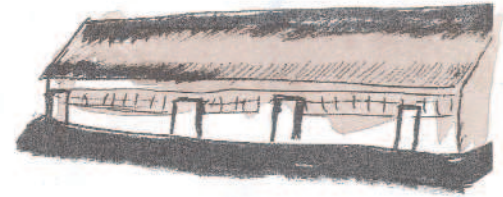


NICE PCE MANUAL



PCE TRAINING
- MODULE 2
CIVIC
EDUCATION



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NICE PCE MANUAL

PCE MANUAL

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Justice will not triumph if we fail to acknowledge the contribution of the District Civic Education Officers - especially to those who made available some of their concepts and documentations as well as for their recommendations which have been used in this manual in one way or the other.

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Finally the authors would like to thanks to Hendrix White from Salima for his rare talent of inserting cartoons in this manual. For sure there is gold in this artist that is not yet mined.

FOREWORD

With the advent of democracy and multi-party political dispensation in Malawi in 1994, it was evident that there was need for a 're-education' process for Malawians so that there was shared information and values on the requirements of the democratic dispensation. In this endeavor, there was a vibrant civil society that emerged to do the noble task of providing civic education to the Malawian populace. However, a number of experiences quickly came to the fore in the exercise of providing this civic education. Firstly, it was observed that civic education was mostly theme based and human rights (mostly without the equal emphasis of corresponding duties and responsibilities) were the priority topic of the day. Secondly, the geographical coverage by the agents of civic education was mostly limited to the urban and peri-urban locations. At the same time, those that went into the interior of the country were not providing continuous civic education. Thirdly, it was observed that most of the 'civic education' was understood as political education which was being done in a top-down and non-participatory manner such that people's re-orientation towards the new democratic dispensation was missing as there was no attitude change. The consequences of these observations became more apparent in the run up to the second multi-party elections where voter apathy became a glaring reality in the newly found dispensation.

In order to offset these challenges, the National Initiative for Civic Education (NICE) was established with funding from the European Union in order to contribute towards the strengthening of the democratic process and good governance by providing country wide civic education in a participatory, non-partisan, professional and permanent manner. In addition, NICE was charged with doing civic education that would facilitate behavioral change and mobilize Malawians for participation in public life. In order for NICE to conduct civic education that would mobilize Malawians on a permanent basis and to be closely in touch with the people on the ground, NICE started working with a corps of volunteers called Para-Civic Educators (PCEs). These were to help in making access to relevant information a reality in their communities while also mobilizing the communities to participate in public life both as their right and their duty. Over time, NICE has learnt a number of lessons on how the volunteers can be prepared to provide quality service to their communities as links and animators of participatory development that is not limited to infrastructural growth, but also affecting change of mindset.

This Manual is a compilation of tried methods that work for various communities in Malawi and as such, a learning point for anyone working with communities so that they develop themselves. It is a manual that can be used in the governance sector, but also in other spheres where communities engage themselves in identifying their own needs; prioritizing them; and begin doing something that can change their lives. This Manual, in essence, is a tool that can help development interested agents to "Scratch where it itches" whenever dealing with people. I recommend it for use by any individuals and organisations that value people's contributions to their own development.

ORISON CHAPONDA
Project Manager NICE

INTRODUCTION

Why do we need the PCE training manual?

The Para Civic Educators (PCE) play a very vital and important role in the work of NICE since they act as its link to the communities. The PCEs also increase the outreach capacities acting as multipliers of various NICE services.

Since the inception of the NICE project there has not been a well co-ordinated and systematic way of building the capacity of its local volunteers. Even in areas of recruitment, motivation and training needs, the District Civic Education Officers (DCEOs) mostly used their common sense without having some reference material. Therefore this manual will enable NICE Officers to work professionally and effectively in building the capacities of the PCEs to ensure common quality standards of PCE's work nation wide.

The PCEs should receive regular training in various facilitation and organisational development techniques - for example, organising and running meetings and workshops, and preparing role-plays and other participatory exercises. Some useful information and handouts are included in this manual.

The main **objective** of the manual is to provide information, tools and tips to NICE community based mobilisers for conducting civic education at community level. The manual has been developed in order to support and enable the NICE District Civic Education Officers in conducting high quality training for the Para Civic Educators on the concept and the process of civic education and NICE. This includes: the history, mission and concept of NICE. The PCEs should be trained to understand the NICE approach - using community priorities as the entry points for mobilising people to participate in self-help and community activities. The manual gives an introduction into the key areas of the one NICE thematic area in **Local Democracy** and other cross cutting issues, facilitation skills, NICE's volunteer structure, community mobilisation and participation as well as in reporting.

Who is this training manual for?

The manual is intended for use by the RCEOs, DCEOs and ADCEOs for the simple reason that these are the people involved in implementing NICE programme related activities, which are mainly conducted through the volunteer structure (Zone Coordinators and PCEs) at the community level. If the many urgent needs of communities are to be met those communities must be welcomed as equal partners, members of NICE. The more communities participate in the running of their neighbourhoods and local affairs, the more local democracy gets consolidated and enhanced.¹

What difference will it make?

This training manual is not just an information-giving document. It is also a transformative instrument, which has the aim to create a vibrant group of volunteers who are able to effectively and efficiently contribute to the consolidation and maturation of democratic principles and values in their communities. The manual has been designed in such a way that it recognises that training is not just aimed to enhance knowledge. This is a learner centred manual in which various participatory training methodologies such as role-plays, brainstorming exercises, group work, use of codes etc., have been used.

How to use the training manual?

This manual is intended to be a practical, experiential oriented and instructional training document. It is a modular design intended to be used as a whole or part, depending on the circumstances on the ground. It can be adopted to specific situations, depending on the needs of the volunteers/ the trainees.

It is suggested that the trainers should read through the material before using them, so that they get familiar with the content and more especially, the process. The trainer should take note of any additional questions that may arise and reflect on the experiences, the positive and the negative ones, that they might like to talk about to contribute to the experiential learning process.

¹ Training Manual on Decentralisation and Local Governance (2nd draft), page 4, MGPDD, Malawi 2005

It should be remembered that day-to-day real life examples (not theories or distant examples) are key to achievement of transformation.²

The training duration, which has been indicated in the manual should not be taken as a golden rule to follow, because it has to progress and to be re-adjusted according to the pace of the learner.

The modular design has been chosen for this manual in order to move participants through the relevant topics and subjects concerning their work as Para Civic Educators.

Layout/ structure of the manual:

Each module is divided into 3 parts:

- I. Practical
- II. Theoretical
- III. Annex/ Handouts

I. The practical part:

The objective of the practical part is to enhance the trainer's understanding in engaging all the senses of the participants into the training, especially since research has shown that adults learn better when they are actually doing and discovering something for themselves. The trainer should try as much as possible to simplify most of the topics tackled in this manual. The DCEO is also encouraged to use vernacular languages.

The theoretical part consists of the following:

- ▶ Title: Identifies the main topic of the module.
- ▶ Module Objective: This section presents the intended purpose of the module, indicated in a short and simple language. It describes what the participants will be able to do and gain by the end of the module to demonstrate increased knowledge, improved skills or attitudinal change.
- ▶ Time: Indicates the approximate duration of time for the activity.
- ▶ Activity/ methodology: This section is the process part of each module. It shows the steps, which need to be followed, the methodology as well as probing questions that need to be asked to achieve training impact.
- ▶ Materials Needed: Gives an overview what materials are needed for conducting the training and in the preparation process
- ▶ Tips: *Trainer's Notes* - are written in Information Boxes or Tips Boxes. They have included expected or possible responses to a question, definitions, or other important points that the trainer should try to elicit during the module.

II. The theoretical part:

It provides the trainer with additional/ further reference information on various modules. Therefore the trainer should ensure that this information is given as an additional input, after participants have been effectively and actively engaged in the training process where aspirations, needs etc. were fully exploited.

In this regard the trainer should ensure analytical and self-reflective processes that leads to social change. Hence their role should be the facilitative one. This implies that one does not act as teacher but as a catalyst and a moderator of discussions who is also open to learn.

III. Annex/ handouts:

The Annex provides the participants' handouts for each module. Enough copies should be made for each participant and distributed during or after the activities.

The handouts are meant to ensure that the trainees will be able to capture and to keep as much information as possible. They can also serve for their own preparation for an activity.

²Training Manual on Decentralisation and Local Governance (2nd draft), page 6, MGPD, Malawi 2005

Basic Guidelines to the trainer:

Objective:

To provide information, tools and tips to NICE community based educators for conducting civic education at community level.

Some of the aspects you may have to consider during preparations are:

- Consider enough time for preparation;
- Arrangements and plans before the training session need to be made: e.g. Visit venue of the training in advance or contact people (to prepare and organise the right equipment, e.g. flip chart paper etc.);
- Have enough information about the participants (number and their knowledge about the training topic).

Organisation:

You need to consider 3 aspects for getting yourself organised and well prepared:

1. Organising the timing and agenda for the training sessions.

Decide the date(s) and convenient times in which the training could be given. (this includes: consideration of participants daily activity)

2. Organising your materials.

Make sure that you have everything you need before the training sessions. Some of the materials you will need may include flip charts; felt pens and appropriate handouts and visual aids.

3. Prepare yourself.

This manual is written to lead the trainer step-by-step through interactive discussions and instructional and informative group discussions. Since adults learn best by participating, there should be *no long lectures*.³

However focus on the following:

- 1. Beginning of preparation:** Reading through this manual and other relevant material.
- 2. Organise co-facilitator:** Have at least a Coordinator or an Office Assistant as co-facilitators to share tasks, ensure active participation, and keep on track in small group exercises and to observe record.
- 3. Considering participants:** Ask yourself about them and their circumstances. Some of the points to consider include:
 - **Find out whether the participants are knowledgeable about the topic** (incorporate their knowledge and experience)
 - **Use the material effectively** for the training
 - **Make notes** to yourself **about specific** examples you will use or points you will want to emphasize **during the training**
 - **Calculate the amount of time each module will require**, taking into consideration the language competence, the knowledge and cultural environment of your participants. Do not forget to have an agenda for each module (ask for consensus with participants on time and agenda)
 - If this is your first training session, **practice delivering each portion of the course with a friend.**

³ MODULE 4: CONCEPT AND METHODOLOGY OF FACILITATION (Page 59)

Code of conduct to the trainers

It will always be the case that some, or even many, of your participants will have either limited or little understanding of the concepts and issues under discussion. Some will even have misgivings about the same ideas. For this reason, we have listed some guiding points that could help you to effectively work with your participants:

- **Be impartial and non-partisan** - independent of your personal political opinion.
- **Be friendly, polite, courteous and patient.** If participants want to argue, try to turn the conversation back to the material you are discussing.
- **Be punctual.** Set the training sessions for reasonable time and observe the dates and times allocated for the activities.
- **Be well prepared.**
- **Involve everyone actively in the sessions.**
- **Respect age and tradition.** Respect knowledge and experience of the participants and try to draw on the collective wisdom of the participants. ***Remember that No one knows everything; and everyone knows something!***
- Be flexible. Adapt the training sessions to meet the needs of the participants.
- **Be accountable and responsible.** Keep a record of all participants, their contributions and evaluations.



TIPS/ HELPFUL HINTS DURING THE SESSION

- ***Always make sure the participants are comfortable and can hear you and others clearly.***
- ***If a person clearly does not want to either introduce himself/ herself or make a comment, do not make that person feel uncomfortable. Simply move on to the next person.***
- ***Introductions 1st day:*** stating the name, organisation/ group, purpose or objective(s) and activities of the organisation/ group. Do not forget to introduce any special guests or resource people who may be attending the course.
- ***State the objectives or goals*** of the training, especially of each module.
- ***Participants should know the agenda*** (if possible write the agenda on a flip chart or black/ green board. Read the agenda through and briefly explain each activity at the beginning of the workshop.
- ***Participants*** should be encouraged to share their opinions, speak up freely, ask questions, respect each other ***and no one should be dominant.***
- ***Think about your participants, their knowledge level of the topics*** of discussion and the most important sections of the materials to present to them. If you run short of time, you may need to drop certain exercises that are not crucial to your training session.

LIST OF ACRONYMS AND ABBREVIATIONS

ACEC	Area Civic Education Coordinators
ADCs	Area Development Committees
ADCEO	Assistant District Civic Education Officer
CE	Civic Education
DCEO	District Civic Education Officer
GoM	Government of Malawi
gtz	German Agency for Technical Cooperation
IEC	Information, Education and Communication
MGPDD	Malawi - German Programme for Democracy and Decentralization
NGO	Non-Governmental Organization
NICE	National Initiative for Civic Education
OA	Office Assistants
PCE	Para Civic Educator
PAC	Public Affairs Committee
PMU	Project Management Unit
RAFO	Regional Administration and Finance Officer
RCEO	Regional Civic Education Officer
VDCs	Village Development Committees

I. PRACTICAL PART:

Module Objective:

- To help participants to have a clear understanding of the project (**NICE**) so that they should be able to explain to others the objectives of NICE, its legal identity, its structure and mandate.



minimum of 1 hour

1. What is NICE?



Activity A or B:

A. Brainstorm exercise:

- Ask questions** to participants to find out what participants already know about NICE. This will help the facilitator to determine how long he/she can dwell on the topic.
- List down the responses** from the participants on e.g. a flip chart paper for visualisation purposes.
- Facilitator's input:** The key information about NICE (the historical background, NICE's *objective, purpose* and *its mandate*, its structure (organogram) as well as its Civic Education approaches and the 5 thematic areas - shall be written down on a flip chart paper which needs to be prepared before the activity.
- Allow further questions** from participants after the presentation.
- Summarize** what has been discussed.

B. Brainstorm exercise using the NICE Logo and the map:

- Hand out/ or display the NICE Logo and the map of NICE (draw the NICE Logo and the map on a big flip chart paper.) so that everyone can see it and it can be discussed in the plenary. The logo will help you to discuss the historical background and the funding arrangements of NICE and the NICE structure and infrastructure can be explained with the help of the Logo and the map.



2. **Ask following guiding questions:**

- ▶ What do you see?
- ▶ What does it stand for/
- ▶ What is the link to NICE?
- ▶ What do you now say about NICE? etc.

- List down the responses** from the participants on e.g. a flip chart paper for visualisation purposes.

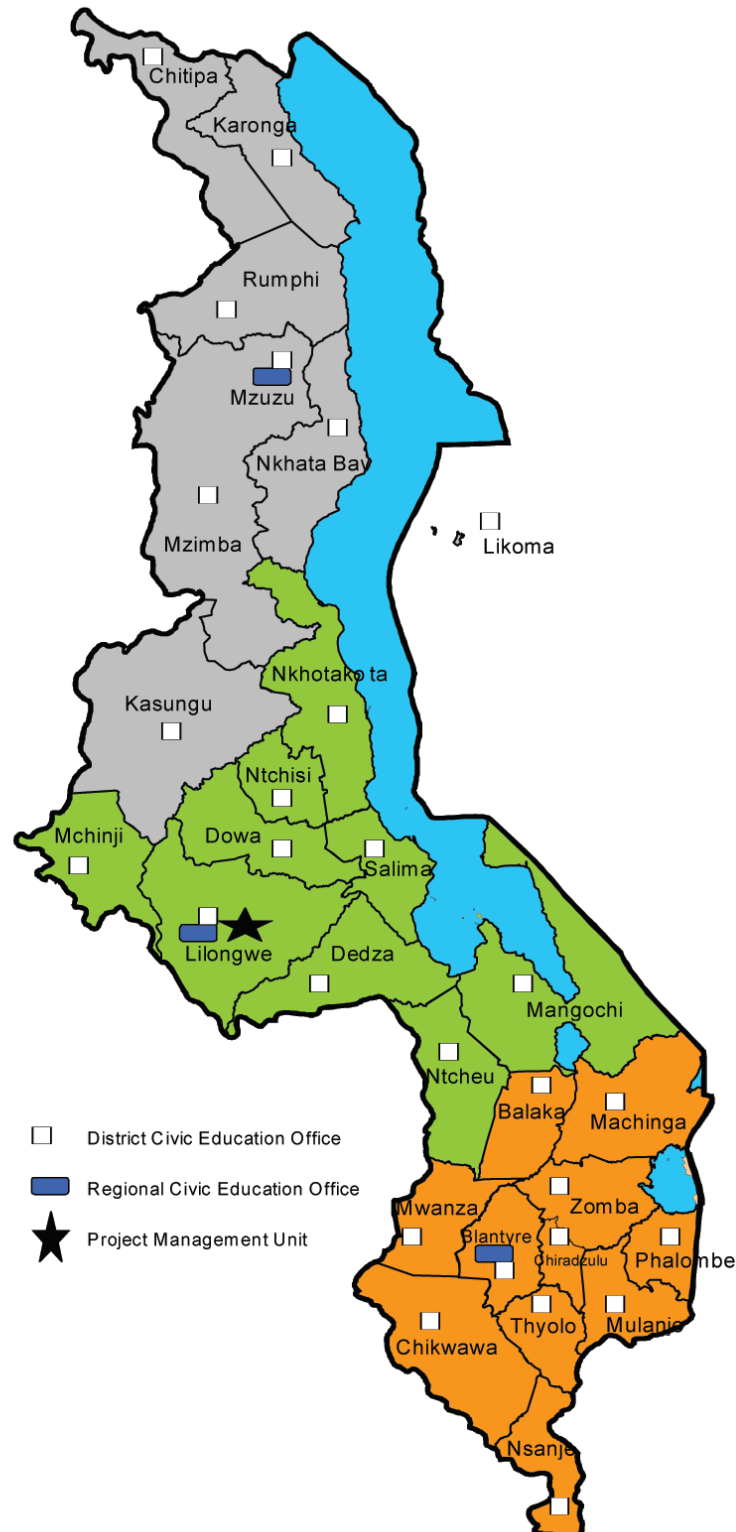
- Facilitator's input:** The key information about NICE (the historical background, NICE's *objective, purpose* and *its mandate*, its structure (organogram) as well as its Civic Education approaches and the one thematic area Local Democracy as well as the 4 cross- cutting

Note

The facilitator should be able to come up with more guiding questions!

issues (Food-security, HIV and Aids, Gender and Environment) - shall be written down on a flip chart paper which needs to be prepared before the activity. Be aware that you explain properly why NICE has only one thematic area Local Democracy since Phase III, July 2006.

5. **Allow further questions** from participants after the presentation.
6. **Summarize** what has been discussed.





Materials needed:

- ▶ Flip chart paper
- ▶ Markers
- ▶ Masking tape
- ▶ Only for activity B: Samples on a flip chart paper of the current NICE Logo and the map.
- ▶ Handouts: Photocopies of the NICE organogram (**Annex 1, Pages 76-79**) and NICE background information (**Annex 2, Pages 80-81**)



TIP

The trainer should be aware of the current status of the project with all the newly updated information regarding, project purpose, the project's structure (organogram) etc.

II. THEORETICAL PART

1. Reference Information about NICE

1.1 Background of the project

- **The National Initiative for Civic Education (NICE)** was established in February 1999 in a collaborative effort of the Government of Malawi (GoM) and the European Union (EU). The German Agency for Technical Cooperation (gtz) was contracted to manage the programme and to run the Project Management Unit (PMU), which is based in Lilongwe. Public Affairs Committee (PAC) was under the second phase of funding still the main national partner to NICE.
- The establishment of NICE was in a way a response to the study that was facilitated by the Malawi German Programme on Democracy and Decentralization (MGPDD) which focussed on the socio-anthropological conditions for Democracy in Malawi. The study centred on popular views of Malawians with regard to democracy and its values, traditional leadership patterns, conflict and behaviour patterns etc.
- The study revealed a lot of information gaps regarding the above mentioned issues hence need for a permanent civic education provider in both urban and rural areas. Through intensive consultations the project called NICE was born at the eve of the 1999 Presidential and Parliamentary Elections to encourage Malawians and mobilise them to take part in the 1999 elections.

1.2 Current status of the project

- NICE has entered the 3rd Phase of the project funding on the 1st of July 2006. It is still a project that gets its funding by the European Union. The management of NICE has changed in May 2005 from the former gtz managed structure to the national, Malawian management. The structure of NICE with its national office at PMU in Lilongwe and its regional offices and district offices has remained the same.

- The major change of Phase III. is the change from former 5 thematic areas to **ONE THEMATIC AREA** of local democracy. The 4 remaining areas (Environment, Gender, HIV and Aids, Food Security) will still be used as cross-cutting issues in order to strengthen democracy in Malawi and to mobilise people to take part in public life. Nevertheless the main activities should take place in the thematic area of local democracy related issues (e.g. democratic decentralisation, local government etc.) and the other 4 areas shall be mainly sign-posted and outsourced/ handed over to partner organisations which are specialised in them.

OBJECTIVE

The main objective of NICE is to contribute towards the **strengthening** of democratic process and social and economic process **in Malawi**. This is done through building and strengthening the capacity of community structures.

PROJECT PURPOSE

To enhance the ability of Malawian citizens (including disadvantaged groups) to participate in public life, and to encourage them to exercise their democratic rights and responsibilities, as well as to participate in the democratic decision-making process at community, district and national level.

MANDATE

The main mandate of NICE is to carry out country wide voter and civic education programmes in a non-partisan and professional manner. It also tries to mobilise Malawians for public participation as a right and a duty. NICE should not be confused with other development projects, which are there to provide the communities with basic amenities.

NICE is legally operating in Malawi as a civic education project⁴ and not an NGO⁵ .

