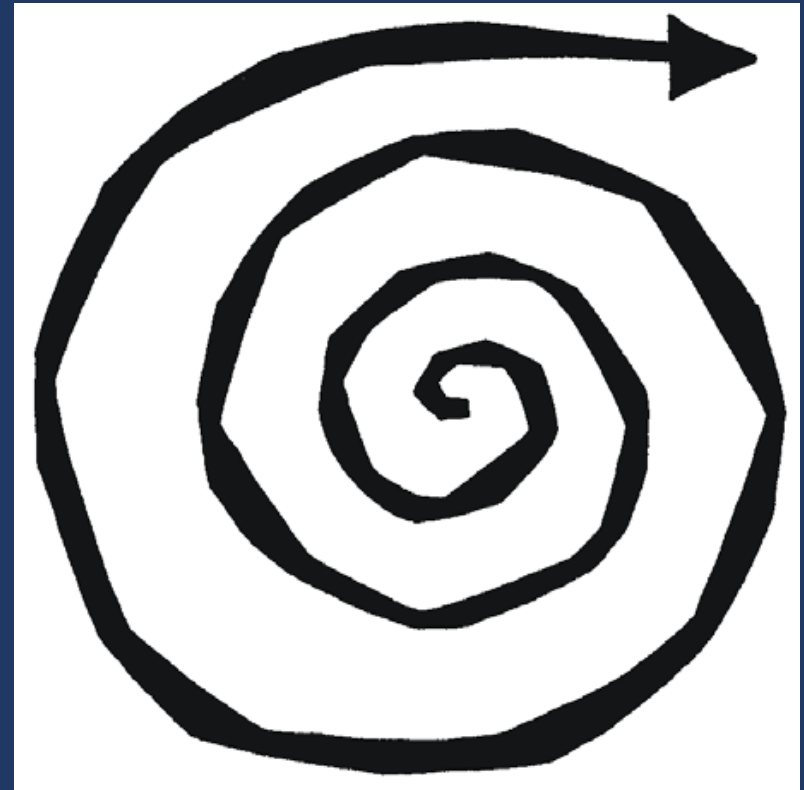


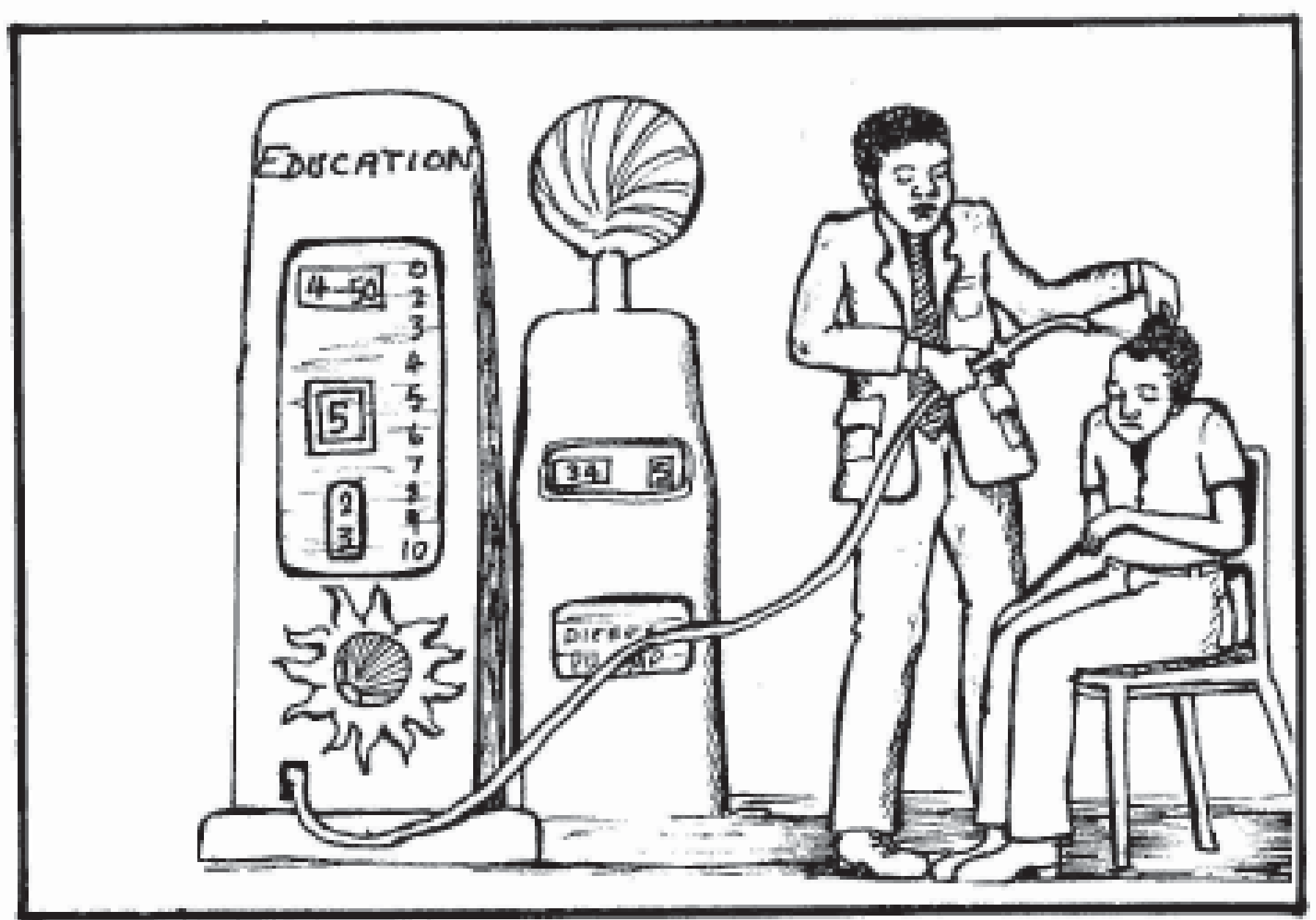


# Stakeholder engagement

