

Mambo No. 5



Educational Manual on the Reciprocal Maieutic Approach



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INTRODUCTION

In modern societies there is a great of people and groups— people of different religions, beliefs, ideologies, ethnics, cultures, backgrounds, live together, however sometimes in a violent way. Factors such as wide migration fluxes from south to north have contributed to the development of urban spaces that resemble a multicoloured and multitextured mosaic.

Today's young people grow up in a different context from their parents and grandparents. They have the possibility to co-exist with diversity at various levels and to learn from that “mosaic”.

However this does not happen as easily as we would like because diversity is not an easy reality to live with, yet it is something that can be learnt. However there are too few possibilities for young people to develop their intercultural skills.

We have daily examples in the media of situations that explode into violent conflict as a result of cultural, religious or ethnic conflicts.

These situations can hide people's difficulty to deal with the cultural, ethnic and religious differences, the divergence of interests

between two parts, the desire for political and economical power, as well as other motivations. Of course no conflict has only one clear cause. This idea will be a guide during the development of this project.

We do not want to simplify reality but to make young people aware of all factors that influence and create conflict and violent conflict resolution, as well as about the transforming nonviolent strategies. This is the only way to achieve our aims and to develop sustainable strategies to deal with conflict in the communities to which participants belong.

PROJECT PRESENTATION

The TC Mambo No 5., was organised in Ada, Serbia, between 4th and 12th of December 2019, with the participation of 33 Youth workers, youth leaders from 11 countries (Serbia, Hungary, North Macedonia, Bulgaria, Italy, Spain, Croatia, Romania, Czech Republic, Poland and Lithuania).

With our project we wanted to explore how to use Music, Dance, Reciprocal Maieutic Approach and New Media within youth work context by youth workers to foster young artists from hard to reach disadvantaged backgrounds to raise their self-confidence, self-esteem and enrich their competences, making them more competitive in the labour market in which we believe we have succeeded.

We aimed to improve youth work methods and competences of youth workers in order to help young people with fewer opportunities to raise their potentials and improve their employability as artists, musicians, dancers, etc. That is why we included various methods and practical hands on activities to take action using music and dance in new and innovative ways and employing new media into diffusing created in youth work context.

The project also empowered youth workers on behalf of civil and youth organisations by developing new working methods, tools and materials based on non-formal education and experimenting with music and dance as educational pedagogical tools.

The project promoted transnational creative collaboration between the different countries, targeting young artists with fewer opportunities with aim to increase their competences and participation in society. During our project we particularly worked on improving young artists' self-esteem and sense of belonging to society, increasing their confidence promoting music and dance as an attractive asset and transforming their interest in music and dance into employability skills.

Participants were supported to recognise their skills and knowledge that they've already had connected to their musical/artistic background to the better employment possibility not only in the jobs looking for artists.



Original objectives of the project that were planned and all met were:

- training participants in intercultural learning and enhancing their employability skills through music and dance with RMA as non-formal learning educational tools within youth work context-this was reached by learning about and trying out in practice RM international atmosphere of TC and by raising awareness which skills, attitudes that artists and musicians have are useful employability skills.
- developing young people' competences through intercultural dialogue and enhancing their employability skills using music and dance with RMA via local musical stories youth events reached through dissemination activities, local musical stories etc.
- exploring the opportunities and challenges of creative industries in the 11 participating countries and building cross sectorial cooperation between youth sector and creative industry reached through putting musical performances done by participants in social media and organising meetings with music industry representatives.
- increasing the employability of young people with cultural difference as artists in local and international level via recording and online promotion through musical stories;
- creating musical stories in local level using The Reciprocal Maieutic Approach (RMA) based on the mixture of traditional and modern music to be showcased at local youth events, local workshops and upload to the social media recorded for wider audience;
- editing Educational Manual on the Reciprocal Maieutic Approach (RMA) in arts like music within youth work activities for youth workers, youth leaders, cultural and art educators working with disadvantage young people in daily basis;
- Inventing 5 project ideas according to Erasmus+ programme on promote intercultural dialogue and cultural diversity and enhancing employability of young people through music and dance with RMA done by developing project ideas during TC and supporting finalisation of projects through e-mail.
- strengthening partnerships among organisations and associated partners from Serbia, Romania, Hungary, Spain, Italy, Bulgaria, FYR Macedonia, Czech Republic, Poland, Lithuania and Croatia.

