

Training Program

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TILDE TRAINING PROGRAMME

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Deep Democracy Denmark



Agentur für angewandte Utopien

PEOPLE INVOLVED FROM EACH PARTNER ORGANIZATION:

-) Altekio (Spain): Conchi Piñeiro, Anna Pujol
-) Xena: Emiliano Bon, Emiliano Bon, Sergi Barrientos Reyero
-) Associazione Comunitazione: Maria Beatrice Leone, Giancarlo Quaranta, Giulio Ferretto
-) Altekio Cultural Association (Swiss): Lucila Valsecchi Lucero, Jordi Cornet Auge
-) Deep Democracy Denmark: Karin Bagge, Sine Andersen, Nina Rermand Bjerregaard,
-) Impuls: Benjamin Rodrigues Kafka, Bettina Lobenberg

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CULTURAL ORGANIZATIONS & ARTISTS

Atelier Gardens Berlin, Rachele Venturin (tessere culture onlus), Ayham Majid Agha (artistic director of the Hanging Gardens of Oberlandstrasse festival), Zakaria Mohamed Ali (journalist and documentarist), Emanuele Greco, Francesco Ridolfi, Band DNA (music), Martino Cargnel (music), La Cour de l'Avenir

OTHER COLLABORATORS

Elena Massanes, Yuliya Fillipovska, Paule Yao, Kate Jobe



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Training Programme



Introduction

This training programme has been developed throughout the TILDE Project 2021-2023, within a European cooperation project funded by Erasmus+ and Movetia, whose partner organisations are Altekio in Spain, Altekio Association in Switzerland, Impuls in Germany, Xena and Comunità in Italy and Deep Democracy Denmark. All partners are trained in and work with Process Work and Deep Democracy.

The aim of the program has been to **create dialogue and facilitate interactions among polarised positions in the field of migration** and to **increase awareness on the field, applying Process Work and Deep Democracy**, together with **artistic and creative approaches**. We notice that there are a lot of conflicts and polarisations in the field of migration, and we wish to support people interested in this topic, specially people who are refugees and migrants, and people working in this field, to be active co-creators of dialogue.

Process Work or Process Oriented Psychology is a multidimensional approach that was developed in the 1980s by Arnold Mindell, a physicist and Jungian analyst. It is a transdisciplinary perspective that combines Quantum Physics, Taoism, Jungian Psychology, and Shamanism, among other approaches.

Deep Democracy is the philosophical and political vision behind Process Work, which can be applied to small and large groups, communities and organisations. It is used to work on a large scale of conflicts, which include terrorism, climate change, problems related to cultural diversity, conflicts in companies and issues related to institutional leadership.

Deep Democracy goes beyond the normal way of understanding democracy (the democracy of the majority), adding the **awareness of all the voices**, also the minorities, the most marginalised ones, including feelings and more subtle experiences that are present in a group in the interactions between people, moment by moment.

Deep Democracy is applied through a range of ways of **working with conflict**, including personal therapeutic work, relationship work, working with conflicts in groups and public Open Forums in communities. Deep Democracy takes a **systemic approach** to society and focuses on **awareness of one's own rank** and roles in the field. Deep Democracy is also a creative way of working, valuing experiences in different channels (such as visual, movement, body experiences) and verbal as well as non-verbal expressions.



Arts and creativity have been further included, e.g. in the form of cooperation with artists, creative productions, creative expressions such as photographs and poems, etc. This focus on arts and creativity has strengthened the programme's ability to reach participants who do not fully master the language of the host country, and express themselves in other creative ways.

How to use this programme?

On the following pages, you will find a proposal for a training programme to support participants in creating dialogue around the field of migration. It is a proposal that **we recommend you adapt** to the specific group you would like to work with.

