

Community Life Competence Process (CLCP)
Facilitators Manual

18 – 20 April 2018

Community Life Competence Process (CLCP)

Field Guide

For Facilitators

Page 2	Introduction
Page 3	Community Life Competence
Page 4	The Community Life Competence Process
Page 5	Ways of Thinking and Ways of Working
Page 6	The Community Life Competence Process Steps
Page 7	Step 1: Mobilize: Who Will Join Our Journey?
Page 9	Step 2: Envision: Where Do We Want To Be?
Page 12	Step 3: Self-Assess: Where Are We Now?
Page 16	Step 4: Prioritize and Plan For Actions: How Will We Get There
Page	Step 5: Act
Page	Step 6: Measure Progress: How Will We Know If We Have Got There
Page	Step 7: Share and Learn

INTRODUCTION

This document is a guide to the Competence process. It is useful for facilitators who are introducing the competence to communities dependent on agriculture.

The approach draws from the experience of the Constellation. The Constellation is a global network of facilitators and communities who have applied a process known as Community Life Competence Process (CLCP) on various life issues, adapting it to their own context. The specific experience in this manual has been built particularly from the experiences and knowledge shared by the WorldFish in partnership with the Department of Science and Technology (DOST) Regional Office 8. We believed that the text is particularly suited to the needs of these facilitators.

The first part of the document contains a short description of the philosophy that lies behind the Community Life Competence Process and a description of the steps in the process. The second part of the document goes through the process step-by-step. Each step is described, its purpose is explained and a detailed guide is given for facilitating the process in the community. Finally there are some hint and tips for facilitators that come directly from the experience of similar processes around Region 8.

This manual is a guide and not a law cast in stone. Flexibility is important. Facilitators should feel comfortable adapting the steps to suit the local context. What is most important is the philosophy.

COMMUNITY LIFE COMPETENCE

Every community has the capacity to respond to its challenges, to build a common vision, to act and to adapt. Every community can become competent: the place or state where it is able to deal effectively with the threats and the challenges that it faces in relation to living in their community.

In a Competent society, as we people in families, in communities, in organization, and in policy making act from strength:

- To acknowledge the reality of any life issue,
- To build our capacity to respond,
- To reduce our vulnerability to risk,
- To allow everyone to live out their full potential, and
- To share our experience with other

Global experiences reveal that the local responses are a critical factor to achieve progress on life challenge in communities (i.e. HIV, malaria, livelihood, reproductive health, food security). Local responses are the set of actions that communities take by themselves to address a certain concern, first of all using their own resources.

The experience of the Constellation, WorldFish and DOST VIII shows that two things are required for a community to take local action on an issue: **ownership** of the issue and the response, and realization and use of own **strengths**.

The Community life Competence Process

The Community Life Competence Process is a process to facilitate action towards the issue of concern. The process consists of a number of steps and tools that can be facilitated together with a strength-based way of working that a community can use on the road to competence. It reveals the community capacity to address their collective issues and implement agreed strategies first of all using own strengths and resources.

We believed that the steps in the process are simply and effective. The idea of OWNERSHIP is more important than any process. When communities own the problem of any life issue, then they will take action to deal with it.

WAYS OF THINKING

“Believing in local responses means believing in the community’s strengths to set its own goals, to develop its own goals, to develop its own capacity and its own response”

We are human.

We ALL have concerns and hopes.

We can ALL learn, grow and change.

Progress happens when people *own* issue.

Communities have the *capacity* to respond to their own issue.

That capacity remains to be revealed and nurtured.

That is the purpose of the Community Life Competence Process.

We stimulate communities by looking for people’s strengths and by seeking to *learn* from their experiences.

WAYS OF WORKING

We summarize Our Way of Working with the word SALT.

S is Stimulate...support

A is for Appreciate

L is for listen...Learn

T is for Transfer

We **Stimulate** action through **Appreciative** questions, we **Support** each other in the **Appreciation** of individual and community strengths, exchange their perspectives about what they have **Learned**, and **Transfer** lessons learned to their own context and other communities.

When facilitators around the world meet with communities, they look for their strengths. Communities take action from strength. We call **SALT** our mode of interaction with communities. We practice SALT in each step of the process.

The most important objective of a SALT Visit is to appreciate what a community is doing. We seek to identify the strengths that the community displays through the action they are already taking.

When we listen to the community and we recognize and appreciate their strengths, we provide support to the community to continue and to expand their actions. And from this conversation, we can take back what have we learned to our own families and community.

THE CLCP STEPS

The Community life Competence Process is made up of a simple steps and the rest of this document describes each of these steps.

