BRITISH COUNCIL

ACTIVE CITIZENS

TOOLKIT 2011
GLOBAL EDITION

www.britishcouncil.org

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ABOUT THIS TOOLKIT:

This toolkit is designed to provide information and support for facilitators of the Active Citizens programme it replaces the 2009 and 2010 Active Citizens Toolkits.

It is split into 4 sections.

Section 1: An introduction to the Active Citizens Programme

Section 2: Designing your local workshop

Section 3: Workshop activities

Section 4: In focus – insight into dialogue and exploring global-local links.

ACKNOWLEDGEMENTS:

This Introduction and learning framework for the British Council's Active Citizens programme was developed in its zero draft in October 2009 by the British Council, the British Youth Council, the Citizenship Foundation and Springboard Consultancy.

Thanks go to **Mike Hardy, Radha Nair, Dan Smith, Jenny Daisley, James Edleston, and Andy Thornton** and for their inputs to the initial brief and design and subsequent iterations of the framework to this point. Additional thanks go to all those who supported the British Council legacy programmes Interaction, Inter-cultural Navigators and Debate to Action which have informed the development of this programme and toolkit.

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ABOUT ACTIVE CITIZENS

"The world is getting more crowded," said philosopher and cultural theorist, Kwame Anthony Appiah. **"Depending on the circumstances, conversations across boundaries can be delightful or just vexing. What they mainly are, though, is inevitable."**

 "Globally connected, locally engaged" *Active Citizens strapline*

Rationale:
In today's world, we encounter a greater variety of perspectives, cultures and communities than ever before. This is partly the result of globalisation, through which people and countries have become increasingly connected culturally, politically and economically.

The Active Citizens programme envisages a world in which these increasing connections lead to positive outcomes. **A world where people feel empowered to engage peaceably and effectively with others in the sustainable development[1] of their communities.** We think this vision is important at a time when decisions taken locally can have an immediate impact globally and vice versa – whether it's controversial Danish cartoons or decisions on the global climate, we are reminded of our interconnected lives.

Who is involved?
Active Citizens is a not-for-profit programme run by the British Council in partnership with civil society organisations who share our vision. The programme works with people who have demonstrated they are local social responsibility, including youth workers, womens groups, educators and faith leaders. Working together, these local influencers build trust and understanding, develop skills, and deliver projects on urgent themes such as poverty, literacy, democracy and climate change. Connecting local and international agendas through the programme.

So far it has reached around 80,000 Active Citizens from diverse communities in over 30 countries across Africa, Asia, Europe and the Middle East. Linked as part of a global network – including 21 communities from the UK – they undertake a common learning journey that enhances their leadership, inter-cultural and project management skills.

How it works
1. **A national strategy** - research identifies key national issues . For example, in some countries a key issue might be literacy, in others, environmental protection might be considered more urgent. The British Council then forms partnerships with civil society organisations (delivery partners) working in these areas, to enable the delivery of Active Citizens locally.
2. **Facilitator development workshops –** delivery partners identify local facilitators. These facilitators take part in facilitator development workshops to find out more about the programme and explore approaches to delivering the programme locally.

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[1] Sustainable development: '*meeting the needs of the present without compromising the ability of future generations to meet their own needs*' (World Commission on Environment and Development 1987). In English the word sustain has several meanings including Support (as in carry or hold up), Support (as in supply), Nourish, Confirm, Endure (as in last long).

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3. **Local community delivery –** Local facilitators adapt and deliver the learning journey through local workshops to groups of Active Citizens in their communities.
4. **Active Citizens work with facilitators to design and deliver social action projects in their communities**.
5. **Globally connected.** Locally engaged Active Citizens connect to a global network through study visits and exchanges with other countries, as well as through sharing via online portals and working on joint activities with communities around the world. For case-studies of international linking.

What does success look like for the British Council?

- Participants and facilitators develop learning and skills as Active Citizens
- Effective and principled social action locally
- Continued use of methodologies by facilitators and organizations globally

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THE PARTICIPANTS EXPERIENCE

All participants must complete the learning journey through participating in local workshops and carrying out social action projects.

Some participants may be selected from local groups to participate in International Study Visits or to travel as part of a community exchange between an international community and the UK. **Consult your local British Council Office** to identify: 1. whether your community will be linked internationally 2. how many Active Citizens will have the opportunity to travel and 3. the role of your organisation in supporting this.
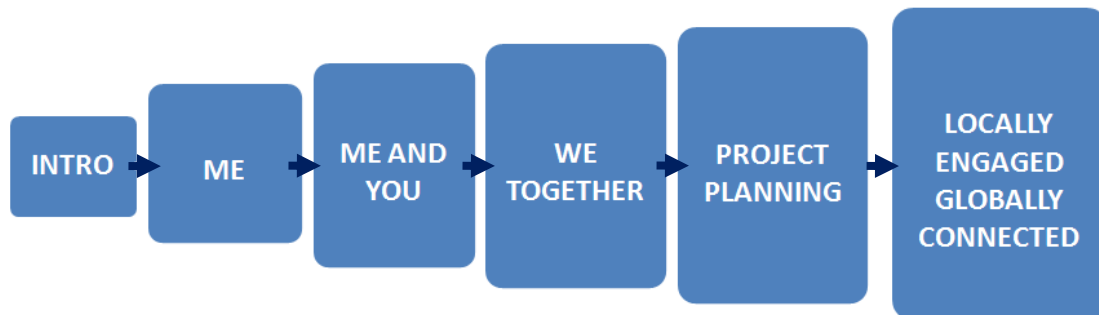

