SYNERGIES

AN EUROPEAN SEMINAR ON TEAMWORKING, GROUP DYNAMICS AND NETWORKING

DOMAINE DE MATENS 81 600 GAILLAC - OCCITANIE, FRANCE
NOVEMBER, 3RD TO 9TH 2017

WORKSHOP SCHEDULE & MOST SIGNIFICATIVE TOOLS used

SUMMARY OF THE PROJECT

If you want to go fast… Walk alone.
If you want to go far… Walk with others.

Nomad proverb

The **SYNERGIES** seminar has been designed to foster the participants' ability to work with other people within a **team** and with other organizations within a **network,** in order to develop **efficient and innovative projects** addressing **social issues** or dealing with **intercultural dialogue** and **sustainable development** at both local and European scales.

It was based on the idea that **team work** and **cooperation** enhance the capacity of civil society organizations to **address social challenges** but that they often lack method and tools to fulfill their potential. It thus leads to a waste of time and resources. It has a negative impact on their internal dynamic and impedes their ability to set up innovative projects with a strong social impact.

Yet, effective methods and tools are already available. The seminar SYNERGIES was an opportunity to **share our experiences** and **to acquire knowledge** regarding **team-working** and **networking** in order to **overcome the main difficulties** we encounter within our organizations and networks.

For 7 days, participants shared their experience and confronted different methods of **team-building**, **group facilitation, group dynamics** and **networking** in order to develop the social projects they are running and/or the action of the organization they are involved in.

They worked on **practical issues** and **used** a variety of approaches, methods and tools. They also experimented **community living** and had thus the occasion to **implement** what they learnt *in situ* while getting to know each other better.

This document is an attempt to share the most significant methods and tools that had been used all along the seminar.

May it inspire you and contribute to positive group dynamics within your organizations and to the development of new projects and new partnerships dealing with social issues, intercultural dialogue and sustainable development.

Wish you a nice reading and a creative use of this knowledge

Via Brachy's team

WHO WE ARE

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, Europe and Senegal 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 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/

FORME is a non-profit and non-governmental organisation based in Palermo, Italy, since 2014. It is composed by project managers, educators, social workers, journalists and other actors active in the **social and educational fields** who strongly believe in skills development as a trigger for **positive social changes**.

The organization aims at **empowering individuals, communities** and **social networks** through **skills development** and through **mediation** between different sectors. It promotes **non-formal education** as a

complementary methodology to formal education. It develops educational courses in order to reach tangible outcomes ant to **bring closer theory to practice**: the education world closer to the professional world.

It mainly operates in Ballaro, a popular borough at the heart of Palermo, in a multicultural reality where most of the migrant community is present. It also collaborates with organizations working in peripheral and rural areas of the city in order to address the issues and **socio-cultural realities** as early school leaving and high rate of criminal acts (due to high poverty and unemployment), **integration of refugees and asylum seekers**, and **emigration of young people**, due to lack of job opportunities.

More on: www.associazioneforme.com

Kulturlabor Trial&Error is a German non formal education organization founded in 2010 in Berlin. As a result of the meeting of artists' collective, journalists, designers and social entrepreneurs, it aims at **empowering people to act**, at a concrete level, no matter of age, situation or skills; stimulating Berlin inhabitants' **creativity** and **initiatives**; facilitating shares and **transfer of skills, goods and services** between people and moral entities; bringing back to life **social links** in the area it operates; **preventing exclusion**; and eventually promoting **sustainable development**.

Regarding to their values, its members use actively **local resources** (space, material, abilities) and **Do It Yourself** ways. KulturLabor Trial&Error proposes activities of expression and creation, formations and various animations towards many target-groups: children, families, wealth, modest or vulnerable people, migrants, asylum seekers or living in vulnerable or remote areas of Berlin.
It invests the **public space** and proposes **various activities** open to any age, religion, social status or background, among which collective urban gardens, neighborhood fests, sewing recycled waste based, cooking and canning workshops with no-sellable food. Thanks to its **transdisciplinary** team, it uses a **wide diversity of supports**: manual and artistic activities, cultural events, media, information and communication tools…

Aside, it is deeply engaged in **human rights' defence**, about gender and sexual orientation, social or cultural or other minority discrimination. In 2016, it strengthens its actions towards **marginalized populations**, among them new migrants and asylum seekers recently arrived in the Berlin metropolis. It provides activities and mediation in welcoming and community centers, popular quarters, and for vulnerable people.

More on: www.trial-error.org

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 2 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 act, an attempt to change the world order, rather than our desires."*

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

REALIZED PROGRAM

Opening session: Setting up a frame, getting to know each other, sharing our motivations

07:30: Departure from Toulouse to Gaillac
09:00: Breakfast & Welcoming at *Domaine de Matens* (Gaillac).
10:00-11:30: **Opening session: Reminder of the seminar's objectives, spirit and progress, partners, facilitators and trainers.**
11:30-12:30: Break - Settling down into the venue.
12:30-14:30: Lunch
14:30-17:45: **Ice-breakers** - **Getting to know each other activities.**
Reflecting on what drives us here - Sharing our motivations with each other.
Setting up the frame: self-managed periods and initiatives.
20:00-/: Diner - Self-managed and friendly evening at the *Domaine de Matens*

Saturday, November 4th

Acknowledging and meeting our differences to build a team

9:15: Energizer & Today's menu
9:45-10:15: **Introduction to the Mandala of Learners**.
10:30-13:00: **How can we better read and understand our attitudes and behaviors?** Introduction to the concepts of Constitutions, Tempers and Characters by the Dr M.N Guéroult.
13:00-14:45: Lunch - Break/siesta.
14:45-15:00: Energizer
15:00-17:45: **Which team-mates are we? How can we create more relevant and efficient teams?**
18:00-18:30: Introspection / Reflection time.
20:00-/: Diner – "8 o'clock News" – Self-managed and even more friendly evening on site (*Domaine de Matens*).

