



Supporting Youth.
Strengthening Ukraine.

FUNDAMENTALS OF NON-FORMAL EDUCATION AND FACILITATION



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This module is about how to:

- **to work with young people not through lectures, but through experience,**
- **create a safe space,**
- **and be a facilitator, not a “teacher.”**

Agenda

- Introduction & Expectations
- What is Non-Formal Education?
- Types of Learning
- Facilitation Basics
- Group Dynamics & Teamwork
- Participatory Methods
- Safe & Inclusive Learning Space
- Designing Training Sessions
- Facilitation Practice
- Reflection & Feedback
- Closing Session



INTRODUCTION BLOCK

Fundamentals of Non-Formal Education and Facilitation

Experience Instead of Lectures

Safe Space for Youth

Facilitator, Not a “Teacher”

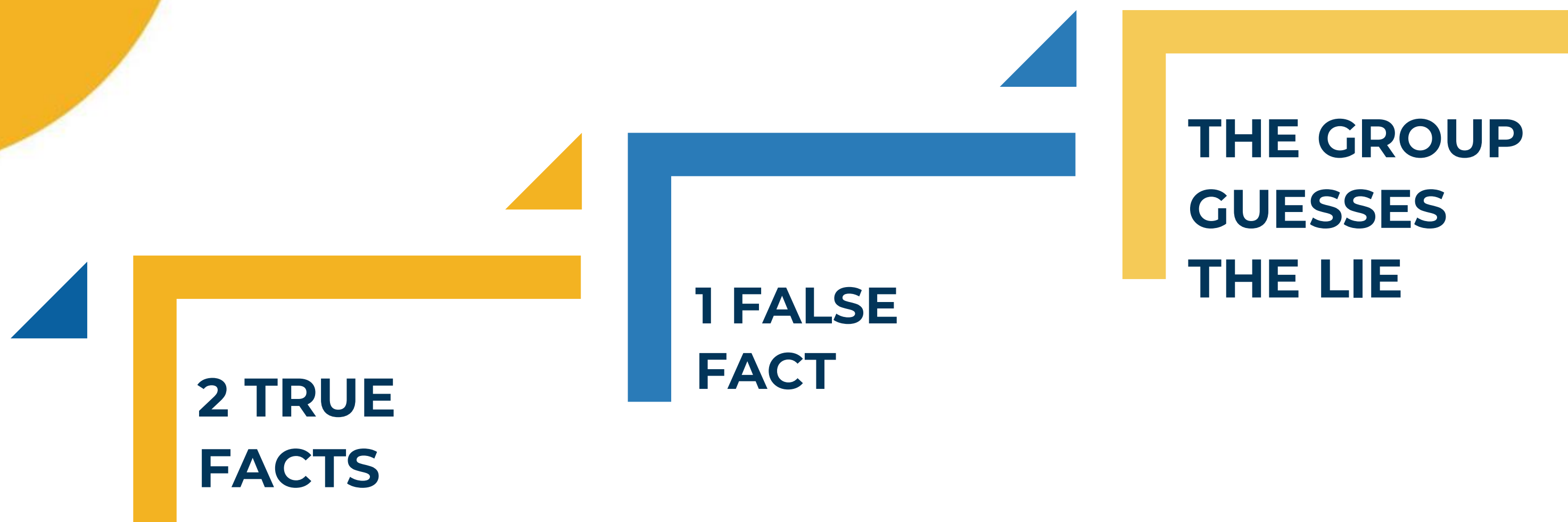


INTRODUCTION

1. Name
2. Experience Working with Youth
3. Expectations (1 Word)

TWO TRUTHS AND ONE LIE

game



TWO TRUTHS AND ONE LIE

reflection

How did you feel?



Did you feel more comfortable in the group?



Why are icebreaker methods important in working and learning with youth?



In what situations could you use this activity with youth?



TEAM INTERACTION

Shared rules = shared responsibility

Participants are co-creators of the process

Teamwork in action



“MISSION IMPOSSIBLE” practice

Complete a series of team tasks
Reach agreements quickly
Act together
Work under time pressure



“MISSION IMPOSSIBLE” practice

EXAMPLES OF TASKS:

- Count the total number of brothers and sisters among the participants
- Tell a tongue twister to the whole group
- Determine the average height of the group members
- Find out the lunch menu
- Calculate the distance (in kilometers) traveled by all group members to the training location
- Take a group selfie
- Count the number of wristwatches in the group
- Create a slogan for learning
- Write down the names of the women in the group who are wearing high heels
- Hug everyone together for 20 seconds
- Find out which participant brought the largest number of pairs of shoes
- Write a song that includes the words “youth”, “education”, “friend”, “freedom”, “happiness”
- Count how many pets the participants have
- Sing a folk song together
- Determine which participant has the smallest and largest shoe size
- Find out the waiter’s favorite song



“MISSION IMPOSSIBLE”^{practice}

PRACTICAL APPLICATION
COMPLETION OF TASKS BY PARTICIPANTS

10 min.

“MISSION IMPOSSIBLE” reflection

- **What helped you complete the mission?**
- **Was it easy to complete this exercise?**
- **How did you feel during the activity?**
- **What impressions did you have after completing this task?**

“MISSION IMPOSSIBLE”^{practice}

PRACTICE DEMONSTRATES:

- Team building
- Leadership
- Communication
- Interaction under time pressure
- An atmosphere of trust





GROUP RULES

What is important for comfortable work?

- Respect
- Active listening
- Safe space
- The right to make mistakes
- Different opinions matter



GROUP RULES

Shared responsibility

- We create the rules together
- Everyone helps maintain them
- A safe space = shared work

“ **RULES ARE NOT
LIMITATIONS.
THEY ARE TRUST, SAFETY,
AND THE OPPORTUNITY
TO BE ACTIVE.** ”



DISCUSSIO

Why is teamwork important?

Why are rules needed?

How do rules help in working with young people?