→ Local Community Workshops: Facilitators deliver workshops to groups of participants locally. These workshops cover modules 1 – 4 of the learning journey (page 7). These modules can be delivered in one go (minimum 5 days), or separately over a period of time.

→ Social Action Projects: participants work together in local community workshops to design action that enhances community life. Action should be principled, well-planned and aware of local-global links. Participants are often supported by partner organisations and/or mentors to deliver social action projects locally. Projects which engage with issues such as access to political participation, the environment, climate change, community cohesion, providing basic needs, livelihoods and literacy is encouraged.

→ Bi-lateral exchanges between the UK and international communities: A bi-lateral exchange is where a local Active Citizens group from the UK is linked to a local group from another country. Both groups host and send Active Citizens on visits between the two communities. Bi-lateral exchanges often involve visits to social action projects, meetings with local decision-makers, dialogue and skill-building.

→ International Study Visits (ISV): An International Study Visit is where one country hosts a 7 day event involving Active Citizens from around the world. Local Active Citizens choose representatives to attend the ISV. These representatives build skills, meet with civic and civil society and share and learn around themes such as youth, conflict and the environment. On their return they share learning amongst their peers and support local action.

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THE ACTIVE CITIZENS LEARNING JOURNEY

| INTRO | → | ME | → | ME AND YOU | → | WE TOGETHER | → | PROJECT PLANNING | → | LOCALLY ENGAGED GLOBALLY CONNECTED |

Starting by focusing on themselves, Active Citizens progress to learning, sharing and carrying out social action with others. **At each stage of this journey** the connections between **personal and social** and **local and global** are explored.

JOURNEY

INTRO
To Active Citizens

1. ME
Identity and culture

2. ME AND YOU
Dialogue

3. WE TOGETHER
Local and global citizenship

4. PROJECT PLANNING
Project planning skills

5. GLOBALLY CONNECTED,

= ACTIVE CITIZENS

LEARNING OUTCOMES

Understand the Active Citizens programme and be motivated to take part.

Have a strong sense of our own cultures and identity.
Have a better understanding of how our sense of identity and cultures are formed and change.
Have curiosity and value difference.
Feel more motivated and able to share with and learn from others.

Have a better understanding of the relationship between personal, local and global connections.
Feel motivated to take action for lasting social change that benefits the wider community.
Have a sense of responsibility towards sustainable development.
Be more effective in tackling social issues in our communities.

Learning, reflecting and acting as Active Citizens. Linked to the global network.

➢ Strong sense of their own culture and identity.
➢ Knowledge and understanding of local community
➢ Project planning, leadership and management skills.
➢ Responsibility towards sustainable development.
➢ Value for, and works effectively with, difference.

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EXPLANATION OF TERMS:

These terms are used regularly throughout the toolkit. When working with a community, facilitators may find it useful to uncover other terms which reflect the same spirit / meaning and are embedded in local language and customs.

1. ME: Identity and Culture:

Identity: The term Identity in Active Citizens refers to <u>the way you see or define yourself</u>, this includes the values and convictions that structure your life. In this way our identities are not fixed and can change.

Cultural groups: An individual is part of many cultural groups. These are groups in which we have <u>learned, shared and developed our sense of identity</u>. Some examples of cultural groups could include our nation, our locality, our family, our friends or even a music or sport sub-culture (such as heavy metal or football fans). Our relationships with cultural groups are not fixed and can change.

Valuing difference: The Active Citizens programme values difference amongst people not just as something that must be tolerated but as a source of strength and a catalyst.

2. ME and YOU: Dialogue

Dialogue in Active Citizens refers to **conversations in which people with different beliefs and perspectives successfully learn from and share with each other.** This focus on learning and sharing makes dialogue different from some other forms of conversation such as debate and negotiation. Dialogue can also be a key tool in developing mutual understanding and solutions.

Dialogue can occur with little structure or planning among people whose who are genuinely interested in each others' opinions and perspectives. In this sense some of the best dialogue happens in informal settings. In some cases though – for example where there is underlying conflicts - dialogue requires careful preparation, design and facilitation.

Many of the approaches and template activities listed in this toolkit can support effective dialogue. If you want to carefully plan a dialogue with your group or in the community, use the materials provided in the ME and YOU and the Planning a Dialogue sections of this toolkit.

