

**CAPACITY BUILDING TRAINING FOR CATCHMENT MENTORS (CHAMPIONS)**

**LEADERSHIP AND FACILITATION SKILLS MODULE 2**

**SECTION 1: SAQA COMPLIANCE**

**Integrated Water Resources Management  
Strategies, Guidelines and Pilot Implementation in Three Water Management  
Areas, South Africa**

**Department of Water Affairs and Forestry  
South Africa**

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**FPCD**

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**LEADERSHIP AND FACILITATION – MODULE 2**

**Note:** Please refer to The Learners Guide on Leadership and Facilitation

This learning material forms part of the Capacity Building Training for Catchment mentors

**1.1 SAQA COMPLIANCE: FACILITATE PARTICIPATORY COMMUNITY PROCESSES**

|                                     |  |
|-------------------------------------|--|
| <b>MODULE NAME</b>                  | Leadership and Facilitation  |
| <b>UNIT STANDARD TITLE</b>          | Facilitate Participatory Community Processes   |
| <b>NQF LEVEL</b>                    | 4  |
| <b>CREDITS</b>                      | 6 (SO'S 1-3 have been used)  |
| <b>TYPE OF GUIDE</b>                | LEARNER GUIDE  |
| <b>ENTRY LEVEL REQUIREMENTS</b>     | Literacy NQF 2<br>Communication skills NQF 2   |
| <b>TIME ALLOCATION (per module)</b> | 60 hours   |
| <b>PURPOSE</b>                      | The qualifying learner achieving this unit standard in combination with context expertise standard(s) will be able to facilitate participatory community processes using participatory methodologies in appropriate manner. This competence will enable the learner to facilitate workshops and other processes taking into consideration the needs of the community and individual community members. This will contribute towards effective communication with community members |
| <b>LEARNING STRATEGY</b>            | Off the job in groups, group work, individual work   |
| <b>DELIVERY METHODS</b>             | Facilitation, group work, presentation, discussions, simulation  |
| <b>PRESCRIBED RESOURCES</b>         | Learners guide, Assessment guide and case studies  |
| <b>EQUIPMENT/TRAINING AIDS</b>      | Poster, overhead projector, flipcharts, maps, illustrations, newspapers, scissors and glue   |

|   |   |
|---|---|
| <b>LEARNING ENVIRONMENT</b>                             | Classroom   |
| <b>EVALUATION METHODS</b>                               | <ul style="list-style-type: none"> <li>❖ Diagnostic Assessment</li> <li>❖ Facilitator Assessment</li> <li>❖ Individual Assessment</li> <li>❖ Group Assessment</li> <li>❖ Self Assessment</li> </ul> |
| <b>SPECIFIC OUTCOMES ATTACHED TO THIS UNIT STANDARD</b> |   |
| Specific Outcome 1                                      | Explain the principles and practices of community participation   |
| Specific Outcome 2                                      | Facilitate community processes taking into consideration adult learning principles  |
| Specific Outcome 3                                      | Facilitate decision making processes  |

## 1.2 LEARNING OUTCOMES

At the end of this unit you should be able to:

- ❖ Explain community participation concepts and principles
- ❖ Explain characteristics of community participation
- ❖ Explain success factors for community participation
- ❖ Demonstrate ways to deal with existing knowledge and experience in the facilitation processes
- ❖ Acknowledge participants inputs in a respectful manner
- ❖ Demonstrate ways to deal with participants expectations and fears
- ❖ Demonstrate ways to encourage participation
- ❖ Take special needs of participants into consideration
- ❖ Identify problem/need
- ❖ Explore possible solutions
- ❖ Use questions appropriately
- ❖ Reach agreement
- ❖ Record conclusions and plan for change
- ❖ Assess results
- ❖ Communicate results to relevant role players

## 1.3 RECOGNITION OF PRIOR LEARNING

In order to be assessed against this unit standard the learner should demonstrate competence in the stated learning outcomes. Any learner who feels that they already have all or some of the skills, knowledge, attitudes and values covered by this module should apply for Recognition of Prior Learning and supply appropriate information.

## 1.4 PORTFOLIO OF EVIDENCE

This programme is outcomes based and uses continuous assessment strategies. One of the strategies is for the learner to develop a portfolio of evidence. This means that all learners must keep a portfolio for this course. It will demonstrate their competencies during the course and the application of these competencies. The portfolio should contain:

- ❖ Learner detail form
- ❖ Application for Assessment
- ❖ Candidate's Guidelines
- ❖ Assignment on theoretical knowledge; e.g.:
  - The LGWSETA Sector skills plan
  - The Bill of Rights
  - Equity
  - Alternative ways of providing information to learners
- ❖ Assessment documents and guides; e.g.:
  - Master Assessment plan
  - Preparation of Candidate for assessment
  - Assessment evidence
  - Feedback
  - Appeal form
  - Review form

## 1.5 CRITICAL CROSS-FIELD OUTCOMES

The following critical cross-field outcomes have been included in the learning material. (✓ The ones that have been covered in the module)

| <b>CRITICAL CROSS-FIELD OUTCOMES</b>   |   |
|--|---|
| Identify and solve problems:   | ✓ |
| Work effectively with others in teams  | ✓ |
| Organise and manage oneself and one's activities responsibly and effectively   | ✓ |
| Collect, analyse, organise and critically evaluate information   | ✓ |
| Communicate effectively using visual, mathematical and/or language skills  | ✓ |
| Use science and technology effectively and critically  | ✓ |
| Understand the world as a set of inter-related parts of a system   | ✓ |
| Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process | ✓ |

**1.6 TIME FRAME**

16 Hours (2 days)