GROUP DYNAMICS

How people feel during learning

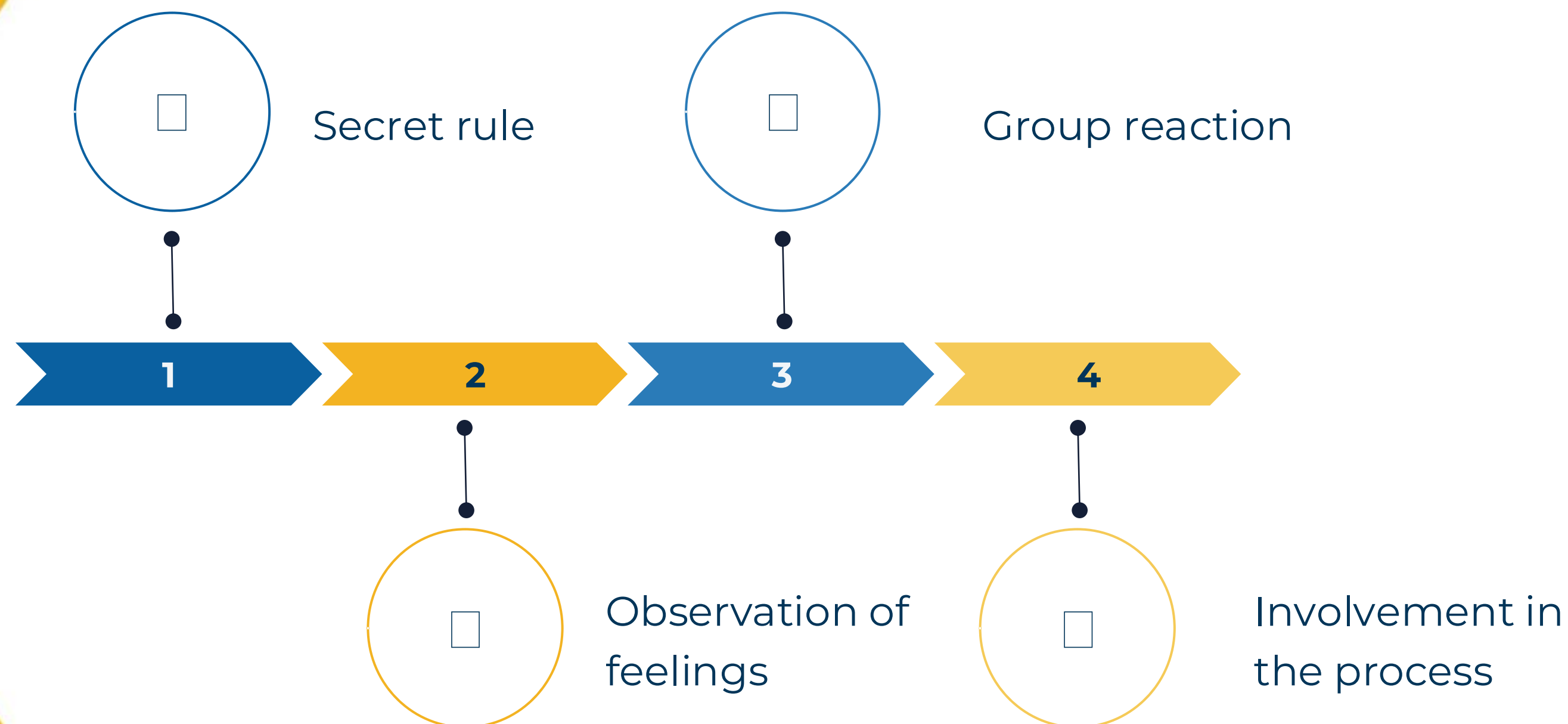
Inclusion or exclusion from the process

Experience is more important than
explanation



“KNIVES AND FORKS”

practice



“KNIVES AND FORKS”

practice

PRACTICAL APPLICATION
COMPLETION OF TASKS BY PARTICIPANTS

10 min.

“KNIVES AND FORKS”

practice

This practice clearly demonstrates one important thing: when people do not understand what is happening, they drop out of the process. When they drop out, they stop being involved and stop learning. And this is about inclusion.

Inclusion is not just about “being together” — it is about making sure that everyone understands what is happening and is able to participate.

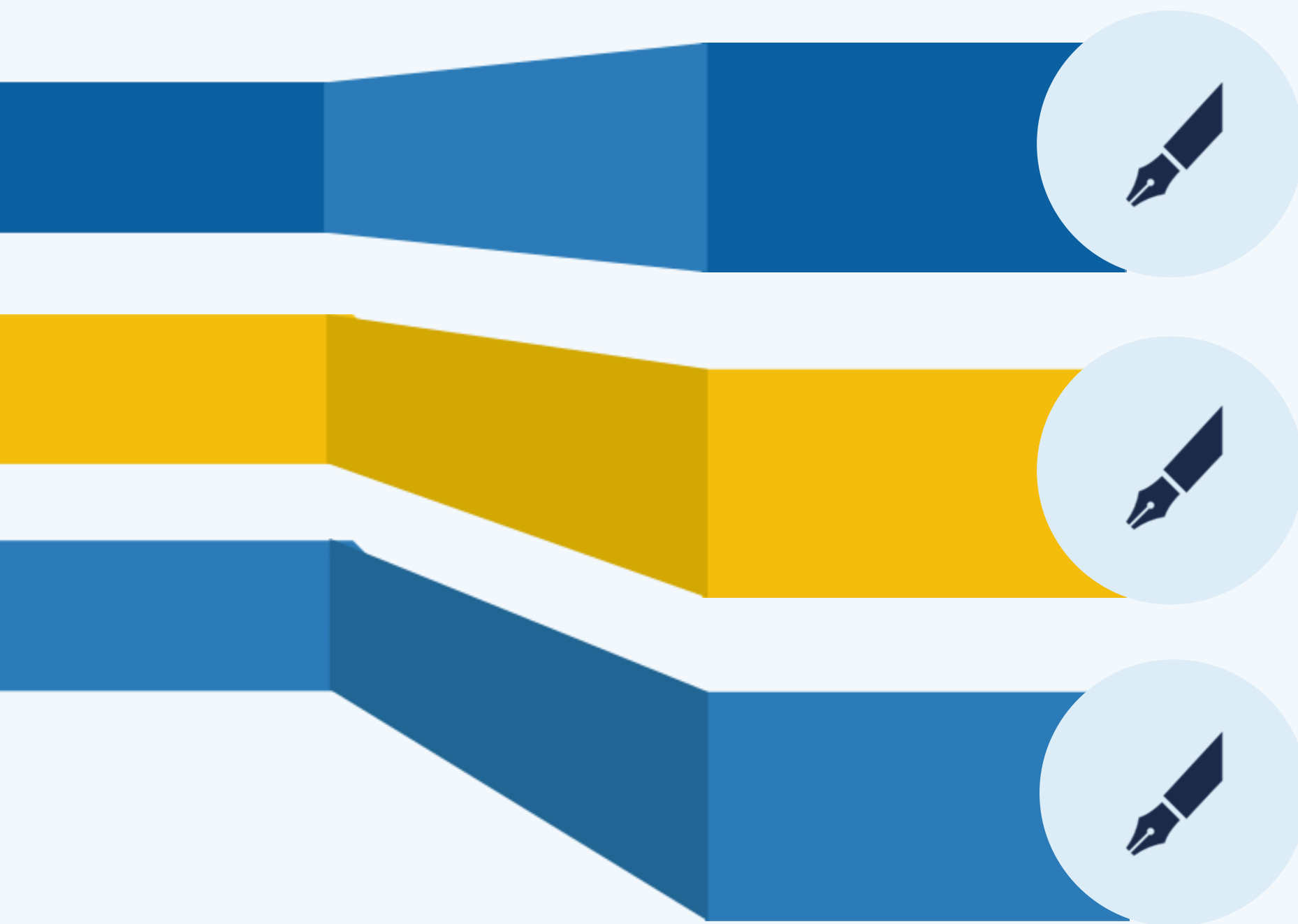
When does a person learn?

**A person learns not only when listening,
but when experiencing something firsthand.**

BLOCK 2: NON-FORMAL EDUCATION

Voluntary participation
Learning through experience
Active participation
Focus on skills
The participant at the center

TYPES OF LEARNING



Formal education

School, university
Curriculum, assessment, diploma

Non-formal education

Trainings, workshops
Experience and practice

Informal education

Life experience
Learning every day

TYPES OF LEARNING



Formal education — structure



Non-formal education — experience



Informal education — life skills

Where did you learn the most important things in your life?



YOUTH WORK

**IN YOUTH WORK, WE COMBINE ALL TYPES
OF LEARNING,
BUT THE MAIN FOCUS IS ON NON-FORMAL
EDUCATION.**

WHY DOES NON-FORMAL EDUCATION WORK?

- It involves participants
- It activates them
- It provides experience
- It helps change behavior

KOLB'S CYCLE

01

EXPERIENCE

Exercises
Role plays
Simulations
Group interaction

02

REFLECTION

What happened?
What was difficult?
What emotions arose?

03

APPLICATION

What conclusions can be drawn?
What patterns can be identified?
How is this connected to real life?

04

GENERALIZATION

How can this be used in work?
What changes should be implemented?
What should be done differently?

KOLB'S CYCLE

**LEARNING =
EXPERIENCE + REFLECTION
+APPLICATION**

WHICH SKILLS ARE MOST NEEDED BY YOUNG PEOPLE TODAY?



CIVIC ENGAGEMENT

YOUNG PEOPLE LEARN TO:

- EXPRESS their opinions
- Participate in decision-making
- Influence the community
- Be active citizens

**HAVE YOU EVER HAD AN EXPERIENCE
WHERE A TRAINING OR PROJECT
CHANGED YOUR DECISIONS OR
BEHAVIOR?**

WORK FORMATS

01

PEER-TO-PEER

Trust
Shared experience
Less hierarchy

02

MENTORING

Support
Guidance for development

03

TUTORING

Help in the learning journey

04

COACHING

Powerful questions
Finding personal solutions
Reflection and development

WHICH APPROACH IS CLOSEST TO YOU?

**IN WHICH SITUATIONS IS IT WORTH
USING?**

THE ROLE OF THE FACILITATOR

A facilitator does not simply transfer knowledge.

They create a space for development, experience, and learning.



TEAMWORK

A TEAM IS NOT ABOUT “I”.
A TEAM IS ABOUT “WE”.



“BROKEN SQUARES” practice

Each participant receives **3 pieces** that belong to different squares. Each team must assemble **5 identical squares within 10 minutes**. At the same time, each participant assembles only their own square. The trainer emphasizes that the result of this exercise can be effective only if the following rules are followed:

- During the exercise, none of the team members are allowed to speak.
- You may provide information only to a specific person in the team.
- It is forbidden to demand pieces from other team members in any way (through words, sounds, gestures, etc.).