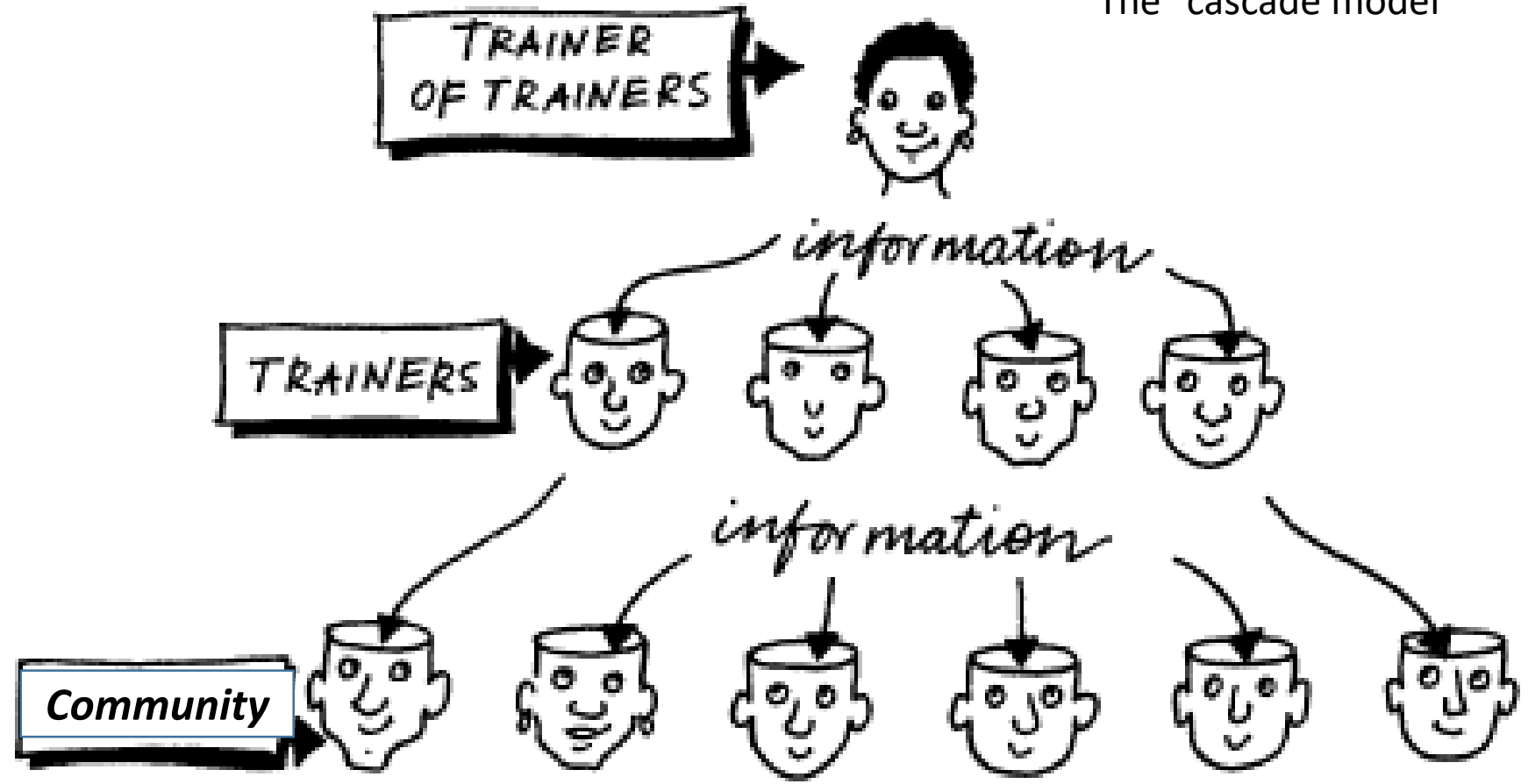
Process design for social learning and  
transformation in RESILIM O

