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# Facilitation Roadmap Generic

*Strategic partnership in the  
field of Adult Education*



Co-funded by  
the European Union





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# ...about the project

The long-term adult education project "Facilitation roadmap" let participants explore and develop competences in facilitation and find ways to structure the learning process in an effective way in order for adult learners to fully benefit from it.

The overall and most important expected result achieved during the project corresponded to our highest expectation: a paradigm shift in the way of thinking that may be visible both in behavior and in attitudes.

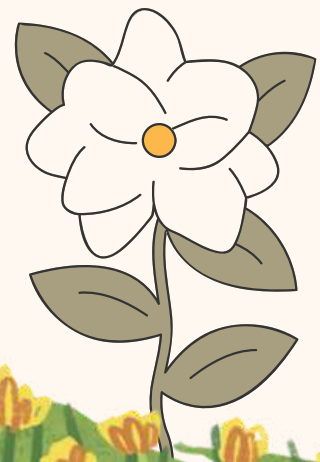
This shift regards the change of perspectives from the traditionalist approach of education and teaching whereas the learner is seen as a receptor to a more progressive communicative approach that took into consideration the needs of participants and motivation for learning as a primary source for further educational activities as well as cares for development of soft skills through the usage of innovative methodologies.



# Objectives

## Facilitation

to uncover 'facilitation' in diverse adult education realities



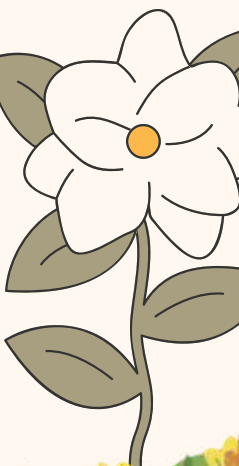
## Road

to learn about basics of intercultural facilitation and discover facilitation techniques for inclusive education



## Map

to get to know and practice some of innovative tools and methodologies in facilitation (Lego Serious Play, Outdoor, IT tools, Drama and Improvisation, Visual tools)



# Partners



This project was created in a partnership of 3 organisations working in the field of adult education from Poland, Spain and Italy.

We engaged into process of active experimentation with our learners as equal partners gave them opportunity to learn and discover by skillful guidance or facilitation.

✦ Fundacja Młodzi dla Europy

✦ GLOBERS

✦ METIVA ACADEMY





What skills a  
facilitator need to  
become an effective  
facilitator?



Being a facilitator is an art that can be mastered through practice. Thus, an effective facilitator needs knowledge of facilitation and correct attitude and equip with useful skills. In this article we will have a look at some main skills that a facilitator should master!

## Plan A – 2

Facilitation needs a path to follow so that the success can be measured. A plan involves managing a group, familiarizing with group nature, knowing a group's objectives, and stocking our back-up plan. Having options to pull from will provide a facilitator with flexibility and allow him/her to change things that based on the group's needs. To start planning these are possible questions to think about: The session objectives—what will success look like?

Does the group need to do any "pre" work before meeting? Does any member of the group need more support?

How long do you have to run the session? Is the time allotted realistic to meet the goals of the session?

What do you know about the group in the room? What personalities and dynamics are at play?

What will the session space look like? How can you best prepare for this?

What materials do you need to achieve the meeting goals?

How will you form debriefing questions? (To be discussed in a following article)

To plan a session is like closing the eyes and imagining all the details of a session. The more questions we ask to ourselves, the better preparation we have. However, as mentioned at the beginning, facilitation is an art, so it will never go 100% according to our plan. Still, having plans will help us keep calm, have more tools to be flexible, and grab hard on our main goals.



## Know your people

Nothing better than being familiar with our target group, knowing who's in the room is an essential skill for an effective facilitation. We might ask these questions to ourselves:

How many members are there?

How much do they know about each other?

What are the ages of each member in a group?

What are personalities showing in the group?

What is the power structure in the group?

The more a facilitator know about the group, the better he/she will be able to plan for a successful session and a positive experience. On the other hand, knowing a lot about the group can become two sides of a blade. It can blind us with bias. Thus, it's also important to be mindful and aware of our bias as well as being fully present and an empty glass to observe the present dynamic.

Walking in a middle path, a neutral facilitator or facilitator with an agenda.

This is an important dilemma of the facilitator. In the traditional view, a facilitator should remain completely neutral and focus only on the process of the group, not the content. The facilitator doesn't need to know the content (even better to not know to avoid bias). The overall goal of facilitators taking the traditional view is to take the group through a process that builds relationships, creates an atmosphere of trust, and produces results that have the support and the commitment of all team members.



On the other hand, there is time that a facilitator gives her or his input in the session. This is what is called a hybrid facilitator or facilitator with an agenda. In this case, the facilitator also focuses on the content of the group and positive outcome. The facilitator has an agenda in mind and tries to guide the group towards it. For example, if a facilitator sees that some ideas have not been brought up yet, she or he might float those ideas and ask for the group's opinions. Thus, in this case, the facilitator is not fully neutral. However, it's crucial to be mindful and clear with the group of a role in each moment: as a member or a facilitator)

Both styles have their own strengths and potential weaknesses as follow:

Traditional View

Hybrid View

Strengths: Higher possibility that the group will implement what they agree because all ideas come from the group. Likewise, they are likely to find solutions by themselves before turning to the facilitator. Regarding the facilitator power, there will be less chance to become a "facipulator" – guiding the group to solutions that they don't create or own.

Strengths The facilitator may be more likely to be active in facilitating the discussion. The facilitator is more likely to offer thoughts that stimulate the group's thinking. The facilitator is more likely to bring out potential suitable solutions for the group.

Potential Weaknesses The facilitator is less likely to offer thoughts that stimulate the group's thinking which can be a potential suitable solution. The facilitator may be more likely to become less active in facilitating and managing the discussion. The clients may be less likely to see the value of the facilitator apart from setting up the agenda and ensuring ground rules are followed.

Potential Weaknesses: There is high chance that the group will look for solutions from the facilitator rather to themselves. Regarding the facilitator power, there will be more chance to become a "facipulator" – guiding the group to solutions that they don't create or own. Nevertheless, there is no correct way saying how a facilitator should facilitate. Still, having a clear goal and aim is very important as well as being mindful of what she/he is doing as a facilitator. Hence, planning a session and having a concrete goal and role will help us eliminate the confusion and set the boundary.

### Having a clear path and tone.

Setting an agreement of a group is one of the first things a facilitator should do. A facilitator can come up with a guideline to help a group get the most of a session or simply ask the group to set their agreement on attitude and behavior. Being concrete as much as possible is the key: how to show respect to the group, how to be fully engaged in the session, and how to manage if there is a conflict. In this case, a facilitator can introduce his or her role during the session: neutral facilitator, active facilitator, or a mix of approaches. If the group has a guideline, they can always return to the guidelines to make sure that they are still on track or to edit them to make them fit the group's needs better.

**Inclusivity is a golden role.**



Regarding the principle of respect, a facilitator should make all members of the group feel respected and inclusive. All personalities and levels should be considered before and during the session. For instance, it can be as simple as organizing a seating pattern where everyone is at the same level, creating a diverse set of activities that suit all personalities and learning styles, and ensuring that everyone is on the same page by asking the group: is it clear? Should I repeat again? As always, the facilitator tries to avoid a dominant role in a group and promote equal participation.

### **Master your speech.**

When a facilitator gives instruction, it should be clear, simple, and preferably visible. To make a clear instruction is to keep it short; say it with a clear pronunciation, good pace, and understandable vocabularies; use visual instruction; and break down a big task into a series of small tasks.

### **These are some questions facilitators should ask themselves:**

How you want people to present this information to the group?

What topics of conversation you want them to cover?

Whether you want them to take notes?

How much time they'll have for this activity?

