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How to?! Practical knowledge for transformative science - facilitation guidelines for two applications of the Human Scale Development Approach

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Department of Environmental Politics

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How to?!
**Practical knowledge for transformative science –
facilitation guidelines for two applications of
the Human Scale Development Approach**

Salina Spiering, María del Valle Barrera

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How to?! Practical knowledge for transformative science – facilitation guidelines for two applications of the Human Scale Development Approach

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Abstract

Multiple methods for transdisciplinary and transformative sciences have been presented and discussed in the literature on sustainability. Wider knowledge however, on how to implement global environmental change is still sought for. We suggest that understanding the practical knowledge with the Aristotelian concept of *techne* and *phronesis* provides important contributions for change. With the present paper we will show the detailed facilitation outlines within the application of the Human Scale Development Approach (HSDA) that was introduced in the early 1980's. Although the approach has been applied and adapted during the last three decades a particularized description of the facilitation process it requires is lacking. The same gap of information resides with regard in many other methods in transdisciplinary and transformative sustainability sciences. As a contribution of “how-to” practical knowledge within transformative science can be applied we present two detailed facilitation processes of adaptations of the original HSDA. With these contributions we would like to encourage other scholars and practitioners to test and validate the presented applications and further develop them in their own settings as well as for their own purposes.

Keywords

Human scale development approach, transformative science, how-to practical knowledge, facilitation process, participatory methodology, *techne* and *phronesis*

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1 Introduction and background

1.1 Why “how-to” knowledge is important and why we think HSDA contributes to gaining practical knowledge

Within transdisciplinary and transformative science the need for how-to-practical knowledge for change is increasingly emphasized (Sharpe et al. 2016, Fazey et al. 2018). Traditional academic knowledge often does not consider knowledge needed for implementing change in practice. Fazey et al. (2018:56) state: “Yet despite the vast amount of knowledge already accumulated, there is still limited emphasis on understanding how to implement change. This ‘how to’ question is now arguably the most important question for climate research”. Sharpe et al. (2016) as well as Fazey et al. (2018) draw on the distinction between episteme (analytical knowledge), techne (productive knowledge) and phronesis (ethical knowledge) presented by Aristotle (2004) in order to deduce the need for “how-to” practical knowledge for sustainability transitions. Within sustainability science (Kates et al. 2001) the objectivity of science is challenged and other forms of knowledge need to be recognized (Martin 2015). There is a focus on epistemic forms of knowledge within academia that does not include prescriptions of action and which tend to ignore questions of values (ibid.).

Epistemic knowledge “is logically built up and then applied back to practice (Aristotle 2004). Such knowledge is teachable and often represented as a set of principles or guidelines” (Sharpe et al. 2016:47). Epistemic knowledge is disembodied from doing and criticised as “the only pure knowledge, elevating it to a superior knowledge” (Harcourt 1994:19). Flyvberg (2001) argues that especially natural sciences pursuits to gain epistemic knowledge. A mere focus on epistemic knowledge is thus insufficient for the facilitation of change processes that are required in order to face and facilitate sustainability transitions. A focus on practical knowledge that includes techne as well as phronesis is urgently needed (Sharpe et al. 2016, Fazey et al. 2018). By techne Aristotle (2004) describes “know-how” knowledge that is embedded in practice such as crafts or skills that are based on practice (also communication skills), often passed down from one generation to another (Harcourt 1994, Martin 2015). In contrast to epistemic “know-why” knowledge, techne “know-how” knowledge entails normativity (Flyvberg 2001). Phronesis is understood as prudence or practical wisdom (Aristotle 2004) and includes values and ethical deliberations into decisions and practical action (Flyvberg 2001, Martin 2015). For Shotter and Tsoukas (2014:232) “phronesis is no mere intellectual effort but more crucially an aspect of ‘who’ one would like to be” in order to achieve “good ends”. Flyvberg associates techne and phronesis with social sciences and states that social science contributes “to the reflexive analysis and discussion of values and interests, which is the prerequisite for an enlightened political, economic, and cultural development in any society” (Flyvberg 2001:3). Martin (2015) proposes to introduce techne and phronesis within sustainability science, because sustainability naturally entails subjective and normative assumptions.

Fazey et al. (2018) as well as Sharpe et al. (2016) state that techne and phronesis are not well recognized within academia (apart from action research, transdisciplinary and transformative research that all still struggle to be valued within academia). This would often lead to the production of scientific

knowledge that is not able to meet the needs of practice or vice versa, practitioners would not consider scientific insights. They point on a “gap” between science and practice and argue that the Aristotelian concept serves as bridge between them. Fazey et al. (2018) present Hopes’ (2016) conceptualisation of research around practice (1. research into practice (researchers observe practice), 2. research for/as practice and 3. research through practice) in order to show that within research through practice “the emphasis is more towards developing the practice (techne and phronesis) rather than the epistemic knowledge about that practice” and that “shifting towards research through practice [...] has major potential for encouraging a more engaged and rapid approach to transformation research” (Fazey et al. 2018:61f). Sharpe et al. (2016) as well as Fazey et al. (2018) stress the urgent need for supplementary forms of different knowledge production and assessment within academia that contribute to the facilitation of contemporary social and environmental change processes.

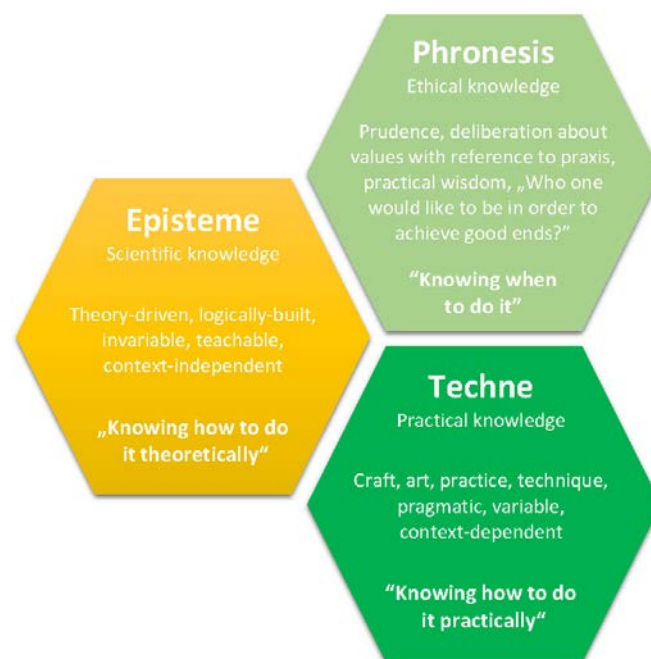


Figure 1: Different forms of knowledge

In response to the need for more how-to practical knowledge productions, this paper presents the Human Scale Development Approach (HSDA) introduced in the 1980s by the Chilean economist Manfred Max-Neef and his colleagues (Max-Neef et al. 1989) and specifies how it can be applied in practice. The HSDA as theory and methodology provides a useful option to practically and scientifically face sustainability transformations towards a low carbon society and meet the Sustainable Development Goals (SDGs). However, the HSDA is barely known, its use has not been adapted to current needs or systematised, and its epistemic scientific use is hardly evaluated in order to inform current transformative challenges. In order to address these flaws we adapted the original proposal of Max-Neef et al. (1991) and further developed the practical procedures in several case studies within Germany and Chile. We follow the procedure of Sharpe et al. (2016) to articulate a how-to practical knowledge

guide and present the HSDA and how we applied it in practice (techne) and reflect on the contributions of the applications for a value-driven research practice (phronesis).

In the first part of this paper we show the need for practical “how-to”-knowledge for facilitating transformative Science methodologies and how the Aristotelian concept of techne and phronesis facilitates the discussion on practical know-how. We then propose the HSDA as valuable practical approach in order to facilitate change processes. In the 2nd section we introduce the original version of the HSDA as well as further adaptations applied by other scholars and practitioners. In section 3 we present two detailed applications that serve as facilitation guidelines and valuable tool-kits in order to facilitate change processes. We close by discussing insights on the practical knowledge gained through the applications of the adapted methodologies and present open practical and research questions.

1.2 About HSDA and its different applications

1.2.1 Original proposal of HSDA

The Chilean economist Manfred Max-Neef and his colleagues established a matrix of Fundamental Human Needs (FHN) and satisfiers at the methodical core of the HSDA (Table 1) (Max-Neef et al. 1986)¹. The aim of their approach (and, hence, of the matrix) is to empower local communities in rural and urban areas. Human Scale Development is defined as “focused and based on the satisfaction of fundamental human needs, on the generation of growing levels of self-reliance, and on the construction of organic articulations of people with nature and technology, of global processes with local activity, of the personal with the social, of planning with autonomy, and of civil society with the state” (Max-Neef et al., 1992: 197). The main actors in the HSDA are people called “protagonists in their future” (Max-Neef et al., 1992: 198). Max-Neef et al. (1986) developed both, a taxonomy of human needs and a process by which communities can identify their “wealth’s” and “poverties” according to how these needs are satisfied.

Max-Neef et al. (1991) describe human needs as few, finite and classifiable. They suggest that FHN include subsistence, protection, affection, understanding, participation, creation, idleness, identity and freedom. Later the authors considered to insert a tenth need for spiritual development that they call transcend-ence. Those needs are assumed to be constant through all human cultures and across historical time periods. What changes, both over time and across cultures, is the way or the means by

¹ The theory was published for the first time in 1986 (Max-Neef et al. 1986), and was edited in 1994, 1998 and 2006 by Icaria (Max-Neef et al. 1994, 1998, 2006). It was translated into English in 1989 in the Magazine Development Dialogue, and then published as a book in 1991 by The Apex Press (Max-Neef et al. 1991). It was translated and published in German in 1990 with the name “Entwicklung nach menschlichem Maß: eine Option für die Zukunft” (Max-Neef et al. 1990). More recently, in 2011 it was translated and published in Italian by Slow Food with the title “Lo sviluppo su scala umana” (Max-Neef et al. 2011) and in 2012 it was published in Portuguese by Edifurb with the title “Desenvolvimento à Escala Humana-Concepção, Aplicação, Reflexos Posteriores” (Max-Neef et al. 2012). In 2009, Wayne Visser of the University of Cambridge included it as one of the 50 most important books on sustainability in his ranking ‘The top 50 sustainability books’ positioning it as one of the 50 most influential books on sustainable development, on par with the books that provided its foundations and inspiration, as well as other relevant works from the sustainability literature from around the world (Visser 2009).

which needs are satisfied (Max-Neef et al. 1991: 199-200). These satisfiers can be either the idea or realization of how needs are to be fulfilled, taking into account internal abilities and external circumstances. To fulfil, for instance, the need for subsistence, appropriate satisfiers may be food, water and shelter; whereas the concrete strategies may vary from walking a few kilometres to a water well, drinking tap water or going into a supermarket to buy a bottle of water. The satisfiers are then classified as singular, synergetic, destructive, inhibiting or as pseudo-satisfiers, according to the way in which they fulfil one or several needs. The differentiation between needs and satisfiers is a main aspect of the HSDA.

In contrast to Maslow's theory (1987), there is no hierarchy in Max-Neef's approach with an exception in the need for subsistence, that is, to remain alive (Max-Neef et al. 1992: 199). Needs can be satisfied along the existential categories of being (personal or collective attributes expressed as nouns), having (institutions, norms, mechanisms, laws, goods etc.), doing (personal or collective actions expressed as verbs) and interacting (locations and milieus). "Each need can be satisfied at different levels and with different intensities. Furthermore, needs are satisfied within three contexts: with regard to oneself (Eigenwelt); with regard to the social group (Mitwelt); and with regard to the environment (Umwelt)" (Max-Neef et al. 1992a: 200). From these dimensions, a 36 cell matrix is developed which, in the participatory community process, is to be filled in by the ways in which the community /the individuals of the community satisfy their needs (Table 1).

The proposed methodology was firstly introduced in the English version in 1991 and consists of seven phases. Phase 1 is a preparation phase where groups are divided into sub-groups and a matrix of needs and satisfiers for further collaboration is presented. In Phase 2 the sub-groups fill in the empty grids with negative satisfiers for being, doing, having and interacting with the support of a trained facilitator. Finally certain numbers of negative matrices exist, dependent on the number of sub-groups. In phase 3 a group of volunteers consolidates the sub-group-matrixes into one so called consolidated negative matrix. In phase 4 nine groups for each of the nine FHN are built and discuss the most important and decisive satisfiers from each of the four axiological categories. In phase 5 each of the nine groups delivers the list of negative satisfiers selected and unites them together in a new synthesis matrix. This represents the picture of the most negative elements affecting that society, community or institution (as perceived by the participants). A discussion and interpretation of the synthesis matrix is then carried out in a plenary session. For the whole process on the negative matrix Max-Neef et al. (1991) propose a two days workshop. This refers to one of the main criticisms that the proposed approach is very much time consuming. Phase 6: Employing exactly the same procedure as for the construction of the negative matrix (phase one to five), the participants are asked to produce the matrix of their Utopia; that is, of how society ought to be for them to feel really satisfied. In a last phase and at the end of the construction of the utopian matrix or in a third plenary encounter, the participants are confronted with both synthesis matrices: the negative and the positive to discuss about bridging both matrices finding synergic satisfiers. "The matrix of needs and satisfiers may serve, at a preliminary stage, as a participative exercise of self-diagnosis for groups located within a local space. Through a

process of regular dialogue—preferably with the presence of a facilitator acting as a catalysing element—the group may gradually begin to characterize itself by filling in the corresponding squares” (Max-Neef et al. 1991: 37). The proposed classifications of satisfiers can be used for analytical purposes.

Existential categories/ Fundamental Human Needs	Being (qualities)	Having (things)	Doing (actions)	Interacting (settings)
Subsistence	physical and mental health	food, shelter, work	feed, clothes, rest, work	living environment, social setting
Protection	care, adaptability, autonomy	social security, health systems, work	co-operate, plan, take care of, help	social environment, dwelling
Affection	respect, sense of humour, generosity, sensuality	friendships, family, relationships with nature	share, take care of, make love, express emotions	privacy, intimate spaces of togetherness
Understanding	critical capacity, curiosity, intuition	literature, teachers, policies, educational	analyse, study, meditate, investigate,	schools, families, universities, communities,
Participation	receptiveness, dedication, sense of humour	responsibilities, duties, work, rights	cooperate, dissent, express opinions	associations, parties, churches, neighbourhoods
Idleness	imagination, tranquillity, spontaneity	games, parties, peace of mind	day-dream, remember, relax, have fun	landscapes, intimate spaces, places to be alone
Creation	imagination, boldness, inventiveness, curiosity	abilities, skills, work, techniques	invent, build, design, work, compose, interpret	spaces for expression, workshops, audiences
Identity	sense of belonging, self-esteem, consistency	language, religions, work, customs, values, norms	get to know oneself, grow, commit oneself	places one belongs to, everyday settings
Freedom	autonomy, passion, self-esteem, open-mindedness	equal rights	dissent, choose, run risks, develop awareness	anywhere
Transcendence	inner centeredness, presence	religions, rites	pray, meditate, develop awareness	places for worship

Table 1: Matrix of needs including examples of corresponding satisfiers in four categories (adapted from Max-Neef et al. 1991: 32-33)

The HSDA is a practice of self-empowerment and its task is to empower people to better realize their needs. “Central objectives of this approach remind us of the importance of the real prominence of people that result within autonomous societies. To achieve the person’s transformation from the object of development into its subject is certainly the end of the process. In this understanding, since

human beings represent active components along the development process, [HSDA] stands for no particular development model, nor for final or definitive solution. This approach entails a theory of human needs for development, one that goes beyond economic rationality and comprehends the human being as a whole" (Cruz 2006:67).

1.2.2 Aim and use of the HSDA

Max-Neef developed his approach mainly in response to the Latin American crisis in the 1980's as a critique to the two schools of economic thought which prevailed in the Latin American setting, neo-liberal monetarism and the more interventionist state-centred developmentalism promoted by the Economic Commission for Latin America, "that have not been able to satisfy legitimate needs of the Latin American masses." (Max-Neef et al. 1991:7) The aim is to transform the "traditional, semi-paternalistic role of the Latin American State into a role of encouraging creative solutions flowing from the bottom upwards." (ibid: 8). They state this would be more "consistent with the real expectation of the people" (ibid: 8). But although the approach was developed within a Third World context, its application is conceivable in any other society as Max-Neef et al. (1998:213) state and as has been shown by Camfield and Guillen-Royo (Camfield and Guillen-Royo, 2010; Guillen-Royo, 2010) as well as by Jolibert et al. (2014).

Since its first publication Max-Neef et al. (1986) dedicated to develop the workshop methodology to implement the HSDA. Although the authors provide a "matrix type" as an example the proposed methodology is based on the collective filling of an empty matrix. Its content is not normative, but a heuristic device of a particular group or community at any given time. While the matrix is a methodological tool and not an end in itself, one of its potentials is that its application generates a reflexive and critical attitude for diagnosis, planning and evaluation. As Max-Neef's original methodology involves many people and a lot of time, the HSDA has been developed further to less time- and people-intensive formats and adapted to a multitude of contexts. The original approach has also been criticized for being presented in "quite complex ways, which are not particularly user friendly" (Rogers 2005: 118).

1.2.3 Variations of original proposal

Many academics and practitioners have adapted the original proposal and combined it with other methodologies: fill the matrix from secondary sources (Cruz et al. 2010), use the opinions of groups of experts (Zulueta 2010) or use interviews or questionnaires analysed with content analysis or Likert scales (Lozano et al. 2011; Nangombe and Ackermann 2012). Many applications of HSDA theory and practice occurred within social work and in order to improve social sustainability especially in South Africa and Latin-American: Clarke (1993) applied the HSDA in certain case studies in South Africa and developed a wheel of FHN and satisfiers. Du Toit (1998:15) provided a collection of papers for peace-building and community building in South Africa and presents the HSDA in order to design and implement structures for creative management of conflicts and development on a human scale. Lorenzo (2001) conducted a study on Disabled People South Africa (DPSA) to improve their access to opportunities for social integration and economic independence as part of community-based rehabilitation.

Carbone (2004) analysed her participatory observations and in-depth interviews with beneficiaries in Colombia on the basis of HSDA. Luna et al. (2012) used a quantitative methodology based on the HSDA with 2,845 representatives from 556 social, corporate, and public organizations of 34 Colombian municipalities in order to know the needs of people in Bajo Magdalena, Colombia. Zulueta (2008) worked on neglected needs of homeless people and how they could be met in Chile using the HSDA framework. The Argentinian social worker Jorge (2010) recommended to consider HSDA as different approach towards human needs in order to address patients' needs and satisfiers in end-of-life care. Thompson and McKeever (2012) filled in the matrix in cases of patients of aphasia in order to show that nursing interventions must address all needs to provide holistic care in its fullest sense. Betancourt and Nahuelhual 2017 conducted in-depth interviews (life-history method) that relied on the HSDA and wanted to explore how wellbeing is built through social practices related to the use of products of natural medicine in local communities of southern Chile.

Within the context of environmental sustainability the HSDA has been applied for more or less the past ten years Max-Neef himself together with Stahel and Cruz (Cruz et al. 2010:2028) proposed extensions of the HSDA methodology in order to "help/assist institutions working with policy-making processes related to development and social issues as well as individuals, communities and other stakeholders by enhancing and complementing the originally-proposed H-SD methodology." They put forward an evaluation tool consisting of a situational and propositional matrix that intends to give a constructive and dynamic picture revealing changes between one and the other whenever satisfiers are proposed coherently and enhance synergetic actions.

Gonzales (2010) conducted a (quantitative questionnaire) case study in three Australian ecovillages in order to understand the search for environmental sustainability and social sustainability as needs fulfilment and concerning quality of life of the eco-village inhabitants. In 2011 Hitchcock and Willard (2011) of the International Society of Sustainability Professionals used the HSDA taxonomy to assess the social sustainability of enterprises stakeholders (employees, suppliers, customers, community). Lamb and Steinberger (2017) conducted a review on climate change mitigation research and discussed the HSDA as eudaimonic tradition to development. They conclude these eudaimonic approaches (by defining what is necessary for a flourishing life) are "better-suited to inform climate change mitigation research than hedonic or happiness approaches" (Lamb and Steinberger (2017:10). Garcia Ochoa and Graizbord (2016) propose an alternative measurement of energy poverty in Mexican households based on HSDA. They consider energy services as satisfiers, where energy is not an end in it self but a means to satisfy FHN. Brand-Correa et al. (2018) investigated in two Columbian case studies how energy services contributed to human well-being and adapted the HSDA methodology in order to collectively construct energy services. Recently Vita et al. (2019) obtained a cross-sectional analysis to calculate the carbon and energy footprints of FHN using 35 objective and subjective indicators to evaluate human needs satisfaction and their associated carbon footprints across nations. In a study on analysing the conflict of interest between fish farming and otter protection in Portugal Jolibert et al. (2011) even proposes to apply the HSDA including the needs of non-humans.

Several scholars conducted HSDA workshops based on the original proposal but mostly with variations. Thereby results descriptions in most of the cases dominated methodological descriptions. Cuthill (2003) run a HSDA workshop on the Gold Coast in Australia. The rationale for the workshop was to conduct a forum that allowed citizens who work on community-based issues an opportunity to identify, explore and reflect on 'causal' social issues which undermine the Gold Coast community. Rogers (2005) conducted 20 focus groups in five small rural communities in central Victoria, Australia, working intensively on the nine FHN and integrating an artist producing a theatrical performance.

Picón et al. (2006) conducted HSDA-workshops to understand the realities of Colombian migration groups based on an ethnographic and social work research. Bucciarelli and Alessi (2013) provided a detailed workshop description in Italian language (only) in order to "a) getting comparable data, b) for developing a new index for measuring social well-being as well as the efficiency of local social policies, and c) for introducing the Human Scale Development into the scientific fields of the Experimental Economics (field experiments) and of Agent-based computational Economics (ACE)." (Bucciarelli and Alessi 2013: 1). They added a tenth need for "sustainability" in the axiological category. Guillen-Royo conducted HSDA workshops with participants in Spain, Peru and Norway and draw up a comprehensive reflection on Human Scale Development and Sustainable Development (Guillen-Royo 2010 and 2015). Pelenc (2014) combined Amartya Sen's capability approach (Sen 1999) with Max-Neef's HSDA "for a better assessment of multidimensional well-being and inequalities" and conducted a case study with participatory workshops and a questionnaire survey with vulnerable teenagers of the region of Paris in order to test the presented framework. Olivares-Aising and Barrera (2019) performed a participative evaluation of a national public policy implementation with three psychosocial work teams in Mental Health in southern Chile.

