In other words

ABC of facilitation

"In other words" - the ABC of non-formal education, facilitation and training theory aims to give an orientation in the diversity of those educational terms which are either hardly used in their actual meaning or are being ignored because of their ambiguity. The publication also provides a more detailed description of few approaches which should help practicing facilitators to design their learning processes in a more effective and holistic way.

Adapted and translated, based on the Ukrainian publication "ТОБТО" published by Insha Osvita within the scope of the project Dialogue for Change.

About MitOst

MitOst connects active citizens in an open and diverse
network in Europe and its neighbouring regions. MitOst
encourages activities and implements programs that
foster cultural exchange, active citizenship, social
cohesion, and sustainable urban and rural development –
beyond cultural, sectoral and linguistic borders **_mitost.org_**

About Mosta9bali

Mosta9bali is a program which aims to empower youth to
become problem solvers in their own local communities,
drive positive change through diversity, and shape the
future of Tunisia as a democratic and inclusive country.
mosta9bali.org

INTRODUCTION WORDS

Each sphere of human life has its own language consisting of words which feel unclear and even somehow sacred. Coming to a new community and listening to what is said by "locals", we would often have a need to ask: "Hm, but how do you mean it?".

Non-formal education is developing its own language as well. This language is characterized by a very vivid vocabulary intersecting with other disciplines, overtaking and transforming words from foreign languages. The terms of this language are sometimes ambiguous, and the exact meaning of those is depending on the context.

Non-formal education in Tunisia is still rather new (7% of Tunisian youth have participated in non-formal education trainings in 2017) and mostly used by civil society organizations to scale up young people's knowledge and skills. With this publication we aim to equip multipliers such as trainers and facilitators with a common understanding of terms and concepts in the Tunisian context and beyond. The handbook was created in the frame of the non-formal-education-program Mosta9bali in Tunisia, based on the publication "ТОБТО" published by Insha Osvita within the scope of the project Dialogue for Change and is meant to be provided to other actors in the field as an open source handbook.

The idea was born from the need to clarify main terms and wordings. This publication is meant as an "ABC" both for people who are just entering the field of non-formal education, and facilitation and experts who are actively practicing for a longer time.

Some terms from this publication have a few meanings; for those we have picked one interpretation relevant particularly for the educational field. Some terms are deliberately explained in a more detailed way in order to give more insights about principles and approaches of non-formal education. Nevertheless, it should not be regarded as a fundamental description but rather as additional help on your learning path. More information about educational processes and group dynamics can be found in our handbooks of Theodor-Heuss-Kolleg (www.theodor-heuss-kolleg.de) and MitOst association (www.mitost.org) and Competendo platform (www.competendo.net).

This publication is not aimed to create a fundamental collection of all terms around facilitation and non-formal education. It is rather sharing of the practices we are actively applying to our work and hence we can explain not purely theoretically but based on their practical values. This is the reason why this publication includes less single methods and more approaches providing a "helicopter view" on effective learning and facilitation of group processes. Links to history and names of researchers will help you to find further information and to go deeper into single topics.

It's possible that some terms from this ABC will acquire new meanings over time. Surely, there will be new terms, concepts, and approaches appearing as the field progresses. We can hardly declare to be "compartmentalizing it all". In today's dynamics of the world development, this process is ongoing - we're integrating new knowledge into our world picture creating new interconnections.

A

Active listening

is a communication approach which fosters acceptance by a listener of his or her personal responsibility for what he or she is hearing as well as helping towards a better understanding of the psychological state, thoughts, and feelings of the conversational partner. This approach includes instruments such as confirmation, specification as well as double-checking of the meaning and the goal of the message. The following are techniques of active listening: pause, specification, echo, development of the thought, message about perception, observing the development of the conversation.

The term was introduced by Carl Rogers and Richard Farson in 1957.

Andragogy

is a theory on adult education which deals with specific patterns of knowledge and skills acquisition by adult persons in various learning processes.

