

A PRACTICAL TOOLKIT FOR YOUTH WORKERS, EDUCATORS AND FACILITATORS

Asociación Brújula Intercultural | Villadibado, Burgos | 3-9 March 2026

TOOLKIT

LEARNING THROUGH EXPERIENCE

Facilitation, Care and Social Permaculture
in Youth Work

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1. INTRODUCTION

ABOUT LEARNING THROUGH EXPERIENCE

A group is never just a collection of individuals. It is a web of relationships, expectations, habits, resources and different forms of influence. What happens during a workshop is shaped not only by who participates, but also by the conditions that the facilitator and the group create together.

Learning Through Experience (LTE) explored facilitation as a practice of observation, care and intentional design. Rather than offering a fixed recipe for running activities, the training invited participants to experience group dynamics, reflect on what happened, name patterns and consider how to respond in their own contexts.

Its central invitation was simple: before asking how to change people's behaviour, look at the conditions shaping that behaviour. This does not remove personal responsibility; it makes facilitation more attentive to the system in which individual choices happen.

THE TRAINING COURSE

The Erasmus+ training took place in Villadibado (Burgos, Spain), from 3 to 9 March 2026, bringing together participants from Spain, France, Lithuania, Estonia, Romania, Greece, Italy, Portugal and Hungary.

The learning journey moved from arrival and group awareness towards care and belonging, power and responsibility, conflict and intervention, and finally integration and transfer. The group itself was an important learning resource: its moments of cooperation, confusion, disagreement and adaptation became material for reflection.

ABOUT BRÚJULA INTERCULTURAL

Asociación Brújula Intercultural is a organisation founded in 2017 and based in Santa María del Campo, in the province of Burgos, Spain. It works through non-formal education, youth mobility and intercultural learning, with particular attention to rural communities, participation, inclusion and eco-social issues.

In LTE, Brújula coordinated, facilitated the training and supported a learning environment in which participants could connect practical experiences with questions about facilitation, group life and sustainability.

WHO THIS TOOLKIT IS FOR AND HOW TO USE IT

This resource is for youth workers, facilitators, educators and community organisers who work with groups and want to make their processes more inclusive, reflective and intentional. It can be read from beginning to end, but it is also designed for consultation: use the conceptual chapters to understand an approach, the activity library to prepare a session and the toolbox when making decisions in practice.

Activities should not be copied mechanically. Consider the group's age, experience, language, access needs, level of trust and willingness to engage. Give participants the option to pass or observe. Most importantly, protect time for reflection: without it, an activity may remain an enjoyable exercise without becoming a meaningful learning experience.



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2. UNDERSTANDING LEARNING THROUGH EXPERIENCE

LEARNING THROUGH EXPERIENCE

Experiential learning begins with an encounter: participants do something, notice what happens, reflect on it and connect it to broader understanding. In LTE, the programme was built around Experience → Reflection → Framing → Transfer.

An exercise might first create a situation in which people need to coordinate without clear leadership. Only afterwards does the facilitator ask how decisions emerged, who adapted and what the experience reveals about group structures. The theory helps participants name something they have already encountered.

GROUPS AS LIVING SYSTEMS

Groups are shaped by interdependence. A small change in instructions, available space or speaking order can change who contributes and how people relate. Silence, for example, might be connected to uncertainty, language barriers, fatigue, group norms or a lack of time to think. Looking only at individual personality misses these conditions.

A systems perspective invites us to notice relationships, resources, feedback and structure. It asks: What is happening? What conditions make this possible? What happens if we change one condition? How does the rest of the group adapt?

SOCIAL PERMACULTURE AS FACILITATION LENS

Permaculture originated in ecological design and is associated with Bill Mollison and David Holmgren. Its aim is to design sustainable, regenerative and adaptable systems. LTE drew inspiration from this approach to examine human groups, not to suggest that people function exactly like ecological systems.

Four qualities offered a starting point: a sustainable system regenerates itself, uses resources wisely, depends on diversity and adapts to change. Applied to facilitation, these ideas encourage us to pay attention to energy, participation, mutual support, changing needs and the long-term health of the group.

