

FEMINIST INCLUSIVE FACILITATION



2024

RESTLESS
DEVELOPMENT



Acknowledgements

The following manual was developed by Kabcoop Cooperative as an expansion of the inclusive facilitation training jointly developed by Positive Vibes and Restless Development as part of the We Lead program. The initial inclusive facilitation training was adapted to include feminist facilitation and to shift the training from a virtual to an in-person training.

The We Lead Program is an innovative and far-reaching program that aims to strengthen the influence and position of young women whose sexual and reproductive health and rights (SRH-R) are neglected the most. It targets young women and adolescent girls who: live with HIV; face vulnerability and discrimination; live with a disability; and/or are affected by displacement.

Positive Vibes (PV) is a leading Queer, African, Human Rights development organization, working towards the end of ‘othering’, PV aims to challenge, disrupt, and redress socio-structural and socio-cultural barriers that stand in the way of realizing human rights for all.

Restless Development is a global non profit agency that supports the collective power of young leaders to create a better world. They run youth-led programmes to tackle the issues that young people care about the most and are committed to creating an agency that walks the talk on power shifting, using the power shifting checklist, both internally and externally.

Restless Development and Positive Vibes would like to thank Kabcoop Cooperative for developing the following training. Kabcoop is a cooperative of five feminist facilitators from Lebanon who've been working together since 2019: Rana Hassan, Hoda Barakat, Angela Saade, Nadine Moawad and Dounia Salamé. Kabcoop supports groups and organizations in organizing productive and healthy meetings and processes. Kabcoop have co-facilitated workshops and meetings for a diverse range of feminist and queer organizations, from local collectives to international donors.

Introduction

This training manual offers feminist facilitators some frameworks, tools, and insights to plan and organize workshops on facilitation skills. The methodological elements can apply to any type of meeting or space you would like to run with feminism and inclusivity at the core. These include how to accommodate participants' needs, how to design the agenda, or how to anticipate and manage different scenarios.

The substantive parts of the manual offer tools and exercises that are particularly useful to achieving effective and inclusive meetings. It is important to approach these learnings with a praxis lens, which means that you try them out, adapt according to what works for you as a facilitator and for your context, and then try them out again. Failed meetings can teach us just as much, if not more, than successful meetings.

The workshop described in this manual is constructed around a 3-day agenda that is fully focused on facilitation, so it includes notes about the general flow and process. However, you can use different building blocks and modules independently should you need to run shorter or mixed sessions or depending on the size and experience of the participant group.

Day 1 opens a space for the participants to get to know each other and to get familiarized with the workshop agenda and methodology. Participants will reflect on their common feminist values through sharing their personal trajectory that brought them to be here today and will connect these values to the bigger feminist movement in their context. Finally, participants will get a first introduction to the role of the facilitator.

Day 2 is divided into two parts. The first part is mostly technical, and will get deeper into the role, skills, and qualities of the feminist facilitator, and will introduce the participants to the facilitation process. The second part of the day will be more reflective on personal and group dynamics.

Day 3 starts with a technical session on the type of meetings, the agenda design, the choice of facilitation tools, and how to role model inclusion principles in the facilitation decisions and actions. Then you will get into solution finding for how to deal with power dynamics and disruptive behaviors, and why and how to hold emotionally safe spaces for difficult discussions. Finally, the day ends with a reflection and evaluation of the workshop, and a closing circle.

You will notice this manual is based on a key pedagogical framework that assumes that people learn best when they can reflect on their own knowledge and lived experiences, especially when thinking about social issues, oppressions, and activism. It also assumes that people will work generously and supportively with others when they feel safe, valued, and welcomed in a group setting. Therefore, most of the sessions are designed to foster both of these principles.

NOTE TO FACILITATOR

WE HAVE INCLUDED FACILITATION NOTES FOR YOU THROUGHOUT THE MANUAL, LOOK FOR THE BLUE BLOCKS LIKE THIS TITLED “NOTE FOR FACILITATOR”.

Adapting to Context

Facilitation of meetings, especially around gender and social justice, does not happen in a contextual void. On the contrary, the dominant communication and interpersonal culture will have a large effect on how smoothly you can implement a feminist facilitation agenda. In times of progress or harmony, you might find people ready and eager to collaborate, listen, discuss, and even disagree in a constructive manner. But in times of stress, backlash, scarcity of resources, or peak disagreements in the movement, you may find that meetings are tense and difficult to facilitate. The external contexts of both social movements and the general political context affect this significantly.

We have included knowledge content that we find useful and helpful. Look for it in the yellow boxes. Use these as you see fit, adapting it to your context and people.

PRE-WORKSHOP PREPARATIONS

In preparing for a facilitation workshop, it is very important to get to know the participants beforehand so that you can design an agenda that responds to both their needs and their expectations. You can fulfill this in diverse ways:

1. Check in with the organizers and ask about the participants' profiles (age groups, genders, backgrounds, levels of engagement, etc.).
2. Prepare and send a needs assessment form at least two weeks before the workshop to ask about participants' personal needs as well as their interests and learning expectations.
3. If needed, arrange group or individual calls with participants beforehand so you can ask about their needs and expectations.

This will allow you to make any logistical accommodations needed to maximize participants' free and meaningful access to your workshop. Examples of this include:

- Knowing about dietary needs or allergies beforehand helps you ensure the right snacks, drinks, and catering are available to all participants.
- Knowing about disabilities or physical discomforts will inform your seating arrangement, room division, which exercises or energizers require the appropriate amount of physical effort, or if you will need extra equipment like a sound system.
- Checking on participants' mental health or energy levels gives you good indicators for time management, rest spaces, and other supportive details you can pay attention to before the workshop.
- Asking about participants' levels of confidence with spoken languages is also useful in case you need to arrange for whisper or professional translation or need to remind the room to stick to a certain commonly understood language or dialect.



Here are a few accessibility areas to keep in mind when designing a meeting space that accommodates people of diverse needs and abilities. As you build your own facilitation manual from your own experience, make sure to add and amend these as suits your context:

- 1. Physical Accessibility:** Develop a checklist for choosing venues that accommodate different levels of access depending on your participants: ramps, elevators, wide doorways, accessible restrooms, for example. Generally, it is always good to choose venues with good sunlight and air circulation, preferably with a close-by outdoor break area.
- 2. Assistive Technology:** Sound systems or captioning for people with hearing impairments or screen readers or braille materials for those with vision impairments.
- 3. Clear Communication:** You may host workshops with different levels of language or dialect comprehension and fluency. Speak clearly and at a moderate pace. Face the group when speaking, allowing people who lip-read to follow. Avoid jargon or overly complex language unless necessary and clarify when asked. You can use a “jargon bell” or other such tools that participants can trigger when the room has slipped into specialized jargon that is not accessible to everyone.
- 4. Use Visual and Auditory Cues:** For visual learners or participants with hearing impairments, supplement verbal instructions with written material or projected slides. For those with vision impairments, provide auditory descriptions of any visuals. If you are taking notes on a flipchart, stop from time to time to read the notes out loud for people to follow. Use legible handwriting.
- 5. Foster an Inclusive Participation Environment:** Different participants have different levels of comfort with modes of interaction, such as verbal discussion, written responses, or more artistic expression like drawing or role-playing. Incorporate a variety of these ways of expression into your agenda, steering away from all-verbal discussions in order not to privilege people who have most experience speaking about their ideas.

6. Be Flexible with the Agenda: It is quite rare that you implement the full agenda as planned – especially over several days – without adapting daily (or sometimes after every session) to the responsiveness of the participants and the energy in the room. That is completely normal. Your goal is not to check an item off your list. It is to ensure that the space you are holding is achieving all it can for everybody participating. Sometimes this means changing the agenda to allow extra time for one or more activities.

7. Check-in Regularly: You will see that every day, the agenda starts and ends with a collective check-in. This offers ample room for people to express discomfort or particular needs. You can also complement this with checking in on people during breaks or evenings.

8. Engage Support Staff or Resource People: If you feel like there is a particular care role that the facilitators will not be able to fulfill alongside their tasks, it is a good idea to invite support staff to participate or be on standby in your workshop. This could be a psycho-social specialist, for example.

STATIONERY LIST

- **A3 paper**
- **Ball of yarn**
- **Colouring pens**
- **Flipchart paper**
- **Flipchart stand**
- **Paper roll**
- **Blu tack and/or masking tape**
- **Laptop**
- **Markers**
- **Post-its**
- **Projector**
- **Scissors**

Where appropriate, digital and/or physical copies including:

- **List of possible questions for the interviews, handout, and digital copy about active listening**
- **Slides**
- **Scenarios of requests for support**
- **The description of the characters for the role play (written on small cards)**

DAY 1

OBJECTIVES AND AGENDA

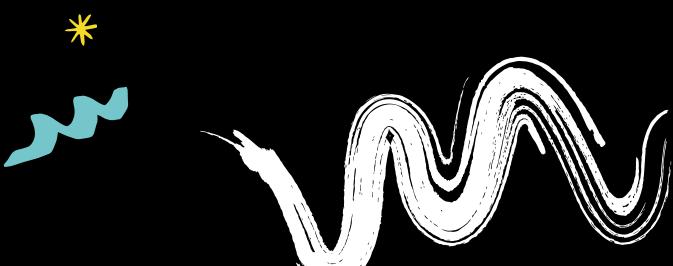
Objectives of the day:

- Participants get to know each other and get familiarized with the workshop agenda and methodology.
- Participants reflect on their common feminist values through sharing the personal trajectory that brought them here today and connect these values to the bigger feminist movement in their context.
- Participants get a first introduction to the role of the facilitator.



AGENDA:

Time	Sessions	Objectives
9.30-11.20	Session 1: Introductions & setting the ground	Participants understand the methodology & pedagogy and get to know each other, and get comfortable in the space
11.20-11.40		Break
11.40-13.00	Session 2: Our trajectory and common values	Participants identify common values and reflect on tools to hold discussions about the values of a group
13.00-14.00		Lunch break
14.00-15.10	Session 3: Brief history of the feminist movement	Participants situate themselves and their work in a historical context of feminists organizing for social change, discuss various approaches and waves
15.10-15.30		Break
15.30-16.40	Session 4: The role of Facilitation	Participants learn about the role of the facilitator
16.40- 17.00	Closing	Wrap up, takeaways, and notes for Day 2



SESSION 1: INTRODUCTIONS & SETTING THE GROUND

OBJECTIVES

- Participants understand the methodology & pedagogy of the workshop and what to expect for the agenda.
- They get to know each other personally.
- They share their needs from the space and agree on norms of holding this space together for the duration of the workshop.



