

*ERASMUS+ TRAINING COURSE
SUSTAINABILITY:
SUSTAINABLE MANAGEMENT
OF SELFORGANISED YOUTH COLLECTIVES*

documentation and handbook
20th- 30th November 2015
in Wernsdorf/Berlin
inspired and created by:





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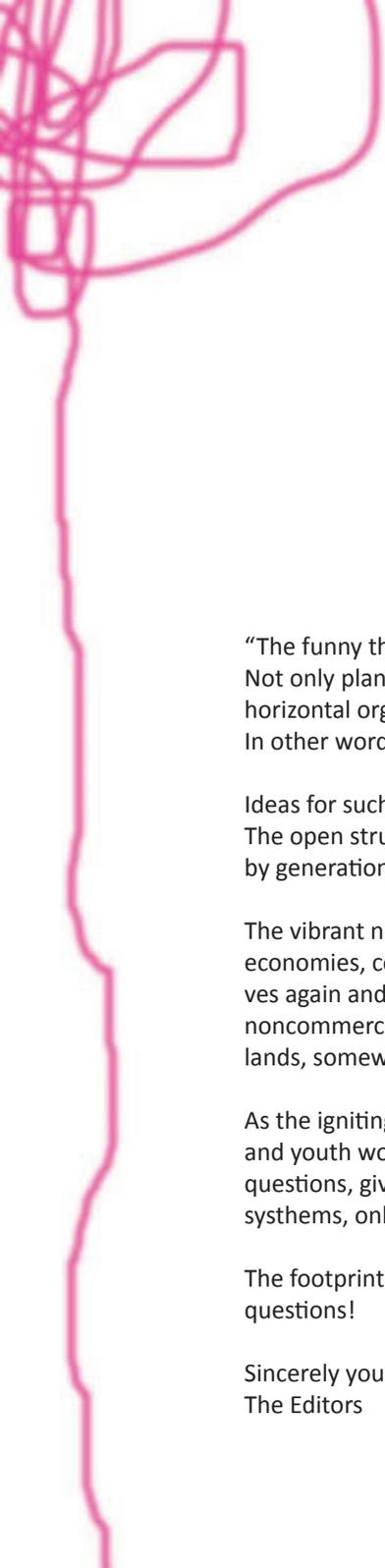
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PROLOGUE

“The funny thing about sustainability is that you have to sustain it”, said Ron Finley, an inspiring community gardener from urban jungle somewhere in Los Angeles. Not only plants, also ideas and people need nutrients to grow - and so do collectives. Especially if these formations are created on the challenging grounds of horizontal organisation, noncommercial purposes and management structures that one can not yet learn in the school or university and one can only learn by doing. In other words - selforganise.

Ideas for such collectives come from ground, from the very bottom, they can be born in a circle of friends, or accidental meeting, in action or intensive discussion. The open structure of such selforganised collectives makes it attractive especially for young people - challenged by the high rate of the unemployment and followed by generation Y necessity to search for meaningfulness of work. But - how to start something, and more important - how to sustain it, how to grow (or degrow).

The vibrant network of Kulturlabor Trial&Error is active in themes such as creative activism, environmental awareness, urban gardening, crafts and arts, solidarity economies, community building and creative space strategies. But in every festival, training course or other kind of meeting with like-minded peers, we found ourselves again and again talking about the basics - on how to deal with the challenges and opportunities preconditioned by the bottom-up ideas, horizontal structure, noncommercial spirit and youth as main target group. And there, in a hot discussion about financial models of such selforganised collectives with peers from other lands, somewhere in the middle of the night the idea of the training course “sustainABILITY: sustainable management of selforganised youth collectives” was born.

As the igniting action to create a connection point to exchange with experiences and ideas about selforganised collectives, in this training course 30 young people and youth workers from collectives from Germany, Finland, Spain, Hungary, Slovenia and Serbia met in Wernsdorf, Brandenburg to learn, show, share, listen, ask questions, give advice and discuss such aspects of selforganised youth collectives as leadership styles, decision making processes, management culture, financial systems, online tools, memberships.

The footprints of the discussions are documented and can be found in this collection of methods. We hope you enjoy reading and find answers to your own urgent questions!

Sincerely yours,
The Editors

PARTICIPATING COLLECTIVES

sustainABILITY experience is what we made out of it - facilitators team, location, cooks, supporters, administrators, but more than anyone - the collectives that stand behind each of us, the uncountable hours of work, devoted to the exploration of terms „work“ and „money“ correlates in our society, to search of the place in the so called job market the young people have, to search for ways to reach sustainable impact, respect the environment and people around as well as how to work in a horizontal and inclusive structure, giving each team member an equal chance to become an initiator, what kind of tools are to maintain an organisation effectively and sustain it both financially and resources-wise.

YE TOO PONESE (Spain)

“Ye Too Ponese” (The idiom for “Just do it!”) was funded in Asturias in 2004 aiming at promoting youth participation and active citizenship. Inspired by Freire’s “untested feasibility”, we believe that working together towards a positive collective vision is possible.



www.yetooponese.net
info@yetooponese.net
 VIP: Alberto Gutierrez Ruiz

PARAISO (Spain)

A garage used as a creative place
 A workshop for personal or collective use.
 Sharing the space favour the collaborative workshop
 A space under construction
 A place where you're free develop collaborative process



<https://localparaiso.wordpress.com/>
localparaiso@gmail.com
 VIP: Nerea Santisteban Lorences;
 Pablo Ruiz Ruiz

Llar El Mataderu (Spain)

Llar el Mataderu is a selforganised social center in Pola de Siero (Asturias). We are a group of people, platforms, organisations and collectives sharing a building which was given to only one organisation. The free and social activities (talks, workshops, language courses, entertainment) are for everybody and to generate free spaces.
www.facebook.com/Llar-El-Mataderu-437667706401091/timeline
 VIP: Christian Vito Calabrese Lastra



+ Mindspace (Hungary)

The main aim of the organization is to put bottom-up initiatives in practice and create links to international networking initiatives. We implement urban scale projects with an environmental focus, raising awareness and using non-formal education tools and gamification.



<http://Mindspace.hu/>
info@mindspace.hu

PARTICIPATING COLLECTIVES

Zsámboki Biokert's (Hungary)

We want to grow food as a group of people who love the land and love working together, and look forward



to how we can involve others who can also benefit from growing food close to nature. We are committed to growing quality food which meets peoples real needs.



www.zsambokibiokert.hu
zsamboki.biokert@gmail.com
 VIP: Logan Strenchock

Cyclonomia (Hungary)

Cyclonomia is a participative and convivial bicycle repair workshop. Cyclonomia has also been invited to participate to some bicycle awareness-raising events in several university and other workshop.



<http://cyclonomia.org/kontakt@cyclonomia.org>
 VIP: László Faltay ; Barnat Gara

Cargonomia (Hungary)

Cargonomia is the crossover point between the activities of the partners involved in the project (sustainable food production, promotion of low carbon transport solutions, bicycle competency advocacy) and aims to serve as a hub in the city center.



<http://cargonomia.hu/info@cargonomia.hu>
 VIP: Logan Strenchock

Gömörzölősi Paraszt-Wellness (Hungary)

Voluntary work for the introduction and revaluation of the beauty of rural life, the irreplaceable enjoyment of meeting the nature, the happiness of manual work and the active optimism.



www.parasztwellness.hu
gergely@okopack.hu
 VIP: Bolgarka Vásárhelyi

PARTICIPATING COLLECTIVES

Karkatag (Serbia)

Work of Karkatag collective focuses on change that involvement of technology can make in art, urban and social development, education and economy. We tend to create an environment in which everyone can affiliate with the idea of making, expressing and building.



k a r k a t a g

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Ana Dimitrijevic

Ulice za bicikliste (Serbia)

Ulice za bicikliste is an independent organization committed to improving biking conditions and increasing the visibility of cyclists in highly-trafficked areas of Belgrade. We hope to see cycling and walking culture overtake car culture, which is outdated and in many ways threatens citizens' well-being.



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VIP: Jadranka Illic

Cirkusfera (Serbia)

Cirkusfera is an organization for the development of contemporary circus, animation art, contemporary and street theater. It brings together dedicated to young artists who know the art of juggling, object manipulation, acrobatics, equilibrium, clown technique, acting.



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VIP: Antun Gverović

Eko-Dvorište (Serbia)

"Eko-Dvorište" is founded by young activists who felt resentful at the lack of proper waste management in our community. We have a strong desire to improve our environment, through recycling, executing projects and educating people through workshops and seminars about importance and benefits of a healthy community.



EKO >>> DVORIŠTE

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PARTICIPATING COLLECTIVES

Kulturlabor Trial&Error (Germany)

Kulturlabor Trial&Error e. V. is a network of artists, journalists, designers and activists resident in Berlin. The work is inclusive and horizontal in structure, to promote sustainable development and activate social ties within the local community, to facilitate sharing and exchanging the skills, knowledge and goods.



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Ruta Vimba;
Mariia Servetnyk;
Maureen Burkmann;
Joana de Melo Sampaio;

Loesje Germany (Germany)

The objective of Loesje is to exchange ideas and opinions. To stimulate people to create their own ideas and use their own unique talents. Loesje is an organisation that tries to participate in social and cultural changes at both local and international level.



www.loesje.org/berlin
loesje@loesje.org

ASTA TU Darmstadt (Germany)

ASTA is the executive committee of the students council. It is elected by the members of the student parliament to lead the administrative, political work and to represent the students within and outside the university.



www.asta.tu-darmstadt.de/asta/de
service@asta.tu-darmstadt.de
VIP: Ivan Felipe Martinez Valencia

Femmes Luxiemmes (Germany)

In 2010 some women felt called to gather together and form a safe frame where women can meet each other in a respectful, understanding and well-disposed manner to exchange female concerns to experiment herself and the other in a deep contact.



www.femmesluxiemmes.jimdo.de
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Sabine Wiesthal

PARTICIPATING COLLECTIVES

Zirkus Zack (Germany)

Zirkus Zack ist ein Kinder- und Jugend-circus in Berlin-Friedrichshain.



