



Co-funded by the
Erasmus+ Programme
of the European Union

DYNAMIX

A 2 STEPS EUROPEAN TRAINING ON GROUP DYNAMICS,
CONFLICT PREVENTION AND COLLECTIVE ACTION.



DOMAINE DE MATENS 81 600 GAILLAC - OCCITANIE, FRANCE

STEP 1: OCTOBER, THE 4TH TO THE 10TH 2018

STEP 2: NOVEMBER, THE 29TH TO DECEMBER, THE 5TH 2018.

***WORKSHOP SCHEDULE,
MOST SIGNIFICATIVE TOOLS we used
and CONCEPTS we dealt with***

A Via Brachy's initiative in cooperation with



Association VIA BRACHY : Voyages Interculturels Solidarité Autoformation
3, Place des Avions - 31 400 Toulouse – France - www.viabrachy.org

SUMMARY OF THE PROJECT

“The stone has no hope of being anything else than a stone, but when collaborating, it assembles and becomes a temple”.

Antoine de St Exupéry

Since its creation, our association, Via Brachy, is dealing with **group dynamics** and **cooperation issues**. We believe that **living** and **working together** offers to whoever experiences it an opportunity to **grow as a person** and at the same time to **do things** he/she would never have been able to do alone.

But understanding each other, getting together, or setting up and sustaining a collective project are not easy jobs! As persons or as organizations, we often failed in our attempt to make it happen.

Why? Probably because we are used to compete with each other, to impose our point of view, to talk without really listening to the others, to lead a project our way or to follow a charismatic person. Most of us were not taught how to communicate with the others, and most of the time we don't know how to deal with conflicts when they occur.

This leads to the harmful divisions of lovely groups, to the collapse of brilliant projects, and eventually to the feeling that living and/or working together is a nice utopia that doesn't fit reality.

Hopefully, all around us, pioneers show that there might be ways to reach this dream of us. They offer us models and concepts to better understand group dynamics and develop methods and tools to better **communicate, collectively design projects, debate, take decision together, prevent tensions** and **resolve conflicts**.

The “**DYNAMIX**” training course was designed in order to share some of this emerging knowledge. It aimed at **developing participants' ability to set up and sustain positive group dynamics** and to **deal with tensions and conflicts**.

The training has been held in 2 steps:

- the first from the 4th to the 10th of October to better understand **group dynamics**;
- the second from November, the 29th to December, the 5th to address **conflicts' prevention and resolution**.

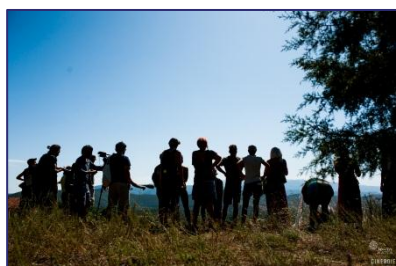
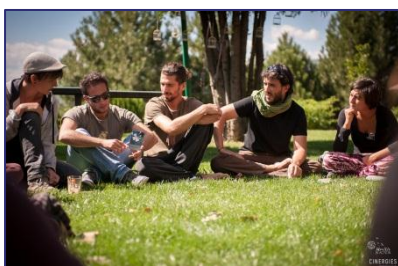
Both steps took place in Gaillac (Occitanie), South-West France and gathered **31 to 32 youth and social workers and people involved in collective projects** coming from **6 countries** (France, Greece, Italy, Germany, Portugal and Spain).

For 7 days each time, participants were immersed in a supportive learning environment. They shared their experience and put into practice the methods and tools they were introduced to by skilled trainers from Via Brachy and La Volte. They worked on **practical issues** and **experienced a variety of tools and approaches**.

They also experienced **community living** and had thus the opportunity to **implement** what they were learning *in situ* while getting to know each other better.

This document is an attempt to share our experience, hoping it will fit your requirements.

Wish you a nice reading!
The organization team



WHAT YOU WILL FIND IN THE FOLLOWING PAGES

The **detailed program** of the 2 steps of the training course and a short presentation of the venue.

A brief **presentation** of the partner organizations.

A **description of the main learning sessions** we offered during the training course (in order for you to reproduce them).

A brief reminder of some **significant concepts** and **theoretical approaches** the participants were introduced to during the training course.

Links to access to the video, the podcast and the fanzine the participants produced during the 2nd step of the training course.



WHO WE ARE

The training course gathered 6 European organizations active in the fields of non-formal education, social inclusion and sustainable development:



The learning sessions were designed and guided by a crew of 4 trainers from the French organizations **Via Brachy** (2) and **La Volte** (2).



Via Brachy is a French non-profit organization created in 1998. We aim to **empower people**, to enhance **social and ecological projects** run by citizens and to **foster dialogue** between persons and organizations from various backgrounds and cultures.

We organize **mobility projects** and **non-formal educational activities** in order to encourage **social inclusion** and to help people **find their way in society**.

We believe that traveling opens people's minds to new realities and encourages them to share ideas, knowledge and experiences. We promote **eco-friendly living** and we advocate for **social and collaborative economy** and **social change**.

Practically speaking:

- We organize youth exchanges, seminars, training courses and journeys in France and Europe as catalysts for **personal transformation** and **social change**;
- We support our partners' initiatives in Senegal (development of eco-friendly **income-generating activities**, using ecological equipment as low-energy cooking tools and solar dryers);
- We organize public events in order to **raise people awareness** on social and/or ecological issues and to promote alternative ways of working and living.

More info: www.viabrachy.org



European Village is a Greek NGO established in Athens in 2006. It aims to spread ideas and support actions concerning **social and collaborative economy** and **sustainable development**, through innovative ways of coordinating various autonomous projects, hopefully expanding the bonds in between the rural and the city.

The association empowers people through **non-formal educational activities** (learning by doing), **sensitization events** and **vocational trainings**.

Firstly involved in intercultural dialog and exchange of good practices in Europe through hosting and sending European volunteers (EVS) and participating in international meetings, it has greatly extended its activities in the fields of **social innovation**, **living together**, **non-violent communication** and **poverty alleviation**, in order to meet the needs of people, still strongly impacted by the consequences of the 2008 global financial crisis, and by the current migrant crisis.

The association is paying attention to the values that connect a person to a group and how this whole connection is evolving in terms of **solidarity** and **broadmindedness**. **Non-Violent Communication** (NVC) is one of the ways in which it is developing a non-violent stance and exploring an alternative way of dealing with social and personal life's changes.

Since 2009, it runs a **cooperative café** in an emblematic and popular borough of Athens, in which it organizes talks and debates dealing with social current issues and free **Do-It-Yourself workshops** addressed to all target groups. Since 2015, it has strengthened its action towards vulnerable people by setting up an itinerant and social food truck (**Nomadiki Kouzina**) providing food and warmth to disadvantaged people.

Both initiatives contribute to prevent the rising of social tensions due to the misunderstanding of the Stranger, of the Difference in an uncomfortable social and economic context.

More on: <http://european-village.org/>



HRYO - Human Rights Youth Organization is a non-profit, non-governmental organisation founded in Palermo in 2009. Its mission is to facilitate, through various means, the fulfilment of **Human Rights** and establish an international network of organisations and individuals who are actively contributing to their local context.

Its members believe in a world governed by **peace** and **mutual understanding**. They see **education** as an essential aspect towards creating a reality that promotes and protects **human dignity**, as well as all aspects of **equality** and **sustainability**.

In practice, the HRYO is engaged in implementing **educational youth projects**. At local level, it organizes seminars, workshops, and other educative courses for promoting human rights and other democratic values. It involves young people with fewer opportunities (e.g. young migrants, youngsters with disability and minors under the restorative justice program) in its activities and provides traineeship possibilities for university students and volunteers.

Besides, it manages a parcel of land called **OrtoBhRYO** as a part of a big Urban Garden in Palermo, which provides many environmental, social, and health benefits for the people (such as providing a local source of food, bringing communities and families together, educating people about the origins of food, adding green spaces to the city).

Furthermore, HRYO takes part in a solid partnership to whom has been given custody of a **confiscated good from the mafia** where will be settle a **social theatre project**. In the framework of this project ("**Teatro d'insieme**"), apart from the creation of an alternative educational path in one of the disadvantaged quarters of Palermo, HRYO aims at creating a Digital Museum of Human Rights.

At international level, the organization advocates for a better recognition of non-formal education. It is implementing **European projects** within the frame of Erasmus+ and has been hosting international trainees from European and Mediterranean countries.

More on: <http://www.hryo.org/fr/>



Arbeit und Leben DGB/VHS NRW e.V is an institution for **continuing education** in maintenance of the German federation of trade unions (Deutscher Gewerkschaftsbund - DGB) and the adult education centers (Volkshochschule - VHS) in the state of North Rhine-Westphalia (NRW).

It offers an education that cultivates **social competence** and has **people's participation in society** as its goal. It imparts knowledge for the work on social tasks, and imparts such knowledge that is necessary for workers' representation to shape the working world and to protect workers' rights.

For local and regional groups, initiatives and institutions, Arbeit und Leben DGB/VHS NRW is available as partners in projects of continuing education. In practice, it stands for:

- a **continuing education** towards democracy, tolerance and involvement in social affairs,
- a **network** with local, regional and inter-regional educational activities and cooperation,
- **popular educational offerings** of more than 40 local cooperatives in North Rhine-Westphalia.

More on: <https://www.aulnrw.de/>



N.E.W. LOOPS is a Portuguese non-profit organization based in Algarve since 2014. It aims at creating a **network of change-makers** and establishing a **participatory educational platform** that can lead to **social, environmental and personal transformation**.

It intends to propose **practical solutions**, adapted to both rural and urban areas, making it possible to match the **satisfaction of people's needs** and the **preservation of the ecosystems**, and to **stimulate a new social and territorial dynamic** based on the values of solidarity, freedom and sustainability.

The association operates in an area (Algarve, South Portugal) strongly impacted by the financial crisis of 2008 and to the depopulation due to precarious, seasonal and low-paid working conditions and where mass tourism and intensive chemical agriculture dramatically threat the environment, especially along the coast.

NEW Loops therefore aims at **supporting social and environmental regeneration**, leading to permanent changes and eventually to a more sustainable future. It is looking for solutions to **turn human settlements into healthy ecosystems** and provides training to people so that they can take action.

Thanks to its **transdisciplinary team**, the association applies diverse methods such as **non-formal education**, **permaculture** techniques, visual and performative **arts**, social and environmental research. Through the organization of **local trainings** and workshops and its active participation in European projects, it allows people to come up with innovative solutions to tend towards **sustainable living**.

More on: <http://newloops.spajkit.com/>



Viaje a la Sostenibilidad

Viaje a la Sostenibilidad is an independent environmental and social non-profit organization based in Zaragoza (Spain).

Its main objective is to **empower** young people so that they can take action for a more **sustainable society**. It promotes **permaculture** in its various dimensions (social, ecological,

economical) and stands for **cultural exchange** and **mutual understanding** between young people and local communities.

The association has experience as **host and partner organization** in various Erasmus+ projects within and outside Europe. It takes advantage from its wide **network** at both local and international scales in the field of non-formal education, **sustainability, youth, bio-construction, permaculture, rural life and green economy** in order to foster social change.

It also organizes **awareness-raising** actions with talks, meetings and graphic materials at local, regional and national levels, and supports the creation of a Spanish network for sustainable tourism.

More on: <http://viajealasostenibilidad.org/>

La Volte
Collectif d'éducation populaire

La Volte is an informal French collective of **popular education**. It arose from the common determination of 3 social workers to join forces to enhance people's commitment in the society by spreading useful knowledge and skills in the fields of **participation, community work, social inclusion, decision making process...**

The collective grew gradually these last 4 years with the involvement of youth and social workers from various fields, ages and background, who bring their experience and skills for the sake of the project. Its members advocate a more **inclusive, democratic and innovative society**. They organize public events; participate in EU seminars and trainings and support social entrepreneurs and non-profit organisations in the development of their initiatives.

"La Volte is a beginning, a start, a hope, a bud about to bloom. It is a dull rage that shakes the belly, creates the movement and weaves the bonds of collective struggles.

La Volte is a space of experimentation, a place to produce and broadcast our weapons of political consciousness, collective intelligence and social transformation. It is an opportunity to re-find and re-empowering action, an attempt to change the world order, rather than our desires."

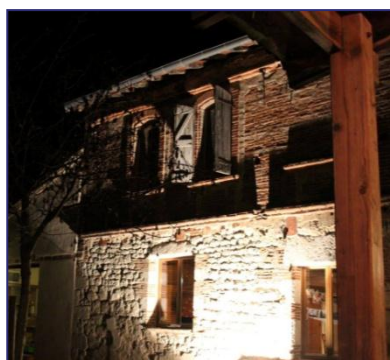
More on: <http://collectif-lavolte.org/>



WHERE WE MET (THE HOST VENUE)

The **Domaine de Matens** is a small-scale organic vineyard in Gaillac. It includes organic wine and group accommodation. It regularly sets up cultural and social events and welcome local or international seminars and trainings run by non-profit organisations.

Its members advocate **sustainable development, alternative organisational models, intergenerational dialogue** and **social inclusion**.



More on: <http://matens.free.fr/>

WHAT WE HAVE DONE (REALIZED PROGRAM)

1st STEP: 7 days to better understand group dynamics and group work

Thursday, October 4th

Opening session - Get to know each other

16:00 - 18:00: Departure from Toulouse. Reaching the venue *Domaine de Matens* (Gaillac).

18:00 - 20:00: **Welcoming. Presentation of the venue, the facilitation team and the frame** of the training course. **Ice-breaking activity.**

20:00 - 21h30: Diner + **Ice-breaking activity** (“DEVINIX”)

21:30 - / : Self-managed evening at the *Domaine de Matens*

Friday, October 5th

Being a group - Bring people together, address people’s needs and motives, set a collective frame

9:30 - 10:00: Energizer & Today’s menu

10:00 - 13:00: **Pin point the main difficulties found in collective action**, building on our past experiences. Share our “**Burning questions**” regarding belonging to a group, being a group, and collective action.