Time: 120 minutes

Tool(s): Icebreaker, input synthesis

Material: Flipchart paper for the walls, markers, post-its

Detailed steps:

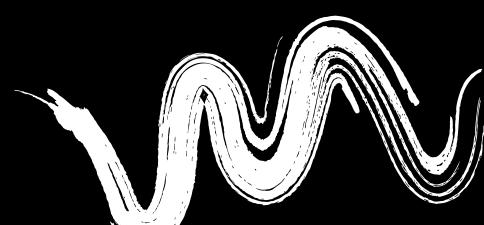
Welcome (10')

- Welcome by Organizers
- Presenting your organization and the facilitators

NOTE TO FACILITATOR

ANY FACILITATOR WOULD PROBABLY ARRIVE NERVOUS AT THE BEGINNING OF A WORKSHOP. BUT, REMEMBER, PARTICIPANTS ARE ALSO PROBABLY A LITTLE NERVOUS TOO, ESPECIALLY IF THEY ARE NOT FAMILIAR WITH YOU OR WITH OTHER PARTICIPANTS YET. SO, YOUR GOAL FROM THE OPENING SESSION IS TO MAKE PEOPLE FEEL WELCOME AND AT EASE AND PRESENT YOURSELF AS SOMEONE WHO WILL HOLD THE SPACE FOR THEM TO GET COMFORTABLE AND BENEFIT AS MUCH AS THEY CAN FROM THE COLLECTIVE TIME TOGETHER.

YOUR WELCOME INTRODUCTION MUST BE SHORT (NO LONG SPEECHES), INCLUDING INPUT FROM THE ORGANIZERS SO THAT YOU CAN JUMP RIGHT INTO THE ICEBREAKER. THE GOAL OF THE ICEBREAKER, IN ADDITION TO GETTING TO KNOW EACH OTHER AT A PERSONAL LEVEL, IS TO LET OUT A BIT OF THE NERVOUSNESS THROUGH SOME LAUGHTER AND MOVEMENT.



ICEBREAKER (30')

This icebreaker allows people to get up, move around, and learn about each other. The facilitator asks questions like the below and, depending on the answer, participants must move to a corner of the room.

- Where do I live?
- Where was I born?
- What cause am I active in, the work I do.
- Who has participated before in training on facilitation?
- Cat people/ dog people or such hobby-related questions.

At every motion, the facilitator asks one or two persons to tell us more about their answer or makes observations about the motion. Be careful not to include any sensitive information questions, these must be light and fun information that is easy to share.

Make sure that the space has no obstacles on the ground, so that people with disabilities can move freely.

EXPECTATIONS & ICEBREAKER IN GROUPS OF 3 (25')

Ask participants to find someone who did not go to the same side (which means they don't know them well) – and make groups of three, and discuss with each other the following prompts:

- First round: Remind them of your name, what is one thing that you love doing? (a hobby, a practice, paid work, etc.)
- Second round: What is an objective or intention you have for this training? Write it down on a post-it and share it with your group. Post your expectation on the wall before taking back your seat

NOTE TO FACILITATOR

HERE, YOU HAVE MOVED SMOOTHLY BETWEEN THE ICEBREAKER AND THE EXPECTATIONS. IT'S A GOOD IDEA TO ALWAYS GIVE PEOPLE A FEW MINUTES TO THINK AND WRITE IT DOWN BEFORE SHARING WITH OTHERS. IN MOST CASES, YOU HAVE ALREADY DONE A NEEDS ASSESSMENT WITH THE PARTICIPANTS BEFORE THE WORKSHOP AND HAVE GATHERED THEIR EXPECTATIONS BEFOREHAND. BUT IT'S A GOOD IDEA TO STILL TAKE A SHORT SLOT IN YOUR INTRODUCTORY SESSION FOR PEOPLE TO SHARE THIS WITH THE GROUP. IT HELPS EVERYONE GET A BIGGER PICTURE ON WHAT THE GROUP HOPES TO ACHIEVE TOGETHER.

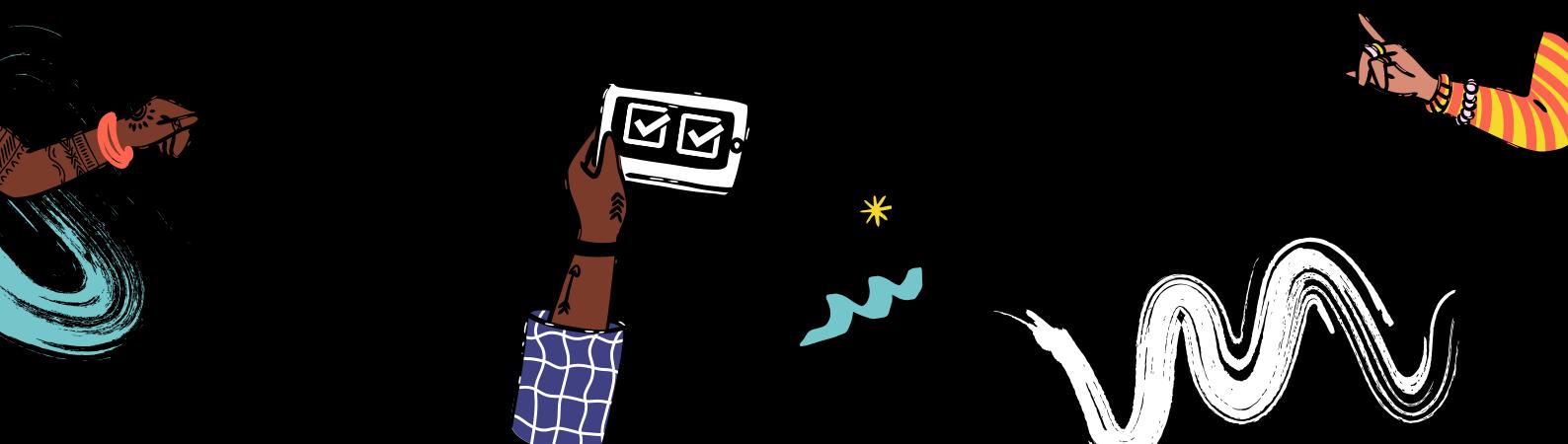
IT ALSO HELPS YOU, AS FACILITATOR, TO VALIDATE THAT YOU ARE HERE TO REACH THESE EXPECTATIONS. OR, IN SOME CASES, WHERE A PARTICIPANT SHARES SOMETHING THAT IS OUTSIDE OF THE SCOPE OF THIS PARTICULAR WORKSHOP, YOU CAN CLARIFY THIS TO THEM AT THE BEGINNING.

FRAMING THE TRAINING (25')

Now, participants return to their seats and get comfortable, and you are back in plenary. First, you will be checking the expectations (15') and then validating them. Some participants like to speak in plenary (while others prefer small, more intimate settings). It is a good idea to allow for one or two comments from the plenary about the expectations. However, remember to state that you will take only one or two comments.

Next, you present the agenda of the training (10'), referring to a written version of the agenda on a large flip chart paper (in addition to a digital version if the group has visually impaired people) on the wall so that participants have it as a reference for the session and break timings. This includes:

- Topic and timing for each session and breaks,**
- Purpose and pedagogy of this trainings,**
- Flow, the logic of the sequence of the sessions,**
- Any notes you want participants to know about the agenda (e.g., density or significance or check-in moments).**



NORM SETTING (20')

This is an important session to agree together on the behavioral “rules” of the space and time together. It gives participants the chance to share their needs from the group (it is framed as “needs” to avoid a feeling of imposing rules on each other).

Ask the participants to share their needs and elaborate on these points by answering the question: “What is it that you need in order to be fully present in this training?”, giving examples to get the discussion going. You, or the co-facilitator write every input on the flipchart and check with the room if there is agreement on this point or if anyone would like to discuss/ refine.

At the end of the session, the outcome is a list that will be hung on the wall and could be digitized and sent to participants if the group has participants with impaired vision.

NOTE TO FACILITATOR

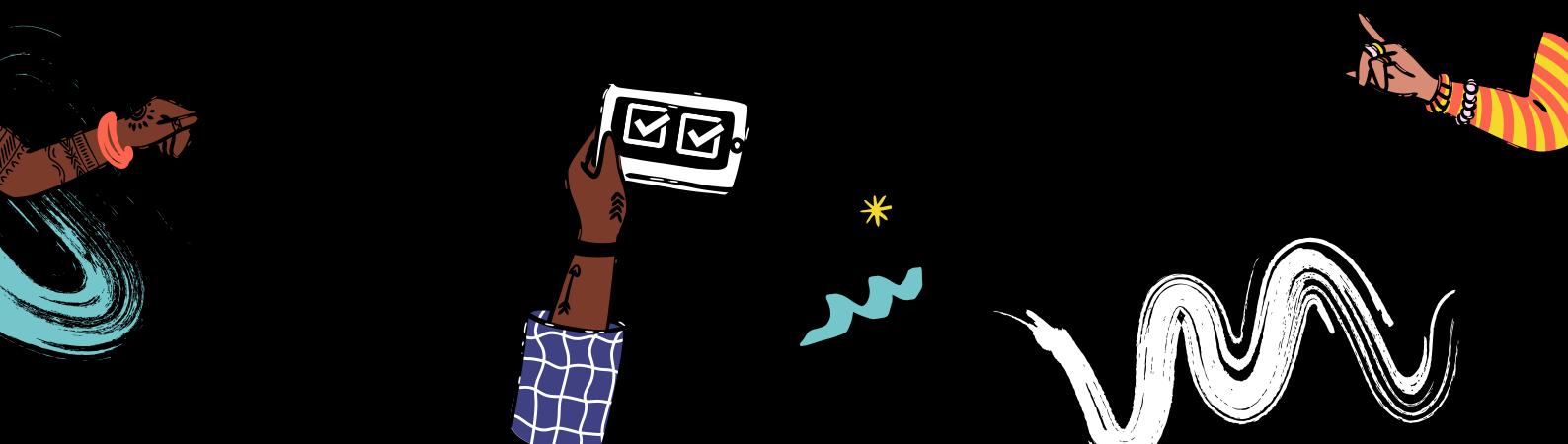
OF COURSE, SETTING THE NORMS ON THE FIRST DAY IS NOT A GUARANTEE THAT PEOPLE WILL RESPECT THESE FOR THE DURATION OF THE WORKSHOP. SO YOU CAN SHARE THAT IN CASE YOU AND THE GROUP FEEL THAT THE NORMS ARE NOT BEING RESPECTED, YOU CAN COME BACK TO THIS DOCUMENT AS A REMINDER OR TO FULFILL A NEED TO ADJUST. REMIND PEOPLE THAT THIS IS A COLLECTIVE RESPONSIBILITY AND THAT OUR FACILITATION METHOD IS NOT ABOUT POLICING, BUT RATHER ABOUT GUARDING THE NORMS THE PARTICIPANTS THEMSELVES HAVE REQUESTED.

