

QUALITY HANDBOOK ON FACILITATION



Tips & Hints



Methods



Tools



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Project organized by Associazione Agrado and supported by European Commission - Reference number: 2017-1-IT03-KA105-010433

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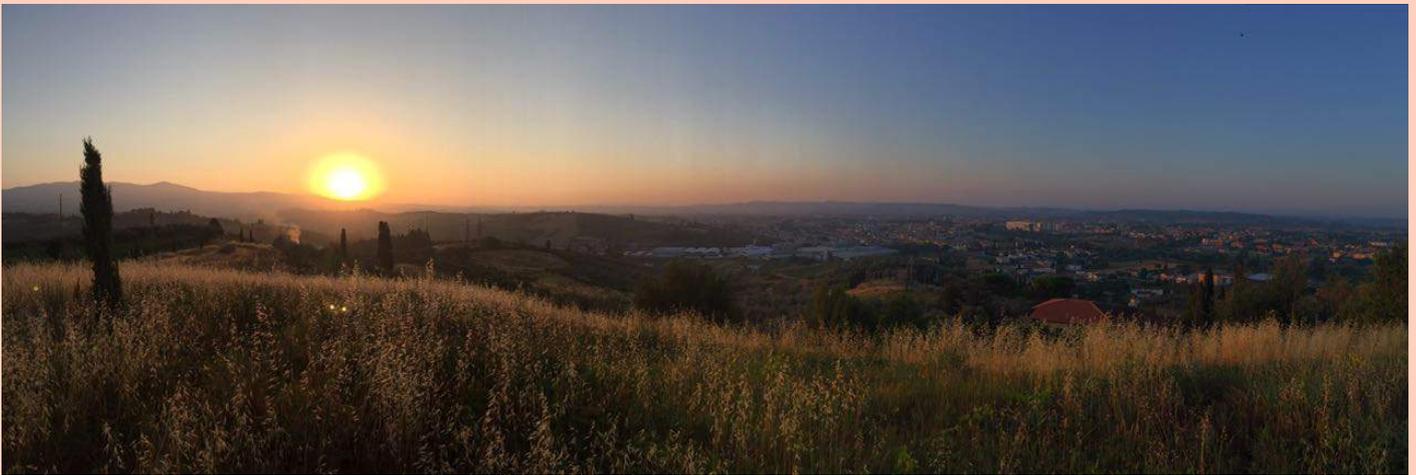


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I - INTRODUCTION

The following Booklet is the report from the TC “**FACE - Facilitation is easy!**”, held in Vinci –Italy by Associazione Agrado, from 11th to 18th September 2017.

Here we have collected all the session activities held during the training course (theories, exercises, tools and games). We hope these results can be useful for you too, to develop and increase your skills as facilitators.



2 - FACE PRESENTATION

FACE is a TC aimed at empowering Organisations and Youth workers' skills in facilitation. We strongly believe that nowadays Youth workers need knowledges, tools and methods on facilitation of Youth groups because of the social importance of their role. They are social facilitators for Youth inclusion, especially for youth with fewer opportunities.

The Training Course proposed methods and exercises to boost some of the Skills (Learning to Learn awareness, Effective Communication, Problem Solving, Creativity, Conflict Management, Designing a workshop) that a Facilitator should have.

A very practical learning with a session about designing a workshop and performing it!

PARTNER COMPOSITION

10 partner organisations from EU (newcomers in Erasmus+ or willing to improve quality in their Youth Exchange projects):

Associazione Agrado - Italy



Associação CHECK-IN - Portugal



HVSF – Hungary



POLITISTIKO ERGASTIRI AGION OMOLOGITON – Cyprus



KINDERFREUNDE MUEHLVERTEL - Austria



JOETZ vzw – Belgium



EXPRESS YOURSELF – Latvia

SUPPORT FOR YOUTH DEVELOPMENT – Romania



ASSOCIATION PROFESSIONAL FORUM FOR EDUCATION – Bulgaria



Zdruzenie Pavel Satev Kocani - FYRM



PARTICIPANTS PROFILE AND NUMBER

Youth workers and Youth leaders (2 motivated participants from each organisation).

AIMS

- Provide Youth Workers with practical tools of facilitation to use with youth for raising their self-efficacy and empowering them in their personal and professional life, especially those with fewer opportunities (NEET, migrants,..)
- Improve youth work quality and enhance the role of youth workers and NGOs as social facilitators;
- Facilitate the participants acquisition of a positive attitude towards social challenges and the use of it as positive tool of transformation in youth work and in their lives;
- Improve international cooperation between organisations and build of trustful long-term cooperation;
- Recognition of the educational value of NFE activities - Creation of outcomes (a daily Blog and a Booklet) to spread in order to contribute to Youth Workers empowerment.



METHODOLOGIES

We will use non-formal tools, Videos, simulation games, Theatre exercises, experiential games, coaching and self-directed learning, taking care to provide a strong experiential impact on participants and organisations.

3 - FACILITATOR IS A LEARNER

The main assumption is that one can't facilitate learning if he/she doesn't perceive himself/herself as a learner, and if he/she doesn't maintain curiosity and passion for learning.

We start our journey in facilitation starting from participants personal experiences as learners, through a reflective experience.

LEARNING RIVER

Three steps

Instructions:

A. LEARNING REFLECTION ON OWN LEARNING: 20 minutes:

Give a A4 paper to each participant + 1 pen: 25' minutes to think about their life learnings since their childhood till now-designing a river as a metaphor of their life and putting on it obstacles and facilitating tools and persons.

Which were the most important thing you learnt in your life? What did you learn? Thanks to whom or what?



At the end they Make a graphic "cake" divided into formal-non-formal- informal learning according to the percentage of the main learnings they had. (explain briefly asking them in case, what is Formal, non formal, informal education).

B. WALK AND TALK: 15 minutes:

in couple sharing the reflections on Learning River- What supported your learning - what blocked learning- a particular person and his/her style,.....

