



**Learning Companion for Facilitators**

# **FACILITATION STEP-BY-STEP**

**A SELF-LEARNING PORTFOLIO TOOL FOR  
FACILITATORS IN NON-FORMAL EDUCATION**

A self-learning portfolio tool for facilitators in non-formal education,

developed by

**MitOst**

in the program

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supported by

**Robert Bosch Stiftung**

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Reviewed edition

ISBN: 978-3-944012-32-2

[www.mitost.org/editions](http://www.mitost.org/editions)

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## ROLE OF A FACILITATOR

Facilitating a training in non-formal educational settings can be very different than the kind of teaching that takes place in schools. Traditionally, a teacher is a person who primarily disseminates knowledge. Facilitation, on the other hand, involves accompanying people during a learning process in which they develop competencies. Facilitators create the right conditions for individuals to form knowledge and skills in a self-directed way, according to their specific needs. This is one aspect of *empowerment*.

When taking the role of a facilitator seriously as giving people power and helping people becoming powerful, our profession is better understood with a new definition: a shift from teaching to facilitating, *moderating*, and *encouraging*. As a facilitator who empowers groups and individuals, it is essential to be aware of the key concepts in *self-directed learning*, strengthening the autonomy of a learner.

### A self-learning tool

The idea of this learning companion is to support your self-development as a professional, to help you find your definition of a *facilitator* through observation, practice or individual work.

What you save here represents in sum our portfolio of competences and your characteristics. The companion helps you to collect experience and makes it accessible for (self-) evaluation in a systematic way. We encourage you to write, paint, draw or however it is comfortable for you to express yourself. Beyond individual learning it might be helpful for you to include other people. Different perspectives complement the picture.

### Structure of the Companion

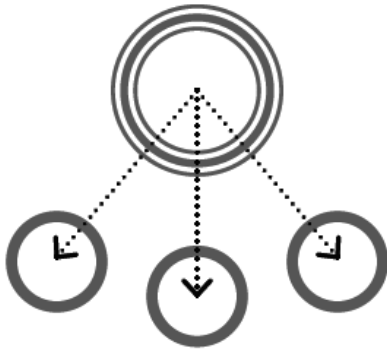
- A** is about your attitude as a facilitator, learning style, and development goals.
- B** focuses on the institution and the concrete learning environment.
- C** is the section with templates for concrete practice. Therefore the pages of this section may be copied and filled out each time.
- D** is all about the evaluation and reflection of your whole learning process.

### Focus on existing knowledge

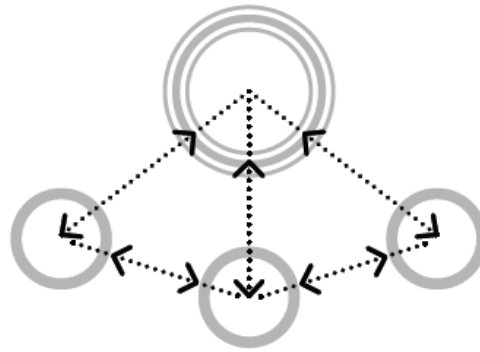
The shift from teaching to facilitating can be described through the term *resource orientation*. Facilitation seeks to focus on an individual's pre-existing knowledge, skills, and potential. The difference between empowerment and traditional education lies in the *attitude toward the target group* of people learning. In teacher-centered learning, the teacher is the cook and hopes that the group will enjoy the dish and its ingredients. In a facilitative approach, everyone may cook. In the best-case scenario, everybody is exploring the recipe, the ingredients and spices that help him or her best. But it only works when facilitators really believe in what they are saying. Do you trust in your learner's capacity to act successfully?

Facilitation involves granting your participants' experience and knowledge more relevance than it has in traditional teaching. In this sense, facilitation is a step toward sharing expertise and appreciation.

## Teaching vs. facilitating



One directional dissemination of knowledge through a teacher



Accompanying and shaping a learning process together

### Situational and shared Leadership

Knowledge and experience represent the two sides of a coin when it comes to the kinds of learning that take place in facilitation or in traditional teaching. A facilitative attitude seeks to connect experience in a seminar room with life experiences and knowledge in a more useful way.

Participants or learners usually know which approaches, topics, and learning styles work well for them. As a facilitator, your methodological skills *help* them bring their motivation and interests into play, and *help* foster a collaborative learning process. Facilitators *help* learners to find motivation, identify goals, develop action strategies, reflect on their existing skills, and identify their challenges.

This has also some consequences for your position within the group. In traditional educational settings, the role of a facilitator is clear – their place is standing in front of the group. According to our philosophy, this is somewhat different: As facilitators, mostly we still stand in front of the group, but more often we're in the background, observing from the sidelines, acting as moderators or coaches. Sometimes participants even will take the lead.

The challenge is to find the position that works best for the learning process as a whole. With

regard to your role, you might face specific questions, such as: Do I need to explain something here or should I focus on active group work? What part of the explanation that I have prepared is really useful?

### Relationships

When the boundaries between facilitator and participants become more fluid, challenges for facilitators can arise. Sharing the same values and vision of a participative and pluralistic civil society is a prerequisite for creating a trusting atmosphere where participants can open themselves to others. On the other hand, situations continually crop up where facilitators have to give orientation, act as a role model, or inspire others through their own experience or expertise.

In a shared and holistic learning environment, facilitators are also *included in the process*, on cognitive, experiential, and emotional levels. Our relation to the participants has a direct impact on the learning process. The challenge is to establish a *trusting relationship with our participants* while still keeping the intended outcome in mind, unless the facilitator is primarily *responsible for achieving the outcome*. In other words: We are part of the game, but are also partners with a larger responsibility for the whole. A good relationship between facilitators and learners may lead to an experience

where learning and facilitation feel like they are taking place more or less automatically – a nice process for both parties.

