

APF Facilitators' Network (AFN) Jakarta Guidelines for Human Rights Facilitation

Preamble

In 2017, and as a result of feedback from its members, the Asia Pacific Forum of National Human Rights Institutions (APF) initiated a programme to establish the APF Facilitators Network (AFN). It was envisaged that the AFN would build facilitation capacity and capability within NHRIs and across the region.

As a first step, 20 NHRIs took part in a blended learning programme involving both online and face-to-face development. The programme aimed to:

- build participants' understanding and practice of facilitation as it related to adult-centred learning and human rights education, and
- initiate a region-wide network of human rights facilitators.

The face-to-face workshop component of the programme was held in Jakarta in December 2017. At this workshop facilitators began to identify the elements of facilitation and to develop a set of guiding principles for effective human rights facilitation. . This was the beginning of the *Jakarta Guidelines for Human Rights Facilitation (the Guidelines)*.

Since this initial programme, facilitators have delivered initiatives in their own NHRIs and countries. Experiences and resources have been shared online in the APF Learning Community, and at a face-to-face network meeting in Bangkok. The Guidelines have been further developed at the Bangkok meeting and through subsequent sub-regional contributions. They are a work in progress.

Defining human rights facilitation

Effective facilitation seeks to promote genuine and sustained transformation in the way people think, form opinions, make decisions and act. This process is most likely to occur when participants at the centre of the learning process.

Human rights facilitation therefore is a participant-centred practice that encourages an understanding of human rights norms, principles, values and mechanisms; develops attitudes and values that uphold human rights and encourages action toward human rights outcomes.

Purpose of human rights facilitation

The Paris Principles for National Human Rights Institutions¹ establish that NHRIs must protect and promote human rights. As it relates to the promotion of human rights, NHRIs are responsible for:

- informing and educating about human rights
- fostering the development of values and attitudes which uphold human rights
- encouraging action aimed at defending human rights from violation.

Paris Principles-compliant NHRIs play a critical role in promoting the effective implementation of human rights standards at national, regional, community, organisational and individual levels. They do this through the provision of human rights education activities.

The APF is aiming to increase the effectiveness of human rights education provision by strengthening the practice of facilitation in the region. The key focus is on, ‘participant-centred’ human rights capacity development, rather than ‘teacher/trainer-centred’ instruction on human rights.

The AFN supports NHRIs to develop confident and effective facilitation practitioners. It anticipates that effective facilitation will be transformative, resulting in participant engagement with, and commitment to, human rights principles and practices.

The purpose of human rights facilitation is to develop participants’:

- understanding of human rights
- ability to apply this understanding to their lives and experiences
- ability to identify the human rights issues that impact on them and on others
- ability and commitment to address these issues and progress the realisation of human rights.

Human rights facilitation is therefore both an obligation on NHRIs, and good practice.

Guiding principles for human rights facilitation

The practice of human rights facilitation is consistent with, and guided by, human rights and adult-education principles. As a result, the activity of human rights facilitation focuses on strengthening respect for the human rights and dignity of participants and enabling their full and active participation in the learning process.

For human rights education to work toward freedom, justice and peace, it must challenge the conditions that allow and perpetuate violations of human rights. If human rights education is to be transformative across all sectors and levels of society, the act of facilitating human rights education must also be transformative.

Human rights facilitation will:

¹ Paris Principles are available on the APF website at <https://www.asiapacificforum.net/support/paris-principles/> and VIDEO *Understanding the Paris Principles* at <https://www.youtube.com/watch?v=QqZgDddNB-0&feature=youtu.be> (0.54 – 1.04)

- demonstrate human rights principles of equality, human dignity, inclusion and non-discrimination
- prioritise the specific challenges and barriers faced by, and the needs and expectations of, people who experience human rights violations because of the situations they live in or how they identify
- support those most disadvantaged to use human rights to take action, and those in power to respect, promote and fulfil the rights of others.
- encourage attitudinal and behavioural change toward human rights outcomes
- be enriched by the diversity of participants
- acknowledge lived experience through a human rights viewpoint
- take into account wider national and international human rights circumstances, while promoting local initiatives.