The remaining participants act as observers. They are also not allowed to interfere in the team process. Only in case of rule violations may they remind participants of them with one word: “Rules”.

“BROKEN SQUARES” practice

**PRACTICAL APPLICATION
COMPLETION OF TASKS BY
PARTICIPANTS**

10 min.

“BROKEN SQUARES”

what does the practice demonstrate?

- 
1. How a team works
 2. The importance of interaction
 3. The role of support
 4. The impact of communication

“BROKEN SQUARES” reflection

- 1. What did you feel?**
- 2. What helped the team?**
- 3. When did progress appear?**
- 4. Why is teamwork important?**

IF EVERYONE THINKS ONLY ABOUT THEMSELVES, THE TEAM DOES NOT WORK.

PROGRESS APPEARS WHEN PEOPLE SUPPORT ONE ANOTHER.

GROUP DYNAMICS

Group dynamics are the processes that take place within a group during interaction.

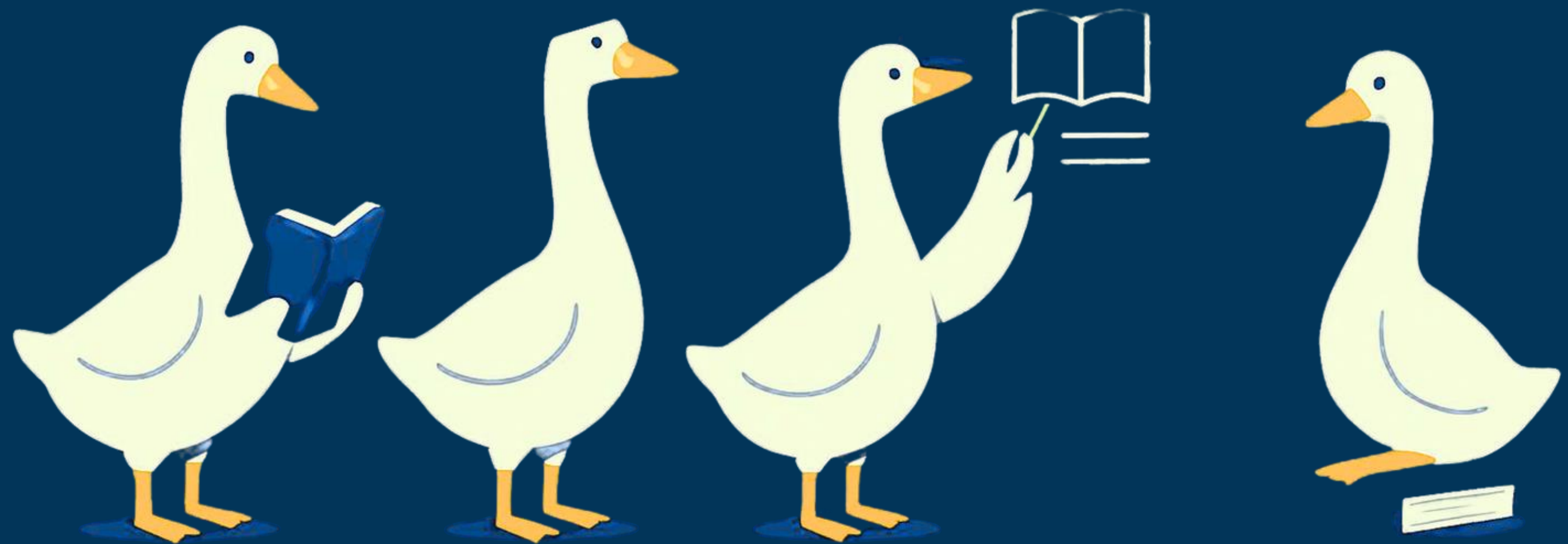
Stages of group development:

- Introduction
- Tension
- Agreement
- Effective work



“LESSONS FROM practice GEESE”

The trainer shows a slide in the presentation, revealing one by one the “facts” column about the behavior of geese in a flock and the “lessons” column related to the resulting characteristics of teamwork among people.