## Participatory Facilitation

Participation refers to the various mechanisms people use to express their opinions and exert influence on social decision-making. Genuine participation takes place through *partnership*, in which a negotiation process is used to distribute power between facilitators and the people learning (in a civic engagement, this occurs between citizens and power holders). In this process, decision-making is shared.

For example,

- You wouldn't just propose two alternatives, but would ask open-ended questions about what participants want to learn.
- You would let them co-decide what content and methods they would like to use.

Following this logic, the highest level of participation involves people taking action and making decisions about their situations independently.

- You might delegate your power to participants and let them act as experts in front of the group.
- You might have them conduct a training or unit among themselves, independently from you.

The challenge is to find the position that works best for the learning process as a whole. With regard to your role, you might face specific questions such as: Do I need to explain something here or should I focus on active group work? What part of the explanation that I have prepared is really useful for active participation?

## Several roles: stepping into different shoes

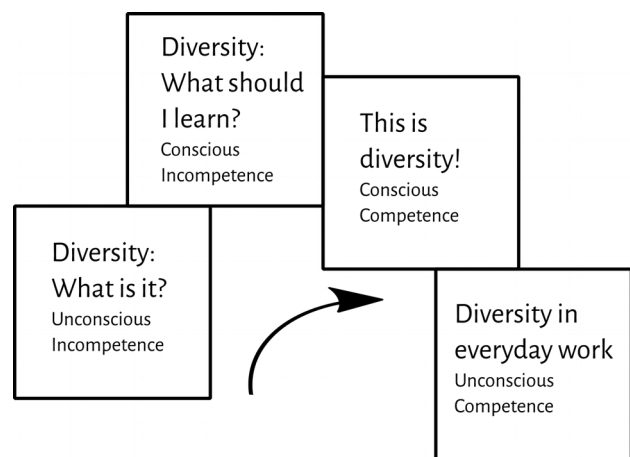


## Diversity-Consciousness

Focusing on individual needs implies the insight that everybody is different. Our participants have different styles, attitudes, experiences, or cultural and social backgrounds. Most school systems often tend to homogenize this diversity. Facilitation means to *respect and even to appreciate the(se) difference(s)* as a resource. In the best-case scenario everyone gains from more diversity-consciousness realizing that different roads may lead to similar goals and that it is often the other strategy that might help you in your work.

On the other hand the challenges are clear. First, when taking consciousness of diversity seriously, we need to integrate it into real life conditions.

## Diversity-consciousness as a process



These can be limited time resources, a not always consensus oriented heterogeneous group, or an environment outside our working place, where diversity is seen as something alien.

Second, when individuals or groups violate our non-violent and democratic principles – these need to be (re)established. Diversity consciousness is a learning field and therefore we cannot assume that everybody recognizes our values.

Furthermore, our task is to act as role models and to convince through authentic and credible action. Here abstract theory shows in concrete behavior in front of a group. From the language we use to our attitude toward different people.

## Dealing with difference

How can we bring people together in times of conflict? How can we overcome the gap that racism, terrorism, war and other forms of violence create in our societies and in our minds? We better should acknowledge that conflict and violence exist in the world around us and are therefore 'silent visitors' in our learning space. And honestly speaking – wouldn't it be boring to live on an island of harmony without disagreement and contrasting opinions? Therefore, we facilitate the skill of learning to live with disagreement.

### ← Competendo



The open source toolbox on competency-centered learning offers more information.

→ [competendo.net](https://competendo.net)

Conflict occurs when a person has a need and that need is not met. In conflicts, at least two parties are involved (individuals, groups, states, etc.). At times, it can seem that meeting one party's need is incompatible with meeting the other party's need. Every conflict has its positive and negative sides, and these depend on various factors. However, we know that conflicts are disruptive and can be destructive. But conflicts also contribute to the creation of positive relationships and to the improvement of bad relationships through transformation. By *employing good conflict management*, facilitators improve the quality and efficiency of communication in a group and equip participants with conflict management skills

## Staying open to self-development

Facilitators stimulate others' learning processes and create spaces for it. This implies the use of dynamic lenses to be able to observe group processes, foresee needs and motivations, and codesign the process accordingly.

However, focusing on others may lead to a lack of focus and space for the facilitator's individual learning processes. This is an important consideration, because facilitators are expected to be role models for learning. Therefore, facilitators *develop skills and abilities to learn* from a variety of experiences and in diverse contexts: formal and non-formal, group settings and individual personal interactions, outdoors and indoors, when communicating to a broader public and conveying messages but also in their own private lives, where they need to create space for personal reflection.

In other words, being a facilitator and imparting holistic learning, means committing to being a *lifelong learner*.

**We wish you inspiration,  
motivation and fun!**

# A

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**YOUR ATTITUDE  
AND PERSONAL  
LEARNING GOALS**  
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# ATTITUDE TOWARD FACILITATION

The term *attitude* (or similar terms like 'position' or 'mindset') plays an important role when it comes to describing educators' skills. The 'right' attitude of a facilitator is a crucial resource for educational processes. But what does 'right' mean? We recommend five basic features of attitude that you can work on to develop your skills as a facilitator.

## Facilitators with a holistic attitude...

- Try to understand the feelings and needs of their learners
- Pay attention to their relationship with learners (relationship as partnership), they don't only focus on the content
- Are open to dealing with different opinions and conflicts resulting from them
- Are interested in their self-development as facilitators

## Attitude and the idea of citizenship

How facilitators perceive terms like 'democracy', 'empowerment' or 'activism' has an influence on how their participants experience these topics. Furthermore, participants are perceived as credible and authentic change-makers in their community, if they share a democratic and empowering attitude as well. In other words, *civic competences* are to a big extent attitude – beyond knowledge and skills.\* Education for active citizenship needs to shape opportunities for the development of democratic, inclusive and respectful attitudes toward other people – it begins in your seminar room with your way of facilitation.

