

Perception

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PARTICIPATORY EMERGENCY IN CIVIL PROTECTION PLANNING

TRAINING COURSE BOOKLET

UNIT 3 FACILITATION



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UNIT 3 – FACILITATION

ACTIVITY 3.1 – FACILITATING AS AN EFEP

TOPIC 3.1.1 - FACILITATION AS A CORE COMPETENCE

<p>Slide 3</p>	<p>What is facilitation?</p> <p>‘An individual taking responsibility for supporting a group doing collaborative work, who focuses on <i>process</i> (like activities, agendas, and outcomes) and <i>interpersonal dynamics</i> (like communication and balancing voices heard), so the group can dedicate more brain and emotional space to doing their best work.’</p> <p>Facilitation is a role undertaken by an individual in a group – the facilitator – tasked with engaging participants in a given setting. Facilitation involves the creation, discovery and application of learning insights between participants. The process of facilitation differs from presenting work or a topic to an audience. During presentation, the presenter is the central actor, tasked with leading a topic and providing answers, often perceived as an expert on the topic they present. In facilitation, the facilitator acts as a guide on the topic being discussed by providing leadership skills and expertise. This means, the facilitator asks questions and encourages responses, moderates discussions and arguments, introduces activities and supports the learning process of participants and ultimately, helps a group reach a joint decision. ‘When effective, facilitators are magically potent drivers of good work and wellbeing, and they leave a mark on those they facilitate.’ However, not everyone can assume the role of a facilitator. Being an effective facilitator requires that specific skills are developed and applied in practice. But, before we dive in deeper into the skills of a facilitator, it’s important that we have a clear understanding of the role of facilitator in comparison to a presenter.</p>										
<p>Slide 4</p>	<p>Present the differences between presentation and facilitation as they appear on the slide.</p> <table border="1" data-bbox="276 1272 1374 1962"> <thead> <tr> <th data-bbox="276 1272 826 1377"><u>Presentation</u></th> <th data-bbox="826 1272 1374 1377"><u>Facilitation</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="276 1377 826 1512">The presenter delivers information, usually through a lecture.</td> <td data-bbox="826 1377 1374 1512">The facilitator enhances learning for everyone, usually through discussion or activities such as role plays.</td> </tr> <tr> <td data-bbox="276 1512 826 1646">The presenter is the expert sharing their knowledge of the subject matter.</td> <td data-bbox="826 1512 1374 1646">The facilitator provides opportunities for members of the group to share knowledge and learn from one another.</td> </tr> <tr> <td data-bbox="276 1646 826 1803">The presenter spends most of the time talking.</td> <td data-bbox="826 1646 1374 1803">The facilitator spends most of the time asking questions, encouraging others to speak, and answering learners’ questions during activities</td> </tr> <tr> <td data-bbox="276 1803 826 1962">The presenter is usually on a stage or at the front of the room.</td> <td data-bbox="826 1803 1374 1962">The facilitator is usually moving around the classroom to help address learners’ questions or monitor how activities are progressing</td> </tr> </tbody> </table> <p>Source: https://www.td.org/talent-development-glossary-terms/what-is-facilitation</p>	<u>Presentation</u>	<u>Facilitation</u>	The presenter delivers information, usually through a lecture.	The facilitator enhances learning for everyone, usually through discussion or activities such as role plays.	The presenter is the expert sharing their knowledge of the subject matter.	The facilitator provides opportunities for members of the group to share knowledge and learn from one another.	The presenter spends most of the time talking.	The facilitator spends most of the time asking questions, encouraging others to speak, and answering learners’ questions during activities	The presenter is usually on a stage or at the front of the room.	The facilitator is usually moving around the classroom to help address learners’ questions or monitor how activities are progressing
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Slide 5-7	<p>A question that often complicates matters is: 'Is a facilitator the same as a mediator?' or 'Is a facilitator the same as an arbitrator?'. Shortly, the answer is 'No' and 'No'.</p> <p>Facilitation is a technique to help participants retain and apply knowledge and skills. During facilitation sessions, participants are not provided with answers to the questions posed, however, they are being guided toward achieving a specific learning outcome or objective. Where facilitation is used, there is no serious conflict between the participants, and facilitation is mainly used as a method to stimulate constructive and collaborative discussion and problem solving. Thus, facilitation is the method applied to discuss around a strategic problem and encourage a discussion and a potential improvement of the problem. The role of a facilitator is not to bring peace between the parties, but to bring them together to discuss, brainstorm, and develop their line of thinking around the topic at hand.</p> <p>Mediation is the practice of using a neutral third party to navigate often conflicting dynamics in a group or between groups. The role of the mediator is to support involved parties to reach a voluntary resolution to a dispute. Mediation is often used as an informal, confidential method that mainly focuses on the positions and interests of each party, as well as practical and legal choices that can help resolve a dispute. During mediation sessions, the conflicting parties are the ones that will agree on a resolution with the support of the mediator.</p> <p>During arbitration, the power of decision-making lies on the arbitrator(s). Under this setting, the arbitrator is introduced to the argument in dispute in a relatively formal environment and then makes a decision, or proposes the most appropriate course of action to the dispute. The decision of the arbitrator is not necessarily binding, and their role is to operate as an external observer and decide/make a recommendation about an issue conflicting two or more parties. Arbitrator can also carry a legal role, being an appointed individual or body responsible to make a decision.</p>
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Exercise					
Slide 8-9	<p>Exercise 1:</p> <p><i>Instructions:</i> Mark with an X each role with the most relevant tasks. More than one role can be attributed to each task.</p> <p><i>Source:</i> https://www.finra.org/arbitration-mediation/comparison-between-arbitration-mediation</p>				
	TASK		Facilitator	Mediator	Arbitrator
		Assists and guides group discussions	X		
		Engages conflicting parties		X	X
		Tasked with making a decision on a conflict			X
		Presents the case of each side until they reach an agreed resolution		X	
		Defines each side's interests to help them reach a common decision.	X	X	
		Informal process	X	X	

TOPIC 3.1.2 - IS FACILITATION, MEDIATION AND ARBITRATION THE SAME?