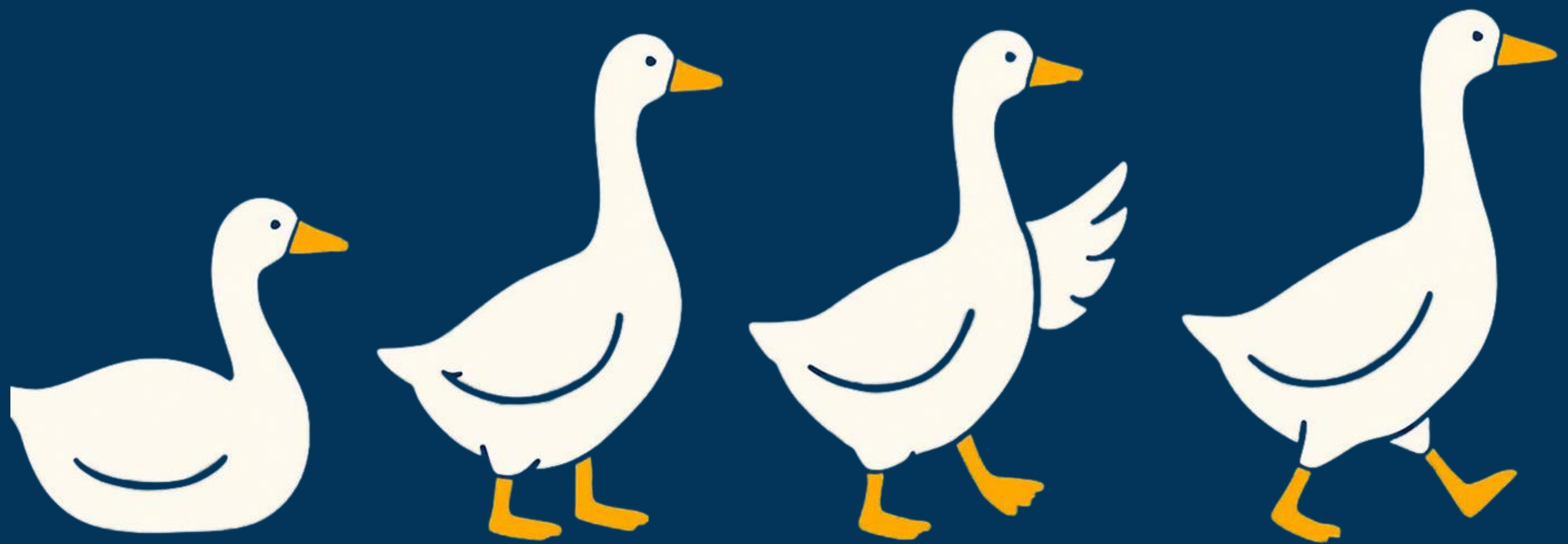
“LESSONS FROM GEESE” *practice*

**GEESE FLY IN A V
FORMATION AND TRAVEL
A GREATER DISTANCE
TOGETHER.**



“LESSONS FROM GEESE” *practice*

**GEESE TAKE TURNS
CHANGING THE LEADER.**



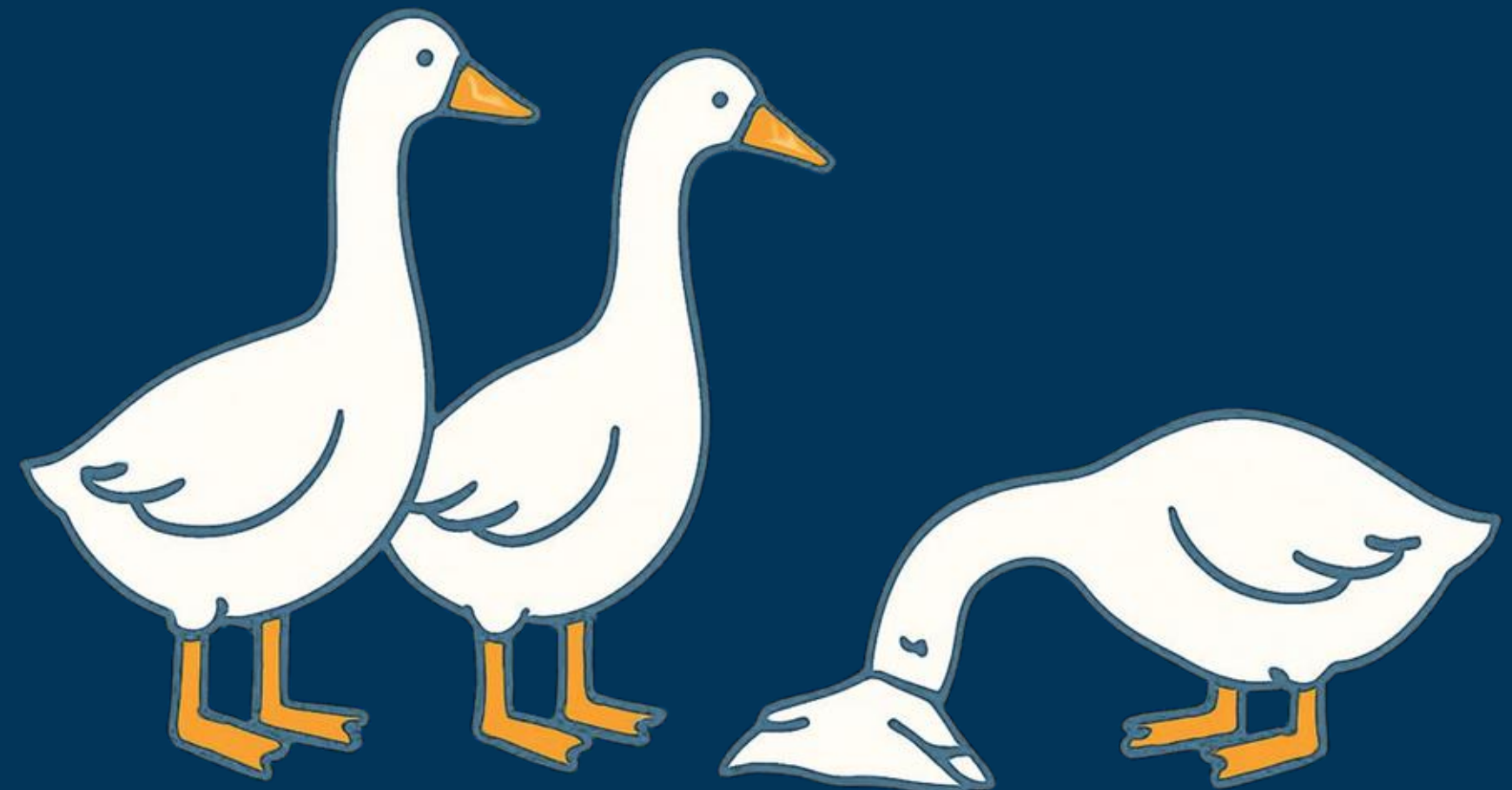
“LESSONS FROM GEESE” practice

GEESE SUPPORT ONE ANOTHER WITH
SOUNDS DURING FLIGHT.



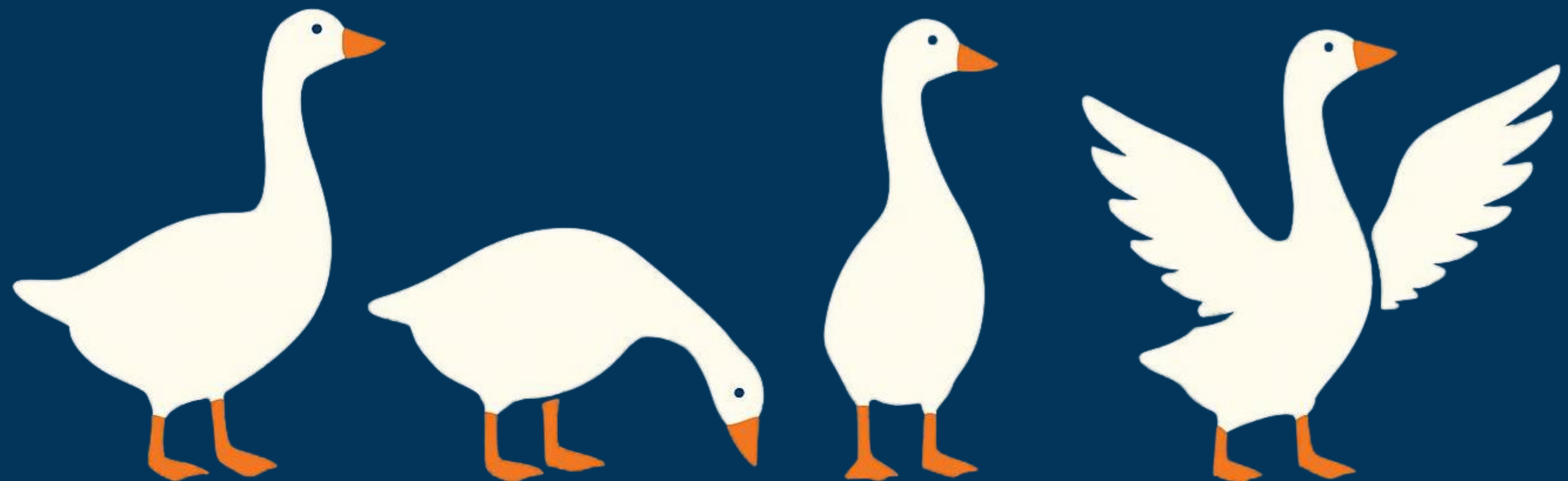
“LESSONS FROM GEESE” practice

IF A GOOSE IS INJURED, OTHERS STAY WITH IT.



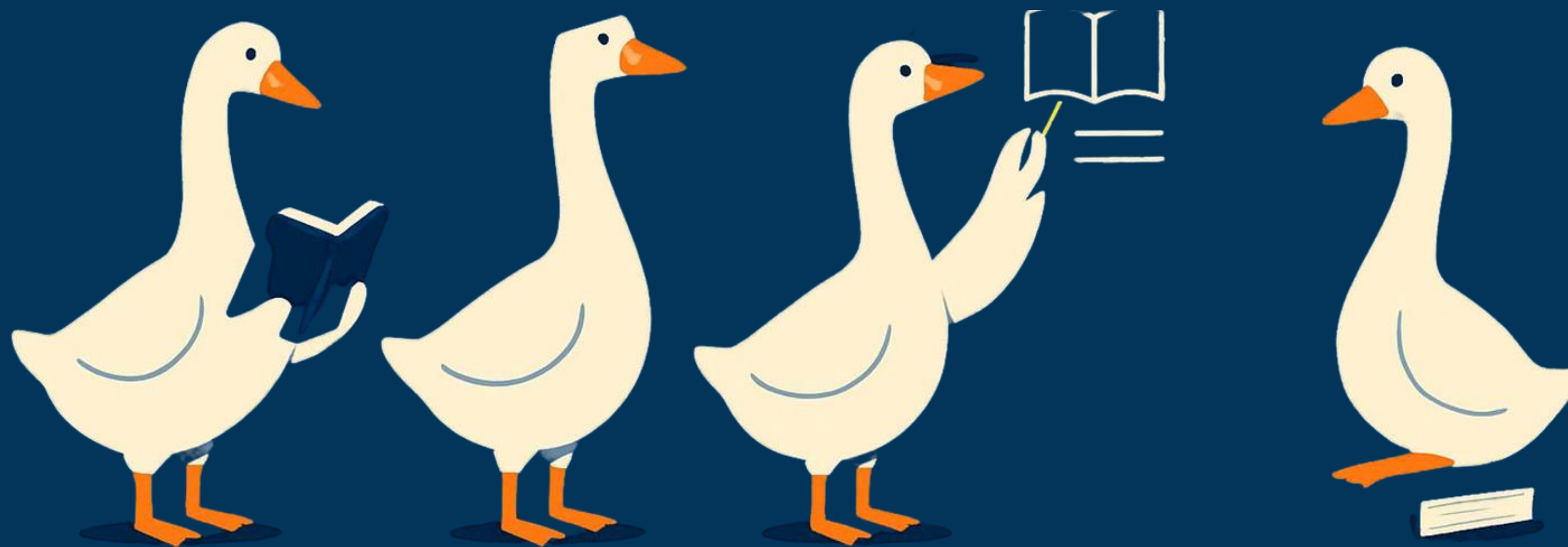
“LESSONS FROM GEESE” practice

EACH GOOSE HAS ITS OWN ROLE IN THE FLOCK.