This programme includes the following parts:

PART I: Introducing participants, the method and the field

PART II: Rank dynamics

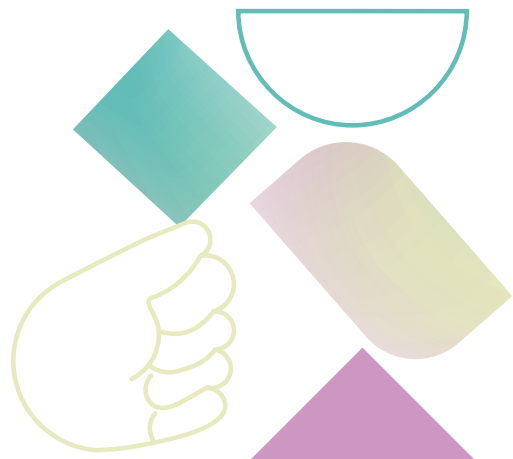
PART III: Conflict work

PART IV: Creating dialogue in the community – the Open Forum

PART V: Integration of the learning - participants' next steps

This programme has been tested with two target groups: with people who are refugees and migrants in Europe, and with workers in the field of migration. We have worked separately with the two target groups because they had different needs, and rank dynamics were very diverse, in order to be able to focus better on each specific situation. However, in the Open Forums both target groups have participated and engaged in dialogue with each other and the larger community.

Check our
supporting
material!



To understand this Programme, it is important you also check the supporting materials we have created, which are all gathered in the **TILDE TOOLKIT**.

Most of the **activities** mentioned in each of the parts of this Programme can be found in the **TILDE Toolkit**. They can be used independently, always adapting them to the reality and needs of the group.

To better understand the theory and concepts of Deep Democracy and Process Work, we have developed the **TILDE Theoretical Framework**. This is an essential part of the training content.

Also part of the TILDE Toolkit is the **Open Forum KIT**, which provides a series of recommendations or check-lists that will help you to organize an Open Forum.

Part I:

Introducing participants, the method and the field



Aim

We start by opening the training space: introducing the content and the goals of the training, introducing the participants to each other, discussing what participants need to feel safer during this space, and introducing basic theoretical concepts of Deep Democracy.



World Mapping with young migrants in Italy

Theory

Introducing basic concepts of Deep Democracy:

- **Three levels of reality:** Deep Democracy believes that all voices and all kinds of experiences, even the most subtle ones, are equally important in an individual and in a group
- **Role theory and role switching:** all the roles are shared in a field, the other is you, there is a little part of the other you can connect to or recognize in yourself.
- **X and U:** bothering aspects in ourselves and in others (X), that we tend to marginalise and that challenge our normal identity (U) can be useful and have meaningful information when unfolded and understood in a deeper way.

Conflict phases: every conflict goes through different phases, each of them requires different interventions and awareness (see Part III: Conflict Work)

Activities in TILDE TOOLKIT

Your places in the world The topic of finding home is closely connected to the topic of migration. A way of introducing the field as well as introducing the people participating to each other and to celebrate the diversity of countries and cultures represented is



Awareness of my own rank

makes a difference!!!

to do an exercise of world mapping. In the exercise, participants move and position themselves on an imaginary map, moving to different places in the room that represent where their current home is, where they come from, where they have felt at home, and where they did not feel at home.

Singing together in an invented language¹ Another introductory exercise is singing together a song in an invented language to reach a common group breathing, enjoy the sound of all voices singing, feel that we all are intimidated by the strange sounds of a foreign language, but at the same time that no specific language skills are necessary to sing together with fun.

How to create a safer space together? Before starting the training, this conversation can be important. We will create together our 'Group Agreements' for the whole training. When talking about safety and awareness it is very important to notice that we cannot create permanent safety all the time for we cannot create permanent safety for everyone. But we believe that awareness of everyone is important: awareness that damage can happen, noticing whenever it occurs, and working on it together.

¹ Created and facilitated by Rachele Venturin (tessere culture onlus), local associated collaborator of Tilde Project in Italy

Part II:

Rank dynamics



Aim

In the second part we learn about how systemic and world issues influence our ability to create dialogue. This includes working on rank dynamics, participants' own role and social rank related to others, rank related to being new in a country and rank related to being in a helper role. Our rank - and knowledge and consciousness about rank - matters a lot in how we interact and dialogue with each other.