Slide 11	<p>The Evaluator & Facilitator in Emergency Planning (EFEP) is a professional profile that is being developed in the framework of the PERCEPTION project. With the introduction of EFEP professionals, PERCEPTION aims to improve preparedness, coordination and response between authorities, local enterprises and citizens through an expert individual (EFEP) who operates in public and private contexts and who has good knowledge of local and EU civil protection plans' application. For example, the EFEP is invited by a public body or a private organisation after an emergency has occurred with the task to assess - through a participatory approach - how the emergency was managed, and help improve response measures to ameliorate the impact of future disasters in collaboration with impacted, involved and responsible actors.</p>
Slide 12	<p>Why the EFEP must be a skilled facilitator?</p> <p>The occurrence of an emergency situation often involves the mobilisation of various actors, from public and local authorities, private entities, volunteers, state bodies of security, civil protection and civil services to the general public. The EFEP – who will be the person responsible to propose improvements to the existing emergency response plan – needs to be able in bringing all relevant, affected and involved actors together so as to better assess the situation, before providing potential solutions/recommendations/improvements.</p> <p>PERCEPTION acknowledges the importance of facilitation and evaluation as core competences that should be cultivated in EFEPs in order to carry out their work efficiently and effectively. To do so, this unit focuses on the concept and skill of facilitation, and eventually aims to provide the tools and methods/techniques necessary to equip EFEPs in regard to facilitation.</p> <p>While the term of facilitation may sound pretty straight-forward, it is important to understand that the settings and environments that facilitation takes place may vary.</p>
Slide 13	<p>Scenario 1: A simple case of facilitation:</p> <p>A teacher (facilitator) and her class discuss in order to decide what kind of food they will be ordering for their last day at school. The audience of the facilitator are same-age kids, with similar education level and knowledge and have an equal say in their opinion. The only differentiating factor that may affect the outcome is the 'power' some kids may have over others in 'imposing' their opinion because of their popularity in class.</p>
Slide 14	<p>Scenario 2: A complicated case of facilitation:</p> <p>A wildfire has devastated a community in country X. Several residents were injured, forest trees were burned, animals died, and properties were destroyed. In the aftermath of the fire, locals took to the streets to protest the late response of emergency forces (civil protection, fire services, police, ambulances). The mayor commits to get answers for her community and hires an EFEP to evaluate the emergency response of the services involved and to improve preparedness between those actors by putting together an improved Emergency Management Plan. To do so, the EFEP collects data, studies the current emergency plan in place and compares it to the actual timeline of the response, and invites relevant actors to a facilitation session to discuss and decide on a course of action that will better the communication and time response in similar emergencies in the future. Present at the session are local shepherds who often burn dry weeds, owners of illegal constructions that are built on emergency exit routes, the district director of the police and fire departments, the local volunteer team and residents whose properties have been affected. In this scenario, the dynamics of the participants in the facilitation session are much more difficult to navigate. Each actor brings in their own perspective, interests and objectives.</p>

Exercise	
Slide 15- 17	<p>Practise facilitating a dialogue through a role-playing activity</p> <p>Instructions: Divide in groups of 5-7 people. Provide each team with the cards – each corresponds to a role from the scenario that was presented in the previous slide. One person must take up the role of the facilitator. The learners will start a facilitation session, in which every 10 minutes their roles will shift.</p> <p>Rules:</p> <ul style="list-style-type: none"> • Ten minutes under each role; the scenario will resume but under different roles each time (e.g. it won't be restarted every ten minutes) • Participants rotate roles. • At the end of all rounds, participants will discuss the role-play from the perspective of the facilitator. <p>The Scenario:</p> <p>A wildfire has devastated a community in country X. Several residents were injured, forest trees were burned, animals died, and properties were destroyed. In the aftermath of the fire, locals took to the streets to protest the late response of emergency forces (civil protection, fire services, police, ambulances). The mayor commits to get answers for her community and hires an EFEP to evaluate the emergency response of the services involved and to improve preparedness between those actors by putting together an improved Emergency Management Plan. To do so, the EFEP collects data, studies the current emergency plan in place and compares it to the actual timeline of the response, and invites relevant actors to a facilitation session to discuss and decide on a course of action that will better the communication and time response in similar emergencies in the future. Present at the session are local farmers who often burn dry weeds, owners of illegal constructions that are built on emergency exit routes, the district director of the police and fire departments, the local volunteer team and residents whose properties have been affected. In this scenario, the dynamics of the participants in the facilitation session are much more difficult to navigate. Each actor brings in their own perspective, interests and objectives.</p> <p>The trainer asks some questions at the end of every 5-minute round, like:</p> <ol style="list-style-type: none"> a. What was the experience like for you as a facilitator? b. What worked well and what didn't? c. Would you approach/do something differently? <p>Facilitator 1: Welcome & Introduction (facilitator explains the emergency that occurred, the goals of this session etc)</p> <p>Facilitator 2: Encourage each stakeholder's perspective on the emergency that happened; what went wrong, what went right</p> <p>Facilitator 3: How can we improve emergency response for similar incidences in the future?</p> <p>Facilitator 4: Common ground and areas of disagreement</p> <p>Facilitator 5: Next steps and closing</p> <p>The facilitator can adjust and reuse the role-play cards by visiting (link):</p>
Slide 18	<p>The team reflects on their experience during the role-play exercise. The facilitator guides the discussion by asking the following questions:</p>

	<ul style="list-style-type: none"> • What was the experience like for you as a facilitator? • What worked well and what didn't? <p>Would you approach/do something differently?</p>
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TOPIC 3.1.3 - IMPORTANCE OF FACILITATION IN THE EFEP ROLE

Slide 20	In the slide, are some basic techniques that a facilitator can use in the group they are facilitating. These techniques can be combined based on the objective of each session, and are a useful toolkit for a new facilitator to deploy.
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Exercise	
	<p>Exercise: After you study in detail each technique by going over the reading, discuss which techniques are mostly useful for an EFEP.</p> <p>Link: https://www.authenticityconsulting.com/misc/facilitation-techniques.pdf</p>

Slide 21	The instructor presents the various facilitation techniques as shown in the table, and proceeds to explain the benefits of each technique and their intended outcome.
Slide 22	<p><u>The Consensus Technique</u></p> <p>This technique entails an overall consensus by the participants in the facilitation session, however, it doesn't require that they all completely agree with the decision made but that 'they can live with it.' The consensus technique is fit for decision-making groups that appreciate and value a participatory and egalitarian (equal standing of participants) approach.</p>

TOPIC 3.1.4 - FACILITATION TECHNIQUES

Slide 23	For the competences required for a facilitator, the PERCEPTION team has developed a learning outcomes matrix outlining some basic skills, knowledge and attitudes that the EFEP should have. In the slide, is an explainer of what skills, knowledge, and attitude should entail in general terms.
Slide 24	<p>Facilitation Skills</p> <ol style="list-style-type: none"> 1. Planning 2. Listening 3. Flexibility 4. Focus 5. Encouraging participation 6. Managing 7. Questioning 8. Promoting ownership 9. Building rapport 10. Self-awareness 11. Managing conflict 12. Broadening discussion 13. Presenting Information <p><i>Source: Facilitator Guide to Participatory Approaches & Principles.</i></p>

Exercise

Slide
24-26

Exercise: Based on the example provided in the previous slide, ask the participants to fill out the knowledge and the attitude columns below. The skills column is completed for convenience.

