European
Liberal
Forum

Training & Facilitation Guide

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Introduction

The ELF Guide to Training and Facilitation

Imagine this.

You get a request from your colleague to train a local group on communication because you are the comms expert. But although you know your stuff, what is needed to turn this into an amazing training session? Or you are tasked with organising a discussion with two high-level experts on climate change. And you don't know where to start. If this resonates with you, this is the guide you need.

For experienced event organisers, facilitators, and trainers who are not fazed by banqueting, flight cancellations, and high-level speakers: this guide is for you too. It is based on the best – and worst – practices from liberal colleagues all over Europe, with inspiration on how to engage participants, tips on targeting the right audience, and templates you might not have thought of.

The book guides you through organising or facilitating a training session or meeting. It can assist in setting up sessions, in helping participants reach the learning goals, and making an event stand out above the rest. The guide is here if you are in need of inspiration or peer support.

Looking forward, looking back.

The first ELF guide on training was published in 2022. This was a time when COVID was still overtly present. That left a strong mark on how we could organise training and events. In the years since the first edition, we have not only seen the context change, but the expectations of audiences too. Participants and audiences today are more selective as to which activities they attend. We see shorter attention spans and a preference for something an audience has not experienced before. This holds true for both training and events.

This guide is here to help navigate those expectations. It builds on the first edition and expands into facilitation, interactivity, and inclusivity and offers ready-to-use templates and examples. For the full content of the first edition, download the PDF version or request your copy from the ELF Secretariat.

Our heartfelt gratitude goes to Goran Nerallić and the ELF Board and Secretariat for recognising the value of facilitation. We also thank our colleagues and the ELF Member Organisations who shared their insights and experiences. Without their trust and support this guide would not have materialised.

Sit back, relax, and be inspired.

Michał Tęcza and Martine van Schoor

The ELF Guide

Contents

Training & Facilitation

→ Learning Theory 1

→ Interactivity in Training 2

→ Interactive Facilitation & Moderation 3

→ Inclusivity & Belonging 4

→ Tips from the European Liberal Network 5

→ Additional Templates & Event Checklists 6

→ Send us an email

→ Visit the ELF website

→ Acknowlegdements

→ Colophon

elf

Chapter 1

Learning Theory

This chapter guides you through the key elements of designing and delivering effective training sessions – from understanding different learning styles to preparing the programme and logistics. It shows that good training begins long before participants enter the room and requires both thoughtful planning and the ability to respond to the needs of the group throughout the process.

In the following subchapters, you will explore how to create engaging and interactive learning experiences, build a safe atmosphere that supports learning, and use tools such as icebreakers, feedback, and reflection. The chapter combines theory with practice and offers concrete tips to help trainers facilitate sessions in a more conscious, inclusive, and effective way.

Chapter 1

Learning Theory

→ Education & Learning Styles 1.1

→ Preparation for Context 1.2

→ Designing the Programme 1.3

→ Logistics & Training Preparation 1.4

→ Starting the Training 1.5

→ Icebreakers & Energisers 1.6

→ How to Make Training Interactive 1.7

→ Feedback during Training 1.8

→ Reflection & Evaluation – After Training 1.9

→ Back to main Menu ≡

Education & Learning Styles 1.1

When preparing a training, you first need to consider what participants should gain from it: what is their educational goal?

The concept of education is much broader than what we know from school: non-formal education includes three main types of knowledge:

Factual knowledge

Technical knowledge or skills

Social, interpersonal, and political skills

Each of these educational goals requires a different approach. While a lecture may be effective in delivering factual knowledge, social or political skills can only be learned through trying and doing.

Once you have identified the type of knowledge, the next step is to formulate expected outcomes as learning goals aligned with the SMART principle. The SMART framework helps ensure that your educational goals are clear and well-defined.

SMART framework

Specific
Be as clear and precise as possible when defining what you want to achieve with the training.

Measurable
Try to find an indicator that will allow you to measure or determine progress.

Achievable
Set goals that participants can realistically accomplish during the training – this will help them stay motivated and focused.

Realistic
Make sure the goals are feasible given the time and resources available during the training.

Time-bound
Indicate when participants should achieve the results, usually by the end of the training, but it can also be the moment when they return home and apply the knowledge in practice.

Make sure the goals are feasible given the time and resources available during the training.

Examples of SMART educational goals

Knowledge
By the end of the training day, participants know the basic principles of liberalism and can name three of them.

Technical skills
By the end of the first day, participants can upload a video to YouTube and feel confident doing so once back at the office.

Social, interpersonal, and political skills
By the end of the week, participants can manage stress during an interview and can speak calmly, even under pressure.

Based on these goals, it will be easier to select the most appropriate interactive teaching methods. However, it is important to remember that everyone learns differently – therefore you must consider different learning styles and participants' preferences.

Kolb's Cycle*

Consists of 4 consecutive stages

1. **Concrete experience**
   The learning process begins with a concrete experience, an activity that allows participants to generate gut-through sensations, mechanisms, or emotions related to the training topic. In the training room, this is usually implemented through games, simulations, or exercises reflecting real professional situations.

2. **Reflective observation**
   A key element is reflection on the experience. Participants analyse their behaviours, decisions, reactions, and the course of work in order to understand the mechanisms that determined success or failures. The trainer's role is to create a safe space for sharing insights and for individual analysis.

3. **Abstract conceptualisation**
   At this stage, reflection is structured and deepened. Observations transform into generalisations, conclusions, and internal theories. The trainer's role is to provide participants with formal knowledge, models, or tools that give structure to their reflections, or to support them in developing their own useful conclusions.

4. **Active experimentation**
   The final stage is testing the developed theories in practice. Participants check whether behaviour changes based on new knowledge produce the expected effects. The trainer's role is to create a safe space for practising new behaviours, which then becomes a new experience, thus closing the cycle.

* Kolb's Cycle is also called the Experiential Learning Model.

Kolb's Cycle

Summary Kolb's Cycle

The model emphasises that experience alone is not enough for effective learning. Only combining experience, reflection, knowledge, and testing in action leads to real competence development. The authors also note that while the cycle has its logical order, in practice training can start from any of its stages.

VARK Model*

It divides learner preferences into:

Visual
images, charts, presentations

Auditory
discussions, recordings, podcasts

Reading / Writing
text materials, notes

Kinaesthetic
exercises, simulations, practice

* Fleming & Mills, 1992

There are always different styles in a group, which is why various methods should be used.

Motivation and engagement

Get to know the group – their experience, expectations, and needs.

Connect theory with practice – participants remember faster when they immediately apply knowledge.

Give choice and influence – allow participants to co-decide (e.g., choose two out of four topics to be explored in depth).

Show the purpose – explain why you are doing something and how it can be applied in work/life.

How to maintain participants' attention

Three questions can help for preparation

1. Who is my target group? What is their level of experience, education, and existing knowledge in the topic?
2. How can I make the training interactive to suit different learning styles?
3. How can I use diverse styles to keep participants attentive?

- Try not to lecture for more than 10 minutes in a row.
- Use different activity formats:
  - short videos, audio, readings
  - discussions in pairs / groups
  - practical exercises and role plays
  - posters, sticky notes, mind maps
  - energisers (short, stimulating activities)

//Tips//

Want to check your own learning style? You can take a quiz here!

→ **www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml**

You can involve participants by posing questions to anyone with prior knowledge so that they share their experiences instead of you having to talk all the time.

Ask participants about their experiences – this way they learn from each other.

Common trainer mistakes

Assuming that everyone learns the same way as the trainer.

Lecturing for too long without activating participants.

Lack of variety in delivery methods.

Unclear goals and benefits.

→ **Menu Learning Theory 1**

→ **Back to main Menu ≡**

Preparation for Context 1.2

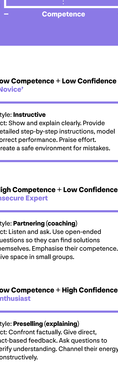
Situational leadership

It is important, as a trainer, to be able to adapt your communication style to all types of participants. Situational leadership means that trainers can adjust their way of being, speaking, and leading sessions to the needs of the people in the room, based on two factors:

How competent are the participants?

How confident are the participants?

Participant profiles & trainer leadership styles



Low Competence + Low Confidence
'Novice'

Style: **Instructive**
Act: Show and explain clearly. Provide detailed step-by-step instructions, model correct performance. Praise effort. Create a safe environment for mistakes.

High Competence + Low Confidence
Insecure Expert

Style: **Partnering (coaching)**
Act: Listen and ask. Use open-ended questions so they can find solutions themselves. Emphasise their competence. Give space in small groups.

Low Competence + High Confidence
Enthusiast

Style: **Preselling (explaining)**
Act: Confront factually. Give direct, fact-based feedback. Ask questions to verify understanding. Channel their energy constructively.

High Competence + High Confidence
Expert

Style: **Delegating**
Act: Give autonomy and challenge. Set goals, not methods. Engage them as mentors for others. Ask for their opinion. Do not micromanage.

Golden Rule

Diagnose the group continuously and adapt your style accordingly, by degrees. Create a safe atmosphere where questions and mistakes are a natural part of learning.

Cross-cultural sensitivity

You may be delivering training abroad or in an international group. How can you be sensitive to cultural differences and why is this important?

Taking time to gather information about countries and cultures will help you to:

Connect with current events and realities, making the training more relevant.

Be aware of political sensitivities, so you don't lose connection with the group through tactless remarks or jokes.

Understand cultural traditions and approaches to learning in order to adapt your facilitation style.

Example: Some cultures expect the trainer to stand and lecture, and are not used to an interactive context where they need to speak up themselves – so they may need more encouragement or integration exercises.

Hofstede's Model

One useful model for understanding participants' cultural background is Hofstede's Model, developed by Geert Hofstede, Gert Jan Hofstede, Michael Bond and Michael Minkov.

Hofstede's model consists of six dimensions of national culture, which represent social preferences distinguishing countries.

Country scores are relative – they make sense only in comparison with other countries.

The model shows country-level tendencies, not individual ones, since each person is unique.

Knowing the scores across these six dimensions helps you adjust both the training methods and your leadership style as a trainer.

Benefits

More relevant and up-to-date examples in the training.

Avoiding tactless comments or jokes.

Adjusting training methods to cultural context and learning styles.

Additional notes

Check not only country data, but also individual differences within the group.

Prepare both local and universal examples that every participant can understand.

The six dimensions of Hofstede's national culture

1. **Power Distance**
   How society accepts inequality.

2. **Individualism vs. Collectivism**
   The importance of the individual vs. the group.

3. **Masculinity vs. Femininity**
   Which values are considered more important in society.

4. **Uncertainty Avoidance**
   The degree to which members of a society feel discomfort with uncertainty and ambiguity.

5. **Long-Term Orientation**
   How society balances past, present, and future.

6. **Indulgence vs. Restraint**
   The degree to which people try to control their desires and impulses, based on how they were raised.

Language sensitivity

Another factor is the participants' language competence, especially in international contexts. How should you lead training if not everyone has the same language level? Do they all feel comfortable using English?

Sometimes the confidence/competence matrix must be adjusted for language skills – someone may have a lot of experience but not feel confident sharing it in a foreign language. Adjust your speaking pace and vocabulary accordingly.

How can you make everyone feel comfortable?

Elephant in the Room
At the start, acknowledge that not everyone is speaking their mother tongue and that mistakes are fine. You can also run a language-related icebreaker where everyone says something in their own language.

Visual Cues
If the group has mixed language levels, use lots of visuals: posters, PowerPoint slides (not too much text!), or printed materials that participants can refer to when needed.

Sensitivity
Check in on how participants are doing, individually or in smaller groups, if they don't feel comfortable speaking in front of everyone.

Veronica Kurkko & Louise Pettersson
Centerpartiet

Make sure that people have time to think, also when it means some others have to wait a bit.

Additional Key Preparation Elements

Knowing your own communication style and its pitfalls.

Flexibility in adapting to the group, both in on-site and online trainings.

Understanding current events and local context, including controversial topics.

Introductory exercises that reflect your training style so participants feel comfortable.

Monitoring group dynamics and adjusting methods in real time.

→ Menu Learning Theory 1

→ Back to main Menu ≡

Designing the Programme 1.3

Steps for creating a programme

1. **Work backwards.** Start from the training start and end times, which are usually defined by the organisers.
2. **Block the breaks.** Lunch, dinner, coffee breaks. It's better to allow more time for breaks so participants can take care of themselves, their families, emails, etc., and so you secure their full attention during sessions.
3. **Start with the introduction.** Welcome participants, introduce yourself, and share the training objectives so everyone is clear about expectations.
4. **Acknowledgments and mentions.** Remember to thank or mention partners, sponsors, or collaborators.
5. **Add an icebreaker.** Participants can introduce themselves, and the group begins to feel at ease with one another.
6. **Consider energy levels at different times of the day.** Remember that participants will have the least energy right after lunch. Avoid scheduling lectures or critical tasks at that time.
7. **Closing.** Leave time for reflection and evaluation.

Remember that participants will have the least energy right after lunch

Designing training blocks

For each block, add one sentence describing what you want to achieve in that part.

Think about the logic of the learning journey: do you start from general topics and move to specifics, or from a concrete example toward theory?

Blocks should last 45–90 minutes (shorter is better) and include one idea/theory plus one exercise. The length depends on the amount of material, available space, and participants' attention span.

In online training, blocks should be even shorter, with more frequent breaks.

Be careful not to focus only on what you want to deliver. Pay attention to how you deliver it, to avoid long lectures and boring presentations.

Use different formats: short videos, audio clips, short reading materials, posters, pair or group work, energisers.

You can also try the Pecha/Kucha style: 20 images on 20 slides, 20 seconds per slide, to present the main ideas.

Detailed scripting

Scripting means planning who will do what, when, and what materials will be needed for each block

Mental preparation. Rehearse in your head: what, when, and how you will show something; what materials will be needed.

Equipment and materials. Inform the organiser in advance about required equipment, prepare video links, QR codes, polling apps (Mentimeter, Slido).

Roles in the training team. If there are several trainers, decide who leads which block, who moderates discussions, and who handles the technical aspects.

Example of scripting

09:00 – 09:20

Trainer's introduction
The trainer introduces themselves, presents the training goals, and welcomes the participants. They then establish a code of conduct.

Materials

Flipchart with the agenda and Wi-Fi password.

09:20 – 10:00

Participant introductions
There are three questions on a flipchart (Name, Pronouns, Favourite way to spend free time). Each participant also chooses one image of a picture from a selection that best represents their personality. We pass the training, or themselves at work.

Materials

Flipchart with questions and pictures.

10:40 – 11:00

Question for participants
What comes to mind when you hear the word 'equality'? How would you define it?

Materials

Flipchart
Pens
Post-it notes

11:25 – 11:40

Introductory video
An introduction to the theory of equality.

Materials

Link to the video
Initial sound check

The Performance Curve

This model describes changes in work efficiency throughout the day. It is based on research on human psycho-physical performance and is used in ergonomics and task planning. Each of us has individual peaks and dips of energy (so-called chronotypes).

For most people

Peak: 9:00 – 12:00
(2–3 hours of highest productivity)

Dip: 13:00 – 15:00
(energy dump after lunch)

Second peak: 16:00 – 18:00
(weaker, but can still be used effectively)

Plan new content, exercises requiring concentration, and the most important items during the strongest moments of the day.

Managing energy during training

Morning
High curiosity but not yet full concentration. *Actions: icebreakers, integration, set clear objectives.*

Before lunch (peak energy)
Best time for key substantive content, demanding exercises, discussions. *Avoid overly long lectures as they will drain group energy.*

After lunch (energy dip)
Natural decrease in focus.
Actions: energisers, movement (e.g. group work, standing tasks at flipcharts, walking in pairs to discuss a key issue and present conclusions upon return), light practical exercises instead of theory.

Afternoon
Tiredness, but a second wave of energy appears.
Actions: project work, engaging tasks, reflection, and conclusions.

Managing your own energy as a trainer

Don't burn out too early
Don't give 200% from the first minute – take pauses, breaks, and rest.

Breaks for yourself – Breaks for the group
Trainers often think breaks are for participants – but it's also time for trainers.

Energy-supporting rituals
- Healthy eating (avoid heavy lunches)
- Hydration
- Short stretches
- Conscious breathing (e.g. three or four deep breaths while participants are in a group exercise)

Working with group energy

Energisers and movement games – great during energy crises (e.g. after lunch).

Change the rhythm every 45–60 minutes – from lecture to exercise, from pair work to group discussion, from conversation to manual/drawing task.

Observe participants – yawning, no questions, checking watches – time to shift dynamics.