⁴ **Definition of project:** A temporary endeavour undertaken to create a unique product or service by the application of knowledge, techniques and relationships to project activities in order to meet stakeholder needs while balancing competing demands of scope, time, cost and quality (adapted from the Guide to the Project Management Body of knowledge (PMBOK) 1996, Project Management Institute).
www.sos.state.or.us/elections/HAVA/glossary.shtml

⁵ **Definition of NGO:** "...private organisations that pursue activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social services, or undertake community development", (Operational Directive 14.70). In wider usage, the term NGO can be applied to any non-profit organisation, which is independent from government. NGOs are typically value-based organisations, which depend, in whole or in part, on charitable donations and voluntary service.
<http://docs.lib.duke.edu/igo/guides/ngo/define.htm>

1.3 Structure and approach of NICE

1.3.1 Structure of NICE - NICE Organogram⁶

The NICE programme structure operates at 3 levels:

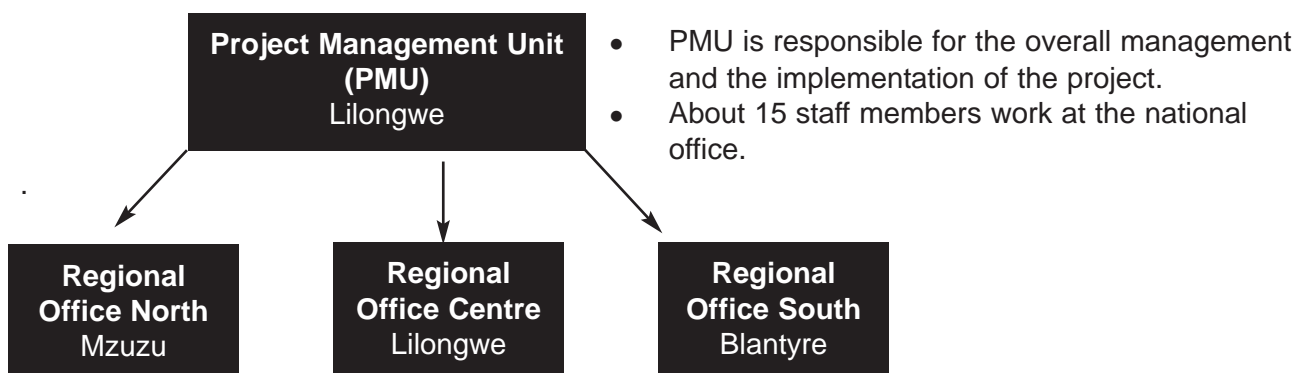
- **National:** Programme coordination and management unit in Lilongwe PMU is responsible for the overall project management and the projects implementation.
- **Regional: 3 coordination offices in**
 - ▶ Lilongwe (Central Region),
 - ▶ Blantyre (Southern Region),
 - ▶ Mzuzu (Northern Region).

The Regional Offices are responsible for the management of the districts. They are run by 3 Regional Civic Education Officers (RCEO) who are monitoring and supervising of what is happening on the programme side at the districts and 3 Regional Finance and Administration Officers (RAFO) who are responsible for financial and administration issues.

- **District:** 30 district civic education offices with at least one in every district in Malawi. The offices are run by District Civic Education Officers (DCEO) who plan and implement activities in Civic Education in the whole district. They are supported by their Assistant District Civic Education Officers (ACEC) or Office Assistants (OA), the part time employed Area Civic Education Coordinators (ACEC) and the NICE volunteers Zone Coordinators (ZC) and Para Civic Educators (PCEs).

⁶ A Guide to Civic Education - the NICE experience, page 40, NICE 2004, Malawi

NICE ORGANOGRAM



- The 3 regional offices are responsible for the supervision and mentoring of the management of the district offices in each region.
- The Regional Civic Education Officer (RCEO), 1 per region, looks at the programme/ quality side.
- The Regional Administration and Finance Officer (RAFO), 1 per region, is responsible for the finance and administration issues of the district and regional offices.



- NICE has 30 district civic education offices with at least one in every district in Malawi.
- The offices are run by District Civic Education Officers (DCEO) who plan and implement activities in civic education in the whole district.
- NICE has in total 30 DCEOs working at district level.
- DCEOs are supported by their Assistant District Civic Education Officers (ADCEO) or Office Assistants (OA) for the planning, preparing and implementing part of their work.



- 180 Area Civic Education Coordinators (ACEC) who work as part time extension workers of the NICE DCEOs
- They monitor and coordinate activities and PCEs in a certain number of district zones.



- NICE has about 5000 volunteers who are called Zone Coordinators (ZC) and Para Civic Educators (PCEs). The PCEs support the DCEOs in the implementation of activities in the communities. Through them the NICE DCEOs are able to reach out to the rural/ grass roots communities.

1.3.2 NICE's thematic area

From 5 thematic areas to 1:

NICE has adopted a strategy of reaching and mobilising people through topics critical to their every day life.

In the past NICE used to operate through 5 thematic areas (Environment, Gender, Food Security, HIV and Aids and Local Democracy). Since project phase III, NICE has changed its approach from 5 thematic areas to 1 thematic area: **Local Democracy**.

The idea is to enable and to mobilise the communities to participate in public life by bringing democracy closer to them. This can only be achieved if the communities are able to understand the relationship between decentralisation and local governance in their lives. To participate in actively in public life is often easier in a closer environment and location from where you live. Therefore NICE has made local democracy as its core area of activity, to enable to communities to strengthen the democracy of Malawi from local and district level by getting more involved and engaged into local governance.

Nevertheless the following former thematic areas still remain as cross cutting issues relevant to NICE's work in Civic Education, mainly for sign-posting or for networking and cooperation with other organisations in the district:

- ▶ **HIV and Aids**
- ▶ **Gender**
- ▶ **Food Security**
- ▶ **Environment**

1.3.3 NICE's Civic Education methods

Below are some of the methods used by NICE in carrying out its civic education activities and to try to mobilise people to participate in public life. (For more details look at module 2 "Civic Education" (Page 19)

- **Public Awareness Meetings**
- **Training workshops**
- **Debates**
- **Panel Discussions**
- **Open Talks**
- **Sign-posting**
- **Big walks/ demonstrations**

I. PRACTICAL PART

Module Objective:

- To help participants understand and articulate the concept of civic education approaches.
- To help participants to understand the NICE civic education approach and methodology. Participants should be able to apply those skills and approaches.



6-8 hours (for one of the role-plays, the picture-code and the group work)

1. What is Civic Education?



Activity:

Role play and presentation on Civic Education:

A: Market role-play



"Two market vendors are running away from the revenue collector and when the revenue collector finally finds them, they try to bribe him by offering a pair of shoes. The revenue collector accepts the shoes and walks away, no more asking for the market fees".

1. **Select** 3 people from the participants who can play the role-play.
2. **Take** them to a place where the other participants cannot see or hear them, then **explain** the following role play scenario(see text under the picture above).

3. **Make the 3 participants decide** who is going to play what role. Two should act as the market vendors and one as the revenue collector.
4. **Give** them enough time to set the role-play up before they come back to the rest of the group to perform in front of them. Stay with them to supervise them and to give them further advice on how to **bring the important message across clearly!** For the **success** of a role-play participants need to be well briefed and know exactly what they have to do. This requires good preparation. Give them also advice that they need to create a similar stage scenario of a market place.
5. **Go back to the group and set up the stage.**
6. **Make sure that there is enough space** for the 3 acting participants so they can set up their little stage. **Participants need to have a good view** so that they can all follow the role-play.
7. **Divide them either into groups** or discuss in plenary: They should discuss the role play and answer the following questions:
 - *What did you see?*
 - *Does this/ something similar happen in your area/ community?*
 - *What do you think are the effects of the situation shown to you just now?*
 - *What do you think citizens can do to solve a problem you have just seen?*
8. All the groups present their results (if there was group work) on flip chart paper to all the participants.
9. **Plenary discussions** on results.
10. **To complete information** and to give a more comprehensive understanding, the facilitator holds a **presentation** on Civic Education. The following components should be included:
 - A. Definition on Civic Education
 - B. Concepts of Civic Education
 - C. Why Civic Education is important/ necessary?
11. **Allow further questions** from participants after the presentation to find out if they have understood the concept of Civic Education.
12. **Summarize** what has been discussed.

B: Bridge role-play:



1 .

Use this role play alternatively:

"A person removes planks from a bridge to use as firewood. Some people are passing some distance from the bridge but do not say a word."

2. Follow the same step to step instructions as given above for the market role-play.



Materials needed:

- ▶ Flip chart paper
- ▶ Markers
- ▶ Masking tape
- ▶ e.g. a pair of shoes, other material needed to visualise the role-play(s)
- ▶ Handouts: ***Annex 3 Principles of Democracy page 82***
and Annex 4 Civic Education Step by Step page 84,85.



TIP

For the role-play part:

- For the success of the role-play the **facilitator** needs to plan in advance and to ensure:
- To write down on slips of paper the different characters in the role-play and how they should behave. (**Note:** It is not necessary to write down what they should say, this must be left to the role players). If people cannot read then facilitator should brief them and supervise them during their preparation.
- The facilitator should stress to participants that they should stick to their roles.

For the facilitator's content input:

The facilitator should explain the Civic Education concept/ definition by explaining the importance of:

- Mobilisation for participation in public life.
- People are responsible for their own destiny.
- Communities should hold their leaders accountable.
- Communities should organise themselves (democratic structures and features) - write down the principles of democracy and discuss them with the participants.
- Civic Education is a collective effort.

2. Needs Based Civic Education



Activity:

Using picture as a Code



What the experts designed.



What the community got.



What the community originally wanted.

Be aware that in this activity the emphasis lies on NEEDS BASED Civic Education and the process that is required to deliver needs based activities.

1. **Distribute** copies or display a big version of the of the picture code on a flip chart paper.

(Annex 6, page 87)

2. **Display** questions on the flip chart regarding the picture.
 - ▶ *What do you see?*
 - ▶ *What is the major problem depicted?*
 - ▶ *Does it happen also in your community?*
 - ▶ *What could you do to deal with this problem?*
3. **Discuss** the questions in the plenary.
4. **Write** down participants input.
5. **Give a general presentation** on "What is Civic Education" - and the importance of the process from *identifying and analysing* a problem or a need to *creating an action plan*. This will help you to link the picture code to community based and needs based Civic Education approach. Remember that this is all in line with the NICE core project objective - to empower people to take part in public life and to deliver needs based activities!!!
6. **Allow further questions** from participants after the presentation to find out if they have understood the concept and the importance of Civic Education.
7. **Summarize** what has been discussed.



Materials needed:

- ▶ Flip chart paper
- ▶ Markers
- ▶ Masking tape
- ▶ Handouts: Copies of picture (Annex 6, Page 87)



TIP

During your presentation include the issues raised during the plenary discussion.

3. NICE's Civic Education approach



Activity:

Groupwork (to help participants understand the way NICE conducts Civic Education)

1. **Display and explain** the NICE overall objective and purpose.
2. **Write down** the one thematic area of: local democracy
3. **Divide** participants into groups of equal numbers and gender.
4. **Ask participants** to discuss in their own groups on:
 - ▶ *What does local democracy mean?*
 - ▶ *How can this thematic area contribute to achieve the overall objective of NICE - to strengthen the democracy of Malawi?*
5. **Group presentations.**
6. **Plenary discussions.**
7. **Facilitator's input** on why local democracy was identified/ selected to be the main area and how it helps to mobilise people to participate in public life. **See page 80 for detailed information that will be helpful for your preparation**
8. **Be prepared** also to elaborate about the former 5 thematic areas and how they were chosen to serve the objective of NICE. You need to explain that they are no longer the main entry points - but rather cross-cutting issues (Environment, Gender, HIV and Aids and Food Security), since they remain of relevance to the communities.
9. **Allow further questions.**
10. **Summarize.**

Note

Simply passing on knowledge about democracy and its principles and values is not enough to mobilise people to participate in public life. NICE, therefore, situates CE in the broad framework of public life. It regards CE as any process that facilitates participation in public life.



Materials needed:

- ▶ Flip chart paper
- ▶ Markers
- ▶ Masking tape



TIP

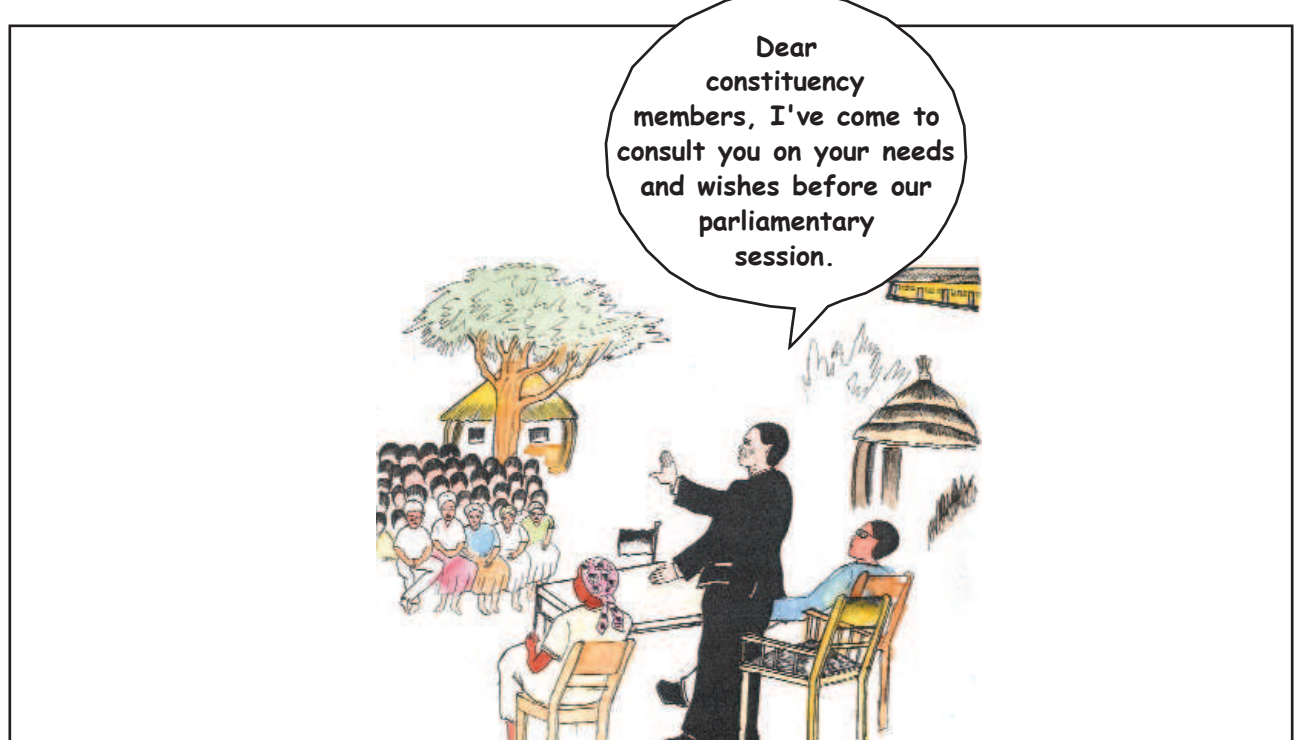
The trainer should understand the philosophy that says:

The New is in the Old. Back is the way to the future. We need to accept that what we know is "New" knowledge. New in the sense of strange and things that people are not being used to. It does not make sense to most people in the villages. We in NICE believe in learning from the people and use their methods and not impose our new ideologies, which might seem so strange and alienating:

*As elders in the village usually say in response, " **Nzakusukulu zimenezo. Taima tikuuze zenizeni.**" (That is book knowledge; let us show you the real thing).*

*If you use the modernistic approach you end up scratching where it does not itch. " **Unless we learn the people's song and dance their song we will not understand their pain and scratch where it itches.**" (Tengatenga document)*

NICE's one thematic area - local democracy



Power to the people

A leader should fulfil the people's wishes



4. Community Needs Assessment

Objective:

To provide information and to explain the necessity and importance of the needs assessment exercise to the PCEs. The main objective of this exercise **is not** that they learn about each step of the needs assessment exercise, but that they reflect on "why" it is important to consult the communities first before starting with an intervention and on "how" it is carried out.



Activity:

Group work

1. **Divide** participants into sizable **groups**. Each group should discuss the following questions:
 - ▶ What do the participants understand by the term Needs Assessment?
 - ▶ What methods could be used to identify the Needs of their Community?
 - ▶ Why is it important to carry out Needs Assessment Exercises as civic educators?
2. They should write their main points down so that they can present their ideas to the larger group, which should comment on the presentation.
3. **Group presentations.**
4. **Plenary discussions.**
5. **Facilitator's input** on needs assessment. He/ or she should give/ list practical and useful examples of how to conduct needs assessment exercises (**Annex 7, Pages 88-89 for preparation**).
6. **Allow further questions.**
7. **Summarize.**



Materials needed:

- ▶ Flip chart paper
- ▶ Markers
- ▶ Handouts: Photocopies on steps of needs assessment (**Annex 14, page 99**)



TIP

The DCEO should take care that the term NEEDS ASSESSMENT is understood properly, even in the vernacular. (**Check Annex 7, page 88-89 for the Steps to Step Guide on how to Conduct a Needs Assessment**)

II. THEORETICAL PART

2. CIVIC EDUCATION:

2.1 Reference Information on Civic Education

Definition:

Civic Educators must understand and to be able to explain "What is Civic Education".

Civic Education (CE) requires **innovation, participation, experimentation**: Its life, its body and brains comes from doing, from being engaged as a full participant and never sitting outside the action and just watching.

Civic education involves facilitating awareness among people / the citizens of a country of their rights and duties. This is done in order to enable citizens to participate in decision-making and even to influence the directions of policy makers. Civic Education is an effective tool for promoting the principles enshrined in the constitution of the Republic of Malawi and for strengthening human rights standards

Civic Education is often understood as the mere provision of information regarding:

- **Democracy,**
- **Democratic procedures** (such as elections)
- **Democratic institutions** (such as parliament).

In this view the main ingredients for CE are:

- **Voter education**
- **Mobilisation for elections**
- **Information dissemination.**

Civic Education in a wider approach is also defined as:

- **Mobilisation for participation in public life.** (this is the definition NICE uses)

The thinking is that nothing matches personal experience in building democracy.

The broader mobilisation approach of CE might indeed be the most promising way of overcoming the paralyzing effects of patronage. The chain of impact could be as follows⁷ :

1. Through the **countrywide provision of information** the NICE and the rural resource Centres and ideas, an increasing number of predominantly rural people gain a better understanding of their situation and problems, as well as their rights.
2. Targeted communities receive additional information and are encouraged to start **examining their own problems and taking responsibility** for their lives.
3. These communities, with the help of civic educators, **identify** their immediate **problems** and **develop approaches** to overcome them.
During that process democratic structures and procedures are developed and established, which help people to **develop a sense of responsibility** and **trust in their own resources**.
4. Local people mobilised through the development work in their communities start **looking beyond the boundaries** of their villages or townships and understand that they cannot stop in their effort to improve their lives at village level. Some are elected to local, district and regional participatory democratic structures, such as village development committees, local assemblies etc.
5. The **success of some communities becomes a model for others** that are receiving additional civic education and planning support.

⁷A Guide to Civic Education - the NICE experience, page 8 f., NICE 2004, Malawi

6. A growing number of communities, villages and/or townships are able to start addressing **problems by themselves**, without waiting for Government, donors or NGOs to discover their plight.
7. More and more self-conscious and determined people become active citizens and reject the manipulative efforts of elites to rule them. Ignorance and complacency are replaced by informed choices, responsibility, empowerment and active participation in representative bodies and/or institutions (e.g. in village development committees, local assemblies, self-help groups etc.).
8. The political system is no longer the domain of undemocratic elites jealously guarding their privileges and benefits. It starts to reflect the interests of the country's citizens. Democracy is stable and sustainable. The political culture is democratic.
9. This is done around a core group of volunteers from the community who act as a permanent and sustainable "reminders" and role models to their colleagues on the correct way of owing up the public good as citizens."

2.2 THE NICE CONCEPT OF PROVIDING CIVIC EDUCATION

"Civic Education in Malawi is about democratising the very foundations of society"

Social, economic and political relations all require transformation to more democratic systems.

Empowering people at the grassroots as networks, interest groups, connected people, is NICE's strategic focus. (...) "⁸

"Civic Education (CE) is often equated with teaching people about democracy and political rights, and with creating responsible citizenship in a country. However, for many people building democracy is not a priority in a society where the overwhelming majority of the population struggle with survival issues on a daily basis, and neither is it the central problem to be addressed. For CE to be effective and have a sustainable impact, it must focus on mobilising people to participate in public life while providing them with appropriate (democratic) direction and tools to succeed. Simply passing on knowledge about democracy and its principles and values is not enough to mobilise people to participate in public life. **NICE, therefore, situates CE in the broad framework of public life. It regards CE as any process that facilitates participation in public life,** and which thereby encourages people to accept and apply democratic values and practices. Hand in hand with this goes the conviction that people have to look beyond their individual, household and even community interest, and start to think about the 'public' good and have a common interest outlook." ⁹

2.3 THE NICE APPROACH TO CIVIC EDUCATION

Largely NICE employs a decentralized participatory and community based approach to Civic Education basing on the understanding that unless the communities are involved at each and every stage of the project, sustainable development can hardly be achieved. This entails Civic Facilitation.

NICE has adopted a strategy of reaching and mobilising people through topics critical to their every day life.

Local Democracy as the one thematic area



"Democracy has been described as the shortest distance between the ruler and the ruled. Or in more graphic terms, as The Elephant listening to the ant - and thinking of the ant before taking the next step."