The main points of andragogy could be formulated as follows:

- adult learner plays a crucial role in his or her learning process;

- adult learner is striving for self-realization and autonomy;

- adult person has his or her own life experience which can be used as an important source of learning - both for himself or herself and for the others;

- adult person is learning in order to solve a particular crucial challenge or in order to reach a particular important goal;

- adult learner is expecting an immediate usage of knowledge, skills, and attributes received during the learning process;

- educational activity of an adult learner is significantly determined by time, space, daily-routine-related factors as well as by professional and social factors which could either restrain or foster his or her learning process;

- learning process should be designed as a common interaction between the adult learner and tutor/teacher.

Being in a state of flow

is being in a psychological state which is characterized by maximal concentration and deep diving into current activity.

State of flow is possible when both the level of current challenge and level of competencies are high enough, and when the competencies of the person are enough to cope with the current challenge.

> *This term was introduced by psychologist Mihaly Csikszentmihalyi in 1975.*

Berlin model

is a planning instrument for educational events consisting of learning goals, content, and methods as well as further selection of materials needed. This instrument can be used both for the whole educational event and for single sessions. The main idea of the Berlin model is to start such planning from the development of goals and content clarification rather than searching for single methods.

> *This model was developed in the 1960s by Paul Heimann in Berlin.*

Brainstorming

is a method stimulating creative activity. It is used for idea generation, and exploration, and identification of creative solutions. This term is often used in the general meaning of "ideas generation". Nevertheless the brainstorming method has a specific technique and is implemented in the following steps:

1 Formulation of the question and/or the problem which needs to be solved.

2 Generation of ideas. The facilitator should encourage as many variants as possible, no matter how unrealistic and irrelevant they might seem. There is no room or need for criticism of suggestions in this step.

3 Clustering, analysis and selection of ideas.

Brainstorming can be facilitated in different ways, but there are two key principles which should always be kept in mind:

- non-judgemental perception;
- principle "quantity leads to quality".

In his book "Facilitator's Guide to Participatory Decision-Making", Sam Kaner formulates the following recommendations to moderators of brainstorming sessions:

- deal with absurd ideas in the same way as serious ones;

- wait for the second round of creative ideas to come after the obvious ideas are named;

- do not judge statements, neither verbally nor non-verbally;

- recall the exact formulation of the problem or the question to be discussed;

- encourage the attention and pro-activity of the group, and avoid pressure;

- support participation, and give a chance to speak to all participants of the process

This method was developed by U.S. advertising executive Alex Osborn in 1953.

C

Coaching

is a specific type of consulting which is based on the potential of the client. The coach does not give ready answers or solutions for the challenge of the client, but guides them to their own decisions. As such, the coach organizes the process of search for individual solutions.

The theoretical base of coaching was formulated by Timothy Gallwey, Thomas Leonard, Laura Whitworth and John Whitmore in the 1970s and 1980s.

Co-facilitation

i.e., facilitation or moderation of a session or of a whole training in a team by several facilitators.

A facilitator team can distribute the tasks in different ways depending on the level of experience, topical expertise or actual tasks. It's crucial to define the spheres of responsibility in advance and to provide feedback afterwards.

Competence

to acquire competence is the characteristic of a person who possesses a complex of respective competencies, including also his or her personal attitude to the object of activity.

There are four stages in developing a competence:

I unconscious incompetence, when a person is not competent and does not realize as such.

II conscious incompetence, when a person is aware that he or she does not know something and/or cannot do something.

III conscious competence, when a person is learning and gaining a conscious attitude to his or her new knowledge and skills.

IV unconscious competence, when a person has internalized the knowledge and/or has trained in the skill enough not to think about it.

There is a gradual path from the first to the last stage, i.e., from unconscious incompetence till turning the new knowledge into automatic actions. After that and with every new level of competence a new circle can start.

The above model on four stages in developing a competence was developed by Noel Burch in Gordon Training in the 1970s.

Competencies

is a combination of knowledge, skills, and values in a particular field.

Key competencies are universal competencies needed by all people for their self-realization, development, pro-active citizenship, social cohesion, and employability. It's the ability to meet complex needs in a particular context by involving, and mobilizing psycho-social resources and by including respective attitude.

A competency-based approach to education embraces a wide range of skills, knowledge types, and opinions, being needed for a successful activity in today's world. It helps people to develop key competencies and positive attitude to life-long learning.