Derick duToit  
2015





The "cascade model"

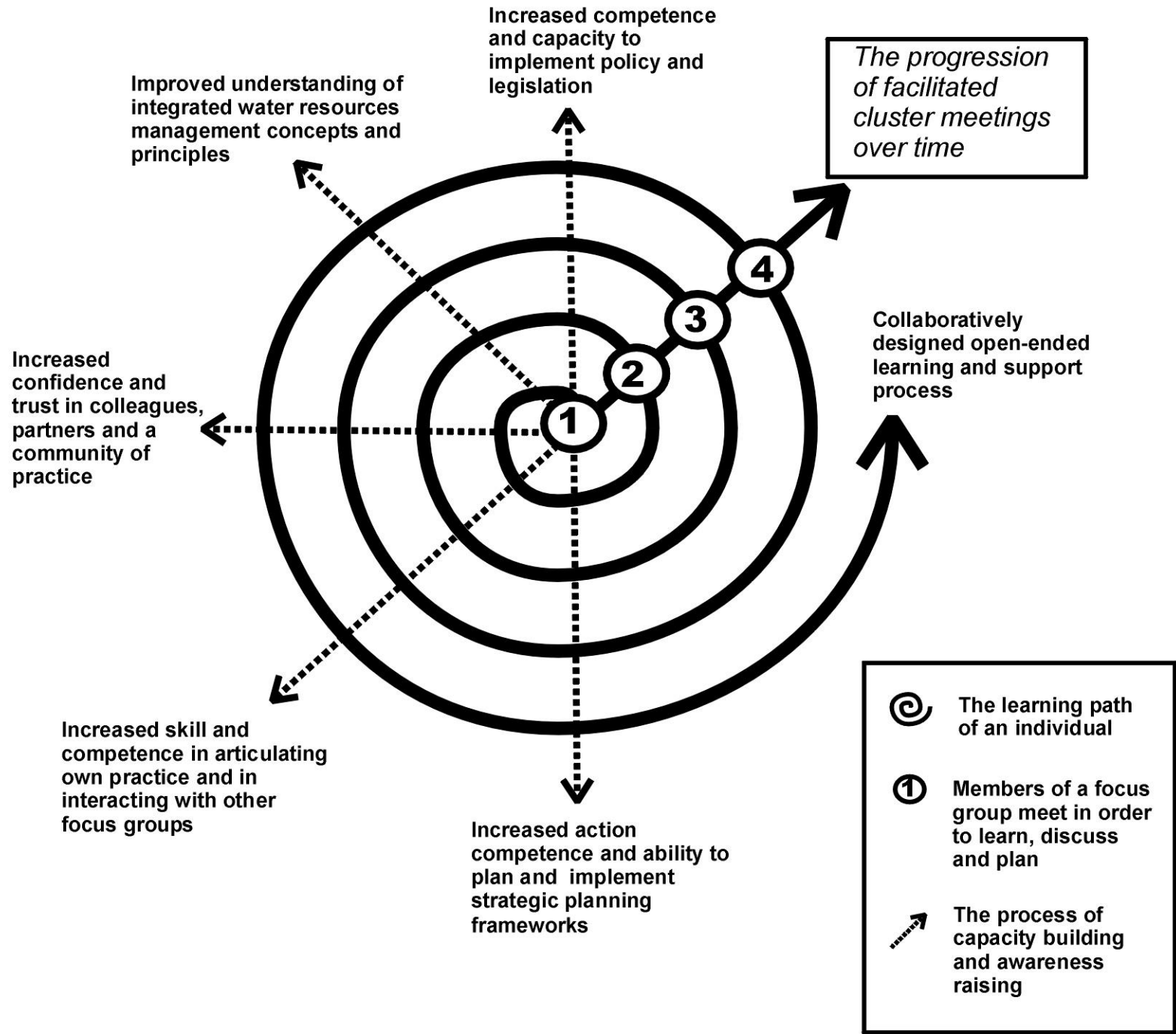


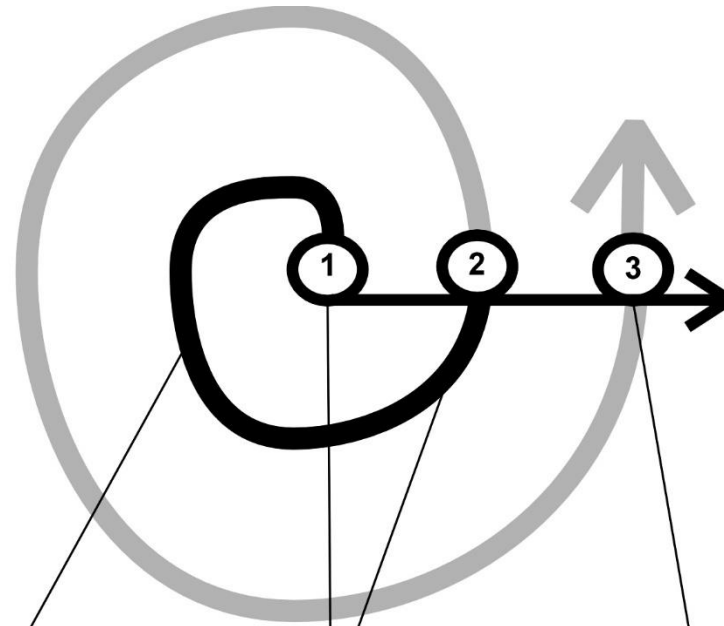
# Learning is...

- A process not a product
- A process that takes time
- Controlled by the person doing the learning NOT the facilitator
- Dependent on motivation and interest
- Must be meaningful to the individual
- Involves relating present experience to past experience
- Encouraged by a non-threatening environment
- Affected by relationships and interaction within the group

## ***10 key features of the spiral model***

- 1.** Contextualisation
- 2.** Participation
- 3.** Dialogue
- 4.** Reflexivity
- 5.** Integration of theory and practice
- 6.** Flexibility
- 7.** Democracy
- 8.** A constructivist approach
- 9.** Development of sophistication of meaning
- 10.** Continuous learning