13:00 - 14:45: Lunch break

14:45 - 15:00: Energizer

15:00 - 18:00: **Create or bring a collective together: Give voice to the people, highlight and feed the needs of the collective, define its purpose and ethical frame, and set up a work frame.**

Set up tools in order to ease self-expression, collective living, collective work and the recognition of our learning achievements.

20:00: Diner - Self-managed evening at the *Domaine de Matens*.

Saturday, October 6th

(Get) Inform(ed) and Clarify – Be creative together

9:30 - 10:00: Energizer & Today’s menu.

10:00 - 13:00: **(Get) Inform(ed) and clarify** - Introduction of the “**DYNAMIX Cabaret**”.

Brainstorm to make the most of the opportunity, foster creativity, help unleash imagination. Share our motives and fears (“*Silent discussions*”, “*Thermometers*”).

13:00 - 14:45: Lunch break.

14:45 - 15:00: Energizer

15:00 - 17:00: **Give shape to the Cabaret, building both on what drives us and on our skills and current resources. Create teams, design a first proposal.**

17:20 - 18:00: **Meta review** with the facilitators (“*Zoom in / Zoom out*”).

Assessment of the day by the participants (*Family groups*).

20:00: Diner & “8 o’clock News”. Self-managed evening at the *Domaine de Matens*.

Sunday, October 7th

Discuss, argue and take side within the collective – Give space for people to breath

9:30 - 10:00: Energizer & Today’s menu.

10:00 - 13:00: **(Re-)shape our attitude(s) within a discussion, diversify our debate techniques to process a complex thought and welcome argument as a collective resource.**

Meta review with the facilitators (“*Zoom in / Zoom out*”).

13:00 - 14:30: Lunch break.

14:30 - 15:30: **Sharing circle** (*Mid-term assessment of the training*).

15:00 - 20:00: **Free afternoon** (highlighting how important is free time/personal time for a collective to be healthy and to last).

20:00: Diner & “8 o’clock News”. Self-managed evening at the *Domaine de Matens*.

Monday, October 8th

Decide collectively, address power issues, join forces to overcome problematic situations

9:30 - 9:45: Energizer (cooperative exercise) & Today's menu

9:45 - 11:30: **Workshop 1: Learn to distinguish "Consensus" and "Consent", Come up with a collective thought and action plan** (for the Cabaret) **thanks to the Consent decision making process.** *Workshop 2: Address power issues* ("Powerty" game). *Workshop 3: Join forces to overcome problematic situations* (group work on practical issues that we are currently facing).

11:30 - 12:00: Break

12:00 - 13:30: **Workshop 1: Learn to distinguish "Consensus" and "Consent", Come up with a collective thought and action plan thanks to the Consent decision making process.** *Workshop 2: Address power issues.* *Workshop 3: Join forces to overcome problematic situations.*

13:30 - 15:15: Lunch break

15:15 - 15:30: Energizer

15:30 - 17:00: **Workshop 1: Learn to distinguish "Consensus" and "Consent", Come up with a collective thought and action plan thanks to the Consent decision making process.** *Workshop 2: Address power issues.* *Workshop 3: Join forces to overcome problematic situations.*

17:15 - 18:00: **Meta review** with the facilitators ("Zoom in / Zoom out").

Assessment of the day by the participants (*Family groups*).

20:00: Diner & "8 o'clock News". Self-managed evening at the *Domaine de Matens*.

Tuesday, October 9th

Take action together: Design, coordinate, implement and celebrate!

9:45: Energizer & Today's menu.

10:15 - 11:30: **Organize ourselves for the Cabaret:** Election without candidate of 2 representatives per group, definition of a common plan/roadmap (within each group).

11:30 - 12:00: **Get coordinated** (First coordination meeting between group's representatives while the others are already preparing the performance).

12:00 - 13:00: **Prepare the show!** (Autonomous group work)

13:00 - 14:30: Lunch break

14:30 - 14:45: **Review the plan** (second coordination meeting between group's representatives)

14:45 - 16:30: **Prepare the show!** (Autonomous group work)

16:30 - 17:15: **Set the last details for the show to be launched** (Ultimate coordination meeting)

18:30 - 20:30: **THE DYNAMIX CABARET: Collective dynamics on stage!**

20:30 - / : Dinner and **Closing night party** at the *Domaine de Matens*.

Wednesday, October 10th

Assess to evolve, take the scope of your learning achievements

10:30 - 10:45: Warm up & Today's menu

10:45 - 12:15: **Assess collectively the seminar, from both emotional and analytical perspectives** (sharing circles).

12:15 - 13:30: **Take the scope of our learning achievements** (personal evaluation, using the "*Household appliances*" guidelines).

Set up goals for ourselves regarding collective work and action, to reach within 6 months.

Pick a post card to keep in touch.

13:30 - 14:30: « No food-waste » lunch.

14:30 - 15:00: **Closing circle**

15:00 - 17:00: Tidying up the venue.

17:30: Departure for Toulouse.

2nd STEP: 7 days to learn how to prevent tension and deal with conflicts

Thursday, November 29th

Opening session: Welcoming, remembering, setting up a frame, tools and learning goals

16:00: Departure from Toulouse train station. Reaching the venue *Domaine de Matens* (Gaillac).

17:30 - 18:30: **Welcoming of the participants, Presentation of the facilitation team.**

Icebreakers / Get to know each other activity (“*Think & Listen*”)

18h30 – 19h20: The newcomers are introduced to the **venue**, the **pedagogical approach**, the **rules for collective living**, and to **what the group dealt with in October** by the participants who took part in the first step.

19:20 - 19:35: **Presentation of the training’s frame** (content, program, facilitation method).

19:35 - 20h00: Official registration of participants & Installation in the *Domaine*’s rooms.

20:00 - / : Diner - Self-managed evening on site (*Domaine de Matens*).

Friday, November 30th

Drawing an overview and questioning our experience of conflicts - Forum Theater

8:45 - 09:00: Today’s menu (brief presentation of the method: “*Forum Theater*”)

09:00 – 09:25: **Warm-up activities**

09:25 – 13:00: **Experience sharing between participants** (“*Mutual Interview Groups*”). **Selection of a few stories to work on. Preparation and performance of short theatrical stages.**

13:00 - 14:45: Lunch break

14:45 - 15:00: Warm-up activity

15:00-17:30: **Exploration of 2 conflicts**

(For each: 1. *Performance / Theater play* = “*Forums*”; 2. *Statement of conclusions*).

17:45 - 18:40: **Meta-review. Display of the workshop’s results. Setting the Family Groups up.**

20:00: Diner & “8 o’clock News” - Self-managed evening on site (*Domaine de Matens*).

Saturday, December 1st

Exploring the main concepts and processes of Non Violent Communication, Questioning the way we usually react to situations and interact with the others

9:30 - 09:50: Today’s menu & Energizer

09:50 - 12:45: **Understanding the main concepts Non Violent Communication relies on. Discovering and experiencing the method, step by step.**

13:00 - 14:45: Lunch break

14:45 - 15:00: Energizer

15:00-18h00: **Exploring active listening techniques, learning to rephrase. Understanding the 4 ways we UNDERSTAND a message, taking into consideration both our feelings and needs and those of the other(s); Connecting to ourselves, exploring the concepts of “Self-Empathy” and “Limiting Belief”.**

18:30 - 19:00: **Family Groups**

20: 00: Diner & “8 o’clock News”.

Sunday, December 2nd

Considering both ourselves and the others when expressing ourselves and taking decision

9:30 - 10:00: Energizer & Today’s menu.

10:00 - 12:30: **Addressing the issues at stake when we express our needs within a group** (“*Cross positioning exercise*”; Guided reflection: “*Me, My Needs and the Others*”);

12:30 – 13:00: **Debriefing / Meta-review.**

13:00 - 14:30: Lunch break

14:30 - 15:30: **Sharing circle** (*Mid-term assessment of the training*).

15:00 - 20:00: **Free afternoon** (highlighting how important is free/personal time for a collective to be healthy and to last).

20:00: Diner & “8 o’clock News”. Self-managed evening at the *Domaine de Matens*.

Monday, December 3rd

Mixing opposite points of view to unleash creativity,
Addressing our needs and fears when answering a demand,
Becoming more authentic and achieving a greater sense of self-realization in our interactions

9:30 - 9:45: Energizer & Today's menu.

09:45 - 11:15: *Workshop 1: Introduction to the "6 hats" methods* from E. de Bono **to unleash the groups' creativity and come up with a collective thought and action plan** (for the collective work on the 6th day).
Workshop 2: Addressing Criticism, Authenticity and Gratitude. Learn to be authentic and welcome your vulnerabilities. Promote gratefulness and celebration; *Workshop 3: Questioning our limits, addressing the hidden meanings and practical consequences of YES and NO ("YES or NO? Let me know!")*

11:15 – 11:30: Break

11:30 - 13:00: *Workshop 1: Introduction to the "6 hats" methods* from E. de Bono **to unleash the groups' creativity and come up with a collective thought and action plan** (for the collective work on the 6th day).
Workshop 2: Addressing Criticism, Authenticity and Gratitude. Learn to be authentic and welcome your vulnerabilities. Promote gratefulness and celebration; *Workshop 3: Questioning our limits, addressing the hidden meanings and practical consequences of YES and NO ("YES or NO? Let me know!")*

13:00 - 15:45: Break

15:45 - 16:00: Energizer

16:00 - 17:30: *Workshop 1: Introduction to the "6 hats" methods* from E. de Bono **to unleash the groups' creativity and come up with a collective thought and action plan** (for the collective work on the 6th day).
Workshop 2: Addressing Criticism, Authenticity and Gratitude. Learn to be authentic and welcome your vulnerabilities. Promote gratefulness and celebration; *Workshop 3: Questioning our limits, addressing the hidden meanings and practical consequences of YES and NO ("YES or NO? Let me know!")*

17:30 – 18:00: Break

18:00 – 18:30: **Meta-review.**

18:30 – 19:30: **Family groups**

20:00: Diner & "8 o'clock News".

Tuesday, December 4th

Take action together: Design, coordinate, create and celebrate!

9:30 – 10:00: Energizer & Today's menu.

10:00 - 11:30: **Organize ourselves to produce collective outputs:** Defining what to produce, electing or nominating 2 representatives per group, defining a set of questions and requirements to address to the others.

11:30 - 12:15: **Get coordinated** (First coordination meeting between group's representatives while the others are already working on the video, the podcast or the fanzine).

12:15 - 13:00: **Prepare the outputs** (Autonomous group work)

13:00 - 14:30: Lunch break

14:30 - 18:30: **Prepare the outputs** (Autonomous group work).

During this timeframe, each group can ask for mediation, following the process of Non Violent Communication (30 minutes per group, at 15h30 – 16h00 or 16h30).

19:30 – 20:15: Collective presentation of the 3 outputs: 1 video, 1 podcast, 1 fanzine.

20:30 - / : **Closing night party** at the *Domaine de Matens*

Wednesday, December 5th

From evaluation to evolution, think about our next journey

10:20 - 10:30: Energizer & Today's menu

10:30 - 13:00: **Final Evaluation of the Seminar** (collective and personal, through a questionnaire);

Sharing our ideas and making proposals for next encounters and further cooperation.

13:00 - 14:30: "No food-waste" lunch

14:30 - 17:30: Tidying up the venue.

17:30 - / : Departure for Toulouse.

DYNAMIX - STEP #1

OCTOBER, THE 4TH TO THE 10TH 2018

**7 days to better understand
GROUP DYNAMICS and GROUP WORK**



----- DAY#1 -----

ICE-BREAKERS “DEVINIX” & “CLAP YOUR HANDS”

| | |
|---|--|
| Time | 60 minutes |
| Objectives | Breaking the ice Presenting ourselves in an alternative way, out of status (academic degree, job...) |
| Scenario (time / short description) | <p>DEVINIX (20'-30')</p> <p>Mix the participants as much as possible for sharing the meal. They should not know the people around them.</p> <p>Place on each table (6 persons) a basket with a few questions. Ask the participants to pick up the questions randomly and answer to them one after the other, in an informal way.</p> <p>CLAP YOUR HANDS! (40')</p> <p>Gather all the participants in the room. Start the session by explaining them that they will share by pair for the next 30 minutes, either around a question, either in a non-verbal way, for 2 to 4 minutes per round. At each round, they should change partners, in order to meet as many persons as possible. The round will start when you will clap your hands and tell them the subject or the way of expression you meant for the round.</p> <p>Invite the participants to walk randomly in the room, at a pace that fits a specific atmosphere: a lazy summer afternoon, a walk in a dense fog, a raining day, a sunrise at Spring time, a crazy party, etc.). Each time you will clap your hands, they have few seconds to either gather with the furthest person of the group or make a group according to your instruction. When they create pairs, they should share together, either around a question, either in a non-verbal way:</p> <p>Questions: “Please, share with your partner:</p> <ul style="list-style-type: none"> - a significant moment of your week - your dreamt work - what makes you happy in life - your opinion regarding living together - your last travel. <p>Non-verbal rounds:</p> <ul style="list-style-type: none"> - act out your job/main activity - guess what it could be - gather by country of residence - look to each other eyes - gather by number of collectives you belong to : 1 or 2 ; From 3 to 5 ; More than 5. |
| Needs Material / equipment | Big space (outside or inside) Baskets and papers |

