



COMMUNITIES AND LOCAL AUTHORITIES COLLABORATING FOR SUSTAINABILITY

Trainers' Handbook

Foreword

This Handbook is the Trainers' Handbook to accompany our participants' Handbook to support learning for collaboration across community-led initiatives and local authorities. As we say in the participants' Handbook, **community-led initiatives and local authorities can nurture a symbiotic, complementary relationship, and many already do!** We emphasised that our proposed course of learning and Handbook offer a *flexible framework* for action and collaboration and that the ideas remain open to further inputs and improvements. Likewise, we know that every combination of participants, in each location, at different times, produces a unique mix. The trainer cannot always predict this but has to work with the evolving dynamic of the group, place and moment. This Trainers' Handbook is thus a guide to support your facilitation of the journey. We have tried to provide some general support to allow you to successfully adapt to the needs of each group, and to recognise that the learning journeys will all differ.

This Trainers' Handbook has separate sections that are designed and spaced to allow reflection and absorption. We begin this Trainers' Handbook with a section reflecting on pedagogy. We then offer a section with suggestions for facilitation, such as energisers and managing a group. Many of you will have much experience of this already. In a third section, we provide suggested activities and approaches for each of the chapters in the participants' Handbook. The final section holds programme and session plans to show how you might structure the learning in the handbook. However, sometimes you may find that a different order suits a group, or that you have less time with a group (e.g. a local authority team may have allocated one day to this issue). Feel free to use these materials and to adapt the training as you need!

We know that many of you bring a wealth of experience to this process. We realise that you will test this Handbook in new ways when you work with different groups and contexts. If you identify ways to improve this handbook and the learning that it underpins, please let us know. If you find this Trainers' Handbook useful, also feel free to recommend it and share it with your friends and colleagues! We see that it will be best used alongside the course of learning for which it was developed. However, we also hope that it may seed additional thoughts and journeys in other contexts.

As a facilitator, you have an important role in helping spark action for sustainability and regenerative action. We hope you have nourishing training sessions and that you are also fulfilled and learn in this process. Thank you, for you bring this learning to life.





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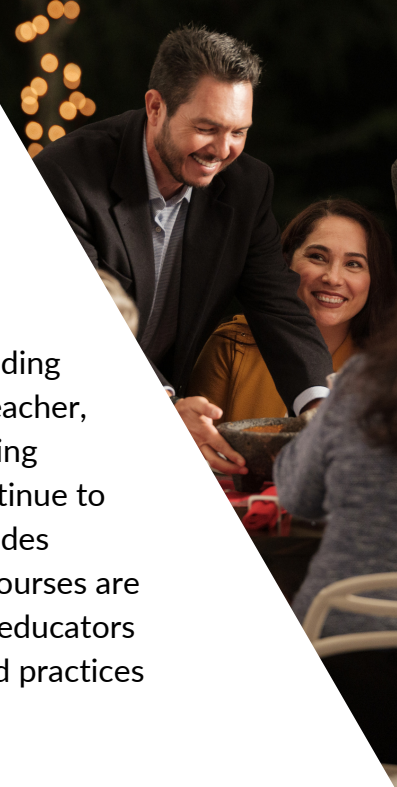
1 PEDAGOGY – THEORISING LEARNING

Learning outcomes

- ★ Understanding of the concepts of pedagogy and curriculum and awareness of pedagogical approaches
- ★ Appreciation of the power of transformative learning to achieve sustainable futures and regenerative practices
- ★ Understanding of the key competencies for sustainable development
- ★ Capacity to recognise and respect different ways of knowing
- ★ Ability to strategically employ suitable learning approaches and methods for innovative pedagogies

Introduction

Learning is not just to gain information or even knowledge, but rather to also acquire the skills, capacities and competencies to transform ourselves and prepare ourselves for the work within the world. We thus think of not merely learning *about* sustainability and regeneration but also learning *for* sustainability and regeneration. This concept means that how we teach is as important as *what* we teach. In other words, *pedagogy*, the methods and practices of teaching, including styles, feedback, assessment and theory, are as important as the *curriculum*, or content. Teaching with practical, reflective, experimental approaches enables people to develop their own perspectives based on theoretical knowledge, experiential learning and problem solving and to reflect and refine practices that we know are important.



In community and professional contexts, we use different languages in relation to teaching and learning. For example, this document is called a 'Trainers' Handbook'. 'Training' is sometimes considered to be mainly the delivery of technical skills. However, in this course, we also enable deep thinking and we support reflection and the development of visions and actions for the future. We are thus providing a nonformal mode of education. The 'trainer' is also an educator, a teacher, who is teaching in a way that facilitates self-discovery and empowering learning. Because people are more used to the term 'trainer', we continue to use this term in this Handbook for the teacher and educator who guides groups through these workshops. Those who attend workshops or courses are often called 'participants', but we can also call them 'learners'. Good educators are also always learning. It is thus interesting to understand ideas and practices of *learning for sustainability*.

In this Section, we will describe different approaches to teaching and learning. We will offer some practical approaches for trainers to support learners in this course to understand community, appreciate regional authorities, consider what community and regional regeneration might mean and understand that there are different valid views on regeneration and on our paths to achieve this.

Pedagogical approaches

There are a number of different approaches to teaching and learning (see Hallahan 2018 for more detail). We describe some of these below to enable discussion or reflection on how teachers feel comfortable in supporting training and which approaches they feel are appropriate in enabling learners to develop the competencies for community development and action, whether they are community members, Local Authority staff, NGO representatives or other actors.



Behaviourism -

teacher-centred e.g. lecture-based, specific knowledge. In this approach, the class sits quietly whilst the teacher imparts information and knowledge. This is useful for the initial explanation of difficult ideas, but would not normally be used throughout a programme with active participants such as our curriculum for collaboration and societal transformation...



Constructivism -

learner-centred, in which learning occurs through experience and reflection e.g. projects, often outdoor learning. This approach is useful to engage the learners more actively whilst still maintaining clear direction and coverage of the curriculum.



Social constructivism -

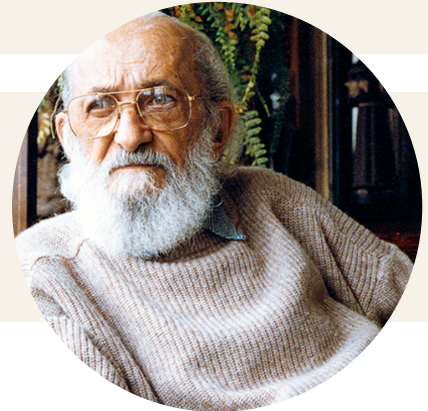
teacher-guided, student-centred, collaborative learning process e.g. individual, small group and varied work. This approach is important for enabling learners to learn from each other, which is important in training those working in or with communities where people may have different experiences and perspectives that can inform each others' learning. In this case, the learning is not just about the topics/curriculum, but also about each other.



Liberationist -

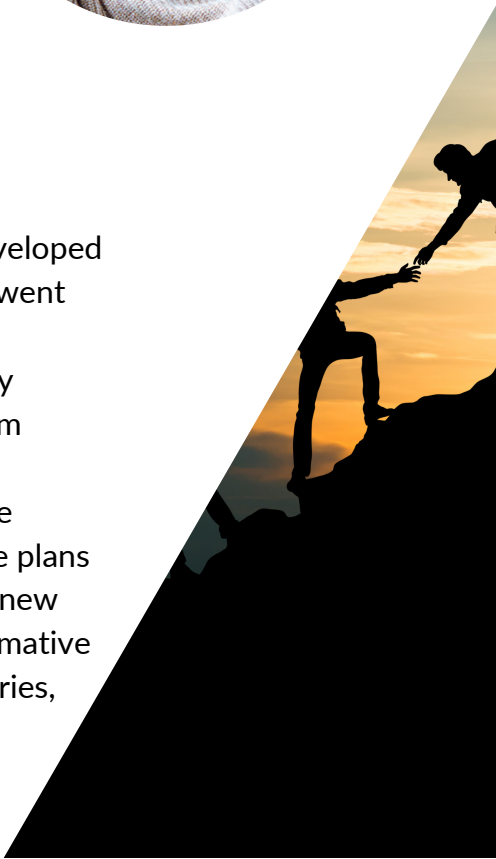
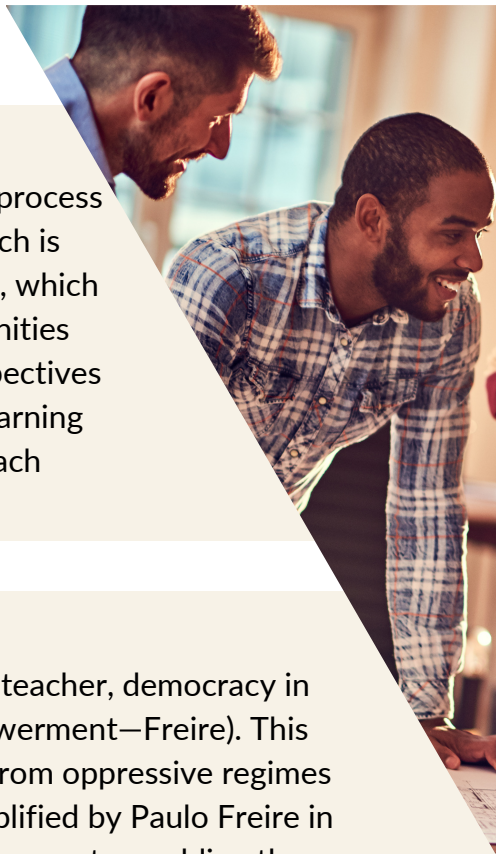
critical pedagogy, student-centred, co-learning with the teacher, democracy in class e.g. student-led topics, dance, performance (empowerment—Freire). This approach has been used to empower and free learners from oppressive regimes and has the potential to spark a revolution! It was exemplified by Paulo Freire in Brazil in the 1970s, where it had a radical effect on the peasants, enabling them to eventually rise against their regime. It is liberating to understand that there are different ways of thinking, to be able to fulfil one's potential and to imagine and pursue a different type of world.

Paulo Freire, a Brazilian educator who played an important role in transforming education and people's lives.



Transformative learning

Many learners exploring sustainability and regeneration have transformative learning experiences. This concept was first developed by a scholar named Mezirow, who observed that women who went back to further or higher education in later life after being homemakers had a transformative experience. In this case, they experienced a disorienting dilemma—something that made them question their way of seeing the world. This led to a critical assessment and examination of their assumptions regarding the world. They then acquired new knowledge and started to make plans on that basis. They tried new roles and reintegrated with their new world perspective. Other examples of contexts where transformative learning occurs include learning in different cultures and countries, visioning quests and intense nature-based learning.



We now see that transformative learning can be an important aspect of developing mindsets for a sustainable world. This transformation of worldview can be difficult and disruptive, and learners may require support, care and compassion through it, but it is usually inspiring and life-changing in positive ways. Its facilitation also requires the creation of spaces for reflection, and of opportunities to adjust to new paradigms before leaving the training. In co-learning contexts, transformative learning can be a good outcome of sharing different perspectives and experiences, but it can also be a difficult process that requires empathetic facilitation.

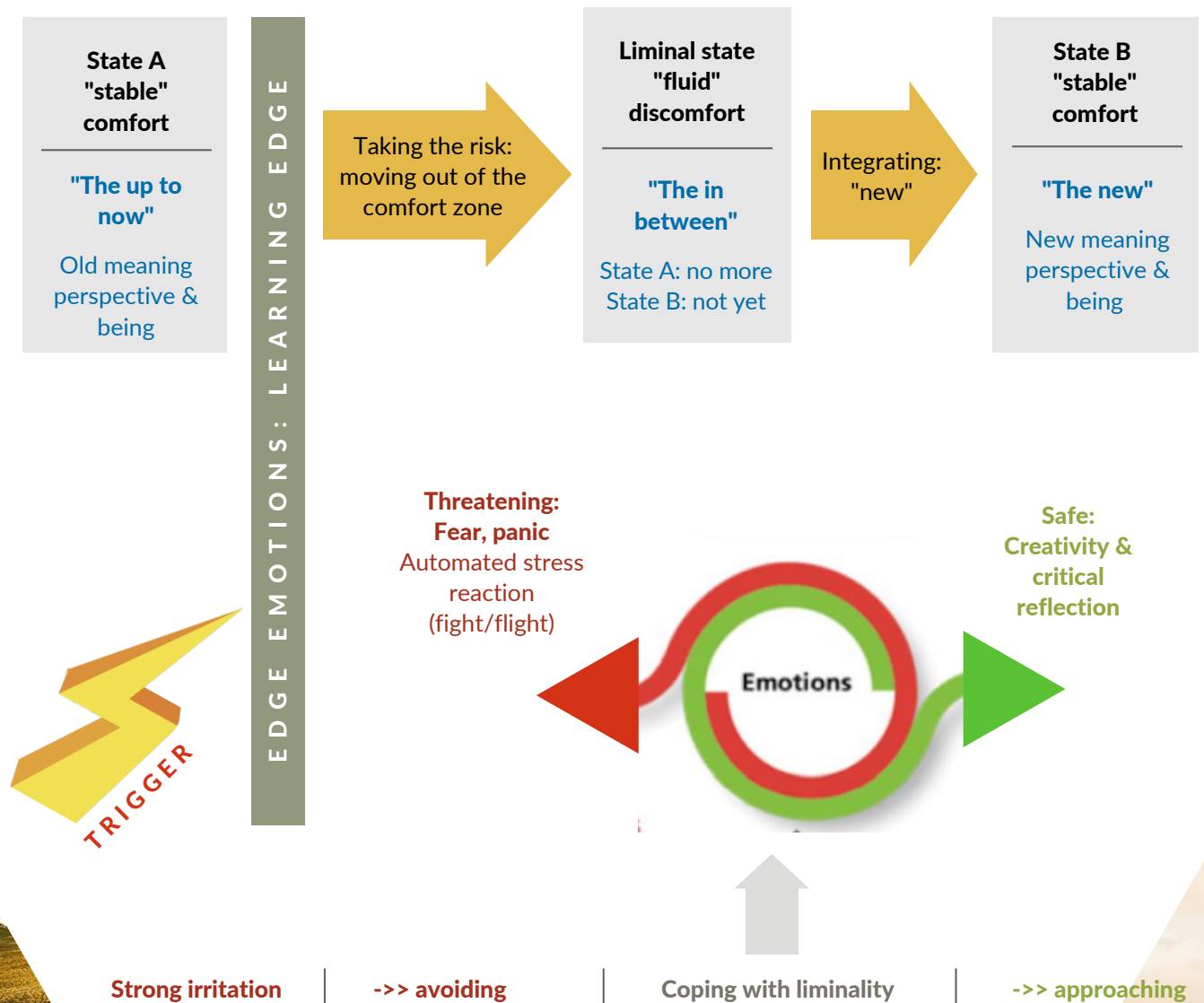


Figure Transformative learning phases. Source: Foster et al (2019)

Information, knowledge, skills, capacities and competencies

Learning for sustainability and for regeneration, for a better future and how to achieve it, does not only mean learning *about* sustainability but learning *for* sustainability. This means it is not only about acquiring information, knowledge, and skills but also the capacities and competencies required for personal and regional transformation.

A competency has been defined as: “*a functionally linked complex of knowledge, skills, and attitudes that enable successful task performance and problem-solving*” (Wiek et al 2011).

In this training, we can see that it may be useful for learners to gain or strengthen key competencies that can help them develop their potential and their capacity to be change agents in community and regional regeneration. There are different ways to classify and organise competencies. The following are the competencies that are widely agreed to be important for sustainable development (from Wiek et al 2011, UNESCO 2017, Giangrande et al 2019), adapted by community facilitators.

Intrapersonal competencies are important for a person to be centred, secure and reflexive, with the abilities to tackle stress and develop resilience in our uncertain and challenging world. They include self-awareness.

Interpersonal competencies enable us to collaborate and work with others, understand our assumptions and motivations, build relationships, appreciate each other and strengthen leadership for community and regional regeneration. This includes the capacity to listen and to work across languages of institution or country.

Future thinking competencies strengthen our capacity to envision what kind of future we would like for our communities and societies and to imagine how we might walk pathways in that direction. They also enable us to examine our past and understand how our heritage influences who we are and who we can become. They include the abilities to dream and develop a vision, tell stories and inspire.