The human rights facilitator will:

- use participatory methods, processes, tools and techniques throughout the planning, implementation, monitoring and evaluation of a human rights activity / programme
- encourage active participant engagement in the learning process
- be participant-centred
- act as a supporter of learning and as a co-learner, rather than a transmitter of knowledge, by encouraging, advocating, listening, discussing, enabling, and ensuring respectful learning environments
- apply a gender lens and ensure gender equality across all processes of the human rights activity / programme
- manage differing viewpoints by working toward shared human rights outcomes
- ensure relevance to the physical, emotional, social, intellectual, spiritual and cultural contexts of participants
- be innovative and adaptable to a wide range of environments
- encourage critical thinking and problem solving
- create a respectful and effective learning environment where human rights are demonstrated
- promote communication and dialogue among participants.

Refer Annex 1 of these Guidelines and to the *AFN Competency Framework for Human Rights Facilitators*² for a breakdown of facilitator abilities.

The Learning Pyramid below demonstrates that learning is accomplished through facilitated group dialogue, advocating open-minded appreciation and inclusion of differences. It also shows that learning by experience, rather than by absorbing information, such as listening to a lecture or reading resource material, is the most ideal approach for changing behaviours.³

² Insert the link here

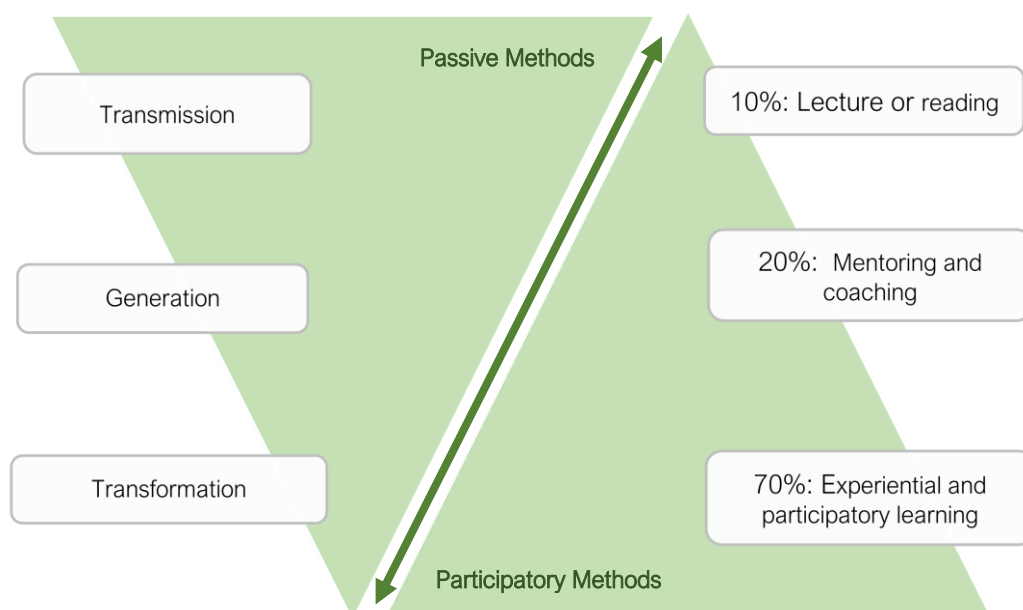
³ Informed by the '10-20-70' model

Linked to the model is a continuum of outcomes that are the result of three models of education and training.⁴

- Transmission (or 'banking' approach) – information is passed on.
- Generation – new ideas have been developed.
- Transformation – situations have been changed.

The model encourages the human rights facilitator to ensure approaches that are experiential and participatory in order to achieve transformative and sustainable outcomes.

Fig: The Learning Pyramid



Human rights facilitation is aimed at:

Everyone - all levels, sectors, groups, roles, positions in society.

- Rights holders – those most vulnerable to human rights violations.
- Duty bearers – those most able to defend to violate human rights.
- Influencers – those most able to influences others' opinions and actions.

Potentially everyone is a rights holder, a duty bearer and an influencer. In a particular context however, there is usually a set of dynamics that will identify the specific position that each person or group occupies.