----- DAY#2-----

**REFLECTING ON WHAT DRIVES US HERE, DEFINING
LEARNING GOALS and BURNING QUESTIONS**

| | |
|---|---|
| <p>Date</p> | <p>2 hours 15 minutes</p> |
| <p>Objectives of the session</p> | <p>Sharing significant past experiences to learn from them and highlight the main problems we encounter when we work / are together. Sharing our burning questions (main issues on which we would like to work during the training course).</p> |
| <p>Scenario (time / short description)</p> | <p>Part 1 : Mutual interview groups & Wall of issues (60')</p> <p><u>Round 1 (15')</u>: Ask the participants to create groups of 3. Each group will have 15 minutes to share collective experiences that didn't go well in their more or less remote past. In practice, each participant will have 5 minutes to share a significant collective experience where they felt unsatisfied and to explain the others Why.</p> <p><u>Round 2 (15')</u>: Ask the participants to extract from their 3 personal stories the key issues they dealt with: "<i>What were the main issues that they encountered</i>". Ask them to write them down on A5 paper sheets (1 issue per sheet).</p> <p>Close the session by sharing the group's findings and with the collective creation of a "Wall of issues", where the participants post one after the other the main issues they highlighted. (30')</p> <p>BREAK (15')</p> <p>Part 2: "Think & Listen - Special talk" (15')</p> <p>Back from the break, participants gather in pairs (ideally with a person they don't know well yet) for a special talk. Each person will have 7 minutes to share with their partner "<i>Where they believe they contribute to a collective?</i>" When they talk, the other remains silent. The Think & Listen offers to each person both 7 minutes of uninterrupted speech and 7 minutes of active listening.</p> <p>Part 3: Personal reflection (10')</p> <p>Ask the participants to choose a group / team / organization they are currently belonging, on which they would like to work. Guide them then in a personal reflection regarding its purpose, values, action, dynamic, challenges and problems. <i>"Imagine the collective you are currently involved in. Who are you? What are you doing? What are your values? Why did you join together? Where do you intervene? Towards whom your action is geared? What are current challenges? What is a little bit hard? Where are the blockages?"</i></p> <p>Part 4: "Listen, Talk & problematize" (15')</p> <p>Ask the participants to gather in pairs again (with another person than the previous time) for a special discussion. Each person will have 7 minutes to share with their partner and make emerge the main issues they are facing: their "<i>Burning questions</i>".</p> <p>Part 5: "Burning questions" (20')</p> <p>All the participants read the "<i>Burning questions</i>" of their partner in circle and post them on the wall.</p> |
| <p>Needs Material / equipment</p> | <p>Big space (inside or outside) Piece of papers (1/person) and markers + 1 Paperboard</p> |

SENSORIAL WORKSHOP: HOW DO WE ACT WITH GUIDELINES & RULES?

| | |
|---|--|
| Time | 50 minutes |
| Objectives of the session | <p>To experience how we act regarding rules/guidelines. To highlight our strategies to negotiate with them. To raise awareness on how our behavior can affect others.</p> |
| Scenario (time / short description) | <p>Part 1: Setting a frame – Playing / Drawing</p> <p>Place a long blank paper in the floor. At one end, place 3 different pots of painting, of 3 different colors, with 6 brushes (2 per pots). Ask the participants to sit around the paper and feel comfortable. Start the session by explaining them some basics guidelines, but <u>don't write them</u> :</p> <ul style="list-style-type: none"> - Each participant has to draw one unique symbol in the paper, using only one color. - They can draw their symbol as many times as they want, using always the same color. - They can vary the size of their draw if they feel like; - At least one brush has to be always available; - Everyone has to have the chance of participating at least once; - They can only paint if the music is playing but they can do it freely whenever they want; - When the music is playing they are not allowed to talk. <p>Start the music (NB: <u>Don't tell the participants how long the workshop will be</u>) and let it play for 20 minutes.</p> <p>Part 2: Sharing Circle</p> <p>After you stopped the music, make a sharing circle, asking the participants how they felt during the exercise and how they feel now about the collective work.</p> <p>Close the circle by reminding the guidelines and highlighting which ones were broken during the exercise. Give the speech to those who didn't respect them and ask them why they decided to do so.</p> <p>Part 3: Meta-analysis</p> <p>Finish with a meta-analysis on how we negotiate with the guidelines in our everyday life, either because we forgot what they were (most probably because we don't find them pertinent - external rules), either because we have a personal need, or because we judge that they are not that important and we tend to forget that breaking them can create tension, frustration or incomprehension around us.</p> <p>Remind that rules are meant to be a contract between people in order to allow the group to reach an objective, but this doesn't mean that they have to be rigid. They need to be reminded, modified, and redefined to always fit the needs of the group.</p> |
| Needs Material / equipment | <p>Big space (outside or inside) Painting of different colors (at least 3) A long blank paper Music (playlist)</p> |
| Expected results | <p>The participants better understand the importance of defining rules/guidelines together, to give space to every person in the group and to reach both their personal and collective objectives.</p> |

A BRIEF CONCEPTAL ASIDE

ARTFUL PARTICIPATION

----- @<https://patterns.sociocracy30.org/artful-participation.html> -----

*“Is my behavior in this moment the greatest contribution
I can make to the effectiveness of this collaboration?”*

Artful participation refers to the attitude and ways of acting of a person within a group: **Do they commit to doing their best to act and interact in ways that enable effective collaboration?**

It is an **individual commitment** to:

- actively **consider and follow-up on all agreements** made, in the best way possible, given the circumstances;
- **develop awareness and understanding** of individual and collective needs;
- **grow the necessary skills**;
- **support others** to participate artfully;
- bring impediments and improvement suggestions to the attention of others if necessary.

Participating artfully may include interrupting, objecting or breaking agreements. Artful participation:

- **enables co-creation** and evolution of agreements
- helps to **grow stronger teams**
- **builds self-accountability, integrity and trust**
- generates a **culture of mutual support** and close collaboration
- is more powerful when embraced by many.

In order to **assess if and to which extent you participate artfully** in the group(s) you belong to, you may use the following set of questions:

- How can I support myself and others to participate more artfully?
- Where are my interactions with others unhelpful or ineffective?
- Which agreements do I find hard to keep? What can I do to address this?
- What skills can I develop, that would support me to participate more artfully?
- What would artful participation mean in relation to:
 - o my daily activities?
 - o collaboration and interaction with others?
 - o the organization?
 - o the wider environment?



BEEING A GROUP: SHARING OUR NEEDS, FEARS AND JOYS

| | |
|---|--|
| Time | 60 minutes (including a break of 10 minutes) |
| Objectives of the cession | Getting to know each other / Becoming a group Welcoming and addressing people's fears Create a peaceful and constructive atmosphere |
| Scenario (time / short description) | <p>Part 1: NEEDS: What do I need to feel comfortable in a group? (25')</p> <p>Invite participants to take 10 minutes to reflect on what are the basic needs they have to be able to live and work with other people and write them on post-its (1 idea/post-it). PAUSE (10'). During the break, create a mind map from what emerged. When the participants return from the break, outline the needs that emerge so that everyone can have a clear view of the needs of the group. Introduce then the participants to the concept of "<i>Artful Participation</i>" as a guideline to behave in the group for the week they will share together.</p> <p>Part 2: FEARS: What are my fears for this next week? (20')</p> <p>Invite the participants to reflect on the fears they have regarding both the seminar and the collective living and to write them on a piece of paper. Remember them that each fear has to be written on a different paper. (5') Make a circle and ask the participants to crumble the papers with their fears and to throw them in the middle of the circle. That way, the fears are no longer the fears of a person but the fears of the group as a whole. (5') Then, one by one, invite the participants to collect a paper, read it out loud, and glue it on a common Flipchart blank paper (gather similar fears together as much as possible). Continue until all the fears have been read. (10')</p> <p>Part 3: JOYS: What I would really like to experience this week? (15')</p> <p>To conclude the session, invite the participants to focus on what will be their joys during this week. The speech is free: they can express either personal, either social or pedagogical experiences. One by one, the participants who feel like sharing their ideas with the group will put themselves in the middle of the circle and expressing their idea out loud. (Only the ones that have an idea and want to share it will take the speech; the participants they are free to express or not). Invite then the other participants to take position regarding it, by taking position around the person who made the proposition. The more they agree with the idea, the closer to the person they will go.</p> |
| Needs Material / equipment | Post-it Flipchart papers Blank paper |
| Expected results | Create empathy Enable participants to take a step back from their personal point of view to better understand who is in the group and what could be the dynamic. |

----- DAY#3 -----

DYNAMIX CABARET
INFORM AND CLARIFY

| | |
|---|--|
| Time | 60 minutes |
| Objectives of the session | <p>Inform about the collective project Clarify all the doubts Explain the frame</p> |
| Scenario (time / short description) | <p>Part 1: Presentation of the Cabaret</p> <p>“Ladies and Gentleman, On the last night of the seminar we will be performing a Cabaret! You will have the next days to prepare and decide what you would like to do. We will guide you with tools that will help you to achieve this collective objective. As this seminar is about group dynamics and group work, we will focus on the process. No matter how good looking will be our cabaret. There will be no audience: you will perform for us, for the pleasure of it. The show is just an excuse for you to test some tools and embody a collective process. It will</p> <p>First of all, What is a cabaret? A cabaret is a sort of a play that is divided in different moments: the “tableaux”. Those “tableaux” are kind of short plays within a BIG play. All together, they are the cabaret.</p> <p>Off course you will get to decide what you want to do and how do you want to express. We make an open call to your creativity! But as in real life, and as in any real project, they are some constraints! You will have to deal with them and to take them into consideration in your design :</p> <ul style="list-style-type: none"> - The cabaret will take place here, in the Domaine de Matens - It will happen on the 9th of October from 18h30 to 20h30 maximum. It can be shorter but not longer. - There is no specific budget for it, and nothing will be bought for this occasion: You will have to use exclusively the resources we have here (knowing that you can go in the nearby forest if you want to pick up natural material). - The thematic is group dynamics, meaning that your mini-plays (tableaux) will have to address this topic. You can either address the topic in general or focus on a specific aspect of it. - On the night of the cabaret we will have a bar. As in real cabarets, we will have draft beer, wine and softs. For the bar to open we will need to have in the drinking box around 160 euros and we will need to collect them in the night of day 4 so we can arrange everything for the big day. - You will work in groups of 9 (1 group of 10) persons to design your tableaux. - You can split in smaller groups within your group of 9 to perform if you want to propose different “plays”, but no one man shows will be allowed. - You can ask people from another group, or other people around, to join your play or to help you. - Going on stage is not mandatory. Everybody has to participate in the Cabaret, but it is up to you to decide how. - Your group of 9 will be responsible of a third of the Cabaret (your tableau) but you will have to coordinate yourselves with the other groups so that the cabaret can have a nice flow. - What is more, each group will be responsible of the “inter-plateau” (meaning the time between each group’s performance) between their plateau and the next one. The inter-plateau can be maximum 15 min. |

You will have time during the seminar to design and prepare your play:

- Today, we will brainstorm together, join our resources, make propositions and create groups.
- On day 5, the 8th of October, you will decide together what you will eventually do. At the end of the day, each group will have a clear idea of what it will do.
- The 6th day is entirely dedicated to the preparation of the show.

We, the facilitation team, are here to help you to meet the challenge. We will have specific roles inside the cabaret:

- Caroline will be Mme Loyale
- François will be the play director
- Jérôme and Cecilia will be the bartenders and logistics responsables.

You can expect from us support and commitment.”

Part 2: Round of clarification

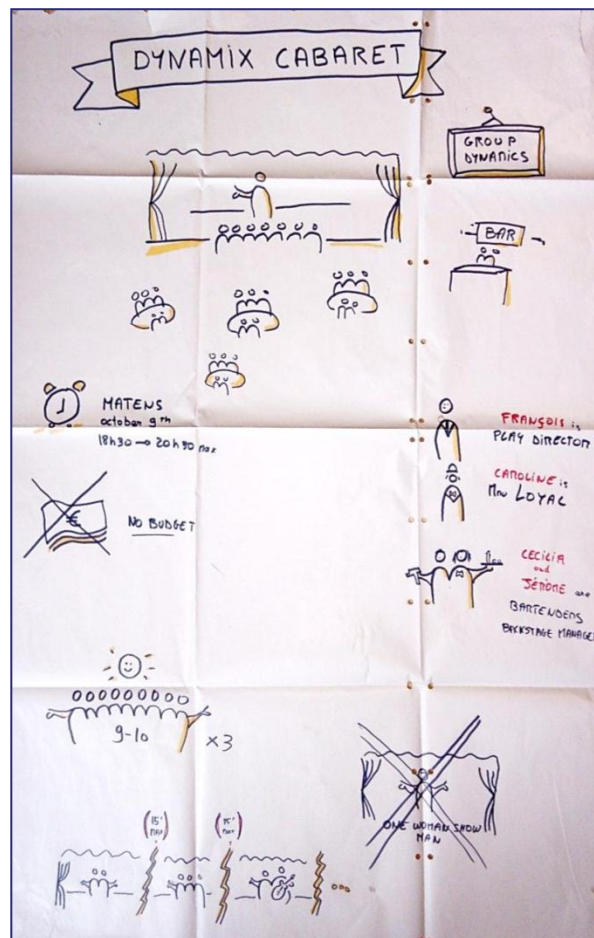
Speech is yours! We have until 11:00 to clarify the project with you.

Clarification means that we will not discuss now about the contents of the Cabaret or about your fears, expectations or excitements. We have ... minutes to make sure we all have the same understanding of the frame and the objectives of the Cabaret, so that you will have as much information as we do. Nothing more. Nothing less.