Systems thinking competencies illustrate our capacities to see the world in all of its glorious complexity; the interdependence between our ecosystems and society, the connections between local and global, the holistic nature of our food production and human and planetary health, how our actions influence others and more. This capacity enables us to map policies, places and people.



Critical thinking competencies allow us to collate, analyse and synthesise relevant information. This may be written work or other forms of knowledge, such as experience, or individual stories. We are also able to assess the quality and integrity of information sources. We have the capacity for constructive critical feedback.

Interdisciplinary competencies allow us to work across knowledge boundaries. In this way, we can appreciate the different perspectives held by community members and those working for local authorities and municipalities. We can recognise the valuable contributions of local people and of academics. We can respect and try to understand indigenous cultures and knowledge. We can use these different lenses on the world to develop a richer picture of what community regeneration might mean. Trying to integrate these perspectives is difficult (see the section below) but will allow a fuller collaborative strategy for regeneration.

Normative and cultural competencies enable us to explore our own culture and those of others to develop ways of living that are fair and just. We develop the capacity to be open-minded. This area demands that we examine the moral imperative of what we do and that we consider ethical routes for transformation.

Finally, we need **strategic competencies** to support our aspirations for a better world. These enable us to develop strategies and action plans, make good decisions and use processes such as active reflective learning in our processes.

Sometimes these are collated as competencies to *be*, to *know* and to *do*.

The role of a trainer is to offer opportunities and modes of learning that enable learners to develop these competencies. In one short training, you cannot cause them to gain all of these competencies, but you can raise awareness of competencies and help learners along their personal journeys. Many community workers are already skilled and have developed these competencies to some degree, but they are always a work in progress.

It can be difficult to assess how learners have achieved or developed these and other competencies. It has been suggested that trainers and learners can assess competency attainment through a set of reflection and evaluation questions that can be used by the trainer or the learner (Giangrande et al 2019). These authors drew on previous versions of the competencies and expanded on the intra-personal competency, which is so important for community work.

Table: 1 Typical reflective evaluation questions that learners or trainers could use to help assess how competencies may have been achieved. The key competencies are drawn in part from Wiek et al 2011; and informed by UNESCO 2018 and these questions are adapted from Giangrande et al (2019)

Key Competency Area	Example Competencies	Example Questions for Reflection
Intrapersonal	Presencing, self-awareness, stress management, meaning-making, connection with self, capacity for inner peace, mental wellbeing, self-reflection	Are learners able to be present in themselves? Do learners practise self awareness? Can learners find strategies to seek inner peace? Can learners make meaning in the work they do? Do learners practise love and compassion? Are learners aware of their mental and emotional health and do they have the abilities to maintain healthy mental and emotional states?
Interpersonal	Communication skills, empathy, compassion, leadership, teamwork, mediation, cooperation, collaboration	Are communication skills demonstrated? Are learners able to work well with others? Can learners assist each other in peer-to-peer learning? Are learners, across gender, ethnicity and other groupings, able to explore their leadership skills? Is empathy valued and encouraged? Are learners able to address conflict and develop mediation skills?
Future thinking	Visioning, developing scenarios, backcasting, recognising heritage, intergenerational equity	Are communication skills demonstrated? Are learners able to work well with others? Can learners assist each other in peer-to-peer learning? Are learners, across gender, ethnicity and other groupings, able to explore their leadership skills? Is empathy valued and encouraged? Are learners able to address conflict and develop mediation skills?



Key Competency Area

Systems thinking

Examples of Competencies

Systems thinking, working with complex problems, promoting resilience

Example Questions for Reflection

Are learners able to work with interconnectedness and complexity in a systemic context? Do learners demonstrate a holistic perspective? Do learners have a functional knowledge of resilience and feedback loops? Can learners map people, places and policies?

Critical thinking

Critically assessing written and other forms of work, analysis and synthesis, ability to assess quality and integrity of information source

Can learners collate, analyse and synthesise written and other forms of information? Are learners able to critically assess sources and integrity of information? Have learners demonstrated a critical perspective on practice and policy? Can learners develop constructive critical feedback?

Disciplinary and interdisciplinary

Understand the links between knowledge and experience, critical thinking, discipline specific framing, interdisciplinarity, expressing multiple ways of knowing

Have learners acquired an epistemological intelligence? Have learners developed awareness of different ways of knowing? Have learners explored disciplinary integrity and understood the academic norms of a discipline? Can learners critically reflect on their own experiences?



Key Competency Area

Normative and cultural

Example Competencies

Ethical responsibility, development of world views and perspectives, awareness of values, understanding of justice, transcultural understanding, awareness of local context and global trends

Example Questions for Reflection

Can learners identify ethical questions and evaluate ethical responses according to different frameworks? Are fairness and justice debated and explored? Are learners encouraged to engage with and understand different world views? Are different cultural contexts appreciated? Have learners engaged with questions of well-being and happiness?

Strategic

Planning, decision making, implementing, addressing challenges, organisational development, use of action reflection cycle.

Are learners able to practise decision-making and analyse consequences? Can learners use planning and assessment tools? Can learners identify and address challenges with regard to strategies and their implementation? Have learners implemented a plan they have designed? Do learners know how to use the cycle for effective action and reflection? Are learners aware of project management tools?

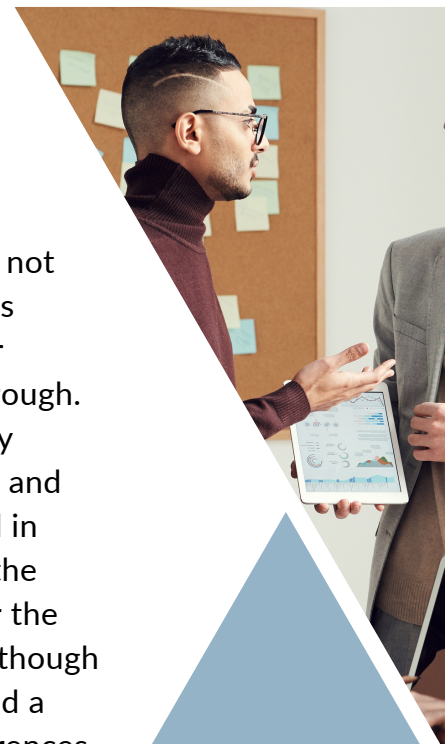
Ways of being, ways of knowing and co-learning

There are different ways of knowing and interpreting the world around us. Transformative learning often involves realising that there is another set of assumptions and beliefs that generates a different lens by which to view the world and our interactions. The learning in this workshop will help us to respect different perspectives and to integrate different ways of knowing.

Working with local authorities and actors from community-led initiatives requires building bridges between two different cultures. Often individuals have different educational backgrounds and use different ways of communication. This is not always the case—sometimes community members can also be working in a local authority or in a formal, managerial capacity, and occasionally staff in local authorities have alternative backgrounds and are active in their local community action. But, often, community members strive for informal, bottom-up governance. Many of them dress alternatively, not in line with the dress code of formal institutions, and seek an alternative way of living. However, many community members are well educated, have had peer discourses about gender and race issues, have consensual governance systems and have gone through critical socialisation within their groups.

Local authorities instead combine civil servants who take forward the tasks of local government along with elected politicians who guide the direction of action. They function according to strict administrative processes. Their governance systems can be perceived by community members to be hierarchical and sometimes even patriarchal in some countries. There is thus a gap in comprehension of how to behave with each other which can only be bridged if both sides open up and seek understanding of each of the processes of the other side.

As a trainer of different or combined groups of learners, you do not just have to be aware of these differences, but also highlight this awareness in the group, and make the learners sensitive to their backgrounds and the socialisation processes they have gone through. Community members could be upset if one of the local authority members does not use gender-neutral or race-neutral language, and people from the local authority might not like being approached in non-hierarchical ways by community members. It is the role of the trainer to facilitate approaches to identify common interests for the public good and mutual goals. What do they want to achieve, although they are different? It is important to maintain mutual respect and a relaxed atmosphere. It can be useful to not emphasise the differences but to discuss them and focus on the commonalities at the same time.



Mutual respect and listening mean looking beyond dress (formal or alternative) and looking for the intention to support the common good, whether this is in a grassroots or local government context. The learning experience will often require the trainer to mediate and attenuate the conflict potentials and tensions that could arise.

There are many different ways of being in, knowing and interpreting the world, and it can be useful for a trainer to realise that these ways can seem incompatible to learners at first, and that good facilitation is needed to support co-learning. Some of these ways of knowing are explained below.

Indigenous knowledge—indigenous communities draw on knowledge that has been passed down through many generations and is often deeply embedded within place, livelihoods and culture. Indigenous cultures often have distinct customs and great appreciation for their presence in nature.

Local knowledge—local people often know their place and practices very well and carry a deep understanding of history, culture and a passion for the place. They want to care for their community and surroundings and create prosperity. Communities are heterogeneous; sometimes people will have different ideas of what good futures will look like and how to get there.

Practitioner and professional knowledge—practitioners, such as nature conservationists, social workers or architects, can have detailed knowledge of their practices but may not always know local places in depth.

Interdisciplinarity—real-world problems are not confined to academic disciplines. Although individual disciplines such as history or sociology or ecology can help us provide specific solutions to sustainability challenges, interdisciplinary research and action can offer more rounded solutions.

Transdisciplinarity—whilst academia can help us understand the world, academics working together with professionals, practitioners, communities and those who live and work within a particular context can provide much better solutions and buy into those solutions.



Practical learning approaches

Learning context

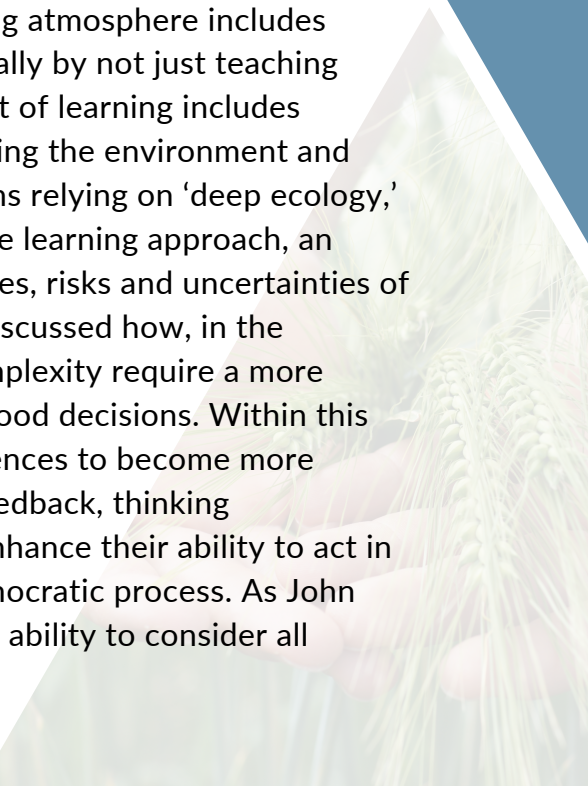
When we first piloted the Handbook, we asked our pilot cohort what was important for them in setting up a good learning context. Responses included:

- Creating a stress-free (or nearly stress-free) atmosphere
- But also creating space for uncomfortable or dissonant experiences, if held well
- Allowing embodied learning, learning by doing
- Learning through fun and play
- Learning from one another
- Learning in nature (as opposed to just *about* nature)
- Having opportunities to reflect alone and to share with others
- Recognition of cultural or family conditioning and ability to explore this
- Ignition of inspiration and calling

These aspects are useful to help us decide how we want to design learning opportunities.

The participant's Handbook contains much of the information needed to underpin the learning in a course on collaboration to scale community action. We presume that Trainers will use some classic lecture and seminar formats, but most of the learning supported by this Handbook is through a variety of interactive learning approaches and participatory methods, such as (small) group discussions, role and simulation games, problem-solving exercises, as well as peer-to-peer learning and learning by doing. This is how we ensure that the learners actively deal with the content.

Creating friendly and cooperative learning and working atmosphere includes practical approaches such as outdoor learning. Especially by not just teaching *about* sustainability, but *for* sustainability, the concept of learning includes approaches of sensing and feeling and thus experiencing the environment and perceiving the surroundings with all the sensory organs relying on 'deep ecology,' according to Joanna Macy. We also support a reflexive learning approach, an educational route guiding people through rapid changes, risks and uncertainties of modernity (cf. Gbenga Emmanuel 2016). Emmanuel discussed how, in the postmodern world, the increased uncertainty and complexity require a more reflective approach to learning to help people make good decisions. Within this type of learning, the participants explore their experiences to become more conscious, open-minded and self-critical. Criticism, feedback, thinking independently and the production of tangible ideas enhance their ability to act in informed and reflexive ways within a deliberative democratic process. As John Dewey states, learning requires an open mind-set—an ability to consider all viewpoints and an ability to control one's actions.



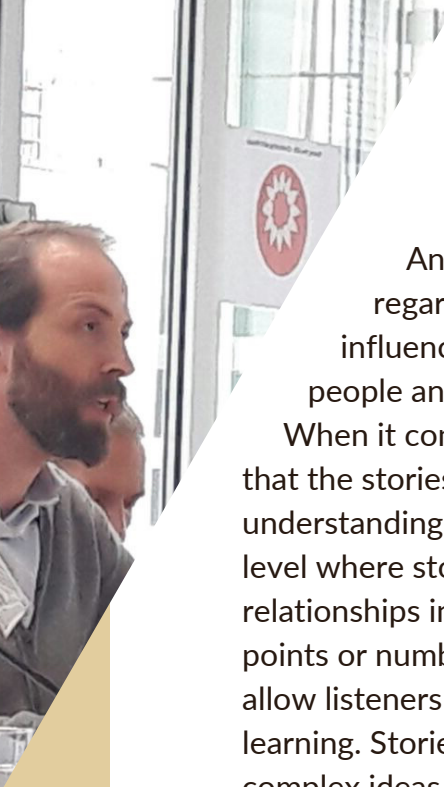


Another approach that is received as important in this context is the **collaborative learning** approach, or **co-learning**, in which people are supported to learn together. Thus, people engaged in collaborative learning capitalise on one another's resources and skills: they can ask one another for information, evaluate one another's ideas, monitor one another's work and so on. The concept is based on the model that knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetric roles (see Mitnik et al. 2009). Collaborative learning refers to methodologies and environments in which learners engage in a common task where each individual depends on and is accountable to each other, such as face-to-face conversations, computer discussions like forums or chat rooms. It is a search for understanding, meaning and solution to create an artefact or product of their learning (such as a community). Also, the traditional student-teacher relationship is redefined. It activates and includes group projects, joint problem solving, debates, study teams and many more methods (Chiu 2004). Collaborative learning is sometimes shortened to 'co-learning'.

Within **enquiry-based learning** an active learning approach is adopted: by posing questions, problems or scenarios, it contrasts traditional education that relies on the trainer presenting facts. It is assisted by facilitation and the learners identify and research issues and questions to develop knowledge or solutions. Problem-based learning is included and small-scale investigations and projects, as well as research, are part of it. Development and practices of thinking and problem-solving skills are an important part of this approach (see Dostal 2015). If you combine a form of enquiry-based learning that achieves a particular strategic goal together with collaborative learning, you can achieve **co-design** (see White and van Koten 2016).

We also include elements of play-based learning such as self-context, where the trainer suggests a topic but the learner determines the rest. This can stimulate enjoyable and emotional outcomes, instead of frustration. Unstructured elements enable exploration and discovery during play through learners' interests and not by prescribed rules or plans. It is a process-oriented approach in which an end or learning goal is not necessarily defined. Instead, the process of play and learning is at the centre. Imagination and make-believe or pretend-playing that includes role-play, games and drama are also part of this approach (see Bubikova-Moan et al 2019).





Another approach we can use is **learning through storytelling** which is regarded as one of the most powerful means that leaders have to influence, teach and inspire. Storytelling inspires connections among people and ideas. Stories convey culture, history and values that unite people.

When it comes to our countries, communities and families, intuitively we know that the stories we hold are an important part of the ties that bind. This understanding is also important for other parts of society such as the communal level where stories of organisations and stories that leaders tell, help to solidify relationships in a different way from factual statements encapsulated in bullet points or numbers. Stories create a connection, build familiarity and trust and allow listeners to enter the story. They can make them even more open to learning. Stories contain multiple meanings and often surprise, conveying complex ideas in graspable ways (see Boris 2017).