Manage voice and space – don't speak in the same tone and tempo and at the same time, use pauses, move around the room.

Miłosz Hodun
Projekt:Polska

> **Everything you do in training has to have a purpose.**
> **If you can't explain why you do it, don't do it.**

Good practices

Adapt the programme to the group: consider participants' competence, confidence, and language level.

Ongoing evaluation – mini-feedback, surveys, questions during the block.

Engage all participants – interaction, discussion, group work.

Training dynamics – balance between theory and practice, between trainer talk and participant activity. Vary the forms.

Flexibility – be ready to adjust the plan depending on group needs or situations.

Safety and comfort of participants – breaks, ergonomic space, clear instructions.

Use your own energy peaks for preparation and key training moments.

Schedule energy dips for simple, administrative, or integrative tasks.

Ensure variety in format – switching activities refreshes attention.

Give both yourself and the group breaks – better to have more short breaks than one long one.

Observe and respond – energy is a signal that shows whether training is well designed.

Checklist
Designing the Programme

- [ ] **Programme includes logistics (start, breaks, end, lunch).**
- [ ] **Thought-through, welcoming format, self-introduction, and training objectives.**
- [ ] **Well-structured participant introductions.**
- [ ] **Training blocks are scheduled for 45–90 minutes.**
- [ ] **Topics logically distributed throughout the day.**
- [ ] **Reasonable use of PowerPoint.**
- [ ] **Detailed plan of materials for each block.**

Logistics and Training Preparation 1.4

Basic Checks

Verify the address of the training venue.

Keep the phone number of the organisers handy.

Check your travel plans (transportation, arrival time, possible time buffers).

Align with the organisers on the detailed schedule – make sure you know the one that was communicated to participants, check for any last-minute changes, and whether any additional activities are planned after the training (e.g., networking dinner).

Room Setup and Technical Logistics

The most important question: does the room work to your advantage?

What technical equipment will you need (projector, flipchart, microphones, speakers)?

Is the equipment available and functioning?

Are there participants with disabilities or special needs requiring adjustments to the space?

The room layout creates the atmosphere and influences group dynamics.

The type of room depends on

The character of the training,

The educational style (lecture, workshop, interactive),

The number of participants,

The duration.

Remember: the room layout creates the atmosphere and influences group dynamics.

Overview of popular room layouts

Boardroom Style
- Participants sit close together, face to face.
- Great for open discussions.
- Ideal for groups up to 25 people.

Hollow Square
- Facilitates communication and subgroup work.
- The trainer can move around freely and support teams.
- Up to 20 people.

Auditorium
- Best for one-way presentations.
- Good for large groups.
- Downsides: no tables for note-taking, little interaction.

Classroom Style
- Supports note-taking and pair conversations.
- Emphasises the classic teacher–student model.

Circle of Chairs
- Best for personal topics and exercises requiring interaction.
- The trainer can move around freely.
- For up to 20 people.

U-Shape
- Combines the possibility of presentation with interaction.
- Supports subgroup work and conversations with the trainer.
- Good for groups up to 25 people.

The trainer's role as host

As a trainer, you are not only the facilitator but also the host of the meeting. Participants will expect you to answer practical questions such as:

When does the training end and when are the breaks?

Where are the restrooms, restaurant, coffee?

Where is the nearest shop to buy cigarettes?

What is the Wi-Fi password?

Can we leave belongings in the room?

Can the room temperature be adjusted?

Therefore

Arrive at least 30 minutes early – to check equipment, set up the room to fit your needs, get comfortable with the space, and be ready for participants' questions.

Test the equipment (sound, visuals, internet connection).

Have a backup plan – e.g., if the projector doesn't work, have printed materials or an alternative activity ready.

Often overlooked
Additional important tips!

Make a Plan B for equipment and internet – always prepare for failures.

Clear signage – make sure participants can easily find the room (signs, arrows).

Ventilation and lighting – the room should be well-lit and ventilated; a stuffy room = energy drop.

Room layout and group dynamics – e.g., avoid auditorium style for interactive training, as it blocks natural communication.

Participant materials – prepare in advance: worksheets, pens, notebooks, name tags.

Your own energy – arrange the room so you can move comfortably; remember, the space also supports your energy and dynamics as a trainer.

Arrive at least 30 minutes early, to check equipment, set up the room to fit your needs and get comfortable with the space.

→ Menu Learning Theory 1

→ Back to main Menu ≡

Starting the Training 1.5

The way a training session is started is a key element of the entire meeting.

Introduction

The first minutes of the training are crucial. This is when participants evaluate the trainer, decide whether they trust them, and whether they want to cooperate. In the first minutes, there is an opportunity to build authority. Therefore, the trainer's self-presentation should be professional, but also human, authentic, and participant-oriented.

Rules for a good self-introduction

Greeting, name, pronouns, and role.

Always start with something simple: "Hello! My name is … and I will be conducting today's training/workshop on …"

Make sure your name is clearly audible.

Participants must notice that the training has already started and that it's time to focus.

Experience and credibility

Explain in two or three sentences why you are the right person to lead this topic (e.g., your professional experience, projects you have participated in). You can show a picture of yourself on a presentation (it doesn't have to be very formal) and briefly describe your experiences and education in a few bullet points before the group.

Avoid a too-long CV – the goal is to build trust, not self-promotion.

Personal touch

You can add something personal that 'humanises' you (e.g., hobby, fun fact, sense of humour). This reduces the distance and builds rapport.

Authenticity

Speak the truth about yourself – your experience and specialisation.

Do not try to look like an expert in something you do not know.

Explain why the topic of the training you are leading is close to you; show engagement.

Balance between authority and approachability

A trainer's authority is based on competence and professionalism, not dominance.

Show participants that you are approachable – this encourages questions and collaboration.

Example: 'My role is to support you in analysing topics but also to listen to your experiences – every voice counts.'

Clearly communicate your role

Explain what you do and do not do as a trainer/facilitator.

Emphasising shared values with the group

Refer to values that are important for participants – in the case of liberal groups: freedom, equality, dialogue.

This shows that you are 'on the same team' as the participants.

First impression

Speak calmly, confidently, but not stiffly.

Maintain eye contact, smile, and react to the group.

Your tone and posture set the standard for interaction throughout the training.

Example

'Hi, my name is Anna, and today I will lead a workshop on team communication. I am a psychologist by education. I work as a trainer, and previously I managed teams in the IT industry for many years. I have also worked in NGOs managing projects and project teams. I know from experience that good communication can save a project – and that its absence can ruin it.

My main goal today is to give you practical tools that you can apply at work starting tomorrow. Personally, I am a huge fan of mountains, so if anyone also likes hiking – we have common topics! I also really enjoy jazz and modernist architecture.'

Code of Conduct

A Code of Conduct is a set of rules that apply to all participants and the trainer during the workshop. Its purpose is to create a safe, friendly, and inclusive space for learning and exchanging experiences.

There are two main methods for creating a Code of Conduct

Trainer-Imposed Code of Conduct

Used when time is limited or the group is large. The trainer presents the rules and asks participants if they disagree with anything. This is a quick way to establish rules that allows the training to start immediately.

A Code of Conduct created jointly with the group

The preferred method when time and group dynamics allow. The trainer initiates a discussion, and participants can suggest rules. Creating the Code of Conduct together increases participants' engagement and their sense of responsibility for following the rules. The trainer may ask those proposing a rule to write it on a flipchart.

Example rules for the Code of Conduct

Activity and engagement. Participants explain the benefits of actively participating in exercises. Emphasise that the training is a space to try new skills in safe and supportive conditions.

Punctuality. Start and finish on time to respect everyone's time.

Focus on the 'here and now'. Participants focus on the training, do not use laptops or phones, if emails need to be answered, an additional break can be arranged.

Respect and tolerance. Everyone has the right to their own opinion. Differences of opinion are accepted as long as they do not harm other participants.

Group confidentiality ('Las Vegas' rule). Personal or confidential information shared by participants remains within the group and is not repeated outside.

Mutual support and assistance. Participants try to support each other, share experiences and observations constructively.

Responsibility for personal boundaries. Participants decide how much they want to engage in exercises or share personal stories. No one should feel pressured to exceed their boundaries.

Practical Tips!

The trainer can start by introducing the first rule – e.g., activity – and explain why it is important.

When creating the Code of Conduct jointly, allow the group to add their own rules and discuss how they will be enforced.

The Code of Conduct should be written on a flipchart so everyone can see it throughout the training.

At the end of creating the Code of Conduct, check (for example, by asking each person who agrees to nod in turn) whether participants agree. If someone disagrees, it should be discussed.

Chiara Olga Ligori
LYMEC

"At the start of a LYMEC Congress, we announce the names of three trustees. For the duration of the congress, they are there for the participants to go to for support. There are also 'inclusion forms': a Google form without a link but with QR code that is put everywhere in more or less private places. Everyone can anonymously scan and let the ombudsperson know something bad is going on. You can choose to share your name or not, the trustees will ask for permission before taking action.

Goals

Talking about goals at the beginning of the training is crucial because it gives participants clarity about why we are training and what we are aiming for. This is one of the most important elements in building a sense of purpose and motivation – participants know that their time will be well spent, and the programme has been planned intentionally.

With clearly defined goals, participants can focus their expectations and engage more actively in the training because they know what to expect and why. Goals also help trainers or discussions are aimed at. Goals also help the trainer maintain the structure of the session and – if needed – gently bring back any digressions or off-topic questions arise.

However, it is not only important to present goals, but also to make them understandable. Statements like: 'I would like us to achieve this' or 'I hope we manage to ...' sound uncertain and can weaken the trainer's authority. Participants may feel that what happens is random or not fully planned.

It is therefore much better to use concrete and confident expressions, such as:

"Today we will develop specific tools for ..."

'During today's session, I will present to you ...'

'By the end of this training, all of you will be able to ...'

These statements strengthen the sense of structure and purpose in the process, and that the training has a clear goal and structure. This, in turn, builds trust and authority, and increases participant engagement.

Time

How the trainer communicates the duration of the training and the start is crucial for participants' attitudes, energy levels, and the way they engage in the process.

Presenting the time frame gives participants a sense of security and helps them plan their day. It also allows them to expect breaks, how long they will focus on individual blocks, and how intensely to engage in exercises.

It is very important to do this neutrally, without value judgments:

Saying 'We have a full eight hours together' may make participants think the training will drag on and that the organisers planned it too long.

Saying 'We only have two hours' may cause frustration that the topic won't be fully covered, or make participants rushed and stress that they "won't have enough time".

The best approach is simply to provide facts and immediately note that the time was carefully planned to achieve the training goals and ensure the group's comfort.

An example neutral formula could be:

'Today's training will last seven hours, from 09:00 to 16:00. There will be a one-hour lunch break at 12:00, with shorter breaks between thematic blocks. This shared training time will allow us to cover all key topics while leaving space for practical exercises and discussion.'

With this approach, participants understand that the time is properly planned and that they will neither be overwhelmed nor left feeling unsatisfied.

Presenting the time frame gives participants a sense of security and helps them pace their energy

Benefits

Discussing benefits at the start of training is an important as presenting goals. Goals show what exactly will be achieved and what participants will learn, while benefits explain why participants should care. It is worth, particularly in virtual settings, to make participants engage more, and help them see the value of participating.

The trainer should clearly explain the benefits and make them tangible for the group. This helps participants connect their daily challenges, professional situation, or organisational goals to the training. It also helps participants understand why it is worth being active and focused throughout.

Difference between goals and benefits

Goals. Relate to what will be developed or practiced (e.g., 'we will learn how to lead team meetings engaging').

Benefits. Relate to what the participant gains from achieving the goal (e.g., 'this will help you gain team support and achieve results faster').

Categories of benefits with examples

Comfort. Participants feel free, safe, and supported to ask questions and participate. 'The training takes place in a small group, which allows everyone to speak and provide specific skills in a safe environment.'

Prestige. Participants enhance their status and develop competencies that distinguish them. 'Selected representatives from various departments will receive a certificate, giving you the opportunity to exchange experiences with peers from other network.'

Pragmatism. Participants receive concrete, practical tools and solutions. 'During the training, you will learn simple techniques that you can apply tomorrow in your work with the team.'

With these benefits, participants not only know what they will learn, but also why it matters. This helps avoid passive participation and sets a positive, motivating atmosphere from the start.

The trainer should clearly name the benefits and make them tangible for the group

Managing questions

Managing questions during training is a key element of professional trainer work. Questions can enrich training, engage participants, and build a dialogue atmosphere, but if not structured properly, they can disrupt rhythm, extend the block beyond schedule, or even cause chaos. Therefore, it is crucial to clearly command use at the beginning how questions will be handled.

Why it matters

Predictability. Participants know what to expect and are during the material their questions are ignored.

Time management. The trainer can maintain training structure instead of losing rhythm due to spontaneous digressions.

Safety atmosphere. Every participant feels that their question will be taken seriously.

Strategies for managing questions

No questions during the session

If training is short or interactive, questions may be too distracting. In this case, it is important:

- Clearly stating that there will be no time for questions during the session, but that for discussion is planned at the end.
- Providing your email or an online form where participants can submit questions after the training.
- Offering additional materials that address common doubts.

Questions at the end of the session/block

You can create a dedicated slot, perhaps 15–20 minutes at the end or after each major part of the training. Participants that know their questions will not be ignored but deferred to the appropriate moment. A 'question parking lot' on a flipchart can be useful to note doubts and return to them later.

Questions at any time

If training is very small and the trainer feels confident, participants may be allowed to interrupt and ask questions. This requires flexibility, good time control, and the ability to shorten digressions.

Handling difficult situations

Too many questions. Assertively remind participants that time is tight. Take the raises many questions. That's great! I will note down your questions and return to them in the designated part at the end to stay on schedule.'

Don't know the answer. The most honest approach is to admit 'I'm not sure now, but I'll check and get back to you after the training' or 'This question is beyond today's scope, but I can provide sources for you to find the answer.'

Provocative or competitive questions. Always stay calm and professional. Acknowledge the question neutrally, e.g., 'That's an interesting perspective, but let's return to the main topic.' Or discuss this during the break if you want.' Never engage in an emotional argument.

Different purposes of questions

Not all questions are asked to gain knowledge.

Positive. The participant truly wants to learn or better understand the topic.

Competitive. The question aims to show the questioner's knowledge and test the trainer.

Image-building. Someone wants to stand out in the group.

Provocative. The goal is to unbalance the trainer or challenge their authority.

In any case, each question should be taken seriously and answered assertively and calmly, as this builds the trainer's authority and strengthens the sense of safety in the group.

Muriel ten Brummelhuis
D66 International

> **The fact that people were willing to share a lot in a session also showed that it was a safe space. But as organiser or facilitator, you have to do something with it if it involves emotions, make arrangements for it.**

Plan

At the start of training, presenting the plan is a key element of building a good climate and trust in the group. The plan not only gives participants a sense of security and predictability but also shows that the trainer has carefully prepared the training. This immediately signals that participants will follow an organised process rather than random activities.

Why it matters

Builds a sense of security. Participants know how the day will unfold, making it easier to engage.

Shows trainer professionalism. Presenting the plan signals that the training has been thoroughly prepared.

Helps manage energy. Participants can pace themselves, knowing when breaks occur and when to focus intensely.

Increases motivation and engagement. Presenting content allows participants to anticipate benefits and track how goals are achieved step by step.

Two ways to present the plan

Technical plan. Focuses on timeframes, structure, and breaks.

Content plan. In addition to time, focuses on content and clearly shows what participants will learn.

The plan not only gives participants a sense of security and predictability but also shows that the trainer has carefully prepared the training

Participant Introductions

Participant introductions are an important moment that affects group atmosphere, engagement, and sense of safety. Therefore, it is crucial that they have structure.

If the trainer simply asks participants to 'introduce themselves and say something about themselves', it is easy to lose control. The first person sets the tone – if they speak at length about children or pets, others will follow that path. If they speak briefly, the rest of the group will limit themselves. Lack of structure can make the round chaotic and uneven, with participants focusing on random topics instead of what is needed for the training.

The trainer should know exactly what information is needed and guide the round to obtain it. The structure can be written on a flipchart (e.g., name, organisation, experience on the topic, hobby, mood). This ensures everyone knows what to say and keeps the round consistent and orderly.

If the group is large, going one by one can be tiring. In such cases, an icebreaker can be used to introduce at least part of the group while adding energy.

The introduction round can also serve a specific goal for the trainer – e.g., assessing participants' knowledge. You can ask them to share previous experience with the training topic. This helps tailor content to the group's needs.

