

VIPP

VISUALISATION IN PARTICIPATORY PROGRAMMES



**A manual for
facilitators and trainers involved in
participatory group events**



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participatory group events



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**Said is not yet heard,
Heard is not yet understood,
Understood is not yet approved,
Approved is not yet applied.**

HOW WE LEARN

- 1% through taste
- 2% through touch
- 3% through smell
- 11% through hearing
- 83 % through sight

WHAT WE REMEMBER

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 80% of what we say
- 90% of what we say and do

ACKNOWLEDGEMENTS

This manual is a new synthesis of methods for improving group interaction in international development programmes. Many of the concepts contained within are not entirely new, however. Over the past 20 years a large number of organizations have been involved in improving the quality and productivity of group processes. Many of the specific techniques outlined in this manual evolved out of the work of Eberhard Schnelle and the "Quickborn Team" in Germany. These methods were latter applied to international development through concepts developed at the German Foundation for International Development and trainers at the University of Hohenheim, Germany.

My principle collaborators in the creation of this manual were Dr. Hermann J. Tillmann and Dr. Maria Angelica Salas of Stockach, Germany. I would also like to acknowledge the contributions Dev Sir Basnyet of Nepal; the staff of PCIS, UNICEF, Bangladesh and Sandra Haji Ahmed and staff of the Training and Staff Development Section, UNICEF, New York; as well as many people who have been trained in VIPP philosophy and techniques in Bangladesh and other countries.

No one work can contain all the ideas required for planning and training in the multi-faceted activities involved in international development. This manual provides a starting point for further exploration. Descriptions and sources of other manuals and their possible applications are outlined in the appendices.

Nor is this the final say on the methods outlined herein. As experience with VIPP methodology in different cultural settings is accumulated, facilitators will no doubt have useful suggestions and exercises to be incorporated. Such reflection-action-reflection is basic to VIPP.

Neill McKee
Chief, PCIS
UNICEF,
Bangladesh

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HOW TO USE THIS MANUAL

This manual has been written for the trained facilitator. It is designed to reinforce concepts and techniques learned in training of facilitators and trainers in participatory group processes. It is the rare individual who could simply study the manual and apply it. A great deal of practice and experience is needed before most of us become accomplished facilitators.

If you are a trained facilitator and wish to use the methods and techniques outlined herein with a group of like-minded people who wish to experiment, you should have no problem. On the other hand, if you are going to use it with an external group who are not particularly familiar with participatory techniques, a good deal of discussion and planning is required. Above all, it is important for the professional facilitator to deeply understand the objectives of a group event. If you detect that top management has a particular agenda in mind and merely wants to transmit it to employees, or to manipulate their staff to a point of view for some unspoken reason, professional facilitators must explain that their job is not to manipulate, that VIPP methods involve true participation and that ulterior motives will become transparent in the process. It is better not to start a participatory process if those responsible are not prepared to accept a different outcome than they expect.

If the objectives are transparent but not clear or focussed, or are unrealistic, given the time available, the facilitator should insist that top management bring more staff into the planning process and spend at least three meetings agreeing on the needs and the parameters for the event, as well as orienting them on VIPP philosophy. If managers are going to be involved in the event, they should participate in such meetings until they are fully "on board" and therefore unlikely to derail the process once it begins.

One of the major factors for participation is the number of participants. As numbers go up group interaction becomes more complex and the participation of any one individual decreases. Adding more facilitators can help to overcome some of the problems. However, a large facilitation team also needs strong coordination and increases the time needed for planning. It is better to keep groups small, especially if you are not sure how they will take to new ways of working. Guidelines are given in the pages that follow.

Joint planning of group events by a team of facilitators with responsible authorities is the key to success. This manual should not be used in a piecemeal manner. The roots and philosophy outlined in the beginning should be fully absorbed through reading and experience. The basics of VIPP and example exercises should become second nature. With experience, or with the help of an experienced facilitator, these techniques can translate into a creative script through the planning process. Without such planning and reflection, creative intentions can turn into disasters and managers will return to top-down approaches with which they feel safe and secure.

A manual for facilitators and trainers involved in:

Planning for social mobilization

Planning and revising development projects

Putting research into action

Management planning and team building

Business meetings Information markets

Story line planning

Training workshops

Curricula development

Village-level development work

Conflict management and resolution

Search conferences

Part I

THE ROOTS AND PHILOSOPHY OF VIPP



**The evolution of VIPP and its
philosophical roots**

1 Introduction

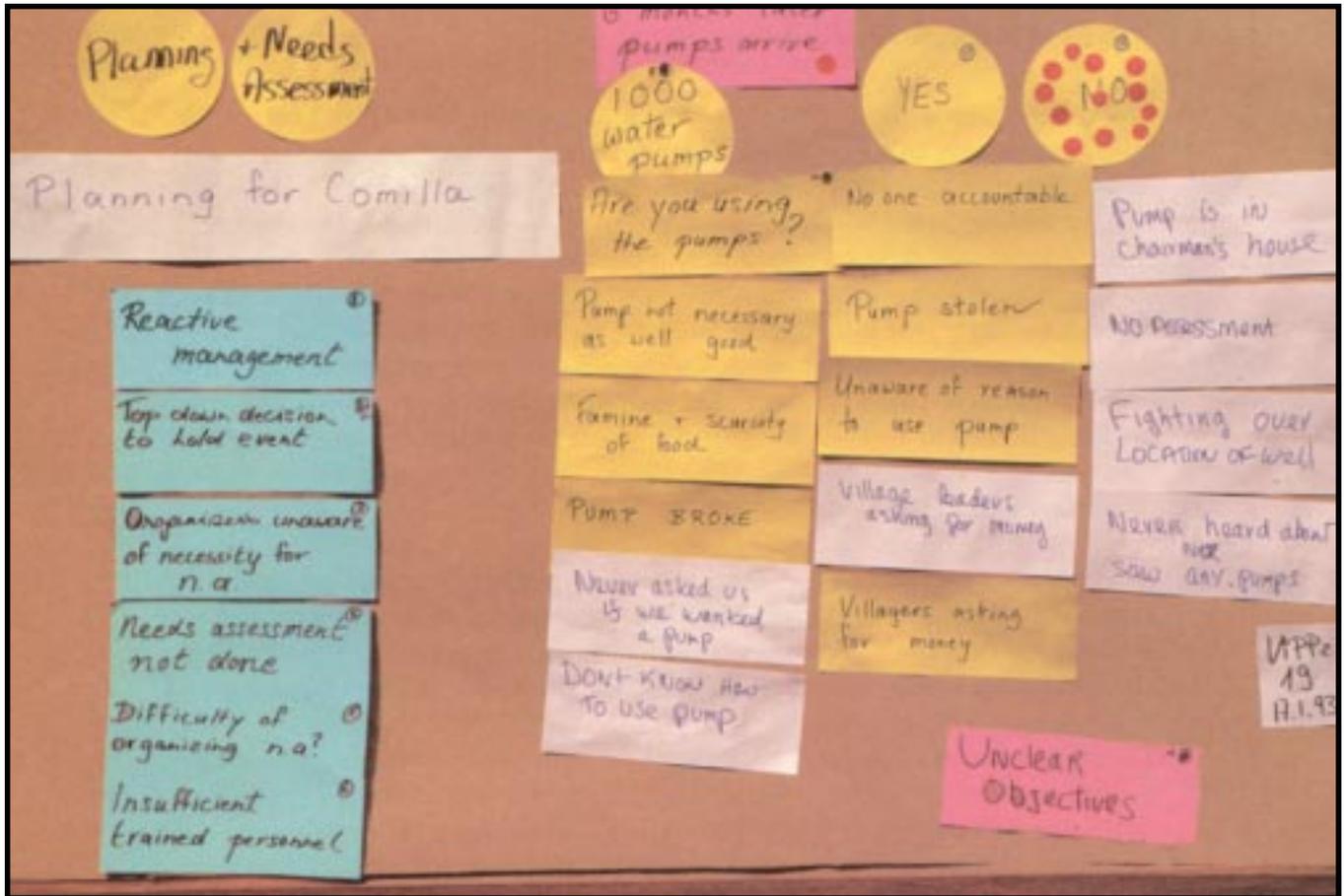
Conferences, workshops, seminars, training sessions and other group events are often formal affairs where participants are required to listen to a large number of speeches from a dais, set rigidly before rows of chairs or a boardroom-style table. Hierarchical relationships are strictly adhered to. Speakers come with fixed positions on various subject matter and attempt to pass on information in lectures, relying on their wit and charm to keep audiences receptive. Very often discussion sessions consist of another series of formal speeches with little or no feedback. Often the content is lost because participants become bored and begin to talk among themselves or day-dream when the speaker is not entertaining. The form of the event is given more importance than the content.

Everyone has experienced formal and superficial group events. Yet everyone also knows how difficult it is to come to an agreement and to achieve consensus on action to be taken in a democratic way, respecting all viewpoints while balancing the need for professional or expert input.

This manual is directed to everyone who wants to improve the traditional style of group events. It gives advice and ideas to organizers, outlining ways to make improvements. It offers ideas for supervisors on how they can involve their staff creatively and how employees can help change the practices of over-directive supervisors. It is especially designed for trainers who believe in the potential of creative human dynamics.

VIPP means "Visualization in Participatory Programmes", a people-centered approach to planning, training and other group events. Based on a philosophy of trusting in the capacities and creativity of human beings, it combines techniques of visualization with methods for interactive learning. VIPP methods democratize the interaction between people. Although many people may be familiar with participatory methods, this method is different. At the core of VIPP is the use of a large number of multi-coloured paper cards of different shapes and sizes on which the participants express their main ideas in large enough letters or diagrams to be seen by the whole group. Private note taking is not necessary as the clustered cards are photographed, scanned or photocopied for each participant as a collective memory.

By this method, everyone takes part in the process of arriving at a consensus. Less talkative participants find a means of expression and those who might normally dominate a group lose control and are forced to let others have their say. By visualizing the group's main proceedings, repetition and circularity in argument are reduced.



VIPP involves capturing all participants' ideas on moveable cards of different colours and shapes, thereby visualizing and focussing deliberations.

This manual is derived from 20 years of experience in adult education. The contents are a combination of the philosophy and methods of the popular education movement of Latin America, the approach of *Participatory Action Research* in its application to adult education and different visualization techniques, like those of *Metaplan* from Germany. The particularity of VIPP lies in this creative combination of different approaches, all of which emphasize the importance of people's involvement in formulating development policy and in training development workers.

Structure of the manual

This manual is divided into five major parts. We begin with the history and philosophy of VIPP, as VIPP stands for much more than the use of recipes or techniques. Secondly, we deal with the appropriateness of VIPP for different kinds of events and participants. The VIPP-process requires good facilitators who are able to engage in teamwork with other facilitators and feel empathy for the participants. Therefore, the qualities of a good facilitator are described. This part also includes the planning process for events.

The third part includes different VIPP techniques and processes in detail. It also includes evaluation and feedback methods and some checklists and matrixes which will help in remembering detail in the preparation and evaluation of any session.

The conclusion is a critical reflection on the potential uses and limitations of VIPP. VIPP methods are not the solution to every kind of situation. However, they have great potential value in democratizing the attitude of any group of people who wish to achieve a common goal.

Finally, the manual concludes with examples of application, case studies, useful forms and a set of references for further reading, including other manuals.

This manual is a collection of experiences and reflections which may help the interested reader find ideas for the planning of forthcoming group events. It is not a final and complete manual since it is expected that facilitators will take the principle methods and adapt them to their own experience, needs and circumstances, improving techniques by doing.

The appropriate use of VIPP will always depend on the situation and actors involved and it does not automatically lead to success. It is a dynamic process, whereby we, as facilitators, progress with a repertoire of methods according to our own experiences, opportunities and learning processes. The pages which follow should be used, therefore, as a base of ideas for your own experimentation.

This manual will serve as a resource for remembering fundamental rules and their philosophical basis. But do not see it as a fixed and dogmatic set of procedures. That would contradict the very philosophy of VIPP!

2 The Roots of VIPP

VIPP is a creative combination of different approaches to planning, training and other group events derived from two main lines of thought. One comes from Latin America while the other results from experiences in Germany. In the 1960s, Paulo Freire articulated the need to believe in the creativity of the poor and oppressed. In Brazil and Chile, he established an approach aimed at raising the consciousness of the powerless to become organized in order to articulate their needs and defend their rights. A long list of progressive professionals working in small NGOs in many Latin American countries have followed his example, applying a set of group exercises in urban and rural settings for conscientization. This way of emancipated learning is based on the principle of *Action-Reflection-Action*. Each process is used to build up the concept of the right for people to defend themselves against manipulation and oppression. During the last 25 years, different manuals and journals for adult educators and trainers have been published on the "Freirian approach".

Another school of thought is based on the *Participatory Action Research (PAR)* of Orlando Fals Borda in Colombia. PAR did not originate in Latin America. It began with the research methods of Kurt Lewin, a German immigrant to the United States. His theory is based on the principle of experiential learning through thinking, feeling and acting. Fals Borda adds to the Freirian *conscientization* process, the political organization process of local people, valuing their knowledge and wisdom. His approach includes the recovery of the local history and a process of collective research.

Both Latin American schools have had influence on other regions. *PAR* has had resonance in Europe and Asia as it gives a new perspective to social research, while popular education methods are used in many organizations to improve group processes, stimulating the interaction between people in problem solving.

The Search Conference tradition for large-scale system change begun by Eric Trist and Fred Emery at the Tavistock Institute of Human Relations in London, England is a related development.

Another root of VIPP is the visualization approach of *Metaplan*. It is the result of the consulting activity of the "Quickborn Team" in Germany. Eberhard Schnelle and his colleagues designed training in which decision makers and those affected by their decisions visualize their problems, needs and solutions together, resulting in common action. Although the methods had earlier roots, they became popular at a time when German society was rocked by student protest movements and a general demand for more participation in decision making processes.

In Germany, the first "Manual for Moderation Training" appeared in 1973. It was the result of creative processes combining different approaches: techniques of participatory planning and visualization, group dynamics and communication techniques, social psychology and sociology based on a profound humanism. Since then such moderation methods have been promoted by different scholars and trainers who work as consultants for German private industries and public administration. There are different nuances, but the central characteristic of the method is the role of a moderator or facilitator who helps groups give birth to collective ideas which are visualized on cards and paper of different sizes, shapes and colours and placed on pin boards throughout the group process.

Colleagues of Schnelle built up "ComTeam" and published in German in 1980, the first ample handbook on their methods (*Moderation Methode*) in which most visualization techniques and related group processes were documented in a demonstrative way, allowing other facilitators to repeat the same exercises.

At a planning retreat for a breastfeeding campaign, a working group presents its findings to plenary. All members of the group take part in the presentation.



None of these German experiences were related to overseas development work until the latter part of the 1970s when a group of trainers at the German Foundation for International Development (DSE), headed by Carl Kohlbach, introduced *Metaplan* visualization techniques in agricultural extension training for German Technical Cooperation (GTZ). Since then this participatory approach has become a central part of DSE training courses. A group of trainers of the Institute for Agricultural Extension at the University of Hohenheim, Germany, together with Kohlbach and Gabi Ullrich entered into a creative process of elaboration, application and evolution of training techniques. Courses for trainers were offered in English, French and Spanish entitled "Participatory Methods for Group Events". Several small manuals were published as a result of these training courses.

In 1991, Neill McKee, having learned the techniques at DSE from roots of Hermann Tillmann and Maruja Salas, then from the University of Hohenheim, introduced them into the planning processes for social mobilization and communication in UNICEF-supported programmes in Bangladesh. Dev Basnyet from Nepal was also brought in to help foster participatory techniques, especially in planning. The techniques were adapted to local culture and were found to be very effective in breaking down hierarchical relationships and engendering creative group processes. The method became known as "Visualization in Participatory Planning" or simply "VIPP". However, gradually the methods found their way into regular meetings, training and other events at various levels and the meaning of the acronym was changed to "Visualization in Participatory Programmes".

VIPP synthesizes the approach of DSE, the visualization techniques of *Metaplan* and the *conscientization* and empowerment approach of Freire and Fals Borda. VIPP is applicable to any situation where a group of people want to work together to analyze and plan development activities or to initiate interactive learning experiences. Two aspects are stressed: the humanistic and democratic philosophy underlying VIPP and the central role of the facilitator who enables the generation of knowledge and dialogue between people without manipulating them.

Around 1980, the *Metaplan* visualization technique was also adapted to another German planning method called "Goal Oriented Project Planning" (GOPP or ZOPP in German), a technique applied widely by GTZ and other European aid agencies. This method allows groups to formulate problems and objectives through a logical framework approach, originally borrowed from military planning and first taken up by USAID for project planning in the late 1960s. Its characteristics and analytical approach is very much appreciated by professionals working within well-defined development projects with specific resources. Everybody involved can intervene and contribute ideas and aspects to the planning process. But the requirement of following a strict logical framework makes ZOPP less adaptable to different situations, such as planning with a broad alliance of partners, and may hinder an integral understanding of the complexity of local situations, especially with regard structural and political dimensions. Nowadays visualization techniques have been very often identified with ZOPP in development activities as GTZ has used it as a requirement for receiving development assistance around the world.

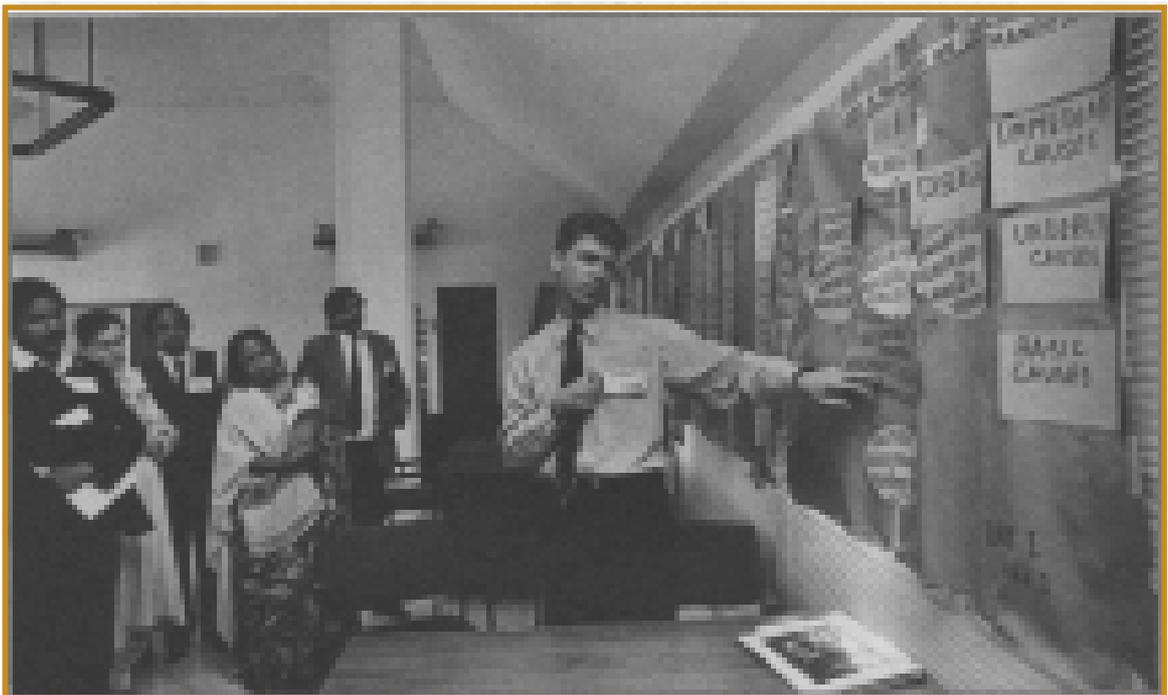
But ZOPP is not VIPP. VIPP is a package of techniques with a philosophical base derived from creative processes of dialogue at the grassroots level. VIPP allows people to express themselves and to raise questions about hierarchical decision making in a creative and efficient way, and if applied widely and properly it has the potential of empowering people at many levels of the development process.

3 The Philosophy of VIPP

VIPP is based on different concepts which enable us to appreciate and work in a context of intercultural and interpersonal interaction in development. It may be applied to any discipline or sector in any situation where a development worker, planner or trainer is working with groups of people. Some concepts refer to general aspects of development, cognition or human interaction; others relate more to specific aspects of planning and training. Altogether these concepts are consistent with a humanistic philosophy which recognizes and respects the values and rights of each individual, group or culture as a starting point for any kind of human interaction.

VIPP and facilitation

Facilitation is a key concept in VIPP. During any kind of group event - planning, discussion, training, evaluation, etc.- VIPP is used to generate knowledge from the participants and to facilitate the interaction between all actors involved, leading to creativity in joint reflection. Implicit in facilitation is the belief that each individual possesses experiences and knowledge, which can be released in group processes to contribute to collective knowledge that is useful to development action.



At a nutrition programme planning retreat, a facilitator reviews the outcome of the problem analysis workshop held a month before. The cards from that workshop were glued to paper and stored for future use. They remain visible throughout the action planning exercise.

Communicating personal perceptions

Reality is the product of the subjective perception of human beings. Each human being, depending on age, education and cultural heritage, has an individual form of perception of reality. Perception involves a way of selecting details out of the surrounding social and physical reality, interpreting those details in accordance with one's own experience and values. Personal perception is formed through socialization and education when values, preferences and norms have been internalized. People form their needs, hopes and aspirations according to those perceptions. This subjective reality will always orient personal action and the interaction with other human beings and with nature.

However, perception is never static. During any group process, if dialogue and mutual understanding take place, perception of reality will change. During a creative group process the perception of every participant may be exchanged and communicated. New insights will be acquired.



VIPP uses this dynamic of group interaction, based on individual perceptions, to create a synergetic process in the generation of ideas and knowledge. As these subjective perceptions are communicated to other people, they are modified, accepted and become part of the collective knowledge and perception of the group. Development usually results from the collective decisions of people, when they take ownership of ideas and are motivated to both individual and collective action. VIPP facilitates this process.

Lifestyles and cultures

Development has traditionally been understood as a linear process of evolution from a primitive stage of humanity to modern forms of civilization, with western society put forward as the model to be attained. This "modernization paradigm" is a reductionistic view which neglects the diversity of possible cultural understandings of development. Each society has created its own language and culture which reflect its values, traditions and vision of "utopia". A basic assumption of VIPP is that development comes about through the strengthening of cultural identity.

In application, this reflection leads to several consequences. First of all, VIPP has to be adapted to different cultures. We do not prescribe universal techniques. In addition, the facilitator assists in the cultural expression of perceptions and ideas. Instead of imposing rigid ideas for development, she motivates the oral and graphic expression of different development models, based on the lifestyle and culture of the group. If the members of the group come from different cultures, the facilitator has the chance to bring about an intercultural dialogue, communicating and learning different perceptions and solutions from one another and arriving at a creative consensus in action plans.



Ideally, any planning process should begin from the values and perceptions of people at the grassroots level as they will guide forthcoming actions and orient the direction of development. Although this is not always possible with nationally-planned programmes derived from global goals, VIPP processes can translate such programmes into local realities and assist in the devolution of the planning process in countries where such devolution is contrary to traditions and systems in place.

Development and empowerment

Accepting that development involves cultural and social processes, it is obvious that it cannot be initiated and attained through the application of a linear model. Local communities must have the chance to develop within their own logic and rationale, reinforcing their own cultural identity. VIPP is designed to establish a process of democratization which empowers communities and groups at different levels, facilitating dialogue and interaction and leading to local decisions on development actions.

Of course this process is not neutral. The VIPP facilitator clearly takes the position in favour of the right of local decision making. Processes in local groups are not always very democratic as certain persons or subgroups may benefit more from decisions. VIPP introduces a set of techniques which allows more democratic understanding and decision making at any level. Therefore, traditional, hierarchical bureaucracies may, at first, reject the VIPP approach as it takes power away from particular individuals and democratizes analysis and decisions on actions. Enlightened bureaucrats and managers will realize that by empowering and motivating people to achieve a common vision, development is much more possible.

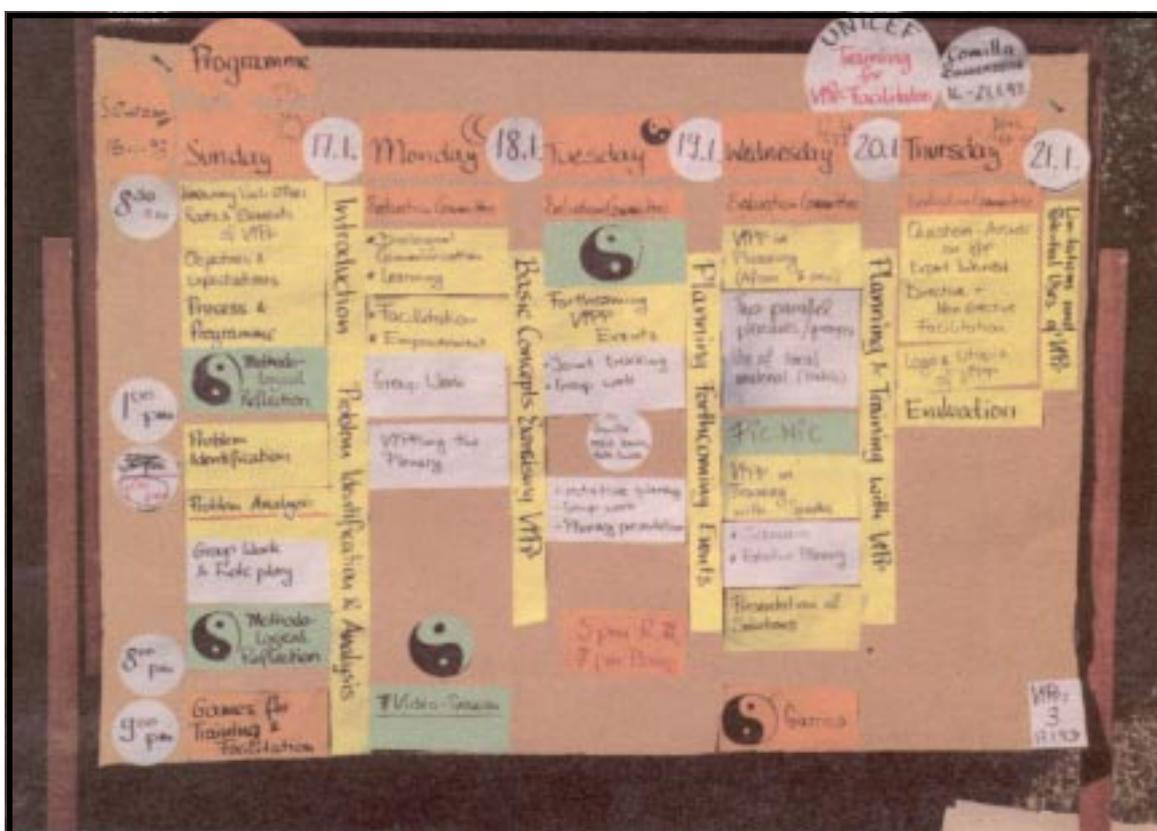
VIPP stresses the importance of empowerment of local alliances, communities and groups. The facilitator must not only be conscious about this concept, she also has to have a democratic attitude towards the group she is dealing with.

Horizontal communication and dialogue

The use of VIPP in conferences, seminars, meetings, planning and training sessions differs from the traditional teacher-pupil approach of conventional group processes because it is based on a model of horizontal communication. This model implies the existence of equal partners in group processes. Participants exchange perceptions, not necessarily accepting them but at least understanding them. This equality does not exclude the expression of individual knowledge and specific skills but avoids the overwhelming tendency of one or two "gurus" to dominate the proceedings. Understanding one another is the precondition for the development of dialogue between people. While instruction is a top-down process, based on monologue, in VIPP the learning and discussion process becomes dialogic so that sharing different perceptions and new ideas can evolve and lead to joint action.

Design of the VIPP process

The VIPP approach recognizes the realities of group dynamics and daily mood swings. Therefore, the planning and realization of any event using VIPP takes these factors into account. In any event, creative group dynamics are fundamental to the achievement of interactive learning or discussion processes. Of course, every group will develop its own dynamic. The VIPP facilitator will consider this from the beginning, helping each group to establish and evolve as a group, not allowing it to become chaotic or destructive. This is reflected in a plan for each event which involves an initial warm-up, getting to know one another, problem analysis, problem solving exercises, and on-going evaluation: a group process intertwining group action and reflection into a creation of collective knowledge.



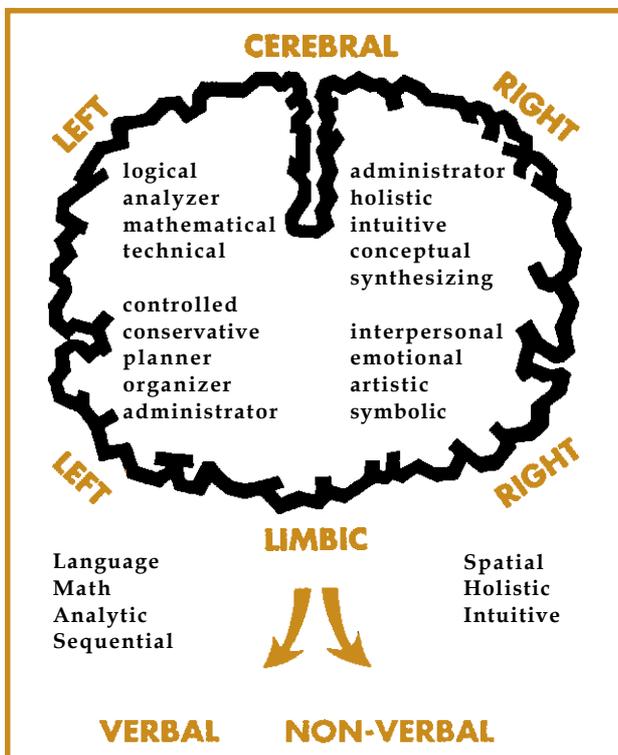
In VIPP processes, the programme is planned by a facilitation team through the use of moveable cards. Although a detailed plan is made, the events of the workshop remain open to discussion and alteration, depending on progress and feedback from participants.

Facilitators have to consider the context: the duration, topic, participants and setting of the event. They will influence the success and the achievements of any event by designing a plan which takes into account the group process and people's daily mood swings and attention rhythm.

The design of a course, seminar or planning session should be based on a consideration of the interrelationship between the purpose and content, the duration and the participants. Since all four factors vary from event to event, each event will take on a different design with different methods. This is taken up in more detail in the second part of this manual.

Cognition and learning

Human interactions are complex processes. Several aspects of human perceptions and feelings will influence the way we organize events in which people want to reach specific goals. There should be no mechanical design. There is a need for a radical change in our understanding of learning and deliberation processes.



For example, there is the discovery of the different functions of the right and the left brain of each person. Some people may activate their thinking more on the left brain whereas others may use their right side more (see diagram). The same is reflected in different approaches to learning, using our rational, logical and analytic capacities or using our intuition, emotions or our hands - - developing practical, creative skills. Action is the consequence of thinking and feeling. Facilitators have to consider these factors, trying to overcome purely logical treatments of problems and solutions, thus including emotions and intuition in order to deal with issues in a more holistic and creative way.

VIPP involves opening up new processes which involve both sides of the brain - the whole person. Likewise, reflection and action in development have two dimensions: the transfer of existing knowledge as well as the creation of new knowledge during the learning process. The latter dimension leads to the achievement of new capabilities and skills useful for future action.

Part II

THE USES OF VIPP



Various possibilities for the application of VIPP techniques and the role of facilitator in VIPP events.

4 Group events and VIPP

VIPP may be used in great variety of events, held for different purposes. The use of VIPP methodology and the design of an event will depend on the type of event, the duration, the participants and the expected result. Depending on these factors, the team of facilitators will select the most suitable techniques to reach the defined objectives. This section elaborates the specifics of different types of events, as listed below, and how VIPP can be used within them.

- **Planning for social mobilization**
- **Planning and revising development projects**
- **Putting research into action**
- **Management planning and team building**
- **Business meetings**
- **Information markets**
- **Storyline planning**
- **Training workshops**
- **Curricula development**
- **Village - level development work**
- **Conflict management and resolution**
- **Search conferences**

It also describes the use of VIPP with different types of participants and the basic rules of facilitation.

Planning for social mobilization

Great success has been achieved around the world in the WHO/ UNICEF-supported "Expanded Programme on Immunization". One of the key elements responsible for this success has been the concept of "social mobilization", the process of bringing together all feasible and practical inter-sectoral social allies to raise people's awareness of and demand for a particular development programme, to assist in the delivery of resources and services and to strengthen community participation for sustainability and self reliance. Social mobilization takes vertical programmes, often "owned" by particular departments of government, and makes them more horizontal. This is achieved by involving a broad alliance in the planning process at the national level and by attempting to continually decentralize or devolve the planning process. Through devolution, even to the grassroots level where possible, greater ownership and sustainability will be achieved.

VIPP planning methods can be creatively employed in social mobilization by bringing together participants from different organizations: government, NGOs, donor organizations, media members, the private sector, service clubs, social and religious groups. At national, district and local levels, people from such organizations can become involved and may come to "own" development programmes through VIPP processes.



Top-level government officials map out a nutrition plan with NGOs members.

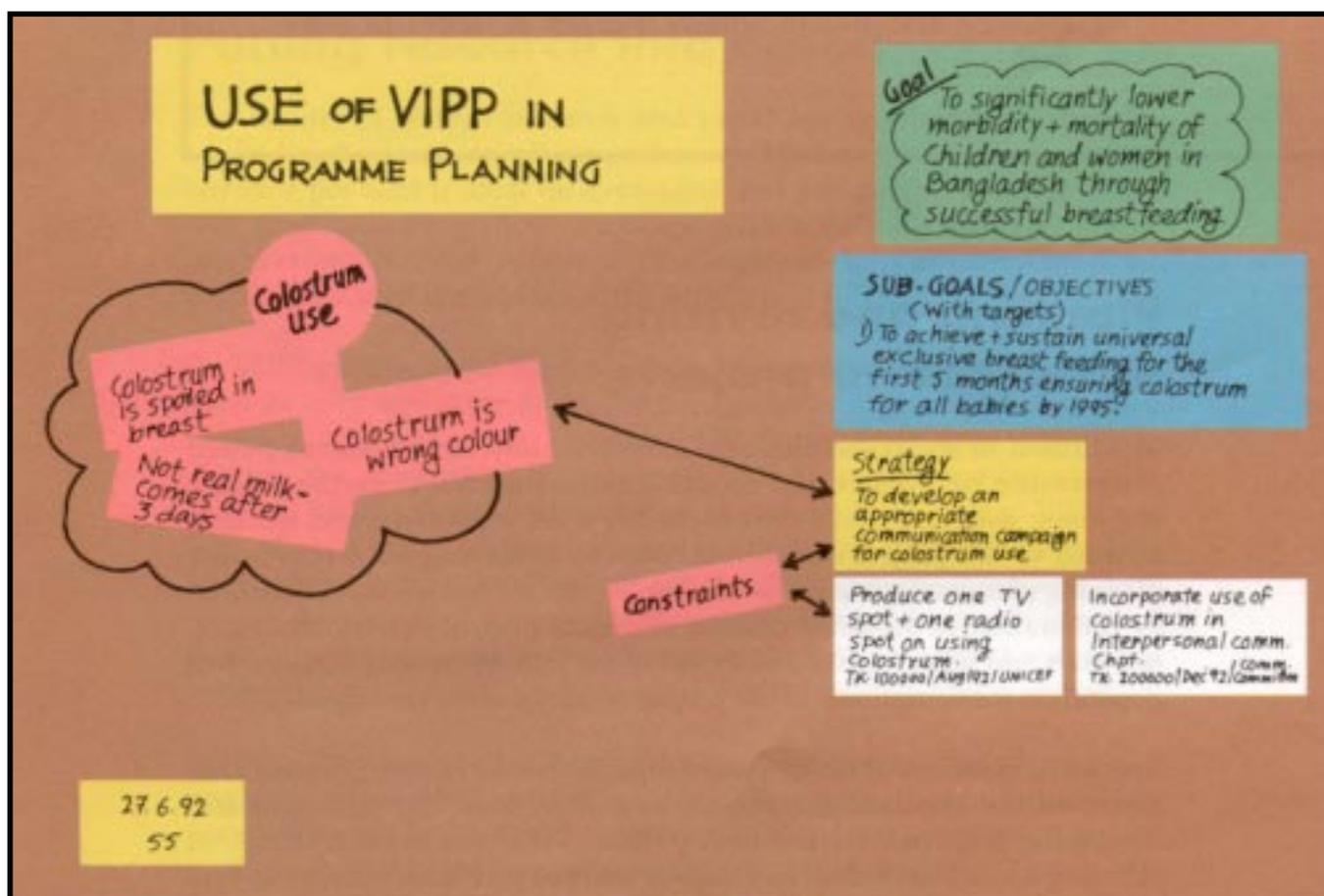
VIPP is particularly suited to this kind of process since it is flexible and adaptable. It does not rely on a strict logical process but begins where participants are at. Generally, however, such planning processes involve problem analysis, goal and objective setting, including target setting, and the formulation of strategies and activities to match problem clusters. Problems may be analyzed and classified according to their causes: basic causes, such as religious and social conflicts and the overall economic development level; underlying causes such as inefficient agriculture, health and social welfare delivery systems; and immediate causes such as incidence of diseases and malnutrition levels.

