

BREATH



Training C4 - report June 26 and 27, 2024

Châteauneuf-la-forêt, France



Training C4

Revisiting the tools available to support spatial planning projects facing the transition

Objective of the training: Introduce to tools that will enable to renew support for spatial planning projects, based on a systemic, ecological and democratic approach.

Pedagogical objectives:

- Understand the key knowledge, skills and competencies required to support spatial planning projects in the face of ecological transition.
- Discover different methods for a sensitive, shared approach to place.
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- Discover different methods for a sensitive, shared approach to place.
- Learn about and try out the facilitation protocol for collective decision - making.

This training was the last of a cycle of 4 trainings of the BREATH project. It has been prepared by L'Arban.

It took place in the salle Camille Claudel in Châteauneuf-la-forêt, during two days, the 26th and 27th of June 2024.

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Trainer:

Juliana Colin, Architect-urban planner, participatory urban planning project coordinator

Stéphane GRASSER – Geographer and urban planner, facilitator of collective initiatives

Jérôme HAMELIN, Network project coordinator

Marjorie MASSEGLIA, landscaper Graphic Facilitator

Interpreter:

Jasmine Culler French - English interpreter



Training organization

The training program was designed to offer different modules led by different trainers. The program was designed to give priority to workshop work using experiential and active methods, in a friendly, sharing environment.

Welcome and conviviality

The training program was organized with the aim of guaranteeing the best possible conditions for welcoming the group, and as far as possible creating a convivial atmosphere in which to share experiences. The training session was held in a spacious, bright room with an open kitchen, and a quality outdoor area.

We kicked off the day with a warm welcome including coffee, tea and cakes. The layout of the room was designed to facilitate the movement of the audience and create an atmosphere that invites participation. This was followed by a presentation of the team, the program and the venue.

In order to successfully integrate the participants and collectively share everyone's expectations, we led an "ice-breaker" time entitled "cv minute". We gave all participants a few minutes to answer the following questions:

- name
- what I expect from the training
- what I can bring to the group
- what I hope the group will bring to me

These "minute CVs" were presented by each participant and then posted on the walls of the room.



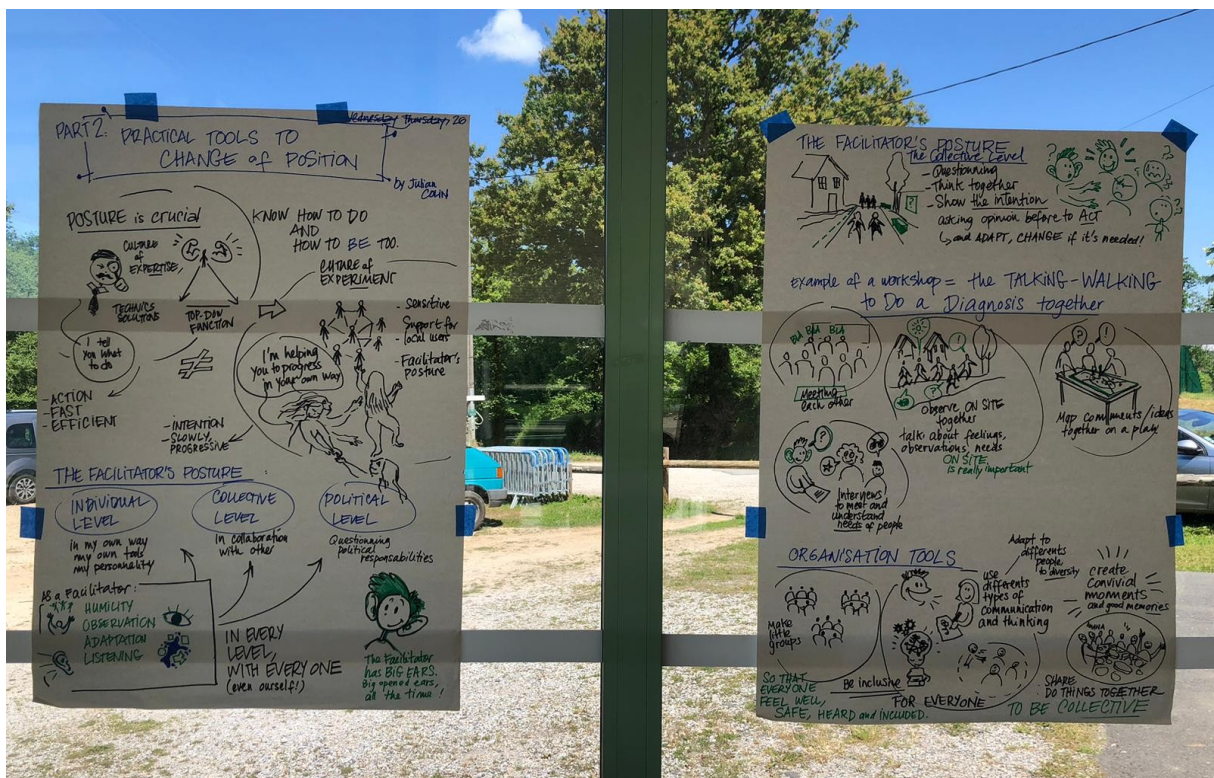
We organized two off-the-job training sessions to enable peers to exchange ideas. It was also an opportunity to show off the region to the European public.