Theory

Rank

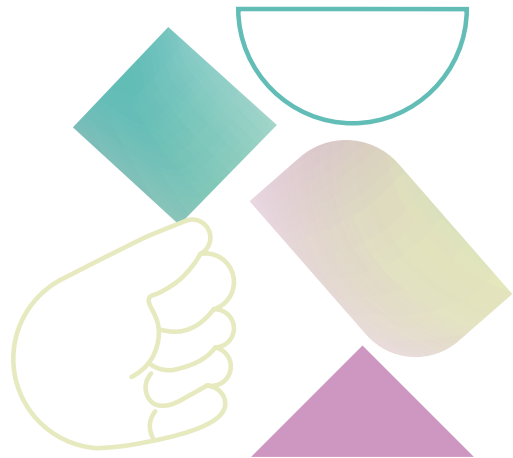
- Types of rank (social rank, contextual rank, psychological rank, spiritual rank)
- Rank dynamics in a group. High and low rank. Noticing double signals.
- Consciousness of Rank

Understanding rank and its complexity in the field of migration is crucial; often migrants are seen as low rank people, while few pay attention to the higher psychological and spiritual

rank that is needed to face all the different painful and complicated steps and phases that they went through during their journey. Also, many migrants have to face the challenging and painful situation of losing the social rank that they had in their original countries. For instance, training and academic titles they have are frequently not recognized in Europe. Some people may gain rank coming here, and some people lose rank by coming. The larger the gap between before and now, the more difficult and potentially conflictual an individual's experience is likely to be. Allowing and facilitating, if needed, each person to reconnect to different levels of rank (psychological and spiritual) could help to strengthen a sense of self-confidence and personal power despite the challenging outer conditions.

Awareness of rank can be crucial also in working with social workers, who sometimes feel themselves in a low rank situation while facing institutional boundaries and limitations in their own activity. Also in this case, it can be important to support a deeper connection to different levels of reality and psychological and spiritual rank that is needed in their own position.

Check the
Infographic
on RANK in
the TILDE
TOOLKIT



Activities in TILDE TOOLKIT

Rank o metre: Participants explore the differences of rank and power in themselves and in relation with the group, moving around the room in an imaginary thermometer line. The objective is to become more aware of our rank dynamics.

Rank in relationship: Participants each identify the places where they have high rank. They then relate to each other from a place where they have higher rank than the other person, trying to own their rank and stand for it and seeing how it affects the other person. They then each find a place where they have low rank and look at what strengths it gives them.

Game of Statues: Participants use the body to identify personal experiences of high rank and low rank, and put them in relation by movement.

Tips for the facilitator

Rank can be a difficult topic to work on. It can be especially difficult to own your high rank and stand for it in relationship with others. We've seen that it's been helpful if facilitators share where they have high and low rank, and also share their experiences of working with the rank differences between themselves.

Participants use the body to identify personal experiences of high rank and low rank, and put them in relation by movement.