Learning by doing can be a very useful approach if it is relevant to a particular group. Rather than merely speaking about collaboration, learners can learn through experience. They can work on projects hands-on, combining theoretical knowledge with skills development, and enabling understanding across different ways of knowing. The learning by doing approach can empower and encourage people to take social and political action. What is learned can be applied in practice. Learners are also encouraged to reflect on their experiences (see Knoll 2022).

Nature-based learning can be transformative. This approach can include a range of options, such as taking learners into natural environments for a session, such as outside on a lawn under a tree. This different space is often both calming to some people yet invigorating for others and can raise energy and enable a group to move on from a challenging discussion. A deeper implementation of this approach might include a day spent learning on the beach, or a walking transect or field trip. More intense options include week-long nature-based workshops, such as Art of Mentoring, or even solo vision quests. Such applications of nature-based learning encourage connection to self, others and nature.

<https://artofmentoring.life>

Learning methods

There are a large number of possible learning methods that can support learning within, alongside, before or after the session plans. These containers and processes are underpinned by different theories and have different potentials. Some are excellent with mixed groups who have a potential conflict, and others suit more nature-based learning contexts or systems approaches.

The Way of Council is a very useful method, especially when there are many different value systems existing in the group and you sense that learners have to connect on a deeper level than only expressing their (different) opinions. Council is an ancient practice. It was inherited from northern American indigenous cultures and is practised in many different contexts. It is also adapted in ecovillages and other community-led initiatives. It involves bringing people together in a circle to bear witness and share their stories authentically. The participants agree to speak one at a time, sharing their personal stories and experiences, rather than opinions, and listening non-judgmentally while others do the same. There is a deep focus on every single person, while all the members have a deep connection to their hearts (speaking from the heart). Sharing and listening to universal stories about love, loss, fear, triumph, challenge, hope and other emotions enables participants to recognize that, despite our many differences, we have much in common.

This focus on attentive listening and authentic expression enables participants to appreciate each other's journeys and to develop connection. It can tackle hierarchical dynamics influenced by the inequality of gender, status, ethnicity, or other social factors. It can strengthen a deep sense of community. Participants can develop mutual respect, and cultivate compassion.

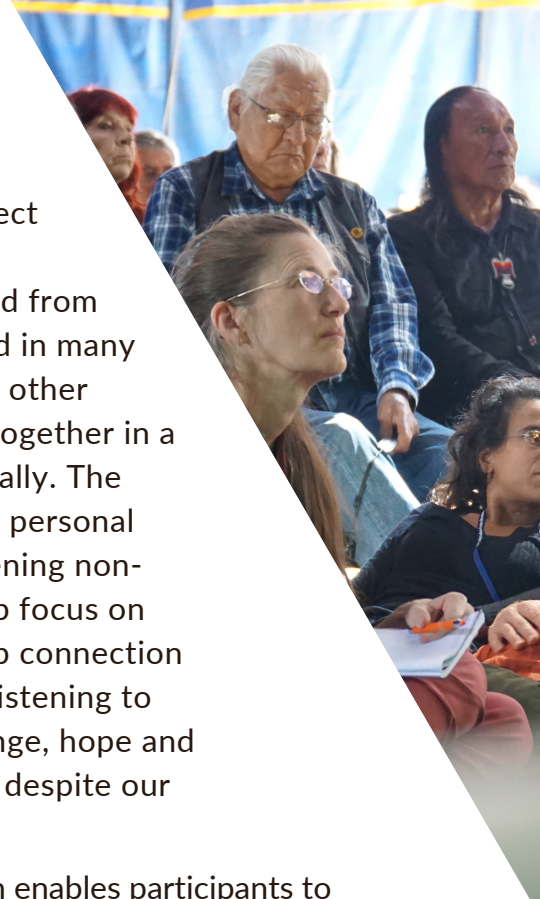
For more information and training, see, for example:

<https://www.centerforcouncil.org/>

Constellation work is useful to make complex systems and their interconnections visible. In constellations, you can see the elements of the system directly, but the relationships they have only indirectly. Instead of talking about relationships, you set up relationships and explore energies of connection. The idea is very simple: people are asked to stand in a place and to represent elements in space. The distances between them and lines of sight say something about the relationships between the elements. For example, are they close or far from each other? Do they sense each other or do they ignore each other? Do they feel a sense of importance for each other or do they not perceive each other? Do they feel strong or weak in the system? You use all these questions to explore the relationships and attitudes in everyday life as well. For example, is sustainability far from you or do you feel it close, almost breathing down your neck?

For more information and training see for example:

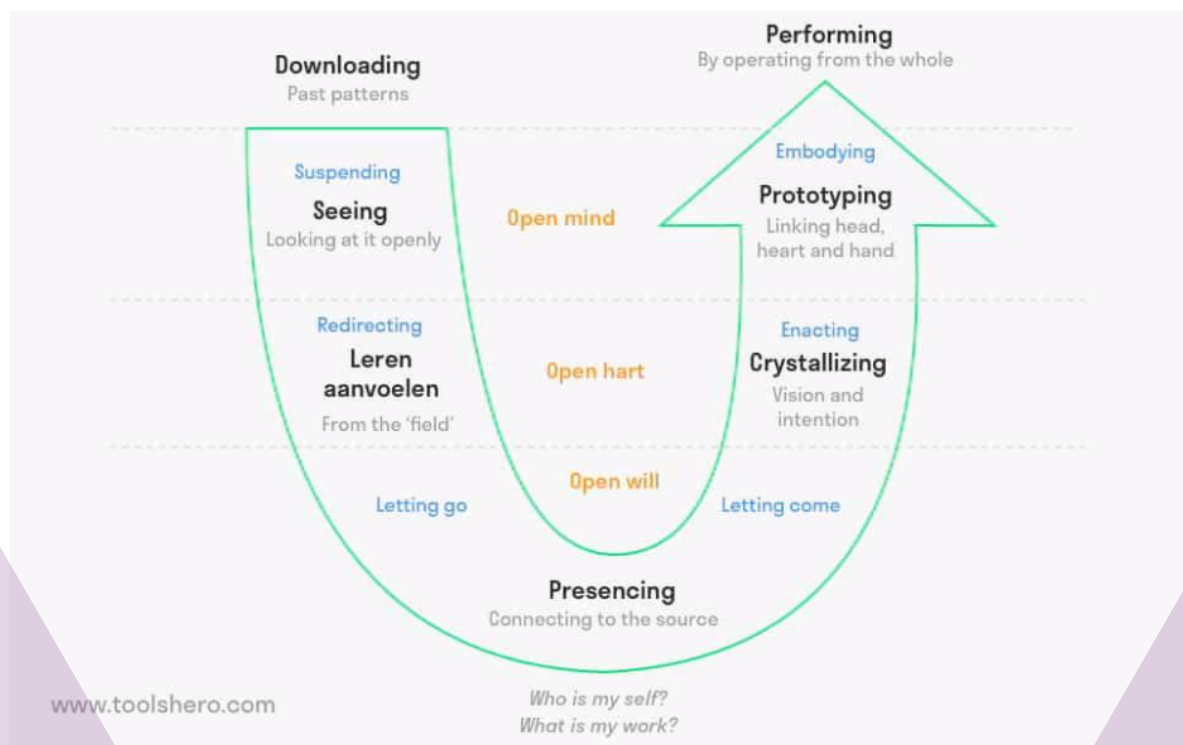
<https://www.mc-managementaufstellungen.de/>



Theory U and the U-Lab are excellent tools for facilitation processes when new ideas have to be created in a communitarian and very abductive way. Otto Scharmer had a specific kind of experience when he was working as a lecturer in the Massachusetts Institute of Technology (MIT). The book *Theory U* (2009) summarises this idea and how he came to it. With Theory U, he tries to provide points of reference so that people develop a capacity to dissociate themselves from their habitual way of thinking. He explains in what way an individual can make their own contribution to possible solutions that are in tune with what society actually needs. Theory U is about personal leadership and a different way of thinking. According to Otto Scharmer, there are two ways of learning: from the past and from the future. He therefore created the term: presencing, which is an amalgamation of the words 'presence' (past and future) and 'sensing' (feeling). In short, 'presencing' means that the realisation of future potential is completely dependent on all individuals together.

The Theory U, co-developed by Otto Scharmer, is represented as a U shape that moves from the left-hand side of the U to the right-hand side of the U. An individual will have to open their mind to new ideas first and they must not be obstructed by thoughts and emotions.

Theory U model by Otto Scharmer



It is not until these obstructions are lifted that the will arises to change effectively. From this point onwards, the theory on the right-hand side slowly works in an upward direction towards reintegration and acceptance of new and innovative ideas. From this point onwards, new ideas can be used in practice. By joining forces and working well together at all levels in organisations, people are capable of relinquishing established ideas, practices, and even identities. According to Otto Scharmer, this results in new ideas and solutions that can contribute to the environment and to the future.

A prerequisite for establishing good 'presencing' is the way in which we are able to listen. Scharmer has divided listening into four levels:

Downloading: When transferring information that is already largely familiar, people only listen to reconfirm what they already know.

Factual listening: People only listen attentively when the information is different from what they know. This new information is added to the information that is already known.

Empathic listening: By empathising and seeing through someone else's eyes, people are able to understand and respect the other person.

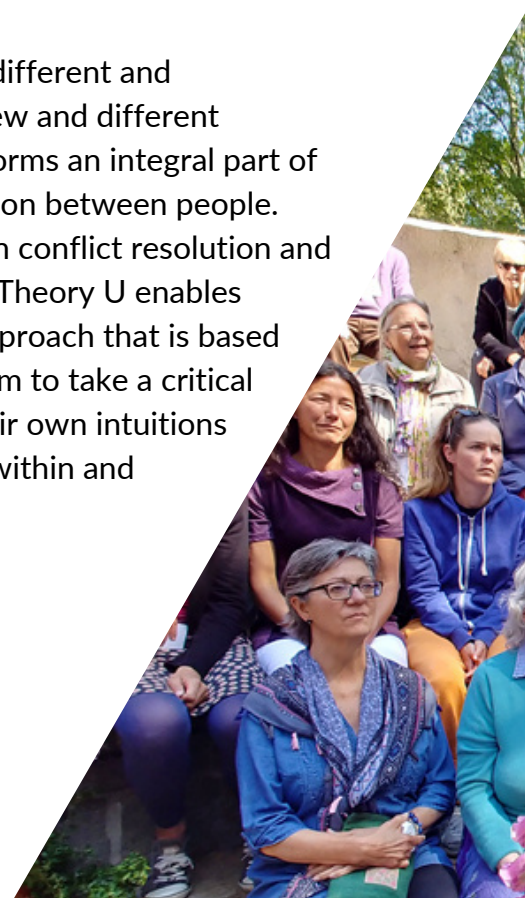
Generative listening: People listen to create without their personalities getting in the way of results. By connecting their own intuition with the environment, they tap into pure thoughts and ideas.

The tool can be used to deal with certain situations in a very different and unexpected way and to have an open mind with respect to new and different thoughts. Hence, innovation becomes a common cause and forms an integral part of the collaboration. It creates a natural connection and interaction between people. Social technologies are deployed and play an important part in conflict resolution and this will result in more respect between the different parties. Theory U enables people throughout organisations to let go of the prevailing approach that is based on the past and to focus more on the future. This enables them to take a critical look at themselves and as a result, they will then embrace their own intuitions and those of other people. It can be useful to frame learning within and across organisations.

<https://ottoscharmer.com/>

<https://www.presencing.org>

Scharmer, C.O. (2009). Theory U: Learning from the future as it emerges. Berrett-Koehler Publishers.



Forum is a learning and facilitation method that enables people to grow in the eyes of others. The basic forum was developed in the Community ZEGG (Zentrum für experimentelle Gesellschafts Gestaltung—Center for Experimental Development of Society) in Germany and is a community-building form of communication that is practised in existing communities. It promotes awareness, essential communication, and trust among people. It offers a holistic and creative way to express yourself within the group. It provides a group with a creative tool for community formation and shared values. The forum is supposed to create a space for questions and for inner movements that remain invisible in everyday communication: the real motives for action, the deeper feelings, body sensations, and our intuition. Through group participation, the questions asked become a catalyst for individual and community growth. Above all, it pursues values such as personal responsibility, compassion, cooperation, authenticity, and truthfulness. In a supportive environment, we can feel how the gaze of others can serve growth and self-empowerment. When feelings are hidden, our life energy is blocked. Blocked life energies lead to fear and violence. With the forum a room is created where feelings and energies can flow freely; where conflicts are not avoided, but be seen as opportunities to go deeper together. Forum provides fertile ground for building deep connections. It is a cultural process that builds on worldviews that are based on human and ethical values. Forum is aiming for a paradigm shift from a culture where we see ourselves as separate acting individuals to a culture of connectedness where we look at the connections between all that lives.

For more information and workshops see:

<https://www.zegg-forum.org/de/veranstaltungen/transforum-ausbildung.html>

8 shields

The 8 Shields is a model for community organising and wellbeing that has developed from indigenous cultures and inspired a global movement. It has been used for over 30 years to strengthen personal wellbeing, create healthy leadership, and support collective engagement in nature-based, intergenerational communities around the world. In helping to develop a legacy of individual health, community wellbeing, and enhanced connection to nature, self and community, it is seen as one means of addressing both our current ecological crisis and the widespread loss of healthy connective culture in the West.

8 Shields draws on the universal pattern languages based on natural systems, legacies of ancient wisdom cultures as well as contemporary scientific research on resilience. Connection with nature and mentoring underpin the model.

<https://sites.google.com/site/sustainablelivingproject/eight-shields-model>

Personal approach

As frequent trainers and active participants in various organisations and courses, we have learnt that it is good to develop our personal, self-aware and conscious approaches to training and learning. We try to be sensitive to exclusive discourses (e.g. around gender) and have learned to deal with diversity-related conflicts and to use diversity constructively. We hope to learn ourselves from the many experts, impassioned and inspiring learners we facilitate.



Key points:



Broadly, the curriculum is the learning *content* and the pedagogy is the *mode* of learning



A range of pedagogical approaches can be used, but participatory workshops often employ social constructivist or liberationist approaches that facilitate learner-led processes and opportunities for empowerment



Learning for sustainability requires not only information and knowledge but also the skills, capacities and competencies to envision and pursue sustainable futures



People can have different ways of knowing and interpreting the world, and understanding and respecting this diversity enhances our collaborations and outcomes



There are many different learning approaches and learning methods that can be adapted for particular contexts, groups or goals



FACILITATING COLLABORATION – SUPPORTING LEARNING

Learning outcomes

- ★ Appreciation of the importance of facilitation style and processes
- ★ Understanding of the value and potential routes to open and close the workshop circle
- ★ Understanding of the contribution that sending learners a well organised agenda or plan, materials and workshop goals beforehand can have
- ★ Ability to adapt opening and closing of circle to the group and context
- ★ Good interpersonal skills and capacity to strengthen interpersonal competencies in learners

When community-led initiatives, local authorities and possibly other actors meet, facilitation makes all the difference! If the facilitator manages to bridge the gaps, create a collaborative atmosphere and a mutually agreed communication culture, that will help the meetings be more effective and inclusive, but also light and fun.

The collaboration between local authorities, community-led initiatives and other possible actors necessitates attention to differences in culture and manner of communication, as well as understanding that different actors may have different interests and different aims.

The learning circle

Opening the circle and introductions

It has become common, especially in community-led initiatives, to begin meetings with participants introducing themselves or expressing briefly what mental and emotional state they are in at that moment (the so-called "**check-in**"). Through introductions, participants get a picture of who is present in the room and through the check-in a sense of what will (probably) the engagement of each individual look like.

Some local authorities are used to doing the check-in as well, while some jump right to business. In our experience, the check-in, if done properly, saves time and energy, brings tensions to the surface and helps participants avoid them. In small groups, it can be more elaborate, in larger settings better make it concise or do it in smaller groups. With different meeting cultures in the room, it is critical to ensure that none is too dominant and some patience will be necessary in the beginning for all participants to get used to diversity.