The three ethics

- **Earth Care — care for the ecosystems and resources on which life depends.**
- **People Care — support the wellbeing, dignity and needs of people.**
- **Fair Share — share resources and opportunities fairly, recognising limits.**

In group work, these ethics can inspire questions about people, collective sustainability and the distribution of voice, time and responsibility. “Care of the system” is a useful group-level interpretation, but it should not be presented as the formal name of the Earth Care ethic.

Twelve design principles, translated into questions.

1. **Observe and interact.** What is happening before I act?
2. **Catch and store energy.** How can we build on trust, initiative and motivation?
3. **Obtain a yield.** What meaningful result or learning emerges?
4. **Apply self-regulation and accept feedback.** How does the group notice and correct its own patterns?
5. **Use and value renewable resources and services.** What strengths and support are already available?
6. **Produce no waste.** How can we reuse ideas, materials and learning?
7. **Design from patterns to details.** What larger dynamic shapes this incident?
8. **Integrate rather than segregate.** How can different people and contributions connect?
9. **Use small and slow solutions.** What is the smallest useful intervention?
10. **Use and value diversity.** How can different perspectives become a resource?
11. **Use edges and value the marginal.** Whose voice or experience is being overlooked?
12. **Creatively use and respond to change.** What needs to be adapted as conditions change?

3. THE ART OF FACILITATION

OBSERVATION BEFORE INTERPRETATION

Facilitators often feel pressure to react immediately: to fill silence, resolve confusion or prevent discomfort. LTE encouraged a more deliberate first step: observe. Who speaks? Who waits? Who decides? Who takes responsibility? What changes when the structure changes?

Observation is not passivity. It gives the facilitator information for choosing an intervention that fits the situation instead of reacting automatically.

CARE WITHOUT OVERCONTROL

Care includes attention to wellbeing, boundaries, access and the different resources people bring. Yet a facilitator can also use the language of care to control participation, avoid necessary disagreement or decide what others need without asking them.

A caring design gives people meaningful choices, makes expectations explicit and shares responsibility where possible. Care does not require everyone to feel comfortable all the time; it requires that people are treated with dignity and are not forced into disclosure or participation.

PARTICIPATION AND BALANCED POWER

Participation is not measured only by how many people speak. Meaningful participation includes the opportunity to influence decisions, contribute in different ways and understand what is happening.

Power may come from expertise, language fluency, social confidence, role, status or control of time and information. Facilitators also hold power through their choice of methods and boundaries. Rather than pretending that power is absent, they can make it more visible and distribute opportunities intentionally.

ROLES AND INVISIBLE LABOUR

Groups quickly develop visible and invisible roles: the organiser, the peacemaker, the critic, the person who keeps time, the one who translates or looks after others. Some roles become fixed and some work goes unrecognised. Facilitation can create space to notice who carries these responsibilities and whether they are shared fairly.

CONFLICT, LIMITS AND INTERVENTION

Tension can lead people to push forward, withdraw or freeze. These are not fixed personality types; they are possible reactions to a situation. Facilitators need to recognise patterns without labelling people.

The LTE intervention ladder offered a practical sequence: observe; slow down or pause; name what is happening; ask a question; restructure the process; set a boundary; stop the process. This is not a rule that one must always start at the bottom. When there is discrimination, coercion or harm, clear boundaries and stopping an activity may be the proportionate first response.

4. DESIGNING THE LEARNING PROCESS

EXPERIENCE → REFLECTION → FRAMING → TRANSFER

Experience: Create a situation that participants can engage with and observe. Avoid explaining away the discovery in advance.

Reflection: Ask what happened, what participants noticed and how different people experienced the same process.

Framing: Introduce a concept or question that helps make sense of the experience, without forcing one interpretation.

Transfer: Connect the insight to a real context: what would participants observe, redesign or try differently?

SEQUENCING MATTERS

The LTE programme moved gradually: arrival and trust; systems awareness; care and belonging; power and responsibility; conflict and intervention; integration and transfer. This progression matters because more demanding activities require a group to understand the process, have some shared agreements and know how to participate or opt out.

Within a session, alternate action and reflection. Do not place several intense activities in succession without time to settle. A short theory input often works best after participants have experienced the dynamic it helps explain.