\* *Council of Europe: Charter on Education for Democratic Citizenship and Human Rights Education:*  
<http://www.coe.int/en/web/edc>

## Your symbol

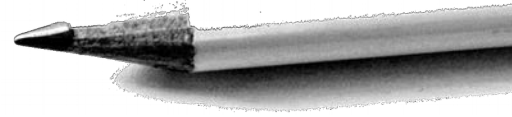
Which symbol do you connect with facilitation?



# PROFESSIONAL FACILITATOR

A1

You bring with you experience and expectations regarding facilitation into your facilitator's team. Generally speaking, what in your opinion characterizes a good facilitator? If you would like to, assemble a collage...



**Characteristics  
of a facilitator**

# YOUR COMPETENCES

A2

You described an ideal facilitator. Another way to describe him or her is through so-called competences. Competences are skills, knowledge, and attitudes, that one needs for effective action in a modern society. They help you in a whole range of activities, therefore we speak here from 'key competences' or 'transversal competences'. Some competences have specific relevance for your role as a facilitator in non-formal education. Please describe your competences that qualify you for the role of a facilitator:

## Key Competences

### Abstract Competencies

#### *Task-specific Factual Competence*

Identifying adequate solutions for tasks and problems on the basis of knowledge about the specific field, and how it is systematically related within its field and to other fields.

#### *Methodological Competence*

Acting consciously, adequately and in a goal-oriented way. An ability to choose methodologies and to evaluate outcomes.

### (Inter)Personal competencies

#### *Social Competence*

Living in relation to other people and actively shaping social relations. Reflecting different interests, needs and tensions. Team and conflict management skills.

#### *Personal Competence*

Acting autonomously, in a self-organized and reflective way: Observing and evaluating challenges, requirements, or options. Assuming responsibility.\*

After: Federal Institute for Vocational Education and Training (BIBB): K. Hensge, B. Lorig, D. Schreiber: Kompetenzstandards in der Berufsausbildung; Abschlussbericht Forschungsprojekt 4.3.201 (JFP 2006)  
[www2.bibb.de/bibbtools/tools/dapro/data/documents/pdf/eb\\_43201.pdf](http://www2.bibb.de/bibbtools/tools/dapro/data/documents/pdf/eb_43201.pdf)

More handbooks and materials:  
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# TOPICS & KNOWLEDGE

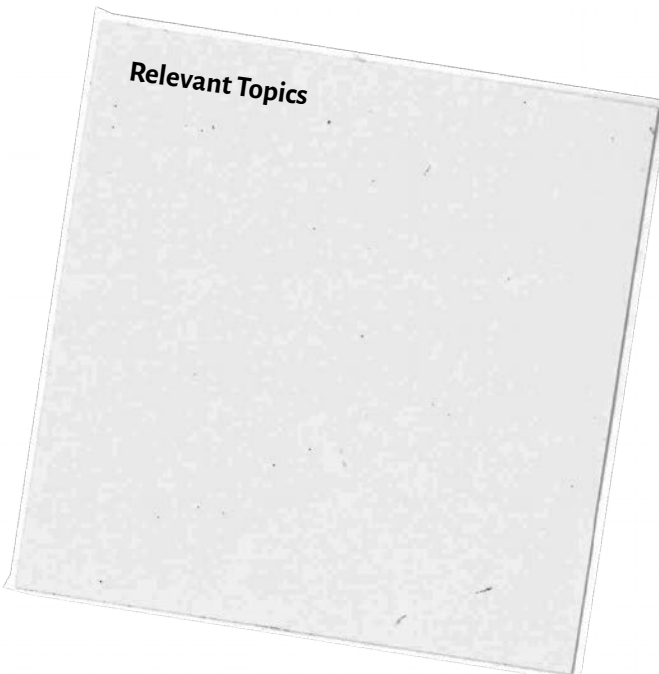
A3

## Your expertise

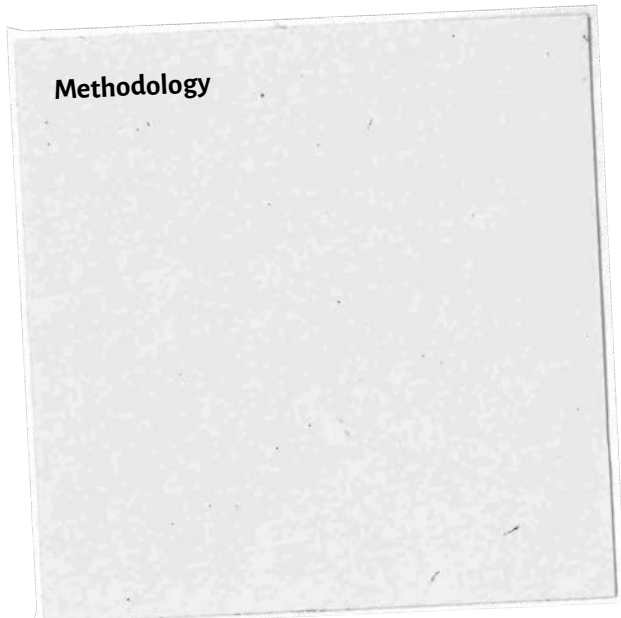
You have already identified what an ideal facilitator needs to know. Describe your expertise regarding relevant topics, knowledge and methodology on how to facilitate:

## What do you want to explore?

**Relevant Topics**



**Methodology**



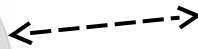
# LEARNING STYLE

A4

There are different paths to insight. Some people like to act in a structured, logical and step-by-step manner. Other people act intuitively and have no problem with open-ended tasks. There is a specific way of processing information in each learner's brain caused by spatial specialization (lateralization of brain function). In a popular way it is explained as a general division between the left brain, cognitive and abstract hemisphere and the right brain, more intuitive non-verbal, social or spatial hemisphere. Some validated models exist that help you to reflect on your way of learning and thinking, such as Allinson/Hayes' Cognitive Style Index. It places individuals on a continuum between the two poles of intuitive and analytical. Where on this continuum would you locate your stylistic orientation?