Following problem analysis, there is no magic formula for achieving consensus on the next step. The steps may be carried out in any order. Responsibilities, partnerships, time frames and monetary resources can

also be assigned during such planning sessions if time will allow. Through partnership analysis the group may analyze the capacity and commitment of various allies to actually carry out activities. The group may also identify societal groups who are an impediment to the realization of otherwise common goals and objectives and identify strategies for bringing them "on-board" or to neutralize them.

Since planning and revision of plans for social mobilization is often carried out with relatively large groups of people, it is useful to develop and stick to a colour code to reduce confusion in group processes. In Bangladesh, where VIPP has been used widely for social mobilization planning, pink cards have been commonly used for problem analysis, green for goal setting, blue for objectives or sub-goals, yellow for strategies, and white for activities and other details. Of course, there is no requirement to follow this colour code as long as a consistent colour code is followed within a particular planning process.

Some examples of applications of VIPP in planning for social mobilization are given in the appendices (pages 142-146).



The use of standard colours for problem analysis, goal and sub-goal setting, and for mapping out strategies and activities, helps to order and streamline group deliberations.

SOME DEFINITIONS FOR THE USE OF VIPP IN PLANNING

Problem	A physical, psychological, sociological or socio-economic condition or factor which inhibits human development.
Goal	An overall mission statement for an organization, programme or alliance, usually including macro-level targets and a time frame for intended achievements.
Sub-goal	An objective which will contribute to the achievement of the overall goal in a specific area of endeavour, usually including specific targets and a time frame.
Strategy	A statement of direction or policy, indicating a choice amongst various options/means, which focusses human and financial resources for the achievement of specific objectives or sub-goals.
Activity	A specific, delineated action which is part of an overall strategy, designed to achieve a given objective or sub-goal.

Planning and revising development projects

In addition to social mobilization initiatives, any kind of development programme or project can be designed using VIPP methodology, beginning with analysis at the beneficiary level, if possible, and working upward to the project directorate, thereby involving all actors in the planning process. Problem analysis can be carried out in-depth, followed by elaboration, in the detail desired, of overall goal, objectives, strategies, activities and other inputs. The extent of the initial planning sessions will depend on the complexity of the project or programme envisaged.

Regularly, members of development organizations evaluate progress and, based on the evaluation, elaborate new objectives and strategies and determine activities for the next period. VIPP has the advantage of allowing a quick collection and classification of problems in order to find solutions which every member of an organization decides upon and hopefully will carry forward. When the participants know each other well, it is not necessary to have an initial phase of personal exchange to build up a group. Nevertheless, even if the participants

know each other, in the beginning the facilitator should include a phase of warm up. Group Depending on the size of the tasks, the type of organization and the events regularity of planning sessions, the duration of such events last from one to 10 days.

The main question to be clarified beforehand is the need for an external facilitator or the use of an organizational member as a facilitator. The decision depends on the amount of conflict that has accumulated in the group during the preceding period. If there is a lot of conflict it may not be possible to have one of the members act as facilitator. If there are different hierarchical structures involved, the facilitator should be independent from these structures, as she can unduly influence the process and results. A good external facilitator will allow the group to work freely and creatively, efficiently using its time to address the issues. But if the group is quite harmonious, the role of facilitator can be rotated so that every team member who is interested also gets more practice in facilitation.

Putting research into action

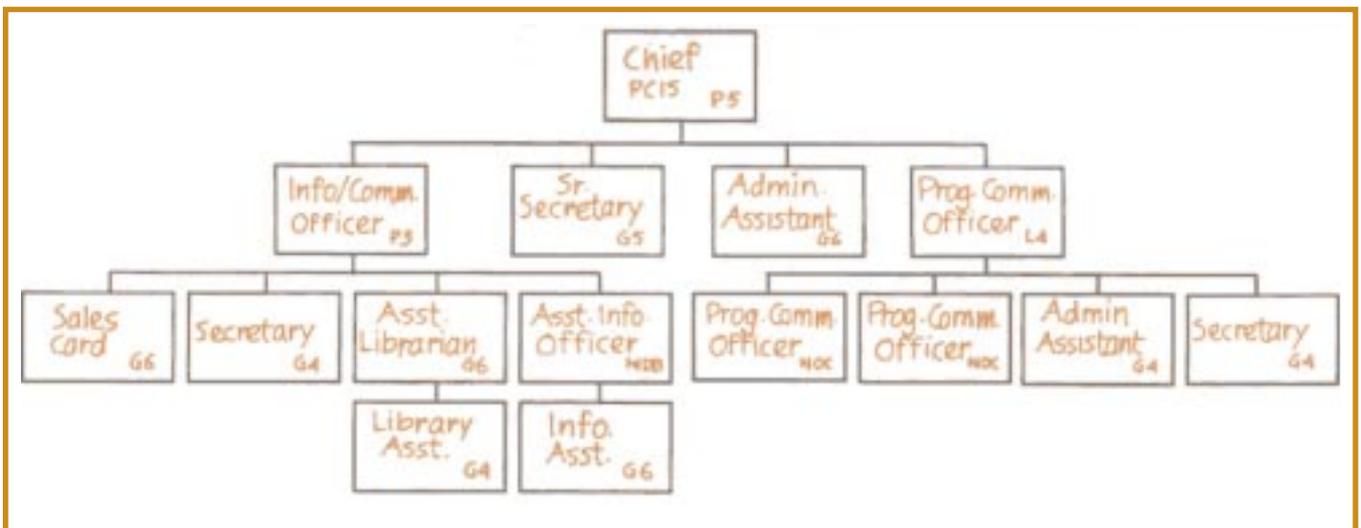
The results of formal research and rapid appraisal may be directly applied to the planning processes through VIPP methods. The feature of one idea per card is ideal for expressing and grouping research findings and then matching those findings with solutions through group interaction. Formal research findings can be supplemented by participants' own knowledge of the situation.

Or VIPP itself may be used as an instrument of action research. The analysis may rely entirely on the perception of a given situation by a specific group of people. Through VIPP, the research team will try to identify the perceptions of people affected by a development issue in order to jointly design interventions or development policy. VIPP not only allows a better understanding of reality, it also constitutes a method of establishing joint development actions. If development workers only rely on the results of a study by specialists without the involvement of those affected, the design and implementation of the project will likely remain divorced from the action capacity of the intended beneficiaries.

In such a situation, the VIPP facilitator becomes a researcher, planner and implementer of development activities. Therefore, it is useful to have people who can facilitate VIPP processes in each team or project. It would be difficult to rely entirely on external support in this case. That is, the implementation team must understand the conditions of research and the method involved in analysis. With VIPP, each team achieves more knowledge and a dialogic relationship with local people which enables them to establish joint development actions.

Management planning and team building

The structure of almost all organizations should be periodically reviewed to determine whether the reporting relationships and existing posts are properly deployed for effective operation and team spirit. This is often a traumatic period from the employees' perspective because of the possibility of losing a position, being downgraded or moving to a different reporting relationships which may mean less power and resources. There are always winners and losers in such processes and it is often difficult for a large number of employees to "buy into" the new scenario, especially if it is handed to them as a "fait accompli".



Through the use VIPP, employees can take part in restructuring their department's reporting relationships or in revitalizing communication within and between units.

The whole process of making decisions on how personnel and budgetary resources should be allocated can be more transparent and democratic. Misunderstandings and recriminations, which often poison and paralyze work situations after reorganization takes place, can be minimized through the use of VIPP methods. The one idea per card concept is ideal for constructing new organograms in group sessions. If employees are involved in the reorganization themselves, working through the issues with their managers, they are much more likely to understand the basis for changes and prosper with the change. Those who go through the process but opt not to buy into it are more likely to leave with respect for the decisions taken.

Traditional managers are afraid to open up such a process which may alter the design they have in mind. They want to control the whole process and dictate the organization's new structure. Very often they are afraid to trust a group process because of the possibility that the

process will be taken over by vested interested which are not necessarily working with management's vision of the organization's future. However, if properly handled by an outside, skilled facilitator, VIPP methods prevent such a "takeover" and ensure that the end result of the process is a positive outcome for the future of the organization, with maximum ownership and team spirit by the employees.

The one situation where it may be difficult to employ VIPP is when significant staff cuts are necessary. If certain departments or positions are to be declared redundant because of factors outside of the control of management, it may be better to make the cuts and to go through a VIPP process with the remaining employees, unless significant attrition is envisaged.

Even when organizational restructuring is not planned, VIPP techniques can be used to revitalize an organization, strengthening and opening up lines of communication amongst employees and between employees and management. Such team building is essential for achieving goals. After icebreaking exercises, most often the process will involve a problem analysis of the impediments to progress. In such processes it is important to derive an overall goal or mission statement for the organization, department, or group and to make sure it is not completely contradictory to the existing structures it must work in. Mission statements, even if tentative, help to focus group discussion. They can be revised as the process continues. The process may lead to discussion of overall objectives or the role of the organization or group. It may deal with operational parameters or specific activities the group can do to build a team approach into day-to-day activities.

Teamwork cannot be achieved in a day, especially if there are difficult personalities and multiple perceptions of reality to deal with. Therefore, it is quite likely that more than one planning retreat will be required to turn an organization around. There are many benefits to doing it in stages, allowing the group to absorb the ideas and experience changes that may occur between sessions.

Business meetings

Although it is not necessary to use VIPP in well-chaired business meeting which have a focussed agenda and strict time frame, we all have the experience of the opposite -- boring meetings where the chairperson wastes valuable time by not chairing properly. Long speeches by dominant people, including the chairperson, repetition, circularity, side-tracking and sidex line discussions -- these are all time wasters which can be overcome by using VIPP. The agenda of each meeting can be very quickly visualized and prioritized, using a quick card collection to gather all issues that participants feel are important to discuss. Issues of less priority are visually captured for the next meeting or for other action.

Discussion and decisions can also be visualized in a simplified way, keeping everyone focussed on one issue at a time. Joint decisions usually have more chance of being realized than orders from the top, as long as responsibilities are clear. (See "Winning Group Results" in bibliography, for full details and case studies.) VIPP is, therefore, not only a method to save time but also a democratizing force in institutional work if it is applied in a democratic way, but not in a manipulative and imposing way.

Information markets

Modified VIPP methods can be used in conferences or "information markets" which involve large numbers of people. People who gathering for conferences usually meet each other occasionally. The purpose of using VIPP is to facilitate a better dialogue and understanding of the conference contents and to reduce the one-way communication of invited speakers. However, the greater the size of the group, the lesser the effectiveness of VIPP.

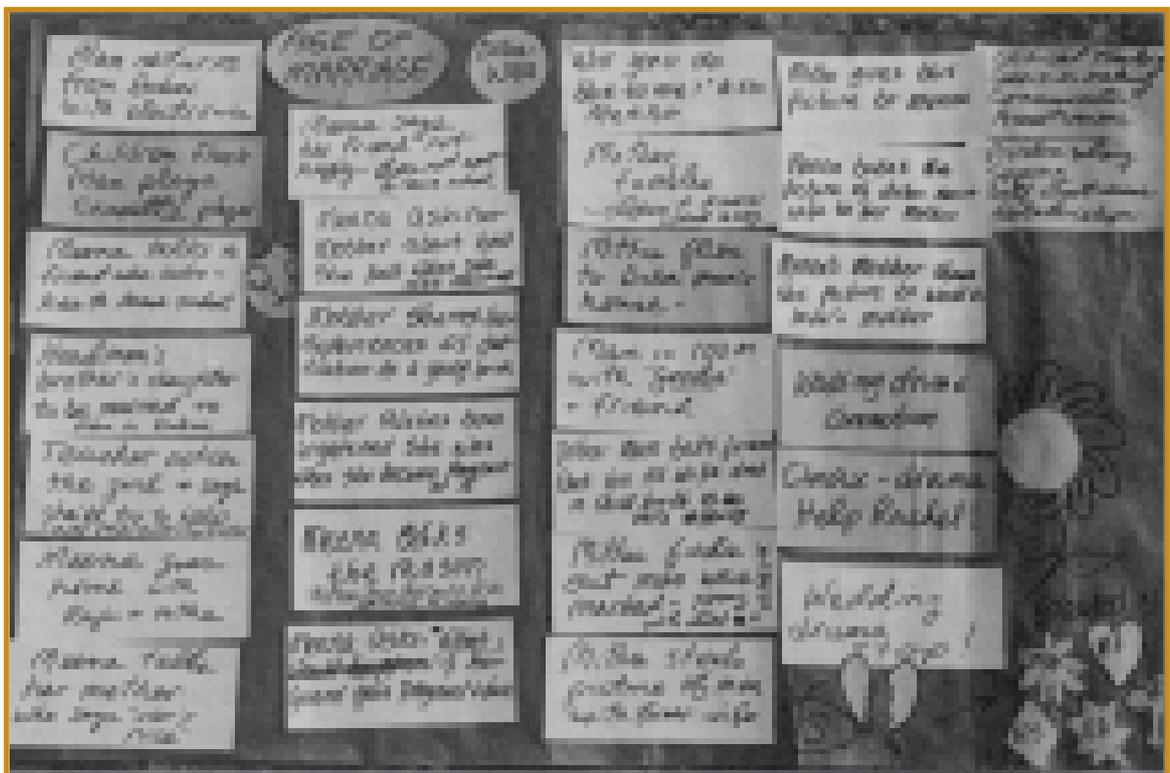
The use of VIPP in an "information market", where hundreds of people gain and exchange information, launch a campaign or new development initiative, is a challenge for facilitators. It requires an ambience of dialogue and space for small groups. VIPP is used here to allow immediate feedback between the organizers and the workers who are to



Large numbers of people can partake in VIPP events but detailed planning and a proportional number of trained facilitators are required.

implement the initiative. The participants are divided into smaller groups and are given information through presentations, displays, audiovisuals, etc. They are then divided into even smaller groups to deliberate and visualize on questions, such as their own possible activity and commitment in the area of concern, bringing such deliberations forward to the plenary on cards. In this way there is immediate feedback from the informational portion of the proceedings.

The use of VIPP in conferences or information markets depends on the availability of a large group of skilled facilitators who can assist in smaller group deliberations, clustering and labelling those deliberations for presentation to plenary.



The result of five participants' brainstorming on a script for an animated film on the development of female children in South Asia. Story development can benefit from creative interaction.

Storyline planning

One use of VIPP which is gaining in popularity is the participatory planning of storylines for both written and audiovisual work. These techniques can be used in media personnel training and in planning stories, storyboards and scripts in professional work. Although writing is often viewed as creative, individual endeavour, the bringing together of a number of people for the creation of a story can lead to excellent results. One person may spark another's imagination, vastly improving his or her

input. Development films and videos, which often are linear, wordy creations that bore audiences to death with their pre-cooked format and messages, can be turned into entertaining vehicles for education when more than one mind is applied to their creation through the use of VIPP cards and boards. Cards of different colours can be used to indicate changes of pace, music sequences, etc.

Many people complain about the state of development journalism and the depreciation of writing skills. Stories are poorly constructed with no introduction, body of arguments, and final conclusion. Often authors begin on one topic and end on another, meandering here and there in between. Through visualization with others, student writers can learn to order their ideas in a logical and forceful manner.

The VIPP rule of one idea per card is especially useful in planning writing assignments because of the ease with which ideas can be moved from one sequence to another, rewritten or discarded altogether.

It is often said that writing should not be left to a committee. On the other hand, in creative processes, two or more brains are usually better than one.



Training workshops

VIPP is a training methodology in which the traditional teacher-pupil relationship is turned into an interactive process. Such training sessions or workshops attempt to reach both the intellectual and emotional side of participants. New knowledge is not only transmitted, it is elaborated jointly by a group of participants under the guidance of a team of facilitators. This new knowledge results from synthesizing the experiences and knowledge of all participants. Instead of giving the trainees the answers to many questions, they work together in groups,

discussing questions from their own experience and bringing their visualized deliberations to the plenary where they are synthesized into an overall framework of knowledge.

Training sessions usually last between five days and five weeks, depending on the purpose, content, and time available. Participants should number between 10 and 25, while the number of facilitators or trainers should be determined by the number of participants. In training situations there should always be a team of two to five facilitators, as participants require more than one person to relate to during a workshop and facilitators require time for rest and reflection and preparation for new sessions of the workshop. Facilitation teams will establish their own group dynamics alongside that of the trainees and can also establish an evaluation method for each member and the team as a whole.

Training workshops may allow the use of all VIPP techniques and can bring out the creativity of every participant. In many cases participants do not know one another so the aim of the facilitators will be to build up a constructive, creative group in a short time. From the beginning the participants become involved in getting to know each other and in expressing their expectations so that the team can design the program in accordance with those expectations. The design of the workshop will follow a sequence of "action-reflection-action", leading to a collective process of experiential learning.

Parallel to this, the facilitators include evaluation techniques which permit constant feedback between participants and facilitators. In some situations trainees decide upon some of the content and processes of training workshops.

The main difficulty with using VIPP in training seems to be the rejection of the usual, experienced resource persons who comes to transmit wisdom to the trainees. In VIPP, training is based on the assumption that everybody is a resource person who can contribute to the learning process. However, subject matter specialists can be included. Instead of delivering a lecture or presentation in which the instructor explains and the pupils listen, in VIPP sessions the trainees may formulate their questions, requirements and interests for the expert, who then responds on the spot. The answers are captured on cards for further classification and use in training. In this way the involvement of experts does not contradict the interactive approach of VIPP.

The specific knowledge and experience of every participant is a central contribution to the VIPP learning process. The emphasis in VIPP is on learning, not on training. That means the trainee is in the centre, not the trainer.

On the following page there are a number of photo illustrations on the use of VIPP in training.



When VIPP methods are used in training the participants' existing knowledge is called into various frameworks. Participants are not treated as "empty vessels to be fitted."



Curricula development

Connected to training is the use of VIPP in planning and developing curricula. Usually, curricula development is the domain of experts who define, often in very rigid ways, what a whole cadre of teachers are to do with their time and how a whole generation of children will learn. Sometimes there is poor interaction and feedback between the experts and those who are interpreting and applying their expertise in the classroom.

VIPP allows such interaction and feedback to take place. Curricula development experts can input their expertise through expert interviews, expert panels and visualized presentations or lectures and can provide the framework and standards. However, the presence of teachers, administrators, psychologists and others in the planning workshop will enrich the input and assist in creating a more useful curriculum.

However, in many developing countries today, the task of achieving Education for All by the year 2000 has produced broader alliances. Governments have come to realize that non-formal systems can sometimes deliver literacy and numeracy programmes more efficiently to population sectors which are being missed. However, there is often conflict over what should be taught in what sequence, and how learning achievement should be measured. Once again, VIPP methods can be used to bring NGOs and government officials together, arriving at a consensus on these factors. This will help to avoid controversy and conflict between formal and non-formal systems.

Village-level development work

VIPP can be used for planning and implementing development activities at the grass roots. In such processes local technicians or promoters work with illiterate or marginalized people in suburban or rural areas. Facilitators, in such cases, will employ several techniques which rely on the cultural experience of the group, such as drawings or oral expressions. These may be visualized by the facilitators themselves in the first instance, until local people gain skill in this.

The principle of dialogue is the same: everybody is considered to be a resource person for analyzing problems and for contributing to solutions through development actions. This may be the key point of VIPP: everybody, rich or poor, is respected and can freely express his or her opinions and feelings. Realizing their different perspectives and positions, the facilitator helps to arrive at a consensus on forthcoming activities which is then shared by the whole group. With the poor, the facilitators must be very careful to find the correct language and discussion capacities to motivate a highly interactive process of planning. The time schedule for local people often is restricted by their production activities so that spare time for such events must be identified beforehand by the participants.

The main constraints in using VIPP at the grassroots level is the lack of literacy and ability of the technicians and promoters to dialogue with the poor. The first problem may be addressed by producing meaningful symbols or pictures to express ideas. In fact, in Latin America, this method has been used as a stepping stone to literacy. However, the second problem is more pervasive. Extension workers are usually educated to be superior to village people and it is difficult to admit that local people possess valid knowledge, as well as forms to communicate it. This is seldom learned at universities or colleges. Trained to give orders and instructions, promoters may find it very difficult to switch from the comfort of giving directives to more participatory processes. The use of VIPP at this level requires an excellent learning process to train able facilitators.

In the appendices there are a number of manuals listed for those who wish to use visualization techniques in depth at the community level.

Conflict management and resolution

A growing area of need is conflict resolution. Conflict may manifest itself in an organization, an association, a neighbourhood, a community, between ethnic groups or between countries. The break up of the Soviet Union and the end of the Cold War has unleashed fires that were smoldering between ethnic and linguistic groups. People are looking for fresh starts and new direction with their responsibilities and rights clearly spelled out. Just as in organizations where there is a perceived need for change, change is often threatening and leads to conflict and sometimes to violence.

VIPP has a creative potential in the resolution of conflicts. There are a number of professional groups involved in such processes but they employ more traditional meeting formats and sometimes visualize proceedings in long lists on flip charts which leads to difficulty in moving, clustering and reformulating the issues being negotiated. When possibilities are broken down to one idea per card, prioritizing and resolving conflict is made easier. The job does not seem so formidable. The use of VIPP boards for visualization, instead of the usual "face-off over the table" formation, involves a third dimension of reflection and reduces friction between people in discussion sessions. The parties in conflict attempt to create a solution together, even if the writing and handling of cards has to be done by facilitators in the first instance.

Of course, a will to resolve differences is necessary, even if the people in conflict want to lead separate lives in peace. It is unlikely that any conflict resolution process will be successful for any length of time if the competitors do not recognize each other's right to life and self-determination. If the objective is solely to gain ground, "playing all cards close to the chest", a participatory process will not succeed and should not be attempted.

SEARCH CONFERENCE STEPS

- 1 Future scan** - generating data and value perspectives on the trends, forces, events that are shaping the future environment.
- 2 Desirable and probable futures** - the product of future scan is taken as a starting point by small groups, formulating from it the most desirable future, and the most probable.
- 3 Prioritizing** - or alternatively, identifying the six to ten trends or changes the group considers will be most important and spelling out the influences that can be expected.
- 4 Internal scan** - in the case of organizational searches, the participants reflect on the changes, trends, etc. that are occurring inside and shaping its future.
- 5 Historical reconstruction** - a rewinding of the clock to see where communities or organizations have come from in order to determine what should be kept and what should be dropped.
- 6 Strengths and weaknesses** - an alternative to or an extension to the internal scan in order to take stock of the present situation in terms of "What are we good at ?" and "What are we poor at?"
- 7 Issues and priorities** - consolidation of the issues confronting the group and the placement of priorities.
- 8 Action planning** - small group selection of priority issues to develop action plans for reporting back to the final plenary as key recommendations of the conference.
- 9 Final plenary** - final reports on action plans, and consolidation of these. Discussion and implementation procedures.

Adapted from "The Nature and Types of Search Conferences" by Alistair Crombie, International Journal of Lifelong Education, Vol 4, No. 1.

5 The Participants

In VIPP, the participants are the main resource for advancing a process of planning or learning. Their needs and characteristics will determine the purpose, content, central theme, duration and overall design of an event. For example, if it appears that the participants will be a homogeneous group, facilitators may expect a smooth flowing process. The design of VIPP techniques must then be in accordance with the age, experience, language and education level of the participants. A higher education level does not necessarily mean more knowledge, as knowledge may depend more on life experience. But more highly educated people will be more familiar with words and graphics.



VIPP techniques are excellent for bringing together the varied perspectives of heterogeneous groups.

In heterogeneous groups, more attention is required to involve everyone productively. Heterogeneity should be seen as an advantage and opportunity to bring together a rich variety of experiences in planning or learning. The facilitator must be conscious about this advantage and try to identify individuals to act as resource persons for specific topics.

A more difficult challenge for any facilitator is dealing with very formal people who receive their authority out of status and knowledge, not out of their attitude and congenial relationships with others. Therefore, the

Search conferences*

VIPP techniques can be readily applied to another tradition which encompasses many of the above-mentioned events, that is the search conference. Search conferences are a method of participatory planning in modern day turbulent societies reeling from "future shock". Today we have become highly self-conscious about the future and even feel that the future can now be "invented" by us. The search conference is based on the belief that the kinds of threats and opportunities faced by organizations, communities and other groups in turbulent environments can no longer be dealt with by traditional planning methods such as the opinion of subject experts or by building powerful coalitions or cartels. Solutions require the creation of shared values. Search conferences are systematically structured and managed processes which can be carried out with homogeneous or heterogeneous organization, communities, or with multi-organizations which are interdependent on certain issues or endeavours. Or they can involve a search at the overall societal level such as a national economic summit.

In search conferences groups can search future possible environments for a desirable future for themselves and generate a strategy for achieving it. Desirable futures are weighted against past experiences and an assessment of present constraints and opportunities. The process involves a movement from the generation of information and ideas through techniques such as brainstorming, through synthesis and analysis, priority setting, towards action planning. (See details in box, page 32).

The basic framework of search conferences can be described diagrammatically, as below.



* Adapted from "The Nature and Types of Search Conferences" by Alistair Crombie, *International Journal of Lifelong Education*, Vol 4, No.1. (Also see Emery, Merrelyn in references.)

facilitator must explain from the beginning that the aim of VIPP is to act democratically, involving everyone in the generation of useful and applicable knowledge. Some professionals may never want to participate in a VIPP process since they claim to know what has to be done and how to do it. They may be afraid of losing their influence and control. However, the facilitator may be able to demonstrate the advantages of democratic procedures to these people and can devise ways of including them as resource persons in the whole process.

The size of each group also determines the choice of techniques. It also depends on the type of event and its content and objective, but for constructive group processes a minimum size is normally eight people, while an ideal size is between 15 and 20. If events have more than 40 participants, it is difficult to maintain a personal contact between facilitators and participants and the group should split into two separate plenaries with different facilitators. With large groups a card collection may last hours and becomes tedious, and the facilitator should opt for small, "buzz groups" (see pages 120 and 126) to collect questions or get feedback quickly.

To optimize the use of VIPP the facilitator will look for a group size which allows dialogue and interaction in plenary and in smaller group work. Methodological variations will keep the group motivated and involved in the process. However, with smaller groups there may be less interaction. Of course, anyone can use visualization as a working and planning technique by herself, but the essence of VIPP is the bringing together of different perceptions and opinions as a means to discover new ways of looking at problems and solutions. VIPP events should be prepared by a team of facilitators (two to five persons) in order to bring about more interaction and creativity in planning.

Another situation arises when people of one group know each other from their daily work situation. In this case, introductory exercises will cover only unknown aspects of the participants. These exercises then have a function of "icebreaking" and inducing of concentration on the issue at hand. Even if people know each other, they may not be ready for dialogue and interaction if there is not an initial warm-up or exercise which helps them focus on the event. However, if the participants do not know each other, the facilitator will apply methods of getting to know each other which help to quicken the building of group spirit. Everybody should feel comfortable and should learn to trust the facilitator's capacity to guide the process.

The size of a group will also determine the duration of an event. If the facilitator wants to achieve the same intensity of dialogue and interaction with a bigger group she must take into account that more time will be needed. While in a traditional seminar the duration depends on the length of each speech, in VIPP events the visualization and collection of ideas from each of the participants requires time. To achieve a productive group

process also requires time as the group has to "mature". A mature group will evolve after two or three days of intensive interaction, usually after passing through a short crisis where group spirit dips. Such crises are natural in participatory group processes and often the facilitator has to allow them to take their course, while privately counselling certain participants who are affecting group progress. Such crises can be used to evolve group spirit and build teamwork if the facilitator manages them well. VIPP events are exhausting for everybody is requested to intervene, to think, to reflect and to make decisions on further action.

The size of the group and type of participants give the criteria to the facilitators to select techniques and to design an interactive process which allows them to fulfill the objectives of the event within a predetermined time. It would be ideal if we had unlimited time, but as this is usually not possible, the facilitators will fix the duration based on previous experience and on the availability of the participants.



In VIPP events participants remain active contributors. Discussions are lively and focusses through visualization of ideas.

6 The Facilitator

VIPP depends on good facilitation. Facilitation is an art and a craft. It is a craft in that the facilitator must know and follow the rules, learn how to pose the right question at the right moment and write clearly. It is also an art which requires experience and intuition since the facilitator must create a drama which allows the group to give all of its potential to the process. The facilitator must be able to creatively get the group out of situations of conflict and to respond to the requirements of the group at any moment by adopting a new technique or by accepting an idea coming from the group. Hence the facilitator should be flexible and receptive, yet firm on the rules.

Although the facilitator should not act as a content expert on the subject of the event, her role in VIPP events is not entirely neutral. She will openly show her values regarding the humanistic philosophy of VIPP but will never impose a technical position on the participants. The facilitator guides a process which brings about an understanding of the difference in values and opinions and which allows everyone to accept or reject other opinions. It is this process which leads to consensus in which everybody, including the facilitator, has contributed.



Facilitation is both an art and a craft. The facilitator must use all senses simultaneously.

Role of the facilitator

The VIPP facilitator is in charge of the process of any event, usually in interaction and coordination with the organizers. She is responsible for the design of the event: the formulation of the daily programme, the selection of the techniques to achieve the goals and the steering of group processes. The facilitator is not a chairperson of the event, nor should she manipulate an outcome. She assumes a role of "methodological leader" who enables the group to bring out its experiences in dialogue, in generation of new knowledge, as well as in decisions for action.

The facilitator will carefully observe the process and the participants. If she senses that someone feels excluded from the process, it is her task to deal with this by individual discussion or by changing the group process.

Except for very small groups, there should be a team of facilitators because of the reasons given below.

FACILITATION IS A TEAM EFFORT

- **Facilitators have different personal characteristics which are perceived and accepted differently by participants.**
- **The design of the event will be more reflective and creative if a team is involved.**
- **Facilitation is very intensive and demanding. Therefore, it requires some rest and reflection through the process for optimum results.**
- **Each part of the programme has to be prepared the day before, so while one facilitator is guiding the group process, the other may sit down and reflect on the programme details for the next day.**
- **The facilitator needs feedback on performance and the reaction of participants that can be evaluated immediately, during breaks, or at the daily evaluation and planning meetings at the end of the day.**
- **Sometimes the facilitator requires new material or to collect cards from the participants, so one of the co-facilitators will act as assistant.**

The Facilitator

Conflicts within the team are solved by clarifying the different positions Facilitator and sometimes simulating the consequences of implementing the different opinions. It is not useful to hold an all-night discussion on the nuance of the next day's program. There are common rules for managing the methodology in an event. (These are addressed in Part III). But the individual character of each facilitator allows a whole range of possible uses of techniques.

A facilitator must feel secure with the sequence and programme design. Of course there is room for experimentation in VIPP, but the a facilitator who does not believe in a particular technique, or is not sure about it, should leave it to a colleague to carry out.

Although many of us have been trained to compete, cooperation is required for a team of facilitators: trust in each other; recognition of strengths and acceptance of weaknesses of others, a relationship with an attitude of reciprocal learning and helping. If this is the case, the design of an event will become very transparent to each member of the team, so that everyone can play their part. There must be a realization that the success of the event does not depend on individual performance but on the team's performance and on respecting the expectations and contributions of the participants.



Good facilitation involves excellent planning and teamwork.

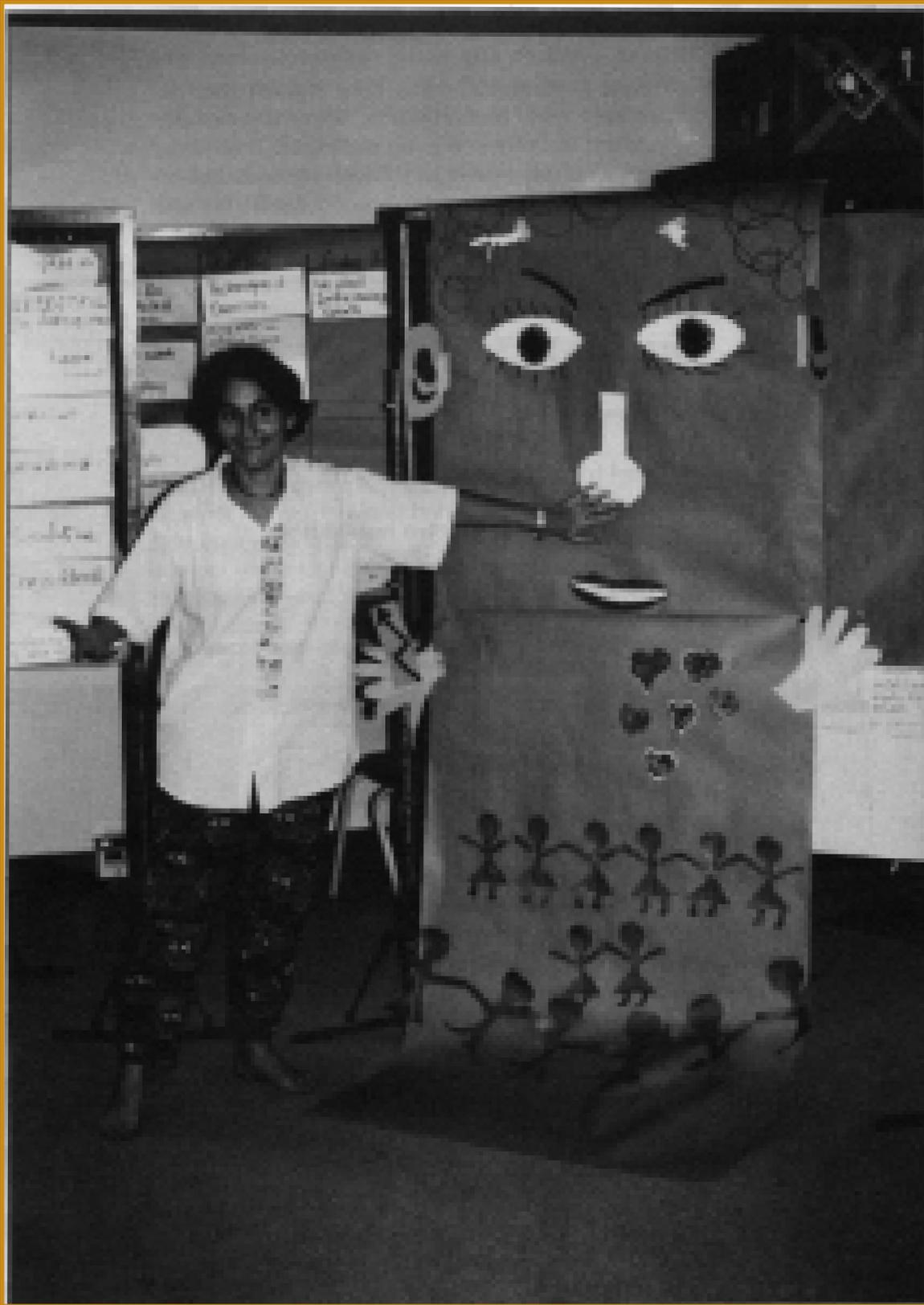
The qualities of a good facilitator

First of all, to become a good facilitator requires time and experience. Learning by doing is the best way. Nevertheless, there are certain qualities which enable someone to become a good facilitator. And there are also conditions which make it impossible or difficult for someone to be a good facilitator. The personal qualities for a good facilitator are outlined below.

QUALITIES OF A GOOD FACILITATOR

- Trust in other people and their capacities.
- Patience and good listening skills.
- Self-awareness and openness to learn new skills.
- Confidence without arrogance.
- Good life experience and a good grasp of common sense.
- Respect for the opinions of others, not imposing ideas.
- Practice in creative and innovative thinking.
- Ability to create an atmosphere of confidence among participants.
- Flexibility in changing methods and sequences, not always sticking to a preset sequence of techniques.
- Knowledge of group development including the ability to sense a group's mood and change methods or adjust the programme on the spot.
- A good sense for the arrangement of space and materials in order to create an attractive physical arrangement for the participants
- Skill in drawing and handwriting.