C. Plenary ECHO session: 15 minutes:

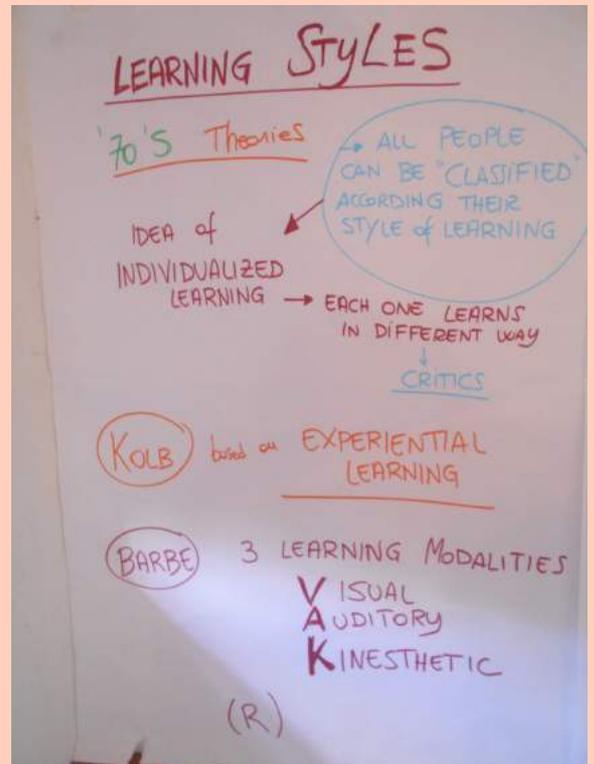
Plenary session with ECHO method (every one report a sentence of the other) and the facilitator writes all on the flipchart.



3.1 LEARNING STYLES AND SELF-DIRECTED LEARNING

Learning styles refer to a range of competing and contested theories that aim to account for differences in individuals' learning.

These theories propose that **all people can be classified according to their 'style' of learning**, although the various theories present differing views on how the styles should be defined and categorised. A common concept is that individuals differ in how they learn.



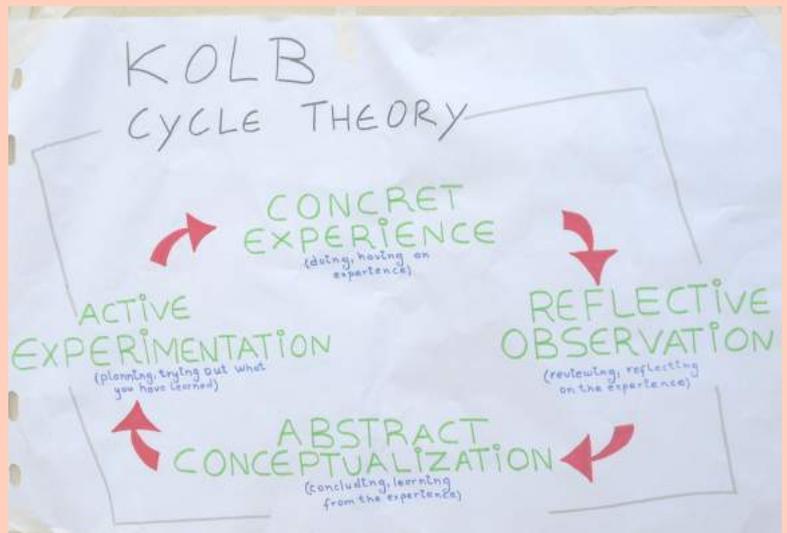
The idea of individualized learning styles became popular in the 1970s, and has greatly influenced education despite the criticism that the idea has received from some researchers. Proponents recommend that teachers assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style. Although there is ample evidence that individuals express preferences for how they prefer to receive information, **few studies have found any validity in using learning styles in education.**

Critics say there is no evidence that identifying an individual student's learning style produces better outcomes. There is evidence of empirical and pedagogical problems related to forcing learning tasks to "correspond to differences in a one-to-one fashion". Well-designed studies contradict the widespread "meshing hypothesis" that a student will learn best if taught in a method deemed appropriate for the student's learning style.

DAVID KOLB'S MODEL

David A. Kolb's model is based on his experiential learning model, as explained in his book *Experiential Learning*. Kolb's model outlines two related approaches toward grasping experience (**Concrete Experience** and **Abstract Conceptualization**), as well as two related approaches toward transforming experience (**Reflective Observation** and **Active Experimentation**). According to Kolb's model, the ideal learning process engages all four of these modes in response to situational demands; they form a learning cycle from experience to observation to conceptualization to experimentation and back to experience. **In order for learning to be effective, Kolb postulated, all four of these approaches must be incorporated.** As individuals attempt to use all four approaches, they may tend to develop strengths in one experience-grasping approach and one experience-transforming approach, leading them to prefer one of the following four learning styles:

1. **Accommodator** = Concrete Experience + Active Experiment: strong in "hands-on" practical doing (e.g., physical therapists)
2. **Converger** = Abstract Conceptualization + Active Experiment: strong in practical "hands-on" application of theories (e.g., engineers)
3. **Diverger** = Concrete Experience + Reflective Observation: strong in imaginative ability and discussion (e.g., social workers)
4. **Assimilator** = Abstract Conceptualization + Reflective Observation: strong in inductive reasoning and creation of theories (e.g., philosophers)



Kolb's model gave rise to the **Learning Style Inventory**, an assessment method used to determine an individual's learning style. According to this model, individuals may exhibit a preference for one of the four styles — Accommodating, Converging, Diverging and Assimilating — depending on their approach to learning in Kolb's experiential learning model.

Learning modalities

Walter Burke Barbe and colleagues proposed three learning modalities (often identified by the acronym VAK):

1. Visualising modality
2. Auditory modality
3. Kinesthetic modality

Descriptions of learning modalities:

Visual	Kinesthetic/tactile	Auditory
Picture	Gestures	Listening
Shape	Body movements	Rhythms
Sculpture	Object manipulation	Tone
Paintings	Positioning	Chants

Barbe and colleagues reported that learning modality strengths can occur independently or in combination (although the most frequent modality strengths, according to their research, are visual or mixed), they can change over time, and they become integrated with age. They also pointed out that learning modality strengths are different from preferences; a person's self-reported modality preference may not correspond to their empirically measured modality strength.