Practitioners and consultants have also made interesting contributions to HSDA methodology and have developed important insight about the way HSDA can be used in organizations and businesses to achieve sustainability. Renoldner (2012) proposed a detailed concept for Global Learning through global and political constellations as an approach to adult education based on FHN. "The author shows how this concept can be used, perceived and visualised in space in the form of a constellation for an entire group" (Renoldner 2012:8). The transition town movement based parts of its methodology on needs and satisfiers proposed by Max-Neef et al. and has spread their use throughout Europe and beyond (i.e. the work of Inez Aponte in the Well and do Project <https://wellandgoodproject.wordpress.com/>)

All these different uses and forms of application have enriched the original methodology. However, despite its application in different contexts, as yet, there has been limited critical explanation (techne) and examination (phronesis) of the HSDA adaptations. In the following we present and critically examine our adaptations in order to provide how-to practical knowledge.

2 How to moderate a Human Scale Development process

2.1 How to moderate the HSDA application as adapted by Barrera

The following methodology proposal is the result of the application of 10 workshops that took place in Valdivia - Chile in different contexts of the University Austral of Chile and the Master Programme on Human Scale Development and Ecological Economics, between 2013 and 2018 (Barrera 2017). Workshops were part of research projects founded by Entrepreneurial Learning Center and the National Agency for Research and Development “Entrepreneurial Elderly: Inter-institutional community revitalizing program for self-worth and subjective well-being of elderly” (FONDEF-ID16AM0074). A detailed facilitation manual in Spanish can be found in annex 4.

For a better understanding of the methodological process of the matrix workshop, three different (independent but connected) modules are presented. From our experience modules work as units, in the sense that if concluded successfully they can provide validated data for research and practice. Variability of time disposition, assistance, and other circumstances lead us to more flexible use of the workshop to maintain its credibility, transferability and consistency.

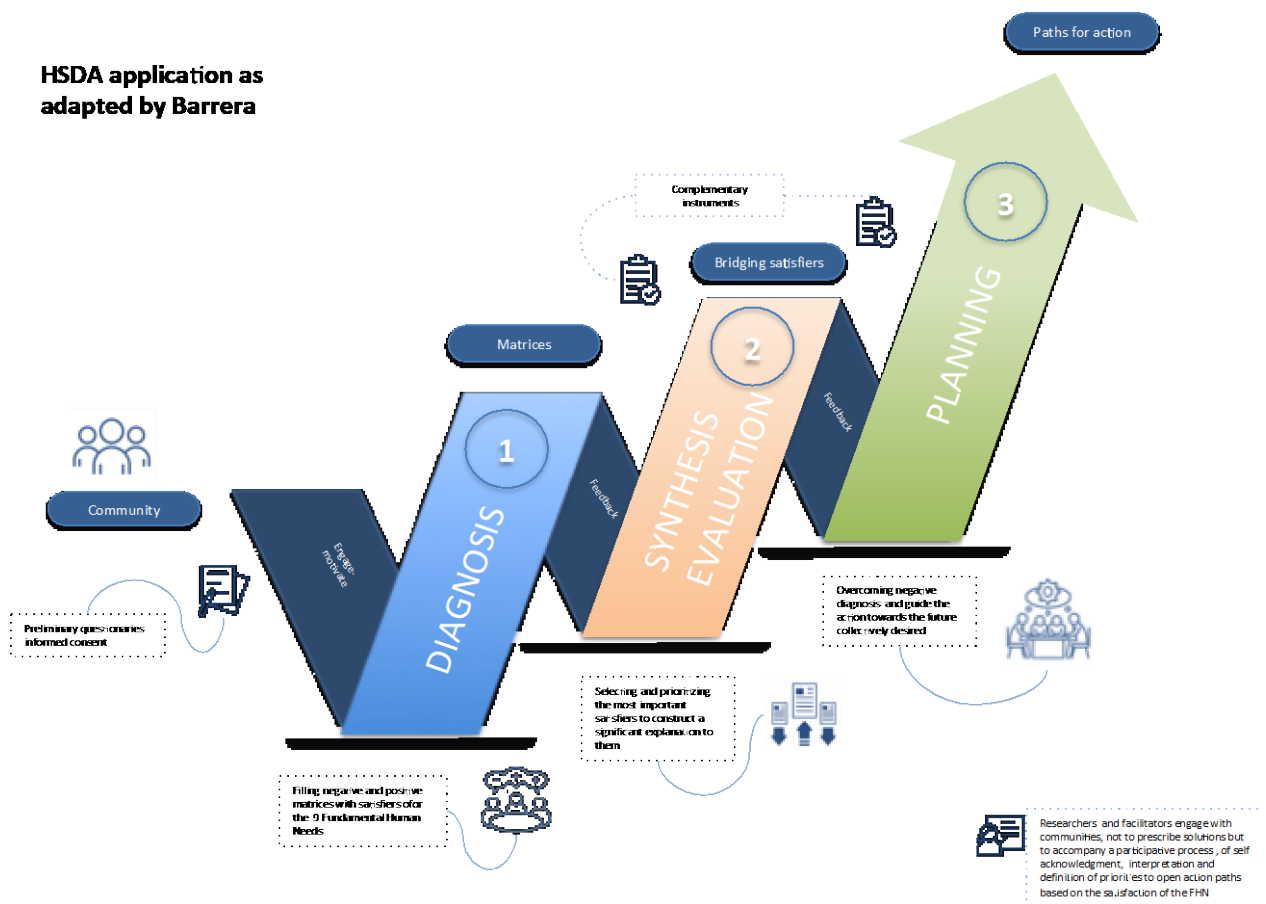


Figure 2: HSDA application as adapted by Barrera

2.1.1 Module 1: Diagnosis module

The HSDA methodology can provide a broad and deep diagnosis on how satisfied the needs of a human group are. The goal of workshop module 1 is to fill the matrices with satisfiers of FHN for the axiological needs: being, having, doing and interacting. In our updated methodology, the search for the satisfiers differs from the original proposal from Max-Neef et al. (1986) in two main aspects:

- (i) It is oriented towards the identity of the group
- (ii) It simultaneously searches for positive and negative satisfiers

With shorter time dispositions and project-oriented goals, workshops do not intend to identify how the whole community satisfies their FHN. Instead, the focus is on the identity of certain groups right from start: how do we (as old people, entrepreneurs, indigenous, students) satisfy our FHN?

At the beginning of the module we apply a 15 minutes reflexive motivation activity that attunes participants with the identification of certain roles. This introductory activity should motivate the conversation but also encourage participants to talk on behalf of others freely and legitimately. For example: Why can I talk about the way young people satisfy their needs when I am a grown up adult? Either by appealing to their memory, to their parenthood, or to their roles as teachers. This activity entitles participants to contribute in the name of a certain group.

The discussion on the FHN follows. For that purpose a poster for every FHN is arranged on the walls of the room. On each poster the need is written in the center and it is divided into four quadrants, in which the words being, having, doing and interacting are written in every corner (Figure 3). Depending on the number of participants, sub-groups are formed (from 1 to 4). Each group is seated in front of one, two or even three posters, discussing one need at a time. The conversation starts with guiding questions that are presented by the facilitators and written and posted on the wall:

- For being: How are we? How do we want to be?
- For having: What resources do we have? How are our institutions, norms, and practices? (Do not register objects)
- For doing: What do we do? What would we like to do?
- For being: What and how are the spaces and places of our interactions?

Negative satisfiers are written in one color on adhesive paper and positive satisfiers in a distinct differing color. The groups define satisfiers in one word or sometimes a short sentence that synthesizes the idea of an opinion or the conversation. Everyone can write and place satisfiers on the posters, and it is highly recommended that the whole group agrees on the satisfier and its wording. Dissent should not be a problem as long as an additional satisfier (another adhesive paper) can be placed on the poster. For example, the use of cell phone or IT, in general, is ambiguous as they can be associated with positive and negative practices regarding understanding and communication. In such a case, it is crucial to adjective the practice, such as excessive use of cell phone, or using Whatsapp to help a friend.

In the first module facilitation is crucial, not only to ensure fluent, respectful and inclusive participation of all the attendees but also to assure time goals and relevant results. Experienced and trained facilitators support participants by their interpretation skills to catch ideas and not to interrupt the conversation. Additionally, working negative and positive satisfiers together assumes that present satisfiers are not only negative, and positives are only in a utopic scenario, but a mix of both. Therefore the focus is not a radical change but a transition that starts with the self-awareness, identification and overcoming harmful practices, institutions, values and spaces of the interaction with the potentiality of the ones considered presently and utopically positive.

When the conversation about one need reaches a saturation point, the group moves to the next one. If there is more than one group, they can rotate to other uncompleted needs or complete the previously work by another group. In such a case, one member of the group can stay next to the poster and present the results to the new group. This validation-rotation exercise is critical as everyone can accept and add satisfiers. The presentation of satisfiers as results of the group discussion empowers participants that present them as a self-diagnosis, and reduces the role of the researcher in a counterhegemonic flow. The time of the first module varies from one workshop to the other. When there is enough time rotation, validation and presentation instances can be extended.

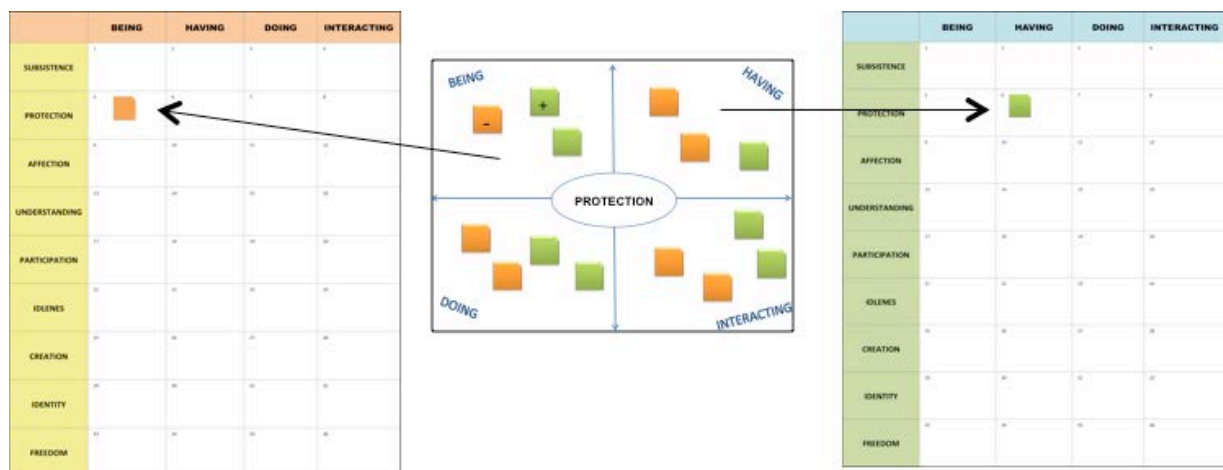
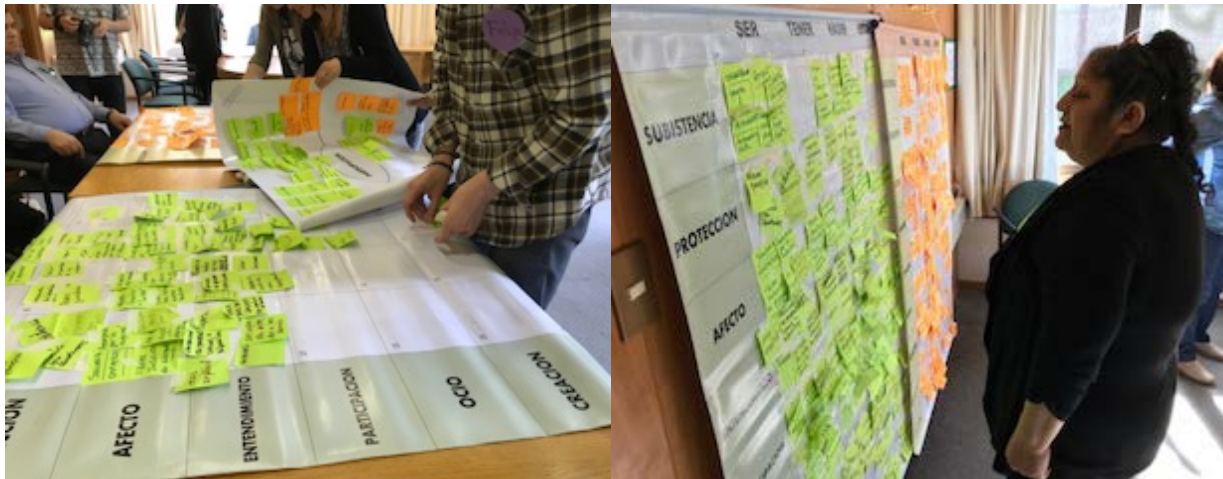


Figure 3: Module 1 – how to fill in the positive and negative matrix through the discussion of posters per FHN

To finalize module 1, two big empty matrices are presented to the group (in contrast to the original version, until this moment the HSDA matrix is not presented to the participants). Volunteers transport negative and positive satisfiers from each quadrant of the poster to their correlative ones in the matrix (Figure 3). In less than 30 minutes both matrices are collectively formed and the whole group can look at them carefully as the result of the workshop. Closing remarks on the activity, the theory, the following modules and the application of other instruments (see B) are pertinent before a break. From module to module, brakes can be meals, or days depending on the logistic planning of the workshop.

Altogether module 1 with the presentation, motivation, search for satisfiers, rotation and/or presentation of results and transfer to the matrix in our cases took 2.5 to 3 hours and a maximum of 4.5 to 5 hours including breaks and coffee/water disposal inside the room.



Photos 1: Filling in the matrices in a workshop with elderly in Valdivia.

What happens if it is not possible to continue with the other modules? As it occurred in some of the workshops, for logistic reasons, the characteristics of the participants or even events out of the researchers control, the fulfilment of the two matrices is the only module possible to hold. In that case, the researcher will have enough amounts of data to process with valid results. It is essential to take into consideration some advice on complementary instruments (explained in part B) and community devolution of results (developed in part C). In such a case, the initial and complementary collection of data was instrumental to triangulate and validate the results.

2.1.2 Module 2: Synthesis and evaluation module

Within module 2 the process of synthesis and interpretation is dynamic and should be focused on one specific goal: it is the participants, who interpret, select and prioritize the most important satisfiers in order to construct a significant explanation to them. This implies guiding and facilitating a new validation of the previously constructed matrices, and leads to a simplification in order to reduce the number of concepts and satisfiers.

Having finished the diagnosis of the two matrices, two groups are formed around each completed matrix (that are visually cleaned if possible). Participants are able to read more carefully and analyze the previously agreed satisfiers. In this case, the group is requested to select one satisfier for each grid collectively through a conversation. The selected one should be colored on the grid and transcript to a card. This is the equivalent of the synthesis matrix of the original methodology.

As a new and vibrant conversation can take place to reach an agreement, it may be the case that the same satisfiers are repeated and selected for more than one grid. It can happen to have more than one in a grid and none selected for others of the same need.

With the selected satisfiers written on cards, the groups are asked to put them in (some) order and explain how they are related. Without the structure of the matrix, satisfiers are classified, prioritized and interpreted by the group constructing an explanation. Instead of 36 synthetic satisfiers in a matrix, the results are about 20-25 needs satisfiers set them in a significant order for the group.

After finishing that part, volunteers present the result and their explanation that synthesizes the matrix simultaneously evaluating and giving them an order (structure) and significance. Categories arise in these explanations, and the group tends to gather satisfiers of some kind: external, internal, etc. From our experience, only in some cases the proposed classification of satisfiers suggested by the book namely: (a) violators or destroyers, (b) pseudo-satisfiers, (c) inhibiting satisfiers, (d) singular satisfiers, and (e) synergic satisfiers is meaningful to researchers or to participants only if they previously know it. Nevertheless, all categories that arise from the workshop participants, the researcher's interpretation or the theory, they are all essential for analytical purposes.

What happens if it is not possible to continue with the next module? In that case, the researcher will have sufficient data to process with valid results, and the first interpretation and prioritization of the results made by the participants.

With the end of module 2 the appropriation of the diagnosis by the participants and the empowerment to speak out in front of a significant audience turns out to be an unquantifiable result. In some occasions, the satisfiers identified as more important in this module may coincide with the results of surveys of national representation held by the universities or even the state. What's new in this? A difference then is the counterhegemonic position of a researcher or a technical professional of a ministry who comes to say "what they need." Diagnosis, synthesis and its first evaluation emerge as self-knowledge and self-awareness, opening up possible paths for the third module.

2.1.3 Module 3: Planning for action

How to overcome the negative diagnosis and guide the action towards the future collectively desired? This third module involves exercises to guide and focus on practical action towards social change. It includes at least two processes: (a) bridging and (b) prioritizing for action.

The first part consists of finding possible paths that overcome the negative diagnosis of satisfaction. "Bridges" are groups of possible and desired paths, not only actions (things to do) but also values (of the being) that will guide them, shared resources (having) and the spaces where these actions can be better developed (interacting). Therefore, a broad spectrum of satisfiers arises on the search for their synergetic capacity to satisfy human needs simultaneously.

Moreover, the selected paths and bridges usually contain the tensions that are at stake between a negative version and a positive of the same kind of satisfier. The action is therefore in the overcoming and management of this tension. The paths that emerge in module 3 also operate as a minimum or a limit between which one can think of a development strategy for the group or the participating community.

2.1.3.1 Bridging negative and positive matrices

The original version of the HSDA (Max-Neef et al. 1986) does not deepen the bridging phase. It was Monica Guillén-Royo (2016) who has developed mainly in her methodological adaptation a reflection and practice on the action of bridging by either “generating a new matrix or a set of satisfiers with synergic characteristics that can bridge the negative and the utopian scenarios” (ibid.: 61). In this sense, bridging satisfiers are a broad oriented set of values, practices, and institutions to overcome a negative diagnosis, after which other actors and the community itself can co-define practical ways of implementing them. In our experience in most of the workshops bridging exercises, when possible, remained as a very broad, yet very clarifying level. In such a case results are value-oriented paths for action and required further analysis for more grounded results.

The action of collectively bridging responds to the questions of “how to overcome a negative satisfier?”, “What resources, mechanisms, and practical tools do we have to design the future we want creatively?”

Bridging workshops are the most critical instance for planning and in our cases were not always possible (when gathering the group is out of the reach of the researcher). The extent to which the act of bridging, planning and action proposition is on the group or in the researchers' hands, depended on logistic and particular cases of each HSDA application.

In the case with high school teenagers, only the first module was completed. Researchers made further analysis. For each need, a group of negative satisfiers and a group of positive ones was selected and we identified a group of synergetic satisfiers and a set of possible actions that can be undertaken.

2.1.3.2 Prioritizing for action

Even though a set of synergetic satisfiers reduces the amount of data of the matrices and orientates towards desirable futures, decisions to prioritize action must be taken. Ideally through participative and democratic techniques such as voting, reaching consensus and discussion strengths and viabilities the group and/or the researcher team can define and propose to community a set of possible strategies. In one case study in a workshop with elderly bridging satisfiers ended up with 7 projects that dynamited the local community.

What happens next? As Guillén-Royo points, approaching society as a system implies not only relying on specific policies but understanding, through direct involvement as researchers or practitioners, the supports that some processes need to be more effective in providing needs satisfaction (Guillén-Royo, 2016:41). For transformation it is necessary to understand, and understanding is only possible through immersion. “You can only understand that of which you became a part, when the subject that searchers and observes become parts inseparably integrated with the object searched and observed” (Max-Neef, 2005: 15).

TEENAGERS AT CORRAL COMUNE			
FUNDAMENTAL HUMAN NEED: UNDERSTANDING	NEGATIVE SATISFIERS	SINERGETIC SATISFIERS	STRATEGIES FOR ENTREPRENEURAL LEARNING
	<ul style="list-style-type: none"> • Laziness- lack of commitment • Conformity • Lateness- tardiness • Rigid and structured formal education (focused on content and measurements) • Bad internet connection • Lack of technical-productive training • Municipal library without use • Lack of educational institution in the commune 	<p>Empathy</p> <p>Understanding of the world from the territory (“we are coastal people”)</p> <p>Motivation</p>	<ul style="list-style-type: none"> • Development of habits and transversal attitudes for employability: punctuality, commitment, perseverance. • Exploration of non-formal learning instances (in organizations, clubs, etc.) • Rapprochement between youth and local government and Integrate civic education • Building alliances with local library and implementation of strategies to improve reading and learning skills (mobile library – storytelling for children). • Building alliances with teachers of Regional University for motivational talks and inspiring stories of effort
	POSITIVE SATISFIERS		
<ul style="list-style-type: none"> • Learn from experiences • Incentives- rewards and benefits to those who strive and succeed • Parents' occupations and abilities • Self organization of time 			

Table 2: Module 3 – Bridging workshop with high school teenagers of the region of Corral, Chile.

Close to other participatory approaches in development, such as Freires` s Critical Pedagogy (1965) and Chambers` (1983) Participatory rural appraisal, HSDA relies on people`s active participation in every stage of the developmental process. Ideally it means that researchers should engage with communities and groups, not to prescribe solutions but to accompany the design, implementation and evaluation of strategies and programs.

When seen in the perspective of action for change, the matrix is not an end in itself but the beginning of a process of interaction and transformation. At the end of the workshop, participants ask themselves and question you as a researcher: “What now?” We know that elements that are preventing the realization of our needs and we have managed to define those that synergically improve our quality of life. How do we continue? Many times, researchers cannot answer or take charge of this effect. In our experience, only a few projects can support the action research process. The elderly project engaged

a deliberate and explicit attempt to contribute both to the generation of scientific knowledge and to the solution of concrete and immediate problems of the community. In this sense, the HSDA methodology as well as the foundations of participatory action research give centrality to people, the identification of common objectives, the decentralization of the decision-making process, participation and consensus, elements often absent in the development strategies.