Some, of these qualities may be inherent or learned through socialization. Others can be improved through experience and concerted practice. For instance, handwriting and drawing ability can improve with techniques such as the proper holding of a marker or the use of simple devices to draw curves or squares.

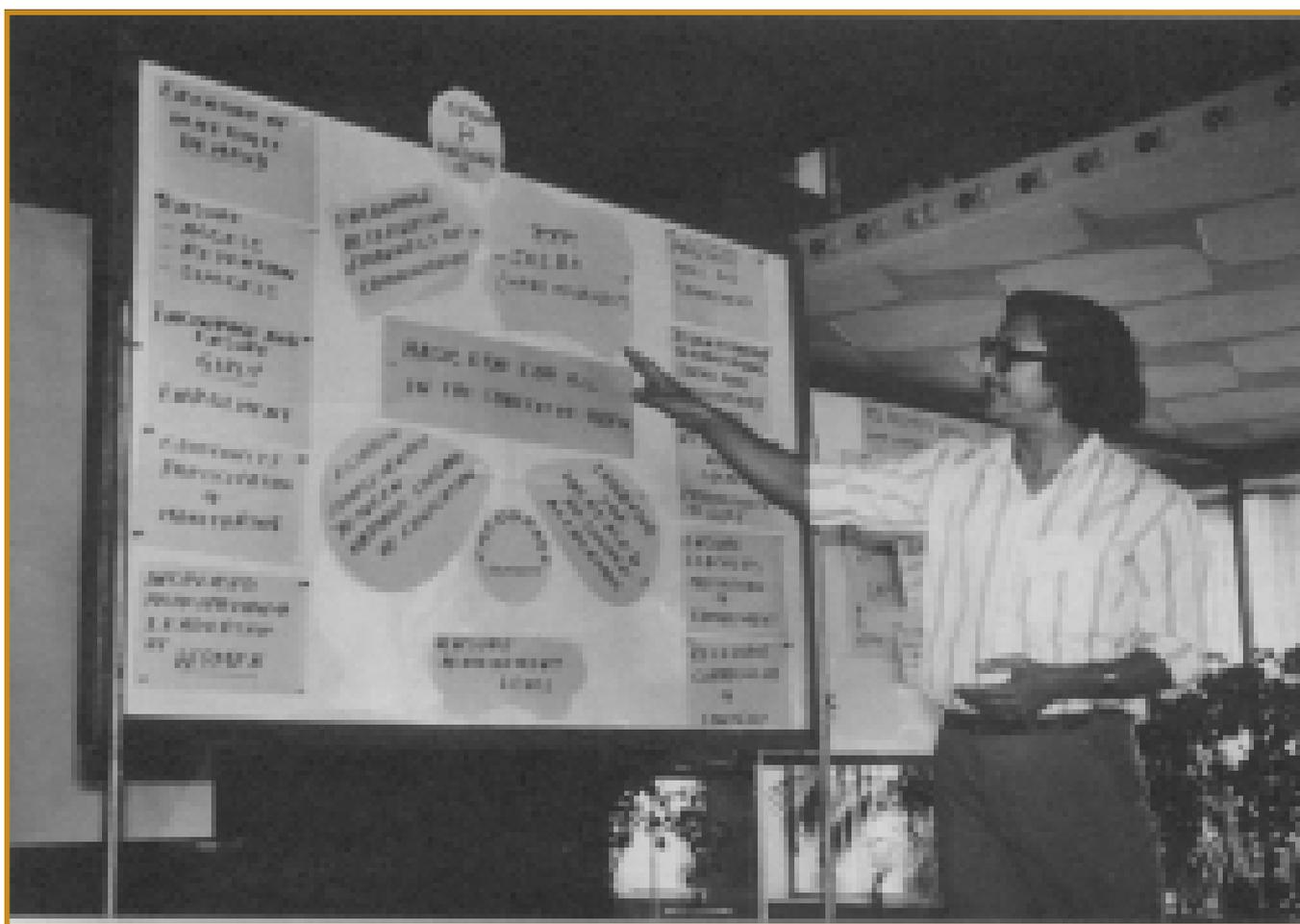


In a training of facilitators workshop, a trainee describes the qualities of a good facilitator constructed by her group. A facilitator must have at least six senses, maybe more.

Facilitation requires knowledge of group dynamics and how groups develop over time (see Porter in bibliography). The learning of facilitation is a process which combines various elements: self-critical reflection on one's own performance; a learning-by-doing attitude as well as listening carefully to other experiences and watching colleagues perform. And the most important instrument for learning is constructive critique from a colleague or supervisor. This may be aided by a video recording of performance which can graphically spell out certain actions or appearances which inhibit or improve the facilitation process. It is very difficult for us to consciously perceive our own behaviour. Accepting a supervisor's advice requires belief in our own personal capacity to change.

Good facilitation requires giving directions, mainly through stimulating questions to be answered by the participants. If the facilitator is too non-directive, participants will lose respect for you and anarchy may be the result. There is a fine balance to be maintained here.

Facilitation is not only a craft with determined skills and rules, it is an art. The design of a workshop or event is a creative act which depends on the imagination of the facilitators and their ability to stimulate participants.



The Facilitator

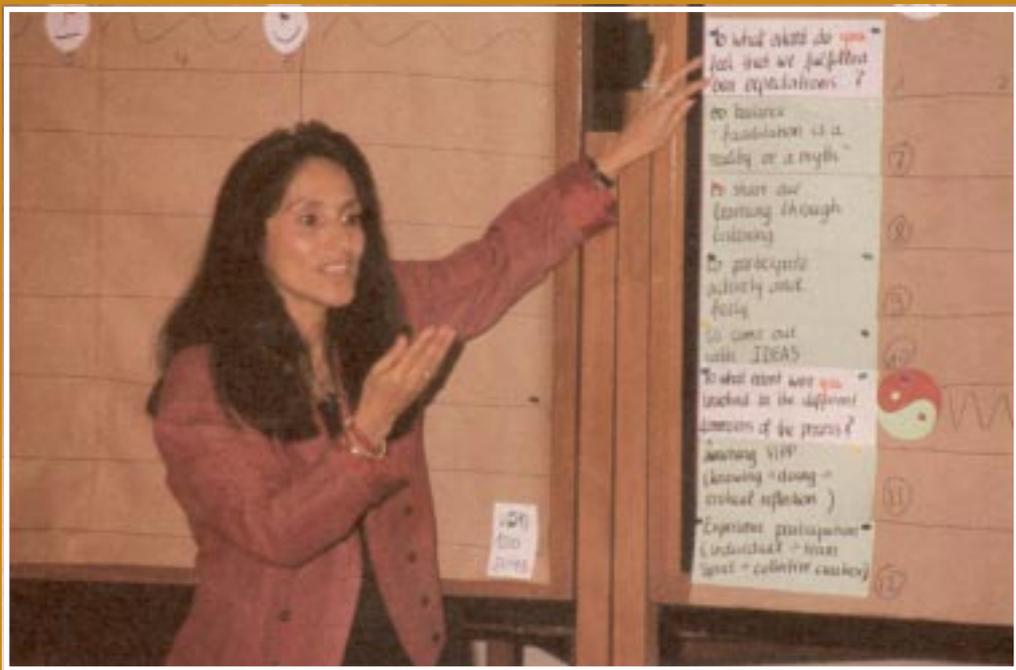
There is not only one correct way to do VIPP, there are always several possibilities which depend on the skills and knowledge of the facilitator. The art of facilitation consists of a combination of imagination, intuition, aesthetics and a feeling for the potential of a group of people. There is no fixed way to learn this except by doing and steadily improving.

Each event should be treated as unique and requires preparation. The facilitator must be consciously involved in the topic and the process of each group. Each event is a new challenge for designing a people-centered process. It is not like repeating a speech for a new audience. There is a danger that popular facilitators/trainers will become overloaded with events and will, because of time pressure, develop a routine, performing instead of facilitating. Therefore, if you are facilitator or if you contract a team of facilitators, you should begin with detailed preparation. Facilitation is a very hard but rewarding job. A participant may lose concentration and day dream in some moment of an event while the facilitator has to follow each idea, reaction and intervention of the participants, never resting. This is exhausting and requires time to re-establish energy for the next session or for new events.

The rewards of good facilitation become self-evident: a good group feeling and affection between participants and facilitators; quality in results of the event; confirmation that the event has begun a productive group process which may go on in future. The reward may also be the feeling that there is now a better understanding and sympathy between people who have come together for a common purpose, people who work together on a daily basis, alliances who meet only occasionally, or people of different cultures who have come together temporarily and may never meet again.

Part III

THE BASICS OF VIPP



**Practical pointers for
planning and implementing
VIPP events**

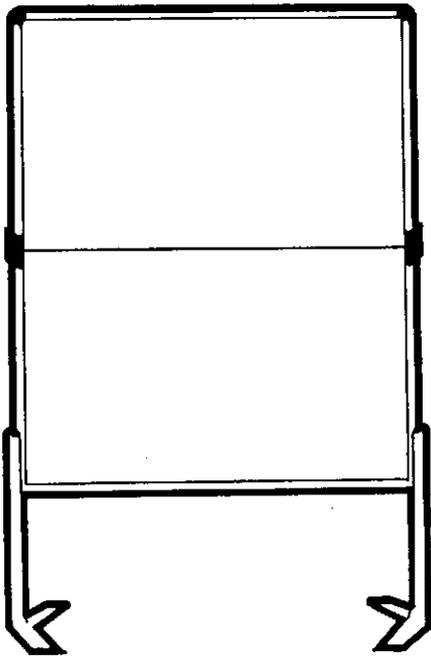
7 VIPP materials and their use

The type and extent of visualization depends on the cultural and aesthetic values of the participants. As a facilitator you will also have an opinion on this and must be conscious of others' views. A description of the main materials needed for a three-day planning workshop with 25 participants is given below. In addition, a blank material requirement form is included in the appendices. If funds are not sufficient for the purchase of such material, or if it is simply not available, you must adapt locally-available materials. For instance, sheets of cloth can be hung on walls and cards, made of recycled paper or newsprint, can be pinned to the cloth.

Particulars	Size	Quantity				
1 - Pin boards	-	<u>8</u>				
2 - VIPP cards:	colour	<u>White</u>	<u>Pink</u>	<u>Yellow</u>	<u>Blue</u>	<u>Green</u>
Recentage	- 4" x 8"	<u>200</u>	<u>200</u>	<u>100</u>	<u>100</u>	<u>100</u>
	- 4.5" x 10"	<u>400</u>	<u>400</u>	<u>300</u>	<u>200</u>	<u>200</u>
	- 5.5" x 22"	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>
Circle	- 3.75" dia.	<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>
	- 5.5" dia.	<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>
	- 7.5" dia.	<u>100</u>	<u>100</u>	<u>100</u>	<u>200</u>	<u>200</u>
Oval	- 4.25 x 7.5"	<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>
	- 4.25 x 7.5"	<u>3</u>	<u>3</u>	<u>3</u>	<u>5</u>	<u>5</u>
Full sheet	- 22" x 27.5"	<u>30</u>				
3 - Marking pens:	-	<u>5</u>				
Black / Blues	-	<u>700</u>				
Red	-	<u>15</u>				
4 - Board pins	-	<u>2</u>				
5 - Glue (Tubes	-	<u>50</u>				
6 - Masking Tape	- 1" / 2"	<u>1</u>				
7 - Wrapping paper	- 33" x 53"	<u>10</u>				
8 - Ruler / scale	- 2ft.	<u>200</u>	<u>300</u>	<u>200</u>		
9 - Scissors	-					
10 - Dots (16mm)	-	<u>white</u>	<u>red</u>	<u>green</u>	<u>other</u>	
11 - White flip chart paper	Sheets	<u>50</u>				
12 - White drawing paper	Approx. 23" x 36"	<u>—</u>				
13 - Name tags	(Optional)	<u>Use VIPP cards</u>				
14 - Other items						

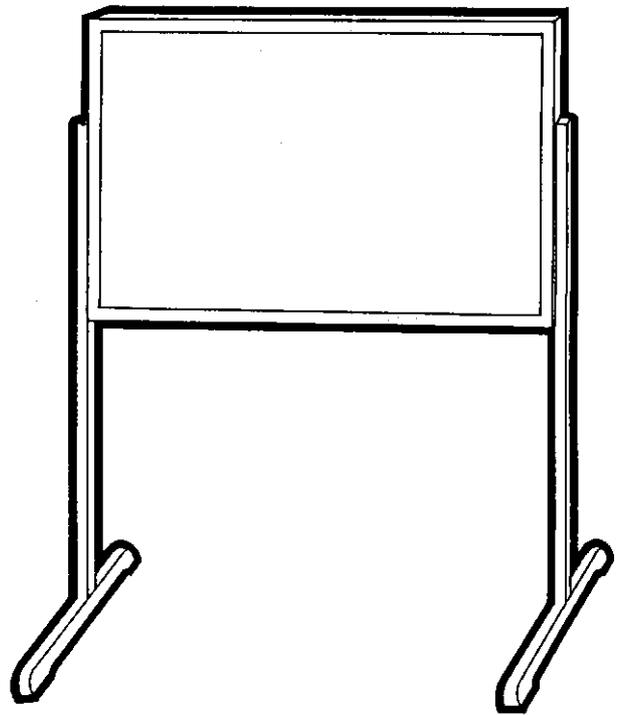
Pin Boards

Work with pin boards the size of a black board. Two possible sizes are given below. The pin boards should be constructed from light-weight material so they can easily be moved. Where light-weight cork is not available, styrofoam covered with cloth will suffice. They should also be pin-able on two sides. Some tips on design and dimensions are given in the drawings below.



Technical data

Board size: 122.5 x 150 cm
Working area: 118 x 146 cm
Height: 193 cm
Folded size: 126.5 x 79 cm
Weight - 6 KG
Material - Light metal and
plastic foam covered with
hand plastic sheet



Technical data

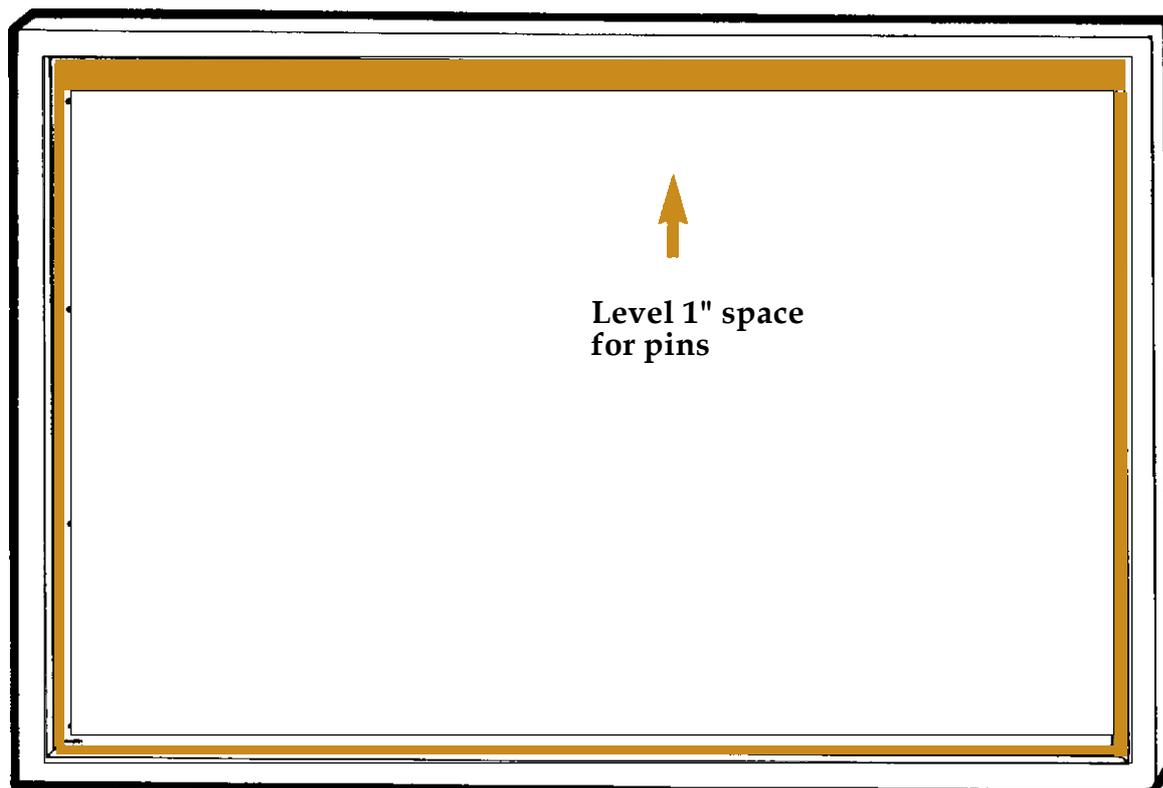
Board size -145 x 96 cm
Working area - 136 x 88 cm
Height -190 cm
Removable legs - 148 x 4 cm
Feet - 60 cm long
Weight -14.6 KG
Material - wood frame & legs
styrofoam board covered
with corduroy

The number of pin boards required will depend on the size of the plenary and the number of themes being dealt with at one time. A general rule of thumb is 2 to 3 boards per sub-group plus a couple of spares for plenary work on programme, rules, and evaluation. So if you have 20 to 24 participants who are divided into groups of 7 you would need 6 to 9 boards for group work and 2 to 3 for plenary. If both sides of the board are useable, this allows more flexibility and space in the plenary and group work rooms.

As described below, the making of charts reduces the need for a large number of boards in VIPP sessions.

Making charts

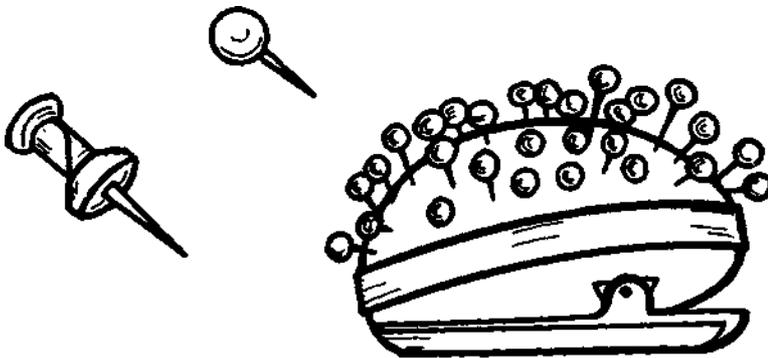
Cover the board with wrapping paper on which the cards can be glued to form a chart when the board is finalized. The paper should not exceed the size of the board. A space should be left at the top or side of the paper for placing pins, ready to be used. Placing them on the side will make it easier for shorter participants to reach, depending on the height of the board. If there is a glossy side to the paper, put it at the back so there will be less reflection when photographing boards with a flash. The wrapping paper should be cut to size before the workshop.



Pin boards covered with wrapping paper on both sides

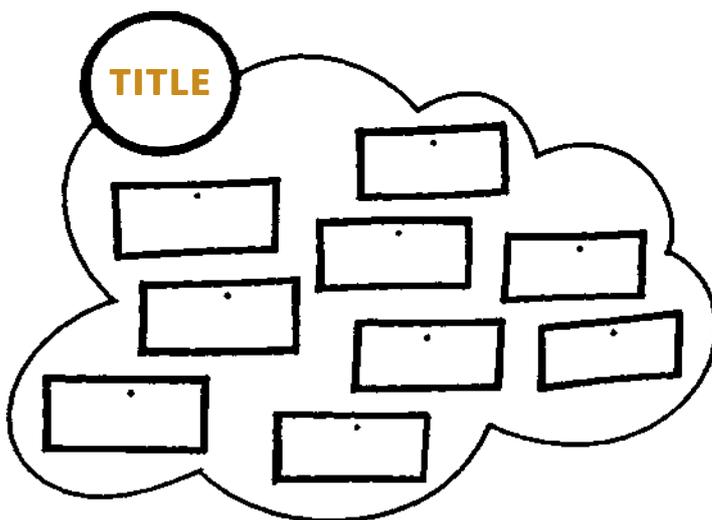
Pinning cards

Pinning cards to the board is a skill in itself. Pins should be long enough to hold cards in place (two types are illustrated below). The facilitator can also use a tailor's pin cushion for ease in accessing pins. Do not overlap cards when pinning. This prevents easy movement of cards when clustering or refining clusters. (Remember not to glue until all discussion on the content of the board is complete.)

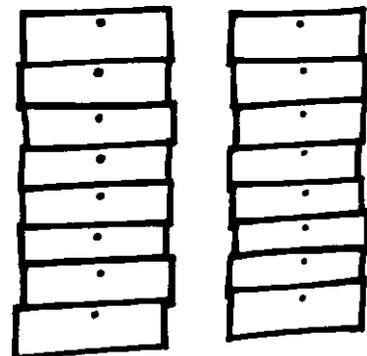


Pin cushion fastens to clothing

Pinning cards



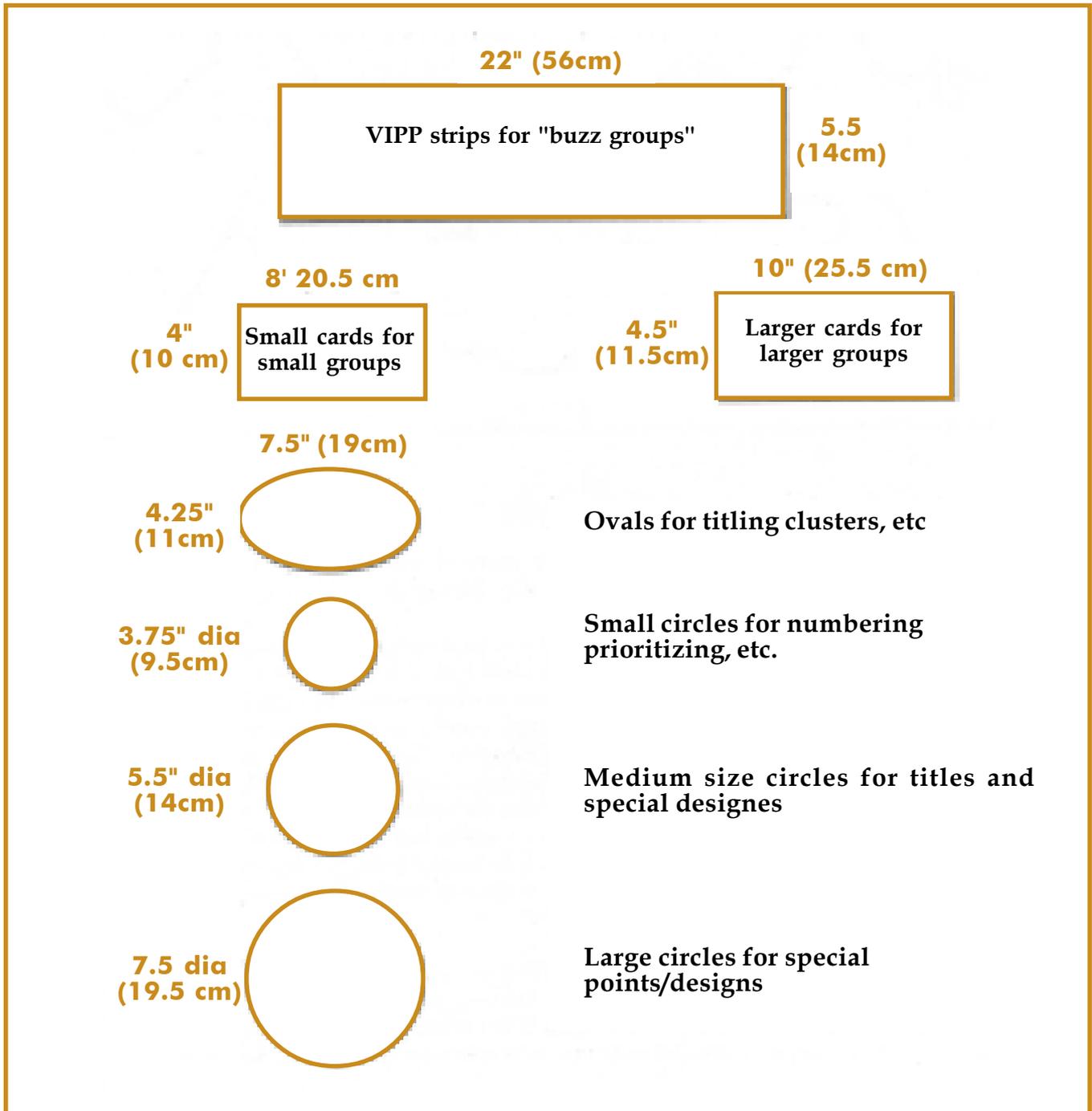
Like this



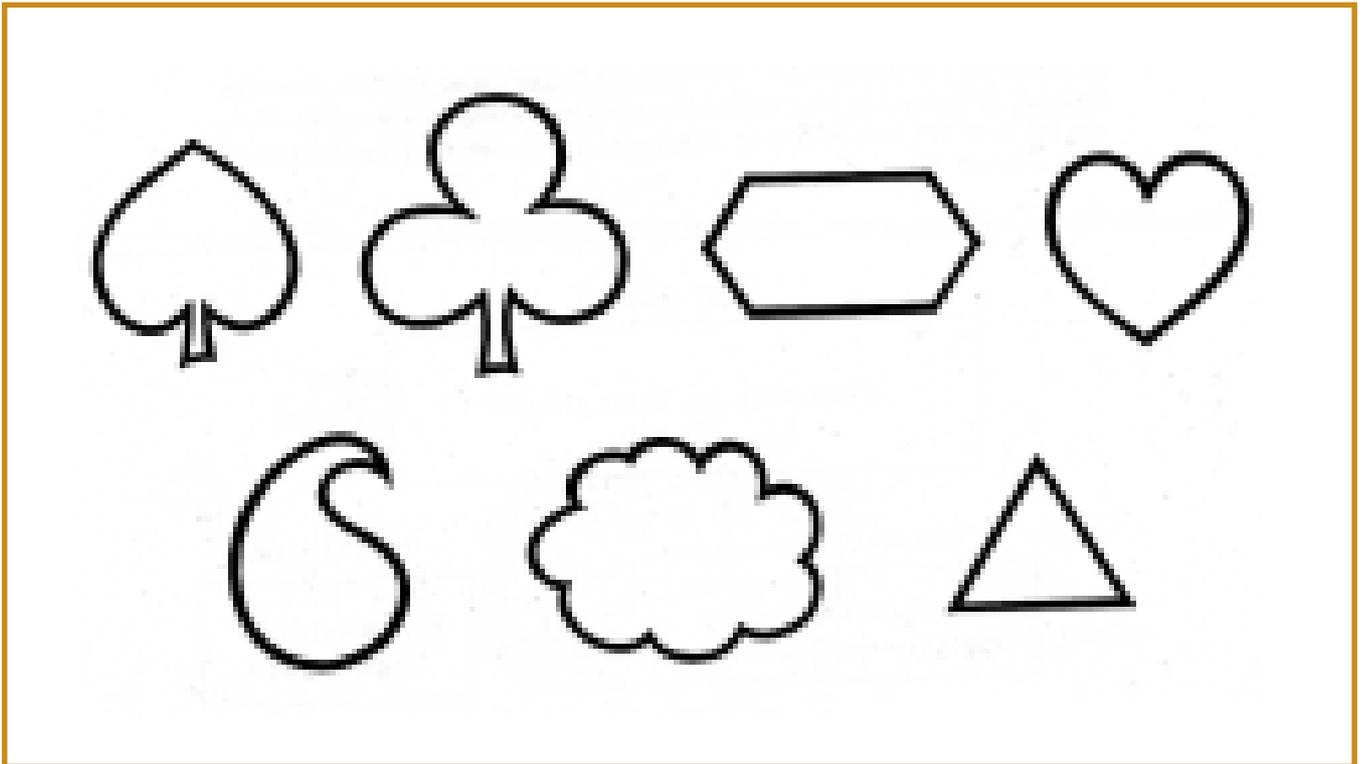
Not this

Card sizes and shapes

Standard card shapes and sizes are given in the drawing below. The rectangular cards are used for main idea processing, the smaller ones for small group events and the larger ones for larger group events where the distance between the boards and the plenary increases. The other cards can be used for numbering or titling clusters or for visual emphasis of certain ideas.



Any shape of cards can also be cut by participants to express different categories of ideas.



Other material needs

In addition to the above, there are a number of essential materials which should be ordered in preparation for your workshop.

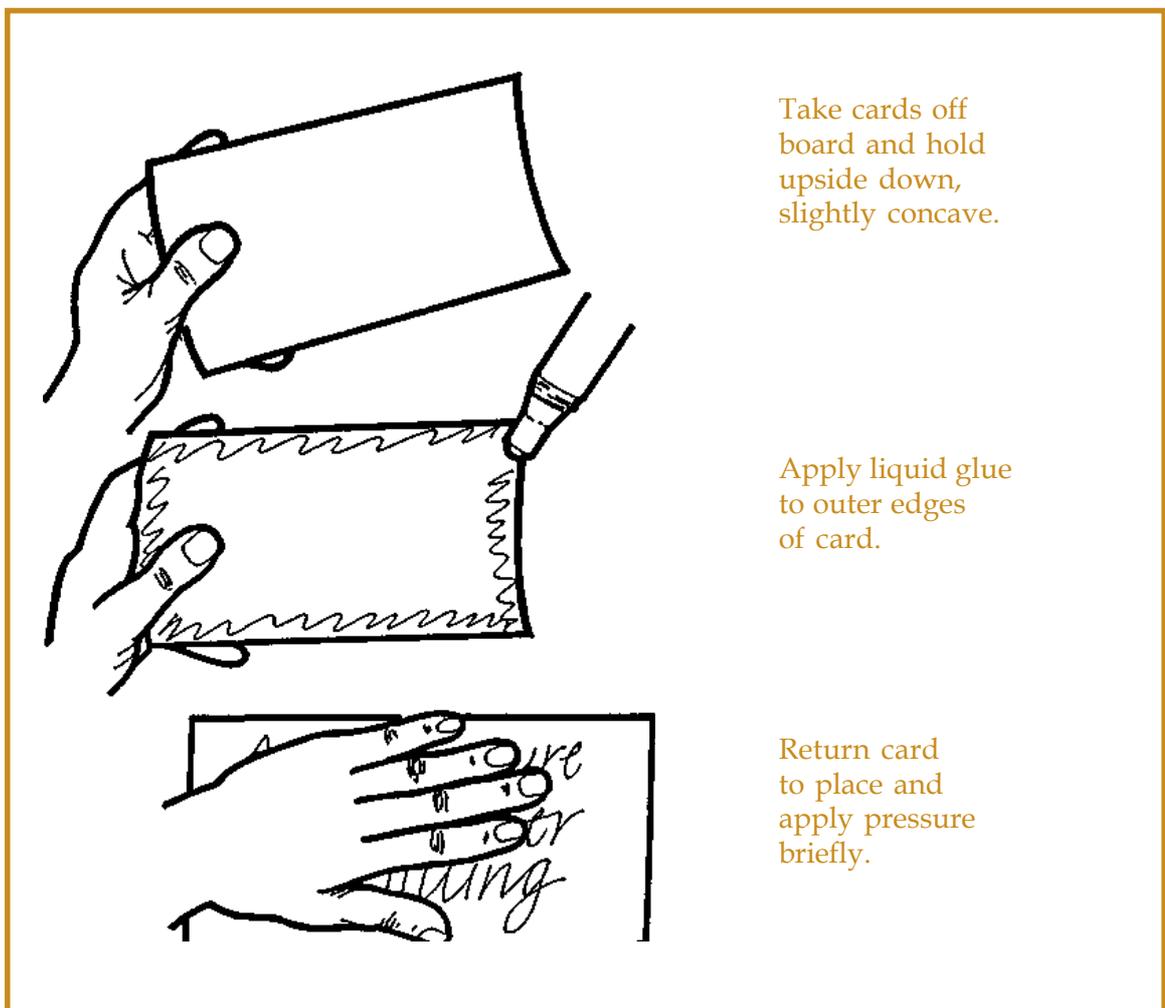
Felt-tipped markers are required - at least one per participant. Black should be used for most writing; dark blue if black is not available. These colours photograph well. Red or other colour pens can be used to emphasize ideas but photograph poorly in black and white. If possible, markers should have a bevelled edge so that the lines are wider and more legible from a distance. If only pointed markers are available, pressing hard will increase the width. Some markers have an offensive smell and should be avoided. Water-based markers are available in some countries. (Note that regular pens, pencils and pads of paper have no place in a VIPP workshop since private note taking should be avoided.)

Masking tape is sometimes needed to make up extra charts from wrapping paper. Put the tape on the back of the chart so it does not disrupt your design. It is also used to fix completed charts to walls, freeing up boards. One inch tape will normally suffice but a few roles of two-inch tape may be useful.

Dots of about 12 mm to 16mm (1/2" to 5/8") with adhesive backing are used in various colours to vote or demonstrate the importance participants give to different ideas. Marking pens can also be used but require strict supervision so that participants do not make more dots than they are allowed.

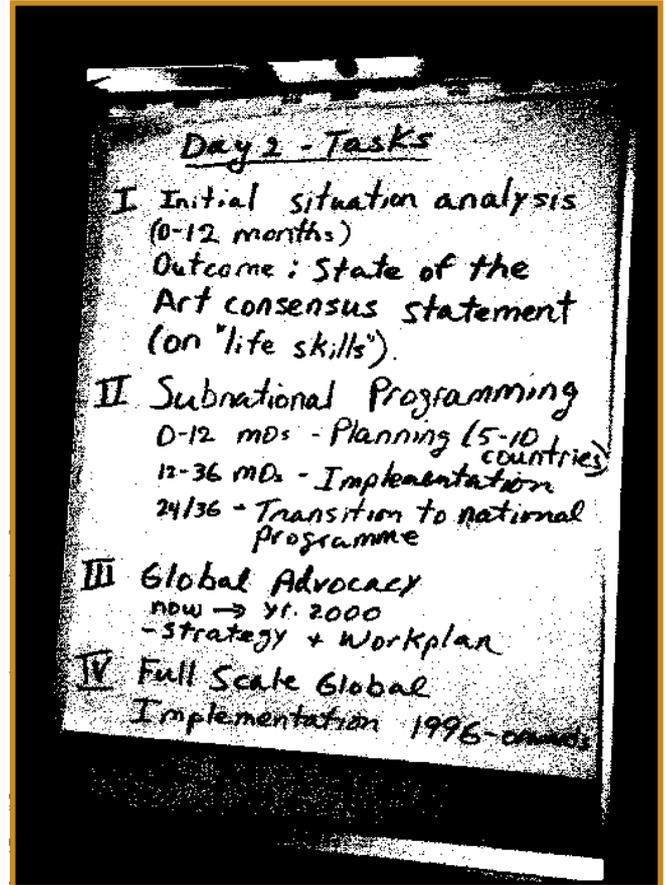
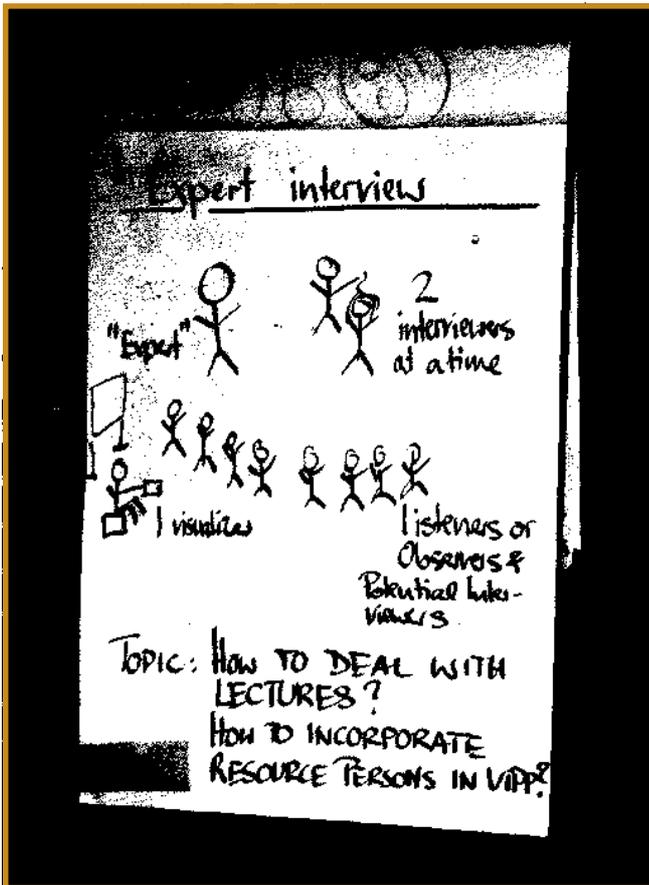
Scissors are required to make new charts and to cut cards in different shapes when pre-cut cards are exhausted or when spontaneous shapes are desired.