Needs

Material /
equipment

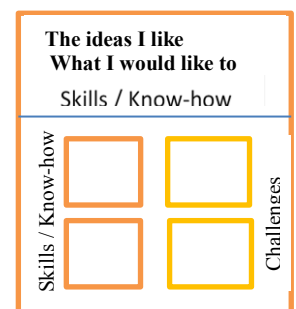
Flipchart



BE CREATIVE TOGETHER

PHASE 1: EMERGENCE OF PROPOSITIONS

| | |
|---|---|
| Time | 90 minutes |
| Objectives of the session | To be creative together. To enable the participants to express their fears, enthusiasms and wishes regarding a proposition. |
| Scenario (time / short description) | <p>Part 1: Emergence of possibilities (3x10')</p> <p>Now that they know about the Cabaret, and that you answered their basic questions regarding it, the participants have to imagine what the Cabaret could be made of. In order to collect as many ideas as possible, and to enable everyone to react to the propositions that will be made and to better them, invite them to join a "Silent debate".</p> <p>First divide the participants in 3 working groups and give a paperboard sheet to each. Each group will be at a different table do the same exercise at the same time.</p> <p>For the first 10 minutes, invite them to brainstorm and write down on their sheet all their propositions, without talking to each other.</p> <p>Ask then the groups to swap. For the 10 next minutes, ask them to react to the proposition made by the previous group (on the sheet of which they are now working). Do they have an idea to better the proposition? May they complete it with another proposition/idea?</p> <p>Ask them to swap again for the last round. For the 10 last minutes, encourage them to express their opinion and feelings regarding each proposition (or cloud of idea) but adding a "plus" or a "minus", drawing a smiley, a "heart", or any easy to catch symbol that tells if they rather like or dislike the proposition.</p> <p>When time is over, publish the 3 posters on the wall, so that participants can have a look later.</p> <p>Part 2: Expression of enthusiasms and wishes regarding the Cabaret (40')</p> <p>The "Cabaret" is an engaging project. It may provoke strong reactions from the participants. Some might feel really enthusiastic, some others might be afraid of it.</p> <p>In order for every person to express herself, and for all the participants to hear and take into consideration their fears, wishes or enthusiasm, invite them to express how they feel and take positions.</p> <p>Begin with fears: ask one after the other who has a fear to speak it loud. The participants have to take position regarding what has been said: the closer they come to the speaker, the more they share their fear.</p> <p>When all fears have been addressed, deal with the participants' enthusiasm: What are they excited about? What raise their enthusiasm? Proceed with passions and excitement as you did for the fears: ask who would like to to express themselves and the others to take position, rather they share or not what has been said.</p> <p>Reflect and summarize (15')</p> <p>To close the session, encourage the participants to reflect on what was said and to come back to the 3 paperboard sheets with the propositions.</p> <p>Explain them the canevas of the personal form they will have to create for the first session of the afternoon and launch the break!</p> |
| Needs Material / equipment | Big space (outside or inside) Post-it Blank paper Tape |



BE CREATIVE TOGETHER

PHASE 2: CONVERGENCE OF RESOURCES AND DESIRES

| | | | | | | | |
|---|---|----------------|------------|---|---|---|---|
| Time | 90 minutes | | | | | | |
| Objectives of the session | <p>Allowing the participants to express their personal desires.</p> <p>Federating people around a joint project.</p> <p>Creating working groups.</p> <p>Highlighting the ways we come together (collaboration strategies, social mechanisms...)</p> | | | | | | |
| Scenario (time / short description) | <div data-bbox="296 640 576 947" style="border: 1px solid orange; padding: 5px; margin-bottom: 10px;"> <p>The ideas I like What I would like to</p> <hr/> <p>Skills / Know-how</p> <table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Skills / Know-</td> <td style="width: 50%; text-align: center;">Challenges</td> </tr> <tr> <td style="text-align: center;">□</td> <td style="text-align: center;">□</td> </tr> <tr> <td style="text-align: center;">□</td> <td style="text-align: center;">□</td> </tr> </table> </div> <p>Part 1: A personal form to express one's desires, skills and challenges (15')</p> <p>Taking into consideration the propositions of the early morning, ask the participants to create a personal form with:</p> <ol style="list-style-type: none"> (1) the activities they desire to put into practice; (2) their skills (using 1 post-it/skill); (3) the challenges they are willing to accept (using 1 post-it/challenge). <p>This form will be the tool with which they will connect with the others. Invite the participants to be as precise and accurate as they can.</p> <p>Part 2: A "free market" to discover each other and create groups</p> <p>Once the personal forms are ready, the "market" starts.</p> <div data-bbox="288 1133 600 1350" style="border: 1px solid orange; padding: 5px; margin-bottom: 10px;"> <p>Mode(s) of expression : Thematic(s) :</p> </div> <p>1st round (35'): Each participant will stick their form in their chest and will go around the room for 20 minutes to meet the others and look for possible collaborators. They will have to create a first group of 3 persons with whom they will elaborate a proposal. When groups are set, give to each 15 minutes to discuss and create a new form that will be their collective proposal. This time they will have to define at least 1 mode of expression and 1 thematic.</p> <p>2nd and 3rd round (40'): The "market" starts again. Each group of 3 has 20 minutes to connect with other groups to finally create a group of 9 persons. Give 15 to 20 minutes to those finale groups to share their ideas and get a clearer ideas of what they could do together, given their resources, their challenges, the modes of expression that excite them the most...</p> | Skills / Know- | Challenges | □ | □ | □ | □ |
| Skills / Know- | Challenges | | | | | | |
| □ | □ | | | | | | |
| □ | □ | | | | | | |
| Needs Material / equipment | <p>Big space (outside or inside)</p> <p>Post-it</p> <p>Blank paper</p> <p>Tape</p> | | | | | | |
| Expected results | <p>Achieving a collective proposal</p> <p>Finding collaborators.</p> <p>Acknowledging our personal strategies</p> | | | | | | |

----- DAY#5-----

POWERTY: WILL YOU TAKE A STEP BACK OR FORWARD?

| | |
|---|---|
| Time | 90 minutes |
| Objectives of the session | To define the concept of POWER, to make a distinction between the different types of power that exist and be able to recognize them in our daily life and in the group(s) we belong to. |
| Scenario (time / short description) | <p>Provide to the participant an imaginary character, whose profile is described on a card. Ask them to keep it secret: they should neither show their character to the others, neither swap them.</p> <p>Invite them then to get into their role. Leave them a few minutes to picture their character, using a set of questions:</p> <ul style="list-style-type: none">- <i>How old are you?</i>- <i>Where do you live?</i>- <i>What is/was your job?</i>- <i>Do you have a degree? Which kind?</i>- <i>What is your social status?</i>- <i>How much do you earn per month/per year?</i>- <i>What motivates you in life? What scares you?</i>- <i>How do you behave when you are in a group: are you rather shy? talkative? self-confident?</i>- <i>Do you take initiatives easily?</i>- <i>Since when have you been involved in the group you belong to?</i>- <i>Do people take into consideration what you say?</i> <p>Ask the participants to line up next to each other in the middle of the room.</p> <p>Explain them that you will read up several statements, that are situations or events their character might encounter.</p> <p>Whenever they are able to answer "yes" to the statement, they should take a step forward; Whenever they believe they should answer "no" to the statement, they should take a step back; In case they believe their character isn't concerned at all, they should not move.</p> <p>Read the several statements, with a little break between each of them. Ask the participants to act accordingly with their character (will they make a step forward or a step back?).</p> <p>The finale position of each participant will reveal the extent of power that their character can exercise.</p> <p>When you finished, leave a few minutes for the participants to get out of their character and to connect with their feelings.</p> <p>Start the debriefing by asking them how they felt during the exercise:</p> <ul style="list-style-type: none">- How did you connect with your character?- Did some statements remember you some situations you experienced in the past?- Regarding those who made many steps forward: When did you realize that others were not moving as you did? How did you felt?- Regarding those who made many steps back: How did you felt when stepping back? Was your feeling stronger when you saw that some others were making a step forward when you were stepping back?- Can you guess the profiles of others? (After a few tries, ask some volunteers to read their profile card).- What kind of POWERS you believe were at stake in this activity?- Can you identify yourselves to those characters? <p>What can we learn from this exercise regarding POWER issues?</p> |

| | |
|--------------------------------------|--|
| Needs Material / equipment | Big space (outside or inside) A card with a character for each participant |
| Expected results | The participants better understand the concept of POWER and its diversity. They connect with their own experience and reflect on how they can make the most of their potential without taking the power on somebody else. |

LIST OF SITUATIONS / EVENTS

1. People are listening to you when you speak. You believe they respect your speech.
2. When you have a new project in mind which requires some investment, you can afford it.
3. You believe in your ability to lead your life the way you intend to.
4. You have confidence in your ability to take action.
5. You believe your skills are recognized and respected by people around you.
6. You can express yourself in front of an audience with confidence.
7. You feel legitimate to take decisions for the organization by yourself.
8. You believe people will join you to take action if you ask them to.
9. You often give order or instructions.
10. You have influence over people.
11. You feel legitimate within the organization. You believe you can propose new ideas and projects.
12. You feel comfortable to speak with representatives of local authorities
13. You can rely on people around you in case of need.
14. You feel free to express your opinion in front of somebody else, even if this person has a higher status than yours.
15. You think your beliefs and personal choices are respected by people around you.
16. You can vote for both local and national elections.
17. You believe you can easily adapt to new situations.
18. You value the life you live and you're optimistic regarding your future.
19. You know you will be able to satisfy your basic needs and the needs of your family.
20. You don't feel discriminated.

CHARACTERS

Stefano (Male)
49 years old.
Engineer.
You have 2 kids, a girl and a boy. You raise them with your wife, who works too, in a local small-sized company.
Already 6 years you are working in the organization. You embody the stability of the company, people expect from you to take the lead for the sake of the company.

David (Male)
40 years old.
NGO coordinator.
You have been in the organization since the beginning. You know the projects, the volunteers and some people in the municipality.
You are a charismatic person, with strong values and ethics, and you are not afraid to talk with the local authorities. You have strong adaptation skills that make you feel comfortable in a wide range of situations and with any kind of group. You intend to defend the interest of the organization, by any mean....

Vitoria (Female)

25 years old.

Civil Service Volunteer.

You just finished the University of Psychology. You are full of ideas and very motivated.

Your parents and siblings live in precarious situation in the countryside. You try your best to support them.

You were looking for a job since you graduated but you didn't find one in your field. You just joined an organization as a Civil Service one month ago, in a manly sector.

Tristan (Male)

21 years old.

Unemployed, looking for a job.

You are very curious but you don't like being in a room all day. You didn't manage to finish school but you don't want to have a regular job. You would like to discover other ways to earning a living.

You are currently volunteering in several organizations.

Your parents don't believe in what you do but they still support you.

Clara (Female)

30 years old.

Part-time employee in a small-sized association.

You just moved into the city your boyfriend is leaving, in a new country. You found there a job that is very much alike the one you had back home. You are very enthusiastic about it, even if you earn few. You have many ideas but you don't know the history and the background of the new place you are working in.

Evora (Female)

50 years old.

You are the single mother of have two children: one is finishing high school, the second just entered in a private School to become journalist.

You work in a cooperative that you founded with 2 other colleagues 7 years ago. Your cooperative has been growing really fast those last 4 years and you are now the financial and administrative officer of it.

You don't really like this position and you would like to quit but the others are counting on you. On the other hand, you know that you need a job to support your children.

Tristan (Male)

23 years old.

You are a student at the faculty of Political Sciences.

You joined a student union 1 year ago. You are a calm person, with a good sense of observation. As a mediator, you seek consensus and try to calm down tensions. You'd rather help people express their ideas rather than share your own.

You are now starting a new master degree, for which you will have to write a thesis by the end of the year.

You know exactly what you want to research but your tutor would like you to change the subject.

Andreas (Transgender male)

31 years old.

Unemployed since months, you are looking for a job, without results.

You are a sharp mind and people around you trust you. You have a lot of friends.

Christmas is in a month. All the family will gather in your grandfather house, in the countryside. Everybody knows about your sexual orientation and your new gender. You would like to go with your partner and dress as a man, but you know your family, and especially your grandfather, will not accept it...

Fatima (Female)

36 years old

You are a teacher in a nearby public school.

Your childhood in the suburbs was really difficult but you found your way to overcome the difficulties you went through. You are Muslim and you wear the veil.

You joined the organization 2 years ago because you believed the neighborhood was boring and you wanted to take action for the community, and especially for the youngsters.

You try your best in the organization and you often take responsibilities. Nevertheless, you often feel uncomfortable in the meetings or in front of an audience.

Jorge (Male)

69 years old.

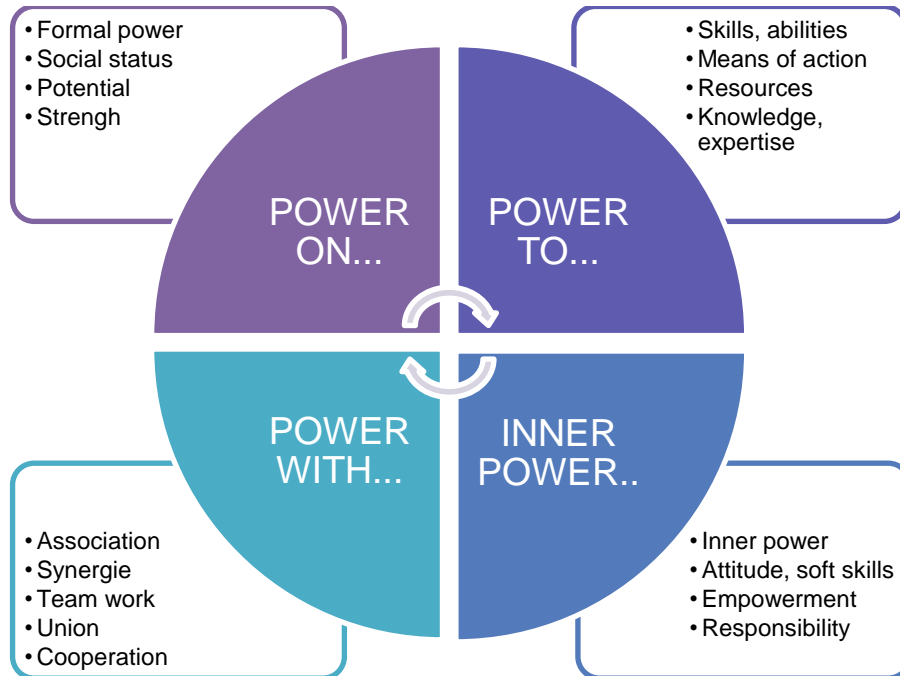
You crossed a border and arrived in the city you are currently living in when you were 18, looking job opportunities. You made your full career in the metal industry nearby the place you currently live in. You know how to make a lot of things with your hands; you're kind of the "Do-It-Yourself local expert". You know people, and people know you.

As a retiree, you intend to act for the community. You would like to join the Municipality Council but you still have a really strong foreign accent...

A BRIEF CONCEPTAL ASIDE

EMPOWER YOURSELF!