These factors, as well as others such as identity and context, will influence how facilitators decide the approach/es they will use in their practice.

Gender and human rights facilitation

⁴ Joan Wink (theory), Dayna Watland (artist) <https://www.joanwink.com/critical-pedagogy-3rd-edition/critical-pedagogy-3rd-edition-practicing-pedagogy-patiently/>

Gender equality and gender mainstreaming is a priority for the APF membership, recognising that gender equality is vital in achieving substantive equality for all.

Considering that women and girls have historically been discriminated against owing to patriarchal norms and power structures, gender mainstreaming practices have a strong focus on advancing gender equality between women/girls and men/boys including cis and trans gender.

Gender mainstreaming also includes working toward equality for gender diverse people, those who identify as neither female nor male but a third or alternative gender, or a combination of genders, or no gender.

Applying a gender-neutral approach that does not make explicit the distinct and differential situation of women and girls or the specific inequalities arising across genders, prevents the visibility of issues for women and girls and diverse gender identities.

If women, girls and gender diverse identities are not actively included in human rights facilitation practices, they may be unintentionally excluded. This means that achieving substantive gender equality when facilitating a human rights activity goes beyond the number of male and female participants, to applying a gender lens to all stages of the activity.⁵

A facilitator will consider the following when applying a gender lens to the facilitation of a human rights activity:

- developing a gender strategy
- involving diverse genders in the planning, implementation, monitoring and evaluation of an activity
- ensuring a gender balance among facilitators
- using inclusive facilitation practices
- creating gender safe, respectful, non discriminating and inclusive environments
- recognising the gender implications across intersecting and diverse identities including race, disability, age, socio economic status/class, caste, indigeneity, sexual orientation, sex characteristics, rurality, migrant and refugee status
- ensuring participation of all genders through relevant methods and approaches
- recognising that gender equality does not mean treating people the same – women/girls, people of diverse gender identities may need more support than others to achieve equality. Special measures may need to be taken to achieve this.

Working with diverse groups (such as religious or indigenous groups)

When working with diverse groups facilitating a human rights activity, you might consider;

⁵ For more information, please see the APF Gender Mainstreaming Guidelines Trainers Developers. Available at <https://www.asiapacificforum.net/resources/apf-gender-mainstreaming-guidelines-trainers/>

- Identifying local influencers (leaders, doctors, teachers etc.) and involving them in the activity so that they can be part of the process;
 - consult them on the planning stage
 - invite them to contribute to reaching the outcomes of the activity
 - invite them to participate/host or support the activity
- Give participants a safe space to have their voice
- Acknowledge the importance of the activity with a formal open or closing or acknowledgement of space or land
- Avoid using 'loaded terms' or names that have a significant negative meaning
- Do some research to better understand:
 - history
 - current political climate
 - their context.
- Meet them in their space, in their terms while building relationships
- Ensure equal participation by diversifying your tools and methods. For example, having multiple ways of presenting ideas, videos, infographics, readings, provide materials in different formats i.e. visually impaired

Planning your human rights activity

Planning for your activity, although time intensive, is crucial to achieving your outcomes and supporting you in your facilitation practice. By investing in planning, you are better prepared when unexpected challenges arise and are better positioned to apply the guiding principles above. In planning a human rights activity, you might consider;

- Seek cooperation where you can for example non-government organisations – who has the subject matter expertise that can support you? Generally, NHRIs have limited resources, so partnerships where possible can help to fill resource gaps.
- Involve your stakeholders in the activity, what are their expectations? What are their needs? What do they think of the outcomes you have proposed?
- Be flexible and always have an alternative plan. Invest time to plan what you are intending to do and what to avoid. Prepare additional questions, activities and materials to generate discussion if required.
- Remember the scope and outcomes. If the discussions go off topic, use tools like a Parking Space to bring the discussion back to focus. You might be restricted on time, so be sure that your outcomes are realistic for the time allocated.