Glue is an essential ingredient to any VIPP event. When charts are complete, and no more movement of cards is required, cards are glued in place. Liquid rubber glue in a handy dispenser is best and cheapest. A three day workshop with 20 participants may require 12 large-size tubes. Less glue will be used and the cards will be more secure and will lie flat, ready for photography, if the instructions below are followed. Participants should be instructed on proper methods of gluing and should be responsible for gluing their own cards. Make sure someone familiar with the content does the gluing.



Straight edge ruler of at least 60 cm (2 feet) is needed for measuring and cutting charts and cards.

Flip chart paper and stands are useful for listing and presenting rules and instructions and for drawing exercises but should never be used in place of individual cards. If you run out of wrapping paper, flip chart paper can also be used to make up charts, although it is comparatively flimsy for regular use.



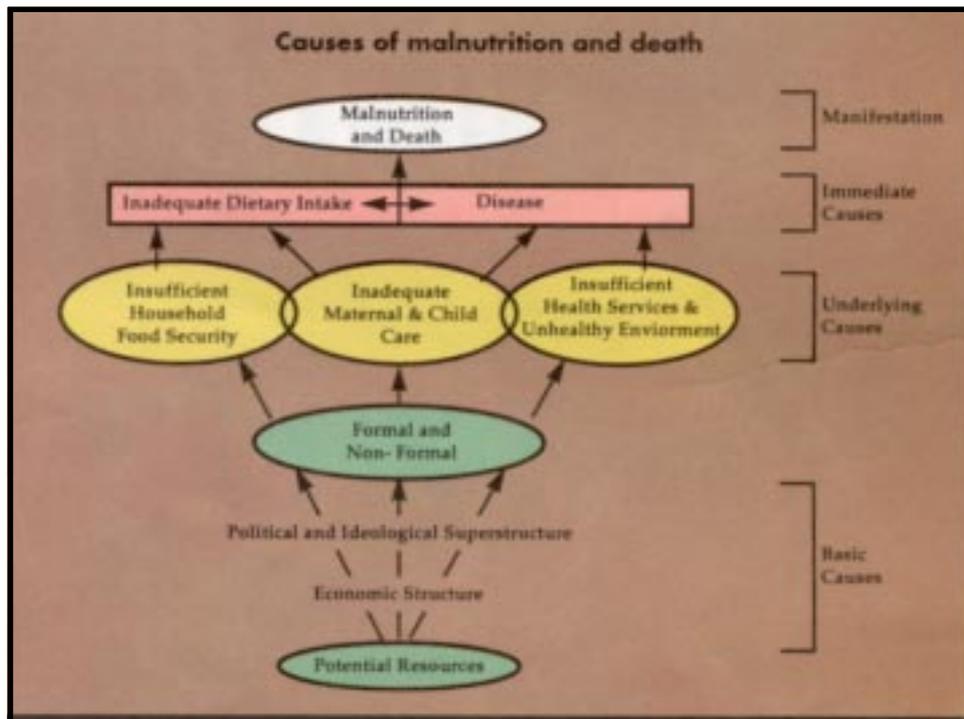
Photographic and copying equipment is also very useful if the proceedings of the workshop are going to be used in a report. A photo report can be written immediately after the workshop in a few hours, photocopied and distributed. Long gaps in waiting for a report can then be avoided. Pictures of participants and the charts they created, with personal and humorous touches, trigger memory and ownership in the outcome. Dry reports are seldom referred to after the event. If the output of the workshop is very voluminous and photographic processing equipment is available, a photographic record can be circulated during the workshop itself. There are special systems available for making photocopies direct from black and white negatives. There is also special equipment available for scanning boards, thereby capturing the essential information instantly. (See Neuland Institute in bibliography.)



VIPP case: Facilitators who are involved in a large number of VIPP sessions may wish to develop their own kit of VIPP materials. One design of a VIPP case is given above. More sophisticated materials are available from certain European suppliers. (See Neuland Institute in bibliography.)

VIPP materials and their use

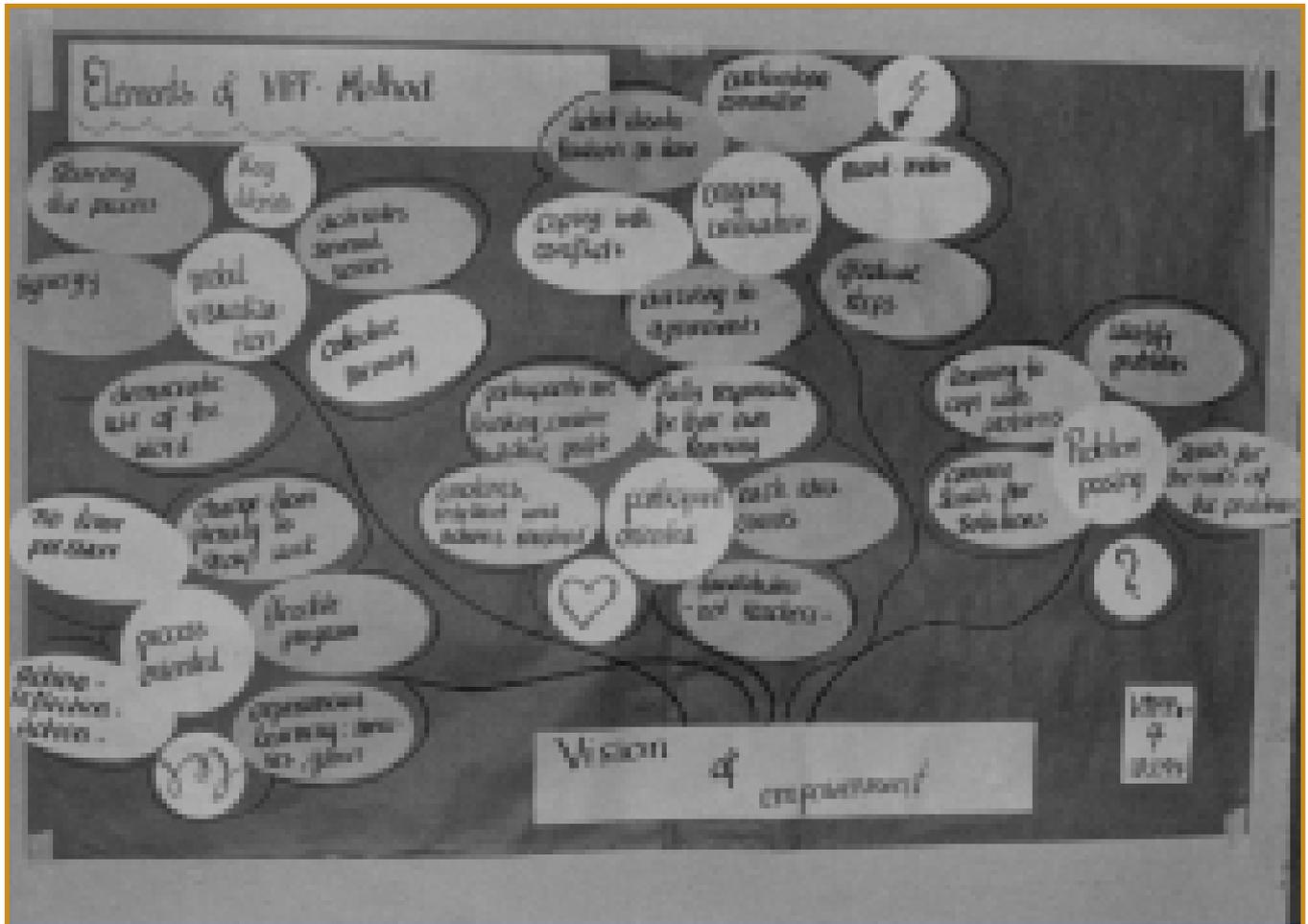
AV equipment: Audio-visual presentations may be made in conjunction with a VIPP event but provision should be made for capturing the main points of such presentations on cards so that the information is available for the participants to refer to during the remainder of the event. For instance, in a nutrition workshop an overhead projector is used to present essential information to ensure that all participants have the same foundation of knowledge. The final model, presented on overhead cells is also built up by facilitators on VIPP cards and held visible for reference (see picture page 9). The visibility of the model throughout the event is crucial.





Using colours

Colours and sizes have their own hierarchy. Participants may look first at the bigger and brighter cards. Colour rules should be followed by all participants so there is no confusion about categories of ideas in plenary presentations. In planning, it may be useful to establish a colour code that is followed by everyone. For instance: Problem (pink), Goal (green), Objective or Sub-goal (blue), Strategy (yellow), Activity (white). Further details such as financial resources, time frame, focal points and potential partners, can be added with different colour cards, outlines, shapes or colour of ink. However, red and green ink photograph poorly. It is best to stick to black and dark blue.



Connecting cards

You can write and draw on the paper with markers to link cards of different shapes, sizes and colours. A different colour should be used for each category of idea. If multi-colours are not available/differently shaped outlines around words can be used. The cards are used to structure or design the whole "picture" of a topic: hierarchies, main and secondary points, contradictions and dynamic situations.

8 Planning VIPP processes

Preparation for events

Any event has to be prepared in advance. A business meeting requires only a short announcement, the reservation of an adequate room and the preparation of visualization materials. A training course or workshop requires much more preparation.

After a decision is made to organize a workshop on a certain topic, a team of facilitators should meet together with their client or people who are institutionally responsible for the event, to make decisions on the following questions:

- **What are the aims and objectives of the workshop?**
- **Who are the participants?**
- **What will the size of the group be?**
- **What are the characteristics of the participants and possible structure of the group?**

Having these factors in mind, the team can proceed to design or "script" the event. This is the sequence of different steps starting from introduction; dividing the main topic into sub-topics; and ending in final evaluation. After outlining the course structure, the team tries to identify the specific techniques for each sub-topic, keeping in mind the sequence of events and overall process.

At this stage the preparation is still tentative and includes reflection on different alternatives for each sub-topic. The team may debate the need of certain resource persons for each topic. They may have to be invited separately. If the facilitators are completely new to the topic, they should familiarize themselves by reading some literature dealing with the actual discussion to take place.

Often the programme will depend on the physical layout of the site. Therefore, if possible, the team should try to see the site and sit together to discuss the programme at the same time. For instance, in knowing the site, the team can decide the optimum size of the group, the space available for plenary and sub-groups and whether field trips can be included in the programme.

Other aspects which the facilitators should consider are the delegation of responsibilities within the team; the possibilities of social and sports programmes accompanying the central programme, and rest days.



Events are often shaped by the physical facilities in which they take place. A large and flexible space is usually the best for participatory group events.

If the participants go home each day, the workshop process will be interrupted and the process will have to be initiated again every morning. If their office is close at hand, there exists the danger that participants will be bothered by phone calls and other interruptions which will affect their concentration and dedication to the objective of the workshop.

The logistics of the event should be tackled by administrators, not by facilitators because the latter have to concentrate on the methodological process. Nevertheless, lodging and food are important factors and if not up to the expectations of participants, their mood will be affected, thereby affecting the group process. The facilitators should advise on these factors only.

The script

At the end of the first team meeting, the facilitators will design, in detail, the first day of the workshop, writing a script and recording all the tasks to be done by different members of the team up to the beginning of the event. An example is given below and a blank script form is included in the appendices.

VIPP EVENT SCRIPT							
Title: <u>Safe Motherhood Planning</u>		Date: <u>17.4.93 (Day-1)</u>		Location: <u>Sunderban Hotel</u>			
Day/Hours	Topic/Objective	Method	Form	Interactivity 1 2 3 4 5	Requirements	Responsibility	Observations
10:00 - 10:10	Warm ups	Life boat	Plenary		Empty space	Aziz	Move all chairs aside
10:10 - 10:30	Introductions	Card writing - name & parent/hal	Plenary		Cards, tape	Nuzhat	Don't forget to shuffle cards
10:30 - 11:15	Overview of Matern. mort. sit. in Bangladesh	Expert panel & Cluster of answers	Plenary		chair formation boards	Sharmeen	Use two colours ⊕ & ⊖
11:15 - 11:30	Rules of VIPP	Presentation with cards	Plenary		Cards (written) - boards/pins	Nuzhat	Remember how Timmi did it.
11:30 - 12:30	Why do mothers die?	Card collection & clustering	Plenary		Cards, boards pins, pens	Aziz	Speed. + up
12:30 - 1:30	Lunch					Selim	Go for it
1:30 - 1:45	Prioritizing problem areas	Voting on clusters & group format	Plenary		dots	Sharmeen	Only 3 each
1:45 -	What needs to be done?	Brainstorming on cards	Small groups		blue cards	Nuzhat	Any idea goes
	Activities (1993)	Card collect + discussion	"		yellow cards	Nuzhat	—
	Overview of MH needs	Role play	Plenary		Carpet, props	Aziz	Introduce competition.
	Evaluation	Idea collection + dotting	Plenary		Dots	Sharmeen	—

Before the workshop

Preliminary meetings should take place with top management of the organization to ensure its members are fully "on board" with the participatory process to be followed and to determine how they are going to be involved. It should be emphasized that if they are going to participate they must participate as equals. There are ways of opening the workshop which recognizes their status (see pages 65 and 124-127) but they must otherwise be prepared to participate as equals. Depending on the length

and complexity of the workshop, the team of facilitators, including someone from management, will meet at the site of the event one to three days ahead of the first programme day. This second meeting allows the team to review the definitive list of participants, revise the outlined programme in detail and make all physical arrangements: chairs, pin boards and materials.

During the workshop

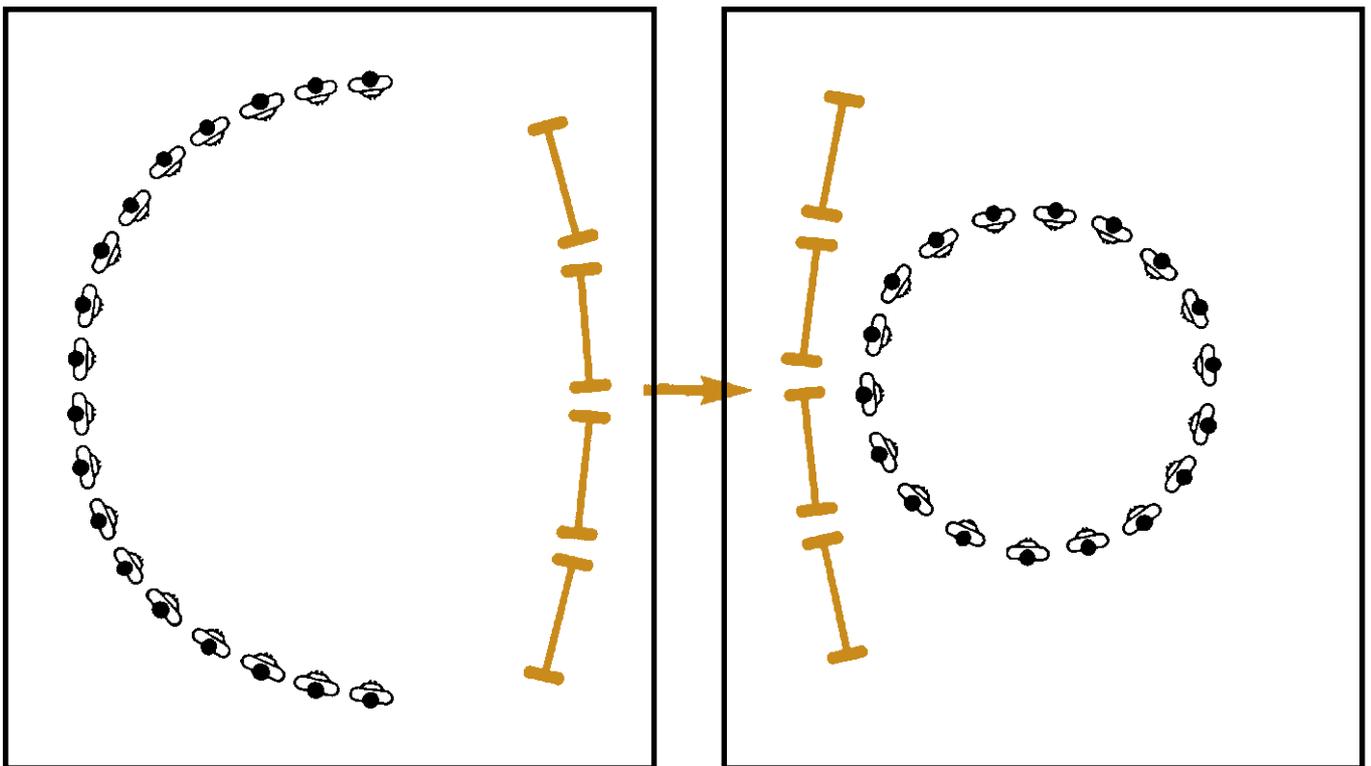
Each day of the workshop is prepared in advance, normally the evening before. Responsibilities are given to each member of the team and everyone plans and prepares the materials for his or her part. Sometimes the team will jointly check each member's preparation and suggest improvements. The team may hold short meetings during the day, especially if the programme has to be adjusted. But normally, after finishing the daily programme, the team sits together and evaluates the activities of the day. Based on this evaluation, the team decides whether to change the forthcoming programme sessions and prepares for the next day.

After the workshop

A team evaluation session should be held after finishing the workshop when participants have left the site. This evaluation is necessary to come to some consensus on the degree of success of the workshop, based on the evaluation from the participants themselves and the team's own experience. This meeting will also determine any follow-up activities required by the institution, like writing a report or offering another workshop. A survey or follow up meeting can be held with participants to determine whether the workshop process and outcome has had the desired effect in the workplace.

Site requirements

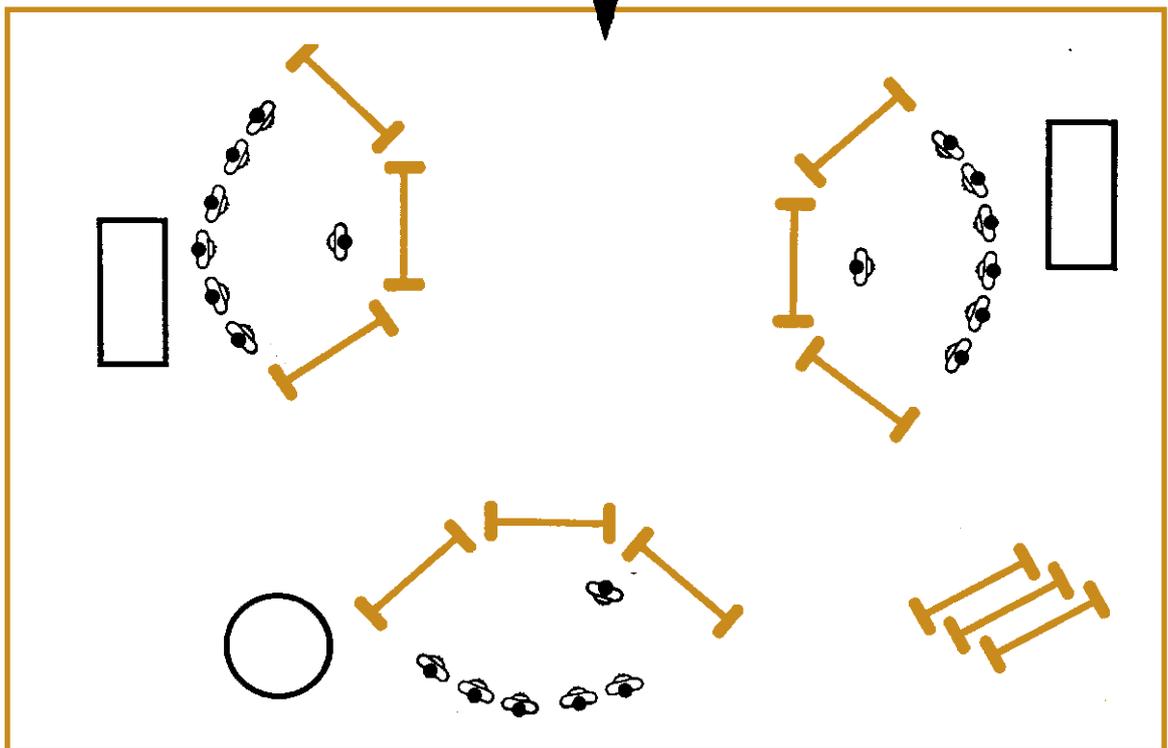
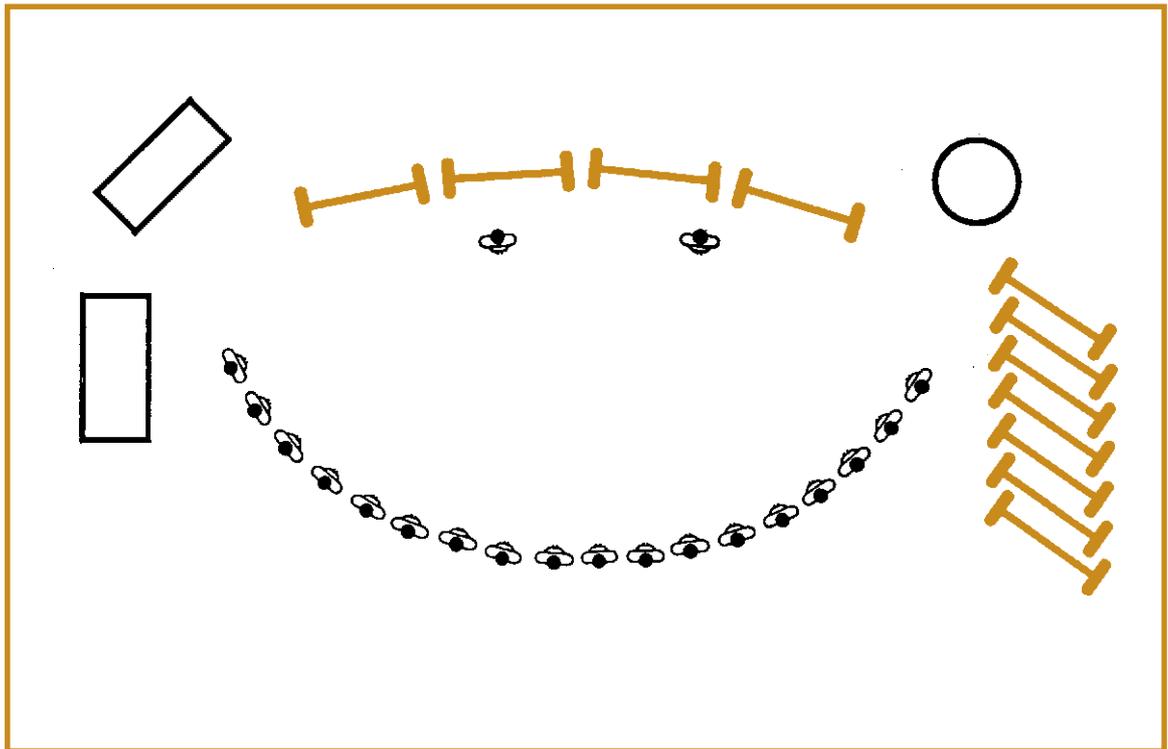
Depending on the size of the group and the type of event, one large room is required for plenary sessions and separate rooms or adequate, sound-cushioned space for group work. Normally tables are not required. There should be the exact number of chairs for the number of participants present. The chairs are placed in a circle or semicircle, depending on the number of pin boards required for different parts of the programme. Chairs are easy to move. Without tables there is greater mobility: participants can easily stand up and express themselves through body movement; form smaller groups; change places; go to the pin boards; get needed materials; seek help from facilitators, etc. Tables are a barrier to group interaction and communication.



The chairs should be arranged as described above, according to the size of the plenary room.

The rooms for group work should contain chairs. Tables may be useful on the side to allow better drawing or writing on a hard surface but should be avoided when working as a group on pin boards. Each group takes responsibility for organizing the pin boards and materials needed.

Planning
VIPP
processes



If the room is carpeted the group may be encouraged to sit on the floor in order to reach a higher level of informality, thereby opening up exchanges between people.

In plenary, some tables can be placed along the walls or in the corners where they cannot affect the circle of chairs. These tables are required for placing visualization material, reading material and materials brought by the participants for demonstration. The facilitation team may use one table for the preparation of papers and cards for the visualization of questions, tasks and conclusions.

Time management

Good facilitation involves proper time management, taking into account local customs and the type and duration of the event. In longer workshops lasting more than a week, a day's break should be given. Also, field visits should be built into a one week programme. It is difficult for participants to continue to participate fully over more than three days without a change of pace. Facilitators also will be recharged through such activities as field trips or a day off.

The plan should include regular changes in techniques and exercises. If you plan three card collections, one after another, people will get bored and become less motivated. Methodological changes make an event more interesting and the participants will be eager to know what comes next.

There are no fixed rules for timetables. Sometimes it is very useful and culturally acceptable to have longer lunch breaks so that interpersonal conversation, reading and small group preparation are possible. Include some exercise such as walking or swimming. Ask participants to organize them. A break at lunch time, with the possibility of a swim or walk, gives new energy for the next part of the programme.

It is recommended that there be a programme in the evening. However, the evening program may be optional and more informal, sometimes for small group work such as preparing a presentation for the next day's plenary; showing a film or slides concerning a case study on the theme of the workshop. An informal session may also be scheduled to facilitate social contacts.

9 Opening events

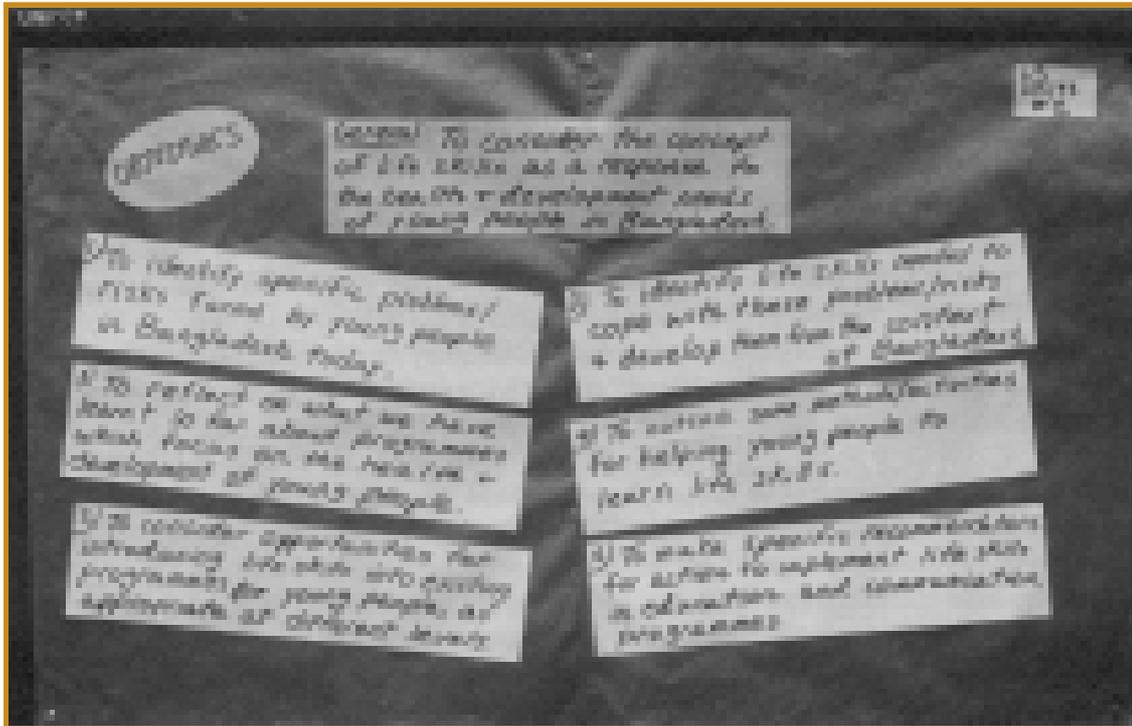
The first day has to be planned in every detail. Often there is a felt need by the organizers to have a few words from the boss or authority at the beginning of a planning or training workshop. However, it is better if formal inaugurations can be avoided, especially if it involves people who will later be participants, for it may emphasize the different levels of personnel present when the goal of a VIPP workshop is the opposite. The facilitators may have a lot of difficulty in introducing a democratic or equal relationship between participants during the next step of the workshop.

If a formal inauguration has to occur, then it should be divided from the rest of the workshop in time and space. This can be done by holding it the evening before with formal speeches and a reception for both the authorities and participants. The real programme can begin the next morning in a different location or in a completely rearranged space. If the inauguration has to take place immediately before the first session, then a short break is required to arrange the workshop site, dispensing with the dais and tables, and locating the pin boards and chairs ready to begin. A specific game or exercise can also take place to signal the passing to an informal setting.

The "expert interview" is a participatory way of opening an event without going to a formal inauguration with speeches



Sometimes organizers attempt to get the biggest names to speak at their function without thought for the process or effect on participants. The list of speakers grows long and the inauguration takes too much time. It is surprising how many bosses or authorities are actually bored with frequent, formal launchings where they often have to repeat words they have said before. Very often the decision to go with a formal inauguration is made by employees who are second-guessing the boss and trying to please him or her. It is very difficult to break away from this dominant "seminar culture".

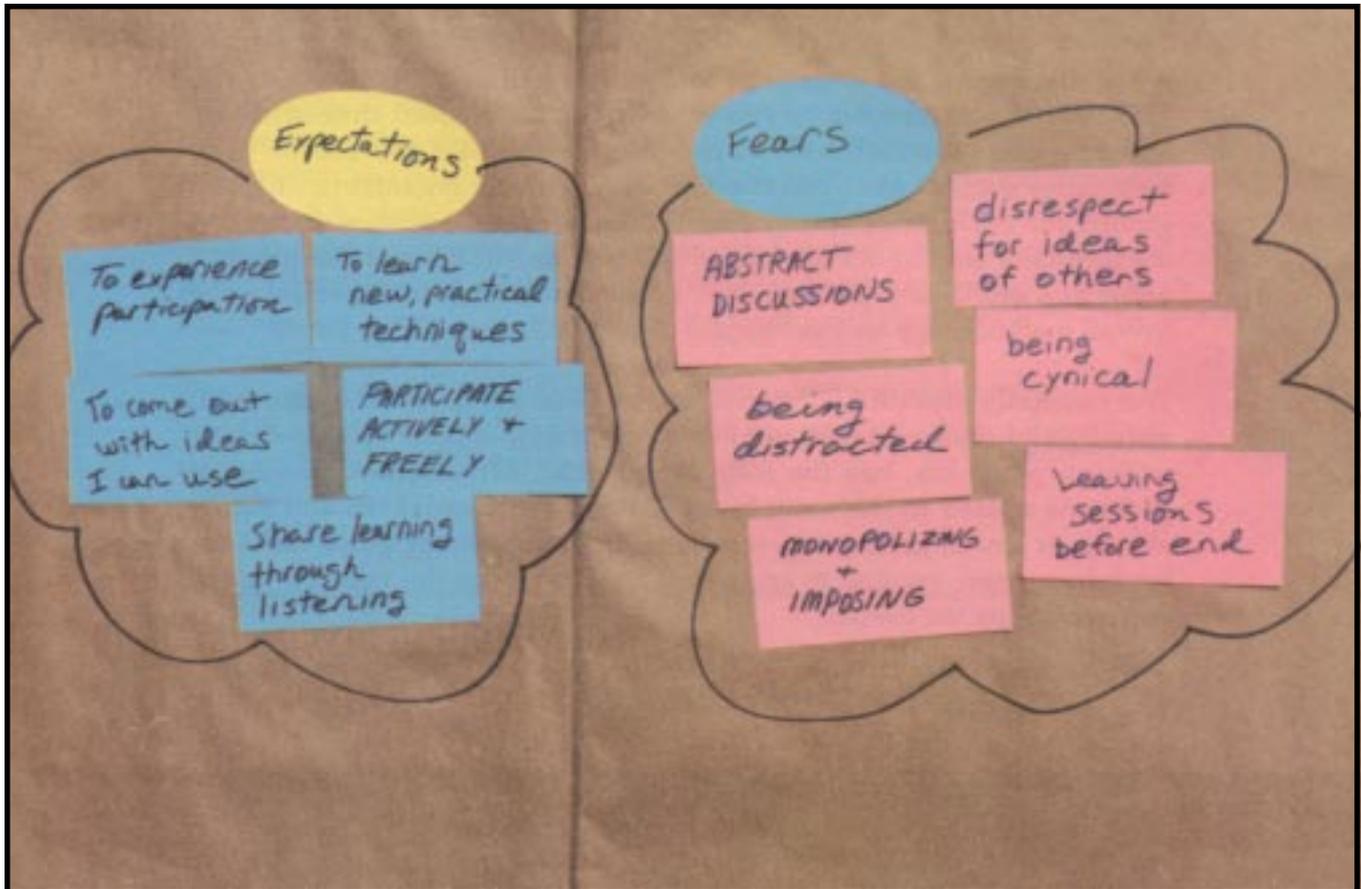


However, there are ways of incorporating formal openings into a VIPP workshop. For instance, the objectives of the workshop may be presented in the inauguration and the facilitator may help visualize these and the contents of speeches on cards and charts, so that even the formal speakers use VIPP techniques. Another method is to convince the authority or expert to take part in an "expert interview" or "expert panel" instead of giving a speech. Questions are asked by the participants and visualized by the facilitators. (This method is described in Part IV.)

If a formal opening is deemed necessary, after it is over it is necessary to warm up and motivate the participants on the content of the workshop. Empty energizers which have no relation to contents or process should be avoided because they may even reduce the involvement of participants. The participants usually want to know more about the overall topic and objectives and have questions in mind such as: Who are their fellow participants? Who are the facilitators? What expectations are held by the former and the latter and do they match?

Presenting objectives

The objectives of the workshop should be presented by the facilitators in visualized lecture form. Discussion and clarification of objective cards can then take place. Some wording may have to be changed and ideas added or deleted. Consensus must be reached before proceeding. It is not wise to begin a workshop with a blank slate - allowing participants to set the objectives. That would make any process planning beforehand impossible.



Expectation and fears

At the beginning of almost any event, the expectations of the participants can be gathered through a card collection process. For instance, participants are asked to write cards on the 2 or 3 most important things they, personally, hope to achieve at the event. They may also be asked to write cards on the things which they most fear will happen and want to avoid. The cards are collected and analyzed through normal card collection and clustering methods (see pages 79-84). They are then set aside for the end of the workshop when they are used in the evaluation process (see page 133).

Presenting the programme structure

After discussing the objectives and coming to some consensus, the facilitator should present, in visualized form, a proposed time schedule and programme structure. The programme includes the use of VIPP techniques such as card collection or buzz groups, organizing different groups for evaluation, sports, and "house-keeping" logistics. However, the facilitator should not attempt to describe any of these techniques nor get into a discussion on their use. Participants have to experience the overall methodology and techniques and to understand their utility.

The facilitator should summarize the various parts of the event, both visually and orally. Almost any event, whether it is held for planning or training purposes, has the following parts: introduction, raising of problems related to the main issue, looking for alternatives and future visions or goals, generating solutions, defining strategies or tasks for implementation, coming to an overall conclusion on the issues at hand, and evaluating the event.