Additional questions, such as hobbies, favourite free-time activity, or a mood metaphor ('If your mood was weather, what would it be and why?'), help with integration and a relaxed atmosphere. Light questions – e.g., 'do you prefer dogs or cats?' with a short explanation – can reduce tension and introduce humour.

It's best to start with a volunteer who decides whether the round moves clockwise or anticlockwise. This avoids confusion and ensures no one is skipped. It also reduces stress and makes the process predictable.

If the group is large, going one by one can be tiring. In such cases, an icebreaker can be used to introduce at least part of the group while adding energy.

Collecting participants' goals

At the start of the training, it is useful to ask participants about their goals, as this allows the trainer to understand their expectations and what is truly important to them. Everyone invests time and energy, so it is natural they want to gain something.

Comparing participants' goals with reality is key. If the group's goals align with the training's objectives, they can be integrated and the trainer can emphasise that the work will lead to desired outcomes. If some expectations cannot be met during the session, this should be clearly communicated at the start.

Participants can make an informed choice

Stay because the trainer's proposed goals are also valuable to them,

Or leave if they feel their needs will not be met.

This approach has several advantages

Builds trust. Participants see that the trainer does not promise the impossible, only honestly presents the framework.

Increases motivation. People are more engaged if their goals are recognised and integrated into the programme.

Reduces frustration. Honesty at the start prevents disappointment at the end.

It is also useful to record participants' goals on a flipchart or board and refer to them at the end. This allows participants to see to what extent their expectations were met, and the trainer can summarise how group work addressed these needs.

Post-its can be used. Each participant writes their main goal on a Post-it and places it on a flipchart. The flipchart can be divided into areas: substantive goals (related to knowledge); practical goals (related to skills); information exchange; prevention (related to avoiding unwanted situations); others (hard-to-define goals).

Categorisation shows the trainer where to focus during training – e.g., whether participants expect discussion and exchange of experiences (if most goals are in information exchange) or lectures (if substantive goals dominate).

Everyone invests time and energy, so it is natural they want to gain something.

→ Menu Learning Theory 1

→ Back to main Menu ≡

Icebreakers & Energisers 1.6

An excellent way to make training more interactive and active is to use icebreakers and energisers. These are practical exercises that are an essential part of every trainer's workshop. Their role is also to break down barriers to participation. A single exercise can serve both functions. An important element of every icebreaker and energiser is explaining to the participants why we are doing them.

You can find a lot of examples for icebreakers and energisers in **Chapter 6**.

Icebreakers

These are short warm-up exercises for the group.

They help each participant speak up in front of the group and break the barrier of speaking for the first time.

They facilitate participants getting to know each other.

They create an atmosphere of safety, openness, and inclusion.

Examples

Describe Yourself in a Tweet. A short self-presentation in 280 characters.

Speed Dating. Quick conversations in rotating pairs.

Mood Thermometer. Participants declare their state (green/orange/red).

Adi Škuljić
Boris Dukovski Foundation

> **Practise the icebreakers! If participants have no clue what is going on, icebreakers can become ice makers.**

Energisers

These are short games and activities used when the energy level in the group drops.

Particularly important after meals or when the atmosphere is too sluggish.

They can also be used to release excess energy and restore focus.

Examples

Ball Toss. Toss a ball and answer a question (e.g., 'a car brand you like', 'a public figure you admire').

One-Minute Drawing. Participants answer a question with a drawing (e.g., 'How do I feel today?'), show it, and talk about it.

Productive Walk. Divide the group into pairs and send them for a walk to a specific place and back. Calculate the time needed to go there and back. During the walk, the pairs have to develop/discuss a topic, and present the results of their discussions upon return. Ask participants to take a selfie at the destination and send it to you. You can later make a commemorative collage from these photos.

How can you make icebreakers and energisers even more powerful?

Connect the exercise to the training topic – e.g., if you're talking about communication, use an exercise that requires active listening.

Incorporate an element of goals and expectations – ask participants to also state what they expect from the training during the icebreaker.

Write down the goals at the beginning of the training and return to them at the end – checking if they have been achieved.

> **Write down the goals at the beginning of the training and return to them at the end**

Presenting instructions and game/exercise rules

When introducing participants to a game, exercise, or a new stage of training, it's worth doing it in a thoughtful way to avoid distracting the group and to ensure everyone understands what to do.

Write the rules in bullet points. Best on a flipchart or slide so participants can easily follow them. Points should be short, clear, and legible.

First, explain the purpose and context. Say why this exercise is included, what to expect, and what skills or knowledge it aims to develop.

Hand out materials immediately. If participants get papers, pens, or other gadgets before the rules are explained, many will start playing with them instead of listening to the instructions. This easily distracts the group.

Present the rules first, then give out the materials. Only after thoroughly explaining how the game or exercise works, distribute everything the participants will need.

Point-by-point repetition of instructions. If the exercise has several stages, you can list them with numbers or bullet points and then briefly discuss them. This helps participants not to lose track of the steps.

Brief demonstration. If possible, show an example of what the exercise will look like or do one round as a demo. This facilitates understanding and reduces questions during the activity.

Milosz Hodun
Project Polska

> **Rules first, pens and papers later, if participants get something, they stop listening.**

Additional elements worth adding

Duration. Icebreaker: max 5–15 minutes, energiser: 5–10 minutes. Keep them short and dynamic!

Grading openness. Start with neutral questions (e.g., 'What kind of coffee do you like most?'), then you can move to more personal ones.

Flexibility. Always have a 'Plan B' when the group doesn't respond or isn't in the mood for games or when someone is unable to participate for any reason.

Adaptation to the group. Avoid infantile exercises with adult audiences. Choose activities appropriate to the age and profile of the group.

Your engagement. As a trainer, you must lead by example. If you commit to the exercise 100%, participants will follow.

Linking with breaks. An energiser works great as a bridge between modules or as a soft transition from a coffee break.

→ Menu Learning Theory 1

→ Back to main Menu ☰

How to make Training Interactive 1.7

Interactivity is the key to effective training. It helps participants not only maintain attention but, most importantly, gives them the opportunity to actively learn and experience the content. In developmental training sessions, it is especially important that participants are not merely recipients of knowledge, but co-creators of the learning process.

Most important tip

Try to learn participants' names as quickly as possible and use them during the session. Directly addressing someone by name increases engagement, builds a sense of safety, and facilitates interaction. You can ask participants to write their names on stickers you provide or on masking tape and place them on their chest.

Try to learn participants' names as quickly as possible and use them during the session

How to ensure interaction

Speaking style

Do not read notes word for word.

Maintain eye contact.

Ask questions and respond to answers.

Collecting participant input

Ask for examples, experiences, life stories.

Use tools like Post-its.

Use online tools – polls, quizzes (Mentimeter, Slido, Kahoot!, Gartic Phone).

Group answers and discuss them together.

In larger groups, ask closed questions and have participants raise their hands if they agree. (For example: 'Raise your hand if you have ever experienced discrimination', or 'Raise your hand if you agree with the theory that…')

In larger groups, ask closed questions and have participants raise their hands if they agree

Working in subgroups

Divide participants into smaller teams.

Give them tasks and time for collaborative work.

Remember: they need a warm-up period before results appear.

Influence on training design

Occasionally allow participants to influence the shape of the training.

Collect goals at the beginning and refer to them during the day.

Write topics for deepening on a flipchart, and during breaks allow participants to vote (for example, using plus signs or stickers next to the chosen topic).

Asking questions

Open questions (Who? How? What? Why?) → encourage reflection and discussion.

Closed questions (answer 'yes/no') → use this sparingly, for fact-checking.

Multiple-choice → good for guiding discussion, especially in groups with low confidence.

Chain questions (several questions at once) → good as inspiration for group work, but avoid asking an individual.

Write topics for deepening on a flipchart, and during breaks allow participants to vote

Case studies and simulations

Allow participants to test knowledge in practice.

Work best when closely related to participants' real-life experiences.

You can use peer consultation - participants bring their own cases, and the group searches for solutions.

Examples of interactive methods

Post-its on a board (or Padlet/Mentimeter online).

Quizzes. Participants create questions for the group (good for summarising).

Project pitch. Groups develop a project concept and present it publicly.

'Worst-case scenario' exercises. Demonstrate how NOT to do something.

Role play. Acting roles (e.g., politician/citizen, leader/employee).

Reflection after exercises. Ask not only 'what did you decide?' but also 'what did you learn from doing this?' and 'how did you feel?'. Discuss the purpose of each exercise.

Simulations and peer consultation

Peer consultation. A participant presents a case, the group asks questions and proposes solutions, and the participant chooses what they find helpful.

Step-by-step simulation. Participants prepare a scenario of different parties' reactions and then act it out to test the effectiveness of ideas.

Feedback. Pause the exercise at a key point to highlight it; this helps participants remember it better.

Ask not only 'what did you decide?' but also 'what did you learn from doing this?'

Often overlooked Additional tips!

Balance Interactivity should never be an end in itself; it always serves the training objectives.

Variety Change work forms (individual reflection → pair discussion → group work → plenary summary).

Inclusiveness Consider quieter participants: allow work in pairs or anonymous responses via apps. Be mindful of participants with mobility limitations or neurodiverse needs. Some exercises may not be feasible for them.

Trainer feedback Comment on and link participants' contributions to content ('What you said perfectly illustrates …', 'This connects with …') – this makes their input part of the training.

Time Always allocate more time for interaction than you initially think will be needed.

→ Menu Learning Theory 1

→ Back to main Menu ☰

Feedback during Training 1.8

At the end of each training session, it is crucial to pause and reflect. This is when the deepest learning process occurs – participants can confront their actions, assess what worked well, and identify areas for improvement. The trainer's role is to ensure that feedback is delivered in a safe, friendly atmosphere, where participants feel encouraged rather than judged.

Learning does not end with the training itself – it becomes valuable only when participants start applying the acquired knowledge in practice. Reflection and feedback are therefore key to helping them move from theory to action.

At the end of each training session, it is crucial to pause and reflect. This is when the deepest learning process occurs

Safe feedback

The trainer's role is to establish frameworks and rules for providing feedback.

In simulation exercises, observers can be appointed to carefully note actual behaviours. This ensures feedback is based on facts, not general impressions.

Always start with the participant's self-reflection:
'What went well?'
'What would I like to improve next time?'
Only then move to comments from the group.

Avoid asking: **'What did I do wrong?'**
Instead, ask: **'What could be done differently next time?'**
This approach helps participants develop a sense of agency and confidence in their abilities.

Methods of giving feedback

Sandwich method

Place constructive feedback between two positive comments.

This maintains balance and makes participants more open to development.

4-step method (4G model)

1 **Behaviour.** Describe the facts: 'I noticed that you interrupted others several times.'

2 **Impact.** Explain the consequences: 'This gave the impression that you dominate the discussion.'

3 **Feeling.** Describe the emotions: 'Others may have felt that their opinions were not valued.'

4 **Ideal solution.** Propose a change: 'Next time, try waiting until others have finished speaking.'

Giving compliments

Many participants view feedback as 'pointing out mistakes', so highlighting strengths is equally important.

Participants are often unaware of what they do well.

Compliments strengthen confidence and openness to further development.

They also increase the trainer's authority, showing that progress is recognised, not just shortcomings.

Compliments can also use the 4G method: 'I liked how you facilitated the discussion (behaviour) … This made the group more active (impact) … Participants could feel that their voice mattered (feeling) … I would like you to continue using this style in future discussions (ideal solution).'

Compliments strengthen confidence and openness to further development

Receiving feedback as a trainer

Trainers should also be open to feedback.

If participants ask something you don't know, admit it honestly: 'I will check and get back to you.'

If the group gives feedback on your training style, accept it with a smile, thank them, and consider how you can adjust the process together.

In cases of significant dissatisfaction – apologise and allow participants to propose changes. This fosters co-responsibility and partnership.

→ Menu Learning Theory 1

→ Back to main Menu ≡

Reflection and Evaluation After Training 1.9

Evaluation is the final step in the training cycle. It allows participants to summarise their experiences and provides the trainer with valuable information for the future.

Evaluation methods

Images and metaphors

Give participants postcards or photos and ask each person to choose one and answer. 'How did you feel during the training?, 'What was your biggest lesson?', 'What would you change next time?'.

Charts and visualisations

Draw a training timeline on a flipchart, and participants can mark satisfaction levels (e.g., scale 1–10).

You can also create a pie chart where each training block is rated.

Alternative: four-field matrix (Keep/Change /Inspiration/Actionable Insights).

Another option: Ask participants to share three things.
1. Overall impression of the workshop
2. Three key takeaways
3. A commitment to implement one change within the next two weeks

Evaluation guidelines

Ask probing questions:
'Why did you rate it that way?'

Encourage participants to refer to each other's comments.

Explain what you will do with their feedback – show that their voices really matter.

Emphasise the scope of the evaluation. Participants often rate the food, hotel, or infrastructure, which is not the trainer's responsibility. Be clear about what should be evaluated.

Thank participants for their active engagement, questions, and the pleasant time spent together

Acknowledgment and farewell

After the evaluation, it is valuable to leave time for a symbolic closing. The trainer should...

Briefly summarise the training, ideally highlighting three key points they want participants to remember. Phrases like 'In summary' or 'As we approach the end' help focus attention and reinforce the most important takeaways.

Thank participants for their active engagement, questions, and the pleasant time spent together.

Wish them success in applying the knowledge gained and a safe journey home.

Important: never thank participants simply for attending the training – this places the trainer in a submissive position.

→ Menu Learning Theory 1

→ Back to main Menu ≡

Chapter 2

Interactivity in Training

As discussed in the previous Section, people have different learning styles. Some people thrive on auditory information, others need visual or kinetic input, and everyone benefits from connecting theory with practice. Including interactive elements in your training ensures that your audience is engaged in multiple ways. It enables participants to get the most out of the training by making them an active part of their own learning process and creating ownership over the session.

In this Section, we focus on the basics of interactivity in training and on four categories of activities that can be used to make training interactive (games, role play, simulations, and interactive discussion). Engagement and interactivity are not limited to these work forms. They can be achieved by small things such as asking participants to stand up, letting people draw instead of speak, or by asking participants to do a short presentation. Use your imagination and pay attention when you attend another training, and you will get the hang of it pretty quickly.

Chapter 2

Interactivity in Training

→ The Basics of Interactivity 2.1

→ Icebreakers & Energisers 2.2

→ Games 2.3

→ Role Play 2.4

→ Interactive Discussions 2.5

→ Simulations Serious Games 2.6

→ Final Thoughts 2.7

→ Templates for Including Interactivity 2.8

→ Back to main Menu ≡

The Basics of Interactivity 2.1

Chiara Olga Liguori
LYMEC

Why is interactivity important? It improves the capacity of learning of the participants. Making sure that they are part of the group, that their opinion matters, and that they are worth just as much as the other person. It improves the atmosphere, and thus the learning capabilities.

When you want to make a training more interactive, there are several things to consider: the group, the learning goals, the activities, the facilitation needs and the debrief.

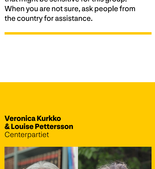
Define the group

Find out as much as you can about the people in the group. You can tailor interactive training best when you have a clear picture of the people who are participating.

Consider the group size, age range, prior experience, knowledge of the topic, and the roles the participants have in their professional capacity. Define if it is a homogeneous group or if is very diverse.

Especially with international groups, make sure you think about topics and activities that might be sensitive for this group. When you are not sure, ask people from the country for assistance.

Veronica Kurkko
& Louise Pettersson
Centerpartiet



Decision makers or senior politicians hardly get to do any creative stuff anymore. They often like the training the most. We should not avoid doing this with them because they are higher ranked, you should use these methods for everyone.

Set the learning goals

Apply the SMART principle as defined in Section 1 to formulate what the learning outcome of the activity should be. What should this activity achieve?

The clearer the goal, the more likely the group will embrace the activity and actively participate.

Consider how to explain to participants why this activity is included in the training.

The clearer the goal, the more likely the group will embrace the activity and actively participate.

Select the activities

Based on the group characteristics and the learning goal, search for activities or work forms that fit the group and help to reach the goal.

Choose cases and topics that the group can relate to and activities that the group will be comfortable with.

Make use of existing resources for inspiration on activities. There are many work forms and activities that can be found online or in handbooks.

Remember you can always reach out to fellow trainers or organisers for advice and inspiration.

Define the facilitation needs

Consider what is needed to host this activity. What do you need to prepare in advance? Think of the needs of the room, audio-visual requirements, preparation of a script, any role descriptions you need to prepare for participants, materials that are needed, and so on.