Selbst bestimmt, innovativ und frei finanziert bewegt Zirkus Zack seit über 10 Jahren die Berliner Kinderkultur.



<http://vuesch.org/zack/>
zack@vuesch.org
VIP: Anja Karolyna Sommer

Pixelache (Finland)

Pixelache Helsinki is a transdisciplinary platform for experimental art, design, research and activism. Pixelache is an association of artists, cultural producers, thinkers and activists involved in the creation of cutting-edge cultural activities.



www.pixelache.ac
office@pixelache.ac
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PIXELACHE

Asematila (Finland)

Asematila is an open and non-profit cultural space located in Huopalahti train station in Helsinki, Finland. Asematila



offers free exhibition, performance, residency and work space for people in various fields of art and culture.



<http://asematila.fi/>
info@asematila.fi
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Punkt (Slovenia)

PUNKT's goal is to create a community that will urge and undertake action to make a real change in Zasavje. PUNKT's main activities are focused on bringing back thriving life to the post-industrial area facing various challenges, such as high youth unemployment rate, environmental issues and the downfall of traditional industries.



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Snaša Klancar;
Tanita Hohnjec



SELFORGANISED

As we see the complex and holistic vision of selforganisation, it includes visioning the future, setting aims and goals in so called working life as well as revision of ones consumerism habits, ecological footprint, role in political and social processes by doing daily choices.

Thirty people spending nine days together in a house outside city with oven heating, selforganised catering, mornings to motivate and evenings to recreate as well as household to maintain- challenging, one would say? This is how we dealt with it!

DAILY STRUCTURE

07.30 Morning program (Yoga)

08.30 Breakfast

09.30 Morning Impulse

09.50 Session 1

11.10 Coffee Break

11.50 Session 2

13.00 Household Meeting

13.30 Lunch

15.00 Session 3

16.30 Coffee Break

16.50 Session 4

18.30 Base Groups

19.00 Dinner

21.00 Evening Programm

TEAMS

HOUSEHOLD COORDINATION TEAM

There was a certain amount of shifts per day and everybody could choose voluntarily what they wanted to do. The household coordination team were responsible for the different helping groups, to keep an an overview, give feedback in the daily household meeting, collect knowledge about where things are and how things work to pass it on.

HEATING # KITCHEN HELP # CLEANING



HAPPINESS & CELEBRATION TEAM

Regarding the importance of Happiness as a fundamental base for the team spirit this team was responsible for the creation of the daily rituals such as the morning circle impulses and the evening programs. Beside this they cared for a good group energy and helped to generally focus on the bright side of life:)

IMPULSES # INTERCULTURAL EVENING # GAMES # DANCE # BAR # DIXIT

DOCUMENTATION TEAM

Beside collecting data and inform about platforms and online tools which will be used for the follow-up connection, they organised amazing filmed interviews # BANANA # COMMON DISC # STICK # PHOTO # VIDEO



CONFLICTMANAGEMENT TEAM

had nothing to do! What an irony in a self-organised collective ???

MATRIX

BASE GROUP

5 different sharing groups met on different places every day after the workshops to exchange their feelings, feedback, ideas or whatever secrets. Very important information could be discussed in the organiser-teammeeting afterwards.

MEN SHOWER # WHISKEY # TOP SECRET

DAY 1 - WELCOMING . GETTING TO KNOW . TEAMBUILDING

WELCOMING AND TEAM-INTRODUCTION

Arriving. Having time to check in. Coffee and snacks.

Gathering in the seminar-room. Short speech of the organising team:

Who are we, why do we do this, what will follow today?

ICEBEAKERS AND GETTING TO KNOW

CHECK-IN ROUND

thumb shows how everybody feels. (up- middle-down).

Check the downs (or middles), why they feel down (or middle).

goal: establish communication about group energy and needs

WALK IN SPACE

walking in space, looking at the space, looking at the people, saying hello to people: normally, as quick as possible, shy, like you meet an old friend.

goal: arrive in body and space and with the group

walking in space again, several times stop, go, stop, go then when facilitator sais „stop” you keep walking, when facilitator sais „go” you stop. Everybody should touch the ground and raise the hands, then it is turned around too. play with all the 4 options and with confusing people by doing the normal thing while they should turn it around. let everyone jump and sing. turn it around. play with all 6 options and confusing people

goal: concentration game, fun game, icebreaker

ROUND OF NAME, PLACE

what´s your name and where are you from?

ZIPZAP NAME GAME

facilitator is in the middle, points to people and sais „zip” or „zap”. „zip” means the person needs to say the name of the left neighbour, „zap” means the name of the right neighbour. with „zip zap” the person in the middle can make the circle mix and everyone finds a new place. if someone does a mistake that person has to go in the middle

goal: hearing all names many times

HOMEMAP

creating a map in space where people come from

1. to show the place they were born

2. to show the place where they live now

goal: teambuilding, getting to know the people

WANTED

SUPERHEROES AND -HEROINES CHARACTERISTICS

superhero/ine name: selfportrait (in costume):

motto / philosophy of life:

your enemies:

special superpowers: special weapons:

weaknesses:

Everybody gets a WANTED-Poster Template Paper to fill it out anonymously. In this case we decided to choose the Superhero topic.

Then you hang the posters on the wall and everybody has to guess who is who.

(Allocate names to the numbers on the papers).

Then the results will be presented. In the end the group can be asked who has chosen more than 5, 10, 15, etc... persons right.

goal: reflect yourself in a funny way and to get an overview of how the others reflect themselves. The group will have a more abstract impression from each other.

BLINKING GAME (stealing partners by eye blinking)

grab a partner and stand in a circle in 2 rows, one partner is behind the other. the people in the back have their hands on the back. one person should be alone and try to steal the people in the front row from their partners in the back by blinking into their eyes. the partners in the back try to catch them when they want to leave

goal: concentration, nonverbal communication, quiet nice game that is communicative but relaxed

CHECK-OUT ROUND

goal: set a clear ending ritual, closing the session, see if anyone has special needs after the session

EVENING

Glühwein and table game night

DAY 2 - INTRODUCTION TO THE TRAINING COURSE

PLAN OF THE DAY

morning part was devoted to get to know each other, build team feeling and also make a common ground and agreements on working flow, that includes dividing the household tasks and introduce the open space technology. In the afternoon we focused on presentations of the participating collectives, having the challenging task of presenting around 15 collectives in one afternoon.

MORNING IMPULSE

this day and all the other days of the training course the Happyness team cared to start with a creative impulse to lead the group into the topic of the day there where games, storytelling sessions, theatre tasks initiated and facilitated by participants themselves.

Already in the first evening we discovered the most popular table game for the Training Course the magical Dix It! cards. Briefly it is a set of cards with abstract pictures and the players have to share their associations with the picture (Some people use Tarot pictures for similar purposes). It turned out to be a great tool not only for recreational but also a tool to get to know each other so we used it in the group round to share the associations. More info about the game: https://en.wikipedia.org/wiki/Dixit_%28card_game%29

TEAMBUILDUNG

CHECK-IN-ROUND

NAME BUSSES

material: 3-5 balls

first person says the name of any person in the circle. When that person says ok, then first person throws the ball to the called person. The second person continues like this. If someone was already called the cross the arms to show that. The ball goes to everyone once and in the end back to the first person. Then in the second round the ball still goes the same route, but another ball follows, then another, and another, like busses that always drive on the same line with a bit of time in between

goal: concentration, hearing names again

GROUP SCHNICK SCHNACK SCHNUCK

all people move in space and play scissors, paper, stone when they meet. The one who loses has to follow the winner and be a groupie, shouting the name of

the winner and celebrating him or her. When the leader of the line loses the whole line has to join the line of the new winner and celebrate that person until all are in one big line and celebrating one person.

goal: energizer, name game, fun

INTRODUCTION TO THE ORGANISATIONAL STRUCTURE

presenting the organisation team, the schedule and the programm

Policy Sun

formulating expectations, wishes and values everybody agrees on to develop a common TC culture. Collecting values and „rules“ from the participants. Invitation to formulate fears as suggestions.

Household coordination

to stay coherent with the training course topic, we deliberately have chosen a location that offers opportunities but also responsibilities to organise the household, food and other practical aspects of the training course ourselves.

In this case we had following groups of tasks: heating (Seminar room, dining room, cozy room and billiard room), cleaning (female and male showers, toilets, common area), kitchen help (to set up breakfast, to support in preparing lunch, to prepare in setting up coffee breaks, to help with dinner).

After introducing with the system of how the household works, the participants could voluntarily sign up as coordinators for each of the position it would mean that they have the knowledge on how the tasks shall be done and make sure that there are volunteers for the tasks. The participants divided in the household task groups, discussed the basic principles of organisation and afterwards introduced the whole group with it. Afterwards a table was placed in the common area with all the seminar days and tasks available for everyone to sign up. Every day before the lunch we had 30 minutes of household meeting, where was space and time given to exchange about the tasks, ask questions, give feedback and make plans. In case there was nothing to be said in the meeting, the participants could go to their tasks, or have free time.