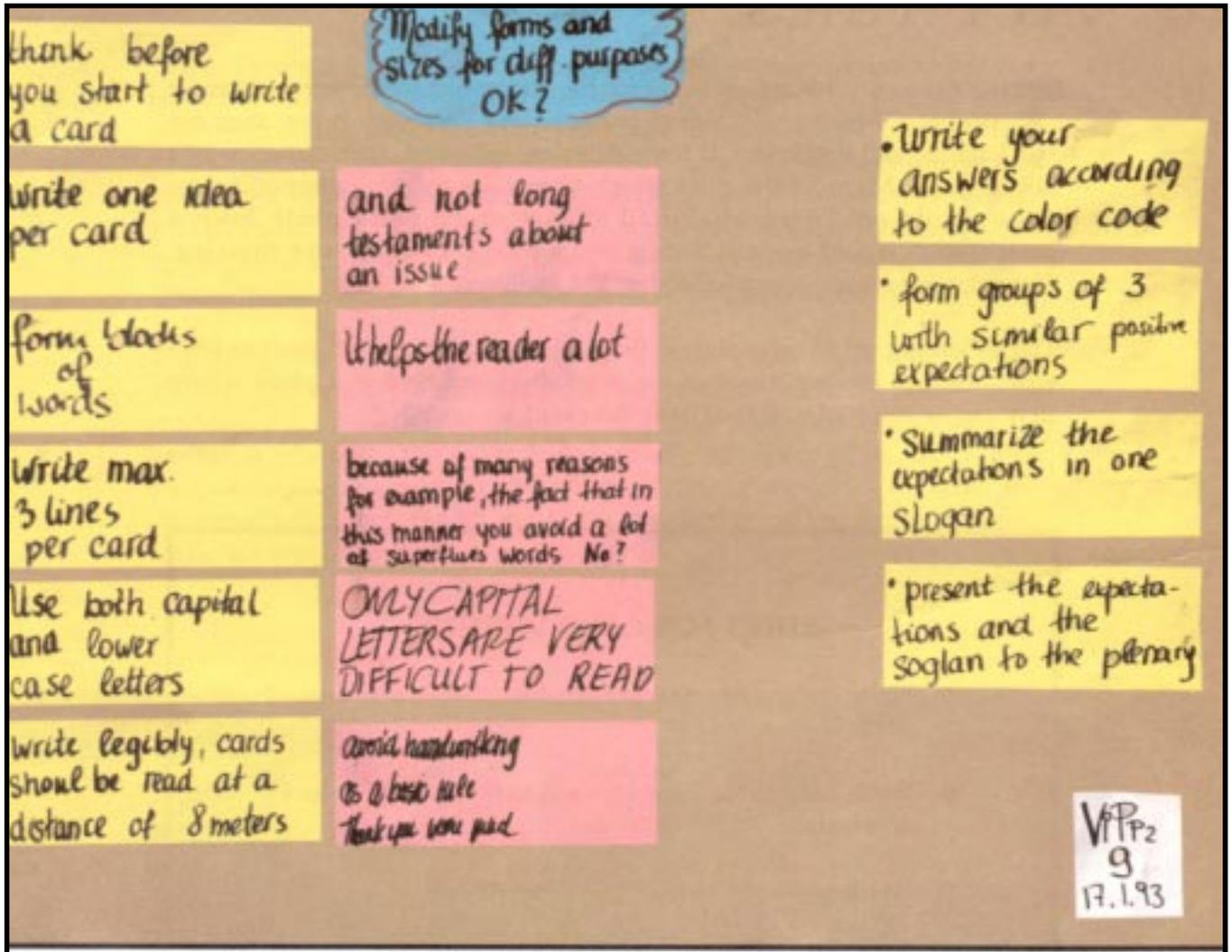
10 VIPP rules

The rules of VIPP are essential for the successful functioning of group events. Often the criticism of participatory processes is that they are chaotic and inefficient. If these rules are followed, such criticism will not be valid. Many of the rules which follow are merely common sense. They should not be introduced all at once to the participants. Such a presentation would become boring and would restrict creative thinking. The rules are meant as guidelines for the facilitator to follow.

The following set of rules should be presented to the participants in key-word form at the beginning of the workshop and held in a place where they can be referred to throughout the event.

RULES FOR CARD WRITING

- **Write only one idea per card so that clustering of ideas is possible.**
- **Write only three lines on each card and form blocks of words.**
- **Use key words instead of full sentences.**
- **Write large letters in both upper and lower case, if possible, so that your words can be read from 10 meters.**
- **Learn to write legibly and use the broadest side of the marker, not the point.**
- **Apply two sizes of script to distinguish main points.**
- **Use the different sizes, shapes and colours of cards to creatively structure the results of discussions.**
- **Follow the colour code established for different categories of ideas.**



For ease of presentation, the rules may be truncated by the facilitator as follows, as long as adequate explanation is given.

The following sets of rules are background for the facilitator, and are not meant for formal presentation to participants, except in a training of facilitators' workshop.

VIPP
rules

RULES FOR INVOLVING PARTICIPANTS

- Every participant is a resource person and every resource person is a participant.
- Everyone helps everyone. Every idea counts.
- Conflicts and controversial points of view should be visualized and dealt with at an appropriate time.
- Uncomfortable feelings must be dealt with promptly.
- Use the "yellow card" technique to stop people from talking too long. (See page 87)
- Use VIPP as a learning process for making people more tolerant and receptive to other opinions.

RULES FOR GROUP WORK

- Organize a suitable working place (chairs in circle or semi-circle, and a convenient place for your materials and pin boards).
- Visualize the task in words and through demonstration with co-facilitators, if necessary, and ask if clarification is needed.
- Distribute tasks for facilitator and visualizer.
- Establish the topics and allocate adequate time.
- Collect ideas on cards (individually without talking).
- Cluster and discuss cards, label clusters.
- Review clusters to determine what is missing.
- Prepare presentation for the plenary, establishing a division of tasks in the group.

RULES FOR PRESENTATION OF GROUP WORK RESULTS

- The group should stay in front of the plenary.
- Maintain eye contact with the plenary.
- Present as a team.
- Back up written work with creative presentations such as role plays, whenever possible.
- Involve the plenary in the presentation through VIPP techniques.
- All important cards should be read and pointed to while reading.
- Avoid long comments or repetitive explanations.
- Record feedback from plenary on cards.

BASIC RULES FOR FACILITATORS

- Consider VIPP techniques in the planning process only if convinced of their utility.
- If VIPP techniques are applied, be consistent throughout the event.
- Be well-prepared for each session by meeting with co-facilitators.
- Be conscious of the time factor but not rigid so that each session can be satisfactorily concluded. Plan time buffers.
- Consciously guide the group, stimulating it to advance.
- Do not dominate the proceedings. The best facilitator makes herself superfluous!
- Ask precise questions at the right moment.
- Do not force participants to stay !

RULES WHICH REINFORCE VIPP PHILOSOPHY

- **Facilitate the group process without manipulation.**
- **Use your knowledge of the subject matter to raise relevant questions but not to teach or give opinion.**
- **At the beginning of a session briefly introduce the programme visually.**
- **Summarize the discussion:**
 - **at the beginning of each session;**
 - **when the discussion gets away from the topic.**
- **Explain the tasks and questions clearly, in detail, and visualize them in writing.**
- **Do not react to questions/critique by giving long explanations. Turn questions back to the participants to answer.**
- **Accept critiques or controversial points of view and visualize them to be dealt with later in the session or event.**
- **Do not justify yourself or the methods you are using. You can, however, offer alternatives to the floor.**
- **Convince the participants of the method by application, not by preaching.**
- **Do not involve more than two facilitators at a time: one who facilitates the process and the other to assist in keeping in touch with the group and distribute materials.**

RULES WHICH REINFORCE VIPP PHILOSOPHY, CONT.

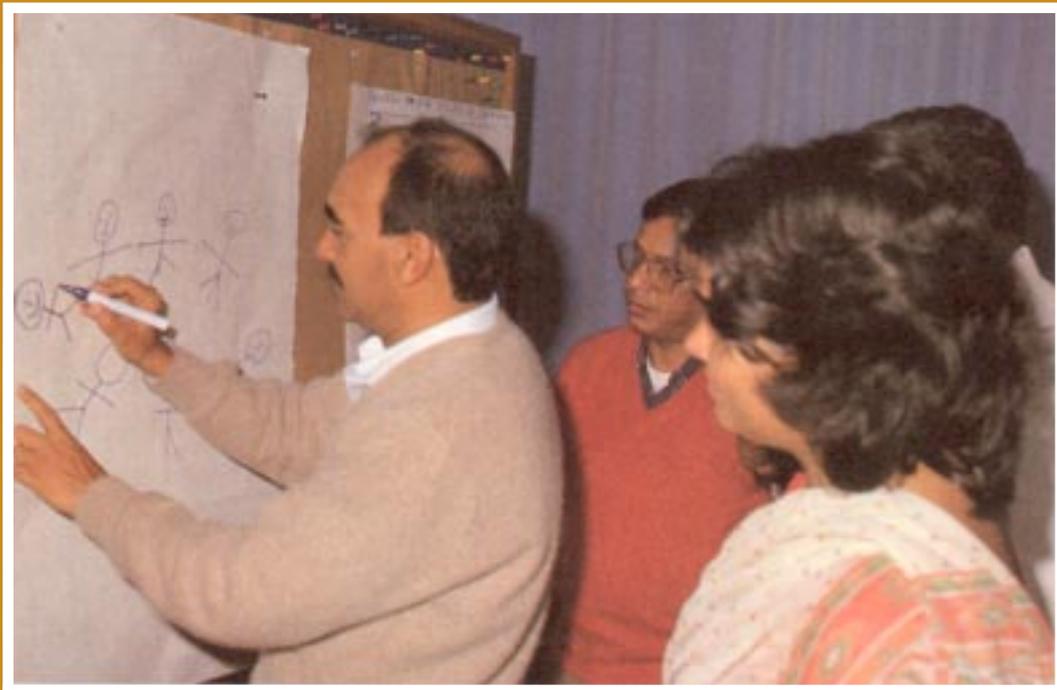
Your primary responsibility as a facilitator and trainer is to clear the way for progress and learning by participants. You can do so in a number of ways:

- **Discover with them and from them what they need.**
- **Help them to find resources - partners, materials, activities or information that will increase their confidence and skills.**
- **Intervene when progress is slow to suggest alternative ways of moving ahead.**
- **Help them relate their experience to the concerns of others.**
- **Invent ways for them to test their new skills in real situations.**
- **Encourage them to find their own answers, even when it might be easier for you to supply a solution that seems obvious to you.**
- **React sincerely to constructive feedback. Become a learner with them by admitting your own inadequacies.**

By the above it may appear that VIPP facilitation is a series of rules. In fact, in most sessions participants will only be presented with the rules of writing. The other rules are largely kept in the facilitator's "back pocket" for reference and are used in training VIPP facilitators.

Part IV

VIPP TECHNIQUES



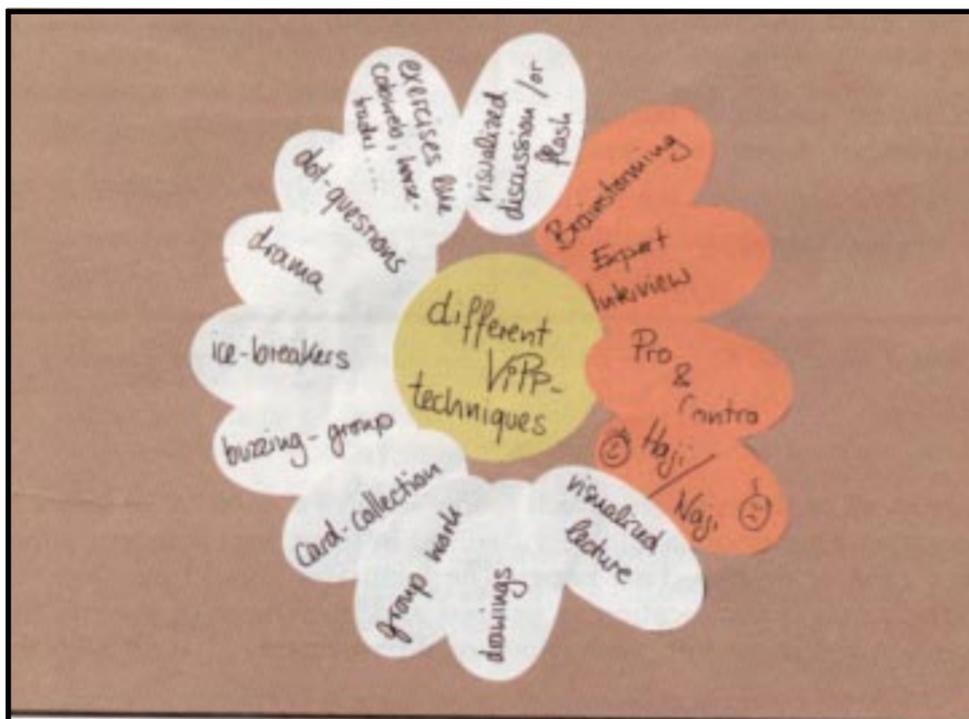
**Basic VIPP techniques and
other examples of group exercises
to increase participation
and interaction**

11 Introduction

VIPP techniques can be divided into different categories which correspond to the normal process of any event. Some are applied more frequently at the beginning; others are of general use; some may be used when the facilitator is attempting to change course or is looking for alternative ways to achieve a task; and others belong to evaluation process, both at the end of each session and at the end of the event. However, there is no fixed rule on when to use various techniques. It is up to the facilitator to design the event in the best possible way for a particular group of participants, creating something special, something original. This is when VIPP becomes an art.

The other main factor to consider is the use of various exercises in different cultural settings. Some of the suggestions given below may not be suitable in certain countries and may have to be adapted. For instance, in certain countries men and women do not touch one another unless they are married. Some interactive games involving physical contact may not be acceptable. It is, therefore, up to the facilitators to determine which exercises will be suitable or how they can be adapted. A team approach to these decisions is best. It is also good to have a number of back-up exercises ready in case certain games fail to meet their objective with a particular group.

The collection of exercises which follows are the core exercises of VIPP. Some are original and some are derived from the sources documented in the appendices for your further reference.



12 Basic VIPP techniques

The following techniques are at the heart of VIPP and should be learned so well by facilitators that they become automatic, but not over-used.

The art of the question

In any kind of group task the results will hinge on the question. In the box below there is some advice that can be kept in mind while formulating questions.

GOOD QUESTIONS:

Induce curiosity/motivate spontaneous replies.

Stimulate further discussion.

Create group understanding and do not single out individuals.

Touch on matters of common interest.

Have a strategic function in advancing the group process.

Bring out the good qualities of the group and its achievements.

Reveal aims, signify wishes, or include an explanation of intentions and actions.

Conclude with a new question.

BAD QUESTIONS:

Are leading or rhetorical questions which demand obvious or yes/no answers.

Are vague, general statements.

Can only be answered by absent specialists, experts, an authority or require evidence which is not available.

Threaten to invade/attack an individual's privacy or culture.

Merely set up self-presentations.

Demonstrate someone's incompetence or are paternalistic.

Serve only as vindication or retribution.

Adapted from The Metaplan-Method: Communication tools for planning & learning groups. Metaplan Series No.7

Almost all of the exercises which follow involve a question or series of questions. Questions should be visualized in large, legible letters, either on a card or on flip chart paper. The facilitator should also ask the participants if clarification is needed and may have to rewrite the question if it is not fully understood or if participants disagree with the wording.

Card collection

Purpose: To quickly gather the ideas of participants, like a collective mirror, visualized and structured on a pin board.

Description:

- 1 The facilitator visualizes the question to be answered. She distributes the same number of rectangular cards to each participant. If more than one category of idea is to be gathered at the same time, (eg. opportunities and problems, achievements and failures) each category should be represented with a different colour..
- 2 The participants think and write their cards silently, following the rules of writing. They can write on the cards on their laps without moving from the plenary.
- 3 When everybody has finished writing, the collected cards are put on the floor, face down in the centre of the group, and then shuffled. Separate piles should be used for different colour cards.
- 4 The facilitator holds each card up so that it is clearly visible to the participants and reads its contents. Cards which are not clear in meaning, or which are improperly written, are rewritten immediately. However, the facilitator never asks who wrote the card. Clarification comes from group discussion. The card writer may voluntarily identify himself and clarify or rewrite the card.
- 5 The facilitator then pins the cards on the board which has been covered with wrapping paper. She deals with only one category or colour at a time. In the beginning she pins the cards far apart, asking participants if each card belongs to the same cluster or not. She pins associated ideas in the same cluster, according to the instructions of the participants.
- 6 Duplicate cards should not be discarded for every card belongs to someone and duplication expresses the importance of the idea for the group.
- 7 Once all the cards are on the board, the participants review the clusters and revise, restructure and label them, using a different colour and shape of card for the cluster title. If no further discussion is to take place which might alter the clusters, the clusters can be drawn in clouds and the cards glued to the paper.
- 8 If desired, the clusters can be prioritized by giving a specific number of dots to each participant to put on the cluster title card or on cards within clusters. For instance, the facilitator may ask the participants to cluster the most important problem area to solve, the three most important topics to discuss in the next exercise in group work, etc.

BASIC RULES OF CARD COLLECTION

- 1** Visualize the question, clarify and rewrite, if necessary.
- 2** Give clear, visualized instructions on number of cards and colour codes for different categories of ideas.
- 3** Allow adequate time for writing and ask the participants to place cards face down on the floor.
- 4** Shuffle and pick up each colour/category, dealing with one colour/category at a time.
- 5** Read each card aloud, showing it to the participants. Ask for volunteers to rewrite unclear or poorly written cards. Never ask who wrote the card and don't throw out duplicate cards.
- 6** Cluster the cards according to the suggestions of the participants.
- 7** Keep clusters well separated so there is lots of room to form new clusters or to move cards from one cluster to another.
- 8** Come to a consensus on the cluster labels or titles and use a different colour or shape of card for the label.
- 9** Border the clusters with a thick marker in a cloud formation after all discussion has ended.
- 10** Glue the cards to the wrapping paper after all discussion is over at the end of the session.

Remarks: Card collection is efficient but requires considerable time. If you have a group of 20 people, allow only a maximum of three cards for each person (one idea on each card). It will take you from 40 to 60 minutes to cluster the cards but you will have a starting point for further group work on problem analysis, etc. Do not over-use this technique for it can become boring.

In certain situations, when time is limited or when participants need warming up, you can start the clustering and then ask for volunteers to take over, two or three maximum. Give them clear instruction on holding up and reading cards and complete one card at a time. The participants can gather around the boards to give better guidance to those who are clustering.

Another variation involves buzz groups (see page 120) to write collective cards which are then collected and pinned. This is useful in getting a more pointed selection of conclusions or if you want to concentrate on forthcoming tasks or questions.

Card collection may be also used in group work where the number of cards per person may be increased or unlimited .

Card Collection:

Participants follow the rules of writing - one idea and three lines per card only.



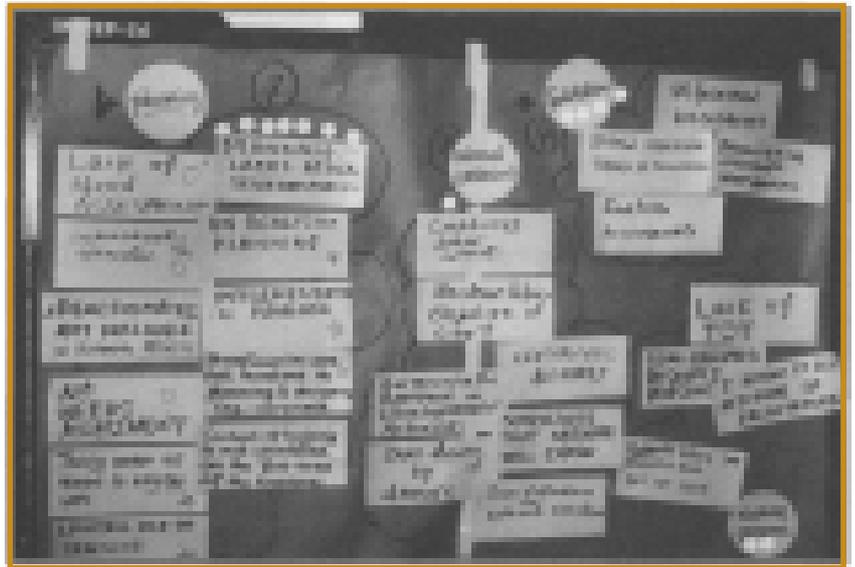
The cards are collected and shuffled, assuring anonymity.





The facilitator reads all cards aloud, showing them to participants, and asks where they belong.

After discussion, the final clusters of like ideas are formed, titled and marked by the facilitator.



When all discussion has ended on a particular chart, the I participants glue all cards in place, leaving boards free for other work.



Visualized idea collection

Purpose: Idea collection is used to collect answers to questions when you expect a lot of repetitive answers and you want to broaden the scope of possible replies.

Description: The question is posed to the plenary but instead of distributing cards you ask the participants to speak out key word answers. A second facilitator helps you write down the key words on cards, or directly on wrapping paper and, simultaneously, the answers are made visible to all. They can then be clustered or simply used for stimulating thought in other processes.

Remarks: *This is a useful method for joint planning of activities.*

Visualized discussion

Purpose: To capture the key points of an open discussion about an important issue.

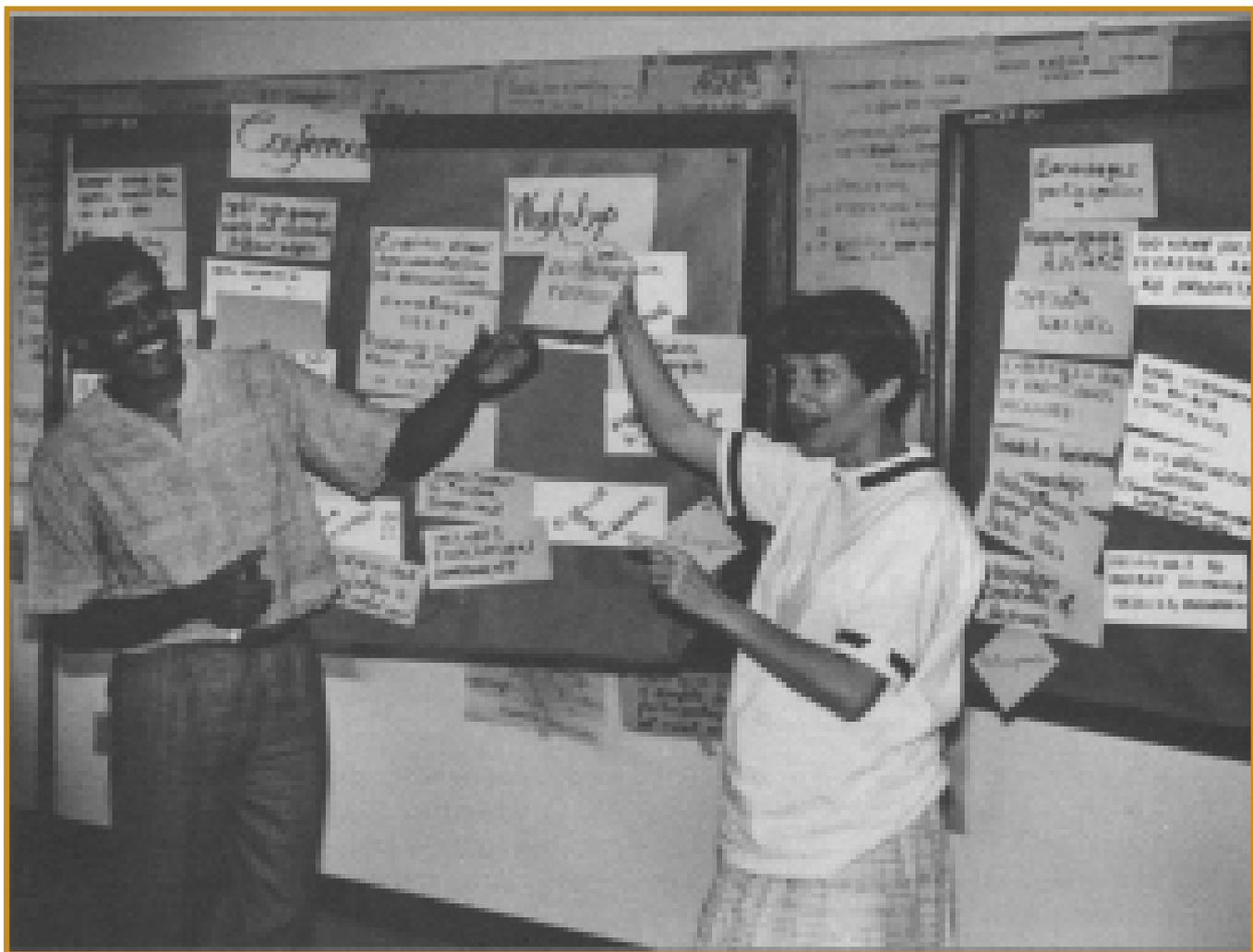
Description: The starting point may be a question or diverging opinions about one subject. Then the floor is opened to a free discussion between the participants. A facilitator will chair the discussion while a second facilitator writes the discussion points on cards. After the discussion, the second facilitator pins the cards on a board, summarizing the main discussion results.

Remarks: *The visualized discussion is appropriate when a group knows each other well, the fights for leadership have finished and everybody is motivated to discuss an issue of common concern. In such situations the discussion will flow and a card collection would disturb a productive oral discussion. Afterwards the participants should have the feeling that the summary really includes the main arguments and that the product (cards on the board) demonstrates the productivity and creativity of the group. But be careful not to manipulate the meanings - the opposite effect of frustration could result.*

Brainstorming

Purpose: To quickly generate a whole host of possible ideas around a common theme, some of which may be useful.

Description: Brainstorming is a special technique very close to card and idea collection. The main difference is that in brainstorming you ask for a totally free association of ideas with no censorship. This free association, however crazy, leads to a whole host of ideas. One or two co-facilitators write the ideas on cards, and pin them on boards as fast as possible.



After ideas have stopped flowing from the participants the cards are clustered and evaluated for utility or feasibility. This can be done by giving the participants a certain number of dots to place on the most feasible or useful cards. Those cards which receive the most number of dots are then included in the next session of the workshop.

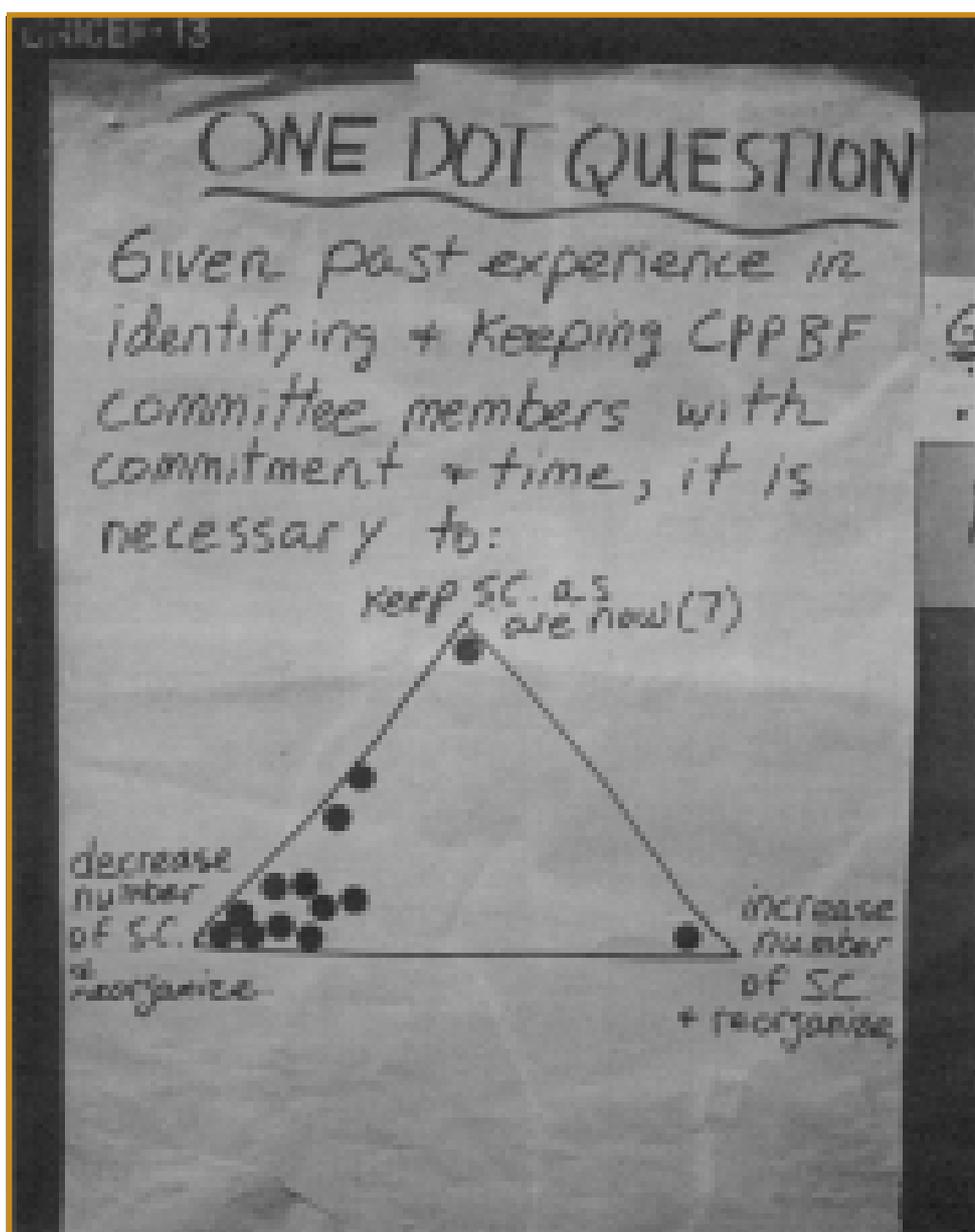
If participants are not used to this kind of anarchic association, you may introduce this technique with a small exercise to make clear that you are foregoing logical or restrictive thought patterns. For example, you can show a paper clip and ask participants to enumerate its potential uses.

Remarks: You must differentiate the wild and the rational phase of this exercise, otherwise the participants might not get down to talking about the useful ideas. The exercise should not last too long, as brainstorming is only a liberating moment in an important planning process. The main rule is: everything is allowed to be expressed and no critique or arguing over ideas. This has to be done later in the rational discussion phase.

Single dot question

Purpose: To summarize quickly the divergence or convergence of opinions and viewpoints about a specific issue.

Description: Single dot questions allow the participants to express their viewpoint immediately by putting a coloured dot in a scale, range or matrix which allows different options. This is used to decide on the next step of a group process, to get over an impasse in discussion, to express the feeling of the session or the day, or to evaluate group progress. After the dots have been placed, either openly or in private, depending on the issue, the group interprets the results. The facilitator makes no initial judgement.



Multi-dot question

Purpose: The multi-dot question involves selecting the most important issues felt by the participants and making a choice between different alternatives.

Description: After a card collection on problems the main problems are identified by giving a multi-dot question. This is done so that detailed work on selected aspects can continue. Everyone has the chance to put several dots to indicate his or her priorities on a selected number of the overall issues or alternatives. This is a good method when there are several alternatives (10 to 20 for example) and a selection or a prioritization is useful. Count the dots and number the alternatives in numerical sequence to prioritize.

Remarks: The number of dots for each participant depends on the number of participants and the number of alternatives. For example, if there are 15 alternatives to choose from and 20 participants, only 2 or 3 dots per person should be distributed. Do not be too rigid. That is, even after counting the dots continue to let the group discuss and evaluate the priorities, adding an additional selection of forthcoming discussion topics.

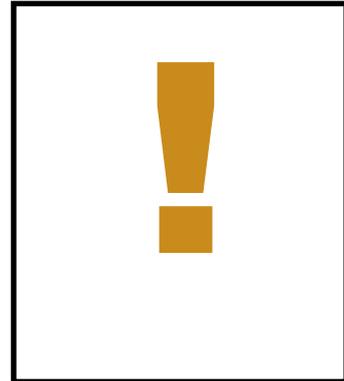


Traffic signs

There are a number of traffic signs that can be used in VIPP workshops to facilitate creative processes and reduce conflict.

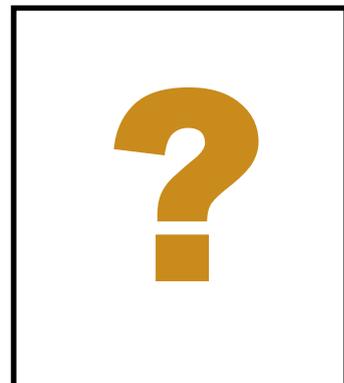
Yellow card

Participants are all given a yellow card (sometimes with an exclamation mark) to keep for occasions when someone is dominating the proceeding by going on too long in a monologue or carrying on a debate which cannot be solved on the spot. When two or more people raise the card, the speaker must stop. This method may not be useable in some cultural contexts or when participants are from different levels in a hierarchy.



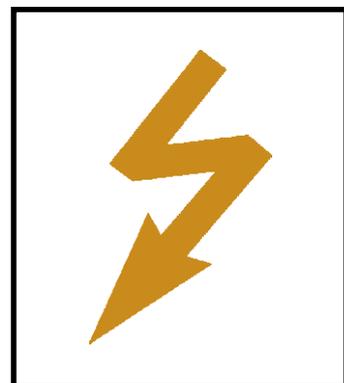
Question mark

This card is placed on a pin board when further clarification or further information is required to complete some work. The visible question mark ensures that the facilitators will not forget the issue.



Lightning

This sign is used to indicate disagreement, conflict or controversy which cannot be resolved at the moment. It allows the facilitator to put such conflict "on hold", especially if it only involves a few participants. At the same time it ensures them that the issue will be dealt with.



Name tagging

It is important for facilitators to get to know participants by name as quickly as possible and for participants to know one another. Often in group events special name tags are prepared beforehand with full names and designation. These are not usually readable from a distance and so participants have to wait for tea/coffee break to get to know names of fellow participants.

In VIPP events such formality is avoided. Name tags can be made from VIPP cards, paper clips and masking tape on entering the room. First names or familiar names which the participants want to be known by are used. Organization is optional. One method of having everyone interact from the beginning is to have participants write their name cards and put them in a pile in the centre of the group. The participants then are asked to pick up the name of someone they don't know and find that person. This forces everyone to ask who the strangers are, thereby reducing barriers to communication from the beginning.

A quick and less complicated method of name tagging is to have participants write their names directly on masking tape which is then stuck to clothing. Rolls of tape and markers are passed around from person to person just before the event begins. This method is convenient and participants who lose or forget their tags can be asked to rewrite them instantly.

Name cards may also be quickly made by participants for voting on priorities or for choosing amongst alternatives. These are pinned by the participants on boards beside the relevant idea cards.

A NAME GAME

One method of breaking the ice and getting to know each other quickly, at the beginning of a workshop, is to remove name tags and sit in a circle and simply ask one participant at a time to name all other participants starting with the one sitting beside him or her and going around the circle. The name game continues until everyone can name everyone else around the circle. If time allows, they can be asked to name fellow participants in reverse order to be sure that names and faces are fixed in their minds.

13 Games and exercises

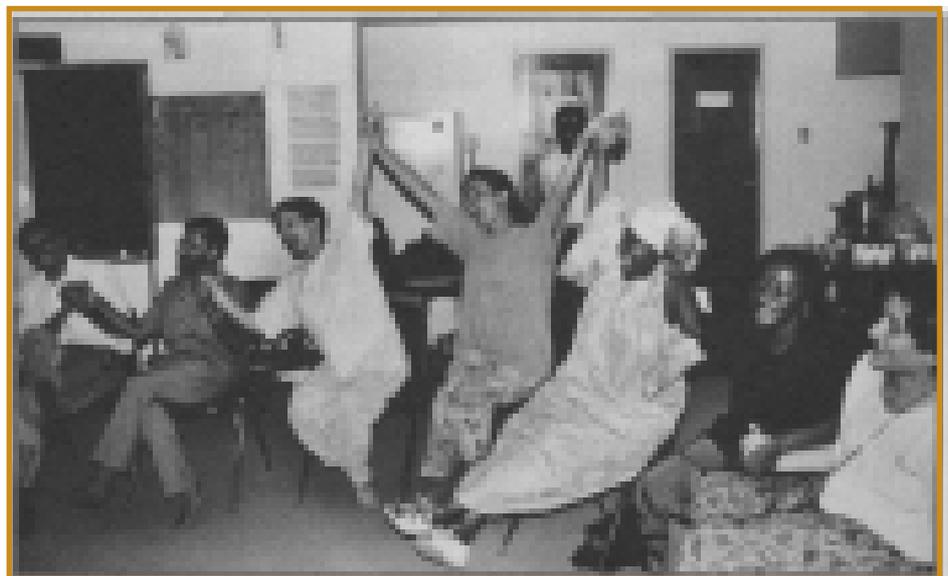
Very much a part of VIPP are the icebreakers, introductions and warm-ups which speed up and enhance the amount and the quality of interaction in groups.

