

Chapter 4.

The Facilitator and a Slow, Dialogue-Oriented Process of Facilitation

The purpose of this chapter is to provide an overview of the facilitator and the facilitation process involved in community-led work. Its objectives are to:

- increase understanding of the role and activities of facilitators in a community-led approach;
- deepen understanding of how facilitation in a community-led approach differs from facilitation in mostly top-down approaches; and
- help readers to think through how to identify, select, prepare, and support facilitators of a community-led approach.

Key Question for Practitioners

What are the advantages of taking the slow, dialogue-oriented approach that is inherent in a community-led approach?

Could the skills of facilitation presented in this section strengthen my organization's work with communities?

Relevant tools from the Toolkit: Facilitation: FAC 1–9; Training: TRN 2–11; Management: MGM 5 & MGM 7.

Facilitation Approach

In a community-led approach, the facilitator plays a key role in all phases: learning with and about the community; the community-led planning regarding which harm(s) to children to prevent and respond to; designing and implementing an appropriate community action; and evaluating the community-led action.

The facilitator may be a staff member of a non-governmental organization (NGO)—an outsider who is not from the community and who brings an external perspective. However, the facilitator may also be a member of the community who brings an insider's perspective.

As we shall see, the facilitator does not counsel, guide, or quietly lead community members to address particular child protection issues or to use a particular action approach. Rather, the facilitator is there to learn, ask questions, invite dialogue among people who are positioned in

very different ways, and to support the conditions conducive to full community participation, discussion of different options, decision-making, and action. In essence, the facilitator accompanies or “walks with” the community without guiding it.

This mode of facilitation contrasts sharply with the way facilitators usually work in top-down approaches. An international NGO that has received extensive funding to address issues of violence against children might use a top-down approach in which a facilitator works with the community for purposes of mobilization and partnership.

Yet the NGO has pre-decided that the issue to be addressed is violence against children. Although the facilitator asks questions and invites discussion, the aim is to awaken community members to problems of violence against children and to empower people to address it, usually through pre-specified, NGO-led interventions. Since this approach blends facilitation and manipulation of the community, some practitioners refer to it as “facipulation.”

In contrast, an NGO that supports community-led child protection uses a more open, nondirective approach. The community members dialogue about children’s well-being and harms to children, identify and discuss the merits and drawbacks of different options, and decide for themselves which harm(s) to children to address.

In this approach, power is vested in the community, not the facilitator or the NGO. From the start, the community’s agency and collective power are at the heart of decision-making. As communities take decisions, they gain a strong sense of ownership about the issues to be addressed and the actions to be taken. These high levels of ownership spark community empowerment and animate processes and actions that are more likely to be sustainable than outsider-led “projects.”

This approach to facilitation entails a different role and orientation, and a stronger set of “soft” skills such as deep listening and enabling constructive dialogue. It also requires having effective facilitators and mentors, who are more experienced practitioners who backstop, co-learn with, and support the facilitators.

Role, Orientation, and Process

In a community-led approach, the facilitator’s role is to create space for and enable community dialogue, decision-making, and action on behalf of vulnerable children. More specific aspects of the facilitator’s role and responsibilities are shown in the box below.

However, the facilitator’s role cannot be reduced to a 1–2–3 series of steps. Being an effective facilitator is as much a way of working as it is a set of specific steps. Like community-led action, facilitation does not follow a recipe but develops in a flexible, contextual manner through collective dialogue and decision-making. Key aspects of this orientation are listening and learning about the community, patient accompaniment, and enabling an inclusive process in which children participate in a meaningful way.

The Facilitator's Role

- Build rapport and trust with diverse community members
- Treat all people with respect and dignity
- Enable inclusive, collective discussion, reflection, and decision-making
- Support community power and autonomy
- Enable meaningful child participation and leadership
- Support the expression and exploration of different points of view
- Help to manage in a constructive manner conflicts that arise during discussions
- Ensure that communities are the decision-makers who lead the community planning, design, and action on behalf of vulnerable children
- Adhere to principles of ethical conduct and child safeguarding
- Work with the mentor and the community to ensure that intervention criteria are met
- Help to connect the community with formal services and stakeholders in the wider child protection system
- Reflect with the mentor on how to handle difficult situations
- Help to document community dialogues, and planning, and action processes
- Give updates and make reports to the supporting NGO

Patient Accompaniment

Rather than inspiring, sensitizing, counseling, mobilizing, or guiding, a good facilitator first and foremost accompanies the community in its own journey of learning, self-mobilization, and action on behalf of vulnerable children. To accompany the community is to be with it, both physically and psychologically. With this in mind, it is important for facilitators to live and work in the community, be with the people, and come down from any high pedestal.

