

TILDE

Transformative and
Inclusive Leadership from
Deep Democracy

PROJECT TILDE

TILDE PROGRAMME

INDEX

Introduction	.....	pages 4 to 10
What is the TILDE programme		
Part 1	.....	pages 11 to 17
Presentation of the participants, the method and the field of work.		
Objective		
Theory		
TILDE Toolkit Activities		
Part 2	.....	pages 18 to 24
Range Dynamics		
Objective		
Theory		
TILDE Toolkit Activities		
Part 3	.....	pages 25 to 35
Working with conflict		
Objective		
Theory		
TILDE Toolkit activities		

Part 4	.....	pages 36 to 45
Creating community dialogue and the Open Forum		
Objective		
Theory		
TILDE Toolkit activities		

Part 5	.....	pages 46 to 50
Integration of learning and next steps		
Objective		
TILDE Toolkit activities		
Next steps		
Evaluation and comments		

Resources	page 51 to 54
------------------	-------	---------------



Introduction

What is the TILDE programme

This training is part of the **TILDE Project**.

TILDE is a project to create dialogue around **migration**.

Dialogue is about communicating, paying attention and valuing what other people say.

Migration is leaving one country to live in another.

5 European countries **collaborate** in the TILDE Project: Spain, Switzerland, Germany, Italy and Denmark.

Collaboration means that all 5 countries work together.

To finance is to provide money.

Erasmus+ and Movetia fund the 5 countries and collaborate with their organisations.

Erasmus+ and Movetia are grants to study or work in another country in Europe. People and organisations from European countries come together to share and create things together.

The 5 organisations support the dialogue to **manage conflicts** over migration.

Conflict management is about facilitating people to dialogue with respect and understand each other better.

Conflict is when people want or think different things and that creates tension.

The 5 organisations are:

- Altekio in Spain;
- Altekio Association in Switzerland;
- Impuls in Germany;
- Xena and Comunitazione in Italy;
- Deep Democracy in Denmark.

TILDE training resources

Organisations have resources
to improve the dialogue of people in conflict.

The resources of the organisations are:

- **Process Work and Deep Democracy**

Process Work and Deep Democracy are
methodologies for:

- dialogue between individuals or groups;
- **notice** deeper, more invisible aspects of everyday situations;
- pay attention to power dynamics;
- conflict management;
- value everyone's opinion;
- create more **sustainable relationships**.

- **Art** and creativity

Art is expressing oneself with the imagination.
It can be a tool
for people who do not know a language.

- **Quantum Physics**

Quantum physics is a science.
It studies the **smallest particles** in the
universe.

Methodology is a way of doing something in an orderly and meaningful way.

To notice is to perceive or become aware of something.

A sustainable relationship is one that lasts because people care for and respect each other.

Smaller particles are those that cannot be split.

- **Taoism**

Taoism is a Chinese philosophy.

It teaches how to **live in harmony** with nature.

To live in harmony is to live in peace and union with nature.

- **Jungian Psychology**

Jungian psychology is a **stream** of psychology. It theorises about the depth of the human being.

And what people think and act for.

Current is something shared by many people at the same time.

- **Shamanism**

Shamanism is an ancient practice.

Ancestral are the traditions or customs we learn from our **ancestors**. It teaches how to connect with the spiritual world.

Ancestors are relatives who lived long ago.

Objectives of the TILDE training

This training is about how to create dialogues around **migration**.

Migration is leaving one country to live in another. Sometimes because of war or poverty.

Sometimes, people living in a country and **migrants** are in conflict.

Migrants are people who leave their **country of origin** to live in another country.

Country of origin is the country of birth.

The objectives of this training are:

- improving dialogue on migration between groups with different experiences;
- managing conflicts around migration between groups with different experiences;
- creating dialogues on migration;
- **raise awareness** about migration;
- learning how groups relate to each other;
- provide tools to manage conflicts.

Raising awareness is helping to better understand a problem that affects many people.

How TILDE training works

TILDE training

has 5 phases with different activities.

- Phase 1: Presentations
- Phase 2: Rank dynamics
- Phase 3: Working in conflict
- Phase 4. Open Forum
- Phase 5: Applying what has been learned

Important

The training was tested with 2 different groups.

A group of **refugees and migrants**.

Another group working
with refugees and migrants.

Refugees and migrants are people who live in another country. Sometimes because of war or poverty.

The 2 groups have different needs. The needs depend on their situation.

We tried different activities with each group.

The groups then discussed migration together in the Open Forum.

TILDE training support material

- The supporting material **TILDE TOOLKIT** will help you to better understand this training.

The activities will support you for creating dialogue with **the participants**.