## Your learning style

**nonconformist, collage,  
open end, trial and error,  
space, inspiration,  
simultaneous**



**compliant, structured,  
systematic, verbal,  
step by step, plan  
analytical, detailed**

## Which of the words above best characterize your learning style?

Most people are somewhere along the continuum, therefore you may use words, associated with both domains!

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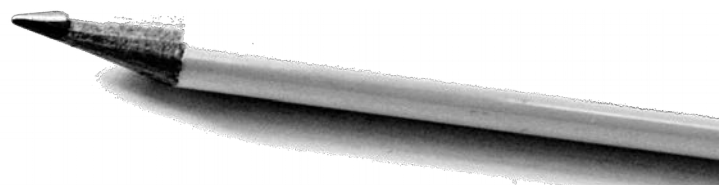
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J. Hayes, C. W. Allinson: Cognitive Style and its Relevance for Management Practice; British Journal of Management Volume 5, Issue 1, pages 53–71, March 1994

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# PERSONAL CHARACTERISTICS

A5

Facilitators usually orient themselves on role models, experience in group processes or participants' expectations. You probably have an idea in your mind which specific characteristics a good facilitator has. Our experience says that there is no one clearly dominant style of personality that is better suited than others for the work as a facilitator. Diversity in a team makes the difference.

A more introverted facilitator will understand the needs of quieter learners more intuitively than an extroverted personality who in turn better reflects the needs of very active people. For a person who likes to come quickly to the point, the moderation of an answer-open discussion may be a challenge; for a person who likes the process of discussing, coming to the point is more difficult.

In general, all characteristics have positive potential for facilitation. It is down to you and your team to perceive the different qualities of your members in a realistic way and to use them efficiently.

## Your characteristics

Try to describe your personality in one sentence that includes these domains.

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All characteristics form a specific individual profile. Which of these keywords and aspects characterize you best?

### Way of thinking

Intuition, analysis, open-endedness, outcome orientation, structure, feeling, discipline, inspiration, logic, non-conformism...

### Acting and deciding

Process-orientation, decision, feeling, action, thought, judgment, perception, holism, pragmatism, team player, leader, compromise, straightforwardness, trial, plan...

### Attitude towards people and groups

Introversion, extroversion, conversation, reservation, inner thoughts, group activity, individual space, loudness, tranquility, trust, altruism, anxiety, excitement, team, lead, support,...

### Sensual perception

Detail-orientation, the big picture, look, touch, hear, read, diagrams, texts, pictures, sound, smell...

Personal Inventories help you to understand how your facilitation style is connected to your general characteristics. For example, the Myers Briggs Type Indicator: [www.capt.org/](http://www.capt.org/)

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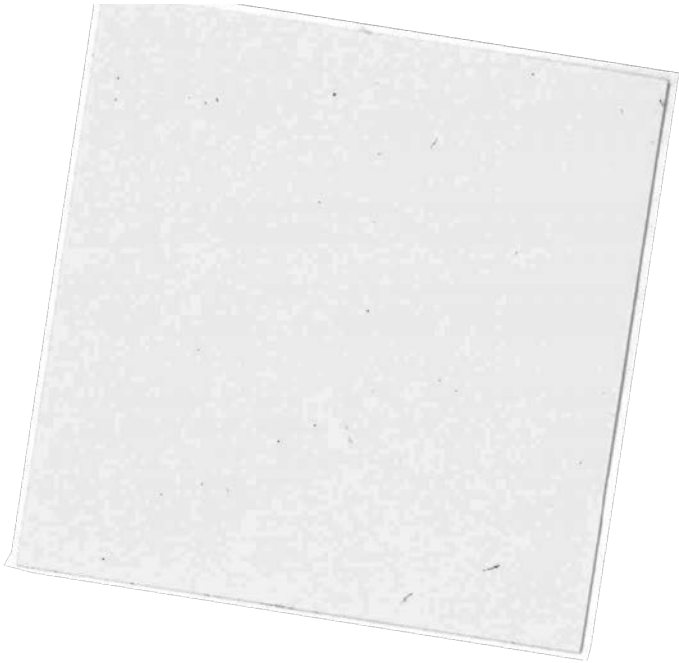
# STRENGTHS & WEAKNESSES

A6

Each person has strong sides that he or she can rely on, and weak sides that he or she would like to change or improve, or maybe just need to learn to accept.

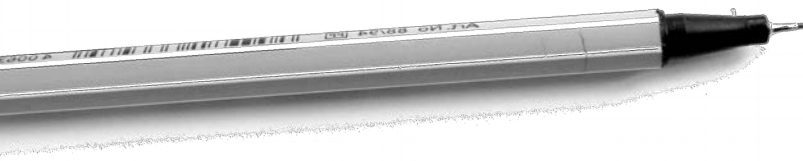
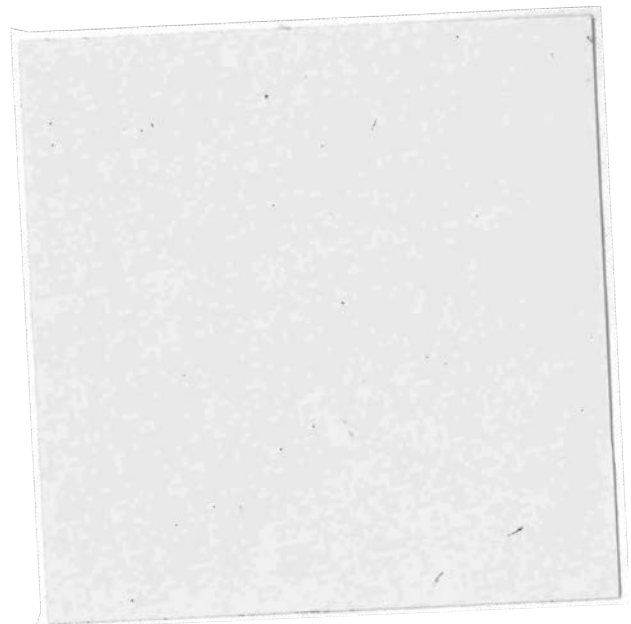
## My strengths

- What are your strong sides that help you in facilitating?