DAY 2 - INTRODUCTION TO THE TRAINING COURSE

Open Space Technology

as red thread through the sustainABILITY training course was the theme of self organisation, the trainers team also consciously opened parts of the program for parallel activities. In total there were 16 sessions in length of 1h 30min open for activities offered. We choose to facilitate the self organisation of program with the help of Open Space Technology (OST) method. Aim: to encourage selfinitiative, open space for sharing the participants knowledge, learning to offer own knowledge and experience.

Learning outcome: to selforganise time and learning experiences, to propose and facilitate sessions. Formerly we have used this method in more creative and practical project, for example, to make a creative explosion and divide the group in working groups for street art actions. This time we used OST in the sustainABILITY because the project concept as well the learning needs of the singular participants were too diverse to cover all the aspects in the provided sessions, there was mixture of participants with lot of experience and newcommers and we wanted to stay coherent with the selforganisation as topic of the training course. Open Space Technology basically is a way to facilitate meetings, seminars, conferences, assemblies. The idea is to offer a grid of times and spaces for the participants to offer and implement their own sessions, to let the participants choose the ideas they are interested in and to organise owns time to attend the activities. Its perfect for larger scale events, dropin style sessions and creative chaos, we the concept itself as a matrix that can be adjusted due to the needs of the project.



STEP 1

Introducing with the Open Space giving introduction in the OST (history, context, guiding principles, law), explaining, how and when the ideas will be collected, how the choices will be made and what are the time slots and physical spaces available to offer activities. As that might be the only time the whole group is together, it is important to give clear and simple directions.

STEP 2

Incubation face participants are developing proposals for sessions, formulating their ideas in the offered form and putting them on the wall/ space visible for others. As a facilitator one should decide already beforehand if the Incubation, Clarification marketplace face (step nr 24) stays separated or merges.

STEP 3

Clarification space to ask questions, clarify, what is meant with each proposal, if suitable, present the proposals in the group, also clearly communicating, if it is an expert session or sharing pool, action or rather a discussion and so on.

STEP 4

Marketplace in a free or facilitated form, where the participants vote on the ideas they would like to participate in. Especially necessary if the spaces and times are limited. In our case, we used the Prioritising system to vote on 1things you would do even if alone, 2 things that you would coorganise, 3things where you would like to participate more in detail in DAY 3).

STEP 5

After the choices are made, it is time to fill the grid usually it would be a grid of physical spaces and time slots available. It can be a fixed time and space, where this ceremony takes place, or a simultaneous process.

STEP 6

Organised chaos, following these guiding principles of the OST (this exact decription is stolen from Wikipedia https://en.wikipedia.org/wiki/Open_Space_Technology):

1. Whoever comes is the right people ...reminds participants that they don't need the CEO and 100 people to get something done, you need people who care. And, absent the direction or control exerted in a traditional meeting, that's who shows up in the various breakout sessions of an Open Space meeting.
2. Whenever it starts is the right time ...reminds participants that „spirit and creativity do not run on the clock.“
3. Wherever it is, is the right place ...reminds participants that space is opening everywhere all the time. Please be conscious and aware. – Tahrir Square is one famous example. (Wherever is the new one, just added[24][25])
4. Whatever happens is the only thing that could have, be prepared to be surprised!

DAY 2 - INTRODUCTION TO THE TRAINING COURSE

...reminds participants that once something has happened, it's done—and no amount of fretting, complaining or otherwise rehashing can change that. Move on. The second part reminds us that it is all good.

5. When it's over, it's over (within this session) ...reminds participants that we never know how long it will take to resolve an issue, once raised, but that whenever the issue or work or conversation is finished, move on to the next thing. Don't keep rehashing just because there's 30 minutes left in the session. Do the work, not the time. As well the OST is pretty much anarchistic approach to organise things, especially because it has only one law "the law of two feet", that implies that if one find him/herself in a place where the person is not learning, neither contributing, he/she is free to leave and find another working group, or initiate one (depending from how open is the provided structure). As there are plenty of information online about OST, this is a free form we choose to describe it you are free to disagree with it, or look for more impressive description use, for example, the one from the SALTO Toolbox: <https://www.saltoyouth.net/tools/toolbox/tool/openspacetechnology.130/>

OPEN SPACE PROPOSAL

TOPIC:

PROPOSED BY: offering (can teach or host session) searching (wants to learn & needs input)

PROPOSED TIME(S):

TYPE: discussion skillsharing/exchange group work bodywork expert input (lecture, introduction to a theory, etc) games, fun introduction to a practical method other:

DROP-IN: open session (drop-in possible) closed session (no drop-in)

DESCRIPTION:

INTERESTED: (put your names here)

Time:
In our case the time for Open Space was spread out through the program, but it takes at least 1h 30 min to present the concept and gather the proposals + time to implement the sessions.

Tools:
Pieces of paper (we have made a special template for proposals), markers, masking tape or pins, wall or pinwand, small round stickers or other tool to mark the most preferred proposals.

SKILLED HANDS

aim: to give space and time to reflect on own's input in the group process, define learning needs and aims

This is a simple exercise we used to give a framework for participants to reflect on own's learning wishes and expectations.

STEP 1

Explain the rules: each participant gets a paper and pen, they shall draw the figures of both their palms with 5 fingers on the paper. Each finger symbolises one learning aim- on left hand it is about what one would like to learn and on the right hand it is about what one can offer.

STEP 2

Give people 10 min to write down, what they can offer and what they could give.

STEP 3

Divide in couples, 5 min to exchange about it with the nearest person.

STEP 4

Make a "Gallery of giving and taking" by making people to stick their papers on the wall. Give time and space to exchange about the topic and ask questions.

Time: 30 min

Materials: A4 papers, pens (for each participant)

DAY 2 - INTRODUCTION TO THE TRAINING COURSE

PRESENTATION OF THE PARTNER ORGANISATIONS

PECHAKUCHA

Aim: in a dynamic and visual way give make space for presentations either individual, specific projects, or generally about collective.

Learning outcome: overview about the background / work / ideas of the other participants, visual memories and compact data that can be easily shared or published online (the presentation files).

Format of the presentations:

each participant can show 20 slides, each slide will be shown 20 seconds regardless if the presentator will be finished with talking about the slide or not.

As well, no slide will be skipped earlier. The participant can structure the talk according to the slides or use it just as a background information. The questions and comments are welcome after the presentation.

Preparation:

The participants of the presentation has to be given at least a week or two to prepare. In our case, we also provided a rough guideline for the content of the presentation, asking for

1. goals and structure of collective
2. amount of members/people involved
3. topics which you work on
4. decision making processes
5. structure of meetings
6. online tools
7. prioritizing tasks/projects
8. conflict management.

File format: Common agreement on the format of the files has to be provided either its Power Point presentation, Open Office file or a folder with 20 pictures (for that its important to number the files in a way that during the presentation it appears in the right order). File sharing: Also the way of exchanging with the files has to be agreed on either every participants uploads it in an online cloud (for example, Box), sends it per email, or comes in the day of presentation with an USB stick (or other technology, how to transfer the files on the computer attached to the beamer. Of course, unless the beamer has a Wifi itself.) Organising the presentation: The sequence of the presentations can be provided by the organisers. We put up a list, where everyone was freely invited to sign up. Basic information: <https://en.wikipedia.org/wiki/PechaKucha> or find Your Pecha Kucha crew in your town!

Time: various, its suggested to keep it between 8 and 14 presentations, so that the total time is not longer than 3 hours.

Tools: screen, beamer, laptop, timer and somebody who clicks the slides, flipchart and marker, or blackboard and chalk to make the speakers list.

Feedback: "Short method was good, too long presentations are awful. Maybe the presentations could have been less structured and everyone could have just present what they thought was important in their organisation."

DAY 3 - IMMERSION INTO THE TOPIC

MORNING IMPULSE

GRAB A FREE CHAIR GAME

There is one chair less than the amount of the group randomly in the room. The standing person starts to walk in a slow manner from the other side of the free chair to grab a seat. As soon as the walking person almost tries to sit on the free chair, one of the group has to avoid this by changing his seat with the free seat (same speed like the walking person). Aim is to avoid that the walking person sits down. Then the walking person pilotes the next free chair.
Aim: teamwork, energizer, fun.

WHAT IS SELF-ORGANISATION?

ROLEPLAYS

Dividing group in 4 small groups. Task: each group creates a performance to these 4 different topics: the ideal non-selfmanaged organisation, the worst case of non-selforganised, the ideal self-managed organisation, the worst case of self-organisation.



Preparation of the scene.
Presentation.
Reflection.

Aim: Experiencing and observing the different types of organisation forms, immersion, fun

SPEEDDATING METHOD

Inner and outer chair circle. Facilitator asks questions for sharing with the partner of the opposite circle. After each question inner circle wanders one place further.

Questions like: *How did you get involved into self-organisation? Where can you find self-organisation in nature? What is the contrary of self-organisation? ...*

Aim: Get to know to other opinions, define own imagination about the topic, immersion



COMPLETE THE CLOZE

The history of self-organisation in form of a projected text with missing words. The missing words are written on a small paper in the middle. Task: Grab a word, read the text and figure out where to put your word.
Aim: Group task = without words of others it's hard to find out where your word fits
> method shows group dynamics, transfers information deeply because of reading the text more intensive.



DEFINITION

finding a common ground through a collective definition: what means self-organised? what is a collective?

In small groups discussing the question, presenting the results and clustering them according to following aspects:

- leadership and ownership
- decisions
- salary
- division of labour
- values

HAPPINESS MANAGEMENT

Session started with a quick free massage offered by some volunteers.