“LESSONS FROM GEESE” reflection

What signs of effective teamwork did you notice in this example?
Which of these signs are important in working with young people?
What helps a group work as a team?
What is the role of the facilitator in building teamwork?
How can this exercise be used with young people?



PARTICIPANT ENGAGEMENT AND WORKING WITH PASSIVITY

Passivity is not always about indifference.

Often it is:

- Lack of confidence
- Fear of making mistakes
- Need for time

Our task as facilitators is not to force participation,
but to create conditions in which a person feels
comfortable getting involved.



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PARTICIPANT ENGAGEMENT AND WORKING WITH PASSIVITY

Methods of audience engagement

- Simple question
- Time for reflection
- Work in pairs
- Small groups



RESPONDING TO TENSION AND CONFLICTS

Conflicts are a normal part of the group process.

How to respond to conflicts?

- Do not ignore them
- Do not take sides
- Give everyone an opportunity to speak
- Talk about the situation, not about people
- Bring the group back to the shared goal



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RESPONDING TO TENSION AND CONFLICTS

the role of the facilitator

- **Remain calm**
- **Support the process**
- **Create a safe space**
- **Help balance the group**



“MASK, REVEAL YOURSELF” practice

Description of the “functions”:

- Your function is to inform. You may provide facts.
- Your function is to find information. Ask questions.
- Your function is to explain and clarify.
- Your function is to summarize. You may do this at any time (do not wait until the end); try to bring similar ideas together.
- Your function is to encourage others. Be friendly and treat participants with warmth and respect.
- Your function is to reconcile disagreements by finding common ground. Point out areas that are not disputed.
- Your function is to facilitate. Make sure that everyone who wants to speak has the opportunity to do so.
- Your function is to block. Show that you think differently from the rest of the group.
- Your function is to boast. Claim that you already know everything about the topic being discussed and that you have already tried everything that can be suggested.

“MASK, REVEAL YOURSELF” practice

TASK:

**creating a poster, a group drawing,
or a paper house model**

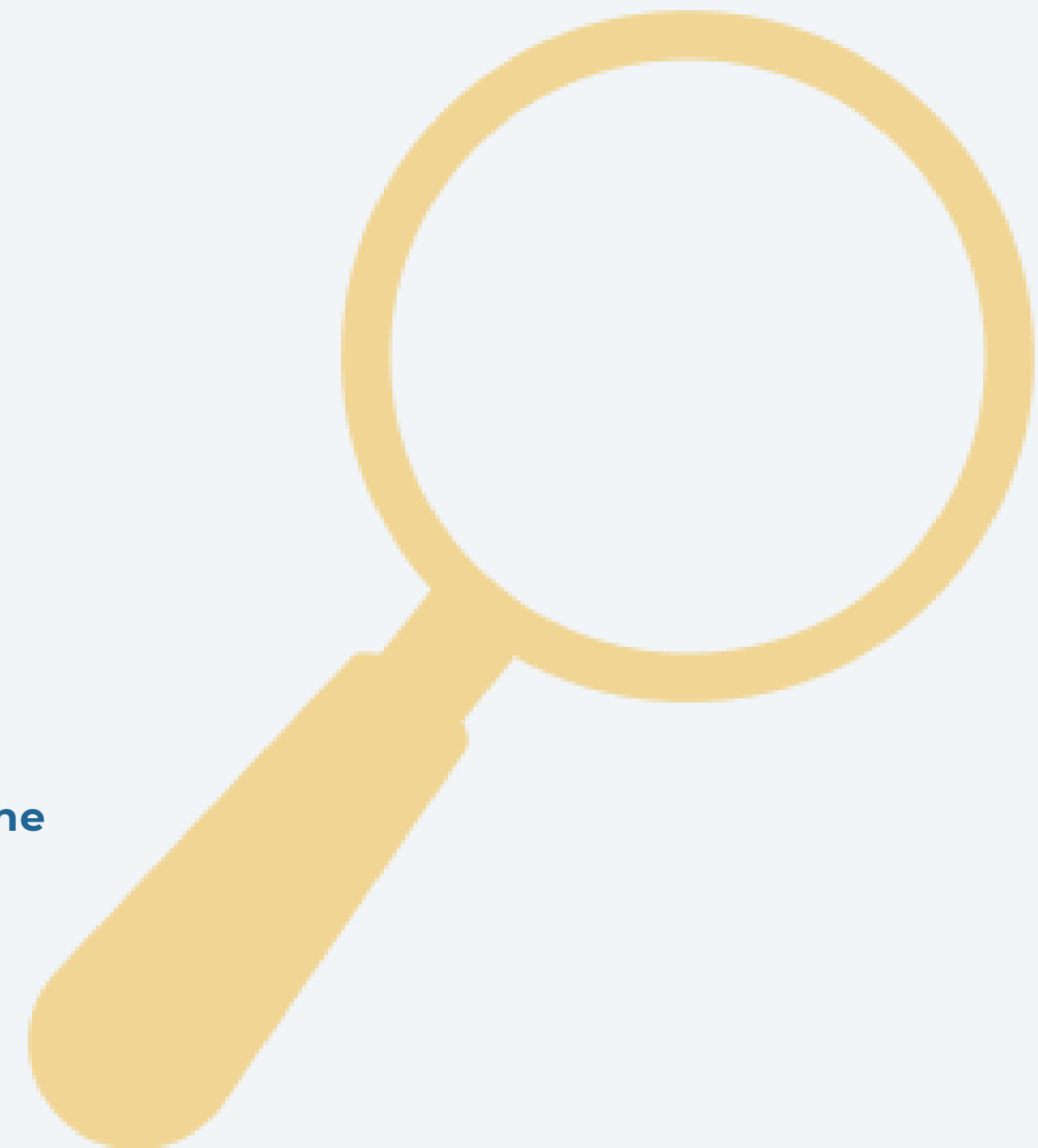
15 min.

“MASK, REVEAL YOURSELF”

what does the practice demonstrate?

- Different roles influence the process
- Some roles help
- Others can make the work more difficult
- Balance between roles is important

In a group, there are no “bad” or “good” roles.
There are roles that, at a certain moment, either help or hinder the process.



“MASK, REVEAL YOURSELF” reflection

- Which roles did you notice in the group during the activity?
- Which roles helped the group work effectively, and which made the work more difficult?
- How did you feel in the role you received? Was it easy or difficult to stay in it?
- What happens in a group when some roles dominate and others are absent?
- What should a facilitator do to balance different roles in a group?
- Have you seen similar roles during real trainings or youth activities?
- How can understanding group roles help a youth worker work more effectively?
- What did this practice demonstrate about group dynamics?
- How can a facilitator respond to difficult roles such as a blocker, a dominant participant, or a passive participant?
- How can this exercise be used when working with young people?



**BLOCK 3: THE ROLE OF THE YOUTH
WORKER AS A FACILITATOR.
PARTICIPATORY METHODS AND
EXPERIENTIAL LEARNING**



TEACHER VS FACILITATOR

HOW IS A FACILITATOR DIFFERENT FROM A TEACHER?

Provides answers

Creates conditions

Transfers knowledge

Helps the group
think

TEACHER VS FACILITATOR

HOW IS A FACILITATOR DIFFERENT FROM A TEACHER?

If we compare them: teaching is more about transferring information, training is more about interaction, and facilitation is about a process in which participants create knowledge themselves.



TEACHER VS FACILITATOR

HOW IS A FACILITATOR DIFFERENT FROM A TEACHER?