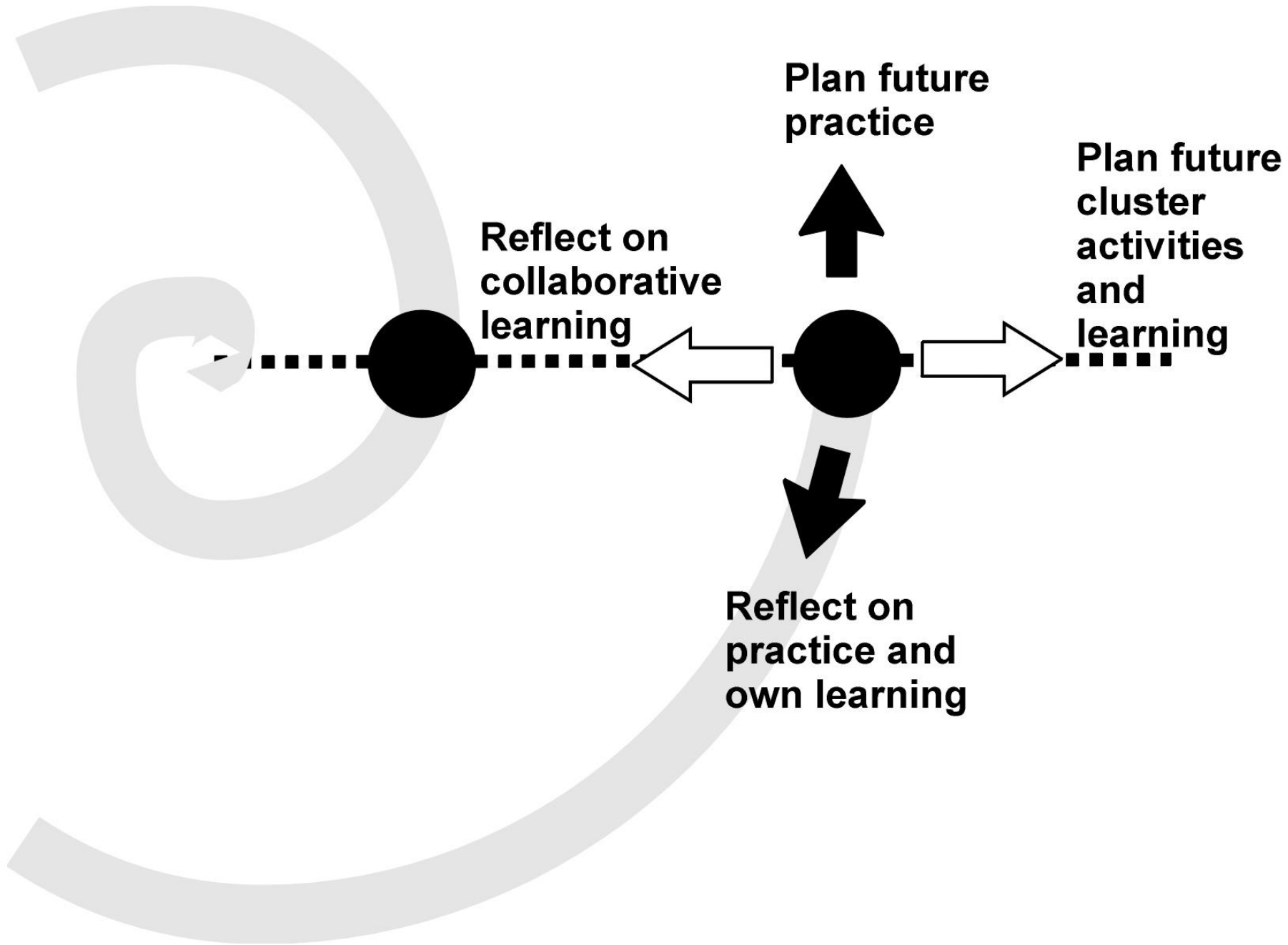




**Work-away session**  
An opportunity to translate learning into practice. This is the period between two consecutive meetings where members of a cluster get to implement what they have learnt

Consecutive cluster meetings are separated by a period of time. The frequency of meetings is negotiated and depends on the availability of resources