Based on positive psychology (focus on strenghts and growth) there is an upcoming movement in companies where the happiness of the staff is a very important property. Throughout a presentation we got insights in tasks and qualities of a Happiness Manager and how Organisations can provide a better wellbeing.

> Handout to fill out some questions about happiness.

> Group Work: Reflecting and Discussing in teams of each organisations:

What would make me and my team in my organisation more happy?

DAY 3 - IMMERSION INTO THE TOPIC

EFFICIENT MEETING CULTURE

Proposals for what is important in meetings:

- send a written invitation,
- clear time frame, goals and expectations for the meeting – plan it before
- collecting agenda topics- best already before. Make a time table,
- planning breaks for long meetings.

What is important in making agenda:

- visualisation of the agenda,
- start with everyone having a look at the agenda (is something missing?)

Time management

- order of the agenda: short announcements first and urgent and important
 - note what you didn't talk about and clarify when you will talk about it,
 - setting time limits, time keeper,
 - note if people have to leave earlier, and if any of the topics are important for them
 - moving issues to small working groups whenever possible,
 - calculate that making agreements about the next meetings will take some time so start making those agreements early especially if people need to leave earlier,
 - have a „parking lot“ for good ideas that are not relevant, or no time to talk about it
- “Emo” flashlight:
- emotional check-in (and check-out)- how is everybody?

Clear agreements:

- make clear agreements and write them down: who, what, until when?
- set deadlines until when the things should be done.

Realistic goals:

- goals have to be “SMART”: S = Specific, M = Measurable, A = Achievable, R = Relevant, T = Time-based (set a date you want to achieve each goal by)

Moderation tools:

- speakers list,
- hand signs
- talking stick
- “matches” method.

Protocols:

- when was the meeting? about what? (agenda points overview) who was there?
- clearly take down distributed tasks,
- take down proposals and good ideas,
- note open questions and topics you haven't managed to talk about,
- track most important points of discussions,
- always check the last protocol before or in the beginning of a meeting to see what tasks were fulfilled and which not.

PRIORITISING

Prioritizing daily tasks is key to successful time management. When you prioritize, you make sure you accomplish the most important tasks first. Make time management a habit — your stress level will thank you, especially in self-managed collectives.

In this session we offered 3 models of prioritising tasks, after presenting each model, there was time given for clarification questions and feedback.

Important-Urgent Matrix

Also known as The Eisenhower Decision Matrix or Eisenhower's Urgent/Important Principle, it helps to structure tasks according to their placement on axes of “important” and “urgent”:

- important-urgent- for ex. crisis, deadlines, problems,
- important-not-urgent- for ex. relationships, planning, recreation, maintenance,
- not-important-urgent- for ex. meetings, activities, emails, interruptions,
- not-important-not-urgent- for ex. surfing web, scrolling through social media, gambling.

Resources-motivation

After listing all the tasks, after estimating own's time and engagement resources, make sort of voting with limited amount of choices (for example, one from each category) in following categories:

1- I can be a producer, I'm gonna do it, even if alone,

2- I can be core team member, I definitely want it to happen, would like to take part in planning and crucial decisions,

3- I can support it, I want to see it happening, could imagine taking part in it, or giving other kind of support needed.

Grid of time-learning-resources

Draw a grid vertical axe is listing all the activities/ tasks, the horizontal- time (the activity consumes), learning potential and material benefit (to secure one's needs).

First list all the activities/ tasks that are upcoming. Really everything. Then list them in order of benefit, according to categories mentioned above (for example, from the activity with the biggest learning potential to activity with least learning potential).

Count the points. Reflect upon on results.

EVENING

Intercultural evening

DAY 4 - LISTEN TO YOUR HEART

MORNING IMPULSE

funny stories sharing in a free form.

COMMITMENT, MOTIVATION

IMMERSION-GAME

walking through the room. listening to yes-and-no-questions to reflect own motivation and commitment state. yes = standing, no = walking

INTRODUCTION about motivation models and different kinds of commitments.

PRESENTATION of dialogic management culture (case study: DM Drogeriemarkt).

GROUP EXCHANGE: about motivation and commitment in their organisations.

LEADERSHIP STYLES

game session inspired by „Theatre of the oppressed“ exercises by Augusto Boal and from contact improvisation.

goal: observing reaction to different roles in leading and following.

BLIND BUSESSES

one person stands behind another and is the driver, the other one is part of a bus. Introduce how to steer the „bus“: tapping on the head = forward, tapping on left shoulder = left, tapping on the right shoulder = right, tapping on the back = backwards. Not tapping = to stop immediatly. Now take 4-5 people in one bus. Only the driver can see (others have closed eyes). When the last one receives the tapping from the driver they have to pass it to the front. There will be a delay until orders reach the front. Let people change their positions (let driver move to front), until everybody had a chance to drive. The last driver gets the special task to park the busses in a corner. Reflect with the group how they felt in different roles and where from they know these dynamics in their real life.

FOLLOWING PALMS (leading and following partnerwise)

A game to reflect upon leading and following partnerships through experience. There shall be big enough room or outside area for participants to move around without restrictions.

1. Participants divide in couples. One is leader, other- follower. The leader is holding arm in front of the face of the follower, the follower has to follow.
2. After a while the couple switches the positions.
3. Divided in couples, participants repeat the same exercise, just this time, the follower can clap hands and change the roles.
4. This time divided in groups of 3, one person is in the middle, leading the 2

others with his/her palms, people follow the same rules as in tasks nr. 1 and nr. 2. 5. The group-star: one volunteer is in the middle, there is a person following each palm, they have persons following each palm and so on, until whole group is involved in the exercise (this time without possibility to switch the roles).

Round of reflection with following questions after each task, or at the end:

- where from do you know these leadership styles?
- what dynamics do they bring?
- what is advantages and disadvantages?

Summary and brainstorming with questions:

- which game reflects most the leadership style of your organisation?
- what is important in leading groups?

BOTTOM-UP AND TOP-DOWN LEADERSHIP- SHARING CIRCLE

Aim: to provide brief introduction in the concept of bottomup and topdown organisations, give space to reflect on the structure of own organisation.

Learning outcome: New method, knowledge and opinion exchange in the group, comperative picture of the organisations, evaluation of owns work

1. Ask group to come in a circle. First ask the group about their knowledge of bottomup and topdown organisations. Facilitate the circle and make sure that more than one person can speak. In case of no prior knowledge, provide information.
2. Ask questions to make participants explain, what the challenges and the opportunities of each structures are.
3. Make the concluding question to make sure everyone is on the same basic level of understanding the concepts.
4. Sociometric position: draw a line and ask the group to place themselves according to how they see themselves in their collective.
5. Closing the activity with a feedback round.



DAY 4 - LISTEN TO YOUR HEART

THE ART OF LISTENING

Introduction to Non-Violent Communication (NVC)

Step 1: observe

Step 2: feel

Step 3: express needs

Step 4: express wish (request)

BUBBLE SORTING

One bubble describes a problem somebody telling. 6 bubbles show different reactions. The group has to sort the reaction to the right description.

Based on the empathy-concept of NVC this exercise shows a wider range of reactions to reflect own reaction patterns.



NVC or not

5 different aspects of NVC with different examples distributed all over the room. After reading the examples you had to decide which of the presented dialogues were NVC ones.

EMPATHY - SYMPATHY - ANTIPATHY ROLEPLAY

based on the concept of empathy, sympathy and antipathy.

Group is separated in 2 circles (= actor and reactor). Everybody in the innercircle draws a „reaction style“ (empathic, sympathetic or antipathic). The outercircle stand in front of a partner of the innercircle and tells a problem. Inner circle reacts accordingly to his „style,. After 3 minutes outercircle turns one person further. After a few changes the reflection will show how everybody felt in which role.

Aim: Get to know to the different reaction types and to reflect the own role and handling of reactions.

THEORY U

Part of the theory U are the 4 different levels of listening.

source: <https://www.youtube.com/watch?v=Be7NYQE8VXk>

ASSOCIATIVE LISTENING

Small groups á 5 persons: 1 case-giver, 4 listeners

case-giver describes a problem to the listening group (5 min). The group describes associations they have according the case (5 min), then feelings (5 min), then movements (5 min). Finally the group suggests solutions for the case-giver (5 min).

Aim: Through other ways of reacting the listener will listen more attentive. Uncommon ways of reactions can help the case-giver to understand the problem with a more open horizon.

ACTIVE LISTENING

Walking meeting, in pairs, telling each other sth. from their collective experience 5 minutes each person, the other one listens actively without interrupting. Then partnerchange where they pass the other ones story. After changing those two stories: another partnerchange to find the one who has your story to compare the result and the intended statement

Aim: practise active listening, awareness for communication

OPEN SPACE: WALKING MEETING

Outdoor meeting with walking through the forrest. Topic: „What is environmental friendliness?“

Aim: outdoor and active methods ensure more attention and joy.

EVENING

Salsa and Acro Yoga Workshop

Aim: Guide and let yourself being guided, trust and hold each other

DAY 5 - MANAGING THE COLLECTIVE

PLAN FOR THE DAY:

by now we already got to know each other well enough, after the intensive days there is only the morning session and then- excursion and free time in Berlin promising for the afternoon, to visit and explore some of self organised collectives there.

MORNING IMPULSE:

time for some circus with Antun, one of our Serbian participants. We start with a game- there are chairs in amount of people participating put in 2 lines, facing each others back. People divide in two groups, each group gets a small juggling ball and has to pas it on with top of our feet, it is not allowed to use hands and once the ball falls down, the group has to start again. Teams compete, which is faster. We finish morning impulse with some loud music and people invited to dance in different styles- first walk, then walk faster, and then dance- slow, fast, crazy, conventional, etc.