In order to reach such a situation - NICE is trying to promote democracy. It does this by mobilizing people to become part in democratic processes. It bases its work on the principle that democracy only functions if people get involved in it. This requires that people exercise their rights and responsibilities, respect other people's rights and hold their leader and elected representatives accountable.

⁸ A Guide to Civic Education - the NICE experience, page 9, NICE 2004, Malawi

⁹ A Guide to Civic Education - the NICE experience, page 14, NICE 2004, Malawi

NICE's focus lies on Civic Education on the principles and practice of democracy, which encourages people to question and analyse their situation. Educating people about the principles of democracy is about linking democracy and development in terms of people's daily struggle for survival.

NICE has found that when people recognize that adequate service delivery is the duty of government and not a "gift" from those in power, they start to question the lack of development in their areas and the hardship they suffer.

- They see that things should and can change.
- They start to find common interests that can be the basis of making that change.
- The outcome of that might be a self-help initiative.
- The outcome can be a demand for delivery from public servants etc.

→ In this way, public participation can strengthen democracy and democracy can encourage public participation.¹⁰

For the project Phase III. NICE has decided to move from 5 thematic areas to its core and focal area of local democracy. The project's main objective is to strengthen democracy in Malawi. Therefore NICE has reduced its 5 thematic areas to one thematic area and to start focusing more on local democracy related issues e.g. on: democratic decentralisation and local governance. The motto of "taking part in public life" can be realized easier at the local or district level, since the local government structures are closer to the people of rural Malawi and easier accessible. But in order for local government to work efficiently and for the people to make significant and meaningful contribution, people's knowledge needs to be enhanced on local governance and democratic decentralisation.

Institutions and people need to learn to influence and to share control over development initiatives, decisions and resources that affect them. This process is tried to be achieved through local governance and decentralisation.¹¹

¹⁰ *A Guide to Civic Education - the NICE experience*, page 19 f., NICE 2004, Malawi

¹¹ Draft Training manual for civil society on decentralisation and local governance, page 3, MGPDD 2005, Malawi

What happened to the other 4 thematic areas? Now: The NICE' s cross cutting issues

The communities in which NICE works face many problems with regards to poverty, service delivery and development. NICE is not there to solve the problems but to help people develop the tools, strategies and partnerships that they need to address them themselves.

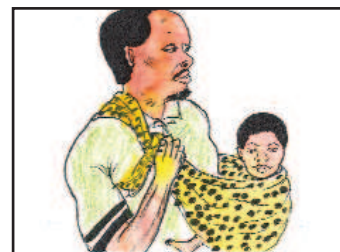
The previous 4 remaining thematic areas (Environment, Gender, HIV and Aids and Food Security) will still be addressed as cross-cutting issues. If the communities need support in one of those areas, the NICE officers and PCEs should refer them to the different partner organisations in the district, to address the issues that are of importance to the people.

NICE in the 3rd Phase - shall be a **process** and no longer a **content expert** therefore the close co-operation and networking with other partner organisations is essential for the success of the project's goal and aim.

1. Environment



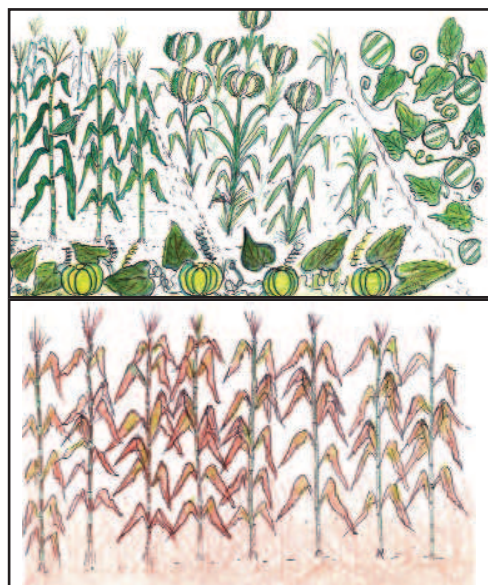
2. Gender



3. HIV and Aids



4. Food Security



NICE's civic education addresses several aspects of democracy education:

The Principles of:

- **Democracy;**
- **Democratic Decentralisation;**
- **Local Government;**
- **Human rights;**
- **Leadership and accountability;**
- **Political tolerance;**
- **Political rights and responsibilities;**
- **Non-violent conflict resolution;**
- **The electoral process.**

What is special about NICE?

- NICE plays the role of an **"eye opener"** or **"can opener"**
- NICE helps people to understand their self-conscious, the local people should be in a position to ask themselves ***"who am I, what are my roles, functions, responsibilities and rights in the change process."***
- Civic Education is achieved through the provision of information and services. These include capacity building at all levels of the community and training of community-based Para - Civic Educators and local stakeholders.
- NICE enables or gives an opportunity to communities to share their opinions, values, aspirations and agree on the understanding of the existing undesirable / desirable situation.
- NICE provides a link between the communities and service providers.
- Another paradigm / model to Civic Education is that of the partner model: The civic educator is the partner with the people and uses their wisdom as means of inculcating the virtues.

2.4 METHODOLOGY and TOOLS OF NICE's CIVIC EDUCATION APPROACH¹³

Every civic education activity is selected for a specific **purpose** and a **particular target group**. It is important that the tools and the methods used in any activity are appropriate for that purpose and for the people participating.

The methods NICE uses in promoting public participation include:

- Workshops
- Rallies
- Debates
- Panel Discussion
- Big walk/ demonstrations
- Sports
- Sign-Posting
- Information Dissemination

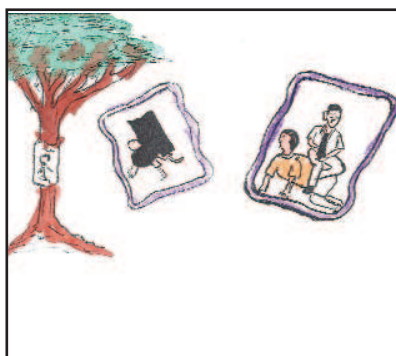


Depicting a rally - rallies help to reach out and spread information among many people

The tools NICE uses include:

- Poems
- Songs
- Role-plays
- Picture Codes
- Music
- Dance
- Case Studies
- Presentations
- Group work
- Discussions
- Brainstorming
- Role-play
- Drama

Choosing the right tools and methods is not always easy. Here are some of the different tools NICE is using to promote public participation.¹⁴



Picture Codes



Traditional Dance



Sport

¹³Annex 5 page 86

¹⁴A Guide to Civic Education - the NICE experience, resource sheet 8, NICE 2004, Malawi (Annex 2, page 82)

2.4.1 NICE's methods

1.) COMMUNITY NEEDS ASSESSMENT

Before any activity is taking place in the area of civic education, NICE's District Civic Education Officers are supposed to conduct comprehensive and participatory needs assessments. As a way of ensuring community participation, it is important to have a database of the needs in that particular community. Broader-based approaches in coming up with the community needs should be used in order to have a true reflection of what is on the ground.¹⁵

Definition of Needs assessment:

A needs assessment is an activity or series of activities designed to find out the problems and priorities of a community or group of people.

Participatory Community Decision Making

Slogan of democratic decentralisation: **Power to the People.**

- People must be involved in deciding for themselves.
- People themselves are in a better position to determine the pressing needs in their community.
- Get the real views of the people through participatory approaches.
- The community should be involved in decision-making.
- Through establishment of database on needs, the community should be involved in prioritising these needs.

Below are some of the methods that can be used in coming up with the community needs:

- A transect walk (*walking through the community*);
- Using questionnaires;
- Focus group discussions;
- Separate discussions with men, women and youth;
- Consultative meetings with stakeholders;
- Conducting interviews;
- Community mapping

The reasons for carrying out needs assessments:

A needs analysis is done:

- To assist the community or group to identify its needs;
- To facilitate a process throughout which the community prioritises its needs;
- To help with planning activities around the needs;
- To mobilise people to act on their needs and get involved in issues that affect them and their community

Steps of needs assessment (see Annex 7 pages 88-89)

¹⁵Annex 14, page 99 What is community participation?

2.) TRAINING WORKSHOPS

Definition:

A workshop brings a group of people together for a single meeting, typically for one or two days. The activities are designed to promote learning, discussion and feedback about a topic or an event. Workshops offer a high degree of attendee participation, interaction, and hands-on exercises.

(See Annex 12, page 95-97, *Outline of a Workshop*)

Activity sample/ approach:

Capacity Building can be achieved through different forms of methods e.g. a workshop:

These are the steps, which need to be followed for organising a workshop:

- Identifying target group and list of participants;
- Identifying resource person(s) if necessary;
- Identifying venue;
- Setting dates and time for the workshop;
- Sending out invitation letters;
- Organising materials (e.g. Stationery, handouts/teaching aids, refreshment items);
- Setting programme (timetable) for the workshop.

Advantages:

- Has a focus of participants - selected individuals or organizations ;
- Has high rate of achievement because of the number of participants selected and management;
- Easy to facilitate and monitor participation; flow of activities and flow of the learning process;
- Provides for a better chance on follow ups on important issues because of the number of participants;
- Assured of high rate output because of the size of group;
- Easy to manage in terms of time and handling of participants;
- Offers an interactive opportunity for participants as well as the facilitator.

Disadvantages:

- Requires proper planning in terms of: selection of participants, venue duration and subject;
- Needs proper identification of methods to be used in order to achieve the required results (one can end up teaching or lecturing if not well conversant with facilitation skills);
- Can end up frustrating other participants (the reserved or quiet) if not well handled for those that dominate;
- Can be expensive;
- Can be boring if not well managed for those that are not active and those that feel are of low class.

3.) OPEN DISCUSSIONS, PANEL DISCUSSIONS AND DEBATES

Definition:

a) **Discussion:** Is a central part of most workshops. It is a broad term that encompasses several different types of discussions depending in the context within a workshop.

- **Reviewing an exercise:** After an exercise such as a role-play or group work, it is often appropriate to have a discussion where participants review the exercise.
 - ▶ **Role of facilitator:** To encourage participants to reflect on the activity to stimulate their analytic skills.
- **Addressing a topic or question:** When participants and facilitator explore a topic or an attitude or types of behaviour. It helps to gather new information and clarification/ identification of different views and opinions. This type of discussion needs to be planned and managed.
 - ▶ **Role of facilitator:** To make sure that everyone understands the process and that all the participants can follow the discussion.

Advantages:

- Ensures that all participants take part in the activity;
- Offers opportunity for participants to contribute freely their opinions during the activity;
- Creates an environment for free talking as participants contribute towards the topic;
- Allows the participant to own the proceedings or resolutions at the end of the process;
- Eases the load off the facilitator as discussions progress;
- Through open discussion, even participants who had problems in understanding the; issues are able to follow and through questions get to understand better;
- When well managed, helps achieve the objectives and has a greater impact.

Disadvantages:

- Require right skills of facilitation;
- Might end up being a forum for only the elite or those in the know how if not well guided;
- Need more or enough time given for discussion before coming up with conclusion;
- There are chance of the facilitator doing much of the talking than guiding the process;
- It is sometimes difficult to reach a consensus on burning issues if not well presented and planned;
- If not careful, the facilitator can be forced to accept a wrong ideology or concept depending on how it is done.

b) Debate: Is a more structured discussion. It's used when it is clear that participants are divided in their views.

The **objective** of this type of debate is to allow people to voice strong feelings in a controlled environment and to give them the opportunity to consider another point of view from their own.

- Differing views are clearly set out by one or two people/ spoke person from "each side" of the group. Other participants can also respond and then someone from "each side" **sums up the views.**
 - ▶ **Role of facilitator:** To ensure that there is **NO** winning or loosing side in a debate. The moderator's job is to facilitate the process by giving chance to the speakers, summarize the points and also to enforce regulations. He or she should try to find a way forward so that **EACH** side feels that they have been heard and understood.¹⁶

¹⁶ A Guide to Civic Education - the NICE experience, Resource Sheet 3, NICE 2004, Malawi



TIP

These forms of discussions help counter traditional schemata, which regards issues for example, sexuality as a taboo when encountering HIV and AIDS.

The most common procedures for a debate are as follows:

- A motion for discussion is chosen depending on the topical issues to be discussed.
Example: *'Use of condoms is the best option to abstinence for HIV/ Aids prevention.'* Or *'women should not wear trousers'*.
- Two teams (comprised of two members) are chosen to represent opponents and proponents of the chosen motion.
- A moderator is also chosen to preside over the debate
- The first proponent speaks followed by one of the opponents and the chance to speak is given for the remaining proponent and opponent.
- Sometimes the audience is given chance to ask questions or give their opinion before the two teams are allowed to conclude their arguments.

Advantages:

- It provokes the peoples' minds in a discussion, hence more factual arguments come up;
- It is more directed and guided towards the topic thus it is easy to follow;
- Because of the time given for preparations, there are more facts presented than mere arguments in some discussions;
- Debates assist to bring out the real issues;
- Debates are educative and broaden the own horizon as the participants follow the different sides, they learn about different facts and perspectives;
- Debates also encourage more interaction as the groups gang up to solicit more points and facts.

Disadvantages:

- Needs more time for preparations in selection of the topic, the proponents and opponents and guidance;
- Requires good communication, facilitation and moderation skills from the moderator;
- Can be chaotic if not guided well;
- Can mislead people if the subject is not well outlined and introduced;
- Sometimes it can confuse or manipulate people, especially when one side seems to be more factual than the other side;
- Debates are not good for those who looser their temper easily;
- Sometimes the audience is overtaken by the manner of presenter rather than the facts themselves;
- It requires that the audience gives full attention and the moderator to clarify each point on order for it to be effective.

4.) RALLIES

Definition: Rallies are an effective CE method when one wants to spread a message or information to a large group of people. In the mock exercise participants should be guided to follow the procedure below in order for them to conduct a rally;

- Sending out invitations to all special guests and speakers at the rally;
- Publicize the rally by using posters, village criers, etc.;
- Include dances, plays, songs, poems etc. to carry the messages for the rally;
- Dances, songs, poems should all have a message related to the theme of the rally;
- Maximise on songs, dances, poems etc. by making a commentary during or after the item and relating it to the theme of the rally;
- Use acceptable "gate-keepers" and facilitators to also make statements on the theme i.e. if it's on local governance, have a councillor. If it's on the role of traditional leaders, have senior chiefs;
- Need to be strategic in choice of venue, day and time of the rally, i.e. Should it coincide with a market day?
Should it take place at a church or football ground in a weekend?
- Effective rallies depend on the rapport and familiarity the organisers have with their communities, the networking capacities of the PCEs involved and it requires patience in pre-activity efforts to ensure that the people involved are conversant of the goal(s) and the objective(s) of the rally.

Advantages:

- It convenes a lot of people at one time and hence one is able to address an issue at once;
- It is cost effective, so that it does not need a lot of resources;
- With a rally one is also able to interact with a larger group of people;
- It offers flexibility in terms of venue, timing of activities and presentations;
- If well planned, with dances, drama, poetry and presentations, it can remain a live activity throughout;
- It usually attracts all age groups, people of different opinions and affiliations;
- Gives people freedom of positioning unlike in a class setting;
- It also provides edutainment, entertains while education is also given on issues;
- It provides leisure time to people after some hard work.

Disadvantages:

- It is not focused to a special group;
- It is very difficult to have impact with a rally because the message is given wildly;
- It is very difficult to make follow ups since you can not be able to tell as to who was present or not;
- Discussion of way forward is difficult;
- Can easily be overtaken by the enthusiasm of dances if not well planned and managed
- Can have very poor attendance if not well timed and published due to either rains (during rainy season) and other important engagements (like the Government distributing free food) respectively.

5.) DEMONSTRATIONS/ BIG WALK:

Definition: Demonstrations are occasions when you can express opposition by marching. It is an effective CE method when one wants to spread a message or information to large group of people and to mobilize masses.

Advantages:

- It convenes a lot of people at one time and hence one is able to address an issue at once;
- It is cost effective, so that it does not need a lot of resources;
- With a demonstration one is also able to interact with a larger group of people;
- Demonstrations help to put pressure on decision makers;
- They are good for mobilising people;
- Demonstrations help to spread information easily to a lot of people in a short period of time;
- It helps people to voice their concerns, issues, needs in public;
- Further information can be distributed through leaflets etc.;
- Demonstrations help to demonstrate that "freedom of speech/ expression" is a democratic right.

Disadvantages:

- It is not focused to a special group;
- It is very difficult to have impact with a demonstration because the message is given wildly;
- It is very difficult to make follow ups since you can not be able to tell as to who was present or not;
- Discussion of way forward is difficult.

6.) SIGN-POSTING:

Definition:

To refer someone who seeks assistance with a particular query to the adequate organisation, agency that deals with the specific issues.

Activity sample/ approach:

In addition to conducting a wide range of civic education activities, NICE has a sign-posting or referral function.

NICE does not have the means or the mandate to address directly all the problems the communities face. But instead of not feeling or being responsible, the NICE officers help to put communities in touch with people and agencies whose job it is.

NICE officers and volunteers help people to identify income-generation projects and to access the skills, micro-finance and support they need to make these projects viable.

NICE assists people to lobby on their own behalf by informing them of government programmes and helping them contact the relevant people. It also helps in the planning and organisation of self-help initiatives to undertake developments such as road, bridge, library and school construction.

The sign-posting component helps NICE to avoid two major hazards in development: the danger of being mistaken for an implementing and /or funding agency replacing existing structures and the danger of creating dependency.

Advantages:

- Supports networking and co-operation with other organisations;
- Supports the service delivery and accountability of local government allocated resources;
- Sign-posting promotes and carries the "common good" ideology forward;
- Helps NICE DCEOs to deliver quality by remaining process experts and not content experts;
- Sign-posting helps people to generate their own income and to become self-reliant;
- Sign-posting can help the improvement of service delivery, accountability and transparency;
- Sign-posting helps to create synergies and strategies between the many different organisations in Malawi;

Disadvantages:

- Requires an open, active and communicative person to initiate and establish the contacts;
- The "sign-poster" has to be always up to date and to show genuine commitment;
- The danger lies that people do not feel responsible at all but tend to sign-post all the time;
- The weak part about sign-posting is the follow up! It requires standardised and regular follow up procedures on the progress of the individual cases;
- It requires lively and regular information exchange and the same kind of level of commitment from all involved partners in order to be successful.

7.) INFORMATION DISSEMINATION:

Definition:

To distribute and to make information accessible and available to as many people as possible by using different form of media.

Activity sample/ approach:

Lack of access to information is a serious obstacle to increasing participation in decision-making at all levels. Only a minority of Malawians have access to any media - TV, radio or newspapers. NICE promotes access to information that can help people identify and seek services and resources to address their needs. NICE also facilitates the sharing of information within the communities by providing suitable meeting places.

NICE believes that only an informed society can make informed choices and therefore it wants to make information much more freely available.

It does this through its newspapers:

- The development and distribution of its Tilime;
- Information displays at official and public functions;
- Distribution of free-play radios;
- Provision of resource rooms at its offices, where people can read papers, magazines, books etc.;
- Production of radio programmes that provide information and advice on democracy and development issues;
- In facilitating the process of rural libraries;
- Through the NICE website
- And through announcements and distribution of materials during its activities.

Advantages:

- To distribute and to make information accessible to a wide range of people;
- To reach out to even rural areas e.g. with activities and rural libraries;
- To create a better understanding and awareness of what is happening in the country;
- To inform the people about NICE activities and progress and process of its impact;
- To keep people informed on a regular and sustainable basis like through the NICE resource and information centres;
- To spread current affairs messages easily;

Disadvantages:

- It's quite costly to provide all the NICE information and resource centres with daily newspapers at all times; free-play
- To buy and distribute freeplay radios is quite expensive;
- To distribute the TILIME equally and in good time remains a challenge;
- To reach out to the rural areas and to provide them regularly with updated information remains a challenge;
- To support and to provide the rural libraries with updated information requires commitment and a strategic approach and regular interaction from the NICE officers and the rural library committee.

2.4.2 NICE's tools

Introduction: Edutainment¹⁷ (public awareness meetings)

NICE uses different methods to get across serious educational messages in a way that people find entertaining and memorable. It combines entertainment with educational aspects and can thus be called "edutainment". This can be done through different ways and with different methods.

Tools:

- Traditional dances
- Songs
- Role-play
- Drama
- Poems

1.) ROLE- PLAY:

Defintion:

People learn best in the real world. Role-plays are learning experiences for the people who do the acting as well as the observers.

- To play the role of someone else requires both reflection and self-reflection - "how do I do this?" and "how does it seem to me that someone else does it?" are the two immediate questions upon which playing a role is based. The interplay between "how I would act" (given my own beliefs, knowledge, values, orientations, modes of action etc.) and "how someone else would act" (given what I know about their beliefs, knowledge etc.) throws into relief the **reflective process underlying a role-play** - a collaborative process of engagement in reflexive reflection.¹⁸

Below are two different types of role-plays:

a.) Taking on the role of a particular person in a particular situation

In this role-play participants take on the role of a person in a particular situation and experience what it is like. This role-play is constructed around a particular experience - for example, a woman being verbally abused. Its aim is to give people some insights into what the real life situation might feel like. In some instances people do not know what others in the role-play have been instructed to do. This makes it feel like a real life situation in which different people have different attitudes and information and you can never say how they might behave and what they might do. This is what makes this type of role-play exciting - but difficult.

These role-plays can be very powerful learning tools if used correctly and for the correct reason, but they often generate strong emotions in people and these have to be acknowledged and dealt with in the debriefing afterwards.

For such a role play to succeed it is important, firstly, that participants are prepared to take on the roles that they are asked to. Some may feel it is too exposing, threatening or embarrassing. You should encourage reluctant participants, but ultimately playing a role should be voluntary.