Sunday, November 5th

Working on our attitudes and patterns to work together

9:30: Today's menu.
9:35-10-20: **Warm-up activities** for the theater improvisation
10:20-13:00: **Which roles and attitudes do we endorse "naturally" when working with others? How can we transform such mechanisms?** (Role play)
13:00-14:45: Lunch - Break/siesta.
14:45-15:00: Energizer
15:00-17:30: **How do we design projects within our organizations? How do we make progress towards a more participative and inclusive management to set up new projects?** (Conference Café)
18:00-18:30: Sharing circle / Reflection time.
20:00-/: Diner – "8 o'clock News" – Self-managed and friendly evening on site.

Monday, November 6th

Where do we stand regarding self-management?

9:30: Energizer & Today's menu.
10:00-13:00: **Self-management: Why? How? In which context and at what cost?** (Cross-conference)
13:00-14:45: Lunch - Break/siesta.
14:45-15:00: Energizer
15:00-20:00: **Self-managed workshops on personal development and group dynamics** (Experience sharing between participants).
20:00-/: Diner – "8 o'clock News" - Self-managed and friendly evening on site.

Tuesday, November 7th
**Building our network on shared objectives and needs analysis,
Overcoming difficulties**

9:30-9:50: Energizer & Today's menu.
9:50-13:00: **How do we set up partnerships? What kind of struggles do we face? How can we overcome the main difficulties?** (Cooperative game "The Bridge" - Positioning exercises and debates)
13:00-14:45: Lunch - Break/siesta.
14:45-15:00: Energizer
15:00-18:00: **How can we overcome the main difficulties we encounter?** Study case on the EU Strategic Partnership: *IDEA(L)S IN ACTION* (France, Portugal, Italy, Greece)**.**
18:30-19:00: Sharing circle.
20:00-/: Diner – "8 o'clock News" – Self-managed and friendly evening on site.

Wednesday, November 8th
**Look at a partnership from different perspectives;
Improve distant work; Resolve complex issues together**

9:30: Energizer & Today's menu.
10:00-13:00: **Why and how do we join a network? How to choose one's partners? To which question do we need to answer?**
13:00-14:45: Lunch - Break/siesta.
14:45-15:00: Energizer
15:00-17:30: *Group1:* **Distant collaborative work: issues, struggles and digital solutions**.
Group 2: **Problem solving on practical issues** (Mutual support groups)
18:00-18:45: **Personal evaluation of the seminar** (Mandala of Learners)
19:00-/: **Festive night** at the *Domaine de Matens*.

Thursday, November 9th
Evaluate to evolve

10:30: Energizer & Today's menu.
11:00-13:00: **Collective overall evaluation of the seminar**
What have those days taught us (about ourselves, about our ability to work together and to build balanced networks)? What to keep? What to change and How?
13:00-14:30: Lunch and **Closing round**
14:30-16:00: Tidying up the venue.
17:30: Departure for Toulouse.
18:30: Friendly evening at Toulouse with the participants that can stay longer.

A FEW METHODS & TOOLS - DAY#1

Why did I join this training?
Reflecting on our personal path to better understand what brings us here today

Objectives:
- Understanding our motivation's, both personal and professional
- Getting to know each other

Material required: 30 A4 paper, pencils
Number of participants: 30 persons
Duration: 1 hour

Description:
For one hour, the participants are invited to reflect on their personal path, from their birth to the day of the training. They will be encouraged to reflect on the key moments of their life that mirrored the topics of the training. This work will be personal and will allow some self-reflection about the choices we make in our life according to our values.
After this session, it can be interesting to propose other tools to share the results with a larger group, such as "*Little story / Big story*".

Little Story/Big Story
Reflecting on what drives us here - Sharing our motivations with each other.

Objectives:
- Getting to know each other / Team building
- Highlighting the participant's motivations and learning objectives

Material required: 1 Paperboard, markers
Number of participants: 30 persons
Duration: 2 hours

Description:

Building on the previous exercise's findings, each person chooses from their personal experience two important moments of their life where their way of seeing the world changed.
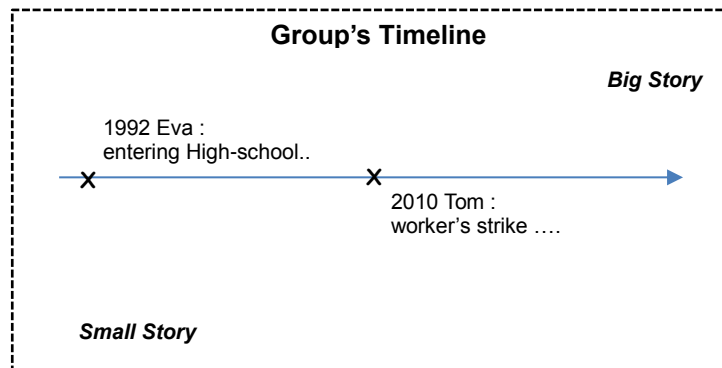One will be part of their "*Little story*", meaning that is related to their very personal life. It can be related to their family, their studies, their friends… The "*Little story*" is necessarily something that could only happen to them or within the circle of their close relatives.
The other one will be part of the "*Big story*", the story of the world: it can be a war, a political moment, a book, a movie... This story is something that is not personal, because it happens independently of the person's personal path, but that had an impact on the way the participant relates to a larger group.

Once the self-reflection is finished, invite the participants to gather in small teams (5-6 persons) to make a timeline of their group with all their "Little stories" and "Big stories". Teams can rather be picked by random or by country, which can help to highlight social contexts specific to each country.
In both cases, each participant will write down the key moments and will explain to the others the impact these events had in their lives.