Working with Duty Bearers

In working with duty bearers facilitating a human rights activity, you might consider;

- Duty bearers may not be fully aware of their obligations
- Use your NHRI mandate to work with duty bearers – it can be quite powerful
- Involve duty bearers on seeking their own outcomes – ask them what their issues and expectations are

- Find out what their motivations are

ANNEX 1: Core Competences of a Human Rights Facilitator

Being an effective human rights facilitator involves having the appropriate knowledge, skills and personal attributes to effectively plan, deliver, monitor and evaluate an education activity. The following table identifies the core competencies required for an effective facilitator and the performance indicators that demonstrate achievement of the competencies.

The *AFN Human Rights Facilitator Competency Framework*⁶ has been developed by the AFN facilitators and will continue to evolve as it is implemented, monitored and evaluated.

COMPETENCY		PERFORMANCE INDICATORS
1.0	Knowledge competencies – what the facilitator needs to know about.	
1.1	Knowledge of human rights	Applies an in-depth knowledge and understanding of: - human rights in general and issues specific to the country, the Asia Pacific region and its sub-regions - international and domestic human rights frameworks and legislation - the role of a national human rights institution (NHRI) - priorities and strategic direction of their own NHRI - mechanisms for addressing human rights grievances.
1.2	Knowledge of facilitation	Understands the theories and principles of facilitation in general, and human rights facilitation specifically and applies appropriately to facilitation processes including: - planning - implementation and monitoring - monitoring and evaluation.
		Knows about a variety of facilitation methodologies, processes and tools and can apply these appropriately to diverse environments.
2.0	Technical and professional practice competencies – what the facilitator needs to be able to do.	
Planning and designing an activity / programme		
2.1	Undertake a situation analysis	Gathers information about the situation: - the human rights issue or focus to be addressed and its context - gender considerations that may impact participants, stakeholders and the activity - the factors that impact on the context

⁶ *AFN Competency Framework for Human Rights Facilitators* is available at

COMPETENCY		PERFORMANCE INDICATORS
		• characteristics of the participants – roles, experiences, identities, values, culture, specific language, prior knowledge, barriers, constraints and contributions • the needs, strengths and expectations of the participants • the needs, expectations and contributions of any stakeholder/s (including the NHRI).
2.2	Develop outcomes and indicators	Uses the information gathered during the situation analysis to identify the outcomes anticipated from the facilitation that are: • Specific • Measurable • Achievable • Relevant • Time-bound • Accountable.
		Develops simple and tangible measures/indicators that give information about how well the activity is progressing toward its outcomes.
		Facilitates outcome and indicator development collaboratively, where appropriate, with participants and stakeholders.
2.3	Identify and manage resources (inputs)	Identifies, coordinate and effectively manage the personnel, financial, and other resources required to achieve the outcome/s.
2.4	Design and plan an activity / programme (output)	Plans a programme taking into consideration the participants (and stakeholders) who will be involved: • type of activity/ies • content • structure • timing • environmental considerations • logistics • a documentation, communication and reporting • a monitoring and evaluation
		Designs appropriate methods, techniques and tools that are participant-centred and that aim to reach the outcomes.
Facilitating an activity / programme		
2.5	Facilitate a participant-centred human rights	Facilitates a human rights activity or programme that: • involves participatory methods, processes, tools and techniques and encourages active participant engagement in the learning process

COMPETENCY		PERFORMANCE INDICATORS
	activity / programme	is relevant to the physical, emotional, social, intellectual, spiritual and cultural contexts of participants
2.6	Use effective facilitation skills	Demonstrates the following facilitation skills: - creates and sustains a respectful, inclusive and participatory learning environment where human rights are demonstrated - manages differing viewpoints by working toward shared human rights outcomes - guides participants to appropriate and useful outcomes - adapts to changing situations and dynamics - encourages, advocates, listens, discusses and enables - is innovative and adaptable to a wide range of environments - encourages critical thinking and problem solving - uses effective and inclusive communication skills - is aware of and effectively manages overt and underlying group dynamics including conflict - is aware of facial expressions, voice and other non-verbal signals - ensures accessibility – language, information, venue, resources
2.7	Facilitate tools and techniques	Understands the sequencing of an activity and can effectively facilitate a range of facilitation tools and techniques that: - recognise diverse learning styles - are appropriate for the context - will lead to the achievement of the outcomes
2.8	Promote gender equality	Applies a gender lens to the planning, implementation, monitoring and evaluation of the human rights activity. ⁷
2.9	Cultural competency	Acknowledges the diverse individual, country and region-specific cultural backgrounds, values, beliefs and identities of participants and their contexts, and is able to facilitate an activity accordingly.
2.10	Relationship management	Enhances participant engagement and creates positive relationships by: - approaching relationships in a genuine and sincere manner - being attuned to the needs and emotions of themselves and others - supporting participants to set achievable and appropriate goals