¹⁷Edutainment = Education+Entertainment

¹⁸ <http://www.roleplaysim.org/papers/>



TIP

For the **success** of a role-play participants need to be well briefed and know exactly what they have to do. This requires good preparation:

Therefore the **facilitator** needs to plan in advance and to ensure:

- To write down on slips of paper the different characters in the role-play and how they should behave. (Note, it is not necessary to write down what they should say, this must be left to the role players).
- The facilitator should stress to participants that they should stick to their roles.
- A firm time limit should also be set.

b.) A role play where participants simulate a story

This type of role-play involves a dramatic presentation of a story that illustrates a particular problem or situation. Participants become actors and take on roles, and present a little play in front of other participants. This is then discussed. The steps involved in setting up this are as follows.

Each group:

- Selects a leader to guide it.
- Develops a storyline to present a particular issue that is being discussed - it should be as simple and brief as possible.
- Decides which characters are needed - try not to have too many.
- Decides which group members will take which roles. Some members can play supporting roles by helping with the stage setting or by introducing the role-play.
- Follows the chronological order of the storyline and sets the scenes for the role-play.
- Briefly rehearses the role-play.

Why use role-play?

Role-play is not appropriate in all situations. The following advantages and disadvantages of using role-play to do civic education have been identified through NICE activities:

Advantages:

- A lot of information can be shared in a very short time;
- It is easy to understand;
- The target group identifies with the characters and situation and can relate to them;
- You can get feedback immediately from the audience response. Some people will laugh or smile, some will cry. People may shout reactions. This enables you to address people's concerns at the end;
- Role-play is interactive compared to other media - for example, a poster: "A poster is stuck on a tree, you cannot ask it questions!"
- It maintains interest in the topic: "People cannot sleep because they will be excited";
- There is a Chichewa proverb, '*Okaona nyanja anakoana ndi mvuu yomwe*'. It says 'Someone who went to see a lake also saw a hippo', meaning that if someone just came to be entertained s/he might also get the message.

Disadvantages:

- It takes time and resources (especially if costumes or props are needed);
- It requires talent and courage;
- Some people might see it as childish and not take the message seriously;
- Some people might only be interested in comic appeal;
- There may be too much entertainment and too little education;
- Actors can deliver wrong messages, if they are not well prepared and don't give clear instructions;
- Some people might take a negative example literally and practice it rather than getting the message;
- Sometimes the stronger characters carry the negative message and the weaker characters carry the positive message;

**TIP**

Don't be put off - if you are aware of the disadvantages you can try to manage them.

2.) DRAMA:

Running a drama is not the same as conducting a role-play. In a role-play, people who are not actors take on roles and act out situations to help them experience how different people deal with different issues. Role-play is often used to help people identify problems in relationships and think of appropriate solutions.

In a drama, actors portray characters in a story with a pre-determined message or messages.

Drama is often used to help people recognise and analyse situations that are familiar to them. Presenting believable characters and a gripping story requires some acting skills.

Here are some ideas about putting a drama together.

Brief an existing group that has some skills in drama.

1.) Be clear about:

- The message you want people to get;
- The scenarios through which you can communicate that message;
- The arguments to support that message in this context;
- The arguments that people in the target group might present against the message;
- What might persuade them to accept the message (e.g. what are the benefits to people of changing their attitude/actions);
- The problems of not accepting the message;
- Appropriate drama tools - e.g. humour, tragedy, satire, caricatures.

2.) Preview the drama before it is performed in public.

3.) Assess how the drama is performed and how it is received, in order to improve it for next time.¹⁹

Advantages:

- Drama is entertaining, so that participants are kept alert
- It is educative
- It simplifies complex issues that would not easily be understood through well explained and illustrated plots
- It retains life to a somber and reserved type of participants
- It captures the attention of participants with exciting gestures, jokes, proverbs and similes whenever included
- It adds spice to an activity
- It also can help create a conducive meeting environment through interaction of participants as they laugh and discuss the characters and actors
- It contextualizes issues hence portrays real image and scenes.

Disadvantages:

- Can mislead audience or participants if subject matter is not well mastered and presented
- Can be offensive to the audience if not checked in terms of language, attire humour and of course tradition.
- It has high rate of confusion when participants will start talking of the drama itself diverting from the theme of the day hence reducing participation
- Drama can as well consume your time if not well planned and timed²⁰

¹⁹ A Guide to Civic Education - the NICE experience, Resource Sheet 3, NICE 2004, Malawi

²⁰ Disadvantages/ advantages input DCEO Dedza - Rev. Ruben Nyirenda



TIPS

- ▶ *The trainer should emphasize on the importance of having relevant messages, which are in line with the topic at hand, whether it is a poem, a song etc.*
- ▶ *The entertainment and education aspects should be balanced.*
- ▶ *The trainer should also emphasize on the need to brief performers on messages to be conveyed and censor the costume, lest political party colours and obscene scenes be portrayed in the performance that might have negative impact on the viewers and image of NICE.*

2.5 CHALLENGES to CIVIC EDUCATION

There are a few challenges/ different factors, which have to be put into consideration in the civic education process. A few examples are listed here:

2.5.1 POLITICAL FACTORS

Civic Education is dynamic, multi-dimensional and multi-sectoral and cannot divorce itself from political issues. It seeks to change the status quo, hence (especially not well performing) politicians feel often terrified when citizens are empowered and enlightened.

Change of Attitude

Due to the long period of one party rule, it will take time before people actually change their attitudes on politics and participation and accommodate new concepts. For instance, the one party system coerced people to participate and as such, people were not used to considering participation as their right and civic duty. In the new democratic dispensation, some people avoid taking seriously their duties and responsibilities which come with the right to participation. Thus, we have a long path to accomplish in as far as civic education is concerned.

Impartiality (Non - Partisan)

As a civic educator you have to act impartially in a non-partisan manner at all times.

(Hence if you are working in highly partisan (stronghold) area your neutrality is misunderstood as being sympathiser of the other camp, hence you are some times detested, alienated, castigated and stigmatised. In order to avoid such a scenario, and prove our neutrality, we need to critically scrutinize our strategies.)

2.5.2 SOCIAL - CULTURAL FACTOR

There are factors relating to organisation, behaviours, ideas, customs, beliefs and morals of people in societies and various communities. Here are some of the major challenges mentioned in conducting civic education:

High level of illiteracy

- When a lot of people are illiterate in a place where an activity is taking place, certain popular methods of message dissemination such as the written text cannot be used.
→ Need of diversification of approaches and strategies to suit such an environment i.e. use of songs, traditional dances etc. However this demands critical analysis of our content to avoid being misunderstood or misinterpreted.

Peoples' values/ tradition

- The most challenging factor to civic education centres on changing people's values and morals (social cultural aspects, which are counter-productive;
- The population at the grassroots level has their own beliefs; traditions, convictions and schemata, which for them mean morality;
- Civic educators will try to facilitate sharing of information and new concepts to the local population with a view of provoking some changes.

However experience has shown that people of whatever culture or nation think that their way of doing things is golden and superior. Other ways of acting are stupid, backward, inferior, crude, uncivilized, unreasonable, evil or superstitious. This is an area where civic education can come and intervene, however it should be accepted without doubt that culture is intertwined and complex that it can hardly be changed or manipulated hence this becomes a headache to civic educators. To that end, cultural insensitivity is a big challenge most of us civic educators have to overcome.

2.5.3 THE VOLUNTEER AND RURAL FACTOR

- Civic education mainly entails voluntarism, dedication and hard work in remote, rural and unhealthy areas.
- Interacting, chatting, eating and socialising with the rural masses and working during odd hours which is not all easy for most of us here who have grown up in urban, well to do areas. This is another challenge, which demands scrutiny before embarking on civic education.

2.5.4 METHODOLOGICAL FACTOR

Another hiccup or rather challenge to civic education, is *"the concept of otherness"*

- **Civic educators who are not working in their hometown** will be facing such situations: traditional/ gatekeepers will oppose concepts with the assumption that a stranger is not supposed to give them any lesson whatsoever. Suspicion is the first feeling that most of these people will have for the *"alien civic educators"*. One of the solutions could be to integrate into the community and be humble and open-minded.
- Conversely, it is also not easy **to work in one's own community** as a Civic Educator. This is because membership is another possible handicap.

The fact of being a member of given community has two disadvantages for good civic education work.

- 1.) The Civic Educator is identified and attached to the existing values hence might blindly or myopically look at certain facts.
- 2.) He is not convinced as whether he is qualified to facilitate changes within the community.

It appears then, that as civic educators we need to have in mind both concepts of **otherness** and **membership**, which in a methodological point of view are very important potential handicaps in civic education endeavours.

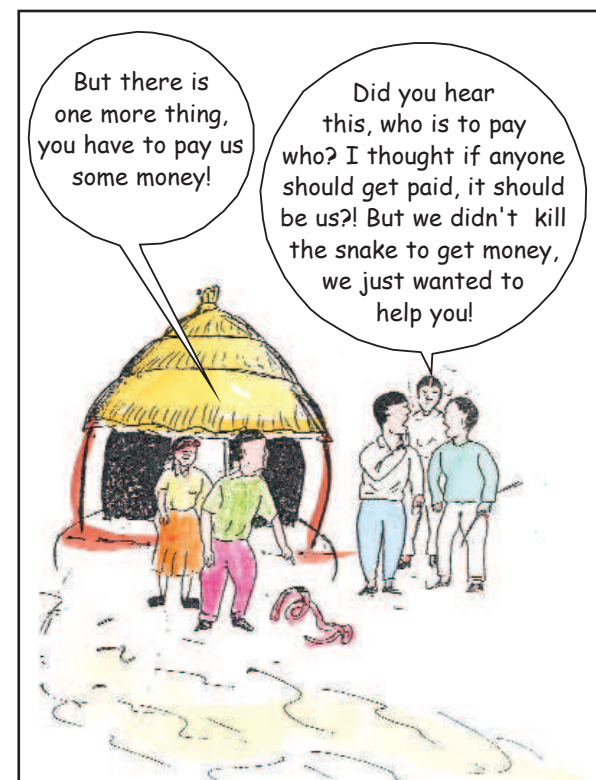
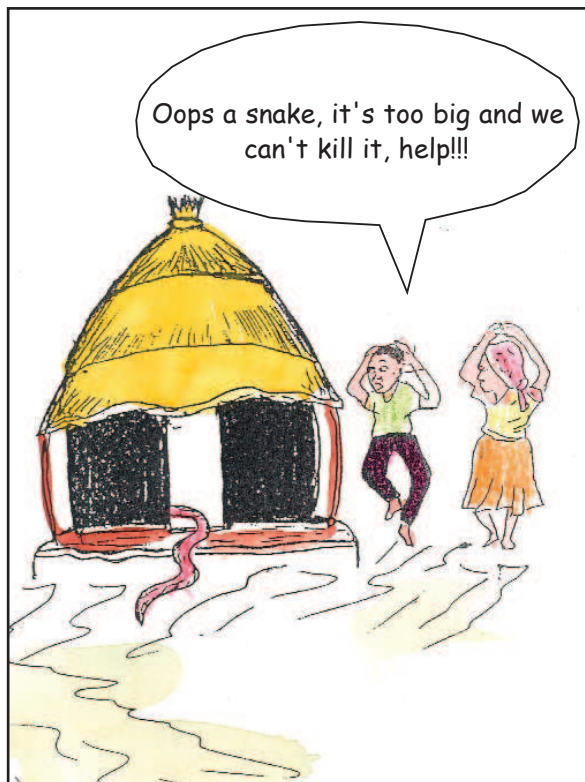
2.5.5 CONCEPT OF POWER AND AUTHORITY

The commonest understanding of power and authority in the majority of the communities in Malawi is that it is part and parcel of being a leader. As such, it must be sought and enjoyed to the maximum when attained. Those, then, who are not leaders, aspire to become one not because they want to serve more and better, but that they too should wield and enjoy more power and authority. At the same time, power and authority area also equated to material gains and success. Therefore, the communities almost always give leadership to people who have material wealth. The expectations, that accompanies this is that the people expect to get a share in the material wealth of their leader. A good leader is perceived to the one who shares more his material wealth to as many people as possible. This tendency then, eventually leads to a situation of a relationship of master - servant and not one of equality between leader and the people he serves. Further, since the leader cannot satisfy all the material expectations of all the people, he end us being surrounded by a "special group" who treat him with reverence and adulation in order to be rewarded. In this, the vicious cycle or patronage develops and takes root in all spheres of life and becomes a huge challenge in facilitating a process of critical awareness through civic education.

2.5.6 ALLOWANCE SYNDROME

According to NICE experiences civic education has been an uphill task especially with high expectations that are both unrealistic and unsustainable. Workshops and meetings are looked at by some participants as means of generating extra income. For example, a passer-by in one of the districts tried to join a NICE meeting and asked organisers to be allowed in so that he could cash some K200 he wanted to use to buy opaque beer (Chibuku). This man had heard that NICE gives K200 to participants whenever there is an activity. As a panacea to this civic educators are encouraged to conduct **comprehensive needs assessment** so that they **tackle relevant issues** that affect the people in the community. In this regard the motivating factor will not be money but the pressing issue at stake. The 'Goat Culture' concept is also another remedy to this challenge. However the best tool for combating this corrosive syndrome it is a change of mind set and conviction by the Civic Educator himself/ herself first. When many of us adopt the attitude of public good and interest in resolving on problems and not getting money on account of the problems that are affecting us and our communities, the syndrome may be eradicated.

Allowance syndrome - "Snake" picture code



2.5.7 GOAT CULTURE - the NICE strategy to stop the allowance syndrome



A) WHAT IS THE GOAT CULTURE APPROACH ACCORDING TO NICE

This concept believes in the *"people centred approach"* so that we avoid *"scratching where it does not itch by learning the people's song and dance their song so that we understand their pain."*

- The term goat culture should not be used literally, it rather means using locally "available" resources for sustainable development;
- This concept can be an opportunity for communities to take charge of their destiny by providing a conducive environment for the change process to take place;
- This concept allows NICE to partner with the people and to exchange ideas, opinions etc.

Malawi as many other African countries is plagued by what is often called an "Allowance syndrome Culture". The allowance syndrome goes through all levels of society in Malawi and is probably even more common amongst the elites than in the villages.

With allowance syndrome is meant: - the different target groups expect and sometimes even demand an allowance in order to participate in activities. This is even the case when the workshop provides them with knowledge and skills to help them to solve their own problems and challenges. This way of thinking is actually the wrong way round: Why would an organisation that is trying to help would have to pay for being allowed to help? Is it a privilege to be paid to help poor, hungry, sick or ignorant people?

As a former NICE colleague once put it :

"If I have a snake in my house and call for the snake catcher does the snake catcher have to pay me to catch the snake in my house?"

In simple terms a society captured in the dependency cycle can be described as a society which members passively wait to be assisted whenever there is a problem emerging. In extreme cases if the assistance fails to materialize, people are too disoriented and helpless to rescue themselves. In Malawi, several hundred people died of hunger in the 2001 drought and food crisis when the expected food aid was not provided by Government or donors.

From June 2001 the Project Management Unit (PMU) of NICE has first limited and later replaced allowances. First however, it was necessary to make the NICE officers aware of the problem inherent to the payment of allowances (Low ownership ; no sustainability; wrong development incentives and signals; strengthening of patronage politics) as they had been socialised in the same manner before. Only then was it possible to tackle the challenge posed by the allowance syndrome.

B) WHAT DOES THE GOAT CULTURE APPROACH INVOLVE

Introducing the goat culture instead of (lunch) allowances goes a long way in instilling sense of collective responsibility, ownership, self help and self reliance thereby fighting the chronic effects of "Handouts" syndrome. How to implement a goat culture activity?

- 1 Addressing relevant, real needs of the people thereby need for a comprehensive participatory needs assessment process.
- 2 Use of locally available resources i.e facilitators, organizes, venues, learning materials, food transport, etc.
- 3 A typical goat culture entails preparation of meals for the activities to replace "Allowances " the meals are prepared by the local people themselves and sometimes by the PCEs and involves the following processes :-
 - a) Preparatory visit, where issues of logistics and budgeting for the goat culture are discussed;
 - b) Communities come up with a list of things they will need, discuss which materials (e.g. fire wood, food etc.) will be sourced by the communities which ones by NICE;
 - c) Those materials which require NICE to provide are purchased locally by the communities with the help of PCEs who have been oriented on basic financial management skills so that they are able to bring valid receipts;
 - d) A group of men and women is chosen amongst the communities to be responsible for preparation of the meal during the activity day;
 - e) A typical goat culture also entails that the facilitators, resource persons, organisers should eat together with the participants, using local utensils and dining places. This is important because :
 - This scenario acts as a motivational factor to the communities, who cherish in the fact that the facilitators from the "**Boma**" are even so humble to dine with the local people;
 - It reduces the social gap between the facilitators and the participants / communities, leads to integration and oneness;
 - This situation renders an opportunity to the facilitators to have an in depth understanding of the communities complex social economical and geographical profile;
 - It creates and enhances sense of ownership in the project / process since they effectively participate in both the preparatory stages and the actual implementation of the activities;
 - It helps to remove the perception of the alien factor;
 - It revitalizes the traditional concept of "house owners feeding the visitor and not vice - versa";
 - It rekindles sense of solidarity and collective responsibility.

C) BASIC PRINCIPLES FOR A SUCCESSFUL GOAT CULTURE

1. **Good planning** - the DCEOs should be a good planner so that enough time is allocated for the process.
2. **"Walk the talk"**: The DCEO should first transform him / herself to believe in this concept so that they are able to convince others.
3. **Transparency and accountability** :The DCEO should be accountable enough to tell the communities how much has been budgeted for the goat culture and then spend and account for the money.
4. **Comprehensive needs assessment**. Ensure that you are not imposing problems on the people, you should be addressing problems which they feel are critical and need action.
5. **Use of locally available resources at all cost!**
Don't use artificial items, for example meet the people in their traditional meeting places, eat their local food, use local dances, picture codes, role plays, dramas, examples, jokes etc.
6. **Consistency**: - DCEO should ensure that there is consistency in the use of this approach so that the community does not move back to the allowance syndrome.
7. **Enhance continuation of topical discussion during the meal**, the DCEO should make deliberate efforts to informally guide the discussions.
8. **Ensure effectiveness through seating positions**: Create a circle or semi circle eating arena so that most of the pax are at the place so that discussions are effective.
9. Although cost of allowances and goat culture might sometimes be the same, don't be tempted to pay allowances because what you are fighting is not the costs but the spirit.
10. If found in a situation where same people are demanding allowances, ask yourself if indeed the activity is needs / client driven, if this is relevant and also try to explain using the "paradigm of the snake."
11. **Make the activity as interesting as possible** by making use of various innovative participatory methodologies and tools i.e in group work , picture codes, drama , role plays , case studies , jokes , energizers so that people's interest is sustained .
12. Refrain from being influenced by other fellow DCEOs who are against goat culture for their personal aggrandizement / interest, stay focused and believe in the concept.



TIPS

All DCEOs are under obligation to use the goat culture as a surest way for sustainable development since NICE is a project with a limited life span. Let's assist the people to learn to help themselves using locally available human, financial and material resources.

I. PRACTICAL PART:

Module Objective:

The facilitator is expected to help PCEs understand who they are as well as their mandate within NICE.



3 hours

1. PCEs



Activity:

Group Discussion

1. Divide Participants into 3 groups of equal numbers and gender and each group should discuss the questions below.
 - ▶ *What is your understanding of who a Para Civic Educator is? Give not less than 2 ideas.*
 - ▶ *What do you think are the qualities of a Para Civic Educator?*
 - ▶ *What do you think are your duties and responsibilities?*
2. They should write their main points down so that they can present their ideas to the larger group, which should comment on the presentation.
3. Group presentations.
4. Plenary discussions.
5. Facilitator's input on PCE concept and their ToR.
6. Allow further questions.
7. Summarize.



Materials needed:

- ▶ Flip chart paper
- ▶ Markers
- ▶ Masking tape
- ▶ Handouts: ToR for PCEs (**Annex 8 pages 90-91**)



TIP

Much emphasis should be put on the PCE's volunteer status and that they are not NICE employees. This helps to avoid raising false hopes and expectations.

2. Zone Coordinators



Activity:

Plenary Discussion

(Since each zone is managed by a Zone Coordinator, it is also important to discuss their responsibility in regard to the PCE structure).

1. **Ask participants** about their understanding regarding the responsibilities of a Zone Coordinator.
2. **Sum up** all their ideas on a flip chart paper.
3. **Reflect** with them with the reference to their day-to-day activities in their zones.
4. **Facilitator's input** on the roles and responsibilities of the Zone coordinators.
5. **Allow further questions.**
6. **Summarize.**



Materials needed:

- ▶ Flip chart paper
- ▶ Markers
- ▶ Masking tape
- ▶ Handouts: ToR for Zone Coordinators²¹ (**Annex 9, page 92**)



TIP

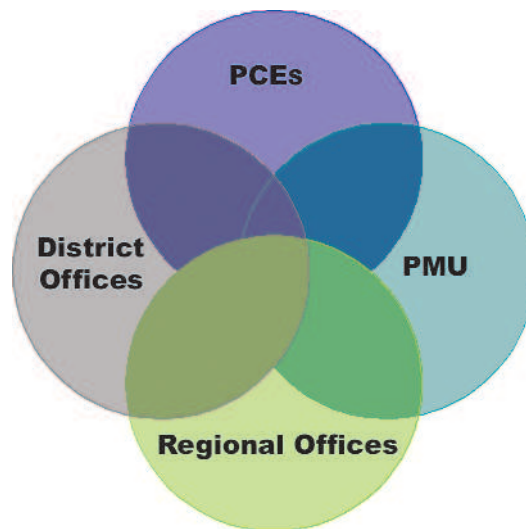
The trainer should distribute copies of ToRs for zone co-ordinators after the exercise, he/she should also take note that other districts are using other terms such as Block Supervisors, Senior Co-ordinators hence for the purposes of this manual, they should all be defined as "Zone Coordinator".

