

A LEARNING PACKAGE FOR SOCIAL AND BEHAVIOR CHANGE COMMUNICATION

Facilitator Preparation

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Overview

C-Change has created this learning package for facilitated, face-to-face workshops on social and behavior change communication (SBCC). The package includes a series of six modules.

The **Introduction Module** outlines all five steps of C-Planning (see graphic to the right). It also provides an overview of the SBCC Framework and guiding principles that run through the remainder of the course.

The **next five modules** each focus on one distinct step of the SBCC planning process:

1. Understanding the Situation
2. Focusing & Designing
3. Creating
4. Implementing & Monitoring
5. Evaluating & Replanning

If asked, the Introduction Module is 0, so the following Modules (One - Five) correspond to the C-Planning steps. The Introduction Module can be given independently. However, **completing the Introduction is necessary to do any of the other five modules.**



SOURCE: Adapted from Health Communication Partnership, P-Process Brochure, CCP at JHU (2003); McKee, Manoncourt, Chin, Carnegie, ACADA Model (2000); Parker, Dalrymple, and Durden, The Integrated Strategy Wheel (1998); AED, Tool Box for Building Health Communication Capacity (1995); National Cancer Institute: Health Communication Program Cycle (1989).

For whom is this package designed?

This package was designed for staff of health and development programs in small- or medium-sized organizations. It speaks to staff with varying degrees of experience in planning or implementing SBCC programs.

The learning depends on facilitators with personal, practical experience in SBCC. Facilitators should tailor each module to the profile of their learners as well as to the time available.

What does it aim to accomplish?

This package aims to increase the number of organizations that effectively apply SBCC. It builds on what we see organizations already do well and emphasizes areas we've found need strengthening. Our goal is to see more organizations do the following:

- use theory and models to guide decisions (Introduction Module)
- design programs based on evidence and analysis (Modules One and Two)
- set clear program targets and communication objectives that may go beyond individual behaviors (Module Two)
- develop interventions and materials systematically and creatively (Module Three)
- effectively manage implementation and program monitoring (Module Four)
- use research consistently to name, monitor, and measure outcomes (Module Five)

Our promise to learners is that if you apply the principles and tools offered here, your communication will be of higher quality and more effective.

How to Use this Package

The C-Modules are designed so that the *Facilitator's Guide* sessions correspond with the *Practitioner's Handbook* sessions. The *Guide* provides you with ideas on how to structure the learning process, while the *Handbook* provides participants with the content on all aspects of SBCC. As you facilitate a particular module, you can insert the *Practitioner's Handbook* sessions after the corresponding *Facilitator's Guide* sessions to make the process visible and clear.

The Learning Approach

This package:

- is built around practical SBCC tools
- encourages teaching through actual field examples
- motivates participants to apply what they learn to their own programs
- assesses participants’ learning as it unfolds so facilitators can make adjustments along the way
- links workshop-based learning to on-site support and e-learning

This entire course uses an approach in which facilitators and participants contribute in different—but equally important—ways to the learning.

In each session, facilitators are responsible for:


- providing the participants with relevant SBCC content—concepts and examples
- setting up learning exercises through which participants get ample time to grapple with ideas, debate the content, and practice new skills

A key feature of the *C-Modules’* approach, a dialogue approach, is the **4-A Model™**. The model describes a learning cycle with four phases, to ensure that participants:

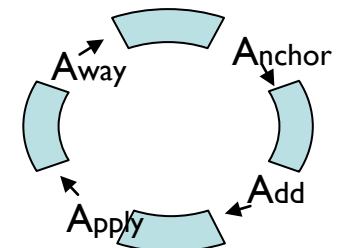
- Explore new ideas or skills through the lens of their previous experiences **(Anchor)**
- Get new ideas, guidelines, and skills to add to what they already know **(Add)**
- Connect new input to their day-to-day work **(Apply)**
- Bring their learning out the door with them— well beyond the walls of the workshop **(Away)**

See “More about the Learning Approach” in the Appendix.