**Work-together session**  
Members of cluster meet regularly with each other and a facilitator who structures a learning programme to meet specific information and skills-based needs of the group.





# The Spiral approach requires:

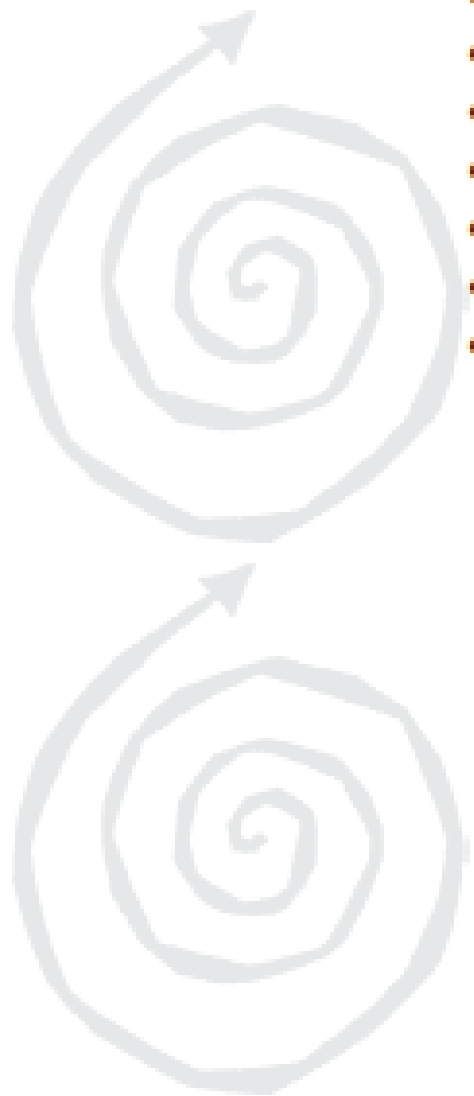
- A mediator
- A venue
- Access to policy documents
- Supportive management and provincial structures
- Access to resources such as information and local knowledge
- Groups of people committed to transformation