## My weaknesses

- What are your weak sides that might be difficult for facilitating?



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# MY DEVELOPING GOALS

A7

Comparing your picture of a good facilitator with the competences, knowledge and personality you have, might show a gap you have to fill. What do you need to develop? Please focus on concrete, practical goals for the next months.

## Skills and knowledge

Skills and knowledge that you need for facilitation.

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## Attitude

Your way of feeling and thinking about participants, facilitation, civil involvement, democratic values.

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## Personality

General patterns in how you perceive the world and your behavior in reaction to these perceptions.

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## Style of facilitation

Your style of moderation, inspiration, planning or evaluation during a training session.

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# MY POWER & RESPONSIBILITY

A8

As a facilitator you take on responsibility in a leading role. Different people have different styles to deal with this. Although facilitating in an empowering way means applying your approach to the needs of the target group, this can imply many different things. What does it mean for you?

## Laissez-faire

Which situations do you remember, in which you or another facilitator did not use as much of his or her authority or power as was required of the situation? What should have been done?

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## Authoritarian

Which situations do you remember, where your or another facilitator used too much of his or her authority or power? What should have been done instead?

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## Your tools

List the three best measures that help you to observe if you lead according to your principles, and what helps you follow them:

① 

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② 

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③ 

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Management styles according to Kurt Lewin:  
laissez-faire, authoritarian and cooperative.

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# ETHICS & FACILITATION

A9

Work in a certain environment addresses certain ethical values. Values are principles that give us orientation on what we want to do and how we do it. Therefore the challenge is to act according to these principles, not only in ideal conditions. But it is important to reflect these values in a difficult atmosphere, such as in a conflict among participants. Please elaborate on which are the important principles for you in relation to the fields below.

Self-Empowerment
Participation
Management
Initiative
Conflict
Democracy
Minority



# RELATION TO PARTICIPANTS

A10

The idea of peer facilitation has a great advantage over other approaches of facilitation. Peers often understand the reality of their participants better. Or they may mobilize more empathy or explain things in an easier way. Peer facilitation can have two meanings. First, qualifying and using those people for facilitation that feel close to the target group and have similar experiences. Second, when participants in a group intensively learn from each other's experiences, feedback or best practice.

We often hear that younger facilitators especially enjoy the spirit of a group and become partially involved in the group's dynamics. On the one hand, this supports the idea of peer facilitation. On the other hand, too much involvement may influence your professionalism: your preparation may be lacking, your critical distance and evaluative competence may suffer, and sometimes you may become disoriented as to where you belong.

For non-peers, the question of the right balance between closeness to and distance from participants is also important. What if you do not represent the participants' group in terms of age or social background? To what extent do you then need to actively shape your relation to participants – where is distance the appropriate strategy in this case?

## Closeness & distance

What kind of relation do you want to have to the participants on the continuum? Describe.

Closeness ←-----→ Distance

## What should not happen?

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## How can you avoid it?

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More handbooks and materials:  
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# MY LEARNING PLAN

A11

Self-learning implies that you shape your learning environment and decide independently when and what you want to learn. You therefore need to balance your tasks as a facilitator with your everyday life. This checklist is about the environments, instruments and conditions that create optimal learning conditions for you.

## Environment & space

- Where in your everyday life is the best place for learning?
  
- What is the optimum time for reading, thinking, or planning? How often will you find this time?
  
- Which people do you (not) need around you?



## What inspires you?

## Your learning tools



Everybody has different preferences for saving and reflecting knowledge. What kind of tools will you use during your facilitation practice? Digital protocols or manual sketches? PDFs or hard-copies? Talking to colleagues or writing? Drama or experiment?

More handbooks and materials:  
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## Learning Goals

Goals	Learning Space(s)	How, with whom, through what kind of action
In example: Improving presentation skills	Preparation time at home Seminar	Book: Presentation techniques Presentation, team feedback





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# B

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**TARGET GROUP  
AND INSTITUTIONS**  
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# INSTITUTIONAL GOALS

B1

You are often a contractor to a program or to an institution and with this contract, you agree to work according to institutional goals and expectations. Before you wrote a letter to yourself according to your goals and motivations. Now let's have an abstract look at their goals.

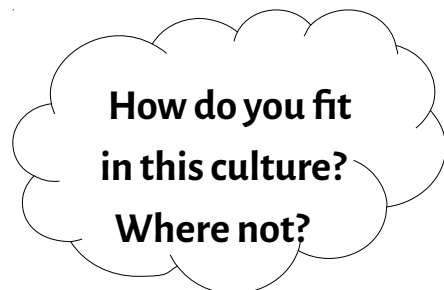


## Corporate Culture

Whether or not you find something from an organization convincing has to do with the image. The image is created through the way how the staff, volunteers or participants behave, how the materials are designed, or how others feel they are being addressed. The 'corporate culture' covers behavior, communication and design.

