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## Theme: Facilitation – A brief guide for nature conservation practitioners

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**Note: This is a draft document and should be treated as such. It is not referenced yet (although all of the techniques listed here are ‘public property’ and can be used freely) and there is no reading list.**

## 1. Introduction

### 1.1 Facilitation and the facilitator

Public participation is now considered to be one of the central requirements for engaging people and organisations in issues that will affect them. Facilitation is one of the key skills for working with groups of people. It can be applied in a variety of situations and in many walks of life.

Facilitation is a 'process'. Like other methods of working with groups (such as a formal meeting with a Chair) it should take people toward a final outcome – which could be, for instance, a decision about a difficult issue. Typically, however, more traditional methods involve a decision or discussion around a pre-determined outcome. "Here is *our* plan, now here is your chance to discuss it". This may result in a plan that has had input from concerned groups and individuals ('stakeholders') but will fail to have wide support and 'ownership' for delivery. It will still be the plan of the people who originally wrote it.

The 'route' to the final destination in the traditional approach is formal and proscribed. Typically, for instance with a plan or strategy making process, there will be stages where consultation and discussion is allowed, followed by redrafting, further consultation and the production of a final document.

Facilitation is less concerned with the route taken, but is no less focussed on the final destination. The person that helps the group find that destination is called a 'facilitator'. The facilitator is very clear about what the group is there to do, but less structured about the way that the group will achieve the outcome.

The facilitator will be led by the interests of the group and will only intervene to keep people heading in the right general direction. Open questions are used more often and interventions are more likely to be directed at the process (what is going on in the group) than at the content of the discussion. In general the facilitator is responsible for the process and should, as part of facilitating, ensure that the group is responsible for the outcome.

Facilitation and the other approaches are not mutually exclusive and would rarely be used in their 'purest' forms. Some topics lend themselves to more of one approach than another. For instance, it would be strange to find a pilot trained by a pure facilitator: "How do you think we should land it? How does it feel to have stalled both engines?"

Facilitation is often included in traditional consultation processes, where stages of the consultation might involve facilitated group sessions – and this is often the way plan making is conducted in order to give an element of public participation.

As a general rule, the less you (or the group) are absolutely certain about the best way for a particular group to reach an outcome over an issue or a problem, then the more willing you should be to increase the amount of facilitating you do.

### 1.2 A definition of facilitation

Facilitation is *helping others to have a discussion or reach a conclusion or consensus by:*

- *Creating the right ambience*
- *Setting the right ground rules*
- *Encouraging constructive behaviour*
- *Discouraging destructive behaviour*
- *Ensuring that everyone has their say*
- *Not disrupting the flow of discussion and ideas (even if you disagree!)*
- *Steering the direction of discussion – not directing.*

## 2. The skills of facilitation

### 2.1 General skills/rules – “Do and don’t do”

There are some general skills and/or rules that a facilitator should employ (and some things they should not do!):

Do	Don't do
<ul style="list-style-type: none"> <li>▪ Introduce yourself</li> <li>▪ Create a setting (be aware of furniture)</li> <li>▪ Be relaxed</li> <li>▪ Be confident</li> <li>▪ Smile, laugh, start with a joke</li> <li>▪ Make and maintain inclusive eye contact</li> <li>▪ Use the appropriate vocal tone and open questions</li> <li>▪ Use positive body language (mirroring)</li> <li>▪ Encourage everyone to participate</li> <li>▪ Mediate between different 'level' within the group</li> <li>▪ Use anecdote and humour</li> <li>▪ React appropriately to what is said: by affirming, encouraging, showing understanding</li> <li>▪ Be comfortable with silence, work with it don't try and fill it - someone else always will</li> <li>▪ Guide the flow of the discussion in the desired direction by picking up signals and asking the right questions, using non-conclusive/open phrases, don't stop the flow</li> <li>▪ Treat everybody's views as equal</li> <li>▪ Manage difficult/domineering people</li> <li>▪ Confront the group with its behaviour (start a session by agreeing rules can be helpful)</li> <li>▪ Record areas of conflict and move on – if you must deal with it do it outside the meeting/ group</li> <li>▪ Keep things on track</li> <li>▪ Use metaphor – taps into common experience and helps understanding</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show off</li> <li>▪ Try to do everything</li> <li>▪ Act as chair – if standing is directing too much attention to you sit down and even face in the same direction as the group</li> <li>▪ Over-summarise</li> <li>▪ Interrupt (judge when is the best time to intervene in discussion – interruption can disturb group dynamics)</li> <li>▪ Pre-empt conclusions</li> <li>▪ Impose your own opinions and views</li> <li>▪ 'Fix' a conclusion</li> <li>▪ Make anyone a 'special case'</li> <li>▪ Don't filter material</li> <li>▪ Challenge the group or individuals (there will be a time to challenge, but use exercises to do this)</li> <li>▪ Lose your temper</li> </ul>

And remember that you are responsible for the process – the group is responsible for the outcome.