# Activities:

- Improved dialogue between sectors leading to improved collaboration, shared practice and improved conflict resolution. Includes language expansion with a higher degree of commonality of sustainability concepts
- Recognition of the catchment as a shared context for planning
- Improved skills for NRM in the Olifants catchment
- Improved awareness leading to the synthesis and integration of key concepts for translation into NRM practices

## The spiral model **is**...

- Consistent with a constructivist view of learning and knowledge
- Guided by policy
- Responsive to needs of participants and context
- An open ended and long term approach to professional support
- Focused on building skills, competences and attitudes
- Continuous and sequential
- Dedicated to a reflexive orientation
- Competence based
- Accommodating of democratic principles and negotiation

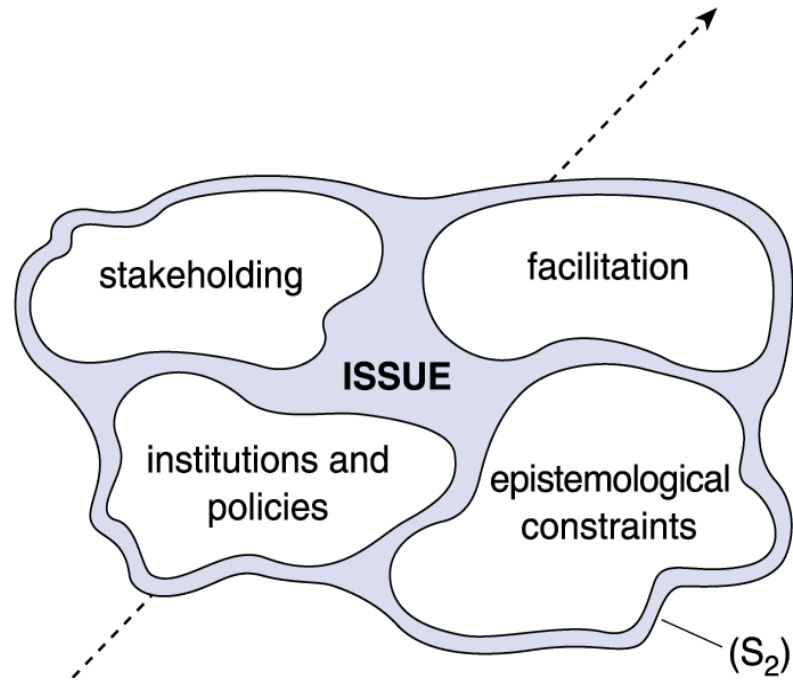


## The spiral model **is not**...

- Content based, although content may be important
- Applied as a 'once off' training session or a short term solution
- Focused only on technical aspects and the transfer of information
- Linear – starting at one point and then ending at another pre-specified point with a fixed route in between