Working in a nonjudgmental manner, good facilitators act as participant observers (see Tool LNG 4 in the companion Toolkit) and enablers of dialogue (see Tool FAC 7 in the Toolkit). To be accepted by the local community, they need to dress in a locally appropriate manner, follow local rhythms, and accompany people in different everyday pursuits.

For example, they may accompany children who are going to school, or they may go with children to work on their farms or to help their families. Alternatively, they may go to the mosque or church with local people, or accompany them to meetings, meals, or ceremonies. As they do these things, they deepen their relationships with local people and build mutual respect and trust.

The accompaniment process is patient in that the facilitator does not rush or impose their own timetable but instead works according to “community time.” It takes time to really hear the views of people who are positioned differently in the community. Discussions of some issues may

become highly animated, evoking divergent views and even arguments about which view is “right.” In such situations, it is a mistake to rush forward, as premature decisions by a small group of community members could leave some people feeling marginalized, frustrated, and resentful. Facilitators should go slowly, move when the community is ready, and recognize that wide agreement cannot be achieved on each issue.

NGO workers who become facilitators and adopt this approach describe it as “transformative.” They acquire a deeper understanding of communities, their struggles and capacities, and their values and practices. Above all, they develop new appreciation for communities’ strengths and resilience, coming to see them as highly capable actors. Understanding more clearly how local people see international NGOs and child protection experts, they learn that they and their NGOs need to work in a different, more humble way.

Listening and Learning

As discussed previously, the initial community engagement should be oriented toward nonjudgmental learning about the community, its children, and the things that harm children or support children. Since the emphasis is on community perspectives, the facilitator should assume that they do not know very much. They should ask open-ended questions that enable broad learning and avoid making assumptions about how the community members view their children and various risk and protective factors. The facilitator is a bit like a student of a new subject, where it pays to ask many questions and learn as much as possible.

The listening under discussion here is not the light or superficial listening that frequently permeates everyday interactions. Rather, it is deep listening that is born out of humility and respect, and that recognizes how little we know about community perspectives in all their varieties. Deep listening (see Tool FAC 3 in the companion Toolkit) aims to empathize with other people or “walk a mile in another person’s shoes” (see Tool FAC 4). This process is respectful in that it avoids judging people and regards every person—regardless of gender, age, ability status, religion, or socio-economic status—as inherently interesting and worth understanding. The facilitator talks with many different people, including teenage girls, teenage boys, young girls, young boys, adult women, adult men, elders, and so on. As they do this, they learn about the community’s patterns of views, values, and practices.

To be effective, a facilitator needs to learn about local power dynamics on an ongoing basis (see Tool FAC 8 in the Toolkit). This entails learning who are the local gatekeepers, who are in positions of power and influence, who are marginalized or even invisible, who are opinion leaders within various sub-groups, and so on.

Without understanding these power dynamics, facilitators will be more susceptible to reproducing existing power asymmetries. Having an understanding of power dynamics puts facilitators in a better position to enable a highly inclusive, participatory process. For example, if the facilitator learns that girls typically do not speak in community meetings, then they can ask questions to diverse community members about what could be done to include girls’ views and voices.

An important form of learning for the facilitator is self-learning. Facilitators do complex work, and they need to have a reflexive, self-critical orientation that enables them to think in honest ways about what they are doing well, what could be done better, and so on (see Tool FAC 5). If, for example, they slip into being directive or too central in community discussions, they need to step back, reflect on how that is inconsistent with their role, and plan how to do things in a more community-driven manner.

Enabling Inclusive Dialogue and Decision-Making

In a community-led process, each member of the community should have a voice and give input into community discussions and decisions. To enable inclusive dialogue, skilled facilitators use a social justice lens, observing who is participating and who is not participating in different kinds of discussions and analyzing the power dynamics that could help to explain the varied levels of participation. Then, they begin the transformational process of enabling full participation. They do this not via didactic methods such as teaching people about their rights but through processes of group dialogue and reflection. This approach recognizes that communities themselves have significant capacities for change. The facilitator does not produce the change toward greater inclusivity but helps the community to see the need for change and to itself produce the movement toward greater inclusivity (see Tool FAC 7 in the companion Toolkit).

