

## PIL511A Facilitate participatory planning and learning activities

This unit covers the process of facilitating participatory planning and learning activities.

It requires the ability to devise strategies for facilitation of participatory planning and learning, carry out participatory planning and learning activities, and report on and review participatory planning and learning. Facilitating participatory planning and learning activities requires knowledge of permaculture principles and practices, strategies for facilitation of participatory planning and learning, range of participatory planning and learning activities, codes of conduct and ethical behaviour and group presentation methodology.

Element	Performance Criteria
1. Devise strategies for facilitation of <b>participatory planning and learning</b>	1.1 A range of participatory planning and learning facilitation strategies is identified and assessed for suitability. 1.2 <b>Client group</b> is identified and profiled 1.3 Planning and learning objectives and outcomes are clarified. 1.4 Resources required to conduct participatory planning and learning are assessed. 1.5 Appropriate learning environment for client group and activities is identified 1.6 Participatory planning and learning strategies are chosen which enable and encourage relevant groups/people to be involved. 1.7 Program outlining time, location, venue requirements, budget, promotion, specialist and volunteer assistance, catering and other logistics is prepared and circulated to interested parties 1.8 Legislative and organisation requirements are reviewed to ensure strategies meet all criteria.
2 Carry out participatory planning and learning activities	2.1 Information is prepared which is clear, accurate and appropriate to the needs of the parties. 2.2 All people involved in facilitating participatory planning and learning activities are briefed on the processes of delivery and the parties involved. 2.3 <b>Information</b> is provided to involved parties at an appropriate time and place. 2.4 Access and equity requirements are implemented in the participatory planning and learning activities.

		2.5 Measures to expedite community participatory planning and learning activities are taken to ensure compliance with designated timeframe.
		2.6 Participatory planning and learning activities are undertaken in a manner that ensures participation in decision-making and viewpoints are canvassed.
3	Report on and review participatory planning and learning	<p>3.1 Feedback from participants is collected and collated to facilitate analysis.</p> <p>3.2 Appropriate suggestions for improvement are incorporated into future plans for participatory planning and learning activities</p> <p>3.3 Summaries of responses and adopted amendments are provided to interested parties to ensure participation by individuals and/or groups is recognised.</p> <p>3.4 Other issues raised during participatory planning and learning are directed to relevant persons for response and follow up</p> <p>3.5 An accurate report on participatory planning and learning activities is prepared with recommendations to enable future improvements to be made</p> <p>3.6 The overall effectiveness of participatory planning and learning activities is reviewed and evaluated and action taken where necessary.</p>

### Range of Variables

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What <b>client groups</b> may be included in this standard?	Client Groups may include government agencies or associated bodies, community organisations, housing cooperatives, community groups, educational institutions, private businesses or corporations
What activities may be included under <b>participatory planning and learning</b> ?	<p>Activities may include:</p> <ul style="list-style-type: none"> <li>◆ Team building – ice breakers, trust games, creative and social activities, celebration and cultural activities</li> <li>◆ Creative Expression – wild design, mime, performing and visual arts, story telling</li> </ul>

- ◆ Problem Solving – brainstorming, mind mapping, PMI, SWOT, Six Thinking Hats, theming and chunking, affinity matrix, modelling
- ◆ Experiential – visualisation, affirmation, role play, cultural mapping, 6 senses, simulations, educational and experiential games
- ◆ Information Gathering – group and individual research and observation activities, sharing information, questioning, field trips
- ◆ Negotiation – open forum, active listening, consensus building, win-win

What is included under **access and equity**?

Access and equity may include subject matter, manner in which consultations are conducted, physical accessibility and community profile.

What **information** may be relevant to this standard?

**Information may include** written records, oral, anecdotes, reports, instructions, directions from supervisor/management, interviews, formal and informal and team meetings.

## Evidence Guide

### What evidence is required to demonstrate competence for this standard as a whole?

Competence in this unit requires evidence that participatory planning and learning activities have been successfully facilitated as set out in the performance criteria above. The skills and knowledge required to facilitate participatory planning and learning activities must be **transferable** to a range of group interventions, consultations, communities and bioregions..

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Permaculture principles and practices
- Learning styles and methodologies including accelerated and experiential learning
- Strategies for facilitation of participatory planning and learning
- Range of participatory planning and learning activities
- Conflict resolution and strategies to deal with strong personalities
- Codes of conduct and ethical behaviour

- Group presentation methodology

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, some complementary skills are required. These skills are:

- Devise strategies for facilitation of participatory planning and learning
- Carry out participatory planning and learning activities
- Report on and review participatory planning and learning

**What processes should be applied to this competency standard?**

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can <b>communication of ideas and information (3)</b> be applied?	Through group presentations and consultations.
2. How can <b>information be collected, analysed and organised (3)</b> ?	Through use of range of media.
3. How are <b>activities planned and organised (3)</b> ?	Through consultation with individuals, groups and community.
4. How can <b>team work (3)</b> be applied?	Through facilitation of group processes in participatory planning and learning.
5. How can the use of <b>mathematical ideas and techniques (-)</b> be applied?	N/a
6. How can <b>problem-solving skills (3)</b> be applied?	Through facilitation of group discussion and decision-making
7. How can the <b>use of technology (3)</b> be applied?	Through presentation methodology (eg PowerPoint) and use of computers.

**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

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For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the **Permaculture International Ltd Course Documentation**.

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