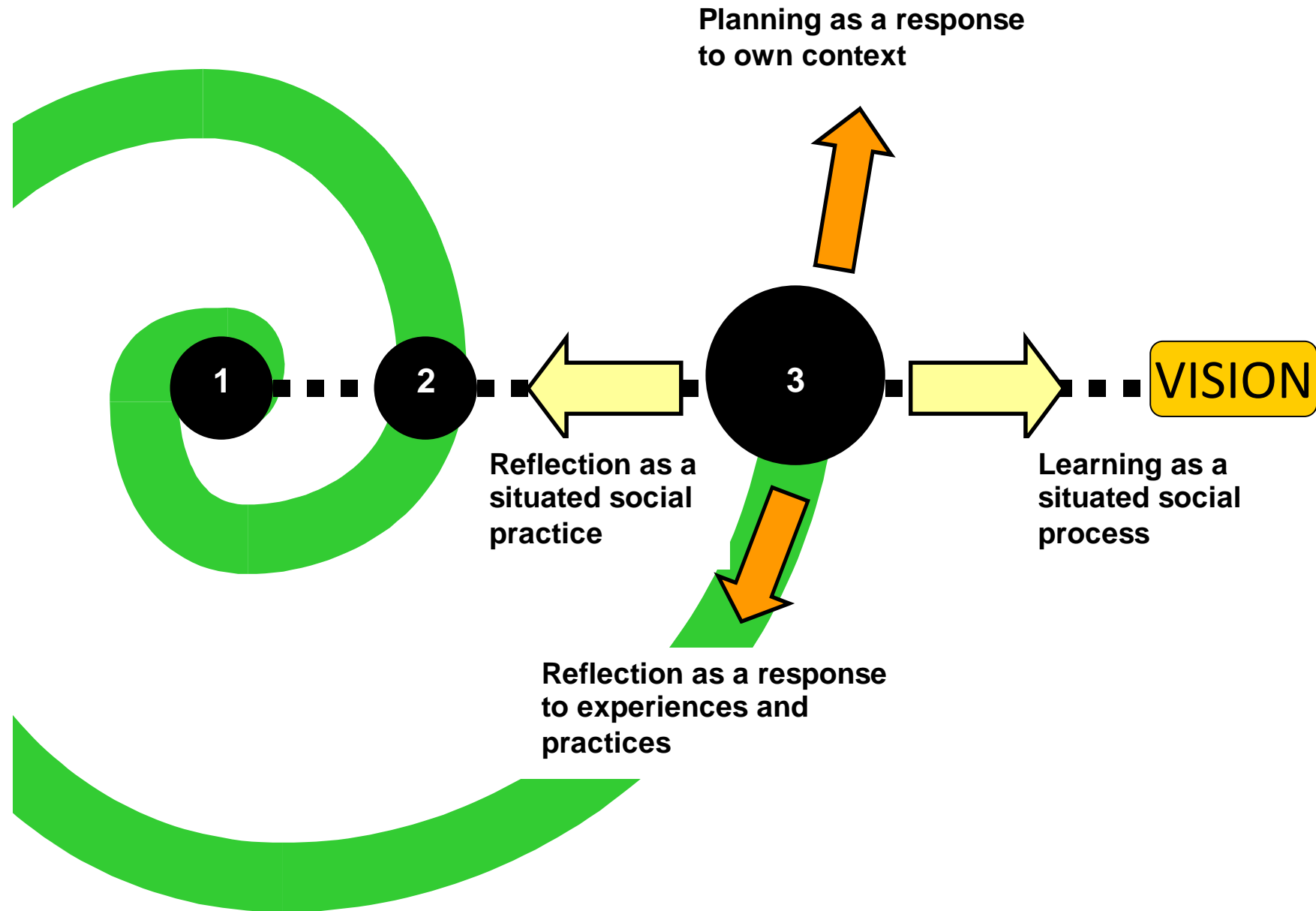
# The key principles underpinning the framework are:

- 1. A long term view of support and learning**
- 2. Attention to dialogue and collaboration**
- 3. 'Work-together' and 'work-away'**
- 4. Activities approach to learning and awareness raising**
- 5. Democracy**
- 6. A framework for mediated learning**
- 7. Working mostly with adults**
- 8. Working within a context of change**
- 9. The spiral and a framework for reflexive learning**
- 10. Needs driven learning**