⁷ Refer the *APF Gender Mainstreaming Guidelines for NHRIs* available at ...

COMPETENCY		PERFORMANCE INDICATORS
		acting as a coach/mentor to bring best qualities from participants
<i>Monitoring and evaluating an activity / programme</i>		
2.11	Monitor and review progress toward outcomes	Monitors the progress of the activity / programme to ensure that progress is being made toward achieving the outcomes on time and within allocated budget by: - keeping track of how activities are progressing - identifying potential problems - taking action if necessary.
2.12	Evaluate outcomes	Facilitates an assessment of the results of an activity to find out how well the related outcomes have been achieved: - What worked well and why - What didn't work well and why - What was learned that could be useful for further facilitated activities.
3.0	Personal competencies – the personal traits that the facilitator brings to their work.	
3.1	Reflective practice	Regularly reflects on facilitation practice and looks for ways to improve performance
3.2	Self-awareness and respect	Recognises personal culture, values, beliefs, viewpoints and biases and the impact that this may have on their facilitation
3.3	Ability to listen	Senses the feelings of individuals and the group through effective listening; to the explicit meaning of words as well as tone, implicit meaning and body language.
3.4	Confidence	Has confidence in their role and ability and able to receive constructive criticism
3.5	Motivation	Is motivated to promote and defend human rights, locally and globally
3.6	Sense of humour	Is able to laugh and share the laughter of others to enhance the facilitation experience
3.7	Self-care	Monitors the potential for 'burn-out' and ensures adequate self-care

ANNEX 2: Approaches, techniques and tools for facilitating human rights activities

Since the blended learning programme for facilitators at the end of 2017, AFN facilitators have been developing approaches, tools and techniques that they can bring to their facilitation practice.

As a sub-regional group of facilitators said [as paraphrased]

Many facilitators doubt applying participatory approaches because they think these methods are too different from instructional methods. Facilitators worry about being underestimated and considered childish or worried about participants who feel disappointed because training was not based on written material provided by the trainer. This problem arises because most of us have formal education and consider formal school as the only way to learn.

This group also explained that although a participatory approach was well known among facilitators, only one or two methods were used. A facilitator needs to be able to use multiple approaches, tools and techniques and to decide those that are most appropriate for the context. The following are *some* of these in no particular order.

The AFN community in online APF Learning Community, includes others. This ‘toolkit’ will continue to grow as facilitators contribute to it.⁸

Demonstrating inequality

Remote controller – divide the group into groups of two. Assign the one person as controller and the other as someone who has to obey. For two minutes, the controller has the power to make their partner do whatever they say. After a certain time, swap the roles. Ask participants to reflect on the power dynamic. *Limya, Maldives*

Demonstrating the refugee experience

Divide participants into small groups and ask them to draw everything they think makes a great community. After groups have several pictures or ideas on their page, ask them to describe their communities to the other group. One facilitator will then tear their piece of paper up without warning. Continue for the other groups. Ask the groups to reflect on what it felt like to have someone take their community away and relate this to refugees fleeing their communities. *Islam, Palestine*

Fish Bowl

The participants are divided into two groups; one smaller group as "inner groups", and other will be "outer group". Inner group discuss a certain problem certain or practice a certain skill in their group, while outer group act as observer. *Mandira, Nepal*

Ice Breakers⁹

⁸ The APF Manual on *Human Rights Education* (UPDATED 2019) also includes a range of tools and maps these against planning, implementation and evaluating stages of a facilitated activity. It is available at ...

