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# TRIP IN-DEPTH WORKSHOP 1

## EXPERIENCING CONNECTION: COMMUNICATION, COLLABORATION AND RELATIONAL AWARENESS IN COMMUNITY AND CULTURAL CONTEXTS

### INTRODUCTION

This in-depth workshop is designed for stakeholders involved in adult education, community development, cultural participation and social inclusion. It presents and demonstrates the experiential approach developed within Itinerary A of the TRIP project, focused on communication, collaboration and relational awareness in real-life contexts.

The workshop offers stakeholders the opportunity to explore how simple, structured experiential activities can foster interpersonal communication, trust-building, active listening and group connection in community and cultural settings. Rather than functioning as a training module for learners, this workshop is conceived as a shared space for observation, exchange, transferability and discussion on how the TRIP methodology can be applied in different organisational and territorial contexts. It remains grounded in the original Itinerary A approach, which combines practical interaction, contextual awareness and guided reflection.

### Purpose of the Workshop

- present the experiential methodology developed in Itinerary A;
- engage stakeholders in a guided demonstration of relational and communication-based activities;
- highlight the value of non-formal and experiential learning in adult education and community settings;
- stimulate dialogue on transferability, relevance and possible local adaptation;
- collect stakeholder insights, feedback and proposals for future use of the methodology.

### Target Audience

- adult education providers and trainers;
- representatives of NGOs and community organisations;
- cultural operators and heritage educators;
- local authorities and public service representatives;
- social workers, facilitators and counsellors;
- project partners and associated stakeholders;



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- other actors interested in experiential learning, social inclusion and community engagement.

### **Type of Activity**

Face-to-face in-depth workshop for stakeholder engagement, methodological demonstration and discussion.

### **Recommended Duration**

One half-day or full-day workshop (approximately 4–6 hours, depending on the context and number of participants).

### **Suggested Locations**

The workshop can be implemented in settings that support observation, interaction and group work, such as:

- community spaces;
- cultural centres and museums;
- libraries;
- heritage sites;
- training centres;
- outdoor or semi-outdoor public spaces.

The chosen setting should reflect the TRIP approach and allow participants to experience communication and collaboration in a real and meaningful environment.

### **Main Themes**

The workshop focuses on:

- interpersonal communication in shared contexts;
- listening and non-verbal interaction;
- collaboration and mutual support;
- emotional awareness in group processes;
- belonging, participation and relational dynamics;
- the educational value of reflection after action.

### **Methodological Approach**

The workshop is based on the methodological principles already embedded in the original Itinerary A material:



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- experiential learning;
- learning through interaction;
- peer exchange;
- reflective practice;
- contextual and community-based learning.

In this format, these principles are used to let stakeholders experience, analyse and discuss the educational format itself, its potential impact and its transferability across contexts. The workshop therefore combines demonstration, participation, facilitated reflection and structured stakeholder dialogue.

## STRUCTURE OF THE WORKSHOP

The activity is organized into three key moments:

### 1 — Welcome and Framing

Participants are introduced to the aims of the workshop, the TRIP project context and the rationale of Itinerary A. The facilitator briefly presents the methodological framework and invites participants to enter the workshop with an open and reflective attitude.

### 2 — Experiential Demonstration

Participants take part in a short but meaningful experiential activity based on cooperation, observation and communication in a real or simulated community/cultural setting. The purpose is not performance, but to let stakeholders directly experience the type of process proposed in Itinerary A

### 3 — Facilitated Reflection and Transferability Dialogue

The final part is dedicated to collective reflection. Stakeholders analyse what emerged during the activity, discuss the educational value of the approach, identify possible fields of application and reflect on how the method can be adapted to their own organisations, services or communities.

## Facilitation Guidelines

### 1 — Welcome and Framing

**Purpose:** To create a shared understanding of the workshop's objectives and prepare participants for active engagement.

#### Facilitator actions

- welcome participants informally and create a safe atmosphere
- introduce the TRIP project and the role of workshops



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- explain the focus of Itinerary A and the logic of experiential learning;
- clarify that the workshop is not performance-based but process-oriented;
- invite participants to adopt an observational and reflective stance.

**Suggested opening prompts:**

- What makes communication effective in community contexts?
- What helps people collaborate across different roles?
- What relational challenges do you observe in your own work?

## 2 — Experiential Demonstration

**Purpose:** To let stakeholders directly experience the relational and methodological core of Itinerary A.

Participants engage in a simple shared task in pairs or small groups. The activity should be:

- accessible;
- collaborative;
- based on interaction rather than technical skill;
- suitable for mixed stakeholder groups;
- linked, where possible, to the local context or venue.

**Design criteria for the activity:**

- It should require communication and mutual support;
- it should allow observation of relational dynamics;
- it should invite participation without creating pressure;
- it should make space for different communication styles;
- it should remain simple, transferable and easy to replicate.

**Facilitator role during this phase:**

- observe without directing
- support inclusion and balanced participation
- protect psychological safety
- note communication patterns, listening behaviours and group dynamic
- avoid evaluating participants

**Possible elements to observe:**

- emergence of leadership;
- inclusion and exclusion dynamics;
- verbal and non-verbal communication;



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- listening and misunderstanding;
- mutual support and adaptability;
- comfort with uncertainty.