The introduction can be a monotonous listing of names, titles and organisations, or you can colour it and have people reveal something personal about themselves through a group activity. "What do we have in common?" is a popular introduction tool, applicable in a variety of ways. Participants can stand in a circle and say something about themselves and whoever shares that characteristic, joins them in the centre. Or if they are sitting, they can swap chairs if their commonality is, for example, owning a dog, wearing something green, having three children, working in government, being interested in the energy sector, loving classical music etc. You can also do it by inviting everyone to put a mark on a flipchart where they are at that moment in terms of enthusiasm, interest, expertise etc.

There are many ways to begin and end a meeting, but it should mark the onset of focused co-learning and the conclusion of the day in such a way that everyone feels comfortable and included.

Opening the circle

After introductions and the check-in, there are a few valuable points you should not skip to ensure that everyone feels comfortable, included and well-oriented in regards to the programme. Posting a list of meeting agreements (or "rules") and having everyone consent to follow them does wonders for order in the room. Common meeting agreements are: raise your hand before you speak; fit contributions within the allotted time; turn off distractions (mostly screens); discuss topics, not people; the presence in recurring meetings is mandatory (with serious reasons being an exception, of course) etc.

Chatham House Rule is highly recommended to ensure a safer environment. It says:

"When a meeting, or part thereof, is held under the Chatham House Rule, participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed."

<https://www.chathamhouse.org/about-us/chatham-house-rule>

It is good practice to invite participants to adapt the agreements or add a bullet point for which they feel a need. For example, a person with impaired hearing may request that everyone speaks loudly and clearly, or a person with limited time availability may request extra attention to punctuality.

Clarifying and sharing expectations is another point to take care of at the beginning. If expectations are not explicitly shared yet, you can invite participants to express them or write them on sticky notes so you can post them on a wall. Sum them up and make sure everyone is on the same page. This will inform how the meeting needs to be conducted.

Closing the circle well at the end is necessary for a sense of completion in the group. Without the closing, something does not feel right, almost like when a symphony ends abruptly. For the audience to appreciate the symphony fully, it needs to finish with its final notes. A good facilitator will choose an appropriate way to wrap up a group process with, for example:

- a reflection
- a (brief) feedback
- expressing gratitude
- emotional sharing
- participants taking ownership of commitments
- a song
- a boosting cheer



Facilitating for collaboration

There are many guides on facilitation of participatory workshops, and we recommend some resources below. What is specific in relation to this curriculum and handbook is the focus on facilitating a workshop that aims to explore and deepen collaboration. This requires an emphasis on how people can work together and on developing interpersonal competencies through content, pedagogy and activities.

If your group is mixed and diverse, you can use the internal differences to further develop bridging competencies. If your group is a homogeneous cohort, you can bring in external speakers or create role-play situations, or use videos or stories to prepare learners for collaboration. Finally, although we often emphasise differences, through innovative pedagogies you can also demonstrate that we share a common humanity and often have similar aspirations.

In the next section, we offer some suggested activities to strengthen the learning experience for you and the learners in your workshops. Here, we switch to the term 'participants' to reflect the participatory nature of these activities.

Key points:

- ✓ The facilitator and facilitation play a crucial role in achieving the learning outcomes of a workshop
- ✓ A check-in and check-out can enhance the experience and contributions of learners
- ✓ Being prepared and organised with agendas, plans and materials can further enhance workshop outcomes and learner experience
- ✓ The focus on collaboration for scaling and on achievement of normative and strategic goals requires an emphasis on interpersonal competencies



ACTIVITIES FOR COLLABORATION- DEEPENING LEARNING

The following section suggests some activities you can make use of to support active learning. Look around, see who is in the group, what your aims are, what the energy in the room is like, what your time constraints are, your physical spaces and social norms and so on. Then select among the activities below. If you are an experienced trainer, you will likely have your own suite of tools and feel free to combine them with those we suggest.

We would warmly encourage you to use the main routes that are outlined in the Handbook for the core of the learning:

- UN Sustainable Development Goals (SDGs) and any relevant national or local government framing
- Map of Regeneration
- Stepping Stones (Journey of Regeneration)
- Processes for communication and collaboration

These tools have been used successfully to create discussion and enable action. We trust that you will be able to adapt this framework to your group, experience and context.

Both in the learning process and in the actual collaboration between local authorities and community-led initiatives, what you want to achieve is:

1. Engagement by different actors
2. Trust (and relationships) that enable you to work together
3. Commitment to the shared visions
4. Harvesting (of ideas, resources, agreements, conclusions) to enable action
5. Change—through infrastructure, regulation, projects, events and a shared strategy for regional regeneration

This means involving all the voices present, capturing attention and intention, inspiring visions and moving towards tangible outcomes.

Activities

Different shorter and longer activities can support your work. Here are 40 activities that we find valuable within the context of the chapters in the Handbook. We have presented clusters of activities for each chapter but you may wish to use them in different chapters, to omit some and to use your own ideas.

1

CHAPTER ONE CREATING COMMUNITY

1 Check-in

As described above, this is a way of gauging energy and positioning of learners. Depending on time and audience, you might ask people directly how they feel, or you could do a rapid 'thaumometer' (thumb up is good, down is bad, in between is neither good nor bad). You could ask people to choose a colour or animal to indicate how they feel (beware—some audiences dislike this!). Be creative and sensitive in this opening of the circle.

2 Introductions

You can introduce everyone in different ways! Here are some ideas.

- Perhaps you want each learner to find someone in the room and share for 5 minutes why they are there, then to share each other's name and community or organisation in plenary.
- It may be fun to play a game. For example, everyone with a dog has to swap chairs with another dog owner; everyone wearing green has to swap chairs quickly; everyone who wants to explore energy use has to swap seats.....
- On a flipchart page you could ask everyone to quickly map where they are in terms of enthusiasm, interest or expertise (e.g. using bullseye for greatest value/signifier)



- In large groups, sometimes it is useful to use badges so the group can get to know each other easily. A possible activity around this is to ask each learner to write down their name and a personal characteristic with the same initial letter. Then, all together in a circle, the trainer can ask each one to briefly introduce themselves (name and characteristic). If the group is not so big, another possible activity is to go on a round where each one says their name and also the name of the ones who came before them in order to memorise these.
- In online training, you could divide the group into breakout rooms with 4 or 5 people for 15 to 20 minutes and ask them to introduce themselves (name, where they are calling from, organisation, why they are here, expectations and so on). The Zoom breakout rooms give us the opportunity to interact in different constellations. Usually, some participants are shy to share in the plenary and feel more comfortable to engage in smaller groups. At the end the trainer can do some 'harvesting', hearing a few voices from the groups to integrate and move forward.

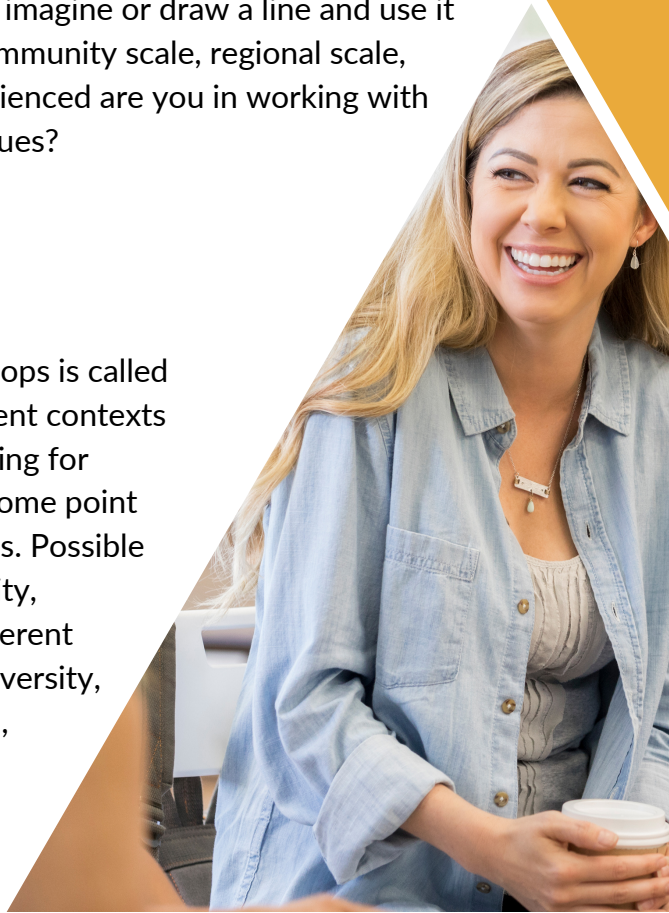
The important thing is that everyone feels comfortable and included before the course begins. Below are additional introductory activities. You may choose to use these for different days or sessions.

3 Warm-up and introductions

To warm up and get to know the group, you can also use constellation-style mapping exercises. For example, you could ask anyone involved with the community to go to one side of the room and civil servants and other people working in local authorities to go to the other side. You could also imagine or draw a line and use it to understand different scales: who works in a community scale, regional scale, national scale and international scale? How experienced are you in working with diverse groups? Or working with sustainability issues?

4 Everybody who...

A common exercise in community-related workshops is called Everybody who. It can be easily adapted to different contexts and audiences. In a circle, the facilitator starts asking for categories and the ones who identify step in. At some point you can open for participants to also ask questions. Possible categories are: everybody who lives in a community, everybody experienced in collaborations with different stakeholders, everybody who graduated from University, everybody who has volunteered in the last month, and so on. It usually gives a good overview of the group and can be fun.



5 Articulating and sharing expectations and aspirations

Hopes and trepidations for the course

On post-its or other relevant places, each participant writes three things they hope to gain and three things they are nervous/concerned/worried about, one per post-it. These can be collated and lead to a discussion to help the group process on the course.

Inspirations

What kind of future might we want? Who can we learn from? The group can share great stories and also watch some of the video clips from the Toolkit.

Individual and collective goals and visions

Now, let's make hopes 'intentions'. Take time for participants to decide on a 'hope' or on a hope that emerged from the discussion to create a personal intention for the course. Write it down and hold it. It can change as they learn, but they should make a conscious decision about this.

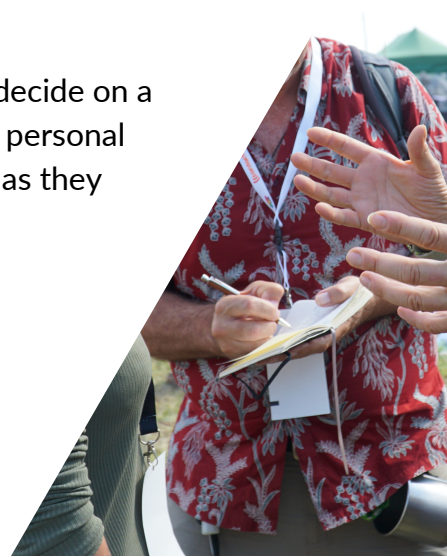
Now, let's make collective goals for the course, for actions after the course and for long-term visions.

Have small group discussions to decide, firstly, what kind of world we want to see in our region from the perspective of our community/organisation. What would we see when we woke up in the morning? What would we hear and smell? What would we eat and where would this food come from? What kind of activities would we do during the day? Would we go out to work? For how long? How would we travel there? What would we see on the way? What would the purpose of our daily activities be? Who would we engage with? Use your imaginations! Then share in plenary, or ask a participant to sketch the ideas on a shared flip chart (in person) or whiteboard (online).

6 Reflection

In groups, reflect on what is most important to participants. For example—recently, a pandemic caused you to prioritise your activities and interactions. What did you learn?

Reflection can be very brief to summarise a session or more extensive to summarise a day or even an entire project. The better you are in asking good questions, and with a motivated group, the higher the engagement will be and the better reflections you will stir. You can reflect on external processes or on an activity you discussed or undertook during the day. This can be used throughout the training.



CHAPTER TWO WHO ARE WE?

In this session, we are exploring differences and common ground, language and presentation, orientation and history. It is unlikely you will want to use all of the following activities, but some of the following may help your group actively learn about each other and absent representations. You can also return to some of these activities later in a course, especially if a language or culture difference has emerged. We encourage interpersonal, intra-personal and normative competencies in particular.



7 Role play—Language and translation

You say regenerative practices, I say sustainable development ...

We all have different ways of defining, framing and articulating our aspirations and actions. You can emphasise shared and different languages. For example, create a glossary during this course of shared language and intentions.

Role play is useful to explore this. You can undertake a partially staged role play with another trainer or participant, or ask participants to develop and show role plays in small groups. For example, imagine that a community group wants permission for a reedbed wastewater cleaning initiative. Within groups, one person could be an enthusiastic community member, one a sceptical local authority planner, one a keen scientist, one a commercial sewage works marketer. Participants can play to stereotypes, and then it can be fun to switch stereotypic behaviours between roles. Have fun with this. Dress up, exaggerate, play a part. Imagine how the other side feels. Firstly, play out the barriers. Next, play out how compromise might be reached ...

This activity can be useful with those comfortable with public expression, but may be difficult with a diverse group that has not yet developed trust. Let people who are hesitant find their own pace of participation in this exercise!

8 Text and visuals—extreme views?

In small groups, look at the online pages of a local government. Map out potential key roles and discuss the language that is used and the accessibility of information. See who can find the best examples of extreme technical language! What kind of images or pictures are shown, if any? Discuss the role of local government. What do we mean by service provision versus community enabling? How might the latter be supported?

In plenary, discuss what was on their front page. Is much of it about service provision? Waste management, fixing potholes, cleaning streets, improving the conditions of a square or public space, perhaps education? Usually they use the language of community development or sustainable development. Are local communities 'customers'? Is the purpose of local government 'service provision' or 'community enabling'? Where does power lie?

Then look at the social media or webpage of a community initiative and do the same. Is there an effort to include all groups? How comfortable do you feel viewing their material? What would your considerations be in working with these groups? What do they mean by 'regenerative practices'? Do they discuss possibilities to scale action or work with other actors?

Discuss to what extent and in what ways there is underlying common ground.

This is a useful exercise to use with a homogeneous or heterogeneous group to begin to understand different framings, cultures and languages.

9 The Political Compass

The Political Compass is explained in the participants' Handbook. It comes alive when participants try it out. One activity is to mark it out on the floor by using two invisible lines (e.g. from windows on one side of the room to the other) or to place rope or string on the floor with a small symbol in each square. Participants can then walk silently from square to square, pausing to imagine what their life would be like under different governance scenarios. A second activity is to ask four participants to represent countries indicative of the governance system of each of the four square. They stand in the squares and articulate and enact those systems. It can be enlivening, funny and at the same time thought provoking. A discussion can explore where different organisations sit within this and if there may be difference amongst potential collaborating actors to scale community action.

10 World Café on big issues

The World Café format allows people to 'level up' their knowledge and share what is in the group. Participants can suggest and agree on some big questions e.g. How to start participatory processes if there is little willingness to invite many different stakeholders? A space can be set up with e.g. a table and notetaker for each question. Participants can move from table to table as they choose. Subsequently key points are shared and discussed in plenary. This allows everyone to realise different perspectives and to examine their own relationship with power to be able to hold it intelligently.





<http://theworldcafe.com/key-concepts-resources/world-cafe-method/>

11 Inspirational examples

Use inspirational examples of good practice to show that collaborative scaling is possible. You can access such examples from various sources.

- A** Watch short inspirational videos from the Toolkit, or elsewhere, on collaborative scaling of community action.
- B** Draw on the experience of the group, if this is relevant. A Fishbowl exercise can be run in which case participants can take a chair in the centre of the circle and talk briefly about an experience in relation to collaborative scaling.
- C** Bring in a local speaker. If the group is mainly community members, invite a local government speaker. If it is mainly a local authority group, invite a community activist. Ask the speaker to describe a relevant local collaborative project.
- D** Organise a field trip. If there is a local example, leave the training room and visit it. For example, there may be a community garden or a shared use facility close by.



12 Stakeholder analysis

In some cases it is relevant to begin to map stakeholders. How do we want to scale sustainable development and regenerative practices in our regions? What partners do we have to do this? You can develop a diagram on a flip chart and continue to add to this throughout the training. Remember that 'stakeholders' have power, interest and responsibility. You might do a Venn Diagram to indicate relationships between them. Do not worry if the diagram gets messy—this is the reality of collaboration! This mapping will allow you to discuss the roles of NGOs, national government, universities, global organisations at points throughout the training. This is particularly useful if you have a cohort mainly from local authorities or more formal institutions.