DECISION MAKING. Consensus method.

Behind the consensus decision making principle is the concept of “Wisdom of minorities”: In the common understanding of democracy there is a tendency to think that the vote of the majority will bring the quickest and best solutions. But this means that minorities often get no chance to share their concerns. (In theory in a democratic society it is the public media that is the tool for discussions and hearing all concerns before making a decision. In fact of course those minorities usually also don't get a chance to speak in the media as much as powerful people.)

In many other cultures, indigenous cultures for example, there was and is a believe that consensus decision making is the better way to make decisions. They take more time in the first place, but they can avoid conflicts that come up later on. The believe behind that is that minorities, the people who disagree, have a knowledge that the majority does not have and that this knowledge, the wisdom of minorities, is worth to be heard. In this way we can see the potential of consensus and understand, how it makes the minority who disagrees a powerful crowd, compared to seeing them as a problem in the common democratic view.

Guidelines for taking part in consensus decisions

- do not be afraid to ask clarifying questions,
- keep in mind the goal- the best solution for everyone,

- take care of respectful and caring atmosphere,
- explain your own position,
- listen actively to what people are trying to say,
- think before you speak, listen before you object
- don't be afraid of disagreement.

Steps of consensus decision making

Step 1 – introduce and clarify the issue,

Step 2 – explore the issue and look for ideas,

Step 3-Look for emerging proposals,

Step 4 – discuss, clarify and amend the proposals,

Step 5 – Test for agreement- check for active agreement. If there are no blocks, check for active agreement from everyone,

Step 6 – Implement the proposal, or go back to Step 1 or Step 3.

Levels of consensus

An easy tool for consensus decision making processes

Formulate a consensus proposal and ask everyone in the group for their level of consensus:

1. I totally agree with the proposal and I will actively take part in implementing it.
2. I do have concerns but I will anyways actively take part in implementing it.
3. I stand aside because I don't have a clear opinion on the proposal or the question is not that important to me. I will actively take part in implementing the proposal.
4. I do not agree to the proposal but I will not block it and will let it happen. I will not actively take part in implementing the proposal.
5. I have strong concerns about the proposal. I will not block the process and go along with the decision of the group, but I ask to share my concerns and try to change the proposal
6. Block/Veto: proposal is completely against my ideas and needs and it can not be implemented

First you will ask the group who is on level 1 (everyone who is on level 1 will raise their hands), then for level 2, and so on. If there is hands raising on level 4, 5 and 6 you will ask for the concerns that people have against the proposal. If there is level 5 try to find a new proposal. If there is blocks you will definitely have to reformulate the proposal- or split the group. There are many different definitions

DAY 5 - MANAGING THE COLLECTIVE

of the consensus levels. They are all similar but not the same. Make sure to explain and visualize the model that you use for all participating members of the group, so everybody knows what the numbers of the levels mean. More detailed information about consensus decision making process please find in attachment- handout about consensus method and .pdf file about consensus for big groups.

Feedback:

"The session showed the importance of using proper making decision processes - better decisions, better implementation of agreed decisions, and in general better relations in the group."

"Nice participatory discussion, maybe, too theoretical and prone to standardisation while not taking into account different types of self-organisation and their differences in context-by culture, purpose, time span, people involved etc."

CONFLICT MANAGEMENT

slow motion fighting improvisation- sudden loud music, facilitators starts to move, playing out a fighting scene, in the end whole group involved.

Diagram with type of behaviours in conflict situations, explaining the different archetypes of behavior in the conflict situation according to the axis of "orientation in relationships" and "orientation in the topic" - avoiding, compromise, surrender, consensus and fight out. Ask participants to remember a conflict situation in their organisation that they would like to work on. Divide participants in small groups (ca. 5 persons), 1 conflict case given per group. After presenting the conflict, the group analyses it according to the conflict types and analysis guidelines. For example, Thomas-Khillmann Model of conflict management- competing, accommodating, collaborating, compromising, avoiding.

Summary of the session, once again connecting it to the different behaviours in conflict situation.

To remember: essence and the worth of conflicts, collectives have a bigger conflict potential, the importance of speaking openly and creating a conflict culture.

EXCURSION - collectives in Berlin

Getting personal and concrete experiences by visiting the collectives in Berlin.

Community garden "Almende Kontor" in Tempelhof field

Since the Tempelhof was not used as an airport anymore, the field stayed fenced and

unused until grassroots movements started to organise themselves for actions like "have you ever squatted and airport?", "100% Tempelhofer Feld" and others. Nowadays it is one of the most amazing spots in Berlin - whole airfield as a park to hang out, skate, fly kites and also garden. Since the beginning of the garden in 2011 the selforganised group has grown into an organisation with 500 gardeners, it's completely public and open for everyone. <http://www.allmende-kontor.de>, <https://tempelhofer-feld.berlin.de/>



Swap shop in Kulturlabor Trial&Error project space Started 5 years ago as a private initiative of one of the members of the collective, Swap Shop has grown into community project, opened 2 times a week to exchange with clothes, household items, books as well as knowledge and time. The shop is an example of an eco-friendly and socially responsible place, based on the solidarity/share economy, not focused on money. In the beginning it was completely voluntary initiative, self-financed by the initiator, through the years of experimentation of many models, nowadays it's supported by a project from local municipality. www.trial-error.org



Ida Nowhere

As the people call themselves, it's "Free Irrational University" - coworking space, swap shop, people kitchen, space for exhibitions and concerts, also hosting people kitchen events, community supported agriculture cooperative, darkroom for developing pictures and others. It is a collective of artists and other coworkers, supported by large group of volunteers and community lovers, that also meet in their regular members evenings (in German you call it-Stammtisch). Ida Nowhere is famous for their hooligan attitude towards art, having own very special view on things like football fever, value of art, beauty standards, intellectual property and others. <http://www.ida-nowhere.com/>



Feedback: *"We got an overview on different kinds of self-organisation in different contexts, this way we could personally get a personal insight, more information about these collectives and their projects, which experiences we can use in our practices."*

DAY 6 - ADMINISTRATING THE COLLECTIVE

PLAN OF THE DAY

After discovering Berlin, earlier or later all the participants gathered together in the seminar house Wernsdorf, this time- full of impressions and stories, ready to dive into the topic of self organisation. This day we devoted to two rather complex issues- online tools and finances, facilitated by our team and guest facilitator- Julia Vernersson from Source Fabrik.

ONLINE TOOLS

Aim: to define peoples needs for exchange and storage of information, to find out what each group is using and how does it works in practice

Learning outcome: improved digital competence, group work, exchange with experience

STEP1

To visualize the needs of the group and Softwares by making a table, where the vertical axe are the needs and the horizontal one- the available online tools used by the group. Group is asked to freely suggest categories for both axes, adding their names in the places, where they have expertise.

Examples of needs:

newsletter, document storage in a cloud, media file storage (large files, photos, videos, publications), internal communication, project management, taskmanager, timetracker, brainstorming, storage of contacts (Database), safe storage for logins and passwords, collaborative working platform (publications), book-keeping, calendar, digitalize and store offline notes, descions: requests, collecting points, agree on shared options, voting as well as team management who is available when, who works on what.

Examples of tools:

Piratepad, Crabgrass, Riseup newsletter, Slack, Trello, Doodle, Gmail and Gogledrive,, dropbox and box, flickr, asana, open atrium, Skype & alternatives, Omnibook and others.

STEP 2

To provide an overview of aspects of the online tools such as, security, interactivity, open source, financial aspects, backup options and documentation. Ask for the feedback from the group.

STEP 3

Divide groups relating to interests, choose the most pressing need of persons and group accordingly, voting on two most pressing topics, make visual with little dots, form groups, "expert of talk to me about".

STEP 4

Give time for group work to explore the specific areas.

STEP 5

Share experiences in a round, and then try out software, ask experts.

STEP 6

Closing the session, Question & Answers + plan further sessions / steps if necessary.

Materials: beamer, own laptops, software to make the scheme (ask joep for the software he showed from his work, twiddla?), general materials for facilitation, markers, pens, post-its, sticky dots, two colours

Time: 1h 30 min and 1 h

Some of the results of the session and list fo software can be found here:

<http://piratepad.net/padofsoftware>

FINANCES

Actually, we planned the finance session in a similar way as the online tools one, first identifying the needs of the collectives, then looking at different financing models. But this is what we came up with!

The group expressed a wish for less moderated exchange in a circle, where always a documenter and facilitator was assigned, whose main task was to follow the order of speakers.

INTRO

A brief overview about the concept and ideas of alternative financing and solidarity



economies, followed by exchange about monetary and nonmonetary solutions to sustain our collectives and projects. Following questions arose: (How) can we make a living from what we are doing? What is alternative ways of organising ressources? How can we get independent from state/single funders?

DAY 6 - ADMINISTRATING THE COLLECTIVE

ROUND 1

Identifying the costs:

rent and maintenance, employment/personal needs, travel costs, material, fines/trials, events, equipment (technical)

ROUND 2

Monetary strategies for covering the costs:

asking local municipality for support, fundraising applications, administrative grants

providing services, fundraising events, crowdfunding, membership, cooperatives buying space and owning it together.

Examples of monetary solutions, practiced by the participating collectives:

- many members financing a space together (e.g. Paraiso, gift shop in Berlin "Systemfehler")
- organising events to raise money (concerts and cultural events, bar, food, etc) .