After an hour, you will get the group's timeline, that tell a lot about the participants' personal and cultural background.

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┌ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ┐
│                Group's Timeline                  │
│                                       Big Story  │
│                                                  │
│      1992 Eva :                                  │
│      entering High-school..                      │
│   ──X────────────────────X──────────────────▶    │
│                          2010 Tom :              │
│                          worker's strike ….      │
│                                                  │
│   Small Story                                    │
│                                                  │
└ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ┘
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To close the session, ask each group to introduce briefly (10 minutes tops/group) their timeline to the other groups. They should not get into all details, but point out the most significant elements of their timeline, highlighting common themes, specific to each group, as well as a glimpse of the variety of the experience of the members.

At the end of the exercise, display the timelines in the venue, so that every person can have a look at it afterwards.

A FEW METHODS & TOOLS - DAY#2

Sensitive portraits
Understanding how we are. Identifying what complement us.

Objectives:
- Understanding my role within my team work
- Highlighting my emotional approach to my working environment
- Finding who could be my team mate

Material required: A4 paper, 4 paperboards
Number of participants: 30 persons
Duration: 2 hours

Description

 ➢ *Phase 1 (25 minutes):* **Sensitive Portrait of yourself**

You will guide the participants trough a *sensitive portrait* of themselves in 7 steps to allow them to make some creative associations that will reflect their role in their work environment and how they perceive their team.

During this process, you will ask them to draw, write and choose two colours. They can choose freely when to use each technique.

1. *If my feelings when I am working with my team where 2 colours, which ones would they be?*
    Think well, because the colours you choose will be the only ones you can use during the creation of your portrait. (2 minutes)
2. *If I was an animal in my team, which animal would I be? From the 2 colours I chose before, I pick one to draw & colour myself as an animal. (4 minutes)*
3. *If my team was a scenery, how do I picture it? (5 minutes)*
4. *I imagine there is a task I don't want to do but I have to and I will do it: What song could I sing, that represent this feeling? Make your animal sing it. (2 minutes)*
5. *If the personal skills I have where 3 Super Powers, which ones would they be? (5 minutes)*
6. *If I had a gadget to face an unexpected situation what would it be? (3 minutes)*
7. *If I had the perfect team mate, how she/he will be? Choose one aspect that best suits he/she and picture it with <u>two</u> of the following: colour, animal or super power (4 minutes). You can choose another colour if you feel like it.*

> ➤ *Phase 2* (55 minutes): **Sharing your portrait and discovering others**

This phase is about sharing with the group the portrait and seeing if they find a match in the group.
You need to place 4 tables in which the participants will discuss about one or two specific aspects of their portrait for 10 minutes, before switching to a second one, then a third, and so on.

For this specific exercise, we attribute the following topics to the table:

Table#1: Colours + Song
Table#2: Superpowers
Table#3: Your animal & its environment
Table#4: The gadget

Through the metaphors will appear meaningful elements about the way the participants represent themselves, their characters, their behaviors, their values, the environment they feel at home, the atmosphere they need to feel at ease, etc. Beyond simple figures, personalities are progressively revealing…

Phase 3 (45 minutes): **Conclusion**

To conclude and evaluate the activity, ask the participants to reflect on 3 questions.
- *What surprised me the most?*
- *What I learned about other people's needs that I didn't expect?*
- *If I had to join a new team tomorrow, which aspect of my portrait would I explain so we can work easily together?*

Each person will have 1 minute to share one of their answers with the group. Encourage everyone to be short and assertive to keep the pace.

A FEW METHODS & TOOLS - DAY#3

ROLE PLAY:
Which roles and attitudes do we endorse "naturally" when working with others? How can we transform such mechanisms?

Objectives:
- Observing group dynamics
- Understanding good practices and bad habits
- Taking a step back from our reality to highlight some team work problems

Material required: Printed roles
Number of participants: 2 x 15 participants
Duration: 2-3 hours, including warming-up activities before the role play.

Description:

This game is about the roles and the attitudes that we usually find in teamwork.
It will most probably remind the participants past experiences, surprise them, move them… They need to pay attention to people's behaviors, to the players' interactions, to what is said and what is not; to analyze what is expressed, suggested, what is obvious and what is not.

The exercise will be divided into 2 sessions to allow each person to endorse the role of the *observer* and the *insider*. Switching points of view will allow each person to better understand the difficulties we encounter when working as a team with our different characters and personalities.

Participants will also be invited to embody vastly different roles from the ones they usually take on. This way they will work on their empathy as they will have to act and think in the same way that a completely different person would.

In practical terms, the group will be divided into 2 groups of 14 persons, which will be divided again in 2 groups of 7 persons. Each group will perform for the other, so everyone gets to be a *player* and a *spectator*.

Once the groups are formed, the facilitators will give to each person a role that they will embody during a 10 minutes performance. After a short (couple minutes) time allowing them to get prepared and "get into" the role, the performance begins with the explanation of the situation by the facilitator. (A theme will be given for each performance) *(The 2 situations we used during the seminar and the characters we offered to the participants to play are described below)*.

During the performance, the audience has to try to figure out what are the characters and the roles that are being played. At the end of the theatrical improvisation, the facilitator will ask the audience to identify the roles and the person who played it. As they vote, each spectator will explain what led them to this conclusion.
The facilitator will then give the speech to the players so that they can express their feelings, frustrations and potential satisfactions.

After the 2 groups have performed, the facilitator will propose a debriefing of what happened: Which roles where endorsed? What positive and negative characteristics each character had? What we can learn from it? What are the positive and negative attitudes, toxic behaviors and their antidotes?