Icebreakers

The purpose of icebreakers is to animate participants; to motivate them for the next session; to reach a higher level of concentration for the next activity or for changing an exercise from a purely intellectual activity to one where more senses become involved. Mutual presentations of fellow participants can also have an icebreaking characteristic.

Icebreakers must be well prepared, instructions given clearly and quickly executed. A lot of adult games can be adopted as icebreakers. Their use depends entirely on the kind of group, the setting and the mood of the group. The experienced facilitator will be able to decide when to apply each game. For example, to wake up participants in the morning, to change the subject, to renew concentration after lunch, etc. Ideally there should be a direct linkage between an icebreaker and the workshop process. For example, a cooperative game such as Breakthrough and reflection about cooperation as a desirable workshop principle. For some exercises the facilitator may split the plenary into smaller groups if the number of participants is large.

The following are short descriptions of some important icebreakers. Many more possibilities can be explored in different manuals which are mentioned in the appendices.





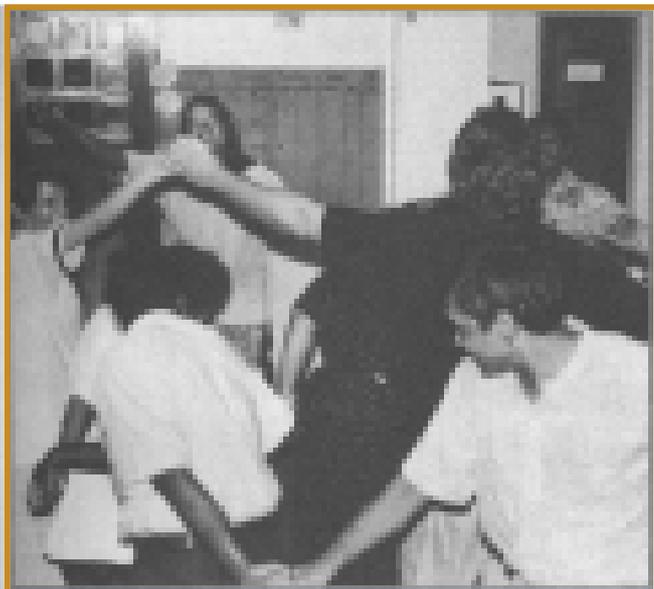
Breakthrough

The participants are told to remove breakable and valuable items such as glasses and jewelry and to split into two, equal-size groups, A and B, in two lines, facing one another. Group A is asked to break through Group B. No one is allowed to talk. Usually the breakthrough occurs relatively easily. Then, before a second try, the two groups are told they have five or 10 minutes to plan strategy for the second breakthrough as well as the defence. With this preparation the breakthrough is comparatively difficult. *Following the exercise the participants reflect on the importance of coordination and communication. This may lead to discussion about reaching the goals of the workshop by communicating and acting collectively.*



The human web

Participants form a big circle facing inward. They then stretch out and cross their arms in front of them. They are asked to close their eyes, slowly advance towards the middle of the circle and grasp one fellow participant's hand with each of their hands. The facilitator should ensure that three hands do not join and that hands are grasped, not wrists. When everyone has grasped two other hands firmly, the facilitator tells the participants to open their eyes and the human web has to be untangled. The web may end up in a number of smaller circles of participants, sometimes intertwined. The exercise can be repeated to show different results. *This icebreaker brings people very close together and breaks the status feeling in hierarchies.*



Blind trust

The participants form single-file lines of eight to 19 people each, 30 to 40 feet from a wall. Two participants for each line stand by the wall, facing those lines. The facilitator instructs those in line to close their eyes completely and walk towards the wall. The participants at the wall are asked to catch those advancing towards the wall by the shoulders and arms before they hit the wall. They are told that it is a very serious exercise and that there should be no fooling around or someone could be hurt.

After being caught and stopped, the participants return to the end of the line and wait their turn to advance towards the wall once more. They are told to increase their speed each time until, near the end of the exercise, they are running as fast as they can or choose to run, increasing the danger of impact each time but also increasing confidence that they will be caught on time. *This exercise is useful to increase trust between participants and to build up team spirit. It demonstrates differences in initial feelings of trust and in the gradual building of trust. These feelings can be analyzed, in general terms, after the exercise. However, the reaction of various individuals to the exercise should not be discussed in plenary.*





Life boat

The participants are told they are on a ship which is sinking. They have to get into life boats, but their capacity is limited. Depending on the size of the group, the facilitator calls out that the life boats are only for 2, 3 or 5 people, for example. Then, in five seconds, participants have to form groups of 2, 3 or 5. The facilitator eliminates those who have drowned - groups which are bigger or smaller than the announced numbers. The facilitator then announces new numbers so that regrouping is necessary until there is only one group left. *This exercise is a quick energizer to allow people to move around quickly, interact with each other, make quick decisions and thereby become less inhibited.*

The mail

Participants and facilitators sit in a circle on the exact number of chairs minus one. One person (perhaps the facilitator to begin with) stands in the middle and announces: "I have a letter for those who (for example): ... are wearing black shoes,... have a moustache,... had a shower today... work for an NGO,... live in the countryside,... don't like garlic", etc. The participants who are wearing black shoes, for example, have to change chairs. The person in the middle uses the movement of people to sit on one of the empty chairs. The one who is left without a chair now stands in the middle and delivers another letter. *This exercise gets people moving around and forces them to observe and discover things about fellow participants.*

The assassin

One of the participants is secretly told by the facilitator that he or she is an assassin. The participants form circles of up to 10 people, the assassin amongst them. The assassin winks with one eye at a person he/she wants to kill and if that person sees the wink she falls to the ground in the middle of the circle. The others continue to look and try to identify the murderer. If somebody accuses someone else falsely, he/she is out of the game. *This exercise is fun and adds informality to the proceedings, thereby increasing communication between participants.*

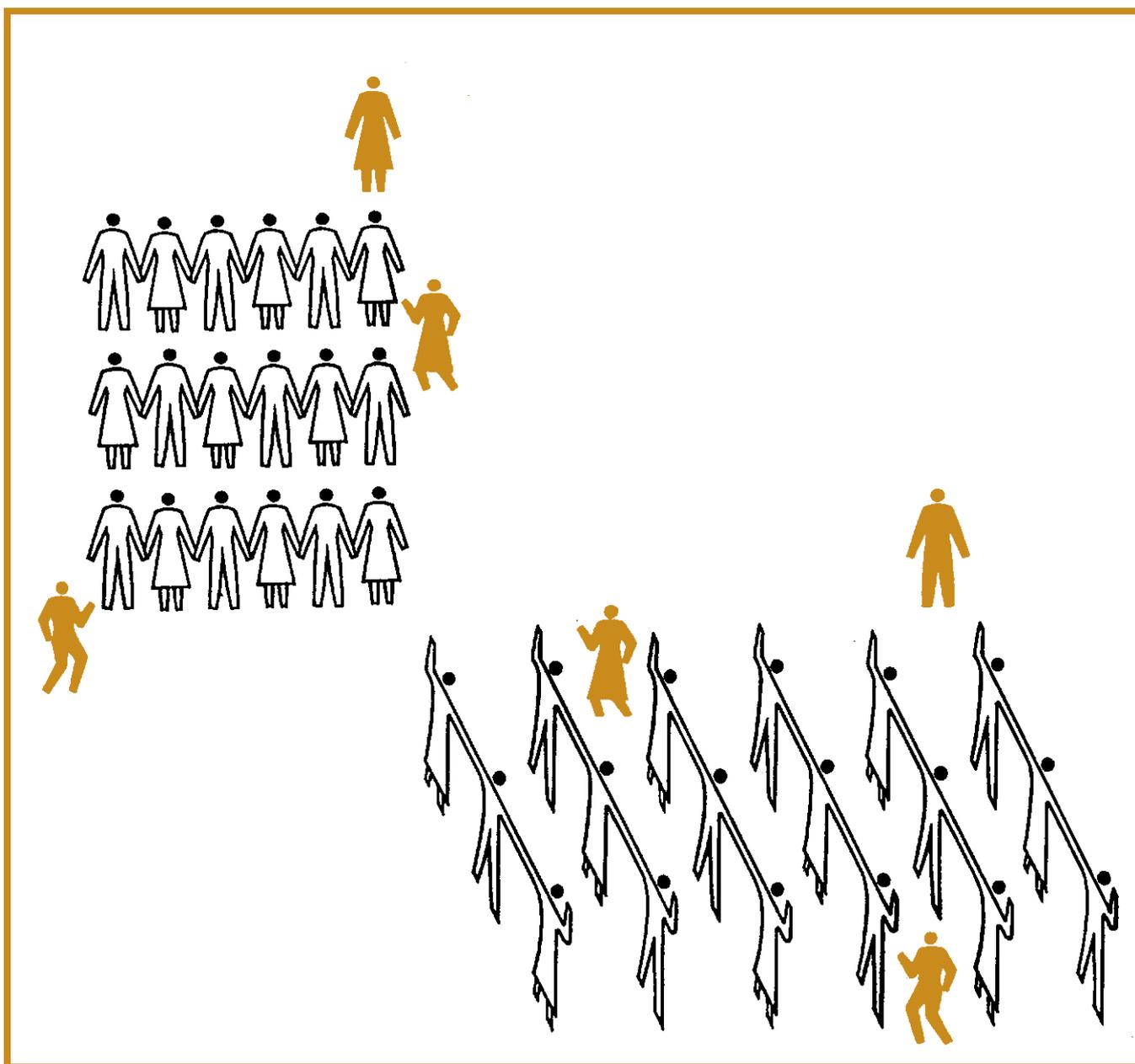


The bridge

The participants split into two groups and stand on chairs which are in two rows, facing each other. Each group has one more chair than the number of members. The task is to reach a goal line, drawn at some distance, by passing the last chair in the line through the hands of the group until it is placed closest to the goal line. The participants then move one chair closer to the goal and begin moving the last chair forward again. If somebody falls from a chair, he/she is removed and the group must move two chairs at a time. The first group to arrive at the goal line wins. *This game energizes the participants and encourages team work.*

Streets and avenues

The group splits into four or five groups. Each group builds rows in the form of streets by grasping hands in one direction. When the facilitator says "avenues", the participants make a quarter turn to the left and grasp the hands of the persons who are now beside them. An order for "streets" returns the group to their original position. Two volunteers take on the role of a cat and a mouse. The cat has to catch the mouse. By giving orders for the formation of "streets" and "avenues" the facilitator tries to keep the cat away from the mouse. Everyone has to react quickly so that the cat does not catch the mouse. *This exercise energizes group spirit and concentration.*



Power cable

One participant volunteers to leave the room. The others form a circle which symbolizes a power cable with one blank end which the person outside has to discover. The person outside is called in and asked to touch the heads of people to detect which one is the end of the power cable. She is told to concentrate completely on detecting the end. It is agreed by the group before the volunteer returns that when a certain number of heads are touched, the whole group will scream. The moment she touches the sixth head, for example, she gets a real shock! *This exercise makes the group concentrate on one objective. Since it can be quite shocking to the volunteer, his or her heart condition should be queried first!*



Simon says...

All stand in a circle. The facilitator says: "Simon says, -eg. touch your nose with your left hand, hold up two hands, form a fist", etc., demonstrating the action at the same time. Everyone is asked to follow the orders as demonstrated. But if the facilitator does not mention "Simon", and some participants follow the orders anyway, those participants are out of the game. The game goes on until only a few participants are left and the facilitator cannot trick them any longer. *This exercise increases concentration and energizes the group for the next task at hand.*

Follow the leader

Similar to the above game is an exercise where the facilitator verbally gives commands to participants to touch their own nose, ears, eyes, etc. while demonstrating the same in actions. But without warning the physical direction given differs from the verbal direction, such as touching the nose while asking the participants to touch their right ear. Those who follow the physical direction are excluded. *This exercise increases concentration and energizes the group for the next task at hand.*

Find the leader

Another variation on the theme is when a volunteer goes out of the room. The facilitator asks the remaining participants to stand in a circle facing inward and identifies a leader who will start movements of some part of her body which everyone else has to copy. The movement is changed frequently. The volunteer comes from outside the room into the middle of the circle and has to identify the person who is determining the others' movements. The volunteer is given three guesses in a limited time, say three minutes. *This exercise increases concentration and energizes the group for the next task at hand.*

Winking

The participants are divided into two groups. In one group there is one more person than the other group. The first group is composed of prisoners who sit on chairs in a circle, leaving one chair free. The second group is composed of guardians who stand behind each chair, including the empty one. The person behind the free chair looks around and winks at a prisoner who has to escape from her guardian and sit on the free chair. If her guardian grabs her before she can move, she will remain where she is. The guardian with the empty chair keeps on winking at more prisoners until one escapes and the guardian with the newly free chair takes over. *This exercise demands concentration but is quick and serves as a good break.*

Bang

The participants sit in a circle on the floor, counting out loudly, beginning with "one" and going around the circle, each person saying the next number. However, every time they come to a number which can be divided by 3, such as 12, or contains a 3, such as 13, the person whose turn it is has to say "bang" instead of the number. If she fails she is removed from the group. *This exercise demands concentration and is useful at the beginning of serious group work in problem solving.*

Association

The group sits in a circle. Someone says the name of a fellow participant and a word, whatever comes to mind. The next says the name of another participant and a word which she associates with the first word. The next person does the same, and so on. If someone does not answer quickly she is removed from the game. *This is an exercise which helps with creative thinking and with getting to know fellow participants.*

Robot testing

Divide the plenary into groups of three: one robot-tester and two robots. Once the play starts, all robots start to walk in one direction. By touching the right or the left shoulder the tester can change the direction of the robots to the right or left. The tester must try to stop the robots crashing into obstacles such as walls, chairs, other robots, etc. *Participants experience, immediately, how difficult it is to manage two things at a time.*

Person A and person B

Each person privately selects one person out of the plenary as "Person A" and another person as "Person B". No one else should know their choice. Then everyone tries to get as close as possible to his or her choice of "Person A". Once that has happened and people stop moving, the facilitator tells them to get as far away as possible from their "Person B". The group will do two opposite movements: contracting and expanding. *It's a quick and humorous exercise. Participants should not be asked to reveal who they picked for some may feel left out.*

Theme songs

Sometimes theme songs are developed by participants which can be used to warm up participants in the morning, to energize a group which is becoming bogged down or to serve as a signal that one session is ending and another beginning. *It is best if they are spontaneous, arising from the participants, and connected directly to the theme and the group process. They should not be over-used. Theme songs can become a crutch for poor facilitation.*

Getting to know one another

In addition to the warm-up games and energizers outlined in the previous section, there are a number of games which are specifically geared to increasing participants' knowledge of each other. This is especially important in the introductory part of a workshop composed of participants from different backgrounds or organizations. However, certain exercises are useful for situations when participants know each other at one level and wish to probe deeper to find unknown aspects.

Cobweb

Participants form a circle. One is given a ball of string, yarn or cord and is asked to say his name, country of origin, date of birth, type of work, expectation of the workshop, etc. When he finishes he holds the end of the string and throws or passes the ball to another participant. Then the string receiver presents himself as well and passes the ball to another participant. This procedure goes on until all participants are interwoven in a cobweb. (A shorter version is when participants announce how they are connected to the person to whom they pass the ball of string.)

The facilitator has the chance to say something about the important role that each one plays in the event and that the success of the event depends on the positive or negative tensions that are displayed by each person. There is a variation of the exercise. It consists in disentangling the cobweb in the reverse order in which it was built. Each one, before returning the ball of string to the one who passed it to her, tries to repeat the information that was presented by that person.



Visualized presentation

Participants are asked to draw on a piece of flip chart paper, or similar material, information such as their name, place of birth, organization, expectation of the workshop, etc. They could also be asked to draw themselves in relation to the theme of the workshop. The participants may also wish to construct the information out of cards and glue the cards on paper, depending on time available. Then each person is asked to present herself briefly (two or three minutes at the most). *When all individual presentations are completed, the facilitator can ask for comments, or make them herself, on aspects such as the different regional backgrounds or the total of the age of all participants, expressed as the "years of experience" involved in the event.*



Mutual interview

The plenary is divided into pairs of people who do not know each other well. Each person takes a sheet of flip chart paper and a marker. They interview each other for about ten minutes each, asking spontaneous questions and writing down information. At the end of the interview they are asked to draw a symbol for their partner. When each person has been interviewed, a presentation in plenary takes place. Participants stand in pairs in front of the plenary and present each other, describing what they have learned about their partner and why they constructed a particular symbol. The presentation should not last longer than three minutes per person. The drawings are then left on display for the remainder of the event. *If the participants know each other well, the facilitator can ask them to find answers to unknown aspects like hobbies, secrets, visions of the future or experiences in childhood.*





Fish bowl

Divide the participants into two equal size groups, forming an outer and an inner circle, everyone looking towards the inside. Start some music, sing or clap, and the two circles move in opposite directions. After 10 seconds stop the music and the people from the inner circle turn around face to face with a partner from the outer circle. Each one tells the other his or her problems and gives advice. They can also talk about a theme of the worksop. After several minutes the music continues and the two circles move again. *This can continue until you feel that all participants helve listened to a number of partners. The technique is also useful for stimulating an exchange of thoughts before card collection.*

Dialogue and communication

The following exercises are most useful in events which are designed for building teamwork and networking, training in communication methods and training of trainers in communication and facilitation methods. They can also be used in regular planning and training events to increase interaction among participants.

House-tree-dog

Purpose: To experience and reflect upon one-way and two-way communication and mutual understanding.

Description: The participants are divided into pairs. Each pair receives a sheet of flip chart paper and a marker and is told to sit at a table or on the floor, face to face with the paper between them. The facilitator asks them to remain silent from the moment and then gives the following instructions: "Without talking, hold the marker and jointly draw a house, a tree, and a dog. Then, without talking, jointly sign your common picture with the name of a well-known artist. Finally, give the common picture a grade. You are allowed to talk when everyone has finished the drawing." When all participants have completed their drawings each couple presents the picture to the plenary and explains their experience in creating a common picture. The facilitator visualizes key words concerning the process described by each person and holds a discussion about what went on between people, based on these points.

Remarks: *Points about one-way and two-way communication can be made with the experience which each one has gone through so that these concepts can be better understood.*



Controlled dialogue

Purpose: To improve skills in precise and clear communication. To increase capacity in listening.

Description: Participants are divided in mini-groups of three people each who are given roles A, B and C in each group. Each mini-group chooses a topic to talk about under the following rules: The person with role A starts a sentence about the topic they have chosen. The person with role B repeats the content of the sentence that A has said. If A considers that B has understood the meaning of her sentence, A says "correct". If not, she says "wrong". B tries again until A says "correct". Then A and B switch roles and repeat the procedure. The person with role C acts as observer and referee and should not interfere in the dialogue unless the rules are broken. After 15 minutes the dialogue stops and roles of A,B,C, are changed. The dialogue continues for another 15 minutes with the same rules. The exercise comes to an end when all three participants have played the three different roles in three periods of 15 minutes.

After 45 minutes all mini-groups get together in the plenary and evaluate the experience with the help of a facilitator who visualizes the comments of the participants related to two aspects: 1) frequent mistakes when one is a sender and, 2) frequent mistakes when one is a receiver.

Remarks: *An excellent exercise in listening.*



Blindholder

Purposes: To reflect on the concepts involved in facilitation.

Description: Participants are asked to find partners that they do not know very well. Within each pair, one is asked to act as a blind person and the other as the blindholder. The blindholder is told that he can do anything he wants with the blind person for about five minutes. Then the roles are reversed. After another five minutes of blindholding, the participants stop and state how they felt, both as blind people and blindholders. Their feelings may be collected on cards for further reflection on the qualities of good communication or facilitation.

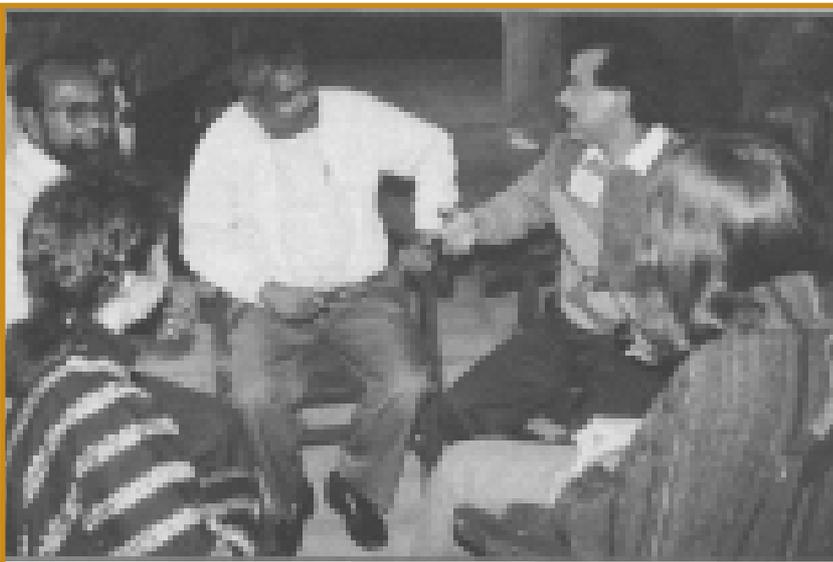
Remarks: *This exercise increases the interaction between participants and allows them to reflect on different modes of communication and styles of interaction between people. Some blindholders may react very aggressively with their blind charge, others may treat them in a paternal manner while others may practically ignore them. The facilitator relates this behaviour to the concepts of facilitation.*





Horse Trader

*An exercise in
intensive
inter-personal
communication*



Horse trader

Purpose: To experience the complexity of meaning, values, attitudes and behavior involved in the process of interpersonal communication, thereby leading to a common agreement for problem solving.

Description: In plenary, the facilitator introduces the task with the following words which should be written out on a flip chart in point form: "A horse trader buys a horse for 60 dollars. Then he sells it for 70 dollars. But he regrets it. So he buys the horse again and pays 80 dollars. Since he is a trader he sells it again. This time for 90 dollars. (No interests and no additional costs are involved.) What is the profit of the horse trader? - \$60? \$70? \$80? \$90? Please calculate it mentally by yourself. It is very easy. Write your result on a piece of paper. Put it in your pocket without showing it to anybody. Please wait in silence for the next instruction."

When the facilitator sees that everyone has a written answer, she divides the plenary in two or more groups of five to seven people. Then, she tells them: "Now, go to your separate groups and decide what profit the horse trader has made. Your goal is to reach a group consensus on the amount. The only rule is that each member of the small group has to be 100% convinced that your common answer is correct. Only then can you return to the plenary."

There is no fixed time for this part of the task. However, if the discussion drags on at about 30 minutes the facilitator can give a little pressure saying that for such an easy mathematical question it is taking too long.

The important part of the exercise is the evaluation which should not include a discussion about which answer is correct; it should be a discussion on the behavioral processes in the groups as people strive to achieve consensus. Wait until groups reach a consensus before you begin discussion on group process.

Remarks: *Facilitators should be aware that this is a very involving exercise in which possible personality conflicts may arise. It should be used only if the facilitators feel that they themselves have a well-grounded problem solving approach. Otherwise it may "boomerang" against the group process. Crucial is the evaluation for which at least one hour should be allocated, and be sure it is visualized.*

Drawing

Development means to me...

Purpose: To reorient an ethnocentric concept of development.

Description: Each participant draws on a piece of flip chart paper without using words, his or her individual understanding of the concept of "development" or the theme of the workshop. For this part of the exercise allocate between 15 to 20 minutes. Some participants may want to cut and paste with various coloured VIPP cards. Back in the plenary each one explains the meaning of his or her drawing. They are then put into the "exhibition gallery". Then comes a discussion on the diverse forms of understanding of development or the workshop theme. This leads to a reflection on different perspectives and cultural preconceptions and values.

Remarks: *Be aware that the discussion should not end up with one single correct definition. This exercise should be complemented with inputs about the history of the concept of development or development theme/development theme in western culture and the diversity in that concept worldwide. Another procedure is to use a good article for the same purpose.*



Past, present and future

Purpose: To introduce an historical perspective in problem definition and exercises to compare different perceptions of a problem. The representation of the future goes beyond the classical problem definition and enters into a broader field of possible perspectives, linked to the past.

Description: Each participant draws on a sheet of paper, divided into three sections, his individual perception of a topic in the past, in the present, and in the future. It can also be done in small groups. Examples of topics suggested are: environment, the city, development, my organization, my family, the rural area, agriculture, and anything that is related to a problem that will be analyzed. The drawings are presented and the evaluation puts emphasis on common and differential traits.

Remarks: *It is a good exercise for the beginning of a situation analysis. Like all exercises which demand drawing, a careful discussion on evaluation is required. Otherwise participants get the impression they are back in kindergarten!*

My house, my community, the landscape

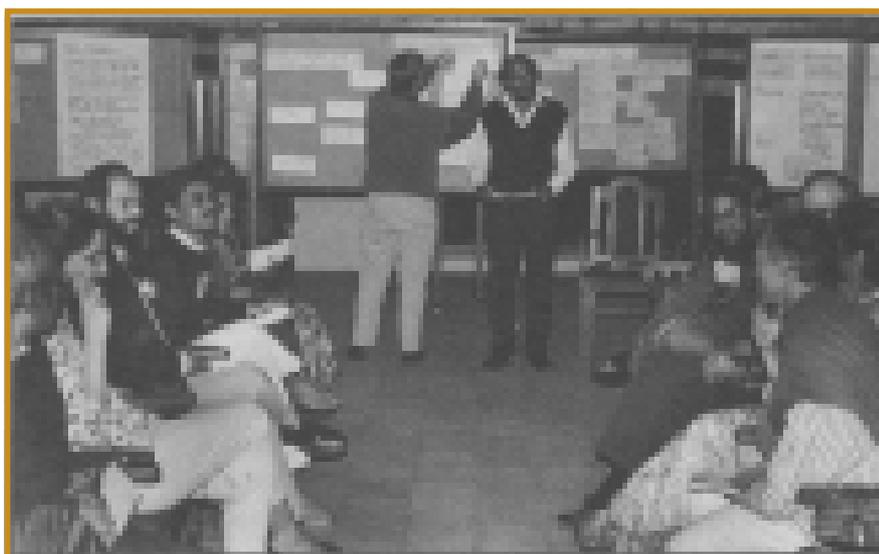
Purpose: To explore the subjective perception of the environment, and the role of the individual, the family and the social group.

Description: Each participant draws the above mentioned themes. After the presentation of the pictures, a discussion follows.

Remarks: *This exercise achieves its purpose better when it is applied among participants coming from different socio-cultural settings. A variation is to ask participants to draw their house of the past, present and future.*

14 Debates

Orchestrated debates are a good way to liven up group events, bringing forth ideas which might not otherwise emerge.



Pro & Contra

Purpose: This technique allows participants to explore contradictory viewpoints and reach a more overall appreciation of other points of view.

Description: The plenary is divided into two groups facing each other. One group is asked to be the Pro-Group, the other the Contra-Group. The groups spend about 10 or 15 minutes discussing their arguments and writing them on cards. They will then express their contradictory views alternatively, pinning them on the board as the discussion continues with the help of the facilitators. Each group has to respond to the arguments presented by the other group. At the end of the exercise there is an open discussion about the results of the arguments.

The facilitator may ask participants to do a single-dot question in the beginning, to know their position on a particular issue, and another one at the end to see if the pro-contra debate has shifted opinion.

Remarks: *The point of discussion must be conflictive, otherwise the exercise will not be interactive. For example, in a workshop about participation, the two positions might be: "Without participation development is impossible." vs. "Participation only hinders efficient, professional development work." Or in a health workshop: the utility of traditional healers vs. that of modern medicine.*

Han-ji - Na-ji*

Purpose: To actively provoke the discussion of contradictory issues by using an element of debate to overcome barriers.

Description: Two volunteers are selected from the participants, one acting as "Han-ji", the optimist - and the other acting as "Na-ji", the pessimist with regard to a contradictory issue which affects all the participants. Both volunteers think of relevant arguments and start to argue against each other, standing in front of the group. They have to try to find allies in the group, provoking interventions by the participants, asking them tricky or polemic questions. During the discussion the facilitators write down the pro-contra arguments which are expressed by the floor (not the volunteers).

After the very loud and active discussion, the facilitators pin the pro & contra arguments on the board and discuss them in detail, considering their strong and weak points.

Remarks: Both actors need some time to prepare their own arguments for themselves, not known previously to the participants. However, this game depends on spontaneous interventions, jokes and quick replies of the volunteers who should know the subject well. Otherwise it gets boring and the people are not provoked to enter the discussion.

* "Han-ji" means "yes sir" and "na-ji" means "no sir" in Sanskrit-based languages.

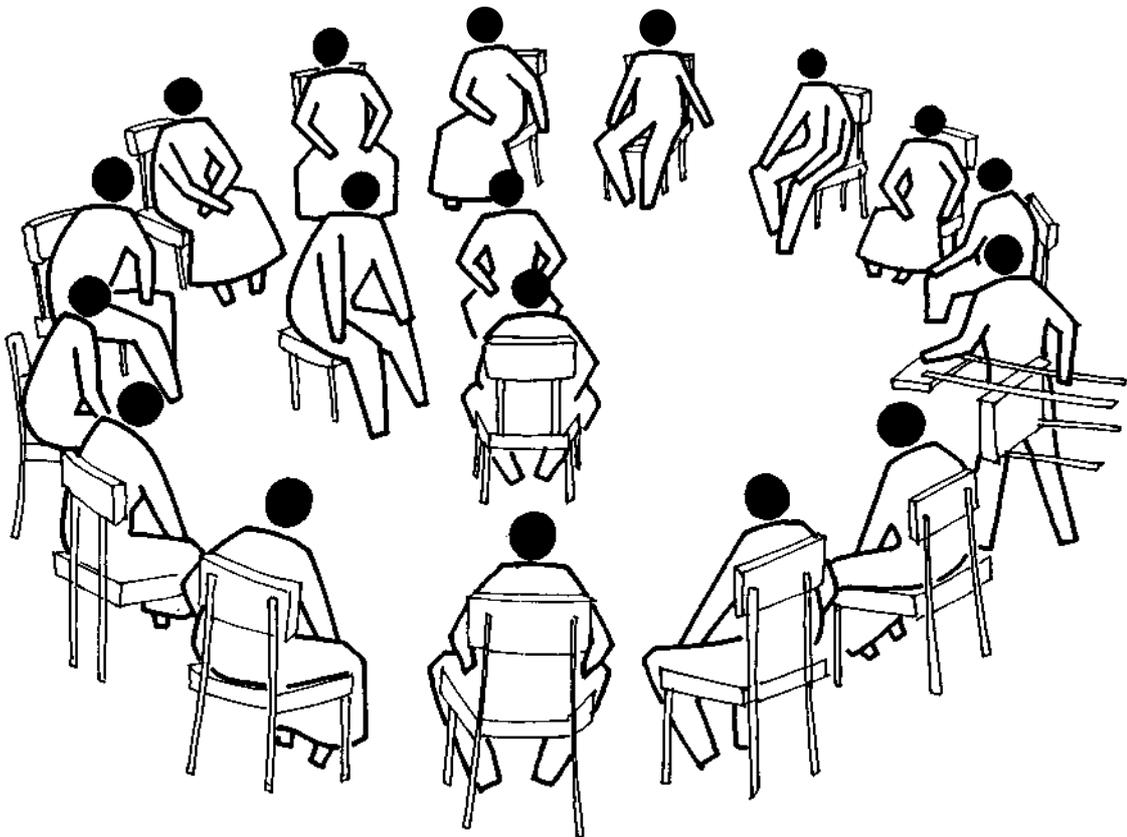


The Fish Pond

Purpose: To involve participants by stimulating an interesting discussion of conflicting viewpoints.

Description: The participants sit in a round circle on their chairs. There is also an inner circle of three participants who have been told to carry out the following task: Discuss a controversial issue, one of the three acting as discussion leader. The people in the outer circle are not allowed to speak. If someone in the outer circle wants to intervene in the discussions, to add an argument, she must take her chair and enter the inner circle. Once she has entered she cannot go back to the outer circle. At the end everyone is likely to be in the inner circle.

Remarks: This technique emphasizes participation and motivates everyone to enter into a discussion. But, it can also be used for reflection on the contradictory issues presented in the discussion.



15 Role plays

Role plays are very useful techniques to analyze a variety of themes based on concrete, real-life situations. They can be used in conjunction with visualized board work in presenting issues and demonstrating the results of group work. Very often role plays and debates are the most remembered exercises in VIPP events.

STEPS FOR ROLE PLAYS

- 1 In choosing a topic, its relationship to the group process and workshop theme should be clear.**
- 2 You do not require a written script or costumes, nor a long preparation time.**
- 3 Talk about the topic, exchange ideas about how each one perceives it, what experiences each one associates with it, and how is it understood by each person.**
- 4 Structure all the ideas expressed on a pin board and put them in such an order that they can be acted out.**
- 5 Decide who will play each role.**
- 6 Carefully plan your time. A 5 to 10 minute role play is usually sufficient to make a point.**
- 7 A brief rehearsal is also recommended to be sure that everyone can speak loud and clear enough, using gestures and introducing props to make the situation more real or more humorous and attention grabbing.**

Remarks: These techniques are useful to start discussion on a topic and also to deepen participants' understanding of a topic. They can also be used to conclude a group discussion, synthesizing the results, and presenting it to the plenary. A role play can be backed-up by the visual results of group work, displayed visually and used to reinforce the main points following the discussion.

The evaluation after a role play should concentrate on the attitudes, functions and ways of thinking which have been represented and not on the acting abilities of participants. It is very important to underline that it is a simulation and to avoid personal criticism.

Examples of role-plays



In a workshop, on social mobilization for basic education, the participants act out a conflict between authorities and others in the decision making process, expressing a usual problem area in a creative way.



In a communication training workshop participants act out a scene which demonstrates both one-way communication, or information giving, and true dialogue.



In a workshop designed to devise an action plan for the development of female children, participants act out a village scene . A man is applying to local authorities to approve his marriage to an under-age girl. The chairman of the community council, the local religious leader and parents of the girl are present. All the civic and religious arguments and problems the group has captured on cards are brought forth in the skit.

Role
Plays



In the same workshop, participants present group work on the reasons for high drop-out rates for girls in primary school.



16 Use of group and plenary

Plenary

The plenary is the centre of any event. Here is where the discussion starts and where the final evaluation takes place. In the plenary the programme is discussed and finalized, the problems and main issues are selected. The participants intervene in the steering process of the event and the conclusions are elaborated.

From plenary to group work

But plenaries become uncomfortable and boring if they take hours and hours of our time. Group work has several advantages:

- 1 It offers a change which is stimulating.
- 2 It intensifies the exchange between participants.

- 3 It allows us to deal with several issues at the same time through the assignment of different issues to different groups or to accommodate different group positions on one single topic at the same time.
- 4 It allows us to give very intensive, creative tasks which, if tried in the plenary, would end in chaos.

Groups should not be composed of more than eight people, so that everybody gets involved, and should be larger than three so there is a greater chance for exchange. Five members seem to be ideal for defining problems or for planning activities. Bigger groups require much more time since some monopolize the discussion and dominate the outcome while others are excluded from the discussion, in which case the results are not representative. But the facilitator should be judicious in using group work: it is not a universal technique for every moment of an event. It can also become tedious.

The presentation of group work may take place through a visualized presentation, a role play, a drawing or an interactive exercise which involves the rest of the participants.