Graphic facilitation

Throughout the course, and as part of the facilitation process, one of the members of the teaching team produced a live graphic record of the presentations and interactions during the various training sequences.

The idea was to have a shared medium that could be used to support the various on-the-spot discussions during the two days. This work was then shared with all participants in the form of a training report.



Graphic facilitation is in itself an effective means of communication, enabling us to touch people more sensitively and create emotion.

The training program

Our training program was designed to live in two days the 3 stages of a spatial project elaboration process:

- shared diagnosis
- explore the solutions
- decision making

The approach of the process is oriented to promote a democratic and ecological elaboration method. To this end, the design of the training program was focused to privilege pedagogical methods based on experience and public participation. We have also taken into account the fact of working with a multidisciplinary and experienced professional public in different fields of biology, consulting, architecture, ecological transition and spatial planning, among others.

Day 1 morning: Theoretical and practical framework

Pedagogical objectives :

- 1/ Establish the conceptual framework for land-use planning in the face of transition
- 2/ Develop the process of developing a development project by describing the skills, competencies and posture of the facilitator/supporter.

The first training module used a transmissive teaching method with the aim of sharing the knowledge acquired during our research and setting out a theoretical framework on issues concerning spatial planning and ecological transition.

The morning was divided into two presentations:

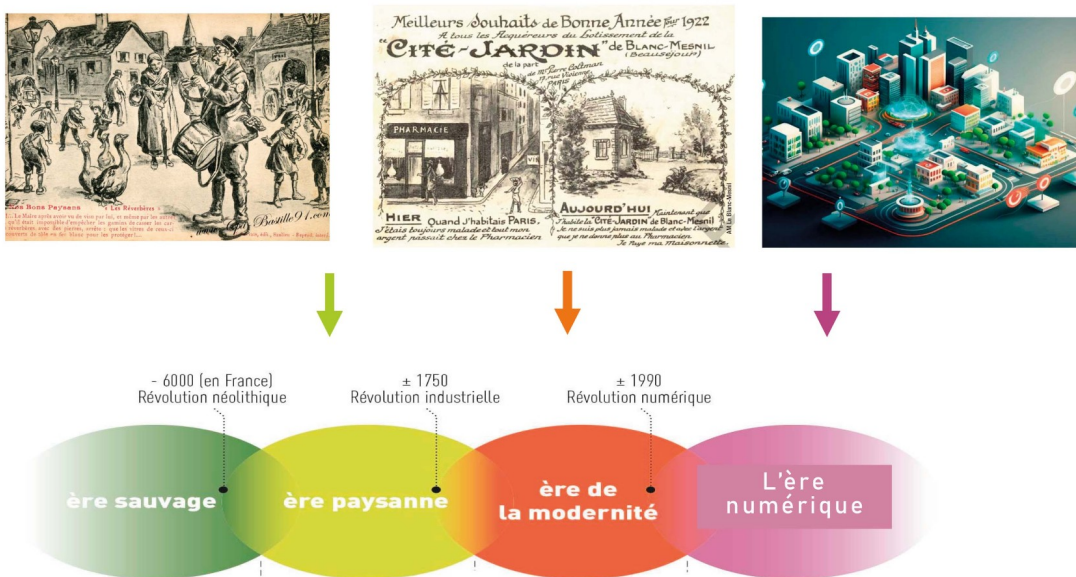
- **9h45 : THEORETICAL FRAMEWORK** (20 minutes presentation + 20 minutes French-English translation + 15 minutes Q&A)
- **10:40 am:** 20-minute break
- **11:00 am: PROCESSES, METHODS AND TOOLS** (20-minute presentation + 20-minute French-English translation + 30-minute Q&A).