To conclude, gather the 4 groups together for a short exercise of metacognition: *How can we reuse this game and what emerged from it in our organizations, back home?*

ROLE PLAY: SITUATIONS AND ROLES GIVEN TO PARTICIPANTS

Group / Situation 1: You are a member of a day-shelter for refugees, homeless and people in precarious situations. Your team meets today to write the internal rules of the shelter.

1/ **The Elephant**: You embody stability and prevent the group from losing sight of the objective. You help the group keeping focus on the purpose of the meeting. But you're also stubborn by nature. You systematically refuse to change your point of view, when the group makes a decision you are reluctant to take it into account.

2/ **The Lion**: You are a dynamic person who takes initiatives and leadership. But you also interfere with everything and argue with others when they do not agree with your plans or dismiss them.

3/ **The Ostrich**: You are a calm person, with a good sense of observation. This allows you to see the group's weaknesses, but you escape as soon as you feel conflict or any unpleasant task. For example, you change suddenly of subject when it displeases you or when it is a source of tension.

4/ **The Turtle**: You have a keen sense of analysis and you remain calm under tense circumstances. You won't get fooled by other people's strategies. You're sensible / reasonable, but you set back from the group, refusing to express your ideas or your opinion(s). As a mediator, you seek consensus, you try to calm down tensions and to find a solution which will satisfy everybody. You'd rather help people express their ideas rather than share your owns.

5/ **The chameleon**: You have strong adaptation skills, that make you feel comfortable in a wide range of situations and with any kind of group. But this also leads you to change color – opinion according to your surroundings: you will say one thing to a group/person and another thing to another group/person.

6/ **The Owl**: You are a very experienced person who looks very serious and claim to be very wise. You embrace complexity and analyze things deeply but you express yourself in long and complicated sentences that everybody might not understand.

7/ **The monkey**: You are a positive and easy-going person, who brings light in dark situations and allows people breathing when things become too serious. But you chat too much and your clown attitude also prevents the group from focusing on serious subjects and address serious issues.

Group / Situation 2: You are a member of an educational association. You have a budget of 15000€. You gather today to decide how to invest this money in the next 6 months.

1/ **The brawler**: You are a very dynamic person, with strong values and ethics. But you also have an aggressive character when it comes to things that matter to you. You will fight for everything and defend your position.

2/ **The grumpy/complainer**: You are very perfectionist. Your high values push the group forward and help deal with a project and its context. But nothing is good enough for you and you question everything. You're never satisfied or ready to make compromise.

3/ **The talkative**: You are thinking really fast and get new ideas constantly, that you always share with the group. On the other hands; this leads you to often be the one talking, with a poor ability to focus on what is said by others. When you eventually get into the conversation, you tend to speak for the sake of speaking. You have good ideas, but you don't really look for the relevant moment to express them.

4/ **The cunning / the foxy**: You have a sharp mind. You can see past appearances and uncover hidden strategies within the group or from partners. But you can also be the one working for yourself within the organization to feed your personal interest. You have a tendency to make people act the way you want them to.

5/ **The Great tired Lord**: You are an old member of the organization. You've seen everything, and given your best, so your experience is very valuable. Still, you are tired of all this. You stay and attend the meetings to make sure "your" project is in good hands, that it keeps going to the right direction, but the truth is you don't have the energy to commit anymore. You can also be a little suspicious of new ideas and ways. You are there for emergencies and backup and people tend to search for your approval.

6/ **The wise**: You are rational, responsible, reliable. You are down to earth and like to build solid projects. Yet, you really dislike taking risks and you don't trust a plan that you has not been tried before, innovation is not your forte.

7/ **The know-it-all**: Whatever the subject, you know everything. Or you think you know. In any case you will share your knowledge and actually help the group grasp a situation better and make informed decisions. On the other hand, you might dismiss other people's experiences and knowledge, preventing shy people to take part in the conversation by fearing of being ridiculed.

Special Walk "Listen & Talk": Working on active listening

Objectives:
- Increasing the capacity of active listening
- Increasing empathy
- Team building

Material required: none
Number of participants: 30 participants
Duration: 20 minutes

Description:
This exercise is about developing the active listening skills of the participants.
By pairs, the participants will be invited to walk for 20 minutes. Before beginning the talk, the facilitator will propose a topic to develop during the talk. For example: "How do you feel about the role you have in your organization today ".
For the first 10 minutes, only one of the 2 persons will talk, while the other will listen. The "*listener*" cannot ask questions or make any comment: he/she only listens to the other. When the time is over, the 2 participants switch roles: the "*talker*" becomes the "*listener*", and vice versa.

CONFERENCE CAFE:
How do we design projects within our organizations? How do we make progress towards a more participative and inclusive management to set up new projects?

Material required: 4 paper boards, paper & pencils
Number of participants: 30 participants
Duration: 2 hours

Description:

The "Conference Café" it's a conference without a lecturer.
The setting of the place is quite important. You will invite your participants to enter a café, but a special one.
You will set the room as if you were at a regular café, with several tables of 4/5 persons. The facilitators will act as if they were the waiters of the place and will offer coffee and snacks during the session.

To start, the facilitators (2 persons) will invite the participants to take a seat and will announce that a Conference will take place, but that there will be no lecturer. The "customers" will have to discuss and produce the knowledge. They will be the "experts", creating collective knowledge by sharing their experiences, ideas and points of view.

To guide them, one simple question will be asked (as for example "*How can we work together?*") that the participants will have to rephrase in a more specific way according to their experiences. For example, focusing on the issue of communication within a team: "*How can we better communicate between teammates?*".
The facilitators will give them 20 minutes to make a proposition of a new question the way they think the question should have been asked.

The rephrased question will be then mixed, and each table will get a new question on which they will work for the next hour, looking for solutions. The facilitators will ask them to make some clear and realistic propositions that they will share with the group at the end of the Conference.