## 2.2 Listening

We are not all good listeners! The facilitator must practice these skills. Some good ways to demonstrate to a group that you are listening is:

- Maintain eye contact (with the person talking, generally with the group)
- Use body language – nod, smile, laugh, face the speaker, use your hands
- Repeat what is said
- Write down what is said word for word
- (if you want to summarise what is said then ask permission and seek confirmation that what you have written is a correct summary)

## 2.3 Asking questions

Use open and closed questions to guide discussion.

**Open questions:** are questions which begin with “*what, how and why*”. You can use these to stimulate discussion. For instance:

- “*What do you think about that....?*”
- “*What are the issues....?*”
- “*How did you do that....?*”
- “*If you could do that again how would you do it differently....?*”
- “*Why do you think that happened....?*”

**Closed questions:** can be used to close a discussion (or to precede an open question if you want to go on with a discussion. For instance:

- “*Have you had enough....?*”
- “*Do you agree....?*”
- “*Do you want a break....?*”

Selecting the questions for an exercise is very important. You don't want to cause confusion. You don't want lots of questions at the beginning about what the group is meant to be doing. Think hard about what you want from the exercise first, then frame the question and write it down. Have it available throughout the exercise at the top of a flipchart or on a Power Point slide where people can see it. Help groups and individuals who need help by restating the question and providing explanation. Be patient with them and don't get flustered if the explanation takes some time – they will eventually work it out for themselves!

## 2.4 Using your knowledge

You are a part of the group. There will be occasions when it is an advantage to use your own knowledge of nature conservation to help a situation. It is often an advantage to relate to your own knowledge – but try to use indirect experience because if you say “*I did this...*” too often you can alienate or dominate the group. For example:

- “*I understand that the Croatian wolf project used this technique in a similar situation, had you heard of that?*” and if so: “*What did you think about it?*”

## 2.5 Thinking time

Use the time during sessions to think and plan what you are going to do next – you may need to change your plans to accommodate the group and help them to reach their desired outcome.

### 3. The techniques to use in facilitation and when to use them

There are many facilitation techniques, some complex others more suitable for 'rough and ready' engagement in any situation. The following is a list of those that I have found useful, which require in many cases few resources and little preparation for an experienced facilitator. You may find them elsewhere under different names – don't be afraid to mix and match them to your circumstances.

#### 3.1 Icebreakers

**Situation:** Use these at the start of a meeting or at the beginning of a workshop session in a wider (non-participatory meeting) to get a group to know each other.

##### Icebreaker

- Get the group into pairs
- Ask them to choose someone they don't know or don't normally work with
- Each person then gets 5 minutes to ask their partner: 1) their name; 2) their job; 3) ask them for a short anecdote 'something you wouldn't guess about this person'.
- The first three steps should last 10-15 minutes
- They then have 3-5 minutes to introduce each other to the group

Make sure that you put the instructions on a flip chart or on a Power Point slide so that they can refer back to the questions as they go along. The facilitator can list (see below) relevant information on a flip chart for reference and discussion.

**Allow at least an hour for the icebreaker.....**

[Other icebreaking exercise: 1) as above, but ask them to name the person and luxury they would take to a desert island and why; 2) as above, but interviewing each other in front of the group (better with smaller groups); 3) making a model or drawing that represents 'you' and explaining it to your partner who then introduces it to the group – the models/ drawings can then be kept and referred to later; 4) introducing yourself then throwing a soft ball to the next person across the room to introduce themselves..... Etc.]

## 3.2 Energisers

**Situation:** These can also be used to get a group to know each other and also to provide 'energy' when a group has been working hard, people are tired, after a long, more traditional presentation, in a formal chaired meeting or if the room/ environment is difficult (too hot, too cold, etc.).