→ CEO should stress that PCEs are equally important to the NICE volunteer structure and refrain from developing patronage system (i.e. where the PCE is not allowed to talk to the DCEO).

²¹ PCE recruitment and organisation - the Balaka model, Clement Sendeza, Balaka, Malawi December 2004

II. THEORETICAL PART

3. THE NICE VOLUNTEER STRUCTURE



3.1 Reference Information on Para Civic Educators (PCEs)

Since the beginning of Multi-Party Democracy in 1993, there have been many civic education activities but most of such initiatives have been urban based and mostly confined to certain times or campaigns. In a bid to address the information gap in rural areas NICE developed the idea of extending its outreach capacity by taking civic education closer to the grassroots through its volunteer structure. This is done through its community-based educators known as **Para Civic Educators (PCEs)**. The PCEs act as extended tentacles of NICE at district level; hence they are viewed as change agents (vehicles of change). The involvement of PCEs in our activities is a clear indication of empowering communities to take part in public life to find solutions to their problems, which is the bedrock for sustenance, and consolidation of democracy at grassroots level. The PCE structure also ensures sustainability of NICE interventions.

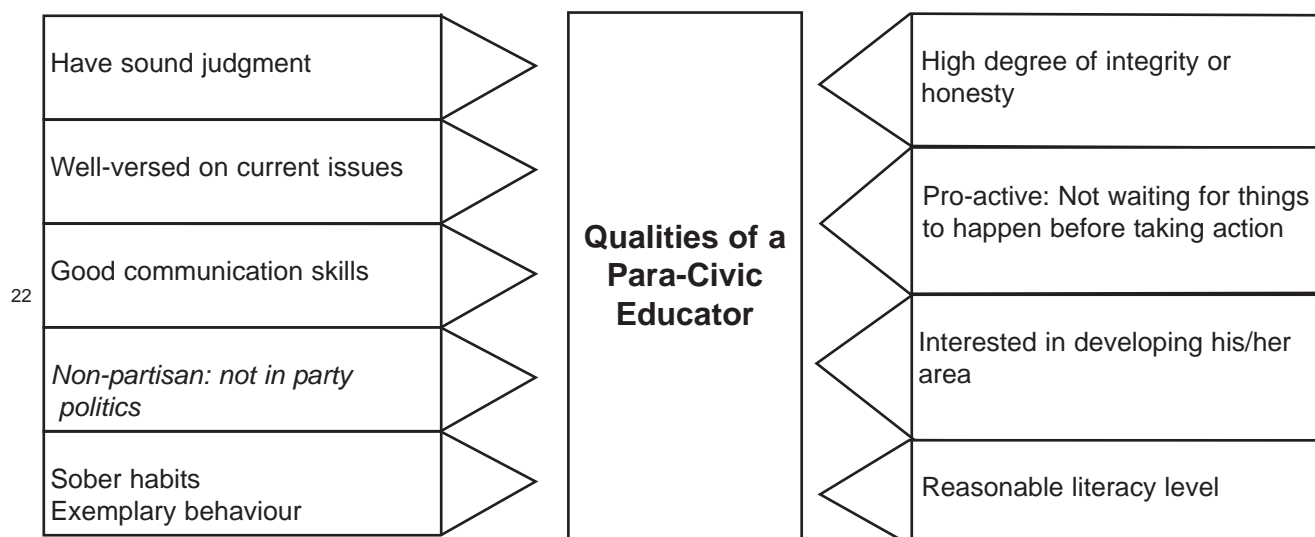
3.1.1 Who is a PCE:

- He/she is a NICE volunteer recruited through proper consultations with local leadership or other forms and trained to conduct communities' activities on behalf of NICE. He/she is expected to act as an information multiplier.
- He/she acts as a bridge between NICE district office and the community.
- He/she is the eyes, ears and legs of both the NICE office and the community.
- He/she is a community mobiliser and development agent.

3.1.2 Recruitment criteria/ qualities of a PCE:

NICE's outreach into the community depends on its 5 000 plus trained volunteers, called Para Civic Educators - PCEs. There are between 140 and 160 per district.

QUALITIES OF A PARA-CIVIC EDUCATOR



3.1.3 The ideal volunteers will have:

- **Knowledge** - of their community, of democracy, of NICE and its civic education approach, of relevant laws and the Constitution;
- **Skills** in communication and presentation;
- **Techniques** for conducting civic education;
- A minimum of **18 years** of age;
- **A good reputation**, so their messages will be accepted - they must practice what they preach.

3.1.4 Duties and Responsibilities of a PCE:

The following are the duties and responsibilities of a PCE:

- **Conduct trainings, meetings** on various thematic areas of NICE;
- Assist the DCEO:
 - ▶ in **planning and monitoring** community based activities;
 - ▶ in **conducting** community based **needs assessment**;
 - ▶ in **community mobilization**;
- **Attending zone meetings** organized by the Zone Coordinator;
- Sometimes **act as Election(s) Monitor** during times of elections;
- **Conduct** voter education **activities**;
- Sometimes **act as librarians**;
- Assist in the proper **running and management of rural libraries**;
- Assist in the **distribution of civic education materials** i.e. Tilime and other IEC materials;
- **Reporting to the DCEO** on various socio-economic and political activities that take place at local level;
- **Writing and submitting activity reports** that he/she has conducted in his area of jurisdiction;
- Advising the DCEO on various issues affecting civic education at community level;
- **Any other official business as assigned to him/her** from time to time by either the zone coordinator or the DCEO.

3.2 ZONE COORDINATORS

3.2.1 Qualities of Zone Coordinators:

- Development interested;
- Being a well respected and accepted person in his/ her area;
- Sober habits/ serves as a role model "walk the talk";
- Knowledge on current affairs;
- Being non-partisan;
- Good communication skills;
- Good documentation skills in form of report writing, collecting relevant data from the zones;
- Active and innovative;
- Good literacy level;
- Good co-ordination skills;
- Good management skills;
- Good listening skills;
- High degree of integrity and honesty.

3.2.2. Responsibilities of Zone Coordinators²³ :

- **Monitor and supervise PCE's** activities in his/her zone
- **Help the DCEO in organizing activities in his/her zone**
- **Up-date the DCEO on the burning needs/issues** in the zone
- **Report on the socio-economical & political situation** in his/her area
- **Submit PCEs reports to the DCEO**
- **Coordinate monitoring exercises** during election times
- **Facilitate the smooth running of rural libraries** in his/her zone
- **Carry out civic education activities** together with his/her PCEs
- **Organise regular zone meetings**
- **Represent the DCEO** at community level where needs arises.

²³see also Annex 9, page 92 for ToR of Zone Coordinators

3.3 MOTIVATIONAL STRATEGIES FOR THE PARA CIVIC

EDUCATORS/ZONE COORDINATORS:

(Information for DCEOs only - not for Para Civic Educators and Zone Coordinators)

Considering the fact that the Para Civic Educators (PCEs) work on voluntary basis it is extremely important for NICE Civic Educators both at Regional and district levels to have some provisions of motivating them. The other reason for high drop out rate for our PCEs in other districts could be lack of motivation in one way or the other.

Here are some of the motivational strategies for the para civic educators/zone coordinators. It should be underscored that there might be other viable strategies.

- Conducting trainings to build their capacities
- Issuance of Certificates of Recognizing their contribution to the area of civic education in their communities
- Issuance of Certificates after a reasonable training (*do not just issue certificates daily otherwise they loose credibility*)
- Making them Master of Ceremony during community based meetings
- Acknowledge their service during community based meetings
- Through promotion of inter zonal/district visit
- Delegating them to represent the DCEO during other workshops
- Holding of monthly meetings with the DCEO/RCEO presence where possible
- Regular visits of the DCEO to the zones
- Provide support to zonal meetings
- Initiate zonal welfare committee/fund
- Provision of IEC materials like T-shirts, Calendars, Caps, stickers etc
- Sign-posting them and their initiatives to sponsors
- Publishing their work in the print and electronic media.



Tip on Distribution of PCEs

In order to effectively reach out to most parts of the district, it is advisable that the DCEO should ensure an even distribution of PCEs. A district should be distributed into realistic zones taking into consideration the geographical features and other important aspects. Each Zone should have a manageable number of PCEs for easy coordination. The aspect of Quality should be the guiding principle in engaging these PCEs. Motivation of PCEs might be much easier if they are few. Every DCEO should decide what could be more appropriate for his/ her district.

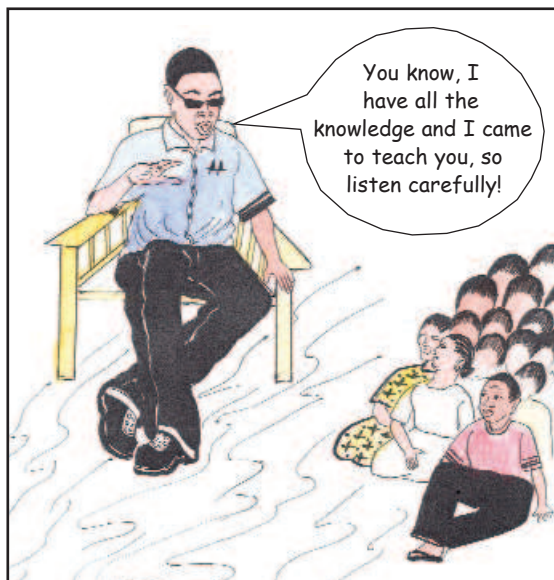
Module Objective:

To assist participants understand and apply facilitation techniques.

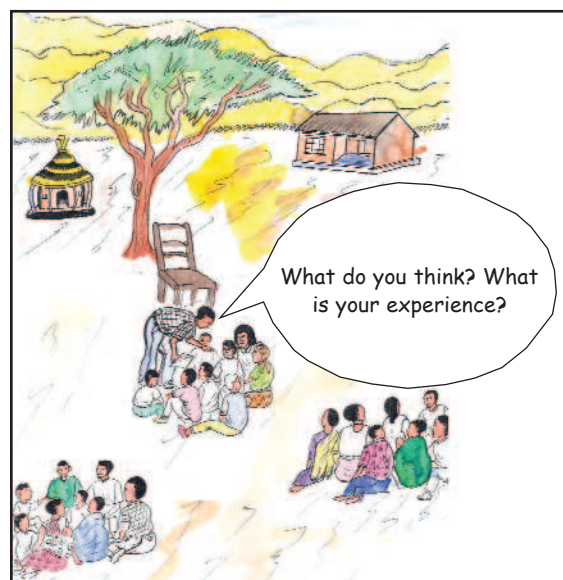
This module consists of two different parts.

1.) The first part consists of two role-plays, one depicting a bad facilitation scenario and the other one a good facilitation set up. This is to help to visualise/ make the PCEs understand the difference between teaching and facilitation.

*2.) The second part focuses on the application of **good** facilitation skills in a workshop setting. It also should help the participants to learn about the different methods NICE uses in the different activities and what different skills it requires from a facilitator.*



Teaching scenario



Facilitation scenario



1 day

I) Difference of good and bad facilitation



Activity:

1. Role-play on bad and good facilitation

1. **Select** enough people from the participants who can play the two different role-plays. The participants should split to form two equal groups.
2. **Take** them to a place where the other participants cannot see or hear them and distribute enough copies of the two role-play scenarios. Read with them through the role-plays:

1. Role play on bad facilitation

Scenario:

"A traditional leader has convened a meeting for the Village Development Committee. A NICE Civic Educator is invited to facilitate a discussion on principles and values of democracy. The facilitator starts by narrating the history of democracy in ancient Greece and how people conducted themselves then. He or she also informs the meeting where he/she learnt about the Greek history (at University). To emphasize his/her points the civic educator keeps referring to the textbooks he/she has carried along and also 'educates' the participants on how the British, Americans and the rest of the developed world have triumphed the cause of democracy. The facilitator closes by stating that since he/she is rushing to another meeting at the assembly secretariat, he/she will not attend to any questions but calls on participants to read more materials on democracy in order for them to understand and appreciate it better".

2. Role play on good facilitation

Scenario:

"A traditional leader has convened a meeting for the Village Development Committee. A NICE Civic Educator is invited to facilitate a discussion on principles and values of democracy. The facilitator starts by explaining to the participants that principles and values of democracy are not a strange phenomenon in their midst. As such the discussion will focus on how their VDC operates. She then divides the participants into several groups to discuss;

- 1. How the VDC comes up with rules and regulations and how they are enforced.*
- 2. How the VDC plans for and implements development projects.*
- 3. How the VDC resolves conflicts*
- 4. How the VDC manages its resources*
- 5. Procedures for choosing leaders*

After the groups have presented the results of their discussions she gives a highlight (on a flip chart) of values and principles of democracy and asks participants if they can relate their (VDC's) practices to them. She invites questions from participants and thereafter ends the discussion by encouraging participants to practise the principles and values of democracy in all other endeavours.

3. **Make the two groups decide** who is going to play the good facilitation and which group is going to play the bad facilitation role-play.
4. **Go through** the text with each group and ask them to identify the different people. List them and ask them to decide who is going to play what role.
5. **Give** them enough time to set the role-play up before they come back to the rest of the group to perform in front of them. Stay with them to supervise them and to give them further advice on how to **bring the important message across clearly!** For the **success** of a role-play participants need to be well briefed and know exactly what they have to do. This requires good preparation. Advise them to simulate a close to real scenario for their role play.
6. **Go back to the group and set up the stage.** Make sure that there is enough space for the acting participants so they can set up their little that stage (help them to organise the necessary equipment, e.g. a book for role-play 1 and a flip-chart stand or something similar for role-play 2 etc.)
7. **Ensure good visibility** for the participants in the audience so that they can all follow the role-play.
8. **Outline/ summarize shortly the scenario** to the audience that they are going to see two different role-plays, which have both the same frame of set up but a very different approach on how to carry out the task.

A traditional leader has convened a meeting for the Village Development Committee. A NICE Civic Educator is invited to facilitate a discussion on principles and values of democracy.

9. **Ask them to watch carefully and attentively** and to work out and to note down the differences of the role-play.
10. **Start with the "bad facilitation" group.** The 2nd group should play right after the first group.
11. **Divide them into groups** after the two presentations.
They should discuss the role-play - and answer the following questions:
 - *What did you see?*
 - *List down the similarities and the differences of the two role-plays.*
 - *What do you think are the effects of the situation shown to you just now?*
 - *Which role-play/ approach did appeal more to you and why?*
12. **Hand out flip-chart paper and markers** to the groups so that they can write their comments down for the plenary presentation.
13. **All the groups present their results** to all the participants.
A. **To complete information**, the trainer makes a **presentation** on facilitation skills.
14. **Allow further questions** from participants after the presentation to find out if they have understood the difference between teaching and facilitation.
15. **Summarize** what has been discussed.



Materials needed:

- ▶ Flip chart paper
- ▶ Markers
- ▶ Masking tape
- ▶ Role-play equipment e.g. a book, flip-chart stand or another alternative - other material needed to visualise the role-plays



Tip

A: For the role-play part:

For the success of the role-play the **trainer** needs to plan in advance and to ensure:

- To write down on slips of paper the different characters in the role-play and how they should behave. (Note, it is not necessary to write down what they should say, this must be left to the role players).
- The trainer should stress to participants that they should stick to their roles.
- The trainer needs to point out clearly - **the difference between teaching and facilitating** to the acting groups. So that group 1 is aware that they are playing the "teaching" part and group 2 the "facilitation" part. This might help them to be clearer on their different part and roles. The trainer can even distribute the picture on "good and bad facilitation" in order to visualize the different approaches!
- To be creative around finding equipment for the acting part.



Tip

B: For the facilitator's content input:

- The facilitator should explain the importance of the Facilitation approach in Civic Education.
- In this context he/ she should marry his presentation with the participants' input and use them as examples for explaining the theory.
- The difference between teaching and facilitation should come out clearly.
- The trainer can even demonstrate and imitate certain aspects from the role-plays to show the difference between the two approaches.
- Participants should even be asked again - which approach they have preferred and why during the presentation so that they can reflect for themselves.
- The adult learning aspect and process should also be mentioned.



Activity:

2. Mock Facilitation Exercise

1. **Give** a short presentation on CE methods, which you want to be practiced by the participants (e.g. a workshop). Outline the main aspects of this method and even try to give practical examples and demonstrate the key aspects and elements yourself. e.g. play the role of a facilitator in a workshop setting and ask participants what they have observed regarding the skills and approach).
2. **Highlight the main points** and display them in a place visible to everyone at the venue.
3. **Divide** participants into groups with equal number of people.
4. **They should practice a workshop scenario themselves.**
5. **Provide each group with handouts** where you capture the main information about the method and its outline, so that they can have the necessary information and guideline while they are preparing. *(See annex 12 page 95)*
6. **Make** participants decide who is going to play what part:
Workshop: 1 facilitator, 1 co-facilitator, people who help in organising the workshop (carry out the different tasks) and the rest of the group members act as participants.
7. **Explain** to them the **task** and **role** they are going to undertake. They should prepare themselves and practice their different roles. Supervise them and give them useful tips and advices on their roles and the implementation steps. **Summarize** the main aspects for each method.
8. **Give** them enough **time** for preparation (at least 30 min) and provide them with the necessary equipment (e.g. for the workshop mock exercise flip-chart paper etc. - and the set up of the room.)
9. **Before the exercise, explain to them** the procedures and agree with the participants on certain rules (e.g. no disturbance during the presentations, constructive criticism, which group begins).
10. **Each group gives** their presentation one after the other while the others observe.
11. **After each performance** the facilitator should ask the audience questions that will help the audience to reflect upon each message and the method. The trainer should take down/ capture their comments on a flip-chart paper. Recommendations should be given for improvement.
12. **The trainer should make clarifications and corrections** after all the groups had given their presentation.
He or she should explain the main points of a workshop and a debate by matching his/ her information and the feed-back of the different presentations of the exercises.



Materials needed:

- ▶ Flip chart paper
- ▶ Markers
- ▶ Masking tape
- ▶ Handouts on CE methods: e.g. workshop and debate



Tip

Make sure that the participants understand well that the concept of **facilitation** is different to the concept of **teaching!!!**

The facilitator should deliberately create difficult and challenging situations while the participants are mocking the exercises. He or she should explain to them how these situations can be dealt with (e.g. one dominant participant who wants to speak all the time and who always interrupts). The facilitator should give examples and tips of how to deal with such behaviour in a real activity situation.

- Try to explain the different methods of Civic Education as simple as possible - focus should lie on workshops.
- Give clear examples and act as a facilitator in a workshop scenario yourself.
- Prepare good handouts with the main and necessary information of the method you want to introduce.
- Ensure good supervision and provide participants with good advice while they are practicing and preparing in the different groups.
- Ensure that each group gets the same time and space for their presentation and no **DISTURBANCE** during their presentation. Agree with all participants on certain procedures and rules. For example that during the feed-back session: first the good and successful parts should be mentioned before the recommendations and criticism will be brought up. Criticism should be done constructively by giving examples or suggestions on how the person can improve his or her skills and performance for next time.

II. THEORETICAL PART

4. ADULT LEARNING AND FACILITATION SKILLS

4.1 Adult Learning

Remember the Chinese saying, which goes like:

"I hear and I forget

I see and I remember

I do and I know

I discover and I understand".

Research shows that people REMEMBER

- 20% of what they HEAR
- 40% of what they SEE and HEAR
- 60% of what they DO
- 80% of what they DISCOVER by themselves

Definition of Learning: *"Learning is the process of acquiring : skills , knowledge and / or attitudes.*

4.1.1 Principles of Adult Learning

- Adults must want to learn. Children learn something because someone says they should. They study in order to avoid getting failing grade even though the subject has little interest or value for them.
- Adults don't learn something because someone says they should.
- Adults have a desire to learn a new skill or to acquire knowledge.
- Adults learn by solving practical problems.
- Adults want to know how the training is going to help them right away.
- Adults are not interested in something that may be of value 10 years from now. Adults are motivated to learn by both internal and external (immediate and future) reasons.
- Adults can learn something that has distant future benefits through counselling or persuasion.
- Adults want to learn something from each training session.
- Adults learn best through a variety of methods.
- Adults learn best in an informal environment.

4.1.2 Characteristics of Adult Learning

- Adult learners put more value to issues or topics that are essential to their immediate life needs. Adults enter into a learning experience with a task or problem centred mind.
- Because of their abundant knowledge through life experiences, adults easily relate new concepts to their experiences. Adults have a greater volume and different quality of experience than youth.
- Adults are at liberty to learn without being coerced or forced.
- Adults have got very limited time to formal learning.
- Adults like to be recognised as individuals and require that their dignity is acknowledged and respected.
- Adult learners get more enthusiasm through participation. Hence, participatory methods are key to successful adult learning.
- Adult learners do not like to be 'taught'. They like discovering things by themselves.

