



Photo: Meier (2018)

Good Facilitation & Assignment Instructions



Proposed Agenda



A) Good Facilitation

1. Capacity building workshop with partners
2. Visualized digital input for colleagues

B) Instruction for the topic/facilitation assignments

1. General assignment details
2. Constructive feedback



What are different roles of a facilitator?



Moderator?

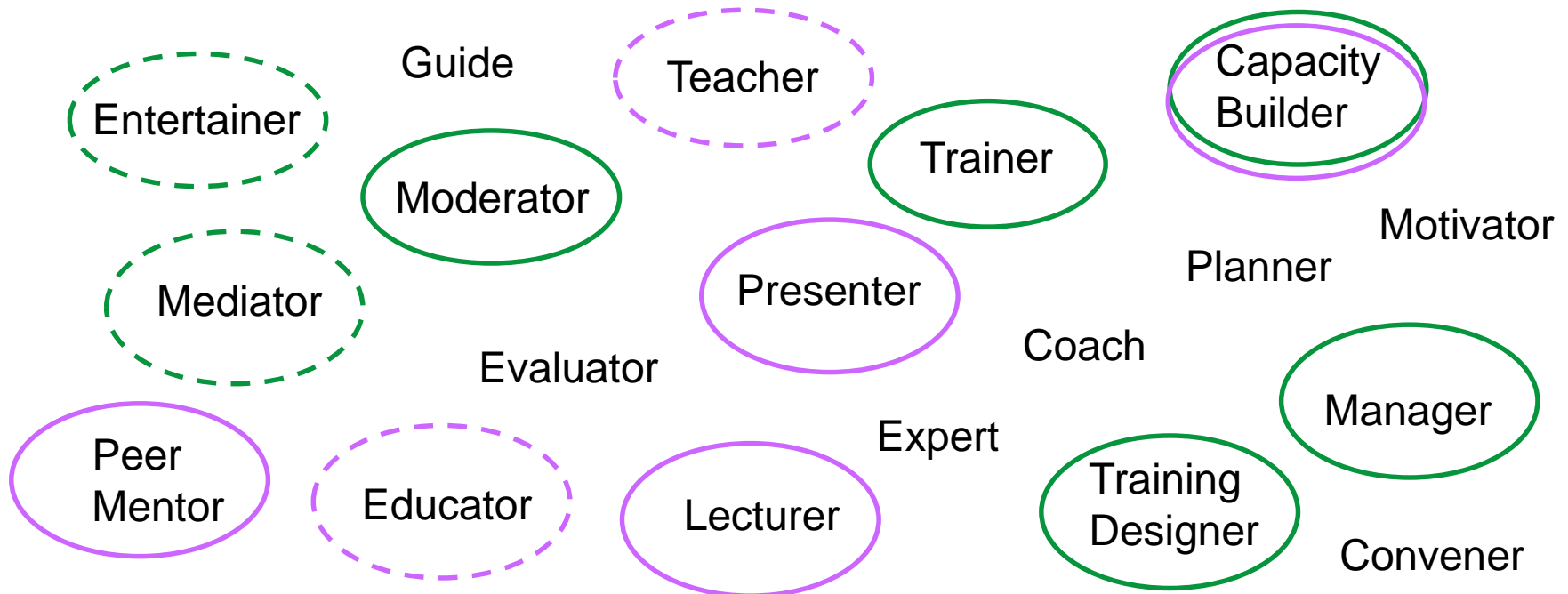
Trainer?

Manager?