Participating Organisations

Applicant Organisation

Omladinska Organizacija IFIKS
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<https://www.facebook.com/Ada.IFIX/>
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Partner 1.

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OCEAN ZNANJA U REPUBLICI HRVATSKOJ
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Partner 5.

ASSOCIAZIONE EUROPALMENTE
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Partner 6.

Youth Council Prilep
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Partner 7.

Move and Develop Foundation
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Partner 8.

Connected for Future

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Partner 9.

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ACTIVITIES

The main activity of our project was training based on non-formal educational methodology using and practicing Reciprocal Maieutic Approach (RMA) as a method of inquiry and «popular self-analysis» for empowerment of communities and individuals that was put into practice by Danilo Dolci. Coordinating organisation was responsible for practical arrangements and the logistics of training course, finding a venue for it and organising transportation. Training was held in Ada, Serbia with workshops held in the conference room of the accommodation, with wifi connection, projector and other necessities. Meals and coffee breaks were served in dining room of accommodating serving international and local specialities respecting eating habits, preferences and possible allergies. Safety and protection plan was made ensuring health care box, contacts of closest ambulance. Participants had to have European Health card and a travelling insurance- checked by our partners. They were given phone numbers of trainers and support staff. InfoPack with information about travelling, accommodation, food, currency, insurance, phone numbers and maps, addresses, and preliminary programme was send to them.

We had 33 participants: youth workers, youth leader and programme managers.

We targeted specific groups when choosing participants including people with social and economic challenges and representatives of minorities like Roma with aim to create a dynamic and mutually reinforcing learning process that cuts across the lines and barriers.

Participants with fewer opportunities were representatives of minority groups Roma people that are living in disadvantage situation and facing problems like language barriers, legalizations, racism, discrimination and prejudice from national people in their residences countries; they also included participants who are facing economic, social and geographical obstacles, with less access to information and job opportunities coming from undeveloped rural areas.



INFORMATION ON OUR METHOD RMA

The Reciprocal Maieutic Approach (RMA) is a “...process of collective exploration that takes as a departure point the experience and the intuition of individuals.” (Dolci, 1996). This way RMA promotes the group processes and the plurality of experiences and points of view.

RMA is intended to create a safe context for people to express themselves, to discover, to be creative, to learn relational and communicational competencies, to feel valued as a human being. RMA was developed from the Socratic concept of Maieutic. It is common to the concept of maieutic and reciprocal maieutic that all human beings contain a great deal of knowledge.



What differentiates both concepts is the fact that in Danilo Dolci's concept knowledge comes from experience and a reciprocal relationship is necessary for this knowledge to grow. It is the maieutic communication that brings out the people knowledge, with all participants learning from each other.

This method permits individuals to learn to share different points of view with other people;
to learn to communicate in a nonviolent way;
develop listening and verbal communication skills;
to learn to value and respect others;
learn to value the group and to cooperate;
develop active participation awareness and skills;
to strengthen democratic competences;
to facilitate and reinforce the integration between people from different backgrounds.



The reciprocal maieutic approach should be seen as learner centered.

It emphasizes the following main aspects:

- Nonviolent communication (listening, honest expression of oneself, respect of others when speaking)
- Sharing of power (in contraposition to domination and concentration of power)
- Building complex images of reality (with the point of view and contribution of all)
- Ask questions and analyse problems instead of impose solutions
- Individual and social responsibility
- Active participation of all
- Cooperation
- Nonviolence
- Confrontation
- Values the individual and group experience
- Creativity
- Awareness/self awareness



The participants sit in a circle with one person chosen to coordinate the session. The maximum duration is 3 hours. During the session participants ask when they want to speak creating an order that should be respected. It is good practice for all participants to express their opinion on the subject matter as it then calls for the individual responsibility that each of us should have in our own lives.