Think through how the activity can play out. Prepare for different scenarios ("what if ...?").

Also consider how the participants need to be briefed and when and how the activity comes to an end.

Some topics can hit people emotionally. Make sure that the facilitator is prepared for emotional support or arrange that in another way.

Some topics can hit emotionally. Make sure that the facilitator is prepared for support.

Debrief/feedback

At the end of the activity, make sure to link the activity back to the topic: why did we do this and how does it contribute to the learning goal.

→ Menu Interactivity in Training 2

→ Back to main Menu ≡

Icebreakers & Energisers 2.2

Starting the training with an active exercise sets the tone by signalling to participants that active participation is required.

Give every participant the opportunity to speak at the start of a training session. It grounds everyone in the room and lowers the barrier to contribute later during the session.

When not everyone in the group knows each other, include a round of names and roles to help create a sense of familiarity. It is easier to engage when the other group members are not strangers.

Icebreakers can also be used to collect information on the expectations participants have of the training.

During the training, pay attention to the energy level in the room. When you feel the energy flowing away, make space for an activity that gets people moving.

By including an energiser or taking a short break, you allow participants to reset their minds and bodies so they are better able to absorb the content of the training.

Icebreakers can also be used to collect information on the expectations participants have of the training.

Games
2.3

Many games work brilliantly as an active element in a training. It appeals to the competitive nature of people and allows everyone to step out of their normal role. A lot of standard games and materials can be adapted and used in training. Here are just a few examples.

Quizzes. Either with digital tools (Kahoot, Mentimeter) or without, a quiz is a great way to engage an audience and test knowledge

Bingo can be used in many forms (icebreaker, energiser, wrap-up)

Elements from TV shows

Making use of rope or other materials for simple games. For example, in a communication or team-building session, ask participants to untangle a tangled rope

Dancing, singing, and theatre can all be adapted to the training topic

Poker chips can be used to play negotiation games or board games amended to fit the training.

Sander Janssen
VVD International

A pack of poker chips in your bag as a trainer might cause you problems at customs.

//Tip!//

Sandwich a quiz between two theory sections in a training. Participants are much more eager for the second part of theory when the first part has played into their competitive streak.

→ **Menu Interactivity in Training 2**

→ **Back to main Menu ≡**

Role Play
2.4

In a role play, participants practise skills or situations in a safe and controlled setting. It allows participants to try things out before having to apply it in the 'real world'.

Role play sessions combine theory and practice. First run through the theory, then have participants put it into practice.

Include several rounds of practice with feedback in between to allow participants to implement learnings or try out different approaches.

By combining knowledge and active elements, role play caters to different learning styles

Role play can also allow participants to step into the shoes of someone else. For example, by swapping roles between interviewer and interviewee. Understanding 'the other side' helps participants in their own role.

Miłosz Hodun
Projekt:Polska

"Role play can also be called an exercise – words matter! How you call it makes a difference.

→ **Menu Interactivity in Training** 2

→ **Back to main Menu** ≡

Interactive Discussions 2.5

To explore a topic, share knowledge, or gather input on issues, you can invite experts and organise a panel. An additional or alternative way is to host an interactive discussion.

In an interactive discussion, participants share ideas, build on each other's contributions, and actively engage with each other.

Interactive discussions create a collective and dynamic way of learning for the participants.

Outcomes of the discussion involve the views of everyone in the room instead of the views of just a few.

For an interactive discussion, brief participants that a discussion involves not only speaking but also active listening.

Interactive discussions can be scaled up to a standalone activity or scaled down to an intermezzo in between other parts of the training. You can for example do this by increasing or decreasing the number of questions/statements according to purpose and time.

Examples of interactive discussion formats are A Fishbowl, 'Red Card, Green Card', Open Space Work Forms, or a World Café, at the end of this chapter (→ **2.7**).
More examples in → **Chapter 6**.

Interactive discussions create a collective and dynamic way of learning for the participants

Simulations
Serious Games
2.6

A more elaborate way to make a training interactive is by staging a simulation where a real-life situation is recreated, or something that could happen is staged. Simulations can help participants by practising these situations in a safe setting, preparing them for when the situation actually occurs.

To create a good simulation takes time and creativity. Be prepared to invest in the preparation before deciding to use this method. There are a few steps you can take to ensure the success of a simulation in which participants feel comfortable and it achieves what it sets out to do.

Milosz Hodun
Project Polska

“ We don't make participants play it, we make them feel it

Set a clear objective

Start with the end goal: what should this simulation achieve?

Also make clear to participants what the goal is. If the goal is unclear, participants will get confused or might refuse to participate.

If you can't explain why the simulation is organised, don't run it.

Create a framework

Write a solid and elaborate scenario.

Based on the learning goal, select a case (or multiple cases) that reflects a real-life situation. You can create a fictional setting (the Republic of Netherstonia, the municipality of Bridgerton, a fake organisation), depending on the group. The use of real examples is great (integrity scandal, selection of a new party leader), but make sure to depersonalise names, locations, and so on, and rewrite the setting to sett it apart from reality. Write out the situation, the history, and the context of the issue at hand.

Think through each step of the simulation, working backwards from the learning goal.

Make a time schedule for the simulation. That can include the duration and time of meetings, press briefings, and the total duration of the simulation.

Prepare press releases, social media messages, events that can be brought in by the facilitators. You can make these messages and events reliant on how the participants progress in the simulation.

Consider if you want a 'mole' in the game that tries to sabotage the end game, or if one of the facilitation team will be offering bribes (and document this) to derail things.

Think of moments in the simulation that you might need to pause the play – perhaps because of emotions, perhaps because it is clear that some participants lack theoretical knowledge. Don't be afraid to stop the simulation temporarily if this happens.

Decide if you run the simulation once, or repeat with different roles for participants and/or different rules. Make sure to think through which elements you want to include: a big conference, some online elements (zoom meetings, calls), emails, WhatsApp groups, or other methods that would also be used in the real-life setting.

Think through each step of the simulation, working backwards from the learning goal

Write instructions

Set clear rules. Prepare the participant briefing as if it were an Ikea manual.

Be clear in what participants have to do, and what is out of bounds.

Run through the end game: when is the simulation over?

Define the roles in the simulation

Create concrete roles. Write concise role descriptions for each participant.

Each role needs context and background for a participant to really understand who they are and what is expected.

Include relations to other actors, priorities, sensitivities, hidden agendas, and 'what is in it for them'.

Decide if participants randomly select a role card or if the facilitator assigns roles.

Muriel ten Brummelhuis
OO6 Internationaal

“ For simulations, do your research! You need a lot of information in advance: target audience, the knowledge level and background and the local context. You must choose a scenario that matches their interests and what is relevant in that country. That requires research and time. And you have to design the flow of the simulation well.

Set assignments

Set clear **tasks** during the simulation. Which actions need or can be taken by the participants?

Supervision during the simulation

Build a good **facilitation** team. Ideally, a simulation is led by two or more facilitators.

The facilitator listens constantly and assesses how the simulation is progressing, and where it needs to be adjusted.

Time keeping and logistics are with the facilitators.

The facilitator is the game leader, helping the game along and making sure every participant can engage in a safe way.

If you expect this to be a very emotionally charged session, try to have a psychologist present or one of the organising team who is equipped to deal with such a situation. When someone is overwhelmed, take them temporarily out of the game to chat to that designated person.

//Tip!//

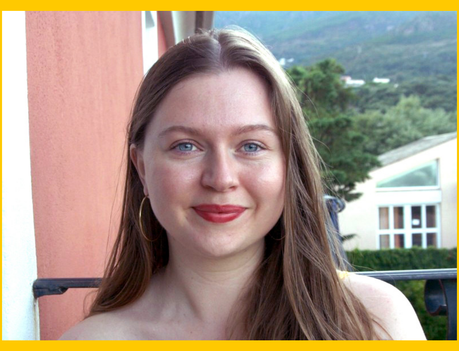
In a simulation, it is important to include reactions from the outside (media representatives, social media celebrities, and so on). Don't play a game that acts like there is no world outside the game.

→ Menu Interactivity in Training 2

→ Back to main Menu ≡

Final Thoughts
2.7

Sandra Laurila
SILC



It's about building confidence, especially with youth. You see that people need the space to feel a bit silly so that later on they feel confident.

Interactivity in a training can be as small asking people to raise a hand or as big as a serious game. It allows participants to be active co-creators instead of passive consumers of a training. Participants are encouraged to take ownership of their learning process, which helps with commitment and makes it more likely the learning goals are reached. Active work forms also cater for several learning styles by adding visual and kinetic elements into a training.

That is not to say that interactivity has to be thrown in randomly every time. Including interactive elements in a training start with answering the question: what is the goal and how does this activity help to reach it?

With practice and preparation, trainers who include interactivity in their sessions can better help their participants to get the most out of themselves.

→ **Menu Interactivity in Training 2**

→ **Back to main Menu ≡**

Templates for Including Interactivity 2.8

Find your Template

→ **Democracy Dynamics**
simulation

→ **Mitigating Disaster**
simulation

→ **Take a Stand**
interactive discussion

→ **World Café**
interactive discussion

→ **Open Space**
interactive discussion

→ **Red Card, Green Card**
energiser or knowledge assessment

→ **On-Camera Interview Skills**
role play

Simulation Template

Democracy Dynamics

Objective
The game aims to simulate the inner workings of political parties or civil society groups, focusing on decision-making processes, power dynamics, and models of internal democracy. Participants will experience the strengths and challenges of different organisational structures and leadership styles, gaining insights into how these dynamics shape political strategies and decision-making.

Duration
Game time: 2–3 hours
Post-discussion: 30 minutes – 1 hour

Group size
Ideal group size: 12–24 players

Roles
Party Members, Faction Leaders, Party Leader, Civil Society Representatives, and Observers.

Each role has specific goals (e.g., winning leadership elections, influencing party policy, or maintaining unity).

Materials

Role cards for each participant, detailing their goals and influence level.

Decision cards for scenarios that prompt discussions and decisions.

Influence tokens (representing voting power or influence).

A game board representing the party or organisation structure, including different levels like leadership, factions, and general membership.

How it works
Democracy Dynamics

Preparations
Get all materials ready.

Start
Players draw role cards that determine their position (e.g., Party Leader, Faction Leader, General Member). Divide into different factions or working groups based on cards, representing internal diversity (e.g., ideologies, policy preferences).

Activity
The game is played over three rounds, each representing a significant decision point for the party (e.g., leadership elections, policy votes, strategy debates).

Round 1 › Leadership Election
Players campaign for leadership roles, and factions endorse candidates. Leadership candidates must gather support using influence tokens and alliances. Discuss and vote, with different structures affecting the process. After the election, new leaders are selected, and their leadership style will impact the next round.

Round 2 › Policy Debate
Draw a Decision Card representing a policy issue (e.g., stance on economic reform, collaboration with civil society). Players vote on the policy using influence tokens, with outcomes impacting the next round.

Round 3 › Crisis Management
Draw a Crisis Card (e.g., a scandal, a defection, a public protest). Each group must strategise to manage the crisis while balancing unity and factional interests. The use of influence tokens and negotiation skills will be key. The resolution depends on the organisation model and how players navigate internal democracy dynamics.

Endgame and Debrief
Assess the party's overall success (e.g., cohesion, leadership stability, public support). Conduct a final vote for how well the party managed the scenarios.

Debrief with observers and participants, discussing how different models of internal democracy affected outcomes, and what might work best in real-world situations.

Why it works

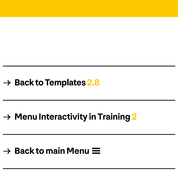
Highlights the differences between horizontal, factional, and top-down approaches.

Explores challenges like maintaining unity, balancing competing interests, and decision-making efficiency.

Discusses trade-offs between inclusivity and decisiveness.

Examines the role of informal power dynamics and negotiation.

Sander Janssen
VVD International



> **Any game can make people feel excluded. You have to keep that in mind as a trainer or facilitator. Make sure participants don't get lost in the game. There are always people who go all out (competitively) and those who are overwhelmed. You have to be careful with group composition.**

→ Back to Templates 2.8

→ Menu Interactivity in Training 2

→ Back to main Menu ≡

Simulation Template

Mitigating Disaster

Objective
Exercise in risk management and scenario thinking. In small groups, practise with pre-empting and mitigating situations that can happen before, during and after events. It equips participants to work together and learn from each other's experience. It is a practice in looking at situations and possible problems from different angles and coming up with solutions.

Duration
60–120 minutes

Group size
9–90

Materials

- Flipchart
- Blank sheets of A3 paper (one for each group + spare)
- Markers (for writing) (one for each group + spare)
- Disaster cards (designed and printed) (see below)
- Baskets (or a place where you can put the cards on the table)
- Tape
- Flexible space so that people can sit in groups of three (depending on group size)

How it works
Mitigating Disaster

Start
Short introduction and quick round of 'disasters' that people have already experienced. Make groups of three with people who don't know each other yet (if possible).

Activity
Take a few minutes within the group to create a conference or training. Once the group has done this: task completed. But then … disaster strikes.

Group work disasters
Each person in the group draws a different colour disaster card. All three disasters happen to the conference. The group discusses how each disaster impacts the activity. They also discuss how it can be mitigated and write this down on the A3 paper.

In the final 5 minutes, the group decides on a story of the heroic journey they took to save or alternatively execute the activity (highlighting your initial plan, what went wrong, and what was done to solve it).

Debrief
Each group presents their heroic story. Short reactions are sought from other groups on the solutions and alternatives. Then make a quick round to see if there are any other situations that people want to share. Sum up the main learnings. Thank the participants.

Why it works

- Every participant gets a chance to speak in smaller, safer settings.
- The energy of the room remains high and dynamic.
- Promotes equality and mutual learning.

→ Back to Templates 2.8

→ Menu Interactivity in Training 2

→ Back to main Menu ≡

Take a Stand

There are multiple versions of working with a group standing in line or moving around the room to indicate where they stand on a topic. Two varieties are outlined here. Other variants can be to have a scale from 1–10 (one side of the room to another) along which participants can line up, or to use the corners of the room.

Take a Stand
Option 1 – Pick a Side

Objective
In a "Take a Stand" activity, participants are invited to share their point of view on statements by stepping to the left or right of an (imaginary) line. It makes similarities and differences visible and fosters understanding of different viewpoints between participants.

Duration
10–60 minutes

Group size
10–50 people

Materials
Tape or rope (optional)

List of statements and answers

How it works
Option 1 – Pick a Side

Preparation
Prepare statements on the topics of the session, mark a line with tape on the floor.

Start
Assemble the group in the middle of the room. Explain that statements will be read with two options: option one is to the left of the line, option two is to the right of the line. Emphasise there is no right or wrong, but that the exercise is meant to foster discussion.

Activity
Read the statement and indicate which answer is on which side. Start with easy warm-up questions, then progress to more difficult or complicated statements and/or answers. Once you read the statement and answers, participants take their places. They can – when they want to – also remain in the middle. The moderator asks several people why they have chosen left or right. Once the group has done two or three statements, start to ask more follow-up questions.

Debrief
Ask the group which statement resonated the most and why.
Also ask which answer surprised them the most and why.

Take a Stand
Option 2 – Four Quadrants

Objective
In this "Take a Stand" activity, participants are invited to share their point of view on situations by stepping into one of four quadrants taped on the floor with inside the letters A, B, C, and D. It makes similarities and differences visible and fosters understanding of different viewpoints between participants.

Duration
30–60 minutes

Group size
15–100 people

Materials
Tape

List of situations and answers

Beamer/screen and PowerPoint (optional)

How it works
Option 2 – Four Quadrants

Preparation
Prepare situations on the topics of the session including four possible answers (this could be PowerPoint or Word slides that are projected). Tape four quadrants on the floor with the letters A, B, C, and D inside.

Start
Explain that situations will be read/projected and that participants have to choose one out of the four answers/reactions. Emphasise there is no right or wrong, but that the exercise is meant to foster discussion.

Activity
Read the situations, and indicate which answer is in which quadrant. Start with an easy warm-up question, then progress to more difficult or complicated ones. Once you read the statement and answers, participants take their places. They can – when they want to – also remain in the middle or straddle a line. The moderator asks several people why they have chosen left or right. Once the group has done two or three statements, start to ask more follow-up questions.

Debrief
Ask the group which statement resonated the most and why.
Also ask which answer surprised them the most and why.

Why it works

Engages different learning styles.

Breaks hierarchical patterns.

Every participant gets a voice without the pressure of performing on stage.