Step	Question to address	Step for the community	Tools
1. Mobilize	<i>Who are we? Who will join</i>	Build relations mobilize community & leaders	SALT visits
2. Envision	<i>Where do we want to be?</i>	Community builds a common dream for a competent community	Dream building
3. Self -assess	<i>Where are we now?</i>	Community assesses its current situation of competence	Self- assessment
4. Prioritize and plan for action	<i>How will we get there?</i>	Community priorities and sets target, plans action and sets targets, plans action and sets own indicators	Action planning
5. Act		Community takes action	SALT visits
6. Measure progress	<i>Are we making progress?</i>	Community measures their own progress and learned how to improve	Self- measurement of change
7. Share and learn	<i>We learn and share</i>	Community shares their actions and learn from other communities within and beyond the project	Peer assist, knowledge fair, Knowledge Assets

In the **first step**, the Community identifies *'who will join the process?'* It mobilizes its community members. It invites the member to join the process towards a Competent Community. SALT Visits are a good way to build relationships and start the conversation.

In the **second step**, the Community answers the question: *'Where do we want to be?'* The people imagine and describe their community when it is Competent. In this step, we use the tool called *'Building the Dream'*. The purpose of the step is to give the community a vision of what to aim for.

In the **third step**, the Community answers the question: *'Where we are now?'* The community discusses its current situation with regard to dreamed community. In order to do this, the community will use a 'Self-assessment Framework'.

The **fourth step** is often done immediately after the third step (e.g. on the same day). The community answer the question: *'How will we get there?'* It sets targets and makes plans for action. For this step we use a tool called 'Action Planning'.

The **fifth step**, the community takes action based on the action plans. They use their own strengths and resources and resources first.

The **sixth step** comes a few weeks or months into the process. The Community answers the question: *'Are we making progress and how can we improve?'* For this step we use a tool called 'Self- measurement of Change'.

Finally, in the **seventh step**, the Community looks *'What and how can we share and learn with other (neighboring) communities?'* Of course, sharing and learning is important throughout the process, but this seventh step encourages the community to actively seek opportunities to share their experience of taking action, and learn from others for the future.

As facilitator, we apply the SALT way of working at every step.

Step 1 MOBILIZATION: WHO WILL JOIN OUR PROCESS?

Purpose for the community: Answer the question: Who will join our journey?

Purpose for the Facilitators: Establish a relationship of mutual trust
Understanding the context
Mobilize the interest

Tool: SALT visit

As a facilitator, we can mobilize the community during the first and follow- up visits, with a specific way of thinking and working called SALT. A SALT Visit is a community visit where facilitators practice SALT. During these visits, we recognize that we are not

coming with solutions or “interventions” for the community, but we go to the community to listen and to learn, and to stimulate them to identify their own solutions.

What is a SALT Visit?

A SALT Visit is a simple but powerful idea. We go to have a conversation with a group of people in a way which uses the ideas of SALT introduced in this manual.

The first and the most important objective of a SALT Visit is to appreciate what a community is doing. We seek to identify and to name the strengths that the community displays through the actions they are already taking.

Why do we do a SALT Visit?

A SALT Team visits a community:

1. to help the community to identify its strengths, concerns, hopes and its own resources;
2. to appreciate what a community is doing to improve their lives, and to stimulate a community to address their concerns; and
3. to build relationship with and learn from the community.

How do we do SALT Visit?

Generally, SALT, Visits are pre-planned in consultation with the community. We must be invited and welcome.

Before the visit

1. Plan the visit (re the timing, venue, purpose of the visits, etc.) with the community leaders e.g. barangay captains, women leaders, sectorial group leaders etc.
2. A member of the SALT Team notifies partners/stakeholders to plan a visit to the community that has invited them to make a visit.
3. Prepare the visit among the SALT team with regard to the purpose of the visit, the process of the visit and the roles of each team member.

During the Visit

4. The SALT team introduces itself as people who are there to learn, and each member introduces themselves as a person, not by title.
5. The SALT Team applies the element of SALT during the visit.

Key questions may include:

- a) What are their concern and hopes?
- b) What are they doing already to address those concern?
- c) What have they learned?
- d) And what they want to do next?

After the visit

- 6. The SALT Team does an After Action Review (AAR), reflects the results of the visit, using the following key practice of SALT.

Key question of the AAR:

- a) What went well?
- b) What strengths did we see/observe?
- c) How did we work as a team? How did we practice SALT?
- d) How can we do it better next time?

Our approach is to listen and learn from the community and appreciate their strengths and what is ready being done.