The Council of Europe determines eight key competencies as following:

1) communication in the mother tongue;

2) communication in foreign languages;

3) mathematical competence and basic competencies in science and technology;

4) digital competence;

5) learning to learn;

6) social and civic competencies;

7) sense of initiative and entrepreneurship;

8) cultural awareness and expression.

Following skills are important for all of the eight key competencies listed above: critical thinking, creativity, initiative, problem solving skills, risk management, ability, and/or skill to meet decisions and to manage own emotions.

Conflict

is a clash of contradirectional ideas, interests, views, and positions of people in interactional process.

Conflict emerges when one side has a need which is not met. Nevertheless, it's important to emphasize that conflict emerges not on the basis of needs but on the basis of strategies being used to meet those needs.

Every conflict has its positive and negative sides, which depend on different factors. Conflicts can be destructive, or they can contribute to transformation towards positive relationships.

Constructivism

is a pedagogical philosophy the key idea of which is about impossibility to transfer knowledge to a person in a ready form. According to constructivism, it's only possible to create a learning space for a successful self-self-construction of knowledge in frames of an individual learning process.

Constructivism is based on a thesis that learning is a dynamic process during which people are actively constructing knowledge on the basis of their own experience. The context is crucial in this case – learning cannot be separated from reality, and knowledge has to be verified by real examples.

Critical thinking

is a process of analysis, synthesis, and underpinning of the information verification (in terms of veracity and value); is the quality to perceive the situation globally, finding reasons and alternatives; is the ability to build or change one's own position based on facts, and arguments, to correctly apply the results to the problems and to make a balanced decision on what (not) to trust.

Orientation on critical thinking is the readiness to plan one's own actions. It is flexibility of mind, persistence, ability to correct our own mistakes, realization, the monitoring of one's own thinking process, and search for compromises.

Creative thinking

is a way to have a look on a problem and solve it from another point of view by avoiding ordinary solutions and by thinking "outside the box". Main aspects about creative thinking process include:

- structural change of external information and of internal concepts with the help of formulating analogies;

- permanent reformulating and reframing of the problem;

- involving actual knowledge, memories, and images as a base to create something new;

- practicing old knowledge and skills in a new way;

- using the non-verbal thinking model.

D

Didactics

is a field of pedagogy which is working on theory of teaching, learning, and education. The main purpose of didactics is concentrated in scientific grounding of learning activity and in the development of effective forms, methods, and measures to make this activity happen. Didactics answers the following questions:

- *what to teach (content of education);*

- *how to teach (principles and methods of teaching and learning);*

- *where, when and in which organizational frame to teach (forms of teaching).*

> *Jan Komenský was the first one to bring this term into wider use in the 16th century.*
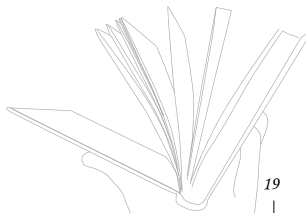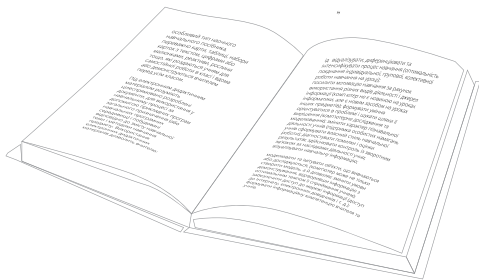
Diversity

is a positive attitude to pluralism and equality taking into account a big range of characteristics, such as nationality, age, sex, religion, physical (dis)abilities, social-economic status, etc.

In diversity sensitive education one is taking into account biographical background and belonging of respective persons to some groups. This approach is aimed at not only supporting minorities and marginalized groups but also to raise awareness among more privileged groups.

Dynamic learning

is a learning model which takes into account special characteristics of brain functioning principles and is based on the thesis that people learn in a more effective way when they realize the integrity of their knowledge and experiences, as well as when they have the opportunity to share those in a comfortable space.

The following are principles of dynamic learning:

1. The brain is a complex and adaptive system.
2. Human psychology is social according to its nature.
3. Learning depends on physiology.
4. Sense-searching is intrinsic for a person.