TIPS

MULTIPLE INTELLIGENCES By Gardner:

Video Youtube:

<https://www.youtube.com/watch?v=TLvHSuCBE08>

Brainstorming on self-directed learners:

Brainstorming on what we want to get when we facilitate a group of learners? What do we want they learn? How?

2 questions:

- 1 . What we want they learn?
2. How (methods)/ our attitude.

What do we want our learners to learn?

More than subject:

- Body language
- Attitude
- Voice
- Public speaking

Discover themselves

Adapt the information to their learning styles

Critical thinking

Reflecting

Learning to learn

To be authentic

How? Which method? With which attitude?

Open attitude

Being prepared and flexible

Without authority

No memorize

Emotional method

Change methods

Non divisive teaching

Reflecting

To be authentic

SELF-DIRECTED LEARNING

QUESTIONS ON LEARNING

OUTSIDE: make a line- 2 fields-YES and NO

Trainer reads a question and participants take their place according to their thoughts and beliefs on education and learning.



These are the **questions**:

- Adults are always motivated to learn if the environment is supportive enough.
- If there is no visible change in behaviour, you cannot say that learning really took place.
- It is more effective to learn from failure than to learn from success.
- Most of the time, learning is an unconscious process.
- There is no learning without reflection.
- To become a truly self-directed learner, it is more important to be able to plan your learning than to be open to the unexpected.
- Learning to learn is more important than learning about the topic.

4 - COMMUNICATION

4.1 INTERCULTURAL COMMUNICATION

ACTIVITIES:

Visiting the Albatross culture

Time required: According to the number of participants 1 to 1,5 hours

Goal: This game aims at bringing the participants into a situation in which they are confronted with things, behaviour, experiences etc., new to them. It serves to bring out the fact that many things are interpreted wrongly at first sight, and points out once more the complexity of culture.

Materials: Chairs (in accordance to the number of male participants), water, glass, pieces of bread.

Activity Setting: a circle of chairs is put in a room. Only the workshop leaders are in the room. The male workshop leader is sitting on a chair, while the female leader kneels barefoot on the floor next to him. The participants enter the room (the only information they are given beforehand is that they are now visiting a new culture as guests).

There are three **ways of communicating** (which are not known to the participants at the beginning of the game).

- 1) „Ssssssssss!!!” = negative signal, (for incorrect behaviour)
- 2) „Mhmhmhmmmm!!!” = positive signal (for correct behaviour)
- 3) Clicking one’s tongue = an order to do something



The activity could be defined as follows (there are however no limits to being creative!)

- **Taking position**

The female leader signals to the participants that:

- The female participants should kneel on the floor just like her
- The male participants should sit down on the chairs
- The female participants should take off their shoes

- **Welcoming**

The male leader welcomes the other men by standing up and signalling to one man at a time to also stand up. Then the two men rub their knees together (right knee to right knee). The female leader welcomes the other women, by making them stand up one at a time and rubbing their legs with her hands from hip to toes.

- **Drinking water**

The female leader walks around and offers water by holding the glass to the mouths of the men to let them drink, with the women she passes the glass to them and they drink themselves.

- **Eating bread**

The female leader walks around and hands out the bread, by feeding the men and passing the bread into the hands of the women to eat.

- **Choosing a woman**

Afterwards both male and female leader walk around and look at the feet of the individual women (they are signalled to stand up one at a time to have their feet inspected). They choose the woman with the biggest feet and signal her to take her place (kneeling) on the other side of the chair the male leader sits on.

- **Hand on head**

The leader places his hands on the heads of the two women kneeling beside him and tilts their heads gently towards the floor. He motions to the other men to do the same to the women on their sides.

Now the activity is over and the leaders ask the participants to resume their seats (now back in the language we are used to) and evaluate the game by asking **questions** like

- "What did you observe?"
- "Did you notice anything in particular?"
- "What happened?"
- "How did the men feel?"
- "How did the women experience their roles?"

Now **the meanings of the actions are explained**. In the Albatross culture the ground is considered holy.

In the social hierarchy the women rank above men, therefore only women are allowed to touch the holy ground barefoot. The women are considered holy, too. The men must not touch what comes from the ground, therefore the men are fed by the women, whereas the women may touch the food and the water. The woman was chosen by the size of her foot, and the honour to kneel beside the leader was given to her as the woman with the largest feet because she has the biggest area of contact with the holy ground. The bending of the heads was a sign of gratitude - in this way the men can come closer to the holy ground (by touching the women!).



- "Why did most of you immediately assume that the women were being discriminated against?" (this is often the case – women feel obliged to work in the course of the game)
- Pointing out hierarchies: in Europe up = good - in Albatross down = good
- "Do you believe that in a foreign country/culture you would feel like you felt in this game?"
- "How can we try to find out what the underlying reasons for behaviour are if we are not sure of interpreting the behaviour correctly?"

4.2 GOOD PRACTICES AND DIFFICULTIES IN FACILITATION

PARTICIPANTS

Good Practices

- Help people with being punctual (using gathering music...)
- Good team building for common goals
- Stimulating more empathy
- Give them more responsibility
- Using different training methods/approaches to get everyone involved
- Effective reflection, being clear that discrimination is not considered ok
- Paying attention to translation
- Send infopack, ask the participants to look up some basic information about the topic
- Keep them busy

Difficulties

- Unpunctual
- Disrespectful
- Close-minded
- High ego/ "know it all" behaviour
- Not being cooperative
- Being discriminative
- Not having a common language
- Lack of information
- Not getting involved
- Creating conflicts
- Being and behaving racist and sexist
- Not being aware of the other's needs and feelings
- "Alienated participant"/"Traveller participant"
- The "hangover"/"high" participant
- The "food participant" (the first to serve himself and the one who abuses the food resources)
- Irresponsible team leaders or participants