Some techniques we can use to give a clear instruction and ensure their comprehension are pre-writing the instruction, asking participants to repeat the step, revealing an instruction little by little (to not overwhelm a group with information).

## Master your ears.

Being a good listener is a must, making people feel listened to is a plus! In an active group session, everyone should be on the same page and be heard by a facilitator and members of the group. Thus, the best way to do that is to master our active listening skills and encourage our group to do the same.

**Active listening:** to fully concentrate on what is being said by a speaker with all senses, observe verbal and non-verbal messages without judgment, and then provide appropriate feedback to the listener. Importantly, it's not only about trying to understand, but also to make the other feel understood. Some tips to improve our listening skills are:

### Paying attention

Firstly, we want to make a speaker feel comfortable and yourself to understand the messages. When listening, try to observe verbal and non-verbal messages and give small encouragement for a speaker to continue such as nodding, saying 'Hmm', eye contact, and so on. We also want to wait until a person finishes a sentence before starting your turn.

### Withholding judgment

Active listening requires an open mind and self-awareness. It is almost impossible to be blank and not have our own ideas. However, when good listeners have strong views, they suspend judgment, hold any criticisms, and avoid interruptions. Instead, they are open to new ideas, new perspectives, and new possibilities when practicing active listening



## Reflecting

Reflecting is an active listening technique that indicates that we and the speaker are on the same page. Facilitators can use mirroring, paraphrasing and tracking techniques to check.

## Mirroring

It's repeating back the speaker's words verbatim. It helps the speaker hear what they just said, shows neutrality, and can help establish trust.

## Paraphrasing

It's using your own words to say what you think the speaker said to show the speaker and group that their thoughts were heard and understood

## Tracking

It's keeping track of various lines of thought that are going on simultaneously within a single discussion.

## Clarifying

Clarify what it is not clear for us by simply asking the speaker: Let me see if I'm clear. Are you talking about? As an active listener, we would like to emphasize on asking, rather than telling. Like this, it invites a thoughtful response and maintains a spirit of collaboration.

## Summarizing

When there are so many things going on in a conversation, it's a wise way to summarize what we've understood and encourage the speaker to do the same. This way also helps both sides to be clear on mutual responsibilities and follow-up.

## Sharing

A good active listener is first trying to understand a speaker, clarify their understanding, and share our own ideas, feelings, and suggestions. In the end, a speaker also wants to hear from a listener their points of views and opinions.

## Timekeeper

There is a time limit for each session, so time management is a crucial skill. As a facilitator, you want to divide time wisely for each process to reach your aim. There are many ways to keep track of your time management smoothly: having a big clock on the wall, wearing a watch, or giving a person in charge of time keeping. Another important thing is to inform the group about the time so that they will not be interrupted in the middle. For example, you can remind them in a series of left-over time (but use it wisely because you don't want to turn this to pressure.)

## Magic bags and elastic body

Be as flexible as an elastic band and have unlimited tools in our magic bags. As a nature of dealing with humans, there is not such a static and 100% predictable situation. It means a facilitator must be ready to change and adjust the situation to still reach the aim. That's one of the reasons why having a plan A-B-C will come handy when an unexpected situation happens. We try to have backup tool kits for everything like name games, icebreakers, energizers, and team building activities. Being a facilitator is also to be an emotional receptor.

Even if our plan is well prepared, if a group is not in a learning condition, it will not be effective. Sometimes we need to match the activity we have in mind with the energy of the group and sometimes you need to find ways to boost a low-energy group's enthusiasm and excitement. Keep in mind that our focus is on a group benefit not a plan we have prepared.

There are more skills out there to explore and practice. But to start with having the right attitudes, knowing our roles, and having skills is a good start!





facilitation is an integral component of practice  
development and action learning


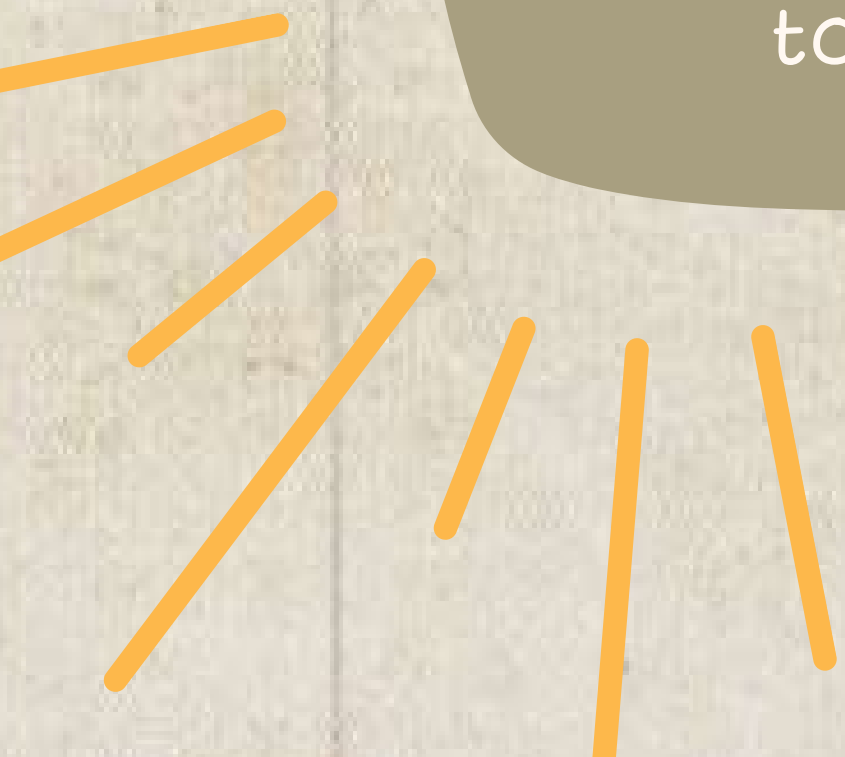


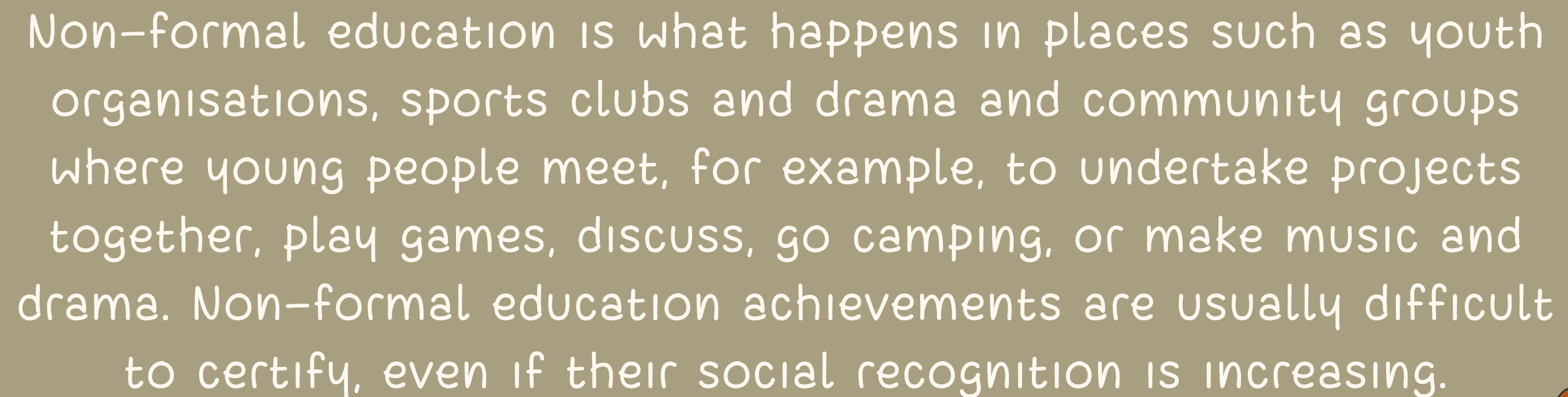


*Jennifer M Newton*



# NON-FORMAL EDUCATION



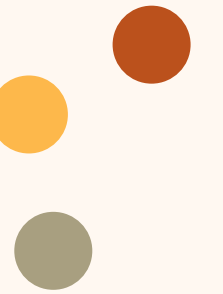




Non-formal education is what happens in places such as youth organisations, sports clubs and drama and community groups where young people meet, for example, to undertake projects together, play games, discuss, go camping, or make music and drama. Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing.