The session will end with the presentation of each working group's findings to the others.
Each team will decide the way they prefer to share their knowledge, whether in a formal or non-formal way, using their creativity and pedagogical skills to do so.

CROSSED CONFERENCE
Where do we stand regarding self-management?

Objectives:
- Learning from past experiences
- Switching point of view on a complex topic
- Debating within the group, building on participants experiences

Material required: 2 paper boards + markers
Number of participants: 2 x 15
Duration: 3 hours (2 x 1h20 + 15 minutes)

Description:

On the latest 2 days before the session will take place, ask for experienced people to share their personal experience on a topic that matters for the group (for example in our case, we asked two skilled participants from Greece to share their experience regarding *Self-management*).

For the "*Crossed Conference*", the participants will split in two teams of 14 persons. Each group will be the audience of one of the two "conferences" that will occur simultaneously in two separate rooms.

For half an hour to 45 minutes, each "lecturer" will share their personal experience with the others, bringing to light its context and what they learnt from it regarding the topic of the Conference (for example in our case, regarding group dynamics, cooperation, decision making and self-management).

This introduction, based on their very personal experience and analysis, will open a discussion with their audience, which will ask for clarifications and question the concepts and the hypothesis, building on their own experiences and thoughts.

After 1 hour and twenty minutes, the groups will switch in order to assist to the second "conference", following the same process.

After both audiences have assisted to both conferences, gather all the participants again to conclude on what they learnt form the exercise, what moved them and how they think they could reuse the tool back home.

The BRIDGE GAME
What does it mean to work with partners? What kind of struggles do we face?

Objectives:
- Team Building
- Acquiring communication skills
- Collective decision making
- Understanding the key moments of cooperation

Material required: toilet paper rolls, scissors, tape, pencils, cardboard, paper
Number of participants: 2 x 15 persons
Duration: 1h30

Description:

Building a bridge requires strong cooperation and team-working between the builders. But building half a bridge in two separated teams and making it stand at the end requires some serious communication skills on top of that!

For the game, divide the whole group (30 people) into two groups (15 persons). In each group, ask one person to be an observer. The remaining 14 people will be then divided into two teams of 7. Each team has to be in its own room, separated from the others, as they cannot see what their counterpart is doing.

Both teams will have the same material to build half of a bridge. They will be given one hour to do so.
They will be allowed to pick one person to represent them and may ask the facilitators for a maximum of 3 meetings between the representatives of each team (knowing that these people should be different for each round). Those meetings will allow the 2 groups to build together a functional bridge with two matching halves. They can last for maximum 5 minutes each and will take place in a neutral place where the observer has to be present.

After one hour, both teams will meet and will put their work together to see if the bridge is useable. To confirm the sturdiness of the construction, a stick of glue will be placed in the middle, at the meeting point of the two half-bridges. It should be able to stand there without tipping.

To close the session, take half an hour after the presentation of the bridges to debrief all together about what happened.
The observers will talk first and explain what they saw. Then, give the speech to the builders so that they can explain which roles they endorsed, how they made decisions, how they decided who would be the person representing them, how they felt during the exercise, etc.

The Bridge game gives a good overview about how partnerships can be build, how communication is used and when, and how roles are distributed within a team.

POSITIONING EXERCICES
What is a partner? How do we set up partnerships?

Objectives:
-   Encouraging collective intelligence
-   Allowing everyone to express
-   Taking into consideration different points of view

**Material required**: 4 A4 sheets + a paperboard
Number of participants: 30
Duration: 1h30

Description:

Positioning exercise 1: Definition by the center

Coming up with a collective definition that suits everyone can be difficult when you are a big group. Making sure that everyone is able to participate may prove long and tedious, and some people are not comfortable with speaking their mind with the group. This is why positioning exercises are a good tool to ease self-expression and reach collective speech with a big group.


For me, a PARTNER is…
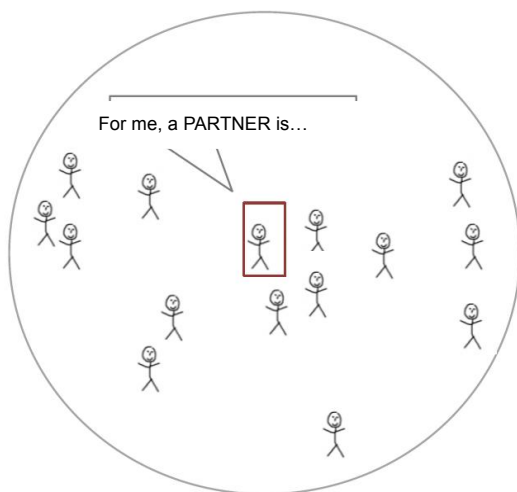
Ask the participants to make a circle. Then ask a volunteer to go in the middle of the circle and to propose a definition of the word we try to find a definition for, for example "*Partner*".

The rest of the group will have to take a position regarding what was said. The more they agree with the definition of the volunteer, the closer they will position themselves next to him/her. At the opposite, if they disagree, they will have to go far from the person in the centre.

The way the participants are scattered represents the diversity of points of view regarding the given definition.

Now, it is time to improve the definition, so it can fit more to the group. Ask for a new volunteer, one standing close to the first one, to add something to the definition to improve it, and repeat the positioning exercise.

In case there is no agreement, start the process again with a volunteer that strongly disagrees. Ask him/her to give a new definition and repeat the process the same way (first, people take position, then a second volunteer close to the speaker improve the proposition and people move again according to this new statement).