The outcome that we work towards is that the community feels ownership of its problems and concern;

- that it is capable to deal with those problems and concerns;
- that it is strong and confident;
- and that it can learn and grow.

STEP 2: VISIONING: WHERE DO WE WANT OT BE?

Purpose for the community: Answer the question: Where do we want to be?

Purpose for the facilitators: Facilitate the development of a common vision for the entire community

Tool: Building the dream

“THE DREAM”

When we set off on a journey, helps to know where we are going!

When we set off the on the road to a Life Competence, it will help us to know what it will be like when we get there!

The Dream is our picture of what our community will be like when we are Competent in any life issue. It is not a world where everything is perfect. It is a world where our community is confident that it can deal with the challenges that present to our community.

What is a Dream (or Vision)?

'Building the dream' is a tool used in the process towards Life Competence.

A 'Community Dream' is a dream or vision that the Community shares and it works together to achieve. It is a description of where the community wants to go.

A 'Community Dream' is a guide for the Community to know where they are going and what it will be like when they achieve their vision.

Why Does the Community build a Dream (or Vision)?

The Community builds a Dream:

1. To establish a common vision to guide and to support the Community.
2. To help the Community to look at their life in the future with respect to their existing challenges they faced in the community.
3. To let individual members of the community to reflect on their own vision for the community.

How does the community build a Dream?

1. A member of the SALT Team notifies focal persons in the community. They set dates and times for the visit.
2. The SALT Team meets the community with introduction and other formalities.
3. The facilitator or focal person recaps what has been covered in the previous visit and then introduces the purpose of the current visit (i.e. to discuss 'where do we want to be?' – the vision).
4. The community is divided into focus groups, e.g. women's group, farmers group, fishers group, youth group, specific handicraft group (e.g. bamboo craft makers), etc. Option: Facilitators facilitate the dream building exercise with each focus group separately on at different times /dates.
5. Facilitators interact and guide the discussion towards dream building.

There are 3 steps to help a community to build their dream. As a first step, each individual needs some time to think about their own personal dream for the community. The community then organizes itself into small groups and has the opportunity to share their personal dreams. As a final step, the whole group comes together and tries to build a single vision that every can own. We have found that many communities find it easier to think about their dream using the pictures instead of words.

a) Individual Dream

“You are a farmer/ fishes / woman /youth/etc. who lives in this community. When you think about your concerns/issues/challenges, how do you want your community to look like in the next 10-15 years? Dream of that ideal community. Draw a picture of your personal dream of the dream community.”

b) Small Group Dream

In their small groups, ask each participant to present their drawing and explain their dream of an ideal community. All members of the group take turns showing his/her drawing and explain it to the other group members. The group discusses and documents what is similar and different about the dreams. The group draws a picture that reflects the dreams of all members.

c) Community Dream

One person from each group presents their drawing to the whole group. The plenary discusses what is similar and what is different about the dreams.

Optional: the group draws a picture that reflects the dreams of all focus groups.

6. Facilitators' Team summarizes the community dream and looks for common themes and practices. This will be useful for the next step, which is the Self-Assessment.

Facilitator's Quick Guide to Dream Building

Step	Question	Resources	Facilitation Tips
Individual dream	<i>What is my dream for my village?</i>		Participants sit alone; Ask participants to close their eyes and imagine their community in X years' time; Make sure the dreams are realistic.
Share the dream with your group	<i>What are some similarities and differences in our dreams?</i>		Participants can sit in a circle; Everyone shares, one at the time; No comments or ridicule, everyone has a right to dream!
Build a common dream	<i>What is our dream for our village?</i>	Flipchart/ A4 paper Makers/ Pens	Participants work together as a group; People sometimes need encouragement to draw; Everyone's dream is capture
Synthesize key practices	<i>What practices will we need to do if we are to realize the dream?</i>	Flipchart/ Makers/ Pens	Capture the main points of each dream; Look for commonalities

Hints and Tips

1. Find out who is new to the group and adjust our process based on that information. Brief people on what we did last time and ask them if they have any concerns or comments regarding the previous visit.
2. Don't introduce pens and paper too early. Discuss first and then give out the pens and the paper.
3. People often need encouragement to draw.
4. Make sure that there are some literate people in every group.
5. Make sure that those with quiet voices are heard.
6. Ensure appropriate group dynamics to encourage everyone's contributions (e.g. if appropriate, separating women from men, youth from adults).

Step 3: SELF-ASSESS: WHERE ARE WE NOW?

Purpose for the community: Answer the question: Where are we today?

Purpose for the facilitator: Stimulate a profound discussion on the current

situation which regard to a dream community (a competent community)

Tool: Self- Assessment

What is a Self-Assessment?