Throughout the *C-Modules*, the participants are asked to work in groups. There are several group types:

- Plenary
- Project team groups represented with the icon 
- Small groups across (across project teams in pairs, trios, etc.)

See the *Facilitator’s Guide* for a description of project team assignments we recommend at the end of each module. These assignments are a



Possible Workshop Schedules

The Two-Part Option

This *Facilitator's Guide* is based on a 2-part workshop schedule in which participants work together for 9 days, return to their sites, and then gather again for 3 days to focus specifically on Monitoring and Evaluation. See the next page for a detailed schedule on the first 9 days of this option.

Modules	Minimum Number of Days Needed
Precourse preparation through emails, telephone, and site visits	Flexible
Introduction Module	1
Module One: Understanding the Situation	2
Module Two: Focusing & Designing	2 ½
Module Three: Creating	2
Module Four: Implementing & Monitoring	1 ½
On-site application of Modules One – Four and preparation for Module Five	9 (total from above)
Module Five: Evaluating & Replanning	3
Post-course on-site support through emails, telephone, and/or site visits	Flexible

Example Workshop Schedule ~ The First 9 days of the Two-Part Option

	DAY ONE	DAY TWO	DAY THREE	DAY FOUR	DAY FIVE
Morning	Introduction to SBCC	SBCC Step One: Understanding the Situation	Step 1 continued...	SBCC Step Two: Focusing & Designing	Step 2 continued...
Afternoon	Introduction continued...	Step 1 continued...	Team Sharing 1: <i>Situational Analysis</i>	Step 2 continued...	Step 2 continued...

	DAY SIX - ½ day	DAY SEVEN	DAY EIGHT	DAY NINE	DAY TEN - ½ day
Morning	Team Sharing 2: <i>Communication Strategy</i> Mid-point Course Feedback	SBCC Step Three: Creating	Step 3 continued...	SBCC Step Four: Implementing & Monitoring	Closing Final Feedback - M&E Workshop - Final Assignments for Certification
Afternoon	OFF	Step 3 continued...	Team Sharing: <i>Creative Brief and Storyboard</i>	Final Team Sharing: <i>Draft Workplans</i>	

Example Workshop Schedule - Final 3 days of the Two-Part Option

	DAY ONE	DAY TWO	DAY THREE
Morning	Highlights of participants' work from Modules 1 – 4	Step 5	Team Sharing 5 - <i>M&E Plan</i>
Afternoon	Setting the Stage for Step 5 Evaluation & Replanning	Step 5 continued...	Preparation for ongoing on-site work in SBCC

Integrating M&E across the Modules

You'll find the bulk of M&E concepts and tools in the end of Module Four and in Module Five so that they can be taught in a stand-alone workshop if needed. M&E is an area to think about throughout C-Planning we encourage you to highlight key M&E concepts throughout the 2-part option of this course and refer participants to useful M&E tools throughout the modules. For example, at the end of Module Two refer participants to tools for designing baseline evaluation; at the end of Module Four, refer participants to tools to monitor your interventions.



If you are following the 2-part option, we suggest you briefly address monitoring at the end of Module Four, but make sure to review it again, and also where it appears in previous modules once participants gather for Module Five.



If you lead the course using a 3-part option, participants can delve into the M&E content in greater depth throughout. For example, you might fully explore issues of baseline research in Module Two so that participants can return to their sites to design and conduct baseline research before coming back for the next part of the course.



The Three-Part Option

Whenever possible, we encourage an additional break between Modules Two and Three of this course to allow for data-driven design work by participants on-site. This option is most likely to build competencies by letting learners apply what they are learning over time, in their real settings, and with access to real data. Here’s how it might look:

Modules	Minimum Number of Days Needed
Introduction Module	1
Module One: Understanding the Situation	2 ½
Module Two: Focusing & Designing	2 ½
Flexible Break: On-site application of what has been learned and collection of data to drive decisions in Modules 3 – 4	
Module Three: Creating	2
Module Four: Implementing & Monitoring	2
Flexible Break: On-site implementation of SBCC efforts and collection of monitoring data to bring into Module Five	
Module Five: Evaluating & Replanning	2
Flexible: On-site support and assessment of learning	

The actual time needed for success of the training depends on: 1) the size and experience of the group and 2) the style and input of the facilitator.