Values

Ressources

Working methods / habits
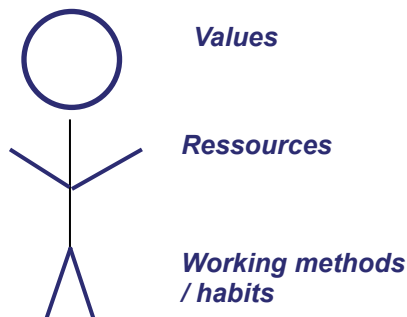
To conclude, the facilitators will try to make a definition that takes into consideration the different points of view expressed. In case the two definitions are too wide apart, they will highlight the various angles available to deal with the topic, showing how complex some concepts can be when at first you thought their meaning was obvious.

Visual synthesis:
Building on the definitions that were given, you can picture the "ideal partner" regarding the values, the resources and the working methods you think they should have.

Positioning exercise 2: Expression on axis

First, the facilitator proposes a situation to put a context to the debate such as: "*Consider your last partnership experience (or if you don't have experience, imagine the partnership you would like to build). Remember: How it began; Who was involved; What was the purpose of it*".

Then ask the participants to take position on axis. The first axis (vertical) will represent the way the partnership was built. The second (horizontal) will express how satisfied they were with it.

Common vision / Shared objectives

Very satisfied

Not satisfied at all
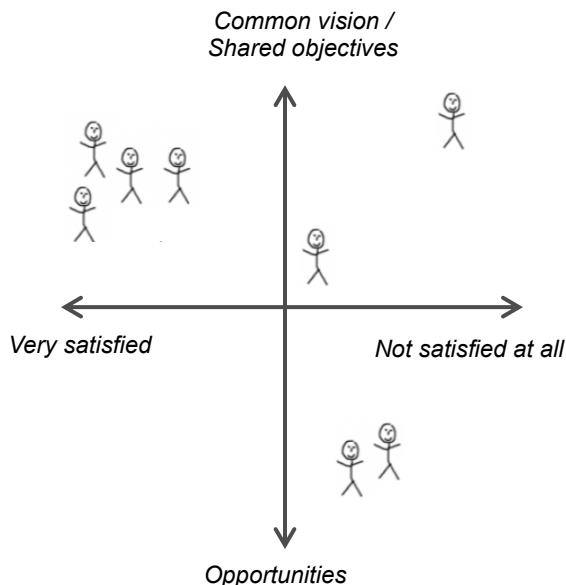
Opportunities

In our case, the group discussed two situations:

Situation 1:

First axis: Take position regarding how your last partnership was built. Was it based on *opportunities* (one end) or on a *common vision / shared objectives* (opposite end)?

Second axis: Keeping your position on the first axis, add a dimension with a second axis, which represents how satisfied you are/were with the choice you made. At one end (for example, on the right), you are/were *not satisfied at all*, on the opposite end (for example to the left), you are/were *very satisfied*.

When everybody took position, ask 3 volunteers to explain theirs.

Situation 2:

First axis: Why did you decide to join the partnership? Was it because of your *interest in the project* in itself *and its objectives* (one end), or because of *the confidence you had in the people you were about to work with* (opposite end)?

Second axis: Keeping your position on the first axis, express your satisfaction about the choice you made with the second, as before: At one end (to the right), you are/were *not satisfied at all*, on the opposite end (to the left), you are/were *very satisfied*.

Once again, when everybody took position, ask 3 volunteers to explain theirs.

This exercise allows reflecting on past experiences and looking at the same time at the facts and at the feelings they led to. It will first bring to light the hidden (on purpose or not) reason(s) for a person or an organization to join a partnership and to speak about those early motivations with its partners. This acknowledgement will offer the opportunity to reassess the work together: Did we start working together for the same reasons? Even if the diverge, do they still match? Or should we split?

The second axis shows the level of satisfaction of the counterparts. It therefore shows the willingness of each partner to make a change, or not, in their way of entering in a future partnership, or in the way they work with their current partners now that they expressed their initial goals and feelings.
For example: if an organization initially joined the project for personal interest (access to a new network, to extra financial resources, to knowledge…) and expresses its nonsatisfaction regarding this choice, their partners, after maybe being at first irritated by their hidden strategy, could appreciate that they would like to change and actually commit to the project, and keep their cooperation going on.

Exercise 3: Moving discussion

Conclude the session with a "moving discussion" on "***A good partner is necessarily an organization that has the same values I have and that works the same way I do***".

Ask the participants to take position again around a demarcation line that you will draw on the ground. If they agree with the affirmation (i.e. if they think that "a good partner is *necessarily* an organization that has the same values you have and that works the same way you do"), ask them to go to one side of the line (AGREE) ; if they disagree, invite them to go to the opposite side (DISAGREE).
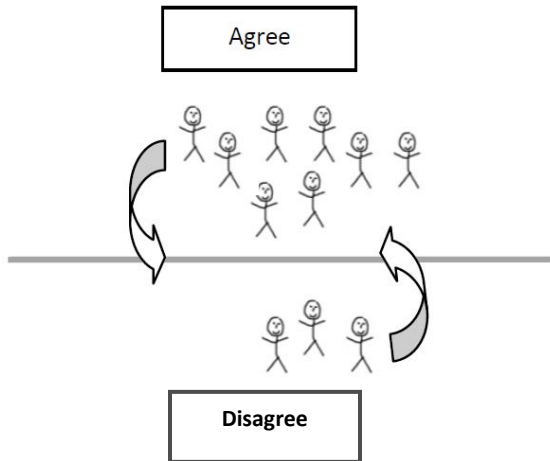
NB: The participants cannot stay on the demarcation line. They have to take position, knowing that they will be encouraged to move during the debate. In order to express more nuanced opinions, or if they don't want to express a "radical" opinion, they can choose to position themselves close to the center, but they cannot stay on the line.

When everybody took position, ask one person from the side where there is the least people to express why they took this position. Then ask the participants to move according to what was said. If they agree with the speaker's opinion, they will cross the line, or go closer to the speaker if they were already on the same side. If they disagree, they will cross the demarcation line to go on the opposite side (or stay there if they were already on the opposite side).