2.2 How to moderate the HSDA as adapted by Spiering

The following adaptation of the original HSDA proposal was mainly developed within the German research project EnGeno on German Energy Cooperatives (Lautermann et al. 2017). In a first case study (2014-2016) we conducted HSDA workshops in three different energy cooperatives throughout Germany to better understand the cooperatives' difficulties and for empowering the members to better meet their personal needs (Centgraf 2018). In a second case study (2016) we carried out a workshop with three other German energy cooperatives of one region and a transition town initiative in order to support them to elaborate common development strategies for an energy supply for their region based on renewable energies. In a third case study (2016) we collaborated with the German BMBF-project "Klima-Citoyen" (Schweizer-Ries et al. 2016) and conducted three HSDA-workshops in a southern German community in order to facilitate the decision process on forming a communal energy cooperative. Another case study was conducted 2016 in Paillaco, Chile in collaboration with the Institute of Economics of the University Austral de Chile (UACH) and the Community Innovators Lab at the Massachusetts Institute of Technology (MIT CoLab). Within the HSDA-Workshop partners of the University and a Chilean technical school identified common strategies in order to establish a program for renewable energies at the technical school. In each of the eight workshops between ten to thirty people participated. In the following we present our adaptations and will discuss them concerning techne and phronesis. A detailed facilitation manual in three languages (English, German and Spanish) can be found in the annex.

2.2.1 Introduction and starting phase

2.2.1.1 Preparation phase

To start an HSDA process a common problem definition with relevant stakeholders is co-generated. To enter the field, gain preliminary information and to build trust before the workshops qualitative semi-structured interviews are conducted. The invitation of workshop participants as well as interviewees is discussed with the relevant stakeholders. The HSDA workshop is then prepared in collaboration with central contact persons.

2.2.1.2 Introduction of FHN

To start the HSDA workshop the facilitators introduce the project including the aim and all collaborators. They create transparency and provide all information about the preparation phase. The content-related part starts by introducing the differences between needs and satisfiers. In order to introduce the participants into the nine FHN one card per participant with one of the nine needs are delivered including a short description of the need and the three following questions: 1). How do you fulfill this

need for yourself? 2). How is the fulfillment of this need affected in your life? 3). How do you support others to fulfill this need?

The participants are asked to think about these questions first on their own; and then share their insights in pairs of two after some five to ten minutes. After this the participants present their thoughts in the plenary and the facilitator puts one card per need on the floor. In a short open discussion participants are invited to share their insights and questions can be answered. Participants at that point get the possibility to add needs if they miss some.

Exercise “weighting of FHN”: it is communicated very clearly in the workshop that the FHN do not have a hierarchy (as Max-Neef et al. 1991 state), nevertheless the participants are asked in a short exercise to bring the needs jointly and silently into an order – to see which needs they evaluate at the time being as the most important ones for them in the group. This exercise again aims on familiarizing the participants with the concept of needs and moreover may help them observe the change of the given weight to the needs throughout the conversation process.

Introduction of satisfiers: In a next step the existential categories of being, having, doing and interacting are introduced as described by Max-Neef et al. (1991). For each existential category (being, having, doing, interacting) a card is pinned on a board in order to build the matrix of needs and satisfiers.

2.2.2 Negative matrix

Before starting the joint matrix filling the facilitator tunes the group into the discussion, stating that for some this phase might be perceived as uncomfortable or difficult because the focus is only on negative aspects that impede the development of the group. Nevertheless the facilitator ask participants to engage and follow the now introduced rules for the further discussion. These include letting each other finish speaking, no discussions, no solution orientation and no blandishing of problems. The point ‘no discussion’ is important to prevent going into details and to maintain the flow of release. To start the process of filling in the matrix in a participatory manner the facilitator invites the participants to think about all the troubles, challenges and difficulties that they are facing in their development at that stage. The following critical questions are put on the wall/matrix in order to guide the discussion: "how are we / not?", "what do we have / not?", "what do we do / not?" "Where are we / not?"

The facilitator listens actively and supports the participants in filling in the matrix by asking which need(s) was/were impeded by this/these satisfier(s). All participants of the group are encouraged to share all the factors they see as obstructing the development of the group. Both this and the active role of the facilitator help to create a common atmosphere of sharing, listening and reflecting at the same time. This process lasts between 1.5 and 2.5 hours per group. After all the aspects are filled into the matrix the participants score the most impeding satisfiers per need. At the end of this process 9 to 15 of the most impeding satisfiers are identified and written on extra (red) cards. This marks the end of the first part of the workshop. It has been proved useful to do the negative matrix on the first day to release negative energy, like the method of Future Workshops (Jungk & Muellert, 1996) emphasizes it.

2.2.3 Utopian Matrix

At the beginning of the second day the facilitators present the results of the previous one and then introduce the procedure and rules for creating the Utopian Matrix. The matrix should now be filled with all the factors that would support the group in the best way possible. As all impeding satisfiers should have been discussed already the day before, it is not allowed to talk about doubts or impossibilities. The task is to dream of the best future the group could imagine, including impossible and unrealistic dreams. They should look out for satisfiers that meet their needs the best way possible. Analogous to the negative matrix the facilitators fill in all the mentioned factors. At the end of this exercise the participants score the most important satisfiers per need and 9 to 15 of the most important satisfiers are identified and written on extra (green) cards. This marks the end of the second part of the workshop.



Figure 4: HSDA application as adapted by Spiering

2.2.4 Strategy development: Bridging satisfiers, Eisenhower and SMART-analysis

In a next step the idea is to find bridging satisfiers that serve to overcome the negative aspects leading to the utopian vision. Therefore the participants identify head-topics allowing them to later find the bridging satisfiers. The most important negative factors (on red cards) and utopian factors (on green cards) are put together and the group clusters the factors finding four to five headlines describing their basic characteristics. These are the fundament for a new matrix which is created in a next step; the topic words building the x-axis and the axiological categories (being, having, doing, interacting) the y-axis. In group-work, the participants find answers to the questions “How would we like to be?”, “What would we like to have?”, “What would we like to do?” and “Where would we like to interact?” in order to achieve the topics and present the results in the plenary.

To identify the most urgent and important bridging satisfiers the Eisenhower principle is introduced and implemented with the facilitation technique “Punktabfrage” (“point monitoring”) (Möhwald, 2011). Starting with the most important and urgent satisfiers the group discusses a SMART procedure (specific, measurable, achievable, relevant and time bound) and decides what, by whom and until when the strategy can be implemented. Results of the discussion are written in form of a timetable and working plan as one main result of the workshops.

2.2.5 Evaluation and reflection

At the end of the workshop participants are asked to reflect on the workshop in a written evaluation and oral evaluation round in the plenary. Within the one-page evaluation sheet we ask questions concerning the methodology in order to further develop our adaptation and to gain insights how participants perceive the approach. Participants are asked to describe how comprehensive and helpful they perceived the different phases of the workshop (introduction into needs, introduction into satisfiers, negative matrix, utopian matrix, bridging satisfiers, SMART agreements) and to evaluate how helpful they perceived the workshop in general for their personal life and for the development of their group. In a final workshop report facilitators offer the participants an overview of the negative matrix, the utopian matrix and the bridging satisfiers that may guide their further development.

Eight to ten weeks after the workshop a post-workshop survey with semi-structured interviews are conducted with the same respondents as before the workshop. There we ask about the results of the workshop, the realization of the working plan and comments concerning the methodology.

3 Discussion and conclusions

3.1 Reflections on techne: Key differences and similarities between the two presented adaptations

With our presented applications we aim to provide detailed information on the facilitation processes and inspire other scholars and practitioners to apply them in their own settings and further develop them for their purposes. Following, we will outline main similarities and differences of the presented applications in order to reflect on the different “techniques” we applied in order to gain “how-to” practical techne knowledge.

One of the main differences of Barrera and Spiering’s application is the matrix completion phase. Barrera does not conduct an explicit negative nor utopian or vision building phase as she assumes that not all the present factors are negative nor the future of a group a utopian construction. Therefore, she proposes adding negative satisfiers as well as positive satisfiers in a diagnosis both for the present and for an utopian vision of the group. Barrera finds the resulting conversation to be richer and more fluent. Instead of negative-positive/satisfiers the conversation focusses on the needs and satisfiers. Thus generating a big amount of textual data that can be analysed with content analysis methods. Spiering in contrast orientates her adaptation on the Future-Workshops (Zukunftswerkstätten) as devised by Jungk and Müller (1987), provoking a catharsis by explicitly focussing on negative factors. To

emphasize that aim, the negative matrix has been introduced as “matrix of suffering” in former workshops. In the second phase Spiering proposes to collect utopian factors as a form of backcasting, that frees positive energies and motivates participants to creatively think about desirable futures. What is missing here is a diagnosis of current potentials. Both authors believe that their applications could be gainfully combined. Furthermore, the modules presented by Barrera are very flexible and could easily be integrated with Spiering’s workshop procedure. At the same time Spiering’s bridging phase and SMART analysis enables a goal oriented approach that could be inserted into Barrera’s adaptation within module 3.

	Differences	Similarities
Preparation, introduction and starting phase	Barrera: <ul style="list-style-type: none"> • Attuning participants in the identification group identity 	<ul style="list-style-type: none"> • Intense preparation phase • Preliminary informations through questionnaires • Informed consent • Exercises in order to support group formation
	Spiering: <ul style="list-style-type: none"> • Pre-workshop survey with semi-structured interviews • Joint problem definition 	
Matrix filling	Barrera: <ul style="list-style-type: none"> • Participants discuss satisfactors in sub-groups seated in front of posters per FHN. • Collecting negative and positive factors at the same time • Sub groups rotation for validation 	<ul style="list-style-type: none"> • Do not present the full matrix (as proposed by Max-Neef et al. 1991) • Conduct conversation through questions • Support participants in assigning the factors to the FHN • Active facilitation
	Spiering: <ul style="list-style-type: none"> • Filling in the matrix in the plenary according to presented rules • First fill in the negative matrix with all the destructive satisfiers (catalyst effect); identify most important destructive satisfiers • Fill in the utopian matrix after an exercise “journey to the future” (backcasting effect), identify most important utopian satisfiers 	
Synthesis and bridging	Barrera: <ul style="list-style-type: none"> • Deep discussion on all mentioned satisfiers • Evaluation and re-structuring a significant explanation of relationships among negative and positive satisfiers. 	<ul style="list-style-type: none"> • Build a synthesis matrix and find bridging satisfiers

	Spiering: <ul style="list-style-type: none"> • Extract headlines from the most important destructive and utopian satisfiers 	
Planning	Barrera: <ul style="list-style-type: none"> • Finding possible pathways for overcoming the negative diagnosis of satisfaction • Emerging pathways span the whole range of possibilities (minimum to maximum) and operate as a field in which to elaborate on development strategies 	<ul style="list-style-type: none"> • Discuss on paths for future development • Prioritize action
	Spiering: <ul style="list-style-type: none"> • Ranking of importance and urgency through Eisenhower-ranking of bridging satisfiers. • Developing an action plan based on SMART agreements 	
Reflection	Barrera: <ul style="list-style-type: none"> • Generate instances and ways to return results to participants and convey them in a simple way to understand and validate the results. • Complementary questionnaires between the modules and after the matrix completion. 	<ul style="list-style-type: none"> • Hand out workshop report with details on methods and results to the participants
	Spiering: <ul style="list-style-type: none"> • Evaluation sheet at the end of the workshop on the methodology • Oral evaluation • Post-workshop survey with interviews 	

Table 3: Differences and similarities between the two presented adaptations

3.2 Reflections on techne: Key learnings on the adapted applications

In the following we will outline key learnings from three different moments (A-B-C): Before, between, and after the application of the workshop modules as presented by Barrera. These reflections and insights hold for the Spiering’s application as well, although there are small differences that we will stress.

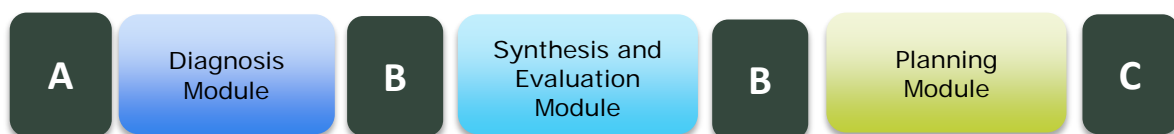


Figure 5: Overview of phases and key learnings of HSDA as presented by Barrera

3.2.1 Moment A: Preliminary activities and considerations

Preliminary activities and logistic considerations are not explained in the original version (Max-Neef et al. 1986). But from our experience, there are some key points to take into consideration before applying a matrix workshop:

A1. Planning: Each module is an intensive workshop concerning logistic and facilitation. Detailed planning the logistic and interim results is very important. Researchers and organizers should take into consideration the kind of participants, the available time for the module/s and the goals to achieve with the workshop as well as the characteristics of the space where the activity is hold.

A2. Facilitation training: It is very important to train facilitators on the theoretical principles of FHN for HSDA. Within Spierings proposal facilitators do introduce the HSDA theory in parts, whereas in Barreras application even though there is no need to explain the theory to the participants of the workshops, it is essential that they obtain comprehensive knowledge on the theory. Facilitation skills have proven to be critical for the fluency of the conversation and the quality of the collected data: For instance, active listening, no imposed analysis, constant return of results for validation, control of group dynamic or mediation skills are very important.

A3. Registration and preliminary questionnaires: during the arrival and the registration is a good moment to ask participants to sign an informed consent and ask them to fill out preliminary questionnaires. In the context of scientific research and scholar activities, informed consent is essential, and participants should sign them before entering the workshop. Preliminary questionnaires give valuable research data to describe the group and triangulate results

A4. Logistic matters: Make sure all the necessary materials for the proper development of the tasks are available (from posters, pencils, post-it stickers to the provision of water and coffee for the participants).

3.2.2 Moment B: Between the modules

Within Barreras adaptations in some cases the workshop were conducted in a continuous two-day workshop where the first and the second module occurred consecutively. In other cases there were a few weeks between the first and the second module with the same group. In all the cases some activities need to be considered between the modules 1-2 and 2-3. Spiering applied her workshops all within one and a half days, therefore the following descriptions do not hold for her applications.

3.2.2.1 B1 Matrices visual cleaning (not changing)

Adhesive papers allow a quick registration of a group conversation. However, the result of a filled matrix turns “noisy” to re-read for selecting a synthetic version of it. Barrera, when possible, visually cleaned the matrix in order to enable participants to start the second module with clear wording to go on with the conversation.

3.2.2.2 B2 Apply complementary instruments:

Barrera proposes questionnaires and graphic scales to display needs satisfaction that can be implemented as additional tools to develop deeper insights once the matrices are filled in (Sharpe et al. 2016). The additional information has proven very important for data analysis and triangulation, especially if it is not possible to continue with the second or the third module. Still, it is important to first fill in the matrix and go through the discussion process before implementing such quantitative data query. Such instruments should reinforce the diagnosis and guide the bridging satisfiers discussion and/or prioritize the action: for example, by starting to work on the less satisfied needs or searching for the strengths and synergetic satisfiers of the most satisfied needs.

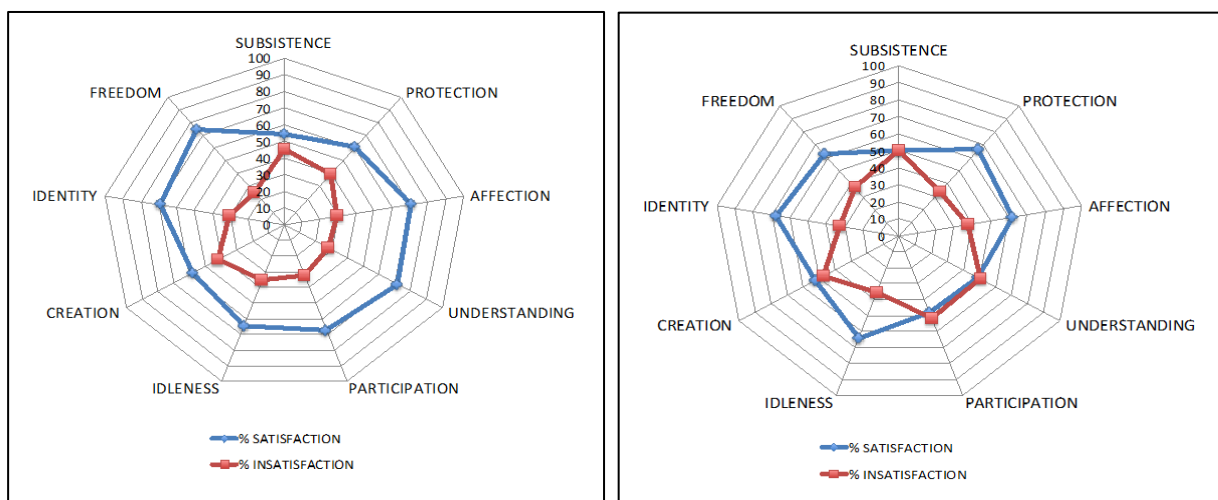


Figure 6: Examples of graphic scales as additional information concerning needs satisfaction. Left: graphic scale of needs satisfaction for the elderly in Valdivia. Right: Graphic scale of needs satisfaction for teenage students in Corral

3.2.2.3 B3 First reflection on process and results

When only one or two of the modules presented by Barrera can be completed, it is important to have a first discussion on results with the research team (researcher, facilitators and or students) as a didactical opportunity to reflect on the process, results, workshop dynamics and logistic.

3.2.3 Moment C: After ending the modules

C1. Report on methodology: Usually, after finishing the workshop researchers write reports on results and not so frequently report on methodology. The amount of data that emerge from the matrices determine whether researchers decide to focus on results or on the methodological process, leaving the later in second place, thus inhibiting other researchers or practitioners to have access to very useful information.

C2. Return result to participants. Even though engaging in action research processes is not always possible, it is important to generate instances and ways to return results to participants and convey them in a simple way to understand and validate the results. Therefore it is essential to provide the

participants workshop reports with the workshop procedure and main results. Therefore in both proposals we do stress on the essential to provide the participants workshop reports with the workshop procedure and main results.

3.3 Reflections on phronesis: HSDA applications as a value-driven research practice

As key learnings concerning phronesis, out of our intensive practical applications, we conclude that HSDA facilitates the identification of decisions based on value-driven reflections. HSDA empowers participants to articulate deprivations (by collecting negative factors) as well as potentials (by identifying present potentials (Barrera) and backcasting from utopian vision (Spiering)) as a basis for the co-creation of common development strategies. Participants report about the value of the reflection on the basis of FHN. They emphasised this to be a unique perspective and reported that the axiological categories opened their eyes in order to understand that very few of the strategies are dependent on economic resources and that they hold a lot of power themselves in satisfying their needs. This confirms what Du Toit (1998) discussed on seeing wealth in its manifold dimensions. Although at the beginnings of the workshop some participants need more time in order to get familiar with the concept of needs and satisfiers, they later benefit from the language that is easy to understand. It became apparent that the HSDA is very flexible not only because separate modules (Barrera 2017) can be applied all together or just one or two of them but also with regard to the fields it can be applied to. Additionally, HSDA can be easily combined and enriched with other approaches.

Most importantly HSDA provides a focus on values while re-thinking development concerns from ethical and asthetical points of views (Cruz et al 2010). People would ground their decisions on values and thereby human action would be political in the sense of choosing between different actions according to their values. Accordingly, recognising values in the discussion on community development furthers decisions on how to achieve good-ends and desirable futures. HSDA provides a practical tool for enlarging “well-being and HD understanding by revealing how people establish their relations with their social and natural environments as sentient, self-reliant and self-reflective beings, continuously re-enacting their biological, social, cultural and spiritual needs in a systemic multidimensional way” (ibid.: 2029). With the reflection on synergic satisfiers that simultaneously fulfil several needs and are presented as sustainable strategies (Guillen-Royo 2015), HSDA represents an approach for production of phronesis. In 2005 Max-Neef elaborated further his theory on transdisciplinarity and named strong transdisciplinarity as tool and project alike where he draws values, ethics and philosophy as the umbrella that encompasses all other disciplines (Max-Neef 2005). He states: “transdisciplinarity, more than a new discipline or super-discipline is, actually, a different manner of seeing the world, more systemic and more holistic” (ibid.:15).

Sharpe et al. (2016) and Fazey et al. (2018) agree on the need for an extended recognition of research through practice and the expansion of techne and phronesis for sustainable development. We therefore see an urgent need in expanding the evaluations and reflections of such knowledge in order to develop quality measurements that are going beyond traditional epistemic knowledge quality

measures. Discussing the Human Scale Development Approach as theory and applying it in different practical implementations contributes to show the value of reconciliation of epistemic, techne and phronesis in order to learn from facilitating change in practice.

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Appendix 1

Facilitation-Guidelines HSDA-Workshops

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1 Preparation

1.1 List of materials

- Data protection notice to be signed
- If necessary tape-/video-recording equipment
- Declaration of consent for tape/video-recording
- Name tags
- Catering
- List of participants (also for catering)
- 3 large pin boards
- 1 flipchart and prepared sheets
 - schedule for day 1 and day 2
 - rules for the negative and utopian matrix
 - Eisenhower-outline (see section 6.5.)
 - SMART-outline (see section 6.6)
 - Structure for the work plan (see section 6.6)
- Packing paper
- Facilitation kit
- Facilitation cards in various colours and sizes
- Sufficient one-sided sticky dots (red and green)
- Crepe tape
- Laminated sheets: 9 sheets (one per FHN, DIN A5), 4 sheets with axiological categories (being, having doing, interacting, DIN A4), 4 sheets with questions for: the negative matrix, the utopian matrix, the bridging matrix, DIN A4
- Needs cards with three questions for exercise (see section 8)
- Evaluation sheets
- Singing bowl/gong or something similar
- Wristwatch

1.2 Facilitation and distribution of roles

One person who preferably has professional experience in facilitation and mediation facilitates the workshop. A second person assists her or him or rather co-facilitates (attaches the matrix to the pin board, assists with filling in the matrix, collects the facilitation cards, checks the recorder, sees to it that the lists are completely filled in etc.).