ROUND 3

Nonmonetary strategies / alternative financing:

creating empty spaces and upcycling material, sharing resources, swapping (skills&services, work, materials, space), alternative currencies, asking producers/companies for material donations (for example, tools or computers that are not needed anymore).

Examples of alternative ways to organise stuff:

- swapping service/work against using space
- hosting foodsharing events, (swap shop, etc) and taking food (clothes, etc) yourself (trial and error)
- using alternative currency systems (like copinos in Asturias)

- using synergy effects between collectives (like the community kitchen organised by Basta collective in ida nowhere space that uses free food from Basta, brings money to ida nowhere for paying the rent of Basta, and creates a socialising space for Basta and ida people, also to redistribute harvest surplus that Basta cannot use among themselves)

ROUND 4

Sharing practical tips and tricks, for example

exchange about experience crowdfunding:

- online campaign (kickstarter etc) needs a supportive network or a really genius idea to be successful,
- treat it as a PR campaign rather than a way to raise money,
- is also possible in a classical way without the online tools.

2. examples of redistributing of money and resources in organizations:

-T&E example: 30% directly to the person who is doing the job in front of the organization, 70% to the communal budget to cover the running costs of the organization and to be redistributed among the organization members according to the working hours invested in the organization.

-Karkatag example: separate money distribution for every single small and big project done by organization. 10% goes to a communal budget to cover running costs of organization and the rest is distributed among the people involved according to the working hours after the all project activities costs are covered.

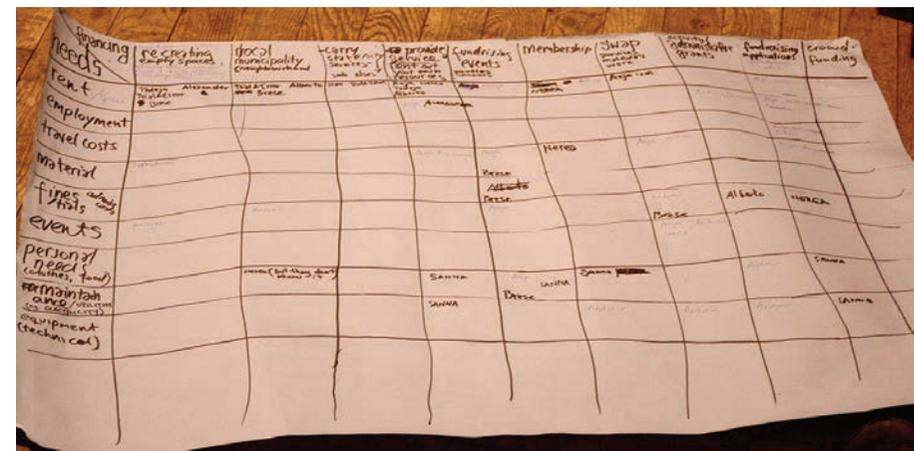
ROUND 5

To conclude the discussion, decide on further steps.

The finance session was also inspired by

- sources from Congress for Solidarity Economies, <http://www.solikon2015.org/en>
- sources from Open Source Circular Economy Days, <https://oscedays.org/>
- Jean-Louis Laville book « The Solidarity Economy: An International Movement », <http://rccsar.revues.org/202>
- Kevin Moseri publications on alternative financing <http://kevin-moseri.de>

We finished the sessions with 20 min common session to exchange between the finance and online group and get an overview of tools and techniques discussed as well as present the controversial issues and challenges the collectives are facing. We must mention that the topic Finances resonated so strongly that there was an extended about 4 hours long finance meeting self organised in the evening after the dinner.



DAY 7

MORNING IMPULSE

Grab a chair game (like on day 3)

COOPERATIVE COUNSELLING

Cooperative Counselling (dt. Kollegiale Beratung) is a systematic conversation in which a group of 5-10 persons consults each other in different roles (1 case-giver, 1 moderator, consultants) with the help of a preset conversation structure to develop mutual solutions. Every step around 5 minutes.

Mainly appropriate for professional concerns.

Moderator = moderates, supports, looks after time and rules

Rules: no discussions, no interpretation, follow the sequence

The conversation structure:

1. Casting (distribution of roles)
2. Case description + possible key-question (group listens)
3. Comprehension questions
4. Formulating the final key-question
5. Hypothesis of the group (case-giver only listens)
6. Case-giver comments hypothesis (group listens)
7. Collecting solution suggestions (case-giver only listens)
8. Decision (case-giver decides)
9. Feedback on the method

Because of the changing roles per case it follows a cooperative style and uses collective knowledge.

OPEN SPACE (OPEN END)

6THINKING HATS

Aim: to brainstorm ideas, open the creativity

The six thinking hats exercise by Edward de Bono is a well known method of parallel thinking, where you approach a topic from different perspectives. With this method new questions, problems and ideas arise.

Each group thinks about a topic they want to reflect about. A topic could be for example an action they are planning. The facilitator introduces the "6 thinking hats" and explain what each color means.

The blue hat means process: Thinking about thinking and manage the thinking process. What thinking is needed?

The white hat means facts: Information and data known or needed. Neutral and objective. What do I know? What do I need to find out?

The red hat means feelings: Intuition, gut instinct. My feelings right now, No reasons are given.

The green hat means creativity: Ideas, Alternatives, Possibilities. Express new concepts and perceptions. Solutions to Black problems

The yellow hat means benefits: Optimism and brightness. Exploring the positives and probe for value and benefit. Logical reasons are given

The black hat means cautions: Difficulties, Weaknesses, dangers. Logical reasons are given, Spotting the risks.

People from each group choose one hat or color paper and think about the topic using this perspective. The rest of the group can make questions to go deeper in this perspective. The ones who are wearing the color of the hat have to answer their questions using the perspective that the color refers. For example if he is wearing red it has to answer all the questions in an emotional way, thinking about feelings.

The people in the groups are changing and choosing different hats or color papers to get different perspectives and questions about the topic.

There is also the possibility that 2 people from the group take different hats and discuss together about the topic.

Time: 30 mins

Material: Six hats, paper hats or pieces of paper of 6 colors: white, yellow, red, green, blue and black.

Tip: Depending on the group participants could have the tendency of using one type of hat. Try to encourage groups to use all the colors to get a broader perspective of the topic they are working with. This method has been created by Edward de Bono in his book "6 thinking hats". You can find a lot of information about this method in internet.

SAUNA CULTURE

Excursion to visit Kesselberg as another self-organised collective.

Sauna as a medium for exchange, for social bonding and individual purification. The sauna was a nice way to share a special part of Sanna's (Finnish) culture with the other international participants.

DAY 7

NEW PEOPLE DISCUSSION

Open Discussion, hand signs and moderation

Based on a model of the different zones of membership (core group, active members, helpers zone, interest zone) the discussion followed the question why we want to integrate new people and the different ways of doing it.

Reasons to look for new people can be different: because they are interested, because we need expert input, because we search inspiration, because we lack capacity to make our plans real, to replace people that left the collective or to make links to other parts of the community (or new communities).

Reflecting on own role in a collective, the reasons and ways how new people are integrated in decision making etc or not, the lack of capacity to integrate people and the capitalist mystery of growth being a solution to everything.

CLIP KINO

Participatory curation, Online video as reference/resource

Topic: Self-organisation



DAY 8

DOCUMENT-TATHON

Aim: to give time and space to remember the content and reflect upon the learning process and experienced

Outcome: self-assessment, exchange between the participants, beautiful documentation files that are also used to create this publication.

We all know what a hackathon is, but not everyone knows that there are also document-athons taking place and they are filled with people, concerned about the planning, structuring, documenting and archiving the information.

As a part of validating the learning experiences, but as well as an action to prepare for the dissemination of the project results, we hosted something that could be called Offline Virtual Global Cafe, or mini-Document-Athon.

Preparation: an important part. Checking, if internet works, in case it offline-arrange storage space, for example hard drive. Sending out/ sharing the template of the file for the feedback. Making sure, everyone can open it (especially, if there is Open Office file format used). Making visible instruction on how to act, make sure the project program is still there.

STEP 1

Giving instructions- keep it as simple and clear as possible, because people will have to navigate between several laptops on their own / it is important that they do not get lost, unless they want to. Remind of time frame.

STEP 2

Divide in groups it is not a permanent division rather than just for the starting point. Depending from the situations, participants can be asked to choose themselves, or divide in groups using some random methods, like counting 1-2-3-4....

STEP 3

Each group work on 1 laptop to document one whole day of the training course. We asked to fill categories- topic of the day, morning impluse, each session (methods used, step by step description, if possible, learning outcome and feedback) and general feedback.

STEP 4

Every participant is free to decide, when they feel like changing the group. The idea is that at the end everyone has read all the descriptions and added missing information or feedback, if necessary.

STEP 5

Closure- once the time is over, make sure that the files are stored in the right place. If necessary, group round and decision for further steps.

Materials: number of laptops that cover each day of the TC, project program in a visible place, paper with number of each day attached to each relevant laptop, visible instruction on naming the file, structuring the feedback and storing the

file (for example, in offline HD, cloud, GoogleDrive or elsewhere).

Time: we used 1h 20min

EVALUATION AND YOUTHPASS

To conclude the evaluation activities, we used surveys with both open questions and ranking questions. There were following questions asked:

Which experiences and inspirations did you get?

How far did the Training fulfill your expectations?

Which conclusions did you collect? What will you take back home?

How relevant do you find this experience for your further work?

Please describe your opinion about following elements of the training and why?