Participants are the people who do this training.

- The **Open Forum Toolkit** will serve as a tool for you to create spaces where very different people will dialogue.
- The **theoretical framework** will help you to better understand the main concepts and ideas of this training.
For example, what is Deep Democracy or Process Work.

Remember

Process Work and Deep Democracy are methodologies for:

- dialogue between individuals or groups;
- notice deeper, more invisible aspects of everyday situations;
- pay attention to power dynamics;
- conflict management;
- value everyone's opinion;
- create more sustainable relationships.

Part 1

Presentations, method and field of work

Objective

In part 1, people will introduce themselves and get to know each other. They will explain their feelings and needs.

The objectives of the training and what you will learn will be mentioned. For example, what is **Deep Democracy**.

Deep Democracy is a methodology for improving dialogue and creating more sustainable relationships.

Theory

What is Deep Democracy

Deep Democracy is a **methodology** for:

- dialogue between individuals or groups;
- notice deeper, more invisible aspects of everyday situations;
- pay attention to power dynamics;
- **managing** or transforming **conflicts**;
- value everyone's opinion;
- create more sustainable relationships.
- understand different perspectives;
- assessing different perspectives;
- understanding other people's **roles**;
- understand our own roles;
- understand why we **marginalise** some ideas;
- recognising the **phases** of conflict
- and their different needs.

Phase is each part of a process or project.

Conflict management is about making it easier for people to talk to each other respectfully and to understand each other better.

Roles are ways of acting according to the situation and the moment. Being a teacher or a boss are 2 roles.

To marginalise is to exclude someone or something that is not considered important.

Basic concepts of Deep Democracy

- **The 3 levels of reality**

Deep Democracy believes that all opinions and experiences are equally important for the individual and groups.

- **Role theory and role reversal**

All persons in a group feel and experience different things. These differences are called roles.

In every situation there are different roles that are shared and moved around.

Each person may find that he or she is a bit like the other party.
or connect with parts of another person.

- **Energy U and Energy X**

People identify with or feel closer to of some aspects than others.

The close aspects are the U-energy.

People recognise these aspects in themselves.

The far aspects are the X energy.

These aspects or parts bother or frighten us. They may be aspects of us or of someone else.

Aspects or energy X

can have very valuable information.

That is why,

it is important to understand them in depth.

- **The phases of conflict**

All conflicts have different phases.

We have to manage each phase of the conflict with awareness and according to their own needs.

TILDE Toolkit activities

If you do only 1 or 2 activities with the same group it will be better.

Your places in the world

This activity is about migration.

About finding a home and celebrating **diversity**.

Diversity is different forms, people or cultures who deserve the same respect.

For this activity
we will make a map of the imaginary world.

Participants will move around the map. They will share their experiences and feelings.

Singing in an invented language

We enjoy our voice more when we sing in a group.

We can feel freer and without fear.

This activity is about inventing a language to sing in a group and enjoy it.

It doesn't matter if the language is invented.

Participants

be expressed with invented sounds.

They will be able to create connections and overcome language barriers.

Creating a safer space as a group

This activity is about **group agreements**.

Group agreements are rules of the groups.

The group together decides and changes the rules.

Rules protect and care for people. They also create a space of trust.

For example, participants can agree to:

- respect and value all opinions;
- not to interrupt anyone;
- not to judge any person or community;
- asking permission to touch a person;
- protect everyone's privacy.

Part 2

Range dynamics

Objective

In part 2, people will learn how the world and other people affect us. They will learn to dialogue with each other. They will work and explore their roles.

They will also explore their own **rank** and those of the group. And they will support with their own rank the rest.

Rank is the sum of **privileges** that one person has in relation to another at a given time.

For example, when someone of high rank is talking in a group, receives more attention than the rest of the group.

Privileges are advantages that a person has according to his or her place in society. and its **ability to impact** on others.

The person may receive the privilege.

For example, when your family has money.

The individual can build privilege.

For example, earning a lot of money for their work.

Ability to impact is having an effect on or influencing other people.

The rank can be high or low. For example, knowing languages or having money gives a high rank.

The rank is not always equal.

The rank changes according to the situation, the moment and the relationship with another person.

The rank varies according to these **aspects**:

Aspects are different parts or sides of something.

- **Social rank** depends on a person's position in society.
And how other people value it.
For example, their gender, race or social class.
- **Contextual rank** depends on the group a person is in.
For example, at work or with the family.
- **Psychological rank** depends on the skills a person has and how the person values him/herself.
For example, whether the person is self-confident or not.
- **Spiritual rank** depends on a person's quest beyond the earthly.
And how that helps her/him to live.
For example, their faith or relationship with nature.