1.3 Detailed time schedule

Day 1

When?	What?	Who?	Material	Comments
16.30 – 17.00	Arrival, coffee and cake		Catering	
17.00 – 17.10	Welcome and short introduction into the project		List of participants; data protection notice	
17.10 – 17.20	Round of introduction by the participants; inquiry about the expectations		flipchart for collecting the expectations	
17.20 – 17.25	Presentation of the layout of the workshop		Show the schedule for the day on flipchart (prepared beforehand)	
17.25 – 17.35	Introduction of the HSDA-matrix incl. needs		Laminated needs sheets A5	
17.35 – 17.45	Needs cards (exercise)		Needs cards with three questions	
17.45 – 17.55	Silent weighting of needs (exercise)		Laminated needs sheets one by one	
17.55 – 18.05	Categories of strategies		Laminated strategy sheets / question sheets	
18.05 – 18.30	Phase 1: negative-matrix		Empty matrix on two pin boards, well functioning pens, rules for the neg. matrix on the flipchart	
18.30 – 18.50	Break			
18.50 – 19.30	Phase 1: negative-matrix		Matrix on pin board, pens, rules on flipchart	
19.30 – 19.45	Prioritising the strategies and collecting them in a new column		Sticky dots, red facilitation cards	
19.45 – 20.00	Concluding short round on day 1			

Day 2

When?	What?	Who?	Material	Comments
9.00 – 9.15	Arrival:			
9.15 – 9.30	Recapitulation of day 1			
9.30 – 10.30	Phase 2: utopian-matrix		Empty matrix on two pin boards	
10.30 – 10.50	Break			
10.50 – 12.15	Phase 2: positive-matrix		Matrix	
12.15 – 12.30	Prioritising the strategies and collecting them in a new column		Sticky dots, green facilitation cards	
12.30 – 13.30	Lunch break			
13.30 – 14.00	Building a bridge between the negative- und the positive-matrix; clustering		Facilitation cards presenting the negative (red) and positive (green) strategies developed; large white facilitation cards	
14.00 – 15.00	Small group work: filling the bridging matrix with synergetic strategies		Facilitation cards in as many colours as groups	
15.00 – 15.30	Presentation of the results of each group in the plenum, opening and filling in of a bridge matrix		New matrix	
15.30 – 16.30	Coffee break			
16.30 – 17.00	Eisenhower-weighting, enter into SMART agreements, development of a work plan		Table, Eisenhower-outline, SMART-outline, structure for the work plan	

2 Welcome and introductory phase

2.1 Introduction of the project

Short presentation of the project: its objective, funding bodies, actors involved. Introduction of the moderator and co-moderator, if appropriate welcoming words of the host. Presenting and if necessary adjusting goals of the workshop that have been jointly developed beforehand. Achieve transparency regarding preceding Interviews, if there were any.

2.2 Round of introduction by the participants

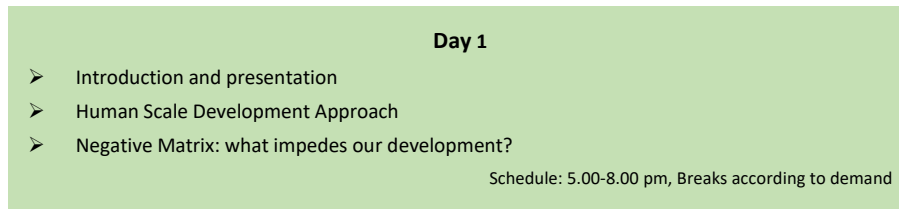
Round of introduction: name, function within the group, expectations regarding the event and the question – what inspires me?

If appropriate: line-up in the room: For how long have you been a member of group ...?

3 Introduction into the workshop

3.1 Organisational matters

The workshop lasts one and a half days altogether and is divided into three phases - presentation of the beforehand prepared schedule for day 1 at the flipchart:



The image shows a green flipchart template for Day 1. It features a title 'Day 1' at the top center. Below the title, there is a list of three bullet points: 'Introduction and presentation', 'Human Scale Development Approach', and 'Negative Matrix: what impedes our development?'. At the bottom right of the flipchart, the text 'Schedule: 5.00-8.00 pm, Breaks according to demand' is written.

Flipchart template for the schedule of day 1

Ensure confidentiality, ask for the signatures on the data protection notices – what is said in this room is confidential and remains “entre nous”.

3.2 Content-related introduction

3.2.1 Introduction of the HSDA-Matrix

Background of the method:

The approach we will work with is called “Human Scale Development Approach” (HSDA) and was developed by the Chilean economist Manfred Max-Neef and his colleagues. Max-Neef was winner of the Alternative Nobel Prize and worked on the topics sustainability and quality of life. The core of the method is a matrix of needs and strategies for meeting these needs. It was used by different groups especially in South America since the 1980s in order to identify deficiencies as well as prosperity / possibilities of a society or a group, or rather to find strategies for development on the basis of human needs – how do we want to live? What impedes us? And how do we achieve our goals?

In this workshop and within the framework of this research project we use and refine the matrix – at the end of the workshop each participant will get an evaluation sheet which we ask you to fill in for your own reflection and so that we can see what has been worthwhile, helpful etc. for you and how the format of the workshop can be further developed and adjusted.

Once again: the core of the method is a matrix of needs and strategies for meeting these needs. The first column contains a list of basic human needs collected by Max-Neef (based on the experiences he made during his work with various groups). In order to get acquainted with these needs we will now endeavour two exercises:

3.2.2 Needs cards (exercise)

In order to get acquainted with the needs used for the matrix, cards naming the nine needs (see section 8 “needs cards”) are handed out; each person chooses one card and answers the following questions, for now silently only for him-/ herself:

- How do I meet this need for myself?
- What hinders me to meet this need?
- To what extent do I support others in meeting this need?

In a next step the participants enter a one-to-one discussion on the questions posed, the results of which are shortly summarised in the plenum. For each need that is presented,

the moderator puts a laminated DIN-A-4 sheet showing this need onto the floor. The moderator asks, whether there is another important need that should be added (and if so does so).

3.2.3 Silent weighting (exercise)

A short game gives a first glimpse on what the participants think to be currently the most relevant needs within the group.

The participants are asked to sort the nine need sheets laying on the ground according to their importance – which needs are more, which are less relevant for the group right now?

Rules of the game: it lasts for 3 minutes, everybody is allowed to replace each card again and again until time is up, it is not allowed to speak.

After 3 minutes time the facilitator gives a final signal, no further replacement is allowed. Right now there will be no elaborate evaluation of the resulting order. At the end of the workshop it may be referred to if helpful.

The facilitator pins the needs onto one of the pin boards top down in the order of the weighting.

3.2.4 Introduction into (existential) strategy categories

One basic idea of Max-Neef and his colleagues is the differentiation between needs (axiological categories) and strategies (existential categories) to meet these needs. It is usually suggested that e.g. to own a (specific) car is an important need. Following Max-Neef the car should be seen as a strategy, for example in order to meet the need for freedom. For other people, meeting the need for freedom might be achieved by going for a walk or by travelling or the like. This shows that in his theory all people share the same needs, independent of time, place or culture. What differs between individuals and depending on the availability of resources are the strategies chosen or envisaged to meet needs. At the same time Max-Neef also emphasises non-material strategies for meeting needs.

The facilitator introduces the existential categories that express the different manners in which needs can be met. He or she adds the laminated cards for the existential categories and the corresponding questions horizontally onto a pin board with the nine vertically listed needs and thus opens up the matrix of needs and existential categories:

Being: personal and collective characteristics. The column “being” collects adjectives describing all the features of persons or groups that give answers to the question: How are

we/are we not? The need for participation cannot be met by every member of society, if other people are racist, indifferent, superior, arrogant, apathetic, etc. (optimal characteristics would be: adaptable, solidary, integrative, open-minded, respectful, etc.).

Having: refers to institutions, norms, mechanisms, legislation, material goods, and etc. and gives answers to the question: what do we have/not have? Given the example of the need for participation possible entries (nouns) in this column could be: discriminating education laws, repressive institutions, corruption, unemployment, etc. (optimal: human rights, responsibilities, (full) employment, etc.).

Doing: personal and collective activities (e.g. reading, learning, exchanging views, obtaining information, etc.). This column gives answers to the question: what do we do/not do? The column ‘doing’ refers to actions of people or groups; looking again at the need for participation possible verbs could be to discriminate, suppress, impose, restrict, etc. (optimal doing would be: to contribute, cooperate, participate, share, take a stand, make agreements, etc.).

Interacting: this column refers to the framework, to locations and the surroundings in time and place and gives answers to the question: where are we/not? E.g. the lack of public squares or parks as meeting places makes it difficult to meet the need for participation (optimal: cooperatives, associations, churches, families, communities, etc.).

At the beginning the boxes of the matrix are empty and shall be jointly filled during the following discussion.

4 Negative-Matrix

	Being	Having	Doing	Interacting
Subsistence				
Protection				
Affection				
Understanding				
Participation				
Idleness				
Creation				
Identity				
Freedom				
	How are we/not?	What do we have/not?	What do we do/not?	Where do we interact/not?

Negative Matrix including FHN, existential categories and questions for orientation

4.1 Filling in the negative-matrix

The facilitator explains the next phase: it serves to collect all factors that currently obstruct the advancement of the group. He or she invites the participants to name all grievances and to use this phase in order to articulate any annoyances. At this point it is important that the facilitation prevents any discussion and personal charge, or rather reformulates possible accusations (“For you this is important, because your need for X is (not) met?”). The facilitator points out that this collection of the elements of the negative-matrix may be very strenuous and even frustrating but asks the participants for their cooperation, to take the plunge and to abide by the rules that are shortly talked through and shown on the flipchart:

Rules to fill in the negative matrix

- Do not interrupt other participants
- Collect strategies without discussing them
- Do not talk problems down
- Concentrate on negative factors

Flipchart template with rules for filling in the negative matrix

The facilitator asks the participants to take their time and to consider all challenges, problems and difficulties that the group currently faces.

In the plenum the participants start to name negative elements that impede the fulfilment of needs of group members and if possible to allocate them to the respective needs and existential categories on their own. The facilitator supports them regarding the allocation, if necessary he or she rephrases elements and helps to identify the need restricted by a certain strategy by asking clarifying questions (should a strategy impede the fulfilment of several needs, this strategy is written into several boxes). Both facilitators put down the aspects mentioned into the matrix without any fixed order or procedure just as they are called out, thus encouraging everybody to participate if a box should remain empty the facilitator points this out and asks whether there are any factors that would fit into this box.

4.2 Clustering the most important strategies for each need

When the collection of negative factors is exhausted, the one or two most important factors per need shall be identified. In order to do so it is recommendable to work with the sticky dots. Each participant may assign two red dots per need; in the end the one or two negative factors per need with most dots are written onto red facilitation cards and attached to the matrix.

4.3 Concluding ‘flash’ day 1

At the conclusion of day 1 the facilitator thanks all participants for their openness, confidence and perseverance and appreciates the results achieved thus far.

Short question to all participants:

How are you right now, how do you feel?

What do you take along from here, what do you leave behind?

	Being	Having	Doing	Interacting	Most important negative factors
Subsistence	Xxxxx Xxxxx ●	Xxxxx ●●● Xxxxx ● xxxxxx	Xxxxx Xxxxx ●	Xxxxx ● Xxxxx ● xxxxxx	Xxxxx
Protection	Xxxxx ● Xxxxx ●●●	Xxxxx ● Xxxxx ●	Xxxxx ● Xxxxx ●●	Xxxxx ●●● Xxxxx	Xxxxx
Affection	Xxxxx	xxxxx	Xxxxx	xxxxx	Xxxxx
Understanding	xxxxx	xxxxx	xxxxx	xxxxx	Xxxxx
Participation	xxxxx	Xxxxx ●	xxxxx	Xxxxx ●●	Xxxxx
Idleness	Xxxxx	xxxxx	xxxxx	xxx	Xxxxx
Creation	xxxxx ●	xxxxx	Xxxxx ●	xxxxx	Xxxxx
Identity	xxx	xxxxx	xxxxx	xxxxx	Xxxxx
Freedom	Xxxxx ●●	xxxxx	Xxxxx ●	xxxxx	Xxxxx
	How are we/not?	What do we have/not?	What do we do/not?	Where do we interact/not?	

Clustering the most important strategies for each need for the negative-matrix, summary on facilitation cards

5 Utopian Matrix

5.1 Introduction day 2

If there are new participants for day two, they are shortly introduced. Then the facilitator gives a brief summary of the results of the previous day and presents the schedule for day 2 written down on the flipchart:

Day 2

- Utopian Matrix: how do we want to live?
- Bridging strategies: how do we get there?
- SMART agreements: who does what when?
- Evaluation and finish

Schedule: 9.00 – 17.00, breaks: 12.30 – 13.30 and according to demand

Flipchart template for the schedule of day 2

5.2 Warm-up exercise for the utopian matrix: a journey to the future

As a warm-up for the utopian matrix the facilitator invites the participants to the exercise „journey to the future“. Whoever wants to, may shut their eyes and make themselves comfortable on their chairs: “Imagine it to be the year 2030. If you wish you may envisage yourself flying in a hot-air balloon or something similar over the landscape and you may dream of a future as you would feel it to be ideal; everybody is able to fulfil his or her needs: how are you and your fellow human beings (in your group/municipality/community/society...)? What do you see? How are the people? How do they behave? Which goods, services, norms and laws do they have? Under which framework do they live? Take another moment to look tranquilly at what is happening and how things are and then come back to the here and now. If you have not yet done so, bring back your attention into this room, here, today.”

5.3 Filling in the utopian matrix

As a next step the participants are invited to name all factors that contribute to an optimal and ideal fulfilment of needs. It is explicitly welcome to dream of crazy, impossible things and to joyfully fantasise on ideas. The rules now are:

Rules for filling in the utopian matrix

- Everything is possible!
- Think big and the impossible
- Do not doubt
- Dream

Flipchart template: Rules for the filling in of the utopian matrix

	Being	Having	Doing	Interacting
Subsistence				
Protection				
Affection				
Understanding				
Participation				
Idleness				
Creation				
Identity				
Freedom				
	How are we ideally?	What do we have ideally?	What do we do ideally?	Where do we interact ideally?

Utopian matrix including needs, existential categories and guiding questions

Just as when filling in the negative-matrix on day 1, the participants name all factors in the plenum that fulfil the needs ideally. These guiding questions help to direct the discussion: how are we optimally, what do we optimally have, what do we optimally do and where

(under which framework) are we optimally? The facilitators support the allocation to the boxes of the matrix and write down the strategies mentioned.

5.4 Clustering the most important strategies for each need

When the collection of utopian factors is exhausted, the one or two most important factors per need shall be identified. Each participant may assign two dots per need; in the end the one or two utopian factors per need with most dots are written onto green facilitation cards and attached to the matrix.

	Being	Having	Doing	Interacting	Most important utopic factors
Subsistence	Xxxxx Xxxxx ● xxxxxx	Xxxxx ●●● Xxxxx ● xxxxxx	Xxxxx Xxxxx ● xxxxxx	Xxxxx ● Xxxxx ● xxxxxx	Xxxxx
Protection	Xxxxx ● Xxxxx ●●●	Xxxxx ● Xxxxx ●	Xxxxx ● Xxxxx ●●	Xxxxx ●●● Xxxxx	Xxxxx
Affection	xxxxx	xxxxx	xxxxx	xxxxx	Xxxxx
Understanding	xxxxx	xxxxx	xxxxx	xxxxx	Xxxxx
Participation	xxxxx	xxx	xxxxx	xxxxx	Xxxxx
Idleness	xxxxx	xxxxx	xxxxx	xxx	Xxxxx
Creation	xxxxx	xxxxx	xxx	xxxxx	Xxxxx
Identity	xxx	xxxxx	xxxxx	xxxxx	Xxxxx
Freedom	xxxxx	xxxxx	xxxxx	xxxxx	Xxxxx
	How are we ideally?	What do we have ideally?	What do we do ideally?	Where do we interact ideally?	

Clustering the most important strategies for each need for the utopian matrix, summary on facilitation cards

6 Strategy development

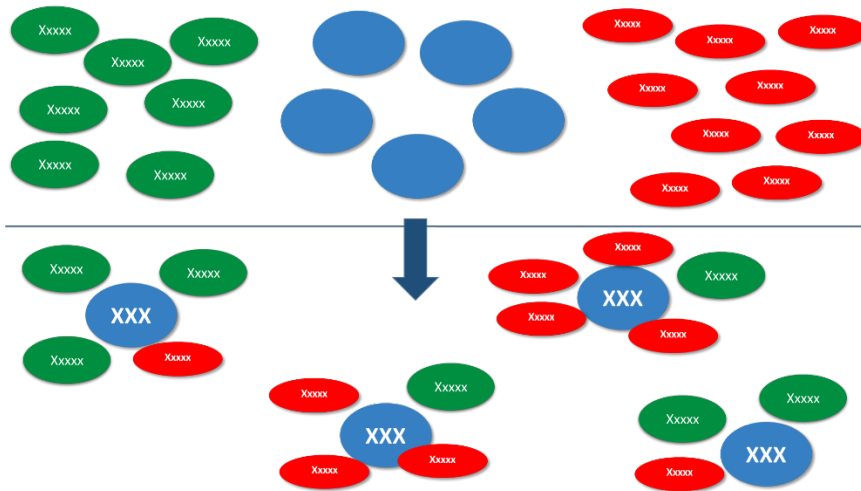
6.1 Building a bridge between the negative- and the utopian matrix

At this stage of the workshop those concepts and categories that evolve from the most important strategies of the utopian and the negative-matrix are identified. Thus we will answer the question: what is this all about?

6.2 Clustering and finding head-topics

In order to achieve this the most important utopian factors on the green facilitation cards (that describe how the group/society should optimally be in order to meet the needs of its members optimally) and the most important negative factors on the red facilitation cards (challenges that should be met by the group/society) are attached on opposite sides of a pin board. The participants are asked to identify common features and essences of the factors and to suggest (max 5!) comprehensive terms for groups of them.

These comprehensive terms with the factors assigned to them are attached to the pin board as clusters.



Finding head-topics of the most important negative- and utopian factors

6.3 Matrix made of head topics and bridging strategies

Now the facilitator replaces the first column of the matrix that until now held the 9 needs defined by May-Neef with the head topics (max 5), the existential categories in the upper-most line remain the same, the boxes will hold bridging strategies.

	Being	Having	Doing	Interacting
Xxxxx				
Xxxxx				
Xxxxx				
Xxxxx				
Xxxxx				
	How do we want to be?	What do we want to have?	What do we want to do?	Where do we want to interact?

Table with bridging strategies

6.4 Elaborating bridging strategies in small groups

The participants now continue by working in groups. For each of the head topics a group is formed and each participant joins the group according to the topic he or she wants to work on. Beginning with the first utopian satisfier the group members ask: How do we want to be, so that more of ... is part of our life as a group/society? The answer to the question is a possible entry for the first box in the line of this group in the matrix. The same question is posed for all the other factors assigned to this head topic and after that strategies for the columns having, doing and interacting are found.

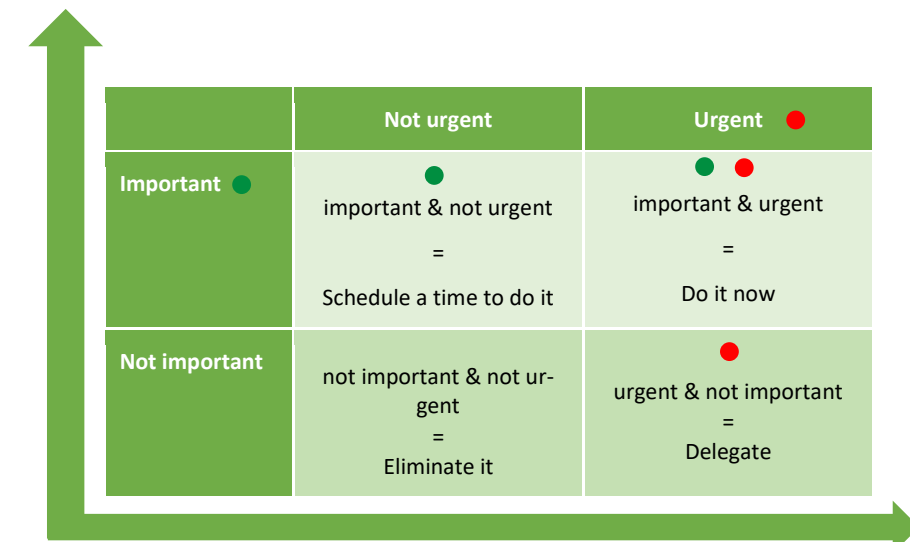
At this point of the workshop it may be helpful to introduce a differentiation Max-Neef offers regarding strategies:

- Violators or destructive strategies that make the fulfilment of needs impossible
- Pseudo-satisfiers that only pretend to fulfil needs
- Inhibiting satisfiers that that over fulfil needs and thus prevent the fulfilment of other needs
- Singular satisfiers that only fulfil one need
- Synergetic satisfiers that stimulate the fulfilment of several needs

The goal is to identify elements/measures that can be actually implemented and that belong to the category of synergetic strategies. The results of the teamwork of the small groups are presented in the plenum and the bridging-matrix is filled in with the synergetic strategies that were found.

6.5 Eisenhower-principle: prioritising the bridging-satisfiers

The moderator introduces the Eisenhower-principle for the prioritisation of tasks. Each participant is asked to allocate two dots per line (that is per head topic), red for „urgent“ and green for „important“, thus weighting the strategies found in the small-group works.



Eisenhower-principle

	Being	Having	Doing	Interacting
Xxxx	• XXXXX ● • XXXXX • XXXXXX	• XXXXX ● ● • XXXXX ● • XXXXXX	• XXXXX ● • XXXXX ● • XXXXXX	• XXXXX • XXXXX • XXXXXX
Xxxx	• XXXXX ● • XXXXX ● • XXXXXX	• XXXXX ● ● ● • XXXXX ● ● ● • XXXXXX	• XXXXX ● • XXXXX ● ● • XXXXXX ● ● ●	• XXXXX • XXXXX • XXXXXX
Xxxx	• XXXXX • XXXXX • XXXXXX	• XXXXX • XXXXX • XXXXXX	• XXXXX • XXXXX • XXXXXX	• XXXXX ● ● ● • XXXXX ● ● ● • XXXXXX
Xxxx	• XXXXX ● ● • XXXXX ● ● • XXXXXX	• XXXXX ● ● ● • XXXXX ● ● ● • XXXXXX	• XXXXX ● ● ● ● • XXXXX ● ● ● ● • XXXXXX	• XXXXX ● ● ● • XXXXX ● ● ● • XXXXXX
Xxxx	• XXXXX ● ● ● ● • XXXXX ● ● ● ● • XXXXXX	• XXXXX ● ● ● ● • XXXXX ● ● ● ● • XXXXXX	• XXXXX ● ● ● ● ● ● • XXXXX ● ● ● ● ● ● • XXXXXX	• XXXXX ● ● ● ● ● ● • XXXXX ● ● ● ● ● ● • XXXXXX
	How do we want to be?	What do we want to have?	What do we want to do?	Where do we want to interact?