Toni Skorić
Friedrich Naumann Foundation for Freedom

"We regularly organise expert round tables instead of public panel discussions and find that it works well. We select the experts and participants for that specific round table.

It starts with a panel discussion of 20–30min max as input. And then we get into discussion with the room. Duration is a maximum of 90 minutes. This gets the speakers and participants to connect better.

→ Back to Templates 2.8

→ Menu Interactivity in Training 2

→ Back to main Menu ≡

Interactive Discussion Template

World Café

There are many online resources that can help you to organise a World Café. For example, take a look at ...

→ **theworldcafe.com**

Objective
Participants are immersed in answering the main questions. Groups rotate around tables allowing ideas to cross-pollinate.

Duration
90–120 minutes

Group size
20–200

Materials

Paper tablecloths (or flipchart sheets).

Markers in different colours.

Enough tables/seating spaces for all groups.

How it works
World Café

Preparations
Either prepare questions/topics, or have the group brainstorm (and vote) on the questions/topics that will be discussed at each table (six to eight people, depending on group size). Set the tables with paper and markers. Make groups.

Start
Each group gathers at a different table. One person is appointed table host. The group is encouraged to draw, doodle, or write on the tablecloth/paper or on Post-its. Allow at least three rounds. Each round is 15–20 minutes long.

Activity
At each table, the group engages in conversation on the question/topic. After this, the moderator calls on each group to rotate to a different table. Only the table host remains behind. This person briefs the new group on what has been discussed already. The new group builds on that discussion. It provides ideas to travel across the different questions. For the last round, you can have people return to the first table to summarise what has been discussed, or ask the table host to do this.

Debrief
After the last round, get back to the group as a whole, and have each group share insights in a snappy way. You can opt for putting the posters on a wall, or have groups present (not advisable with large groups).

Why it works

Every participant gets a chance to speak in smaller, safer settings.

The energy of the room remains high and dynamic.

It promotes natural networking across diverse backgrounds.

→ **Back to Templates** 2.8

→ **Menu Interactivity in Training** 2

→ **Back to main Menu** ≡

Interactive Discussion

Template

Open Space

Open Space is an intricate concept, and many online resources exist that give variations on how to organise and use this activity format. Take some time to browse the various online resources on which this part is based. See **Acknowledgements.**

Objective
Open Space lets participants self-organise around the questions and topics they care about by creating a participant-built agenda (a 'market-place of ideas') and using the 'Law of Two Feet' to move between conversations. It enables participants to deal with what matters most to them around a given theme, self-organise into break-out topics, and move towards action.

Duration
From 2 hours to a full day

Group size
20–200+

Materials

- A room (or rooms)
- Chairs in a circle
- A large blank wall
- Flipchart paper, markers, sticky notes, tape
- Time schedule grid (time slots × locations)
- Note taking materials (optional)

How it works
Open Space

Preparations

- Define a theme/guiding question.
- If possible, reach out to participants in advance to send in topics/questions.
- Prepare one main room plus breakout spaces and all materials.
- Prepare a sheet with a schedule with times and rooms.

Start
Invite everyone into a circle (or several circles) in the main room. Welcome participants, explain the purpose/theme of the event, and introduce the method of Open Space. Explain the logistics and the concept of Open Space.

Activity

Scheduling
Invite anyone with a topic to write this on a Post-it (topic title, short description, their name). Anyone who has a topic announces this out loud and places the Post-it in a timeslot on the schedule sheet. This creates the agenda that participants can now review.

Breakout sessions
Announce the start of the first session. Participants go to the breakout rooms of their choice. Each session is self-organised by the person who initiated the topic plus the participants. If there are more rounds, repeat.

Collect and share
When the sessions are concluded, collect flipcharts or session notes and post them in a visible place (imagine a gallery). Participants can browse what each group did. Make sure documentation will be compiled (online or printed) for participants after the event to hold the momentum.

Debrief
Everyone gets back into the main circle. The facilitator then invites reflections: What did you learn? What will you do next? Who will take responsibility? Thank participants, reaffirm next steps, and close the space.

Why it works

- The programme is decided democratically by participants.
- The agenda is flexible and responsive to real needs.
- Large groups of people can be engaged.

//Tips!//

- **People need to really care about the topic. It should also be broad enough to include a wider range of angles and ideas.**
- **Don't over organise and trust the process. The facilitator opens the space and explains the rules, the rest of the work is done and decided by participants.**
- **The rooms need to have chairs only (or be empty altogether) with plenty of space to put things on walls.**
- **Prepare for movement and dynamic change: allow for people moving between sessions, and for some sessions to finish early or run longer.**
- **Do not use 'Open Space' when the outcome of a discussion is already known or if nothing can be done with the results.**

Raphael Velez
ALDE Party

"Using sticky notes on flip charts is fun, but if it is for the entire training it can be too much. Two hours of sticky notes ends up being the same as taking notes. It does provide a chance to get up, but use it wisely.

→ Back to Templates 2.8

→ Menu Interactivity in Training 2

→ Back to main Menu ≡

Energiser or Knowledge Assessment Template

Red Card, Green Card

In this activity all participants are standing. When answering a question, the choice is red card or green card. If a participant answers a question incorrectly, they must sit down. When all the questions have been asked and several participants are still standing, a tie-breaker question follows. If you don't have enough cards for the whole group, you can also do 'Hand up, hand down'.

Objective
Engaging the entire group, getting people off their seats. Can be used to test knowledge on the subject, as warm-up, or as energiser.

Duration
15–30 minutes

Group size
10–200

Materials
Coloured cards (or cards with A and B), or no materials if hands are used

How it works
Red Card, Green Card

Preparations
Prepare cards if using. With a large group, place cards already on/under the seats.

Start
All participants must stand up. Check if everyone has cards (if they are being used). Explain that it's an elimination game.

Activity
For each question, there are two answers, each corresponding to red or green. The choice is holding up a red card if you agree with the red answer or green card if you agree with the green answer. If a participant answers incorrectly, he or she must sit down. When all the questions have been asked and participants are still standing, the tie-breaker question follows.

Debrief
The participant who remains standing at the end is the winner. To wrap up the exercise, the facilitator can refer back to some of the answers where a lot of people got it right or wrong and link the exercise to the theme of the session.

Why it works

Can engage a large group.

Brings energy by including movement.

Offers a playful way to assess knowledge or opinions in the room.

→ Back to Templates 2.8

→ Menu Interactivity in Training 2

→ Back to main Menu ≡

Role Play Template

On-Camera Interview Skills for Politicians

Objective
Equip politicians with the confidence, techniques, and message discipline needed to perform effectively in on-camera interviews. This can include live TV, recorded segments, and digital video content. By the end of the training, politicians:

- Communicate clear and memorable messages on camera.
- Maintain composure under pressure or challenging questioning.
- Adapt tone, pace, and body language for television or online platforms.
- Handle 'difficult' or hostile questions with professionalism.
- Build rapport with journalists while staying on message.

Duration
3–8 hours

Group size
6–12 people

Materials

- Video camera or iPhone.
- Tripod and basic lighting kit.
- Microphones (lapel or handheld).
- Television monitor or projector for playback.
- Whiteboard or flipchart.
- Sample interview scripts, cue cards, and question sheets.
- Evaluation and feedback forms.
- Optional: Teleprompter or phone/tablet with script app.

How it works
On-camera Interview Skills

Preparations
Define the roles: include a lead trainer/media coach, camera operator, politician, and possibly members of an audience. Optionally, also include a body language specialist and voice coach. When the budget is tight, participants can stand in for all roles apart from lead trainer.

Start
Welcome and introductions. Begin with an overview of objectives, discuss the importance of media presence and public perception and include an ice-breaker (for example, share a personal experience with interviews).

Activity
The core of the training is made up of theory sections combined with two rounds of on-camera practice. The sections last between 30-60 minutes. The training can include:

- Fundamentals of On-Camera Communication
- Understanding Media Formats
- Message Development
- On-Camera Practice Round 1
- Handling Pressure and Difficult Questions
- On-Camera Practice Round 2

Debrief
At the end of the training, summarise the best practices. Each participant sets two or three personal development goals and the trainers provide individualised feedback sheets.

Why it works

- Every participant gets a chance to speak in smaller, safer settings.
- The energy of the room remains high and dynamic.
- Promotes equality and mutual learning.

→ Back to Templates 2.8

→ Menu Interactivity in Training 2

→ Back to main Menu ≡

Chapter 3

Interactive Facilitation & Moderation

Miłosz Hodun
Projekt:Polska

“Every trainer is a facilitator. Not every facilitator is a trainer.

Interactivity is not only a working method for small groups and trainings. It is a *mindset* – a way of seeing participants as *co-creators* of the event, regardless of its scale.

This Section explores how to bring the spirit of interaction and inclusion from the training room into large-scale events – conferences, congresses, and public meetings – attended by dozens or even hundreds of people, often from different countries, languages, and cultural contexts.

Interactivity and inclusiveness are not an ‘extra feature’ of good facilitation; they are at its core. When participants feel seen, heard, and empowered to influence what happens in the room, the event becomes not only more dynamic, but also more democratic.

Chapter 3

Interactive Facilitation & Moderation

→ Interactivity in Large Events 3.1

→ Building Connections between Participants 3.2

→ How Participants Can Shape the Event 3.3

→ Good Practices for Inclusive Moderation 3.4

→ Tips for Facilitators & Organisers 3.5

→ Final Thoughts 3.6

→ Templates for Interactive Events 3.7

→ Back to main Menu ≡

Interactivity in Large Events 3.1

Large conferences often fall into a one-way communication model: the stage speaks, the audience listens. Yet this can be transformed. By intentionally designing moments of choice, dialogue, and co-creation, participants gain a real sense of influence and shared responsibility for the event.

Sander Janssen
VVD International

“The facilitator must dare to move through the room. If the facilitator sits down (with a panel discussion for example), the energy and connection get lost easily. The facilitator moderates between panellists and also between the panel and the audience.

Voting on Topics

At the start of the event, set up a topic wall' – a large flipchart, bulletin board, or poster where participants can write down questions or themes they would like to explore during the conference.

Participants can vote by:

Placing stickers or dots next to preferred topics.

Using coloured cards or notes.

Scanning a QR code and voting online via an app.

The topics receiving the most votes become part of the agenda – for example, as open panels, mini-workshops, or discussion tables. This simple structure gives participants a sense of agency and shared authorship of the programme.

//Tip//

For International events, provide space for topics in several languages or have interpreters available to help people express their ideas accurately.

Choosing between Two Directions

When your programme includes two possible thematic directions, let participants decide in real time which one to pursue.

For example:
'If you prefer that we focus on examples from local governments, drop a green card into the basket. If you'd rather discuss international cooperation, drop a blue one.'

This small act adds energy, curiosity, and ownership – participants see that their preferences really shape the event. For hybrid or online audiences, you can replicate this choice with a quick poll in the conference app or on platforms like Slido or Mentimeter.

Digital tools can help create real-time participation even in a hall of several hundred people.

Interactive Tools and Apps

Digital tools can help create real-time participation even in a hall of several hundred people. Platforms such as Mentimeter, Slido, Kahoot, or Padlet allow participants to:

Submit questions to panellists (anonymously or with names)

Vote for questions they find most interesting

Take part in quick polls or live quizzes

Contribute words or ideas to build a collective word cloud or idea map

Remember to provide:

Reliable Wi-Fi access.

A visible QR code on slides or screens.

A short how-to guide or live demonstration before starting.

Digital engagement complements in-person connection and helps amplify voices that might otherwise remain unheard – especially from those less comfortable speaking publicly.

Interactive Discussion Panels

To move from passive listening to active participation, try methods that bring the audience into the conversation.

Ask participants to raise their hands if they agree with a statement, or stand up if they hold a different view.

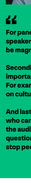
Introduce 'mini audience rounds' – after each panel segment, invite two or three participants from the audience to briefly respond to what they've heard.

Try a 'reverse panel': experts listen first while the audience shares their reflections and questions, and only then respond.

In large settings, you can assign a participant-moderator – someone from the audience equipped with a roaming microphone or monitoring the chat – to select and read out questions.

These methods help shift the power dynamic: knowledge flows both ways.

Adi Škuljić
Boris Divković Foundation



“For panel discussions, choose the speakers wisely. Some speakers can be magnets for attention.

Secondly, the venue can also be very important and emphasise the topic. For example, holding a discussion on culture in an art gallery.

And lastly, experienced moderators who can read the room and give the audience opportunity to ask questions. They also know how to stop people.

Thematic Zones and Opinion Maps

Create physical spaces for exchange – such as a map of Europe on which participants pin cards showing examples from their own countries, or thematic 'walls' where people leave short insights or experiences.

Another idea is a 'walking gallery' or 'discussion trail': Participants move between tables, each with a different question or challenge, and record their ideas. At the end, the moderator summarises key insights collected across all stations.

This method works especially well in international contexts, where informal movement helps overcome language barriers and builds a sense of shared exploration.

→ Menu Interactive Facilitation and Moderation 3

→ Back to main Menu

Building Connections between Participants 3.2

Large conferences can make it difficult for people to connect. Many participants simply don't know how to start a conversation – especially across cultures or professional hierarchies. Thoughtful, inclusive networking design can make all the difference.

Interactive Name Badges

In addition to name and organisation, include three small personal details collected in advance through the registration form.

1. **A hobby or passion** (e.g., 'plays ukulele')
2. **A travel dream** (e.g., 'Iceland – northern lights')
3. **A conversation cue** One word describing something meaningful to them (e.g., 'change', 'coffee', 'empathy')

These short prompts make conversation easy and natural

'I see you also love cycling!' or 'You dream of Japan? I was there last year!'

Add small pictograms or icons next to each category, so participants from different linguistic backgrounds can understand them at a glance.

You can also colour-code badges to indicate preferred communication styles – for example

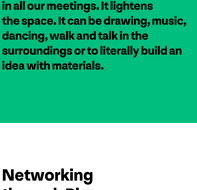
Green 'Happy to network'

Yellow 'Prefer small groups'

Blue 'Quiet participant, open to written chat'

This supports both extroverted and introverted participants in feeling comfortable.

Veronica Kurkko & Louise Pettersson
Centerpartiet



We try to incorporate playful parts in all our meetings. It lightens the space. It can be drawing, music, dancing, walk and talk in the surroundings or to literally build an idea with materials.

Networking through Play

Gamify networking to make it enjoyable and inclusive. These small, playful interactions lower barriers and encourage authentic connection – especially in international or multilingual groups.

Examples

Create 'mission cards' such as: 'Talk today with someone from another country' or 'Find a person working on a similar challenge to yours'.

Place conversation cards on tables during breaks or meals, with prompts like: 'What surprised you most this year?' 'Which word describes your current mood?'

Bonus idea Encourage participants to post 'found connections' on a visible board – like 'met someone from my dream destination' or 'found a collaboration partner'.

Create 'mission cards' such as: 'Find a person working on a similar challenge to yours'

→ Menu Interactive Facilitation and Moderation 3

→ Back to main Menu ≡

How Participants Can Shape the Event 3.3

Empowering participants to influence the direction of the event not only increases engagement, but also democratises the learning and exchange process.

Possible approaches

Open decision boards
A visible board where participants can add ideas for sessions, workshops, or guest speakers.

Collaborative scheduling
Inspired by the Open Space format, where the programme for the second day is created from proposals suggested by participants themselves.

Idea boxes (physical or digital)
A place where everyone can submit questions, feedback, or improvement ideas throughout the event.

Final audience voting
At the end, participants vote on which themes, projects, or collaborations should continue in the next edition.

Such practices send a clear message: the organising team treats participants as partners, not just as an audience.

→ Menu Interactive Facilitation and Moderation 3

→ Back to main Menu ≡

Good Practices for Inclusive Moderation 3.4

Encourage multiple forms of participation: speaking, writing, drawing, voting, or digital input.

Thank people for every contribution – even short comments or questions.

Pay attention to who speaks often and who doesn't – and consciously invite quieter voices to share.

Use neutral, inclusive language, avoiding assumptions about gender, age, ability, or background.

Intervene calmly but firmly if someone uses exclusionary or stereotypical language.

Apply the 'equal microphone rule' – every voice has equal value, regardless of position or status.

When moderating multilingual events, summarise key points slowly and clearly, and provide time for interpretation.

Inclusion in moderation is not only about *who speaks*, but also *how the space allows everyone to feel safe to do so*.

→ **Menu Interactive Facilitation and Moderation 3**

→ **Back to main Menu ≡**

Tips for Facilitators & Organisers 3.5

Treat participants as *co-creators*.
Even small participatory elements (voting, choosing topics, contributing questions) increase engagement.