### Energisers

Sitting on chairs without a table in front of them gives energy to, and contact between a group. With this arrangement you can ask them to do 'energising' exercises more easily.

1. The simplest energiser of all, have a break – get people to go outside, have a cup of coffee or a drink of water.
2. Run an exercise outside or in a different room – the change will pick people up.
3. Prior to an exercise ask the group to organise itself in order of age or alphabetical order of first or second names. If you are splitting them up into groups for the next exercise this will also mix them up and add energy to the next exercise.
4. Ask the group a question like: "Who is vegetarian". Ask those who are to stand up and swap chairs. Then ask another question, for instance: "who recycles their waste paper". After one or two questions get the group to come up with their own questions.
5. Try an exercise like the eye-accessing cues, Chinese birth signs or the 'how do you feel today faces' that are included in the Annexes
6. Try an exercise that is 'different' and challenges people. The 'Alligator River' example is given in Annex 1.
7. Brainstorming (mind rain) – to change direction and provide energy. See below.

Energisers need to be simple and quick – or *alternative* (but still quick). In most cases it is not necessary to put the instructions on a flip chart or Power Point slide.

**Allow 5-10 minutes for an energiser.....**

### 3.3 Listing

**Situation:** The most basic of the facilitation techniques, and very easy and versatile. It is used for collecting information from a group. Listing is an excellent starting point for: 1) meetings, as a basis for discussion; 2) facilitated exercises, as information for discussion, ranking or prioritisation, or taken as source material for a further exercise; it can end a session (such as a 'buzz' or 'hum' group) when information has to be collected.

#### Listing

- Write a question at the top of a flipchart or on a power point slide. For instance, it could be something like:  
*What are the issues?*  
*What are the problems?*  
*What are the opportunities*  
*What are the solutions?*  
*What are the obstacles to communication that you most frequently encounter? etc.....*
- Set out the rules – avoid criticizing each others ideas (we can do that in the discussion)
- Invite the group to shout out answers – but make sure you ask them to give one at a time and allow you to write them on the flipchart.
- Write them legibly, one after another.
- If necessary move to a second or third flip chart paper as an overflow – but if you do make sure that the previous one is visible (so have more than one flip chart or tear off and stick on the wall).
- Stop when you feel that you have enough information for the discussion or exercise that will follow or when you think that the subject has been covered well enough for you to move to the next stage. (Often the energy drops in the room and people stop contributing when you are reaching the end of their ideas. Ask them: *"Is this enough?"*).
- When taking the information make sure you do not act a barrier to getting it on the flipchart. There is nothing worse than a facilitator who is reluctant to put the information on the board – it takes the energy out of the group, turns off the person who is trying to put across a point and suggests an 'I know better than you attitude'.
- However, it is OK to ask questions about the information you are being given if it is helpful to the rest of the group and is for clarifying or summarising. If you are unsure just put the information down – don't stop the flow. Questions you might ask:  
*Just explain why that is relevant?*  
*Do we have that one already?*  
*What do you mean by that?*  
*Do you mind if I shorten that to....?*

**20 minutes is usually a good maximum time to make a list. Most groups will lose energy/have generated a good list within 10-15 minutes.**

### 3.4 Brainstorming

**Situation:** Brainstorming (Mind Rain) is a method for generating ideas. Like listing it can be an excellent method for: 1) changing direction; 2) an energiser to get people active and actively participating; 3) starting meetings, as a basis for discussion; 4) facilitated exercises, as a means for generating ideas for discussion, ranking or prioritisation, or taken as source material for a further exercise; 5) providing themes that link to other sessions and areas you want to bring up.

#### Brainstorming

- Write a one or two word topic (better) or a question at the top of a flipchart or on a power point slide. For instance, it could be something like:  
*Facilitation methods*  
*Sustainable development*  
*Communicating biodiversity*  
*Ideas for the next Christmas Party*  
*How are we going to manage wildlife without financial incentives?*
- Set out the rules:  
*Avoid criticizing each other's ideas*  
*Quantity of ideas is more important than quality*  
*Any idea is OK (however far fetched) and should be written down*  
*Build on ideas as they form*
- Invite the group to shout out short ideas, ideally one or two word contributions only – keep it quick to maintain the energy levels.
- Keep your back to the group and write as quickly as you can so as not to slow down the flow of ideas.
- Don't ask questions about the information you are being given just write – don't stop the flow.
- Give encouragement.
- Ideally stick to one flipchart, but if necessary move to a second as an overflow – but have it ready so that the previous one is visible and you don't have to slow down.
- Refocus the process by picking up on particular words already written up – you need to be aware and thinking actively.
- Stop when you feel that you have enough information for the discussion or exercise that will follow or when you think that the subject has been covered well enough for you to move to the next stage. (Often the energy drops in the room and people stop contributing when you are reaching the end of their ideas. You can also ask them: *"Is this enough?"*). 10 minutes is enough.
- When taking the information it is even more important than in listing that you do not act a barrier to getting ideas on the flipchart.