Knowing the **dynamics** of rank is important in order to relate to each other.

Dynamics is the variety of changes and interactions.

Theory

Understanding the relationship between rank and migration is very important.

Migrants are sometimes considered to be of low status.

But migrants can have a high psychological and spiritual rank for living through and overcoming the difficult **stages** of migration.

Some migrants face many challenges and obstacles that affect their rank.

For example, lose social status when they arrive in the new country.

These countries do not **recognise** their studies or work and take away their social status.

It is very important to support migrants to regain their status and confidence.

In this way, they will be better able to cope with their situation.

Stage is the length of time something lasts. For example, childhood is a stage of life.

To recognise is to accept, to value and to let work.

Rank consciousness is knowing your rank and the rank of other people.

You dialogue and relate better with other people when you are aware of the rank.

Rank is the sum of a person's privileges in relation to another person at a given time.

Rank awareness is also **crucial** for the Social Work team.

Crucial means that it is very important or decisive.

The Social Work team are people who work with migrants.

At times, the social work team may feel bad and low ranking when:

- cannot support or act as it wishes;
- governments and entities put obstacles in the way;
- faces **administrative and community difficulties**.

Administrative processes are steps to be followed to carry out formalities.

For example, difficulties or barriers that prevent migrants from accessing **public services**.

States provide **public services** to cover basic needs.

For example, health or education.

Important

More information on rank can be found in the Rank Poster.

TILDE Toolkit activities

If you do 1 or 2 activities with the same group it will be better.

Rankmeter: the thermometer to measure rank.

This activity is about rank and power.

In this activity, participants will explore:

- how power and rank change according to the situation and our relationship with other people;
- how other people in the group feel;
- how to become more aware of rank dynamics.

To explore and learn through this activity, people will move around the room as if it were an imaginary **thermometer**.

Thermometer is the device that measures temperature.

Rank in relations

This activity is about rank and relationships.

In this activity, participants will experience how the rank changes according to the place and the people they are with.

People will relate to each other from positions of high or low rank.

For example, knowing languages or having money gives a high rank.

They will also observe how they feel and how they affect other people.

Affect is that they change their emotions. For example, they may feel better or worse.

The game of statues

This activity is about power, rank and expressing them with the body.

Participants will use their bodies to express how they feel when they have a high or a low rank.

Also, to communicate with other people who have a different rank.

Part 3

Working with conflict

Theory

In part 3, participants will learn how to dialogue and manage conflicts between individuals or groups.

Conflict is when people want or think different things and their disagreement creates **tension**.

Tension is the discomfort or agitation felt by people in conflict.

They will learn about people's roles and how they change during conflicts.

They will analyse the conflict from various **perspectives**.

Perspectives are different ways of understanding a situation.

They will learn that conflict has different phases and that the parties relate to each other differently in each phase.

Conflicts have 4 different phases.

Facilitators

should pay attention to phase changes in order to support and communicate appropriately.

- **Phase 1**

People are doing well and do not perceive any conflict.

- **Phase 2**

Tensions are generated between **the parties**.
Misunderstandings increase.
The parties are **polarised**.
To polarise is to think or feel in the opposite way.

The parties are the persons or groups involved in the conflict.

Misunderstanding is when people do not understand each other.

- **Phase 3**

People want to get to know each other better. They dialogue and understand each other better.
Sometimes they reach agreements and sometimes they do not.

- **Phase 4**

The conflict seems to be disappearing.
People feel united, without tension.

In part 3,

Participants will also learn about **roles**, the **group field** and **change of roles**.

Roles are our ways of acting depending on the situation or the moment we are in.

For example,
being an advocate or a critic are 2 roles.

A person is an advocate when he or she supports or defends an idea.

A person has a critical role when questioning or analysing an idea.

Group field is the mood or the general **atmosphere** of a changing and transforming group.

For example,
when we perceive a lot of tension between people in a room.

Change of roles is moving from one role to another. Sometimes the role change is in the person him/herself. At other times, the role change is with other people.

Atmosphere is the environment or interaction between people.

Change of role is a tool
to facilitate dialogue and better understanding.





Tips for facilitation

Facilitation is when one person supports other people or groups to:

- dialogue;
- managing or transforming conflicts;
- to encourage understanding;
- meet objectives;
- improving conflict management processes.

The dynamics of rank among people can be difficult to understand and manage. Some people have a higher rank than others.

Facilitation is a supportive tool in these situations.

When facilitators talk about their own rank, support other people in understanding theirs. It doesn't matter if it is a high or low rank.

They also support other people to better understand other people's rank.