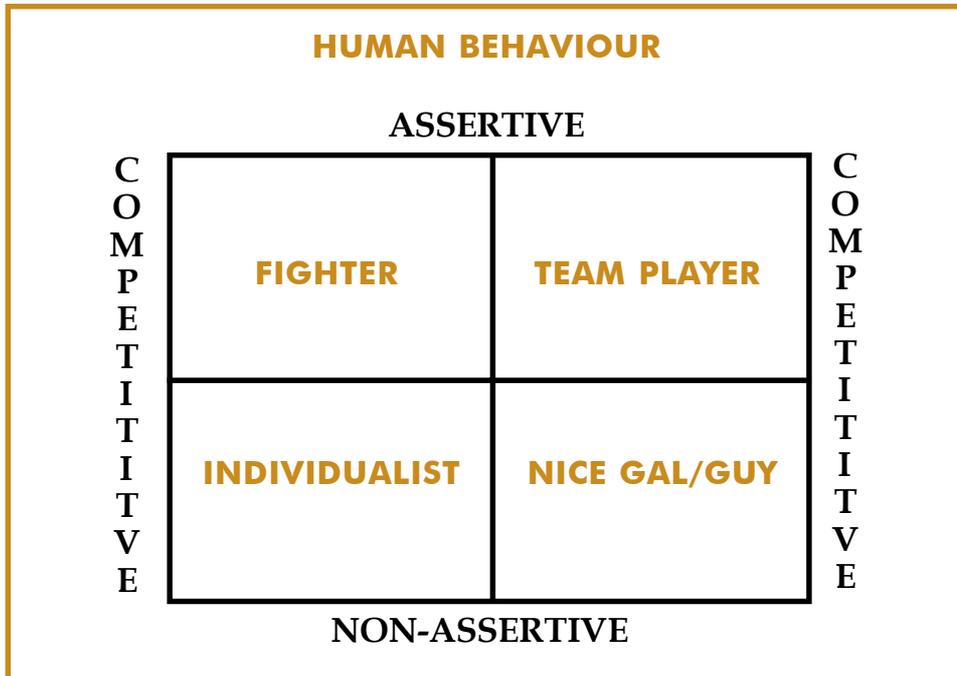
Forming groups

A crucial question concerning group work is how to divide the plenary into groups: the facilitator has to decide if she wants the groups to be built randomly, by design or by choice.

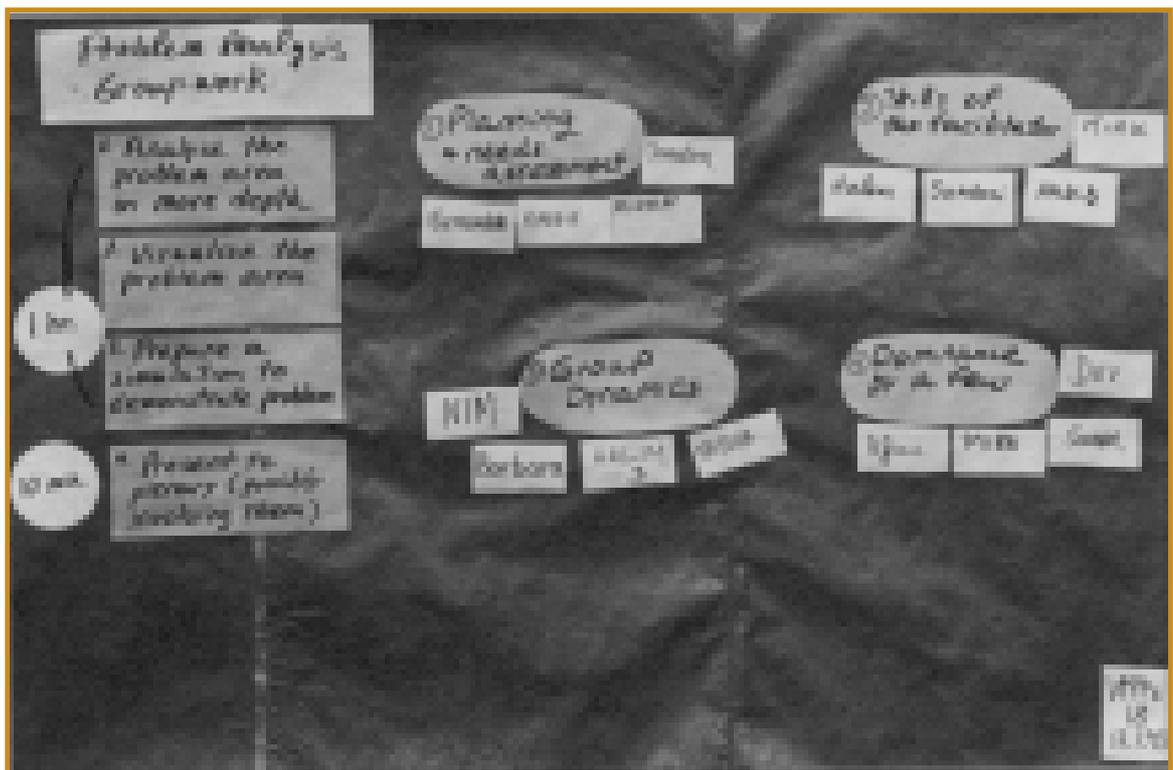
Random selection: If built randomly, the group may be more heterogeneous which is desirable for an exchange of problems and experiences and, at the beginning, to form a collective spirit and to get to know each other in different situations. One way of forming a group randomly is to divide the groups by giving all participants numbers - 1,2,3,4,.. or with different cards and symbols for each group, to be drawn from a hat or box.

Formation by design: This involves dividing the group through previous knowledge of professions, institutional backgrounds, personality, etc. For instance, the facilitator may wish to balance the personalities in a particular group so that there are equally distributed fighters, individualists, team players and "nice gals/guys" in each group, according to the matrix which on page 119.

Use of group and plenary



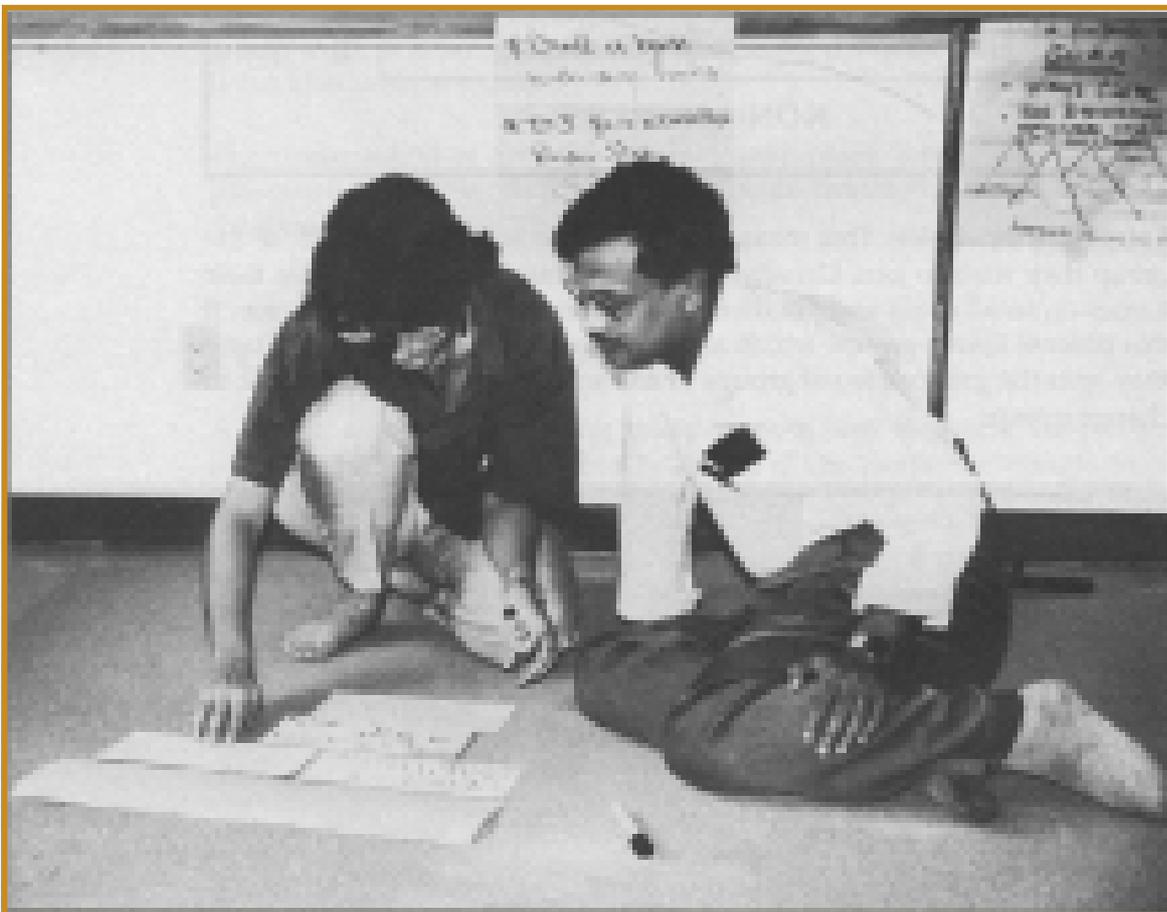
Formation by choice: This means that everyone is allowed to choose the group they wish to join. Usually the participants are asked to write their names on small cards and pin them adjacent to the issue of their choice. If this process leaves groups which are too large or too small, the facilitator may split the group into subgroups or ask some members if they want to change groups.



Buzz groups

"Buzz groups" are groups of two or three participants who discuss a topic without breaking up the plenary formation. This technique is used to quickly get selected reactions from the plenary, for example, to formulate questions on a topic, to draw conclusions on a discussion point, to receive quick feedback from participants and to avoid a long series of clarification questions.

The question must be clear, provoking and must be visualized. The results of buzz groups are written on larger card strips (see page 49) in the form of a sentence. If the group of participants is more than 25, this method allows a quick discussion process.



Small groups

As with buzz groups, sometimes it is useful to split the plenary into small groups of three to four without leaving the plenary room. This may be useful, for example, to clarify a problem question or issue, or to formulate a more extensive statement than with buzz groups. But it requires more time because a greater task is usually involved.

Rotating plenary

The plenary meets during group work sessions (eg. case studies), moving from one group to another. This is useful in motivating the groups to gather new ideas (stealing of ideas is allowed!) to stimulate their discussions. Moving the plenary also helps in group dynamics and avoids wasting time in transporting pin boards around. However, the process must be carefully guided by the facilitator. Everyone should be asked to stand and listen and to move promptly in rotations. Traffic signs can be used to facilitate the process.



Study tour

In order to facilitate group work the facilitator may suggest to a group that is having problems progressing, is bogged down in discussion without visualization, or is dominated by one or two people who are inhibiting progress, that they take a short tour to see what other groups are doing. Study tours trigger ideas and help groups get over such impasses. They may also set up an atmosphere of healthy competition in arriving at creative presentations for plenary.

Case studies

This method is used to work out, in detail, a problem definition and analysis, solutions, proposals, and actions from which general conclusion can be drawn. Case studies are usually carried out in groups where the participants work on various steps, from problem definition, analyzing main actors and causes, impact of development actions, proposal for solutions, etc. Case studies require a careful selection of working groups as team spirit and good time planning are essential. Some examples of case studies are given in the appendices (pages 143-153).

Remarks: Case studies must be prepared carefully, either by giving detailed background material or by briefing a resource person in advance. The resource person should be asked to limit the amount of information given so as not to dominate the group. There should be time for the group to discuss new ideas.

The success of the case study method depends on a clear task, mentioning the exact steps to be taken by the group. Indicate also the time schedule, for example that they are expected to present in one hour. But let the groups go on working if they require more time and if all the groups are advancing at the same pace.



Walkabout

Sometimes small group assignments are given and the members are asked to go for a 30 to 60 minute walk to discuss the issues. This can also be done just after lunch when fatigue often sets in. The participants then return to their groups and visualize their conclusion and prepare their presentation for plenary.

Field visits

Field trips or excursions offer a particular chance to link the workshop process with concrete situations in rural or urban communities or institutions, getting an outside input and offering a means of exercising some participatory techniques and dialogue. If timed and organized correctly, a field visit can be an outstanding moment of a workshop.

The plenary divides into several groups. The field visits are introduced carefully, the task of analyzing, getting into dialogue, searching for solutions is distributed to everyone. The groups then prepare the field trip, establishing their clear tasks and a division of labour: interviewing, observation, group discussion, facilitation, etc. The relationship between visitors and local people or institutional contacts has to be defined beforehand. The identity and objective of the group should become clear during an initial presentation.

After the visit the groups must have enough time to work out findings in visual form. Often a competition of creativity develops between groups, which enriches the workshop.

***Remarks:** A field visit should only be included if the event is long enough and if it takes place close to a problem or project area. It should offer a complementary element to the workshop programme or topic. But such visits require excellent briefings, preparation of transport, arrangements with local people and clarification of objectives with them. Groups should be small. If the visits are not well prepared, or the group is too large, or the task is not clear, the participants may become demotivated. However, if properly executed, field visits are an excellent technique for learning.*

17 Including content and dealing with large numbers

Expert interview or expert panel

Purpose: To present content and involve subject matter specialists in participatory events in a way which is oriented to the specific interests of participants.

Description: The facilitator works out the question area to be addressed with the plenary and comes to a consensus. The facilitator instructs participants to ask questions, not to make statements or long prologues to questions. The resource person or panel of up to three people sit facing the plenary, with two empty chairs facing. The participant who wants to pose questions to the "expert", goes to one of the two empty chairs, sits down and asks questions on the topic. Another participant can take the other seat, waiting her turn to ask a question. She can do so when the expert has answered the last question of the previous interviewer. Normally only one or two questions per participant should be allowed. The question-answer session goes until the participants have no more questions.



Expert interview



Expert panel

Throughout the session, the facilitators capture the essence of the answers on cards and pin them on boards behind the experts. After the interview the facilitators help the participants cluster the answers and clarify their understanding of any vague ideas with the resource person's input. The information can then be used in group work or can be used as a reference for participants in the main processes of the workshop.

Remarks: *Before you start the expert interview be sure the participants know the specialty of the "expert". Also clarify and visualize the topic of the interview. Allow adequate flexibility in the topic question(s) to cater to the needs and interests of the participants. The technique is quite creative and interactive due to the spontaneous questions and answers. After the interview a decision may be made to restructure the agenda of an event because of the interest areas expressed by participants.*

This technique is normally used at the beginning of a group event and can be used to involve people who come, expecting to give a speech or lecture and are disappointed to find there is no podium. However, it should not be overused or it will destroy the participatory nature of the workshop and divide "experts" from others.

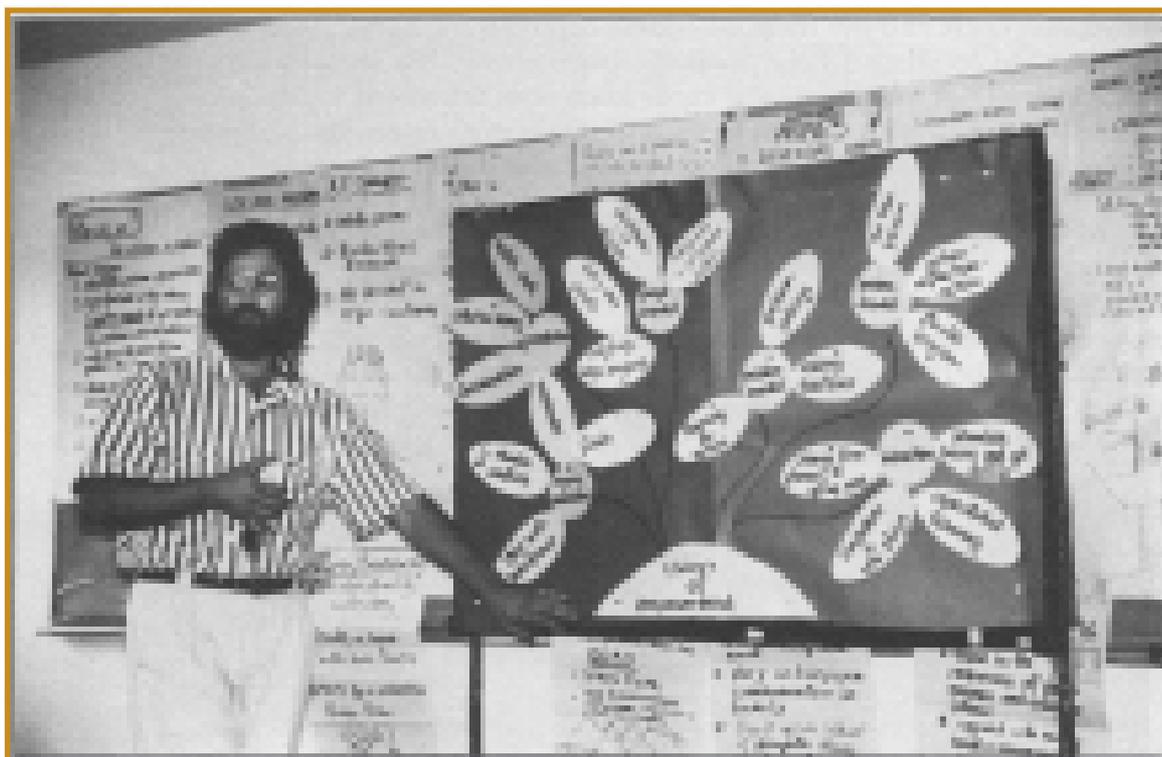
Buzz groups in lectures

Purpose: To organize a lecture according to the questions and interests of the plenary.

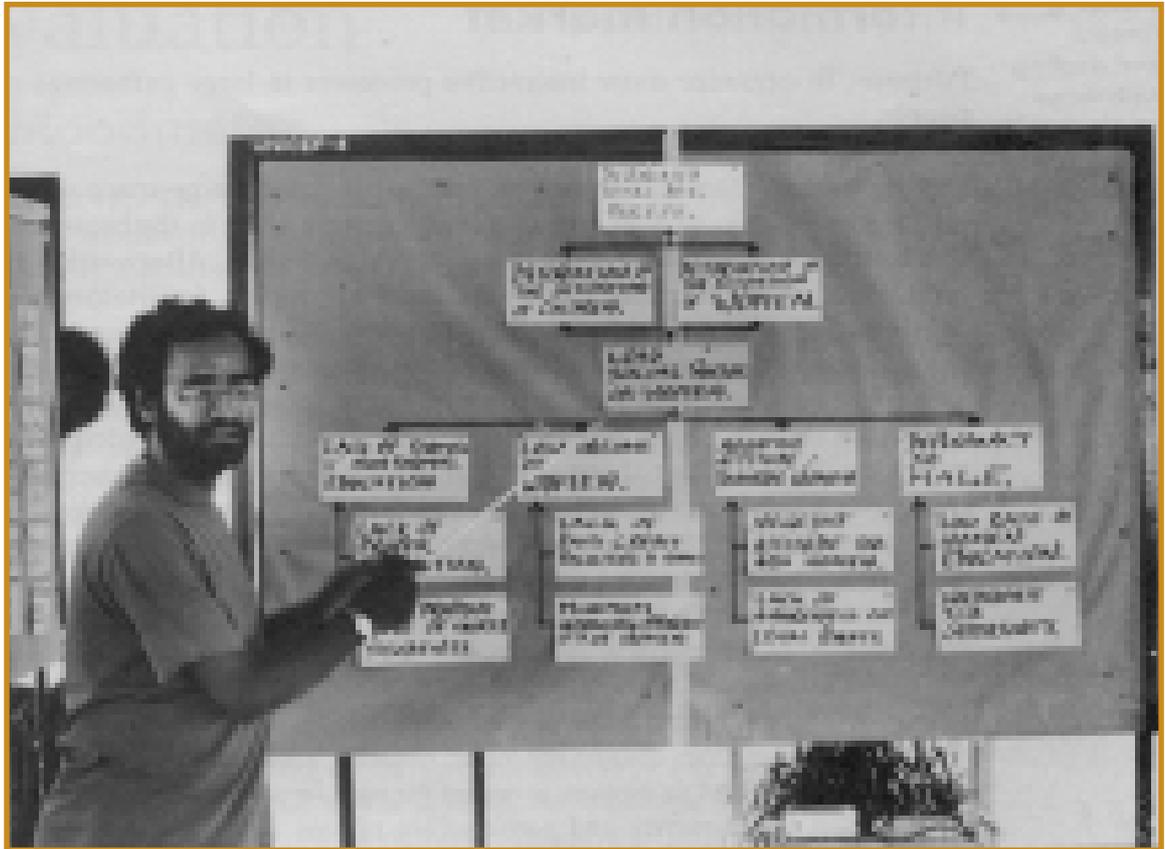
Description: The lecturer and the topic of the lecture are announced beforehand. Small groups of two persons discuss and write one or two long cards with one question each. The participants work with the lecturer to cluster and structure the cards on a pin board and the lecturer organizes her speech according to the structure of questions. As in "expert interview" the actual content of the lecture can be captured on cards by the facilitators and used in the workshop process.

The lecturer should refer to the cards on the board. She may need some time to organize her presentation so there can be a break between the buzz groups and the lecture.

Remarks: *The advantage of the technique is that the lecture can be directed more to the interests of participants. Buzz groups allow clarification of small questions and formulation of more relevant questions. They also help to control endless, meandering speeches. This same technique can be applied to a discussion after a presentation by a resource person. This helps to control discussions between the lecturer and one or two participants who may otherwise monopolize the question period.*



A visualized lecture on VIPP itself.



Visualized lecture on mother and child health.

Visualized lectures

Purpose: To include lectures as stimulation and motivation for further processes in an event, not as conclusion or "wrap-up".

Description: Lectures are often seen as masterpieces or the "last word" on a subject. But lectures can be used as motivating inputs for further discussion - the yeast for a group process. If lecturers can plan their input and visualize their main points with VIPP cards in a step-by-step manner, they can hold the attention of their audience, demonstrate the logic of their thought progression and arrive at conclusions that can then be held for everyone to study and refer to throughout the workshop. In this way the lecture's contents are not lost when the overhead projector is turned off. Nor do the participants have to depend on private note taking.

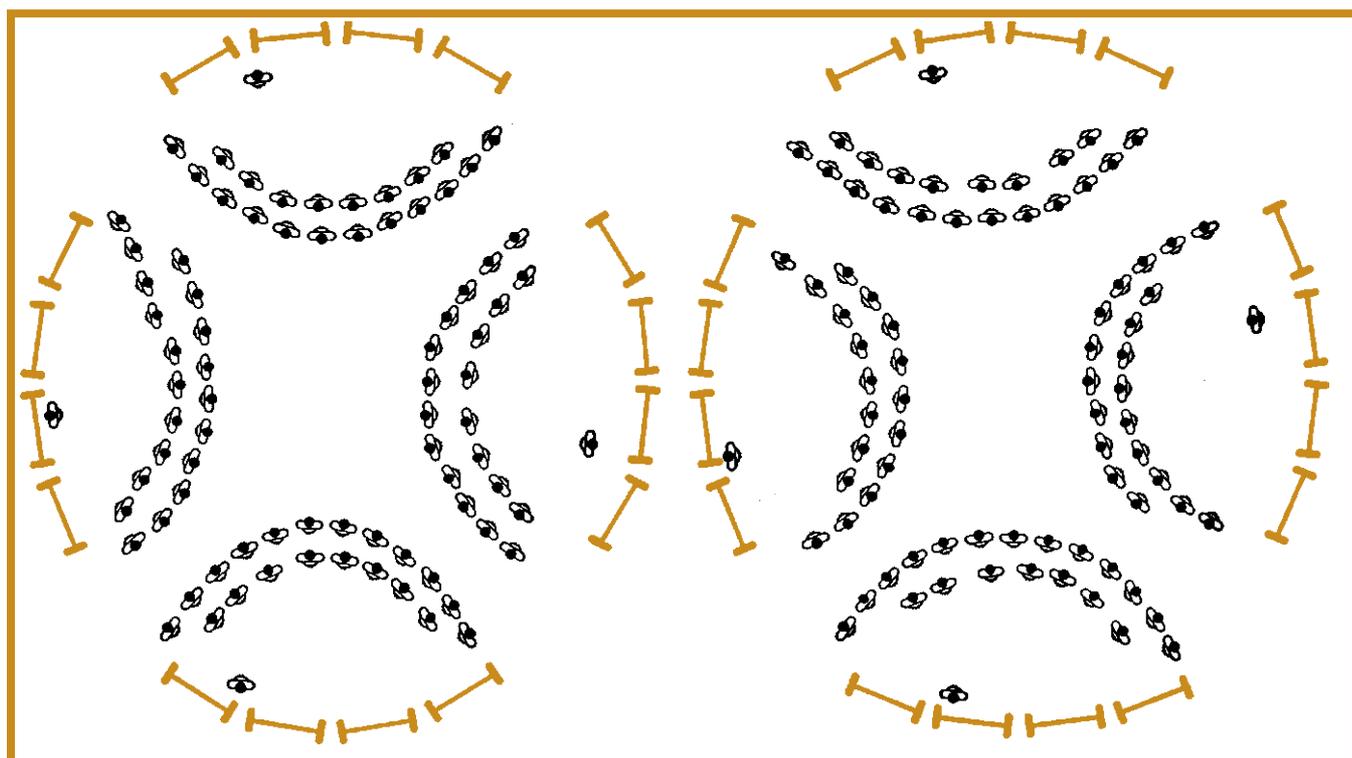
Remarks: The success of the method depends on planning, preparation and the ability of the lecturer to place the cards correctly as her argument progresses. Practice is needed. If the construction is complex, a facilitator can place the cards on the board for the lecturer. However, this has to be done in exact synchronization with oral presentation to prevent division of attention.

Information market

Purpose: To organize more interactive processes in large gatherings of people.

Description: For this technique you need a big hall or large space which can be divided into smaller areas for many groups of 20. In the beginning you introduce the topic in the plenary hall to everyone. Afterwards you arrange as many working groups as there are topics, facilitators and participants to be divided into groups of 10 to 20 persons. The participants go into working groups of their interest, placing themselves in a circle or semi-circle to allow better group interaction. The process then starts in each group, organized by a facilitator using a participatory technique. It should last about one hour, after which time the participants shift into a new space and discuss another topic with a different facilitator. The facilitators do not shift, repeating up to four times the same procedure and topic with a different group. They gather four different results which then can be summarized by the team of facilitators and reported to the plenary.

Remarks: The above description demonstrates that the size of the group does not limit the possibilities of applying VIPP. However, excellent preparation and a group of experienced facilitators is needed for such large gatherings. The aim is to develop an interactive and participatory process with a large group of people. This technique can be used to enrich scientific or other congresses which are often attended only to meet people and make connections but do not allow a substantive exchange of information.



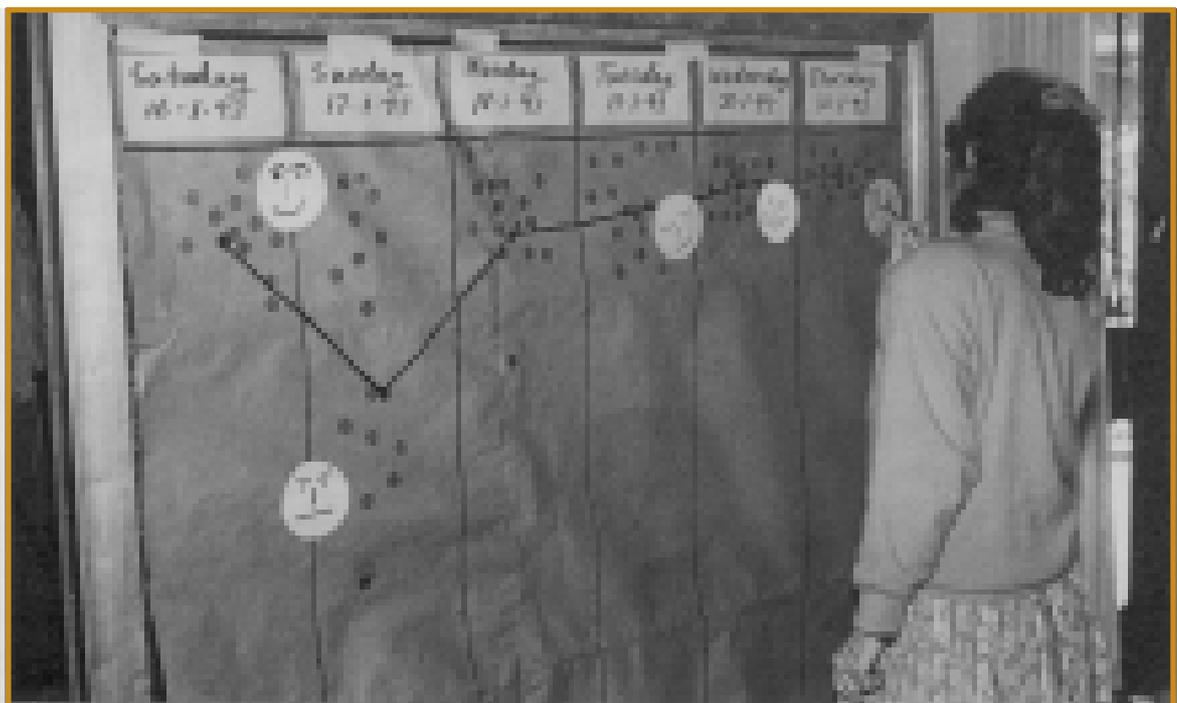
18 Evaluation

Moodmeter

Purpose: The moodmeter is an instrument for the daily, subjective "measurement" of the mood and atmosphere of the group. It is not directly related to the content of the event.

Description: At the beginning of the event, a chart is prepared with the complete days or sessions of the program written in a horizontal line. In a vertical column at least three different mood symbols are visualized - for example, faces which express happiness, indifference or frustration/anger. Alternatively, temperature indicators such as 100° and 50° can be used. Each participants is asked to place an individual dot in line with the emotion they are feeling at the end of every day or session. The facilitators draw a line through the middle of the dots for each day and in doing so, every day there is a visible record of the group feeling which may serve as a topic of reflection and discussion about the "ups" and "downs" of the group.

Remarks: *The meaning of the symbols should be clearly explained to the participants. Although it may be difficult, the moodmeter should be placed in as private a place as possible to decrease influences of other people. We cannot make conclusions about group dynamics on the basis of the dots in the moodmeter alone. It is just an instrument to detect possible success or dissatisfaction and energy levels, the results of which should be probed in the plenary, if possible.*





Evaluation committee

Purpose: To establish a regular, participatory method for on-going feedback on the group process.

Description: At the beginning of every day, two or three participants are chosen or volunteer to evaluate the day's events. They may use any VIPP methodology they wish, gathering information from the other participants. Normally, they meet immediately following the day's session, carry out their evaluation and present their findings the next morning, immediately before the new session begins. This committee then passes its evaluation committee badges to a new evaluation team and the process continues until the last day of the event.

Remarks: *The facilitators should not intervene in the form and content of the evaluation and never react directly to criticism. Facilitators should always ask the plenary for comments and only respond in case there is a need to change the programme due to the evaluation results.*

Feedback and memo boards

Purpose: This is a technique to provide fresh ideas in an event and to detect satisfaction / dissatisfaction among the participants or to record happenings which could not be dealt with and must be resolved later. Feedback may generate discussion on group process and facilitation.

Description: A blank pin board is placed near the door or wherever it can be freely used by participants to express their very subjective feelings about an event or exercise using VIPP cards. The facilitators can then use this feedback to discuss possible changes with the participants. The memo board is used by the facilitators and should be close to their work space.

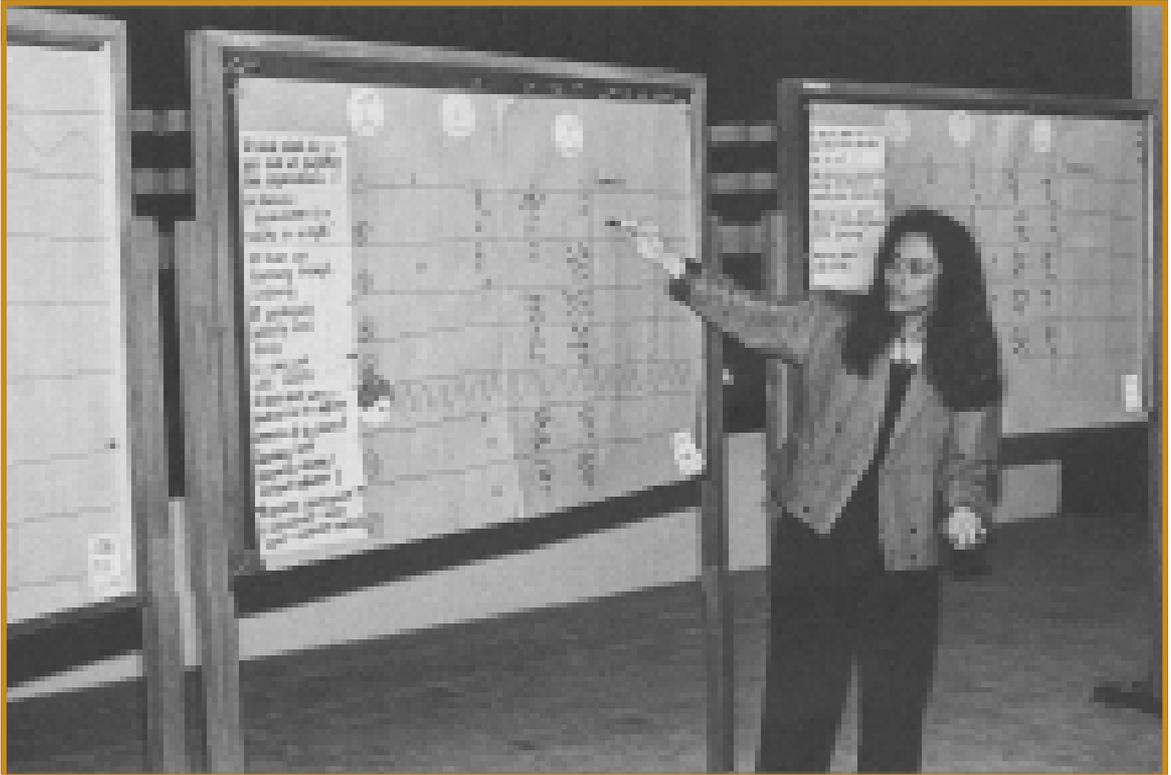
Remarks: Facilitators should announce the availability of the boards after the group is mature enough, without insisting that it should be used, thereby leaving it to the participants. This technique should not be used to isolate participants who may want changes which no one else wants. Therefore, care must be taken in using the information. The origin of the suggestion should remain anonymous.



Final evaluation

Purpose: To come to some conclusions among participants on the weaknesses and strengths of an event, to determine if it has reached its objectives, and to draw some conclusions for future programming.

Description: There are several methods of doing a final evaluation.



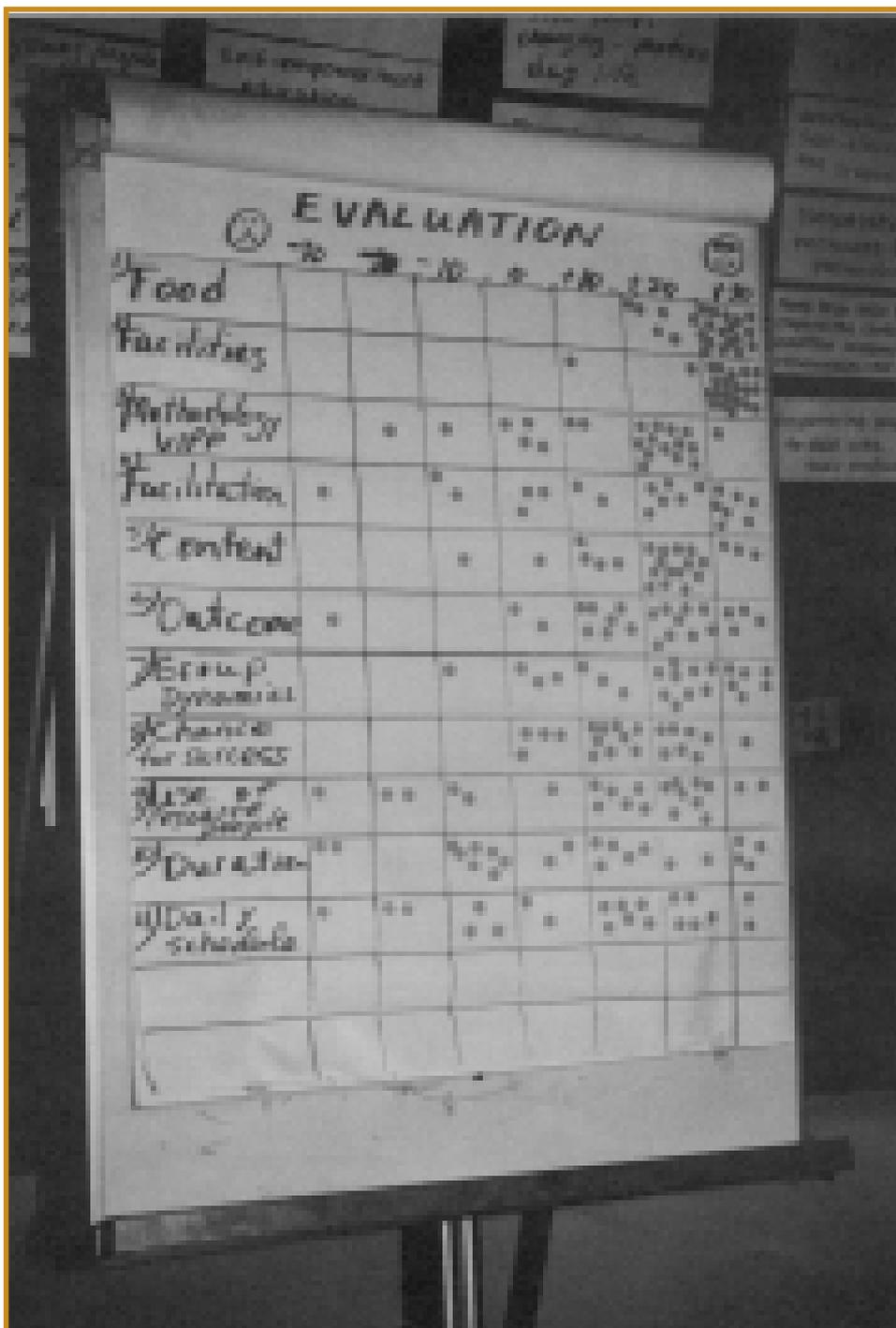
Post evaluation of expectations and fears

One way is to convert the "expectations" and "fear" question of the beginning of an event into two separate charts of items to be evaluated by the participants. The questions guiding this assessment is: Were we able to avoid the following fears? Were we able to accomplish our expectations? To answer these questions, the participants place an answer for each factor on a scale of one to seven.