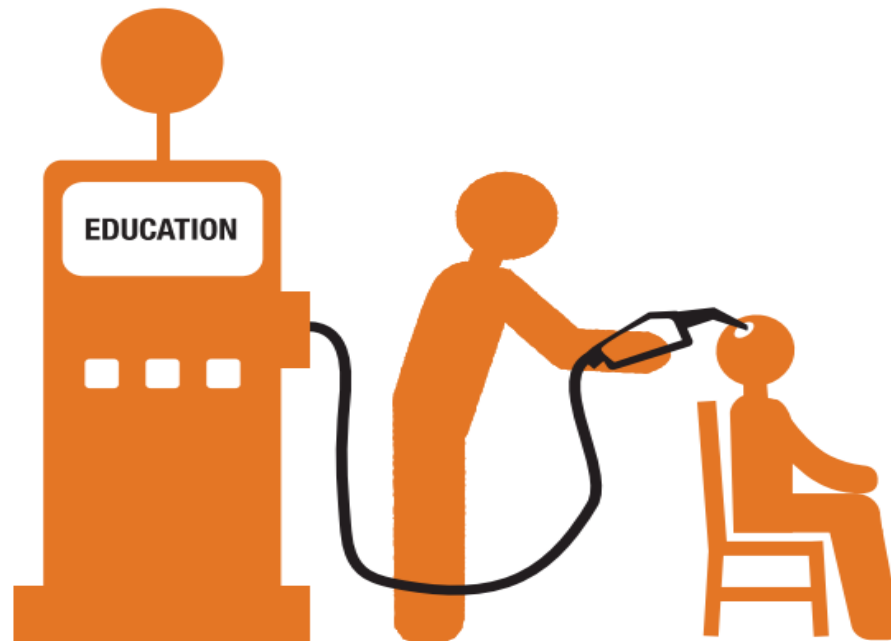


Roles of a Facilitator

1. Facilitation of capacity building workshop with partners
2. Facilitation of visualized digital input for colleagues



1. Facilitation of capacity building workshop with partners
2. Facilitation of visualized digital input for colleagues





TOP-DOWN TRAINER

Has the answers, gives knowledge to the students or trainees

Is the expert, knows best

Presents new information from the front of the group

Information flows in just one direction, from teacher to students

Brings extensive knowledge of the subject

Is concerned with students understanding the right answer

Has a formal relationship with the students, based on their status as a teacher

Directs the learning

FACILITATOR

Values the experience and knowledge of the participants; Poses problems and sets up a process in which the participants search for answers

Helps people to become responsible for their own learning; demonstrates ideas

Uses practical, participatory methods, e.g. group discussion and activities in which all members of the group participate

Information flows in many different directions between the facilitator and individual group members – a genuine exchange of ideas

Draws out and builds on the knowledge of the group, and knows where to find further information on the subject

Is concerned with the discussion; encourages and values different views

Is considered as an equal, and has relationships based on trust, respect and a desire to serve

Allows learning to be self-directed

Facilitation of capacity building workshop with partners

Qualities of Good Facilitators:

- They should be **patient**, taking time to explain things carefully and allowing participants time to respond at their own pace;
- They should **build co-operation** and unity among the group, while supporting each person's right to diverse opinions;
- They should be **open to criticism** and questions;
- They should be **creative** and open to new ideas;
- They should show **energy and enthusiasm** for the material being covered in the workshop;
- They must be **non-partisan** and avoid showing their own personal biases, serving as the one who can resolve disagreements;

Facilitation of capacity building workshop with partners

Some traits common to good facilitators include:

- **being neutral.**
- keeping personal opinions out of the dynamics of the process.
- **being a good observer**
(keeping an eye on social interaction and content of the work).
- **encouraging participants** to exercise fair and respective behaviour towards each others (reminding them as often as necessary of the key-principles and attitudes of participatory processes).
- being a kind of instrument, **maintaining a balance** between letting the group work on their own and assisting actively in order to avoid unnecessary detours and friction.
- concerned about **WHAT** is being learnt and **HOW** it is being learnt.