5. Learning is a process to accentuate familiar structures which are connected with previous experiences, from which one creates new creative models.

6. Feelings play a significant role in learning.

7. While elaborating information, the brain is differentiating and generalizing it at the same time.

8. While concentrating on something, we are simultaneously perceiving other things being out of reach of our attention.

9. Learning is take place both consciously and unconsciously;

10. There are different ways to memorize information.

11. It's easier to memorize information and/or to internalize knowledge when there is a possibility to feel it and to "live" it.

12. Learning happens life long.

    Passion and interest are qualities helping to learn; dangers and warnings hinder it.

13. The brain of every person is unique.

The model of dynamic learning consists of three stages:

I The state of relaxed attention is the state when a person is relaxed physically and open psychologically; when a person is not feeling any danger, but rather sees challenges which are realistic to be solved.

II Diving into complex experience is a multi-layered learning process in which understanding new information, its analysis, its transfer into into practice, and forming of own attitude are happening simultaneously. In this way, the interconnections are being formed, which happens due to the combination of critical and creative thinking.

III Active evaluation is a process of comprehension, integration of new knowledge into the actual world picture, and reflection of one's own development. Such analysis is individual, but being implemented in a group and supplemented with feedback strengthens the process.

Emotional intelligence (EI)

is the ability of a person to realize, differentiate, and determine one's own emotions, to understand the emotions of other people, and to take this information into consideration while adjusting own behaviour and judgements. A developed EI helps not only to better understand one's own reactions but also to build relations with other people based on trust and empathy. According to Daniel Goleman, EI consists of four elements:

- self-awareness as the ability of a person to comprehend, analyze, and interpret one's own emotions;

- management of one's own emotions as the ability of a person to act according to their own EI and to manage their emotional reactions;

- social awareness is the ability to comprehend, analyze, and interpret emotions of others;

- relationship management is the ability to use the information about both one's own emotions and the emotions of other people in order to build relationships in a more effective way.

Edward Thorndike was the first to introduce the term of emotional intelligence in 1920. Modern understanding of EI has been formulated by Peter Salovey and John D. Mayer in the 1990s. Daniel Goleman is credited for making this term world-popular through the release of his book "Emotional Intelligence" in 1995.

Empathy

is the ability to show compassion and understanding of the positions of other people; the ability to see the world with the eyes of other people and to perceive the behaviour of others from their perspective.

Empathy is based on high sensitivity to the emotional and physical state of another person, on highly developed emotional perceptivity, and and is shaped by a deep and flexible mind.

Energizer

or WUP (from "warming up")

is a short exercise before a session which is aimed at bringing the group into working mode, easing some current tension or improving concentration level.

Eureka effect

(enlightenment) is an emotional component of an insight, as of an intellectual phenomenon, which is expressed in sudden intuitive breakthrough in the understanding of the current problem, and/or in capturing interconnections and the whole structure of the problem or in finding the solution.

Evaluation

is an intermediate or final analysis of the achievement of identified goals, as well as of strong and weak sides of the whole educational event or its single elements.

Evaluation is one of the most important tools to measure the quality of an educational event and to help participants to reflect on their development. Evaluation helps to ease emotional tension, supports the process of tracing one's own learning effects and insights, and prepares the basis for the formulation of the path to further development.

Experiential (empiric) learning

is a process when knowledge is created by interpretation and transformation of one's own experiences. There is a widely known model of empirical learning by David Kolb (s. Kolb's circle)

More about experiential learning can be read in the works of John Dewey, Kurt Lewin and Jean Piaget.

Facilitation

is accompanying a group process which is aimed at effective communication, clarification and achieving the goals being set.

While facilitating learning processes, it is crucial to organize a learning space, to integrate and unfold the potential of participants and of the group as a whole, as well as to support participants in realization of their learning goals.

In 1993 the International Association of Facilitators was founded. Today facilitation is used in many spheres, including education, psychology, business, peace building, etc.

Feedback

to someone means communicating of own content reaction to a statement or action of another person. Feedback is an important element of any type of group work. It is based on the principles of constructive criticism which means reminding purely on the factual level, while also making suggestions for solutions.