4.2 FACILITATION SKILLS²⁴

4.2.1 Understanding Facilitation:

- It is generally accepted now by most civic educators in NICE that Facilitation is the process of providing good conditions for easy discussions especially when dealing with rural masses
- Facilitation is a catalyst for desirable behavioural change
- Its goal is to:
 - ▶ To create a conducive environment that enables a group of people to sit down and discuss a problem or an issue and to come up with a plan or a review (way forward) through use of a participatory approach
 - ▶ To allow interests, positions etc. of communities to come out
 - ▶ To strengthen local ownership
 - ▶ To overcome dominant attitudes - to enhance participation.

4.2.2 Who is a Facilitator:

- Normally, a person conducting or doing facilitation is known as a Facilitator.
- A Facilitator is a person who has the role of helping others to learn in an experiential way i.e. using participants' knowledge and experience for discovering new skills and information.

4.2.3 Role of a Facilitator:

- The role of a **guide** who assists participants through a task;
- The role of a **leader** and **organisier**, who initiates and plans exercises and moves sessions forward;
- A facilitator then cannot own the process neither is she or he part of the change process (remember catalyst!);
- The role of a **listener** and **commentator** (to assign different roles to the group members, take note of the discussions and eventually summing them up, guide the discussions in the right directions, extract information from participants and ensure that there is maximum participation from everyone in the group);
- Most importantly a facilitator's role must be that of a **negotiator** and **mediator** for consensus reaching and a **team builder**.

4.2.4 Qualities/ skills and conduct of a Facilitator:

A few tips for the recommended conduct of a facilitator:

- Must be well informed/ prepared about the topic - not an expert in the subject.
- Must know the target group in advance and be prepared to interact with them.
- Be organised and well prepared.
- Observe Punctuality.
- Workshop objectives are well documented and displayed during workshop.
- Be calm! Do not lose temper nor threaten participants.
- Use the language that is acceptable and appreciated by the participants.
- Avoid culturally sensitive examples or jokes.
- Minimise continuous reference to personal stories.
- All participants get the chance for active participation (e.g. group work, questioning participants).
- Good moderation and communication skills (rephrasing, summarizing etc.- at least 50% of participants should be participating actively).

²⁴Annex 10, page 93 Facilitator's tips

- Be a good listener.
- Ability to question participants to encourage them to participate in the activity.
- Acknowledge ideas contributed by the participants.
- Always observe protocol if need be
- DO NOT TEACH but rather, FACILITATE (no top down approach) through active participation
- Application of diverse methodologies (role plays, discussion groups etc.)
- Use of Visualisation techniques - flip charts etc. shall be kept for report writing
- Check if expectations have been met with regards to workshop objectives

4.3 Introductions and explanations of an activity

The way that an activity begins can set the tone for the rest of the group's time together. It is important to make participants feel that they have entered a friendly, unthreatening, stimulating, enjoyable environment.

Outline of the steps that could be included in an introductory session²⁵

1. **Welcome everyone.** This is the first impression that participants get of their facilitator. You should make it a welcoming and reassuring one.
2. **Introduce yourself and NICE.** Remember that participants have the right to know who you are, your background and your position in NICE.
3. **Ask participants to introduce themselves** to each other, giving a bit of information about their background and work. They may want to include something about their particular likes and dislikes or interests. Small personal details help to build trust and caring that are important foundations for working together productively.
4. If there is time, **run an ice-breaker** that involves everyone and helps to break down shyness and build up confidence.
5. **Explain the programme** including the **timetable** - tea, lunch... People like to know how the day will run and when they will be stopping. You may especially adults, need to negotiate this. It is better to work out times that suits everyone. Try not to have a situation where some people have to leave before the end of the day.
6. If you are running a workshop, set some **operating rules**. Participative learning is all about interacting with other people. In some instances participants will be together for a day or more. It is important that some rules are established that set a tone of respect and consideration towards everyone. These rules should be negotiated. They include agreements about respecting different views, non-sexist language, smoking, cell phones, punctuality, etc.
One way of drawing up this list is to ask participants to list things that each of them could do to make sure that the learning process is enjoyable and productive.
These rules should be written and put up for the duration of the workshop.
7. **Ask people for their expectations.** Discuss these and say if any cannot be met (explain why). You should also link their expectations not only to the topic of the workshop but also to NICE's objective and mandate.
8. **Explain the objectives for the whole activity.** This can also be presented as an item for discussion. Consider other items that the participants think are critical. If you are unable to deal with them in the current workshop, make a plan to either get participants material or to invite someone to talk to them at a later stage.

²⁵A Guide to Civic Education - the NICE experience, Resource Sheet 2, NICE 2004, Malawi



Tip

Here are some **tips** for ensuring good facilitation:

- Be aware of your different roles as a facilitator and make use of them where necessary.
- Make sure that everyone participates and that some people - especially men - do not dominate. If necessary do quick progress evaluations at the end of a day or the end of a session.
- Keep roughly to your agenda and your time schedule but be prepared to be flexible and to amend both of these if you can see that a plan is not working.
- Focus on the objectives and reinforce points as you go along.
- Build rapport and trust between yourself and the participants and amongst participants and communicate well with your group. This means:
 - ▶ Listening carefully and not interrupting.
 - ▶ Checking your understanding by summarizing what you have heard.
 - ▶ Checking that participants understand what you mean.
 - ▶ Making eye contact and being aware of your body language
 - ▶ Checking for negative body language of others - head in hands, eyes out of the window, tapping pens, frowns, yawns etc
 - ▶ Speaking and writing clearly.
 - ▶ Sharing personal experiences.

²⁶ A Guide to Civic Education - the NICE experience, Resource Sheet 2, NICE 2004, Malawi

I. PRACTICAL PART:

Module Objective:

To help participants understand the concept of community mobilization

To enable participants have a deeper understanding of community participation and gain skills that will help them facilitate community mobilisation and participation.



4 hours

Community mobilisation and participation



Activity:

Picture Code

1. **Distribute copies** of the picture to the participants or display it in a flip chart paper size format. This requires that you have someone who can transfer it from a small size into a big size so that it is visible to everyone in the training. (**Annex 13 page 98.**)
2. **Ask participants:**
 - ▶ What do you see on the picture?
 - ▶ What do you understand about the term Community?
 - ▶ How do you understand the word mobilization?
 - ▶ What is participation?
 - ▶ Why is it important to involve the community?
3. **Divide participants either into small groups** so that they can discuss the questions and write their answers down on flip chart paper so that they can present them to the larger group OR discuss the questions directly in the plenary and sum up all their ideas on flip chart paper.
4. **Reflect** on them with the reference to the conditions in their community.
5. **Facilitator's input** on the importance on community mobilisation and participation.
6. **Allow further questions.**
7. **Summarize**



Materials needed:

- ▶ Flip chart paper
- ▶ Markers
- ▶ Handouts: Photocopies of the picture on Community Mobilisation and handout on general information on Community Participation (**Annex 13 page 98 and Annex 14, page 99**)



Tip

The facilitator needs to be prepared/ needs to have information on the conditions of the community to make references.

II. THEORETICAL PART

5.1 COMMUNITY MOBILISATION AND PARTICIPATION

5.1.1 Definitions:

1. Community

- A community is a group of people with the same identity and sharing a common goal;
- A territorial unit of society - e.g. a village, town, district etc.;
- A unit of social organisation, which can be based around common interests, a shared living situation or around a territorial unit;
- A particular type of social interaction - typically characterised by: a sense of belonging; a sense of purpose and common goals;
- A high degree of co - operation and participation in pursuing common goals;
- An inter - personal climate - mutual respect, a sense of fraternity or fellowship etc.

2. Mobilisation

Is a process of instilling an urge or interest in an individual or a group to take on a particular cause.

In order to mobilise people NICE uses different strategies e.g.:

- Drama, (local theatre);
- Church / mosque speeches;
- Public rallies in market places / community / school grounds, chiefs courts etc.;
- Village meetings;
- Writing letters to be read in schools, churches or mosques;
- Traditional dances, meetings, workshops, focus group discussions;
- Foot ball and net ball bonanzas;
- Night criers / megaphones / PA systems;
- Posters and other IEC materials;
 - ▶ A social mobilisation campaign in Malawi takes place in a situation where Television is non existent or limited, radio reaches limited percentage of people;
 - ▶ Most of the populace in Malawi is illiterate and most people hold are strongly to their traditional practices and beliefs;
 - ▶ The person to person interactive approach seems to be the most ideal way of sensitising, motivating and mobilising people;
 - ▶ For this to take place effectively, there is need for a cadre of skilled grass-root para civic educators (PCEs) in participatory approaches that is hinged on the bottom up type of communication instead of "telling" the community what they should do.

3. Participation

- It is NICE's philosophy that for democracy to work, citizens must take part in public life;
- Participation is both a constitutional right and as well as a citizen's duty;
- Participation can be in various forms like:
 - ▶ Standing for elections;
 - ▶ Taking part in public, in socio - economic and political activities;
 - ▶ Attending community meetings;
 - ▶ Being members or volunteers in various organisations / institutions;
 - ▶ Paying taxes;
 - ▶ Holding peaceful and legal demonstrations.

5.1.2 Importance of Community Participation

- As a civic educator one has to realize that he/she is not doing it **for** the people but **with** the people.
- You must involve them **throughout the process**.
- **Consultations with the target group** should be ensured from the start (needs assessment).
- Community participation guarantees ownership of the activities. (examples: formation of clubs, demonstrations, level of participation)

WHY SHOULD CITIZENS PARTICIPATE?

It is the right and duty of every citizen to participate in the affairs of his / her community, society and the country. Through participation, people are able to:

- Make sure that government uses money and other resources for the benefit of their community;
- Make sure that leaders do their work according to what people need;
- Tell govt what development activities need to be done;
- Help each other in improving their area and neighbourhood.

General Rules of Community Mobilization



Tip

- *Plan your work professionally. Do not use shortcuts;*
- *Take care when choosing an approach or a particular tool;*
- *Always be punctual for both community scheduled meetings;*
- *Any outside support should be aimed at building the capacity of the communities rather than only delivering services;*
- *Any outside support should not subvert local ownership and responsibility;*
- *Do not overdress;*
- *Try to identify with the community;*
- *Develop a mechanism for continued close contact with community members e.g. management support visits;*
- *Do not make any promises.*

I. PRACTICAL PART:

Objectives

To enable participants understand and appreciate various reporting formats within NICE.



1 hour



Activity:

Brainstorming Exercise

1. **Ask participants** to brainstorm on the following:
 - ▶ *Their understanding of the term reporting.*
 - ▶ *Why they think it is important to report?*
 - ▶ *Their experiences in reporting (when, how, to whom, why, how often etc.)*
 - ▶ *Challenges experienced in reporting*
2. **Record** all ideas on a flip chart/board.
3. **Use** the information from (II.) Theoretical Part as reference material and relate to what has transpired during the brainstorming session.
4. **Answer** further questions.
5. **Distribute** the handouts of the sample volunteer reporting sheet and discuss it with/ explain it to the participants.
6. **Summarize.**



Materials needed:

- ▶ Flip chart paper
- ▶ Markers
- ▶ Handouts: Sample volunteer reporting form (***Annex 15/ 16 pages 100/101***)



Tip

The trainer should make effort to give a summary of the material covered in a simplified manner with reference to already available NICE Reporting Format.

II. THEORETICAL PART

6.1 REFERENCE INFORMATION ON REPORTING

6.1 Definition of reporting:

There are many definitions of a report according different versions of dictionaries but on a practical note a report can be defined as a base of a communication cycle that let the unknown be known to others for a response. Taking note of this base, we find that Zone Coordinators and PCEs tend to be reporters or senders of various kinds of information that the District, Regional Offices and PMU use for analysing the situation in the districts.

In business and industry as in the public sector, reports are written so that managers can use them to make decisions.

The report must therefore be objective, clear and concise. To achieve this, the writer must identify the purpose for which the report is being written, and he must know who is writing it for. Having identified both the purpose and the audience, the writer should then make an investigation - either through library research or interview, on the spot visit or observation. The information gathered must be recorded objectively. Facts must be distinguished from opinions.

6.2 IMPORTANCE OF REPORTING

- It helps to co-ordinate activities of an organization since reports from different district are taken note of and can easily be introduced in districts that do not have e.g. Constituency committee on conflict resolution in Dowa flowing to Nkhotakota and Mangochi.
- It is a good control aid as once produced you would like to see if what you reported is still there or any progress is seen.
- Helps to spot any trend of problem or issues.

6.3 CLASSIFICATION OF REPORTS

There are many ways of classifying reports. Here we shall classify them under three headings as follows:

6.3.1 Periodic Reports: Are an account of activities that have taken place over a definite period of time. Monthly, quarterly or annual reports fall under this category. Such reports serve to appraise what has been done as well as help to plan for the future.

6.3.2 Progress Reports: As the term suggests, specify what job has been done and what still remains to be done. Project undertakings often call for progress reports.

6.3.3 Special Information Reports: Are often written for a specific purpose. They are written after someone has requested investigation into or information on a specific project, situation or problem. The aim of special reports is to get the facts that have given rise to a situation. An example could be a violent incident during elections in a constituency.

6.4 LIMITATIONS OF WRITTEN REPORTS

- It takes time to come up with a good report.
- Its prone to changes thus what is valid today might not be tomorrow and this might bring confusion and untrustworthiness on the side of the reporter.
- Some reports are crude, showing positions in gross terms and may not show whether the report is for just one issue or more making it rather uninteresting.
- Sometimes: Facts can be mixed with personal opinions.

6.5 HOW DO PCEs REPORT?

When reporting at district level there are several ways used. These might be:

- Verbal - Using phones
- Verbal - face to face
- Verbal - through the Office Assistants.
- Written - Monthly reports (***PCE activity form, Annex 15/ 16pages 100/101***)
- Written - Incident reports (***Annex 17 page 102***)
- Written - Report on political party rallies (***Annex 18 page 103***)
- Written - Socio political framework report (***Annex 19 page 104***)

As such it is good for civic educators to check on the ways that they use when reporting as there are pros and cons behind them. Though it has been a trend that most of the reports made are verbal, it is important that all reports should be documented because of the following reasons:

- The information becomes permanent and cannot be refuted or changed easily thus building the strongest foundation of authenticity.
- It shows the commitment of the sender as time taken in preparing a written document has more value hence the reputation of the sender.
- It enhances the information flow within the organization set up.

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ANNEX 1

Background information about NICE:

Background of the project

- The National Initiative for Civic Education (NICE) was established in February 1999 in a collaborative effort of the Government of Malawi (GoM) and the European Union (EU). The German Agency for Technical Cooperation (gtz) was contracted to manage the programme and to run the Project Management Unit (PMU), which is based in Lilongwe. Public Affairs Committee (PAC) was under the second phase of funding still the main national partner to NICE.
- The establishment of NICE was in a way a response to the study that was facilitated by the Malawi German Programme on Democracy and Decentralization (MGPDD) which focussed on the socio-anthropological conditions for Democracy in Malawi. The study centred on popular views of Malawians with regard to democracy and its values, traditional leadership patterns, conflict and behaviour patterns etc.
- The study revealed a lot of information gaps regarding the above mentioned issues hence need for a permanent civic education provider in both urban and rural areas. Through intensive consultations the project called NICE was born at the eve of the 1999 Presidential and Parliamentary Elections to encourage Malawians and mobilise them to take part in the 1999 elections.

1.2 Current status of the project

- NICE has entered the III. Phase of the project funding on the 1st of July 2006. It is still a project that gets its funding by the European Union. The management of NICE has changed in May 2005 from the former gtz managed structure to the national, Malawian management. The structure of NICE with its national office at PMU in Lilongwe and its regional offices and district offices has remained the same.
- The major change of Phase III. is the change from former 5 thematic areas to **ONE THEMATIC AREA** of local democracy. The 4 remaining areas (Environment, Gender, HIV and Aids, Food Security) will still be used as cross-cutting issues in order to strengthen democracy in Malawi and to mobilise people to take part in public life. Nevertheless the main activities should take place in the thematic area of local democracy related issues (e.g. democratic decentralisation, local government etc.) and the other 4 areas shall be mainly sign-posted and outsourced/ handed over to partner organisations which are specialised in them.

OBJECTIVE

The main objective of NICE is to contribute towards the **strengthening of** democratic process and social and economic process **in Malawi**. This is done through building and strengthening the capacity of community structures.

PROJECT PURPOSE

1. To enhance the ability of Malawian citizens (including disadvantaged groups) to participate in public life, and to encourage them to exercise their democratic rights and responsibilities.
2. To participate in the democratic decision-making process at community, district and national level.

MANDATE

The main mandate of NICE is to carry out country wide voter and civic education programmes in a non-partisan and professional manner. It also tries to mobilise Malawians for public participation as a right and a duty. NICE should not be confused with other development projects, which are there to provide the communities with basic amenities.

NICE is legally operating in Malawi as a civic education project²⁷ and not an NGO²⁸.

1.3 Structure and approach of NICE

1.3.1 Structure of NICE - NICE Organogram²⁹

The NICE programme structure functions at 3 levels:

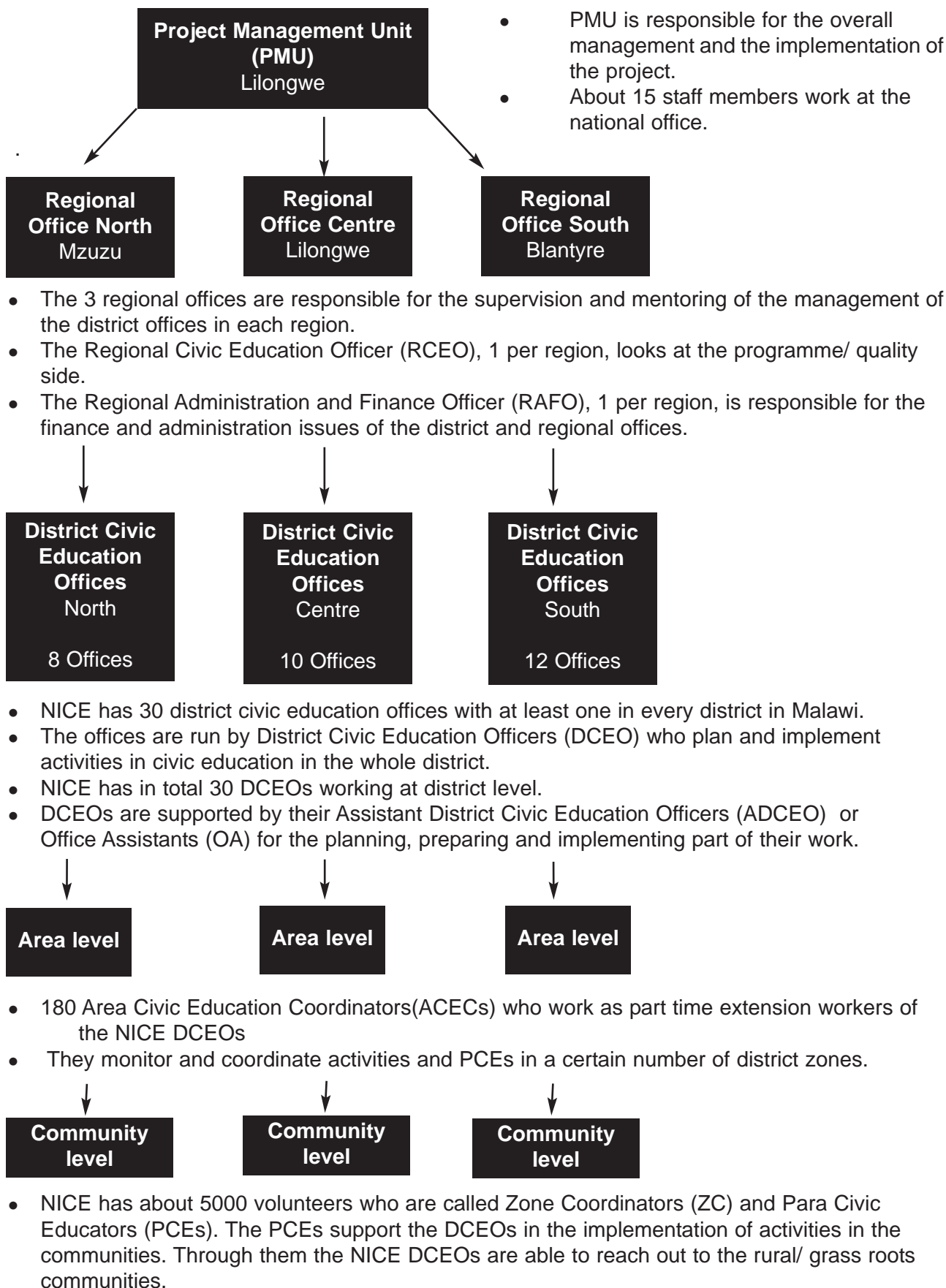
- **National:** Programme coordination and management unit in Lilongwe (PMU). PMU is responsible for the overall project management and the projects implementation.
- **Regional:** **3 coordination offices in**
 - ▶ Lilongwe (Central Region),
 - ▶ Blantyre (Southern Region),
 - ▶ Mzuzu (Northern Region).The Regional Offices are responsible for the management of the districts. They are run by 3 Regional Civic Education Officers (RCEO) who are monitoring and supervising of what is happening on the programme side at the districts and 3 Regional Finance and Administration Officers (RAFO) who are responsible for financial and administration issues.
- **District:** 30 civic education offices with at least one in every district in Malawi. The offices are run by District Civic Education Officers (DCEO) who plan and implement activities in Civic Education in the whole district. They are supported by their Assistant District Civic Education Officers (ADCEO) or Office Assistants (OA), the Area Civic Education Coordinators (ACEC) as well as by the Para Civic Educators (PCE).