HOUSEHOLD INFORMATION (5')

Finally, you take a few minutes to point out the logistics of the room.

- The “pickle jar” or “parking lot” sheet on the wall is for all topics that might come up in discussions that do not fit in the time designated for each session although, the group (or some participants) think they are important, so they are “parked” and you will make time to come back to them in another session.
- Any notes about the use of the space, such as where the breaks will be, where the bathrooms are, etc.
- Energizers will help whenever you or the group feel there is a need, so ask the group to share with you if they feel the need to move or if they have a fun energizer they would like to lead on.

Thus, end your introductory two hours with the participants. Congratulations. You have learned a lot about the participants, who is active, who is reluctant to participate, who is talkative, who is skeptical, etc. Most importantly you have learned their names. Now you go on a break and prepare to come into the topic at hand.



SESSION 2: OUR TRAJECTORY AND COMMON VALUES

OBJECTIVE:

Participants identify common values and reflect on tools to hold discussions about the values of a group

Time: 80 minutes

Tool (s): Journey exercise, sharing in small groups, reflection in plenary

Material: A3 paper, coloring pens

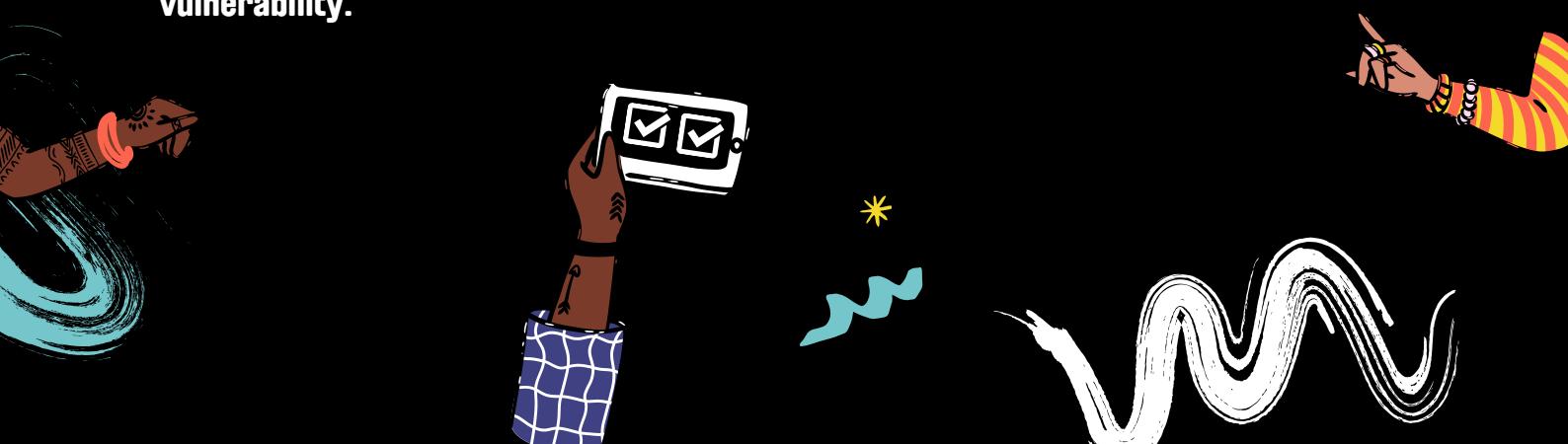
Detailed steps:

The point of this exercise is for the participants to get to know each other's stories, and to reflect on the common values based on lived experiences rather than opinions and theories. Start by a small introduction that sets the group of what you mean by values.

OFTEN, OUR PERSONAL VALUES DERIVE FROM CHOICES WE HAVE MADE WHEN CONFRONTED WITH INJUSTICE AND DISCRIMINATION, EITHER TOWARDS US OR TOWARDS PEOPLE WE CARE ABOUT. WE DEVELOP, FOR EXAMPLE, A COMMITMENT TO SOLIDARITY BECAUSE WE REFUSE TO BE APATHETIC ABOUT OTHERS' GRIEVANCES. WE ATTRIBUTE HIGH VALUE TO INTERSECTIONALITY BECAUSE WE RECOGNIZE FROM EXPERIENCE THAT DIFFERENT STRUGGLES AND OPPRESSIONS ARE CONNECTED.

FOR WOMEN AND QUEER FOLKS, GENDER JUSTICE IS A CORE VALUE – THAT NOBODY MUST FACE VIOLENCE OR DISCRIMINATION FOR THEIR GENDER EXPRESSION. WHEN WE SHARE STORIES ABOUT WHY WE ARE PASSIONATE OR COMMITTED TO THESE IDEAS, WE ARE ABLE TO FIND AND ESTABLISH COMMON GROUND WITHIN THE COLLECTIVE AND OVERCOME WHAT MIGHT BE EXCLUSIVE ACCESS TO KNOWLEDGE OR THEORY.

Sometimes the group may be resistant to sharing their lived experiences, so it helps to give examples from your personal experience to set the tone and welcome vulnerability.



PERSONAL REFLECTION (15')

Participants are asked to take some time to reflect on their driving motivations for being here today, in a workshop on feminist facilitation, what moments in their trajectory brought them to be here, what challenges and choices they made. Participants can choose to use coloring pencils to illustrate these moments, challenges and choices on an A3, participants who are not able (because of a disability) or do not wish to illustrate these moments on paper are invited to use any tool they chose to take notes of the moments that brought them here.

NOTE TO FACILITATOR

THIS EXERCISE MIGHT BRING UP DIFFICULT MOMENTS/MEMORIES, REMIND THE PARTICIPANTS TO ONLY OPEN WHAT THEY FEEL ABLE TO CLOSE AND HOLD AT THIS MOMENT.

GROUP SHARING (30')

Participants are divided in 3 groups and share with the group only what they are comfortable sharing. Each person takes up to 5 minutes to share, then the group attempts to find the common values that can show in the different stories.

Remember that people have different levels of comfort when talking about emotions and lived experiences. Remind the participants not to push each other's boundaries, and to be fully present and listening when their peers are sharing. If you feel that someone got too emotional and left their group at this moment, check on them or ask your co-facilitator to do so.



SHARING IN PLENARY (30')

The group reconvenes in a plenary setting, and each group shares what values and challenges they saw they had in common. The co-facilitator takes notes of the values mentioned by each group. Finish the session by hearing a few comments and sharing your observation on the intersections and a reflection on the exercise.

NOTE TO FACILITATOR

THERE IS A POSSIBILITY THAT THE GROUP SHARING WAS HEAVY AND INTENSE, IF YOU OBSERVE THAT, ASK THE GROUP IF THEY WOULD LIKE TO HAVE A FEW MINUTES BEFORE THE PLENARY SHARING, AND DO SOME BREATHING OR GROUNDING EXERCISES.

ADDITIONALLY, IT IS A GOOD IDEA TO HAVE A GOOD BREAK SCHEDULED FOR AFTER THIS SESSION TO ALLOW SOME SPACE FOR PARTICIPANTS TO PROCESS THE DISCUSSION OR CHAT ABOUT IT INFORMALLY, AS WELL AS FOR YOU TO CHECK IN ON ANYONE WHO HAD A ROUGH TIME SHARING.



SESSION 3: OUR MOVEMENT

OBJECTIVE:

Participants situate themselves and their work in the context of feminist movements and organizing for social change.

Time: 70 minutes

Tool(s): Plenary discussion

Material: Post-its

Detailed steps:

After the session discussing personal histories and motivations that have brought the group together to this space from various places and contexts, this session allows the participants to zoom out into discussing the diversity within feminist movements at large. This allows the participants to think more about their immediate and historical contexts and identify from the personal trajectories shared moments or campaigns that influenced their values.

NOTE TO FACILITATOR

A GOOD REFERENCE FOR DEFINING THE COMPONENTS OF FEMINIST MOVEMENTS IS SRILATHA BATLIWALA'S "[CHANGING THEIR WORLD](#)" WHICH INCLUDES AN INTRODUCTORY CHAPTER THAT CLARIFIES CONCEPTS IN A SIMPLE AND ACCESSIBLE WAY. DEPENDING ON THE LEVEL OF EXPERIENCE IN THE ROOM, YOU MAY CHOOSE TO START WITH A FACILITATOR'S INPUT ON WHAT CONSTITUTES A MOVEMENT. THE GOAL IS NOT NECESSARILY TO TEACH THIS INFORMATION TO THE PARTICIPANTS BUT RATHER TO HAVE THEM REFLECT ON THE NECESSITY OF FEMINIST WORKING TOGETHER TO ACHIEVE COMMON GOALS, AND, FOLLOWING THIS TO REFLECT ON THE ROLE OF FACILITATION AS A NEEDED SKILL THAT CAN HELP ACTIVISTS WORK BETTER TOGETHER.



REFLECTION (10')

Ask the participants to look back at the trajectory and identify moments where the feminist movement played a key role in shaping the discourse or taking action against an injustice. This could be the effect of organizations, protests, journalists, artists, etc.

NOTE TO FACILITATOR

IT'S A GOOD IDEA TO PUT UP A SHEET ON THE WALL FOR "RESOURCES" SO THAT PARTICIPANTS WHO MENTION AN INSPIRING BOOK OR ARTICLE OR MOVIE CAN WRITE THEM ON THIS SHEET AS A REFERENCE FOR OTHERS.