A PRACTICAL DEBRIEFING STRUCTURE

- Describe: What happened? What did people do?
- Experience: What did you notice or feel? Different experiences can coexist.
- Analyse: What patterns, structures or power relations shaped the situation?
- Connect: Where might this happen in youth work or community life?
- Transfer: What would you do, ask or design differently?

Avoid asking participants to reveal personal histories to prove a point. If strong emotions emerge, offer time, choice and appropriate support; do not force the group into immediate interpretation.

5. ACTIVITIES AND METHODS

The activities below are organised by their educational purpose, not simply by day. The core instructions are based on the LTE programme. Times are suggested where the source did not establish a complete duration; facilitators should adapt them to the group.

A. BUILDING CONNECTION AND NOTICING INTERDEPENDENCE

• ALL THOSE WHO...

PURPOSE Warm up and discover common experiences.

SET-UP Whole group, open space; approximately 10–15 minutes.

1. Arrange a circle with one person in the middle.
2. The person in the middle says “All those who...” followed by a statement; those to whom it applies change places.
3. Use a mixture of light and training-related statements, such as having travelled a long way or having facilitated a group.

DEBRIEF What did you discover about this group? · What do we have in common?

FACILITATOR NOTE Avoid statements that pressure participants to disclose sensitive information.

• PASS THE PULSE

PURPOSE Explore rhythm, attention and collective coordination.

SET-UP Whole group in a circle; approximately 5–10 minutes.

1. Invite the group to pass a pulse around the circle, traditionally by a gentle hand squeeze.
2. Try a second round with a different rhythm or reduced visual cues.
3. Compare what changed.

DEBRIEF What helped the pulse travel? · What changed when cues were less visible?

FACILITATOR NOTE Offer a non-contact variation using a gesture or sound.

• SHAKING HANDS NETWORK

PURPOSE Experience connections and constraints in a group.

SET-UP Whole group, open space; approximately 15 minutes.

1. Participants move around introducing themselves and making a handshake.
2. They may release one handshake only after connecting their other hand to another person.
3. Observe the connections, blocks and strategies that emerge.

DEBRIEF Did anyone feel stuck? · Did someone coordinate? · What did you learn about interdependence?

FACILITATOR NOTE Use a consent-based non-contact alternative if preferred.

• HUMAN MACHINE

PURPOSE Explore coordination, leadership, followership and adaptation.

SET-UP Groups of five or six; open space; approximately 30–40 minutes including debrief.

1. Each small group creates a machine in which every person contributes a repeated movement and sound.
2. Groups present their machines without speaking during the performance.
3. Invite all groups to combine into one large machine without additional coordination instructions.
4. Debrief the process before introducing the systems lens.

DEBRIEF How did decisions happen? · Who led or stepped back? · What happened when parts did not synchronise?

FACILITATOR NOTE Allow seated or low-movement contributions. The point is the relationship between parts, not performance quality.

TRANSFER Where does your organisation rely on people adapting to one another?

• CONSCIOUS AGREEMENT

PURPOSE Create shared, behavioural agreements.

SET-UP Groups of four or five, flipchart; approximately 25–35 minutes.

1. Small groups answer: what behaviours help us learn, what damages the space, and what should happen if a limit is crossed?
2. Collect two or three concrete proposals from each group.
3. Clarify the meaning of agreements and what the group can do when they are not respected.

DEBRIEF Are these agreements specific enough to act on? · Who is responsible for maintaining them?

FACILITATOR NOTE Translate abstract values into observable behaviours, for example “do not interrupt” instead of only “respect”.

B. UNDERSTANDING CONDITIONS AND SYSTEMS

• ONE RULE CHANGES EVERYTHING

PURPOSE See how conditions shape collective behaviour.

SET-UP Whole group, open space; approximately 20–30 minutes.

1. Ask participants to form a square grid silently.
2. Repeat with a rule to keep two arm-lengths apart.
3. Repeat with a rule to stay connected to at least one other person.
4. Compare how movement and coordination changed.

DEBRIEF Did people change, or did the conditions change? · What happened when one person moved?