Formal education

is an institutionalized and goal-oriented form of education which is planned involving state and recognized private institutions. It generally forms the state system of formal education, consisting of educational programs and respective qualifications being recognized by the state.

G
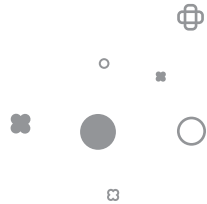
Gamification

is using game practices and methods in non-playful context, for example, in education. There are some trendy directions in educational gamification, for example, serious games, educational games, etc.

Gender sensitivity

stands for creation of an environment which reflects different life realities of men and women and meets their needs and possibilities. In particular, this approach takes into account sociocultural factors which are the base of gender discrimination.

Group dynamics

is the development of group processes, determined by interaction of members of the group, by their relations with the facilitator, and by external factors.

Awareness about laws and factors of group dynamics is one of the ways to a more effective organization of the educational space and to more meaningful support of participants while they are dealing with complex or conflict situations and collecting their own experiences.

According to Klaus Vopel, the following elements influence the formation of a functional and consolidated group:

- *Getting to know each other*: participants learn the names of one another or have a possibility to see those names visualized. Participants have common interests and interaction points.

- *Trust*: participants open themselves; they have the courage to take risks and to try new ways to do things.

- *Communication*: participants communicate with each other easily, they can find common languages and express their feelings.

- *Collaboration*: each participant is making his or her contribution to group work and feels himself or herself as part of it.

- *Readiness to learn*: participants can go beyond the borders of their opinions, they can experiment and learn from each other.

- *Joy:* participants feel interest, they want to be active and have positive emotions from being in the group.

According to Bruce Tuckman, the following are "Stages of group development":

- *Forming – getting to know each other and forming the group. In this stage, participants of the group have the need to be accepted as well as the need for security.*

- *Storming – searching for the one's role in the group. In this stage, participants of the group have the need to be able to make their own contribution and to express themselves.*

- *Norming – developing the feeling of consolidation and trust. In this stage, the group is capable of performing effectively.*

- *Performing – creating functional roles. The group is working in an effective way, participants are feeling competent, dynamic, and consolidated.*

- *Adjourning/transforming – finishing the current project. After that, the group dissolves or switches to another type of activity.*
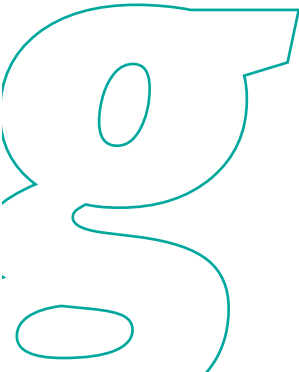
Holistic education

is a functional, integrated, and generalized educational model which regards the learning situation integrally and applies different learning strategies to satisfy the needs of all participants. In this way, the learning results should be reached which are more than a simple sum of its elements.

The philosophy of holistic education is based on the thesis that each person finds his or her identity, sense and aim in life through connection to a community, to nature, and to such humanistic values as empathy and peace. Holistic education is connected with the development of the whole personality and includes intellectual, emotional, physical, aesthetic, and spiritual levels.

The basics of holistic education were formed in humanistic pedagogy and received their popularity in the 1970s. In 1979, the first conference on the topic "Holistic education" took place at the University of California, San Diego. In 1988, Canadian pedagogue John Miller released his book "Holistic Curriculum" which defined the principles of holistic education and its practical usage.

Humanistic pedagogy

is an approach in pedagogy based on humanistic psychology that interprets the human's ability to develop and learn based on one's own experience as the main factor for behavioral change.

Respectively, it's impossible to change anybody by simple transfer of "ready" experience of other people. What can be done is the creation of an environment that encourages learning, with a teacher facilitating this space and easing the learning process.

Carl Rogers defined the main qualities of a teacher/facilitator as following:

- empathy (ability to identify with the learner, to take his/her position, to share his/her interests, concerns, joy, and disappointments);
- unconditional appreciation of personality;
- authenticity.

Carl Rogers is the founder of this approach, which was described in his book "Freedom to Learn".