3. WE TOGETHER: Local and global citizenship

Profile of an Active Citizen: please see the previous page.

Social action: this refers to transformative action through 'civil' society (joining together with others to manage our shared lives) or 'civic' society (formally engaging the ruling powers or decision-makers of their community). Active Citizens encourages action that is principled, well planned and aware of global-local links.

Community: Community in Active Citizens generally refers to a geographic locality (local, regional, national, international) or a community of interest (i.e. women, youth, Islam, business, arts etc.) which interact around shared interests and values.

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PLANNING DELIVERY: RECOMMENDATIONS

- **Work with your organisation and the British Council to plan a strategy** for delivering Active Citizens. Who will your target group be and why? How will you ensure the programme is attractive and responds to the needs of the community? Will involving the wider community enable you to deliver better outcomes?
- **Consider your target group and decide a location and a timeline** for delivery (decide if you will deliver the local workshop over a period of time or in one go).
- **Adapt and culturalise the toolkit workshop activities** for your facilitation style and community. Introduce new activities and approaches and share your adaptations with other facilitators and the British Council.
- **Find out if your community will be linked to another community globally**: Are there any common themes that you can work on? This could support sharing and learning.
- **Plan your approach to selecting participants for international travel**: Only a few Active Citizens from your group will have the opportunity to travel internationally. Agree a selection policy with the Active Citizens. Choose an approach which is fair and equitable. Choose Active Citizens who are committed to sharing their learning locally and who demonstrate commitment to social action. Emphasise that there are many ways for Active Citizens to link globally without travelling internationally.
- **Plan in advance your approach to supporting and mentoring social action.** How will you do this? Do people in your organisation or community have skills in this area? Do you need further support? Can you involve mentors?

RECRUITING PARTICIPANTS:

Below is a suggested approach. Agree on your target group and approach with your organisation and the British Council.

When joining the programme participants should have:
- A strong sense of their own identity and cultures.
- Established local networks (e.g. social, professional, religious etc).
- Interest in learning and broadening horizons.
- Be an able communicator.
- Value for fairness and social justice.

Age: The audience will not sit within a particular age group but rather in a phase of life during which individuals are: out of primary/secondary school, well networked within an immediate community, have the time and inclination to consider their aspirations, have a passion for further learning and want to engage in social action.

Recruitment strategy: work with your partner organisation and the British Council to ensure the programme is attractive and responds to the needs of the community. One way to promote Active Citizens is to emphasise that the programme builds inter-cultural, leadership, project planning and delivery skills (see Profile of an Active Citizen). In addition to this you may want to include additional content to ensure the programme reflects local community needs. For example, by including skill building around literacy, social entrepreneurship or the arts. Resources to support this are available online, see the Active Citizens resource page.

PRINCIPLES TO SUPPORT DELIVERY

In the context of the Active Citizens programme, the British Council, its partners, its facilitators and the participants will all demonstrate:

- **Openness, honesty and transparency**
- **A rejection of discrimination and violence**, in accordance with the Universal Declaration of Human Rights
- **A sense of responsibility for sustainable development**
- **A commitment to equal access** to participation in the programme
- **Respect and understanding for diversity**
- **An commitment to 'disagreeing agreeably'**
- **A refusal to enter any partnership that compromises the principles or vision** of the programme.

MONITORING AND EVALUATION

Supporting the monitoring and evaluation of the programme is a **key requirement for all partner organisations**. Through monitoring and evaluation Active Citizens gather evidence of impact as well as feedback which is necessary for programme development.

For partner organisations and facilitators the core requirement for monitoring and evaluation is collecting information which demonstrates how Active Citizens participants have successfully undertaken the learning journey. Consult your local British Council office to confirm your responsibilities in this area.

In most cases Monitoring and Evaluation is achieved through ensuring that all participants have completed the:

- **Local workshop evaluation form** (or equivalent evidence for non-literates).
- **International evaluation form:** for all those participating in international events.
- **Partners are expected feedback to the British Council on social action projects:** providing information about numbers of participants involved, engagement of the local community and impact.

These documents will be provided to partners by the British Council as part of the Partner Toolkit.

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DESIGNING YOUR WORKSHOP

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TIPS FOR DELIVERING YOUR WORKSHOP

During:

- **Use learning journals:** Give Active Citizens the opportunity to reflect and write down their learning during and after local workshop activities. This improves learning outcomes. This is also a useful technique for facilitators who want to improve their facilitation style and method.
- **Use the skills and experience of the group.** Find out the skills, backgrounds and experiences of the group. Empower the group to support each other and encourage them to take decisions roles about how the programme develops.
- **Use local and global case-studies,** newspaper articles, films and images to stimulate conversation and learning. Check the Active Citizens website for ideas.
- **Encourage social action which is not reliant on funding.** Funding is an opportunity, it shouldn't be a necessity.
- **Signpost resources:** pass on information to your group about how to continue learning beyond the workshop. Identify local resources and check the Active Citizens website.