----- @Guy Bélanger, Consultant in organizational development -----



| | |
|---|--|
| <p>POWER ON...</p> <p>External control Definition from the outside: status, possession, etc. Constraint Laws, order, rules Hierarchy Power Strength Rewards, punishments, etc. Traditional organization Domination Winner / loser Taxation</p> | <p>POWER TO...</p> <p>Means of production Economic means Skills Potential Personal resources Knowledge, expertise Know-how Act Produce Imagination Transformation Capacities of... Talents</p> |
| <p>POWER WITH...</p> <p>Partner with others Synergy Get united, the power of many Sharing a vision, a common objective Collaborate, take action together Network Solidarity Influence of the group / the team Lobbying Group of interests Political power: manipulate, negotiate</p> | <p>INNER POWER...</p> <p>Inner power Internal environment Know-how-to, attitudes Autonomy, independence Self-regulation Self-governance Empowerment Choose and act Accountability Give, find a meaning Flow Evolution, transcendence Internal control</p> |

0. GETTING TO A PROPOSAL

Listening to the centre

Everybody is invited to share views, values, thoughts, etc.. about the topic. This is a space for back and forth discussion and collaborative process to help crafting a proposal.

Crafting a proposal

Drawing up a topic

It is advisable to make a very simple proposal to begin with. It will evolve with collective intelligence through the decision by consent process.

After listening to the centre, the facilitator ask for someone to formulate a proposal. Alternatively, he/she can ask the circle members to set up an improvement group to work on a written proposal.

Bringing forward a proposal

A circle member makes a proposal as a proposer.

Only one proposal is dealt with at a time.

Criteria for a valid proposal

- it takes into account points shared when speaking and listening to the centre
- it is clear and understandable by each circle member
- all circle members agree to start with it as a basis for further work
- do not belong anymore to the proposer once it has been brought forward and clarified

1. CLARIFYING QUESTIONS

Is it clear enough ? Do I fully understand ?

Anyone can ask clarifying questions to better understand the proposal. The proposer answers the questions and clarifies the intent of the proposal. The objective is to remove any doubt or possible misinterpretation about the proposal. The proposer does not answer questions starting with "Why". Reactions and opinions are not expressed during this round (but in phase 2).

2. REACTION ROUND

Does the proposal contribute to my needs, or the needs of the project through the organisation ?

Each participant shares reactions (impressions, feelings,...) about the proposal, one person at a time. It is a perfect phase for providing different perspectives and suggesting improvements to the proposal, so that the proposer can integrate those changes in phase 3 if he/she wants to.

The proposer tries to get a sense of what is emerging from the centre.

3. AMENDING

After the reaction round, the proposer is invited to either :

- **re-clarify** the proposal or the intent of the proposal,
- **make amendments** to the proposal : he/she can modify the proposal,
- **withdraw** the proposal, if it turns out to be not relevant.

If the proposal is withdrawn, go back to phase 0 with a new proposal.

4. OBJECTION ROUND

An objection is not a preference, nor another perspective / proposal. It is what I believe would either not respect my limits or jeopardise our organisation / project.

One at a time, the facilitator asks each participant if they have objections to adopting the proposal.

If there is no objection raised, the proposal is adopted. Go directly to the celebration phase.

If there is one or several objections raised, the facilitator addresses them one after the other.

The facilitator concentrates on the formulation of the objections. He/she writes them on a board along with the name of the objectors.

To raise an objection is like offering something personal and it benefits the group.

An objection is a real gift to the group. The group can then go further exploring other parts of the proposal not discussed so far.

TESTING THE OBJECTIONS

First, the facilitator discards an objection if it cancels out the proposal. If so, go back to phase 0.

The facilitator cannot decide if the objection is reasonable or not. He/she can only ask questions to help the objector to present reasonable arguments.

An objection is reasonable if :

- it leads to an improvement through collective intelligence within the circle
- it cancels out the proposal, making it irrelevant (we save time and start with a new proposal)
- it is clearly well-argued
- it does not hide, consciously or unconsciously, a preference or another proposal.

Questions the facilitator may ask :

- "What are the arguments ?"
- "Is it a preference ?"
- "What will prevent me from being efficient when applying the proposal ?"
- "If the proposal is adopted, will it jeopardise the group / the project ?"
- "Can I live with this proposal ?"

5. IMPROVEMENTS

The facilitator addresses objections one at a time. Objections stated to the centre belong now to the group. This is a space for back and forth discussion and collaborative process to help resolving the objection.

The facilitator checks now and then if the objection is resolved for the objector or not. If a discussed solution may resolve an objection, the person who raised it informs the group.

Once all objections are resolved, the facilitator moves back to the objection round to check for new objections.

When there is no objection left, the proposal is adopted by mutual consent.

★ CELEBRATION

To celebrate the decision by consent

To pat each other for this milestone reached together. The group chooses the best way to celebrate (applause, meal, party...)



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PROCESS CONSENT DECISION MAKING

- I PROPOSAL OWNER FACILITATOR
- Speak in turn (circle) Speak in turn (open)
- X rounds speaking in turn



ELECTION WITHOUT CANDIDATE / BY CONSENT



PATHWAY

PROCESS
ELECTION
BY CONSENT
PERSON

0. DESCRIPTION : FUNCTIONS, CRITERIA, TERMS

Done by the circle.

The secretary writes all circle comments on a board in order to have them visible for all. He/she can rephrase but he/she cannot cancel or interpret what is phrased.

Describing functions

To clarify duties, ongoing activities expected for the role. For what purpose ? What accountabilities ? What domain ?

Usually, the functions of the role are already defined before the election process takes place. It helps the circle to listen to the centre and to run a decision by consent to define the role before conducting an election.

Listing criteria

Each gives his/her point of view about the required criteria to fulfill the role. Everybody speaks to the centre. Criteria can be opposing one another and serve as the basis for an open discussion. This way, everybody can listen to the group.

Specifying a term

How long ? What are the conditions ? (length, compensation...)

1. FILL OUT BALLOTS

"I, X..., nominate Y...."

Each participant fills out a sticky ballot, writing his/her name and the name of the chosen candidate.

It is not a secret ballot, there is no need to fold the paper.

The secretary collects all the sticky ballots and give them to the facilitator.

2. NOMINATION ROUND

"X...you nominate Y... Can you tell us why ?"

The facilitator shares the content of each ballot one at a time, and asks the nominator about his/her choice for the nominee he/she has selected.

Each participant explains his/her choice to the group. He/she points out the skills that he/she believes the nominee has to fit the role.

On the board, the secretary writes down the name of the nominee and sticks the corresponding ballot(s) just besides.

3. NOMINATION CHANGE ROUND

"From listening to the shared arguments, who would like to change nominations ?"

Once all arguments are shared, the facilitator gives each participant the opportunity to change their nomination for another candidate already proposed on the first round.

It is optional, not compulsory.

Everybody speaks to the centre.

If someone changes his/her vote, he/she explains why.

If a nominee has no vote left after the nomination change round, he/she is not eligible for the rest of the process.

4. PROPOSAL

The facilitator asks all the circle members for someone to make a proposal to elect a candidate.

This proposal is the basis to begin a decision by consent process in order to elect the proposed candidate.

Any candidate with at least one nomination after phase 4 can be proposed.

This process does not propose the candidate with the most nominations (majority rule), it comes from Gilles Charest. Thus, the wisdom of the group is sought.

The facilitator can offer a silence phase so that everybody can connect with his/her inner self to get to know who would best fit the role.

At this point, each circle member is invited to remember about the change of paradigm put forward by the election by consent process : we are not looking for the "best" candidate, but for the one who would best fill the role.

5. OBJECTION ROUND

The facilitator gives the opportunity to each participant one at a time to raise an objection to the election of the proposed nominee.

He/she does not ask the nominee straight away but will check with him/her at the very end of the round.

If objections are raised, there are shared with the group. The secretary writes them down on the board alongside the name of the objectors.

Objections are not stated against the nominee. They do not show a preference for another nominee either.

6. IMPROVEMENTS

Depending on the number and content of objections, the facilitator can :

- go back to phase 4 and ask if somebody wants to submit another proposal, in order to check if another proposed candidate would be easier elected with less objections.
- address the objections one at a time.

When the facilitator deals with an objection, it then belongs to the group. This is a space for back and forth discussion and collaborative process to help resolving the objection.

The facilitator checks now and then if the objection is resolved for the objector or not. If a discussed solution may resolve an objection, the person who raised it informs the group.

Once all objections are resolved, the facilitator asks eventually the proposed candidate if he/she has an objection in being elected.

-If "no", the proposal is adopted. Go to the celebration phase.

-If "yes", the facilitator deals with the objection. If there is no way to resolve the objection, go back to phase 4.

When there is no objection left, the proposal is adopted by mutual consent. The nominee is elected !

★ CELEBRATION

To celebrate the election by consent.

To pat each other for this milestone reached together. The group chooses the best way to celebrate (applause, meal, party...)



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SECRETARY FACILITATOR

Speak in turn (circle) * Speak in turn (open)

PROCESS ELECTION BY CONSENT PERSON



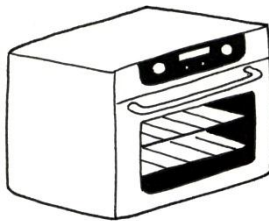
FINAL EVALUATION

You are about to come back home after one week of intense seminar. You have experienced many things, and learned some others. What will you do back home with all of this?



What I will put in the fridge

Tools, thoughts, ideas that I will not use in a nearby future but that I will keep in mind because I will use them later.



What I will put in the oven

Tools, thoughts, ideas that I use as soon as I am back home... or in a short time



What I will put in the washing machine

Tools, thoughts, ideas that I liked but I will change them to better fit my needs



What I will put in the trash

Tools, thoughts, ideas that I won't use or that I don't find relevant

DYNAMIX - STEP #2

NOVEMBER, THE 29TH TO DECEMBER, THE 5TH 2018

**7 days to learn how to PREVENT
TENSIONS and DEAL WITH CONFLICTS**



---- DAY #1 ----

LET ME KNOW SOMETHING ABOUT YOU

| | |
|---|---|
| Time | 30 minutes |
| Objectives of the session | Breaking the ice Presenting ourselves in an alternative way, out of status (academic degree, job...) |
| Scenario (time / short description) | <p>The general principles</p> <p>Getting to know activities are at the core of creating a good group dynamic. It is important to give space to people to break the ice and start talking to new people and sharing something about themselves.</p> <p>In our everyday life we are used to use diplomas or job positions to present ourselves to others. This tends to reproduce the inequalities in status and can create a feeling of illegitimacy. To prevent this, you can propose to the participants to present themselves differently.</p> <p>The practical exercise</p> <p>In a basket prepare small pieces of paper with different questions. Ask each participant to pick one, and go to find a pair. They will have to ask each other the question they grabbed. When they have finished they should exchange the questions and find a new pair.</p> <p>Here are some ideas of questions you can use :</p> <ul style="list-style-type: none"> - Do you feel more as water, fire or wind? - If you only have taken one picture of your life, what would it be? - If you were a singer, what would be the title of your hit? - If you were blind, what would you miss the most to see? - When you're sick, what do you really like to receive? - What is your favorite gift? - What is your sleeping position? Why? - Do you prefer watching a tree leaf falling down or tears falling down? - What is your body part that you prefer? - If a dolphin could have talked to you, what would he have told you? - If you could change something on your body, what would it be? - Who inspires you? - What kind of job did you want to do when you were a kid? - Where did you grow up? - What is your sense of good and evil? - Do you prefer cats or dogs? Why? - What is the most stupid thing you have ever done when you were a child? - What is your favorite music instrument? - Which language would you like to speak? Why? - Why do you get up every day? - What are your ideal holidays? - Tell me a place where you feel comfortable? - What outrages/revolts you? - What is beauty for you? - If you're falling asleep with a smile, what happened? - Tell me the last joyful event you attended? - What do you love about someone? - What do you like to do to get relaxed? - What do you consume too much? - When was the last time you felt unsafe? - What is your own approach of happiness? |
| Needs Material / equipment | Basket Small papers with the questions |

---- DAY #2 ----

DRAWING AN OVERVIEW AND QUESTIONING OUR EXPERIENCE OF CONFLICTS BY MEAN OF THE FORUM THEATER

| | |
|---|---|
| Time | 6 hours |
| Objectives of the session | Addressing collectively a complex social topic and looking together for solutions Playing conflict to solve them |
| Scenario (time / short description) | <p>What is Forum Theater?</p> <p>Forum Theatre is a type of theatre created by the innovative and influential practitioner Augusto Boal. It relates to the engagement of spectators influencing and engaging with the performance as both spectators and actors, termed 'spect-actors', with the power to stop and change the performance.</p> <p>The issues dealt with in Forum Theatre are often related to areas of social justice with aims to explore solutions to oppression featured in the performance.</p> <p>The Forum Theater has been used by many practitioners since its creation, in various contexts. This has led to the emergence of different currents of forum theatre, among which the institutional version that we offered the participants to experience during the DYNAMIX TC in order to address some conflictual situations they were facing.</p> <p>Part 1 : Addressing the topic and choosing a few stories to work on (40')</p> <p>1) Mutual interview (25')</p> <p>To address the topic, ask the participants to gather by 3. Each person will have to think about a personal unsatisfying situation where they had to deal with conflict and then to share it with the two others in 5 minutes.</p> <p>After hearing all the stories, ask them to make emerge what was at stake in the different situations and to reformulate the stories in short sentences that they will write down on small papers starting by "<i>How to ...</i>".</p> <p>From the 3 situations, ask then the participants to choose the one they consider the most urgent/critical one. Collect the situations that were not selected.</p> <p>2) Snow Ball (15')</p> <p>Ask 2 groups of 3 to join and form a group of 6. They will share the situations they selected and choose again the one they find the more urgent/critical. This will be the story they will work on for the Forum.</p> <p>Part 2 : Creating a draft of the scene (20')</p> <p>Each group have to create a scene with respect for the following instructions :</p> <ul style="list-style-type: none">- Name your scene- As a participant you cannot play your own role- You should change the names of the characters- You have to play as you are: you are not a character but a social role- The scene needs to be short (5'-10' max). It has to show how the conflict arises but not how it was resolved. The scene ends at the climax of the issue. <p>Part 3 : Presenting the models (80') and improving them (20')</p> <p>One by one, the groups will present their scene to the others. As a small introduction to ease the understanding of the audience, they will give some practical information about the scenery :</p> <ul style="list-style-type: none">- Who is who? Age, name, role (ex: women 31, daughter of X, etc.)- Where and when is the scene taking place?- Any other information that is essential for the understanding of the scene. <p>As soon as they will have finished playing, the facilitator will give the speech to the audience: What happened? What have they seen? Did they see the conflict? What is it about?</p> <p>From their feedback the performers will know how to improve the scene so the conflict they wanted to illustrate will become clearer. Give them 20 more minutes to improve it.</p> |

Part 4 : The Forum (3 hours)

Due to lack of time, all scenes won't be played; ask the participants to choose once again the 3 stories (out of 5) they will work on by mean of the Forum.