SHARING IN PLENARY (30')

Go around the room and ask participants to share these moments and stories of how feminist action influenced them. Prompts you can use: what was it about this story that influenced your thinking? Did it encourage you to act? Were you able to work with others? How did this action sustain?

DISCUSSING COLLECTIVE ORGANIZING (40')

Start the discussion by sharing highlights from the previous discussion that have most to do with collective organizing, where a group of people came together for a common goal. Ask for comments from the room about what factors, in their experience, made these collaborations possible and what challenges, in their experience, caused disagreements or ruptures. Write these on a flipchart as people are sharing, asking them to reflect on the timelines as much as possible to see the effects of these on different moments in the history.



NOTE TO FACILITATOR

DEPENDING ON YOUR CONTEXT AND ON THE LEVELS OF EXPERIENCE WITHIN THE PARTICIPANTS, YOU CAN CHOOSE TO DELVE MORE DEEPLY INTO THE CHALLENGES OF WORKING TOGETHER OR ON THE DIVERSITIES IN STRATEGIES AND APPROACHES TO SOCIAL CHANGE. YOU WANT TO AVOID ANY AD HOMINEM CRITIQUES* (YOU CAN CLARIFY THIS AT THE BEGINNING) AND RATHER PROMPT A DISCUSSION ABOUT THE LARGER, STRUCTURAL CONTEXT OF THE MOVEMENT.

*AD HOMINEM CRITIQUES ARE CRITIQUES DIRECTED AT THE PERSON RATHER THAN THE POSITION THEY ARE MAINTAINING.

By the end of this discussion, you can segway into the role of facilitators as an added skill that can help the movement work better together by being more inclusive, more collaborative, and healthier in its disagreements.



SESSION 4: THE ROLE OF FACILITATOR

OBJECTIVE:

A first introduction into the role of the facilitator and distinction between facilitation and other similar roles.

Time: 60 minutes

Tool (s): Moving around the room: 4 corners exercise, plenary discussion

Material: slides, scenarios of requests for support, Flipchart, markers

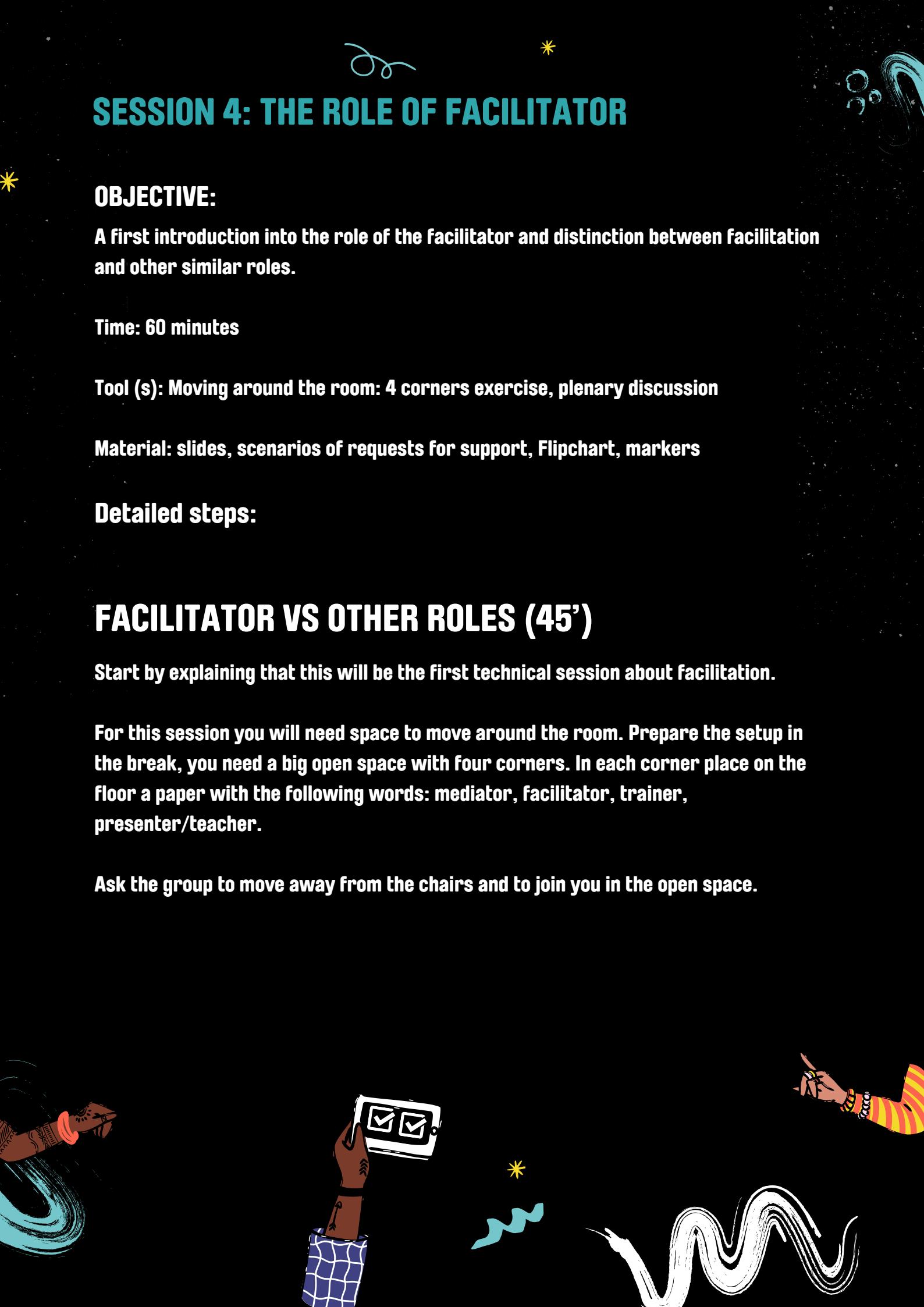
Detailed steps:

FACILITATOR VS OTHER ROLES (45')

Start by explaining that this will be the first technical session about facilitation.

For this session you will need space to move around the room. Prepare the setup in the break, you need a big open space with four corners. In each corner place on the floor a paper with the following words: mediator, facilitator, trainer, presenter/teacher.

Ask the group to move away from the chairs and to join you in the open space.



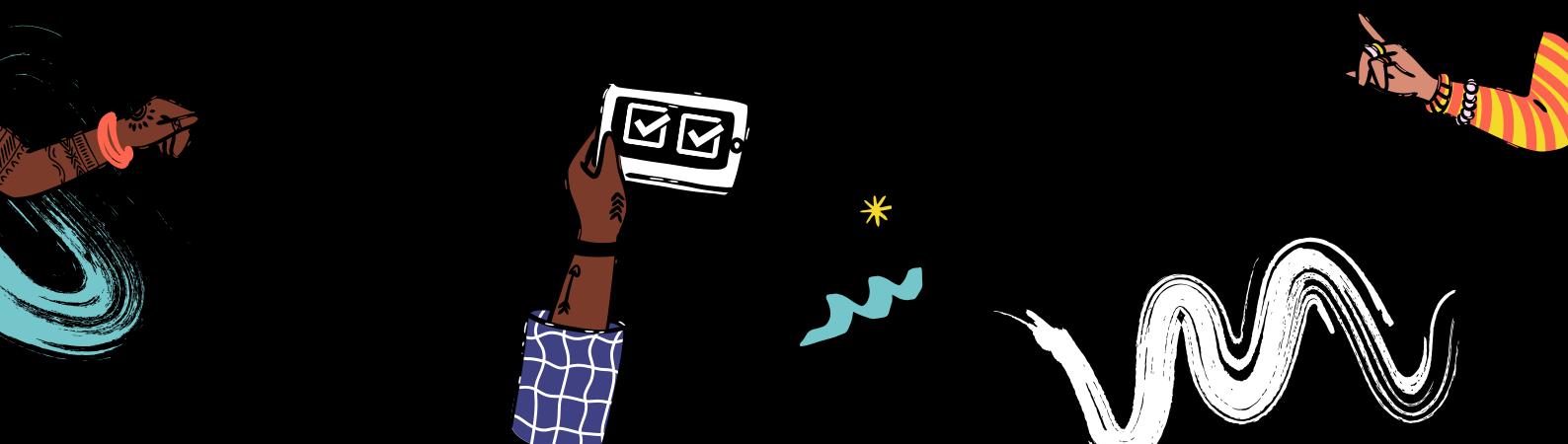
Explain the exercise:

- **Facilitation is often used interchangeably with other roles (trainer, mediator, presenter/teacher). In this exercise, we will get into the distinctions between these different roles. You will hear descriptions of requests for support that we (as facilitators) could receive. What is the role needed in the intervention?**
- **Stand in the corner of the role that you believe is needed for each scenario. If you are hesitating between two different roles, stand between their designated corners or in the middle if you have no idea. Upon hearing people's interventions or explanations of their position, you can move if you are convinced.**

Alternatively, if there are people with disability or if the space does not allow it, hand each person 4 cards (with the four roles), and the exercise would be conducted by raising one card for each given scenario. If this is not possible because there are participants with impaired vision, use hand signs (numbers or simple signs) for people to indicate the correct answer.

SCENARIOS:

- TWO PEOPLE WHO ARE ACTIVE IN A FEMINIST COLLECTIVE DISAGREE ON A DECISION MADE, AND THIS DISAGREEMENT DEVELOPS INTO A CONFLICT (ROLE NEEDED: MEDIATOR)
- AN ORGANIZATION DECIDES TO START A HOTLINE TO SUPPORT SURVIVORS, AND NEEDS TO LEARN HOW TO SET IT UP, RUN AND DEAL WITH CASES (ROLE NEEDED: TRAINER)
- A GROUP OF ACTIVISTS CALL FOR A MEETING TO PREPARE FOR THE WOMEN'S DAY MARCH (ROLE NEEDED: FACILITATOR)
- A FEMINIST COLLECTIVE ORGANIZES A SERIES OF INTERVENTIONS OF GENDER JUSTICE AND FEMINISM (ROLE NEEDED: PRESENTER)
- A NEWLY FORMED COLLECTIVE WANTS TO HAVE A SERIES OF DISCUSSIONS ON THEIR VISION, MISSION, VALUES, AND STRUCTURE (ROLE NEEDED: FACILITATOR WITH KNOWLEDGE ON ORGANIZATIONAL BUILDING)



Present the projected slides outlining each example, then when people position themselves, ask to hear from the people standing in different corners, listening first to the people standing in the “wrong” side. Limit your own interventions and let people answer each other. If after you hear all the interventions you think the answer was not clear, you intervene to guide people and add nuances. Then move to the next request scenario.