Regarding materials few things are needed; materials brought by participants and coordinator (relevant texts, photos, etc.) and flipcharts can be useful to record the outcome of the session. Other than this activity RMA can be used in conflict resolution, need analysis within a group and planning how to accommodate these needs through action, planning and discussion about specific matters, etc.

One of the difficulties that we have using this method is the language barrier, because in multicultural groups where English is the working language the difficulty can arise that some of the participants do not speak enough English in order to participate actively. A possible solution can be to provide translation permitting each individual to express their own ideas.eget

The subject matter that participants discuss is decided before the session as it is necessary that all agree about the theme. However it can also be a decision of the coordinator who then suggests and shares it with the group rather than imposing it. Continuity is important in this method, that is, to participate in a series of sessions that will permit participants to develop strong skills and competencies. This continuity also permits the group to keep discussing and developing ideas, which enables them to build something that comes from this single group experience. It is necessary that the location is very peaceful, because participants need to have the optimal atmosphere available to express themselves. It's also necessary that all participants are punctual and that they start all together and proceed without interruptions.



During the discussion it is important that the coordinator records what the participants say; at the end these notes will allow her/him to make a short summary of what has been said during the meeting and if needed to elaborate conclusions. This is an important tool, which gives the group feedback on what they have said and learnt. At the end of the meeting is also important that the evaluation is the final part of the session. It has been introduced as it is important that participants express something about the experience of the session and about what they have learnt. It is also an important opportunity to consider the future of the group and about what to do in the following session.

CONCLUSIONS ON RMA AND CONFLICT TRANSFORMATION

After this project we can conclude that RMA is a method that can be used effectively by youth workers in their work with youth in a context of conflict and where the aim is to achieve conflict transformation. Conflict transformation “includes bringing about a structural and relational change within the society to bring a halt to the existing conflict.” (p. 51, Goswami, 2007). As affirmed by Lederach it should have a focus on the active involvement of the people that live the conflict situation and not in the third part.

Conflict transformation is a long-term process that also includes the more urgent issue of conflict resolution. That is, to make the people involved in the conflict to find a solution to the main issues they disagree about. However, conflict transformation goes deeper by touching issues such as: broken relationships, forgiveness, justice, violent structures, development, etc. Conflict transformation permits the achievement of positive peace, that is more than the absence of direct violence.

Positive peace is about a society characterized by nonviolent structures (political, social, economic, health). In such a nonviolent society there is sustainable development, active participation from all people (also in the conflicts each one believe are important), equal access to resources, communication, no exploitation, human values, respect for human rights, etc. In conflict transformation, as we aim to transform relations and structures that create/maintain the conflict, and RMA can be very useful. Maieutic encounters would contribute to the conflict transformation because this is a group process:

- Considers the involvement of the direct actors in the conflict and not only, neither in major proportion, the third part.
- Allows participants to communicate and to clarify perspectives, to listen the other, to understand one another, to make the other feel valued and that his/her opinion counts, to build/transform relations.

CONCLUSIONS ON RMA AND CONFLICT TRANSFORMATION 2.0

- Permits participants to become aware of a dominant society and about their own individual power and responsibility in the process of change and this way become more willing to participate in the action of CT that follows the encounters.
- Gives participants from different perceived groups the chance to develop a common view of reality, that considers all interpretations, and a common intervention strategy that can bring about change in perceptions, relations and structures.
- Gives space to confrontation, to emotions, to understanding and maybe forgiveness.
- Be creative in the way Danilo Dolci so well described: "...to perceive and produce necessary alternatives." (Barone, 2007)

Before we finish we would like to underline that we do not consider that RMA alone can transform conflict. It should be used as one fundamental tool together with others that can complement its more fragile aspects and the conflict points it does not touch. However RMA promotes factors that are basic conditions to transform conflict and to build peace through a creative and nonviolent process of common growth, mainly with youth groups that are still flexible, willing for change and hopeful for the future.