After:

- **Share your activities and experiences globally:** share the good practice as well as the challenges you or your group have encountered. Share workshop sessions, videos, photographs and case-studies at international events and online.

Throughout

- **Use the Active Citizens online resources:** participate in Ning and Facebook discussions:, contribute to the news sections of the Active Citizens website. Upload and download resources and work with Active Citizens participants to enable them to do the same.

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FACILITATION TECHNIQUES

Use these techniques to design great workshop activities for your community.

CRAFTING BRILLIANT QUESTIONS

One of the key ingredients for meaningful conversations is the quality of the question. How we frame an issue will have an impact on the way we respond to that issue and the way we speak to others about it.

Steps:

1. a) Choose a question which invites open sharing and reflection and does not favour a particular perspective b)Keep the question simple c) Choose questions which are relevant and inspiring d) Try to avoid questions that invite 'yes' or 'no' answers.

Example: the question '*why do young people never participate in society?*' suggests that young people don't participate. A better approach could be to form questions which are not based on assumptions. i.e. 'can you think of examples where young people regularly participate? 'Do you think there are areas where young people participate less?' 'What do you think are some of the opportunities and challenges for young people to participate? Also, the phrase '*participate in society'* was unclear. Look for alternative words or explore what you mean by the term 'participate'.

THINK, PAIR, SHARE

Encourages all participants to reflect thoughtfully for themselves before sharing in a pair or group. This can give confidence and encourage greater participation.

Steps:

1. participants reflect on a question on their own, writing down their thoughts.
2. participants then share their thoughts in pairs before finally sharing in larger groups. You can then take feedback of key points from each group.

Another approach to step 2 is to ask participants to share the key points made by their partner. This encourages active listening.

BRAINSTORMING

Allows participants to share lots of ideas quickly without fear. A useful tool for creative thinking and dialogue.

Steps

1. Select a useful topic on which to brainstorm and ask the group to share their ideas on this topic. For example: 'what activities could we undertake to raise awareness of our campaign?' or 'what do we think are the drivers of conflict?'.
2. Write the participants ideas up onto a large sheet of paper. To encourage lot's of participation and ideas tell the group that, at this stage, we are not making value-judgements on whether we agree or disagree with the ideas.
3. Once the group have provided a wide range of ideas you can work with them to cluster, discuss, and focus on key points of interest.

DEBRIEFING

Debriefs are used to reflect on and reinforce the learning which has emerged from an activity. They are also important for identifying how the participants are feeling and what needs to happen next.

Steps:

1. It's usually a good idea to prepare the debrief in advance. Choose questions related to the activity which will best enable the group to share their learning and experiences. Example debrief questions include:
How did you feel during that activity? Why? What did you learn during that activity? Are there different perspectives? How can we learn from this activity to help us during this workshop and as Active Citizens?

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WORLD CAFÉ
Participants set the agenda for discussion and connect conversations.

What: the room is set up like a café with groups of people sitting around at different tables. Each table has a different question placed in the centre. Participants discuss this question. After a significant period of time they are invited to change tables. Finally the outcomes are shared.

Step 1: Find questions that matter to those participating. Ensure that each question you identify has at least 5 people who are interested in discussing it. Identify who is prepared to act as 'table host' for each of the questions. The role of the table host is to captures the key discussion points. The 'table host' does not change tables. They give each new group a summary of previous conversations on the subject before inviting them to continue the conversation.

In a group of 30 participants you should aim for around 5 tables. After at least 30 minutes invite participants to move to another table. Do this (at least) 3 times.

PRIORITISING
Prioritising is used to move from discussing a wide range of ideas to focusing on just a few. There are many approaches to prioritising, it's important to be transparent about the process in advance.

Evaluating according to criteria: participants are invited to agree criteria for decision-making and are then asked to identify which of the options best reflect these criteria.

Open conversation: invite the group to share openly perspectives about the various options, weighing up the merits of each before deciding where to focus.

A voting process: The options are written on a flip chart and participants are invited to write their initials by the option/s they would prefer. They are given two votes. The votes are counted and the issues with the most votes are chosen.

For a confidential process invite participants to write their preference/s on a slip of paper and deposit them in a box. Count the results.

GALLERY WALKS
Allows participants to share and reflect on lot's of ideas in quick succession. Provides an opportunity to stand up, move around the room and engage visually as well as verbally.

What: During a gallery walk, participants move around exploring texts and images which are placed around the room.

Step 1: Text or images designed during an activity by the participants (or provided by the facilitator) are placed around the room. Make sure there is enough space between them to allow small groups to visit them.

Step 2: Participants are invited to move around the room. Tell them if you want them to travel a particular route and what you would like them to reflect on. Participants can take gallery walks either on their own, in pairs or in small groups. After the gallery walk you can debrief in the whole group.

A FOUR CORNERS DEBATE
Used to demonstrate that there are different perspectives and to encourage debate. It can lead to strong opinions so be prepared for a full debrief.