Offer multiple channels of participation – not everyone likes to speak in public; include anonymous or written options.

Vary the format every 20–30 minutes to keep attention and energy high.

Ensure visibility and audibility – slides, captions, interpreters, and roaming microphones.

Always *summarise and name* what the group achieved; it reinforces meaning and shared purpose.

End with collective closure – a round of thanks, shared reflection, or group photo – a symbolic gesture of inclusion and community.

→ **Menu Interactive Facilitation and Moderation 3**

→ **Back to main Menu ≡**

Final Thoughts 3.6

Interactivity and inclusivity strengthen each other. By involving participants in decision-making, giving them real choices, and sharing the stage and the microphone, you create events that are:

Dynamic and alive

Adaptive to the group

Reflective of diverse perspectives

Community-oriented rather than hierarchical

This is more than just a modern facilitation technique – it is a form of social change in practice. It demonstrates that every voice matters and that shared learning spaces can model the kind of inclusive, participatory society we want to build beyond the event itself.

→ **Menu Interactive Facilitation and Moderation 3**

→ **Back to main Menu ≡**

Templates for Interactive Events

3.7

Find your Template

→ **Voice of the Audience**
interactive panel discussion

→ **Opinion Map**
gathering insights from an audience

→ **World Café**
interactive discussion

→ **Flipchart Voting**
interactive discussion

→ **Turning Microphone Around**
'Reverse Panel'

→ **Gallery of Ideas'**
sharing projects and concepts

→ Menu Interactive Facilitation and Moderation 3

→ Back to main Menu ≡

Interactive Panel Discussion Template

Voice of the Audience

Objective
Increase audience participation in expert discussions.

Duration
60–90 minutes

Group size
Any

Materials

Microphones

Projector/Screen – for presenting slides, voting results, or questions from Mentimeter/Slido.

Audience response tools – e.g., Mentimeter, Slido, or paper cards for collecting questions.

Pens/Markers – for writing questions on cards or flipcharts.

Flipchart/Whiteboard – for noting key points or audience input.

How it works
Voice of the Audience

Preparations
Set up of the materials and briefing of the panellists. Make sure the moderator or a co-moderator has time and opportunity to select questions.

Start
The moderator opens with a short introduction and presents the panellists.

Activity

Participants can submit questions throughout the session via Mentimeter, Slido, or on paper cards.

The moderator selects the most upvoted questions and directs them to the panellists.

Every 15–20 minutes, the moderator invites a 'voice of the room' – asking participants to raise their hand or stand up if they agree with a certain statement.

Two people from the audience get a microphone to add a short comment (max. 1 minute each).

Debrief
Comments and input from the audience is included in the closing remarks.

Why it works

Even hundreds of people feel included and empowered to shape the discussion.

The moderator maintains energy and flow.

Questions are selected democratically by the audience.

→ Back to Templates 3.7

→ Back to menu Interactive Facilitation and Moderation 3

→ Back to main Menu ≡

Opinion Map

Objective
Gather diverse perspectives on a single topic.

Duration
45–60 minutes

Group size
20–300 people

Materials

- Large wall space or flipcharts
- Post-its, Pens/Markers
- Tape/Pins/Magnets to attach notes to the wall or board if needed.
- Labels 'Challenges', 'Ideas', 'Inspiration', 'Examples' (optional: 'Perspective from my country')
- Digital tools (optional): Padlet, Miro, QR codes

How it works
Opinion Map

Preparations
On a large wall or flipchart, place a central question such as: 'What changes are needed to make Europe more inclusive?' Around the main question, create zones labelled 'Challenges', 'Ideas', 'Inspiration', 'Examples'. You can also use an online version – e.g., Padlet or Miro – with a QR code.

Start
The moderator explains the purpose and logistics of the 'Opinion Map'.

Activity
Participants add sticky notes with their thoughts at any time during the day.

Debrief
At the end of the session or day, the facilitator summarises by reading common threads and selecting three to five ideas for deeper discussion the next day.

Variation (for international groups)
Add a section titled 'Perspective from my country' and ask participants to sign their notes with their country or region.

Why it works

- It visualises a wide spectrum of opinions.
- Encourages reflection and asynchronous participation.
- Works well for multilingual and multicultural audiences.

→ Back to Templates 3.7

→ Back to menu Interactive Facilitation and Moderation 3

→ Back to main Menu ≡

Interactive Discussion Template

World Café

Also discussed in Chapter 2 for training, this can be a great activity for larger events.

Objective
Deepen conversations in small groups within a large audience.

Duration
90–120 minutes

Group size
20–200 people

Materials

Paper tablecloths or flipchart sheets to capture key ideas at each table.

Markers in different colours.

Tables and seating – enough for all groups.

Optional: Sticky notes/Post-its – for participants to add ideas individually.

How it works
World Café

Preparation
Set up six to eight tables, each with a different guiding question.

Start
Participants are divided (or divide themselves) in groups that spread out around the different tables.

Activity

Each table has a table host who stays for the entire session.

Other participants rotate every 20 minutes to join new discussions.

The table host captures key insights on paper or digitally.

Debrief
The session ends with a joint feedback session – each table host presents highlights to the full group.

Why it works

Every participant gets a chance to speak in smaller, safer settings.

The energy of the room remains high and dynamic.

It promotes natural networking across diverse backgrounds.

→ Back to Templates 3.7

→ Back to menu Interactive Facilitation and Moderation 3

→ Back to main Menu ≡

Flipchart Voting

Objective
Allow participants to influence the content of following sessions or days.

Duration
Ongoing
(full day or throughout the event)

Group size
Any

Materials

- Large flipchart to display the question.
- Markers/Pens for participants to write down topics or questions.
- Coloured stickers or markers for voting on ideas.
- Tape/Pins/Magnets to hang the flipchart on the wall.

How it works
Flipchart Voting

Preparations
Hang a large flipchart on the wall featuring the question: 'What do we want to discuss tomorrow?'

Start
Invite participants to think about content they want to include in the session. Point out the coloured stickers, markers and Post-its.

Activity

- Participants write down topics, questions, or issues they would like to explore.
- Provide coloured stickers or markers for voting.
- Participants vote for the ideas they find most relevant.

Debrief
At the end of the day, organisers review the results and, if possible, include the top-voted topics in the next day's agenda (e.g., as mini-sessions or open discussions).

Why it works

- Participants feel ownership of the event.
- The agenda stays flexible and responsive to real needs.
- Works well even with hundreds of people.

→ Back to Templates 3.7

→ Back to menu Interactive Facilitation and Moderation 3

→ Back to main Menu ≡

‘Reverse Panel’
Template

Turning the Microphone Around

Objective
Shift roles and give the floor to participants.

Duration
60–75 minutes

Group size
Up to 200

Materials

Microphones
– for participants and panellists

Paper/Note cards, Pens/Markers
– for audience to write questions or challenges

Projector/Screen (optional)
– to display questions or key points

How it works
Turning the Microphone Around

Preparations
Brief the panellists and make sure the materials are ready.

Start
The moderator invites the audience to write down questions or challenges related to the theme.

Activity

A few participants (pre-selected or spontaneous) take the stage to share their experiences.

Expert panellists listen, take notes, and then respond – offering reflections and advice rather than leading the conversation.

Debrief
The session ends with a reflection round: ‘What did the experts learn from the audience today?’

Why it works

Promotes equality and mutual learning.

Breaks hierarchical patterns.

Encourages active listening from experts.

→ Back to Templates 3.7

→ Back to menu Interactive Facilitation and Moderation 3

→ Back to main Menu ≡

Gallery of Ideas

Objective
The Gallery of Ideas is one of the most inclusive and engaging tools or large-group facilitation. It allows everyone to share, learn, and co-create, regardless of language or confidence level. Instead of a hierarchical stage, it builds a collective, creative space where every voice matters.

It creates an open, informal exhibition space for participants to present their ideas, projects, or initiatives. This format encourages sharing, networking, and peer inspiration – without the hierarchy of a stage presentation.

Use it

During international or cross-sectoral conferences.

As a closing activity after collaborative workshops.

When you want to highlight participant contributions or foster exchange.

Duration
60–90 minutes

Group size
Flexible – 20–200+ participants

Materials

Tables or wall sections, flipcharts – for participants to present ideas

Markers/Pens – for writing and drawing

Sticky notes/Post-its – for comments, ideas, or voting

Coloured paper/Tape – for decorating posters or stands

Optional

Photos, drawings, mind maps, keywords, quotes, data

Stickers or symbols – for voting on most inspiring stands

Digital tools – Padlet, Miro, Jamboard for online galleries

How it works
Gallery of Ideas

Preparations
Arrange the room like a 'marketplace of ideas', with individual tables or wall sections serving as stands/posters. Ensure mobility and open flow and provide materials.

Start

Announce that everyone (or selected groups) can present a project or initiative.

In international settings, ask presenters to include their country/region – it adds diversity and sparks cross-border connections.

Give clear parameters: one flipchart + 5 minutes per conversation.

Activity

Prepare the stands

Participants have 30–45 minutes to prepare visual posters.

They can use drawings, mind maps, photos, keywords, quotes, data, or invitations like 'Looking for partners for ...'.

Each stand includes a title, presenter's name (or organisation) and contact email.

Gallery walk

The rest of the group walks around the room as if they were at an art exhibition.

They can: ask questions; leave comments or sticky-note ideas; vote for the most inspiring stand (e.g., with a sticker or heart).

The facilitator encourages networking and reflection.

Debrief
After the gallery walk, invite two or three presenters to share short reflections (2 minutes each): What inspired them? What new ideas or collaborations emerged?

Optionally announce a symbolic 'Audience Award' for the most inspiring idea.

Why it works

Every participant gets a voice without the pressure of performing on stage.

Encourages peer learning across sectors, generations, and countries.

The visual format bridges language barriers.

Creates space for personal, one-on-one conversations.

Variation Tips

Mini-Gallery
In small groups, each group creates an A4 poster for a shared wall.

Digital Gallery
Participants upload ideas online (Padlet, Miro, Jamboard), where others can comment and 'like'.

Future Gallery
Participants visualise projects they want to create, not only existing ones.

Facilitator Tips

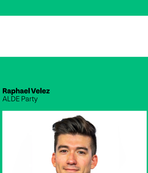
Ensure accessible layout (tables and displays reachable for wheelchair users).

Encourage visual over textual communication.

For multilingual groups, ask for simple English and visual symbols.

Provide a quiet corner for deeper one-to-one conversations.

Raphael Velez
ALDE Party



We organise training in a language that is often not the participant's own and for people from wildly different contexts. That requires special attention.

→ Back to Templates 3.7

→ Back to menu Interactive Facilitation and Moderation 3

→ Back to main Menu ☰

Chapter 4

Inclusivity & Belonging

Inclusivity is the foundation of modern meetings, training, and public events. It is not just about inviting a diverse group of people. It is about creating an environment in which everyone can fully participate, feel safe, heard, and represented. An inclusive event is one where the diversity of participants is recognised as a strength and a resource, not a challenge. This approach requires conscious decisions at every stage: from planning, through communication and venue selection, to facilitation and evaluation.

Chapter 4

Inclusivity & Belonging

→ Planning an Inclusive Event 4.1

→ Participant Recruitment & Communication 4.2

→ Space & Logistics 4.3

→ Inclusive Exercises & Activities 4.4

→ Inclusive Moderation & Facilitation 4.5

→ Sensitivity to Participant Diversity 4.6

→ Evaluation & Learning 4.7

→ Final Thoughts 4.8

→ Back to main Menu ≡

Planning an Inclusive Event 4.1

Selection of experts and speakers

When inviting speakers and panellists, ensure diversity of representation – in gender, age, background, professional experience, disability, sexual orientation, and gender identity.

People from minority groups should not be invited solely as representatives of their identity group. For example, an expert with a disability might speak about economics or innovation, and a queer person might discuss international politics. If you are looking for specialists on a specific topic, consider reaching out to local or international advocacy organisations.

Ensure gender balance in panels and thematic sessions – both women and men should be represented, and if possible, also non-binary individuals.

In European events, aim for geographic balance – representation from different regions of Europe and partner countries, not only from the most privileged institutions or Western Europe.

Make sure that people from various cultural backgrounds have equal opportunities to speak – for example, by adjusting speaking times and moderating styles.

People from minority groups should not be invited solely as representatives of their identity group

Regional and social representation

Include participants from different regions of the country and Europe, not only from major cities and decision-making centres.

Diversity also means a variety of professional and social experiences – consider inviting both senior leaders and local activists, young people, and representatives of civic or grassroots communities.

In international projects, ensure that the language and program design do not unintentionally favour participants from one country or region (for example, English speakers).

Clear information on accessibility and inclusivity

One of the key elements of inclusive planning is clear, specific communication about accessibility.

Many potential participants decide not to attend an event if they are unsure whether they will be able to participate fully – or whether the space will be safe for them. Event announcements, invitations, and registration forms should include details on:

Physical accessibility
Whether the venue is accessible to wheelchair users, has ramps, lifts, and adapted toilet facilities.

Communication accessibility
Whether live captions, sign language interpretation, audio description, or language translation are provided; whether materials will be available digitally or in large print.

Accessibility contact person
An email or phone number where participants can request additional support.

Inclusivity policy
If the organisation has an equality or diversity policy, or is explicitly LGBTQIA+ friendly, this should be clearly stated.

Examples of communication

'Our event is accessible to wheelchair users (ramp, lift, and accessible toilet facilities).'

'We provide simultaneous interpretation in English and live captions for participants who are deaf or hard of hearing.'

'The event is LGBTQIA+ friendly and organised in a spirit of equality and mutual respect.'

'If you require any additional support, please contact us.'

Such information is not merely logistical – it is an invitation to participate without fear of exclusion. The lack of a clear message often results in the absence of voices that could bring valuable perspectives to the discussion.

→ **Menu Inclusivity and Belonging** 4

→ **Back to main Menu** ≡

Participant Recruitment & Communication 4.2

They way questions are designed and which questions you ask can impact who registers to an event. In registration forms, include questions about:

Pronouns (with a short explanation about using correct forms of address).

Dietary needs (vegan, halal, kosher, gluten-free, etc.).

Accessibility needs, if you are able to adapt the event (e.g., sign language interpretation, accessible room setup, digital materials).

In visual communication, show diverse people – it signals openness and safety.

Use gender-neutral language (different in different languages).

For international events, use simple and clear language – avoid idioms, slang, and culture-specific references.

It is advisable to prepare materials in at least two languages – for example, English and the local language of the host country.

In visual communication, show diverse people – it signals openness and safety

Space & Logistics 4.3

When organising an event, take the following accessibility issues into account regarding locations and logistics.

Physical Accessibility

Ramps, lifts, wide passageways, low tables, and chairs with back support.

Wheelchair-accessible toilets (and, if possible, gender-neutral toilet facilities).

A stage and microphones positioned at adjustable or accessible heights.

Communication Accessibility

Captions on presentations, large fonts, and high-contrast colours.

Sign language interpretation and real-time captioning.

Handheld microphones distributed in a way that allows everyone to participate.

Catering

Ensure diverse food options and clear labelling (vegan, gluten-free, allergen-free, halal, kosher).

Avoid only buffet or standing-table setups; include low tables for wheelchair users and those who cannot stand for long.

→ **Menu Inclusivity and Belonging** 4

→ **Back to main Menu** ≡

Inclusive Exercises & Activities 4.4

Every exercise should be carefully designed for accessibility – physical, linguistic, and emotional. If an exercise involves movement, make sure that everyone can take part. Always have a Plan B ready.

Before the exercise, give advance notice – ideally before a break, for example: 'After the break, we will do a short movement activity – we'll be standing and moving around the room for about 15–20 minutes. If you think this might be difficult for you, please come and talk to me during the break – we'll find a way for you to participate comfortably.'

If an exercise could exclude someone – replace it with another.

During the activity, observe engagement and make adjustments if someone appears left out.

Avoid exercises that require touching others without consent.

Every exercise should be carefully designed for accessibility – physical, linguistic, and emotional

→ Menu Inclusivity and Belonging 4

→ Back to main Menu ≡

Inclusive Moderation & Facilitation
4.5

The moderator or facilitator plays a crucial role in realising inclusive and accessible event. These are a few things for a moderator to keep in mind in preparing and during the session.

The moderator or facilitator should ensure a balance of voices, preventing any one group from dominating the discussion.

Encourage contributions in multiple ways – verbally, through tools like Mentimeter and Slido, or written cards.