This structure reflects the original Itinerary A emphasis on interaction, collaboration and awareness, while repositioning the activity as a demonstrative and reflective workshop for stakeholders

### **3 — Facilitated Reflection and Transferability Dialogue**

**Purpose:** transform experience into learning.

To transform the lived experience into shared professional insight and practical discussion.

After the activity, participants gather for a guided reflection session focused on both experience and transferability.

#### **Facilitator tasks:**

- create conditions for respectful dialogue;
- encourage contributions from different stakeholder profiles;
- connect observations to adult education, community work and stakeholder practice;
- synthesise key methodological lessons;
- guide discussion towards practical reuse and adaptation.

#### **Suggested reflection questions:**

- What communication dynamics emerged during the activity?
- What helped collaboration and what made it difficult?
- What did this activity reveal about group processes?
- Which elements of the methodology could be useful in your own context?
- What adaptations would be needed for your organisation, audience or territory?
- How can this format support participation, inclusion and stakeholder engagement?

#### **Important principle:**

Reflection is exploratory and practice-oriented. The goal is not to assess personal performance, but to identify the educational and organisational value of the method. This is consistent with the non-evaluative reflective dimension already present in the original document.

#### **Key Facilitation Principles**

Across all phases, facilitators should:

- prioritise process over performance;



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- create psychological safety;
- value diversity of perspectives and roles;
- support active but voluntary participation;
- encourage curiosity instead of judgement;
- frame the activity as a transferable methodology, not only as a one-off experience.

### **Expected Outputs**

The workshop can generate the following outputs:

- stakeholder reflections on the relevance of the methodology;
- collected feedback on workshop usefulness and transferability;
- practical ideas for adaptation in adult education, community, social or cultural contexts;
- strengthened dialogue among local and transnational stakeholders;
- documentation of the workshop process through notes, worksheets and feedback forms.

These outputs are coherent with WP4 of the TRIP Project, which includes sharing of experiences, good practices, dissemination of project products and stakeholder networking.

### **Tools**

- Reflection sheet (Tool 1);
- Observation grid (Tool 2);
- Facilitator observation notes (Tool 3);
- Group dialogue worksheet (Tool 4);
- Feedback form (Tool 5);
- Key reflection questions for the final discussion (Tool 6).



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## TOOLS

### TOOL 1 — REFLECTION SHEET

Participant name: \_\_\_\_\_

Organisation / Role: \_\_\_\_\_

Date: \_\_\_\_\_

Workshop venue: \_\_\_\_\_

#### 1. Initial expectations

What were you expecting from this workshop?

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#### 2. First impressions during the experiential activity

What did you notice about the way people interacted?

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#### 3. Communication dynamics observed

What supported communication in the group?

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What made communication more difficult?

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#### 4. Collaboration and group process

What helped the group collaborate effectively?

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Did you notice any barriers to participation or inclusion?



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5. Relevance for your own context

What elements of this workshop could be useful in your organisation, service or community context?

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6. Transferability

What would need to be adapted to use this approach in your local context?

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7. Key takeaway

One idea, insight or practice I take away from this workshop:



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## TOOL 2 — OBSERVATION GRID

Observe your group and note what emerges.

What I observed	Example
Communication	
Listening	
Collaboration	
Inclusion	
Leadership	
Mutual support	
Misunderstanding	
Non-verbal interaction	
Participation balance	
Group atmosphere	

Most interesting interaction:

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What this interaction may suggest for your practice:

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### TOOL 3 — FACILITATOR OBSERVATION NOTES

Indicator	Low	Medium	High	Notes
Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Quality of Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Collaboration in group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Inclusiveness of participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Openness to reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance perceived by stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Transferability of the method	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Group dynamic observed:

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Significant moments:

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Stakeholder comments worth noting:

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Suggestions for improving future editions of the workshop:

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## TOOL 4 — GROUP DIALOGUE WORKSHEET

Use this worksheet during the final discussion session

Group/Table: \_\_\_\_\_

1. What emerged during the experiential activity?

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2. What communication patterns did we notice?

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3. What helped collaboration?

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4. What barriers or tensions emerged?

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5. In which contexts could this workshop methodology be useful?

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6. What adaptations would be needed for different stakeholder groups?

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7. What concrete opportunities for application do we identify?

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## TOOL 5 — FEEDBACK FORM

Please rate the following aspects of the workshop.

Aspect	Very low	Low	Medium	High	Very high
Clarity of the workshop purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance of the topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of facilitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usefulness of the experiential activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of reflection and discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance for stakeholder practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Potential for transferability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What was the most valuable element of the workshop?

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What could be improved?

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Do you see potential for using or adapting this methodology in your context?

- Yes  
 Partly  
 No

Please explain:

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Additional comments or suggestions

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## TOOL 6 — KEY REFLECTION QUESTIONS FOR THE FINAL DISCUSSION

### Suggested reflection questions:

- What did this workshop reveal about communication in group processes?
- What conditions supported collaboration and participation?
- What barriers emerged, even in a short activity?
- How relevant is this methodology for adult education, community work or cultural participation?
- Which stakeholder groups could benefit most from this format?
- What adaptations would be necessary in your local context?
- How could this approach support inclusion, participation and inter-organisational dialogue?