EVALUATION OF THE PROJECT

Evaluation and monitoring of project was done in all phases of our project. Evaluation of the project has been done in 4 different phases. Some phases were before main activity, some during the activity and some during follow up period after the activity.

- First phase of the evaluation was done before start of the training course, when all participants were selected. Trainers and staff team prepared baseline evaluation through Google forms and have sent it to participants who had deadline to submit it back. Baseline evaluation consisted from specially made questions which served to check level of knowledge participants had about different training topics, and what were their learning goals or skills they wanted to improve during the activity. When all forms were completed, trainers used these inputs to adjust sessions and workshops to participants needs and help them to successfully achieve all their goals.

- Second phase of the evaluation process was implemented on every day of the training course. Every afternoon, after all planned activities were completed reflection rounds (Musical evaluation) were organized where participants shared all their impressions from that day. They were lead by trainers and staff team who had task to assist to participants to make better feedback on everything they did. This was beneficial for both the trainers and the participants. Trainers were able to see how process in the group was going, what things they should change or modify in following days and how they can generally improve their work according to group needs. On the other hand, participants were able to track and give feedback to their own learning process. All of the participants were encouraged to write their own personal notes based on Youthpass certificate methods and 8 key competences. This helped them to understand process better and successfully fulfil their Youthpass certificates.

- Third phase of the evaluation was done on the last day of the training course. It was not directly connected to reflection groups done previously and it was in written form. Participants were able to give feedback to organizers about everything they thought was important, but also to compare level of knowledge, skills, competences, method they had before activity and had when leaving it and going back to their works in local communities. All these inputs will be beneficial for organizers and all partner organisations to see how to improve things for further project they are planning and willing to implement.

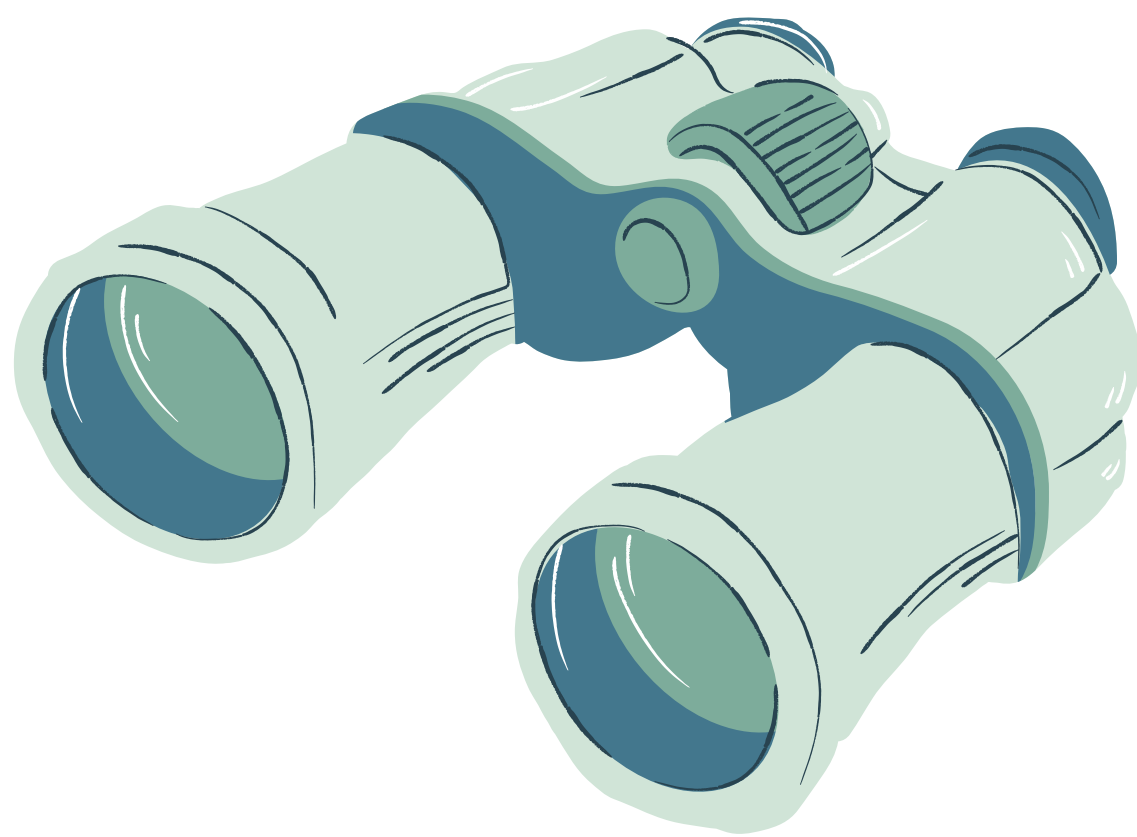
- Last, fourth, part of the evaluation process was done 2 months after finish of training course. Trainers and staff team prepared again questionnaire through online platforms and send it to participants who were asked to leave their e-mail addresses. Questions were specially prepared to measure impact of our project on regular professional work participants are doing in their organisations. All data which was collected through any phase of the evaluation process will be analysed and considered, is part of our final content report. It was be shared among all partner organisations involved on the project, who will be allowed to share it later with any third parties interested in it.