In international panels, keep an eye on pacing – people who are not speaking in their native language may need more time.

Respond calmly but firmly to jokes, stereotypes, or microaggressions.

Foster an atmosphere of mutual respect and psychological safety, including during informal parts of the event.

Chiara Olga Liguori
LYMEC

“If people know that they won’t be interrupted, that gives them time to vocalise their thoughts

→ **Menu Inclusivity and Belonging** 4

→ **Back to main Menu** ≡

Sensitivity to Participant Diversity
4.6

There is no 'one size fits all' approach for any group. Be sensitive to and mindful of the diversity of participants. What is futile for one person can be important for someone else. It is good practice to keep the following in mind.

LGBTQIA+ participants
Use correct pronouns, intervene when discriminatory comments appear.

People with disabilities
Ask about needs – never assume.

Women and non-binary people
Ensure equal speaking time and representation in the programme.

People from national and ethnic minorities
Do not ask them to 'represent' their entire group.

International participants
Avoid idioms, cultural references, or local jokes; make sure materials are clear and accessible to all.

→ Menu Inclusivity and Belonging 4

→ Back to main Menu ≡

Evaluation & Learning
4.7

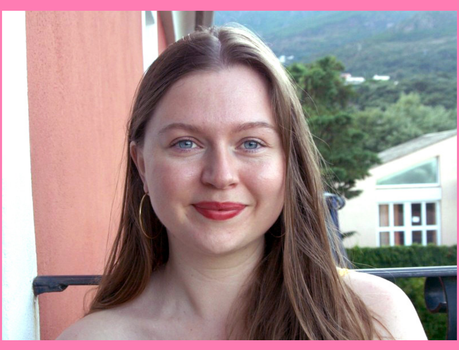
After the event, conduct an anonymous evaluation survey (also available online).

Ask about: Sense of safety. Comfort and accessibility. Feeling of representation. Suggestions for improvement.

Analyse responses and implement changes in future editions.

In international teams, discuss results collectively to better understand cultural differences in perception and feedback styles.

Sandra Laurila
SILC



Leave space for reflection, for example at the beginning and end of the day. Set aside 20–30 minutes for participants to sit calmly in a room or garden, anyone who wants to speak can do so, with all the time they need, no rush. It can be parallel to the main event in a separate space.

→ Menu Inclusivity and Belonging 4

→ Back to main Menu ≡

Final Thoughts 4.8

An inclusive event is not merely a matter of logistics – it is a conscious attitude and shared responsibility for the space we co-create. Every stage – from invitation to evaluation – can either strengthen or weaken participants' sense of belonging.

By designing events that are open, accessible, and representative, we build a culture of meetings where diversity becomes a genuine strength, not just a slogan. Such events have the greatest potential to create dialogue, understanding, and cooperation across boundaries.

By designing events that are open, accessible, and representative, we build a culture of meetings where diversity becomes a genuine strength

→ Menu Inclusivity and Belonging 4

→ Back to main Menu ≡

Chapter 5

Tips from the European Liberal Network

***Stronger Together* was not only a campaign slogan of Hillary Clinton in the 2016 US Presidential campaign: it is what we practise every day within the European Liberal Network. Where organisers, trainers, and facilitators work within and between their liberal organisations to create a stronger, more knowledgeable and skilful network of politicians, communicators, and party members. One event at a time, we learn from each other and work towards a strong, free, and equal European Union.**

This guide reflects the practices and learnings from organisers, trainers, and facilitators from across the ELF network. It touches upon learning theory, interactive training, integrating interactivity in meetings and events, and how to create gatherings where everyone feels they belong.

To conclude, here are the main tips from ELF organisers, trainers, and facilitators.

ELF Training & Facilitation

Do's!

- [ ] Make clear beforehand what kind of training or meeting it is and what is expected (interactive, lecture, /in/formal, etc.) so people are not in for a surprise.
- [ ] Ensure GDPR regulations are included throughout.
- [ ] Send participants 'homework' before attending. It ensures a shared knowledge base, creates commitment, and allows more introverted personalities to prepare.
- [ ] Organise a welcome dinner or drinks for multi-day events. This not only provides networking but also can serve to build trust and familiarity in a group, helping to create a safe space.
- [ ] Let participants co-create (part of) the content and programme.
- [ ] Include multiple activities if a meeting or training is 3 hours or longer.
- [ ] Use different formats throughout a training: include a mixture of speakers, group work, work in pairs, and individual assignments to cater for different learning styles.
- [ ] Make everyone in the room feel equal. This provides the basis to create interaction and connection.
- [ ] Make sure that the food is good. Especially on an international trip where people are away from home – this is so important.
- [ ] Make small groups, so that you don't listen to the same person all the time. People can for example have a conversation with two others in a breakout session.
- [ ] Remove tables! People love to bring laptops and mobile phones. Take the table away – it changes the dynamic!
- [ ] Use made-up places but real problems in role plays and simulations.
- [ ] Translate the things you do to one Instagram story.
- [ ] Address conflict, but don't bring it up in front of everybody.
- [ ] Make every event a networking event.
- [ ] Keep it serious. A game should not only be a gimmick.
- [ ] Get feedback! Using conversations, Zoom calls afterwards, obtain information on what participants got out of it. Ask people you trust to answer truthfully or let it be done anonymously.
- [ ] Make sure a feedback form is not too long, and remember that AI can summarise text boxes
- [ ] Invest in a network of trainers and facilitators. You can rely on them to carry your events (if you are an organiser) or you can rely on them to be a great sparring partner (if you are a trainer/facilitator).

ELF Training & Facilitation

Don'ts!

- [ ] Start too early.
- [ ] Skip lunch.
- [ ] Use sticky notes too much (as in, not in excessive amounts): you don't have to include sticky notes in every exercise during the training.
- [ ] Make events free. Have a barrier (financial or otherwise) to minimise event-tourism.
- [ ] Force everyone to say something. It is a liberal meeting, the audience/participants can also choose to stay silent.
- [ ] Subject people to long PowerPoint presentations!
- [ ] Have your own interests at heart: This is a no-go when being the facilitator. No participant should enter and feel that the facilitator will judge them.
- [ ] Bring in a facilitator from a big city in a business suit for a group from a rural area dressed in jeans and T-shirts.

→ Back to Tips from the European Liberal Network 5

→ Back to main Menu ☰

Chapter 6

Additional Templates & Event Checklists

This Section is filled with additional activity formats as inspiration for icebreakers energisers, wrap-ups, and adding inclusivity and connection (6.1–6.4). To help you remember everything an organiser, facilitator, or trainer needs for an event, use the checklists at the end of this Section (6.5. and 6.6).

Chapter 6

Additional Templates & Event Checklists

→ Icebreakers 6.1

→ Energisers 6.2

→ Wrap-Ups 6.3

→ Interactivity & Connection 6.4

→ Event Checklist 6.5

→ Back to main Menu ≡

Icebreakers 6.1

Conversation Starters
During a project kick-off dinner, place cards with questions on the tables that can provoke conversation. For example:

'What would be the title of your biography?'

'When was the last time something happened for the first time in your life?'

'What was your dream job when you were a child?'

'Which historical figure and which currently living famous person would you like to have dinner with?'

Bag of Facts
Participants write down three facts about themselves and put them in a bag; the trainer draws one, reads it, and the group guesses who it is.

Lottery
'You've won a million euros – what would you do with the money?'

Storytelling
Give participants a few pictures and ask them to create a short story.

Random Pairs
The facilitator plays music, participants walk around the room. When the facilitator stops the music, participants talk in pairs with the person closest to them on chosen topics. For example:

'My biggest success from the last year'

'My biggest life challenge so far'

'My biggest professional dream'

Time Travel
'If you could travel through time, where and when would you go?'

Keychain
Show and tell what keys you carry with you and why.

Bingo
A sheet with questions; participants walk around the room and check off people who meet the criteria. Bingo can be created independently based on similarities, e.g., 'find a person who likes the same colour as you'; 'find a person who would like to have or has the same pet as you'; 'find a person with the same travel dream.' Bingo can also be based on information gathered online about participants. If you know something about the participants, you can create bingo based on that: 'Find a person who was recently in Asia'; 'find a person who recently changed jobs.'

Room Map
Stand in a place that represents your city, country, or place you came from.

Silent Line-Up
Line up in order of birth date and month, work seniority – but without speaking.

Who's Like Me?
Chairs are arranged in a circle, with one fewer chair than participants. The participant without a chair stands in the middle and checks how many people in the group are similar by a ying, 'Who, like me, ... likes Italian food the most?' You can ask participants to limit similarities to the training topic.

Why I Have My Name
Participants tell the story behind their name. Why their parents gave them that particular name.

Like/Dislike
The facilitator divides the room in half (e.g., with painter's tape on the floor). One side is LIKE, the other is DISLIKE. The facilitator then reads things they have thought of, and each participant must position themselves accordingly. For example: pineapple on pizza, old movies, horror movies, their boss. Can be adapted to the training topic.

Agree/Disagree
The facilitator divides the room in half. One side is AGREE, the other is DISAGREE. The facilitator then reads statements they have prepared. The statements must not require specific knowledge to answer. They should relate to worldview or approach to life. For example: 'All people are equal', 'The EU should force all member states to introduce same-sex marriage'. The facilitator then asks selected people from both groups why they took that stance.

Meme
Show a meme that says something about you.

Picture of Happiness
Choose a picture from the internet that brings you joy and say why.

Online Quiz
e.g., Slido, Mentimeter.

Speed dating
The format will depend on the setting. Online: put people in groups of two in breakout rooms. Location: have people sit next to each other. Let people have a 3-minute discussion or give them specific tasks/questions. When back to plenary, have one person briefly introduce the other person. Alternatively: don't report back in a plenary but repeat the short meetings a few times.

Objects
Participants introduce themselves and share with the group an object that they have brought or which objects they have in their bag.

Two truths and a lie
Have everyone introduce themselves and share two truths and one lie about themselves. The group then guesses the lie.

Shaking hands
Have people walk around the room and with full attention shake the hands of the people they meet, while exchanging their names and organisations, and stating how great it is to meet them.

First impressions
This can be sensitive, so consider carefully before using it. Have big pieces of paper ready around the room on each piece is the name of one participant. Ask all participants to write their first impression of their fellow participants in keywords on the sheets. Then ask the participants one by one what they recognise in the impressions, and what is completely off the mark.

→ Menu Additional Templates & Event Checklists 6

→ Back to main Menu ≡

Energisers
6.2

Counting to Ten
The whole group has a common goal – to count to ten together. However, there is no set order of who speaks. Participants must spontaneously and silently decide who will say the next number. It's important that only one person can say a number aloud at any given time. If two or more people say the same number simultaneously, the whole group starts over from 'one'. The game continues until the participants successfully count to ten together, which requires great concentration, attentiveness, and cooperation.

Collaborative Story
The facilitator starts a story in their chosen way, for example, 'Once upon a time, when there were no mobile phones …' then throws a ball to a selected person, who adds their sentence to collectively create the story.

What Can I Take to a Desert Island?
One person thinks of a pattern that the group must guess. Participants ask if they can take specific items to a desert island; the person agrees if they fit the pattern or disagrees if they don't. They can ask for details. For example, the pattern could be 'only soft items'; 'only eco-friendly items'; 'only items used in the kitchen'.

Taboo
Divide participants into two teams. One person from a team draws a card (with a prepared list of words). Their task is to explain the word to their team without using the forbidden words. If a forbidden word is used, the point goes to the opposing team. If the team guesses the word, they get a point. After a time limit (say, 1 minute), the turn passes to the other team. Example word: *Freedom of Speech* – Forbidden words: freedom, speech, press, media, expression. Example word: *Democracy* – Forbidden words: elections, vote, people, parliament, freedom. You can use AI to create the word lists.

Dance
Simple routines (Macarena, Baby Shark, Head-Shoulders-Knees-and-Toes, Jerusalema).

Movement Exercises
Jumping jacks, stretching, quick yoga elements.

Word Guessing
(with a letter constraint)
Divide participants into two teams. One person from a team draws a card with a word (e.g., liberalism, freedom of speech). Their task is to describe the word using only words that begin with one chosen letter (e.g., only with the letter D). Example: Word: *Democracy* – Clues: Decision, Debate, Discussion, Diversity. The team must guess the word. If they guess correctly, they score a point. If the describer accidentally uses a word starting with another letter, the other team gets a point. After 1–2 minutes, it's the other team's turn. Language level note: If you play this game in English, it can be very challenging. To make it easier, you can allow two possible letters instead of just one, choose simpler words, or let participants use gestures or facial expressions.

Humming Songs
One person goes to the centre and turns their back to the screen or flipchart. The title and artist of a well-known song are displayed or written behind their back. The task of the whole group is to hum the melody so that the person in the centre guesses the song. The group cannot use the lyrics – only humming, whistling, or rhythmic sounds. When the person guesses, they switch with someone else, and the game continues.

Empty Chair
In this game, chairs are arranged randomly in the room – always one more chair than the number of participants. The facilitator sets a timer for 3 min. and remains without a chair. Their task is to walk calmly around the room and try to occupy an empty seat. Participants must prevent this by moving around so that no chair remains free long enough for the facilitator to sit down. The rule is: if someone gets up from a chair, they cannot immediately return to it – they must find another place. The game requires attentiveness, cooperation, and good coordination from the whole group. The game ends when the facilitator manages to get a chair or when time runs out.

Heads Up
The goal of the game is to guess which character (person, hero, animal, etc.) is assigned to the participant by asking questions to the group or getting clues from other players. Write the names of famous figures, characters from movies, literature, history, or popular heroes on sticky notes (can be adapted to the training topic). Each participant sticks one note on their forehead (or holds it to their forehead) so they cannot see what is written on it (or a selected person sits in the middle and sticks the note on themselves). Guessing: The participant with the note on their forehead asks the group questions that can only be answered with 'yes' or 'no'. A time limit for guessing each character can be set (e.g., 1–2 minutes).

Mapping
Form an imaginary map. It is best if you (as group leader) stand a bit higher to have a better overview. You are the country where the training is given. Have people place themselves around you and around each other according to where they are from. Once everyone is settled, this should reflect a map. Check with each participant where they are from and have people rearrange themselves if need be.

Untangle
Before doing this, confirm if everyone is fine an exercise where you hold hands. Then have everyone stand in a circle facing each other. Everyone closes their eyes and puts their arms in the air. Then they reach out to find the hand of someone else and grab with both hands! Hold on, and when everyone has someone's hand, try to untangle and form a circle without letting go of the hand. People will probably have to step over each other's arms or find another way to get back into the circle. This works with groups of six to twelve people.

Alternative: Have people stand in a circle facing each other and cross their arms. With their right hand, they grab the hand of the person on their left, and with their left hand the hand of the person on their right. The goal is to then all turn around to face the outside of the circle (away from each other, flipping the circle) where everyone in the circle has uncrossed their arms.

The Wave
Let people do a wave, the order can depend on the room setting (or have them make a circle first). To make it more fun, introduce a sound that everyone should mimic when they raise their hands ('whoosh', 'flew', 'hoo', or 'eleele', for example). You start. When the wave goes all the way around, then you introduce another sound while pointing at someone in the circle: this person repeats the sound and the wave starts from there again. Repeat a few times.

→ Menu Additional Templates & Event Checklists 6

→ Back to main Menu ≡

Wrap-Ups 6.3

Compliment Shower
Stand in a circle with the participants. One participant stands in the middle. The others (including you) shower them with compliments for 30 seconds. The compliments are short (just one sentence), don't need to be explained, and can be anything from 'nice socks' to 'it's a pleasure working with you'. The person in the middle soaks it all up like a shower. Keep the pace and energy high and ensure participants rotate quickly. It must remain audible, so avoid people shouting over each other.

Alternative: Ask participants one by one, give a compliment to another participant, touching on what you valued in their contribution to the meeting. The complimenting is being passed on from one participant to the next until it comes full circle.

Letter to the Future
Instructions for participants: 'Imagine it's two years later and you've decided to change jobs. Your current colleagues have written you a farewell letter describing their experiences with you over the past two years. What does that letter say? Write it down. You have 7 minutes.'

After the participants have written their letters, you can go in different directions:

You could have each participant read their letter aloud.

You could have them share key points in pairs or trios.

You could leave it alone and let them take the letter home.

One-word Takeaways
Ask participants for their main takeaway of the session. They can only use one word. Then, give the option to have participant say the word out loud one by one. Or perhaps have participants write the word on a Post-it and place their Post-it on a flipchart sheet.