Each session revolves around one major concept or skill set and each module ends with a tool that, when applied and completed, turns into product. Please use our time estimates for each session as a rough guide. We recommend no more than two sessions for each morning or afternoon so that the participants can adequately complete each learning tool.

Connecting with Participants Before and After the Workshops

Before the start of the workshop:

Ask all participants to bring research data and examples of materials from their own programs as well as examples of what is/isn't working in their current SBCC-related work. Explain that they'll use the data and examples during the workshop to keep the learning relevant to real-life experiences.

Ask them to complete a short survey of their interests and needs. See the appendix of this Facilitator Preparation for a template of a participant preworkshop survey. The better you understand their work before the workshop, the more effectively you can tailor the learning to their strengths and needs. You can use the C-Change SBCC Capacity Assessment Tool for a comprehensive review of the SBCC competencies of an organization:

<http://c-changeprogram.org/resources/sbcc-capacity-assessment-tool>

Before, between, and after the face-to-face workshops, consider options for on-line learning, as described on the next page.

After the final workshop:

Make a plan to support participants in their use of these SBCC tools in their real world setting. Have all (or some) of the participants send you samples of their work at each step of the process. This can be done in the form of assignments that qualify participants for certificates of completion and application of the *C-Modules*. It usually helps the learners to make direct connections between the course content and their actual work. It also increases your own understanding of how SBCC plays out in a range of circumstances and how much learners have grasped.

On-line Learning

C-Change partner Ohio University developed a set of on-line modules to substitute for, or to complement, each workshop module. On-line learning may be self-directed or facilitated. Learners who want basic knowledge or a refresher in SBCC may prefer the self-directed on-line course only. Learners with an interest in studying SBCC issues more in-depth may prefer the facilitated on-line course.

Please visit <http://www.ouwb.ohiou.edu/c-change> to obtain more information and directions for accessing the courses. Participants must have access to a reliable Internet connection in order to successfully complete the on-line modules.

The e-learning modules parallel the workshop modules so that a facilitator may create a learning package that uses **ALL OPTIONS**. The following are just three ideas to accomplish that. The possibilities are endless.

Option: Going on-line from start to end

Precourse exchanges with learners	Introduction Module and Module 1 done on-line	Modules 2 and 3 done face-to-face	Module 5 completed on-line
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Option: Going on-line in the middle

Precourse exchanges with learners	Introduction Module and Module 1 workshops	Modules 2 – 4 done online	Review of Modules 2 – 4 and Module 5 workshops
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Option: Closing the course on-line

Precourse exchanges with learners	Introduction Module and Module 1 as face-to-face workshops	On-site learning and data collection	Module 2	Additional modules could be done on-line and through on-site support.
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Evaluating this Course

We suggest **three levels of evaluation** for this course¹:

1. **Reaction** – participant feedback such as what they found most useful and why
2. **Learning** – to what extent participants developed new knowledge and competencies during the course
3. **Transfer** – to what extent participants use what they've learned in their own work settings

Reaction Level: In the appendix is a sample checklist to assess participants' reaction to the Introduction Module of the course. To use for other modules, you (the facilitator) should substitute the session names in bold, depending on the module you led. Feel free to edit questions as you see fit.

Learning Level: We've found that the most effective way to evaluate learning in this course is to examine the products of participants' work at the close of each module. In the *Facilitator's Guide*, each module closes with a team assignment to show evidence of learning.

In the Appendix of this Facilitator Preparation is a checklist you might use to evaluate the products of each team's assignments.

Transfer (Application) Level: A higher level of evaluation happens after the workshop, when participants are back in their programs—hopefully using what they learned during the course. We suggest you set up a process to review each participant's own SBCC work after the course as evidence of transfer, possibly as a requirement for a certificate.

¹ Vella 1998, 22.