Working on rank, Aarhus, Denmark, March 2023

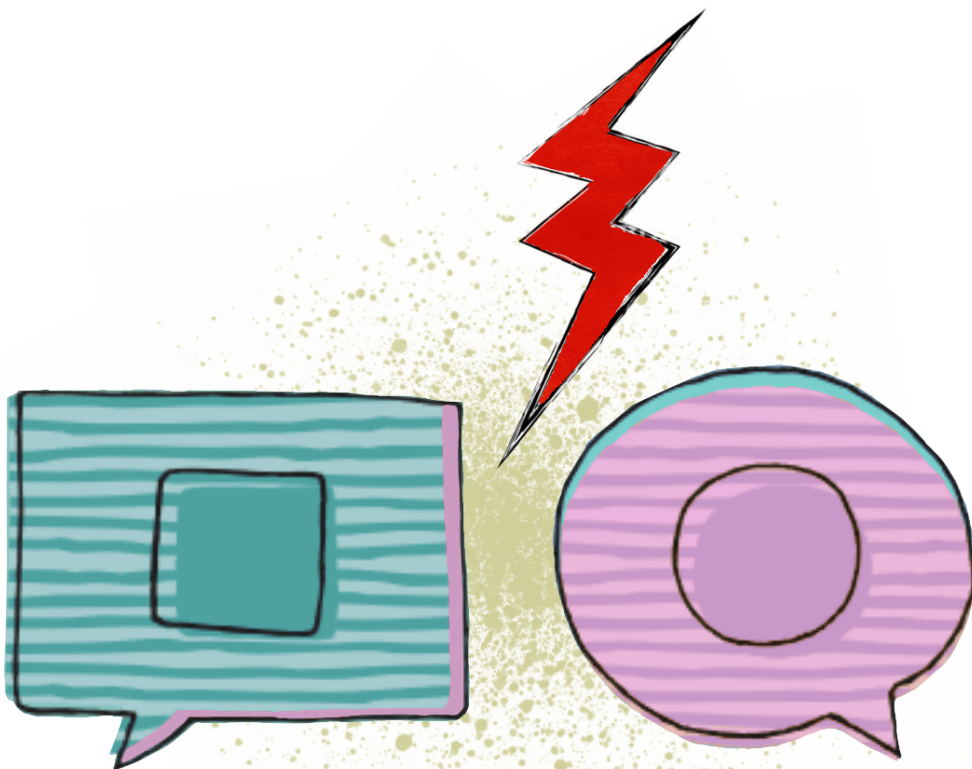
Part III:

Conflict work



Aim

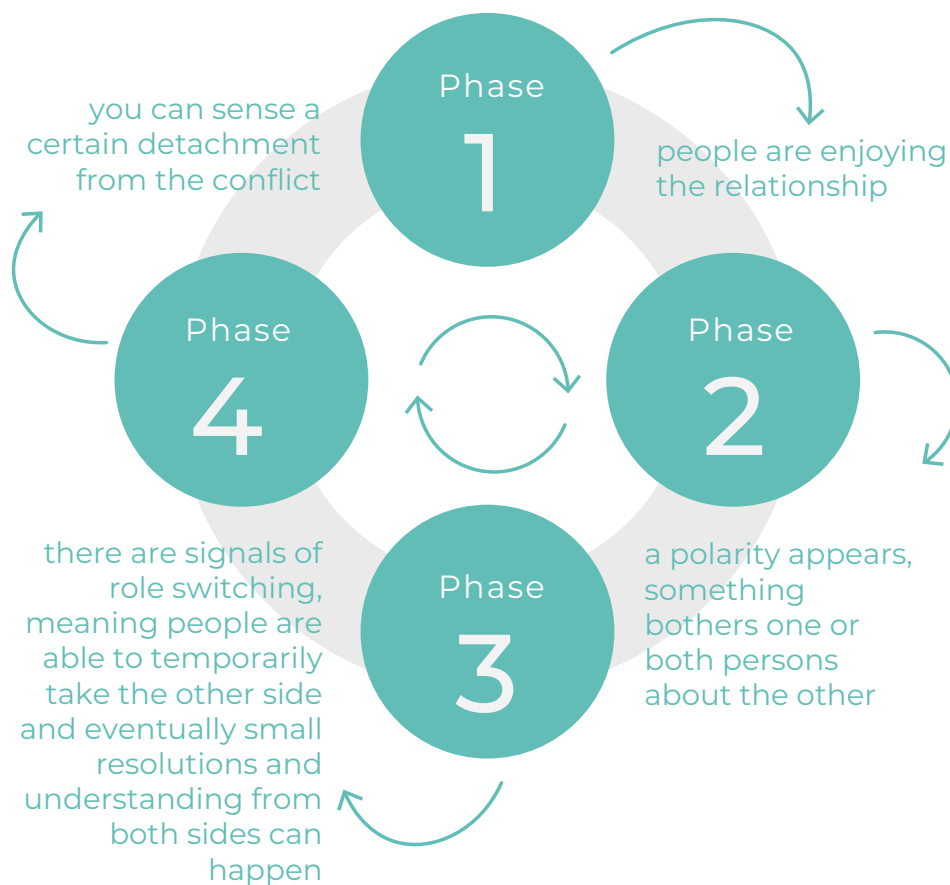
The aim of part III is to learn to work with dialogue and conflicts in smaller or bigger groups. This includes working with roles and role switching, and understanding the different phases of a conflict.