Knowledge	Skills	Attitude
	Planning: Develops clear goals for the session based on the participants' role/authority/ranking. Designs an appropriate programme and selects relevant method.	
	Listening: Apply active listening to the group, provides clarifications and supports in organizing information.	
	Focus: Knows how long to stick on a topic, when to move to the next, has clear target for each session.	
	Flexibility: Ability to adjust based on the setting/environment, apply changes on the go to improve communication and effectiveness of the meeting, try new methodologies/exercises.	
	Encouraging participation: Maintain a balance that makes the group feel comfortable to express their opinion while promoting professional conduct during the session.	
	Managing: Ability to maintain control of the simultaneous processes that take place simultaneously; guides the group based on the agenda, sets limits, establishes, ground rules, provides information, collects input.	
	Questioning: Ability to phrase questions in a respectful and engaging manner, encouraging thought and participation.	
	Promoting ownership: Encourage accountability among participants in taking responsibility and reflecting on necessary follow-up work.	
	Building rapport: Ability to demonstrate responsiveness and respect for people, values emotions expressed, reads body language signals and gestures and helps to develop relationships within the participants.	
	Self-awareness Conduct a self-assessment to reflect on own behaviour, code of conduct, mistakes made, and adopts an honest and open approach about the limits of their individual skills and knowledge.	
	Managing conflict: Ability to navigate conflict and tension constructively, and guides the group to come to agreement and consensus.	
	Broadening discussion: Ability to encourage the expression of various points of views and applies methods and examples to encourage the group to think about new frames of reference.	
	Presenting information: Ability to use simple language, give clear instructions, is capable in delivering visual, written, graphical and oral approaches.	

TOPIC 3.1.5 - COMPETENCES OF A FACILITATOR

Slide 13	Preventive measures for disaster risk reduction include the establishment and/or modernisation of systems for monitoring, forecasting and early warning. In this context, in 2007 a specialised monitoring structure, namely the Aerospace Monitoring Center (ASMC) was established. It is the first satellite data receiving centre in Bulgaria. ASMC provides support in the process of discovery, monitoring, risk assessment and management of natural hazards and disasters caused by technological hazards, and emergency situations.
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Exercise	
1	

ACTIVITY 3.2 – COMMUNICATION AND MEDIATION SKILLS

TOPIC 3.2.1

Slide 4	At first, an overview of the session is given while also presenting the learning outcomes to be achieved:
Slide 5	Engage the audience by asking them a “true or false” question: “ <i>A message will always be understood the way it was meant.</i> ” The statement is false. But why?
Slide 6	Introduction to the 4-ear model (also known as 4 sides model). Let’s start with an example. This are Violet and Lavender; they are colleagues. Violet says: “The mayor will be here in 10 minutes.” Suddenly, Lavender gets mad. What happened?
Slide 7	There can be 4 sides to a message that reveal something about the sender, the receiver and the content: Factual Information, Self-Revelation, Appeal, Relationship
Slide 8	Both involved communicators – the sender and the receiver – may mean or understand the same message in different ways, hence the 4 sides of the communication square. To make it easier to apply in everyday life, you can say a message has been heard in the “fact ear”, the “relationship ear”, the “self-revelation ear” or the “appeal ear”. Finding out what the other person means can be tricky and we need to listen closely to form understanding. One way of doing that is “Active Listening” and it is usually applied in longer conversations in private and in business contexts. So, let’s say, Violet and Lavender sat down together after the meeting with the mayor and discussed their conflict.

Exercise

Let’s try to send and receive Violet’s message in the different communication styles and find out why Lavender got angry:

1. Factual Information (blue): Violet simply informs her colleague about a fact. If Lavender hears this message in her “fact ear”, she will most likely say “Ok, thanks!”.
2. Self-Revelation (green): Violet may have overlooked the time and is now in a hurry to get everything ready for the mayor. She may mean: “Oh no, how will I have everything ready in time?!” If Lavender hears this message in the “self-revelation ear”, she will probably understand her stressed colleague and react by offering help.
3. Appeal (red): Maybe Violet tries to choose an indirect approach to tell Lavender that she needs her to be ready for the mayors visit as well. She may mean “Get ready, please!”. If Lavender hears this on her “appeal ear”, she understands that she needs to take action.
4. Relationship (yellow): Now, let’s say this is not the first time that the two colleagues have to make last minute preparations. Violet’s message can now either mean that – yet again – Lavender is not ready! And maybe Lavender thinks that – yet again – Violet is telling her to get ready, even though she is not fully prepared herself!

Now we know why Lavender got angry. But how can the two colleagues resolve the conflict?

<p>Slide 9</p>	<p>To summarise, there are verbal (dark blue) and non-verbal (light blue) ways to actively listen to a person.</p> <ol style="list-style-type: none"> 1. Body language or non-verbal signals are multi-layered and often show up in combination. A first indicator of listening to a person is showing it with your posture. Turn towards the speaker and lean a little in their direction (especially when sitting). It may be appropriate to tilt your head a little bit. It is often recommended to keep an open posture without building barriers such as crossing your arms or legs – however, this is only partly valid, because in some situations it may be okay and natural. 2. Make and hold eye contact with the speaker, but be careful that your stare does not get too intimidating. Combine it with other signs of active listening and make sure you act natural. 3. Nod to show that you understand what the speaker is saying. Nodding does not automatically mean agreement, but it shows understanding. 4. Smile to encourage the speaker to continue speaking. Be flexible with your facial expressions, because a smile is not always appropriate. Sometimes a slight smile, curled eyebrows or a frown are more fitting to the discussed topic. 5. Show the speaker that you are still following them with verbal affirmations. This can be anything from encouraging “mhm”, “aha”, “oh” to “okay”, “alright” “go on” and more. A verbal affirmation is a brief indicator which the listener sprinkles in the conversation without interrupting the speaker. The response of the listener may also start with a verbal affirmation. 6. The most complex way of showing that you are actively listening is asking relevant questions. Questions should be used to ensure that the listening and speaking persons are on the same page and understand each other. Hence, these questions can be to clarify something the listener has not fully understand or help to summarise what was said. Examples would be “So, what you are saying is...”; “Do I understand correctly that ...”. The question can also motivate the speaker to continue: “Could you please explain that in more detail?”.
<p>Slide 10</p>	<p>How do you show someone that you are “actively listening”? <input type="checkbox"/> <i>Brainstorm with group</i> There is also a YouTube Video linked in the bottom right corner of the slide.</p>

<h2 style="background-color: #00B0C0; color: white; padding: 5px;">Exercise</h2>	
<p>Slide 11</p>	<p>Let's try this in a role play!</p> <p><i>Two ways to implement, players can continue with the example of Violet and Lavender or choose their own topic.</i></p> <p><i>Estimated time: 10 minutes</i></p> <ol style="list-style-type: none"> 1. A pair does the roleplay in front of the group. The rest of the group observes. 2. The group is divided into multiple pairs and they each try to actively listen to each other. The roles of speaker and listener should be allocated and then switched after a few minutes. <p>Afterwards, the whole group discusses the questions on the slide.</p>