Facilitation of capacity building workshop with partners



Interactive Group Discussion



Moderator dominated Discussion

Facilitation Skills

Type of Source	Title	Source	Information	Language
Website (2019)	Essential Facilitation Skills for an Effective Facilitator	Sessionlab	<ul style="list-style-type: none"> - What is a facilitator? (role, tasks etc.) - Facilitation skills 	EN
Website (2003)/ Sourcebook	Participatory Processes Towards Co-Management of Natural Resources in Pastoral Areas of the Middle East - A Training of Trainers Source Book Based on the Principles of Participatory Methods and Approaches	Food and Agriculture Organization of the United Nations	<ul style="list-style-type: none"> - Training and Facilitating - Participatory Approaches, Methods and Tools - Working together 	EN
Guide (2019)	Start.COOP – A Step by Step Tool to Start-Up a Cooperative – Facilitator's Guide	International Labour Organisation (ILO)	114 pages <ul style="list-style-type: none"> - Page 13-20: Facilitation Guidelines - Page 93-107: Icebreakers - Annexes: Survey templates 	EN, E
Manual (2011)	Facilitation Skills and Methods of Adult Education – A Guide for Civic Education at Grassroots Level	Konrad Adenauer Stiftung (Uganda Office)	53 pages <ul style="list-style-type: none"> - Civic and Adult Education - Facilitation Skills - Methods and Facilitation Techniques - Planning and Implementing Training Activities 	EN
Video (2020)	5 Tips for Speaking to a Virtual Audience Brian Tracy	Youtube – Brian Tracy	04:18 Minutes <ul style="list-style-type: none"> - Tips for virtual presentation 	EN



Type of Source	Title	Source	Information	Language
Website	The Top 25 Digital Facilitation Tools for Virtual Workshops and Events	Howspace	<ul style="list-style-type: none">- Great overview over different websites/apps- Video conferencing, surveys, polls, presentations, digital facilitation etc.	EN
Website (2019)	A guide to facilitating virtual workshops and online meetings	Sessionlab	<ul style="list-style-type: none">- Virtual Facilitation- How To- Tipps	EN
Guide (2020)	Online Collaboration Guide for Facilitators - A resource for using digital technology for collaboration and learning	IREX	22 pages <ul style="list-style-type: none">- Guidance for deploying tech for online collaboration and learning- Examples of Tools- Diagnostic for digital needs- Selecting and setting up digital tools	EN
Guide	FFBS Toolkit - Facilitation Tools	CARE	28 pages <ul style="list-style-type: none">- Facilitation Guide (Tools, qualities, exercised, feedback etc.)- Ideas, inputs	EN



1. Facilitation Tools

1.1 Facilitating Adult Learning

SEASON	All; to be used in each session to refresh facilitation skills
OBJECTIVE	To build practical skills and help FFBS facilitators feel informed and confident about their role and ability to facilitate a participatory learning session
MATERIALS NEEDED	Petrol Pump Education Handout

Background

This session allows participants to identify the key skills of a facilitator and to distinguish between a top-down teacher/trainer and a facilitator of a participatory adult-learning process.

Handouts:

Picture 1- Petrol pump education

Steps to follow for the activity

► **STEP 1. What we learn informally - buzz groups** (5 minutes)

In this session we are going to do various activities to look at the ways adults learn. Some of things we learn as adults, we learn without going school, college, or a training course. Some of you probably learnt as child, some as an adult.

(Give some examples, such as sewing/building/riding a bike, raising children and chickens/ making, mending and repairing/ organizing weddings and parties/ any income-generating activities).

BUZZ: Ask each person to turn to a partner, and come up with 5-10 things they learned outside of school, as an adult. They only need a few minutes. In plenary, ask participants to call out some of the skills they have learned.

Warm-up Tools

1W.1 River Code

SEASON	Pre-Sowing
OBJECTIVE	To inform the community that the role of the "facilitator" is to empower the community and assist in guiding them to where they would like to go
TIMEFRAME	1 - 2 hours
MATERIALS NEEDED	Two pieces of rope or sticks 3 stones, pieces of paper or circles drawn in the ground
IDEAL WORKSPACE	Enough space for forming circles, both standing and sitting

Background

The role of a good facilitator in a program is to serve as an initial guide that will help empower a group in order for the group to transition into guiding themselves in the future. Understanding the concept of this role is key for successful Pathways participation.