The Forum will start with one group who will have 50 minutes for the whole process. A second will follow, then a third.

Each group will start by playing its short scene. At the end of it, give the speech to the audience, by asking the following questions :

- What happened?
- Is there something we can do about it?
- Does someone have a proposition that he/she thinks could change the way things happened?

If someone from the audience has a proposition that can change the situation, he/she will go on stage to perform it. He/she can choose to take the role he/she wants to intervene with and the scene will start again from the beginning.

Once it is over, encourage the audience to formulate the conclusion related to this solution: *"In this case, we can [what was tried by the new spect'actor] but then [what happened]..."*.

Start the process again to allow different propositions to be played, and compile the propositions at the end of each scene.

The whole process will bring to light the idea that there is no "magic" solution to social problems: every action causes new consequences that might be a source of new problems...

After 50 minutes, invite a second group to perform its scene and start the process again; then a third group, for 50 minutes again.

Conclude the session with a feedback (30 minutes) from all the participants about how they felt and what they learned.

Needs
Material /
equipment

Small papers
A big room for the groups to rehearsal and for the performance

NON VIOLENT COMMUNICATION (NVC)

| | |
|--|--|
| Time | 1h30 minutes |
| Objectives of the session | <p>Exploring the method of NVC and how it can renew our way of communicating and interacting with each other.</p> <p>Applying the method on practical situations.</p> |
| Scenario / Method (time / short description) | <p>Start the session by introducing the NVC method developed by Marshal Rosenberg. Then propose to the participants to exercise themselves on one of their past experiences.</p> <p>Part 1: Theoretical introduction: What is Non Violent Communication (NVC)?</p> <p>The basic model for Non-Violent Communication (NVC) is really quite straightforward and simple. It is a process that combines four components with two parts. While the four components are specific ideas and actions that fit into the form and the model of NVC, the two parts provide a solid foundation for NVC as well as for living non-violently. They are the basis for giving and receiving from the heart.</p> <p>The 4 Components of NVC:</p> <ol style="list-style-type: none"> 1. Observation: Observation without evaluation consists of noticing concrete things and actions around us. We learn to distinguish between judgment and what we sense in the present moment, and to simply observe what is there. 2. Feeling: When we notice things around us, we inevitably experience varying emotions and physical sensations in each particular moment. Here, distinguishing feelings from thoughts is an essential step to the NVC process. 3. Needs: All individuals have needs and values that sustain and enrich their lives. When those needs are met, we experience comfortable feelings, like happiness or peacefulness, and when they are not, we experience uncomfortable feelings, like frustration. Understanding that we, as well as those around us, have these needs is perhaps the most important step in learning to practice NVC and to live empathically. 4. Request: To make clear and present requests is crucial to NVC's transformative mission. When we learn to request concrete actions that can be carried out in the present moment, we begin to find ways to cooperatively and creatively ensure that everyone's needs are met. <p>The 2 parts</p> <ol style="list-style-type: none"> 1. Empathy: Receiving from the heart creates a means to connect with others and share experiences in a truly life enriching way. Empathy goes beyond compassion, allowing us to put ourselves into another's shoes to sense the same feelings and understand the same needs; in essence, being open and available to what is alive in others. It also gives us the means to remain present to and aware of our own needs and the needs of others even in extreme situations that are often difficult to handle. 2. Honesty: Giving from the heart has its root in honesty. Honesty begins with truly understanding ourselves and our own needs, and being in tune with what is alive in us in the present moment. When we learn to give ourselves empathy, we can start to break down the barriers to communication that keep us from connecting with others. <p>From these four components and two parts, Marshall has created a model for life enriching communication that can be highly effective in solving conflict with our family members, with our friends, with our co-workers, and with ourselves. The basic outline of the model is the following:</p> <p style="padding-left: 40px;">When I see that (observation) _____ I feel (feeling) _____ because my need for (needs) _____ is/is not met. Would you be willing to (request) _____ ?</p> |

Keep in mind that this is just a model, and that using this form and this language is not the most important aspect of NVC. In fact, as you practice more and learn more, you'll begin to notice that all four of these components can be present in the complete absence of the form.

Part 2 : Practical exercise

To ease the exercise, give to the participants the list of feelings and needs (ANNEXE 1).

Then invite them to recall an unsatisfying communication experience they had in the past. Once they have chosen the experience they want to work on, they will gather by pair and imagine how they could have reacted using the NVC method. They will introduce their counterpart to the situation, then talk to him/her as if he/she was the person they had a problem with, using the NVC method.

Material

Flipchart to take notes about the method

A big room for the participants to discuss by pair for the practical exercise.

4 WAYS OF RECEIVING A MESSAGE

| | |
|--|---|
| Time | 30 minutes |
| Objectives of the session | <p>Questioning the way we react to messages. Reflecting on easy/fast reactions, taking a step back. Taking into consideration your feelings and your needs when receiving a message, but also the ones of the others. Encouraging empathic behaviors and attitudes.</p> |
| Scenario / Method (time / short description) | <p>Start the session with a presentation of the way Non Violent Communication (NVC) categorizes the different ways we can receive a message, highlighting the fact that each of them is related to a different way to react towards what is said by somebody else.</p> <p>1/ Judgment towards yourself: You think it is your fault and that the person is right to make reproaches to you. Example: A says: <i>"You are always late, I am fed up with this behavior!"</i>; the reaction of B is: <i>"A is right, I am a mess. I am not a reliable person. I might be really stupid, not to be able to be on time!"</i></p> <p>2/ Judgment towards the other: You think the reproach is unfair and that the other person is wrong. Example: A says: <i>"You are always late, I am fed up with this behavior!"</i>; the reaction of B is: <i>"Who do you think you are? You always demand too much of people, I am not always late and you are not always on time. You are really a pain in the ass!"</i>.</p> <p>3/ "Giraffe" language towards yourself: This way of receiving the message will take into consideration the feelings and the needs this reproach has on you before reacting. Ex: A says: <i>"You are always late, I am fed up with this behavior!"</i>; the reaction of B is: <i>"When you say that, I feel sad because my need of recognition is not satisfied"</i>.</p> <p>4/ "Giraffe" language towards the other. This time, you will try to understand why are you receiving this reproach, what is happening to other person. Example: A says: <i>"You are always late, I am fed up with this behavior!"</i>; the reaction of B is: <i>"When you say that, is it because you feel disappointed and that your need of security is not satisfied? Is that it?"</i></p> <p>After you have introduced the participants to this 4 ways of receiving a message, invite the participants to split in different groups (ex: 3 x 9 persons) and make a circle.</p> <p>Ask a volunteer to share a reproach that she/he had in the past that was very difficult to accept. Invite this person to make a step back from the circle and to share the reproach with the others, without talking about the context; he/she may only say the reproach he/she received.</p> <p>Building on what has been said the others will work individually on one of the ways of receiving the message (starting with a group of 9, you will have 2 persons working on each way; to ease the process, give one card with the reminder of how they should receive the message to each person).</p> <p>Give the participants 2 minutes to prepare their answers, knowing that the groups working on the 3rd and 4th way of receiving a message (the "Giraffe" ones) will have the constraint of choosing only one feeling and one need for their answer.</p> <p>Ask them then to share their reaction one by one, without any discussion between each of them.</p> <p>At this point you can either finish the exercise and invite the person who shared the reproach to express how he/she felt during the reaction round, or start another round allowing the participants to react with a different way before the conclusion.</p> |
| Material | Cards with the different ways of reaction (1 per person) - Chairs (optional) |

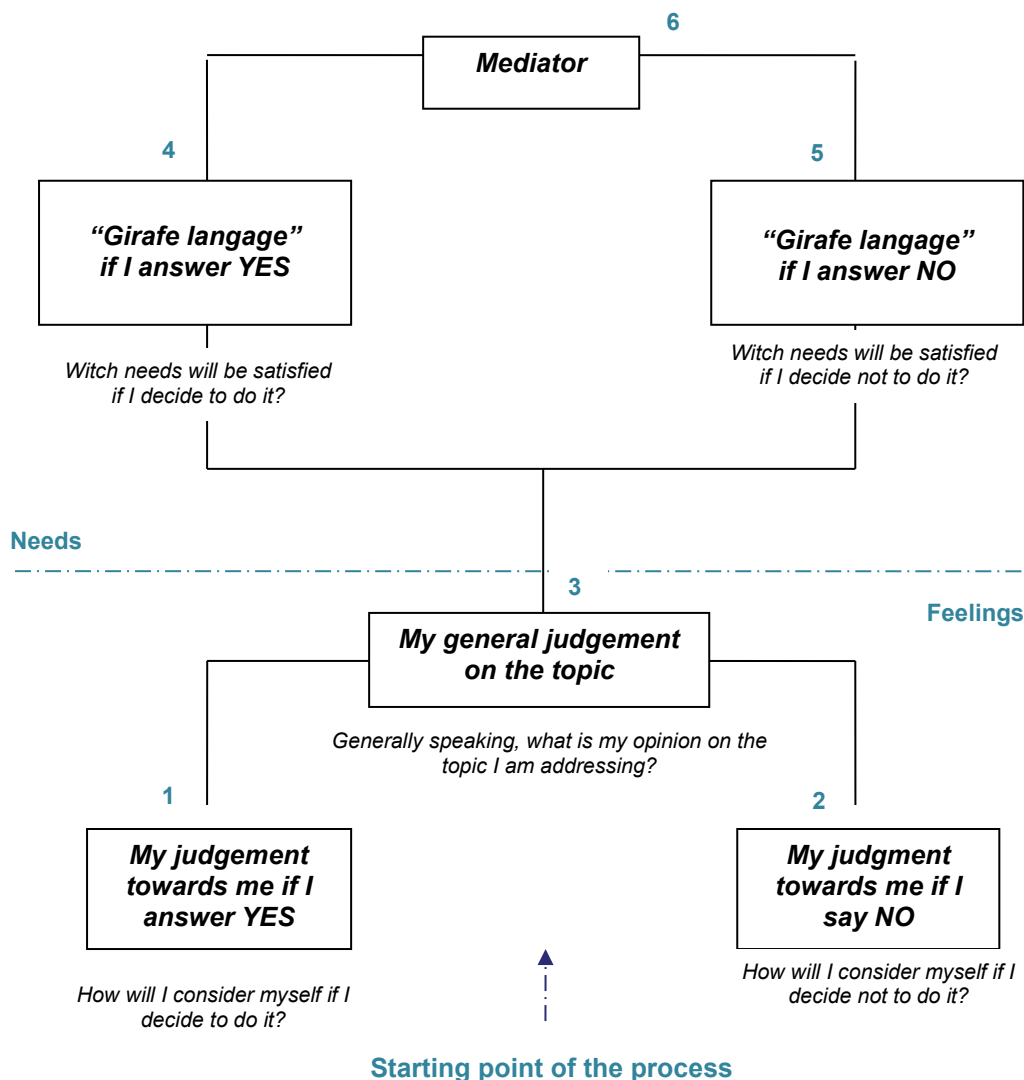
EMPATHIC LISTENING

| | |
|--|---|
| Time | 30 minutes |
| Objectives of the session | <p>Encouraging empathic behavior.</p> <p>Connecting with your needs as well as the others' needs.</p> <p>Acknowledging that we all have different needs; even in the same situation, our way of feeling and needing won't be the same.</p> <p>Understanding that the satisfaction or un-satisfaction of our needs is personal and may be different from the others.</p> |
| Scenario / Method (time / short description) | <p>Divide the participants in 3 groups of 9 persons each.</p> <p>In each group, ask a volunteer to share with the others a personal experience where the interpersonal communication was not satisfying. For 5 minutes, he/she will picture the situation, explain the context, who was there, what happened, etc.</p> <p>Arriving at the climax, he/she will express 2 feelings about how she felt, that you will write on a whiteboard.</p> <p>The others have 2 minutes to connect with the story and to the needs they think were not satisfied for the person in that specific situation, and to write them down on a paper (one need per paper, 3 proposals maximum per person).</p> <p>One by one, invite them to go towards the person who shared the story to give her the piece(s) of paper on which they wrote, meanwhile saying: <i>"When you share this story, do you feel ... (they choose here one of the feelings on the whiteboard) because your need of ... (their proposition) was not satisfied? Is that it?"</i></p> <p>(I case they have several propositions, they should start a new sentence for each needs)</p> <p>The person receiving cannot answer; he/she just receives the propositions. Once the round is over, he/she will express which are the needs (among those that were shared) that he/she felt the more connected to.</p> <p>Start then a new round, when the participants will reflect on the needs of the other person involved in the situation. They will go again to the story-teller (who will still stand in the middle of the circle) to give him/her the piece(s) of paper they wrote on, meanwhile saying : <i>"When I listen to this story, I think that his/her need of (proposition) was not satisfied. Don't you think?"</i></p> <p>When the round is over, the person receiving will again share the propositions she thinks are the most likely to be true for his/her counterpart in the story he/she shared.</p> <p>The session ends with a feedback on how she felt during the whole process.</p> |
| Material | <p>Small papers to write down the propositions</p> <p>A whiteboard</p> |