## Non-formal education should also be:

- ✦ Organised on the basis of the needs of the participants.
- ✦ Voluntary
- ✦ Accessible to everyone (ideally)
- ✦ An organised process with educational objectives
- ✦ Participatory
- ✦ Learner-centred
- ✦ About learning life skills and preparing for active citizenship
- ✦ Holistic and process-oriented
- ✦ Based on involving both individual and group learning with a collective approach
- ✦ Based on experience and action

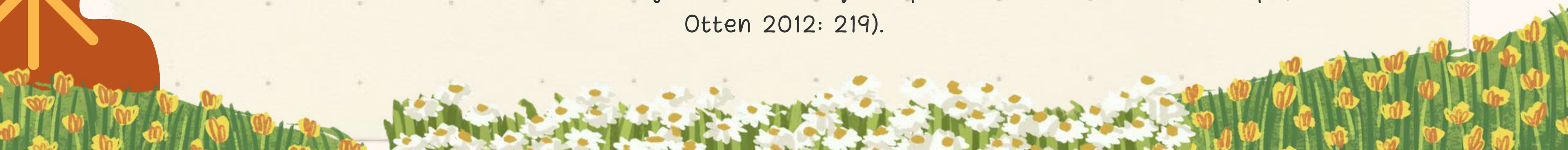







# Intercultural learning as an aim

Intercultural learning as a social and political aim promotes a world view in which people are actively engaged in processes that facilitate intercultural encounters, understand the potential of diversity, interact with each other as equals, question power relations and take action for a more just society. The value framework of intercultural learning refers to combating stereotypes and prejudices, discrimination and racism, homophobia, domination and colonial practices, social injustice and exclusion, human rights abuses and disablism. It requires long-term efforts to address basic attitudes, redress structural injustices, heal long-standing grievances, empower the socially excluded and enable democratic mechanisms (Council of Europe 2007a). The individual cultural dimension is no longer sufficient if we want to have a real impact. In the past, the focus of intercultural learning was predominantly on individual and cultural aspects, with little regard for the social and political ones. However, practice and research have shown that such a limited approach does not produce long-term changes, that it is time to “move away from a focus on individual (identity) difference/s towards a focus on finding, through principled intercultural discourse, consensus for social action to redress injustice and inequality in the multicultural society” (Ohana and Otten 2012: 219).








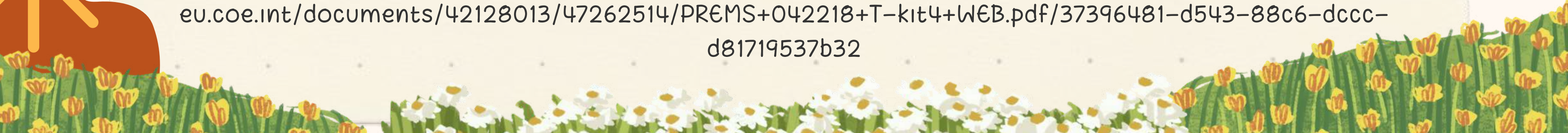
# Intercultural learning as an educational approach

Intercultural learning as an educational approach guides learners, through its specific principles and methodologies, to develop a set of competences to live together in diverse societies and become agents of social change. As a latent, guiding pedagogical approach, high-quality intercultural education invites us to develop as reflexive agents in our interaction with people of different experiences, backgrounds, beliefs, languages and values. It facilitates working and living in interaction that often takes place in differential power relations – of gender, sexuality, social status, linguistic and socio-educational capital – and aids us in capturing what has been learnt in an organised educational context for our interaction in everyday contexts, as well as subsequent activities as a multiplier and young activist (Titley 2009: 63).



Intercultural learning is transversal; it spans all types of learning and all social relations. It does not solely address specific groups in society, but instead involves everyone. Intercultural learning is also a very practical type of learning, strongly embedded in everyday realities. It implies an intentional process of reflection with the aim of stimulating action for social transformation (CoE [https://pjp-eu.coe.int/documents/42128013/47262514/PREMS+042218+T-kit4+WEB.pdf/37396481-d543-88c6-dccc-](https://pjp-eu.coe.int/documents/42128013/47262514/PREMS+042218+T-kit4+WEB.pdf/37396481-d543-88c6-dccc-d81719537b32)

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# Role, skills, and attributes of facilitation

High responsibility for the growth

Low responsibility for the growth

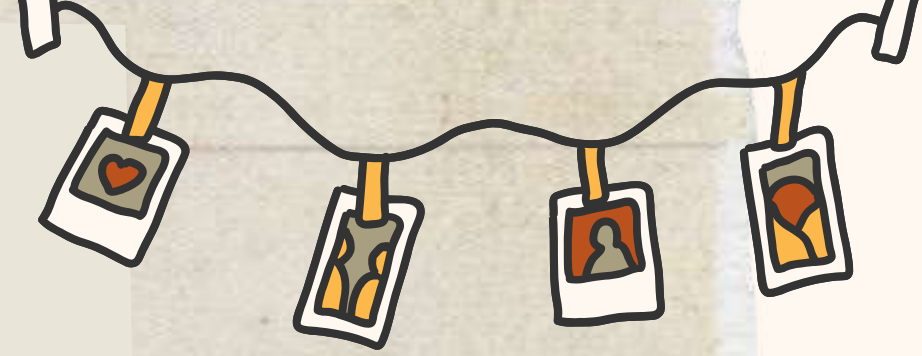


Process

Content



# Experiential Learning



In the education field such as youth exchange, training courses, or youth center, facilitation is used with non-formal education.

The non-formal education refers to planned, structured programs and processes of personal and social education for young people designed for a range of skills and competences, outside the formal educational approach: in a classical classroom.