	<ul style="list-style-type: none"> • How did you feel as a speaker? • How did you feel as a listener? <p>Was it easy or challenging to apply the active listening technique?</p>
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Slide 12	<p>Asking the right questions</p> <p>Let's say, Violet and Lavender were not able to resolve their conflict alone. They may ask another colleague or even a professional mediator for help. One way of helping would be to tell the two women what they should do better and how they should compromise. However, this will not include them in the solution process and most likely it will have no long-term effect, because they do not feel ownership of the decision. Asking the right questions and helping them to form a solution of their own is a great way to let them participate in the process. So, how can it be done?</p>
Slide 13	<p><i>Socratic Method (to start off, there are some quotes of Socrates on the slide)</i></p> <p>As an EFEP, who comes into an uncertain situation with many different stakeholders and their viewpoint, the Socratic method will be a key instrument to the participatory evaluation.</p> <p>Similar to Socrates, "you know that you know nothing", so, you have to ask many questions. It is not your job to tell the stakeholders what they should do, but to help them figure out what went good or wrong and what they can improve.</p> <p>By asking insightful questions, Socrates probed the logic of his conversation partner and help reveal flaws in their approaches. In the long run, this helps others to form a better understanding and come to a more resilient solution.</p> <p>Socrates described himself as mid-wife, who helps others give birth to their ideas. Through the question-oriented progress, all parties are involved in evaluating the current situation and their viewpoints as well as in generating better solutions for the future.</p>
Slide 14	<p>To summarise and better visualise the method, a YouTube Video is linked.</p>
Slide 15	<p>The Socratic method follows a particular circle, in which the first two are closely related to active listening.</p> <ol style="list-style-type: none"> 1. Listen Listen carefully what the person is saying. If necessary, take notes. 2. Reflect Reflect the argument of the person back to them by asking them to clarify what they are saying. Repeat and paraphrase what they said. 3. Refine Find out the reasoning of the person by asking them why-questions. Ask them to share their evidence to find out their facts, assumptions, beliefs and opinion. Help them to differentiate between them and challenge assumptions and beliefs to test their validity against facts. 4. Re-state

	<p>After gaining more insight, ask the other person to re-state their statement by adapting or renewing their wording.</p> <p>5. Repeat</p> <p>Repeat the steps 1-4 until all parties agree or are satisfied with the solution or the statement.</p> <p>To summarise and better visualise the method, a YouTube Video is linked.</p>		
Slide 16	The Socratic method follows a particular circle, in which the first two are closely related to active listening. A Youtube video is linked .		
Slide 17	<p>Non-Violent Communication“</p> <p>Non-violent communication is an approach to communication based on principles of non-violence. It is not a technique to end disagreements, but rather a method designed to increase empathy and improve the quality of life of those who utilize the method and the people around them.”</p>		
Slide 18	<p>Non-Violent Communication proposes two main communication styles:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">The Giraffe is open, respectful, assertive and not judgemental.</td> <td style="width: 50%;">The Jackal interprets, accuses, judges, reproaches and manipulates.</td> </tr> </table>	The Giraffe is open, respectful, assertive and not judgemental.	The Jackal interprets, accuses, judges, reproaches and manipulates.
The Giraffe is open, respectful, assertive and not judgemental.	The Jackal interprets, accuses, judges, reproaches and manipulates.		
Slide 19	To summarise and better visualise the method, a YouTube Video is linked.		
Slide 20	<p>There are four steps to non-violent communication:</p> <p>1. Observation</p> <p>In this step, only factual observations should be made without interpretation and judgement.</p> <p><i>“I can see that...” “I notice that...” “I have done...” “What I hear is that you...”</i></p> <p>2. Emotion</p> <p>In this step, emotions are put into words. The focus is on the four main human emotions: anger, sadness, fear and joy. Help the communicating parties to form I-messages on how they feel:</p> <p><i>“I feel sad because...” “I am afraid that...” “It irritates or confuses me that...”</i></p> <p>3. Need</p> <p>In this step, the involved parties communicate what they find important, what they need and want.</p> <p><i>“The important thing for me is” “I value...” “I would like...” “What counts for me is that...”</i></p> <p>4. Request</p> <p>In this step, very clear statements are made of what is expected from other persons. Also, concrete desires, plans and suggestions are now communicated.</p> <p><i>“That’s why I want to ask you to...” “I insist that you...” “I strongly recommend that...” “I need you to...”</i></p>		

<p>Slide 21</p>	<p>Saving face means that a person keeps their dignity when changing their mind or agreeing to a compromise. “Face” is the public self-image that every person tries to protect. So, it is the image of one’s self and how the person thinks the self is perceived by others. In a conflict situation, a person’s face is represented by their opinions, observations and needs. Naturally, all persons want to keep their face unharmed and intact, so moving away from their initial viewpoint may be difficult. Some people are more flexible and open, while others may be stubborn and not willing to change perspective. Saving (or restoring) their face is of utmost importance to them.</p> <p>As an EFEP, you will come in contact with many people of high social rank and they are probably used to getting their way or having the final word. It is very important to have a technique at hand, which allows you to help them save their face when coming up with new solutions in the participatory evaluation process.</p> <p>Facework as defined by the Dictionary of Psychology is:</p> <p><i>“...in social interactions, a set of strategic behaviors by which people attempt to maintain both their own dignity (“face”) and that of the people with whom they are dealing. Facework strategies include politeness, deference, tact, avoidance of difficult subjects, and the use of half-truths and “white lies.” The conventions governing facework differ widely between cultures.”</i></p> <p>Important concepts and vocabulary of Facework:</p> <ul style="list-style-type: none"> • Positive Face describes the desire to be liked, appreciated and approved. • Negative Face describes the desire to not be intruded, imposed upon or disturbed. • <i>Positive and negative in this context do not mean good or bad, but they are meant in a plastic sense of being two sides of the same thing. Think of a photo negative or a cast.</i> • Positive Politeness are strategies that aim to minimalise the threat to the hearer’s positive face. • Negative Politeness are strategies that aim at avoiding an imposition on the hearer, meaning they are oriented towards the negative face. • Off-Record is a strategy that uses indirect language and avoids that the speaker seems imposing. • At any given time, you should avoid Face Threatening Acts (FTAs), as the other person may react defensive or completely stop cooperating.
<p>Slide 22</p>	<p>Facework Strategies:</p> <ol style="list-style-type: none"> 1. Face-Restoration / Self Negative-Face Focus on one’s self, aiming to save their face and autonomy from the intrusion 2. Face-Saving / Other Negative-Face Focus on other’s self/selves, aiming at saving autonomy of others from intrusion 3. Face-Assertion / Self Positive-Face Focus on own self, wish for cooperation and community 4. Face-Giving / Other Positive-Face Focus on other’s self/selves, wish to support others to form community

Slide 23	<p>Building Rapport Building trust and showing the other person that you are in sync</p>
Slide 24	<p>By applying all the learned strategies and keeping in mind your non-verbal communication, trust can be established with the other persons.</p> <p>Rapport is established when the communication and relationship are running smoothly, when the other person feels understood and appreciated.</p> <p>Building Rapport is about building bridges, relating to the problems and opinions of others without judgement and helping them to find a common solution.</p> <p>Rapport can be built by mirroring the other person(s), for example by empathising with their emotions (remember the facial expressions discussed in the active listening part) or by mirroring their posture to fit their level of energy. Once rapport is established, you can use it to relax the situation by role-modelling calmer behaviours.</p> <p>Facework or face management is also very important to make the people feel understood and safe.</p>