Now you can let the other side speak and argue, by asking one volunteer to express. The idea is not to answer to the person who spoke just before, but to explain why they stand in the position they took. A good argument may deeply change the repartition of the participants around the demarcation line.

Start again the process for 30 minutes. People can change position as many times they want. The discussion continues as long as there is no consent, which means that some people still strongly disagree on what is discussed.

The BIG DEBATE (on a study case): How do we set up partnerships? What kind of struggles do we face? How can we overcome the main difficulties we encounter?

Objectives:
- Taking a step back from the problems
- Analyzing a partnership and a project
- Finding practical solutions
- Fostering collective intelligence

Material required: 4 paper boards, pencils
Number of participants: 30
Duration: 1h presentation + 2h workshop

Description:

It can be difficult for partners involved every day in a project to have new ideas or to get a fresh look on what they are working on. The big debate is a great tool to analyze a project or a partnership in a new perspective and to encourage collective intelligence.

Start with the presentation of a project to the whole group, the more precise the better, followed by the presentation of the most important issues, for example: "Expectations vs Motivations", "Volunteer work vs Payed teamwork", "Intercultural Communication", etc.

For each of those topics, there will be a short description so that the whole group has an idea of what will be the problem they will be working on. Then, split the participants in groups (preferably even groups) so that each one can work on solutions to apply.

To help them analyze the problem and make propositions, the facilitators will set a common frame for all the groups. The provided process will take 1 hour and will unfold as follows (4 steps):

1. What is the problem?
Describe the problem in a short and clear sentence.

2. Ideally?
Try to imagine that everything is possible to solve the problem. You are in a perfect world where there are no obstacles… How will you deal with this problem without constraints?

3. Back to reality!
After dreaming, we need to see what are the limits that exist. Try to separate what can be easily changed and implemented, and what is more difficult because it is not in your power to change it.

4. Propositions
Let's now solve this problem, with a mix of the steps 2 and 3. Remember the participants that their propositions have to be as practical, realistic, precise, reachable and specific as possible.

After a short break, invite all groups to share their findings with the others. For 20 minutes, each group will present the propositions they came up with to solve the different problems. The audience may ask for clarifications when needed, when others keep the track of what is said in order to create a set of propositions, to give to the people involved in the project that was analyzed for improvement.

THE "SPEED DATING" NETWORKING Game

Objectives:
- Simulating a network to better understand what are the important matters when building a partnership
- Understanding the difficulty of putting limits to a network

Material required: 30 A4 papers, pencils
Number of participants: 30
**Duration**: 1 hour 20 minutes

Description:

The participants will first imagine their ideal organization for 15 minutes. They will have to write on a paper its name, 3 important values and at least one action that this organization could develop.

For the next 45 minutes, they will go around the room looking for potential partners. Each participant will tape their description on their chest to attract partners. Little by little partnerships will emerge, but how will they go from a partnership between two organizations towards building a network?

Participants will easily start discussing about the limits their organization encounter when building a bigger community. They will have to ask themselves what can be the consequences of one of their partners getting linked with other organizations that they don't know or that don't have the same values or activities.

A collective debrief (20 minutes) at the end of the session will allow participants to point out the difficulties they encountered during the game. Because it might be merely a game but it brings to light burning questions that might exist when building a partnership "in real life"…

ITCs AND NETWORKING: Food for thought about distant collaborative work and the tools that might help you…
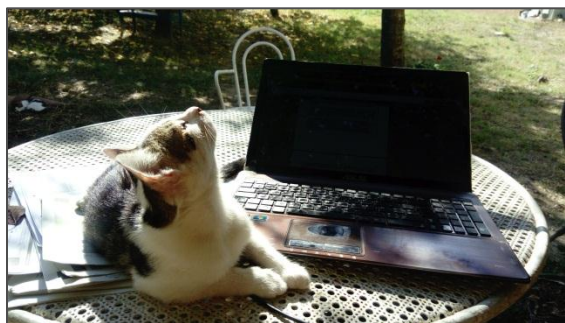
Internet offers more and more collaborative tools to work together in a virtual way and remotely. Choosing the correct tool can be difficult. Between organizations we don't always have the same working methods and IT skills are not the same from a person to another.

With new apps and platforms being available every day, we sometimes forget that even if they look practical, we first have to think about the needs we have. As for any work, the tool has to be adequate to make the job efficient.

Therefore, implementing a good collaborative tool needs to be taken very seriously, and be chosen in a collective way.

THE MANDALA OF LEARNERS – A Personal evaluation of one's learning achievements

Objectives:
- Defining and clarifying personal/individual learning interests and transfer them into learning achievements
- Getting ready for learning
- Recognizing, identifying and documenting learning
- Collecting learning achievements

Material required: 30 A4 sheets, colors pencils, colors markers
Number of participants: 30 participants
Duration: 1 hour

Description:

This is an individual work to better understand personal learning expectations. The "mandala of learners" is a tool that needs to be set at the beginning of the seminar, and that will be reused at the end of it.

> ➤ **STEP 1: At the really beginning of the seminar**

To encourage deep reflection, create a calm atmosphere and put the material in the center of the room. Invite learners to sit down where they feel comfortable to carry out the exercise.
Ask the participants to identify what they are interested in learning during the seminar, what are their learning expectations: What do you want to gain? What do you want to take home?

To help them, the facilitator can propose some questions, such as:
- *Why are they interested in the topic of this training activity?*
- *What do they want to learn during this seminar?*
- *What do they want to happen to make this seminar a success?*

Make the participants aware that *they are 'the learners'*, which means that they are at the centre of their "Mandala". Invite them to draw and write in the paper their expectations and the goals they would like to achieve. Make them aware that at the end of the seminar they will come back to this document to see if their expectations were met.