VENUE

Good Practices

- Need an analysis about the venue
- Create a request letter of hotels/camp/venue offers, including: budget, training room (temperature, lights, windows, enough space), outside space, rooms, toilets, food, internet
- Choose the best offers and visit the accommodation before the project
- Request an insurance for the venue
- When you choose the the best one, sign a written agreement with the accommodation's owner

Difficulties

- Dark training room
- No windows/No light
- Too cold/hot
- Lack of internet connection
- Not enough toilets
- Too hot/cold water
- Bad or not enough food
- Far from the main road
- Far from the accessibilities (pharmacy, supermarket, shops)
- Not having a backup plan when it comes to electricity, water or even the location
- No option to go outside
- Not comfortable bedrooms (dirty, too small, noise...)
- Having too many neighbours around who do not fit with the night program
- Not clear communication with the owners
- Fragile and extreme dangerous venue
- Stairs in bad conditions
- Rude staff

CO - FACILITATION

Good Practices

- Cover the back of your co-facilitator
- knowing each other/being comfortable/having trust
- Ask for feedback from your co-facilitator
- Support and motivate each other
- Considering experiences and background of your co-facilitator
- Keep balancing the facilitating abilities
- Set an example for the participants
- Flexibility and ability to improvise
- Problem solving skills
- Keep each other grounded
- Don't point out the other facilitator's mistakes

Difficulties

- Not being aware for critical situation
- Not aware of the participants lack of interest/motivation about the topic
- Arguing in front of the group
- Not appearing united
- Not having a common understanding of the goals
- Not being a good listener
- Not building a proper team
- Not being professional
- Not being neutral
- Giving nervous/negative vibes
- Not being flexible
- Being overactive
- Not creating any connection with the participants
- Compete with the co-facilitator

PLANNING

Good Practices

- Being flexible
- Think about more plans
- Create a target
- Make a list of the priorities (time management)
- Consider all the little details and save an amount of them
- More interactive activities
- Send the infopack
- Prepare better and be ready for the new
- Co-facilitation
- Try to be creative

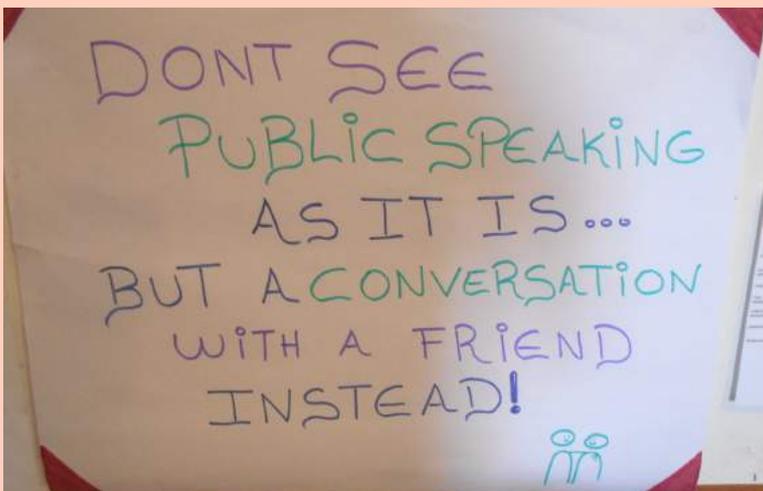
Difficulties

- Not to be flexible
- Not having more plans for the same situation (A,B,C...)
- Not having goals
- Not managing the time properly
- Not to be achievable
- Not calculating the proper amount of money
- Not having a good strategy
- Not knowing the audience
- Not creating enough context for the participants to let them know each other
- Not sharing the schedule to the participants
- Lack of communication before, during and after the project
- Not calculating the risk that comes with the training
- Not including participants in your plan
- Not knowing enough about the topic, the venue and the surroundings
- Not having back up staff
- Not being prepared for the different needs of the participants

4.3 PUBLIC SPEAKING

What are the **fears** we have in relation to public speaking. Write on post it. Ask to share. And this is how we see public speaking. We must realize that **Public speaking is present everywhere**. Talking to friends, family, colleagues. Our first reaction: balls, talk in front of an audience. But our audience may be just one person.

What is communication? Sender, message / code and receiver.



We can not control how our or our receivers will perceive our message. But we can make sure that when the message was delivered, we did everything right in our power to make it **as effective as possible**.

What can become a blocker or a distraction, hindering the effectiveness of our message?

Suggest for person to exemplify

Tips: gestures to mirror, walk a lot, walking sticks, eye contact, voice.

SPEECH COMPONENTS

1. EYE CONTACT

2. GESTURES (BODY LANGUAGES)

3. USE OF ROOM (BODY LANGUAGE)

4. VOICE

5. FILLERS

6. STRUCTURES

- INTRO
- OPENING
- GOLDEN CIRCLE
- DEVELOPEMENT
- WRAP UP
- ACTION



5 - CREATIVITY AND PROBLEM SOLVING

5.1 TIME MANAGEMENT

INTRODUCTION

Facilitators introduce the **topic** and explain the **goals** of the workshop: “In youth work, you will have several tasks and deadlines, in which you will have to work hard and try your best to accomplish your goals for the success of your future career.

There will be those times when you would like to have “that extra day” to finish your work or “just one more day” to study for the exam!

Having two, three or even four deadlines to manage at the same time will not always be easy. Especially when you would like to have some time for your self-care, your hobbies and socialize with your friends and family.

During this workshop we will give you a tool on **how you can manage your time better**. We will talk about the time-related habits you have and how to work and improve them.”



RELATIVITY OF TIME

“Please stand up, with your eyes closed count 60 seconds; when you get there sit down, open your eyes and remain in silence.”

[Tell who sat down first. Who sat exactly at the 60th second and who was the last to sit down.]

“See, time is relative to our own perception. I don’t believe that there is time management. But rather personal management. Everyone has the same 24 hours. **Time is not manageable or flexible**. But **we can manage our tasks**, priorities and amount of time we give to each one of them.

Before we go to the next task, in pairs share what are your challenges regarding the so called: time management. You have five minutes.” After 2min50sec ask them to stop, and ask if someone would like to share their challenges.