For example, if women did not participate in discussions as much as men do, the facilitator could ask questions such as:

- Are women participating as much as men are?
- Would it be useful to hear more from women on these issues?
- What could enable women to participate more fully or contribute to community discussions and decision-making?

Asked with patience, such questions help to create a reflective space for group problem-solving. The reflective space enables people to step back and identify possible alternatives that are more inclusive and participatory. For example, community members may realize that their natural process of taking decision centers mostly around large community meetings and discussions. These are imperfect venues since women may be reluctant to speak on gender sensitive issues such as sexual abuse or interpersonal violence. This realization may lead the community to suggest, for example, that there should be small group discussions for women and to have these discussions complement and feed into the larger group discussions. A similar problem-solving process could be used in promoting the inclusion of the poorest people, people with disabilities, or any sub-group that seems excluded or less prominent in collective discussions and decisions.

Managing Conflict

Discussions about the harms to children and about how to address them frequently evoke divergent opinions. This diversity of views is a considerable strength since it can stimulate learning and creative thinking about how best to promote children's well-being. Because people

care deeply about children, discussions of different points of view may become animated and can sometimes lead to debates and heated arguments. Such arguments frequently block genuine listening and empathy and may also poison discussions by stimulating bad feelings. Often they create a “win-lose” approach that runs counter to collaborative dialogue and problem-solving, and may even leave some people feeling “shut down,” afraid to speak up, or unwilling to take part in future discussions.

Effective facilitators do not hide from or downplay conflict. In fact, they learn to view conflict as a potentially constructive force that can stir creative thinking and enable a full exploration of the strengths and weaknesses of different views. However, facilitators play a valuable role in keeping conflict on a constructive track. Tool FAC 9 in the companion Toolkit explores these topics and gives examples of conflict management strategies that may be useful for facilitators.

Ethics



A full discussion of the ethics of working with children is beyond the scope of this Guide.¹⁷ Although facilitators are “with the people” in the sense of accompanying them, they adhere to ethical principles such as respect, non-discrimination, transparency, and confidentiality. They avoid harmful practices such as getting drunk with the men, sexually exploiting or abusing girls or women, using violence or threats of violence, or getting involved with underage girls, even with the intent to marry them. In general, they are trained on and expected to adhere to their agency’s child protection and/or child-safeguarding policies.

¹⁷ Useful resources include: Alderson & Morrow (2011); Allden et al. (2009); Boyden (2004); Graham et al. (2013); Hart & Tyrer (2006); Morrow (2009); and Schenk & Williamson (2005).

A quandary arises when a facilitator, in the course of his or her work learns about a violation against a child. To do nothing in such a situation seems unethical since the child may be in urgent need of protection, and inaction may be a form of complicity. Inaction is particularly inappropriate in regard to a serious violation. Yet if the facilitators act on a violation, for example, by reporting to authorities, they may no longer be trusted fully. Nor would they be seen as facilitators. Most likely, local people would see the facilitators as judging or monitoring local people, thereby undermining trust and the facilitators' perceived neutrality. Because such facilitators are not trained child protection workers, they may not know how to respond in a way that is consistent with the best interests of the child.

Most agencies that support community-led approaches recognize that they need to support ethical behavior by their facilitators. Yet they adapt the mandatory reporting obligation that is typically part of child safeguarding policies. Most often, these adaptations include provisions for giving children immediate, confidential information about whom to call for help or to report a violation. Also, they call for a slow, long-term approach of developing an effective, sustainable local process for handling such violations. They may also include special processes to be used in the case of severe harms to children. A tool for helping agencies to decide their own approach and in the particular context is included in the companion Toolkit (see Tool MGM 7).

Documentation

Because facilitators are very close to the community on a daily basis, they play an important role in documenting community activities and processes. This can be of considerable importance in capturing the actual implementation, as community-led approaches favor improvisational work that does not unfold according to a fixed manual.