In part 3,
participants will also learn about **polarisation**.

Polarisation is when people with very different
opinions do not want to talk to each other.

They will learn to work through conflicts
between people with very polarised views.

They will also learn support tools
for people with very polarised opinions to dialogue and
understand each other better.

And, perhaps, to **bring** them **closer** together.

To bring people closer is to
seek common ground or
better understanding
between people.

Conflicts have **hotspots**
and **coolspots**.

Hotspots are the most intense or hottest
moments of the conflict.

Coolspots are moments of better
understanding and rapprochement.

The hotspots and coolspots
show us different moments in time
of the evolution and changes in the conflict.

TILDE Toolkit Activities

If you do 1 or 2 activities with the same group it will be better.

Conflict in a box

This activity is about dialogue with the group and conflict management.

Participants will create a box with coloured cardboard and other materials.

When people have their box, they will think of a **current** personal conflict.

They will then create figures or objects **symbolising** their conflict with materials.

For example, a drawing or paper cut-outs.

When everyone has their box, sit in a circle and share their personal conflict if they want to.

The current situation is what is happening now

To symbolise is to represent or that it means the same thing.

Mask-making and role-playing

This activity is about roles.

Analyse different perspectives of a conflict and resolve it in a different way.

Participants will create masks to represent different parties in a conflict.

Each participant think of a current personal conflict. Then, each person will create 2 masks.

A mask will represent the person with whom you are in conflict. The other will represent the participant.

Each participant will play different roles in their personal conflict.

In this way, you will be able to understand your personal conflict from different perspectives.

Group Process of Deep Democracy

This activity is about managing conflict.

Deep Democracy is a methodology to improve dialogue between individuals or groups and create sustainable relationships.

Group Process is an **organised form** to work through a conflict between people. **Organised form** is that it has some steps that people in the group follow.

The Group Process facilitates better knowledge and understanding the different **perspectives of a polarity**.

Perspectives of a polarity are the ways of understanding the same situation from opposing points of view.

Participants will move around the space in which they find themselves.

They will work on and explore different roles and perspectives of a **polarity**.

Polarity is understanding a situation in opposite terms as good and evil.

Experiencing the phases of conflict

This activity deals with the phases of conflict.

All conflicts have different phases.

Participants

will think of a current personal conflict
and share their conflict with the group if they want to.

By sharing the conflict with the group,
will be able to **experience** different phases of the conflict.
They will also be able to understand them better.

Experiencing is what
we feel and think.

Taking different sides in a conflict

This activity is about understanding a conflict from different perspectives in order to manage it in a different way.

Participants will identify the different sides or positions of a conflict. They will then act out the sides or positions.

Part 4

Creating community dialogue and the Open Forum

Objective

In Part 4, participants create **community** dialogues on migration.

Community is a group of people who share something.

The aim is to train the community to propose dialogues on important issues.

To do this, people will create an **Open Forum**.

An **Open Forum** is a public space for dialogue on issues that matter to different groups of people.

The Open Forum is a concrete methodology of Deep Democracy and Process Work.

The possible groups participating in the Open Forum could be:

- migrants;
- people working with migrants;
- people living in the neighbourhood;
- people working in government;
- anyone interested in participating.

Theory

An Open Forum is a public space for dialogue on issues that matter to different groups of people.

Everyone **has a contribution to make** in an Open Forum. Everyone's opinions matter.

Contribute means that all personal experiences and opinions teach.

The Open Forum invites people to explore different perspectives on an issue and to change their roles.

The forum starts with a small group of people. Each person presents his or her perspective on the issue.

The Open Forum then opens so that everyone can participate. And present their perspectives on the issue.

The facilitators will support the forum. They will be responsible for making sure that everyone can give their opinion only when they want to give it.

Before an Open Forum

Organisers can participate and give their opinion on the topic chosen for the actual Forum.

It is important to **plan** and organise the Open Forum in time for everyone to attend.

Planning ahead is thinking about and organising what you have to do before you do it.

It is also thinking about how you have to do it.

For example,
if the Open Forum will be held in August, you can start planning in July.

Before holding the Open Forum:

- dialogue with the participants about their **belief systems** on important or **contentious** issues;
- dialogue with the participants of their own roles and personal views on the issue of migration;
- invites all participants to respect and value different opinions.

Belief system is the set of ideas one has about something.

Contentious are issues that provoke disagreement or tension.

Try doing a **rehearsal** of the Open Forum among the group of participants.

Rehearsing is practising something before actually doing it.

The Open Forum rehearsal can show you:

- how real Open Forums work;
- how to recognise different roles and their dynamics;
- some opinions or situations that may appear in a real Open Forum.