FACILITATOR NOTE Use adaptable distance and contact rules; do not require physical touch.

• PERMACULTURE PRINCIPLES IN PRACTICE

PURPOSE Translate ecological design ideas into facilitation questions.

SET-UP Four small groups, cards with the 12 principles; approximately 30–35 minutes.

1. Briefly introduce the twelve principles.
2. Give each group three principles and ask for examples from youth work or group facilitation.
3. Each group shares one principle that feels clear and one that is difficult to apply.

DEBRIEF Which principle changes how you would design a group process?

FACILITATOR NOTE Present these as analogies and prompts, not as universal laws of group behaviour.

• ETHICS: WHERE DO YOU STAND?

PURPOSE Explore tensions between care, resources and fairness.

SET-UP Whole group or small groups; use the programme's ethics prompts.

1. Introduce Earth Care, People Care and Fair Share.
2. Invite participants to consider what each ethic could mean in the life of a group.
3. Discuss situations where different needs or responsibilities compete.

DEBRIEF Whose needs are visible? · What would a fair distribution look like?

FACILITATOR NOTE Keep the canonical ethic names distinct from their social interpretations.

C. CARE, INCLUSION AND BELONGING

• THE CARE BUDGET

PURPOSE Explore competing needs and the distribution of limited resources.

SET-UP Individual reflection, then group negotiation; paper and pens.

1. Ask participants to identify what helps them participate and feel supported.
2. Introduce a limited shared care budget and invite groups to decide how to allocate it.
3. Surface the tensions created when different needs cannot all be met in the same way.

DEBRIEF Whose needs were prioritised? · Who had to compromise? · Was fairness the same as treating everyone equally?

FACILITATOR NOTE Do not require disclosure of health or other sensitive needs; fictional needs may be used.

• INVISIBLE ROLES AND EMOTIONAL LABOUR

PURPOSE Recognise the often-unseen work that sustains groups.

SET-UP Individual writing, anonymous collection, wall clustering.

1. Ask participants to write roles or tasks they notice in group life, especially work that goes unrecognised.
2. Collect and cluster responses without identifying authors.
3. Discuss the costs of these roles and how responsibility might be shared.

DEBRIEF Who tends to do this work? · What happens if nobody does it? · How can we distribute it more fairly?

FACILITATOR NOTE Avoid assigning fixed labels to particular participants.

• FREE-STANDING STRUCTURE

PURPOSE Experience shared design, cooperation and constraints.

SET-UP Small teams; simple building materials.

1. Give teams the same construction challenge and materials.
2. Allow them to organise the work and test their structure.
3. Reflect on how decisions, participation and support emerged.

DEBRIEF Who made decisions? · Who contributed in different ways? · What helped the structure remain stable?

FACILITATOR NOTE Prioritise the process over the quality of the finished structure.

• FOUR CORNERS DESIGN

PURPOSE Make facilitation choices for a concrete group situation.

SET-UP Four stations or corners; a shared scenario.

1. Present one realistic group situation and explain the four design lenses used in the session.
2. Groups work on practical choices rather than abstract values.
3. Bring together the proposals and discuss trade-offs.

DEBRIEF Which design choice supports care? · What could unintentionally increase control?

FACILITATOR NOTE Use a specific scenario so participants understand what they are designing.

D. POWER, ROLES AND RESPONSABILITY

• POWER AND MORE POWER

PURPOSE Explore how power is represented and interpreted.

SET-UP Objects and open space; group discussion.

1. Invite participants to arrange objects to represent relationships of power.
2. Move from objects to human images if the group is comfortable.
3. Compare different interpretations and connect them to real group processes.

DEBRIEF Where is power located? · Can power change without changing the people? · What does responsibility look like here?

FACILITATOR NOTE Ask for consent before involving bodies or physical positioning.

• THE BLAMING GAME

PURPOSE Question automatic blame and individualised explanations.

SET-UP Whole group; a simple shared situation.

1. Introduce a situation in which something goes wrong.
2. Invite participants to notice the explanations and blame that emerge.
3. Shift the discussion towards conditions, roles and shared responsibility.

DEBRIEF What made blame attractive? · What information was missing? · How might a systems question change the response?