How to Select, Prepare, and Support the Facilitators

Since facilitators play an important role in community-led approaches, it is vital to give careful attention to selecting and training people to become skilled facilitators. The usual processes for selecting and training facilitators may not be a good fit for community-led approaches. Put bluntly, it is considerably easier to do “facipulation” or NGO-guided facilitation than it is to help people become deep listeners and to fulfill the role of the facilitator as described above.

Much remains to be learned about how to select and prepare facilitators who effectively enable community-led work. This section offers suggestions that have proven useful in multiple contexts, yet there is considerable room for creativity and developing other modalities for selecting and preparing facilitators.

Selecting a Facilitator

The box below outlines useful criteria for guiding the selection of facilitators. Since they live with and accompany the people, facilitators need to speak the local language, understand the local context, and be able to fit comfortably into the daily rhythms of the community. Gender

sensitivity is essential for understanding the different situations and needs of girls and boys, and women and men, and being able to engage effectively with females and males and people of different gender and sexual orientations. To be good listeners, facilitators need to have strong skills of empathy, good skills of asking probing questions, and a respectful, non-judgmental orientation. To do these things, facilitators must be able to background their own opinions and inclinations to give advice and direction, thereby creating an open space in which community people engage in dialogue and take decisions. They also need to have keen ethical sensitivities and the ability to stay close to the people while also maintaining their role. For additional ideas on their qualities, see Tool MGM 4 in the companion Toolkit.

Important Qualities and Skills of a Facilitator

- Speaks local languages
- Understands the local context
- Respects people with different views, backgrounds, or orientations
- Sensitive to issues of gender and power
- Empathizes well with different people, including children
- Has good self-awareness and reflexivity
- Enables inclusive discussion
- Backgrounds own views, beliefs, preferences, etc.
- Is ethically sensitive
- Enables meaningful child participation
- Is flexible and thinks and speaks well in the moment, with little preparation
- Manages conflict in a constructive manner
- Helps people to think through different options and make informed decisions, without leading or guiding them
- Works as a team with mentor and program staff

Notably missing from these qualities and criteria are items such as child protection background and expertise, experience in community-based programming, level of education attained, and prior research experience (if the work is described as “action research”). These omissions are intentional. Field experience with community-led approaches in multiple countries indicates that the latter qualities, although valuable in other contexts, are not essential and may even get in the way of facilitating community-led work. For example, someone with extensive child protection expertise and who has worked for international NGOs may be skilled at top-down approaches but may find it difficult to background their expert knowledge. They may tend to impose the “right” answers in favor of open-ended listening and facilitating the community process. Also,

people who have university education may find it difficult to speak in plain ways with rural farmers, most of whom have little formal education.

Further, some needed qualities may have a higher priority in community-led approaches than in top-down approaches. For example, listening, empathy, and asking probing questions may be part of the list of qualities needed in top-down approaches, but they would not be at the top of the list of most essential qualities as they would be in community-led approaches. Whereas top-down approaches favor deep child protection knowledge and expert ability to analyze the situation and prescribe the needed interventions, community-led approaches favor strong skills of enabling collective dialogue and decision-making. In turn, this requires being “quick on your feet,” adjusting your timing to the context, and making flexible adjustments as the community process evolves.

A useful strategy in selecting good facilitators is to not only interview promising candidates but also to engage them in live role-play that require skills such as respectful listening, empathy, and conflict management. This can be done in an engaging manner that is both fun and revealing. Typically, several adults and possibly teenagers are brought into a space to act as different community people in pre-scripted role-plays that the candidate does not know about. There might be two or three role-plays, each lasting 5-10 minutes, with the candidate playing the role of facilitator in each. Following each role-play, there would be a reflective space in which the facilitator reflects on how they did, with others sharing their ideas about how things went and what might have been improved.

Although this strategy is not foolproof, it does give a glimpse of the facilitator’s style, confidence level, versatility, and strength or weakness in regard to particular skills. Concerned about the artificiality associated with role-plays during interviews, one NGO trained the two top candidates for the facilitator’s post and then gave each a short-term contract to work as facilitator. Having observed each perform in the field for several weeks, they then selected as the full-time facilitator the person who had most effectively enabled a community-led process.

Regardless of how the selection occurs, the contract for the facilitator should allow (or even require) that the facilitator live and work in the community on a nearly full-time basis. Without this provision, the facilitator might get called frequently into the NGO office for meetings, trainings, security updates, and a host of other things. These calls away from the community do not allow adequate space for the facilitator to do their work, which is fundamentally in the community. With this in mind, it is valuable to bring the human resources director and NGO staff on board well in advance of searching for and hiring a facilitator.