Self-Assessment is a tool for community to measure its own competence in response to their concern/issues. In the step the community looks at itself and describes where it is today, in relation to the dream. This description provides the benchmark for action. When we are clear about where we are today and where we want to be, we will be in a good position to think about what we must do to move towards our destination.

The most important aspect of the Self-Assessment is the discussion that takes place around the practices. These practices are those which were identified in the dream-building. They are the things that we believe we must do in order to reach the dream.

The challenge is to get all the different groups in a community to discuss their current situation and to agree on a score (from level 1- 5) for the each one.

The Self-Assessment Framework is like a table or grid. It can be drawn on paper, or you may prefer to use colored cards and a wall or floor.

The Self-Assessment Framework helps us (the community) to assess ourselves on each practice. We choose a level from 1-5 and mark it on the grid. This allows us to see where we are doing well and where we need to improve. We can then discuss and agree on which practices we wish to focus.

When we are at Level 5, the practice is a very natural part of our everyday life. It is the way that we behave when we are Competent. When we talked about the Dream, we were talking about Level 5.

When we are at Level 1, we know something about the practice but not enough to take action effectively. As we become more competent we move from Level 1 to Level 5.

Why does the Community do the Self-Assessment?

The purpose of Self- Assessment is for the Community to understand where it is today on the main practices to do with a Life Competence:

1. To set benchmarks and targets for improving practices
2. To learn from each other within the community

How does the community do its Self-Assessment?

1. The facilitation team comes together to draw up a plan for the visit, e.g. assign tasks for facilitation, prepare open-ended question and other logistics.
2. The visit to the community is done on the agreed date and time.
3. On arrival, start with introductions and the other formalities.
4. The facilitator or focal person recaps what has been covered in the previous visit (Building the Dream) and then introduces the purpose of the current visit (Self-Assessment).
5. Facilitators stimulate discussion [either in small group or in plenary]. Facilitators ask: *“When you look at the vision or dream, what practices will we need to do if we are to realize the dream?”* Participants are asked to list as many as possible. It is a good idea to group the practices which are similar and to make sure they can be described and understood in the local language.
6. A more detailed introduction to the Self-Assessment Framework is done by the Facilitator – the practices, the 5 levels. The fun exercise, using local daily life practices which are less sensitive (e.g. cooking, reading), could also be used to introduce and practice the 5 levels in a simple and lively way.
7. The community is divided into focus groups and stationery is distributed to each group.
8. Each group does the Self-Assessment and they assess their progress against the 5 levels.

Recording – assign someone to record the process and the outcome. Often a lot of good ideas come out of the way of the discussions that are not part of the self-assessment. Record these too. Likewise, if groups wish to record evidence to support their conclusions, encourage them to do so.

9. A representative from each group is given time to present their discussions/ points to the whole community. Other groups provide comments and observations, when appropriate.
10. The Facilitator facilitates the group to come up the with an agreed level for the practice that arriving at different levels.
11. The Facilitator appreciates and acknowledges the effort of the individual groups in the presentations and concludes the program.
12. The plan for the next visit to do the Action Plan is discussed.

Hints and tips for the Self-Assessment

1. Introduce the process steps using the Simple Language. So use *‘where are we today?’* Rather than *‘Self-Assessment’*.
2. Introduce one practice at the time to the community, and assess the level for that Practice before moving on to the next one.

3. Facilitators have to know the practices very well, preferably by heart. They have to be able to express them clearly using examples.
4. When different groups arrive at different Levels for the same Practice, the differences should be resolved by discussion and consensus, not by averaging or voting.
5. Facilitators must give consistent messages to the community. Facilitators must have a common understanding of the Community Life Competence Process.
6. Facilitators should ask the group **WHY** they have assessed themselves at a particular level and ask for stories that illustrate this.
7. If there is time, do the Self-Assessment with different groups on different days.
8. It is good idea to have 1 lead facilitator, and others to support. If there are multiple group convene at the same time, there will need to be a facilitator for each one.
9. When demonstrating the process for the first time, it is useful to use a single practice. Walk the group through each level, and encourage them to think about what that level would like.