**15 minutes is usually a good maximum time for brainstorming. Most groups will lose energy within 10-15 minutes. Take 10 minutes for the brainstorm and 5 minutes to link the themes.**



### 3.5 Buzz Groups

**Situation:** Buzz groups can be used to: 1) establish the previous experience of the group; 2) establish current opinions and knowledge.

#### **Buzz Groups**

- Write a carefully phrased question at the top of a flipchart or on a power point slide. Something like:
  - Make a list of the six main features of...*
  - Make a list of the advantages of...*
  - Make a list of the benefits of...*
- Ask the group to work in pairs.
- Make sure one in each pair writes a list of their ideas.
- Gently prompt those who need help
- Give encouragement.
- Allow this phase to last up to 5 minutes but stop it as soon as the 'hum' stops.
- Go round the pairs and ask each one in turn to give you an item from their list. Keep going until you have got all of the possibilities – there will be repetition and twice around is usually enough.
- Write their words and minimize paraphrasing.
- Don't discuss any points until the list is complete.
- Discuss the list, link and summarise.

**15 minutes is usually a good maximum time for hum groups. Take 5 minutes for the brainstorm and 10 minutes to discuss the themes.**

### 3.6 Hum groups

**Situation:** Hum groups are similar to buzz groups and can be used to: 1) get everyone involved at the start of a multi day course; 2) establish current levels of knowledge and understanding of the group; 3) establish the previous experience of the group; 2) establish current opinions and knowledge.

#### Hum Groups

- Write a carefully phrased question at the top of a flipchart or on a power point slide. Something like:  
*Getting biodiversity in the policy agenda depends on....*  
*The problems of communicating biodiversity are...*  
*Make a list of the advantages of...*  
*Make a list of the benefits of...*
- Ask the group to work in threes; don't ask them to change position it will cause too much disruption.
- Make sure one in each three writes a list of their ideas.
- Gently prompt those who need help by restating the question
- Give encouragement.
- Allow this step to last up to 10 minutes or until the 'buzz' stops.

#### Either

- Go round the pairs and ask each one in turn to give you an item from their list. Keep going until you have got all of the points you want, covered the possibilities or there lists are exhausted – there will be repetition and twice around is usually enough.
- Discuss the list, link and summarise.

#### Or

- Give each group a sheet of flipchart paper and ask them to write their list onto the paper.
- Hang the lists together at the front of the room or along a side wall so people can see them.
- Ask the group to scan the lists.
- Ask what items are common to all the lists. After one has been suggested highlight where it has been written on each list and invite nominated individuals to explain that item. Questions you might ask:  
*What made you say this?*  
*What do you mean by that?*  
*Can you give me an example from your experience?*  
*Etc.....*
- Invite opinions from the other groups until the item has been explored sufficiently – three contributions should be enough.
- Repeat the process for the next item. Try to let everybody/each group to contribute. You can control who speaks by nominating each contributor.
- Discuss the list, link and summarise.

**45 minutes is usually a good maximum time for buzz groups. Take 10 minutes for the 'buzz' and up to 30 minutes to discuss the themes.**

### 3.7 Metaplan

**Situation:** Metaplan is a method that allows ideas to be grouped spatially. It is a flexible technique that be used in a variety of situations and which usually relies on one of the previous methods as a precursor. It is particularly good for planning, for identifying themes and actions. For instance: 1) use hum or buzz groups to generate lists and metaplan to group them; 2) use hum, buzz and listing to populate a pre-prepared matrix or table. It often uses post-it notes or small cards.