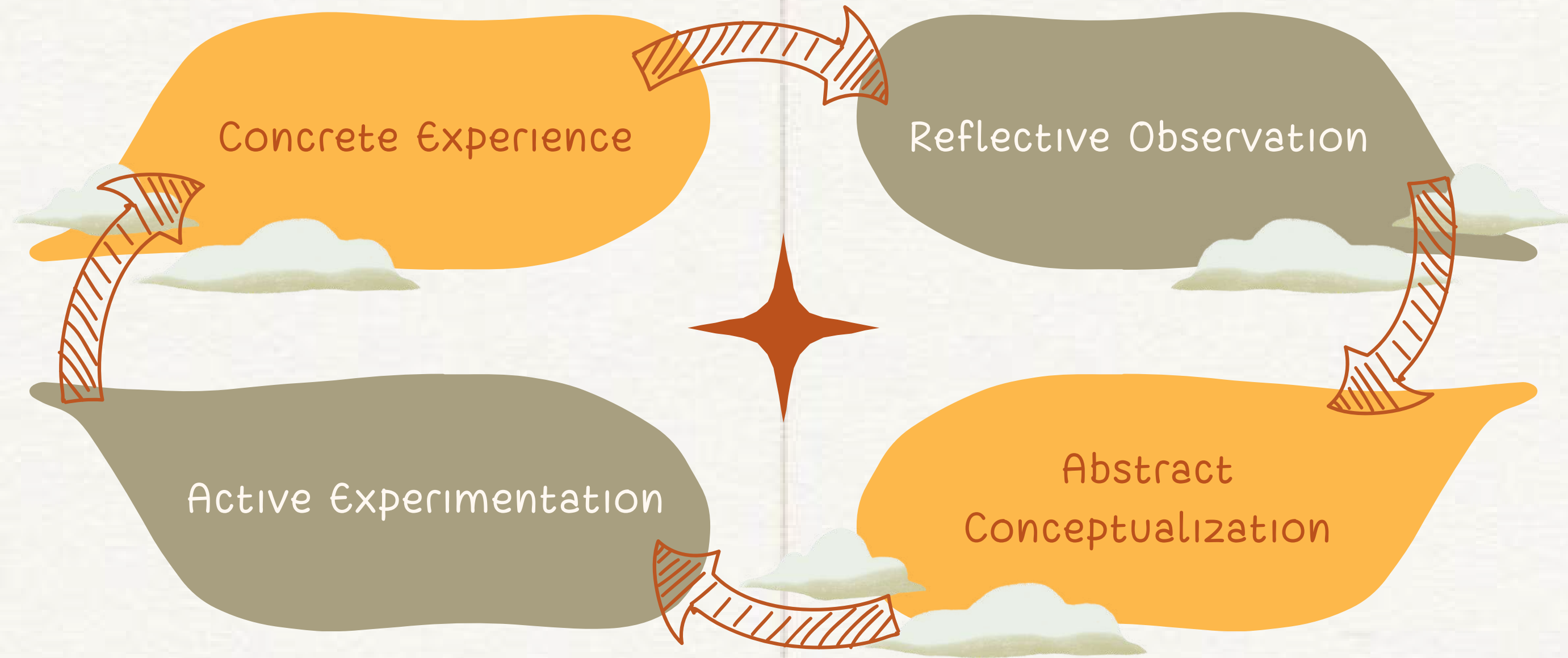
Generally, the non-formal education approach focuses on learning by doing and likely refers to an experiential learning cycle.

The Experiential Learning cycle was created by an American educational theorist, David Allen Kolb. Kolb defined learning as "the process whereby knowledge is created through the transformation of experience".





# MODEL OF KOLB'S EXPERIENTIAL LEARNING CYCLE





This learning experience consists of four stages:

Concrete Experience (CE):

Doing or having an experience. Kolb's learning process cycle begins with a concrete experience. It means that each learner engages in an activity. Kolb believed that the key to learning is involvement which is not enough for learners to merely read or watch it in action. To effectively acquire new knowledge, learners must actively engage in the task.

Reflective Observation (RO):

Reviewing or reflecting on experience. After engaging in the concrete experience, the learner steps back to reflect on what happened. This stage allows the learner to ask questions and discuss the experience with others. Communication at this stage is vital, as it allows the learner to identify any similarities and differences between their understanding and the experience itself.

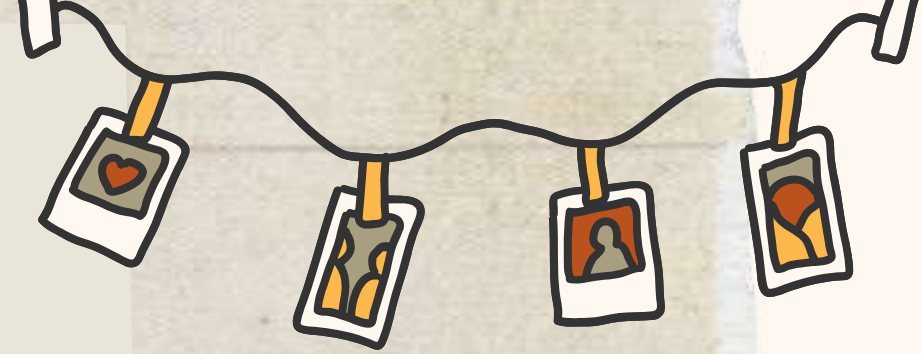


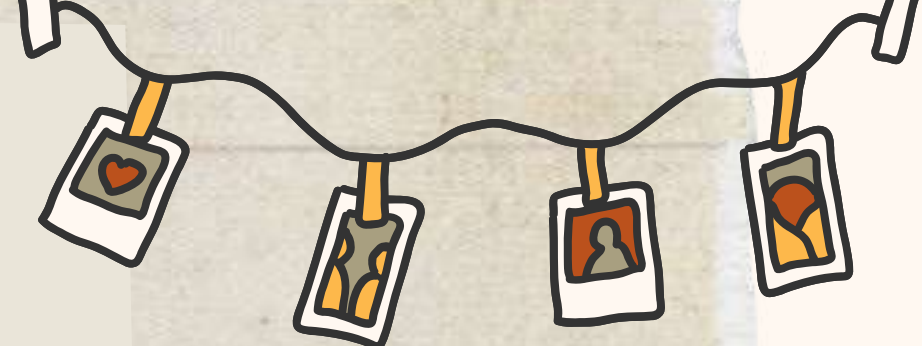
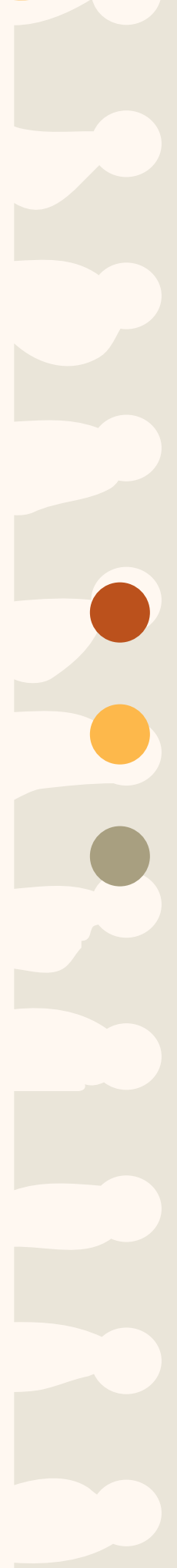

## Abstract Conceptualization (AC):

Concluding or learning from the experience  
In this step the learner attempts to draw conclusions of the experience by reflecting on their prior knowledge, using their ideas, or discussing possible theories with others. The learner moves from reflective observation to abstract conceptualization when they begin to classify concepts and form conclusions on the events that occurred. This involves interpreting the experience and making comparisons to their current understanding of the concept.

## Active Experimentation (AE):

Planing or trying out what was learned  
Learners return to participating in a task, this time with the goal of applying their conclusions to new experiences. They can make predictions, analyze tasks, and make plans for the acquired knowledge in the future. By allowing learners to put their knowledge into practice and showing how it is relevant to their lives, you are ensuring that the information is retained in the future.





As Kolb's learning theory is cyclical, one can enter the process at any stage in the cycle. However, the cycle should then be completed to ensure effective outcomes.

Each stage is dependent on the others, and all must be completed to develop new knowledge.

Although the stages work together to create a learning process. Different individuals may prefer some stages over others.



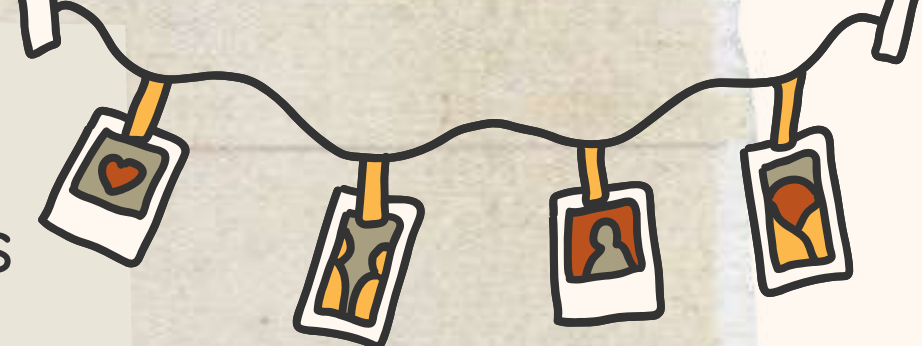
Because of this, Roger Fry worked with Kolb to identify four unique learning styles:

**Diverging** (concrete experience/reflective observation)  
Learners in this style value feelings and take an interest in others. They usually enjoy working as a team, thus tasks such as brainstorming ideas and working collaboratively in groups are their preference. This learning style prefers clear instruction and opportunity to explore and be creative.