Step 1: Post four signs around the room (one sign in each corner): 'Strongly agree', 'Agree', 'Disagree', 'Strongly disagree'. Carefully design provocative statements which you think will help participants to explore an important Active Citizens theme. Examples could be: '*Money will decide the future of the world, not people*' or '*Climate Change is the most important challenge facing the human race today*'.

Step 2: Read the statement and invite participants to stand close to the sign which represents their opinion. Give participants the opportunity to express why they are standing where they are (it's useful to give them a time limit for sharing their opinion). After hearing from the participants (a selection or all) carry out a full debrief.

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USEFUL SKILLS FOR ACTIVE CITIZENS:

Supporting Active Citizens to <u>develop these skills</u> through workshop activities could help them to achieve the learning outcomes.

1. HOLDING OUR ASSUMPTIONS LIGHTLY:

Acknowledging that our opinions and ideas are based on limited knowledge can enable us to have more honest conversations and discover deeper insights. Active Citizens enables participants to examine their personally held assumptions, holding them 'lightly' while becoming curious about their validity.

What? We make assumptions all the time. These assumptions influence our behaviour and actions which can be positive and necessary, or it can have negative consequences. We do not always have to think about our assumptions, however, if we want to change our behaviour and actions, then we need to reflect on them.
See page:

2. LOOKING WITH DIFFERENT LENSES

identity lenses is a way of describing the idea that our outlook changes when we emphasise different parts of our identities. For example approaching a conversation emphasising racial identity could lead to a different outcome than approaching a conversation emphasising our gender identity.Can you think of a time when a particular part of your identity felt very strong? Why did this happen? And how did this influenced you? For example *'when we encounter people who are different or are similar' or 'an event which really resonated with one part of our identity.' i.e. perhaps something which made us feel more (African or British..),*
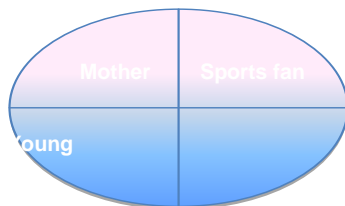
3.APPRECIATIVE ENQUIRY:

Appreciative Inquiry is an inspiring approach to reflection, planning and change which works through asking "what is working well and how do we build on it?" It's based on the assumption that in every community, group or organization, something works well. It also assumes that if you are going to carry forward parts of the past they should be the best parts.

How: The process is suited to both large and small groups in face-to-face meetings. It works well when accompanied by appreciative questions which start from a positive standpoint, for example: the question 'What makes you proud about your community / the communities you are part of?' is an appreciative question which can enable the group to explore what works in the community and how to maximize it.

Appreciative Enquiry follows a four step process. Step 1: Discovery (discovering what is) Step 2: Dream (what could be) Step 3: Design (what should be) Step 4: Delivery (action plan and execute). More information on this approach is available on page ( )

4. NOTICING AND NAMING AND BEING AWARE OF OUR TRIGGERS:

In order to reflect on or change something about ourselves or our communities we need to 'notice', 'name' and be curious about it. Inviting participants to notice and name during the learning journey can reinforce learning, and develop curiosity. Using learning journals supports this process.

The word 'triggers' is sometimes used to describe the words or attitudes we encounter which elicit from us a strong emotional response. Being aware of our triggers - noticing, naming and being curious about them - can support reflection and allow for a more controlled dialogue process where triggers are openly explored or, if necessary, avoided.

5. UBUNTU

Ubuntu is a word used by the Archbishop Desmond Tutu with origins in Bantu related languages in Southern Africa it means **'I am, because you are because we are'.**

'A person with ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good, for he or she has a proper self-assurance that comes from knowing that he or she belongs in a greater whole and is diminished when others are humiliated or diminished' *Desmond Tutu*

The term Ubuntu communicates:
  o Interconnected-ness
  o In the UBUNTU way of seeing the world there is no disconnect - the individual is both whole in his/her own right and part of the wider whole, both intrinsically linked.

6. SYSTEMS THINKING

We are connected to other people and to the world around us in millions of ways. Perhaps through the clothes we wear, the food we eat, the technology we use… we depend on other people locally, nationally and globally. This is because we are connected to lots of <u>systems</u> locally and globally.

A system is when parts connect to give the collective group of parts new abilities. If you connect bicycle wheels to a chain and a chain to pedals connected to a bicycle frame then you have a bicycle – this is a system. This system works together and changes to one part of the system influences the whole. Examples of systems include:
  o *Politically?* (decision-making structures, local, regional, national, global)
  o *Economically?* (financial systems)
  o *Environmental*ly? (rivers, oceans, weather patterns)
  o *Technologica*lly? (electricity, the internet, mobile phones)
  o *Culturally?* (media, fashion, music, TV, Sport)

By understanding more about the systems we are part of (the linkages, the areas of influence, the powerful tweaks we can make), you can make the right decisions more often and identify the small actions which could lead to big impact.