Then ask: When you were sharing your challenges with your pair, how many minutes actually passed. [see if they were aware that it was not 5 minutes]

To conclude, this was just a clear example of **our different perspective of time**. Sometimes we have several tasks to do and think that an hour would be enough to do all of them, and in the end not even half are done. Why?



Link to following activity: We know how much time is wasted every day for different tasks - so how to take the most from our time and be more productive at the end of the day?

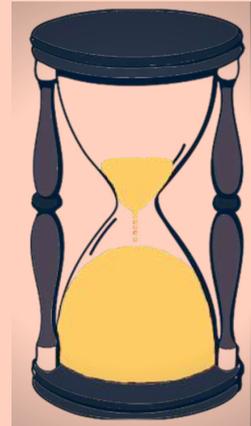
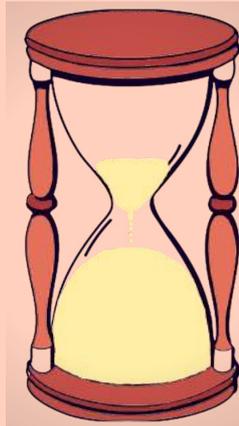
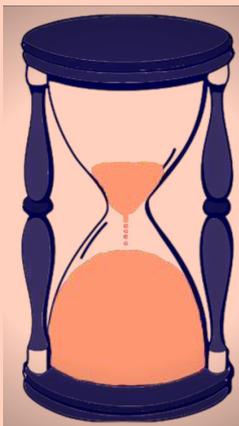
TIME MANAGEMENT WINDOW

- **Step 1:** Participants are given a list of examples of activities that they usually do during a month
- **Step 2:** Participants are asked to choose some of these activities that they would like to do but don't think they have time for, here they can also add other personal that are important to them.

- Participants are given the papers with the Time Management Window scheme and fill it in with activities from step 1.

- Facilitator explains **Covey's theory**: "Our activities can be divided by **importance and urgency** - this creates a so called "window", which can be used to categorize them. Quadrant 1 activities are both urgent and important, usually called 'problems' or '**crises**'. These activities consume many people, the crisis managers, problem-minded people, deadline-driven producers. If you focus on Quadrant 1, it will get bigger and bigger, it leads to stress and burnout. Quadrant 3 is urgent but not important. Many people confuse urgency with importance, but the reality of Quadrant 3 is that the urgency is based on the **needs and priorities** of other people. It leads to short-term focus, seeing goals and plans as worthless, feeling victimized or out of control. Quadrant 4 focuses on tasks and responsibilities that do not add any value, items that are unimportant and not urgent. These **time wasters** should be eliminated at any costs.

People who spend most of their time in Quadrants 3 and 4 lead unpleasant and totally **irresponsible lives** and may depend on others or institutions for basics. However, effective people avoid Quadrants 3 and 4 and decrease Quadrant 1 by spending more time in Quadrant 2, the heart of effective personal management. People who focus on Quadrant 2, build relationships, write personal mission statements, make long-term plans, exercise, plan and prepare, **have vision and perspective**, are balanced and disciplined, are in control, experience few crises, are opportunity minded and engage in capacity building activities."



1. Then it is easier to think about the activities from the "quadrant of waste" that could be eliminated, while the "quadrant of quality and personal development" should be extended as much as possible."

2. Give time for participants to think about what they need kick out from their calendar in order to be able do something from step



CRISIS:

- Pressing problems
- Projects with deadlines
- Catastrophes

QUALITY TIME:

- Productive activities
- Preventative activities
- Relationships building
- Recognizing new opportunities
- Planning
- Recreation

DISTRACTION:

- Interruptions
- Emails
- Phone calls
- Meetings
- Proximate pressing matters
- Popular activities

TIME

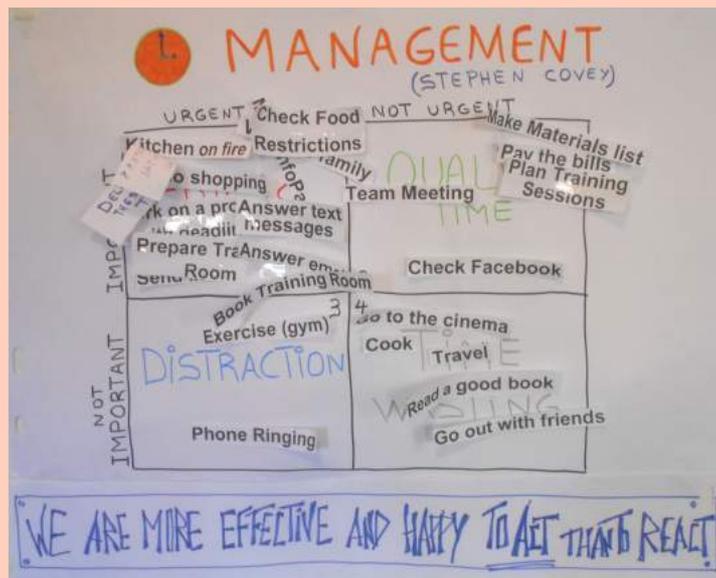
WASTING:

- Busy work
- Emails
- Phone calls
- Time wasters
- Pleasant activities

- Debriefing questions:

- Was it easy to prioritize all of the activities? Why?
- What was the hardest thing to do?
- Did you manage to kick something out and add the tasks you would like to focus on? How did you prioritize?
- How many not important and not urgent tasks are you doing every day?
- What kind of activities might be kicked out of your calendar in order to take care of important stuff?
- Did the exercise change the way you were looking at the activities you do every day? What have you learned?
- How will you apply it during your master course?

During the debriefing, while one of the facilitators asks those questions, the other should write on the flipchart, the Do's and Don'ts when managing time. This will be the final outcome of the exercise.



- Final summary in the end:

“If you are honest about how you spend your time, this chart will help you immensely. We suggest you keep a record of what you do each day for several days, and then take an hour to sit quietly and write each activity in one of the four quadrants. Include the time you spend on each. The number of activities in each quadrant and the time you spend will give you a good idea about why you are achieving or not achieving your goals.”