**Assimilating** (abstract conceptualization/reflective observation)







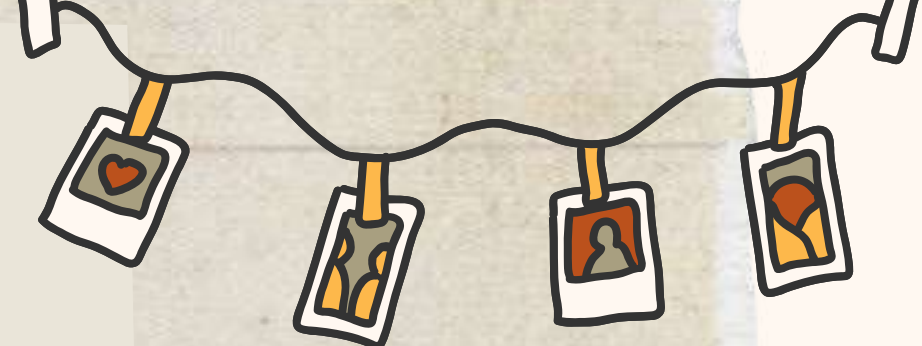
This learning style emphasizes reasoning. Learners who show this learning style are able to review the facts and assess the experience as a whole. They have a great observant skill and tend to enjoy designing experiments and working on projects from start to completion. Unlike the previous learning style, this learning style needs an exercise that they can freely complete without an instructor, if needed, private instruction is preferable to this style.

**Converging** (abstract conceptualization/active experimentation)  
This learning style prefers problem solving as an approach to learning. They are able to make decisions and apply their ideas to new experiences. Normally, they tend to avoid people and perceptions, but rather find technical solutions.

**Accommodating** (concrete experience/active experimentation)  
This learning style is adaptable and intuitive. Learners use trial and error to guide their experiences, preferring to discover the answers for themselves. They can adjust their path based on the circumstance and generally have good people skills.

As a facilitator in the educational field, having a knowledge of the experiential learning and learning styles will help in planning sessions and adjusting approaches during a session so that it serves a group dynamic



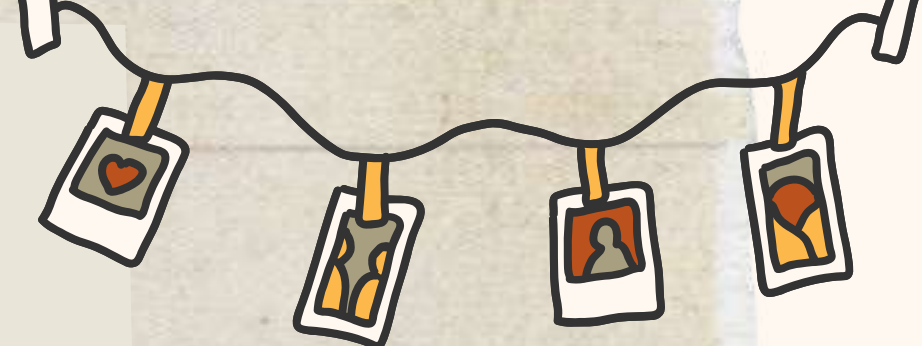


**Heron (1993)** provides moral principles of facilitation for a facilitator to follow:

1. **The principle of love** – which is the commitment of the facilitator to provide conditions where people can freely determine and fulfill their own true needs and interests.
2. **The principle of impartiality** – where each person's special needs and interests are considered equally by the facilitator.
3. **The principle of respect for persons** – where the facilitator acknowledges the right of every person to make autonomous choices about what they do or do not do in the group and to be given adequate information about any proposed activity so that they can make an informed choice about it.







Keeping these three principles in mind, a facilitator should have attitudes and behavior as follow:

A facilitator is genuinely free of a desire to control the outcome; has skills in helping people engage in genuine dialogue; respects the capacity of the group to discover the nature of their problems

A facilitator gives a respectful hearing to all attitudes and feelings, no matter how 'extrémé' or 'unrealistic'

A facilitator permits the members of a group to choose, collectively and individually, their process and work towards their own goals.

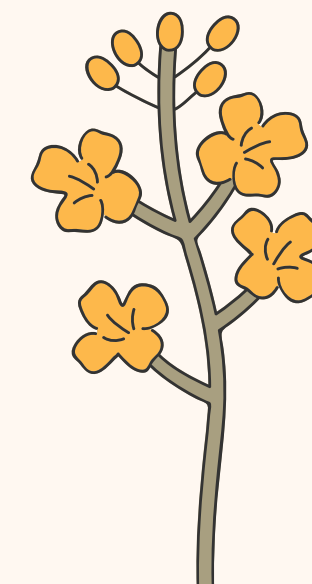
A facilitator can demonstrate effective listening skills, keep people on track, ask the right questions and ignite creativity and insight, be comfortable with silence, analyze and synthesize issues, and be constantly neutral during group discussions.

A facilitator provides physical involvement: good eye contact, energy level, positive body language.