Principles of
facilitation

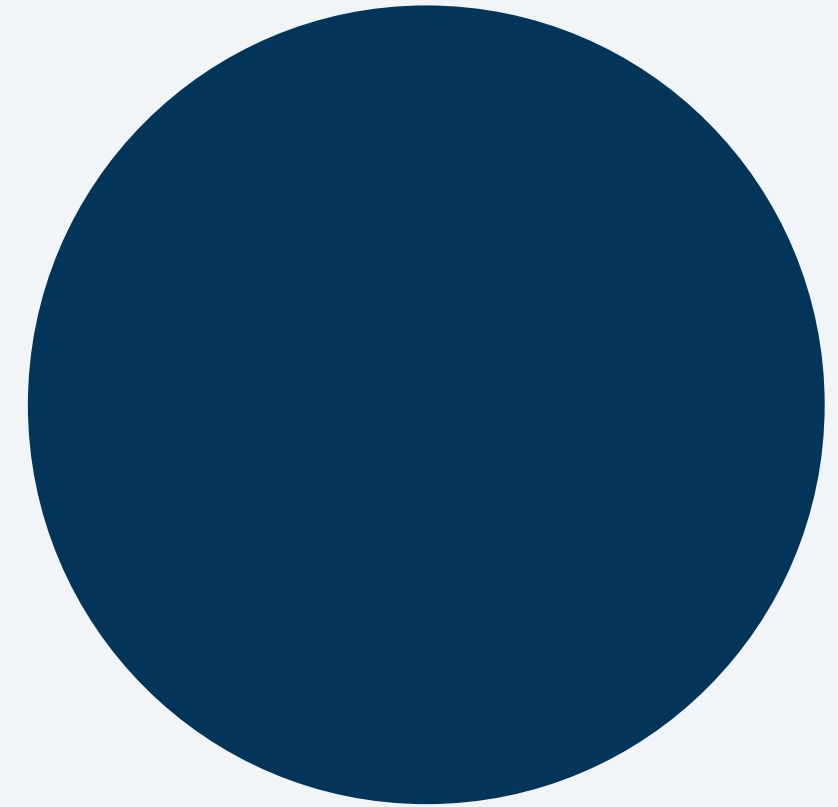
- Respect
- Neutrality
- Voluntary participation
- Safe space
- Balance between structure and flexibility

We work not with “students,” but with people who already have their own experience, opinions, and perspectives.

«WORLD CAFÉ» teamwork format

«Your task is to review the method described on the sheet, understand how it works, and create a short ‘Twitter message’ — a description of the method in 1–2 sentences, without mentioning its name.».

10 min.



«WORLD CAFÉ»

teamwork format

Methods of group work:

- **Brainstorming**
- **Forum theatre**
- **Jigsaw method**
- **Walt Disney method**
- **Role play**
- **Debates**
- **Fishbowl**
- **Open space**
- **Storytelling**
- **Work in pairs / small groups**

10 min.



«WORLD CAFÉ» presentation

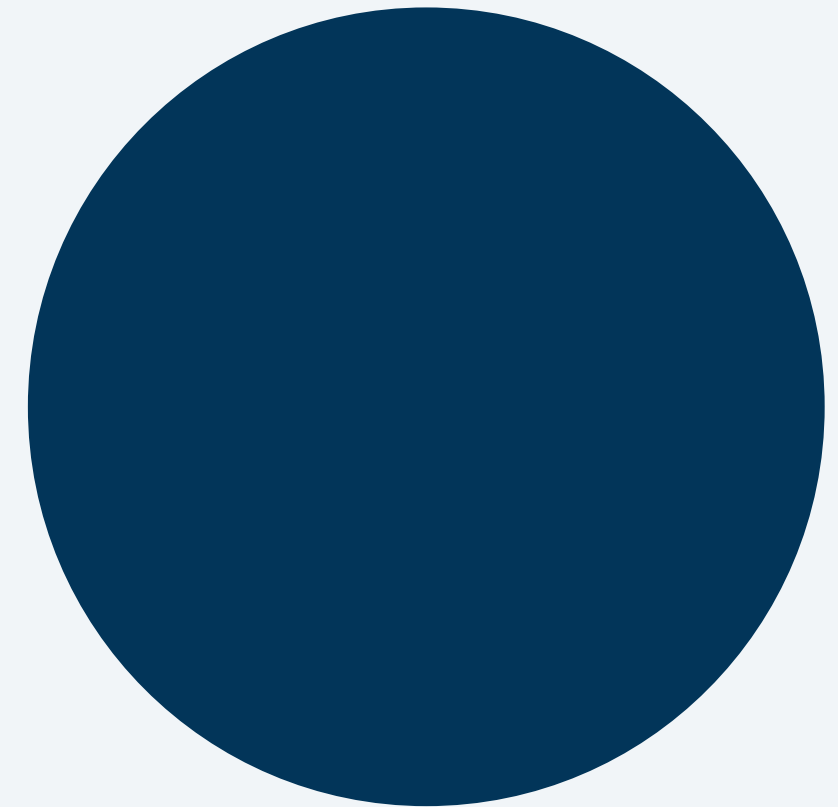
Each group presents their “tweet,” while the others try to guess the method.

10 min.



«WORLD CAFÉ» reflection

- Which principles of facilitation did you observe in practice today?
- And how can you use them in your work?
- What was the most important discovery for you today as a facilitator?



BLOCK 4: DESIGNING A LEARNING SESSION

A good session is not just a set of exercises.
It is a process with a clear goal.

TIPS FOR FACILITATORS

Every session begins with answering one simple question:
what should participants take away from it?

- ✗ “I will explain the topic”
- ✓ “Participants will be able to apply the knowledge”
- ✗ “I will conduct an exercise”
- ✓ “Participants will experience something firsthand”



ABOUT METHODS

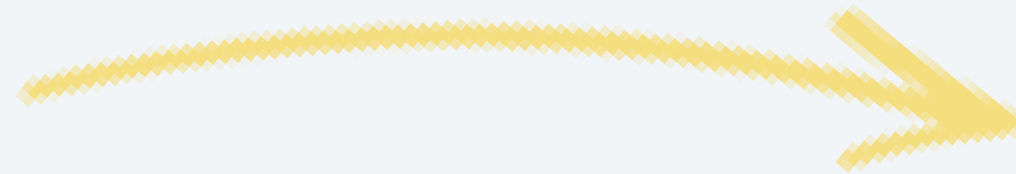
A method by itself does not solve anything.

What matters is not “what to conduct,” but why and how it works for the group.

A strong training session is the adaptation of methods to a specific group and situation.

Consider the group:

- Level of trust
- Participants' experience
- The energy and condition of the group
- Complex exercises do not work if the group is not yet ready.



Everything depends on:

- The topic
- Time
- Space
- The atmosphere in the group

Without reflection, the practice loses its meaning.

In non-formal education, it is important not only to do the activity, but also to reflect on the experience.



ABOUT STRUCTURE

A good session is about logic, not just a set of exercises.
Participants should understand: What is happening, Why it matters,
How it is connected to real life

STAGE 1: ENGAGEMENT

STAGE 2: EXPERIENCE

STAGE 3: REFLECTION

STAGE 4: APPLICATION



ABOUT STRUCTURE

A good facilitator constantly keeps in mind: are people engaged, is there experience, is there reflection. Because, in short, without engagement people do not enter the process, without experience there is no emotion, and without reflection there is no learning.



WORKING IN A TRAINING TEAM

Several facilitators do not automatically make things easier.
A strong team works through agreements and synchronization.

STAGE 1: AGREEMENTS WITHIN THE TEAM

STAGE 2: THE IMPORTANCE OF SYNCHRONIZATION

STAGE 3: SUPPORT DURING THE SESSION

STAGE 4: TEAM REFLECTION



ABOUT ENERGIZERS

They are not just entertainment.

They are a tool for managing attention, energy, and group engagement.

- Physical — movement and dynamics
- Emotional — mood and atmosphere
- Mental — shifting thinking
- Quiet — calming down and focusing

They help when: attention decreases, the group is tired, people are distracted, or the focus needs to be shifted.



ABOUT ENERGIZERS

They are not just entertainment.

They are a tool for managing attention, energy, and group engagement.

Balance is important

- Do not conduct them just “according to the plan”
- Choose them according to the group’s condition
- Do not force participation
- Maintain a safe space



ENERGIZER

Руханка танець 'Cucumber Dance' Фізкультхвилинка

PAC 

ABOUT REPETITION

People quickly forget information — this is normal.
That is why repetition is an important part of learning.

Repetition is not duplication of material, but support for participants to:

- Return to key ideas
- Reflect on them
- Reinforce knowledge

Questions for the group

Work in pairs

Mini-discussions

Practical application

Short summaries



ABOUT REPETITION

repetition is a way to help participants understand, reinforce, and take knowledge with them.

People remember better when they:

- Speak
- Discuss
- Explain things to one another
- Formulate ideas independently

It is important to return to key ideas:

- At the beginning
- In the middle
- At the end of the session



ABOUT FEEDBACK

one of the strongest tools of facilitation.