Each learning interest will be linked to one "shape" of a mandala. The size of each shape should be proportionate to the importance of that particular learning interest: the more important the learning interest, the bigger the shape should be.

The learners should briefly name and describe their learning interests. They should only draw the outlines of the mandala and its shapes - without colouring in the spaces. Keywords associated with their learning interests can then be written into those spaces.

To help them to understand, give a quick example of how a 'mandala of learners' could look on the flipchart. They will have 40 minutes to draw theirs.

When the time is up, invite all the participants to lay down their creations on the floor and take a look at the other mandalas to acknowledge the group's expectations. Collect all the mandalas and keep them in a safe place.

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➢ **STEP 2: At the end of the seminar:**

The day of the final evaluation, take out the Mandalas that the participants made on the first day. Invite all the participants to take theirs and reflect on their achievements.

To measure how far the seminar has met their expectations, they can color each shape. If some learning achievements have not been fully reached, they can just color half of the shape.

If the learners come across learning achievements which were not mentioned in the learning interests, they can add them to their mandala and color them in.

When the time is up, as at the beginning of the seminar, invite all the participants to lay down their creations on the floor and take a look at the other mandalas to acknowledge the group's achievements. After a few minutes, invite the participants to take their mandala back home as a reminder of the knowledge they acquired during the training.

THE RED AND BLUE CHAIRS – For a critical and collective analysis of the seminar

Objectives:
- Pointing out what worked and what can be improve
- Evaluating the quality of the seminar

Material required: two chairs of different color
Number of participants: 30
Duration: 1 hour

Description:

Put in the middle of the room two chairs of different color. One will represent the blue chair, the other the red chair.

The participants will make a circle around the chairs. Then one by one will go and sit on one of them and share with the group their personal evaluation of the seminar. They can talk about contents, facilitation, hosting facilities, logistics and group dynamic.

They have to choose one of the chairs knowing that the blue chair is for the positive evaluation and the red for the things that have to be improved or that didn't go well.

The facilitators can decide at some point to take away the blue chair if all the participants are only giving positive feedback, in order to encourage constructive critics to emerge. The same way, they can take away the red chair in order to highlight the good aspects of the encounter.

THE HAND – 6 items to synthetize your personal evaluation

Objectives:
- Organizing the knowledge they have acquired
- Taking time to reflect on how they will use this knowledge in the future
- Giving feedback to the trainers

Material required: 30 A4 papers, pencils
Number of participants: 30 persons
Duration: 40 minutes

Description:

Ask participants to draw their hand on a piece of paper. Then explain what the different fingers and the palm of the hand represents:

What I really didn't like

Something that moved me   Somethnig I would like to point out

What I missed   *What I really liked*

What I will bring home
with me

Invite them then to reflect on all the activities and sessions they have taken part in and to see how they could apply their learnings in the future.

TRANSVERSAL / EVERYDAY TOOLS

THE "EXPRESSION BOX" & THE "8 O'CLOCK NEWS"

Objectives:
- Encouraging participant's expression
- Sharing thoughts and feedback about the program, the group's mood, the seminar's atmosphere…

**Material required**: A box, small pieces of paper and pens

Description:

The expression box is an easy tool to encourage the participants to share the way they feel about the program, the mood, the group's dynamic etc. with the whole group. It is nice to read it out loud daily after dinner, as an internal "8 O'clock news" of the day about how the seminar is going.

"TODAY'S MENU" & OTHER GRAPHIC FACILITATION

Today's menu is a nice name to give to the program of the day.
Giving detailed information about the schedule and the activities of the day allows participants to get prepared and to feel responsible about time management. Prepare the menu of the day the night before, and leave it in an accessible place for the whole day long.
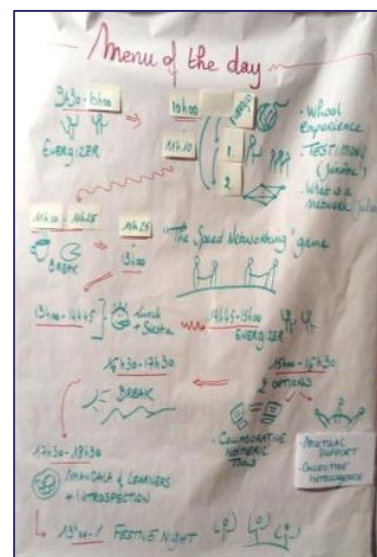
Why to use graphic facilitation?

Graphic facilitation gives a more friendly approach of the program and allows the participants to better remember the program at the same time they visualize what the activity will be.

Need some help to develop your drawing skills?

Ask a friend or check the *Bikablo* books (https://bikablo.com/)!

THE "BUDDY"

What is a buddy for?

A buddy is a participant that will take care of another participant. The idea is to create better inter-connection within the participants, and to encourage caring for others among the group.
When needed, the buddy will make an effort to be available to help you, for example to evaluate a sessions after its end.

How to create pairs and find your buddy?

An easy way to create pairs is to propose to the group to move in the room randomly while a song is playing. When the song stops, they have to go the nearest person and form pairs to find their buddy.

AN AUDIO JINGLE TO GATHER PEOPLE

The concept

Choose a song from 3 to 5 minutes long to play near the end of a break or before a session starts. When the facilitators play the song, the participants know it is time to gather and that they have till the end of the song to go to the meeting point.

Tips to choose your "jingle"

The song has to be long enough, the best is 5 minutes, but 3 minutes can do the work. It is better if it's a cheerful and "loud" song, so it can be easily heard from a long distance and will energize the group.
The cherry on the top of the cake is to find a song with stages different from each other, so that participants can determine how long they still have before the end.

A QUOTE AS A CONCLUSION

"*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

Thanks to all for your active participation!