FACILITATOR NOTE Keep the tone playful without trivialising harm.

E. CONFLICT, LIMITS AND INTERVENTION

• WALK AND FREEZE

PURPOSE Notice group rhythm and reactions to interruption.

SET-UP Whole group, open space.

1. Invite participants to walk through the room and respond to stop/start instructions.
2. Introduce variations in tempo and attention.
3. Connect bodily responses to noticing, pushing forward, withdrawing or freezing under tension.

DEBRIEF What changed when the instruction changed? · How did you respond when unsure?

FACILITATOR NOTE Allow stationary participation and avoid treating one reaction as a diagnosis of someone's personality.

• THE SINGLE CHAIR

PURPOSE Explore tension, competition and the meanings attached to a shared resource.

SET-UP One chair, group space, facilitator observation.

1. Introduce the chair challenge using the instructions and role framing from the programme.
2. Let the situation unfold while observing how participants negotiate, push, withdraw or stop.
3. Debrief behaviour and the effect of the structure before discussing responses.

DEBRIEF What created tension? · What happened when goals collided? · When did cooperation become possible?

FACILITATOR NOTE Set clear safety boundaries; do not encourage physical struggle over the chair.

• INTERVENTION LAB TABLES

PURPOSE Practise proportionate interventions using prepared cases.

SET-UP Four case tables, flipcharts, intervention ladder.

1. At each table, identify the group pattern and choose a first intervention.
2. Write the exact sentence a facilitator would say.
3. Consider what could go wrong and what the next proportionate move might be.
4. Compare alternatives in plenary.

DEBRIEF Which response is proportionate? · Does it support autonomy or increase control?

FACILITATOR NOTE If using rotations, ensure each round adds a distinct task rather than repeating the same conversation.

• REAL CASE WORKSHOP

PURPOSE Apply the learning to participants' real situations.

SET-UP Stable groups of four or five; confidential, voluntary sharing.

1. Invite participants to describe a real situation briefly, without identifying details.
2. Each group selects one case and asks clarifying questions.
3. Identify the pattern and develop a practical facilitation strategy, including a first move, a structural change and a possible boundary.
4. Ask the case presenter which options feel usable.

DEBRIEF What changes when we look at the system? · What is realistic for the person presenting the case?

FACILITATOR NOTE No one should be pressured to share personal or identifiable conflict stories.

F. INTEGRATION AND TRANSFER

• FACILITATION DESIGN AND TEST LAB

PURPOSE Design a short workshop using care, power, participation and conflict awareness.

SET-UP Groups of four or five; flipchart; 90 minutes.

1. Introduce the four design lenses and ask groups to design a 30–45-minute workshop.
2. Groups outline the opening, main activity, participation structure and approach to tension.
3. Each team selects one 5–7-minute activity to facilitate with the others.
4. After each test, collect brief feedback on observable facilitation choices.
5. Harvest design ideas that participants could adapt in their own contexts.

DEBRIEF Where did you see care? · How was power shared? · What would you change?

FACILITATOR NOTE Do not make this a competition for the most entertaining activity. The goal is conscious design.



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6. FROM EXPERIENCE TO PRACTICE

The aim of LTE is not to collect more exercises. It is to change how we notice and design group processes. A useful transfer begins with a concrete setting: a youth meeting, a community workshop, a volunteer team or a local association.

Choose one recurring challenge. Describe what actually happens without diagnosing the people involved. Map the conditions: the space, timing, instructions, decision rules, access needs, power relations and resources. Then choose one manageable design change and decide how you will know whether it helped.

A SIMPLE TRANSFER PATHWAY

- Notice: identify one recurring group pattern.
- Understand: ask what conditions may reinforce it.
- Design: change one structure, instruction or opportunity to participate.
- Test: try the change in a real setting.
- Reflect: ask what changed and whose experience was affected.
- Adapt: keep, revise or abandon the design choice based on feedback.

EXAMPLE: UNEQUAL PARTICIPATION

In a youth meeting, three confident participants answer every question. Instead of telling them simply to speak less, the facilitator first considers the conditions: open questions, immediate responses, no individual thinking time and no clear speaking structure.