After you go over all examples, ask the people to go back to their places, and give your input on the difference between the roles using the slides and the following chart.

THE DIFFERENCE BETWEEN FACILITATOR, TRAINER, MEDIATOR, AND PRESENTER/TEACHER

	PRESENTATION	TRAINING	FACILITATION
FOCUS	Focus on Content	Focus on both Content & Process	Focus on Process
DELIVERABLE	Information/ Inspiration	Skill Development	Group Insight/ Decisions
APPROACH	Present/Tells	Teaches/ Involves	Asks/Guides
TELLING VS. LISTENING	80% Telling 20% Listening	50% Telling 50% Listening	20% Telling 80% Listening

REFERENCE: [HTTPS://WWW.LEADSTRAT.COM/INFOGUIDE-PRESENTING-TRAINING-FACILITATING/](https://www.leadstrat.com/infoguide-presenting-training-facilitating/)

A MEDIATOR: ACTS AS A NEUTRAL THIRD PARTY TO HELP RESOLVE CONFLICTS OR DISPUTES BETWEEN INDIVIDUALS OR GROUPS, ENCOURAGING UNDERSTANDING AND COMPROMISE. THEY ENSURE THE TWO PARTIES ARE ABLE TO LISTEN TO EACH OTHER AND FEEL SAFE TO ENGAGE.

A TRAINER: WORKS WITH THE GROUP TO ENHANCE PARTICIPANTS' KNOWLEDGE OR SKILLS IN SPECIFIC AREAS. THEY FOCUS EQUALLY ON THE CONTENT AS ON THE LEARNING PROCESS.

A PRESENTER: DELIVERS INFORMATION OR IDEAS TO AN AUDIENCE IN A STRUCTURED WAY, OFTEN USING VISUAL AIDS, TO INFORM, EDUCATE, OR INSPIRE. THEIR FOCUS IS MOSTLY ON THE CONTENT AS THEY ARE SEEN AS THE KNOWLEDGE HOLDER IN THE PRESENTATION SETUP.

A MODERATOR: OVERSEES AND DIRECTS A DISCUSSION, DEBATE, OR PANEL, ENSURING BALANCED PARTICIPATION, ADHERENCE TO TOPICS, AND MAINTAINING ORDER.

A FACILITATOR HOLDS THE SPACE, AND GUIDES THE GROUP TO REACH ITS SET OBJECTIVES. THEY FRAME THE DISCUSSION, SHARING (OR ASKING THE PARTICIPANTS TO SHARE) ANY INFORMATION THAT IS NEEDED TO MAKE SURE THAT EVERYONE CAN PARTICIPATE IN AN INFORMED WAY. THEY FOCUS MORE ON THE PROCESS THAN ON THE CONTENT, ESPECIALLY ON BUILDING TRUST WITHIN THE GROUP AND ENSURING EVERYONE IS ABLE TO PARTICIPATE AND BE HEARD.

Explain that you will get deeper in the coming days in the role of facilitation, and specifically how facilitation can be feminist and inclusive.

Ask participants what other facilitation roles are important and needed to support the main facilitator, make sure all these following roles are mentioned: Co-facilitator, Timekeeper, Note taker, Translator (when needed), energizer, etc. Mention that these roles can be filled by participants.

CHECK-OUT AND CLOSING OF THE DAY

Since most of the day's sessions have been in plenary, check-out is done in small groups. Give the instructions for the participants to divide into 4 groups and share how they feel at the end of the day, what is one feeling that they are taking with them.



DAY 2

OBJECTIVES AND AGENDA

Objectives of the day:

- Participants get deeper into the role, skills and qualities of the feminist facilitator.
- Participants get introduced to the facilitation process.
- Participants reflect on group dynamics.
- Participants dive into the “self”, reflecting on their value, boundaries, and potential as facilitators.

AGENDA:

Time	Sessions	Objectives
9.30-10.00	Intro and check-in	
10.00-11.20	Session 5: Qualities, skills, and attitudes of a feminist facilitator	Participants connect the values identified on day 1 to practices of facilitation. Reflection on what it means to be a feminist/inclusive facilitator in terms of qualities, skills, and attitudes.
11.20-11.40		Break
11.40-13.00	Session 6: The facilitation process	Participants have a better understanding of the facilitation process, its different phases, and the steps to take upon receiving a facilitation request.
13.00-14.00		Lunch break
14.00-15.10	Session 7: Role play on social significance	Participants reflect on group dynamics and understand what could lie beyond a role perceived as a disruptive one. Participants explore ways to handle specific disruptive behaviors when facilitating.
15.10-15.30		Break
15.30-16.40	Session 8: Who am I as a facilitator?	Who am I as a facilitator? How do my values/boundaries translate in my facilitation? What do I need in order to grow in this role?
16.40- 17.00	Closing	Wrap up, takeaways, and notes for Day 3

INTRO AND CHECK-IN

Welcome people into the space, and start with a check in (depending on the energy of the group, you can decide to go either with a check in in plenary, or in small groups), if you are starting late, go with a quick check in tool such as asking people to share in one word/sound/image/color how they are arriving to the workshop today. The purpose here is to give people the possibility of checking in with themselves to be more present in the space. It is also a good idea for you to start with sharing how you are feeling, so that you can set the tone.

People will tend to go into analyzing and talking from the head in the moments of check in and check out. Remind them that they have all the rest of the day for that, the check-in moment is more about the feelings than the thoughts, the body than the mind.

After the check-in, go over what was done so far, where you are in the agenda, and what you will be doing together today.

If needed, remind people about the norms, and ask if anyone would like to add to them.



SESSION 5: QUALITIES, SKILLS, AND ATTITUDES OF A FEMINIST FACILITATOR

OBJECTIVES:

1. Connecting the values identified on day 1 to practices of facilitation.
2. Participants reflect on what it means to be a feminist/inclusive facilitator in terms of qualities, skills, and attitudes.
3. Participants have a more complex understanding of the role and focus of a feminist facilitator.

Time: 60 minutes

Tool(s): Idea storm & clustering, presentation

Material: Post-its, thumbtack, flipcharts, and slides



Introduction (10')

Introduce the session with a reminder of the role of the facilitator that you discussed the previous day, and the feminist values that the group identified as core to them. Ask why, in their opinion, it is important to have facilitation that is feminist and inclusive. Listen to a few answers from the group, and if needed add your input.

AS FEMINIST FACILITATORS, WE WILL WORK WITH GROUPS OF PEOPLE THAT COULD BE FACING DIFFERENT LEVELS OF OPPRESSION IN THE REAL WORLD BECAUSE OF ONE OR MANY ASPECTS OF THEIR SITUATION IN LIFE OR THEIR IDENTITY. IT IS IMPORTANT TO REMEMBER THAT THE EXPERIENCE OF ALL WOMEN/QUEERS/MIGRANTS/PEOPLE WITH A DISABILITY ETC. IS NOT THE SAME. FOR EXAMPLE, THEY COULD BE A QUEER MIGRANT PERSON, OR A SINGLE MOTHER WITH A DISABILITY ETC. WE CALL THE COMPOUNDED IMPACT OF DISCRIMINATION INTERSECTIONALITY.

WHEN FACILITATING, THIS MIGHT BRING PARTICULAR CHALLENGES, BUT ALSO A LOT OF RICHNESS TO THE GROUP. YOUR ROLE AS A FEMINIST INCLUSIVE FACILITATOR IS TO VALUE THE DIVERSE EXPERIENCES OF THE PEOPLE IN YOUR GROUP TO ENSURE EVERYONE FEELS APPRECIATED AND ABLE TO PARTICIPATE.



Idea storm (15')

You now move to an exercise to crowdsource knowledge from the group about the qualities and skills of a feminist facilitator.

Ask the group to go back to the values they identified the first day, and with more clarity on the facilitation role, how would they see these values translate in a facilitation that is feminist and inclusive? Invite them to think of positive or negative examples of facilitation they have done or witnessed, and based on these examples, think of what kind of qualities, skills and attitudes does feminist facilitation require? Ask them to write those skills, qualities, and attitudes on post-its. They can work in pairs if they prefer it.

To ensure that everyone understands what is meant by the three categories, run through one example collectively, for instance: facilitators have to be empathetic, they need to have good listening skills, and they need to ensure everyone is heard in the meeting.

NOTE TO FACILITATOR

KEEP IN MIND THE POSSIBLE DIFFICULTIES PEOPLE WHO ARE NOT ABLE TO WRITE ON POST-ITS (BECAUSE OF A DISABILITY OR OTHER REASONS) COULD HAVE WITH THIS EXERCISE. MAKE SURE THEY ARE EITHER PAIRED WITH SOMEONE WHO IS ABLE TO DO IT, OR HAVE SOMEONE FROM THE FACILITATION TEAM SUPPORT THEM.



Posting and clustering (25')

Hang three posters on the wall, one for each category (skills, qualities, and attitudes/roles).

Invite the participants to hang their post-its in the respective space. While hanging, they check for what their colleagues have already posted and start to cluster things that are similar. Finish the clustering and summarize what's on the wall for everyone. And asks, is there anything missing?

Remember to support people with physical disability to do this step.

Use the list below or the following diagram as reference.

A facilitator's skills and qualities

Good listening skills including strategic questioning to be able to understand everyone's viewpoint properly.

Energy and attention for the job at hand.

Understanding of the aim of the meeting as well as long-term goals of the group.

Confidence that good solutions will be found and consensus can be achieved.

Respect for all participants and interest in what each individual has to offer.

Assertiveness – know when to intervene decisively and give some direction to the meeting.

Neutrality on the issues discussed. Trust in the facilitator is dependent on them avoiding manipulating the meeting towards a particular outcome. If this becomes difficult, or you know in advance that you'll struggle to remain impartial try:

- stepping out of role and letting someone else facilitate;
- making it clear when you're expressing your own opinion and when you're intervening as the facilitator;
- trusting that someone else will express your thoughts or feelings on the issue;
- asking someone else, in advance, to ensure your opinion is mentioned.