Theory

Conflict work

Conflict phases: every conflict goes through different phases, each of them requires different interventions and awareness:



- Roles, the field, role switching (see Part I).
- Polarisation and how to work with polarised positions in conflicts (phase 2)
- Hot spots and cool spots, meaning signals of escalation and de-escalation of the conflict in groups and relationships.
- The other is you (see Part I)

Activities in TILDE TOOLKIT

Below we present various activities and proposals to work on conflict transformation. With the same group, we recommend only using one or two in the same workshop.

The conflict in a box²: Participants create a box each. Inside the box, participants create from different artcraft material an event of personal conflict they have experienced in their actual home. When all the boxes are ready, the participants sit in a circle, and who wants can describe the scene and the conflict that is going on in it.

Creating masks - Roleplay: Participants create a mask representing different roles in a conflict situation. And both parts are interpreted. The person who has brought the conflict situation goes through different roles that allow them to learn to interact with the conflict from new spaces.

Deep Democracy Group Process: Work on a disagreement or conflict in the whole group. A group process is a structured way for a group to work on a topic important to the whole group, a disagreement and a conflict. In a group process, the participants use the space to move and work on roles/perspectives of a polarity.

Experiencing conflict phases: The purpose of this exercise is to increase awareness of the different conflict phases. Participants choose a personal conflict, and in groups they are encouraged to go through the different conflict phases.

Taking different sides in a conflict: This exercise helps participants to experiment taking different sides in a discussion/conflict.

²Created and facilitated by Rachele Venturin (tessere culture onlus), local associated collaborator of Tilde Project in Italy

Tips for the facilitator

It can be helpful if facilitators give their own examples of conflict and how to work on conflict. We've seen it be helpful that facilitators show an example from their own collaboration, with the tensions that may arise, and work on this issue in front of the participants.



Training with young migrants, Italy, January 2023

Part IV:



Creating dialogue in the community – the Open Forum

Aim

The aim of this part of the training is to create dialogue in the community about the topic of migration. This is done by conducting an Open Forum, where different groups are involved: people that migrated, people that are refugees, people who work in this field, people living in the neighbourhood, people from social institutions, the government and the community in general. The aim is to build capacity in the community to promote and participate in dialogue around important issues.



Open Forum in Berlin, November 2022

Theory

Open Forums

An Open Forum is a public space of dialogue in which a local community (a city, a neighbourhood, a group of people) can get to know each other more deeply, and openly address a topic that is crucial for their lives to learn more about the diversity of ideas and feelings present within it. In this space, every point of view will be important and welcome, not just that of experts on the subject. All participants are considered experts, regardless of their position. The forum will begin with 3-5 speakers, who each represent the main positions around the topic to be discussed. Afterwards, the space for discussion will be open to free interventions by the public. The facilitators will have the task of generating and accompanying this space making sure that all voices, both the best known and the least popular, can be heard.

Check the
OPEN
FORUM
KIT



Activities in the OPEN FORUM KIT:

Before an Open Forum

The participants in the training can be involved in planning and carrying out an Open Forum. For the public to have the opportunity to come and to create enough attention, it is important to start the planning approximately one month in advance.

Check the **“BEFORE”** section in the **Open Forum Kit**. Work with the group of participants around your belief system related to dealing with dialogue on hot topics/conflicts. Work on your own roles/positions in relation to the migration field, and invite the community and speakers with openness to all positions. When working on the different roles in the migration field, also check the “Mapping the field” section in the Open Forum Kit.

Mock Open Forum. Conduct a rehearsal of the Forum among the group of participants, where people adopt the main positions and present their points of view. Facilitating the dialogue will allow you to anticipate some possible voices and situations that may arise.

Doing an Open Forum

Check the **“DURING”** section in the **Open Forum Kit** for information about the various steps in an Open Forum and tips to facilitate an Open Forum.