Appendix

- More about the Learning Approach
- Sample Preworkshop Survey
- Facilitator Input Survey
- Sample Form for Feedback from Participants on the Introduction Module
- Checklist to Evaluate the Products of Each Team's Assignment at the End of Each Module
- Openers and Closers for *C-Modules*: A Few Ideas
- A Short List of References for Facilitation, Dialogue, Learning Exercises, and Learning Evaluation

More about the Learning Approach

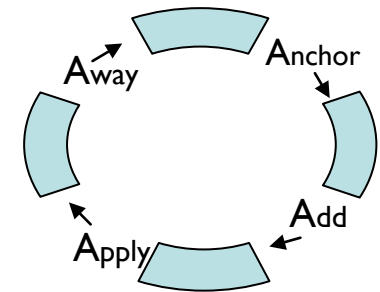
One trademark of a dialogue approach is the use of **action-based objectives**. These objectives describe what the participants will have achieved during each module to show themselves and the facilitators what they have learned. Each module of the *Facilitator's Guide* has a list of objectives that the facilitator can adjust based on the time available and the particular needs or interests of each group.

Another key feature of a dialogue approach is the **4-A Model™**. The model describes a learning cycle with four phases, to ensure that participants:

- Explore new ideas or skills through the lens of their previous experiences (**Anchor**)
- Get new ideas, guidelines, and skills to add to what they already know (**Add**)
- Connect new input to their day-to-day work (**Apply**)
- Bring their learning out the door with them— well beyond the walls of the workshop (**Away**)

This SBCC course is faithful to the **4-A Model™** in many ways. Here are four tips to help make it work:

- **Invite participants to build on past experiences.**
For example, in the Introduction Module, invite participants to describe work they have done in the past so that you can refer back to this work when teaching SBCC concepts and skills.
- **Offer content in small chunks.**
In this course, your input as a facilitator can come in any number of ways, such as visualized presentations, readings, and PowerPoint. Key content for each session is laid out succinctly in the *Practitioner's Handbook*.
- **Provide participants with many opportunities to apply each and every bit of content.**
For example, you will find suggested learning exercises in the *Facilitator's Guide*. In these exercises, participants use the tools provided to apply the content of that session to their current SBCC efforts.
- **Encourage participants to pull together strands of learning before the close of each module.**
For example, participants are asked to draft a complete strategy outline before ending Module Two and to complete an implementation plan before beginning Module Four. Even if this work needs to happen in the artificial environment of a workshop, it provides participants with a practical “product” of their learning to take with them to their workplaces.
- Find out more at www.globalearning.com



SAMPLE Preworkshop Survey

Dear Participant,

You are invited to a learning event on social and behavior change communication (SBCC). In order to ensure that it best fits you and your organization’s needs, we ask that you share the following information with us. Thank you! Please send responses back to: _____

Question	Response Date:
Name and position:	
Organization and your role in it:	
What are your organization’s current or future social and behavior change communication (SBCC) plans? (Please give a specific example of a communication program your organization is working on or plans to work on soon.)	
What health, development, audience information, and research data can you bring to the training to inform your program planning? (Please list specific examples of qualitative and/or quantitative research.)	
What program examples, evaluations, or material samples can you bring to the training to discuss and build on?	
<p>Which program components would you want to focus on most? (Please check the one of greatest interest to you from each component)</p> <p>Component 1: SBCC Planning and Design</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collection and use of data for analysis <input type="checkbox"/> Theory or model-driven planning and design <input type="checkbox"/> Negotiation and strategic partnerships <input type="checkbox"/> Development of communication strategies 	

Component 2: SBCC Program Implementation

- Implementation of communication strategies
- Materials development
- Strengthening of staff competencies
- Implementation workplans and structure
- Supervision and monitoring of the quality of SBCC service delivery

Component 3: SBCC Research, Monitoring and Evaluation (M&E)

- Framework and mechanisms
- Evaluation (use of research/program assessments) to measure social and behavioral outcomes
- Utilizing and communicating results to revise the program

What else would you like to tell us about challenges you face or interests you have related to SBCC?

Thank you!