The project was evaluated by four groups of indicators that measured:

- The impact of activities;
- The level of satisfaction in terms of the expectation and needs of the participants;
- Efficient use of resources (cost and time);
- Quality of the project implementation with partners.

RECOMMENDATIONS TO A GOOD PROJECT MONITORING AND EVALUATION

- Define clear and measurable indicators of impact in order to facilitate the evaluation.
- We strongly advise to do an evaluation that occurs periodically and that involves all people involved in the project.
- Use diverse evaluation materials that are the same for all partners and done in the same project periods.
- Collect quantitative as well as qualitative data from evaluation. Quantitative data can give an idea about numbers but not about the quality of the activities or about participants' satisfaction.



IMPACT

1. PARTICIPANTS:

When it comes to the impact on participants they've become more aware of the importance of music and traditions which they've recognised as very useful when working with youth coming from different cultural backgrounds. They will be able to use music as non-formal educational tool with RMA and with it explore the cultural diversity in their local community. Participants now understand the meaning of Reciprocal Maieutic Approach (RMA) and can use it in their future work. Participants now understand of the difference between hard skills and soft skills and can use this knowledge when supporting young people that they work with especially in understanding the role of music in the development of employability skills.



They can use gained knowledge on the use of new media and social media applications and tools to promote music internationally. Participants can use knowledge of how to record music/al performances that they've gained in their future work of supporting young artists that they work with.

2. PARTNERS:

Impact that the project had on partners is strengthened partnership among participants and between partner organisations and establishing a European multipliers' Network on cultural diversity through music as non-formal learning tool with RMA for the next 3 years with 11 partner organisations.

Partners will support and run musical stories in local level by The Reciprocal Maieutic Approach (RMA) based on the mixture of traditional and modern music showcased at local youth events, local workshops and upload to the social media recorded for wider audience. Thus reaching approx. 2000 – 3000 youngpeople/partners.

They will develop competences through intercultural dialogue and enhancing the employability skills using music and dance with RMA via local musical stories youth events and increasing the employability of 60 young people with cultural difference as artists in local and international level by recording and online promotion through musical stories.



They've built cooperation between youth sector and creative industry such as music schools, D.J. studios, festival organisers, etc.









They initiated and invented youth exchanges on promoting intercultural dialogue and cultural diversity and enhancing employability of young people through music and dance with RMA supported by Erasmus+ programme in the next 3 years as outcomes of this project reaching approx. 6000 young people on European level.

3. TARGET GROUP:



As target groups are young people are general and culturally diverse young people in particular as refugees, migrants, minority, rural youth, unemployed young people, disabled young people, or mixtures of these. They will participate and run their own local musical stories youth events and record their musical stories for promotion of cultural diversity, mutual understanding and tolerance based on the needs of local communities. Musical stories/ youth events will be run by the partners during the dissemination phase and afterwards in the next 3 years. They will participate in youth exchanges initiated during the project based on their needs and interest.

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