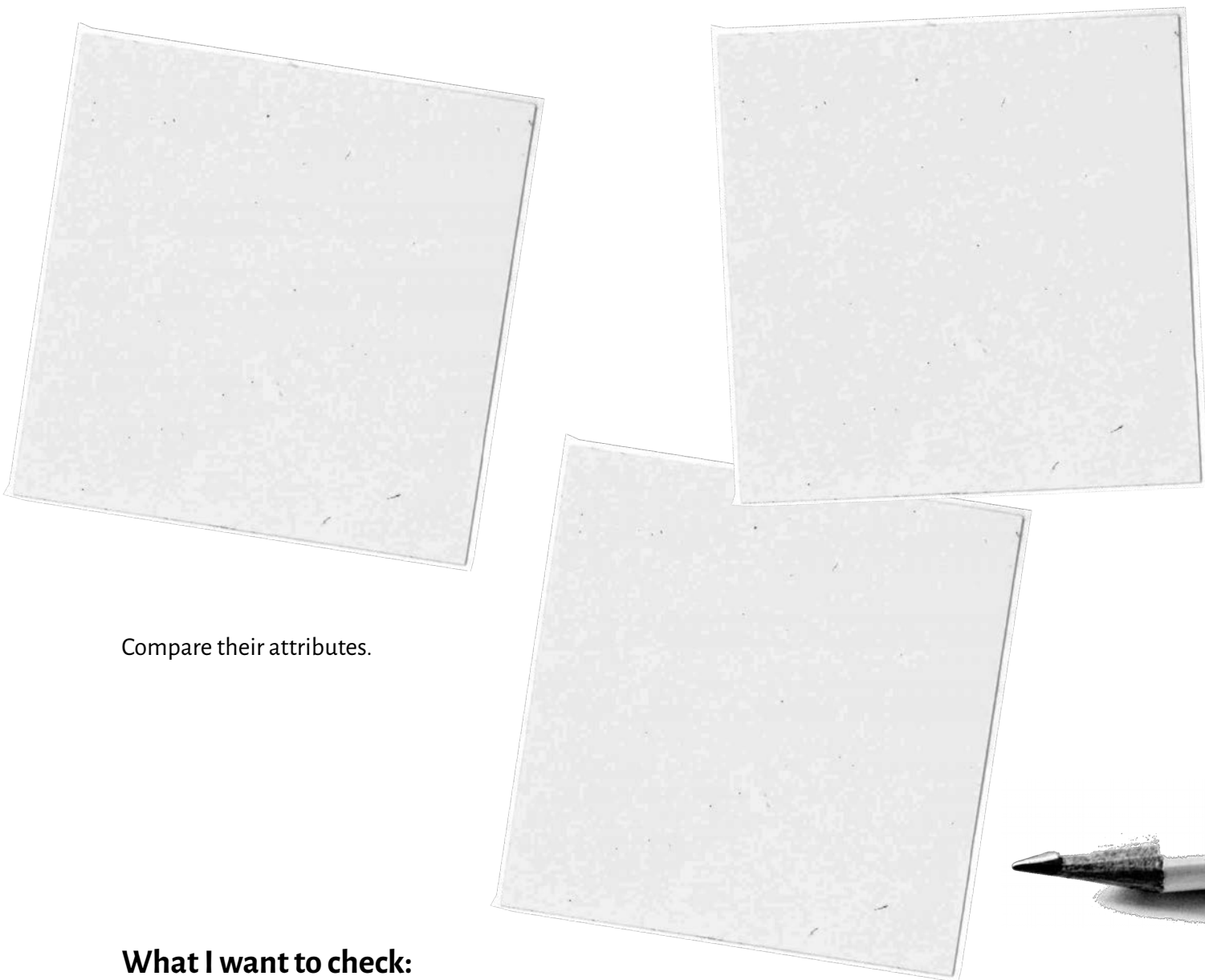
Often you already know people from the organization or program. How would you describe them? Please do this with five attributes...

- ① \_\_\_\_\_
- ② \_\_\_\_\_
- ③ \_\_\_\_\_
- ④ \_\_\_\_\_
- ⑤ \_\_\_\_\_





**What other organizations or programs do you know?**



Compare their attributes.

**What I want to check:**

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# YOUR IMPACT

Civil initiative is an action for change driven by a desire to develop one's potential or fill a lack in society or one's community. The impact of such an initiative can be described as the *effect which it has on the neighborhood, environment, or broader society*. This checklist is on how your work relates with their impact. Or in other words: What effect your facilitating has.

## 'Empowerment' in your words

Citizenship education and competence-centered learning are connected with the idea of 'empowerment'. In a way empowerment underlies your work as a facilitator. Please paraphrase it in your own words.

"Empowerment is... \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Civil initiatives and their impact logic

In citizenship education your participants are motivated to become engaged in the society. Describe their initiatives – and *how* they change society:

\_\_\_\_\_  
 \_\_\_\_\_

## How does your facilitating influence the success of your participants?

What do/know/perceive your participants better thanks to your work?

\_\_\_\_\_  
 \_\_\_\_\_

## How does your facilitating contribute to their competence building?

Your impact is visible in the gain of competences of learners. How do you achieve this?

\_\_\_\_\_  
 \_\_\_\_\_

## Everything is clear... What is not consistent or unclear?

\_\_\_\_\_

More handbooks and materials:  
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# PARTICIPANTS' RESPONSIBILITY

B3

Learning processes can be designed with more or less involvement on the part of the participants. In our opinion however, the facilitator's role in inspiring and empowering learners for active participation in civic and social life is the main topic. That is why we now ask the question: How can one design a learning event so that active participation and self-directed learning are fostered not only after, but from the very beginning?

## Collect concrete ideas for strengthening participants' responsibility

common

daily evaluation

seminar diary

### Learning goals and outcomes

How can participants involve in their definition?

### Program steps and activities

How can participants involve?

### Well-being of the groups

What can participants do for the group?