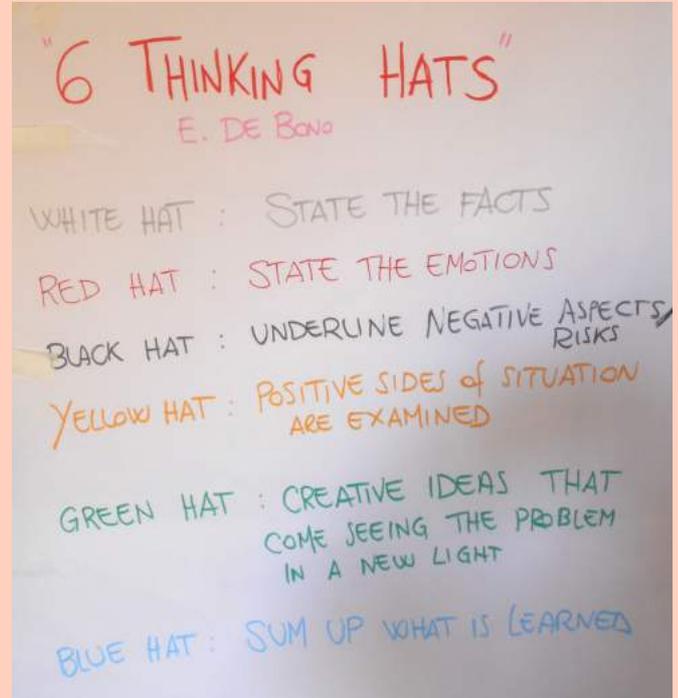
Remember, we live in a society that tells us that multitasking is a wonderful skill. Sometimes it only plays as your worst enemy regarding productivity. Remember that one task done, is better than 2 half way done.

As they use to say: **“Failing to plan is planning to fail.”**

5.2 PROMOTE CREATIVITY AND PROBLEM SOLVING IN LEARNING

SIX THINKING HATS - by Edward De Bono

Great tool for “neutral” but creative problem solving: useful methods because we are too fond of our ideas and with this method, we take distance from our “creations”. You and your team members can learn how to separate thinking into six clear functions and roles. Each thinking role is identified with a coloured symbolic “thinking hat.”. Good also for brainstorming and analyse situations.



Exercise in 4 groups:

Each group is a colour of hat - Given this situation each one has to develop a solution according to the colour meaning (related with an ordinary situation during a training):

You can use the Six Thinking Hats in almost any problem solving activity that you might encounter in the classroom (or in life in general!) Here is an example of a problem solving exercise:

Some Participants distracted and talking during facilitator's session - Someone else is disturbed by these participants' behaviour, because they want to listen.

Using the Six Hats we allowed participants to look at the problem from different perspectives.

GROUPS:

1. **WHITE HAT**: states the facts (Facilitator)

2. **RED HAT**: states the emotions

3. **BLACK HAT**: negative aspects

4. **YELLOW HAT**: positives of the situation are examined

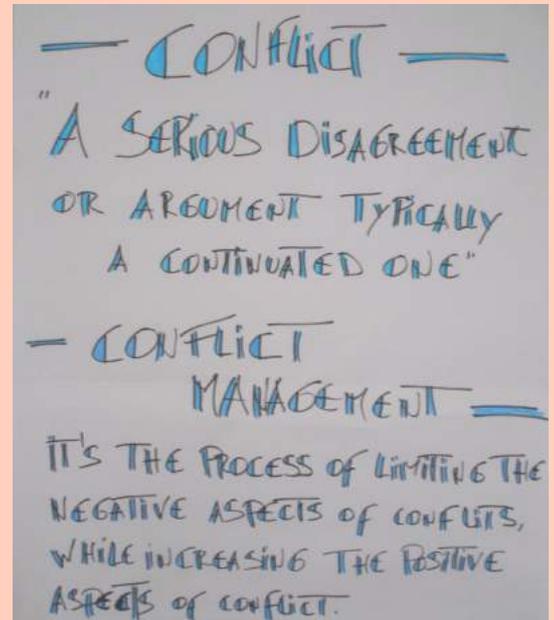
5. **GREEN HAT**: creative ideas that come with seeing the problem in a new light

5.3 CONFLICT MANAGEMENT AND NON-VIOLENT COMMUNICATION

Aims

Participants will:

- Understand the importance of conflict management;
- Understand the positive aspects of Conflict;
- Understand how perceptions of conflict affect the conflict itself;
- Participants will assess their own perception of conflict
- Be aware of the different triggers of a conflict
- Be aware of the different levels of a conflict
- Learn about conflict modes
- Participants will be able to communicate in a non-violent manner



NON-VIOLENT COMMUNICATION



1. Think about a time you had a conflict and how did you solve it; Write it down;
2. In pairs, share your situation: the conflict itself, identify the level it reached and how you did solve it;
3. Who would like to share with everyone?
4. Presentation of Rosenberg's Theory (1992)

As previously mentioned, in most cases, the underlying cause of conflicts is the lack of communication, therefore we are presenting you the **NVC**, a **tool for social positive change**. It was developed by Dr. Marshall B. Rosenberg, who has introduced it to individuals and organizations worldwide. It has been used between warring tribes and in war-torn countries, in schools, prisons, and corporations. NVC proposes that if people can identify their needs, the needs of others and the feelings that surround these needs, harmony can be achieved to solve the conflict. It includes two parts: honestly expressing ourselves to others and empathically hearing others. Both are expressed through 4 components - **observations, feelings, needs and requests**.

OBSERVATIONS are what we see or hear that we identify as the stimulus to our reactions. Our aim is to describe what we are reacting to concretely, specifically and neutrally, much as a video camera might capture the moment. This helps **create a shared reality** with the other person. The observation gives the context for our expression of feelings and needs. The key to making an observation is to **separate our own judgments, evaluations or interpretations from our description of what happened**. We should only focus on facts.