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WORKSHOP ACTIVITIES

INTRODUCTION ACTIVITIES

GLOBINGO (20 mins)

Learning Outcomes:
1. **Understand more about the programme**
2. **Motivation to work as a team**

Summary: Each individual participant receives a sheet with questions on. They are asked to find the answers to their questions within the whole group. They are not allowed to answer any of the questions themselves and other participants can only give them one answer each.

Materials: *Bingo sheet (see handouts page:)*

Approach:
1. Tell the group they're going to have to use other people's knowledge to answer questions and win this game.
2. Hand out a 'bingo sheet' to all of the participants
3. Explain that they have 10 minutes to go around the room and find out the answers to the questions on their sheet. *Each question on the sheet should be answered by a different person.*

Participants use the 'bingo sheet' to write down the answers and the name of the person who gave them the answer. The first person to answer all the question shouts 'bingo!' and the game ends

Debrief:
1. Go through the questions from the sheet and for each question call on one or two members of the group to give the answer as well as the name of the person who gave them the answer.
2. Indicate that *this activity has showed us that many of us in the group are connected globally as well as locally*. It also showed us that as a group we can learn by working with others.

Accessibility: If some members of the group do not feel comfortable with the English language the activity can be carried out in pairs, where one person is able to translate. Alternatively you can write the questions in your chosen language on a flipchart and ask the participants to find the answers within the group.

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Find someone who plays a musical instrument and knows a musician from another country Name: Country	Find someone who speaks more than one language: Name: Country	Find someone who has friends or family that live far away. Name: Country:
Find someone who has had five minutes of fame. What was it for? Name:	Find someone who knows something about other work carried out by the British Council Give an example: Name:	Find someone who uses the internet regularly to communicate with people in other countries Name: Country:
Find someone who has travelled abroad Name: Country:	Find someone who knows what Article 12 of the UN Convention of the Rights of the Child is: Name:	Find someone who loves sport and knows a sportsperson from another country Name: Country:

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TREE OF EXPECTATIONS (35 mins)

Learning Outcomes:
> **Understand more about Active Citizens and share expectations about the local workshop.**

Summary: This activity provides an opportunity for the facilitator to find out what the participants want to achieve through the programme. This should help facilitators design and adapt the delivery of the programme.

Participants are invited to share their expectations for the Programme, along with some of the skills they can contribute. These are posted up onto a large drawing of a tree.

Materials: Flip chart, post-it notes

Approach (stage 1):
1. Stick at least 4 flipchart sheets together and draw a large tree, see picture below. Place this tree on the wall with a large space (1 metre) around and below.
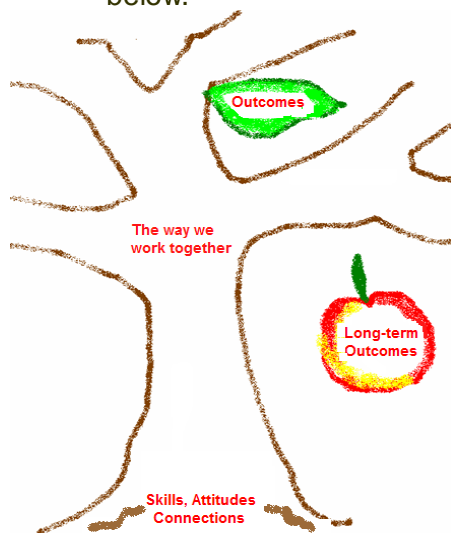
Roots: Skills, Attitudes, Connections we are bringing

Trunk: Guidelines for working together

Leaves: What we want to have achieved by the end of this event

Fruit: Long-term outcomes that we want

2. Ask participants to write 'what they want to have achieved by the end of this event' and place them around the **Leaves,** and what they want the programme to achieve in the long term and place these around the **Fruit.**
3. Summarise the outcomes for the group.
4. Share the programme agenda for the workshop
5. Explain how the expectations given by the participants are linked to the programme agenda and vision. Finally invite participants to give suggestions for the guidelines they want for the group to ensure they work well together i.e. 'respect each other's opinion', 'turn off mobile phones'. Place these around the **Trunk.**

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(please write in large capital letters)

NAME

ANY ATTITUDES / TALENTS / SKILLS YOU ARE BRINGING TO THIS WORKSHOP? (please list no more than 3)

ANY HOPES OR ASPIRATIONS YOU HOLD FOR YOURSELF OR YOUR COMMUNITY / COMMUNITIES (no more than 3)

ANY LINKS OR CONNECTIONS YOU FEEL MIGHT BE USEFUL FOR THE GROUP (no more than 3)

ONE THING YOU WOULD LIKE PEOPLE TO KNOW ABOUT YOU

ONE THING YOU BELIEVE EVERYONE SHOULD KNOW ABOUT YOUR COMMUNITY / IES

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BASELINE TARGETS (10 mins)

Learning Outcomes:
 ➢ **Informs the facilitator about the groups knowledge.**

Summary: Participants indicate how much they know through placing dots on a target.