⁹ The tools and techniques above are based from 3 NHRI's (Indonesia, Malaysia and Thailand) experience when facilitating training. When using these techniques facilitators should consider context, participants background and learning environments. They all involve facilitation when it relates to working face-to-face with participants.

Ice Breakers are ideal to get people interacting early on in an activity and are particularly helpful for new groups coming together. In addition, they help take the group members mind off the content, whilst concentrating on working with each other in a light-hearted way. The icebreaker activity will make each group member feel included and provide a bridge into the meeting itself.

When selecting an icebreaker, it should be:

- Fun and engaging for the participants
- Short and simple
- Bring relevance to the subject matter of the meeting or training

Questions and Answers

Question and answer is the most basic engagement tool. The simplest question and answer technique is by asking questions, getting answers, then clarifying the response. This method is best used if the participants have a basic understanding of the problem being discussed or understand the connection between one problem and the other. If the participant does not understand, the facilitator can still formulate questions by using analogies or taking examples from everyday life.

How to question?

- Give an introduction to the topic to be discussed.
- Start with general questions.
- Use as many open questions as possible

When using questioning as a method avoid:

- Asking many questions at once
- Questions that lead directly to an answer
- Closed questions, "yes" or "no" questions.
- Questions that are too difficult and require deep analysis, which can discourage learning;
- Questions that are too easy and trapping because it can be considered insulting the intelligence of participants;
- Rhetorical questions.

Case Study

Case studies are participatory methods by presenting written material containing background, chronology or description of certain condition, with supporting data. With case studies, participants learn to analyze materials or think about problem solving.

Brainstorming

- Have a facilitator lead the brainstorming and one or two persons record the ideas (if possible)
- Narrow or limit the issue or problem being addressed
- Encourage 'quantity' of idea. Out of quantity will come quality
- Allow participants to take a few minutes to write down their ideas individually

- Invite participants to share their ideas. Each participant gives only ONE idea at a time. They should begin by acknowledging what others have shared.
- Quickly and uncritically write down ideas on a board or flipchart
- Do not organize the words in any particular order
- Idea can be presented through images, feelings, metaphors, events or people
- Remember there are no wrong answers!

Nominal Group Method

Similar to brainstorming, this method is designed to encourage contribution from each participant and to prevent dominance of certain participants.

First, participants were asked to write their opinions as much as they can on a piece of paper or cards. The Opinions is an answer to a question from. Next, participants expressed their opinions and the facilitator arranges it in a list. Participants are encouraged to add the list. Furthermore, facilitator lead discussion to prioritize the most important or important answers.

Small Group Discussion

One group can consist of three to eight people. The topic that will be discussed can be the same or different. After discussion in the small group, invite participants to discuss the results in large groups. Ask representatives from each group to explain the results of the group discussion.

Discussion can then be facilitated in the large group. Give opportunities to those who want to respond and commented. Facilitators need to pay attention and record matters that are considered important for the review material.

If needed, the facilitator can use questions to clarify answers. There are several variants of small group discussion:

- Pair Discussion: consisting of two to three participants
- Carousel: consisting of five to eight participants. After discussion, ask two participants to stay in their place to explain their result to another group who will come to their place. The others group member will go to nearest group and ask or discuss their discussion result. After finish visit all group, they must back to their group and give them few minutes to share their experience then start discussion in large group.
- World Café: similar to carousel, but this technique requires tables and chairs.

Focused Group Discussions

Focus group discussion concentrates on a certain issue or field. The participants usually have similar knowledge or experience.

Syndicate Group

Facilitators divide participants into small groups. Then facilitator gives a general explanation about the problem/issue and the aspect related that problem. The facilitator then asks each group to discuss specific aspect given by the facilitator. If possible, the facilitator provides references. Each group presents the results of their discussion in the plenary session.

Informal Debate

Large groups are divided into two groups with the same number of participants and discuss material that is suitable for debate. One group will be "pro" group and the other will be "contra" group.

Role Play

The facilitator asks participants to perform certain roles in order to present a role play. The role play must reveal a real problem or condition that will be used as material for discussion. Thus, after completing the role, the next important step is analyzing the results of the role play. The participants are asked to present their experiences and their feelings related to the role played. The facilitator must prepare the scenario or equipment and divide the tasks among participants.