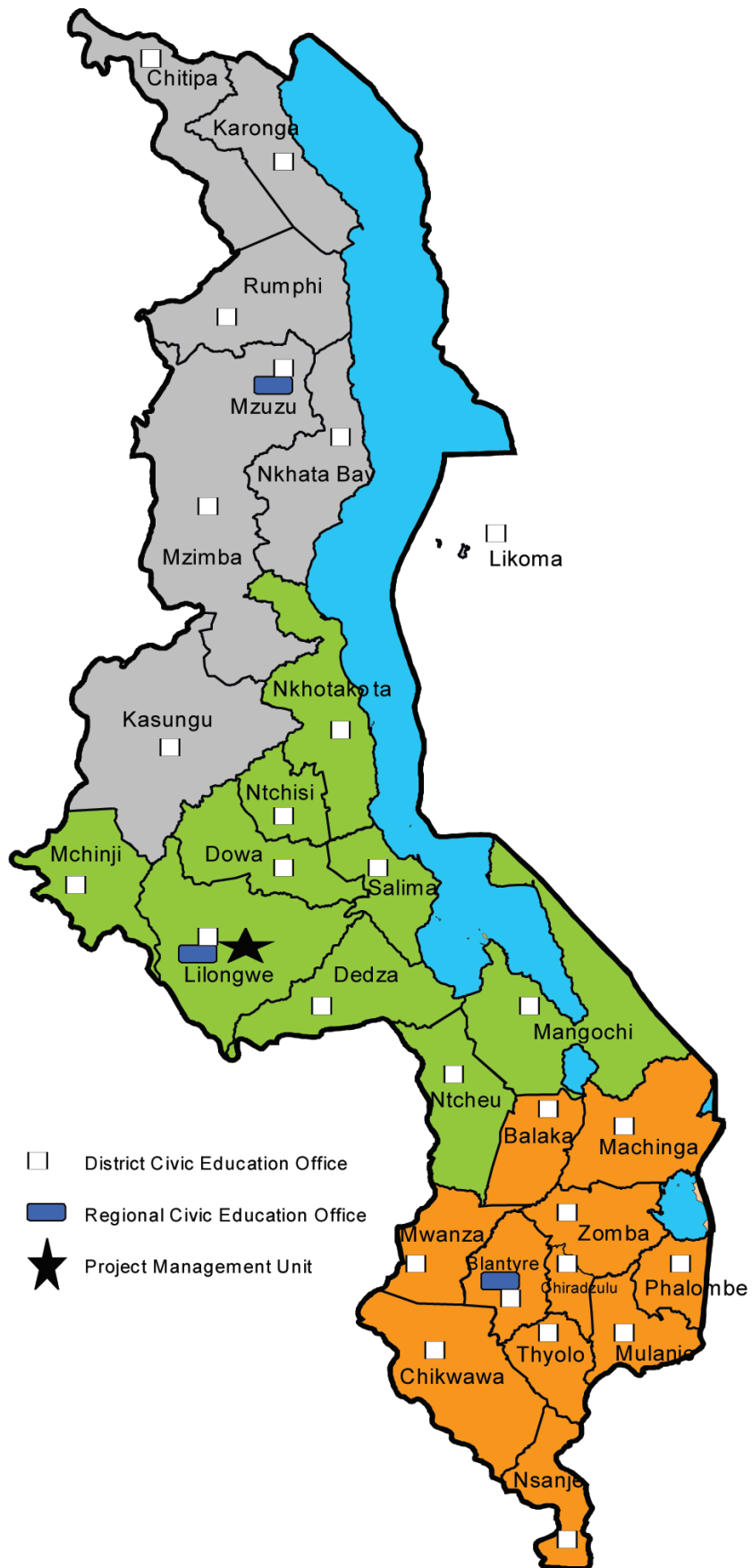
²⁷ **Definition of project:** A temporary endeavour undertaken to create a unique product or service by the application of knowledge, techniques and relationships to project activities in order to meet stakeholder needs while balancing competing demands of scope, time, cost and quality (adapted from the Guide to the Project Management Body of knowledge (PMBOK) 1996, Project Management Institute).
www.sos.state.or.us/elections/HAVA/glossary.shtml

²⁸ **Definition of NGO:** "...private organisations that pursue activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social services, or undertake community development", (Operational Directive 14.70). In wider usage, the term NGO can be applied to any non-profit organisation, which is independent from government. NGOs are typically value-based organisations, which depend, in whole or in part, on charitable donations and voluntary service.
<http://docs.lib.duke.edu/igo/guides/ngo/define.htm>

²⁹ A Guide to Civic Education - the NICE experience, page 40, NICE 2004, Malawi

NICE ORGANOGRAM





ANNEX 2

NICE's thematic area

From 5 thematic areas to 1:

NICE has adopted a strategy of reaching and mobilising people through topics critical to their every day life.

In the past NICE used to operate through 5 thematic areas (Environment, Gender, Food Security, HIV and Aids and Local Democracy). Since project phase III, NICE has changed its approach from 5 thematic areas to 1 thematic area: **Local Democracy**.

The idea is to enable and to mobilise the communities to participate in public life by bringing democracy closer to them. This can only be achieved if the communities are able to understand the relationship between decentralisation and local governance in their lives. To participate in actively in public life is often easier in a closer environment and location from where you live. Therefore NICE has made local democracy as its core area of activity, to enable to communities to strengthen the democracy of Malawi from local and district level by getting more involved and engaged into local governance.

Nevertheless the following former thematic areas still remain as cross cutting issues relevant to NICE's work in Civic Education:

- ▶ **HIV and Aids**
- ▶ **Gender**
- ▶ **Food Security**
- ▶ **Environment**

Methodology and tools of NICE Civic Education approach

Every civic education activity has been created to serve a specific **purpose** and to reach out to a **particular target group**. It is important that the tools and the methods used in any activity are appropriate for that purpose and for the people participating.

The methods NICE uses in promoting public participation include:

- Workshops
- Rallies
- Debates
- Panel Discussion
- Big walk/ demonstrations
- Sports
- Sign-Posting
- Information Dissemination



Depicting a rally - rallies help to reach out and spread information among many people

The tools NICE uses include:

- Poems
- Songs
- Role-plays
- Picture Codes
- Music
- Dance
- Case Studies
- Presentations
- Group work
- Discussions
- Brainstorming
- Role-play
- Drama

Choosing the right tools and methods is not always easy. Here are some of the different tools NICE is using to promote public participation³⁰.



Picture Codes



Traditional Dance



Sport

³⁰ A Guide to Civic Education - the NICE experience, resource sheet 8, NICE 2004, Malawi

ANNEX 3

Principles of democracy

The main principles of democracy that NICE officers highlight in civic education activities are listed below. This resource sheet can be used to test participants' knowledge and understanding. It can also be used to run an exercise to explore how far these principles are upheld in practice and how they can be strengthened.

For example, participants can be asked to note local examples of violations of any of the principles and to discuss how these have been or can be addressed.

Principles of Democracy

1.) Regular, free and fair elections

- People can express their will in a democracy through elections.
- Elections should be periodic, free, fair and accessible to all people who have the right to vote.
- Elections provide an opportunity for citizens to choose and peacefully remove their leaders.
- Democratic elections should be free from intimidation, corruption and threats to citizens before, during and after the elections.
- Political tolerance is necessary because many different political parties and individuals may compete for power.

2.) Rule of law

- The law applies equally to all people (including elected leaders and governmental officials).
- In a democracy, no one is above the law. This includes the President and his Cabinet, MPs, Councillors, Police, Army, Chiefs etc.
- The constitution is the only Supreme Law of the Land, and is above any other law prevailing in the country. Any law that is not in line with the provisions in the Constitution is deemed invalid.
- Rule of law denotes that every one must obey the law irrespective of his/her status in society and must be held accountable if they violate it. ***The law should be equally, fairly and consistently enforced without discrimination.***

3.) Human Rights

- Chapter 4 of the Constitution of Malawi provides for the promotion and protection of human rights and freedoms, which should be respected and upheld by all the three branches of government (legislative, executive and judiciary).
- It is generally that Human Rights are values that promote the respect for human life and dignity. Human rights are not given by anybody, but it should be noted that are God given and people of all status should enjoy them equally.

4.) Independent judiciary (separation of powers)

- The courts are free from political influence.

5.) Independent media

- The media are free to report on all matters of public interest.

6.) Freedom of expression

- All people may express their opinions without fear of discrimination or victimisation, so long as they do not incite hatred or discrimination towards other people.

7.) Freedom of association

- People may join and meet with political parties, clubs or associations.

8.) Citizen Participation

- It is the philosophy of **NICE** that for Democracy to work, citizens must take part in public life. Participation should be looked at as the essential role of citizens in a democracy.
- Citizen participation can be in various forms like: *standing for elections, voting in elections, participating in socio-economic & political activities, attending community meetings, being members/volunteers in various organisations, paying taxes, and even holding peaceful and legal demonstrations.*
- The government has the responsibility to create a conducive environment for its citizens to participate in various issues affecting their livelihood.

9.) Tolerance

- People have different views and beliefs. Acceptance of each others views is most important for peaceful co-existence and a democratic society should create a conducive environment in which different views shall be respected.
- The views of *minority* groups should be respected by those who are in the *majority*.
- Tolerance should be promoted at all levels and in all spheres of life i.e. in politics, religion, families, etc.

10.) Accountability

- Accountability entails that elected and appointed officials should be responsible for their actions. It should also be noted that these officials are servants of the people and their decisions and actions should reflect the will, wishes and aspirations of the people.

11.) Transparency

- Leaders must ensure that people are aware of what is happening.
- A transparent society should have mechanisms of consulting and informing its citizens. This can be done through holding public meetings, having a free press so that people are aware of what is happening and why.
- Citizens should also be *proactive* to inquire on what is happening in their society.

12.) Public/ common Good

Many a times we see things going the wrong direction in our societies due to selfishness. Many people are bent towards seeking what can be of benefit to them at the expense of others. This is a clear manifestation of irresponsibility. Much as people are taught about their rights, there is also a need to emphasize on their duties and responsibilities. If people become responsible enough they will have a quest for Public/Common Good. The interest of their community will be their priority as opposed to selfish interests. For example, people vandalize public infrastructure because they have a feeling that it is not for them. This would be avoided if they could ask themselves this question:

"It might me good to me, but is what I am doing good to others?"

ANNEX 4

Civic education step by step

Think of an issue that community members in a particular area have asked you to address through civic education.

Go through the following steps and set out what you would do at each point to ensure the activity you plan will be appropriate and effective. Note that actually running the activity is one of the last things you do - Step 8 out of 10 steps!

Step 1

Decide on the best approach to this issue

Is it:

- Information dissemination
- Practical intervention
- Sign-posting (referral)?
- If you think you should not intervene, to whom could you refer the people concerned ?
- If you think you should get involved, what are the reasons?

Step 2

Decide on the programme of activities

If you have prior involvement in this community you may be able to move quickly to an activity in the relevant thematic area (entry point).

If not, you may have to organise activities to introduce the concepts of public participation and democracy.

What are the factors you need to take into account?

Here are some examples:

- low awareness
- low literacy
- competing priorities
- conflict
- resistance
- conservatism and existing beliefs
- previous negative experience of participation.

Step 3

Develop a planning checklist

This should enable you to answer the following questions:

- Why is there a need/demand for civic education?
- What are your short term and long-term objectives?
- Who are the stakeholders or key people to involve?
- Who would you target?
- How would you mobilise people?
- What kind of activity would you start with?
- What method would you select and why?
- What tools would you use to get across your messages?
- What might be the objections/obstacles to these messages in this community?
- What are your counter arguments?
- What resources would you need?

- Human resources
- Material resources
- Information
- What outcomes would you look for?
- How would you know if these were achieved (indicators)

It is only after you have answered these questions that you can really get down to planning.

Step 4

Design the first activity - choose the best tools and methods.

Step 5

Source information.

Step 6

Develop materials.

Step 7

Make the practical arrangements - confirm timing, venue, participation, agenda etc.

Step 8

Run the activity.

Step 9

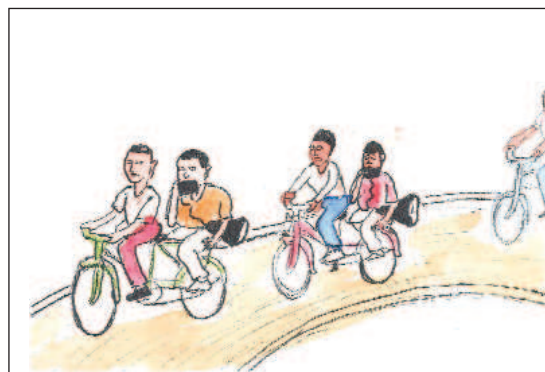
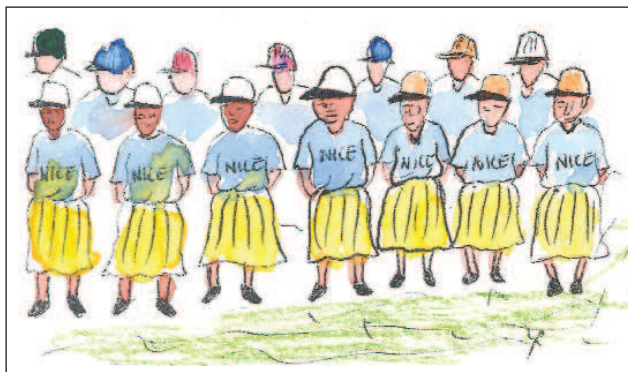
Evaluate the activity.

Step 10

Use the evaluation to plan the next activity.

ANNEX 5

The NICE Civic Education tools



Annex 6

Picture Code on: Civic Education: Community needs community consultation



What the experts designed.



What the Community got.



What the Community originally wanted

ANNEX 7

Steps of needs assessment :

1. Identification of target group

Draw up a list of all the people and organisations who live in, have an interest in, or an influence upon the community where you are doing the needs assessment.

2. Collection of background information

Background information can be collected through meetings with the Village Development Committees (VDCs). You need to verify the information. Get information on the following:

- Population size
- Gender balance
- Age groups
- Number of traditional leaders (female and male)
- Number of orphans
- Number of female-headed and child-headed households
- Availability of services
- Availability of labour
- Infrastructure (schools, boreholes, medical clinics etc.)
- Main occupation/ livelihood
- Farming - cash crops
- Recent developments
- Main political affiliations
- Main religious affiliations

3. Making a map of the village or community

Objective: It helps the community to develop a common understanding of the situation of their village or community. They can discuss how well the local resources meet their needs, what the gaps or problems are. The idea is to create a drawing or an image of the area:

- **Organise a public gathering** (if necessary through the traditional authority)
- **Mark shapes and boundaries** of the village by using local objects and materials (e.g. stones, maize seeds, twigs etc.) to represent all the things that are in the village
- Map should show **natural resources** (e.g. forests, rivers, dams etc.)
- **Include landmarks** like: the chief's compound, churches, mosques, schools.
- **Show patterns of settlement and infrastructure** like: roads, electricity, boreholes etc.
- **Involve as many people** as possible in discussing what should be placed on the map and where.

4. Identification of problems and challenges

Objective: People can map social and development problems such as: High unemployment, HIV/ Aids, gender violence etc.

It requires a lot of time and follow-up visits might be necessary.

Once you are through the process:

- People can prioritise their needs.
- One organisation cannot meet all the needs. NICE's approach is to discuss with people what issues can be addressed through civic education and "sign-post" people to service providers who can address other needs.

5. Rank the needs

People can be asked to "vote" for the top priority and then rank the priorities according to the votes.

The information can be presented as a graph, or if literacy levels are low, it can be demonstrated by getting people to place their votes or tokens next to people who represent the particular priority by shouting it out.

6. Keeping/ organising information

A record of the collected information should be kept. Keep the notes and answers to the questionnaires. Write down the findings of the mapping exercise and make a drawing of the map. Use the information to help plan appropriate interventions.

ANNEX 8

TERMS OF REFERENCE AND QUALITIES of PCEs

PARA CIVIC EDUCATOR (PCE)

This is another terminology in civic education circles which denotes "community based educators." The concept of Para Civic Educator was initiated on the understanding that until we learn the village song and dance, we can't feel the village's pain and consequently cannot presume to be civic educators. Through PCEs civic education should be looked at by citizens that it is a continuous process within their set-up and not as a one spot activity done by the elite who stay at the BOMA. We make use of locally available resources using locally available methods of disseminating information. Para Civic Educators are also used in identifying the needs of the community since it has been observed that most civic educators scratch where it does not itch. We need to learn from the people and use their methods and not impose our ways, which might be seen to be alien. PCEs are better placed to fill the gaps that normally exist between the community and a NICE officer.

Rationale

Since the dawn of Multi-Party Democracy in 1993, there have been many civic education activities but most of such initiatives have been urban based. In a bid to address the problem of information gap in rural areas NICE thought of extending its outreach capacity by taking civic education closer to the grassroots through its volunteer structure. This is done through its community-based educators commonly known as **Para Civic Educators (PCEs)**. The Para Civic Educators (PCEs) act as extended tentacles of NICE at district level; hence they are viewed as change agents (vehicles of change). The involvement of PCEs in our activities is a clear indication of empowering communities to take part in public life to find solutions to their problems, which is the bedrock for sustenance, and consolidation of democracy at grassroots level. The PCE structure also ensures sustainability of NICE interventions.

1. Who is a PCE:

- He/she is a NICE volunteer recruited through proper consultations with local leadership and trained to conduct communities' activities on behalf of NICE. He/she is expected to act as an information multiplier.
- He/she acts as a bridge between NICE district office and the community.
- He/she is the eyes, ears and legs of both the NICE office and the community.

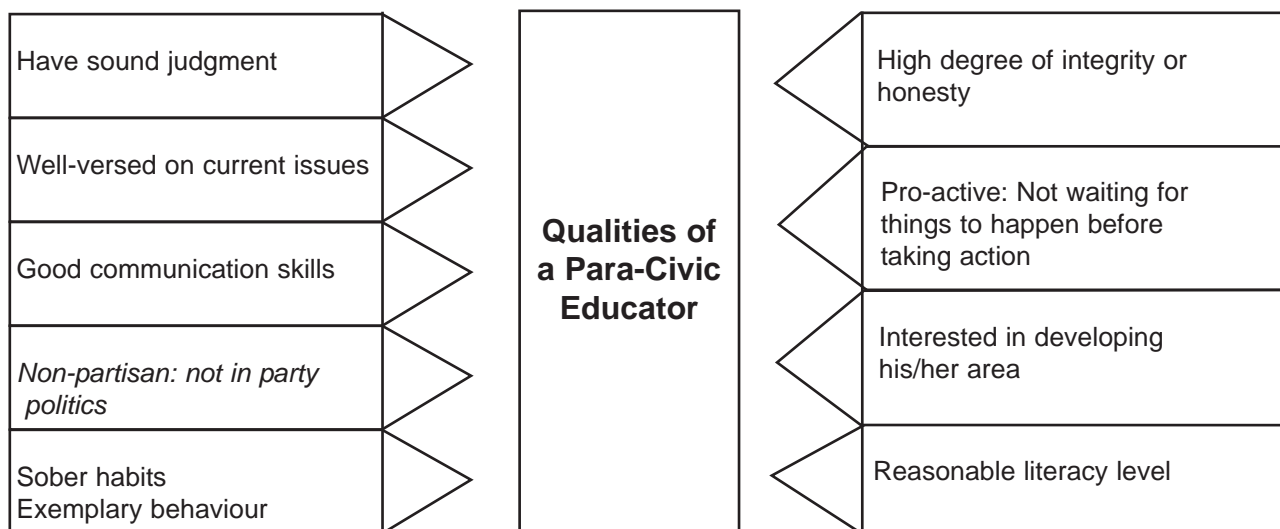
1.1 Recruitment criteria/ qualities of a PCE:

RECRUITMENT STRATEGY

It is worthy mentioning that in every society there are quite a reasonable number of people who like to serve and not only to be served. They are development conscious and mostly active in the socio-economic and political activities that take place in their community. This type of people undertakes various challenging and tiresome tasks on voluntary basis be it in religious institutions and other community places. It is advisable to the DCEO to explore a viable strategy of discovering this grey area of volunteers. Strategies might vary from one district to the other depending on the prevailing socio-economic and political situation. Generally these PCEs are recruited through consultations with the Traditional leaders, Religious leaders, Community Based organizations and in some cases other people volunteer themselves.

NICE's outreach into the community depends on its 5 000 plus trained volunteers, called Para Civic Educators - PCEs. There are between 140 and 1600 per district.

QUALITIES OF A PARA-CIVIC EDUCATOR



1.2 The ideal volunteers will have:

- Knowledge - of their community, of democracy, of NICE and its one thematic area, of relevant laws and the Constitution;
- Skills in communication and presentation;
- Techniques for conducting civic education;
- A good reputation, so their messages will be accepted - they must practice what they preach.