An Image Says More Than a Thousand Words
A stack of pictures/picture cards is spread out on a table or the floor. Participants choose a card that reflects their main learning, or their feedback. One by one, participants share why they picked the card and what it stands for. The facilitator can also choose to point out participants who want to share instead of doing a whole round. If there are a large number of participants, split into smaller groups. Alternatively, the format can be used by having participants taking a picture that represents the main learning to them (during a field visit or in the room), or by having participants draw the main learning.

Alphabet Review
Prepare a large sheet on the wall with the letters A–Z. Participants are asked to fill in as many key words from the meeting as they can remember. For larger groups, participants can do this in smaller groups or pairs.

Interactivity & Connection 6.4

Keyword on the Badge
Under each participant's name, add three fields completed at registration:

Hobby – e.g., 'climbing', 'vintage design', 'opera'

Travel dream – e.g., 'Iceland', 'Trans-Siberian Railway'

Something surprising about me – e.g., 'I play the ukulele', 'I have a hairless cat'

Everyone knows what each field represents – an easy icebreaker for casual conversations.

Toni Skorić
Friedrich Naumann Foundation for Freedom

"Shorter formats are the way to go. One example is the Freedom Games. Over the course of multiple days there are panels from 30–90 minutes and that is really efficient. You can have a great discussion in 30–40 minutes – like in podcasts.

Connector Board
A large wall labelled 'Looking for/Offering/Want to talk about...' Participants add sticky notes such as:

'Looking for partners for a youth climate project'.

'Offering experience in rural community work'.

'Want to discuss women's participation in local politics'.

The facilitator can highlight examples to inspire others to join in.

Opinion Barometer
During plenary sessions, test the room's pulse with quick surveys:

The moderator reads a statement (e.g., 'Young people have real influence on policy decisions').

Participants hold up cards:

Green = agree

Red = disagree

The visual response shows diversity of views – and the moderator can invite two or three people from each side to explain their reasoning.

Alternatively, use Mentimeter for instant results via QR code.

Travelling Question
Instead of open microphones, participants write their questions on slips of paper and place them in a box. The moderator draws several at random during the panel – ensuring equal opportunity regardless of confidence or language fluency.

Micro-Energisers
Short 1-minute activities to re-energise large audiences:

Switch seats with someone from a different country!

Stand up if you've ever taken part in an Erasmus+ project!

They lighten the mood and create spontaneous interaction.

Giant Map of Europe
At the entrance, display a large map of Europe. Participants pin their hometowns or countries – over time, the map fills with colour, visually showing the diversity of the group. It's an excellent visual icebreaker for international gatherings.

Living library
Before the training, ask all participants to read a book/listen to a podcast/read an article/watch a video. During the meeting, they all have to defend a point they make about that book.

Screen a film for the audience, followed by a group discussion or a panel discussion with experts on the topic of the film. This ensures that the participants all have a shared experience from where to start the discussion.

Hackaton
This combines hacking and the marathon. In a set amount of time, usually one or two days, participants collaborate in smaller groups to come to creative solutions for a problem or develop a project. No actual computer programming has to be involved. There is a competition feature to it, which motivates the groups to work together. It can combine hacking and pitching sessions, sometimes with a practical component (training on how to make a good pitch) or expert panel sessions.

→ Menu Additional Templates & Event Checklists 6

→ Back to main Menu ≡

Event Checklists 6.5

→ Planning

→ Facilitating

→ Closing and Follow-Up

Planning Checklists

Group Composition & Representation

- [ ] **Do the invited participants represent different countries and regions of Europe – not only Western Europe or capital-based organisations?**
- [ ] **Is there a balance of gender, age, professional background, and social context within the group?**
- [ ] **Are people from national, ethnic, linguistic, or LGBTQIA+ minorities included as experts across all thematic areas – not only in identity-related panels?**
- [ ] **Are the invitations written in a way that welcomes participation from people outside dominant linguistic or cultural groups?**
- [ ] **Has the organising team reviewed the participant list for genuine diversity and intersectionality?** e.g., combining geographical, generational, and experiential diversity

Language of the Event

- [ ] **Has the working language been clearly defined?** e.g. 'English as a shared language, with tolerance for different levels of fluency'
- [ ] **Is simultaneous or consecutive interpretation planned if some participants are not fluent in the main language?**
- [ ] **Will participants receive a glossary of key terms or short written summaries of presentations?**
- [ ] **Have speakers been asked to speak slowly, clearly, and to avoid idioms or culturally specific humour?**
- [ ] **Does the facilitation acknowledge that some participants may need more time to formulate thoughts in a foreign language?**
- [ ] **Are written and visual supports (slides, captions, summaries) available to assist comprehension for multilingual audiences?**

Culture of Communication

- [ ] **Have facilitators and staff been briefed or trained on cultural differences in communication styles?** (e.g. expressiveness, silence, personal space, eye contact)
- [ ] **Has time been allocated for introductions and trust-building among participants?** (e.g. an opening round, pair conversations, or a shared activity)
- [ ] **Does the moderator encourage contributions from participants who might, in hierarchical cultures, be less likely to speak in public?**
- [ ] **Does the agenda include moments of small-group or mixed intercultural work?** (Which can be easier for those with lower language confidence)
- [ ] **Does the facilitator avoid local jokes, political remarks, or cultural references that could be confusing or alienating?**
- [ ] **Has the team established a 'communication agreement' at the beginning – shared principles of respectful dialogue and inclusive language?**

Pre-Event Communication

- [ ] **Are invitations and information materials available in at least two languages?** (e.g. English and the local host language)
- [ ] **Does the invitation include information about accessibility?** (ramps, accessible toilets, interpretation, captions, audio description)?
- [ ] **Is it clearly stated that the event is conducted in a spirit of equality and respect?** (e.g. 'inclusive and safe space for all participants')
- [ ] **Do participants know they can communicate any accessibility or language needs in advance?** (e.g. 'Please let us know if you require interpretation, captions, or accessible materials')
- [ ] **Have digital tools (registration forms, online agendas) been checked for accessibility on mobile and assistive devices?**
- [ ] **Are all GDPR regulations adhered to?**

→ Menu Event Checklists 6.5

→ Menu Additional Templates & Event Checklists 6

→ Back to main Menu ≡

Facilitating Checklists

Opening Session

- [ ] **Do facilitators welcome everyone in a neutral, inclusive tone?** (e.g. 'Welcome everyone, we're delighted to have you here – representing so many regions of Europe and beyond.')

- [ ] **Are shared communication guidelines established within the first minutes?** (speaking slowly, active listening, avoiding interruptions, asking for clarification instead of criticism)

- [ ] **Have facilitators clearly stated that the event is a safe and respectful space, where everyone has the right to comfort, difference of opinion, and mutual care?**

- [ ] **Are participants invited (if they wish) to introduce themselves with their name and pronouns?**

- [ ] **Is there an opening activity – such as a short icebreaker, 'relational warm-up', or a brief round of 'Why am I here?' – to build connection?**

- [ ] **Is the agenda presented in a clear, visual way – for example, on-screen or on a large printed poster accessible throughout the event?**

Moderating International Discussions

- [ ] **Does the moderator ensure that all participants have roughly equal time to speak?**

- [ ] **Is the language used understandable for people with different levels of proficiency in the working language?**

- [ ] **Does the moderator actively engage quieter participants?** (e.g. with open-ended questions or small-group reflection?)

- [ ] **Have panellists been asked to avoid jargon, abbreviations, and culture-specific humour?**

- [ ] **Can the audience ask questions through an app (e.g. Mentimeter, Slido) or in writing to support participation by shy or less-fluent speakers?**

- [ ] **Does the moderator intervene appropriately in cases of micro-aggression, interruption, or domination by one voice?**

- [ ] **Are real-time translation, live captions, or live summaries (live notes) provided and clearly visible?**

- [ ] **Are interpretation teams included in pre-session briefings so they can follow thematic terminology accurately?**

Materials & Presentations

- [ ] **Are all presentations prepared in the main working language, with a clear and simple structure?**

- [ ] **Is the text on slides large and legible (minimum 24pt font), with sufficient colour contrast?**

- [ ] **Are visuals (icons, charts, photos) used instead of dense text blocks?**

- [ ] **Does each presentation start with a short contextual introduction for those unfamiliar with the country or field?**

- [ ] **Do participants receive brief summaries of each session in print or digital format?**

- [ ] **Have presenters been reminded to speak slowly, clearly, and avoid idiomatic or metaphorical phrases?**

- [ ] **Have materials been checked for accessibility – captions, alternative text for images, and easy-to-read layout?**

- [ ] **Are video materials subtitled and compatible with assistive technologies?**

Space & Logistics

- [ ] **Is the space physically accessible for people with different needs (ramps, adjustable tables, induction loops, seating variety, signage)?**

- [ ] **Are captions, translation, and other accessibility tools visible and functioning from the start of the event?**

- [ ] **Are clear signs provided for movement flow, exits, toilets, info points, and rest zones?**

- [ ] **Is a printed and digital map of the venue available in large-font format?**

- [ ] **Is there a designated quiet zone for sensory rest or emotional decompression?**

- [ ] **Are refreshments inclusive of dietary needs?** (vegetarian, vegan, gluten-free, halal, allergen-free)

- [ ] **Is there a designated accessibility and wellbeing contact person visible on site?**

- [ ] **Are safety and emergency procedures communicated clearly in all working languages?**

Interactivity & Participant Engagement

- [ ] **Are there structured moments for participants to co-shape the content?** (e.g. a 'voting flipchart' where people mark topics they want addressed next day, or a 'decision board' choosing between two themes)

- [ ] **Are there activities in small, mixed groups encouraging intercultural exchange and peer learning?**

- [ ] **Do participant badges include personal prompts that facilitate networking?** (e.g. three words provided during registration: 1) Hobby, 2) Travel dream, 3) Something unexpected about me)

- [ ] **Is there a Connection Wall – a physical or digital board where participants can post "Looking for/Offering/Let's talk about ..." notes?**

- [ ] **Does the moderator use energisers or light movement exercises every 60–90 minutes to maintain attention and wellbeing?**

- [ ] **Can participants comment, vote, or contribute ideas throughout the event via QR codes, shared boards, or collaborative online tools?**

- [ ] **Are interactive feedback moments built into panels?** (e.g. quick polls, emoji cards, colour votes)

→ Menu Event Checklists 6,5

→ Menu Additional Templates & Event Checklists 6

→ Back to main Menu

Closing & Follow-Up Checklists

Closing the Event

- [ ] **Does the facilitator summarise the key insights in a clear, accessible way?**
- [ ] **Are participants invited to reflect collectively?** (e.g. through a final round of 'What am I taking with me?' or 'One sentence of closure')
- [ ] **Are all groups acknowledged and thanked – including interpreters, technical teams, and volunteers?**
- [ ] **Are follow-up communication channels introduced?** (e.g. shared platform, online group, mailing list)
- [ ] **Is there a symbolic or creative closure – a group photo, reflection collage, or a 'memory map' of shared impressions?**

Evaluation & Feedback

- [ ] **Do participants receive a simple evaluation form?** (paper or online, e.g. Mentimeter, Google Forms)?
- [ ] **Do the questions cover diversity, accessibility, intercultural communication, and sense of inclusion?**
- [ ] **Is there an option to provide anonymous comments, also in participants' native languages?**
- [ ] **Does the facilitation team hold a short internal debrief afterwards – 'What worked?', 'What could be improved?', 'How can we ensure more inclusion next time?'**
- [ ] **Are evaluation results shared transparently with partners and used to inform future improvements?**

Continuation & Collaboration

- [ ] **Has a participant contact list or online network been created (e.g. Padlet, LinkedIn group, shared platform) and does it conform the GDPR regulations?**
- [ ] **Do participants receive a post-event summary in visual or written form?** (e.g. graphic recording, illustrated report)
- [ ] **Do organisers follow up within two to four weeks?** (e.g. via email: 'Thank you for joining us – here's the summary and next steps')
- [ ] **Are opportunities for ongoing engagement offered – co-writing a report, joining the next edition, or contributing to a shared publication?**
- [ ] **Has a space been created for continuous peer exchange and learning?** (e.g. online discussion threads, small thematic groups)

Documentation & Dissemination

- [ ] **Has consent been collected for publishing photos, quotes, and recordings (in line with GDPR)?**
- [ ] **Are materials (presentations, photos, videos) made available online in accessible formats?**
- [ ] **Does the final report include a section on inclusion and lessons learned from international cooperation?**
- [ ] **Does the organising team share good practices with other networks and partners across Europe?**
- [ ] **Are credit and authorship given inclusively, acknowledging interpreters, contributors, and community partners?**

→ **Menu Event Checklists** 6.5

→ **Menu Additional Templates & Event Checklists** 6

→ **Back to main Menu** ≡

Acknowledge-ments

This publication is a work of many. It builds on the ELF publication from 2022, for which we are eternally thankful to Lauren Mason and Daniel Schut among many others. Section 1 of this publication is based on the publication from 2022.

We are most grateful for the cooperation of the ELF Member Organisations and their representatives. In no particular order we thank Sander Janssens (VVD International), Adi Škaljić (Boris Divković Foundation), Muriel ten Brummelhuis (D66 Internationaal), Miłosz Hodun (Projekt:Polska), Sandra Laurila (SILC), Toni Skorić (Friedrich Naumann Foundation for Freedom), Chiara Olga Liguori (LYMEC), Veronica Kurkko and Louise Pettersson (Centerpartiet) and Raphael Velez (ALDE Party). All of them kindly took the time to discuss interactive training and facilitation. They shared their experience, knowledge and the tips on which this handbook is based.

We owe the participants of ELFs Trainers Masterclass in Malta (November 2025) a shoutout for their constructive criticisms on earlier drafts.

We also applaud the many resources that are available online. We encourage every organiser, facilitator and trainer to use the many publications and sources that can be found on the internet. In particular, we want to name the following resources that have been helpful in preparing our own trainings and were visited during the complication of this publication.

→ **sessionlab.com**

→ **openspaceworld.org**

→ **theworldcafe.com**

→ **facilitator.school**

→ **artofhosting.org**

→ **www.educationplanner.org/students/self-assessments/learning-styles**

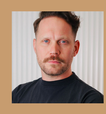
Lastly, as shortly mentioned in the introduction, we could not have done this without the support of the European Liberal Forum. The Board, the Secretariat and in particular ELF Head of Operations Goran Neralić, all see the value that skilled facilitators, moderators, trainers and event organisers bring to the table. With their support, this publication is another stone in building a stable and thriving European Liberal network.

elf

Colophon

European Liberal Forum
The European Liberal Forum (ELF) is the official political foundation of the European Liberal Party, the ALDE Party. Together with 56 member organisations, we work all over Europe to bring new ideas into the political debate, to provide a platform for discussion, and to empower citizens to make their voices heard. ELF was founded in 2007 to strengthen the liberal and democrat movement in Europe. Our work is guided by liberal ideals and a belief in the principle of freedom.

We stand for a future-oriented Europe that offers opportunities for every citizen. ELF is engaged on all political levels, from the local to the European. We bring together a diverse network of national foundations, think tanks and other experts. At the same time, we are also close to, but independent from, the ALDE Party and other Liberal actors in Europe. In this role, our forum serves as a space for an open and informed exchange of views between a wide range of different actors.



Michał Tęcza
Michał is a trainer, facilitator, and academic lecturer with over fourteen years of experience in designing and delivering workshops and training programmes. He specializes in facilitation, group processes, and experiential learning, with a background in psychological support and crisis intervention.

He has worked extensively with political parties, think tanks, NGOs, and public institutions, developing and leading trainings on communication, leadership, and organizational development. He also delivers training-of-trainers programs, supporting facilitators in building effective and inclusive learning environments.

Michał lectures at the Medical University of Warsaw and is the author and editor of publications on education, with a focus on diversity, equality, and professional training practice.

Martine van Schoor
Martine is a trainer, facilitator, programme developer and project manager. She was the Head of International Office for D66, from 2016 to 2022. Since joining the party in 2002, she served on the National Board of the Young Democrats, worked in the European Parliament and at the HQ in the Campaign- and Talent Development Teams.

Martine tried to take a break from politics in 2013–2016 and 2023–24. She managed a lodge in Mozambique, a wildlife centre in Malawi and worked for a tour operator in South Africa. All the while contributing to trainings and workshops for NGO's and political organisations, mainly on the African continent. She branched out into online training and qualified as a yoga teacher.

In training and facilitating, Martine focuses on interactive methodology and best practice sharing. She develops and delivers capacity building and training-of-trainer programmes, working with people of all levels to build confidence and bring out hidden talents.

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