### Free time, party, social activities, seminar room

More handbooks and materials:

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# MY NEEDS IN THE TEAM

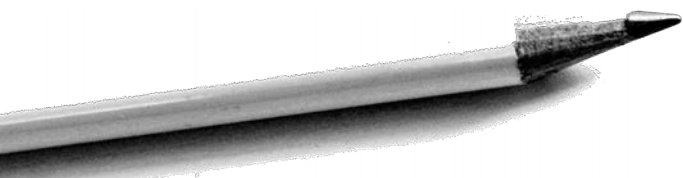
In checklist **B1** you reflected your relation to the program and the people that are representing it. Here you can define your needs to find your way into the structure and into your facilitators' team:

What is important to you during cooperative work?

- Personal needs
- Globe
- Time proportions of preparation, leisure, reflection
- Preferred working style
- Space

## ...and how I address them

How may you shape the surrounding and the teamwork according to your needs?



# BIDIRECTIONAL FEEDBACK

B5

Feedback is a method that was developed to improve the relevance (giving relevant information) and moral quality (showing interpersonal respect) of interpersonal communication. It is an important skill, and often includes very useful information. In order to learn from this information, people need to develop the capacity to give and receive feedback.

## Steps

Feedback is not simply another word for criticism. It is a constructive tool that reflects each of the following aspects:

- Appreciation: What I liked...
- Criticism: What I didn't like...
- Inspiration: What I might propose..

## How is it? Receiving feedback...

### Rules for giving feedback

- Your feedback should be relevant and useful for the other person
- Represent yourself – Use “I” statements, do not use “we” or “one”
- Separate feelings from observations
- Describe, do not interpret
- Show respect for the whole person
- Keep in mind the position from which you give and receive feedback

### Rules for receiving feedback

- If you have a specific question, ask.
- Do not discuss or comment on anything
- Decide silently which aspects or comments you accept
- If you like, you can thank the other person

## ...giving feedback





**C**

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**THE CONCRETE  
TRAINING**

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## FOCUSES OF REFLECTION

Conducting a workshop or a training is a complex process that requires a facilitator pays attention to many aspects.

### **Competence development and assessment**

- Participant's acquisition of competencies
- Participant's development towards feeling and acting self-empowered
- Your acquisition of competencies as a facilitator

### **Management**

- Goal fulfillment: content, individual goals, institutional goals
- Event management
- Logistics and timing
- Process moderation
- Cooperation within the facilitation team

### **Cooperative learning**

- Group dynamics
- Collaboration between learners
- Collaboration between facilitators, other experts, and learners

### **Personal well-being**

- Ability to learn
- Teaching space
- Fulfillment of special needs
- Fulfillment of social needs

In this sense this section helps you in taking care for these different aspects in your planning of targets, or methods.

The mentioned aspects can as well figure as indicators for measuring the success of your (common) work for evaluation.

Evaluation is the structured interpretation of what was happening and giving of meaning to results or 'outputs'. This will happen during and after processes, after an important step in your seminar or after each day, after you performed in front of a group, or in a facilitators' team meeting.

This section offers templates for concrete practice. Therefore the pages of this section may be copied and filled out each time.



# TARGET GROUP



What characterizes the specific target group of your training?

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## And you?

- Why do you like to work with them?
- What do you gain through working with them?

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# PREPARATION



**My learning goals:**

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**Discussion points for my coach, learning supervisor, or mentor:**

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More handbooks and materials:  
**Competendo** – Tools for Facilitators  
<http://competendo.net>



## My tasks for preparation:

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- Personal needs
- Content
- Methodology
- Organizing team work
- Organization
- Communication
- Public Relations

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## Aspects to be discussed in advance in my team:

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# ASSESSMENT: FACILITATION



You were responsible for some parts of the training and you conducted methods or program parts. How it was from your point of view? Every group in your training may find answers: facilitators in a team, participants, learning supervisors or external experts.

## Your task

Describe, what you did...

## Evaluation

...how it was...

## Epiphany

...what you get out of it

## Who

...may help to find answers.

Your task	Evaluation	Epiphany	Who

More handbooks and materials:

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# ASSESSMENT: FEEDBACK

Remarkable feedback that I got from my co-facilitators, participants and from other persons such as guests, supervisors, experts, or representatives of the training facility. Mark the aspects that were new to you.

## Positive aspects

## Proposals & Challenges

<b>Participants</b>	
<b>Co-facilitators</b>	
<b>Third persons</b>	



# ASSESSMENT: MODERATION

## General Concept

### Goals

Have you achieved your goal(s)?

Which goals?

### Methods

Were you able to implement your methodological concept?

### Visualization

Posters, visual elements, structure, plausibility,...

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## Start

### Introduction, explanations

What observations prove that you succeeded or did not succeed?

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## Interaction

### Co-moderator(s) and participants

What observations prove that you succeeded or did not succeed?

How would you evaluate your interaction with the co-moderator(s)?

How did the group react to your approach?



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## Saving Outcome

### **Saving the outcome, conclusions**

What observations prove that you succeeded/did not succeed?

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## Space

### **Seminar room**

Decoration, seating arrangement(s), flip-charts, use of walls and posters,

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## Body

### **Aspects of your body**

Eyes, mouth, head, hair, arms, shoulders, hands, legs, feet, smell, voice

### **Location**

Interpersonal distance, position in the room, seated position, use of space

### **Interactions**

Gestures, facial expressions

# AFTER THE SEMINAR

C6

## Preparation

### Goals

Have you achieved your goal(s)?

Which goals?

### Mood and attitude

With what kind of feelings and expectations did you arrive?

### Support

What or who supported you?

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## Process

During your practice you documented and evaluated what you did as a moderator or co-facilitator.

Please compare this to thinking about these questions:

### Target achievement

How did your plans work out?

### Changes

What could you modify for the next time?

### Support

What or who supported you?

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## Feedback

During your practice you documented and evaluated the feedback from participants, co-facilitators and third persons. Which general conclusion(s) would you like to draw from it?