A small design change might be two minutes of silent writing followed by pairs and a round of contributions. The facilitator then observes whether more people can influence the conversation. If not, further changes may be needed. This is a practical example of designing conditions rather than blaming personalities.

WORKING IN ORGANISATIONS AND COMMUNITIES

The same lens can be used outside a workshop. An association may depend on one person for decisions; a volunteer team may have invisible emotional labour; a community initiative may struggle to include newcomers. In each case, look at relationships, available resources, routines, feedback and the distribution of responsibility.

Transfer does not require reproducing LTE exactly. It requires keeping the habit of observing, reflecting and adapting.

7. FACILITATOR'S TOOLBOX

BEFORE A SESSION

- What is the educational purpose, beyond having an enjoyable activity?
- What does this group already know and what level of trust exists?
- Who may face barriers related to language, mobility, sensory needs or confidence?
- What choices will participants have to pass, observe or contribute differently?
- What tension or harm might arise, and how will I respond?
- How much time is reserved for debriefing?

DURING A SESSION

- Give instructions in short steps and demonstrate when useful.
- Observe participation and invisible responsibilities.
- Notice when the structure creates exclusion or confusion.
- Adjust pace and format rather than insisting on the original plan.
- Name boundaries clearly when behaviour causes harm.

AFTER A SESSION

- Ask what happened before explaining what it means.
- Welcome different interpretations of the same experience.
- Connect the activity to a wider facilitation question.
- Identify one practical application.
- Record observations for future adaptation.

A COMPACT INTERVENTION LADDER

1. Observe
2. Slow down / pause
3. Name what is happening
4. Ask a question
5. Restructure the process
6. Set a boundary
7. Stop the process

Use judgement, not automatic escalation. If safety or dignity is at risk, a boundary or stop may be the first appropriate response.

USEFUL DEBRIEFING PROMPTS

- What happened?
- What did you notice about yourself and the group?
- Who had voice, influence or responsibility?
- Which conditions shaped the outcome?
- What would you change if you facilitated this again?
- Where could this learning be useful outside the training?

ADAPTATION AND ACCESSIBILITY

Replace touch with symbolic gestures where appropriate. Offer seated or stationary roles in movement exercises. Provide written instructions as well as spoken ones. Allow thinking time and pair discussion before plenary sharing. Avoid using participants' sensitive personal experiences as compulsory case material. These adaptations do not dilute the educational purpose; they make it possible for more people to engage.

COMMON CHALLENGES

The group is silent: Allow individual thinking, use pairs, and check whether the question is clear. Silence is information, not necessarily failure.

A few people dominate: Change the speaking structure; invite different modes of contribution; address repeated interruptions.

Participants ask for the “correct” answer: Return to observation and evidence. Offer concepts as lenses, not verdicts.

An activity becomes tense: Pause, assess the situation and respond proportionately. Protect participants from harm.

There is not enough time: Shorten the activity before cutting the debrief; otherwise the learning link may disappear.

8. RESOURCES AND REFERENCES

CONCEPTUAL REFERENCES AND FURTHER READING

- David Holmgren — Permaculture: Principles & Pathways Beyond Sustainability.
- Bill Mollison — Permaculture: A Designers' Manual.
- David A. Kolb — Experiential Learning: Experience as the Source of Learning and Development.
- Bruce Tuckman — Developmental Sequence in Small Groups (a heuristic, not a fixed rule for every group).

CREDITS AND PUBLICATION INFORMATION

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The training programme was designed and developed by Laura Dall'Omo and facilitated by Laura Dall'Omo and Beatriz Barbero Martínez.

This toolkit was developed as an educational resource to share the methodologies, activities and key concepts explored during the training, supporting their adaptation and application in youth work and other non-formal education contexts.

PROJECT PARTNERS

The project brought together nine partner organisations from across Europe:

- Spain: Asociación Brújula Intercultural (coordinator)
- Italy: Associazione Kora
- Lithuania: Tavo Europa
- Estonia: Seiklejate Vennaskond
- Portugal: Teatro Metaphora
- Greece: Hellas for Us
- Romania: Onestin – Asociația de Tineret
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