Materials: Target rings and outcomes from the Tree of Expectations

Flip chart, post-it notes
1. Take 3 flip chart sheets and draw a large target onto each sheet, see below
2. Identify the 3 expectations which participants wrote the most in the **Leaves** section. One example could be 'understand the Active Citizens programme and my role'.
3. Write one of these expectations above each target.
4. Ask the group to each take a blue marker pen and place a dot on the target – tell them that placing the dot towards the centre indicates they are already close to achieving this expectation, whereas placing the dot towards the outside indicates they still have a long way to go.
5. **Keep these targets throughout the workshop. On the last day of the local workshop return to these targets** and ask participants to mark a dot again using a different coloured marker. This will tell you how successful the workshop has been in fulfilling participants expectations.

Expectation: **Understand the Active Citizens programme and my role**
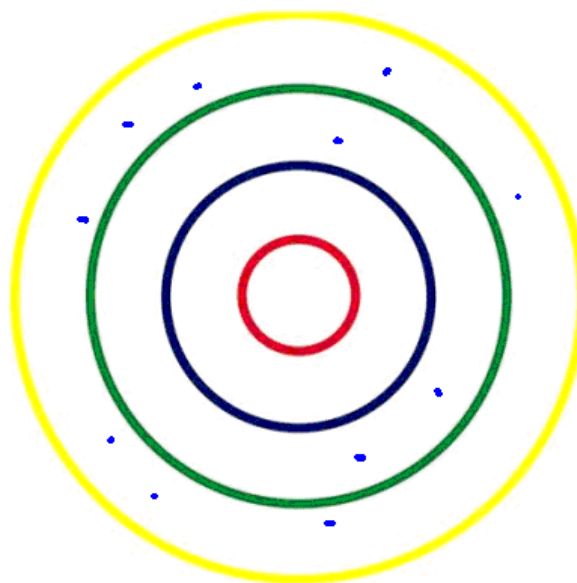
Dots in the outer rings indicate that participants don't know much about the Active Citizens programme.

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TREE OF EXPECTATIONS THE ROOTS (20 mins)

Learning Outcomes:
- **Have curiosity**
- **Have a better understanding of the relationship between personal and local**

Summary: The group identify some of the assets in the group which will support us moving forward, through asking questions and sharing the responses.

Materials: statements below written in large

'The source of the tree's strength is the root system, and everything that comes after. As the tree grows, it is supported and anchored by the roots. Where are our roots and how can we nourish them?'

'It takes a village to raise a child.'

Approach:
1. Ask the group: "What do these two statements (above) mean to you?"
2. Ask the group to form pairs. Inform the group they should only share what they feel comfortable with sharing. Each person should thenuse the sheet on the following page to fill in the sheet about their partner.
3. Following this invite the group to stick the sheets around the **Roots** of the tree.
4. Invite participants to look at the roots. Our communities (including this group) are the roots, these are some of the things which can nourish the roots and support us to stand tall.

Alternative approach
1. (Instead of filling in the sheet in pairs) Invite participants to write what they are bringing to this workshop (skills, attitudes, connections) on post-it notes and place them around the roots of the tree.

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THE ACTIVE CITIZENS VISION AND OUR COMMUNITIES
(1 hour 30)

Learning Outcomes:
 ➢ **Understand more about the Active Citizens programme and be motivated to take part.**

Summary: Allows participants to connect with the Active Citizens vision and explore how it looks locally. Participants write and draw their reflections on the challenges and opportunities to achieving the vision locally before placing them on the wall and carrying out a gallery walk (see page 15).

Materials: paper, pens, coloured marker pens blu tack or sello-tape..

The Active Citizens vision: '**A world where people feel empowered to engage peaceably and effectively with others in the sustainable development of their communities'.** It has at its core two key ideas: (1) building trust and understanding locally and globally (2) sustainable development. When working with a community, facilitators may find it useful to uncover other terms which reflect the same spirit / meaning and are embedded in local language and customs.

Approach (stage 1):
  1. Split the group into smaller groups (5/6 participants).
  2. Identify which groups will just focus on 'building trust and understanding' and which will only focus on 'sustainable development' (link).

  3. In their groups, participants discuss what they <u>understand</u> by 'building trust and understanding' or 'sustainable development'.
  4. After 20 minutes ask participants to give examples from their own experience of the <u>challenges </u>that face their communities in achieving 'trust and understanding' *or* 'sustainable development'.
  5. After a further 20 minutes, ask the groups to capture these challenges by writing them or illustrating them on sheets of paper.

  6. Repeat steps 4 and 5 but this time ask the groups to focus on <u>stories of success</u> and <u>principles of success.</u>
  7. Place the text / images on the wall, in separate sections for 'trust and understanding' and 'sustainable development'. Invite participants to take a gallery walk (see page 15) with people from other groups.