#### **Metaplan – beginning with a question**

- Write a carefully phrased question at the top of a flipchart or on a power point slide. Something like:
  - Make a list of the six main features of...*
  - Make a list of the advantages of...*
  - Make a list of the benefits of...*
- Ask the group to work individually, in pairs or in threes.
- In groups make sure one in each pair writes a list of their ideas.
- Ideas should be written on individual pieces of paper, cards or post-it notes.
  - With post-it notes:**
  - Invite the individuals/ groups to stick them onto the flip chart.
  - Ask them to organise them into 'themes' – one or two at the front with the others assisting.
  - Agree the themes with the facilitator. .
  - Discuss the themes, link and summarise
  - With paper/card:**
  - Ask the first person/group to hand you a card and tell the group what is on it.
  - Ask who else has a similar issue or theme on a card. Gather them up and place them in a pile in the floor in front of the group. Name the theme represented by the pile.
  - Repeat until you have covered most of the likely themes and make up a pile of minor issues. .
  - Discuss the themes, link and summarise.

#### **Metaplan – beginning with a template**

- Draw a template on the flipchart. This could be:
  - A matrix indicating the influence of stakeholders – high or low, along one axis, and their attitude toward your issue – positive or negative, along the other axis.*
- Using a buzz group method list key stakeholders on a flipchart. Use a scoring method to transfer the key names to post-it notes – one per note.
- When completed ask the whole group to indicate where they want you to place them on the matrix.
- Discuss the positions of the stakeholders on the matrix. Use this to consider an action plan – another metaplan exercise, for instance, by using post its to identify key stages in the plan and posting them on a timetable, might facilitate this.

**45 minutes is usually sufficient for a metaplan exercise.**

### 3.8 Carousel

**Situation:** Carousel is a great method for larger groups. It is essentially a multi-listing exercise, with a number of flip charts and facilitators. It allows everybody to see and contribute to each question, and does not detailed plenary feedback apart from gathering to identify the key issues and points. The situation is otherwise the same as listing and hum groups.

#### Carousel

- Write three carefully phrased questions at the top of a flipchart or on a power point slide. Three is the best number but four is manageable – any more and the groups get bored and lose energy. The questions should be grouped around a single issue. Something like:  
*Getting biodiversity in the policy agenda depends on....*  
*The problems of communicating biodiversity to officials are...*  
*The key policy issues for biodiversity are...*
  - Place the flip charts around the room – you should do this and write the questions before the exercise.
  - Explain what you want them to do.
  - Divide the group into three or four smaller groups – five is a good minimum number. Mix them up – you can do this with an energizer.
  - Ask the group to nominate a facilitator.
  - Begin the exercise with each facilitator listing ideas from the group – as for a normal listing exercise.
  - After 10 minutes tell each group to move to the next flipchart – but the facilitator stays with the original flipchart.
  - When the groups are settled the facilitator has 2-3 minutes to explain the output from the previous group. The new group will then be asked by the facilitator to contribute their ideas and amendments to the flipchart. There is normally a lull at this point while the new group thinks about the previous work – it will quickly 'hot up' again.
  - After 5 minutes of activity tell each group to move to the next flipchart – the facilitator remains with the original flipchart.
  - Repeat.
  - Throughout this you should look interested and provide encouragement to the groups.
  - End the exercise and ask the groups to place the flip charts at the front of the room and ask them all to sit down.
  - Ask the group to scan the lists.
  - Invite opinions about the lists discuss, link and summarise.
- 45-60 minutes is usually a good maximum time for buzz groups. Take 5 minutes to explain, estimate 10 minutes for each listing session – 30 minutes for three groups, 40 for four groups, 10 minutes to discuss the themes.**

### 3.9 Scoring

**Situation:** Scoring is way of taking the themes or items generated through using the previous methods and ranking or prioritising them. This is particularly useful if you have to make a decision on what is the most important issue to deal with, to rank work priorities or decide on how to address a problem.

#### Scoring

- Use a list or set of themes generated by, for instance a listing or metaplan exercise.
- Hand out five sticky-backed circles to each of the participants, or ask them to use the flipchart pens.
- Invite them to get up and stick the circles/make a tick next to the most important/most urgent/most significant/most problematic issues on the flipchart.
- You should ask them to place one tick only next to their 'top five' issues, alternatively they may place all five next to their 'top issue' or three against one, two against another and so on. The first will produce a more even distribution, the second will provide 'clear favorites'.
- When they sit down again count the scores and write them next to the items on the flipchart. Then rank them: 1, 2, 3, etc....
- Seek agreement and discuss actions – which could be the subject for the next session.