It can:

- Help a person grow
- Or, on the contrary, make them withdraw

Examples of feedback

✗ “You are insecure”

✓ “The instruction sounded a little uncertain, so part of the group did not immediately understand the task”

✗ “Good job”

✓ “You explained the task clearly — this helped the group engage quickly”



ABOUT FEEDBACK

one of the strongest tools of facilitation.

Strong feedback includes:

- Strengths
- Recommendations
- Questions for development

Only criticism decreases confidence.

Only praise does not help growth.

The role of the facilitator:

- Set an example
- Maintain respect
- Stop personal judgments



ABOUT REFLECTION

it is the moment when experience turns into learning.

Reflection helps to understand:

- What happened
- What I felt
- What it means
- How it is connected to my life

✗ “Was everyone okay?”

This is checking the mood, not reflection.



ABOUT REFLECTION

formats of reflection

Work in pairs

Small groups

Written reflection

Group discussion

A minute of silence

The most valuable questions:

- What will I take from this experience?
- What will I do differently?
- Where will I use this in the future?



ABOUT PREPARATION

good facilitation begins before the session.

Process logic

Structure

Methods

Goal

Before the session, it is important to think about:

- What should participants take away from it?
- Which methods will help achieve this?
- Where might difficulties arise?
- Where is flexibility needed?



ABOUT PREPARATION

plan B

In facilitation, not everything goes according to plan.

That is why it is important to have:

- Backup methods
- Alternative solutions
- Readiness to adapt

After the session, it is important to ask yourself:

What worked well?

Where was the group engaged?

What was difficult?

What will I change next time?



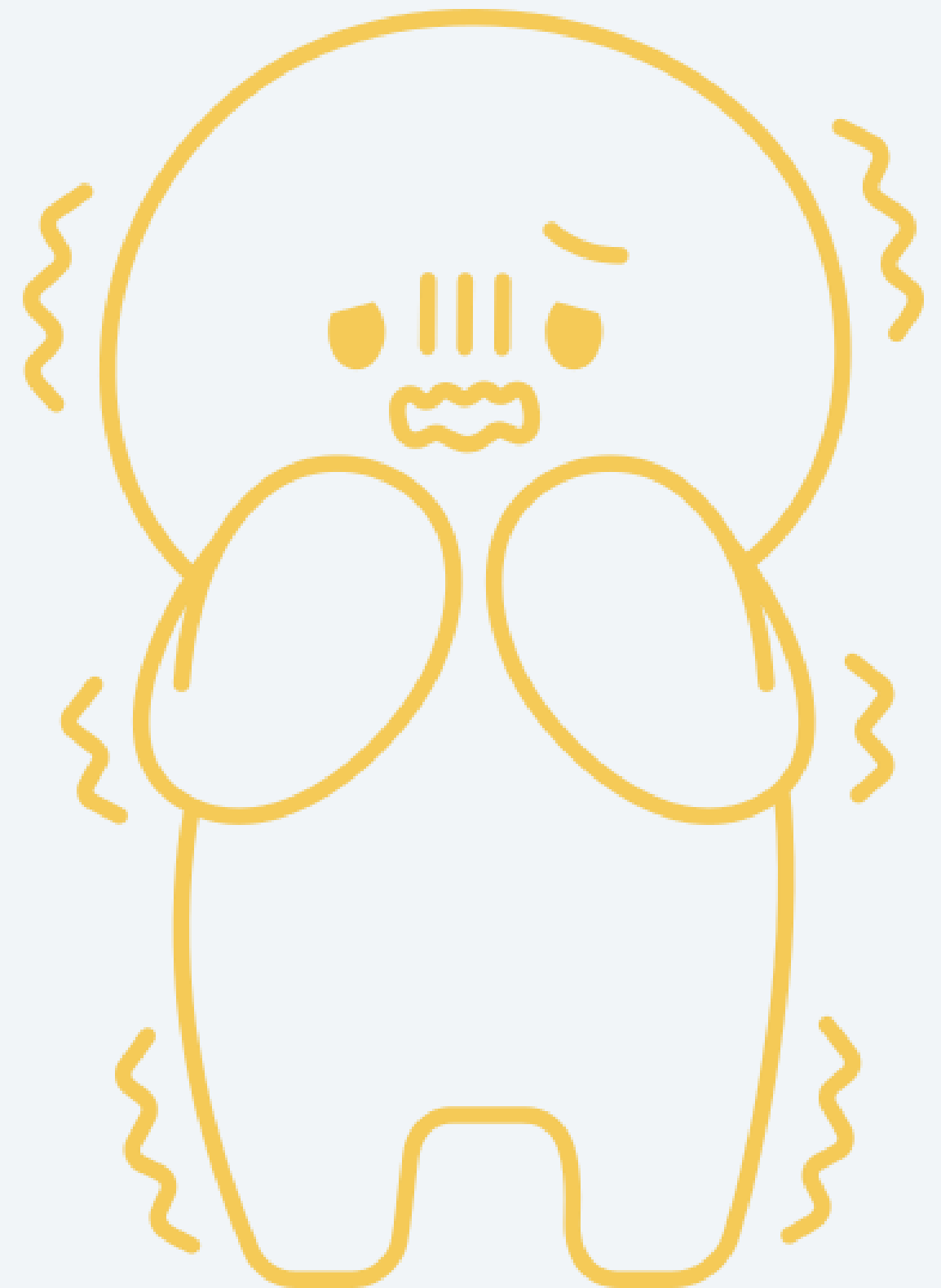
«I AM AFRAID TO BE A FACILITATOR BECAUSE...»

Write your thought on a sticker note
You may do it anonymously
There are no right or wrong answers

FACILITATOR'S FEARS

Common fears:

- Making mistakes
- Losing control of the group
- Not knowing the answer
- Receiving criticism
- Looking insecure



FROM FEAR TO SOLUTION

What can help?
What options are there?
Who has had a similar experience?