Bridging strategies elaborated in small-group works, weighted using the Eisenhower-principle (green=important, red=urgent)

When the most important and most urgent „bridging“-strategies have been selected, the plenary session discusses whether these are actually “synergetic” (that means that these satisfiers fulfil more than one need, which needs these are and in which way they are met) and whether the group/society is able to implement the strategies by themselves or which partners/supporters are needed. The most important and most urgent bridging strategies are translated then into a work-plan, discussing the satisfiers both important and urgent first, then the urgent ones and then the important ones.

6.6 SMART agreements

In order to develop a specific work-plan and to actually implement the strategies, persons are determined who are in charge for their implementation. Therefore a SMART-analysis is undertaken:

SMART agreements	
Specific	What is the goal?
Measurable	How can the goal be measured?
Achievable	Is it achievable for all participants?
Relevant	Is it relevant?
Time bound	Until when the goal should be reached?

Characteristics of SMART agreements

What has to be done?	By whom?	Until when?	Comments?

Working plan with a specific distribution of tasks on the basis of the SMART-characteristics

7 Evaluation and reflection

7.1 Evaluation of the Workshops

Finally the moderators hand out an evaluation sheet and ask the participants to fill it in right away.

7.2 Concluding round and farewell

At the end of the workshop the participants are asked to answer these questions:

How are you?

What do you take along from this workshop?

What did you like, what would you have gladly done without?

Which suggestions do you have?

The facilitator gives an outlook on when the documentation of the workshop and possibly other documents will be available and points out where further information on the project can be found. He or she offers to answer any further questions and thanks everybody for their participation.

Farewell and end of the workshop.

7.3 Workshop report

As a follow-up the facilitators compile a workshop report, recording all the relevant intermediate steps and where appropriate including photos. This workshop-report will be made available to all participants (template see annex).

8 Needs cards

SUBSISTENCE

The need to remain alive

1. How do I meet this need for myself?
2. What hinders me to meet this need?
3. To what extent do I support others in meeting this need?

IDENTITY

The need for being oneself

1. How do I meet this need for myself?
2. What hinders me to meet this need?
3. To what extent do I support others in meeting this need?

PROTECTION

The need to reduce to be exposed to risks

4. How do I meet this need for myself?
5. What hinders me to meet this need?
6. To what extent do I support others in meeting this need?

CREATION

The need to express oneself by crafting

1. How do I meet this need for myself?
2. What hinders me to meet this need?
3. To what extent do I support others in meeting this need?

AFECTION

The need to give and receive love

1. How do I meet this need for myself?
2. What hinders me to meet this need?
3. To what extent do I support others in meeting this need?

PARTICIPATION

The need to be an active part of society

1. How do I meet this need for myself?
2. What hinders me to meet this need?
3. To what extent do I support others in meeting this need?

UNDERSTANDING

The need to comprehend

1. How do I meet this need for myself?
2. What hinders me to meet this need?
3. To what extent do I support others in meeting this need?

IDLENESS

The need for free time without paid labour

1. How do I meet this need for myself?
2. What hinders me to meet this need?
3. To what extent do I support others in meeting this need?

FREIHEIT

Das Bedürfnis, verantwortlich
für die eigenen Handlungen zu sein

1. How do I meet this need for myself?
2. What hinders me to meet this need?
3. To what extent do I support others in meeting this need?

Appendix 2

Guía de Moderación: Talleres del DEH

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1 Preparación

1.1 Lista de Materiales

- Consentimiento informado para firmar
- Grabador/Videocámara
- Formulario de consentimiento para grabar
- Etiquetas con nombres
- Organizar catering
- Lista de participantes
- Tres paneles de presentación
- 1 rotafolio
- Maleta de facilitación
- Puntos adhesivos (en color rojo y verde)
- Banda de crepé
- Necesidades, categorías y preguntas en papel A5 impreso y laminado
- Tarjetas de necesidades con tres preguntas (Annex) impreso
- Fichas de evaluación
- Cuenco/gong/timbre
- Reloj/pulsera

1.2 Moderación y distribución de roles

Una persona actúa como facilitadora, tiene experiencias en moderación y preferentemente en mediación. Una segunda persona asiste como co-facilitadora (colocar la matriz, apoye en rellenar la matriz, recoge las tarjetas de moderación, comprueba el grabador etc.).

1.3 Planificación detallada

Día 1

Quando	Que	Quien	Materiales	Comentarios
16.30 – 17.00	Llegada con café y pasteles		Catering	
17.00 – 17.10	Bienvenida y presentación del facilitador		Lista de participantes; aviso de privacidad	
17.10 – 17.20	Presentación de los participantes y consulta de expectativas		Recoger expectativas en el rotafolio	
17.20 – 17.25	Presentación planificación del taller		Planificación en el rotafolio	
17.25 – 17.35	Introducción al “Desarrollo a Escala Humana”; y las necesidades humanas fundamentales		Un papel en A5 para cada necesidad impreso y laminado	
17.35 – 17.45	Ejercicio con tarjetas con necesidades y tres preguntas		tarjetas con necesidades y 3 preguntas (una necesidad para cada participante)	
17.45 – 17.55	Ejercicio: Ponderación de las necesidades (priorización por orden de importancia). Pesarlas (orden de importancia)		Un papel en A5 para cada necesidad imprimido y laminado	
17.55 – 18.05	Estrategias existenciales		Un papel en A5 para cada estrategia existencial	
18.05 – 18.30	Primer Fase: Factores (satisfactores) que impiden el desarrollo “Matriz negativa”		Matriz pegada en dos paneles de presentación; reglas del juego	
18.30 – 18.50	Pausa			
18.50 – 19.30	Continuación primer fase: Factores que impiden el desarrollo “Matriz negativa”		Matriz pegada en dos paneles de presentación, reglas del juego	
19.30 – 19.45	Pesar las estrategias mas importantes y recolección en nueva columna		Puntos adhesivos, tarjetas de moderación en rojo	
19.45 – 20.00	¿Como estas ahora?			

Día 2

Quando	Que	Quien	Materiales	Comentarios
9.00 – 9.15	Bienvenida			
9.15 – 9.30	Recapitulación del día anterior			
9.30 – 10.30	Segunda Fase: Matriz utópica		Matriz pegada en dos paneles de presentación, reglas del juego	
10.30 – 10.50	Pausa			
10.50 – 12.15	Segunda Fase: Matriz utópica		Matriz pegada en dos paneles de presentación, reglas del juego	
12.15 – 12.30	Pesar las estrategias mas importantes y recolección en nueva columna		puntos adhesivos, tarjetas de moderación en verde	
12.30 – 13.30	Almuerzo			
13.30 – 14.00	Satisfactores puentes, buscar temas comunes		Factores negativos (tarjetas rojas) y factores positivos (tarjetas verdes); tarjetas de moderación blancas y grandes	
14.00 – 15.00	Trabajo en grupos pequeños – matriz puente		Tarjetas de moderación en la cantidad según del número de grupos	
15.00 – 15.30	Presentación de los resultados en la plenaria, matriz puente		Preguntas de la matriz puente, tarjetas con necesidades	
15.30 – 16.30	Pausa			
16.30 – 17.00	Jerarquización según de Eisenhower, SMART acuerdos/desarrollar un plan de trabajo		Tabla de Eisenhower, tabla SMART y estructura del plan de trabajo	

2 Bienvenida y fase inicial

2.1 Introducción al proyecto

Introducción al proyecto y de las fuentes de financiamiento, actores involucrados y metas del proyecto. Presentación de la facilitadora y co-facilitadora. Cuando proceda palabras de bienvenida del anfitrión.

Presentar las metas del taller que se estaban desarrollando en previas fases y si procede adaptar los objetivos. Informar a los participantes sobre la realización previa de entrevistas semi-estructuradas realizadas a algunos participantes como etapa previa al taller.

2.2 Presentación de los participantes

Se invita a los participantes a presentarse frente al grupo, indicando su nombre, la posición en el grupo y su motivación/sus expectativas en la participación del taller. Esta presentación permite al facilitador conocer la información con la que los participantes fueron convocados y moderar las expectativas sobre el taller.

3 Introducción al taller

3.1 Asuntos organizativos

Se explican los objetivos del taller resaltando como la metodología puede ser útil para que los grupos puedan identificar problemas de forma colectiva, construir una visión conjunta (soñar) y elaborar un plan de trabajo para conseguirla.

Se anticipa la planificación para lograr los objetivos. El taller durará 1 día y medio dividido en tres fases. En la primera fase se levanta la matriz negativa durante la tarde del primer día. En la mañana siguiente, se repite el ejercicio construyendo la matriz utópica. Una tercera fase en la tarde del segundo día, se elabora un plan de acción o plan de trabajo. Se asegura a los participantes la confidencialidad de las opiniones que expresen. Se informa sobre la grabación del taller.

Se abre un espacio para preguntar y evacuar dudas en los participantes.

Día 1

- Bienvenida y presentación
- Desarrollo a Escala Humana
- Matriz negativa: ¿Qué factores impiden nuestro desarrollo?

Tiempos: 17.00 – 20.00, Pausas según necesidad

Ejemplo de un rotafolio con programa operativo día 1

3.2 Introducción del contenido

3.2.1 Presentación de la teoría del DEH

A continuación se presentan los principios teóricos del DEH y su metodología. Entre los principios del DEH propuestos del Chileno Manfred Max-Neef y sus colaboradores se destacan:

- El desarrollo no se refiere a los objetos sino a las personas
- La calidad de vida depende de la adecuada satisfacción de las Necesidades
- Todas las personas compartimos un conjunto de necesidades a las que llama Necesidades Humanas Fundamentales. Estas necesidades son universales y validas para todas las personas en todos los tiempos y culturas, independientemente de su condición y posición socioeconómica
- Estas 9 necesidades no tienen jerarquía, (como en la propuesta de Maslow)
- La metodología se basa en una matriz que busca identificar las vulnerabilidades y las potencialidades
- Las 9 necesidades se presentan en una matriz y para llenarla llevamos a cabo un taller y trabajar en un grupo y discutir juntos ¿Cómo queremos vivir?, ¿Qué nos impide? ¿Cómo logramos los objetivos?

En la columna vertical de la matriz están las 9 necesidades que Max-Neef recopiló a base de sus experiencias en talleres con diferentes grupos. Para familiarizarse con las necesidades el grupo realiza dos ejercicios.

3.2.2 Ejercicio con tarjetas con las Necesidades Humanas fundamentales

Para familiarizarse con las 9 necesidades propuestas por el DEH se disponen de tarjetas con las necesidades (en el anexo). Cada persona se toma una tarjeta con una necesidad. Cada una de ellas tiene una descripción de su significado y se realizan tres preguntas:

- ¿Cómo cumpla esta necesidad?
- ¿Qué es lo que me impide satisfacer esta necesidad?
- ¿En qué medida apoyo a otros para satisfacer esta necesidad?

Los participantes leen las cartas, toman 5 minutos para pensar sobre las preguntas y luego comentan sus opiniones con su vecino (sentado a su lado). Después los resultados se presentan en la plenaria. Conforme se van presentando cada necesidad, la facilitadora pone un papel impreso y laminado con la necesidad respectiva en suelo. Cuando cada de las nueve necesidades esta puesta la facilitadora pregunta si los participantes quieren añadir una otra necesidad que les falta.

3.2.3 Ejercicio ponderación silenciosa

Se solicita que los participantes pongan las necesidades en orden de 1 a 9 ubicando primero las necesidades que ellos consideran más importantes seguidas por las que consideran menos importantes.

La única regla de este ejercicio es mover las cartas en silencio . Se dan tres minutos para esta priorización, hasta que suena un timbre o campana. No se hace una análisis en ese momento, sino al final del taller se puede referenciar al ejercicio.

La facilitadora cuelga las necesidades en el orden de la ponderación, una bajo la otra en una pizarra o en la pared.

3.2.4 Categorías existenciales para definir satisfactores

A continuación se explican las categorías existenciales para definir satisfactores. Desde lo indicado en la teoría y apoyado por ejemplos entendibles para el tipo de participante. Se introducen las categorías del ser, tener, hacer y estar:

Una de las ideas más importantes en la teoría de Max-Neef es la distinción entre necesidades y satisfactores para cumplir las necesidades. En general las personas suelen considerar que por ejemplo poseer un coche lujoso de una determinada marca, es una necesidad importante. En el caso de Max-Neef el coche puede ser entendido como un seduo-satisfactor para satisfacer la necesidad identidad y libertad. Otras personas a su

vez cumplen la necesidad de libertad a través de pasear o viajar. Significa que en su teoría las personas comparten las mismas necesidades fundamentales independiente del tiempo y la cultura. Lo que es individual y dependiente de los recursos son las satisfactores para cumplir las necesidades. Al mismo tiempo Max-Neef destaca que no solamente hay satisfactores materiales sino también inmateriales:

Ser: La columna del SER registra atributos personales o colectivos, y da una respuesta a la pregunta ¿Cómo somos?". **Ejemplo:** La necesidad de participación no se puede satisfacer cuando las personas son racistas, arrogantes o apáticos. Por otro lado la necesidad se potencia cuando al contrario las personas son solidarias, integrativas y abiertas.

Tener: La columna del TENER, registra instituciones, normas, mecanismos, herramientas (no en sentido material), leyes , etc. Y que pueden ser expresados en una o más palabras. Da una respuesta a la pregunta ¿Qué tenemos?" **Ejemplo:** La necesidad de participación podría estar impedida por corrupción, desempleo. Por otro lado la comunidad pueden tener respeto por los derechos humanos, pleno empleo.

Hacer: La columna del HACER registra acciones, personales o colectivas que pueden ser expresadas como verbos. y da una respuesta a la pregunta: ¿Qué hacemos? **Ejemplo:** La necesidad de Participación se inhibe al discriminar, suprimir o censurar y se potencia y satisface al cooperar, compartir leer, aprender, intercambiar etc.

Estar: La columna del ESTAR registra espacios y ambientes físico o no. Y da una respuesta a la pregunta: ¿Dónde estamos? **Ejemplo:** La necesidad de participación se obstaculiza con la falta de espacios públicos o parques y se potencia positivamente cuando las personas se encuentran en espacios de interacción como organizaciones, iglesias, familias, comunidades.

La facilitadora presenta las categorías existenciales, que expresan las formas de cumplir necesidades; ella cuelga en la pared las páginas laminadas con cada categoría una al lado de la otra (horizontalmente) y las preguntas asociadas. De esta forma se construye la matriz completa para ser posteriormente rellenada.

Se explica que los siguientes ejercicios de construcción de las matrices implican llenar los casilleros de la matriz con satisfactores, respondiendo las preguntas para cada una de las columnas. Se da inicio a la fase 1.

4 Matriz negativa

	Ser	Tener	Hacer	Estar
Subsistencia				
Protección				
Afecto				
Entendimiento				
Participación				
Ocio				
Creación				
Identidad				
Libertad				
	¿Cómo somos?	¿Qué tenemos?	¿Qué hacemos?	¿Dónde estamos?

Matriz negativa con necesidades, categorías existenciales y preguntas de orientación

4.1 Llenar la matriz negativa

La facilitadora introduce la próxima fase: el objetivo es colocar todos los factores que impiden el desarrollo del grupo. Ella anima a los participantes a aprovechar esa fase para formular problemas y molestias. La facilitadora no permite que se generen discusiones ni ataques personales (“¿Para usted eso es importante porque usted quiere satisfacer su necesidad de X?”). La facilitadora indica que esta fase a veces es percibida como estresante o frustrante; aún así anima a los participantes a involucrarse y seguir las reglas que están puestas en el rotafolio.

Se realiza la siguiente pregunta a todo el grupo: ¿Cuáles son los factores (satisfactores) que impiden el desarrollo del grupo?, ¿cuáles son los factores (satisfactores) que causan ese sufrimiento?

Antes de la recolección de satisfactores, la facilitadora invita a los participantes a reflexionar sobre todos aspectos que son problemáticos y difíciles en el grupo. En sesión

plenaria los participantes levantan sus manos, nombran los elementos que impiden el desarrollo del grupo y asignan en cual casilla el factor puede ser puesto. La facilitadora y co-facilitadora están paradas frente a la matriz, apoyan en la clasificación y van anotando lo que los participantes dicen. Ellas apoyan el proceso preguntando sobre cuáles necesidades los participante consideran que están siendo insatisfechas a causa de lo contado. La matriz se va rellenando con las opiniones de los participantes. Si una casilla queda vacía, la facilitadora pregunta si hay más factores que puedan ubicarse en ese casillero. Esta fase termina cuando los participantes han llenado todos los casilleros de la matriz con satisfactores.

Reglas de llenar la matriz negativa

- No interrumpir a las personas mientras hablan
- Todas las opiniones son válidas y quedan registradas en la matriz
- Recolectar sin discutir los factores
- No minimizar los problemas

Ejemplo de un rotafolio con reglas para llenar la matriz negativa

4.2 Selección de satisfactores (estrategias) más importantes por necesidad

Una vez que se llenaron los casilleros de la matriz, cada participante recibe papeles adhesivos con forma de puntos; (cada participante recibe dos puntos por necesidad) y se les solicita marquen aquellos factores (satisfactores) más importantes para cada necesidad.

En una cartulina aparte de un color (Rojo) los facilitadores del taller escriben aquellos factores que el grupo definió como más importantes.

Hacia el final de esta fase y de la primera media jornada del taller se completa la matriz negativa y se cuenta con una priorización realizada por el mismo grupo.

	Ser	Tener	Hacer	Estar	Factores negativos mas importantes
Subsistencia	Xxxxx Xxxxx ● xxxxxx	Xxxxx ●●● Xxxxx ● xxxxxx	Xxxxx Xxxxx ● xxxxxx	Xxxxx ● Xxxxx ● xxxxxx	Xxxxx
Protección	Xxxxx ● Xxxxx ●●●	Xxxxx ● Xxxxx ●	Xxxxx ● Xxxxx ●●	Xxxxx ●●● Xxxxx	Xxxxx
Afecto	xxxxx	xxxxx	xxxxx	xxxxx	Xxxxx
Entendimiento	xxxxx	xxxxx	xxxxx	xxxxx	Xxxxx
Participación	xxxxx	xxx	xxxxx	xxxxx	Xxxxx
Ocio	xxxxx	xxxxx	xxxxx	xxx	Xxxxx
Creación	xxxxx	xxxxx	xxx	xxxxx	Xxxxx
Identidad	xxx	xxxxx	xxxxx	xxxxx	Xxxxx
Libertad	xxxxx	xxxxx	xxxxx	xxxxx	Xxxxx
	¿Cómo somos?	¿Qué tenemos?	¿Qué hacemos?	¿Dónde estamos?	

Selección de satisfactores (estrategias) mas importantes por necesidad en la matriz negativa y resumen en tarjetas de moderación

4.3 Cierre día 1

Para terminar la jornada la facilitadora agradece a los participantes por su sinceridad, confianza y resistencia y valora lo trabajado. Ella pregunta a los participantes las siguientes preguntas: ¿Como está ahora? ¿Que lleva usted y que es que usted quiere dejar aquí?

5 Matriz utópica

5.1 Introducción día 2

Al principio del segundo día se presentan a los nuevos participantes (sí los hubiese) y la facilitadora hace un resumen del día anterior. A continuación se presenta la planificación del segundo día del taller en el rotafolio:

Día 2

- Matriz utópica: ¿Cómo queremos desarrollarnos?
- Estrategias puentes: ¿Como llegamos hasta ahí?
- Acuerdos SMART y plan de trabajo
- Evaluación y cierre

Tiempos: 09.00 – 17.00, Pausas: 12.30-13.30 y según necesidad

Ejemplo de un rotafolio con programa operativo día 2

5.2 Ejercicio para familiarizarse con la matriz utópica: viaje al futuro

La facilitadora invita a los participantes a cerrar los ojos sí quieren y viajar a un futuro utópico en el año 2030 en que todos habitantes de la comunidad (grupo y entorno) pueden satisfacer sus necesidades. “Se pueden imaginar volando en un avión, o un globo aerostático o algo diferente y pueden observar cómo está la gente: ¿Cómo está usted y los demás seres humanos (en su grupo/comunidad)? ¿Qué es lo que puede observar? ¿Como se comporta la gente? ¿Cuáles recursos, normas y reglas tienen? ¿Cómo son los entornos? ¿En cuáles entornos viven? La facilitadora indica a los participantes que se tomen unos minutos más para observar este futuro tan lindo y valioso. Luego indica que si ya pudieron visualizarlo, regresen al “aquí y ahora.”

5.3 Llenar la matriz utópica

Ahora los participantes ya conocen los principios de la teoría y las necesidades. En esta ocasión la consigna es: Ahora es tiempo de soñar!

La facilitadora les solicita que responda las preguntas de la matriz buscando los factores óptimos para la satisfacción de las necesidades humanas fundamentales en el grupo/la comunidad.

Reglas para llenar la matriz utópica

- Sueña!
- Todo es posible
- Piensa en grande
- No dudes!

Ejemplo de un rotafolio con reglas para llenar la matriz utópica

	Ser	Tener	Hacer	Estar
Subsistencia				
Protección				
Afecto				
Entendimiento				
Participación				
Ocio				
Creación				
Identidad				
Libertad				
	¿Cómo seríamos en una situación óptima?	¿Qué tendríamos en una situación óptima?	¿Qué haríamos en una situación óptima?	¿Dónde estaríamos en una situación óptima?

Matriz utópica con necesidades, categorías existenciales y preguntas de orientación

5.4 Selección de satisfactores (estrategias) mas importantes por necesidad

	Ser	Tener	Hacer	Estar	Factores utópicos mas importantes
Subsistencia	Xxxxx Xxxxx xxxxx	Xxxxx Xxxxx xxxxx	Xxxxx Xxxxx xxxxx	Xxxxx Xxxxx xxxxx	Xxxxx
Protección	Xxxxx Xxxxx	Xxxxx Xxxxx	Xxxxx Xxxxx	Xxxxx Xxxxx	Xxxxx
Afecto	xxxxx	xxxxx	xxxxx	xxxxx	Xxxxx
Entendimiento	xxxxx	xxxxx	xxxxx	xxxxx	Xxxxx
Participación	xxxxx	xxx	xxxxx	xxxxx	Xxxxx
Ocio	xxxxx	xxxxx	xxxxx	xxx	Xxxxx
Creación	xxxxx	xxxxx	xxx	xxxxx	Xxxxx
Identidad	xxx	xxxxx	xxxxx	xxxxx	Xxxxx
Libertad	xxxxx	xxxxx	xxxxx	xxxxx	Xxxxx
	¿Cómo seríamos en una situación óptima?	¿Qué tendríamos en una situación óptima?	¿Qué haríamos en una situación óptima?	¿Dónde estaríamos en una situación óptima?	