PERSONAL DECISION MAKING / SELF-EMPATHY

| | |
|--|--|
| Time | 2 x 25 minutes |
| Objectives of the session | <p>Analyzing a situation</p> <p>Connecting to yourself (Self-empathy)</p> <p>Weighing the pros and cons</p> <p>Making a personal decision on a complex issue</p> |
| Scenario / Method (time / short description) | <p>Invite the participants to work on groups of 2 to reflect on a personal decision they have trouble taking. One after the other, they will help each other to analyze the situation and to imagine which needs will be satisfied or not depending on the decision they take.</p> <p>For each round, one will talk and discuss the different options; the other will guide him/her through the process and takes notes to keep track of what is said.</p> <p>The workshop starts with a question that summarizes the decision to take (For example: "Should I stop my studies and find a job or not?" or "Should I say to this girl that I have a crush on her or not?").</p> <p>From it, the person who expresses it (the "decision maker") will imagine with the help of her pair (the "Facilitator") what will happen if he/she decides to answer "YES", and reversely, what will happen if he/she answers "NO".</p> <p>The "Facilitator" will guide the "decision maker" through different stages : cf. schema below:</p> <p>First, they will explore the FEELINGS:</p> <ul style="list-style-type: none"> - How will the "decision maker" consider him/herself if he/she decides to do it? (= he/she answers YES to the question), - How will he/she consider him/herself if he/she decides not to do it? - Generally speaking, what does he/she think matter regarding this topic in life? (= general judgement / belief on the topic). <p>They will then analyze the NEEDS that will be satisfied:</p> <ul style="list-style-type: none"> - if the "decision maker" is answering YES - if the "decision maker" is answering NO. <p>To finish, the "decision maker" will take some distance to analyze the PROs and CONs of both options, adopting an attitude of Mediation, towards him/herself and his/her situation.</p> <p>In each stage the "facilitator" will ask questions to the other to help him/her list which will be the judgment(s) and possible consequence(s) of both possibilities, supporting him/her in his/her attempt to keep his/her ideas straight.</p> <p>When they arrive to the Mediator step, the "facilitator" will embody the "giraffe" (=the needs), which means he/she will encourage the "decision maker" to rephrase the benefits of both possibilities (the needs each of them answer to) and make a step towards taking the decision.</p> <p>In case a decision is made, the "facilitator" will encourage the decision maker to include plan all the needs he/she expresses during the process in his/her action so that he/she can feel comfortable with what he/she has to do.</p> <p>Once the first person finishes, they change roles and start the process again: The "decision maker" becomes "facilitator" and the "facilitator" becomes "decision maker", so that both of them will experience both roles and get the chance to address a personal issue and take a decision on it.</p> |

PERSONAL DECISION MAKING PATTERN (“Marelle”)



| | |
|------------------------|---|
| <p>Material</p> | <p>Paper Photocopies of the process (schema) (x number of participants)</p> |
| <p>Results</p> | <p>The participants get introduced to the concept of Self-Empathy They analyzed a complex issue / a situation they didn't know how to deal with from different point of view, taking into consideration both their feelings and their needs. They are eventually able to take a decision and define a strategy which includes their mixed feelings and needs.</p> |

----- DAY #4 -----


ME, MY NEEDS and THE OTHERS

| | |
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| Time | 2 hours and 30 minutes |
| Objectives of the session | <p>Acknowledging our way to communicate our needs to a group</p> <p>Finding a balance between personal needs and collective needs</p> <p>Thinking about the consequences our way of expressing (or not expressing) ourselves can have on the others.</p> |
| Scenario (time / short description) | <p>Part 1: Taking position, reflecting on how we usually behave within a group (30')</p> <p>Divide the space in 4 areas by drawing 2 axis on the ground:</p> <ul style="list-style-type: none"> - The first axis describes the way people usually behave: Do they expose their needs to the others, or do they stay back and encounter difficulties to speak out for their needs? - The second axis expresses people's feelings regarding it: are they comfortable with it or not? <div style="text-align: center; margin: 20px 0;"> </div> <p>Ask participants to take position regarding those 2 axes (starting with how they behave in groups regarding the expression of their needs; then defining how they feel regarding it). Ask then volunteers to explain their positions, focusing at first on the most extreme ones. Give voice to people from the 4 areas, and encourage the shiest to express themselves.</p> <p>Part 2: Exploring the consequences of our choices (exposing our needs or not) on ourselves, on us within the group and on the group we belong to (10' to enter the exercise + 2 x 35' + 5' to close the session)</p> <p>Invite the participants to reflect on the groups they belong to. Among those, ask them to choose one that especially matters for them, with whom they usually interact or work with. Through a set of questions, help them to recall how they communicate their needs within this group.</p> <p>Ask them then to reflect on the tensions that have arisen within that group recently and more specifically about one problem they encounter within it now a day, one thing they don't feel comfortable with, that is becoming an issue for them.</p> <p>Why this thing (that can be a situation, someone's behavior, etc.) represents an issue? Why are feeling moved / troubled / uncomfortable / not at ease? What need(s) of theirs is/are not satisfied?</p> <p>Invite the participants to gather by pair, to work on the situation they have chosen, and more specifically on the need they identified, through 3 scenarios:</p> <p>What will happen if :</p> <ol style="list-style-type: none"> 1/ I expose my need to the collective: <ol style="list-style-type: none"> a) for me; b) for me within the group; c) for the group; 2/ I let it go. I don't express my need, but I am OK with it (I can live with it): <ol style="list-style-type: none"> a) for me; b) for me within the group; c) for the group; 3/ I decide to forget my personal need in behalf of the group's needs. <ol style="list-style-type: none"> a) for me; b) for me within the group; c) for the group; |

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| | <p>One person starts sharing; the other helps questioning and takes notes.</p> <p>After the person explored the 3 scenarios, they take 5 minutes to reflect on what they have understood from it and to write down on a piece of paper one or 2 demands they may address to themselves and/or to the group they belong to (depending on the situation they are working on):</p> <p>1/ What I would like to ask to myself:</p> <p>and / or</p> <p>2/ What I would like to ask to my group:</p> <p>After 35 minutes, the roles switch: who was taking notes is exploring the 3 scenarios on their situation, the other is guiding and taking notes. After 30 minutes, when the exploration reaches an end, the person who was sharing takes a piece of paper and writes down their demand(s) (to themselves and to the group they belong to).</p> <p>To close the session, gather all the participants in the meeting room again so that they expose all their demands, see the demands of the others and reflect on them.</p> |
| <p>Needs Material / equipment</p> | <p>Flipchart papers Blank paper</p> |
| <p>Expected results</p> | <p>The participants reflect on the consequences of what they say or not to the group they belong to. They consider which situations their choices provoke and what can be the dangers in it. They are able to zoom out, in order to see the greater picture and prevent conflict.</p> |

----- DAY #5 -----

"YES or NO, LET ME KNOW!"

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| Time | 90 minutes |
| Objectives of the session | Connecting with our feelings, acknowledging our limits Understanding the meanings of a "YES" and a "NO", the needs they answer to and their consequences on our relationship with other. Learning to say "No" and to welcome a refusal to a demand. |
| Scenario (time / short description) | <p><i>Important: The following exercises are thus designed for a group of 9.</i></p> <p>Exercise 1 : Connecting to our body, our feelings and limits (15')</p> <p>Divide the participants in 3 groups of 3. Ask each group to line up as below:</p>  <p>Ask the person in the middle to close his/her eyes and connect to his/her body and feelings. Invite then the 2 others to come closer to him/her, being as quiet as possible. When the person with the closed eyes in the middle "feels" the others (sensorial feeling), he/her has to say "STOP". He/she should not open his/her eyes yet, but the others have to pay attention to where they stand, to be able to analyze what happened afterwards. The game goes on: the 2 challengers keep moving slowly, and come closer to the person in the middle. When he/she feels the others are entering his/her "bubble" (=private area), he/she says "STOP" again. He/she can then open his/her eyes and see where the others stand.</p> <p>This process might take 3-4 minutes. Repeat it 3 times, so that each participants can experience being in the middle with the eyes closed.</p> <p>Take then 5 minutes to debrief: What did we notice? Are we surprised with our feelings? the results we obtained ? Why and to which extend?</p> <p>Exercise 2: Why do we say YES and NO? Which needs do they answer to? (15')</p> <p>Gather participants by pair. For 4 minutes, each of them may answer to the 4 following questions (1 minute/question):</p> <ul style="list-style-type: none">- "I like to say YES because..."- "I like to say NO because..."- "I'm afraid to say YES because..."- "I'm afraid to say NO because..." <p>Switch roles and do the exercise again with the second person.</p> <p>Take then 5 minutes to debrief: How do they feel? Are they surprised with what came up? Did they ever ask them those questions? What emerged that they will remember?</p> <p>Exercise 3: (Re-)Learn to say "NO" and to welcome a refusal (60')</p> <p>Step #1 (10')</p> <p>Gather all the participants together in circle and ask them "Which needs are not satisfied when someone says YES to a demand when this person would have rather liked to say NO?"</p> <p>This will enable the participants to consider the benefits of a "NO". They will highlight the needs a "NO" answers to, or in other words, how important are for us honest and authentic answers, even if they are not the answers we were expecting for or hoping to receive.</p> |

Step #2 (15')

Divide the group in 2 (1 x 4 persons and 1 x 5 persons) and invite each group to gather in circle. In each group, ask a volunteer to come in the middle of the circle and to choose one demand to which he/she would have a hard time receiving a "No" / a refusal (because it matters for him/her).

At this stage of the exercise, the participants enter into a kind of "role-play". Each person in the circle has to figure out one need that would be satisfied if they answer "No" to the demand, and to express it assertively.

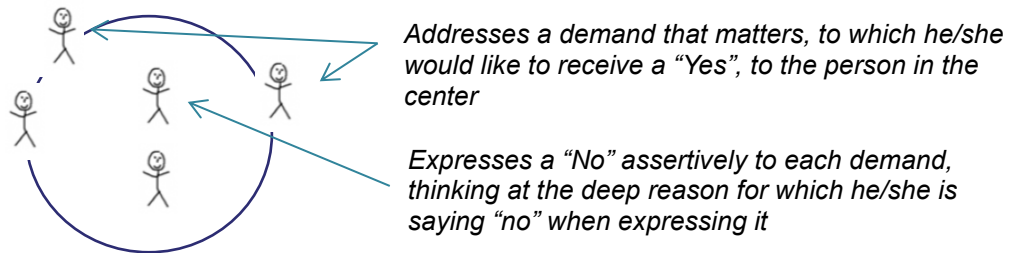
After each one expressed, the person in the middle has to ask his/her counterpart "Why they answer NO?" in order to discover and connect with their needs.

Following this whole process, the participants will get a chance to overcome their difficulty to say "No" to someone (because they have no alternative within this exercise). They will find out the benefits of a "No" and strengthen their ability to welcome a refusal, to take it as it is and acquire distance with respect to the emotions felt.

Step #3 (25')

Keep the same working groups in circle and ask one volunteer to stay in the middle. Each participant in the circle has to address one demand which matters for him/her to the person in the center, who has to answer "No" to it with determination, because he/she has found a meaningful reason for this "No" to exist. The person who addressed the demand might then welcome the "No" by thanking the other person for it.

Repeat the process until each participant has had the opportunity to come in the center to address a demand and to receive a refusal from the others.









Step #4 (10'): Closing (10')

Gather all the participants again in circle and debrief: "What did they learn from this workshop? What have they found within it? What raised their interest? What was difficult? What will they remember?"

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| Needs Material / equipment | Chairs Space |
| Expected results | The participants better understand the benefits of an honest answer, either it is a "Yes" or a "No". They better understand the way they usually use both of them, and the needs they answer to. They experienced how difficult it may be to receive a refusal but how healthy it can be for both counterparts at the same time. |

SIX THINKING HAT or LATERAL THINKING

from Edward Bono

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|---|---|
| Time | 1h30 minutes |
| Objectives of the session | <p>Stimulating innovation, being creative together</p> <p>Sharing ideas and criticizing them to tend towards an practical action plan</p> <p>Making meetings much shorter and more productive</p> <p>Allowing people to take a different role than the one they usually endorse and think in a different way than they usually do</p> <p>Envisioning all sides of a situation / proposition</p> <p>Reducing conflict among team members.</p> |
| Scenario / Method (time / short description) | <p>Six Thinking Hats of Edward Bono is a simple, effective parallel thinking process that helps people be more productive, focused, and mindfully involved. A powerful tool set, which once learned can be applied easily after!</p> <p>To successfully use this method, we encourage you to use it in small groups (6/8 persons) that need to achieve something together.</p> <p>Present the method and all the hats before beginning the session.</p> <p>Part 1 : The general idea</p> <p>The “6 hats thinking” is a tool that allows everyone to propose their ideas, to make a collective analysis of their strengths and dangers, and finally to see the ideas that motivates most of the members of the group.</p> <p>6 Hats for 6 different ways of thinking:</p> <p> The White Hat calls for information known or needed ("The facts, just the facts.")</p> <p> The Yellow Hat symbolizes brightness and optimism. Under this hat you explore the positives and probe for value and benefit.</p> <p> The Black Hat is judgment - the devil's advocate or why something may not work. Spot the difficulties and dangers; where things might go wrong.</p> <p> The Red Hat signifies feelings, hunches and intuition. When using this hat you can express emotions and feelings and share fears, likes, dislikes, loves, and hates.</p> <p> The Green Hat focuses on creativity; the possibilities, alternatives, and new ideas. It's an opportunity to express new concepts and new perceptions.</p> <p> The Blue Hat is used to manage the thinking process. It's the control mechanism that ensures the Six Thinking Hats guidelines are observed.</p> <p>Part 2 : The method</p> <p>The 6 hats can be used in many ways according to your goal. One of the ways to make the group work on propositions is to use them in a very structured way. By this we mean that all the group's members will use the same Hat at the same time, in a specific order and for a limited period of</p> |

time that will be decided by the facilitator before beginning the exercise.

Concretely, the group will go from a way of thinking to the other in an organized way.

For the purpose of discussing new ideas, the structure can be :

1/ **White hat** (10'): **Expose the facts**. The facilitator should take notes on a flipchart so it is easy for everyone to remember what was said.

Ex: We need to create an output for day 6. We have no budget for it, we can only use the resources we have here and now...

2/ **Blue hat** (15'): **Summarize what are the resources and remind the frame**. Explain on which order you will use the hats. Again the facilitator should take notes so we can always remember the frame.