This training aims to include the opportunity for participants to experiment with the Open Forum methodology, but is not focused on learning how to facilitate it, it does not provide participants with the tools to facilitate an Open Forum. However, they can take on an important role as a participant-facilitator and, for example, help support the different sides of the dialogue to express themselves.

After the Open Forum: Group discussion

Debrief the Open Forum with the participants. Discuss which were the roles, the hot spots and the cool spots in the Open Forum. Also Check the **“AFTER”** section in the **Open Forum Kit** for other ideas.

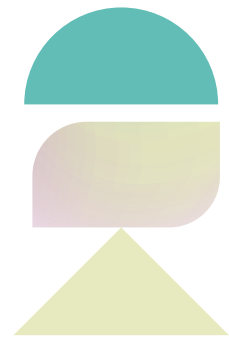
Activity in TILDE toolkit

Working on a disturbing voice/role:

In this exercise, participants identify the most disturbing voice/role in the Open Forum. With the help from a partner, they represent that role and their own role through movement.

Part V:

Integration of the learning - Next steps



Aim

The aim of this last part of the training is to integrate what has been learned and to give the participants a space to work on how they can continue to use what they have learned in their lives, in their work, in their groups.

Activities in TILDE TOOLKIT:

Creative work on learning: Create an open creative space for the participants in the training instead program to express their learnings, insights, feelings and/or feedback from this process by creative ways like: a story, a poem, a drawing, a painting, a roleplay, a photo or video, storytelling, a comic, etc.



Creative presentation of the learning, Switzerland

Other proposals for closing

What did I learn? Did something change in myself? Group work sharing with these questions. Space to share what I learned, what was important during the project, which were my insights, and also what did I find difficult or did I not like.

Next steps

With all these new learnings, how do you think you can include them in your daily life? In which moments or situations could the learnings be useful for you? Support participants to create a Plan of Action:

- How can I implement these learnings in my life? In which situations?
- Which are the steps I need to take?
- What is the vision, the intention behind what I want to do?
- Which are the possible barriers I can face and how to overcome them?
- Which support do I need (people, resources, etc)? Who can support me? How can we support each other?

As a facilitator, you can think about what can help participants to succeed with their plans. For example, you can talk to the participants' organizations about how they might create space and favourable conditions for the participants to continue working on their actions.

Evaluation and feedback on the training

Let the participants reflect on what they learned and what worked well in the training, as well as suggesting points for improvement to the trainers.

Evaluation questions can include:

- What did you learn from the training?
- What did you love?
- Is there something you would have done differently?
- Has the workshop given you a deeper understanding of the dynamics behind power, rank and privileges? How so?
- Has the workshop given you insight into new creative methods for conflict transformation?
- Describe the workshop in one word.
- Is there anything else you want to share with us?

Resources

TILDE Resources:

Theoretical Framework TILDE

TILDE Toolkit

Open Forum Kit

RANK infographic

Other Resources:

Arnold Mindell (2002). Hampton Roads Publishing. "The Deep Democracy of Open Forum: Practical Steps to Conflict Prevention and Resolution for the Family, Workplace, and World".

Arnold Mindell (2017). World Tao Press. "Conflict: Phases, Forums, and Solutions".

Arnold Mindell (1995). Lao Tse Press. "Sitting in the Fire: Large Group Transformation Using Conflict and Diversity"

Arnold Mindell (1993). Harper San Francisco. "The Leader as Martial Artist".

Julie Diamond (2016). Belly Song Press. "Power: A User's Guide".

Julie Diamond & Lee Spark Jones (2004). Lao Tse Press. "A Path Made by Walking".

Joseph H. Goodbread (1997) Lao Tse Press. "Radical Intercourse: How Dreams Unite Us in Love, Conflict, and Other Inevitable Relationships".

Joseph H. Goodbread (2010). Process Oriented Psychology Publications. "Befriending Conflict: How to Make Conflict Safer, More Productive, and More Fun".

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

→ <https://vimeo.com/242964439>

Julie Diamond Resources about leadership tools and power.

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

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Inclusive Leadership from
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