Selección de satisfactores (estrategias) mas importantes por necesidad en la matriz utópica y resumen en tarjetas de moderación

Una vez que se llenaron los casilleros de la matriz, cada participante recibe papeles adhesivos con forma de puntos; (cada participante recibe dos puntos por necesidad) y se les solicita marquen aquellos factores (satisfactores) más importantes para cada necesidad.

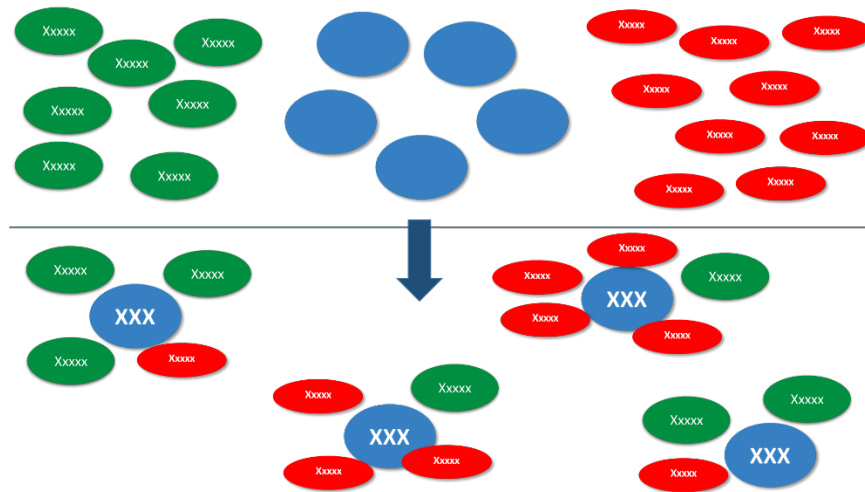
En cartulina aparte de un color (verde) los facilitadores del taller escriben aquellos factores que el grupo definió como más importantes.

Hacia el final de esta fase se completa la matriz utópica y se cuenta con una priorización realizada por el mismo grupo.

6 Satisfactores puente

6.1 Buscar temas comunes entre factores negativos y utópicos

En la siguiente media jornada del taller, el grupo guiado por la facilitadora busca identificar temas comunes en las síntesis de las matrices y reducirlos a un número acotado para continuar el trabajo.



Temas comunes de los factores más importantes de la matriz negativa y la utópica

Se presentan en la pared la cartulina roja (con los factores negativos priorizados en la fase 1) y la cartulina verde (con los factores utópicos priorizados en la fase 2).

Se solicita a los participantes buscar temas en común que sean inclusivos de los factores identificados (títulos de encabezados). Se identifican en la plenaria un máximo de 5 grandes temas para continuar el trabajo

6.2 Matriz con temas comunes y satisfactores puentes

Las facilitadoras construyen una nueva matriz donde las necesidades axiológicas (filas) son reemplazadas por los temas seleccionados (ver siguiente tabla).

	Ser	Tener	Hacer	Estar
Xxxxx				
Xxxxx				
Xxxxx				
Xxxxx				
Xxxxx				
	¿Cómo queremos ser?	¿Qué queremos tener?	¿Qué queremos hacer?	¿Dónde queremos estar?

Tabla con satisfactores puentes

6.3 Matriz puente - trabajo en grupos pequeños

Los participantes eligen un tema común en que quieren colaborar y forman grupos para llenar esta tercer matriz (dependiente del número de temas comunes). A cada grupo se le asignan 1 o 2 de los temas identificados. En aproximadamente 20 minutos los grupos deben buscar formas realistas y prácticas para responder a las preguntas. Se solicita que piensen en factores y categorías que sean posibles de implementar responder las

preguntas de forma proyectiva: ¿Cómo queremos ser? ¿Qué queremos tener? ¿Qué queremos hacer? ¿Dónde queremos estar?

En este momento es posible introducir la diferencia entre satisfactores a) violadores o destructores; b) pseudo-satisfactores; c) satisfactores inhibidores; d) satisfactores singulares; y e) satisfactores sinérgicos.

El objetivo es encontrar elementos que pueden poner en práctica y sean sinérgicos (tengan la capacidad de satisfacer varias necesidades simultáneamente). Los resultados son presentados por los grupos en la plenaria y la matriz puente queda rellena con satisfactores (tabla 6.2).

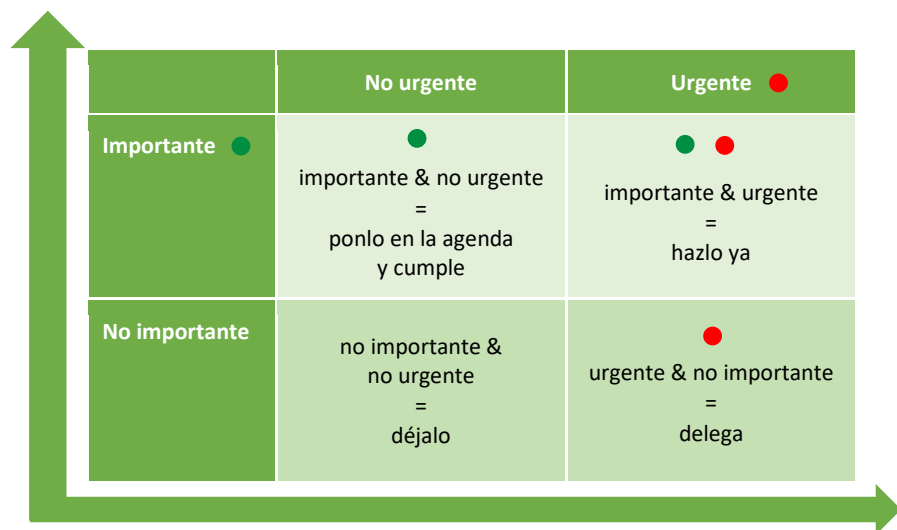
6.4 Jerarquización de satisfactores puentes según de Eisenhower

La facilitadora introduce la jerarquización según Eisenhower para identificar con cuáles temas el grupo quiere seguir. Cada participante recibe dos puntos rojos y dos puntos verdes por tema común y en cada fila se hace una jerarquización sobre cuales estrategias son “importantes” (punto verde) y cuales son “urgentes” (punto rojo) (Tabla 4). Para eso los participantes ponen sus puntos en la matriz que esta colocada en la pared.

Una vez que queda claro cuáles satisfactores puentes son importantes y cuáles son urgentes el grupo analiza en la plenaria la capacidad sinérgica de los satisfactores elegidos. En un siguiente paso el grupo desarrolla un plan de trabajo empezando con las satisfactores importantes y urgentes.

	Ser	Tener	Hacer	Estar
Xxxx	<ul style="list-style-type: none"> • XXXXX • XXXXX • XXXXXX 	<ul style="list-style-type: none"> • XXXXX • XXXXX • XXXXXX 	<ul style="list-style-type: none"> • XXXXX • XXXXX • XXXXXX 	<ul style="list-style-type: none"> • XXXXX • XXXXX • XXXXXX
Xxxx	<ul style="list-style-type: none"> • XXXXX • XXXXX • XXXXXX 	<ul style="list-style-type: none"> • XXXXX • XXXXX • XXXXXX 	<ul style="list-style-type: none"> • XXXXX • XXXXX • XXXXXX 	<ul style="list-style-type: none"> • XXXXX • XXXXX • XXXXXX
Xxxx	<ul style="list-style-type: none"> • XXXXX • XXXXX • XXXXXX 	<ul style="list-style-type: none"> • XXXXX • XXXXX • XXXXXX 	<ul style="list-style-type: none"> • XXXXX • XXXXX • XXXXXX 	<ul style="list-style-type: none"> • XXXXX • XXXXX • XXXXXX
Xxxx	<ul style="list-style-type: none"> • XXXXX • XXXXX • XXXXXX 	<ul style="list-style-type: none"> • XXXXX • XXXXX • XXXXXX 	<ul style="list-style-type: none"> • XXXXX • XXXXX • XXXXXX 	<ul style="list-style-type: none"> • XXXXX • XXXXX • XXXXXX
Xxxx	<ul style="list-style-type: none"> • XXXXX • XXXXX • XXXXXX 	<ul style="list-style-type: none"> • XXXXX • XXXXX • XXXXXX 	<ul style="list-style-type: none"> • XXXXX • XXXXX • XXXXXX 	<ul style="list-style-type: none"> • XXXXX • XXXXX • XXXXXX
	¿Cómo queremos ser?	¿Qué queremos tener?	¿Qué queremos hacer?	¿Dónde queremos estar?

Satisfactores puentes que elaborados por grupos pequeños, con jerarquización según de Eisenhower (verde = importante, rojo = urgente)



Jerarquización según de Eisenhower

6.5 Acuerdos SMART y desarrollo de un plan de trabajo

Para elaborar un plan de trabajo el grupo define tareas, personas responsables y un plazo de tiempo para poner las satisfactoras en práctica. El plan de trabajo se basa en los acuerdos SMART definidos por el grupo.

SMART acuerdos	
Específico (S pecific)	¿Cuál es el objetivo?
Medible (M easurable)	¿Cómo se puede medir el logro?
Realizable (A chieveable)	¿Es posible lograr el objetivo? (reconociendo los recursos y las capacidades a disposición de la comunidad)
Pertinente (R elevant)	¿Es interesante para los miembros?
Limitado en tiempo (T ime bound)	¿Cuándo se quiere lograr el objetivo?

Características de SMART-acuerdos

¿Qué hay para hacer?	¿Quién?	¿(Límite) Cuándo?	¿ Comentarios?

Plan de trabajo con tareas concretas al base de características de SMART

7 Evaluación y reflexión

7.1 Evaluación del taller

Al final del taller las facilitadoras pasan a los participantes una ficha de evaluación para se contestada inmediatamente.

7.2 Cierre del taller y adopción

Después de la evaluación escrita, en una plenaria final los se realizan las siguientes preguntas:

¿Cómo se encuentra ahora? ¿Cómo se siente?

¿Que ha aprendido del taller?

¿Qué le ha resultado de utilidad? ¿Qué cosas encuentro de menor utilidad?

¿Hay algo que ha faltado? ¿ Usted tiene propuestas?

La facilitadora informa cuando la documentación del taller estará disponible y si documentos adicionales estarán accesibles. Ella informa dónde los participantes pueden recibir más informaciones sobre el proyecto y ofrece contactarle. Agradece a los participantes y finaliza el taller.

7.3 Informe del taller

Después del taller las facilitadoras elaboran un informe, con un protocolo de todos los pasos intermedios relevantes y todos resultados del taller. Ese informe queda disponible para los participantes (un ejemplo esta colocado en el anexo).

8 Tarjetas con necesidades

SUBSISTENCIA

La necesidad de mantenerse con vida

1. ¿Cómo cumplo esta necesidad?
2. ¿Qué es lo que me impide satisfacer esta necesidad?
3. ¿En qué medida apoyo a otros para satisfacer esta necesidad?

PROTECCIÓN

La necesidad de reducir o evitar riesgos

1. ¿Cómo cumplo esta necesidad?
2. ¿Qué es lo que me impide satisfacer esta necesidad?
3. ¿En qué medida apoyo a otros para satisfacer esta necesidad?

PARTICIPACIÓN

La necesidad de formar parte de la sociedad

1. ¿Cómo cumplo esta necesidad?
2. ¿Qué es lo que me impide satisfacer esta necesidad?
3. ¿En qué medida apoyo a otros para satisfacer esta necesidad?

IDENTIDAD

La necesidad de ser uno mismo

1. ¿Cómo cumplo esta necesidad?
2. ¿Qué es lo que me impide satisfacer esta necesidad?
3. ¿En qué medida apoyo a otros para satisfacer esta necesidad?

AFECTO

La necesidad de amar y ser amado

1. ¿Cómo cumplo esta necesidad?
2. ¿Qué es lo que me impide satisfacer esta necesidad?
3. ¿En qué medida apoyo a otros para satisfacer esta necesidad?

ENTENDIMIENTO

La necesidad de entender el mundo que me rodea

1. ¿Cómo cumplo esta necesidad?
2. ¿Qué es lo que me impide satisfacer esta necesidad?
3. ¿En qué medida apoyo a otros para satisfacer esta necesidad?

CREACIÓN

La necesidad de expresarse mediante la producción de algo

1. ¿Cómo cumplo esta necesidad?
2. ¿Qué es lo que me impide satisfacer esta necesidad?
3. ¿En qué medida apoyo a otros para satisfacer esta necesidad?

LIBERTAD

La necesidad de ser responsable de mis propias acciones y ser independiente

1. ¿Cómo cumplo esta necesidad?
2. ¿Qué es lo que me impide satisfacer esta necesidad?
3. ¿En qué medida apoyo a otros para satisfacer esta necesidad?

OCIO

La necesidad de tiempo libre
sin trabajo remunerado

1. ¿Cómo cumplo esta necesidad?
2. ¿Qué es lo que me impide satisfacer esta necesidad?
3. ¿En qué medida apoyo a otros para satisfacer esta necesidad?

Appendix 3

Moderationsleitfaden HSDA-Workshops

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1 Vorbereitung

1.1 Materialliste

- Datenschutzhinweis zum Unterschreiben
- Ggf. Tonband-Aufnahmegerät/Videoaufnahme
- Einverständniserklärung für Tonband-Aufnahme/Videographie
- Namensschilder
- Catering klären / Teilnehmerliste für Catering
- Drei große Stellwände
- 1 Flipchart und vorbereitete Flipchartpapiere:
 - Tagesablauf für Tag 1 und Tag 2
 - Regeln für das Ausfüllen der negativen und utopischen Matrix
 - Eisenhower-Prinzip (siehe Abschnitt 6.5)
 - SMART-Vereinbarungen (siehe Abschnitt 6.6.)
 - Vorlage Arbeitsplan (siehe Abschnitt 6.6.)
- Packpapier
- Moderationskoffer
- Ausreichend Klebepunkte (rot und grün)
- Kreppband
- Lamierte Karten:
 - 9 laminierte Karten in DIN A5 (eine Karte pro Bedürfnis)
 - 4 laminierte Karten in DIN A4 (sein, haben, tun sich befinden)
 - 4 laminierte Karten mit den Fragen für die negative Matrix, die utopische Matrix, die Brückenmatrix, jeweils einzeln auf DIN A4
- Bedürfnis-Karten mit drei Fragen (siehe Abschnitt 3.2.2)
- Evaluationsbögen
- Klangschaale/Gong o.ä.
- Armbanduhr

1.2 Moderation und Rollenverteilung

Eine Person moderiert den Workshop und hat möglichst professionelle Moderations- und Mediationserfahrung. Eine zweite Person assistiert, bzw. co-moderiert (bringt die Matrix an, unterstützt beim Ausfüllen, sammelt Moderationskarten ein, prüft das Aufnahmegerät, prüft Vollständigkeit der Listen etc.).

1.3 Detaillierter zeitlicher Ablaufplan

Tag 1

Wann?	Was?	Wer?	Material	Bemerkungen
16.30 – 17.00	Ankommen mit Kaffee und Kuchen		Catering	
17.00 – 17.10	Begrüßung und Kurzvorstellung des Projekts		Teilnehmer*innen-Liste; Datenschutzerklärung	
17.10 – 17.20	Vorstellungsrunde Teilnehmer*innen Erwartungen abfragen		Erwartungen auf Flipchart sammeln	
17.20 – 17.25	Ablauf des Workshops vorstellen		Tagesablauf auf Flipchart (vorbereitet)	
17.25 – 17.35	Einführung in die HSDA-Matrix inkl. Bedürfnisse		Bedürfnisblätter A5	
17.35 – 17.45	Bedürfniskarten (Übung)		Bedürfniskarten mit drei Fragen	
17.45 – 17.55	Bedürfnisse still wichten (Übung)		Laminierte Bedürfnisse einzeln	
17.55 – 18.05	Strategie-Kategorien		Strategieblätter/ Frageblätter	
18.05 – 18.30	Phase 1: Negative Matrix		Matrix an zwei Stellwänden, ausreichend gefüllte Stifte	
18.30 – 18.50	Pause			
18.50 – 19.30	Phase 1: Negative Matrix		Matrix an Stellwand, ausreichend gefüllte Stifte	
19.30 – 19.45	Wichtung der Strategien, Sammlung in neuer Spalte		Klebepunkte, rote Moderationskarten	
19.45 – 20.00	Abschlussblitzlicht			

Tag 2

Wann?	Was?	Wer?	Material	Bemerkungen
9.00 – 9.15	Ankommen: Begrüßung neuer Teilnehmer*innen, Vorstellungsrunde			
9.15 – 9.30	Rekapitulation des vorherigen Tages			
9.30 – 10.30	Phase 2: Utopische Matrix		Leere Matrix an zwei Stellwänden	
10.30 – 10.50	Pause			
10.50 – 12.15	Phase 2: Utopische Matrix		Matrix	
12.15 – 12.30	Wichtung der Strategien und Sammlung in einer neuen Spalte		Klebepunkte, rote Moderationskarten	
12.30 – 13.30	Mittagspause			
13.30 – 14.00	Brückenschlag negative und utopische Matrix: clustern		Moderationskarten in Farben entsprechend der Gruppenanzahl	
14.00 – 15.00	Kleingruppenarbeit		Neue Matrix	
15.00 – 15.30	Kaffeepause			
15.30 – 16.30	Eisenhower-Wichtung und SMARTER Vereinbarungen reffen		Tabelle	
16.30 – 17.00	Evaluation und Abschluss		Evaluationsbögen	

2 Begrüßung und Eingangsphase

2.1 Vorstellung des Projekts

Kurzvorstellung des Projektes mit Projektziel, Fördergeber*innen, beteiligten Akteur*innen und Projektzielen. Vorstellung der Moderatorin und Co-Moderation. Ggf. Begrüßungsworte der/des Gastgeber*in.

Ziele des Workshops die gemeinsam im Vorfeld entwickelt wurden, vorstellen und ggf. anpassen. Transparenz herstellen bzgl. möglicher vorhergehender Interviews.

2.2 Vorstellungsrunde der Teilnehmer*innen

Vorstellungsrunde: Name, Stellung in der Gruppe, Erwartung an die Veranstaltung und die Frage – was inspiriert mich?

Ggf. Aufstellung im Raum: Wie lange sind Sie Mitglied in Gruppe X?

3 Einführung in den Workshop

3.1 Organisatorisches

Der Workshop dauert insgesamt anderthalb Tage und ist in drei Phasen eingeteilt – Vorstellung des vorbereiteten Tagesablaufes am Flipchart:

Tag 1

- Begrüßung und Vorstellung
- Ansatz zur Entwicklung nach menschlichem Maß
- Negative Matrix: was behindert unsere Entwicklung?
- Evaluation und Abschluss

Zeiten: 17.00 – 20.00 Uhr, Pause nach Bedarf

Flipchartvorlage Ablaufplan Tag 1

Vertraulichkeit sicherstellen und Datenschutzerklärung unterschreiben lassen – das was besprochen wird, bleibt im Raum.

3.2 Inhaltliche Einführung

3.2.1 Einführung in die HSDA-Matrix

Hintergrund zur Methode:

Die Methode mit der wir arbeiten heißt “Methode zur Entwicklung nach menschlichem Maß” und wurde von dem chilenischen Ökonom Manfred Max-Neef und seinen Kollegen entwickelt. Max-Neef war alternativer Nobelpreisträger und arbeitete zu den Themen Nachhaltigkeit und Lebensqualität. Die Matrix wurde seit den 80er Jahren von verschiedensten Gruppen v.a. in Südamerika benutzt, um sowohl Schwachstellen als auch den Wohlstand/die Möglichkeiten einer Gesellschaft/Gruppe zu identifizieren. Bzw. auf der Basis der Bedürfnisse der Menschen Entwicklungsstrategien zu finden – wie wollen wir leben? Was hindert uns? Und wie kommen wir zum Ziel?

Im Workshop und im Rahmen des Forschungsprojekts nutzen wir die Matrix und entwickeln sie weiter – am Ende des Workshops bekommen die Teilnehmer*innen einen Evaluationsbogen, den sie bitte ausfüllen, zur eigenen Reflexion und damit wir sehen können, was wertvoll/hilfreich usw. war und wie der Workshop weiterentwickelt/angepasst werden kann. Herzstück der Methode ist eine Matrix aus Bedürfnissen und Strategien, um diese Bedürfnisse zu erfüllen.

In der ersten Spalte steht eine Auswahl menschlicher Grundbedürfnisse, die Max-Neef zusammengetragen hat (aus den Erfahrungen die er in der Arbeit mit den verschiedenen Gruppen gemacht hat). Um die mit den Bedürfnissen vertraut zu werden, folgen zwei Übungen:

3.2.2 Bedürfniskarten (Übung)

Um mit den Bedürfnissen vertraut zu werden, werden Karten mit den neun Bedürfnissen (siehe Anhang Bedürfniskarten) ausgeteilt; jede Person wählt eine Karte und beantwortet zunächst für sich folgende Fragen:

- Auf welche Weise erfülle ich mir dieses Bedürfnis?
- Was hindert mich daran, dieses Bedürfnis zu erfüllen?
- Inwieweit unterstütze ich andere darin, sich dieses Bedürfnis zu erfüllen?

Im Anschluss gehen die Teilnehmer*innen in ein Zweiergespräch und tauschen sich über die Fragen aus. Dann werden die Ergebnisse kurz im Plenum zusammengefasst. Für jedes Bedürfnis, das genannt wird, legt die Moderatorin eine laminierte DIN-A-4-Karte mit dem

Bedürfnis auf den Boden. Die Moderatorin fragt, ob es ein weiteres wichtiges Bedürfnis gibt, das hier ergänzt werden soll.

3.2.3 Stille Wichtung

Ein kurzes Spiel gibt ein Stimmungsbild, welche Bedürfnisse die Teilnehmer*innen aktuell als wichtig in der Gruppe/Gemeinschaft empfinden.

Die Teilnehmer*innen werden gebeten, die bereits auf dem Boden liegenden neun Bedürfnisse nach ihrer Wichtigkeit zu sortieren – welche Bedürfnisse spielen in der Gruppe zum aktuellen Zeitpunkt eine größere, welche eine kleinere Rolle?