Clear thinking and observation – pay attention both to the content of the discussion and the process. How are people feeling? What is being said?

Qualities

Empathetic, Sense of humor, Respectful, Flexible, Non-judgmental, Knowledgeable about the subject matter and the context in which you are working, Punctual, Confident, Warm, Genuine interest in participants

Skills

Active listening, Communication, Summarizing, Asking good questions, Group management, Group facilitation (NOT teaching) , Able to 'hold' the group: awareness of and ability to stay connected to individuals and the whole system; awareness of verbal and non-verbal .



Attitudes

- Able to work with diversity
- Treats all participants as equal/important and is conscious of the power dynamics in the room
- Ensures all participants are feeling comfortable enough to participate in any discussion and that no one is monopolizing the discussion
- Does not join with individuals/subgroups: maintains a functional boundary between facilitator and participants while being warm and friendly
- Facilitating is more about asking questions than giving input! Enabling participation is key
- Creating a comfortable and safe atmosphere (tone)
- Ability to link people to referrals/resources when necessary
- Careful preparation and planning
- Provides correct information
- Protects the group, which involves exerting a level of control of procedure and holding people to account if their behavior is destructive or makes the space unsafe for others
- Creates opportunities for cross-learning and experience sharing

Input on the role of the facilitator (20')

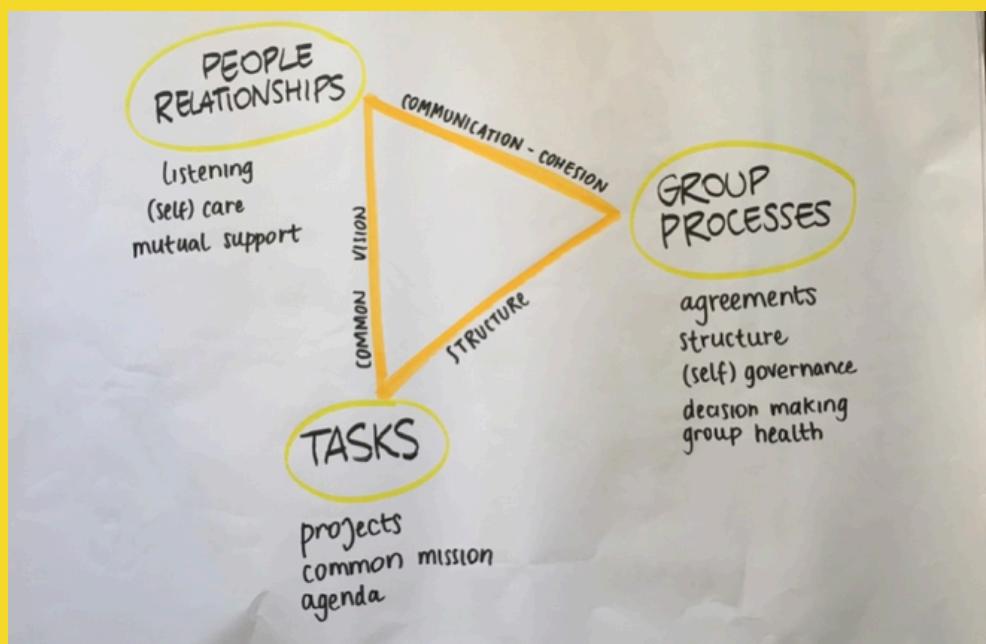
Refer to the people, process, objective triangle below, and explain the following notions.

Ask the group what they think it means to think of the three pillars, in terms of facilitation practices, refer to the following slides if needed.

In every group, there are three pillars that are key for the group health and effectiveness: Objectives, People, Process

The three pillars are interdependent but depending on the nature and culture of the group you are working with, it might be unequally focused on one or two of the pillars and ignore the third. For instance, a women farming cooperative might focus mostly on the objective (producing and selling produces), and a bit on the processes (their internal mechanisms), but have less focus on the people in the cooperative, and in that case some members might end up burnt out or get disengaged and leave the cooperative. Another example would be that of collective that focuses mostly on the wellbeing of the people who are part of the group and on the processes (how they become members, make decisions together etc.), but less on their set objectives, and in that case some members who joined to have an impact beyond the collective might get frustrated and leave.

As feminist facilitators we need to keep equal focus on all three pillars in order to help increase the efficiency and healthy functioning of the group. There is a need to attend to the different dimensions of the groups in the macro level of the facilitation work as well as in the design of the meeting/workshop. Of course, a perfect balance is not always possible, in some instances you will be more focused on one pillar than the other two, but it is important to come back from time to time to this triangle and to check if you are still keeping attention on all three



Ask the group what it means to think of the three pillars, in terms of facilitation practices, refer to the following slides if needed.

How to achieve the balance

People

- Balanced participation
- Healthy communication
- Agreement on norms
- Maintain a safe and trustworthy space

Objectives

- Clear objectives
- Manageable expectations
- Good distribution of time

Process

- Clarity on type of meeting
- Treating the meeting as part of a process
- Clarity in the roles



Session 6: The facilitation process

Objectives:

Participants have a better understanding of the facilitation process, the different phases of the process, and the steps they could take after receiving a facilitation request.

Time: 60 minutes

Tool (s): Presentation, plenary discussion

Material: slides, scenarios of requests for support, Flipchart, markers

Detailed steps:

Facilitation process design (20')

In plenary, take one of the Session 4 scenarios where the request requires a facilitation role, and collectively design the process you would follow from the moment you receive the request till you enter the first meeting as facilitators. Chart the process on the flipchart board.

Make sure that you keep in mind the following steps:

- 1. Preparation: Receiving and understanding the request and confirming the appropriateness of facilitation**
- 2. Assess needs: Understand needs, Include relevant people**
- 3. Design: Define outcomes and design appropriate processes, get confirmation from relevant people**
- 4. Facilitation of the meeting(s)**
- 5. Documentation and closing: Document the process and ensure that it is shared with the participants**

Input on facilitation process (15')

Objectives:

Explain the steps of the facilitation process.

Explain that they will also see in the center of the image the words self and relationship and ask participants to keep this in mind, as you will come back to it in the afternoon in the session on “who am I as a facilitator”.

Session 7: Role play on social significance

Objective:

Participants reflect on common group dynamics and understand the underlying reasons for some behaviors that are perceived as disruptive. Participants explore ways to handle specific disruptive behaviors when facilitating.

Time: 70 minutes

Tool(s): Role play

Setup: Five chairs in the middle of the room constitute the scene.

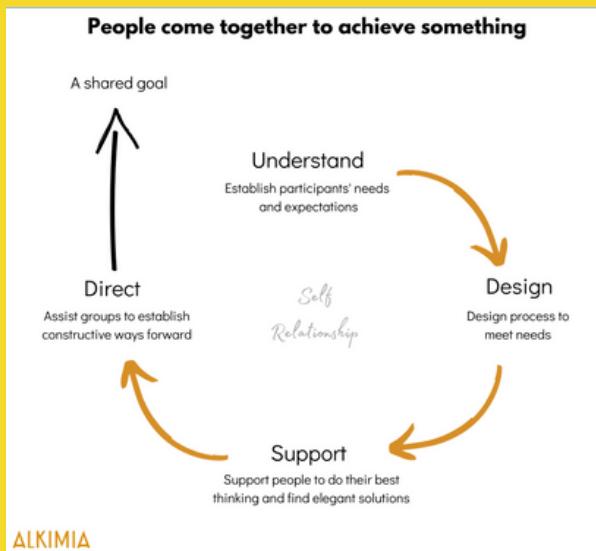
Material: The roles written on small cards.

Detailed steps:

Introduction of the role play scenario (5')

The core of pure facilitation can be boiled down to four active steps; Understand, Design, Support and Direct.

When people come together to achieve something, the process can be hugely aided with the guiding hand of a facilitator. These skills can be used broadly and in many different contexts



Understand

When we encounter a group of people, it is extremely important that we are able to understand their needs and expectations.

Design/deliver

Based on these needs, we would then either want to design a process that will meet these needs OR we can use a pre-designed process tool.

Support

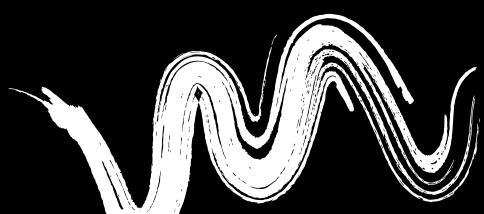
This aspect is where the facilitation takes place, and we surface the innate knowledge and experience of participants towards reaching their goal/s, building relationship and teams, managing conflict, negotiating, and encouraging collaboration.

Direct

As the facilitator, it can be helpful to hold the big picture and make thoughtful recommendations on constructive ways forward.

The facilitator asks for five volunteers from the room to act out a scene. They will be given “characters” written on cards that they must keep secret and play out in the scene. Facilitator explains to the rest of their participants that their role is to observe the dynamics of the scene and make notes so that the group can discuss together what went on during.

If you have participants with impaired vision, read their card to them.



Role play (25')

The scenario is: someone has been arrested and we have called for a meeting with the goal of securing their release. The “characters” will have 10-15 minutes to play out the meeting. Start with one formation & ask someone to facilitate the discussion. 5 minutes in (or more depending on evolution of the roleplay), check if someone wants to come in from the outer circle.

NOTE TO FACILITATOR

ROLE PLAYS CAN BE AS CHAOTIC AS THEY ARE FUN. STAY FOCUSED ON THE GOAL, WHICH IS NOT TO CARICATURIZE* THE BEHAVIORS BUT TO PORTRAY THEM IN A WAY THAT ALLOWS OTHERS TO OBSERVE AND MAKE NOTES. ASK SOMEONE TO FACILITATE AND PEOPLE TO STEP IN IF THEY CAN ADD VALUE TO THE DISCUSSION.

ALSO REMEMBER THIS IS AN EXERCISE ABOUT COMMON, NORMAL GROUP DYNAMICS. THERE WILL BE ANOTHER SESSION ON POWER DYNAMICS, WHICH NEEDS MORE FOCUSED DISCUSSION.

