



Thank you for choosing to use PARCEO’s curriculum to strengthen your community work and Participatory Action Research (PAR) approach. Each of our trainings grows out of PARCEO’s work with community groups that aim to elevate the voices of those most impacted by systemic injustice and inequality. We hope that PARCEO’s trainings will be insightful and instrumental in strengthening your PAR-based work.

If at any point you would like additional support with this curriculum, please do not hesitate to reach out to us at info@parceo.org

In order to make the curriculum as easy as possible to navigate, here are a few helpful hints:

- 1) At the beginning of each training is a list of all the documents included in the training packet
- 2) Documents for the facilitator are labeled FACILITATOR on the top left hand corner of the document
- 3) Handouts for participants are labeled on the top right hand corresponding to their Session and Activity Number

We value your input and hope that you will take time after completing our trainings to fill out the feedback form (found at the end of each training). We depend on your reflections to develop and format our trainings in the most supportive ways possible.



Facilitator's Guide

We are so happy that you are interested in exploring PARCEO's training materials. All of our trainings aim to help individuals and organizations deepen their understanding of active participatory engagement and Participatory Action Research (PAR). Each training has its own focus so that we can provide a variety of tools for individuals and groups that face different challenges. We urge you to tailor these materials to your particular needs.

Whenever we work with an organization or group, we build from our template to create a training that directly addresses the needs of the group. We also have an activity module guide so that facilitators can choose specific resources that fit a group's needs.

Our trainings suggest co-facilitation (two facilitators). We recognize that facilitators have different backgrounds, skills and experiences that influence how they facilitate.

This guide is a resource for groups interested in exploring PARCEO's curricula. The guide can also be used to facilitate follow-up meetings and discussions that grow out of the trainings.

Planning Before the Training:

- Outreach and follow-up with participants, as needed
- Determine language needs and interpretation/translation capacity
- Determine childcare needs and make arrangements, if needed
- Schedule a time to go over the training with your co-facilitator
- Review curriculum, agenda and overall goals of training
- Choose and prepare session activities, questions, and quotes, as needed
- Think about the space for the training and what materials are needed, this could include a video monitor, Internet connection, paper, pens etc.
- Create signs and wayfinding materials for the space, as needed

During the Training:

- Reference the day's goals throughout each session
- Plan an icebreaker that helps people get to know each other and allows participants to say their names and one thing about themselves (we include a sample icebreaker in each training)
- Create an atmosphere that maximizes everyone's comfort level; collectively generate community guidelines together. Some guidelines may include: agreeing to disagree, confidentiality, respecting each other's ideas, and the right to choose not to answer a certain question
- Facilitators should have clear goals but adapt to, and be sensitive to the needs and interests of individuals and the group as a whole
- State that one person speaks at a time and everyone can monitor and remind each other of this and other community guidelines



- Facilitators are there to guide and direct but not dominate discussion
- Every effort should be made to include everyone and incorporate individual ideas
- If oppressive language is used (racist, sexist, homophobic, ageist, etc.), your role as a facilitator is to address the comments immediately
- Allow for quiet moments of reflection
- Check in with your co-facilitator about the overall feeling, time, and needs of the group
- Ask participants if they are comfortable being photographed, and only take pictures of those who consent to documentation
- Throughout the session document materials, activities, questions and comments and aim to compile direct quotations. Explain that this is for documentation and evaluation purposes and to gauge engagement, growth, participation, etc.

After the Training:

- Schedule a time to debrief with facilitators to discuss what went well, prepare for the next session, and complete the evaluation form
- Follow up with participants regarding the training and evaluation

Definition of Terms of Use in our Curricula:

Goals/ Objectives: what the session or activity will achieve, i.e. concrete skills and resources

Framing: used to state the purpose of the activity

Talking point: suggested explanation of the activity

Action: what facilitators and/or participants do in the activity

Connection to next activity: how the activities build from and are related to one another

Facilitator's note: extra information regarding framing, talking points and/or suggestions on how to guide the activity and/or discussion

If you are interested in exploring facilitation rooted in PAR, we encourage you to read and use our **“Facilitation and co-Facilitation”** training.

Drawn from PARCEO materials and Parent Organizing Collaborative (POC's) “Stories to Action”



Facilitator's Roles and Responsibilities

From PARCEO's Facilitation Training

Facilitation is a tool used to guide, support and move a process forward. Facilitation through a Participatory Action Research (PAR) framework is very reflective, intentional and participatory, ensuring that all voices are heard.

Goals of PAR-based Facilitation

- Foster an environment to build healthy, respectful relationships by developing clear goals and establishing the group's purpose together.
- Recognize who is in the room and remain conscious of issues of power, dynamics, different forms of expression so that all types of participation are valued equally.
- Guide the process while not dominating conversation.

What Facilitation Is

Facilitators engage the group in reflection, analysis, synthesis, and think about how to move forward as a community where everyone learns from each other.

Facilitators are responsible for the atmosphere and well-being of the group. They make sure that participants feel valued and included, create a physically comfortable space, make copies and provide snacks, depending on the diverse circumstances and realities of the group.

Facilitators work to ensure that all participants, including themselves are integrated as genuinely as possible into the group. Facilitators balance the various dynamics and engage as both a teacher and a learner.

What Facilitation is Not

Facilitators are not dominant or authoritative voices.

Facilitators do not use silence or distancing in order to take away from their assumed power, as the silence can unintentionally reinforce that power. Silence is different from allowing quiet moments for people to gather and reflect upon their thoughts and ideas.

Facilitation is never neutral, it is a political project. Facilitators should be able to express their thoughts and perspectives, since they are active members of the group. Attempting to take a neutral position or to remove themselves from the group is not honest and does not help the group.

Drawn from Donna Nevel's PAR class and "Role of Facilitation in Participatory Action Research" by PLP and "The Role of the Coordinator, Promoter, and/or Educator" by Carol Nuñez Hurtado