Facilitator Input Survey:

This course was field-tested in several locations before being finalized. Contact us at cchangeCS@aed.org with your responses.

Here is a sample form you can use to obtain feedback from facilitators for each module of this course. This form was particularly important during field testing, but can be useful anytime for facilitators to capture reactions and innovations.

Module name: _____

Size and name of participant group: _____

1. Which sessions, if any, took significantly **more or less time** than estimated in the manual?
2. Which content worked well particularly well? What was unclear to you and/or the participants?
3. **What notable insights came from learners** about the content or tools in this module?
4. What other **examples** did you provide that worked to illustrate key steps and principles of SBCC?
5. What **learning exercises** did you adapt or add to help participants apply what is being taught?
6. What **simpler and more exact language** did you find useful to explain key concepts to participants?

SAMPLE Form for Feedback from Participants on the Introduction Module

C-Modules: Training in Social and Behavior Change Communication (SBCC)

Congratulations! You have just completed the SBCC module titled: **Introduction to SBCC**. This module included six sessions, listed in bold below. Please use your *Practitioner Handbook* as a reminder of each session. Please circle the response that most closely reflects your experience, where 1 reflects the least and 5 reflects the most you feel about each question (questions appear horizontally).

1. SBCC Defined	
<p>1a. <i>How useful was this session for you?</i> 1 2 3 4 5</p> <p>Why?</p>	<p>1b. <i>How confident are you with the information and skills taught in this session?</i> 1 2 3 4 5</p> <p>If applicable, what requires further clarification or practice?</p>
2. Three Characteristics of SBCC	
<p>2a. <i>How useful was this session for you?</i> 1 2 3 4 5</p> <p>Why?</p>	<p>2b. <i>How confident are you with the information and skills taught in this session?</i> 1 2 3 4 5</p> <p>If applicable, what requires further clarification or practice?</p>
3. A Planning Process for SBCC	
<p>3a. <i>How useful was this session for you?</i> 1 2 3 4 5</p> <p>Why?</p>	<p>3b. <i>How confident are you with the information and skills taught in this session?</i> 1 2 3 4 5</p> <p>If applicable, what requires further clarification or practice?</p>
4.A comprehensive Model w/ individual knowledge/motivation & social/gender norms & enabling environment	
<p>4a. <i>How useful was this session for you?</i> 1 2 3 4 5</p> <p>Why?</p>	<p>4b. <i>How confident are you with the information and skills taught in this session?</i> 1 2 3 4 5</p> <p>If applicable, what requires further clarification or practice?</p>

5. Three key strategies for SBCC (advocacy, social mobilization and BCC)	
<p>5a. How useful was this session for you? 1 2 3 4 5</p> <p>Why?</p>	<p>5b. How confident are you with the information and skills taught in this session? 1 2 3 4 5</p> <p>If applicable, what requires further clarification or practice?</p>
6. Ten SBCC Principles	
<p>6a. How useful was this session for you? 1 2 3 4 5</p> <p>Why?</p>	<p>6b. How confident are you with the information and skills taught in this session? 1 2 3 4 5</p> <p>If applicable, what requires further clarification or practice?</p>
<p>6c. What did you particularly like about the teaching and learning approach?</p> <p><input type="checkbox"/> Small group work <input type="checkbox"/> Feedback you received <input type="checkbox"/> Tools/worksheets (specify: _____) <input type="checkbox"/> Timing/Pace <input type="checkbox"/> Examples used <input type="checkbox"/> Facilitation style <input type="checkbox"/> Other: _____</p>	<p>6d. What might have worked better for you?</p> <p><input type="checkbox"/> Small group work <input type="checkbox"/> Feedback you received <input type="checkbox"/> Tools/worksheets (specify: _____) <input type="checkbox"/> Timing/Pace <input type="checkbox"/> Examples used <input type="checkbox"/> Facilitation style <input type="checkbox"/> Other: _____</p>
<p>What other comments or suggestions would you like to share? Please write them on the back of this page. Thank you!</p>	

Checklist to Evaluate the Products of Each Team’s Assignment at the End of Each Module

This checklist is based on the 10 crosscutting principles of SBCC. It is an optional tool for you to use to assess and give feedback on participants’ work as the course unfolds.