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## Concrete cases

Describe two cases or observations that fit best to your learning goals and think about what you might discuss with your learning group or learning supervisor.

**Case:** \_\_\_\_\_

**Case:** \_\_\_\_\_

## Your impact

What impact might the seminar have for the participants from a short- and a mid-term perspective?



# THE GROUP AND MY TEAM

## Target audience:

- Were your expectations of the target audience fulfilled? What differences were there?
- What relationships did you have or did you create with the participants?
- How would you evaluate this?

## Teamwork:

- How did you experience teamwork with the facilitators?
- In checklist **B8**, you reflected your needs in advance of your facilitators' team. Where you able to address these in a successful way? What helped you or might help you to do it?
- What methods or approaches did you learn that support teamwork?

## Disagreement & conflicts:

- What did you and your team's solutions for managing disagreements or conflicts look like?  
How would you evaluate them?



# GOAL ACHIEVEMENT AND NEXT STEPS

## Goals before:

**Results**

**Challenges**

## Obstacles:

- Were there any obstacles that prevented you from gaining new competences during the working process?

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## Next steps:

- What ideas do you have for facilitation?

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- Topics
- Concepts
- Exercises
- Further education
- Articles, papers or handbooks

- What measures do you have to continue the learning process?

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# D

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## **EVALUATION & PERSPECTIVES**

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All about the evaluation and reflection of your whole learning process.



## OUTLOOK: THE NEXT STEPS

Learning processes are characterized by ups and downs. Life experience is gained from planned activities, accidental inspiration, challenges, or even disappointments. The linear parts of your 'learning curve' are less interesting from an evaluating perspective. The most valuable sources for reflection are its ambiguous areas. Maybe this is a characteristic of experiential learning - success and failure balance each other.

Holistic facilitation mobilizes a lot of key competences (you described these in **A2**). These are in example planning and organizing skills, attitude development, communication skills, moderation skills, or any interpersonal skill relevant for shaping group processes.

Now is the point for looking back and taking stock. Based on this assessment you might identify your future opportunities and your development goals.

### Taking stock

What do you know? As a facilitator you gained experience, you read and talked with other facilitators and experts.

- You might assess what kind of expertise is characterizing your individual portfolio.

### Future goals

- How is your further learning path looking like? What could be a next realistic goal?
- What would complete your competence profile as a professional facilitator?

### Motivational drivers

- What would you like to learn?
- What motivated you and where would you probably engage with intrinsic motivation?

# PROFESSIONAL FACILITATOR

**D1**

At the beginning you thought about what your ideal professional facilitator might look like. What do you think now after having worked in the “kitchen of empowerment” for a while?

**What tools, raw materials and skills does a facilitator need?**



# DIFFERENT APPROACHES

D2

During the year you met different approaches to non-formal education and facilitating empowerment. Please collect them here:

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## Most promising concepts

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## To be critically discussed

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More handbooks and materials:  
**Competendo** – Tools for Facilitators  
<http://competendo.net>



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# PLAN–PROCESS EVALUATION

**D3**

Training over several days, and smaller sections of it, consists of three parts: planning, implementation and evaluation. Please activate your experience: Which aspects of each of the three parts do you need to pay attention to? What did you successfully implement and what is still a development goal for you?

## Planning

My competences and what is left open:

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## Process

My competences and what is left open:

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## Evaluation

My competences and what is left open:

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# PERSPECTIVES

D4

## Future as a facilitator

What does my future in facilitation look like? Motivation, profile, economic aspects...

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## Offerings & cooperation

Which providers, experts, or partners may be interesting for a closer cooperation in the future? Mention as well how they may become interesting.

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## Self-learning

How can I continue the learning process?

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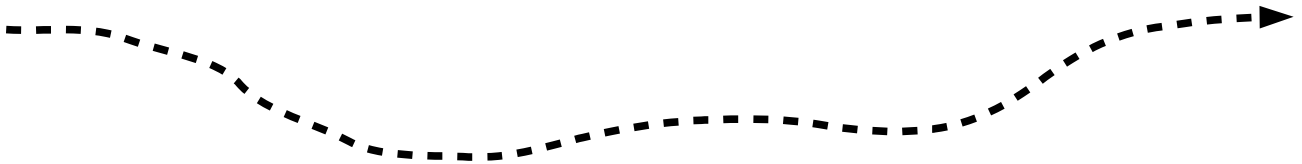
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# EVALUATION TALK WITH THE LEARNING SUPERVISOR, MENTOR, OR COACH

## The whole learning process

- Which relevant qualifications, training, etc. did I attend during the time?
- Where else did I gain relevant experience (internship, other training, private life, work)?
- Who or what influenced my development as a facilitator?
- Who or what supported me in my learning?



## **Competence development**

- Which abilities and competences do I take from this year-long learning?
- What methods and exercises do I know?
- Which ones do I really like applying? And why?
- Which ones do I never apply? Why?
- My strong sides as a facilitator are:
- Disappointments were....

## **Goal achievement**

- To what extent did I achieve the goals I set myself for this educational year?

## **Collaboration**

- How do you evaluate the collaboration with another person involved during the whole process, in example with a learning supervisor, a mentor, or a coordinator,?

## **The future**

- Which role will facilitating have in my life?
- What attitude and style do I have?
- What are my next learning steps?

**My conclusion of the learning process is....**



## COMPETENDO TOOLBOX

How can we best inspire people to pursue personal, professional and societal development? Editors from a range of organizations representing the fields of empowerment, education, and community development, developed the online toolbox for facilitators COMPETENDO.

The handbooks, articles, and method descriptions offer information on a broad range of topics, from active citizenship education to the theoretical aspects of a broad range of educational approaches.

COMPETENDO is free of charge and is an open educational resource. Try it. Share it. Present your good practice.

**[www.competendo.net](http://www.competendo.net)**