1.3 Duties and Responsibilities of a PCE

As a way of standardizing the work of PCEs in the project, the following duties and responsibilities should be observed and carried out:

- Conduct trainings, meetings on various thematic areas of NICE
- Assist the DCEO in planning and monitoring community based activities
- Assist the DCEO in conducting community based needs assessment
- Assist the DCEO in community mobilization
- Attending Zone Meetings organized by the Zone Coordinator
- Sometimes act as Election Monitor during times of elections
- Conduct voter education activities
- Sometimes act as librarians
- Assist in the proper running and management of rural libraries
- Assist in the distribution of civic education materials i.e. Tilime and other IEC materials
- Reporting to the DCEO on various socio-economic and political activities that take place at local level
- Writing activity reports that he/she has conducted in his area of jurisdiction
- Advising the DCEO on various issues affecting civic education at community level
- Any other official business as assigned to him/her from time to time by the either the zone coordinator or the DCEO

ANNEX 9

TERMS OF REFERENCE AND QUALITIES of Zone Coordinators

The zone co-ordinator shall be someone who at least meets the following requirements:

1. Shall be a volunteer.
2. Shall be one elected amongst volunteer PCEs and endorsed upon by the DCEO.
3. Shall be one experienced enough in NICE activities as a PCE and as a role model.
4. Must be an individual with a mature and sober mind coupled with high level of integrity.
5. Shall be as PCE seen by his/her fellow volunteer PCEs to have ability to manage conflicts.
6. Shall be someone with an independent mind but be able to lead a team.
7. Must be someone who understands and appreciates the concept of volunteerism and commitment with no love for allowances.
8. The DCEO shall have jurisdiction and powers/mandate to remove a co-ordinator from the position if he/she is deemed unfit and has portrayed gross incompetence and lack of adherence to the NICE policies, aspirations and requirements.
9. The DCEO shall have full mandate to replace such a co-ordinator either through appointment in consultation with the PCEs or through elections.
10. Where necessary, their position shall be renewed every year and their mandate renewed every two years or as shall be determined by the DCEO.
11. Shall have a privilege of a funded official trip to the NICE office at least once in a month on invitation by the NICE office.
12. Shall cease to be a co-ordinator if she/he ceases to be a NICE member as volunteer PCE.

ROLES AND RESPONSIBILITIES

1. Facilitate linkage/cooperation between NICE and the communities.
2. Co-ordinate with the NICE office and the PCEs as well as the communities.
3. Support the DCEO in the implementation of programs/activities.
4. Support and promote cooperation and collaboration between various Community Based Organisations and stakeholders at the local level.
5. Assist the DCEO in identifying PCEs within their zones but have no sanctioning powers. Only the DCEO is vested with such sanctioning powers.
6. Assist the DCEO in identifying PCEs for district/regional training.
7. Assist the DCEO in training the PCEs.
8. To ensure that what the coordinators have been trained on trickles down to their respective PCEs.
9. Assist the DCEO in identifying election monitors within their zones but have sanctioning powers. Only the DCEO is vested with such powers.
10. Supervise and advise their respective zone PCEs.
11. Promote the spirit of volunteerism amongst the PCEs.
12. Assisting the DCEO in ensuring that PCEs are not acting as development agents, donors nor educators but facilitators.
13. Assist in fulfilling the core purpose of civic education of mobilizing communities/citizens for participation and good governance.
14. Reporting monthly to the DCEO on PCEs, activities, community initiatives, socio-economic and political developments taking place in their zones.
15. Attend quarterly co-ordination meetings at district level conducted by the DCEO.

ANNEX 10

Facilitator's tips

DEFINING FACILITATION	<ul style="list-style-type: none"> • process which provides a conducive environment for discussion • it is a combination of science and art • art or working with complex human interaction and conflict • science of applying appropriate tools and approaches
What is facilitation?	<ul style="list-style-type: none"> • to facilitate is to make easier (Merriam Webster 1988) • it to make easy promote help a way forward • it is to provide good conducive means , equipment for doing things (concise dictionary) • it is to grease, oil and make easy iron out (Roject Thesaurus) • facilitation starts from pre activity phase and is continuous • facilitators cultivate a conducive environment
Roles and functions of a facilitator	<ul style="list-style-type: none"> • a facilitators should be a process expert and not a content expert • coordination • assigning roles to group members • recording proceedings • a facilitator should not become hypnotized by the problem team is solving • summing up discussions • guide discussion in the right direction • ensure maximum participation • to stimulate people to critically think on existing potential skills • don't take over the existing service providers • the goal of facilitation is to make problem solving easier and not to solve the teams problems • negotiator for consensus reaching and team building • to enhance communication and information flow plays the role of eye opener and can opener • a facilitator should learn from the people and do not impose his /her ideas
Qualities attributes and conduct of facilitator	<ul style="list-style-type: none"> • as a human being her/his conduct /attributes should be accepted • observe punctuality • minimize continuous reference to personal stories • well read and knowledgeable • have adequate knowledge of the venue and target group • use culturally acceptable language and dress • have respect for age and tradition • neutral and non judgmental about content • be analytical and a good observer • ability to adopt a peer to peer relationship with the team, its leaders and sponsors (block, 1981) • be calm and non temperament • friendly courteous and patient • use attention getters • facilitator should be knowledgeable of the adult learning concept • avoid culturally sensitive examples jokes • be organized and well prepared • be accountable and responsible

Annex 11

Who is a Resource Person and Co-Facilitator

Co-facilitators and resource people

In facilitation, there are "helpers" to the facilitator for him/her to be effective in his/ her work. These helpers include a resource person and co-facilitator.

RESOURCE PERSON

- A person with expert knowledge on a particular subject or skill.
- Gives credibility to an activity if involved well after a full debriefing session.
- Can be dangerous tool if not "told" what his role is and he needs to be supervised at all times i.e. can introduce his agenda in your activity; can be top down and not respectful of the participants as he does not care about the consequences of his actions since he may be a one off visitor.
- Before using him, do the following:
 - ▶ Give him written terms of reference clearing stating the scope of his job and any other requirements for his participation (consider contract).
 - ▶ Brief him clearly about NICE and its operational principles/ values i.e. professionalism, impartiality etc
 - ▶ Test his familiarity with participatory methods on communication and assist him to make his presentation tuned to the level of your target group.
 - ▶ Insist on getting a written paper of what he will cover during the session(s) with you and go through it together so that it's relevant and according to the needs of the target group.
 - ▶ Conduct a test run with the resource person to check on language, time of delivery etc.
 - ▶ Be with him at all times during the workshop and position yourself where there is continuous communication between you and him so that you can intervene where need be.
 - ▶ After the presentation, sit with him and review in an open manner his presentation beginning with a personal reflection (ask him to give you feed-back on how he felt when he made his presentation and what he thinks he can improve on if he was given another chance.)

Remember that a resource person does not own the activity but you. As such, the full responsibility for the result of the intervention lies squarely on you and not on the resource person. To that end, treat him as a helper to your work.

CO-FACILITATOR

A co-facilitator is someone with the facilitator in all the various facilitation aspects of an activity. He is a companion in implementing an intervention or activity. However, he too is a "helper" and as such, the following measures need to be taken before using him:

- Share responsibilities and roles in advance so that it is clear who will be doing what at what times. This requires planning and sitting together clarify the roles and synchronize the delivery.
- Always retain full communication between yourselves - be together during the whole exercise.
- Conduct continuous on-going caucuses in order to ensure adaptability of your methods and approaches and continuous harmonization of the delivery.
- Review openly and honestly the various parts covered by each one at the end of the day and discuss the feed-back.

Annex 12

Outline of a workshop - preparation, implementation

Planning an activity

Here are some of the practical things to consider when planning an activity:

Invitations

Whatever activity you organise, you invite people to take part. You may do this in a letter, through house visits or electronically. However you do it, make sure everyone is clear:

- What they are being invited to;
- Why they are being invited;
- What they can expect to happen;
- What practical arrangements have been made - e.g. transport, meals, accommodation.

This way, you reduce unrealistic expectations and increase your chances of having highly motivated and active participants.

Venue

Choose a venue for the activity that is:

- Suitable - has the space and facilities you need for the particular activity;
- Convenient - is easy to reach for all the participants;
- Comfortable - will not be too hot, cold, noisy etc.

Try to make the venue well-organised and attractive by displaying posters, leaflets or other materials on the topic you are addressing.

Objectives/purpose

The main objectives of the activity may be planned with other NICE partners or with people in a planning committee, or you may have to do it on your own. Before you plan how to run an activity you should be clear of why it is being run and what the objectives of the activity are. Write them down.

You should also be clear on the objective of each exercise within an activity. Even if you are having a buzz you should know why you have planned a buzz and what you want to achieve from it. Be disciplined with yourself about this. Don't just plan a variety of exercises. Put them to the test to see if they will meet the right objectives.

Objectives can also be written as outcomes. Say to yourself "At the end of this exercise/activity I would like participants to be able to..."

Time

Don't overload your programme. Decide what is essential. Have a basic plan for your activity and be clear about what you will cover.

Plan how long to spend on each exercise within the activity. Then keep to this plan as best as you can. If you see that you are running out of time, make a careful adjustment to your programme but don't just stop before the end of the activity.

Whatever the activity, you need to maintain enthusiasm and understanding. Avoid long periods of presentation. Give participants a balance between information, discussion, reflection and practical exercises.

Skip things that you think most people are already clear about; spend more time on things they are not familiar with.

Allow time for impromptu discussions that are relevant to the topic but be ready to shorten or leave out non-essential items to compensate.

Ice breakers and energisers

Plan these in advance and make sure that they are appropriate for the moment. For instance have a lively energiser after lunch when people might be feeling drowsy³².

Prepare an agenda

Once you have decided on all the different exercises in the activity, write down an agenda with the time slots for each item. Remember that this will be a guide, although you should be prepared to be flexible on this, especially if the needs of participants are different not what you had expected.

Materials

Know what materials you will need and have them available.

Seating

As far as possible plan your seating so that everyone can participate equally and see one another. Circles or semi circles or groups work well.

Be aware of possible problems that might arise

Talk to your colleagues about any problems that you think may arise and work out a plan to deal with these.

Introductions and explanations

The way that an activity begins can set the tone for the rest of the group's time together. It is important to make participants feel that they have entered a friendly, unthreatening, stimulating, enjoyable environment.

Experienced facilitators often have their own preferences for how to start an activity. Below is a suggested outline of the steps that could be included in an introductory session. Note that many of these apply more especially to a workshop situation:

1. **Welcome everyone.** This is the first impression that participants get of their facilitator. You should make it a welcoming and reassuring one.
2. **Introduce yourself and your organisation.** Remember that participants have the right to know who you are, your job/occupation, your background and something about your organizations history and work.
3. **Ask participants to introduce themselves** to each other, giving a bit of information about their background and work. They may want to include something about their particular likes and dislikes or interests. Small personal details help to build trust and caring that are important foundations for working together productively.
4. If there is time, **run an ice-breaker** that involves everyone and helps to break down shyness and build up confidence.
5. **Ask people for their expectations.** Discuss these and say if any cannot be met.
6. Explain the **objectives** for the whole activity.
7. **Present an agenda for the activity.** This can be presented as an item for discussion. Consider other items that the participants think are critical. If you are unable to deal with them in the current workshop, make a plan to either get participants material or to invite someone to talk to them at a later stage.
8. **Explain the programme** - tea, lunch, smoke breaks. People like to know how the day will run and when they will be stopping. You may need to negotiate this. It is better to work out times that suit everyone. Try not to have a situation where some people have to leave before the end of a day.

³²A Guide to Civic Education - the NICE experience, Resource Sheet 10 Basket of Energisers (part 7), Malawi 2004

9. If you are running a workshop, set some **operating rules**. Participative learning is about interacting with other people. It is important to establish rules that set a tone of respect and consideration towards everyone. These rules should be negotiated. They include agreements about respecting different views, non-sexist language, smoking, cell phones, punctuality, etc.

One way of drawing up this list is to ask participants to list things that each of them could do to make sure that the learning process is enjoyable and productive. These rules should be written and displayed for the duration of the workshop.

Conducting an activity

After the introduction, conduct your activity. Here are some tips:

- Be aware of your different roles as a facilitator and make use of them where necessary.
- Make sure that everyone participates and that some people - especially men - do not dominate.
- Keep roughly to your agenda and your time schedule but be flexible.
- Focus on the objectives and reinforce points as you go along.
- Build rapport between yourself and the participants and amongst participants.

Communicate well with your group. This means:

- ▶ Listening carefully and not interrupting.
- ▶ Summarising what you have heard.
- ▶ Checking that participants understand what you mean.
- ▶ Making eye contact and being aware of your body language
- ▶ Checking for negative body language of others - head in hands, eyes out of the window, tapping pens, frowns, yawns etc
- ▶ Speaking and writing clearly.
- ▶ Sharing personal experiences.



The 'Why?' Technique

Helping people to explore difficult issues and conflicting opinions through questioning is an important facilitation skill.

If someone makes a statement that others disagree strongly with, the natural reaction may be to argue or to withdraw, depending on the relationships and personalities involved.

As a facilitator, you can help people to examine different views in a constructive way.

You can do this using the 'Why?' technique. This means asking 'Why?' instead of correcting or criticising a viewpoint, or allowing a destructive argument.

For example, if someone says 'Women should not be involved in politics', you could just respond that women have a legal and human right to be involved in politics but that is not likely to change the person's view. Instead, you can ask 'Why?'

Whatever the answer, you can continue to ask 'Why?' questions until the person explains the grounds for their opinion and can see any contradictions in it.

Using the 'Why?' technique requires sensitivity. It must not turn into an interrogation of an individual or become an endless debate. The point is to explore why a person holds a particular view - is it because of personal experience, lack of awareness, prejudice, or some other reason.

ANNEX 13

Picture Code on Community Mobilisation



Annex 14

WHAT IS COMMUNITY PARTICIPATION

A process whereby local groups are assisted in clarifying and expressing their needs and objectives and in taking collective action to attempt to meet them. **It emphasises the involvement of the people themselves in determining their own needs.** It is closely linked with the concepts of participation and resilience.

Community mobilisation is the process of clarifying and expressing needs and objectives and taking collective action to attempt to meet them.

Community mobilisation is important because it values person's right to self - determination and recognises their resilience.

Ensuring that human rights are respected requires the active involvement of the community

Why is community participation important?

It is a fundamental principle that all individual human beings have dignity and value and the right to be treated with respect. Everybody has the right to live a full human life and to improve his/her circumstances.

Human beings are essentially social animals who experience the need and desire to belong to larger supportive community.

Every individual and every community have the right to self-determination and to take control of their lives to the extent possible. People have often temporarily lost this control, which can be an overwhelming experience. It is important that control be regained as far and as quickly as possible.

Community mobilisation helps to enable people to define, represent and resolve their own interests and concerns, as such, respecting people's religious, cultural and traditional values. It acknowledges the fact that communities are frequently extremely resourceful, i.e. they contain a wealth of human resources, structures and networks, which can impact on problems and issues. Community mobilisation helps to avoid the danger of imposing external and inappropriate solutions.

It recognises the need for the target communities to identify with any programme and contribute towards it, thus also improving the local relevance and sustainability. The success of any programme will be directly related to the sense of ownership.

A community mobilisation approach sees the community as responsible and active in identifying responding to the many problems and issues they face: this is vital in avoiding the danger of dependence on external assistance and the long - term apathy and de-motivation that can result from it. This portrait is also an important alternative to the one of people, passive and dependent, which is detrimental to the process of coping.

The community mobilisation approach should allow for a dialogue between external agencies and those affected, so that all parties are aware of any constraints or limitations that may exist and so avoid unrealistic expectations being raised.

Dialogue should also be aimed at ensuring that all parts of the community have equal access to resources and / or information (e.g. ensuring equal access to education for boys and girls). It should also allow for the introduction of thematic discussion around issues such as preventive health, reproductive health, peace education and human rights education.

The approach is generally cost effective and affordable

Annex 15

Sample volunteer reporting form for a civic education activity

Name:Area:Contact details:

Date:Signature:

No.	Topic	Venue	Date	Participants			Contact person	Remarks
				M	F	Total		
1								
2								
3								
4								
5								

ANNEX 16

REPORTING FORMAT FORM FOR PARA CIVIC EDUCATORS

Address:

All reports must be submitted to the above address

NAME OF THE P.C.E. / VOLUNTEER _____

DATE OF THE MEETING _____

TIME _____

NAME OF THE VILLAGE _____

WAS THE VILLAGE HEADMAN PRESENT? YES/ NO _____

NAME OF VILLAGE HEADMAN: _____

NUMBER OF PEOPLE PRESENT _____

MALE _____ FEMALE _____

TOPICS COVERED

LEVEL OF PARTICIPATION

PROBLEMS FACED

WAY FORWARD

REMARKS / COMMENTS

SIGNATURE OF CREDIBLE AUTHORITIES (RELIGIOUS LEADER, CHIEF, HEADMASTER ETC):

ZONE COORDINATORS SIGNATURE _____

ANNEX 17

SAMPLE INCIDENT REPORT:

From: DCEO - Dedza

To: The Project Manager , NICE - PMU

Cc: The RCEO , Centre,

Date: 8th August 2004

REPORT ON THE TRAGIC ACCIDENT - DEDZA

One of the worst accidents happened in the history of our country and in particular Dedza after the Double deck - bus saga in 2000 also in Dedza; but now involving a three Ton lorry and a Heavy goods truck lorry on Friday 6th , 2004 at about 4.00 p.m.

The three Tone Lorry registration number KK 3003, was traveling from Lilongwe to Zomba having on board an estimation of 41 (forty - one) people. The people are believed to have been traveling to Zomba where a friend was to constrict a Tombstone. The accident actually happened when the driver of the three-tone lorry failed to control the vehicle as it negotiated the bend swaying this way and that.

This meant leaving his lane and then taking almost the whole lane for the on coming traffic. Unfortunately, there was heavy goods truck that was coming towards them from Dedza, which at that proximity could hardly stop, hence the head on collision.

Twenty-seven people died at the same spot of the accident, while as of Saturday the 7th, two more were reported dead at the hospital. It is also believed that some are still not in better condition while the driver survived with major injuries.

Eye - witnesses at the seen of the accident however, believe the driver was drunk. Packets of Chibuku beer were found smashed and some beers spilled in front of the lorry.

In a related development, the State President Dr. Bingu wa Mutharika who was coming from Uganda where he was attending an international Monetary Fund meeting, traveled to the scene of the accident and later to Dedza District Hospital where he cheered the victims.

Mean while people from all walks of life are still flocking to the site to see the remains of the three ton lorry which until Sunday the 8th , was still lying in its state.

Best Regards.

Rueben Nyirenda
DCEO Dedza

ANNEX 18

Report on Political Party Rally

NATIONAL INITIATIVE FOR CIVIC EDUCATION
Making Democracy Work - Taking Part in Public Life

Report on Political Party Rally	
Party Rally	Full Name of Party
Date	Day, month & year
Venue	Specific place, Village & T/A
Dignitaries	Main speakers (at least three): <ol style="list-style-type: none"> 1. Full name & position of highest-ranking speaker 2. Full name & position of second highest-ranking speaker 3. Full name & position of third highest-ranking speaker
Issues	Main issues addressed in the speeches: in order of importance): <ol style="list-style-type: none"> 1. 2. 3. 4.
Remarks	PCE's brief comment based on people's response (satisfaction, dissatisfaction or any dominant comments by members of the general public, questions raised etc.)

PCE name:.....

Zone:.....

Date:.....

ANNEX 19

SOCIO - POLITICAL DEVELOPMENTS REPORT FRAMEWORK

The Socio-Political Developments reports are quarterly reports covering various events in the districts related to social, economic and political developments. The reports help to monitor development of democratic trends in the districts thereby also serving as indicators for either positive or negative progress in civic education work for NICE. Here below are the major issues addressed in the reports.

1. Political Development

Under this topic the reports cover issues pertaining to TOLERANCE, VIOLENCE incidents and general events regarding party politics such inter and intra party relations. It is hereby important to get feedback on the stated aspects as they form a basis for gauging whether at all our targeted communities are conforming to principles and values of a democratic society.

2. Local / District Assembly Events

This is another pertinent area regarding the work of NICE. The present project phase's objectives will require that key development issues and activities at Local/District Assembly level should be highlighted. Our interest as NICE is in the areas of involvement of local people in decision-making (PLANNING) and their participation in the implementation of development initiatives. Accountability of service providers and duty bearers is also critical at this point.

3. Economic Developments

Democratisation implies empowerment of the people for active participation in development processes. Economic empowerment and independence could be looked at both as the means and the end to democratisation. Coverage of events and issues in this area helps to keep track on one of the state's obligations to the people and also how people themselves are prepared to uplift their lives from the yoke of poverty.

4. Cultural Issues

Cultural practices and beliefs play very important role in the lives of many Malawians. This is to the effect that culture can determine the direction and pace of democratisation and development processes. As such it is important to keep track of issues and events surrounding traditional leadership and general cultural issues that might be relevant to democracy and development in general and the work of NICE in particular.

5. Social Developments

Beyond culture, there are other factors that mould people's lives and have direct impact on how people respond to development issues. The way, different people interact and relate to each other also determine the direction and pace of development processes.

Of late there has been a rise of domestic violence related crimes that border on male dominance on gender. In essence, with the loss of trust in men, women could be deterred from active participation in development. Other issues pertaining to social developments could be drawn from religious circles where sometimes elements of intolerance breed tension, which could also have effects on development. Beyond this, one could also comment on topics such as security, education, recreation, HIV/Aids, corruption and other social services.

6. Food Security Issues

The past phase looked at food security as a strategic entry point to civic education in democracy. Food security as an issue still stands out as pertinent to any development discourse. Experience also shows that food security cannot just be looked at as an entry point but as an important condition or assumption, which must prevail for the implementation or success of some activities of the project. It is hence very important to monitor developments in this area through the reports on what is happening in the districts.

It is normally expected that the Socio- Political Development Reports are presented in matrix form mainly for brevity and conciseness. Here below is a proposed format broken in three parts.

1. POLITICAL DEVELOPMENTS		
Tolerance / Violence	Intra- Party Politics	Inter-Party Politics

2. DISTRICT DEVELOPMENT		
District Assembly Events	Economic Developments	Food Security

3. OTHER DEVELOPMENTS	
Traditional Leadership/ Cultural Issues	Social Developments

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