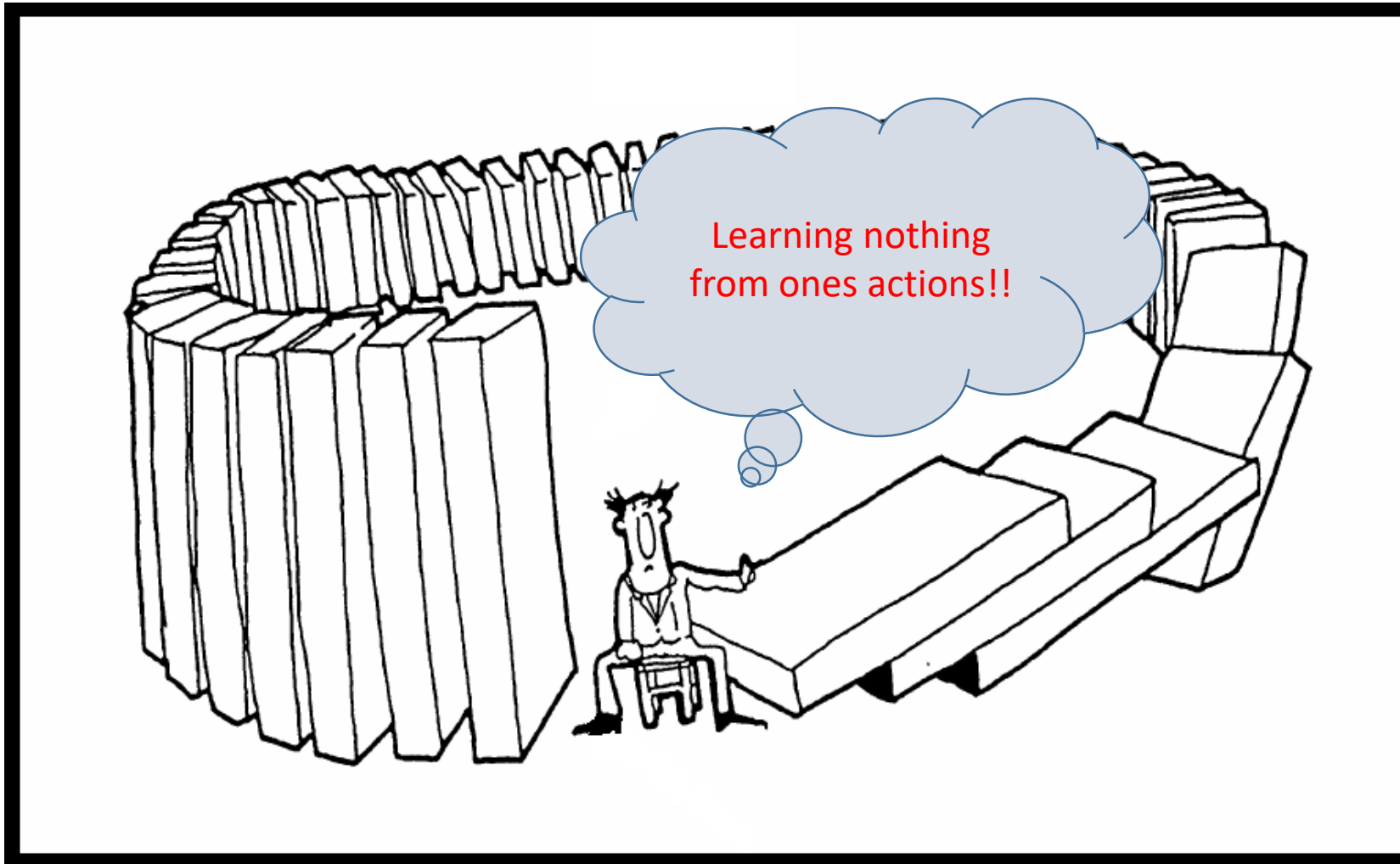


Social learning: process of socially constructing an issue by actors in which their understandings and practices change, leading to transformation of the situation through collective / concerted action.

## A closer look at planning social learning processes...

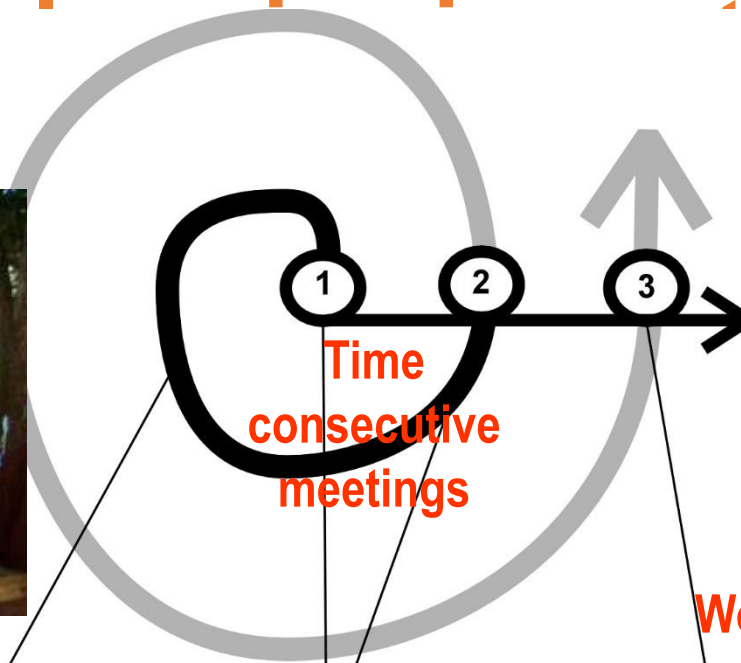


# Systems thinking



Source: Levin, 1976. *The New Yorker Magazine*.

# A process and reflexive approach to



## Work away session

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## Work together session





# Attention to reflection and planning



A

## **process orientation**

emphasises the ongoing  
development of:

- Confidence
- Trust
- Familiarity
- Meaning
- Sophistication
- Skills
- Competences
- Professionalism
- Methodological knowledge
- Subject knowledge