The first, highly theoretical module was followed by a time for sharing feedback on experiences gained by L'Arban in the context of its own missions.

With a break in the middle, these two presentations were followed by a question-and-answer session. These times of exchange made it possible to debate with the participants on questions and problems that they encounter in their own professional environment. The pedagogical method used for these exchange periods was that of cognitivism, inviting participants to make the link between the theoretical content provided and their own personal experience.

This transmissive teaching method was facilitated by an illustrated and synthetic support.



Day 1 afternoon : Shared diagnosis

Pedagogical objectives :

- 1/ pass on the principles of observing and reading the landscape and perceived space, and learn how to extract information from it
- 2/ Experiment with and identify different animation tools in the context of spatial reading and an outdoor workshop.
- 3/ Clarify the posture and role of the guide/facilitator

Course of the afternoon :

14:00-14:30 pm: Introductory moment + icebreaker / friendly workshop setting

14:30 – 16:00 pm: Workshop 1 Walk - discussion in the town of Châteauneuf-la-forêt

16:00-17:00 pm: Feedback and understanding of the animation tools used.



The afternoon workshop explored subjective notions of sensation and the reading of space. The trainer took on the role of mediator between the participants and the surrounding space. Following a predefined walking route studied in advance, the trainer/mediator led the group on a sensitive stroll through the town of Châteauneuf-la-forêt. During the walk, the trainer worked on reading the space, while questioning the group to allow participants to express their feelings.

This real-life situation of discovering a space enabled participants to become aware of their sensations (well-being, comfortability) in a given space, and to observe which material elements and/or atmosphere create these sensations.

This awareness enabled us to understand how sensations, experiences, needs and personal feelings shape our relationship with space and provoke a given situation in us, becoming an element in the diagnosis of the place.

In a second phase, after the sensitive stroll, the trainer and the group returned to the room for a time of feedback and collective awareness of the role of the facilitator. This time highlighted the facilitator's listening posture.



This work-shop was an opportunity to try out teaching tools for environmental education. The objective, centered on the individual, was to bring the participant into contact with the environment. The environment as a learning environment and educational resource.

Day 2 morning: Collective search for solutions

Pedagogical objectives :

- 1/ Understand and experiment with concrete tools for cooperating and finding solutions collectively.
- 2/ Identify the posture and role of the facilitator in the context of collective work

9:30 -10:00 am: Introductory moment + ice-breaker / framework of benevolence

Review of the issues observed on site (drawn from the previous day's observations) as a basis for the morning's two work-shops.

10:00 – 10:45 am: Work-shop n° 1 / The diversity of points of view as a collective asset

10 :45 am: Break

11 :00 – 12:00 pm: Workshop n° 2/ From individual point of view to collective vision

12:00 – 12 :30 pm: Time for feedback, sharing experiences and feelings, and answering questions.



The first work-shop of the morning gave participants the opportunity to experiment with the animation of a collaborative work tool designed to break out of the binary vision of for or against, or agree or disagree.

The tool chosen was “Bono’s hats”. This tool was designed to highlight the qualities of the perceptions of each individual making up a collective. Faithful to the pedagogical methods of socioconstructivism or connectivism, “Bono’s hats” is a collective intelligence tool based on the principle that one of the keys to learning and knowledge lies in the diversity of opinions.

The teaching method used to discover this tool was to present a brief outline of the method to the group and invite participants to experiment with the tool collectively. The trainer/facilitator gives the instructions for collective work, starting from a framework of listening and benevolence. To facilitate and encourage participants to speak out, the framework is based on the following instruction: “everyone can express what they think”.

- Ideas may be contradictory
- don't try to agree or convince
- do not debate.

The “Bono Hat” tool enables participants to approach the same issue through different personalities or “hats”. Each participant takes it in turns to go through the different visions held by the “hats”, thus approaching visions that are different from their own point of view.

The trainers take care of the collective synthesis and keep a record of the different perceptions. These notes were recorded in a mind map to facilitate comprehension.

This experiential method was followed by a period of analysis to gain perspective on the role and posture of the facilitator.



Edward BONO Thinking Hats



Source : Marjorie Maseglia, 2024

Work-shop No. 2 was designed to bring the group together to share individual points of view.