Individual learning path

is an individualized way to unlock the personal potential of each person in education. Individual learning path can be characterized by the following ways of realization:

- realization through content, i.e. through educational programs;

- realization through acting, i.e. through alternative pedagogic technologies;

- realization through processes, i.e. through organizations and ways of communication.

Informal education

is a form of learning that does not take place in an institutionalized or structured way but rather when the process of gaining knowledge and skills happens due to the influence of any experience gained in everyday life.

The main characteristic to define informal learning is the absence of an intention for a planned learning.

Inclusion

is a process to include different social groups into societal life by providing equal access to it; an approach of positive attitude to diversity while perceiving individual particularites not as a problem but as an opportunity for enrichment of educational process.

Inclusive education provides opportunities for equal participation of people with (physical, social and emotional) disabilities in the educational system, for their individual choices and for granting access to special services and equipment where it is needed.
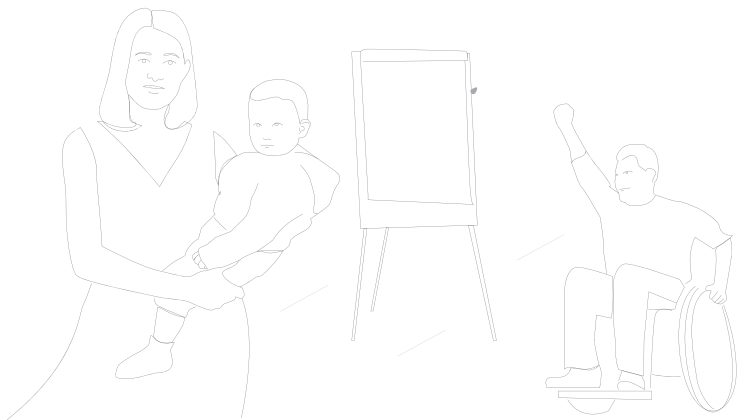
Knowledge

is the result of gnostic educational activity of a person and its reflection in some particular form.

According to Klaus Vopel, there are three types of knowledge which could be gained in the learning process:

I General knowledge, i.e. basic ideas, concepts, facts, and theories.

II Technical knowledge, i.e. specific knowledge from some narrow field.

III Dynamic knowledge, i.e. experimental and alive knowledge about something we're interested in. People gain dynamic knowledge while being creative, experimenting, feeling the natural need to deepen one's own knowledge, receiving joy from the process and having the need to transfer this knowledge to other people.

Kolb's cycle
model of empirical learning

is a model of adult education consisting of four steps:

1. Concrete experience.
2. Reflective observation of the new experience.
3. Abstract conceptualization as theoretical anchoring and building of interconnections.
4. Active experimentation which tests knowledge against practice.

Such learning is spiral, when one is passing single steps after each other, thus making the whole cycle. The most frequent entry point is via gaining concrete experience.

Kolb's cycle gives us an understanding not only about the way to gain new knowledge but also about individual styles of learning. According to this model, there are the following types of learning:

- activist (focus on own experience);
- reflector (focus on reflection of experience);
- theorist (focus on theoretical concepts);
- pragmatist (focus on practical usage of the knowledge gained).

The model was developed by David Kolb and Ron Fry in the 1970s. While developing their ideas, Peter Honey and Alan Mumford introduced the model about four individual learning styles.

Learning by doing

is the acquisition of knowledge, skills, and competencies during practical activity.

The most effective way to understand and to gain new knowledge is through doing, further reflection, and search for improvements. That's why learning by doing is one of the main principles of non-formal education. In practice, learning by doing is realized through including in the program a sufficient amount of practical exercises and an obligatory processing of theoretical material in practice (for example, through small groups work or role-playing games).

This term was introduced by John Dewey in the 1900s.

Life-long learning

includes all learning activities during life aiming to improve knowledge, skills, and competencies for the sake of personal, civic or societal development.

Life-long learning is a continuous process of knowledge acquisition and development of professional and personal competencies which is implemented through different forms of (self)education, and provides an opportunity for self-realization in different age phases.

This concept was developed by the German adventure pedagogue Tim Senninger in 2000.

Learning zone

is a favorable learning situation that encourages solving realistic challenges. This could be expressed by gaining new knowledge and/or skills, adapting to new circumstances, etc.