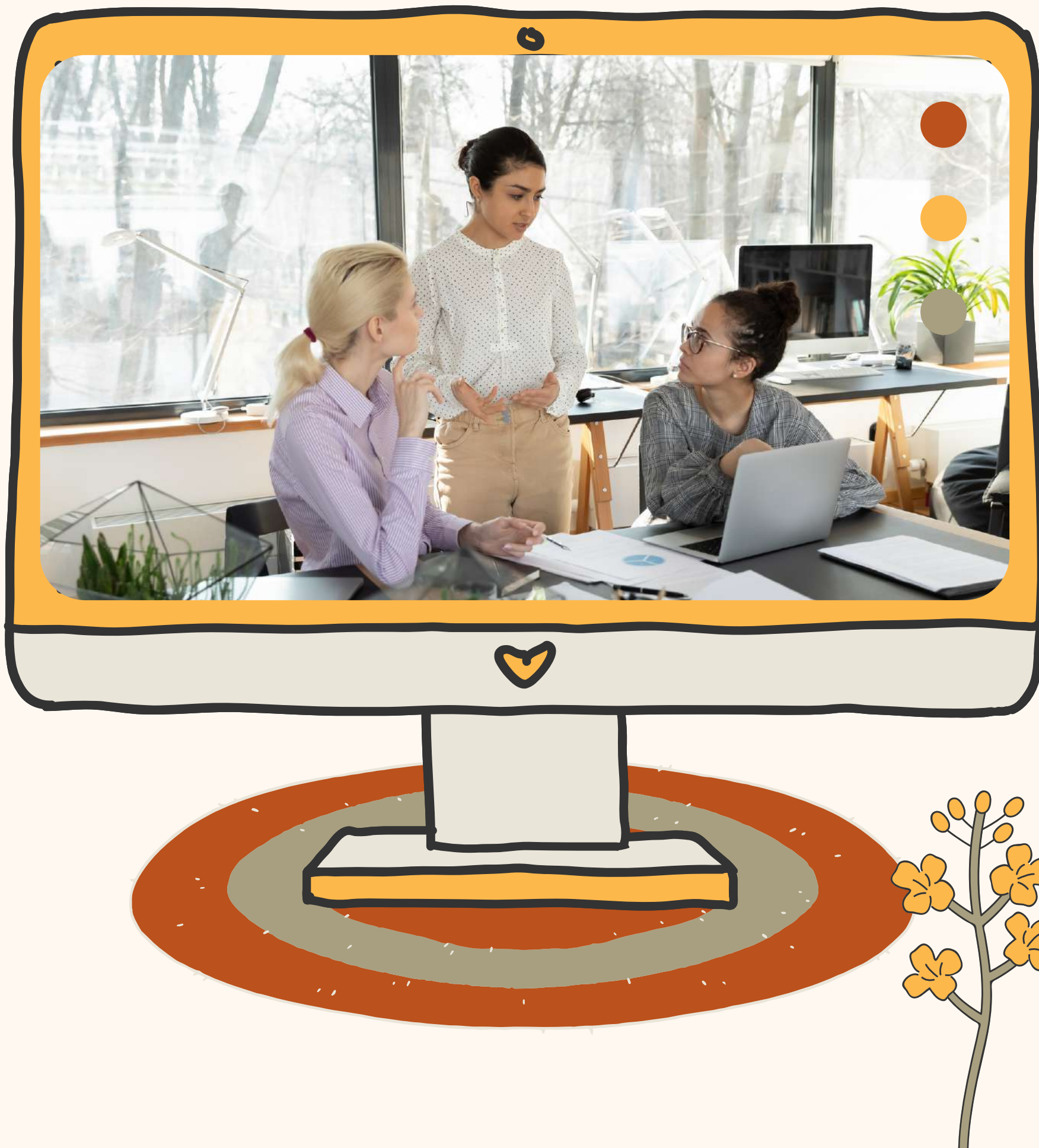
# KEY ASPECTS FOR MEANINGFUL INTERCULTURAL LEARNING PROCESSES



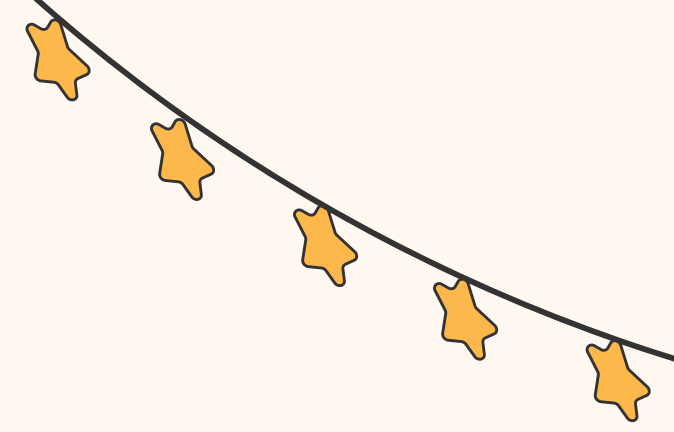


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- ✦ *Walk the talk*
  - ✦ *Ongoing process*
  - ✦ *Consider the micro and macro contexts*
  - ✦ *Good intentions are not enough*
  - ✦ *The self-others-society triangle*
  - ✦ *The commitment to foster social change*
  - ✦ *Experiential learning*
  - ✦ *Heuristic process*

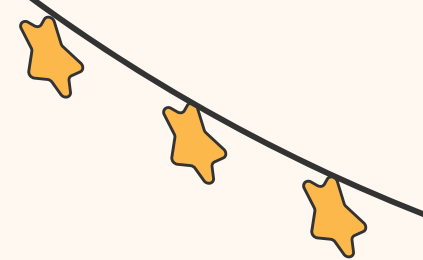
*T-Kit 4 Intercultural learning, <https://pjp-eu.coe.int/documents/42128013/47262514/Ch3.pdf/dab81cdb-50cb-334f-6657-5608fbfa5a22>*



Wrap up the  
session







If a facilitator follows the Kolb's experiential learning cycle, setting SMART objectives for a session, this is the time to ensure that a group has completed the session. By doing so, one of many methods is debriefing.

Debriefing is a process of strategically examining and analyzing what happened after the completion of an event or activity. It also helps a facilitator to exam if the objectives of the session have been achieved.

There are important factors that a facilitator needs to evaluate to plan a debriefing or to adjust a planned debriefing during the moment it takes place.



## 1. Group development and group size

Before or during the session, try to observe and determine the group stage of cohesiveness, trust, openness, confidences, and mood. These factors can help a facilitator plan a list of questions, moment of debriefing, and technique. Moreover, group size should also be taken in account. If it's a big group, divide them into a small group for discussion and bring them together in a big group. This way, you will give a chance to group members to speak and prevent exceeding the time.

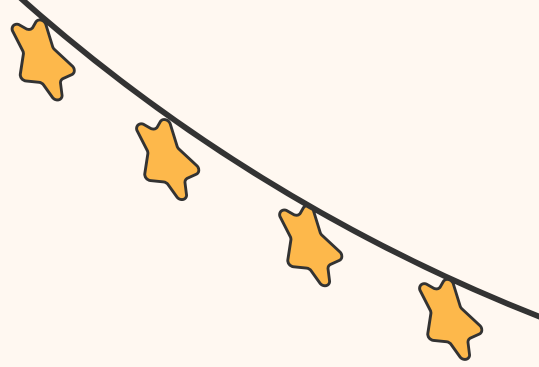

## 2. Time

Think of how much time we want to spend with a debriefing and when it should take place according to our plan of activity. Given enough time for a debriefing and control the time of the previous activity because during debriefing is when an individual learning the most. However, a facilitator should be aware of group energy and mood, if the group is too tired it will be difficult to for individuals to gain the most out of the debriefing.

## 3. Space

A location also has impact on the participation of the group in a debriefing; it can help or prevent the flow of the debriefing. Think of the place that a group feels comfortable, save, and away from distraction.





#### 4. Type of activities

Think about the activities that take place before the debriefing and consider how dynamic, relaxing, creative, serious, or fun the discussion part should be.

#### 5. Sequence

Evaluate the activities that take place before the debriefing and think about the activities that should follow it. This is important for forming effective debriefing questions to help the participants make their experience meaningful.

As the last paragraph mention about debriefing questions, in fact, a debriefing usually start by a facilitator throwing powerful questions to the group.

Those questions are planned and follow a certain structure. One of the most known models is the 4F debrief designed by Dr Roger Greenaway, an expert on training teachers and facilitators. This debriefing method provide a flow and direction to an experiential learning conversation.

The model contains of 4 aspects to understand the group learning from the activities: facts, feelings, findings, and future.



**1. Facts: An objective account of what happened.**

Potential questions:

- What happened during the activity?
- What did you notice within the group during the activity?
- How the behavior/strategy/ was created?

**2. Feelings: The emotional reactions to the situation.**

Potential questions:

- How did you feel after the activity?
- How that feeling influent your actions and reactions during the experience?
- Can you connect you feeling which what happened?

**3. Findings: The concrete learning that you can take away from the situation.**

Potential questions:

- What did you find about yourself or topic during the experience?
- Did you discover any interesting things from this activity?
- What did you learn from your role/group in this activity?

**4. Future: Structuring your learning such that you can use it in the future.**

Potential questions:

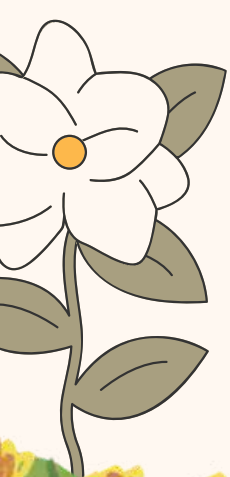
- What can be improved next time?
- How would you solve this situation in a similar experience?
- How can you use this finding in your personal or professional life?





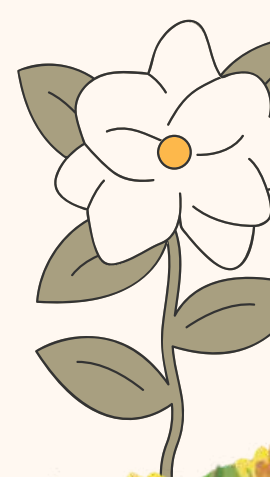
## Paraphrasing

To say the information from the group in your own word without changing the meaning. This technique is useful to check if you understand the information correctly.