Place: Accommodation, Space-atmosphere, Facilities and infrastructure

People: Coordination-team, Participants, Group dynamic

Character of the training: How would you describe it? Leadership style, Helping system,

Atmosphere/Energy, Fun factor, Offers, Balance Training- Free-time

Organisation: Food and drinks, Assistance

(Did you feel well assisted (before and during the training)? Could you tell somebody your needs? Where there efforts to respond your needs or explications why some suggestions were not implemented?)

Training: Schedule, Methods, Contents, Expert input, Effectivity, Networking

What do you expect afterwards? Are there any proposals?

What are your suggestions to make this training better next time?

Is there anything else you would like to leave here?

As an additional part of the survey was the Youthpass- questions about acquired competences. There was also an introduction provided about the Youthpass in the beginning of the project, before filling the questionnaires the principles and competences where reminded. Basically Youthpass is a formal tool to validate the learning outcomes of the non-formal education- "participants of approved projects of Erasmus+ Youth in Action and of the Youth in Action programmes have the right to receive recognition for their participation and learning in the projects. The Youthpass Certificate is the instrument which has been developed for this purpose." (<https://www.youthpass.eu>)

The experiences can be described using 8 key competences- Communication in the mother tongue, Communication in foreign languages, Mathematical competence and basic competences in science and technology, Digital competence, Learning to learn, Social and civic competence, Sense of initiative and entrepreneurship and Cultural awareness and expression.

DAY 8

In the end, every participant got their own Youthpass certificate in a special selforganised awarding ceremony.

MILESTONES PLANNING

Aim: to deliver a method for project planning to concretize ideas and mark down the necessary steps

Learning outcome: group work, networking (with possibility for future cooperations), new method

Milestones are classical project management tool to plan the activities, set deadlines and afterwards gives opportunity to check the status of the project. It can be exercised as a trial for fictional ideas as well as in real situations, helps to nail down ideas after brainstorming and prioritising face.

STEP 1

Apply a method from prioritisation pool to choose the ideas from the brainstorm. In our case the ideas were produced on topic "What follow-up project I would like to implement?" Divide in working groups accordingly

STEP 2

Present the grid- vertical axe is for components that MUST be there in order to make the project possible, the horizontal axe is timeplan (according to the length of the project, use days, weeks, or months). Give task to the groups to define the components for the vertical axe- each group is provided with big paper, markers, post-its and finer felt pens.

STEP 3

Have a short round of feedback on the components of the project- make sure they are not overlapping, there is nothing missing and they are formulated in the way like "The location has to be fixed" rather than "nice location".

STEP 4

Ask the group to define concrete steps that are necessary to achieve each component. Steps are written on post-its. Steps have to be formulated in chronological order, each step follows the previous one. The groups add the steps in the grid according the timeline.

STEP 5

Groups briefly present their master plans to others, space for questions, suggestions and feedback is given.

Critics of the method say that milestones are focusing only on the urgent and critical paths of the project, while the noncritical activities are not looked at and sometimes might contribute as good to the outcome of the project. However, it is seen as effective tool for planning evaluation of the project, it enables evaluation also during the project and gives opportunity to fix the problems during the project.

Feedback:

"There is a tool called GANTT diagram which can be used to formalise this schedule, thanks to a software."

"This method is very useful to do a very concrete planning, and to figure out all the work that you need to do. You can have an overview of the entire project."

FeedBACK-Game

Aim: to exchange with personal feedback, host an activity that brings the team together (also with bodycontact)

To bring the team together and give time for more non-formal exchange after the massive reflection and evaluation block, we made the old good feedback with papers on the back.

STEP 1

Explain the activity, hand out papers, tape and colorful felt pens. Decide beforehand, if You want people to sign their feedback and if You would like to specify the questions (for example, write about working together, inspiring things, space for improvement etc.) As well decide if the people can read the papers straight after the activity or put them in envelope and open at home.

STEP 2

Put on music, make a relaxed atmosphere.

People will already need to ask each other help to fix the papers on the back.

Time for feedback- everyone is invited to leave a note on each others back, the round continues until everybody has written something on back of everybody.

STEP 3

Take of the papers, it's possible to put them in envelopes without reading and post to participants home address later.

Close the activity with round of positive associations, or thank-you to the group.

Materials: A4 papers, tape or security pins, colorful felt pens

Time: 45- 60 min

DAY 9

WORKING STYLES

Aim: to give a ground for group work dynamics by learning how different people function in the group, to develop self/awareness and find own role in the group processes.

Learning outcome: to present own opinions in the group, develop understanding towards different working mentalities, intercultural exchange.

This exercise is a combination of methods we call visioning- participants close their eyes and imagine themselves in the situation provided by the facilitator, who as a storyteller guides them, sociometric positioning placing yourself in the room in a line or quadrants, according to the provided questions, facilitated open group discussion, where the participants are asked to answer questions, but can also freely choose to give input or own suggestions.

The idea of 4 working styles is based on the idea of the industrial psychologist David Merrill / he found two dimensions of behaviour that could explain and predict how people behave: assertiveness (a level to which people's behaviour is seen as forceful and directive) and responsiveness (level to which people are seen as showing emotions or demonstrating sensitivity). Placing these dimensions on 2 perpendicular axis gives a picture of the variety of working styles.

There are 4 major types of working behaviors: less-responsive-less-assertive, also known as Analyticals, Visionaires, Thinkers or Learners

Characteristics:
strategical thinkers, results-oriented problem solvers
organised, systematic, deliberate, independent
in communication critical, not too proactive
researchers, rather than socialising, looking for data- as more as better
people? it is hard to understand them
rarely compliment others or get excited, slow decision makers
"why are we doing this?"

less-responsive- more-assertive, also known as Drivers, Producers, or Leaders
Characteristics:
task-oriented, concerned about results
inspire, lead, facilitate rather than execute, is not afraid of large and complicated projects, challenges

in communication gets to the point, direct
people? good, as soon as they do their job
sometimes its easy to loose patience, sees everything as a resource to execute the vision
project management is their place
"What is the next project?"

more-responsive-more-assertive, also known as Expressives, Socializers or Lovers
Characteristics:
work hard to manage relationships, build consensus, keeps pulse on team
easily excited about concepts and visions, friendly, emphatic
people? love them!
sometimes loose patience in details, or forget the goal, seek for admiration
taking care of the peoples needs is their task
"How do You feel?"

more-responsive-less-assertive, also known as Amiables, Administrators, Relators or Doers
Characteristics:
good team players, focused and devoted to their tasks, like to do things properly
preferring routine ways of doing things,
get distracted, when there is no clear structure, tasks, not so good in communicating, what they are doing, not too stress-resistant
helpful, generous with their time, easy going
executing tasks and supporting the process
"How can I help You?"

However, it is good to keep in mind that nobody is 100% one type and a lot of people will find themselves in between two of those. As well, there are no good or bad types, there are many different ways to achieve goals and everyone has their own strengths and weaknesses that help them to make the way.

STEP 1

Ask participants to close their eyes, read descriptions of all the 4 types (without telling the names), we like to use first person to make them imagine at working situation. If necessary, repeat. Ask participants to think about which types resonate most in them.

MAGIC FAY - SECRETS FROM THE VEGAN KITCHEN



"We are what we eat"
Somebody

The minds and the bodies of the explorers of selforganised collectives were treated with the explosive taste experience from the "Vegan Cat" collective. In the mornings and evenings participants were selforganising diverse bodywork activities, but during the days it was especially taken care of a balanced, nutritious and tasteful food- people were coming to help in the kitchen and learn from the chef on how to make your own falafel, what's the secret that makes the vegan lasagna so good, or how to turn a simple broccoli soup into a vitamin bomb.

"We have set ourselves goal - to serve healthy and tasty vegan food with means of creativity and colourfulness in ingredients."
(From VeganCat website)
You won't believe until you taste it- <http://vegancat.de>
and the link to the book with colourful Mediterranean vegan recipes <http://www.vegiterran.de/>

And in these pages you can find our favourite recipes that warm up the bellies and hearts in dark winter autumn as well as magical summer nights! Enjoy!



RECIPES

TAHINI SAUCE FOR 200ML

F SAYS THAT IT TASTES GREAT AND IS VERY NUTRITIOUS.

- x TAHINI 100 ML
- x GARLIC 1-2 CLOVES
- x LEMON JUICE 2 TBS
- x SMOKED PAPRIKA POWDER 1/3 TS
- x SOY SAUCE TO TASTE
- x WATER

MIX EVERYTHING IN THE BLENDER.

BETTER WITH: VEGETABLE STICKS AND RAW BROCCOLI, HOW TO MAKE IT SPECIAL: IT IS ALREADY SPECIAL!



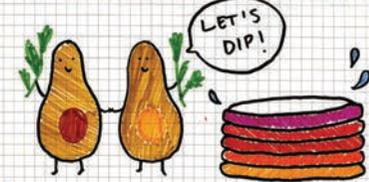
AVOCADO DIP

F THINKS THAT EVERYTHING IS GREAT WITH AVOCADO.

- x AVOCADO (ONE)
- x FRESH MINT - HANDFUL
- x LEMON/LIME JUICE 2 TBS
- x SALT AND PEPPER
- x OLIVE OIL - LITTLE
- x GINGER

MIX EVERYTHING BY HAND OR IN A BLENDER.

BETTER WITH: TORTILLA CHIPS OR AS A TOPPING ON CHILI OR IN WRAPS. HOW TO MAKE IT SPECIAL: COOKED RED LENTILS INTO THE MIX, ADD SOY YOGHURT TO MAKE AVOCADO SOUP CREME. FRESH KORIANDER IS ALWAYS GOOD.