ACTIVITY 3 – FACILITATION THROUGH PARTICIPATORY APPROACHES

TOPIC 3.3.1: PARTICIPATORY METHODS IN FACILITATION

Slide 3	This slide provides an overview of what will be covered in this session, outlining the main objectives of the session.
Slide 4	<p>Participatory approaches in facilitation have gained popularity in recent years as they offer a more collaborative and inclusive way of working. In a participatory approach, facilitators engage with participants and encourage them to take an active role in the process of decision-making, problem-solving and idea generation.</p> <p>There are various participatory approaches, each with different objectives and components. These methods differ in their structures, formats, and goals. Participatory approaches offer several benefits to facilitators, including increased engagement, motivation, and ownership of outcomes. They also promote collective thinking and collaboration, allowing for more diverse perspectives and creative ideas to emerge.</p> <p>This activity will provide an understanding of participatory approaches in facilitation, their differences and their objectives. Participants will gain the confidence to apply their learning outcomes in real-life settings and learn about the various participatory methods that can be used in facilitation. The activity will incorporate case studies and role-play activities to allow participants to practice and apply their knowledge in a simulated environment.</p>
Slide 5	<p>'Participatory approaches are based on shared ownership of decision-making.' Participatory approaches are a rather bottom-up approach that redirect the power and decision-making to internal, directly involved actors making full use of the local knowledge.</p> <p>Participatory approaches are widely used in our society today through public consultations, community actions on a local issue, referendums etc. An EFEP must follow specific steps in order to be able to organise and facilitate participatory sessions to support them in compiling a final report to submit to the contracting party (the organisation/entity that hired the EFEP).</p>
Slide 6	<p>The facilitation process takes place at different levels, with differing objectives and scopes. For this purpose, it is essential for the EFEP to clarify in their mind the process of facilitation they will use based on the following levels of participation:</p> <ul style="list-style-type: none"> • One way session: Providing/transmitting information • Two-way session: Consultation in a bi-directional manner where the consulted party defines the issue and the scope at hand • Active participation: Various stakeholders (citizens, local actors, stakeholders, formal or informal civil society entities etc) meet to engage in an emergency management and planning discussion/debate. <p>Note that not all stakeholders need to participate at all levels of the facilitation process.</p>
Slide 7	The EFEP may determine which stakeholders will be engaged at each level and phase. The diagram below can be a useful tool to outline during the planning phase how and

which stakeholders will be engaged throughout the process. This method allows for a process of collective empowerment, through which learning, action and the control of decision-making – up to the point that's possible in the context of emergency planning – is shared between stakeholders. In any participatory approach you choose to adopt is, it's important to clarify the level of participation that is achievable, as well as the extent to which current emergency plans can be adjusted and improved in order to avoid a clash of expectations.

Graph Source: *VSO Guide*

TOPIC 3.3.2: STAGES OF FACILITATION

<p>Slide 8</p>	<p>PRE-FACILITATION</p> <ol style="list-style-type: none"> 1. Understand the assignment requested of you by the entity that hired you (what exactly do they want) <ul style="list-style-type: none"> • A facilitator would approach this step by conducting a thorough intake process with the hiring entity. This would include asking questions about the purpose and desired outcomes of the session, the stakeholders involved, and any specific challenges or concerns. Based on this information, the facilitator can develop a clear understanding of the scope of the facilitation and begin to plan accordingly. This plan would be informed by the information gathered during the intake process and serve as a roadmap for the facilitation process. 2. Map stakeholders <ul style="list-style-type: none"> • To create a stakeholder map, a facilitator would conduct research and gather information from a variety of sources, including the hiring entity, previous reports or studies, and relevant community groups or organizations. The facilitator would then analyze this information to identify key stakeholders and their roles in the emergency response. The stakeholder map would be used to guide the facilitation process and ensure that all relevant perspectives are represented. The output of this process would be a stakeholder map that includes information such as the names and roles of stakeholders, their interests and concerns, and their level of influence over the emergency response. The facilitator would use this map to identify key issues and themes that need to be addressed during the session and ensure that all stakeholders are given the opportunity to provide input and feedback. • Other tools: <ol style="list-style-type: none"> i. SWOT Analysis ii. Problem tree analysis, which helps to identify the underlying causes of a problem. This analysis can help the facilitator and stakeholders understand the root causes of the emergency response challenges and develop strategies to address them. 3. Collect data and evidence by all main actors involved and affected <ul style="list-style-type: none"> • A facilitator would start by identifying the most appropriate data collection methods for the particular context and purpose of the facilitation. This may involve conducting individual or group interviews with key stakeholders, reviewing relevant reports and documents, and gathering feedback from community members through surveys or focus groups. The facilitator would also ensure that the data collected is accurate and reliable by cross-checking it with multiple sources. <p>Example: During an environmental impact assessment facilitation, the facilitator may conduct interviews with representatives from government agencies, NGOs, and affected communities to gather information on the environmental risks and impacts of a proposed development project. The facilitator would also review relevant reports, such as environmental impact statements and scientific studies, to supplement the information collected through interviews.</p> 4. Analyse data (and develop an agenda) <ul style="list-style-type: none"> • Various techniques and tools may be used, such as thematic analysis, SWOT analysis, mind mapping, and prioritization matrix to analyze the data collected and identify key themes, strengths, weaknesses, opportunities, and threats. The identified
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	<p>issues can then be used to develop an agenda and guide the discussion during the session. These tools enable the facilitator to prioritize the most pressing issues that need to be addressed during the session and create an organized agenda that focuses on key themes and ideas.</p> <p>5. Meet with actors (separately) for clarifications based on the analysis you conducted</p> <ul style="list-style-type: none"> • A facilitator would typically schedule separate meetings with key stakeholders to discuss their specific concerns or questions. This could involve reaching out to representatives from various organizations or departments involved in the emergency response, such as first responders, healthcare professionals, government officials, or community leaders. During these meetings, the facilitator would listen actively to the stakeholders' perspectives, ask clarifying questions, and take notes to ensure that all concerns are addressed during the session. The facilitator would also use this opportunity to build relationships with the stakeholders, establish trust, and encourage open communication. <p>6. Set a clear goal and topics to be discussed prior to inviting stakeholders</p> <p>7. Book a space that corresponds with the importance of the meeting</p> <p>8. Ensure all technical equipment is available to carry out the session effectively</p> <p>9. Prepare an agenda for the first facilitation session</p>
Slide 9	<p>FACILITATION</p> <ol style="list-style-type: none"> 1. Be clear on the session's agenda 2. Clarify rules of participatory facilitation 3. Clarify goals of the session 4. Set realistic goals 5. Allow space for actors to express, ensuring no one is monopolizing the time or imposing their position to the others. High-ranking stakeholders should raise their opinion last. 6. Clarify if another session is required and ensure they are all on the same page about the upcoming topics of discussion
Slide 10	<p>POST-FACILITATION</p> <ol style="list-style-type: none"> 1. Maintain the commitment of the stakeholders: Follow-up in an email about what has been agreed (minutes and decisions taken, new deadlines, set next session) 2. Be transparent on the agreed points of improvement and what each point requires of each actor 3. Develop the Evaluation Assessment and share it with the entity/ies that hired your services
Slide 11	<p>In the table provided in the slide, is a comparative table of top-down and bottom-up (participatory approaches), which an EFEP must consider which is preferred, or how to combine the two in different phases of their assignment so as to achieve the most desirable results.</p> <p>Table Source: VSO Guide</p>