Contexts where we feel completely calm and confident are called comfort zone. This can include automatic skills, comfortable circumstances, well known topics, well-played teams and/or spaces to which we return after intensive impressions in order to recover the feeling of security and stability. Nevertheless, we don't gain new experience in the comfort zone.

We can develop and gain new experience only by facing new situations and leaving familiar comfortable borders. Learning zone is characterized by the state of confusion and insecurity, at the same time the challenges are adequate and the risks are not significant. In other words, there's a balance between ambiguity and control. Besides that, we feel interest and excitement in the learning zone.

If there is too much that is new, one can leave the learning zone and enter the panic zone where it is impossible to learn. In this space, there are too many new and complex things, and it is impossible to perceive new information and/or to gain new knowledge in an adequate way.

It has to be emphasized that the borders between those zones differ depending on the situation and are very individual.

This concept was developed by the German adventure pedagogue Tim Senninger in 2000.

M

Mediation

is the process when third neutral party, a mediator, is helpingto solve a conflict by encouraging and helping the conflict sides to come to a voluntary settlement. The mediator eases the communication process, supports the conflict sides gain a deeper understanding of their positions and interests, searches for effective ways to solve the problem, and provides the conflict sides with an opportunity to reach their own agreement.

Mentoring

is an organized type of relationship where a person who is more experienced and aware in some field (a mentor) accompanies and supports a less experienced person (a mentee).

Mentoring is a complex process which involves different types of support: the transfer of theoretical and practical experience, support of motivation for the action, and accompaniment in achieving learning goals.

Meta level

is a more general and often more abstract level of consideration, thinking, and understanding the object. This level is higher than the level of the object reflection.

Discussions on meta level during the learning process can be useful for a better understanding of the way to implement theoretical frameworks into practice. An example of the meta level is discussing with the group its group dynamics or the methodology of the recent exercise. Such discussions also help to to move from the particular to the general as well as to look at the problem or question in a more systemic way.

Moderation

is providing a general frame for learning or discussion.

The moderator monitors the group rules, structures and guides the process, encourages all participants to share, gives the space for different opinions while keeping his or her neutral position. Nevertheless, when participants communicate their personal assumptions as if they were the established facts, or when they express obviously discriminative statements, the moderator shall interfere in order to provide a constructive and secure space for discussion.

Multiplier

is a general term for a person who accompanies participants in non-formal education.

The main task of a multiplier is to create conditions for a specific experience which would encourage the development of new competencies as well as for the analysis of this experience on the individual and societal level.

Depending on the learning goals, formats, and methods, the multiplier can fulfill the functions of a trainer, facilitator, mentor, or coach.
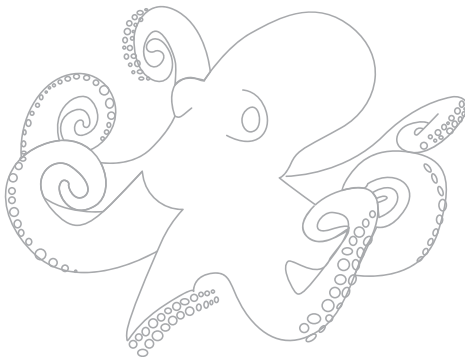
Non-formal education

is any organized yet beyond-formal education activity which provides learning of skills and competencies needed for a socially and economically active citizen. Such educational activity must be structured; it must have its learning goals, time frame, and infrastructure; and it must happen in a conscious way. Generally, the knowledge gained in non-formal education is not certified, although certification is possible.

The first mention of non-formal education is thought to have happened in 1968. The first non-formal educational formats in our modern understanding appeared in Sweden.

Non-violent communication

is an approach to communication and general life philosophy which is based on empathy and leads to a deeper understanding of the contact with yourself and with the surroundings.

Non-violent communication is based on the idea that all people have the ability to be empathic and compassionate, and would only then choose violence or self-destructive behavior when they don't see any other effective ways to meet their needs. This means that all complicated situation can be solved by creating new ways to satisfy needs.