13 Trees and bees

In the Participants' Handbook, we discuss how community groups can act like bees, buzzing around quickly and pollinating more established institutions such as local authorities, which act more like trees, dependable, deeply rooted in place and growing slowly. See White and van Koten (2016) for analysis in relation to social innovation. If your surroundings allow you access to a garden or natural space, and the group is willing, a possible activity would be to invite participants to go outside and create a physical representation of a tree or part of a tree to bring back to the session. It is often best to let them investigate how to do this, but they may choose to draw, create a bark rubbing, make a small tree from a twig, carve out a fallen leaf or some other act. If it is sunny, you could ask some of the group to observe bees (providing nobody is allergic to them). On return, after around 15 minutes, explore the metaphor and base the discussion in ecosystem processes. Possible questions include:

Did everyone have the same perspective of a tree? Probably not. *Does everyone have the same perspective of an institution?* Probably not. Some may see only a part of it, or only in one season. *Are trees pollinated only by bees?* No—many have other pollinators. Communities are not the only source of new ideas for local authorities. *Are there many species of bees?* Yes! And many types of communities.

And so on.



14 Gratitude

If this or another session has raised awareness of all that others do, or identified difficult differences, it may be useful to end with gratitude. Depending on the group, you may want to invite people to express gratitude to someone in the group or elsewhere. It is sometimes useful for the trainer to start e.g. being grateful to a child sitter enabling attendance, to a participant who made everyone laugh by being wholehearted in role-play, to someone who made tea or brought cake, to a tree for providing shade. You can invite popcorn style or go round a circle. It may be appropriate to finish with a gratitude round expressed for all who serve society, whether as volunteers, community leaders, elected officials or in specific roles in local government.

3

CHAPTER THREE CREATING A SUSTAINABLE FUTURE MAPPING ROUTES AND AREAS

In this session, we explore what regenerative practice means and we encourage participants to strengthen capacity for systems thinking and future thinking competencies.

15 Using the Map of Regeneration

In the participants' Handbook, we explain the Map of Regeneration and describe how it is often used. Here are some ideas to further use this tool. It can be a powerful opportunity for exploration of possibilities. Suggestions for what to ask or discuss with the group during mapping:

- What do you notice when you look at the cards now?
- Where do you see the most strengths/weaknesses of your region/city/community? (These cards can be seen as points of interest or 'leverage points' in the system. Building on them, or bringing more attention to them, is important for the system to evolve.)
- Where do you see large numbers of strengths and weaknesses on the same card? (These represent topics which the organisation or community are currently very conscious about. Usually, many conversations will be taking place about this topic already.)



- Are there any cards that have no markers at all?
(These 'blind spots' are of particular interest—they signify areas that are not yet conscious to the community or organisation.)
- What would be a way to use these assets to address the weaknesses?
- How would you use this information to support local development?
- Who would you need to collaborate with to further some selected areas of activity?
- Why did people have different ideas or priority areas?
- Collaborative scaling often requires attention on the Design Cards. What do they tell us about scaling?



Using the GEN Map of Regeneration

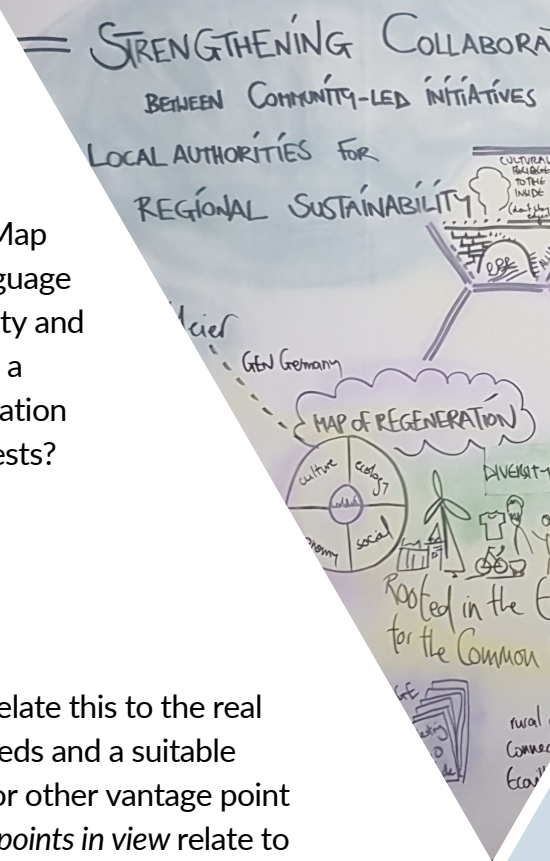
16 Developing your regenerative project through collaboration

Community or NGO based participants

Look up the overall plan of work for one local authority. Then identify online possible strategies that link to your areas of interest and activity as identified through the Map of Regeneration. Discuss in small groups. How does the language differ? Are there any contradictory goals between community and local authority? Can you tell from the website who to contact to discuss a particular strategy? How might you frame a request for collaboration within the context of their strategies?

Local authority based participants

Consider your plans of work and identify how individual strategies might align with priority or selected areas of the Map of Regeneration. Discuss in small groups. How does the language differ? Are there any contradictory goals between community and local authority? How might you contact someone to discuss a particular goal? How might you frame a request for collaboration within the context of ongoing or potential community interests?



17 Mapping on the land

- A** After doing an activity with cards it can be useful to relate this to the real world, if you have time, opportunity, group access needs and a suitable aspect. For example, if you have a nearby hill, tower or other vantage point you could climb to the top and debate how different *points in view* relate to the Map of Regeneration and the discussion surrounding that. Your participants could also enlarge on different *points of view* in relation to objects, landscapes or initiatives seen.
- B** If there is no nearby hill or hill substitute, a fieldtrip to a local project can also help you consider systems. How does this project link to the Design cards? To how many cards can you make a link? How does this holistic framing change your perception of the importance of the project?
- C** An alternative to such visits might be a cultural event one afternoon or evening—a local concert, fair or harvest festival.

Such activities enhance experiential, outdoor learning opportunities and also enable the group to network and bond. They can strengthen connection to local place, which is especially important if the training is undertaken with multiple people from the place in which training occurs.



CHAPTER FOUR

THINK GLOBAL, ACT LOCAL

HOW DO THE UN SUSTAINABLE DEVELOPMENT GOALS HELP YOU IN YOUR COMMUNITY AND REGION?



18 Creating and Using the SDGs Cards

You can create your own 'SDGs Icons Cards' by printing each of the 17 global goals icons separately in an A4 paper or so. You can download them at <https://www.un.org/sustainabledevelopment/news/communications-material/>



The '5 P's are the five key elements that led to the development of the 2030 Agenda and Sustainable Development Goals. They stand for: People, Planet, Prosperity, Partnership and Peace, as we can see in the figure below.

You can also create 1 'Card' for each 'P' by simply writing each of these words in an A4 paper or printing them.



19 SDG Card games

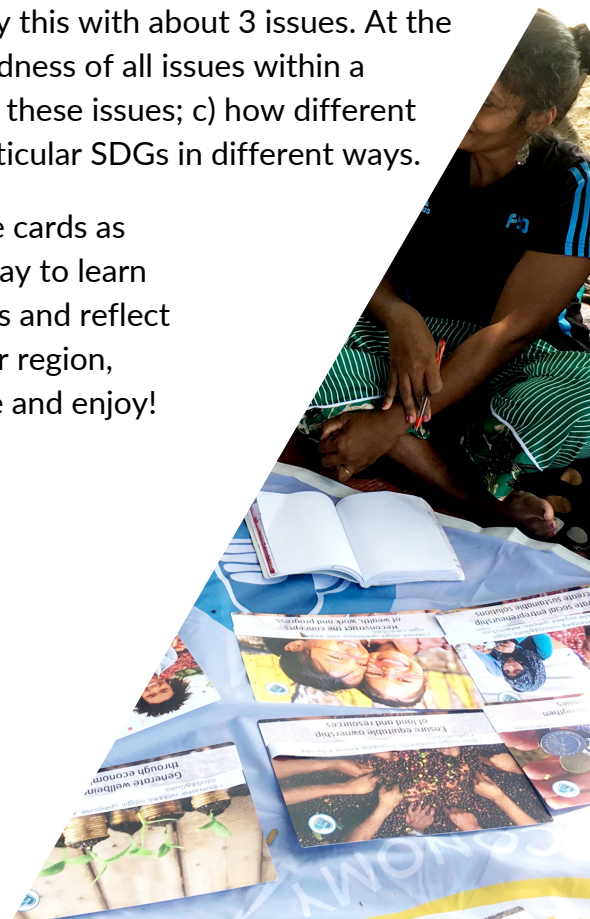
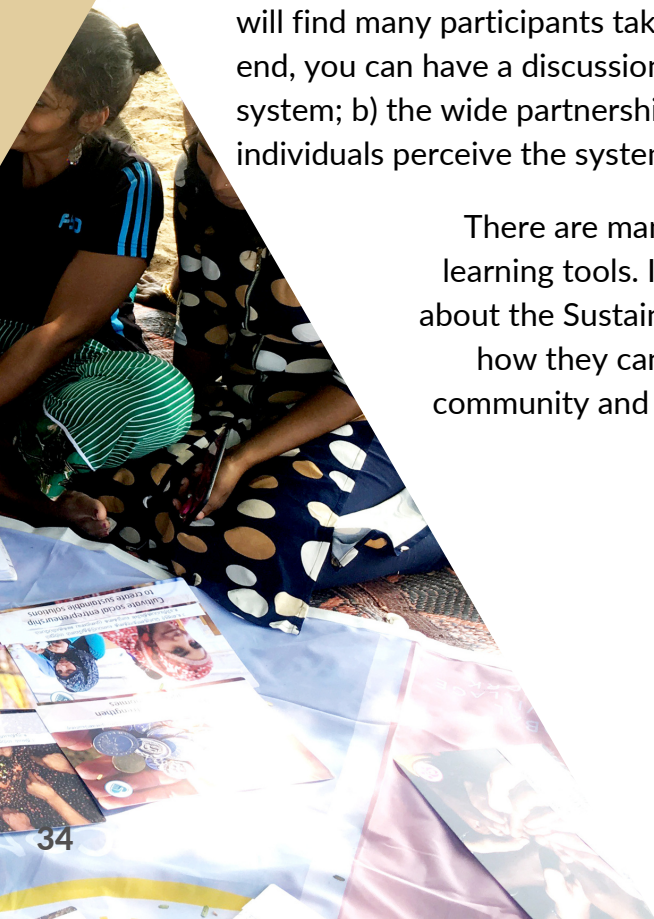
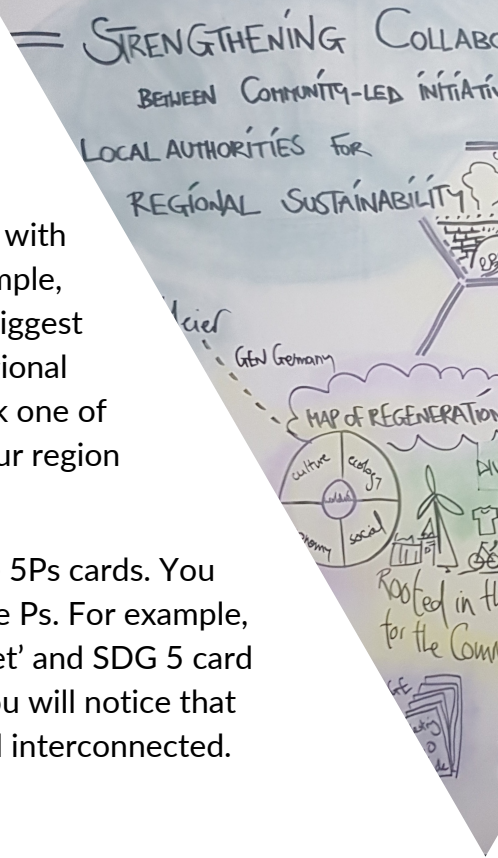
Once your card sets are created you can start to play around with them. You could spread the SDGs cards in the room, for example, and ask participants to walk to the card that represents the biggest challenge or the main opportunity for your community or regional development. Another possibility is to ask participants to pick one of the cards and talk in pairs or trios how it is represented in your region and context.

It is also possible to play around with the SDGs icons and the 5Ps cards. You could suggest participants to match each card with one of the Ps. For example, SDG 6 card (Water and Sanitation) could go along with 'Planet' and SDG 5 card (Gender balance) could go with 'Social'. And at some point you will notice that each card could be represented by different Ps as they are all interconnected. This can lead to a group reflection.

20 SDGs Twister

A fun way to explore interconnections between the SDGs is to play twister. Ideally, tape cards together or stick them to the floor using Blu Tack or local equivalent. Ask for a fit and flexible willing volunteer. Ask other participants to suggest a sustainability issue e.g. plastic waste in oceans. They must then suggest which SDGs are relevant, and as they do so the first volunteer will place a foot or hand on the relevant SDG card. You will rapidly run out of limbs, and so then encourage other participants to step in to help. Once they have named SDGs 14, 12, 13, 9, 11, 7, 6, 3 and 16 (for example!) you will find many participants taking part. It is useful to try this with about 3 issues. At the end, you can have a discussion of a) the interconnectedness of all issues within a system; b) the wide partnership needed to tackle all of these issues; c) how different individuals perceive the system and importance of particular SDGs in different ways.

There are many possibilities to use the cards as learning tools. It is a fun and practical way to learn about the Sustainable Development Goals and reflect how they can be implemented in your region, community and municipality. Be creative and enjoy!



21 SDGs interactivity

You can also extend the activities in relation to the SDGs by exploring additional tools. There are 17 tools highlighted in a paper supported by the Scottish Universities Insight Institute (Ross 2021). These include the Gaia Education cards, more sophisticated networks used by large private sector companies and more. It was produced as part of a project exploring sustainable land use options. It can be accessed here:

<https://www.scottishinsight.ac.uk/Portals/80/SUIProgrammes/Falkland%20Estate/Folk%20Place%20Work%20-%20Interactivity%20of%20SDGs%20Brief.pdf>

22 Song and dance

One option to finish the day is with a song and/or dance. This option does not appeal to all groups so be careful to use this in a way that does not make some people uncomfortable. If it seems appropriate, simple rounds sound beautiful, and once participants have mastered the song, you can ask them to sing the round whilst walking around. This represents the system and weaving together that this session has explored, and reminds us of the importance of cultural aspects within the SDGs.

23 The world unravelling

An additional end or energy raising activity, that could be engaging for most groups of participants, is to have a ball of string or wool. Participants stand in a circle and one holds the end of the string and throws the ball to a person for whom they are grateful / who they recognise has a competency or skill / some other framing. This person holds the string and throws the ball to another participant, and it continues until everyone holds the string and there is a woven net linking the group. Try to unravel it within this network and you will find the binds are tight!



CHAPTER FIVE FIRST STEPS FOR COLLABORATION

BETWEEN COMMUNITY-LED INITIATIVES AND LOCAL AUTHORITIES



Some of the activities we covered earlier, particularly those under Chapter 2, may also be relevant here. Either including role play here or reminding participants about it can be very powerful. Activities should enhance intra-personal, inter-personal and strategic competencies.

24 Sit Spot in nature

If the weather and surroundings permit, this is a good chapter to include some individual reflection time in nature. You can send participants to find a nice place where they can sit comfortably, alone, and reflect on one to three questions. The questions will depend on the training context, but examples might be:

How do I appear to my community /local authority /university / other actors? This is not asking anyone to change themselves, but to realise that appearance and discourse influence the way in which we are perceived.

How do I perceive local community activists / local authority staff / academics / other actors, and why? This is asking participants to question and appreciate their own assumptions and consider how first interactions may be affected.

What narrative would facilitate good connection and possible collaboration in the first meeting? This allows individuals to reflect on values, language, statutory obligations and how to empathise with someone in another group.

When e.g. 10-20 minutes is over, call the group back with an agreed signal such as crow call, whistle or coo-ee. A brief few points to plenary can lead to another activity.

25 Infection game

A higher energy way of exploring collaboration is a game of infection. With a mobile, active group this could be played outside but if the group or location is constrained, it can be played inside. It takes approximately 10-15 minutes. This is a good energiser and a way to strengthen the group and also have fun. Beware that for some people this may trigger difficult pandemic memories, so use with sensitivity.

Community-led initiatives and local authorities vary in the degrees of their experience in mutual communication and collaboration. We aim to support the more inexperienced groups and those with intermediate experience, and we'd be glad to see the expertise of the experienced further shaping this Handbook. We acknowledge the complexity of this collaboration as local policies change with shifts in national, European and global political milieus.