Ten Criteria for Assessing the Learning	Comments/Score
How well did they follow a systematic approach?	
How much of this work was driven by research (not assumptions)?	
How well does this capture the social context of the problem/ issue?	
How well does the focus stay on the audience/s?	
How well did theories and models guide decisions?	
How involved are partners and communities?	
How realistic are the program’s communication objectives and how conscious of cost?	
How mutually reinforcing are the channels, activities, and materials?	
How motivational and action-oriented are the strategies?	
How high is the overall quality shown at this step of the SBCC process?	

Openers and Closers for C-Modules: A Few Ideas

Openers get all participants talking and engaged in the topic. Here are four ideas for openers:

1. **Expectations:** Share your list of learning objectives as you would at the start of each module. Then divide everyone into small groups and ask them to name their personal expectations for the day/module. Each group creates a chart listing collective expectations for that group. Post lists on the wall so the facilitator can comment (i.e., what will be addressed and when). At midpoint in the module, or at any natural break, ask participants to peruse the expectations lists and check those that they feel have been met. Review the lists in plenary. This is a great reference for the facilitator throughout a module.
2. **Gallery Walk:** Most sessions in this course make use of large visuals (e.g., graphics/charts) posted by the facilitator and created by project teams. To start a day, invite all participants to walk around the room and review the postings from the previous day. They can work alone or in pairs/trios to reflect on the following questions, and then return to the large group to share:
 - *What did you find particularly useful yesterday? Why? What is unclear from yesterday?*
 - *Having “slept” on it all, what new insights do you have now about the work we did yesterday?*

You can also have this done by review teams for each day selected at the beginning of the workshop.

3. **Timelines:** Ask participants to individually create a quick timeline of their lives by drawing a horizontal line with the word “birth” on the far left and then adding details by noting anything they consider significant in their lives, personally or professionally. Let them know they’ll explain their timeline to a few others in the room. Next, have participants share their timelines in small groups as a way for them to get to know each other. Have each group join with one other small group and have them create a collective timeline for their field of work. For example, they might all work in the area of malaria prevention. If so, their timeline would begin as far back as any of them can cite a significant event in the field of malaria prevention. Then have the groups add details to their collective timelines up through the present moment. You may have them project into the future by posing questions such as:
 - *What do you see happening in the field? What would influence the future trajectory of this field?*
4. **Training Excellence:** Ask participants to work in trios. Have them reflect on a past training in which they’ve participated that’s in any way related to today’s topic. Have the participants reflect individually on that training by posing questions such as:
 - *What do you remember about what was learned? What is one way you’ve used what you’ve learned?*
 - *What is one thing you liked about the training approach or structure?*

Working as a large group, field answers across the room, noting what implications this has for today’s training (e.g., how we can build on previous knowledge, enhance or adjust ways of working, maintain an approach/structure that people like.).

Closers integrate the day's learning and prepare participants for next steps

Here are four ideas for closers:

1. **Partner Quiz:** A good 30 minutes (or more) before the end of the day, ask participants to form pairs with someone with whom they have not worked with so far. With their learning materials in hand, have the pairs take turns creating quiz questions for each other on the day's work. The "quizzer" affirms their partner's response and adds to it or clarifies something. Then, the other person creates and poses a question. After sufficient time, the facilitator can pull the group together and field one question from each pair that the pair would like to explore further. This is a great way for you to assess learning as it happens and to see where the participants want more explanation, guidance, or practice.
2. **Team Debate:** Divide the group into two equal-sized teams (mixing fields of work as much as possible). Create a set of provocative statements related to SBCC such as, "It is essential for all SBCC programs to include advocacy, social mobilization, AND behavior change or they won't be effective." Write the statement on a chart and pose it to one team. This team then has to decide what position to take on the statement and quickly come up with an argument to defend their position that they present to the other team. You give the team points (on a scale of 1 to 4, with 4 being an excellent defense of their position). Then, it is the other team's turn, with a new statement. The team with the most points in the end wins.
3. **Secret Question:** A workshop often shakes up our old way of thinking and doing things that (hopefully!) leaves us with questions. Pass around a basket of index cards and ask pairs to take at least one—more if they like. Have participants or their partner secretly write a question about anything they've thought of that relates to SBCC. Ask the participants to be as clear as possible. Then read each question aloud and offer responses or reactions, while inviting others in the room to add their own. This is a great way for you to track what is unclear and what ought to be addressed at some future stage.
4. **What I Got from Today:** Draw a large quadrant on a chart with the following four words: **Know**, **Challenge**, **Change**, and **Feel**. Ask each participant to do the same on a regular sized sheet. Have each participant fill in the quadrants by responding to these four (or your own version of these four) questions:
 - **Know:** *What did we study today that confirmed something you already knew about SBCC?*
 - **Challenge:** *What challenged you today?*
 - **Change:** *What is one way you plan to change your work, based on today's learning?*
 - **Feel:** *How do you feel about what we are learning here?*

Have the participants discuss their answers in small groups. You can wander around to the groups and/or ask to collect the sheets (which are anonymous) to review in the evening.

A Short List of References on Facilitation, Dialogue, Learning Exercises, and Learning Evaluation

Caroselli, Marlene. 1998. *Great session openers, closers, and energizers*. New York: McGraw Hill. Organized into three sections (openers, closers, and energizers), this book offers 100 ideas that can spark your own creative juices on how to design short activity to opening, closing or organizing your group.

International HIV/AIDS Alliance. 2002. *100 ways to energise groups: Games to use in workshops, meetings and the community*. Brighton: Progression. *Games to Use in Workshops, Meetings and the Community* is one in a series of resources that the Alliance is developing to encourage participation in practice. It is a compilation of energisers, icebreakers, and games that can be used by anyone working with groups of people, whether in a workshop, meeting or community setting. Available at:

<http://www.aidsmap.com/en/docs/pdf/Energisers2002%28English%29.pdf>

Kaner, Sam, Lenny Lind, Catherine Toldi, Sarah Fisk, and Duane Berger. 2007. *Facilitator's Guide to participatory decision-making*. 2nd ed. San Francisco: Jossey-Bass. This handbook provides tools to facilitate workshops in a participatory manner. It provides insights into group dynamics and group work.

Salas, Maria, Hermann Tillmann, Neill McKee, and Nuzhat Shahzadi. 2007. *VIPP: Visualisation on participatory programmes: How to facilitate and visualise participatory group processess*. Dahka, Bangladesh: UNICEF. This is the only text of its kind, containing all you need to know about the VIPP process, with very helpful guidelines that are generalizable to various aspects of learning-centered facilitation. Information available at <http://www.southbound.com.my/vipp>

Schwarz, Roger. 2002. *The skilled facilitator*. Revised ed. San Fransisco: Jossey-Bass. A comprehensive resource to build facilitation skills for workshops, meetings, organizational situations, and more.

McKee, Neill, Maria Salas, and Hermann Tillman. 1998. *Games and exercises: A manual for facilitators and trainers invovled in participatory group events*. New York: UNICEF. A book full of games and exercises grouped around areas, such as team building, conflict manangement, gender analysis, creativity or evaluation. Available at

<http://www.unssc.org/web/images/downloads/Games%20&%20Exercises%20VIPP%20UNICEF.pdf>

Vella, Jane, Paula Berardinelli, and Jim Burrow. 1998. *How do they know?* San Francisco: Jossey-Bass. This book introduces an approach to evaluation based on the premise that evaluation is useless if it fails to produce valid, accessible results. Using real-life studies for a literacy group, a nonprofit lobbying group, and a school of public health, Vella's work applies principles and concepts of popular education to the evaluation process.

Vella, Jane. 2002. *Learning to listen, learning to teach: The power of dialogue in educating adults*. Revised ed. San Fransisco: Jossey-Bass. This is a text on Dialogue Education. Reading more like a novel than a text, it offers practical, universally applicable approaches to adult learning.