Facilitator's Quick Guide to Self- Assessment

Step	Questions	Resources	Facilitation Tips
Identify Practices	<i>What practices will we need to do to realize the dream?</i>	Flipchart or cards Marker or pen	Capture main points from the dream; look for the commonalities List as many as possible Distil into a list of practices (things that we must do, in order to realize the dream)
Introduce Self-Assessment concept	<i>What level are we now, from 1-5?</i>	Flipchart Marker or pen	Introduce Self-Assessment concept to the group and explain its usefulness; Uses a familiar example to explain level 1-5; Be creative and make it interactive!
Conduct Self-Assessment	<i>For each practice, where are we now (which level) and why do we think we are here?</i>	Flipchart/ Paper Marker/ Pens	Ask the group to gauge themselves on all the practices from the level 1-5; it's not just about the scores, the discussion within the group is very useful; Pre-prepare the frameworks (e.g. using the flipchart/paper)

Step 4: PRIORITIZE AND PLAN FOR ACTIONS: HOW CAN WE GET THERE?

Purpose for the community:	Answer the question: What are our priority areas for action and what are we going to do?
Purpose for the facilitator:	Facilitate the identification for the priority areas and development of the action plans
Tool:	Action Planning

What is an Action Plan?

Once a community knows where it is going (dream/vision) and where it is now (Self-Assessment), people start to plan for action. They think about what they are going to do in order to move from where they are today towards where they want to be.

An Action Plan is a tool used to guide the community to plan and organize for Action! They choose around 3 practices from the Self-Assessment which they would most like to improve. Then they develop a list of activities, assign persons to take leadership and set some timelines.

An Action Plan enables the community to prioritize their action and make concrete plans. When you have an action plan, you are able to take action.

Why does the Community build its Action Plan?

It is a roadman which helps us to stay on track towards achieving our dream. It enables us to see where we have available resources (people, money, materials) and or if we need to seek support.

How does Community build its Action Plan?

1. The community focal persons or leaders are notified of the visit and he arranges the visit with the community.
2. The Facilitation Team goes to the Community. On arrival the introduction and other formalities are done.
3. The Facilitation team recaps on the previous visit (Self- assessment) and then introduction the purpose of the current visit (Action Plan). *“What are we going to do to get to move from where we are today to where we want to be in 12 months’ time?”*
4. The community is split into their respective groups. They are given paper and markers to build an action plan. They will need their completed Self-Assessments from the previous exercise.

5. The groups revisit their self-assessment and identify 3 or 4 practices that they wish to make a priority. They set targets for each of the priority practices. For example, if they are now at level 2, perhaps they'd like to reach level 3 in 12 months' time.
6. The facilitation team explains the action plan framework. Before facilitating action planning, it is a good idea to prepare the templates on flip-chart. Below is an example of the template.

PRIORITY PRACTICES	CURRENT LEVEL	TARGET LEVEL	ACTIONS	RESOURCE NEEDED What? (human materials, money) and from Where?	WHO Focal persons from within the community (specify names)	WHEN
1.			1.			
			2.			
			3.			
2.			1.			
			2.			
			3.			
3.			1.			
			2.			
			3.			

And now for the most important question: What are we going to do to get to move from where we are today to where we want to be in 12-months time? We need to think about the things that WE can do to help us to move from where we are now to where we want to be. For each of our 3-4 priority practices, we identify actions that will help us to move To the target level.

The communities are encouraged to first look at their own strengths and resources in supporting their plan. After that, they can identify areas for outside support including research opportunities, technologies and services that partners can provide. Through this process, the "pull" for service will be much greater and uptake will naturally increase through increased ownership.

7. The community then does its action plan. The community can be divided into small groups of people who are interested to develop detailed action plans of a particular priority practice.
8. The small groups present their work to the whole community.
9. The Facilitation Team appreciates and ask questions to clarify (if needed).
10. The Facilitation Team concludes that the next step is for those focal persons of individual action to start to carry out those task according to the specified timeframe.

This action planning step is about 2 things:

The first about the actions that we are going to take. So what are we going to do? Who is going to do it? When are we going to do it? What resources do we need to do it?

The second thing to think about now is perhaps a little less obvious. How will we know that we have been successful in what we are planning to do? What change do we expect to find? How are we going to demonstrate to ourselves that we have been successful? And when we have done these things we will be ready to start to take action. This part will be Introduced in the next step!

Facilitator’s Quick Guide to Action Planning

Step	Question	Resources	Facilitation Tips
Prioritize	<i>Which 3 practices do you most want to improve within the next 1 year?</i>	Completed Self-assessment Framework; Pen/Marker	Builds from Self-Assessment
Set Targets	<i>Where do we want to be in the next 1 year on the 3 priorities we selected?</i>	Completed Self-assessment Framework; Pen/Marker	Encourage realistic target
Create an Action Plan	<i>What are the action we will take (in the next 1 year) to achieve those targets?</i>	Paper or Flipchart Markers/ Pen	Encourage participants to: Set timeframes; Allocate people to activities; Look within their existing resources; Keep the Action Plan somewhere safe for future reference!