*CARICATURIZE MEANS TO EXAGGERATE OR SIMPLIFY SOMETHING TO MAKE IT APPEAR SILLY OR RIDICULOUS

Analysis in plenary (40')

Initiate the conversation with participants around the following questions:

- **What behaviors did you observe?**
- **Where is it coming from? Also hear from the players themselves.**
- **What went well? What did the facilitator or participants do that helped move the discussion forward?**

Facilitators also share their own observations in small nuggets of wisdom: Share with the group from your own experience as a facilitator, when you have recognized these characters’ needs before and how you have appeased them.

Session 8: Who am I as a facilitator?

Objective:

Participants reflect on their personal skills, motivations, and values as a facilitator and their personal needs to grow in this role.

Time: 70'

Tool(s): Interview, plenary reflection

Material: Printed and digital copy with a list of possible questions for the interviews, handout, and digital copy about active listening

Detailed steps:

The goal from this session is for the participants to support each other in reflecting on their personal skills and values as facilitators. Rather than doing a personal reflection, each two participants will be paired and will have a list of questions to ask each other. As a facilitator you will share some input about active listening and prompts that could help someone think through these reflections.

ACTIVE LISTENING PROMPTS

FRAMING RESPONSES TO ENCOURAGE UNDERSTANDING

TYPES	PURPOSE	POSSIBLE RESPONSES
Clarifying	To get at additional facts. To clarify understanding.	Can you clarify that? Do you mean this...? Can you give me an example? Is this the problem as you see it now? Let me see if I'm understanding....
Paraphrasing/ Restatement	To check our meaning and interpretation with the other. To show you are listening and that you understand what the other has said.	As I understand it then, your plan/suggestion/idea is... It sounds like what you are saying is.... This is what I'm hearing you say...
Encouraging	To convey that you are interested and listening. To encourage the person to continue talking.	I see. That's very interesting. I understand. Hmmmmmm...
Reflective	To show that you understand how the other feels about what s/he is saying. To help the person to evaluate or temper their feelings as expressed by someone else.	You feel that.... It was a disturbing thing, as you saw it. You felt like you didn't get a fair shake.
Probing	To help explore all sides of a problem.	This is what you have decided to do....and the reasons are? What other ways are there to look at it? How do you think other people see it? What other info might help?
Summarizing	To bring all the discussion into focus and to serve as springboard for discussion of new aspects of the problem	These are the key ideas I have heard you express. If I understand, you are feeling/thinking....

INTERVIEWS (40')

Start with the exercise instructions: With music on, walk around the room looking at each other's eyes. When the music stops, find one person with whom you would like to do this interview exercise, someone you are comfortable sharing personal things with.

Alternatively, in a group with people with disability, assign the pairs in a random distribution.

Hand each of the participants the list of questions (example listed below), and ask them to find a space in which they feel comfortable talking, and start interviewing each other. Each participant asks one round of questions, listens to their peer answer them, then their peer asks them the same questions and they answer them. Remind them that it is not a discussion, but rather a space of listening to each other.

Each round should take 10 minutes, each pair is responsible for keeping the time, but you as a facilitator pass by them once or twice to remind them of the remaining time.

NOTE TO FACILITATOR

IF THE NUMBER OF PARTICIPANTS IS AN ODD NUMBER, OR IF THE PEOPLE WHO REMAIN UNPAIRED DO NOT FEEL THAT THEY WOULD LIKE TO WORK TOGETHER, FACILITATORS CAN TAKE PART IN THIS EXERCISE, PAIRING WITH THE PARTICIPANTS.

DOCUMENTING PERSONAL LEARNING (10')

Ask participants to write down (for themselves) what they learnt about themselves from this reflection.



SHARING IN PLENARY (20')

SAMPLE QUESTIONS

ROUND 1:

- WHEN WAS THE FIRST TIME YOU TOOK A FACILITATION ROLE?
WHAT HAPPENED? HOW WAS THE EXPERIENCE?
- WHAT MOTIVATES YOU TO TAKE ON THIS ROLE?

ROUND 2:

- DO YOU RECALL A MOMENT WHERE YOU WERE FACILITATING AND YOU FELT SATISFIED AFTER? WHAT HAPPENED AT THAT MOMENT?
- WHAT WOULD YOU SAY ARE YOUR BEST QUALITIES AS A FACILITATOR?

ROUND 3:

- WHAT WAS A DIFFICULT MOMENT FOR YOU WHEN FACILITATING?
WHAT HAPPENED? HOW DID YOU FEEL?
- WHAT DO YOU THINK YOU NEED TO GROW MORE INTO THE FACILITATION ROLE?

In plenary, ask participants to share one thing they learned about themselves in this reflection.





CHECK-OUT AND CLOSING OF THE DAY

Since the last session the day was done in pairs, the group could benefit from a plenary check-out. If you have enough time, ask the participants to sit in a big circle, and share how they feel at the end of the day, what is one feeling that they are taking with them. If you have little time, ask each to just share in one sentence and one word how they are leaving this day.



DAY 3

OBJECTIVES AND AGENDA

Objectives of the day:

- Participants will go over the type of meetings and the agenda design and the choice of facilitation tools, and how to role model inclusion principles in the facilitation decisions and actions.
- Participants will reflect on how to deal with power dynamics and disruptive behaviors, and why and how to hold emotionally safe spaces for difficult discussions.
- Participants will reflect on the workshop itself and say goodbye to the group.

AGENDA:

Time	Sessions	Objectives
9.30- 10.00	Intro and check-in	
10.00-11.20	Session 9: Type of Meetings and tools	Participants learn about meeting types and facilitation tools and about adapting the tool to the need of the meeting, participants, time, or dynamics
11.20-11.40	Break	
11.40-13.00	Session 10: Power dynamics and disruptive behaviors	Participants reflect on how power dynamics play out in a meeting and learn strategies for dealing with common disruptive behaviors
13.00-14.00	Lunch break	
14.00-15.10	Session 11: Holding emotionally safe spaces	Reflecting on the basics of holding a discussion where a highly emotional topic is opened like an experience of violence or trauma.
15.10-15.30	Break	
15.30-16.30	Session 12: Reflecting on the workshop	Participants reflect collectively on the training, sharing and validating together things they have learned or observed or developed an interest in
16.30- 17.00	Session 13: Closing circle	Bring the meeting to a focused closing to say goodbye and show appreciation for one another

INTRO AND CHECK-IN

Welcome people into the space and start with a check-in (depending on the energy of the group, you can decide to go either with a check-in in plenary, or in small groups), if you are starting late, go with a quick check-in tool such as asking people to share in one word/sound/image/color how they are arriving today. The purpose is to give people the possibility of checking in with themselves to be more present in the space. It is also a good idea for you to start with sharing how you are feeling, so that you can set the tone.

After the check-in, go over what was done so far, where you are in the agenda, and what you will be doing together today.

If needed, remind people about the norms, and ask if anyone would like to add to them.

SESSION 9: TYPE OF MEETINGS AND TOOLS

Objectives:

- Participants reflect on facilitation tools used in this training and learn about adapting the tool to the need of the meeting, participants, time, or dynamics.
- Participants practice agenda design to suit different goals of meetings.
- Participants reflect on inclusive practices and what they mean to different types of meetings or spaces.

Time: 80 minutes

Tool(s): Slide & plenary discussion & role play

Setup: Plenary discussion

Material: Laptop, projector

Detailed steps:

In plenary, ask the group what type of meetings they have been part of, (refer to the below list if needed), and how would the type of meeting be reflected in the tools used.

After the check-in, go over what was done so far, where you are in the agenda, and what you will be doing together today.

If needed, remind people about the norms, and ask if anyone would like to add to them.

Role play (25')

The scenario is: someone has been arrested and we have called for a meeting with the goal of securing their release. The “characters” will have 10-15 minutes to play out the meeting. Start with one formation & ask someone to facilitate the discussion. 5 minutes in (or more depending on evolution of the roleplay), check if someone wants to come in from the outer circle.

TYPES OF MEETINGS:

- DECISION MAKING MEETING
- INFORMATION SHARING MEETING
- CONSULTATION MEETING
- COORDINATION MEETING
- WORKSHOP/ WORKING SESSION (COLLECTIVE CREATIVITY)
- COLLECTIVE ENQUIRY: DISCUSSION/DEBATE
- EMOTIONAL SPACE/CONFLICT RESOLUTION SPACE
- CELEBRATION/GROUP COHESION

Then ask them to reflect on the different tools we have used so far according to the goal of the session. Take a few comments and share that, indeed, a facilitator must choose a tool that is suitable for both the participants in a meeting and for the goals of the meeting.

The first steps in the meeting preparation, before getting into the agenda design and the choice of tools is to have clarity on: who the participants are (why they are there, how were they invited/selected, what are their needs etc.), what is the meeting objective and expected outcome, and when and where the meeting is taking place. This will guide the agenda design and the choice of tools.

Meeting preparation

Who

- Criteria for the participants
- How are you inviting them?

What

- Issues that will be discussed
- Expectations from the meeting

When and where

- Location is important
- Setting a time that you are able to follow

Different types of meetings and additional tools that can be used depending on facilitator's need, agenda design. Examples are:

- Moving around the room: 4 corners exercise and spectrum exercise. Useful to keep the inputs short (because people are on their feet), to visualize different opinions or characteristics (because people are moving in the space), and also to discuss topics for which there are disagreements without turning it into a debate. We want to see the different points of view and to see if people "move" their opinion depending on the arguments presented. In the spectrum exercise, people stand on an agree / disagree axis and might move depending on the short inputs from others.
- Fishbowl & world cafe exercises: in cases where we want to give more chances for more people to speak on topics or when someone is taking up too much time in plenary, these exercises can help democratize participation.
- Brainstorming tools: when facilitating a creative endeavor, brainstorming tools (free flow or critiqued flow) can help a meeting arrive at a selection (for example a slogan or a title).
- Synthesizing and filtering tools: exercises used for taking lots of input from a group and narrowing down to the most relevant points (such as voting on ideas or distributing weights). These are useful for arriving at the top few priorities of an issue or on deciding on which topics are most pertinent to discuss.