Preparing the Facilitators

Learning to be an effective facilitator in a community-led approach is a bit like learning to ride a bicycle—direct experience and repeated practice are the best ways of learning. It is valuable to provide good role models who can demonstrate how to listen and learn effectively, how to build respect, how to enable inclusive dialogue, etc. Fundamental to the process is critical reflection on how we are doing. By reflecting on this and by identifying problems and ways of addressing them, we are in a better position to make needed adjustments.

A useful preparation strategy is to engage directly with communities who have previously engaged in community-led action to help prospective facilitators to understand their role and work in a manner that supports community-led decisions and actions.

Experiences from multiple countries suggests the value of having potential facilitators participate in a week-long (five-day) training workshop. Ideally, the workshop should be facilitated by someone who already has strong skills facilitating a community-led process.

The training workshop should aim to develop the new facilitators' skills and also orient diverse stakeholders who may be able to support community-led work on child protection. Among these stakeholders could be: program managers from the agencies that hire the facilitators; UNICEF officers in the district or province; district officers in the government ministry that handles children's welfare; district officers in other ministries (e.g., health, education) as relevant; members of nearby City Councils; staff from other NGOs working in the area who have an interest; one or two community members who have previously participated in community-led work on children's protection and well-being; and mentors or prospective mentors.

Overall, it is valuable to have as many as 20 participants and a good mix of women and men in the workshop. A group of this size enables rich role-plays, group discussions, and reflection with feedback. Fewer than 12 participants would make it difficult to do the participatory scenarios and role-plays, whereas having more than 20 participants could make it difficult to have rich, in-depth discussions.

The participants may also include multiple facilitators, who take turns "in the hot seat," trying out their skills in different scenarios. However, it is important to keep the number of facilitators low so that each individual gets in-depth practice.

Tool TRN 11 in the companion Toolkit gives one example of an agenda for a training workshop for facilitators. Of course, the nature of the activities in the workshop should be modified according to the particular context in which the facilitator will be working. Following an introduction to the approach, the participants should ideally move right into working on scenarios through role-play, followed each time by group reflection and discussion.

One aspect of the training process can be "unlearning" approaches we have been taught and used previously. A useful scenario and role-play early on pertains to the limits of top-down approaches (see Tool TRN 1). Acting within the prescribed roles, one of the facilitators works in a top-down approach, with the other participants in the workshop playing their respective roles. Immediately afterwards, the group discusses each of the reflective questions in the tool and reflects together on the limits of a top-down approach, helping the facilitator to understand things to avoid.

Next, the workshop should advance into its main task of developing the positive skills that facilitators will need to enable community-led work. Typically, these skills are identified by a planning group in advance but include items such as enabling inclusive dialogue, listening deeply and with empathy, introducing yourself to the community leaders and people, managing conflict, helping community members to decide which harm(s) to children to address or to weigh

the strengths and weaknesses of different approaches, helping the community adhere to the action criteria, and so on.

Scenarios and role-plays relevant for training facilitators may be found in the associated Toolkit. They may also be improvised by particular agencies or individuals in a manner that enlivens the workshop. Whether they are planned or improvised, the scenarios should mimic what actually happens in the communities and reflect the values and practices of the local culture. It is important to sequence the scenarios and role-plays in a progressive manner so that facilitators develop basic skills before trying to handle very complex situations that require multiple skills and likely also a good bit of thoughtful improvisation.

Before conducting a particular scenario plus role-play, it is best if one of the prospective facilitators is designated to play the role of “community facilitator.” The workshop coordinator then identifies the context and what is about to happen (for example, the facilitator is meeting with community members to discuss which harm(s) to children to address). After that, the facilitator is asked to leave the room and think on their own about how they will approach the discussion. Meanwhile, the other workshop members are briefed on or decide themselves how they will behave in their respective roles. Next, the workshop coordinator invites the community facilitator to enter the room, and the role-play begins and continues for 15-20 minutes (or however long is deemed to be appropriate). When it is time to end or interrupt the role-play, the workshop facilitator steps in, performing the function of a film producer and saying “Cut!” or “Okay, time out!”