Ex: We have paper, printer, ink etc. to prepare a fanzine.

We have to produce it in one day and the topic has to be about conflict management.

We can count on a technical expert to help us, etc.

3/ **Green hat** (20'): Give green post-its to everyone and ask to each person to write **ideas** on it. The facilitator can decide to put the constraint of **a maximum of X ideas per person**. These ideas have to be written in a short way, meaning either using a **key word or a short sentence**. It has to be easy and fast to read by everyone.

The facilitator should collect the ideas as soon as they are written; while the group keeps thinking, he/she will organize them, putting the **ideas that are similar together**.

Once the time is finished the facilitator will read out loud all the post-its and present his/her way of associating these ideas. **Take time to clarify and modify, if needed, the way the ideas were organized.**

4/ **Yellow hat** (15'): Now it is time to criticize the ideas but in a good way. The group should focus on what are **the good aspects of the ideas**, it can be the resources they have, the motivation, etc. without any limitation on the number.

Again they have to write then in post-its, yellow this time.

They have 15 minutes to think about all the positive aspects of all the ideas that were proposed by the group, not only the one's they put on the table.

When the time is over the facilitator will invite someone to start, he/she will read one post-it and will tell to which idea it is related. The facilitator will take it and put it next to the green post-it with the idea that corresponds. Then he/she will ask to the other members of the group to share if they have other positive criticisms of the same idea or association of ideas.

When they finish with one of the topics it's time to go to the next idea and so on, until all the yellow post-its have been shared.

5/ **Black hat** (15'): Same process than for the yellow hat but with red post-its and for **bad criticism**. It is time to focus on **what could impede this idea to be implemented**. What are **the dangers** the group might encounter.

6/ **Red hat** (10'): It is time **to say how we feel** about everything that has been shared.

The facilitator should propose a **sharing circle** so everyone can expose to the others how they feel. Each person will take the speech one after the other in a specific order (clockwise or anti-clockwise).

There is no debate, no questions, no answers. The circle will be over once everyone has talked. If the speech goes to a person that is not ready to talk, he/she can pass and the speech will come back to him/her later.

Before jumping into the blue hat again, propose a **weighting** of the ideas or association of ideas. Each person will have the opportunity to make 6 votes, 3 to say "I really like this idea or association of ideas" (using the symbol "+"), 3 to say "I don't like this idea and I don't feel comfortable doing it" (using the symbol "-").

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| | <p>If they want to vote for a specific idea they have to put the symbol on the post-it, if they want to vote for the association of the ideas they have to put it near all the post-its concerned.</p> <p>They can freely choose to use the 3 votes on the same idea or to give one vote to 3 different ideas. They can also choose to use fewer votes than they have, for ex: to use 3 positive votes and only 1 negative, or 2 and 2...</p> <p>After the weighting the facilitator should give an overview.</p> <p>7/ Bleu hat : Coming back to the blue hat helps to summarize what happened and to prepare the group to make a plan of action so a decision can be made.</p> |
| Material | <p>Flipchart and at least 2 papers: one for the facts and the frame and one for the emerging ideas with the post-its</p> <p>Many post-its of different colors: green, yellow and red.</p> |

SORTING MEETING

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| Time | 1 hour |
| Objectives of the session | Easing the coordination Overcoming barriers/obstacles/organizational tensions Finding solutions together to the organizational problems of all. |
| Scenario / Method (time / short description) | <p>What is a Sorting meeting?</p> <p>The “Sorting meeting” is a special meeting that aims to help small groups to overcome the organizational obstacles they can face when coordinating to take action together. It is a fast meeting whose main goal is to find solutions, not to debate. It requires from the participants to be assertive and go straight to the point.</p> <p>Requirements to use the tool</p> <p>Before the meeting ask to the different groups that have to coordinate each other to list the “tensions” they encounter and to choose 2 representatives that will assist to the meeting. By “tensions” we mean the “zones of uncertainty” related to the coordination, the needs they have in terms of material or information in order to achieve what they need to do.</p> <p>The meeting</p> <p>1/ Setting the frame</p> <p>Start the session by introducing some basic rules, reminding the objectives and the timing of the meeting (= 1 hour maximum) :</p> <ul style="list-style-type: none"> - The speech is given by the facilitator; - Participants need to be assertive as the time is short; - It is a coordination meeting, not a debate. The participants are here to find solutions together to achieve their common goal. - The meeting is divided in 5 steps: each step has specific constrains. <p>2/ Opening round : get connected to yourself</p> <p>This round is for the group to listen, to share and to take into consideration the emotional state of all the participants of the meeting. Everyone will have a chance to speak about its emotional feelings at this stage of the project.</p> <p>The participants (only the 2 representatives of each group) are part of the circle. The rest of the group can look but not participate in it.</p> <p>One by one the participants will take the speech to express freely how they feel, for 1 minute max each. If the speech comes to them and they are not ready to talk, they can pass and the speech will come back to them. No reactions are allowed, it is neither a discussion nor a debate.</p> <p>2/ News from the groups: what has been done and what is left to be done</p> <p>In few words, without any comments or reactions from the others, each group will explain to the others how is it going in the group they are representing: what has been done so far, what is in progress, and what is left to be done.</p> <p>3/ Agenda : co-creating the agenda of the meeting</p> <p>One by one each person will give one tension of its group by using keywords (ex: space, material...). The facilitator will take notes and write them one after the other. The order is very important as in the next stage they will be treated one by one and in the specific order they were told. The participants are therefore asked to prioritize them so the more urgent ones will be discussed.</p> <p>The facilitator will give the speech to everyone in the circle in a specific order (clockwise or anti-clockwise) until all the tensions have been said.</p> |

4/ Sorting process

As said before, the tensions will be discussed one by one following the agenda created in the previous stage.

The facilitator will give the speech to the person that gave the first tension so he/she can explain what is the need behind the tension. (Ex: for "space", it can be: "We, the X group, need the big room for one hour so that we can").

This will be followed by an open discussion to find a solution to it, either the participants to the meeting have enough information and they can solve it, either they will need to look for the solution outside of the meeting. In this case, they will choose one person to take the responsibility of finding what is needed and to get back to the group in a specific timing.

Once the tension has been sorted out, we go to the next, and so on and so forth until either all the tensions are sorted out or the time is over. (Usually it happens that as they sort out the tensions on the top of the list, some others get sorted out also).

5/ Closing round

The final round is similar to the opening one, as the idea is to share how the participants feel after the process and share their emotional state after being through the process.

Material

Flipchart to take notes
Chairs for the participants to sit

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|--|---|--------------|---|---|---|--------------------|---|----------|--------------|---|---|---|---|---|----------|-------------------------|---|---|---|---|---|--------------------|-------|---|---|---|---|---|------|-----------------|---|---|---|---|---|--------|---------------|---|---|---|---|---|----------------|--------------|---|---|---|---|---|-------------|--------------|---|---|---|---|---|-------------|
| Time | 1 hour 45 minutes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objectives of the session | Evaluating the seminar, the learning process and the learning achievements of participants. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Scenario / Method (time / short description) | <p>The evaluation process was inspired by the method developed by 3 European social organizations (PACTES Locaux, European PACTES, CBS Network) from 2012 to 2014 within the framework of the Gruntvig Learning Partnership "PACTES" (<i>Plateforme d'Apprentissage et de Coopération vers des Territoires Européens Solidaires / Learning and Cooperation Platform for the Social and Solidarity-based Economy</i>).</p> <p>It included 2 steps: 1/ a personal questionnaire, to which participants answered individually; 2/ a collective evaluation performed in circle.</p> <p>PART 1 : Personal questionnaire (30')</p> <p>Ask the participants to answer to the following questionnaire. In the following weeks, analyze the data and share the results within your partners (trainers, educators and partner organizations abroad) for improvement.</p> <ul style="list-style-type: none"> o DESIGN : CONTENTS & METHODS <p>Relevance of the contents</p> <table border="1" data-bbox="395 1010 1300 1059"> <tr> <td>Not relevant</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>Relevant</td> </tr> </table> <p>Relevance of the methods</p> <table border="1" data-bbox="395 1115 1300 1164"> <tr> <td>Not relevant</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>Relevant</td> </tr> </table> <p>Understandability of the concepts, tools and exercises</p> <table border="1" data-bbox="395 1220 1422 1270"> <tr> <td>Difficult to understand</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>Easy to understand</td> </tr> </table> <p>Amount of learning achieved</p> <table border="1" data-bbox="395 1326 1297 1375"> <tr> <td>Small</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>Huge</td> </tr> </table> <p>Usefulness</p> <table border="1" data-bbox="395 1431 1297 1480"> <tr> <td>Not very useful</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>Useful</td> </tr> </table> <p>Enjoyability</p> <table border="1" data-bbox="395 1536 1422 1585"> <tr> <td>Not enjoyable</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>Very enjoyable</td> </tr> </table> <p>What matched the most your interest?</p> <p>Something you didn't expect:</p> <p>Overall comments on learning:</p> <p>Overall comments on methods:</p> <ul style="list-style-type: none"> o EXPECTED IMPACTS OF THE SEMINAR <p>Expected impact on the seminar ON YOU (at a personal level):</p> <table border="1" data-bbox="395 1899 1297 1948"> <tr> <td>Small impact</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>Huge impact</td> </tr> </table> <p>Expected impact on the seminar ON THE GROUP(S) you belong to :</p> <table border="1" data-bbox="395 2004 1297 2054"> <tr> <td>Small impact</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>Huge impact</td> </tr> </table> | Not relevant | 1 | 2 | 3 | 4 | 5 | Relevant | Not relevant | 1 | 2 | 3 | 4 | 5 | Relevant | Difficult to understand | 1 | 2 | 3 | 4 | 5 | Easy to understand | Small | 1 | 2 | 3 | 4 | 5 | Huge | Not very useful | 1 | 2 | 3 | 4 | 5 | Useful | Not enjoyable | 1 | 2 | 3 | 4 | 5 | Very enjoyable | Small impact | 1 | 2 | 3 | 4 | 5 | Huge impact | Small impact | 1 | 2 | 3 | 4 | 5 | Huge impact |
| Not relevant | 1 | 2 | 3 | 4 | 5 | Relevant | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not relevant | 1 | 2 | 3 | 4 | 5 | Relevant | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Difficult to understand | 1 | 2 | 3 | 4 | 5 | Easy to understand | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Small | 1 | 2 | 3 | 4 | 5 | Huge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not very useful | 1 | 2 | 3 | 4 | 5 | Useful | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not enjoyable | 1 | 2 | 3 | 4 | 5 | Very enjoyable | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Small impact | 1 | 2 | 3 | 4 | 5 | Huge impact | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Small impact | 1 | 2 | 3 | 4 | 5 | Huge impact | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Expected impact on the seminar ON YOUR WORK (from a professional perspective):

| | | | | | | |
|--------------|---|---|---|---|---|-------------|
| Small impact | 1 | 2 | 3 | 4 | 5 | Huge impact |
|--------------|---|---|---|---|---|-------------|

Usefulness of the video, the podcast and the fanzine we produced:

| | | | | | | |
|------------------------------|---|---|---|---|---|--------------------------|
| Not very appropriate to need | 1 | 2 | 3 | 4 | 5 | Very appropriate to need |
|------------------------------|---|---|---|---|---|--------------------------|

What does this seminar change for you in practice?

Back home, how, when, and towards whom do you intend to share the knowledge and skills you acquired here?

o **LOGISTICS: WELCOMING, ACCOMODATION, FOOD, TRANSPORTATION**

| | Something we should keep | Something we can improve | Your suggestion |
|---|--------------------------|--------------------------|-----------------|
| ...about the way we welcomed you at Toulouse before and after the seminar | | | |
| ... regarding food | | | |
| ... about accommodation | | | |
| ... regarding transportation | | | |

o **PARTNERSHIP, CONNECTIONS AND RELATIONSHIPS**

Efficiency of ice-breakers and team-building activities

| | | | | | | |
|----------------------|---|---|---|---|---|----------------|
| Not really efficient | 1 | 2 | 3 | 4 | 5 | Very efficient |
|----------------------|---|---|---|---|---|----------------|

How did you felt in the group?

| | | | | | | |
|--------------------|---|---|---|---|---|--------------------------|
| Aside, Not at ease | 1 | 2 | 3 | 4 | 5 | Included, really at ease |
|--------------------|---|---|---|---|---|--------------------------|

Have you made new partnership connections?

| | | | | | | |
|----------|---|---|---|---|---|------|
| Very few | 1 | 2 | 3 | 4 | 5 | Lots |
|----------|---|---|---|---|---|------|

How do you evaluate our partnership working?

| | | | | | | |
|-------------------|---|---|---|---|---|-------------|
| Did not work well | 1 | 2 | 3 | 4 | 5 | Worked well |
|-------------------|---|---|---|---|---|-------------|

o **A FEW MORE QUESTIONS BEFORE YOU GO**

Would you like to go further with us? If yes, How?

Is there something we should really change that you didn't talk about before?

One moment you will keep in mind:

Your "ending word":

PART 2: Collective final evaluation (1h15')

Gather participants in circle and give them 5-10 minutes to reflect on "What went well" and "What was tricky" according to them.

One after the other, ask them to share:

1/ "What went well" (2 rounds, 2 proposals per person) (25'-30');

2/ "What was tricky" (2 rounds, 2 proposals per person) (25'-30');

3/ What could be done to improve in the future (15-25').

Take notes on what is said; write it down simultaneously on a white board if possible.

| What went well... | What was tricky... |
|--|--|
| Item 1 (<i>recurrence</i>) Item 2 (<i>recurrence</i>) ... <i>Example: Organized timetable (9)</i> <i>Action Learning Sets (2)</i> <i>Good communication between participants...</i> | Item 1 (<i>recurrence</i>) Item 2 (<i>recurrence</i>) ... <i>Example:</i> <i>Too much theory on the 5th day</i> <i>Limited access to the internet...</i> |

| Suggestions for the future |
|---|
| Item 1 (<i>recurrence</i>) Item 2 (<i>recurrence</i>) ... <i>Example: Suggest more active participatory activities (3) / Spend more time learning about other's projects (2)</i> |