Concentric Circle

This technique does look like the *fish bowl*, but it's actually different. In this technique the participants are divided into two groups of the same number. Participants form a circle in pairs facing each other to discuss on certain themes. Discussion is limited for 2-3 minutes. After discussion, the group members in the outer circle to move right and the inner circle to stay in their place. Make this shift several times so participants will gain new information.

Continuum

The room is divided into 4 sections with clear boundaries. Four categories are handed out on paper - "agree", "disagree", "agree but....", "not agree but.....". Participants gather in the center of the room and are asked to choose one of four categories which can be displayed as pictures or photos of certain events. Once categories are chosen participants in each category are invited to explain their choice.

Watching Movies

This technique contains elements of entertainment. Movie themes can be selected according to the training theme. Equipment that needs to be prepared for supporting this technique are a projector (LCD) and good sound system. Begin this technique by explaining about the film to be played. After the film is watched, participants discuss in the 5W1H format (*what, when, who, why, where, how*).

Back and Forth Lines (variation of silent row game)

This technique is a variation of the silent row game where participants are asked move in the lines without speaking. This activity is carried out based on information present by the facilitator. For this technique, the facilitator divides participants into two groups. The first group will play a role as a community and the second group as the owner of certain authority that served as an observer.

After participants have an identity and social role, the facilitator starts the process by reading statements. When the facilitator declares one social identity and social role to retreat or forward, the participants must follow the order. After the reading process completed, ask opinions from

participants who acted as the community. After that, ask opinions from participants who act as the authorities how they will act to the situation. The final step is to invite all participants to reflect the conditions on our social life.

Layered Eggs

The purpose of this technique is for participants to know and understand that they can contribute to society. First, the facilitator divides participants into small unit groups. Individual question sheets are shared as follows:

- How does your work contribute to achieving organizational goals?
- What factors prevent you from being effective in your work?

Participants discuss these questions in their groups. After the discussion has finished, several different unit groups combine to discuss:

- Does the program in your division contribute to achieve organization goals?
- What are obstacle factors to achieve goal?

Finally, participants regroup in one large group. They reflect on whether the organization can achieve the goals and stakeholders that can collaborate or cooperate to achieve these goals.

Meta-planning

Meta-planning is a simple technique that encourages individuals to express their thoughts on the issue under discussion. In summary, it involves writing key words onto Post-it notes and then collectively placing and arranging them into sub-groups on a flipchart or wall space.

Participants are asked to write individually one idea per Post-It note and then place the notes onto a board, sheet of flipchart paper or similar. When all the notes are on the board, the facilitator (or one or two members of the group) can then collate similar ideas together and add a sub heading. This approach helps to incorporate everyone's ideas and contributions in the shortest amount of time. It also enables the group to come to some quick conclusions.

Multi-voting

This technique allows groups to use Brainstorming to generate a long list of ideas. Following this, it is important to narrow down these ideas into a manageable size, for realistic consideration. A selection process involving the whole group then picks the best ideas, to save time. Here is a summary of the process:

- Once the Brainstorming has been completed, the group reviews the list to clarify and merge similar ideas/options
- Conduct voting through a show of hands for each option. Alternatively, allow the group to go to the list and mark their choices or use a sticky dot for each viable option. Participants can vote for any number of options.
- The facilitator then counts the votes
- Votes from half of the group, or more, warrant further discussion and debate
- The facilitator will circle or make a mark against each item now worthy of further consideration

- A further vote then takes place based on the reduced list of options, although participants can only vote for half of the remaining options on the list
- Two more rounds of voting are then used to further halve the size of the list
- Typically, groups need to have three to five options for further analysis
- Following this, the group then discusses the pros and cons of the remaining options
- Then debate the pros and cons of each remaining option within the group
- Finally, the group then makes a choice of the best option or identifies the top priorities for further analysis and debate

Structured problem solving/decision making

There are many different problem-solving processes available, but essentially, most stages follow the following structure:

- Define the problem
- Present the background
- Generate ideas
- Group the ideas
- Choose the idea/s
- Check commitment