Participants will represent the different positions on the chosen topic in the Open Forum rehearsal.



Tips for facilitation

Facilitation is when one person supports other people or groups to:

- dialogue;
- managing or transforming conflicts;
- to encourage understanding;
- meet objectives;
- improving conflict management processes.

Facilitators

will be able to show their own conflicts and how they work or transform them together to support the people involved.

During an Open Forum

One of the objectives of the **TILDE** training is for participants to organise and participate in an Open Forum.

TILDE is a project for creating dialogue on migration.

However, is not an objective of TILDE training to turn participants into facilitators of Open Forums. It takes a lot of practice to be a facilitator.

Participants can contribute to the Open Forum in other ways.

For example, support for everyone to be able to give their opinion when they want to give it. Or that they respect different options.

After an Open Forum

Discuss and analyse with the participants the roles, **issues, and challenges** and temporary Open Forum **coolspots**.

A hotspot is an intense moment of the conflict.

Coolspots are moments of better understanding and rapprochement.

Working in a disturbing role

A disturbing role is a **perturbing opinion**.

Perturbing opinions are ideas that affect us, make us uncomfortable, we reject or dislike.

This activity is about perturbing opinions.

Participants will recognise the opinions or roles that bother them the most.

Later, each participant will move to act out the opinion or role that bothers you. Also, to act out your own role.

Participants they will be able to ask others for help.



Important

You will find tips on how to organise your
Open Forum in the **Open Forum Kit**
document.

Part 5

Integration of learning and next steps

Objective

In part 5, participants will be able to recall and apply what they learned in the TILDE training in everyday life, work and with groups.

TILDE Toolkit Activities

Creative work on learning

This activity is about sharing what they learned in this training.

Participants will be able to share in a creative and open space:

- what they learned;
- what they felt;
- what they liked or disliked;
- what they think or believe;
- whatever they want to comment on.

People will share their experiences through stories, poems or drawings. Also, video, comics, photos or performances.

Proposals for closure

Ask the participants to finalise and share their experience of the training:

- what they learned;
- what they thought was important;
- what they felt;
- what moved or affected them;
- what they considered to be the most difficult;
- what they did not like.

Next steps

Remember what you learned in the training. Now, you have to practice it in your life.

That's why we help you create an **action plan**.

Action plan is a way of organising:

- objectives about what you learned;
- problems that may arise;
- steps to achieve your goals;
- people who will help you;
- people you will help.

Contact the associations of the participants.

Ask them and find out how you can support them.

Evaluation and feedback on training

Ask the participants their opinion of the trainers. Also, ask about the contents and the methodology of this TILDE training.

Contents are the topics and activities.

Questions can be about:

- what they learned;
- what they liked or disliked;
- what can be improved or changed;
- what power is;
- what is rank;
- what privileges are;
- new ways of transforming conflicts;
- one word to describe the training.
- what they want to share.

TILDE resources

- Theoretical framework TILDE
- TILDE TOOLKIT
- Open Forum Kit
- Rank poster

Material consulted

Books

**The Deep Democracy of Open Forums:
practical steps for conflict prevention and resolution in the
family, the workplace and in the world**

By Arnold Mindell (2002). Hampton Roads Publishing.

Conflicts: Phases, forums and solutions

By Arnold Mindell (2017). Publisher: World Tao Press.

Sitting by the Fire:

**Transforming large groups through
conflict and diversity**

By Arnold Mindell (1995). Publisher: Lao Tse Press.

The leader as martial artist

By Arnold Mindell (1993). Publisher: Harper San Francisco.

Power: A User's Guide" (Power: A User's Guide)

By Julie Diamond (2016). Publisher: Belly Song Press.

A road made by walking

By Julie Diamond and Lee Spark Jones (2004).

Publisher: Lao Tse Press.

Radical Exchange:

**How dreams bind us together in love,
conflict and other unavoidable
relationships**

By Joseph H. Goodbread (1997). Publisher: Lao Tse Press.

Befriending Conflict:

How to Make Conflict Safer, More Productive, and More Fun

By Joseph H. Goodbread (2010).

Process Oriented Psychology Publications.

Documentary video

For the Next Generation - Worldwork in Rwanda, including perpetrators and survivors of the 1994 Genocide against Tutsi

Authored by Daniel Johnson with Arlene and Jean-Claude Audergon, Innocent Musore and GER, NURC.

 Link to the documentary: <https://vimeo.com/242964439>.

Blog

Resources on tools of leadership and power (Julie Diamond)

 Blog link: <https://diamondleadership.com/leadership-resources/blog/>