using posters*
5. *Evaluation & Monitoring Ladder – Set goals and mark progress over time and discuss why things have changed (both for the better and for the worse)*
6. *Marble Game – Participants had different limitations while tasked to pick up marbles, debrief discussion included applications to social privilege, strong communication and team work*

**Day 5:**

**Sunil Limbu,** has experience studying art/humanities and graduated from Welhams College and now currently works at Cavana Art Gallery.



**“Use of Creative Tools – Facilitation through Visuals” Sessions:** In this session, participants how to complement their program objectives with visual aids to increase understanding, raise awareness and spread community messages. Sunil Limbu taught basic drawing techniques that were relevant to development work including basic figures, interactions, landscapes and structures. Participants gave examples of their own community involvement to get inspiration on the most effective ways of depicting these scenarios. To reinforce the importance of disaggregated data, Mr. Limbu also taught how to depict data and resources using a map and visual index. He stressed that the most effective community visuals were large enough to be seen from far away and simple enough to portray the message clearly. Participants tested their creative skills as Mr. Limbu tasked the group to individually draw a visual representation of the them “We are one family under the same sky” and in groups draw “Your role as a citizen of your local community”. Participants not only had fun exploring their creative side but were exposed to an interactive and visually stimulating way of engaging in local community development.

**“Challenges in Development Process” Session & Closing:** This last session focused on clarifying any unanswered topics that relate to the concerns and challenged of participants as the facilitate programmatic work in their own communities. Participants completed a post-training test in an attempt for NEPAN to measure how much they learned during the session – given their answers participants clearly were more knowledge about the concepts discussed in the training. There was also a discussion on what people like the best, found most valuable and how they intend to apply this new learning. Participants were able to write anonymously any feedback or suggestions for future trainings as well. The group were really excited about the different facilitation games they had played throughout the sessions and began sharing their own facilitation games with their peers. These was a perfect participatory activity to end the 5-day training. It gave participants a chance to both lead facilitation games but also explain how to use the games to meet development objectives. Continuing on the participatory theme, peers awarded each other in the closing ceremony. Participants were given contact information of all facilitators and peers with all the presentations used in the training so they could look back on their new learning and contact people if they need support.