- A** Quietly tell one person they will be infected when it is time, but they should keep it secret.
- B** Tell the group that each person has to identify a secret buddy and keep the same distance from them (without telling them), whilst moving around. The group will swirl around the room!
- C** Then tell them that one person is infected and if they are touched on the left shoulder, they should stand still for 5 seconds and then crouch down ('dead'). The 'infector' should randomly touch the left shoulders of people. Rapidly, people will 'die'.
- D** Then tell them that they can 'save' a person by touching them on the right shoulder when they stand still after initial 'infection'. You will see that people are revived quickly.
- E** Discuss what this means—what happens when you are helped—when collaboration is possible? How rapidly do 'infections' and salvation move through the 'community'? What does this mean in terms of 'good or bad' ideas moving through a community?

26 Rehearsing the script

In order to understand the effort required to prepare for a first meeting, participants should work in small groups to consider a 'script' and context. They should be encouraged to consider language, appearance, culture, clear presentation of request and offer. They can rehearse together, emphasising the need to offer to local authority, community or other actors and to frame questions as 'what can **we** do about this shared issue?' rather than making demands. If you are a community group seeking collaboration with local authority, what evidence and clear outline of your project, offer and request can you give? If you are a local authority with a duty to engage communities around climate change, for example, what language do you use and how do you encourage dialogue?



27 Food—the personal and political

It can be beneficial to share a meal if you have not yet done so, and to reflect on how your food is sourced, prepared, eaten and presented. If you invited other potential collaborators to your place, what would you offer them? How can sharing food traverse “the personal and the political, the intimate and the *ultimate*” (as Satish Kumar has said). If you have local authority or other actors nearby, this can be a good way to bring them in for conversations in a relaxed atmosphere.

6

CHAPTER SIX

CULTIVATING A CULTURE OF COLLABORATION

TOOLS FOR DECISION-MAKING, DIALOGUE, AND CONFLICT MANAGEMENT

In this chapter, we cover decision-making and conflict transformation processes. There are many activities that explore or emphasise collaboration. Here are a few suggestions. These emphasise interpersonal, normative and strategic competencies. Whilst helium stick and co-sensing can be fun yet effective ways to learn, most of the activities in this chapter require some trainer training before they can confidently be put into place, and a decent chunk of time. However, if the trainer is competent in at least one of the approaches here, they can introduce the group of participants to a potentially transformative process. In this chapter, you may well only pick 1-2 activities.

28 Helium stick

Find some long thin sticks or poles, approximately two metres long. Allocate approximately five participants to each stick. Ask them to lift it above their heads, each with one finger touching it. The task is to lower it together, without anyone stopping touching the stick. This is surprisingly difficult and will lead to frustration before success and discussion!



29 Systemic co-sensing

This activity can take 2-10 minutes and is a shorter activity to integrate. Options are given to the group and each person can allocate resistance points—up to 10. Points are shown by each participant holding up resistance fingers. This activity can be integrated into any part of the course. For example, a decision to continue an activity although the schedule suggests a break can be co-sensed. It is not quite the same as a vote!

<https://clips.gen-europe.org/systemic-consensing/>

30 Traffic light expectations

When a new group is forming, it can be useful to set a traffic light system to clarify expectations. This approach can be trialled as an activity. If the group focuses on a real or imaginary collective that is emerging, it helps to define what is demanded from individuals (red—minimum offering), what is expected (yellow—usually offered) and what the extra opportunities might be (green).

<https://clips.gen-europe.org/the-traffic-light/>

31 Sociocracy circles

In the chapter, we talk about sociocracy as a governance process, and this can be explored through examples. The group, or a sub-group, can work through example proposals discussed earlier in the group or provided by the trainer. This real-life experience is very useful to really help people understand the process. A detailed description of one way this activity could be run is provided in Session Labs. This involves suggesting a proposal and realising the power of consensus and of objection.

<https://www.sessionlab.com/methods/collective-decision-making-consent-sociocratic-decision-making>

32 Non Violent Communication

Non Violent Communication (NVC) is an approach to improve communication within and across groups. It can be successful at all scales and has been used to reduce conflict in families, communities, organisations and even in international peacebuilding. If this is a useful focus for your group, there are a number of exercises you can do to introduce this practically. Many of these are available at:

<https://www.nonviolentcommunication.com/resources/handouts-and-learning-materials/>



Nonviolent Communication integrates:

- ▶ **Consciousness:** a set of principles that support living a life of compassion, collaboration, courage, and authenticity
- ▶ **Language:** understanding how words contribute to connection or distance
- ▶ **Communication Skills:** knowing how to ask for what we want, how to hear others even if in disagreement, and how to move towards solutions that work for all
- ▶ **Means of Influence:** sharing “power with others” rather than using “power over others”

(Center for NVC 2018) https://www.nonviolentcommunication.com/wp-content/uploads/2019/07/key_facts_nvc.pdf

33 Way of Council

The Way of Council is another way of supporting deep listening and linking to ancient consensus building systems. Again, this can be transformative for participants and can be useful to break down hierarchies and assumptions. For example, by passing around a talking stick or some other object, all individuals have the chance to express themselves, to tell their story or to explain their view on a topic, uninterrupted. This can be a useful activity at the beginning or end of training, if a participant is extremely vocal to disbenefit of others, or to just give a flavour of possibilities. It can be very powerful in association with ritual, such as a fire, or in nature, but can also work in a boardroom with a pencil!

You can find more information and ideas at

<https://waysofcouncil.net>

34 Mapping conflicts

If your group knows a conflict that they can all relate to, and you can dedicate 2.5-3 hours to map the conflict, this can be a hugely useful activity. The details for this activity are on the amazing CLIPS resource. You define the problem and conflict, the actors, needs and fears, options, conflict map and debriefing.

<https://clips.gen-europe.org/mapping-conflicts/>

35 Peaceful Dragon Dreaming

In the next chapter we will examine Dragon Dreaming in detail. It could be introduced here if you have a need to integrate it, or this approach can precede a more complete Dragon Dreaming introduction. This activity helps to ensure accountability. In Dragon Dreaming there are four key barriers and thus causes of conflict. They happen when moving between:

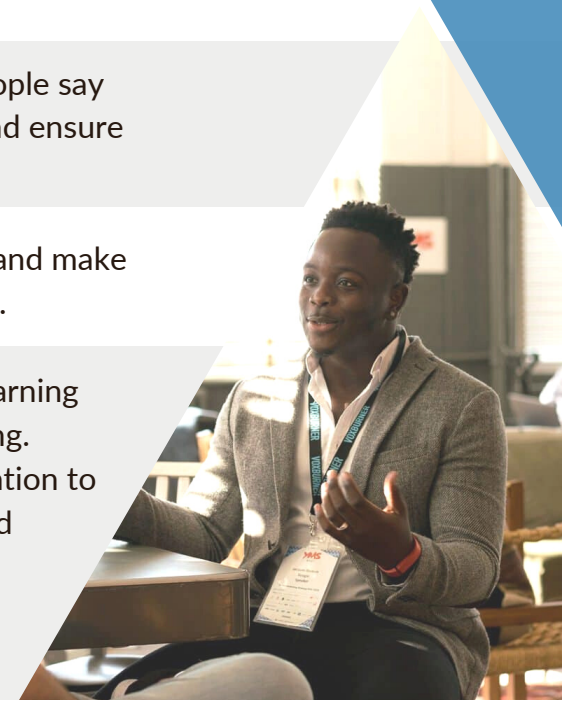


These barriers are:

- ✓ 1. not saying what you are thinking
- ✓ 2. not doing what you are saying
- ✓ 3. not seeing what you are doing
- ✓ 4. not recognising what you are seeing

It helps to manage conflict if you know which of these four (or even all of them) are taking place. Then you can apply appropriate methods given the nature of your conflict.

- A** You need to help people frame their thoughts well and express them clearly.
- B** You need to ensure accountability—when people say something, you need to track performance and ensure that what's promised is actually done.
- C** You need to keep track of what's been done and make sure people are valued for their contributions.
- D** You need to evaluate the work done, keep learning and navigating based on what you're observing. This can be undertaken retrospectively in relation to a past conflict, or introduced as a method and applied to a fictional or real context.



CHAPTER FIVE

THE PROJECT JOURNEYTHE JOURNEY OF
COLLABORATION USING THE
STEPPING STONES

In this chapter, we explore how we manage collaborative projects in more detail. The Stepping Stones, or the Journey of Regeneration, is described in the Participants' Handbook. Here, we offer more detail of activities that can be facilitated to deepen learning of this process.

36 Walking the Stepping Stones

Lay out papers or icons of the stepping stones on the floor, or mark out circles on sand or dirt outside. Walk the stones, describing the archetypal journey. Ask the participants to walk the Stepping Stones in pairs, each one discussing stages of a project they have completed. Ask participants to particularly reflect on collaboration aspects and to highlight a scaling project if possible. Then allow plenary to feedback key comments. You may find that participants recognise the deep dark phase but are pleased to see it acknowledged! You may find discussion regarding insufficient celebration—this is a common failing in community projects!

37 Dragon Dreaming

You can introduce Dragon Dreaming briefly or at length. A useful activity can be to ask participants to position themselves by standing within one of the four squares, and to reflect where they feel comfortable and where they end up working—which may be different places. In general, people align as planning, dreaming, celebrating or doing, along axes of theory to practice and individual to context. More activities are available on the site.

<https://dragondreaming.org>



CHAPTER EIGHT

CULTIVATING A CULTURE OF COLLABORATION

TOOLS FOR DECISION-MAKING, DIALOGUE, AND CONFLICT MANAGEMENT

In this chapter we reflect and celebrate.

38 Celebrating celebration

In thinking about how collaborations can celebrate, there can be discussion of ways to celebrate with some creative examples. This may be a fun and sharing round, that may be used to plan the group celebration for course completion. Ask small groups of 3-4 to develop ideas for course celebration and for a large project celebration. Consider what feels like celebration for different actors. Encourage participants to come up with different ideas such as cultural activities, press releases, public events, festivals, paintings. Highlight diversity in a group and use this to support different kinds of festivals in an inclusive way.

39 Expectations and intentions

Collective—Did the group achieve the collective goals set out? On a flip chart using a tool such as a target bullseye, each individual can mark the extent to which they feel they have met group expectations. Discuss! At the beginning of the course, we located our intention for collaboration between community and local government in the context of wider visions for a regenerative, sustainable future. Have we made some movement towards this? Can we see how our reflections might help this shift? It can be useful to reflect on system transformation in this regard and there are several tools to do this.

Individual—Encourage participants to look back on their intentions for the course. Were they met? Reflect on this. What intention do they take from the course? Encourage them to articulate one or two actions they will take soon after completion. You can encourage them to share it with a colleague and to gather a token, such as a pebble, flower or post-it, to remind them of this.

40 Closing the circle and check out

There can be reflections on learning and process. After the reflection on expectation, it can be useful to have a final shared reflection, perhaps with a talking stick or stone and possibly only one word. Gratitude can be shared. End with a farewell ritual—a song, a shout or a foot stomping. It is good to finish with shared food if possible. Rest and enjoy having facilitated a great course!



WORKSHOP AND SESSION OUTLINES— PLANNING LEARNING

Session Plans

2 days, 5 days, online + different audiences

By making the training modular and designed for 2 - 5 days duration, we aim to cater for the different interests and needs in our key target groups. For some, a shorter training is more feasible, and by dividing the training into separate modules for working with local authorities, working with community led initiatives, and facilitating dialogue and partnership, we ensure maximum relevance for different educators, depending on their interests.

The training takes a hands-on approach, with participants practising their skills in applied sessions during the training, beyond receiving solid introductions to other educational resources produced in this project.



Day	Time	Activity	Facilitator
Day 1		Connecting to Place, Project and People	
	10:00	Welcome and introductions ETiA Project overview: partners, audiences, outputs (briefly) Workshop aim and overview—Why to collaborate? Context and challenges of our time	
	10:30	Expectations and experiences. Who are we? Why are we here? Energiser; Mapping/constellation exercise to get to know the group; Introduction round; Expectations exercise	
	12:30	Lunch	
	14:00	Why, when and how to collaborate?	
	14:30	Communities, local authorities and other actors: language and practices. Wording, Evidencing different and similar perspectives on both sides. Need for 'translations'	

	15:30	Coffee
	16:00	Fieldtrip / visit to local collaborative project
	17:00	Learning from inspiring experiences: Interviews and case studies
	17:30	Reflections and final round
	18:00	Check out

Day	Time	Activity	Facilitator
Day 2		Tools and Resources for collaboration	
	10:00	Welcome, check in and plan for the day	
	10:30	Political compass and Overton window	
	11:00	Learning together: pedagogies and competencies	
	12:30	Lunch	
	14:00	Tools for dialogue and conflict management	
	15:30	Coffee	
	14:30	The importance of participatory decision making (examples of possible methods)	
	14:30	Reflections on roles and reasons to collaborate –hybridity and complexity of roles e.g. community, individual, local authorities, NGOs, private sector and universities	
	12:30	Check out	

Day	Time	Activity	Facilitator
Day 3		Mapping and Routes	
	10:00	Welcome, check in and plan for the day	
	10:30	Global—The UN SDGs (introduce the framework + exercises) How to address them on the local and regional scale?	
		Coffee	
	12:00	National—Relevant National Mapping to the SDGs e.g. National Performance Framework	
	12:30	Lunch	
	14:30	Local—The Map of Regeneration and the Ecovillage Design Cards (introduce the framework + exercises)	
	16:00	Coffee	
	16:30	Local Monitoring and Evaluation: Ecovillage Impact Assessment	
	17:00	Working groups to deepen the knowledge and reflecting about the different routes, scales, and see in which contexts they can be used	
	17:30	Mid term evaluation	
	18:00	Check out	

Day	Time	Activity	Facilitator
Day 4		Journey, Planning and Resources	
	10:00	Welcome, check in and plan for the day	
	10:30	The Journey of Regeneration—Stepping Stones (introduce the framework + exercises)	
	12:30	Lunch	
	14:00	Project planning and funding (with Dragon Dreaming)	
	15:30	Coffee	
	16:00	Project Resources: Toolkit, Handbook, Training, Navigator	
	17:30	Sharing circle	
	18:00	Check out	

Day 5		The spiral of action and reflection	
	10:00	Welcome, check in and plan for the day	
	10:30	Fishbowl—Share your experiences around collaboration (main challenges and opportunities) Summaries and reflections	
	12:30	Lunch	
	14:00	Developing a project in small mixed groups together with LAs and CLIs	
	15:30	Coffee	
	16:00	Lessons learned and next steps	
	17:00	Final round	
	18:00	Check out	



Possible alternative activities to be included or substituted as relevant:

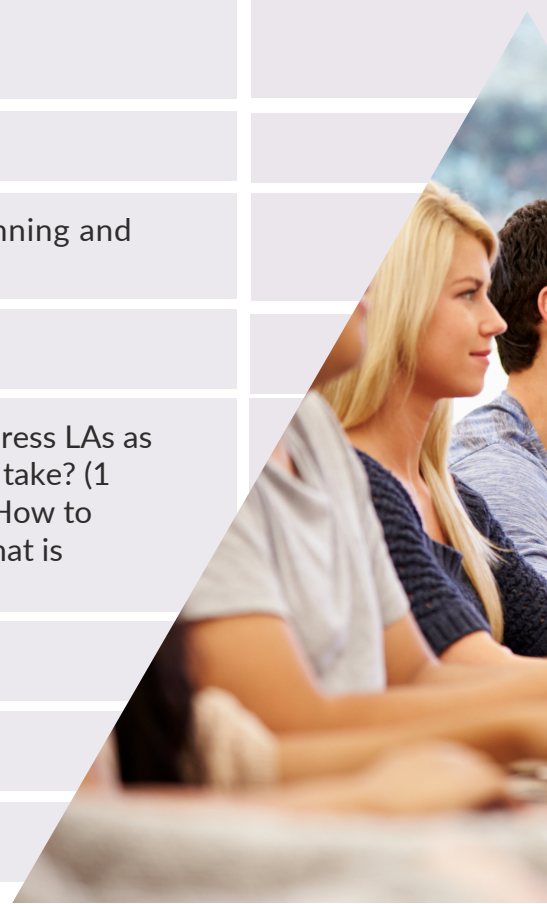
- How to address Local Authorities as Community Led Initiatives - What are the important steps to take? Role plays in small groups (1 CLI, 1 LA, 1 observer and discussion) How to address Community Led Initiatives in their needs as Local Authorities? What is necessary to get their attention? Role plays regarding different aspects
- World Café to address key aspects of collaboration: Why is local participation and cooperation necessary for sustainable development?