TOPIC 3.3.3: CHALLENGES IN FACILITATION AS AN EFEP

Slide 12	In the following slides, the class explores various challenges an EFEP may come across during any stage of facilitation. Use the challenges and discuss in class.
Slide 13	<p>1. Institutional hierarchy between stakeholders discourages equal weight of opinions/suggestions</p> <p>Challenge: In emergencies, stakeholders come from different organizations and may have different levels of authority, creating an institutional hierarchy that may discourage equal weight of opinions and suggestions. This creates a challenge for the facilitator to create a safe and inclusive environment where all stakeholders feel comfortable sharing their ideas and opinions.</p> <p>Remedies:</p> <ul style="list-style-type: none"> • Encourage open dialogue and active listening among stakeholders to facilitate equal participation. <ul style="list-style-type: none"> • For instance, during a tabletop exercise for emergency management, the facilitator could ask stakeholders to share their experiences with previous emergencies, and then encourage dialogue by restating and summarizing each stakeholder's points. • Establish ground rules that prioritize respect and inclusivity, and create a safe and inclusive environment where all stakeholders feel comfortable to share their ideas and opinions. <ul style="list-style-type: none"> • The ground rules should be clear, simple, and tailored to the specific situation. For example, ground rules could include respecting each other's opinions, not interrupting each other, and avoiding discriminatory language. Additionally, the facilitator should encourage stakeholders to share their views and ensure that no participant is silenced or excluded. • Consider using anonymous voting or decision-making methods to prevent authority biases. <ul style="list-style-type: none"> • This approach will give stakeholders the opportunity to share their ideas and opinions without fear of repercussions. For example, during an emergency management tabletop exercise, the facilitator could use a method such as 'dot voting,' where each participant is given a set of stickers to vote anonymously for the best solutions to specific problems or scenarios. This method would allow all stakeholders, regardless of their position or rank, to participate equally.
Slide 14	<p>2. Many interests involved</p> <p>Challenge: The emergency response process involves multiple stakeholders, each with different interests and priorities. This plurality of interests and priorities creates a challenge for the facilitator to find common ground and balance the needs of all stakeholders. The facilitator must acknowledge the different interests and perspectives of the stakeholders and work to find common ground.</p> <p>Remedies:</p> <ul style="list-style-type: none"> • Identify common goals and priorities among stakeholders to promote collaboration and mutual understanding. <ul style="list-style-type: none"> • In an emergency situation, stakeholders from different organizations may have different priorities, such as saving lives, preventing further damage, and restoring normalcy. The facilitator can facilitate a discussion among stakeholders to identify these priorities and find common ground. For instance, they can identify the common goal of ensuring the safety of all affected individuals and work towards achieving that goal by collaborating on a response plan. The facilitator can use techniques like brainstorming and mind mapping to identify common goals and

	<p>priorities among stakeholders. Once identified, the facilitator can use these goals and priorities as a basis for decision-making and problem-solving.</p> <ul style="list-style-type: none"> • Use effective communication methods, such as active listening and clarifying questions, to facilitate mutual understanding. • Encourage stakeholders to prioritize their needs and interests and identify areas of compromise. <ul style="list-style-type: none"> • For example, in a natural disaster situation, local residents may prioritize immediate relief efforts such as food, water, and shelter, while government agencies may prioritize restoration of infrastructure and long-term planning. To find common ground, the facilitator can encourage stakeholders to identify areas where their priorities overlap, such as creating temporary shelter facilities in government buildings. The facilitator can also encourage stakeholders to identify areas of compromise, such as prioritizing immediate relief efforts while also planning for long-term recovery efforts. This can be achieved through prioritization exercises, where stakeholders rank various options based on their importance and urgency, and work together to create a plan that accommodates the priorities of all stakeholders. • Another example could be in a public health emergency, where healthcare workers may prioritize the immediate treatment and isolation of infected individuals, while businesses may prioritize the continuity of operations. In this case, the facilitator can encourage stakeholders to identify areas where their priorities overlap, such as creating safe working conditions for employees while adhering to public health guidelines. Overall, identifying areas of compromise is critical in emergency management to ensure that all stakeholders are able to have their voices heard and that the emergency response plan is comprehensive and inclusive of all priorities and needs.
<p>Slide 15</p>	<p>3. Align participants from diverse backgrounds</p> <p>Challenge: Emergency situations can bring together participants from diverse backgrounds and disciplines, each with their own communication styles and professional norms and procedures. The facilitator’s challenge is creating an inclusive environment that accommodates these differences. The facilitator must recognize and respect the diverse backgrounds of the stakeholders and create an inclusive environment that accommodates these differences.</p> <p>Remedies:</p> <ul style="list-style-type: none"> • Establish a clear and inclusive communication framework that accommodates different communication styles and professional norms. This framework could do the following: <ul style="list-style-type: none"> • Define common terms and language – Different professions may use different jargon or acronyms. The facilitator should establish common terms and language to ensure that all participants can understand each other. • Encourage active listening – The facilitator should encourage all participants to actively listen to each other and ask for clarification if necessary. This can be done through exercises such as summarizing or paraphrasing what others have said. • Use a facilitation tool, such as a communication charter, to establish expectations and guidelines for communication. This can help ensure that all participants are heard and respected, and that communication is efficient and effective. • Use visual aids and non-verbal communication techniques, such as hand signals, to facilitate communication among participants from different backgrounds. More specifically: <ul style="list-style-type: none"> • Use visual aids, such as diagrams, flowcharts, or timelines, to illustrate complex information and help participants understand and connect with each other's perspectives.