FEELINGS represent our emotional experience and physical sensations associated with our needs that have been met or that remain unmet. Our aim is to identify those feelings. The key to identifying and expressing feelings is to **focus on words that describe our inner experience** rather than words that describe our interpretations of people's actions. For example: "I feel lonely" describes an inner experience, while "I feel like you don't love me" describes an interpretation of how the other person may be feeling. When we express our feelings, we continue the process of taking responsibility for our experience, which helps others hear what's important to us with less likelihood of hearing criticism or blame on themselves. This increases the likelihood that they will respond in a way that meets both our needs.



Our **NEEDS** are an expression of our deepest shared humanity. All human beings share key needs for survival: hydration, nourishment, rest, shelter, connection, etc. We also share many other needs, though we may experience them to varying degrees and may experience them more or less intensely at various times. In the context of Nonviolent Communication, **needs refer to our core values and deepest human longings**. Whenever we include a person, a location, an action, a time, or an object in our expression of what we want, we are describing a strategy rather than a need. For example: "I want you to come to my birthday party" may be a particular strategy to meet a need for love and connection. In this case, we have a person, an action and an implied time and location in the original statement.

The internal shift from focusing on a specific strategy to connecting with underlying needs often results in a sense of power and liberation. We are encouraged to free ourselves from being attached to one particular strategy by identifying the underlying needs and exploring alternative strategies. And by expressing our unique experience in the moment of a shared human reality of needs, we create the most likely opportunity for another person to see our humanity and to experience **empathy** and understanding for us.

In order to meet our needs, we make **REQUESTS** to assess how likely we are to get cooperation for particular strategies we have in mind for meeting our needs. Our aim is to identify and express a specific action that we believe will serve this purpose, and then check with others involved about their willingness to participate in meeting our needs in this way. An example of a connection request might be: "Would you tell me how you feel about this?" An example of a solution request might be "Would you be willing to take your shoes off when you come in the house?" The spirit of requests relies on our willingness to hear a "no" and to continue to work with ourselves or others to find ways to meet everyone's needs.

Whether we are making a request or a demand is often evident by our response when our request is denied. A denied demand will lead to punitive consequences; a denied request most often will lead to further dialogue. We recognize that "no" is an expression of some need that is preventing the other person from saying "yes". If we trust that through dialogue we can find strategies to meet both of our needs, "no" is simply information to alert us that saying yes to our request may be too costly in terms of the other person's needs. We can then continue to seek connection and understanding to allow additional strategies to arise that will work to meet more needs.

Learning to make clear requests and shifting our consciousness to making requests in place of demands are very challenging skills for most people. Many find the request part to be the hardest, because of what we call a "crisis of imagination" – a difficulty in identifying a strategy that could actually meet our needs without being at the expense of the needs of others."



1. Applying this theory, how would your solution be for the conflict you wrote down? (Please write down in the table printed paper the same words talking to the person you had the conflict and what exact words would you use)
2. Who would like to share the new solution? (each time someone shares, ask the rest if they would add anything)

4 Steps	What I mean?
<p>1. You are Observing the facts - the concrete actions that affect our well being</p> 	
<p>1. 2. Identify the emotions - the feelings related to what we are observing.</p> 	
<p>3. Express needs - values, desires, etc., responsible for the emotions.</p> 	
<p>4. Express our request - the concrete actions we ask for our lives to become better.</p> 	

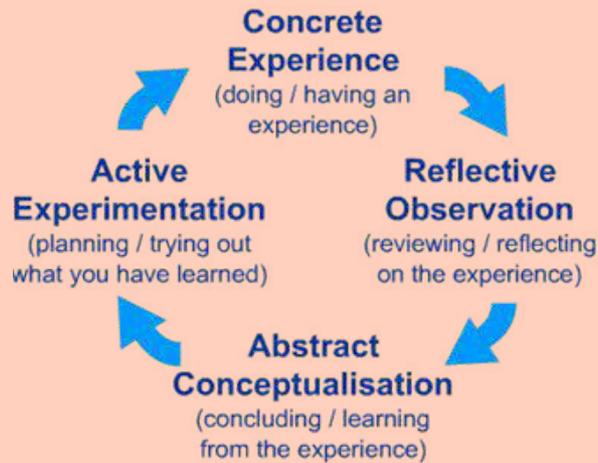
Do not forget the Golden Rule: always speak in the first person - "I"

5.4 DEBRIEFING

BRAINSTORMING

What is debriefing? What does it come to your mind when you hear this word?

KOLB CYCLE THEORY



WEB ACTIVITY

[in order for participants understand the importance of debriefing, they should experience an activity (game), come up with questions in group (questions they feel are most appropriate for the game they have done) and then experience the debriefing itself]

Preparation:

- With paper tape you will make a “spider web” that goes from one table’s leg (tree/column) to the others’ table (tree/column). The web should have the exact number of holes as the number of participants;
- Participants have to pass from one side to the other without touching the web, through the holes of it;
- One hole can only be used once. When a participant uses a hole, we stick a post in that hole showing it cannot be used anymore;
- Participants have 10 mins to complete the task (can be less or more according to the number of pax).
- Tip: if you have a speaker, you can play the Mission Impossible theme song.



Link to following activity: congratulation for accomplishing the task. Now sit down in circle

QUESTIONS FOR DEBRIEFING

1. Presentation of the 4 Fs: Facts, Feelings, Findings and Future;
2. They formulate the questions fo debriefing and order according to 4Fs

Link to following activity: We have the debriefing questions, before we start the actual debriefing can we go back to the web.

DEBRIEFING

[Before debriefing take participants back to the web and have them stand at the side where they were when they have finished the activity. Now they have to cheer and pretend as if they had just accomplished the task, in order to get the same feeling as they one they had when they finished the activity preparing them for the debriefing that will follow]

- The debriefing should be delivered by a participant;
- There should be freeze moments where you stop and give tips or participants are allowed to comment on the situation;
- When all debriefing questions are answered, there should be a debriefing of the whole session: Debriefing of the Debriefing of the Debriefing.