3 days Programme

Day	Time	Activity	Facilitator
Day 1		Connecting to Place, Project and People	
	10:00	Welcome and introductions ETiA Project overview: partners, audiences, outputs (briefly) Workshop aim and overview—Why to collaborate? Context and challenges of our time	
	10:30	Expectations and experiences. Who are we? Why are we here? Energiser; Mapping/constellation exercise to get to know the group; Introduction round; Expectations exercise	
	11:30	Communities and Local authorities: language and practices. Wording, Evidencing different and similar perspectives on both sides. Need for 'translations'	
	12:30	Lunch	
	14:00	Fishbowl—Why, when and how to collaborate? Share your experiences around collaboration (main challenges and opportunities)	
	15:30	Coffee	
	16:00	Project Resources—presenting the outputs Toolkit, Handbook, Training, Navigator	
	17:00	Reflections on roles and reasons to collaborate – hybridity and complexity of roles. Final round	
	18:00	Check out	



Day	Time	Activity	Facilitator
Day 2		Mapping and Routes: exploring the project frameworks	
	10:00	Welcome, check in and plan for the day	
	10:30	The UN SDGs (introduce the framework + exercises)	
	12:30	Lunch	
	14:00	The Map of Regeneration and the Ecovillage Design Cards (introduce the framework + exercises)	
	15:30	Coffee	
	16:00	The Journey of Regeneration—Stepping Stones (introduce the framework + exercises)	
	17:30	Reflexions around audiences and routes	
	18:00	Check out	
Day 3		Collaboration: Tools and Resources	
	10:00	Welcome, check in and plan for the day	
	10:30	Political compass and Overton window Summaries and reflections	
	10:30	Learning together: pedagogies and competencies	
	12:30	Lunch	
	14:00	Tools for dialogue, participatory planning and decision-making	
	15:30	Coffee	
	16:00	Role plays in small groups: How to address LAs as CLIs? What are the important steps to take? (1 CLI, 1 LA, 1 observer and discussion). How to address CLIs in their needs as LAs? What is necessary to get their attention?	
	15:30	Evaluation Round	
	15:30	Final sharing circle	
	15:30	Check out	



Online Programme

Day	Time	Activity	Facilitator
Day 1		Connecting to project and people	
	10:00	Welcome and introductions ETiA Project overview: partners, audiences, outputs (briefly) Workshop aim and overview—Why to collaborate? Context and challenges of our time	Plenary * ask participants to write on the chat: name, organisation, where are they calling from
	10:30	Expectations and experiences. Who are we? Why are we here? Introduction round	Breakout rooms: 5 / 6 people (20 minutes) + 10' harvesting (plenary)
	11:00	Why, when and how to collaborate? Communities and Local authorities: language and practices. Wording, Evidencing different and similar perspectives on both sides. Need for 'translations'	Plenary PPT—share screen
	11:30	In your perspective, what are the main challenges around multisectorial collaborations? What are the benefits?	Breakout rooms: 4 people (20 minutes) + 10' harvesting and integrating (plenary)
	12:00	Break (15 minutes)	
	12:15	Political compass and Overton window	
	12:40	Presenting the Project Resources Toolkit Handbook Training Navigator How could they be useful for our project/organisation?	Plenary PPT—share screen
	13:10	Reflections on roles and reasons to collaborate—hybridity and complexity of roles e.g. community, individual, LA, private sector and universities	Plenary
	13:30	Check out	

Day	Time	Activity	Facilitator
Day 2		Frameworks for mapping and collaboration	Plenary
	10:00	Welcome, check in and overview of the day	Plenary PPT—share screen
	10:15	Introducing the UN SDGs	Plenary PPT—share screen
	10:25	<p>Possible Exercises: Why is this framework useful for collaborations between local authorities and CLI's? How could you integrate it in our project/organisation?</p> <p>To which SDG are you more closely related? Why?</p>	Breakout rooms: 3 people (15minutes) + 10' harvesting and integrating (plenary)
	10:50	Questions and Reflections	
	11:00	Introducing the Map of Regeneration and the Ecovillage Design Cards	Plenary PPT—share screen
	11:20	<p>Possible Exercises: Pick a card and share about how does it connect to you/your work</p> <p>Online Mapping exercise (annotation tool, use different markers) What are the strengths and weaknesses of your region/project/organisation? Analyse and reflect together on how to address them</p>	<p>Breakout rooms: in pairs or trios (10 minutes)</p> <p>Plenary (all together) (15/20 minutes)</p>
	12:00	Break (15 minutes)	
	12:15	The Journey of Regeneration - Stepping Stones (introduce the framework + exercises)	
	13:15	Questions and Reflexions around audiences and frameworks	
	13:30	Check out	



Day	Time	Activity	Facilitator
Day 3		Tools and Resources	
	10:00	Welcome, check in and plan for the day	
	10:15	Tools for dialogue and participatory decision-making	
	11:15	Project planning and funding (with Dragon Dreaming)	
	12:00	Break (15 minutes)	
	12:15	Role plays in breakout groups: How to address LAs as CLIs? What are the important steps to take? (1 CLI, 1 LA, 1 observer and discussion). How to address CLIs in their needs as LAs? What is necessary to get their attention? Harvesting and final reflexions (plenary)	
	13:00	Evaluation round	
	13:10	Final sharing circle	
	13:30	Check out	

****Add a cultural moment every day: poem, music, dance together, stretching, etc.**

WORKSHOP- UND SITZUNGSÜBERSICHTEN PLANUNG DES LERNENS

Session-Pläne

2 Tage, 5 Tage, online + verschiedene Zielgruppen

Durch die modulare Gestaltung der Schulung, die zwischen 2 und 5 Tagen dauern soll, wollen wir den unterschiedlichen Interessen und Bedürfnissen unserer wichtigsten Zielgruppen gerecht werden. Für einige ist eine kürzere Schulung besser geeignet, und durch die Aufteilung der Schulung in separate Module für die Arbeit mit lokalen Behörden, die Arbeit mit gemeinschaftsgeführten Initiativen und die Erleichterung von Dialog und Partnerschaft stellen wir sicher, dass die Schulung für verschiedene Pädagogen je nach ihren Interessen maximal relevant ist.

Die Schulung verfolgt einen praktischen Ansatz, bei dem die Teilnehmer ihre Fähigkeiten in angewandten Sitzungen während der Schulung üben und darüber hinaus eine solide Einführung in andere Bildungsressourcen erhalten, die im Rahmen dieses Projekts erstellt wurden.

Tag	Zeit	Aktivitäten	Moderator
Tag 1		Verbindung mit Ort, Projekt und Menschen	
	10:00	Begrüßung und Einführungen Überblick über das ETiA-Projekt: Partner, Zielgruppen, Ergebnisse (kurz) Ziel des Workshops und Überblick - Warum zusammenarbeiten? Kontext und Herausforderungen unserer Zeit	
	10:30	Erwartungen und Erfahrungen. Wer sind wir? Warum sind wir hier? Energizer; Mapping/Konstellationsübung, um die Gruppe kennen zu lernen; Vorstellungsrunde; Erwartungsübung	
	12:30	Mittagessen	
	14:00	Warum, wann und wie sollte man zusammenarbeiten?	
	14:30	Gemeinschaften, lokale Behörden und andere Akteure: Sprache und Praktiken. Formulierung, Nachweis unterschiedlicher und ähnlicher Perspektiven auf beiden Seiten. Notwendigkeit von "Übersetzungen".	



	15:30	Kaffeepause
	16:00	Exkursion/Besuch eines lokalen Kooperationsprojekts
	17:00	Lernen aus inspirierenden Erfahrungen: Interviews und Fallstudien
	17:30	Überlegungen und Abschlussrunde
	18:00	Check out

Tag	Zeit	Aktivität	Moderator
Tag 2		Tools und Ressourcen für die Zusammenarbeit	
	10:00	Begrüßung, Einchecken und Tagesplanung	
	10:30	Politischer Kompass und Overton-Fenster	
	11:00	Gemeinsames Lernen: Pädagogik und Kompetenzen	
	12:30	Mittagessen	
	14:00	Instrumente für Dialog und Konfliktmanagement	
	15:30	Kaffeepause	
	14:30	Die Bedeutung der partizipativen Entscheidungsfindung (Beispiele für mögliche Methoden)	
	14:30	Überlegungen zu Rollen und Gründen für die Zusammenarbeit - Hybridität und Komplexität der Rollen, z. B. Gemeinschaft, Einzelperson, lokale Behörden, NRO, Privatsektor und Universitäten	
	12:30	Check out	

Tag	Zeit	Aktivität	Moderator
Day 3		Lageplan und Wegstrecke	
	10:00	Begrüßung, Einchecken und Tagesplanung	
	10:30	Global - Die UN-SDGs (Einführung in den Rahmen + Übungen) Wie können sie auf lokaler und regionaler Ebene angegangen werden?	
		Kaffeepause	
	12:00	Nationale Zuordnung zu den SDGs, z.B. Nationaler Leistungsrahmen	
	12:30	Mittagessen	
	14:30	Lokal - Die Karte der Regeneration und die Ökodorf-Designkarten (Einführung in den Rahmen + Übungen)	
	16:00	Kaffeepause	
	16:30	Lokale Überwachung und Bewertung: Ecovillage Impact Assessment	
	17:00	Arbeitsgruppen zur Vertiefung der Kenntnisse und zum Nachdenken über die verschiedenen Routen und Maßstäbe und um zu sehen, in welchen Kontexten sie eingesetzt werden können	
	17:30	Halbzeitbewertung	
	18:00	Check out	

Tag	Zeit	Aktivität	Moderator
Tag 4		Reise, Planung und Ressourcen	
	10:00	Begrüßung, check in und Tagesplanung	
	10:30	Die Reise der Regeneration - Stepping Stones (Einführung in den Rahmen + Übungen)	
	12:30	Mittagessen	
	14:00	Projektplanung und Finanzierung (mitDragon Dreaming)	
	15:30	Kaffeepause	
	16:00	Projekt-Ressourcen: Toolkit, Handbuch, Schulung, Navigator	
	17:30	Sharing circle	
	18:00	Check out	

Tag 5		Die Spirale von Aktion und Reflexion	
	10:00	Begrüßung, check in und Tagesplanung	
	10:30	Fishbowl - Tauschen Sie Ihre Erfahrungen mit der Zusammenarbeit aus (wichtigste Herausforderungen und Chancen) Zusammenfassungen und Überlegungen	
	12:30	Mittagessen	
	14:00	Entwicklung eines Projekts in kleinen gemischten Gruppen zusammen mit Gebietskörperschaften und CLIs	
	15:30	Kaffeepause	
	16:00	Gelerntes und nächste Schritte	
	17:00	Abschlussrunde	
	18:00	Check out	



Mögliche alternative Aktivitäten, die einbezogen oder gegebenenfalls zu ersetzen:

Wie kann man lokale Behörden als gemeinschaftlich geführte Initiativen ansprechen - Was sind die wichtigsten Schritte, die zu unternehmen sind? Rollenspiele in Kleingruppen (1 CLI, 1 LA, 1 Beobachter und Diskussion) Wie spricht man

Gemeinschaftsinitiativen in ihren Bedürfnissen als lokale Behörden an? Was ist notwendig, um ihre Aufmerksamkeit zu gewinnen?

Rollenspiele zu verschiedenen Aspekten

World Café, um Schlüsselaspekte der Zusammenarbeit

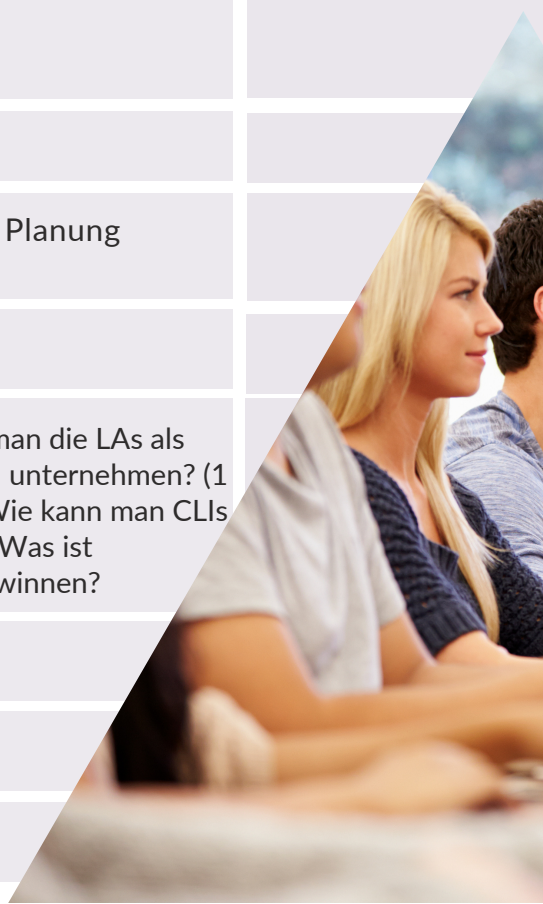
anzusprechen: Warum ist lokale Beteiligung und Zusammenarbeit für eine nachhaltige Entwicklung notwendig

3 Tages Programm

Tag	Zeit	Aktivität	Moderator
Tag 1		Verbindung zu Ort, Projekt und Menschen	
	10:00	Begrüßung und Einführungen Überblick über das ETiA-Projekt: Partner, Zielgruppen, Ergebnisse (kurz) Ziel des Workshops und Überblick - Warum zusammenarbeiten? Kontext und Herausforderungen unserer Zeit	
	10:30	Erwartungen und Erfahrungen. Wer sind wir? Warum sind wir hier? Energizer; Mapping/ Konstellationsübung, um die Gruppe kennen zu lernen; Vorstellungsrunde; Erwartungsübung	
	11:30	Gemeinschaften und lokale Behörden: Sprache und Praktiken. Formulierung, Nachweis unterschiedlicher und ähnlicher Perspektiven auf beiden Seiten. Notwendigkeit von "Übersetzungen"	
	12:30	Mittagessen	
	14:00	Fishbowl-Warum, wann und wie soll man zusammenarbeiten? Teilen Sie Ihre Erfahrungen mit der Zusammenarbeit (wichtigste Herausforderungen und Chancen)	
	15:30	Kaffee	
	16:00	Projektressourcen - Präsentation der Ergebnisse Toolkit, Handbuch, Schulung, Navigator	
	17:00	Überlegungen zu Rollen und Gründen für die Zusammenarbeit - Hybridität und Komplexität der Rollen.	
	18:00	Check out	



Tag	Zeit	Aktivität	Moderator
Tag 2		Landkarte und Routenplanung: Erkundung des Projektrahmens	
	10:00	Begrüßung, check in und Tagesplanung	
	10:30	Die UN-SDGs (Einführung in den Rahmen und Übungen)	
	12:30	Mittagessen	
	14:00	Die Karte der Regeneration und die Ökodorf-Designkarten (Einführung in den Rahmen und Übungen)	
	15:30	Kaffeepause	
	16:00	Die Reise der Regeneration - Stepping Stones (Einführung in den Rahmen + Übungen)	
	17:30	Überlegungen zu Zielgruppen und Wegen	
	18:00	Check out	
Tag 3		Kollaboration: Tools und Ressourcen	
	10:00	Begrüßung, check in und Tagesplanung	
	10:30	Politischer Kompass und Overton-Fenster Zusammenfassungen und Überlegungen	
	10:30	Gemeinsam lernen: Pädagogik und Kompetenzen	
	12:30	Mittagessen	
	14:00	Instrumente für Dialog, partizipative Planung und Entscheidungsfindung	
	15:30	Kaffeepause	
	16:00	Rollenspiele in Kleingruppen: Wie spricht man die LAs als CLIs an? Welche wichtigen Schritte sind zu unternehmen? (1 CLI, 1 LA, 1 Beobachter und Diskussion). Wie kann man CLIs in ihren Bedürfnissen als LAs ansprechen? Was ist notwendig, um ihre Aufmerksamkeit zu gewinnen?	
	15:30	Evaluations Runde	
	15:30	Abschlussrunde	
	15:30	Check out	