In order to avoid bias caused by group pressure, the factors can be numbered and the participants asked to place these numbers on a card and anonymously place a value one (poorest) to seven (best) beside each number. The cards are then gathered by the evaluation committee and the values transposed on pin boards for everyone to see before they leave the workshop site. The items to be scored should not exceed 25.

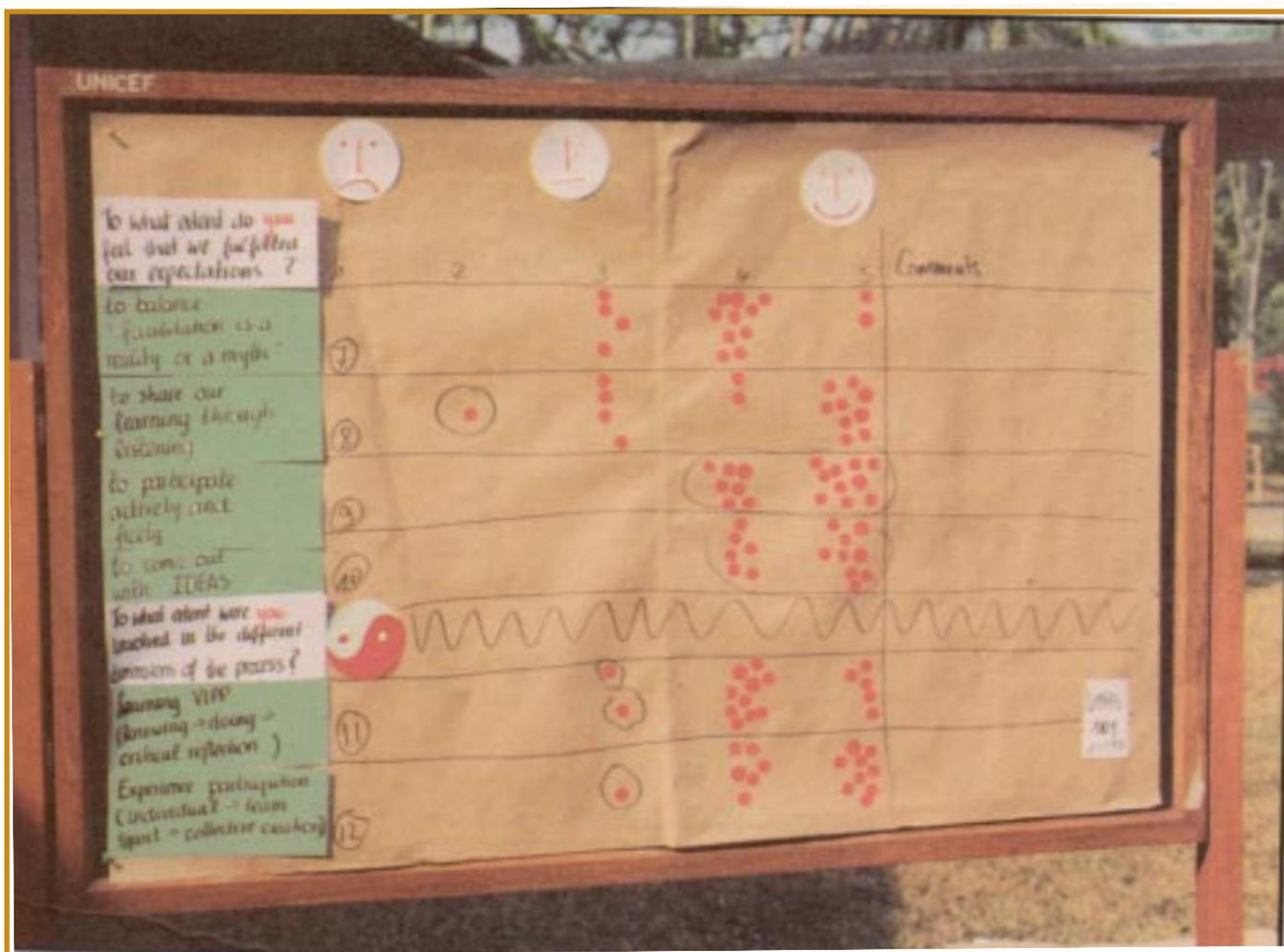
Rapid participatory evaluation

Another form of final evaluation is to involve the participants in the preparation of all of the factors to be evaluated at the end of the event. The facilitator may merely call out for suggestions on how the event should be evaluated and write these on a sheet of paper beside an evaluation scale of one to seven and the participants then do their ratings as described on page 133.



Visualized questionnaire

Another variation is to hand out a pre-structured questionnaire that the facilitators have prepared. This is an anonymous and individual final evaluation. The same pre-structure questionnaire can be visualized on charts and presented as a final group result. Although the evaluation takes place anonymously, the fact that it is visualized allows a final discussion of the event with an exchange of ideas that should be taken into account when writing the report or planning future events.



Card collection

Another form of evaluation is to ask participants to answer two final questions on cards of different colours: "What did I like?" on one chart, and: "What did I dislike?" on another. This form of final evaluation follows the general steps of card collection (see rules on card collection and clustering). A complement for a structured final evaluation is to pose the additional question: "This could have been done better by -?"

Group work on factors

An in-depth evaluation can also be done for long training sessions if time will allow. Participants prepare, in visualized charts, each heading to be judged. During the plenary, tasks are carefully explained according to the main elements of the event identified by the participants: objectives, methods, contents, programme, accommodation, etc. Each person is assigned to a small group which works separately for at least one hour and then comes together to finalize the evaluation. It takes about half a day to go through this type of evaluation but it has the advantage that it is fully participatory and accomplishes the objective of learning to facilitate participatory evaluation processes.

Remarks: No matter what comes up in the evaluation, the facilitator should never react as if the critique is directed to her personally. Her role is always to ask the opinion of the participants and permit a variety of ideas to be stated. However, participants should also be reminded to be constructive in their criticism. If the process is to be empowering, feedback should contribute to this.

Part V

CONCLUSION

Topics for EVALUATION	-4	-3	-2	-1	0	+1	+2	+3	+4
LIFE SKILLS							••	••••	••••••
EXERCISES								••••	••••••
ICE BREAKERS							••	••••	••••••
FACILITATION							••	••••	••••••
ROLE PLAYS							••	••••	••••••
PARTICIPATION							••	••••	••••••
OUTPUT							••	••••	••••••
UNDERSTANDING OF US CONCEPT							••	••••	••••••
MANAGEMENT OF WISHP							••	••••	••••••

Some final advice to potential VIPP facilitator

VIPP has great potential for democratizing group processes. It may be adapted for use in different cultural contexts and at different levels of society. In different cultures it may be necessary to incorporate techniques, such as the expert interview, which show due respect to people in higher positions.

In working at the community or grass-roots level, visualization techniques require definite changes. If the participants are illiterate the facilitator may introduce drawings, drama, songs, stories and other folk media to "visualize" the discussions and agreements. However, any method has its limitations. In cases where participants are both illiterate and visually illiterate, it is difficult to use VIPP methods. Participatory rural appraisal techniques may be more suitable.

Also, when events are so structured and formalized, based on long traditions which seemingly may not change, it is probably a waste of effort to attempt to use VIPP. Indeed, attempts may backfire and place the reputation of the methods in jeopardy.

However, in most situations, VIPP has the potential to improve the effectiveness of decision making and change the actual organizational culture by democratizing the process of planning and finding agreement on work plans. It is efficient for it is quick and transparent to all participants. It involves everyone in decision making and gains commitment of staff members to their agreed-upon tasks. Above all, VIPP will assist in engendering a management style which eliminates many inefficient meetings and other events.

VIPP can also be incorporated into programmes which involve a group of decision makers or development workers in living in situations on which they are making deliberations. Before and after the visit the participants take part in a workshop, analyzing their preconceptions and their findings. This may help to revive critical consciousness about or commitment to their own work.

Mid-level workers and students are often bored with traditional top-down seminars and lectures and are happy to have the chance to learn in another setting such as a VIPP event. They are often the best participants for their curiosity and creativity is very much stimulated. You may find difficulties in running VIPP techniques, however, with bureaucrats, administrators and subject matter specialists who feel they lose status and think the exercises and methods are childish. Many do not recognize that knowledge generation and problem solving requires an entire methodology of reflection and feeling, not just intellect,

VIPP is based on an open and democratic state of mind. In entering bilateral negotiations you must be diplomatic, hiding your cards; otherwise you may lose. You may use visualization techniques but it may be difficult to enter creative, open discussions as the decision making process will not be transparent. VIPP should only be used when

both parties are desperate enough to "lay their cards on the table". Whatever participatory techniques are used, no democratic participation can be ensured if members maintain their vested interests or hidden agendas.

VIPP attempts to empower participants and initiates a process of self-discovery and self-learning. It is not based on a teacher-student relationship in which the teacher considers the student to be an "empty vessel" to be filled. Consequently, VIPP does not have a place in training courses where the organizers do not feel that the trainees have knowledge which can be "called-forward" into a framework.

The greatest constraint in VIPP is the identification and training of facilitators. To be a facilitator is difficult: you must guide but not impose, you must advise but not manipulate. If you are too directive, participants lose their decision making power and motivation. If you are totally non-directive, participants lose respect for you.

A fundamental principle of VIPP is that participants are the subject of your work, not the object, and that their needs, expectations and qualities must be highlighted, not your own skills or knowledge. Humility is the most appreciated talent of a good facilitator.

The role of the facilitator is powerful and there is a fine line to tread between manipulation and allowing group processes to take their course, between imposing ideas and slipping into chaos. The experienced facilitator will always be aware of such tensions and is able to read body language as well as anonymous cards and make adjustments to processes and group composition, as required, in order to ensure a creative outcome. The facilitator is not neutral. He or she is convinced that the solution to many problems is participatory, democratic processes.

The greatest problem in organizing participatory events is time constraints or perceptions of time constraints. Administrators are often wary of the time it takes for everyone to have a say. They do not take into consideration the opportunity cost of inefficiently conducted meetings where the flow of the discussion is not captured and channeled to a creative conclusion. In such events few have a say in the outcome and non-participation leads to non-ownership of decisions and less commitment to goals, objectives and strategies. VIPP broadens participation in an efficient way.

Lastly, the final outcome of any participatory process depends on commitment to follow-up on decisions. In the euphoria of interactive group work, the atmosphere is very conducive to agreeing to involvement in many post-event activities. However, the facilitator must bring the participants back to reality and make them think about what is possible for them to do, especially if the activities fall outside their regular scope of work or job description. Team building is important but the team must be productive. The ultimate measure of a successful VIPP event, no matter what the objective, is the degree to which the final decisions are implemented.

APPENDICES

19 Examples of application in Bangladesh

Social Mobilization for Sanitation

In a three-day retreat, UNICEF brought together officials of the Department of Public Health Engineering and key national and international NGOs in order to plan a programme for social mobilization for sanitation, encouraging the Government to work with NGOs and to give up the idea of monopolizing latrine production and sales, thereby stimulating the private sector. This VIPP workshop, using a variety of the participatory techniques, was an "ice-breaker" for the movement, identifying major problems and solutions. The overall goals, objectives, strategies and activities were refined through a number of further workshops which involved even a greater number of allies, such as religious leaders and service clubs.

Mobilizing for Mother's Milk

A national coalition for breastfeeding had formed but, being a coalition, it depended on the volunteer time of members committed to the cause but very busy with other affairs. In addition, the goals, objectives, strategies and work plan of the group had never been formalized. In a 3-day VIPP retreat, the coalition identified, analyzed and categorized the main problems in getting the programme up and running in Bangladesh. They arrived at an overall goal or mission statement and specific objectives to be achieved in a given time frame. They identified major strategies and tasks to be achieved by different members within a given time frame.

After 20 months of operation, having achieved a number of significant benchmarks, the coalition came together for another three-day VIPP retreat to reorganize. The leader of the coalition, a noted pediatrician, was asked to participate in an expert interview on the achievements and problems of the group instead of giving an opening speech. The technique allowed frank questions on organizational matters which otherwise would not have come up. The result was a completely restructured agenda. It was felt that the organizational matters had to be dealt with first, before moving on to programme issues. VIPP techniques allowed the participants to tell their leadership what was really on their minds in a non-threatening and non-confrontational manner.

Mobilizing for Education for All

The World Conference on Education for All, in 1990, called for a revitalization of people's participation in the education of their children. However, in Bangladesh, as in many developing countries, the education system was nationalized shortly after independence and its administration has become excessively bureaucratic and hierarchical. As of 1990, education was seen as the duty and responsibility of the government and the community was little involved.

In order to bring about change in this situation, and to foster a movement for "Education for All", a VIPP workshop was held in April 1991, with the participation of the Joint Secretary, Planning, Ministry of Education, other education officials, noted educationists, academics, NGO leaders and UNICEF officers - a disparate group who seldom speak the same language when it comes to educational development.

The workshop began with a lecture by the Joint Secretary. He delivered his vision of social mobilization on overheads. However, when the projector was turned off a dead silence hung over the room. No one had questions. The Joint Secretary had delivered what the workshop was to achieve. The facilitator quickly switched over to a card collection on problems and opportunities and the workshop began in earnest. Many of the Joint Secretary's ideas were incorporated in the final plan but the ownership belonged to the group.

Following the workshop, the plan was further discussed and refined. It was finally launched by the Prime Minister in April 1992 and the concept of social mobilization was firmly established on the national agenda. In the meantime, dozens of people were exposed to VIPP methods and the concepts of the plan were taken to the divisional, district, thana, and even union levels for discussion and debate, using VIPP techniques. For the first time micro-planning was carried out in a fully participatory manner. Although many structural and personnel matters need to be solved in educational administration in Bangladesh, bottom-up planning has begun. It is hoped that this will speed the re-entry of the community into the educational process.

Decade Action Plan for the Girl Child

The South Asian Association for Regional Cooperation (SAARC) has declared the 1990s as the "Decade of the Girl Child". The Ministry of Social Welfare in Bangladesh is responsible for coordinating the plans of a number of social sector ministries on the development of the Girl Child. The Ministry was encouraged to hold a VIPP workshop on the issues involved with other ministries and concerned NGOs.

The workshop began in a traditional way with a speech from the Secretary and a presentation on the situation of the Girl Child. However, warm-up exercises followed and participants did a card collection on the major problems facing the Girl Child. This led to the formation of three groups on education, health & nutrition, and legal/religious matters.

Near the end of group discussion on problems, the facilitator asked each group to formulate their report to plenary in the form of a role play. This led to the unleashing of creative expression in scenarios such as a village council's deliberation over the marriage of a 14 year-old girl to an adult man. Although the groups discussions were recorded on cards which were fed into the framework, the role plays were what people remembered most about this workshop since they captured the essence of the issues being discussed.

The groups went on to define the strategies and actions required to address the problems identified. Many of these solutions had already been written into the plans of various ministries but nowhere was there a combined record.

Finally, the plan was launched by the Prime Minister, giving it the status it needed to be taken seriously.

Mobilizing for Child Rights

The Ministry of Social Welfare is responsible for overseeing the implementation of the Convention on the Rights of the Child in Bangladesh. However, a wide alliance of organizations: the Children's Academy, other cultural organizations and NGOs, including a coalition called the Children's Rights Forum, all felt they should have a say in the manner and speed with which the Convention is implemented. They were brought together with government in a number of VIPP planning workshops to analyze problems and responsibilities for action. The workshops helped to encourage a partnership with government while the NGOs were able to state and maintain their independent, critical role. If the workshops had been held in a traditional way, government officials would have dominated the sessions and NGOs would have left, frustrated and antagonistic towards government. VIPP allows many voices to speak out and be heard on such important issues as child rights.

Other VIPP workshops were held by the Children's Rights Forum with participation by representatives of underprivileged children themselves. The children provided much of the content of the workshop through active role plays and presentations. The members of the Forum gained greater insight and empathy for their plight and visualized their findings and the strategies to be implemented to solve many of their problems.

Putting Research into Action in EPI

By 1990, the services of the Expanded Programme on Immunization (EPI) had reached 65% of children between 12 and 17 months of age in Bangladesh, up from a mere 2% in 1985. However, qualitative research carried out in 1991 revealed that it would be very difficult to break the barriers to wider coverage and reach 85% of under-ones without changing the habits and upgrading the skills of health and family welfare workers. The study revealed that their interpersonal communication skills with clients remained the biggest barrier to further progress.

In a VIPP workshop involving government officials from the EPI programme and from the districts responsible for implementation as well as NGOs, UNICEF, WHO and donor organizations, the main findings of the research were presented and then placed on cards which were fed into problem analysis along with information from other sources, such as the participants own experience in the past year. In group work on management, communication, training, logistics, and monitoring and surveillance, the participants refined the problem statements and came up with strategies and activities for their solution in the form of work plans. These were then fed into computers and refined.

The use of VIPP for the above workshop helped to diffuse the methodology for lower-level planning in the EPI programme. Soon the divisional offices of UNICEF were actively taking their VIPP boards out to various fora, breaking down the usual "seminar culture" in programme planning. Such decentralized planning is essential to social mobilization and programme sustainability.

Training in Communication

The "software" side of social programmes - training and communication - has increased a great deal in importance in the past decade. Communication, including the use of mass media, traditional media and interpersonal contact were instrumental in social mobilization for EPI and responsible for much of the programme's success around the world. However, to many people trained in the "hardware" side of programmes, the area of communication remains a mystery. There is a need to expand knowledge of communication programming so that a wider group of people can become involved in formulating and implementing plans.

In Bangladesh, communication training was carried out for divisional-level UNICEF officers using VIPP methodology. Instead of lecturing to the groups on communication theory and issues, the participants were involved in learning from their own experience. For instance, in group discussion on what causes behavioural change, they carried out card collection and clustering followed by presentation to plenary. Then the facilitator helped the groups collapse all group findings into one

set of clusters. It is interesting to note that the title clusters arrived at were almost identical to a formal module on the subject. The participants, in other words, had a collective answer to the question. In arriving at that answer through interactive group work, they were much more involved and much more motivated to use their newly-found framework.

Complete training workshops can be run with a combination of VIPP exercises. Work sheets which usually involve individual input are turned into VIPP boards for group work.

20 Case Studies

Development in Bansilia*

The People's Democratic Republic of Bansilia is becoming more interested in health services in its Southern Province. Around 1988 there were political problems in the area. 90% of the population in the South is Banbili and 10% Silbili. The area has been neglected in the past. The political problems arose partially because the area was neglected and partially because of tension with the neighboring state of North Kudu.

The region shows a considerable lack of infrastructure. The maintenance of tarmac road between Pasina and the capital city, Tipwa is moderate to poor. Apart from the road from Pasina to Tudu, most of the roads in the Southern Province are of bad quality. Some roads are nothing more than simple tracks. The roads on the plateau are ill-suited for cars although 4-wheel drive vehicles can pass.

Villagers have very poor access to government services. Until recently, health services were available only in Pasina. For a number of years, there has been a decline in nutritional and health status in the area, along with a decline in agricultural productivity. Consequently, there is increasing migration to the major towns of Tipwa and Pasina.

The Silbili tribe from the area around Bogo in Southern Province and neighboring North Kudu keep large flocks (mainly goats) and each year they pass through the area west of Tudu on their annual migration between their tribal area and Zuzu Province and vice versa. The Silbili are complaining that the government does not give them adequate services to solve their health problems - both human and animal. They consider themselves a forgotten people. When they pass through the Tudu area, there are frequent clashes with the Banbili. The Silbili are concerned about what they call their traditional grazing rights while the Banbili claim that their flocks cause damage to them and their lands.

In the past few years, a number of studies have been conducted in the Southern Province. The major findings are:

- 1 The province is not very densely populated. The population is estimated to amount to about 500,000. 80% of the Banbili population are farmers. The Banbili live in villages which vary between 100 and 200 households. The average number of people living on a farm is 9. There are no reliable statistical data on the Silbili tribe.
- 2 As the Southern Province was neglected in the past there is also a very poor government service concerning education and health. Consequently the health status of the rural population becomes worse each year and drop-out rates from school are increasing.

There is about 30% visible goiter in the area. Polio remains endemic in spite of a consistent 50% overall immunization coverage for children under one. About 20% of the people have access to tubewell water and 30% have sanitary latrines.

- 3 In addition, the villagers have started to give up their land and migrate to towns, mostly to Tudu and Pasina. Farmers are also sending their children to town, especially the girls, to earn their living there and send some money home.
- 4 With regard to animal husbandry practiced by the farmers and the livestock of the nomads, one can say that there is an obvious lack of veterinary services in the whole region. The curative care is inadequate and there are no systematic preventative treatments. Epidemic controls are insufficient even though 60% of the farmers' livestock are attacked by some kind of epidemic. There is no sign of disease transfer from the animal to human population, however.
- 5 Concerning the clashes between the nomads and farmers, it has become clear that the Banbili refuse to negotiate with the Silbili about grazing rights. Their refusal is based partly on religious differences and partly on their mistaken belief that the diseases of the Silbili flocks cause both crop and human diseases.

In consideration of the above situation, the Ministry of Health and the Governor of Southern Province have asked for support. But its outreach service to the people is not strong. There is a lack of well-educated personnel. However, there are two well-established hospitals in the region, one run by a foreign missionary group and one run by an international non-governmental organization. Both have extensive field staff and a solid training programme. UNICEF has been asked to develop an integrated health development project which would service both the human and animal populations. An appraisal mission has been sent in to study the area and to hold participatory workshops in order to design the project. The mission must:

- 1 Make a systematic overview of the essential problems and their inter-relationship and causes: basic, underlying and immediate.
- 2 Carry out a participation analysis: the role of all actors in the problem area.
- 3 Establish a systematic overview of the overall goal and objectives involved in addressing the problems, including targets.
- 4 Formulate a suitable project design which aims at a real increase in health and nutritional status of both tribes, outlining the main strategies and tasks to be carried out and the time frame involved.

* Adapted from ZOPP, GTZ.

Planning for Social Mobilization: Sanitation in Salasana

Salasana is a land-locked country in Asia Minor with a population of 25 million. Over the centuries it has suffered many invasions from neighbouring peoples and finally it was colonized by France in 1793. It gained its independence in 1959 and presently has a parliamentary form of democracy. However, since its independence it has undergone three military coups and democracy is fragile. It has an entrenched civil service with a very hierarchical chain of command.

The people of Salasana are 40% Suni Muslim, 50% Shiite Muslim and 10% Zoroastrian. There are five major language groups and many dialects as a result of the history of invasions. But almost everyone can speak at least basic Salas, a Northern market language which has been taken up and developed as a national language, in spite of the resistance from the Southern part of the country to this policy. Only about 10% of the people speak any form of French today because of the attempt to build nationhood through language.

People have been displaced by invasions to such an extent over the years that it is difficult to identify geographical communities. There are, instead, clusters of settlements which may be related in kinship or may have no relation. There is no dominant pattern. In addition to linguistic differences in settlement patterns, there are factions, arising from numerous disputes over land tenure which began at independence, with the break-up of the French-created landlord system. Village life is not harmonious, therefore. Seldom is there a dominant, titular headman in a given area and petty-corruption is rampant.

The health system is poorly run but there has been some success in the UNICEF and WHO-assisted immunization programme. 50% of children under one have completed immunizations in the past 3 years. However, it has proven difficult to motivate health workers to increase this coverage and to extend their activities to other services. Most Muslim village women remain difficult to reach because of purdah. There is approximately 30% literacy but levels of literacy for women are half that of men. Although television and radio signals reach the whole country, at any one time in rural areas only 10% and 20% of households have a working television and radio, respectively.

UNICEF assistance over the past 20 years has built up a good water delivery system so that 80% of the population is served by clean tube-well water. However, the sanitation and hygiene picture is appalling. Only 10% of the people use sanitary latrines of any kind. Most defecate in fields and water sources. Diarrheal diseases and worm infestation are endemic.

The Rural Water and Sanitation Service is dominated by male engineers, with little training in the software side of programming, i.e. communication and training. However, there are numerous national and international NGOs with programmes in rural development and a nascent private sector training and research sector. There are also numerous service clubs, especially in urban areas.

Your task is to design a national programme on social mobilization for sanitation, incorporating a concerted advocacy thrust, partnership building and well-researched programme communication. The goal is for 85% of rural people to have sanitary latrines by the year 2000, largely through self-help and stimulation of the private sector. Your task is to carry out a participatory workshop, using VIPP methods and involving government, NGO, service club and private sector counterparts in the design of a social mobilization programme for sanitation. You must:

- 1 Make a systematic overview of the essential problems and their inter relationship and causes: basic, underlying and immediate.
- 2 Carry out a participation analysis: the role of all actors in the problem area.
- 3 Establish a statement of the overall goal and objectives involved in addressing the problems, including targets, if possible.
- 4 Formulate a suitable programme design which aims at a real increase in sanitation and hygiene status of rural people, outlining the main strategies and tasks to be carried out and who will do them within what time frame.

Value Clarification*

A multimillion dollar highway project is to begin in a densely populated area and will pass through a number of existing features. The Ministry of Transport has approved retention of only five of them. The rest will have to be demolished to give way to the coming project.

You have been assigned Chairperson of the Committee to decide which features are to stay. Which 5 of the following will you retain? Please rank them in the order of priority.

- | | | |
|-----|-----------|---|
| () | 1 | A High School with a very good reputation. |
| () | 2 | A Public Secondary School with 3,000 students. |
| () | 3 | A Private Elementary School. |
| () | 4 | An exclusive Sports Club of high ranking officials. |
| () | 5 | A 1000 year-old mosque. |
| () | 6 | A Commercial Bank earning more than 20 million dollars for the government per year. |
| () | 7 | A public-market place for good quality foods and other household materials having about 300 market vendors. |
| () | 8 | The only beautifully - maintained public park. |
| () | 9 | A zoo with many rare species of animals. |
| () | 10 | The only fire station. |
| () | 11 | A building complex owned by your parents with the value of 5 million dollars. |
| () | 12 | A textile industry providing jobs for more than 4000 workers. |
| () | 13 | The only 500 year-old church in the country. |
| () | 14 | A five star hotel with an international reputation. |
| () | 16 | A new hospital built with foreign collaboration having 400 bed capacity and modern technology for surgery. |
| () | 17 | A well-known state university which is your Alma Mater as well as the present Prime Minister's. |
| () | 18 | The only Cancer hospital of the country. |
| () | 19 | The parliament. |
| () | 20 | The complex of the Ministry of Transport. |

After ranking them individually, discuss among the members of your group and decide which five features you will finally retain, based on the consensus of your group. No voting is allowed.

* Adopted from ZOPP,GTZ.

VIPP EVENT SCRIPT

Title : _____ Date : _____ Location _____

Day/Hours	Topic/Objective	Method	Form	Interactivity	Requirements	Responsibility	Observations

VIPP Materials Requirement Form

PROGRAMME: _____

ORGANIZATION: _____

DURATION: _____ **NO. OF PARTICIPANTS:** _____

VENUE: _____

Particulars	Size	Quantity				
1 - Pin boards	-	_____				
2 - VIPP cards:	colour	White	Pink	Yellow	Blue	Green
Rectangle	- 4" x 8"	_____	_____	_____	_____	_____
	- 4.5 x 10"	_____	_____	_____	_____	_____
Circle	- 5.5" x 22"	_____	_____	_____	_____	_____
	- 3.75 dia.	_____	_____	_____	_____	_____
Oval	- 5.5" dia	_____	_____	_____	_____	_____
	- 7.5" dia	_____	_____	_____	_____	_____
Full sheet	- 4.25 x 7.5"	_____	_____	_____	_____	_____
	- 22" x 27.5"	_____	_____	_____	_____	_____
3 - Marking pens:		_____				
Back / Blues	-	_____				
Red	-	_____				
4 - Board pins	-	_____				
5 - Glue (Tubes)	-	_____ / _____				
6 - Masking Tape	- 1" / 2"	_____				
7 - Wrapping paper	- 33" x 53"	_____				
8 - Ruler scale	- 2ft.	_____				
9 - Scissors	-	_____				
10 - Dots (16mm)	-	_____	_____	_____	_____	_____
11 - White flip chart paper	Sheets	white	red	green	other	_____
12 - White drawing paper	Approx. 23"x36"	_____				
13 - Name tags	(Optional)	_____				
14 - Other items	-	_____				

Prepared by : _____ Date: _____ Approved by: _____

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Bond, Tim

Games for Social and Life Skills

Hutchinson Education, 1986

62-65 Chandos Place, London WC2N 4NW

ISBN 0 09 162541 6

This is a source for a large number of learning games and games to enhance group interaction, some of which may be suitable for VIPP processes.

Casse, Pierre

Training for the Cross-Cultural Mind

SIETAR, Washington, D.C., 1981, 260 pages

This book is a classical instrument for a trainer who is interested in performing an activity with serious and grounded knowledge. Since learning is a complex process involving human cognition as well as emotions and action, the theoretical basis of the book is "experiential learning". All activities and exercises are an invitation to explore one's own mind and discover potentials for communication and learning.

Center for Population Options

Life Planning Education: A youth development program

Center for Population Options

Suite 210

1025 Vermont Ave., N.W.

Washington, D.C. 20005, USA

Tel: (202) 347-5700

Fax: (202) 347-2263

This manual contains many creative exercises in life skills or life planning education. It concentrates on individual development but some of the exercises can be adapted to participatory group events, especially in the area of relationships and responsibilities.

Crone, Catherine D. and Hunter St. John

From the Field: Tested participatory activities for trainers

World Education, New York, 1980.

This is a manual prepared for trainers engaged in the complex process of teaching and learning. All activities are designed for action and reflection among adults.

Ellis, Pat

Getting the Community into the Act:

72 participatory activities for field workers and trainers

Women and Development Unit, Extra Mural Dept.,

University of West Indies, Barbados, 1983.

This book involves a large number of exercises and games to involve local people in decision making processes in community development, needs assessment and programme planning and evaluation.

Emery, Merrelyn (ed.)
Participative Design for Participative Democracy
Centre for Continuing Education,
The Australian National University, 1989
G.P.O. Box 4, Canberra ACT 2601
(Revised and Updated, 1993)
This is an excellent collection of articles on the search conference tradition which covers much of the theory and evolution of participatory design.

Hamilton, Dennis, and Ulrich Gaertner
Goal Oriented Project Planning (GOPP):
An introduction to the methodology
UNDP Office for Project Services,
Asia and Pacific Programme for Development Training and
Communication (DTCP) and GTZ Project Management Advisory Service,
Asia, 1991
This is a revised version of "ZOPP: An Introduction to the Method" originally developed by Deutsche Gesellschaft fuer Technische Zusammenarbeit (GTZ) GmbH, Bonn, Germany.

Hope, Anne and Sally Timmel
Training for Transformation, Books 1,2 and 3:
A handbook for community workers
Mambo Press, Gweru, Zimbabwe, 1989.
This manual communicates some basic principles of adult education in development work. The concepts follow, to a great extent, the pioneering work and philosophy of the Brazilian educator, Paulo Freire. All activities are very well described and many are illustrated.

Houston, Jean
The Possible Human
J.P. Tarcher, Inc., 1982
9110 Sunset Blvd., Los Angeles,
Distributed by St. Martin's Press, New York
This is a course in enhancing your physical, mental and creative abilities. Certain of the exercises may be adapted to VIPP training situations to stimulate participants to go beyond traditional ways of thinking. The exercises involve a great deal of imaging and imagination.

Klebert, Karin; Einhard Schrader and Walter G. Straub
Winning Group Results
WindmAhle GmbH, Hamburg, Germany, 1992.
Techniques for guiding group thought and decision-making processes with the Moderation Method. Contains 22 case studies which are especially applicable to business meetings. It begins with a brief historical background of the moderation method. All examples of moderation techniques are structured according to stage, moderation step, chart and time. It is fully illustrated with examples of visualization.

Lopez, Nelson and Manuel Olivera

How Groups Make Themselves Come Alive:

A group communication manual for facilitators and participants

Asian Social Institute World Association for Christian Communication (WACC).

This manual provides many insights, suggestions and helpful hints for teachers, social workers, group facilitators and animators. It stresses interpersonal and interactive forms of teaching and learning.

Neuland Institute

Equipment and materials catalogue.

Seminar descriptions

Institute Neuland,

Centre for New Learning

Industriepark Rohn

6405 Eichenzell 2, Germany

The Neuland Institute provides training in visualization and facilitation techniques and brochures can be obtained on course descriptions and furniture and materials. Even scanners are available to copy information directly from pin boards.

Newstrom, John W. and Edward E. Scannell

Games Trainers Play

Still More Games Trainers Play

McGraw Hill Book Company, New York

These two books contain a large number of interactive adult games, many of which can be used in VIPP sessions.

Porter, L. and Bernard Mohr

Reading Book for Human Relations Training

NIL Institute, 1982

Publications Department

1240 North Pitt Street, Suite 100

Alexandra, Virginia 22314, USA

This is a compendium of short articles on broad concepts in human resource development including such subjects as sensitivity training, responsibility, learning styles, T groups, multicultural perspectives in human relations training, racism, human conflict and group development.

Schnelle, Wolfgang and Inga Stoltz

Interactional Learning:

A guide to moderating groups of learners

Metaplan, 1977, 56 pages.

Metaplan GmbH, Goethestrabe 16,2085 Quickborn, Germany

Many examples of interactive learning are given in this manual. Key aspects are the visualization technique and interaction between participants and facilitator.

Schnelle, Eberhard

The Metaplan Method

Communication tools for planning & learning groups

Metaplan Series No 7,1979, 63 pages.

Metaplan GmbH, Goethestrabe 16,2085 Quickborn, Germany

This is one of the most complete handbooks on visualization as an instrument for group learning situations. If you are convinced that you want to become a profession facilitator, this is a valuable resource book. Many of the original visualization concepts have been derived from it.

Srinivasa, Lyra

Tools for Community Participation

A Manual for Training Trainers in Participatory Techniques,

PROWESS/UNDP Technical Series, 1990.

304 E, 45 Street, 12th Floor,

New York, N.Y. 10017

Distributed by: PACT, Inc.

777 UN Plaza, New York, N.Y. 10017

This book is a discussion starter or invitation to dialogue for those trainers interested in improving their skills. Although it focuses on aspects related to water supply and sanitation, many exercises and activities have a broader field of application. This is a matter to be judged by each trainer.

Thiagarajan, Sivasailam

Games by Thiagi

Instructional materials for workshop games.

How to improve Learning Performance and Productivity.

Bloomington IN 47408,1991.

A very extensive book about frame games, synergistic games, simulation games, role play, adjunct games, games from teamwork, games for evaluation, implementation of games and evaluation of games. For more information write to Thiagi.

Ullrich, Gabriele; Uwe Krappitz and Eberhard Gohl

Participatory Approaches for Cooperative Group Events:

Basic concepts, case study, practical tips

DSE/ZEL Feldafing, Germany, 1991. Distributed by DSE Documentation Centre, Hans-Bockler-Str. 5 D-5300 Bonn 3, Germany

This is a very well-balanced guide for trainers who are interested in techniques as well as in the methodological aspects of participatory training. It contains good examples of visualization.