Then begins the critical process of group reflection on the scenario and feedback to the facilitator on how to do a better job. This can be done by asking questions that are appropriate to the moment. If the community facilitator seemed confused or nervous, the workshop coordinator might ask, “Okay [name], how did you feel in this setting and why?” and “How did your feelings affect your ability to facilitate?” Or the workshop coordinator might ask the entire group certain questions such as: “How did the participants feel in their respective roles?”, “Did the facilitator listen well/invite the participation of different people/manage the conflict in a constructive manner?”, “What were some things the facilitator did well?”, and “What were some things that need improvement?”

It is important that this process of group feedback and suggestions be done in a constructive manner that reflects a desire to support the facilitator and to help them develop the necessary skills. It helps, too, to remember just how complex the process is and that it takes practice to refine the needed skills. With this in mind, it can sometimes be beneficial to repeat the scenario and role-play, giving the facilitator the opportunity to do a better job the second time around.

A high priority throughout the workshop should be the development of a reflective process that provides space for personal and collective transformation. The facilitators should gain new insight into their interpersonal relations, their communication strategies, their strengths and weaknesses, and their management of power relations. They should also think more deeply about who they are and how they are perceived by community members, how they want to behave in relation to community members, and what personal changes they will need to undergo in order to facilitate in an effective manner.

For everyone in the workshop, transformation is needed to keep the emphasis on the community views, discussions, and actions. This entails deeper respect for community people, repositioning ourselves relative to communities, sharing power more fully with community people, and following the motto: “It’s about community people, not about us.”

Mentoring

A once-off workshop will not in itself prepare facilitators to meet the complex challenges they will face in their work with communities. To provide ongoing capacity building and also support for facilitators, it is vital to associate the facilitators with a mentor, who could also be called by other appropriate terms such as “co-learner.”

The mentor is not a line manager but a more experienced practitioner who can help the facilitators to do their work in a more effective, community-led manner. The mentor serves as a sounding board for ideas, provides a good role model for interacting with community members, and offers advice on how to handle difficult situations.

The sample responsibilities of a mentor include the following:

- Make two 2-day visits per month to the action villages for the purposes of observing, mentoring, and advising the facilitator with regard to the community-led process.
- Communicate weekly with the facilitator to take stock of progress in their work and advise on how to enable a respectful, inclusive process of community dialogue and decision-making.
- Review the facilitator’s written reports, making suggestions as needed.
- Provide periodic updates to the facilitator’s line manager.
- Work with the facilitator and community members to manage difficult situations, if necessary.
- Liaise with the formal stakeholders and service providers, helping to develop appropriate MoUs for their part in the action, and following up with them as needed as the action is implemented.

By making regular visits to the field and also having frequent phone discussions with the facilitator, the mentor tracks the work and approach of the facilitator, helps them to reflect on their work and the community process, and to make any needed adjustments. Understanding the communities and the facilitator’s work, the mentor can help the facilitator to address very challenging situations.

In one community in Sierra Leone, for example, where there was disagreement over who should be the Chief, the mentor provided the steady hand needed to help manage the conflict and to enable community members to engage with the planning and action process, without using it as a political tool.

The mentor also plays a critical role in brokering relationships and collaboration between communities and formal stakeholders and service providers. For example, as communities discuss which harm(s) to children to address, they will likely generate ideas about which formal stakeholders to link with, and how to collaborate with them. These ideas may be quite ambitious or may assume that government actors will be willing to play a significant role. Quietly, the alert mentor can have exploratory discussions with different formal stakeholders to learn more about their possible interest in collaborating and to judge whether they have the capacity to deliver. Questions of capacity and commitment are key, as it would only frustrate communities to help them to collaborate with formal stakeholders only to find that those stakeholders or their ministries will not fulfill their expected roles.

Mentors also play a valuable role with regard to ethics and psychosocial support. When ethical dilemmas arise, mentors serve as a sounding board and help facilitators think the situation through and act in accordance with ethical principles. Mentors may also see when facilitators have gone off course in their personal conduct in communities and can help to bring them back on track.

However, the mentor's primary role is not to spy or to correct but to support. Facilitators who live in the communities and work with them day-to-day will face diverse complexities and challenges, which can create excessive stress or even risk burnout. A mentor's accompaniment helps to give facilitators confidence, find a way through difficult spots, and cope with the stresses in a positive manner.