Other basic facilitation techniques to support the group in achieving its goal of the meeting:

Some of the main techniques that a facilitator uses are:

- **Synthesize:** summarize the content and/or process that frames and/or integrates all parts.
- **Paraphrase:** repeat what you have heard in your own words.
- **Use open questions:** are questions that do not seek an adequate response (or yes or no ...). It is important not to value the answers, with different evaluations (some good, some bad...).
- **Deepening questions:** to use questions that allow deepening in an aspect of what was just expressed.
- **Framing:** Bringing awareness to the process, process vision, positions...

Explain the basics behind the agenda design (slide below) and share an example (from your own work) on the agenda design that fits these different goals, how it changes depending on the type of meeting, and prompts the participants to reflect how a tool promotes or dissuades inclusivity, citing examples of when they have used similar exercises for various goals.

- Designing the guidelines or agenda:
What issues we are we are going to work and what we are expecting from each point.
When during the meeting we will talk about each topic and how much time we will use.
How are we going to work over each topic: Which techniques we will use.
- Doing all the previous work (calling the meeting, materials, asking for suggestions...)
- Deciding who will be in charge of coordinating, facilitating and stimulating interaction

Share your input on how to role model inclusion in your facilitation.

It is extremely important that we practice and role model sound inclusion principles for the group in order to build trust and provide a safe space.

For every group you might choose to do different steps to ensure this, below are a few steps you can use.

We can make people feel welcome through setting up the room for trust:

- Sitting in a democratic circle
- Welcoming everyone equally through warmth, empathy and respect
- Ensuring that the pace you follow allows for the people who need more time to process and be able to participate
- Ensuring everyone has access to the space, and all the information shared
- Having open and accepting body language
- Using non-discriminatory language (person with a disability vs a disabled person etc)
- Asking about pronouns at the start
- Setting up group norms
- Getting to know each other
- Ensuring that everyone's interests and needs are heard
- Having diversity in the facilitation team (representation)

SESSION 10: POWER DYNAMICS AND DISRUPTIVE BEHAVIORS

Objectives:

Participants reflect on how power dynamics play out in a meeting and learn strategies for dealing with common disruptive behaviors

Time: 80 minutes

Tool(s): Problem-solving

Setup: Plenary & small groups

Material: Flipchart paper & markers

Detailed steps:

Open the session with a discussion referencing the previous session in which you discussed disruptive group dynamics that can emerge from different people and can be addressed in various ways. This session will get deeper into disruptive behaviors that emerge from more structural power dynamics in the room: dominant behaviors, sexist behaviors, microaggressions, dismissive attitudes, disrespect of the facilitator, harmful or hateful comments, etc.

Most probably, earlier in the workshop, some examples of disruptive behaviors related to power dynamics were mentioned and gathered in the parking lot as they came up during discussions. Now you will take together a few of these cases to unpack and think of how to prepare for or address these behaviors before, during, or after a meeting.

NOTE TO FACILITATOR

AS FACILITATORS, LOOK AT THE PARKING LOT BEFORE THIS SESSION, OR AT THE END OF THE PREVIOUS DAY TO EXTRACT 3 OR 4 CONCRETE EXAMPLES TO WORK ON IN THIS SESSION. IF THERE ARE NO EXAMPLES IN THE PARKING LOT, WRITE EXAMPLES YOURSELF BASED ON COMMENTS YOU HEARD FROM THE PARTICIPANTS DURING THE WORKSHOP.

COLLECTIVE SOLUTION FINDING (25')

As a facilitator, you look at the different examples and choose one that seems complex enough to work on and lead the discussion in plenary.

Start by asking the participants if they have faced a similar scenario, and if yes, how they deal with this situation. If the participants' answers are not enough, complete with your own input.

In order to be prepared to have answers, check the troubleshooting section of this facilitation guide:

<https://www.seedsforchange.org.uk/downloads/facilitationmeeting.pdf>

GROUP WORK (25')

Following this example, in groups of 3 or 4, participants take another scenario and think of its mitigations. Give them the following prompts: Which steps could help in mitigating this situation? Think of steps you could have taken before, during and after the meeting.

SHARING IN PLENARY AND DISCUSSION (30')

Ask groups to share their ideas with the group and give your input from or ask the room if they have comments after each group shares.

SESSION 11: HOLDING EMOTIONALLY SAFE SPACES

Objectives:

Reflecting on the basics of holding a discussion where a highly emotional topic is opened like an experience of violence or trauma.

Time: 70 minutes

Tool(s): Slides, resources

Setup: Plenary

Material: Laptop, projector

Detailed steps:

First, recognize that this is a complex and deep topic that would require its own full training with professional expertise, as well as consistent self-improvement and training if you would like to be a facilitator dedicated to this work. The reason behind opening a short session for this within this training is that topics of violence and trauma are expected to come up in any feminist meetings.

This is why you must start with prefacing this and clarifying that this will be a short session and will serve as a refresher for what to do in case an unexpected topic is opened, and you have not prepared to discuss it in your agenda. Of course, this cannot be relegated to the “parking lot” – it needs to be addressed or given its space, even if it means sacrificing some of the workshop goals.

THE WHY (20')

The first point is to elaborate why these topics are so important. Resisting patriarchal violence is a core tenet of feminism and a common challenge for activists and organizers themselves, who must deal with additional layers of violence for speaking up about these topics that society would like to keep hidden and taboo.

Why do feminists encourage talking about difficult experiences?

We grow stronger when we learn how to stand with survivors and victims of abuse and violence. A large part of this is being able to name and share experiences without backlash.

For facilitators, it's not instinctive to know how to deal with trauma and violence. Actually it can be scary, painful and draining. So it's important to build experience on doing this.

THE HOW (50')

The facilitator reads the points from the slides on being ready for when a highly emotional discussion happens in a session, prompting reactions from the plenary on the different ideas, such as:

- **Describe a situation where you were facilitating a meeting, and someone got very emotional or shared a really difficult story. What did you choose to do? What were you worried about? What did you prioritize?**



Be mindful of your own wellbeing & limitations

- Your readiness to facilitate a difficult discussion might change from one day to the next, so be transparent about your ability level with the group
- Stay refreshed on what *not* to do when reacting to highly emotional discussions and know where to refer folks who need more support
- Remember, you are in the role of a facilitator not a counselor or social worker
- Never ambush participants to prompt a difficult discussion without letting them know beforehand

Go through the reminders of how to respond to triggers, allowing participants to share more experiences or inputs on each point. You are here crowdsourcing from the experience of the participants first the “don’ts” and then the better practice “do’s”.

KNOWING HOW TO REACT

- TRIGGERS CAN COME FROM ANYTHING
- GIVE ENOUGH, AMPLE TIME – HOLD THE ROOM SAFELY
- GUIDE AWAY FROM TRAUMA PROCESSING
- GUIDE AWAY FROM UPPING EACH OTHER
- KNOW THE REFERRALS AND RESOURCES AND BASICS
- MAKE YOURSELF OR A LISTENER AVAILABLE

REFRESHER OF THE BASICS

- CENTERING THE SURVIVOR/VICTIM IS THE MAIN GUIDING PRINCIPLE
- GIVING BACK THE POWER TO THE SURVIVOR/VICTIM
- LISTENING TO THE DEMANDS, DESIRES, NEEDS, ETC OF THE SURVIVOR AND ENSURING THAT SHE CAN MAKE TRULY INFORMED DECISIONS ON HOW TO RECOVER AND HOW SHE SEES JUSTICE
- SAFETY
- CONFIDENTIALITY
- RESPECT AND NON-JUDGMENT AND PATIENCE
- ASKING ONLY RELEVANT QUESTIONS
- NO VICTIM-BLAMING



SESSION 12: REFLECTING ON THE FACILITATION OF THE WORKSHOP

Objective:

Participants reflect collectively on the training, sharing, and validating together things they have learned or observed or developed an interest in.

Time: 60 minutes

Tool(s): Small Group Discussions from the Inclusive Facilitation Manual

Setup: Small groups then plenary

Material: None

Detailed steps:

Processing what we Noticed (50')

First, divide participants into 3 groups and ask them to spend 15 minutes analyzing different aspects of the workshop. Each group receives a specific set of questions as outlined below.

Group 1 – Group Dynamics

- **How did the facilitators build trust in the group?**
- **What did you notice about the dynamics of the group?**
- **What did you notice about the different participants and how people interacted with each other?**
- **How were participants made to feel included?**

Group 2 – Logistics

- **What were the good things about the logistics of the workshop?**
- **Where logistics could have been improved?**
- **What logistics will you have to take care of for an in-person workshop?**

Group 3 – Skills and Qualities

- **When did you notice facilitators using their skills and qualities well?**
- **What would it have been nice to see more of?**
- **What did you see when each person was at the front, facilitating? What did people bring of themselves?**

After the 15 minutes are up, ask each group to present their findings back to the larger group. Ask for thoughts and input from the group and provide guidance where needed. Wrap up the session with a collective analysis on the session itself using the below prompts.

Group Processing Questions:

- **How did it feel to think about the workshop in this way?**
- **Why is it important for us to reflect on this?**
- **Was there anything that you noticed or experienced that surprised you?**

SESSION 13: CLOSING CIRCLE

Objective:

Bring the meeting to a focused closing to say goodbye and show appreciation for one another

Time: 30 minutes

Tool(s): Closing circle

Setup: Plenary, intimate seating or standing

Material: Ball of yarn, scissors

Detailed steps:

Congratulations! You have arrived at the end of the workshop. It is a bittersweet moment. In the same way you opened the workshops intentionally, you will need to do the same for closing. Before the ruckus of packing and leaving, take a quiet moment, away from the clutter, move the chairs into a clear part of the room and sit around (or stand) in a circle, ready to say goodbye.

Facilitator shares this info with the group and thanks them for this time together, asking each of them to reflect on gratitude, learning and/or a commitment moving forward. Ask each person to take only a minute and pass on to another person until the circle is completed.

Using a ball of yarn, ask participants to tie it once or twice around their wrists (loosely) when sharing with the group and then throw it to someone else (with enough yarn to allow it to travel). As participants are sharing, a web is forming among them, which also serves as a reminder of this network you have built together and now you are all connected. Optionally, you can have scissors ready for participants who would like to keep their piece of the yarn as a souvenir or around their wrist as a reminder.

General references:

<https://antiga.novact.org/wp-content/uploads/2019/08/F-NET-digital-english.pdf>

<https://www.seedsforchange.org.uk/downloads/facilitationmeeting.pdf>