Regel: Das Spiel dauert drei Minuten. Jede*r darf die Karten bis zum Schlussignal immer wieder an einen anderen Ort legen; es wird dabei nicht gesprochen.

Die Moderatorin gibt nach 3 Minuten ein Schlussignal, weiteres Wechseln der Karten ist nicht erlaubt. Eine ausführliche Auswertung bleibt zu diesem Zeitpunkt aus. Am Ende des Workshops kann darauf Bezug genommen werden.

Die Moderatorin pinnt die Bedürfnisse in der Reihenfolge der Wichtung untereinander an die Stellwand.

3.2.4 Einführung in die (existenziellen) Strategien-Kategorien

Eine Hauptidee von Max-Neef und Kollegen ist die Unterscheidung von Bedürfnissen (axiologischen Kategorien) und Strategien (existenziellen Kategorien) zur Erfüllung der Bedürfnisse. Allgemein wird uns suggeriert, z.B. ein (spezielles) Auto zu besitzen, sei ein wichtiges Bedürfnis. Das Auto wird bei Max-Neef allerdings als Strategie verstanden, um sich z.B. das Bedürfnis nach Freiheit zu erfüllen. Andere Menschen wiederum erfüllen sich ihr Bedürfnis nach Freiheit indem sie spazieren gehen, reisen o.ä. Das heißt, in seiner Theorie teilen alle Menschen die gleichen Bedürfnisse, unabhängig von Zeit, Kultur und Ort. Was sich unterscheidet sind die Strategien zur Erfüllung der Bedürfnisse und diese Strategien sind sehr individuell und abhängig von den vorhandenen Ressourcen. Gleichzeitig betont Max-Neef auch nicht-materielle Strategien zur Bedürfniserfüllung.

Die Moderatorin stellt die existenziellen Kategorien vor, die die Arten und Weisen ausdrücken, Bedürfnisse zu erfüllen; sie pinnt die laminierten Karten und die dazugehörigen Fragen horizontal an die Stellwand und spannt damit die Matrix aus Bedürfnissen und existenziellen Kategorien auf:

Sein: persönliche oder kollektive Merkmale. Die Spalte “sein” sammelt alle Eigenschaften von Personen oder Gruppen in Form von Adjektiven und gibt eine Antworten auf die Frage: Wie sind wir/nicht? Das Bedürfnis nach Beteiligung kann zum Beispiel nicht erfüllt werden, wenn Menschen rassistisch, teilnahmslos, übermächtig, arrogant, apathisch etc. sind. (optimal: anpassungsfähig, solidarisch, integrativ, offen, respektvoll, etc.)

Haben: bezieht sich auf Institutionen, Normen, Mechanismen, Gesetze, materielle Güter etc. und gibt Antwort auf die Frage: was haben wir/nicht? Am Beispiel des Bedürfnisses nach Beteiligung könnte stehen: diskriminierende Bildungsgesetze, repressive Institutionen, Korruption, Arbeitslosigkeit, etc.. (optimal: Menschenrechte, Verantwortlichkeiten, (Voll)Beschäftigung etc.)

Tun: bezieht sich auf persönliche oder kollektive Aktivitäten (zum Beispiel lesen, lernen, sich austauschen, sich informieren etc.) und gibt Antwort auf die Frage: was tun wir/nicht? Die Spalte tun bezieht sich auf Handlungen von Personen oder Gruppen: am Beispiel des Bedürfnisses nach Beteiligung könnte stehen diskriminieren, unterdrücken, aufzwingen, einschränken etc. (optimal: beteiligen, kooperieren, einbringen, teilen, Stellung nehmen, vereinbaren).

Sich befinden: Diese Spalte bezieht sich auf Rahmenbedingungen, Orte und Umgebungen in Zeit und Raum und gibt Antwort auf die Frage: wo befinden wir uns/nicht? Zum Beispiel das Fehlen von öffentlichen Plätzen oder Parks um sich zu treffen um z.B. das Bedürfnis nach Beteiligung zu erfüllen (optimal: Kooperativen, Vereinigungen, Kirchen, Familien, Gemeinschaften).

Die Felder der Matrix sind zunächst leer und sollen in der kommenden Diskussion gemeinsam gefüllt werden.

4 Negative-Matrix

	Sein	Haben	Tun	Sich befinden
Selbsterhalt				
Schutz				
Zuneigung				
Erkenntnis				
Teilhabe				
Muße				
Gestaltung				
Identität				
Freiheit				
	Wie sind wir/nicht?	Was haben wir/nicht?	Was tun wir/nicht?	Wo befinden wir uns/nicht?

Aufgespannte negative Matrix inklusive Bedürfnissen, existenziellen Kategorien und Orientierungsfragen

4.1 Ausfüllen der Negativen-Matrix

Die Moderatorin führt in die nächste Phase ein: diese Phase dient dazu, alle Faktoren zu sammeln, die die Weiterentwicklung der Gruppe aktuell behindern. Sie lädt die Teilnehmer*innen ein, alle Missstände zu benennen und diese Phase zu nutzen, um Ärgernisse loszuwerden. Hier ist es wichtig, dass die Moderation Diskussionen und persönlichen Angriffe unterbindet, bzw. Anschuldigungen umformuliert ("Für Sie ist das wichtig, weil damit Ihr Bedürfnis nach X (nicht) erfüllt ist?"). Die Moderatorin weist darauf hin, dass diese Sammlung auch anstrengend oder frustrierend sein kann. Sie bittet die Teilnehmer*innen sich dennoch darauf einzulassen und sich an die Regeln zu halten, die sie kurz einführt und auf einem Flipchart aufhängt:

Regeln zum Ausfüllen der negativen Matrix

- Lassen Sie andere Teilnehmer*innen aussprechen
- Strategien sammeln, ohne zu diskutieren
- Reden Sie Probleme nicht klein (á das ist doch nicht so schlimm)
- Konzentrieren Sie sich auf die negativen Faktoren

Flipchartvorlage Regeln zum Ausfüllen der negativen Matrix

Im Plenum beginnen die Teilnehmer*innen die negativen Elemente zu nennen, die die Bedürfniserfüllung der Gruppenmitglieder behindern und ggf. eigenständig eine Zuordnung zu den Bedürfnissen und existenziellen Kategorien zu formulieren. Die Moderatorin unterstützt sie in der Zuordnung bzw. formuliert um und fragt nach, welches Bedürfnis durch die jeweilige Strategie eingeschränkt wird (sollte eine Strategie die Erfüllung mehrerer Bedürfnisse behindern, wird diese Strategie an mehreren Stellen niedergeschrieben). Die beiden Moderatorinnen schreiben die genannten Aspekte in die Matrix. Das Ausfüllen der Matrix erfolgt ohne festen Ablauf in der Reihenfolge der Nennungen und ermutigt alle Teilnehmer*innen zu der Sammlung beizutragen. Sollte ein Feld frei bleiben, benennt die Moderatorin dies und fragt, ob es Faktoren gibt, die in diese Kategorie passen.

4.2 Clustering the most important strategies for each need

When the collection of negative factors is exhausted, the one or two most important factors per need shall be identified. In order to do so it is recommendable to work with the sticky dots. Each participant may assign two red dots per need; in the end the one or two negative factors per need with most dots are written onto red moderation cards and attached to the matrix.

4.3 Abschlussblitzlicht Tag 1

Zum Abschluss des ersten Abends bedankt sich die Moderator*in bei den Teilnehmer*innen für deren Offenheit, Vertrauen und Durchhaltevermögen und wertschätzt das Erarbeitete. Kurze Frage an alle Teilnehmer*innen:

Wie geht es Ihnen jetzt?

Was nehmen Sie mit, was lassen Sie hier?

	Sein	Haben	Tun	Sich befinden	Wichtigste negative Faktoren
Selbsterhalt	Xxxxx Xxxxx ● xxxxxx	Xxxxx ●●● Xxxxx ● xxxxxx	Xxxxx Xxxxx ● xxxxxx	Xxxxx ● Xxxxx ● xxxxxx	Xxxxx
Schutz	Xxxxx ● Xxxxx ●●●	Xxxxx ● Xxxxx ●	Xxxxx ● Xxxxx ●●	Xxxxx ●●● Xxxxx	Xxxxx
Zuneigung	xxxxx	xxxxx	xxxxx	xxxxx	Xxxxx
Erkenntnis	xxxxx	xxxxx	xxxxx	xxxxx	Xxxxx
Teilhabe	xxxxx	xxx	xxxxx	xxxxx	Xxxxx
Muße	xxxxx	xxxxx	xxxxx	xxx	Xxxxx
Gestaltung	xxxxx	xxxxx	xxx	xxxxx	Xxxxx
Identität	xxx	xxxxx	xxxxx	xxxxx	Xxxxx
Freiheit	xxxxx	xxxxx	xxxxx	xxxxx	Xxxxx
	Wie sind wir/nicht?	Was haben wir/nicht?	Was tun wir/nicht?	Wo befinden wir uns/nicht?	

Punktabfrage zur Identifikation der wichtigsten Strategien pro Bedürfnis negative Matrix und Zusammenfassung auf Moderationskarten

5 Utopische Matrix

5.1 Einführung Tag 2

Zum Beginn des zweiten Tages werden ggf. neue Teilnehmer*innen kurz vorgestellt und die Ergebnisse des Vortages werden von der Moderatorin zusammengefasst. Dann stellt sie den Tagesablauf des zweiten Tages am Flipchart vor:

Tag 2
<ul style="list-style-type: none"> ➤ Utopische Matrix: wie wollen wir uns entwickeln? ➤ Brückenstrategien: wie kommen wir dahin? ➤ SMARTe Vereinbarungen treffen: wer macht was, wann? ➤ Evaluation und Abschluss
Zeiten: 09.00 – 17.00 Uhr, Pausen: 12.30-13.30 u. nach Bedarf

Flipchartvorlage Ablaufplan Tag 2

5.2 Übung zur Einstimmung auf die utopische Matrix: Reise in die Zukunft

Die Moderatorin lädt die Teilnehmer*innen zu der Übung "eine Reise in die Zukunft" ein, um sich auf die utopische Matrix einzustimmen. Wer möchte, kann dazu die Augen schließen und es sich auf dem Stuhl bequem machen: "Stellen Sie sich vor, es ist das Jahr 2030. Sie können sich wenn Sie möchten vorstellen, dass Sie in einem Heißluftballon oder ähnlichem über die Landschaft fliegen und Sie können sich eine Zukunft erträumen, wie Sie in Ihren Augen optimal ist; alle Menschen können sich ihre Bedürfnisse erfüllen: wie geht es Ihnen und Ihren Mitmenschen (in Ihrer Gruppe/Gemeinde/Gemeinschaft/Gesellschaft X)? Was sehen Sie? Wie sind die Menschen? Wie verhalten Sie sich? Welche Güter, Dienstleistungen, Normen und Gesetze haben Sie? Unter welchen Rahmenbedingungen leben Sie? Nehmen Sie sich noch einen Augenblick Zeit, sich das Geschehen in Ruhe anzusehen und kommen Sie dann zurück ins Hier und Jetzt. Wenn Sie es noch nicht getan haben, bringen Sie Ihre Aufmerksamkeit zurück in diesen Raum ins Hier und Heute."

5.3 Ausfüllen der utopischen Matrix

Im nächsten Schritt sind die Teilnehmer*innen eingeladen, alle Faktoren zu nennen, die zu einer optimalen und idealen Erfüllung der Bedürfnisse beitragen. Es ist dabei ausdrücklich erwünscht, auch verrückte, unmögliche Dinge zu träumen und lustvoll Ideen zu spinnen. Die Regeln lauten hier:

Regeln zum Ausfüllen der utopischen Matrix

- Alles ist möglich
- Denken Sie sich Großes und auch Unmögliches aus!
- Zweifelnd Sie nicht
- Träumen Sie!

Flipchartvorlage Regeln zum Ausfüllen der utopischen Matrix

	Sein	Haben	Tun	Sich befinden
Selbsterhalt				
Schutz				
Zuneigung				
Erkenntnis				
Teilhabe				
Muße				
Gestaltung				
Identität				
Freiheit				
	Wie sind wir optimalerweise?	Was haben wir optimalerweise?	Was tun wir optimalerweise?	Wo befinden wir uns optimalerweise?

Aufgespannte utopische Matrix inkl. Bedürfnissen, existenziellen Kategorien und Orientierungsfragen

Wie auch beim Ausfüllen der negativen Matrix werden von den Teilnehmenden im Plenum nun alle Faktoren genannt, die eine optimale Erfüllung der Bedürfnisse bedeuten. Folgende Leitfragen dienen zur Orientierung in der Diskussion: wie sind wir optimalerweise, was haben wir optimalerweise, was tun wir optimalerweise und in welchen Rahmenbedingungen befinden wir uns optimalerweise? Die Moderator*innen unterstützen bei der Zuordnung in die Matrix und schreiben die genannten Strategien auf.

5.4 Punktabfrage zur Identifikation der wichtigsten Strategien pro Bedürfnis

Wenn die Nennung aller utopischen Faktoren erschöpft ist, werden pro Bedürfnis die ein bis zwei wichtigsten Faktoren identifiziert. Jede/r Teilnehmer*in erhält zwei Klebepunkte pro Bedürfnis; am Ende werden die am häufigsten genannten utopischen Faktoren auf grüne Moderationskarten geschrieben und an die Matrix angehängt.

	Sein	Haben	Tun	Sich befinden	Wichtigste utopische Faktoren
Selbsterhalt	Xxxxx Xxxxx ● xxxxxx	Xxxxx ●●● Xxxxx ● xxxxxx	Xxxxx Xxxxx ● xxxxxx	Xxxxx ● Xxxxx ● xxxxxx	Xxxxx
Schutz	Xxxxx ● Xxxxx ●●●	Xxxxx ● Xxxxx ●	Xxxxx ● Xxxxx ●●	Xxxxx ●●● Xxxxx	Xxxxx
Zuneigung	xxxxx	xxxxx	xxxxx	xxxxx	Xxxxx
Erkenntnis	xxxxx	xxxxx	xxxxx	xxxxx	Xxxxx
Teilhabe	xxxxx	xxx	xxxxx	xxxxx	Xxxxx
Muße	xxxxx	xxxxx	xxxxx	xxx	Xxxxx
Gestaltung	xxxxx	xxxxx	xxx	xxxxx	Xxxxx
Identität	xxx	xxxxx	xxxxx	xxxxx	Xxxxx
Freiheit	xxxxx	xxxxx	xxxxx	xxxxx	Xxxxx
	Wie sind wir optimalerweise?	Was haben wir optimalerweise?	Was tun wir optimalerweise?	Wo befinden wir uns optimalerweise?	

Punktabfrage zur Identifikation der wichtigsten Strategien pro Bedürfnis utopische Matrix und Zusammenfassung auf Moderationskarten

6 Strategieentwicklung

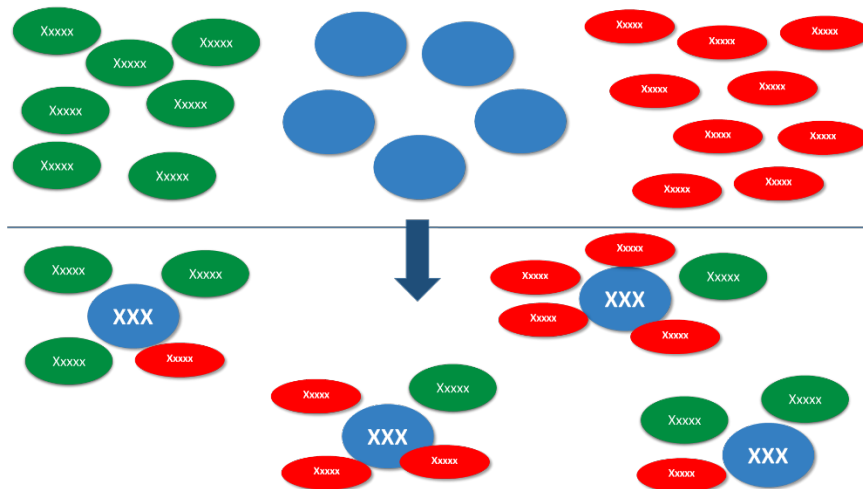
6.1 Brückenschlag zwischen negativer und utopischer Matrix

In dieser Phase werden die Konzepte und Kategorien identifiziert, die sich aus den wichtigsten Strategien der utopischen und negativen Matrix ergeben. Es wird eine Antwort auf die Frage gegeben: Worum geht es eigentlich?

6.2 Clustern und Überbegriffe finden

Dazu werden die wichtigsten utopischen Faktoren auf grünen Moderationskarten (die beschreiben, wie die Gruppe/Gesellschaft optimalerweise sein soll, damit die Bedürfnisse der Mitglieder optimal erfüllt sind) und die wichtigsten negativen Faktoren auf roten Moderationskarten (Herausforderungen, die in der Gruppe/Gesellschaft gemeistert werden wollen) auf einer Pinnwand jeweils auf eine Seite gehängt. Die Teilnehmenden werden gebeten, die Gemeinsamkeiten und Essenzen der Faktoren zu identifizieren und gemeinsame Überbegriffe vorzuschlagen.

Diese Überbegriffe werden als Cluster an die Pinnwand gepinnt. Es sollen maximal fünf Überbegriffe gefunden werden.



Überbegriffe aus den wichtigsten negativen und utopischen Faktoren bilden

6.3 Tabelle aus Überbegriffen und Brückenstrategien

Diese fünf Überbegriffe werden in einer neuen Tabelle anstelle der Bedürfnisse platziert, die existenziellen Kategorien verbleiben in der ersten Zeile, die Boxen werden mit Brückenstrategien gefüllt.

	Sein	Haben	Tun	Sich befinden
Xxxxx				
Xxxxx				
Xxxxx				
Xxxxx				
Xxxxx				
	Wie möchten wir sein?	Was möchten wir haben?	Was möchten wir tun?	Wo möchten wir uns befinden?

Tabelle mit Brückenstrategien

6.4 Brückenstrategien in Kleingruppen erarbeiten

Die Teilnehmenden arbeiten in Gruppenarbeit weiter und suchen sich eine Oberkategorie zu der sie gerne arbeiten möchten. Die Anzahl der Gruppen ist abhängig von der Anzahl der Überkategorien. Begonnen wird mit der ersten Überkategorie und es wird gefragt: wie möchten wir sein, damit mehr XXX in der Gruppe/Gesellschaft gelebt wird? Danach werden Strategien für die Spalten haben, tun und sich befinden gefunden.

An dieser Stelle ist es auch möglich, die Teilnehmenden auf die Unterscheidung Max-Neefs bezüglich der Strategien hinzuweisen:

- Zerstörerische Strategien, die die Bedürfniserfüllung verunmöglichen
- Quasi-Strategien, die nur vorgeben ein Bedürfnis zu erfüllen
- Übersättigende Strategien, die Bedürfnisse übererfüllen und damit die Bedürfniserfüllung anderer Bedürfnisse verhindern

- Singuläre Strategien, die nur ein Bedürfnis erfüllen
- Synergetische Strategien stimulieren die Erfüllung mehrerer Bedürfnisse

Das Ziel ist es, Elemente/Maßnahmen zu identifizieren, die praktisch umgesetzt werden können und in die Kategorie synergetische Strategien fallen. Die Ergebnisse werden im Plenum von den Kleingruppen vorgestellt und die Brücken-Matrix mit den synergetischen Strategien gefüllt.

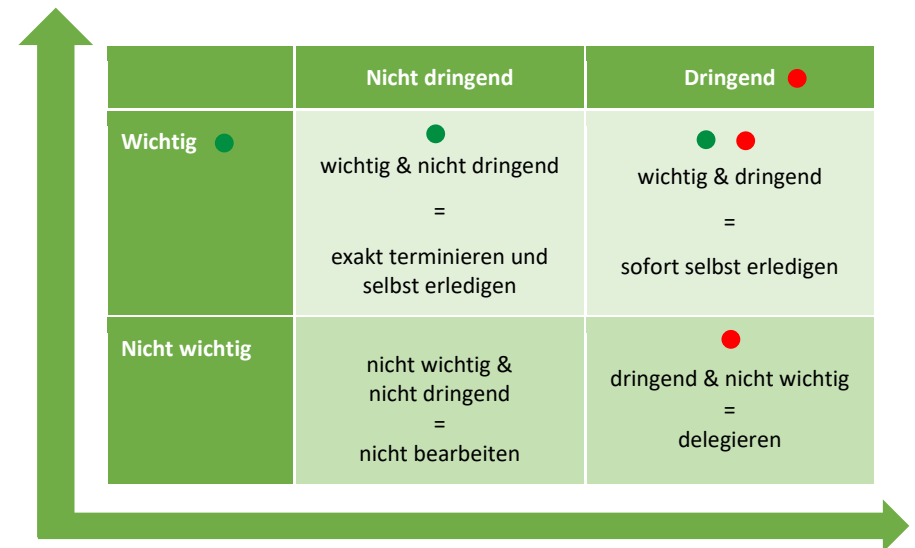
	Sein	Haben	Tun	Sich befinden
Xxxx	• XXXXX • XXXXX • XXXXXX	• XXXXX • XXXXX • XXXXXX	• XXXXX • XXXXX • XXXXXX	• XXXXX • XXXXX • XXXXXX
Xxxx	• XXXXX • XXXXX • XXXXXX	• XXXXX • XXXXX • XXXXXX	• XXXXX • XXXXX • XXXXXX	• XXXXX • XXXXX • XXXXXX
Xxxx	• XXXXX • XXXXX • XXXXXX	• XXXXX • XXXXX • XXXXXX	• XXXXX • XXXXX • XXXXXX	• XXXXX • XXXXX • XXXXXX
Xxxx	• XXXXX • XXXXX • XXXXXX	• XXXXX • XXXXX • XXXXXX	• XXXXX • XXXXX • XXXXXX	• XXXXX • XXXXX • XXXXXX
Xxxx	• XXXXX • XXXXX • XXXXXX	• XXXXX • XXXXX • XXXXXX	• XXXXX • XXXXX • XXXXXX	• XXXXX • XXXXX • XXXXXX
Xxxx	• XXXXX • XXXXX • XXXXXX	• XXXXX • XXXXX • XXXXXX	• XXXXX • XXXXX • XXXXXX	• XXXXX • XXXXX • XXXXXX
	Wie möchten wir sein?	Was möchten wir haben?	Was möchten wir tun?	Wo möchten wir uns befinden?