Online Program

Tag	Zeit	Aktivität	Moderator
Tag 1		Verbindung zu Projekt und Menschen	
	10:00	Begrüßung und Einführungen Überblick über das ETiA-Projekt: Partner, Zielgruppen, Ergebnisse (kurz) Ziel des Workshops und Überblick - Warum zusammenarbeiten? Kontext und Herausforderungen unserer Zeit	Plenum * Bitten Sie die Teilnehmer, in den Chat zu schreiben: Name, Organisation, woher sie anrufen
	10:30	Erwartungen und Erfahrungen. Wer sind wir? Warum sind wir hier? Einführungsrunde	Breakout-Räume: 5 / 6 Personen (20 Minuten) + 10' Ernte (Plenum)
	11:00	Warum, wann und wie soll man zusammenarbeiten? Gemeinschaften und lokale Behörden: Sprache und Praktiken. Formulierung, Nachweis unterschiedlicher und ähnlicher Perspektiven auf beiden Seiten. Notwendigkeit von "Übersetzungen"	PlenumPPT-Bildschirm teilen
	11:30	Was sind aus Ihrer Sicht die größten Herausforderungen bei der multisektoralen Zusammenarbeit? Was sind die Vorteile?	Breakout-Räume: 4 Personen (20 Minuten) + 10' Ernten und Integrieren (Plenum)
	12:00	<i>Pause (15 Minuten)</i>	
	12:15	Political compass und Overton Fenster	
	12:40	Präsentation des Projekts Ressourcen Werkzeugkasten Handbuch Ausbildung Navigator Wie könnten sie für unser Projekt/unsere Organisation nützlich sein?	Plenum PPT–Bildschirm teilen
	13:10	Überlegungen zu Rollen und Gründen für die Zusammenarbeit - Hybridität und Komplexität der Rollen, z. B. Gemeinschaft, Einzelperson, Gebietskörperschaft, Privatsektor und Universitäten	Plenum
	13:30	<i>Check out</i>	

Tag	Zeit	Aktivität	Moderator
Tag 2		Rahmen für Mapping und Zusammenarbeit	Plenum
	10:00	Begrüßung , check in und Tagesplanung	Plenum PPT– Bildschirm teilen
	10:15	Einführung in die UN-SDGs	Plenum PPT– Bildschirm teilen
	10:25	Mögliche Übungen: Warum ist dieser Rahmen nützlich für die Zusammenarbeit zwischen lokalen Behörden und CLIs? Wie könnten Sie ihn in Ihr Projekt/Ihre Organisation integrieren? Zu welchem SDG haben Sie einen stärkeren Bezug? Und warum?	Breakout-Räume: 3 Personen (15 Minuten) + 10' Ernten und Integrieren (Plenum)
	10:50	Fragen und Überlegungen	
	11:00	Einführung in die Karte der Regeneration und die Ecovillage Design Cards	Plenum PPT–Bildschirm teilen
	11:20	Mögliche Übungen: Wählen Sie eine Karte aus und teilen Sie mit, inwiefern sie mit Ihnen/ihrer Arbeit zu tun hat Was sind die Stärken und Schwächen Ihrer Region/Ihres Projekts/Ihrer Organisation? Analysieren Sie und überlegen Sie gemeinsam, wie Sie sie angehen	Breakout-Räume: in Paaren oder Trios (10 Minuten) Plenum (alle zusammen) (15/20 Minuten)
	12:00	<i>Pause (15 Minuten)</i>	
	12:15	Die Reise der Regeneration - Stepping Stones (Einführung in den Rahmen + Übungen)	
	13:15	Fragen und Überlegungen zu Zielgruppen und Rahmenbedingungen	
	13:30	<i>Check out</i>	

Tag	Zeit	Aktivität	Moderator
Tag 3		Tools und Ressourcen	
	10:00	Begrüßung, check in und Tagesplanung	
	10:15	Instrumente für Dialog und partizipative Entscheidungsfindung	
	11:15	Projektplanung und Finanzierung (mit Dragon Dreaming)	
	12:00	<i>Pause (15 Minuten)</i>	
	12:15	Rollenspiele in Breakout-Gruppen: Wie spricht man die Gebietskörperschaften als CLIs an? Welche wichtigen Schritte sind zu unternehmen? (1 CLI, 1 LA, 1 Beobachter und Diskussion). Wie kann man CLIs in ihren Bedürfnissen als LAs ansprechen? Was ist notwendig, um ihre Aufmerksamkeit zu gewinnen? Auswertung und Abschlussreflexion (Plenum)	
	13:00	Evaluations Runde	
	13:10	Abschlussrunde	
	13:30	<i>Check out</i>	

****Fügen Sie jeden Tag einen kulturellen Moment hinzu: Gedicht, Musik, gemeinsamer Tanz, Stretching usw.**

PLANS D'ATELIERS ET DE SESSIONS

PLAN D'APPRENTISSAGE

Plans de session

2 jours - 5 jours, en ligne + différents publics

En rendant la formation modulaire et conçue pour une durée de 2 à 5 jours, nous visons à répondre aux différents intérêts et besoins de nos principaux groupes cibles. Pour certains, une formation plus courte est plus faisable, et en divisant la formation en modules séparés pour travailler avec les autorités locales, travailler avec des initiatives dirigées par la communauté et faciliter le dialogue et le partenariat, nous assurons une pertinence maximale pour les différents éducateurs, en fonction de leurs intérêts.

La formation adopte une approche pratique, les participants mettant en pratique leurs compétences lors de sessions appliquées pendant la formation, au-delà de la réception de solides introductions à d'autres ressources pédagogiques produites dans le cadre de ce projet.

Jour	Temps	Activité	Facilitateur
Jour 1		Connexion au lieu, au projet et aux personnes	
	10:00	Accueil et présentations Aperçu du projet ETiA : partenaires, publics, résultats (brièvement) Objectif et aperçu de l'atelier—Pourquoi collaborer ? Contexte et défis de notre temps	
	10:30	Attentes et expériences. Qui sommes nous ? Pourquoi sommes nous ici ? énergisant ; Exercice de cartographie/constellation pour apprendre à connaître le groupe ; Tour d'introduction ; Exercice sur les attentes	
	12:30	Déjeuner	
	14:00	Pourquoi, quand et comment collaborer ?	
	14:30	Communautés, autorités locales et autres acteurs : langage et pratiques. Libellé, mettant en évidence des perspectives différentes et similaires des deux côtés. Besoin de "traductions"	



	15:30	Café
	16:00	Sortie sur le terrain Visite d'un projet collaboratif local
	17:00	Apprentissage à partir d'expériences inspirantes : entretiens et études de cas
	17:30	Réflexions et discussion de clôture
	18:00	Clôture

Jour	Temps	Activité	Facilitateur
Jour 2		Outils et ressources pour la collaboration	
	10:00	Accueil, check-in et planification de la journée	
	10:30	Boussole politique et fenêtre Overton	
	11:00	Apprendre ensemble : pédagogies et compétences	
	12:30	Déjeuner	
	14:00	Outils de dialogue et de gestion des conflits	
	15:30	Café	
	14:30	L'importance de la prise de décision participative (exemples de méthodes possibles)	
	14:30	Réflexions sur les rôles et les raisons de collaborer – hybridité et complexité des rôles, par exemple communauté, individu, autorités locales, ONG, secteur privé et universités	
	12:30	Check out	

Jour	Temps	Activité	Facilitateur
Jour 3		Cartographie et itinéraires	
	10:00	Accueil, check-in et planification de la journée	
	10:30	Global—Les ODD de l'ONU (présentation du cadre + exercices) Comment les aborder à l'échelle locale et régionale ?	
		Café	
	12:00	National - Cartographie nationale pertinente par rapport aux ODD, par exemple le cadre de performance national	
	12:30	Déjeuner	
	14:30	Local—La carte de régénération et les cartes de conception d'écovillage (présentation du cadre + exercices)	
	16:00	Café	
	16:30	Suivi et évaluation locaux : évaluation de l'impact de l'écovillage	
	17:00	Des groupes de travail pour approfondir les connaissances et réfléchir sur les différentes voies, échelles, et voir dans quels contextes elles peuvent être utilisées	
	17:30	Évaluation à mi-parcours	
	18:00	Check out	

Jour	Temps	Activité	Facilitateur
Jour 4		Voyage, planification et ressources	
	10:00	Accueil, check-in et planification de la journée	
	10:30	The Journey of Regeneration—Stepping Stones (présenter le cadre + exercices)	
	12:30	Déjeuner	
	14:00	Planification et financement du projet (avec Dragon Dreaming)	
	15:30	Café	
	16:00	Ressources du projet : Boîte à outils, manuel, formation, navigateur	
	17:30	Cercle de partage	
	18:00	Check out	

Jour 5		La spirale de l'action et de la réflexion	
	10:00	Accueil, check-in et planification de la journée	
	10:30	Fishbowl—Partagez vos expériences autour de la collaboration (principaux défis et opportunités) Résumés et réflexions	
	12:30	Déjeuner	
	14:00	Développer un projet en petit mix avec les autorités locaux et les initiatives communautaires	
	15:30	Café	
	16:00	Leçons apprises et prochaines étapes	
	17:00	Discussions de clôture	
	18:00	Check out	



Activités alternatives possibles à inclure ou remplacer selon le cas :

- Comment contacter les autorités locales en tant qu'initiatives dirigées par la communauté - Quelles sont les étapes importantes à suivre ? Jeux de rôles en petits groupes (1 CLI, 1 LA, 1 observateur et discussion)
- Comment aborder les Initiatives Menées par la Communauté dans leurs besoins en tant qu'Autorités Locales ? Que faut-il pour attirer leur attention ? Jeux de rôle sur différents aspects
- World Café pour aborder les aspects clés de la collaboration : Pourquoi la participation et la coopération locales sont-elles nécessaires au développement durable ?

3 days Programme

Jour	Temps	Activité	Facilitateur
Jour 1		Connexion au lieu, au projet et aux personnes	
	10:00	Accueil et présentations Aperçu du projet ETiA : partenaires, publics, résultats (brièvement) Objectif et aperçu de l'atelier—Pourquoi collaborer ? Contexte et défis de notre temps	
	10:30	Attentes et expériences. Qui sommes nous? Pourquoi sommes nous ici? énergisant ; Exercice de cartographie & constellation pour apprendre à connaître le groupe ; Tour d'introduction ; Exercice sur les attentes	
	11:30	Collectivités et collectivités territoriales : langage et pratiques	
	12:30	Déjeuner	
	14:00	Fishbowl—Pourquoi, quand et comment collaborer ? Partagez vos expériences autour de la collaboration (principaux défis et opportunités)	
	15:30	Café	
	16:00	Ressources du projet—présentation des résultats Boîte à outils, manuel, formation, navigateur	
	17:00	Réflexions et discussion de clôture	
	18:00	Check out	



Jour	Temps	Activité	Facilitateur
Jour 2		Cartographie et itinéraires	
	10:00	Accueil, check-in et planification de la journée	
	10:30	Les ODD de l'ONU (présentation du cadre + exercices)	
	12:30	Déjeuner	
	14:00	La carte de régénération et les fiches de conception des écovillages (présentation du cadre + exercices)	
	15:30	Café	
	16:00	The Journey of Regeneration—Stepping Stones (présenter le cadre + exercices)	
	17:30	Réflexions	
	18:00	Check out	
Jour 3		Collaboration : outils et ressources	
	10:00	Accueil, check-in et planification de la journée	
	10:30	Boussole politique et fenêtre d'Overton Résumés et réflexions	
	10:30		
	12:30	Déjeuner	
	14:00		
	15:30	Café	
	16:00		
	15:30	Check out	



Online Programme

Jour	Temps	Activité	Facilitateur
Jour 1		Connexion au projet et aux personnes	
	10:00	Accueil et présentations Aperçu du projet ETiA : partenaires, publics, résultats (brièvement) Objectif et aperçu de l'atelier—Pourquoi collaborer ? Contexte et défis de notre temps	Plénière * demander aux participants d'écrire sur le chat : nom, organisation, d'où appellent-ils
	10:30	Attentes et expériences. Qui sommes nous? Pourquoi sommes nous ici? Tour d'introduction	Breakout rooms: 5 / 6 personne (20 minutes) + 10' récolte (plénière)
	11:00	Pourquoi, quand et comment collaborer ? Collectivités et collectivités territoriales : langage et pratiques	Plénière PPT — partage d'écran
	11:30	Selon vous, quels sont les principaux défis autour des collaborations multisectorielles ? Quels sont les bénéfices?	Breakout rooms: 4 personnes (20 minutes) + 10' récolte (plénière)
	12:00	<i>Pause</i> (15 minutes)	
	12:15	Boussole politique et fenêtre d'Overton	
	12:40	Présentation de la boîte à outils des ressources du projet Manuel Formation Navigateur Comment pourraient-ils être utiles pour notre projet/organisation ?	Plénière PPT — partage d'écran
	13:10	Réflexions sur les rôles et les raisons de collaborer- hybridité et complexité des rôles, par exemple communauté, individu, Autorité locale, secteur privé et universités	Plénière
	13:30	<i>Check out</i>	

Jour	Temps	Activité	Facilitateur
Jour 2		Frameworks de cartographie et de collaboration	Plénière
	10:00	Accueil, check-in et planification de la journée	Plénière PPT — partage d'écran
	10:15	Présentation des ODD de l'ONU	Plénière PPT — partage d'écran
	10:25	Exercices possibles : Pourquoi ce cadre est-il utile pour les collaborations entre les autorités locales et les CLI ? Comment pourriez-vous l'intégrer dans notre projet/organisation ? À quel ODD êtes-vous le plus étroitement lié ? Pourquoi?	Breakout rooms: 3 personnes (15 minutes) + 10' récolte (plénière)
	10:50	Questions et réflexions	
	11:00	Présentation de la carte de régénération et des cartes de conception d'écovillage	Plénière PPT — partage d'écran
	11:20	Exercices possibles : Choisissez une carte et partagez comment elle se connecte à vous/votre travail Exercice de cartographie en ligne (et différents marqueurs) Quelles sont les faiblesses de votre région/projet/organisation ? Analyser et réfléchir ensemble pour y répondre	Breakout rooms: 2-3 personnes (10 minutes) + 15-20' récolte (plénière)
	12:00	<i>Pause</i> (15 minutes)	
	12:15		
	13:15	Questions Réflexions autour des frameworks	
	13:30	<i>Check out</i>	



Jour	Temps	Activité	Facilitateur
Jour 3		Itinéraires et outils	
	10:00	Accueil, check-in et planification de la journée	
	10:20	The Journey of Regeneration—Stepping Stones (présenter le cadre + exercices)	
	11:00	Planification et financement du projet (avec Dragon Dreaming)	
	12:00	<i>Pause</i> (15 minutes)	
	12:15	Cycle d'évaluation	
	13:30	Cercle de partage final	
	14:00	<i>Check out</i>	

**Ajouter un moment culturel chaque jour :
poème, musique, danse ensemble, étirements, etc.



RESOURCES- NOURISHING LEARNING

Introduction

In this section, we offer some resources that you can explore to enrich your facilitation and nourish learning in the group. Many organisations and projects have designed and collated useful resources and activities. You can also search for your own materials, for example, short videos or games.

General resources

Global Ecovillage Network

A leading organisation in this field which has developed tools especially for community regeneration <https://ecovillage.org>

Ecolise

Host of incredible databases of references and activities and projects <https://www.ecolise.eu>

CLIPS community learning incubator

A fantastic set of resources - many activities and tips! <https://clips.gen-europe.org>

Session labs

Many well developed exercises <https://www.sessionlab.com>

Barefoot facilitator

Amazing resource for change makers <https://www.barefootguide.org>

Transition Network resources

The Transition Network has many resources to help collaborative working. Transition is a movement that emerged from a desire to support more equitable communities in tackling challenges such as climate change whilst building resilience for the future. There are now Transition towns around the world. One interesting recent shift has been a focus on municipalities. See resources on starting Transition and especially on Municipalities in Transition. <https://transitionnetwork.org/news-and-blog/municipalities-project-harvest/>

Glossary

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