## Summarizing

To be used when you want to end a previous discussion and open a new one or when the idea is too complex, so you want to make sum up as simple as possible for everyone.



## Mirror

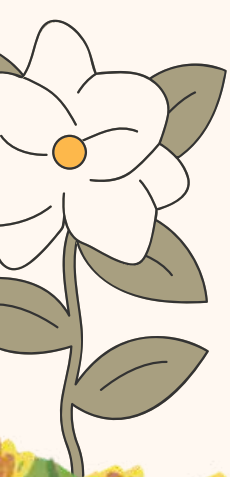
To ask for explanation and or encourage the speaker to continue talking.





## Link idea

Look for the connection within the ideas. Sometimes some ideas seem different on the surface or can cause confusion. This is necessary for everyone to understand and see the connection.




## Tracking

Often it is when a person says something and we find it interesting, we can bring this topic to the group and ask the others. this topic to the group and ask others. Setting an example: about the abstract idea so that everyone understands.

## Intentional silence

The hardest thing for facilitators. We consider that silence can mean many things (thinking time, being bored, or hesitant). Silence is generally uncomfortable for facilitators but also for the group. So, be patient and wait for the group to continue.

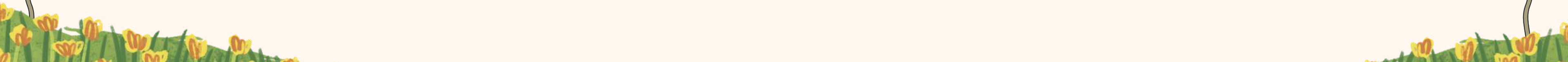
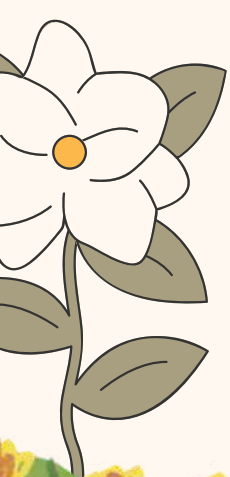






## Redirect the question

If a facilitator is asked for an opinion or answers, it is not necessary to answer. In fact, it might be better not to answer because you can influence the group, so to redirect such question to the group is another useful technique.


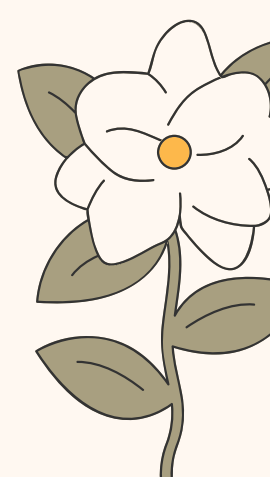



## Crowded

Everyone has the right to speak but if you speak at the same time no one can listen. The facilitator can make the order so that everyone can speak and listen.

## Encouraging

Being an active listener and give positive reaction to a speaker can encourage other member of the group to share their ideas. To encourage can simply be done by making eye contact, nod, or hum.



# Feedback AID Model

Clear and specific information that is sought or communicated solely to support individuals or groups of people in the process of improvement, development or progress.

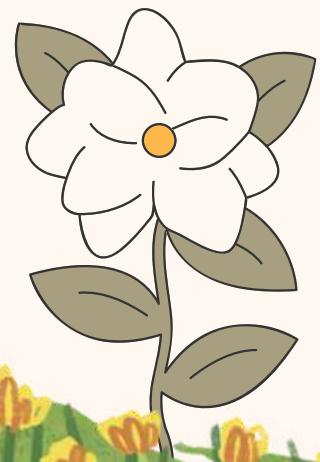
**ACTION**



**IMPACT**



**DESIRED BEHAVIOUR**





# Action

The key is to make sure that you focus on the other person's specific actions or behaviour; not on your interpretation of it. So you are feeding back to them what you actually observed them do or heard them say; not on their intentions, their personality or their character.

For example: "I noticed that you were late for work four days out of five last week."

The secret in this step is to ensure that your assertion cannot be denied by the other person, even if it was for a reason like having a car service. Please also note that you are not blaming them. You are just stating your observations.

# Impact

As a bit of an aside, when you are giving praise it is so easy to say to someone 'that was really good, well done' without saying why it was good or what made the difference this time compared with previous occasions.

So, this step can include both the positive or negative impact of their actions, but given the topic of this week's tip, I will focus on the negative if that's OK.

Here are some impact questions you might want to consider before you speak to the person concerned:

What impact did/is their performance having on them?

What impact did/is it having on the team?

What impact did/is it having on you as their manager?

How does this performance affect other departments?

How is the customer (internal or external) impacted?

Finally, what evidence do you have for this?



# Desired behaviour

So far, so good. Please keep in mind that the purpose of your feedback is to enhance your team member's performance and, hopefully, motivate them. So this last stage is important to determine what happens next e.g. develop to make it even better next time around, to correct a mistake or to perfect a process. Put the emphasis on what is missing rather than what is wrong – building on strengths or positives is far more likely to engender enthusiasm. Using open questions, ask the individual how they think things can be developed or built upon. This will help to gain buy-in and you may be surprised by the options they suggest.

Here are some desired alternative questions you might want to consider:

What needs to change going forward?

What does the goal look like?

Are the actions you set SMARTER?

When will you meet again to confirm improvement or review results?



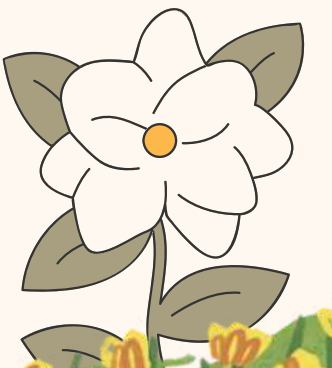
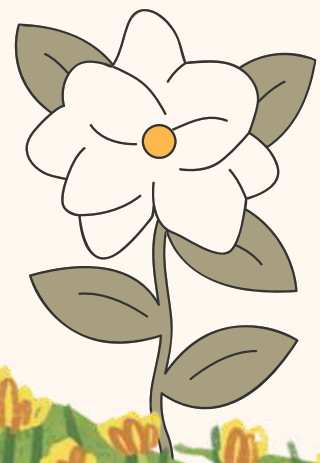


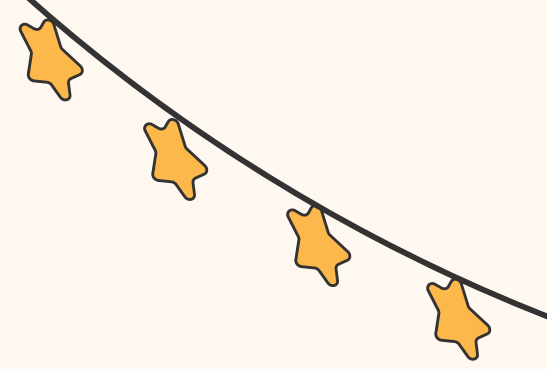


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# Powerful questions





## **The First Dimension:**

### The Construction of a Question

- Are you satisfied with our working relationship?
- When have you been most satisfied with our working relationship?
- What is it about our working relationship that you find most satisfying?
- Why might it be that that our working relationship has had its ups and downs?

## **The Second Dimension:**

### The Scope of a Question

It's important not only to be aware of how the words we choose influence the effectiveness of our query, but also to match the scope of a question to our needs. Take a look at the following three questions:

- How can we best manage our work group?
- How can we best manage our company?
- How can we best manage our supply chain?

## **The Third Dimension:**

### The Assumptions within Questions

By surfacing or altering assumptions, we can shift the context of a strategic inquiry and create new opportunities for innovation.

Compare the following two questions:

- How can we compete with the Chinese?
- How can we collaborate with the Chinese?