Brückenstrategien, die in Kleingruppen erarbeitet wurden mit Wichtung nach dem Eisenhower-Prinzip (grün=wichtig, rot=dringend)

6.5 Eisenhower-Prinzip: Wichtung der Brücken-Strategien

In einer Mehrpunktabfrage (zwei Punkte je Teilnehmende pro Überbegriff) wird in jeder Zeile festgelegt, welche Strategien "wichtig" (roter Punkt) und welche "dringend" (grüner Punkt) sind.

Wenn die wichtigsten und dringendsten "Brücken"-Strategien festgelegt sind, wird im Plenum besprochen, ob die Strategien "synergetisch" sind (das heißt, dass sie mehr als ein Bedürfnis erfüllen, welche diese sind und weshalb) und ob die Gruppe/Gesellschaft die Strategien selbst umsetzen kann oder welche Partner*innen/Unterstützer*innen es braucht. Danach wird nach dem Eisenhower-Prinzip festgelegt, welche Brückenstrategien in einem konkreten Arbeitsplan umgesetzt werden. Dabei wird so vorgegangen, dass zunächst die wichtigen & dringenden Strategien besprochen werden, dann die dringenden und dann die wichtigen.



Eisenhower-Prinzip – Priorisierung der Brückenstrategien

6.6 SMARTe Vereinbarungen

Für die Entwicklung eines konkreten Arbeitsplanes und die Umsetzung der Strategien werden für die wichtigen und dringenden Brücken-Strategien in einer SMART-Analyse Verantwortliche festgelegt:

SMART-Vereinbarungen	
Schriftlich fixiert, klar und präzise	Was ist das Ziel?
Messbar	Wie kann die Zielerreichung gemessen werden?
Anspruchsvoll, herausfordernd	Ist das Ziel für die Teilnehmenden interessant, werden die sie motiviert?
Realistisch	Kann das Ziel erreicht werden?
Terminiert	Bis wann soll das Ziel erreicht werden?

Eigenschaften von SMART-Vereinbarungen

Was ist zu tun?	Wer?	Bis wann?	Bemerkungen?

Arbeitsplan mit konkreter Aufgabenverteilung auf Basis der SMART-Eigenschaften

7 Evaluation und Reflektion

7.1 Evaluation des Workshops

Zum Abschluss des Workshops teilen die Moderatorinnen einen Evaluationsbogen aus, den die Teilnehmenden vor Ort direkt ausfüllen.

7.2 Abschlussrunde und Verabschiedung

Im Anschluss erfolgt eine mündliche Abschlussrunde mit den folgenden Fragen:

Wie geht es Ihnen?

Was haben Sie aus dem Workshop mitgenommen?

Was hat Ihnen gut getan, was hätten Sie nicht gebraucht?

Welche Anregungen haben Sie?

Die Moderatorin gibt einen Ausblick, wann die Workshop Dokumentation und ggf. weitere Dokumente zugänglich sein werden und informiert darüber, wo weitere Informationen zum Projekt abrufbar sind. Sie bietet sich für Rückfragen an und dankt allen für die Teilnahme.

Verabschiedung und Workshopausklang.

7.3 Workshopbericht

Im Anschluss an den Workshop erstellen die Moderatorinnen einen Workshopbericht mit dem Protokoll aller relevanten Zwischenschritte und ggf. Fotos. Dieser Workshopbericht wird den Teilnehmenden zur Verfügung gestellt.

8 Bedürfniskarten

SELBSTERHALT

Das Bedürfnis, am Leben zu bleiben

1. Auf welche Weise erfüllst du dir dieses Bedürfnis?
2. Was hindert dich daran, dieses Bedürfnis zu erfüllen?
3. Inwieweit unterstützt du andere darin, dieses Bedürfnis zu erfüllen?

IDENTITÄT

Das Bedürfnis, man selbst zu sein

1. Auf welche Weise erfüllst du dir dieses Bedürfnis?
2. Was hindert dich daran, dieses Bedürfnis zu erfüllen?
3. Inwieweit unterstützt du andere darin, dieses Bedürfnis zu erfüllen?

SCHUTZ

Das Bedürfnis, Risiken ausgesetzt zu sein zu reduzieren

1. Auf welche Weise erfüllst du dir dieses Bedürfnis?
2. Was hindert dich daran, dieses Bedürfnis zu erfüllen?
3. Inwieweit unterstützt du andere darin, dieses Bedürfnis zu erfüllen?

GESTALTUNG

Das Bedürfnis, sich auszudrücken indem man etwas produziert

1. Auf welche Weise erfüllst du dir dieses Bedürfnis?
2. Was hindert dich daran, dieses Bedürfnis zu erfüllen?
3. Inwieweit unterstützt du andere darin, dieses Bedürfnis zu erfüllen?

LIEBE

Das Bedürfnis, Liebe zu geben und zu empfangen

1. Auf welche Weise erfüllst du dir dieses Bedürfnis?
2. Was hindert dich daran, dieses Bedürfnis zu erfüllen?
3. Inwieweit unterstützt du andere darin, dieses Bedürfnis zu erfüllen?

TEILHABE

Das Bedürfnis, aktiver Teil der Gesellschaft zu sein

1. Auf welche Weise erfüllst du dir dieses Bedürfnis?
2. Was hindert dich daran, dieses Bedürfnis zu erfüllen?
3. Inwieweit unterstützt du andere darin, dieses Bedürfnis zu erfüllen?

ERKENNTNIS

Das Bedürfnis, zu verstehen

1. Auf welche Weise erfüllst du dir dieses Bedürfnis?
2. Was hindert dich daran, dieses Bedürfnis zu erfüllen?
3. Inwieweit unterstützt du andere darin, dieses Bedürfnis zu erfüllen?

Muße

Das Bedürfnis, nach Freizeit ohne Lohnarbeit

1. Auf welche Weise erfüllst du dir dieses Bedürfnis?
2. Was hindert dich daran, dieses Bedürfnis zu erfüllen?
3. Inwieweit unterstützt du andere darin, dieses Bedürfnis zu erfüllen?

FREIHEIT

Das Bedürfnis, verantwortlich
für die eigenen Handlungen zu sein

1. Auf welche Weise erfüllst du dir dieses Bedürfnis?
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Appendix 4

Guía de Moderación: Talleres del DEH (como presentado por Barrera)

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A-Preparación y organización de taller

El taller se estructura en tres módulos y se prepara y planifica en relación a la investigación o intervención- La facilitación debe contar con información previa que le permita tomar decisiones para garantizar el cumplimiento de los objetivos del taller, y adaptarse flexiblemente a los cambios que pueden ocurrir en el transcurso del mismo. Ya sea si el taller es encargado por un investigador, proyecto, empresa u organización o si el investigador/facilitador lo realiza para su propio proyecto, se deben tomar en cuenta las siguientes consideraciones:

A.1 Organización del taller y adecuación y ajuste al proyecto

Mediante reuniones previas la facilitación conoce los objetivos de la investigación y el alcance que espera lograr (diagnosticar, explicar, planificar y/o implementar un proceso de cambio). Los organizadores conocen anticipadamente las potencialidades y límites del ejercicio, los requerimientos en tiempo y el tipo de resultados a los que puede llegar.

A.2 Consideraciones logísticas, preparación sala y materiales

Espacio y mobiliario:

- Sala con suficientes sillas y espacio libre en las paredes para colgar los posters.
- Mesas de trabajo (módulo 2)

Bienvenida:

- Registros de inscripción de participantes
- Consentimientos informados impresos
- Encuestas o cuestionarios de inicio impresos
- Distintivos para nombres- identificación
- Proyector o tarjetas de actividad de motivación

Trabajo Taller:

- 9 posters de necesidades axiológicas
- 2 sets de posters con preguntas para las necesidades existenciales
- 2 matrices completas vacías (soportes para colgar o pegar en la pared)
- post it de 2 colores (suficientes)
- tarjetas de transcripción de satisfactores (modulo 2)
- plumones de pizarra
- pizarra o papelógrafo

Coffe break:

- Disponibilidad de café, agua, galletas, dulces/fruta en la sala

A.3 Capacitación equipo de facilitación

Si el grupo de participantes es más de 8-10 personas se requiere de más de un facilitador/a. Cuando el taller se realiza en el marco de un proceso formativo, o de investigación los facilitadores conocen previamente la teoría y principios teóricos y metodológicos del DEH de Max-Neef, Elizalde y Hopenhayn. (1986) De lo contrario es necesario capacitar a los facilitadores en el marco de DEH. Los resultados son sensibles a las habilidades de escucha, moderación, manejo de equipos por lo que las habilidades y experiencia de la facilitación son consideraciones previas a tomar en cuenta

A.4 Convocatoria a los participantes

La convocatoria debe realizarse anticipadamente y de ser posible confirmada. La facilitación debe saber el contexto en el cual se realiza la convocatoria de los participantes y la información, expectativas (y prejuicios) que pudiesen tener respecto del taller. Por ejemplo si asisten de manera auto-convocada, de forma voluntaria, o en el contexto de una invitación- solicitud laboral, si asocian su invitación a una tendencia política o a un interés privado en particular.

A.5 Preparación de instrumentos de inicio

Se preparan anticipadamente un cuestionario consentimiento informado y cuestionario base. El consentimiento informa y asegura la confidencialidad de las opiniones y protege a los participantes. El cuestionario de inicio recoge información relevante de base para caracterizar a los participantes, y percepciones de inicio para triangular resultados.

1- Módulo 1: Diagnóstico de Necesidades y Satisfactores

1.1 Inscripción y entrega de formularios

Se reciben a los participantes, registra asistencia y datos de contacto. Se entregan los consentimientos y los cuestionarios de entrada.

1.2 Bienvenida y presentación del proyecto y participantes

Para esta primera actividad se forma un círculo con las sillas, donde todos los presentes pueden verse. Los investigadores y/o facilitadores dan la bienvenida, contextualizan el taller y los propósitos del proyecto en el que se encuentran. Los Participantes se presentan uno a uno. (duración aprox. 10-15 min)

1.3 Actividad de motivación

Los talleres de DEH evalúan la satisfacción de las necesidades de un grupo que comparte características, pertenencias, y/o roles definidos. La actividad de motivación genera confianzas y orienta la conversación en torno a esas formas identitarias y la satisfacción de las necesidades (etnicidad, maternidad, juventud, territorio-). (duración aprox. 10-15 min)

1.4 Formación de grupos

Utilizando algún tipo de dinámica se forman grupos para trabajar en torno a la búsqueda de satisfactores para las necesidades humanas fundamentales (NHF). Dependiendo de la cantidad de participantes, se recomienda que los grupos no excedan las 8-10 personas. Por cada grupo hay uno o dos facilitadores por grupo. (duración aprox. 5 min)

1.5 Conversación grupal en torno a satisfacción de necesidades

Se disponen en la sala un poster para cada necesidad dividido en cuatro cuadrantes cada uno de los cuales tiene la dimensión existencial del ser, tener, hacer y estar. Los grupos se ubican en torno a uno o dos poster de las necesidades humanas en la búsqueda de “elementos positivos y negativos” en su satisfacción.

El facilitador explica que la conversación para cada necesidad será guiada por preguntas. Estas preguntas se encuentran visibles en la sala en 4 posters/cartulinas de colores

- **Ser:** ¿Cómo somos? ¿Cómo queremos ser? Buscando registrar atributos o características personales o colectivas
- **Tener:** ¿Qué recursos tenemos? ¿Cuáles queremos tener? Registrando normas, instituciones, costumbres, prácticas, mecanismos y herramientas del grupo (excluyendo objetos).
- **Hacer:** ¿Qué hacemos nosotros? ¿Qué nos gustaría hacer? Registrando verbos o acciones
- **Estar:** ¿Cuáles y cómo son los espacios y lugares de nuestras interacciones? se registran los espacios y ambientes donde se satisfacen las necesidades

Los participantes conversan sobre la forma en la que ellos consideraban que se satisface cada necesidad identificando lo positivo en papeles adhesivos (tipo *post-it*) de un color y lo negativo en papeles de otro color. Todos los participantes pueden comentar, escribir en los papeles y colocar los satisfactores en el cuadrante que consideren. El facilitador apoya este proceso manteniendo una actitud de escucha, y se mantiene neutro en la manifestación de sus opiniones. Puede hacer altos en la conversación para recapitular, afinar la descripción del satisfactor y hacer nuevas preguntas que permitan la mejor delimitación de los satisfactores. Mantienen equilibrio de opiniones, impidiendo que algunos acaparen la conversación y otros permanezcan en silencio.

Dependiendo del grupo, su motivación, confianza entre otros, la conversación puede durar entre 15-30 minutos por necesidad. Cuando la conversación se satura, el facilitador repite las preguntas para la siguiente necesidad ubicada a su lado. El facilitador y un miembro del grupo revisa los resultados y consulta si están bien ubicados y escritos. Luego de 1 hr- 1:30 se hace una pausa. Si el grupo demoró menos tiempo en esta etapa, es posible continuar con el siguiente ejercicio.

1.6 Rotación o socialización.

Como las personas han participado en una conversación profunda de sólo 2 o 3 de las 9 necesidades se buscan instancias para compartir y validar los resultados de cada grupo. Esto puede hacerse mediante la exposición plenaria de los resultados o por un ejercicio de rotación de grupos.

En el caso de la exposición, uno o dos integrantes del grupo explican en plenaria los resultados de satisfactores negativos y positivos para cada necesidad.

Posteriormente se abre un espacio para aclarar, incorporar nuevos satisfactores o realizar preguntas. Este ejercicio de exposición por necesidad puede durar aprox. 45 min- 1 hr.

En el caso de la rotación, la facilitadora solicita que un integrante del grupo permanezca en su lugar, frente al/los poster de las necesidades, y el resto de los integrantes roten o se desplacen hacia otros posters con otras necesidades donde previamente otro grupo respondió las preguntas para esas necesidades. El integrante que se queda hace de anfitrión, explica los satisfactores seleccionados por el grupo anterior y apoyado por el facilitador pregunta si están de acuerdo, y si quieren agregar otros satisfactores, ejemplificar o hacer diferencias. Este ejercicio de rotación puede durar aprox. 30-40 min.

Cuando el espacio físico es mas pequeño o hay menos disposición de los participantes de movilizarse se sugiere la exposición. En caso contrario la rotación resulta un importante ejercicio de validación. En ambos casos, los participantes al exponer los resultados se apropian del diagnóstico, refuerzan su seguridad se empoderan.

La búsqueda de satisfactores con o sin ejercicio de rotación tiene una duración aproximada de 2 y 3 hrs.

1.7 Construcción de matrices

Se introducen dos grandes matrices vacías. La facilitación solicita a los participantes que traspasen los satisfactores negativos a una matriz y los positivos a otra (escritos en papeles de color diferente). Esto se hace respetando el cuadrante de ser, tener, hacer, de cada necesidad. De manera dinámica y participativa en 15-20 minutos ambas matrices se completan y construyen manera simultánea.



1.7 Reflexión

Con las dos matrices levantadas se logra la visualización conjunta como un diagnóstico logrado colectiva y participativamente. Se solicita a los participantes que se acerquen y observen de las matrices. En ese momento se abre un espacio de reflexión de los resultados desde los principios y fundamentos de la teoría de DEH con un lenguaje apropiado, pertinente y accesible al grupo de participantes. Se abre un espacio para compartir opiniones y reflexiones acerca del ejercicio y sus resultados. (duración aproximada 30 min.)

1.8 Escala gráfica

Se entrega a los participantes un instrumento para valorar la satisfacción de las necesidades de forma gráfica, y tomando en cuenta los resultados de las matrices. El instrumento permite valorar la satisfacción de cada necesidad de 1 a 100.

1.9 Cierre de la jornada

Se agradece la participación, y se despiden hasta la siguiente jornada.

2- Módulo 2: Síntesis y Evaluación

2.1 Preparación y limpieza de matrices

Es altamente recomendable que el equipo de investigación y facilitación revise los resultados de las matrices, y transcriba los post-it a una versión en computador. Esto permite mejorar la redacción y “limpiar” visualmente la matriz para continuar el trabajo.

2.2 Inicio de jornada y formación de grupos.

Se da la bienvenida a la jornada y si hubiese nuevos integrantes se presentan los objetivos de la investigación y del taller. Se sintetiza el proceso realizado en módulo anterior. Se forman dos grupos de trabajo y se ubican alrededor de mesas. (duración aprox. 20-30 min)

2.3 Selección de los satisfactores más importantes



A cada grupo se le entrega una de las matrices limpias y se les solicita la revisen seleccionen (subrayándolo) para cada uno de los casilleros un satisfactor más importante. Es posible que el satisfactor seleccionado se repita en varios casilleros, como también que haya casilleros que no tengan satisfactores seleccionados. Esto se hace mediante una activa conversación participativa donde

los integrantes del grupo comparten su opiniones y las justifican y llegan a acuerdos para sintetizar la matriz. (duración aproximada 45 min.- 1 hr) Se invita a una pausa.

2.4 Construcción de una explicación

A continuación, se entregan al grupo tarjetas para que transcriban los satisfactores seleccionados. Se despeja la matriz y se solicita a los integrantes del grupo analizar las características de los satisfactores y sus relaciones. Se le solicita que les den un orden y explicación de las relaciones entre estos si las hubiese.

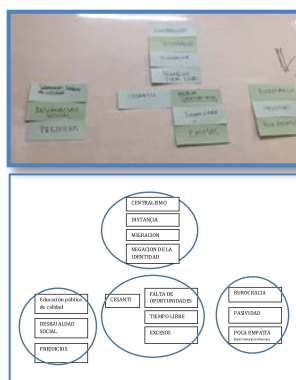
En este momento es posible introducir categorías de análisis como la propuesta por Max-Neef et. al. (1986) en satisfactores inhibidores, obstructores, pseudo-satisfactores, individuales o sinérgicos. Sin embargo, también es posible que las categorías para agrupar y comprender los satisfactores seleccionados emergen de la conversación y el análisis del grupo. Así por ejemplo los grupos suelen agrupar satisfactores que externos (con menor nivel de control) contextuales (que superan la comunidad) internos (propios del grupo) individuales, colectivos, relativos a ámbitos. Etc.

Una vez ordenadas las tarjetas se cuelgan en la pared o una pizarra y si es necesario se toma una pausa. (duración aproximada 45 min. 1 hr)

2.5 Plenario

Uno o más representantes de cada uno de los grupos expone en plenario los resultados de las matrices. Se abre un espacio para comentarios.

A modo de ejemplo, en un taller con jóvenes de comunas rurales del sur de Chile, el grupo seleccionó 14 satisfactores (síntesis) de los 36 casilleros de matriz negativa y construyeron la siguiente explicación. ¿Qué impide la satisfacción de las NHF de los jóvenes de comunas rurales? Agruparon en la parte superior lo que ellos definieron como condiciones estructurales adversas para las comunas rurales: centralismo, distancia, migración interna, negación de la identidad local. Un segundo grupo de tarjetas ubicadas a la izquierda los definieron como condiciones de inequidad social: falta de educación de calidad, inequidad y prejuicios. En la derecha un tercer grupo con las condiciones institucionales que impiden la satisfacción de las NHF: burocracia, poca empatía de los servicios públicos, y pasividad. En el centro, ubicaron los satisfactores que el grupo acordó como válidos para los jóvenes de todas las comunas: desempleo, falta de oportunidades, tiempo libre mal ocupado y excesos.



se solicita a los participantes que de manera individual definan 5 (estrategias-acciones) formas de superación del diagnóstico negativo y fortalecer el diagnóstico positivo. Esto puede hacerse de manera oral, anotando las opiniones en el pizarrón durante el plenario o aplicando un cuestionario que puede ser analizado posteriormente.

2.6 Cierre

Se agradece la participación, y se despiden hasta la siguiente jornada.

3- Modulo 3: Planificación para la acción

Este modulo es posible realizarlo forma continuada al modulo anterior, o espaciado con los mismo participantes o incluyendo otros.

3.1 Presentación del trabajo previo y formación de grupos

Los facilitadores resumen los procesos anteriores, y los resultados de las matrices, el diagnóstico negativo y deseado. Se forman grupos de trabajo. (duración aprox. 1 hr)

3.2 Satisfactores puentes

Se pide a los participantes que identifiquen los principales satisfactores sinérgicos presentes en el grupo objetivo (jóvenes de la comuna, adultos mayores, emprendedores). Se explica que la sinergia se relaciona con la capacidad de un satisfactor de satisfacer varias necesidades simultáneamente, de potenciar su satisfacción. Por otro lado los puentes significan que son posibles vías y caminos deseados. Acciones que llevar a cabo, valores guías, recursos (no en sentido material) y espacios y entornos donde las interacciones toman lugar.

Los facilitadores guían la conversación donde cada satisfactor se realiza con su potencial de satisfacción con las NHF. (duración de aprox. 1 hr)

3.3 Estrategias de acción

A continuación se propone que los grupos definan un conjunto de 5 a 10 estrategias posibles donde se utilicen esos satisfactores, y permitan superar los obstáculos para la satisfacción de las necesidades. Este ejercicio estimula la creatividad en la búsqueda de soluciones que permitan vincular los recursos (satisfactores positivos) existentes en el grupo (muchas veces no visualizados ni valorados) al servicio de superar obstáculos que inhiben la satisfacción de las NHF.

3.4 Jerarquización y priorización de estrategias

Sobre la base de los satisfactores sinérgico y las estrategias identificadas se solicita a los participantes que prioricen un máximo de 3. La priorización debe considerar los objetivos de la investigación, los recursos disponibles, el tiempo, la factibilidad entre otros.

3.5 Plenario y cierre del taller

Los grupos comparten y discuten sus resultados. La facilitación va registrando una lista de posibles vías y estrategias de acción que comparte con los participantes. Se cierra la jornada y el taller. Se entregan datos de contacto y se compromete la devolución y disponibilidad de los resultados del taller.

3.6 Consideraciones sobre el análisis

Dependiendo de la modalidad de registro y la calidad de los datos transcritos y recolectados durante las conversaciones grupales y los plenarios es posible generar material textual susceptible de ser analizado y validado en software de contenidos

Se elabora un informe con los resultados y análisis del taller. Estos resultados pueden ser la base para la construcción de hipótesis de investigación, la elaboración de otros instrumentos de recolección complementarios, y dar lugar a intervención de investigación acción y proyectos que impliquen mayor involucramiento con procesos de transformación social.