**5 minutes is usually enough time for scoring.**

### 3.10 Evaluating

**Situation:** You need to know how you are doing. Both as you go along and at the end of the process. Use these techniques at the end of sessions – during the day, at the end of a day and at the end of a course of several days.

#### Evaluating – flipchart

- Prepare a flip chart with a scale or scales – just a horizontal line on the flipchart.
- Mark each scale as follows - for instance:  
*the speed of the session – from 'too slow' to 'too fast';*  
*the content – from 'not enough information' to 'too much information';*  
*your understanding of the English – from 'poor' to 'good'.*
- At the end of an exercise, ask the participants to use a flipchart pen to mark a cross on each scale on the flipchart where they rate the content according to the criteria.
- Use this to evaluate your performance and modify the content as necessary.

#### Evaluating – forms

- Use an evaluation form (such as the ECNC form) at the end of a course to evaluate and plan future courses.
- Ask the participants to draw a line across a piece of paper. On one side ask them to write 'what was good', on the other side 'what could have been better. It is quick but effective and less formal than a full evaluation form – so good to use with non specialists, etc.

**5 minutes is usually enough time for these.**

### 3.11 Linking

**Situation:** Use linking as part of buzz, hum, listing, etc. to provide a platform for discussion and to move into further exercises.

#### Linking

- Use a list or set of themes generated by buzz, hum, listing exercise.
- Ask course members to identify items on the list that link with each main area or theme that has been discussed.
- Use coloured pens or different highlighting techniques to identify links between items.
- Draw a conclusion which focuses down from the width of the subject, to the need for exploring particular parts in depth.
- Take this into the next or a future exercise.

**5 minutes is usually enough time for linking.**

### 3.12 Question and discussion/ Discussion

**Situation:** The final stage of many of the above or a technique on its own – link to the skills in Section 2.

#### Discussion

- Make sure you know where you want the discussion to lead. Have the result you want clearly identified. This might be a list of benefits or a statement of what to do, when where and how to do it, or a list of how to avoid problems.
- Plan the initial question into your notes or feed off the previous exercise – use a break to do this. For instance:  
*What will you do to make this work...?*  
*What has to be done to get the timing right...?*
- Use supplementary questions and names.  
*Can anyone see any risks in doing that.....Sasha?*  
*How does that compare with your experience.....Vladimir?*
- Ask additional questions to keep them on track..  
*Let us concentrate on risks in doing that.....Anna?*  
*Picking up that point Sasha made, how can we avoid that situation?*
- Form a strong conclusion. Bring the main points of the discussion together by linking to the result you have previously identified.  
*OK – it seems we all agree – the best way to avoid that problem is to....*

**Try to limit discussion to focus on the key points and issues - 5 minutes per issue is enough and 30 minutes in total.**

### 3.13 Signposting/Review/Seeking Clarification/Summarising

**Situation:** It is important to recognise when a group needs you to stop them – or when you need to stop the group.

#### Signposting/Review/Seeking Clarification/Summarising

You may need to do this for a number of reasons:

- To seek clarification: “Before we go on, would somebody in the group like to tell us what that means...” (an open question); “I think you are saying ..... is that right...? (a closed question – when you are more certain)
- To summarise where the group has got to – here you may have to ‘conceptualise’ by joining ideas together. Once you have summarised you may want to clarify: “*is that right...?*”
- To ‘signpost’ where you and/or the group are going next. This can be in the middle of an exercise if there has been a lot of unfocussed discussion, or at the end of a discussion when you need to move to another stage.

**5 minutes is usually enough time for these tasks.**

#### 4. **Materials to use in facilitation**

This is a useful reference list:

- Flip charts
- Flip chart paper – ones with faint lines/squares help keep things neat but not essential;
- Blu-tac/white-tac or something similar to stick things on walls
- Flipchart pens (lots as they dry up easily);
- Post it notes – lots of these in different colours and of an appropriate size
- Felt tip pens for writing on post it notes
- Sticky dots in several colours and sizes
- Masking/sticky tape
- Drawing pins
- Hole punch
- Stapler
- Sufficient copies of handouts – organized in order they will be used
- Digital camera – great for recording the outputs on flipcharts and allows them to be quickly circulated to participants without the need to write them up.
- Power point facilities (projector, screen, laptop).

*Lawrence Jones-Walters, April 2007*

*The opinion expressed in this document are those of the authors and do not necessarily reflect the views of the European Commission*