	<ul style="list-style-type: none"> • Encourage the use of non-verbal communication techniques, such as hand signals or facial expressions, to supplement verbal communication and help participants convey their messages more clearly. • Allow for breaks and idle time to help participants process and reflect on the information shared. This can be especially important for participants from cultures where silence and reflection are valued. • Encourage stakeholders to share their perspectives and experiences to promote understanding and empathy. <ul style="list-style-type: none"> • Use participatory methods, such as small group discussions or world cafe, to encourage stakeholders to share their perspectives and experiences. • Ask open-ended questions that promote reflection and self-awareness, such as "How did you feel during the emergency situation?" or "What did you learn from this experience?" • Use icebreakers or team-building exercises to help participants get to know each other and build trust. This can be especially important for participants from different backgrounds who may have preconceived notions or biases towards each other.
4.	<p>Lack of resources available</p> <p>Challenge: In emergency situations, resources may be limited, creating a challenge for the facilitator to find ways to work within the limitations of available resources. The facilitator needs to be creative and adaptable in finding ways to work within the limitations of available resources. The facilitator can encourage stakeholders to identify and prioritize essential resources, allocate responsibilities, and seek out additional resources where possible.</p> <p>Remedies:</p> <ul style="list-style-type: none"> • Identify and prioritize essential resources and allocate responsibilities accordingly. <ul style="list-style-type: none"> • For example, in a natural disaster such as a hurricane, essential resources may include food, water, medical supplies, and shelter. The facilitator can encourage stakeholders to identify which resources are most critical and allocate responsibilities accordingly. This could involve designating specific stakeholders to be responsible for procuring and distributing certain resources, or collaborating with other organizations to share resources and responsibilities. • Explore alternative resource options and consider collaborating with other stakeholders or organizations. <ul style="list-style-type: none"> • In some emergency situations, resources may be scarce or difficult to obtain. In such cases, the facilitator can encourage stakeholders to explore alternative resource options and consider collaborating with other stakeholders or organizations. For example, in a pandemic, medical supplies such as personal protective equipment (PPE) may be in high demand and difficult to obtain. The facilitator can work with stakeholders to explore alternative sources of PPE and consider collaborating with other organizations to share resources. • Use participatory methods that are resource-efficient, such as small group discussions (more focused and inclusive discussions, that promote active listening and participation, and maximize the use of available resources) or prioritization exercises (identifying and prioritising key issues or ideas, promoting collaboration and consensus-building). <ul style="list-style-type: none"> • The facilitator can use participatory methods that are resource-efficient, such as small group discussions or prioritization exercises, to maximize the use of available resources. For example, in a post-disaster recovery planning session, the facilitator can break participants into small groups to discuss specific topics such as housing, infrastructure, and community resources. This approach allows for more focused and inclusive discussions, promotes active listening and participation, and maximizes the use of available resources. Additionally, prioritization exercises can

	<p>be used to identify and prioritize key issues or ideas, promote collaboration and consensus-building, and are resource-efficient.</p>
Slide 16	<p>5. Lack of resources available</p> <p>Challenge: In emergency situations, resources may be limited, creating a challenge for the facilitator to find ways to work within the limitations of available resources. The facilitator needs to be creative and adaptable in finding ways to work within the limitations of available resources. The facilitator can encourage stakeholders to identify and prioritize essential resources, allocate responsibilities, and seek out additional resources where possible.</p> <p>Remedies:</p> <ul style="list-style-type: none"> • Identify and prioritize essential resources and allocate responsibilities accordingly. <ul style="list-style-type: none"> • For example, in a natural disaster such as a hurricane, essential resources may include food, water, medical supplies, and shelter. The facilitator can encourage stakeholders to identify which resources are most critical and allocate responsibilities accordingly. This could involve designating specific stakeholders to be responsible for procuring and distributing certain resources, or collaborating with other organizations to share resources and responsibilities. • Explore alternative resource options and consider collaborating with other stakeholders or organizations. <ul style="list-style-type: none"> • In some emergency situations, resources may be scarce or difficult to obtain. In such cases, the facilitator can encourage stakeholders to explore alternative resource options and consider collaborating with other stakeholders or organizations. For example, in a pandemic, medical supplies such as personal protective equipment (PPE) may be in high demand and difficult to obtain. The facilitator can work with stakeholders to explore alternative sources of PPE and consider collaborating with other organizations to share resources. • Use participatory methods that are resource-efficient, such as small group discussions (more focused and inclusive discussions, that promote active listening and participation, and maximize the use of available resources) or prioritization exercises (identifying and prioritising key issues or ideas, promoting collaboration and consensus-building). <ul style="list-style-type: none"> • The facilitator can use participatory methods that are resource-efficient, such as small group discussions or prioritization exercises, to maximize the use of available resources. For example, in a post-disaster recovery planning session, the facilitator can break participants into small groups to discuss specific topics such as housing, infrastructure, and community resources. This approach allows for more focused and inclusive discussions, promotes active listening and participation, and maximizes the use of available resources. Additionally, prioritization exercises can be used to identify and prioritize key issues or ideas, promote collaboration and consensus-building, and are resource-efficient.
Slide 17	<p>6. Ensuring everyone takes a turn in expressing their perspective</p> <p>Challenge: In emergency situations, time is often of the essence, and stakeholders may feel pressured to express their opinions quickly. This creates a challenge for the facilitator to ensure that all stakeholders have an opportunity to share their ideas and perspectives. The facilitator must ensure that all stakeholders have an opportunity to share their ideas and perspectives, and this can be achieved by setting ground rules that prioritize respect and inclusivity.</p> <p>Remedies:</p> <ul style="list-style-type: none"> • Set ground rules that prioritize respect and inclusivity and encourage all stakeholders to actively participate. • Use participatory methods that promote equal participation, such as round-robin discussions or small group discussions.

	<ul style="list-style-type: none"> • Encourage stakeholders to listen actively and build on each other's ideas to promote collaboration.
<p>Slide 18</p>	<p>7. Time restrictions</p> <p>Challenge: In emergency situations, time is often of the essence, and stakeholders may have limited time to participate in the facilitation process. This creates a challenge for the facilitator to plan and manage the process effectively to maximize the use of available time. The facilitator must plan and manage the process effectively to maximize the use of available time, and this can be achieved by setting clear objectives and priorities, breaking down the process into manageable stages, and using participatory methods that are efficient and effective.</p> <p>Remedies:</p> <ul style="list-style-type: none"> • Prioritize objectives and set clear timelines to maximize the use of available time. <ul style="list-style-type: none"> • For example, In the case of a natural disaster like a hurricane, the facilitator may need to prioritize between objectives such as ensuring the safety of the community, assessing damage, and restoring infrastructure. They can then set clear timelines for each objective, breaking down tasks into manageable stages, and using participatory methods like town hall meetings or surveys to gather information from community members. • Use efficient and effective participatory methods, such as small group discussions or prioritization exercises, to make the most of the available time. <ul style="list-style-type: none"> • In the case of a long-term public health crisis like a pandemic, the facilitator can use small group discussions to gather feedback on response plans at different times. Those discussions may identify areas of concern at each time frame, and develop action plans to address them. They can also use prioritization exercises to identify the most urgent tasks that need to be completed in the limited time available. • Consider holding follow-up sessions or using online platforms to continue the facilitation process beyond the limited time frame. <ul style="list-style-type: none"> • For example, a human-induced disaster like a terrorist attack may create many time-sensitive challenges as a response might be necessary to prevent or avoid further attacks or fallout from the initial emergency. Conversely, responses to such emergencies may continue long after the initial disaster has been managed. The facilitator can use online platforms to continue the facilitation process beyond the limited time frame. Online platforms offer various tools that can be used to facilitate emergency crisis management when time is limited. For instance, video conferencing tools such as Zoom, Skype, or Google Meet can be utilized to conduct virtual meetings or follow-up sessions with stakeholders. These platforms allow for real-time communication and can help facilitate group discussions. Collaboration tools like Google Docs, Trello, or Asana can be used to share documents, track progress, and assign tasks to stakeholders. This helps ensure that all stakeholders are on the same page and can contribute to the facilitation process even if they are not able to physically meet. Social media platforms such as Twitter, Facebook, or LinkedIn can be used to share updates and communicate with stakeholders. These platforms can help disseminate important information quickly and can also be used to engage with stakeholders and solicit feedback. Additionally, online survey tools such as SurveyMonkey, Typeform, or Google Forms can be used to gather feedback from stakeholders. These surveys can be used to gather information on stakeholder priorities, concerns, and suggestions, which can then be used to inform the facilitation process. <p>Consider the following to remedy these challenges:</p> <ol style="list-style-type: none"> 8. Who was mainly affected in the emergency incident? 9. What is the source of the insufficient, disorganized, late response? What is the main issue? 10. What are the obstacles to improving the response in future similar incidents?