The workshop was structured as follows:

- the facilitator suggested 4 groups of 5 people to work on the ideas emerging from the "Bono Hats" - 15 minutes



- each group is invited to work collectively to choose a selection criterion (economic, well-being, sustainability, environment) - 15 minutes
- each group is then asked to collectively rank the hypotheses given according to the chosen criterion, ending up with 2/3 solutions per table - 15 minutes
- groups are invited to pool the solutions identified by each table on a general table - 15 minutes

This workshop enabled all participants to experience a collective time based on the search for solutions. The transition from plenary sessions to small-group work facilitated exchange and sharing between participants.

This participatory time was followed by a time to step back and reflect on the experience. This time was used to analyze the different facilitation tools used, the posture of the facilitator, and to list the concrete tools used that participants can adapt and reuse in their own practices: the ice-breaker, the benevolent framework, the Bono Hats, the pooling of ideas and the collective choice of ideas.

Day 2 afternoon: Decision-making by consent

Pedagogical objectives :

- 1/ Discovering the protocol for facilitating decision-making by consent

For the final workshop, we chose Consent Decision-Making as a tool for taking the time to make a decision, so that it is truly accepted, assumed (and therefore implemented) by each member of the group.

The workshop was organized as follows:

- presentation of the theoretical framework of group functioning and communication issues
- sharing of knowledge on Marshall Rosenberg's theory of non-violent communication
- explanation of the protocol for decision-making by consent, followed by a workshop to experiment with collective decision-making.





Source : Marjorie Masseglia, 2024



an example: ▷ MAKE AN ELECTION WITHOUT CANDIDATE



TO BE EFFECTIVE:



2. Respect the framework (time, process...)

WHAT IS DECISION BY CONSENT?

1ST TEST

PRESENT the PROBLEM and
① LISTEN to the GROUP REACTIONS



② DEVELOPMENT of A PROPOSAL
Someone who feel it give a first proposition

⇒ AND GO AROUND the GROUP to



③ ASKING CLARIFICATION
to well understand the proposal

④ LISTEN EMOTIONS



⑤ ⇒ THEN WE CAN CHANGE the PROPOSITION if we Need.

⑥ ⇒ NEW ROUND of CLARIFICATION & FEELINGS
We do a round as often as needed

⑦ ⇒ UNTIL there is no more CLARIFICATION or FEELINGS to express UNTIL CONSENT of EVERYONE

CONSENSUS
Mainly the group agree
→ All the group says YES

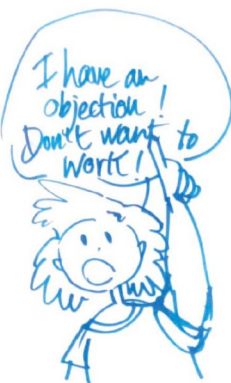
≠

CONSENT
is no objections
→ Nobody says NO.

Source : Marjorie Maseglia, 2024



HERE we don't want to EVERYBODY SAYS YES BUT that No one have any objections concerning the choosen decision



2nd TEST

① PROPOSAL

② SOMEONE PUT AN OBJECTION

is it REASONABLE?

is can be resolved by the reason. ex: cause it's a risk for me cause....

NON REASONABLE?

~~isn't~~ is can't be resolved by the reason.

ex: because I can't understand or cause I'm afraid.

⇒ an OBJECTION is not a PREFERENCE.

⇒ Each OBJECTION has to be detailed, explained.. by the concerned person

WHAT IF THE STORY take to much time?

If it's not in the emotions time, we can propose to this person to open a new emotions time beside, with an other groupe

WHAT if the DEBATE touch my VALUES?

be delicate

it's difficult to tell to someone that their value is not reasonable.

HERE the Facilitator role is important.



FACILITATOR → help people doing by themselves
HELP, LISTEN, UNDERSTAND

ADVISER → give advice, s.he. is experte

③ We exam the list of reasonable objections and the GROUP puts himself at the service of the concerned person to resolve their objection

④ WHEN there is No MORE OBJECTION, WE MAKE the DECISION.

Source : Marjorie Masseglia, 2024



NON VIOLENT COMMUNICATION

by Marshall Rosenberg



1. OBSERVE

- describe the situation with objectivity
- "What I hear you say...."



2. FEELINGS

- "it makes me feel...."



3. NEEDS

- "I need.... for.... to...."