DISCUSSION

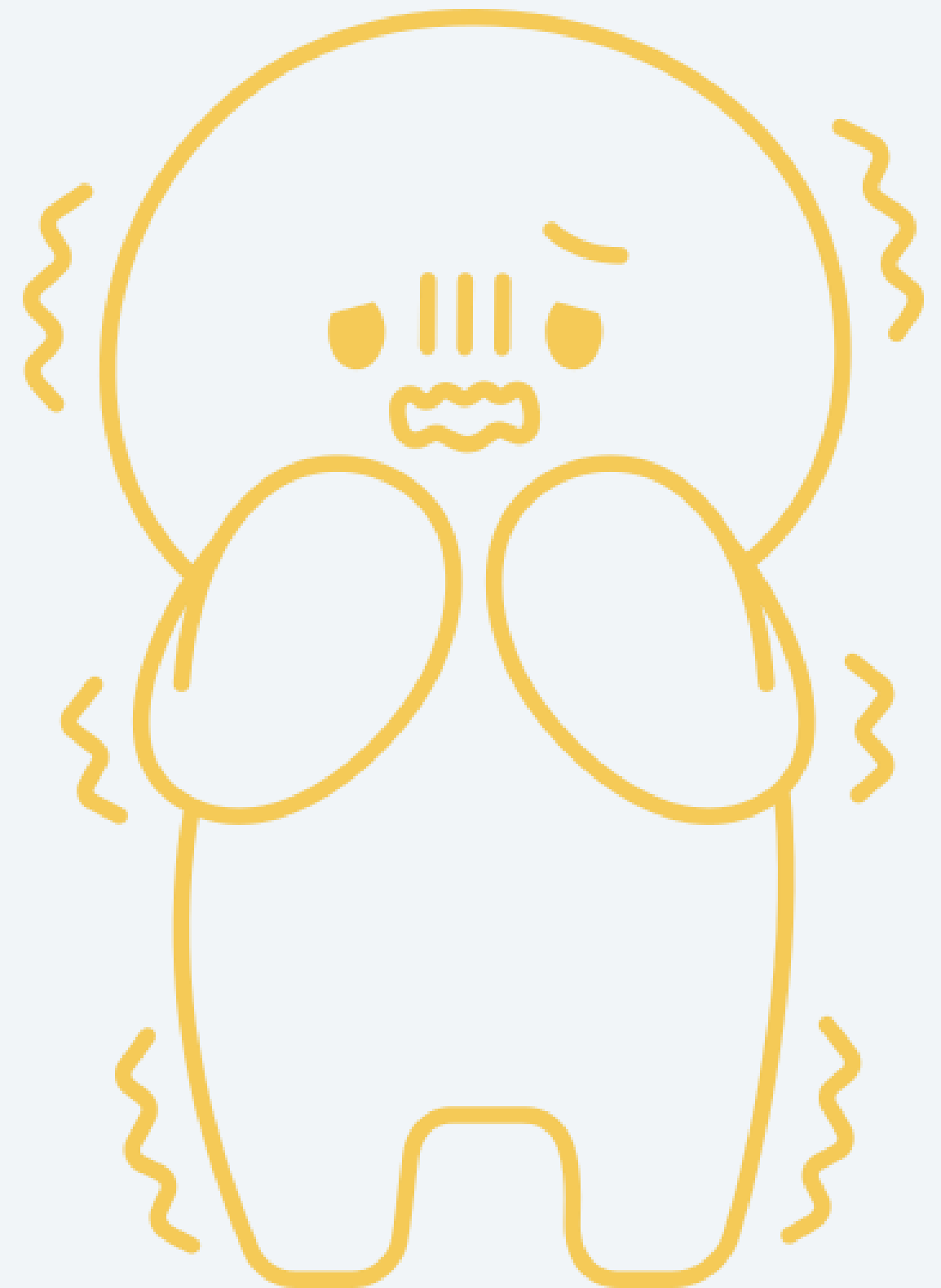


FROM FEAR TO SOLUTION

Most fears are normal.
Almost every facilitator has them.

Practice reduces fear and builds
confidence.

**Throwing away the sticker = a step from
“I am afraid” to “I know what to do with it”**



FACILITATION LABORATORY

It is impossible to learn facilitation only through theory.
Confidence comes through practice.



TASK

1

- In groups of 3–4 participants:
- Prepare a mini-session (5 min)
 - Use an exercise or activity
 - Choose a facilitator
 - Think about group engagement

2

PREPARATION

- During the preparation, think about:
- What is the goal of the activity?
 - How will you engage the participants?
 - Which instructions will be clear?
 - How will you завершити the exercise?

3

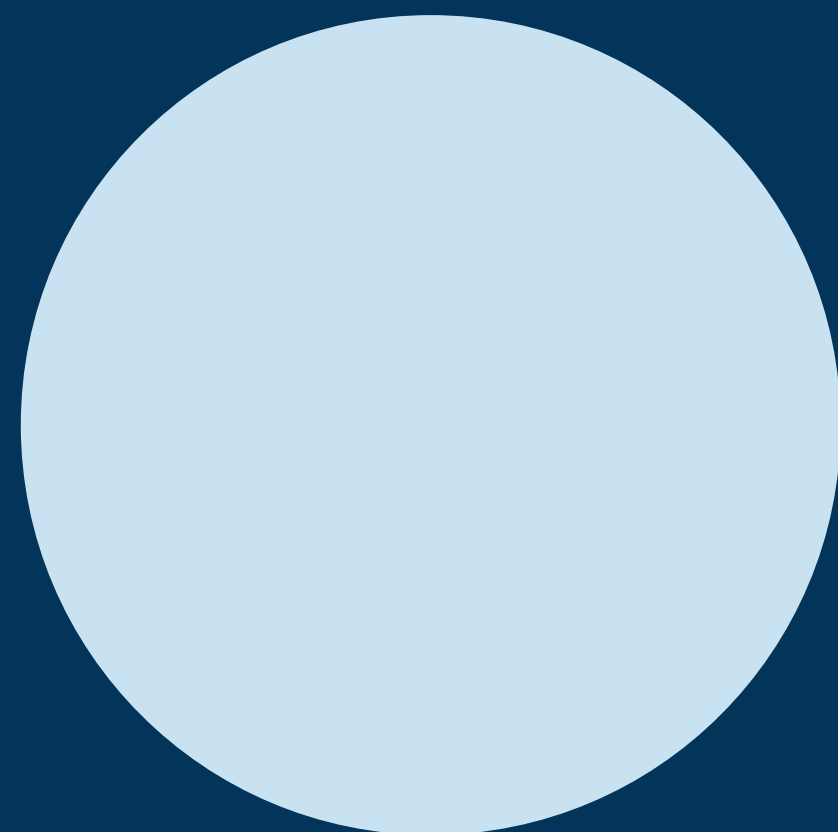
FEEDBACK

- Feedback rule:
- One strength
 - One recommendation
 - One question

4

REFLECTION

- What was the most difficult part?
- What helped you cope with nervousness?
- What would you do differently next time?
- How do you feel now?



What DID YOU LEARN?
WHAT DID YOU FEEL?
HOW HAS YOUR STATE AS A
FACILITATOR CHANGED?

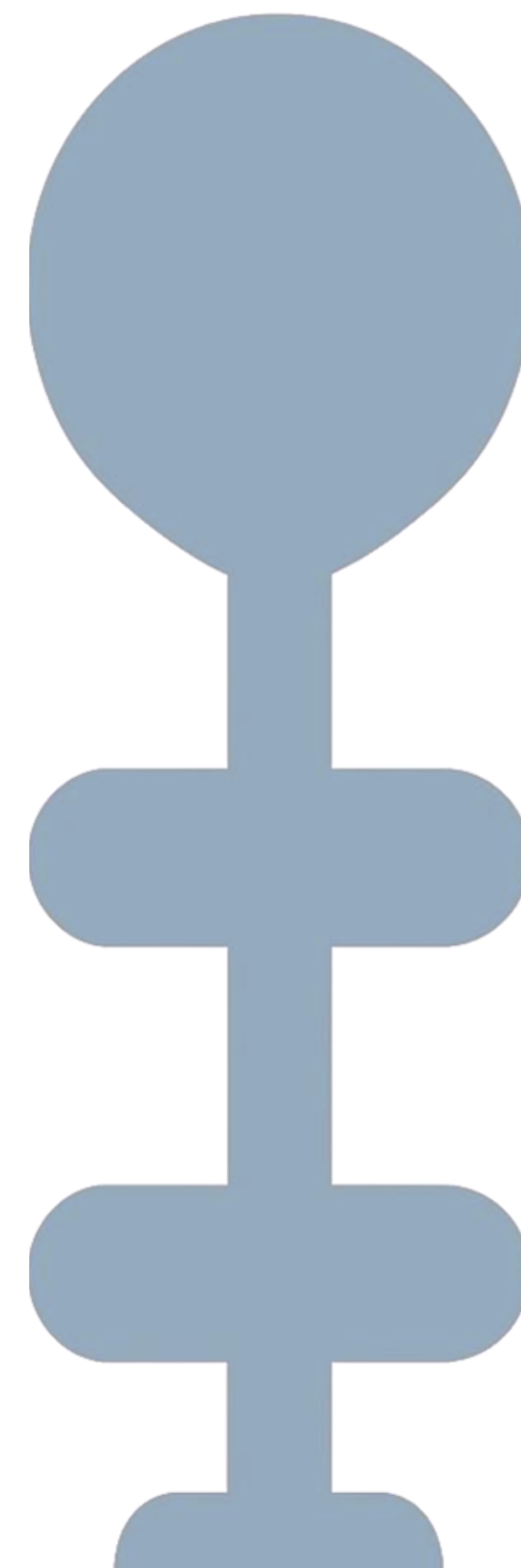
CONFIDENCE BAROMETER

Mark your level of confidence as a facilitator.

Think about:

Where was I at the beginning?

Where am I now?



WHICH EXPECTATIONS WERE FULFILLED?

WHAT WAS THE MOST VALUABLE PART?

WHAT WOULD YOU STILL LIKE TO EXPLORE?



FINAL PRACTICE

5 min.

**EACH OF YOU WILL RECEIVE A SHEET OF PAPER.
YOU NEED TO ATTACH IT TO YOUR BACK.**

And while the music is playing, you may approach one another and write on these sheets: words of support, gratitude, wishes, or something you appreciate about this person. These can be very simple things, but the important part is that they are sincere.



Do not read the messages right away. Leave them as a gift for yourself for later.”



**FACILITATION IS NOT ABOUT
PERFECTION.
IT IS ABOUT PEOPLE, THE PROCESS,
AND THE COURAGE TO BE PART OF IT.**

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Lorem ipsum dolor

Thank you for your time

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