Principles of nonviolent communication were developed by Marshall Rosenberg in the 1960s and are described in his book Nonviolent Communication: A Language of Life. Rosenberg refers to the non-violent way of communication as the "language of a giraffe" while the aggressive and dominant communication style would be the "language of a jackal".

P

Participation

is a phenomenon being implemented through different measures helping people to express their opinions and influence the decision making processes in different spheres of social life.

The most popular classification of participation levels or the so called "ladder of citizen participation" was introduced by Sherry Arnstein in 1969.

Peer-to-peer

is a learning approach and/or a timely restricted process during which well trained and motivated people are transferring their knowledge and forming attitudes and skills among people belonging to the same target group (according to the age, social position, or interests). Such learning can be both formal and non-formal.

Proactivity

is acceptance of a person of his or her personal responsibility for their own life; is the ability to choose one's own reactions on external stimuli.

Reflection

is internal psychological activity aimed at comprehension of one's own actions and states; is the perception by a person of his or her internal spiritual world.

Skills

are the actions which have been formed by frequent repetition, and which are characterized by a high level of acquisition and by the absence of conscious regulation.

Social animation

is a learning and supporting method for single persons, groups and communities which activates people and improves the mechanisms of collaboration between different groups and social institutes. In this way, the participation of people in social life is strengthened, and conditions for sustainable local development are formed.

This term was brought to the wide use in the 1960s in Western Europe.

Strategic session

is a form of group work which is directed on the joint development of strategically important decisions of an organization or of a single project.

The main elements of a strategic session are:

- analysis of the current state;
- formation and/or actualization of the mission and strategic goals;
- development of an action plan.

An integral part of such a session is sharing thoughts and taking into account the positions of all sides. A learning component is not crucial, although some elements and methods used during the session can be learned by participants and used by them in their further activities.

Teal organizations

are organizations with principles anchored in their structure which correspond to the so called "teal" paradigm of consciousness evolution, for example: following own calling, being inclined to integrity and community consolidation, striving to be oneself and to involve preferably into relations which are healthy and favorable for the own development. Teal organizations have the following characteristics:

- *Self-management:* teal organizations are built bottom-up; the governance system is based on the interaction of equal colleagues.

- *Integrity*: to be those who we really are, to address the internal integrity and to consolidate different aspects.

- *Evolutionary goal:* Strategy is formed in a natural way – one must listen and understand what the organization would like to become and what purpose it would like to serve.

> *The theory of spiral dynamics of the consciousness appeared in the 1960s. The term "teal organizations" was introduced by Frederic Laloux in his book "Reinventing Organizations".*

Theme-centered interaction (TCI)

is a model reflecting the dynamics of interpersonal interaction around some particular topic.

In the act of being concentrated on some particular topic, members of a group are entering interpersonal interactions during which the content of the discussed topic is being specified and clarified. In such a learning process, each participant is reflecting on the topic in his or her own unique way.

The key principle of the TCI approach is dynamic balancing. It is visualized as a triangle inserted into a circle, with elements of "me", "group" and "theme" on its edges, while the circle stands for the "globe" as the external context. All four factors are of the same significance in the TCI model. Two premises of TCI:

> *be your own chairperson*
> *disturbances take precedence*

This approach was developed in the 1950s by U.S. psychologist Ruth Cohn. At first, this method was used for group psychotherapy, later on its usage widened, and the term was introduced to learning groups as well.

Training

is an educational space where a structured and goal-oriented interaction between participants and facilitators takes place, aimed at gaining new knowledge, developing social and personal competencies as well as forming or rethinking one's own position to a particular question.

Values

are something which are especially important for a person and which are credited with a special positive life sense. There are three forms in which to present values:

1 | Social ideals, abstract ideas about what is right in different spheres of life – universal human values or concrete historical values.

2 | Concrete embodiment of social values and ideals.

3 | Individual values which are a part of the psychological structure of personality and are a source of motivation as well as a part of any competence.

Visualization

is an illustrative accompaniment of information or an autonomous transfer of information through visual form only. Visualization supports the understanding of the information, encourages attention, and helps to memorize the main points.

One of the examples of visualization is scribing i.e., communicating complex ideas through simple images whilst sketching is happening simultaneously, communicating the respective information.

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