6 - WORKSHOP DESIGN

Workshop Design Template

Participants are divided into small groups (3 people in each group), they are given an afternoon to organise a workshop for 15 people and lasting for 40 minutes. They have to choose the topic, the needed materials and the activities. Here you can see the template they used to organise the workshops.

Title of Workshop:			
Facilitators:			
Number of pax:		Time allocation:	
Workshop Objectives:			
Material	Amount	Details	

Time	Activity	Facilitator	Materials needed	Learning Goals
<i>Link to following activity:</i>				
<i>Link to following activity:</i>				
<i>Link to following activity:</i>				

"FROM α TO Ω "

FACILITATORS: Réka, Delia, Isaque

WORKSHOP OBJECTIVES: to become aware of the main personality features and how this helps to better connect with the group or with people, how to choose when it's possible, the people you have by your side, how to find the perfect role in a team or in a group, how to be flexible and compromise, when in a different role. To understand there is no good or bad character and that we can be whoever from α to Ω when necessary or wise.

ACTIVITIES:

- Welcome and introduction
- Explaining the metaphor and the characters
- Massage + post-it
- Characters on the floor + explanation
- Interview: each character (advertising 2 questions)
- Non-verbal performance + feedbacks
- Debriefing + post-it out of the pockets

FACILITATOR:

- Isaque
- Delia
- Réka
- Delia
- Réka
- Isaque
- All 3



"IT'S UP TO YOU!"

FACILITATORS: Bence, Sonja, Kristijan

WORKSHOP OBJECTIVES: communication, team work, conflict management (if it is needed), time management.

ACTIVITIES:

- Splitting the group (1,2,3,4,5)
- Observe them and be aware about the time
- Debriefing
- Energizers
- Moderation
- Present the tasks
- Moderating and debriefing

FACILITATOR:

- Kristijan
- Sonja
- Bence

LEARNING GOALS:

- Time management
- Team building and ice-breaking
- Communication



"EMOTIONAL INTELLIGENCE"

FACILITATORS: Nikita, Tereza, Martin

WORKSHOP OBJECTIVES: introduction to emotional intelligence, basic understanding of its principles, emotional and rational sides of the issue, visual example of conflicts/solutions.

ACTIVITIES:

- Emotional Intelligence Theory
- Role game (x2)
- Discussion
- Debriefing

FACILITATOR:

- Nikita
- Martin
- All 3
- Tereza & Martin

LEARNING GOALS:

- Introduction to subject, theoretical part
- Main visual example of the subject, show the difference between approaches
- Participants feedback. summary
- Suggestions and solutions



"EXTREME TRIANGLE"

FACILITATORS: Claudio, Cosimo, Denitsa

WORKSHOP OBJECTIVES: introduction of a new project management tool, to create awareness of the PM Triangle (Time-Quality-Resources) and its applicability, to deal with time pressure and frustration, to be pragmatic.

ACTIVITIES:

- Introduction: divide into groups, introduce the main idea
- Workshop: reflection, object of the project, task, move the groups one by one inside
- Presentation: preparation, presentation and voting, debriefing

FACILITATOR:

- Cosimo
- All 3
- All 3



"PERSPECTIVE ON THE MOVE"

FACILITATORS: Ioannis, Hatice, Silvia

WORKSHOP OBJECTIVES: to put oneself to the perspective of the others, to challenge one's beliefs system, to improve communication skills, cultivation of tolerance for the perspectives of the others, cultural awareness and expression, to get to know each other.

ACTIVITIES:

- YES or NO Game: facilitators ask questions about different topics, participants answer yes or no moving left or right. Discussion after each question.
- Debriefing

FACILITATOR:

- All 3



"FAMILY"

FACILITATORS: Anamaria, Kalloyan, Simon

WORKSHOP OBJECTIVES: to emphasise the need of communication and emotional involvement in a family, how to prevent the conflicts or, even better, how to react to them. To promote some qualities for better relationships between the relatives. To conclude that a perfect family doesn't exist, because everybody has their own ideal family in their minds. To reflect about their own family.

ACTIVITIES:

- Reflection about the family: the participants will have to draw and to present a bit about themselves since they were children
- The participants will be divided into 4 groups and will have to discuss about problems and solutions for some situations
- Debriefing about communication and emotional involvement among the relatives from a family

FACILITATOR:

- Simon
- Kaloyan
- Anamaria

LEARNING GOALS:

- The differences between the families, the psychological side from the drawings
- Different ways of reacting to conflicts
- Understanding the need of getting involved in your family, improving their perception when it comes to time management (how to save some free time for your family), the perfect family doesn't exist



7 - CREDITS

This project has been made thanks to all the support and the hard work of the people which took part in and we would like to thank each one of them.

THANKS TO

The trainers: Laris Guerri, Antonio Gomes, Lerio Cunha.

The staff: Francesca Biancalani and Simone Sani.

The participants: Anamaria Pasat, Delia cristina Rosca, Haas Simon, Sonja Plaimer, Kaloyan Marinov, Denitsa Ivanova, Isaque Jesus, Réka Kovács, Bence Deák, Maxim Vandekerckhove, Kus Hatice, Nikita Kalinichenko, Tereza Korsaka, Martin Bojmaliev, Claudio Borba, Kristijan Bojmaliev, Cosimo Lunardi, Silvia Costantini, Maria Drakou, Ioannis Nestoras.

The partner organisations: Check-In (Portugal), HVSF (Hungary), Zdruzenie Pavel Satev Kocani (Republic of Macedonia), Politistiko Ergastiri Agion Omologiton (Cyprus), Kinderfreunde Muehlvertel (Austria), Joetz Vzw (Belgium), Express Yourself (Latvia), Support For Youth Development (Romania), Professional Forum For Education (Bulgaria).

The cooks: Serena and Giancarla Cipollini.

The Parrish of Vinci for the accomodation.

The Municipality of Vinci for the welcome in the City Hall and the guided visit in the Leonardo da Vinci Museum: a special thank for it to the Municipality Responsible for Youth Policies and Education Mrs. Claudia Heimes.

Casa del Popolo di Petroio for the Spritz and the dinner!