TOPIC 3.3.4: FACILITATION METHODS

<p>Slide 19</p>	<p>Principles of facilitation:</p> <ol style="list-style-type: none"> 1. Focusing on the process and the environment 2. Remembering every idea counts 3. The triangulation practice* 4. Maintain a learning attitude 5. Provide and promote transparency 6. Managing conflict 7. Balancing dynamic and receptive qualities 8. Understanding cultural norms 9. Ability to interchange between a dynamic and receptive role <p>In the slide, are some basic methods that a facilitator can use in the group they are facilitating. These techniques can be combined based on the objective of each session, and are a useful toolkit for a new facilitator to deploy.</p>
<p>Slide 20</p>	<p>The Triangulation Practice/Method</p> <p>This method supports the group to confirm data, eliminate bias, investigate deeper into an issue and to differentiate between fact, opinion and belief/rumour. To do so, the facilitator collects three perspectives on the issue at hand or for a specific piece of information. Afterwards, following a series of potential steps, the group investigates, backs up and/or counters each perspective with the use of multiple methods, tools and activities (e.g. mapping, using secondary data, interviews, observations etc) in order to verify or 'disprove' key 'facts' and opinions.</p> <p><i>Head to 'Resources file – Participatory Methods Toolkit' to read further on this method.</i></p>
<p>Slide 21</p>	<p>Delphi:</p> <p>"Delphi involves an iterative survey of experts. Each participant completes a questionnaire and is then given feedback on the whole set of responses. With this information in hand, (s)he then fills in the questionnaire again, this time providing explanations for any views they hold that were significantly divergent from the viewpoints of the others participants. The explanations serve as useful intelligence for others. In addition, (s)he may change his/her opinion, based upon his/her evaluation of new information provided by other participants. This process is repeated as many times as is useful. The idea is that the entire group can weigh dissenting views that are based on privileged or rare information. Thus, in most Delphi processes the amount of consensus increases from round to round."</p> <p><i>Head to 'Resources file – Participatory Methods Toolkit' to read further on this method.</i></p>
<p>Slide 22</p>	<p>Scenarios Workshops</p> <p>'Scenarios are narrative descriptions of potential futures that focus attention on relationships between events and decision points.</p> <p>As a rule, scenario construction is particularly useful in situations where the past or present is unlikely to be a guide for the future, in particular where:</p> <ul style="list-style-type: none"> • the problem is complex • there is a high probability of significant change • the dominant trends may not be favourable and thus must be analysed • the time-horizon is relatively long.

	<p>Scenarios help direct attention to driving forces, possible avenues of evolution and the span of contingencies that may be confronted. Thus they are particularly useful when many factors need to be considered and the degree of uncertainty about the future is high.'</p> <p>The main applications of scenario workshops are to:</p> <ul style="list-style-type: none"> • improve long-term decision-making • motivate change • generate alternative trajectories for future developments • improve preparedness for emergencies and contingencies • guide key choices • build future-oriented knowledge and action networks • generate a vision and action-plan for realisation. <p>Head to 'Resources file – Participatory Methods Toolkit' to read further on this method.</p>
Slide 23	<p>Consensus Conference: "A consensus conference is a public enquiry centred around a group of 10 to 30 citizens who are charged with the assessment of a socially controversial topic. These laypeople put their questions and concerns to a panel of experts, assess the experts' answers and then negotiate among themselves. The result is a consensus statement that is made public in the form of a written report directed at parliamentarians, policy makers and the general public that expresses their expectations, concerns and recommendations at the end of the conference. The goal is to broaden the debate on a given issue and include the viewpoints of non-experts in order to inform policy-making."</p> <p>Head to 'Resources file – Participatory Methods Toolkit' to read further on this method.</p>

Exercise	
Slide 24	<p>Exercise: <i>Instructions</i> Use the 'Facilitator self-assessment role inventory' in your Exercise Booklet to reflect on your effectiveness regarding the various roles of a facilitator and to evaluate areas for improvement. In it, are statements regarding the role of the facilitator. Using the scale provided, indicate the extent to which you fulfill that particular role.</p> <p>For areas rated 2 or below, identify specific actions you plan to take to improve in that area.</p> <ol style="list-style-type: none"> 1. not at all 2. to a very little extent 3. to a little or some extent 4. to a great extent 5. to a very big extent 6. to the full extent

SOURCES AND INSIGHTS

Activity	Topic	
1		
2		<p>Four-Sides Model: https://www.schulz-von-thun.de/die-modelle/das-kommunikationsquadrat</p> <p>Active Listening: https://virtualspeech.com/blog/active-listening-skills-examples-and-exercises</p> <p>Active Listening Video: https://www.youtube.com/watch?v=rzsVh8YwZEQ</p> <p>Socratic Method: https://www.youtube.com/watch?v=vNDYUIxNIAA https://www.youtube.com/watch?v=USo7V6kwfEk</p> <p>Non-Violent Communication: https://archive.org/details/isbn_9781892005038 https://youtu.be/ywHALUmpWjU</p> <p>Face Work: https://law.bepress.com/cgi/viewcontent.cgi?referer=&httpsredir=1&article=4238&context=expresso https://dictionary.apa.org/facework https://www.youtube.com/watch?v=TG7f1HEWdEg https://www.youtube.com/watch?v=bQJcMas_dnw</p>
3		<p>https://www.td.org/talent-development-glossary-terms/what-is-facilitation</p> <p>https://landforgood.org/resources/faqs/difference-facilitation-mediation-arbitration/#:~:text=%E2%80%9CFacilitation%E2%80%9D%20is%20the%20use%20of%20voluntary%20resolution%20of%20a%20dispute.</p> <p>https://www.johncurtis.ca/mediation/what-is-the-difference-between-facilitation-and-mediation/</p> <p>https://www.mural.co/blog/meaningful-levels-of-facilitation</p> <p>https://www.remotefacilitationdesign.com/</p> <p>https://archive.unu.edu/hq/library/Collection/PDF_files/CRIS/PMT.pdf</p> <p>VSO Guide: Part IIIp</p>