4. REQUEST

- "Are you willing to....?"
- Precise and opened question

Source : Marjorie Maseglia, 2024



Evaluation methods

We have proposed a number of different methods for carrying out personal and collective assessments of the training:

1. On-the-spot assessment
2. The satisfaction form one month after training
3. Skill acquisition process two months after training

On-the-spot assessment

This debriefing took place at the end of the two-day course. The aim was to share a common vision of the process. We gave all trainees a few minutes (5 max) to answer the following questions:

- **what I learned from the training course** (head)
 - the tools of cooperation
 - in-depth observation during the walk
 - non-violent communication
- **what touched me most “ moment pepite ”** (heart)
 - the group dynamics during the workshops
 - the shared meal around the lake
 - the discussions between peers
- **what I leave with** (feet)
 - the Bono hats
 - the decision by consent
 - the quality of welcome and organization

The satisfaction questionnaire

Throughout the 4-training cycle, a satisfaction questionnaire was distributed to all participants. This questionnaire was sent to participants one week after the end of the training course, with a deadline for responses of 30 days.



The idea is to get feedback after the training, to give participants time to step back and assess the training content.

The feedback from these questionnaires will be analyzed by a third party to the 4 structures involved in the project, to ensure a neutral view.

The training results will be integrated into the project in the near future.

Skill acquisition process

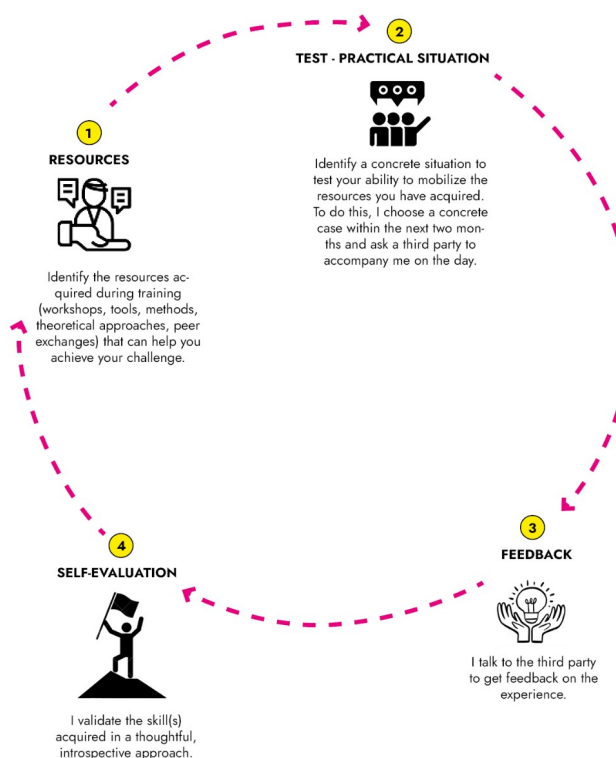
At the end of the training course, we distributed a form entitled "Skill acquisition process". This form is intended as a self-assessment tool for apprentices wishing to progress towards the acquisition of one or more of the skills identified during training.

Training has enabled apprentices to experiment and discover different resources (theoretical knowledge, workshops, ice-breakers, etc.). For these resources to become skills, they need to be experienced in the workplace. The form indicates the steps to be taken by the apprentice to validate the acquisition of the identified skill. The steps proposed to the apprentice are as follows:

- Identify the resources acquired during training (workshops, tools, methods, theoretical approaches, peer exchanges) that can help you achieve your challenge.
- Identify a concrete situation to test your ability to mobilize the resources you have acquired.

To do this, I choose a concrete case within the next two months and ask a third party to accompany me on the day.

- I talk to the third party to get feedback on the experience.
- I validate the skill(s) acquired in a thoughtful, introspective approach.



The return of this questionnaire is voluntary. The deadline for return has been set for the end of October, to give participants time to set up the protocol.



Conclusion

These two days of training were an opportunity to test a training program on a group of around twenty professionals from different disciplines and backgrounds, but with a shared interest in the challenges of ecological transition.

Overall, the workshops ran smoothly and the audience showed a keen interest in the questions raised. We still have to be vigilant about time management, which was not respected. The use of different pedagogical methods enabled us to experiment and introduce apprentices to a number of resources (theoretical approaches, participatory workshops, tools, methods, etc.).

These resources were shared to encourage participants to continue their work towards acquiring competency through a test phase in a professional environment.

To this end, we shared a form to guide apprentices towards acquiring the skill. However, there remains the question of the effectiveness of this method, since there will be no real follow-up by the teaching team on the process carried out by the apprentice after training.

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This project has been funded with the support of the European Commission.