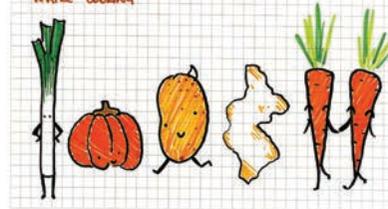
PUMPKIN SOUP

F LIKES IT BECAUSE IT'S FAST, SIMPLE AND IT TASTES LIKE IT'S MORE COMPLICATED.

- x LEEK 1 (SLICED)
 - x PUMPKIN 500g
 - x POTATO 1 BIG
 - x GINGER 1 TBS
 - x CARROTS 2 BIG
- CHOPPED

FRY THE LEEK IN THE POT ON OLIVE OIL. ADD THE VEGETABLES AND SALT. ADD WATER TILL COVERED. WHEN ITS SOFT ENOUGH, ADD GINGER AND CREAM THE SOUP.

BETTER WITH: CHOPPED CHIVES AS TOPPING. HOW TO MAKE IT SPECIAL: ADD A SMALL CHILLI PEPPER WHILE COOKING.



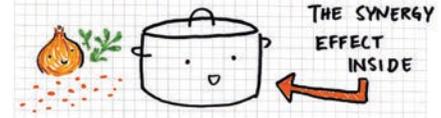
LENTIL SOUP

F LOVES IT BECAUSE THE COMBINATION OF INGREDIENTS HAS A SYNERGY EFFECT.

- x RED LENTILS 300g
- x ONION 1
- x MINT LEAF HANDFUL
- x TOMATO PASTE 2-3 TBS
- x OIL 100 ML
- x PAPRIKA POWDER 1/2 TBS (BETTER TURKISH)
- x OREGANO TO TASTE

CHOP ONION AND DRY IN WITH OIL IN THE POT. ADD MINT, PEPPER AND OREGANO AND FRY IT. ADD TOMATO PASTE AND LENTILS. ADD 4 TIMES MORE WATER THAN LENTILS. COOK UNTIL SOFT AND CREAM.

BETTER WITH: SERVED WITH LEMON JUICE. HOW TO MAKE IT SPECIAL: MORE TRADITIONAL - ADD MORE WATER AND ADD A CUP OF BULGUR OR COUS-COUS, AND COOK TOGETHER. (BETTER NUTRITION)



GREEN HUMMUS

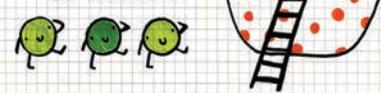
F LIKES THIS RECIPE BECAUSE IT'S SIMPLE, FAST AND IT LOOKS NICE.

- x GREEN PEAS 500g (CAN BE FROZEN)
- x LEMON JUICE TO TASTE
- x TAHINI 2-3 TBS
- x 2 CLOVES OF GARLIC
- x CUMIN, KORIANDER, SALT TO TASTE

COOK THE GREEN PEAS SHORTLY WITH SALT. BLEND IT WITH GARLIC, OLIVE OIL, TAHINI, LEMON JUICE, CUMIN AND KORIANDER POWDER.

BETTER WITH: FALAFEL. HOW TO MAKE IT SPECIAL: LEMON PEEL IN THE MIX (BIG LEMON)

THEY DON'T KNOW THEY ALL WILL BE MASHED...



BABA GHANOUSH

F LIKES IT BECAUSE IT'S CREAMY, FILLING AND TASTES GOOD.

- x EGGPLANT 3 MEDIUM
- x TAHINI 1-2 TBS
- x GARLIC 1 CLOVE (PRESSED)
- x OLIVE OIL
- x PARSLEY 2 TBS (CHOPPED)
- x VINEGAR/LEMON JUICE TO TASTE

MAKE HOLES WITH A FORK IN THE EGGPLANTS. BAKE/ROAST IN THE OVEN FOR 30-40 MIN (180°C) TURN AFTER 15-20 MINUTES.

CUT THE EGGPLANTS IN TWO, AND REMOVE THE FLESH OUT WITH A SPOON. ADD THE REST AND MIX WITH A FORK.

BETTER WITH: PITA BREAD. HOW TO MAKE IT SPECIAL: PUTTING SOME SMOKED PAPRIKA OR ROASTING THE EGGPLANTS IN OPEN FIRE.



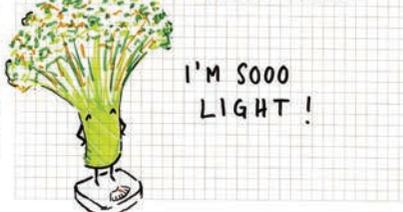
BROCCOLI SOUP

F LOVES IT BECAUSE IT'S LIGHT AND IS A GREAT WAY TO EAT BROCCOLI.

- x BROCCOLI 1 KG
- x GARLIC 1 CLOVE
- x LEMON JUICE TO TASTE
- x TAHINI 2-3 TBS
- x GINGER 1 TBS
- x OLIVE OIL AS WISH

CUT BROCCOLI IN CHUNKS. PUT IT INTO POT WITH WATER, BUT NOT COMPLETELY COVERED. COOK UNTIL THE BROCCOLI IS A BIT SOFT AND STILL GREEN. COOK FOR MINUTES. ADD THE REST AND CREAM.

BETTER WITH: WINTER. HOW TO MAKE IT SPECIAL: SERVED WITH QUINOA



THE ORGA-TEAM

Sandra Wiesthal

Graphic and upcycling designer, chairwoman of the Kulturlabor Trial&Error e.V. board, Sandra has a rich experience in working with selforganised collectives and events, youth work, projectmanagement as well as networking, community development, sustainability and upcycling designs. At the moment Sandra is exploring upcycling and building, developing spaces and collectives. Sandra is the director of the training course- responsible for logistics, practical arrangement and finances of the project.
<https://sandrawiesthal.wordpress.com/>

Masha Servetnyk

Masha is a former EVS and current active member of Kulturlabor Trial&Error. She has an experience in different areas related to NGO management (fundraising, volunteer coordination, project coordination etc.) Masha is the main contact person for you as a participant. You can ask her always anything and she will try to answer :)

Ruta Vimba

Journalist and culture manager by education, with rich and diverse experience in facilitating and administering projects in areas of youth work, nonformal education, DIY media as well as upcycling and crafts, Ruta is currently working with a local community development project with Kulturlabor Trial&Error as well as involved in youth education project and volunteer management. Ruta's themes are upcycling, culture-led regeneration, social change, environment, media and microevolutions. Ruta is trainer of the training course, responsible for the conceptual development and content, coordinating trainers team and facilitating the program.
www.trial-error.org, www.mastazine.net.

Sabine Wiesthal

Artist, graphic designer and pedagog, Sabine has studied pedagogy and theatre & mediascience. Like the Snowwhite has her 7 dwarfs, Sabine masters 7 kinds of arts - design, painting, building objects, theatre, pedagogy, creative actions in public space and self-development. Sabine loves getting together, working on projects in a creative, expressive and meaningful manner and to communicate and live ideals to create a better world. Sabine is trainer of the training course, responsible for the conceptual development and content, coordinating trainers team and facilitating the program. Web: <http://sabinewiesthal.jimdo.com/>

Anja Sommer

Art therapy, circus, theatre as method for exploration and self-development, collective ways of living and organising sustainable food supplies (Community Supporter Agriculture), nomadic subcultures- these are the areas of research and experimentation of Anja. Anja is a supporter of trainers team in areas of group dynamics, decision making processes and usage of theatre methods.

OUTDRAW

The idea to organize a training course, aimed to promote active and participative citizenship through sharing the knowledge and experiences of self-organisation and exploring the different methods for group work, came based on the need of sharing the common urge to look for place where the daily meaning of activities is visible, the work is more than an a forced activity, the organisation's work is coherent with its values, there is a place for ownreflection, feedback and ideas, the decisions are transparent and collective, everyone can affiliate with the goals of the organisation.

As there was not such a place for us in the established structures, though Kulturlabor Trial&Error decided to explore how the terms „work“ and „money“ correlates in our society, what place in the so called job market the young people have, how to reach a sustainable impact, respect the environment and people around as well as how to work in a horizontal and inclusive structure, giving each team member an equal chance to become an initiator, what kind of tools are to maintain an organisation effectively and sustain it both financially and resources-wise.

BEHIND THE SCENES



EPILOGUE

Emerging collage of topics, half a year of brainstorming, writing application, looking for location, shaping and reshaping the team, emails forth and back, deadlines missed and extended, applications from potential participants, last minute preparations, collecting things for cozyness, packing the van, arranging the space ... then 9 days of explosion and its gone- the space and time to share, learn, interrogate, network, reflect and evaluate on how to ignite and sustain self-organised youth collectives. 6 countries, 30 people, around 15 collectives represented...

Did we managed to promote active and participative citizenship through sharing the knowledge and experiences of self-organisation and exploring the methods for group work? Did we reflected on the organisational structures, started an international network of self-organised collectives, experimented with ways of managing a collective and learned about ways to sustainably develop a collective, as it was written in project application?

We all left with luggage of tools, methods and ideas, but even bigger- luggage of questions to ask ourselves and our fellow citizens. More than rewards, we wanted to know, what is the drive that moves people. More than money, we wanted to know, how to ensure the needs of the members of collectives. More than it is said here, has stayed in between the lines, in the informal discussions around the breakfast table, in the kitchen, or showers.

We hope You found useful our ideas and tools on how to represent the topic, for more detailed presentations from some of the sessions please look in attachment. Or contact us for becoming partner-in-crime for the next training course on sustainability of self-organised youth collectives.

Yours
Editors, self-organised

ERASMUS+ TRAINING COURSE
sustainABILITY: sustainable management of selforganised youth collectives
documentation and handbook

