

## Experiential Workshop

<b>Title</b>	<b><i>How moments of not-doing impact the reflective atmosphere</i></b>	
<b>Goals</b>	Experiencing the value of moments of ‘not-doing’ Presenting and discussing REFLECT’s framework of principles and guidelines for facilitating reflection	
<b>Description</b>	<p>In his <i>Group Action: the dynamics of groups in therapeutic, educational and corporate settings</i> (2008) Martin Ringer talks about the reflective space as a precarious as well as tangible phenomenon of attentive reflectiveness, allowing in groups at certain moments associative chains of thoughts and feelings to appear spontaneously. In project REFLECT we <b>explore some of the primordial learning conditions which foster a stimulating reflective atmosphere for the reflective space to occur</b> (not relying as facilitator on a step-by-step methodology, direct didactics nor fixed questions). These conditions include among others the owning-up of the learning process, directing the reflective attention, valuing the not-knowing, managing the steering paradox of intrinsic learning... Crucial in the co-creating of the reflective atmosphere is a specific kind of <b>reflexive presence of the facilitator</b>. This means: he/she needs to be able to take care of these primordial conditions, to hold the space for reflecting about that-which-is-at-stake within the group (both for himself as well as for the learners) as well as to understand how all of this affects the overall atmosphere in the learning group and for the individual learners.</p> <p>Within this workshop we will run an experiential activity in which moments of ‘not-doing’ will be included. These moments are meant to be a place of stillness and silence, where participants are invited to stay in contact with themselves, others and the context around them, to practice being present in the here and now. As such these moments help to create a reflective atmosphere and increase the possibility for people to raise their ‘inner readiness’.</p> <p>Furthermore, we will discuss during the workshop a series of 11 letters that the participants of our workshop will receive during 11 days prior to the GATE-conference (one letter a day about co-creating the reflective atmosphere and the reflexive presence of the facilitator).</p> <p>Project REFLECT is a 2 year research project, funded by the Erasmus+ program. Partner organizations from non-formal education are all member of Via Experientia consortium: Kitokie Projektai (Lithuania), Kamaleonte( Italy), Askorun (Iceland) and Outward Bound Belgium. Partner organizations from formal education are Vilnius University (Lithuania), University of Padua (Italy), University of Iceland and LUCA School of Arts (Belgium).</p> <p>For more information: <a href="http://www.reflecting.eu">www.reflecting.eu</a> &amp; <a href="http://www.viaexperientia.net">www.viaexperientia.net</a></p>	
<b>Number of participants</b>	Minimum	6
	Maximum	24



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*Reaching Further: Exploring the healing effects of Adventure Education and Experiential Learning, a methodology to increase the quality of youth work for European youngsters with fewer opportunities*

<b>About the facilitator...</b>	Name	By Mario D’Agostino (Kamaleonte, Italy), Dirk Devilder (Outward Bound Belgium) & Bert Vandenbussche (Luca School of Arts, Belgium)
	Background	<p>Mario D’Agostino is senior trainer at &amp; director of Kamaleonte (Italy) and board member of Via Experientia. He is also staff member of project REFLECT</p> <p>Dirk Devilder is senior trainer and programma director at Outward Bound Belgium. Furthermore he is also board member of Via Experientia and staff member of project REFLECT</p> <p>Bert Vandenbussche is lecturer and senior researcher at Luca School of Arts (Sint-Lucas Visual Arts, Ghent, Belgium). Furthermore he is also coordinator of project REFLECT.</p> <p>For more information: <a href="http://www.kamaleonte.org">www.kamaleonte.org</a>, <a href="http://www.outwardbound.be">www.outwardbound.be</a> &amp; <a href="http://www.luca-arts.be">www.luca-arts.be</a></p>