Thus, a powerful question:

- generates curiosity in the listener
- stimulates reflective conversation
- is thought-provoking
- surfaces underlying assumptions
- invites creativity and new possibilities
- generates energy and forward movement
- channels attention and focuses inquiry
- stays with participants
- touches a deep meaning
- evokes more questions



Source: "THE ART OF POWERFUL QUESTIONS – Catalyzing Insight, Innovation, and Action" by Eric E. Vogt, Juanita Brown, and David Isaacs Copyright © 2003 by Eric E.Vogt, Juanita Brown, and David Isaacs

# Programme Development





**Awareness**: Initial stage to introduce the group to each other or a specific program concept. This stage may include activities such as ice-breakers and quick introductions. This stage also begins to build community and develop the concepts of cooperation and communication.

● **Goal setting**: The stage where the group will begin taking ownership for program goals and concepts. This stage may include activities that have certain goals to meet that may be time or quantity-driven. Goal setting review may be necessary throughout the course of any program.

● **Communication**: Effective communication is a key to any program, however, is often difficult to attain. This stage focuses on communication in multiple ways including body movements, gestures, tone, as well as spoken words.

● **Trust**: This stage can be divided into two subsections: emotional trust and physical trust. Developing trust within the group including trust in the facilitator is crucial for moving forward to other stages. When considering activities that may produce apparent physical risk, we cite physical trust as a core concept. However, emotional and physical trust goes hand-in-hand to creating safe environments where learning prospers.

**Problem solving**: Problem solving activities will often bring together the other stages into one. These activities will often take more time and deliberation on the part of the group. They may culminate in enhanced frustration, but create an open forum for learning.

**Individual & group challenge**: Often referred to as the final stage, individual and group challenge puts the group to the test by bringing together the concepts taught in previous stages. Individuals and groups may not initially see connections and fall back to old habits.

However, they will eventually see the need to come back together as a group, review goals, communicate effectively, trust unwaveringly, and problem-solve quickly.

Although these stages are most often used in order, certain stages will often be integrated throughout an experience depending on group needs.

Facilitators will learn the art of reading a group and understanding which type of activity will best fit the group at the time (Bradford Woods, 2018).

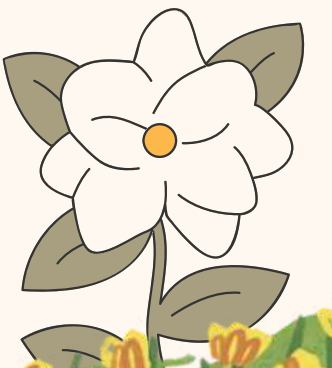
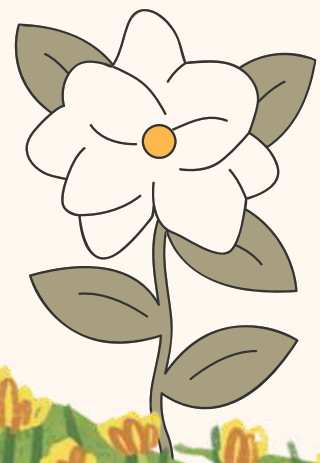




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# The Road to an Efficient Facilitation



The start points of facilitation:

Facilitation is a term that is utilized in many fields and disciplines including health care, management, business, education, physiology, and counseling/psychotherapy.

The word 'facilitate' comes from the Latin 'facile' which means to make it easy or convenient. In some languages, there are no direct translations. Facilitation usually refers to group facilitation which is used to ensure equal, participative, and cooperative decision making in a group/organization/community.

- Back in time, many indigenous people used forms of a general agreement in their tribal councils. Likewise, cooperative organizations and movements, peace movements, group psychotherapy, conflict resolution, and much more benefit from facilitation.

On the other hand, the term facilitation was used in physiology which was recorded in the literature in 1895.

Later, the concept of facilitation has emerged in Carl Roger's works, a humanistic psychologist in 20 centuries. Rogers developed a therapeutic counseling approach: client-centered therapy, where clients are encouraged to develop a deeper understanding through a non-judged atmosphere and a role of therapists as a mirror reflecting of his statements to assist him in developing self-awareness.



Rogers didn't stop at counseling; he also applied this approach to education which is called student-centered. Humans can switch on the learning mode and fully benefit from it, but only if it's meaningful for them, he claimed.

As a result, he provides guidelines for teachers as a facilitator that teachers should initiate the learning climate of the group or class experience, finding general purposes of the group as well as clarify individuals' purposes and aim to fulfill them. Moreover, the teacher should define him or herself as a flexible resource to be utilized by the group, respond to expressions from the class group, accept intellectual content and emotionalize personal feelings, remain alert to the expression of deep or strong feelings, and endeavor to recognize and accept his or her limitations.

After Rogers, the term facilitation has dramatically entered the educational area and spread to other disciplines. In the late 80s through 90s, facilitation also became part of the business sector and was introduced at all levels of government and business.

Altogether, facilitator became a new profession, and the International Association of Facilitators (IAF) was founded in the USA in 1994. The IAF developed a set of professional facilitator competencies, a professional certificate for facilitators, and several journal issues on the facilitation topic.



As mentioned above, the term 'facilitation' has been used in many fields thus we can find various definitions of facilitation that might have slightly different meanings as follow:

- The Concise Macquarie Dictionary (1982) defines 'facilitate' as to make easier or less difficult help forward (an action, a process, etc.). It's quite similar to the definition of Corey and Corey (1992): most facilitation aims to help individuals reach their own goals.

- Ingrid Bens (2002) defines a facilitator as a consultant and trainer filed as one who contributes structure and process to interactions, so groups can function effectively and make high-quality decisions. A helper and enabler whose goal is to support others as they pursue their objectives.

Sam Kaner and colleagues (2007) claim that the facilitator's job is to support everyone to do their best thinking and practice. To do this, the facilitator encourages full participation, promotes mutual understanding, and cultivates shared responsibility.





Kitson et al (1998) describe facilitation as a 'technique by which one person makes things easier for others.

On the other hand, Harvey et al (2002) suggest that facilitation is achieved by a person carrying out a specific role (a facilitator) that aims to help others, and in doing so implies that facilitators have a proposed role, skills, and knowledge to help individuals, teams and organizations.

He also added that for facilitation to exist as a single concept certain elements need to be clarified to enable a clear understanding of the facilitation process, the role of the facilitator, and the skills required to achieve effective facilitation.

After summarizing those definitions, in the youth work area, facilitation is a process provided by a person who is called a facilitator equipped with specific attitudes, skills, and competencies to make things easier or more convenient for a group and a member of a group, to accomplish their individual and group purposes by their own agreed way while maintaining a neutral position.





# Erasmus+

The Erasmus+ programme aims to boost skills and employability, as well as modernising Education, Training, and Youth work. The seven year programme will have a budget of €14.7 billion; a 40% increase compared to spending levels between 2007 and 2013, reflecting the EU's commitment to investing in these areas. Erasmus+ will provide opportunities for over 4 million Europeans to study, train, gain work experience and volunteer abroad.

Erasmus+ will support transnational partnerships among Education, Training, and Youth institutions and organisations to foster cooperation and bridge the worlds of Education and work in order to tackle the skills gaps we are facing in Europe.

It will also support national efforts to modernise Education, Training, and Youth systems. In the field of Sport, there will be support for grassroots projects and crossborder challenges such as combating match-fixing, doping, violence and racism. Erasmus+ brings together seven previous EU programmes in the fields of Education, Training, and Youth; it will for the first time provide support for Sport. As an integrated programme, Erasmus+ offers more opportunities for cooperation across the Education, Training, Youth, and Sport sectors and is easier to access than its predecessors, with simplified funding rules.





# Contact Detail

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[www.facilitationroadmap.eu](http://www.facilitationroadmap.eu)

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