The purpose of this exercise is to highlight the idea of community empowerment and to clarify that the facilitator will help the community develop new options, rather than act as a supplier of goods and services. This approach also helps show the value of participatory approaches and to start a process of considering where we are today, where we would like to be, and how we might get to our goal. This idea of comparing where we are today to where we want to go is a theme that will be revisited in many of the exercises, and will be used by the group to develop more systematic plans.

Steps to follow for the activity

► **STEP 1.** Before the session, take 3 participants aside and give them instructions for a three-act "role play". One will play the facilitator, one will be the assisted person to cross the river, and one will be the guided person. Their roles are listed in steps 2-7.

► **STEP 2.** Lay 2 pieces of rope or branches to represent the banks of a river, put some paper, stones or draw large circles on the ground to represent stepping stones, by which to cross the river (see figure below).





Responsibilities of the Facilitator:

- 1. Facilitators are the standard-setters for the discussion.** Facilitators must stay focused and alert, interested in the discussion and the learning that is taking place. They set and maintain the tone of discussion, by example and by setting ground rules. Facilitators should make eye contact with all participants, listen closely, and encourage everyone to contribute to the group.
- 2. Facilitators make the workshop environment a priority.** Everything from how the chairs are set up, candy, quotes on the wall, location of restrooms, and many other logistical items. The facilitator is responsible for gauging the physical environment of the training and how the environment relates to the feeling of the workshop.
- 3. Facilitators are mindful of timing issues.** It is easy to over-schedule activities and not incorporate enough downtime for the participants. Avoid planning intensive activities directly before or after a meal. Always plan on activities taking longer than you think. Facilitators need to constantly check-in with the group to gauge their energy level.
- 4. Facilitators are responsible for articulating the purpose of the discussion and its significance to the group.** It is important to clearly state the goal and purpose of each activity and section of the training. Also, let the group know the expected time that will be spent on each activity.
- 5. Facilitators make use of various techniques/tools to keep the discussion moving.** When tension arises or discussion comes to a halt, the facilitator must be prepared with tools to keep the learning happening.
- 6. Facilitators are responsible for paying attention to group behaviors.** Be observant of verbal and non-verbal queues from the group. You can encourage people to explain their behaviors during check-in periods.
- 7. Facilitators should be relaxed and have a sense of humor that makes sure discussions are enjoyable as well as educational.** Group discussions can often take a very serious turn and become intense. It is important to remember we do not have to be fired-up or uptight in order to have effective discussions. Laughter and a relaxed environment can be the greatest methods for a good discussion.

(Source: Bonner Curriculum: Facilitation 101: Roles of Effective Facilitators)

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Facilitation and Feedback Assignments

Task:

Facilitation of visualized digital input for colleagues (incl. feedback session)

Format:

Parallel peer groups

Involvement:

8 participants volunteered to present/facilitate

Language:

2 English groups / 2 French groups

Topics:

WEE: Women's rights and economic empowerment

WPE: Women's political participation & empowerment

SGBV: Sexual and gender-based violence

The Peer Groups

Group 1 (French Speaking):

- **Stephanie Guha (Presenter WEE)**
- **Simone Droz (Presenter SGBV)**
- Dona Fabiola Nshimirimana
- Aziza Aziz-Suleyman
- Susanne Amsler

Group 2 (French Speaking):

- **Dominique Habimana (Presenter WEE)**
- **Maja Loncarevic (Presenter SGBV)**
- Mariama Soumaila-Issaka
- Eustache Ndokabilya-Dunia
- Laurence Mortier

Group 3:

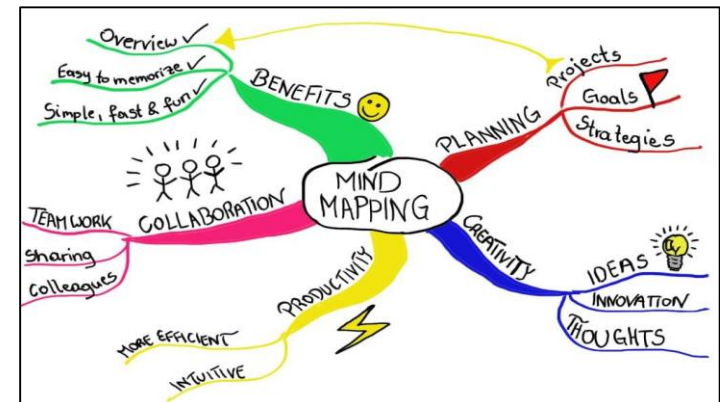
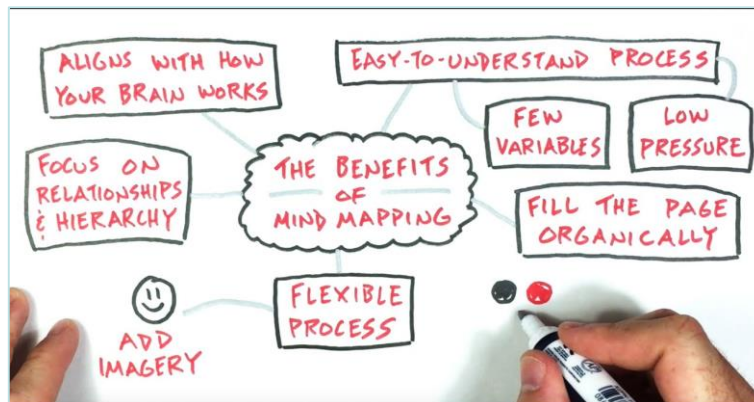
- **Kunow Abdi (Presenter WEE)**
- **Raeda Nimrat (Presenter SGBV)**
- Lensse Bonga
- Biljana Dusic Radmilovic

Group 4:

- **Alaa Abdalmageed (Presenter WEE)**
- **Natalia Cernat (Presenter WPE)**
- Laurent Ruedin
- Mona Saleh
- Simone di Stefano

Facilitation and Feedback Assignments

- Eight volunteers prepare a short presentation (10 min.) to be held on Day 6.
- Other group members will provide feedback (10 min.) on WHAT (content) and HOW (process): 5 + 5 min.
- Every presentation is accompanied by a summarizing visualization (structured one-pager, flip-chart, mind-map, etc.).





Facilitation and Feedback Assignments (for Day 6)

1)

Facilitation of session
(short online presentation)
10 min.

2)

Feedback **WHAT**
(content)
5 min.

Feedback **HOW**
(process / method)
5 min.



Feedback Assignments (for Day 6)

WHAT (content)



Content – The *What*

- The subject being discussed
- The task at hand
- The problem being solved
- The items on the agenda
- The goal of the meeting
- The decision needing to be made



Feedback Assignments (for Day 6)

WHAT (content)



- Quality of content / arguments
(correctness, variety, in-depth knowledge, etc.)
- Providing examples from the field
- Using thematic arguments
- Focus on the topic
- Quality of visualization in terms of content
- Etc.



Feedback Assignments (for Day 6)

HOW
(process / method)



Process – The *How*

- The agreements and expectations
- The climate and the environment
- The tools being used
- The way the group works together
- The flow of the agenda
- The way the meeting is kept on track



Feedback Assignments (for Day 6)

HOW
(process / method)



- Body language (standing, positions, hands, legs, etc.)
- Eye contact
- Volume of voice / microphone
- Visualization as supportive tool?
- Background and quality of image / screen
- Internet connection
- Technical handling
- Etc.



Constructive Feedback

GIVING / DONNER	RECEIVING / RECEVOIR
<ul style="list-style-type: none">Careful and honest approach	<ul style="list-style-type: none">Listening with open-minded attitude
<ul style="list-style-type: none">Immediately and linked to situation	<ul style="list-style-type: none">Appreciative attitude (mirror)
<ul style="list-style-type: none">Descriptive without strong judgements	<ul style="list-style-type: none">No justification
<ul style="list-style-type: none">Targeted on specific issue/question	<ul style="list-style-type: none">Opportunity for personal development and growth
<ul style="list-style-type: none">Personal perception («I feel / I think...»)	
<ul style="list-style-type: none">«Sandwich Strategy»	



Thank you! Merci beaucoup!



Photo: Meier (2017)