Debrief participants:
  • What was the key learning? What inspired the group?
  • Do they see any relationship between the two topics building trust and understanding and sustainable development?
  • Point out that the vision of Active Citizens is <u>their vision</u> for building trust, understanding and sustainable development as outlined on the wall.

Sustainable development: sounds complicated! The group may find the below useful. Sustainable development is *meeting the needs of the present without compromising the ability of future generations to meet their own needs'* (World Commission on Environment and Development 1987).

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AC RIVER – BUILDING SKILLS AND KNOWLEDGE (50 mins)

Learning Outcomes:
  ➢ **Understand more about the programme**

Summary: Enables participants to understand the learning journey and how it will help us to achieve the vision. Participants post comments onto a drawing of a river about why each stage of the learning journey is important in helping us achieve the Active Citizens vision.

Materials*:* For this activity you need to prepare 5 flip charts in advance (see below):

Preparation:
  - **Flipchart river:** Place <u>five</u> separate flip charts horizontally in a row (see the diagram below). Now draw the outline of a river across all these five flipcharts.
  - In the top corner of each flipchart write the module heading i.e. on flip 1 write 'Me. Identity and Culture', on flip 2 write 'Me and you. Dialogue', Flip 3 'We Together. Active Citizenship'. Flip 4 'Project Planning' Flip 5 'Delivering projects connecting globally'.
  - **Paper boats:** folding paper into a triangle and folding a rectangle at the bottom so they can stand up.
  - **Vision star:** Draw a star and write the vision of the programme in it. Place it where everyone can see.
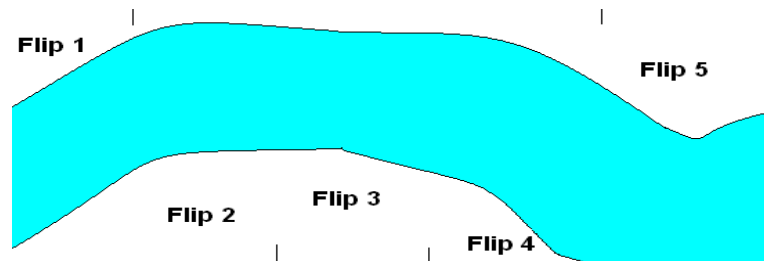
Approach:
  1. Tell participants we are going to visualize Active Citizens as a journey on a river. The journey will take us on an exploration of personal to local to global. Throughout the journey we'll build skills and knowledge as Active Citizens to achieve our vision.
  2. Explain the process: participants visit the 5 flip charts which are posted up around the room (see below example), each of them represents a stage in the journey (see table above), and has an area to write in the centre, connected together they form a river. Participants <u>write on each flip chart</u> why learning more about this area (i.e. 'me / identity and culture') could help us to work towards the vision of the programme.
  3. Ask the group to gallery walk (see page 15) in pairs reflecting on the comments.

Debrief:
  - What were some of the key points which emerged?
  - What is the flow of the river? How does stage 1 (Me / Identity and culture) helps us to achieve stage 2 (Me and you / dialogue) and so on.

- Are there any broad principles which could support us on our journey?

ACTIVE CITIZENS ARE…? (1 hour)

Learning Outcomes:
1. **Understand more about the programme**
2. **Feel more motivated and able to share with and learn from others**

Summary: Gives participants an experience of the challenges and opportunities of learning and sharing with other people. Using a Think Pair Share (see page) approach participants think on their own of the 4 key characteristics of an Active Citizens before engaging in dialogue and negotiation to agree them as a whole group.

Materials*:* paper and pens

Approach:
1. Tell the group, we're going to explore the key characteristics of an Active Citizen. Tell the group it is going to challenging for us as individuals and as a group. We will reflect on these challenges after the exercise.
2. Ask the participants to, on their own, think of four words that are the 'the four most important characteristics of an active citizen' - it is very important that the group do not use sentences or phrases –. Each word should be a possible answer to the question: *'a real active citizen should be…'*
3. After the group have four words each, put the group into pairs and ask each pair to agree on just four words for 'a real active citizen should be…'.
4. After the pairs have done this ask them to find another pair to form a group of four, again they must agree just four words between them.
5. Repeat this process until there are just two, large groups in the room and each has just four words.
6. Now give these two large groups 10 minutes to agree on the final four words that will represent the whole group's judgement of the key characteristics of an active citizen. (If the group can't reach an agreement in 10 minutes, stop the exercise).

Debrief in plenary: (example answers in italics)
- Explain that the words the group has been using some of the attitudes and skills that the Active Citizens programme wants to build. Let's reflect on the challenges and opportunities of working with others.
- **How did you feel?** i.e. *pleased with the discussion, frustrated, proud, excluded..*
- **What were you doing in this exercise?** i.e. *negotiating, reflecting, making decisions, discovering different interpretations, coming to consensus..*
- **What contributed to us feeling this way?** … *We needed a facilitator, the full process wasn't explained at the beginning,we worked as a team, there wasn't enough time, some people were speaking all the time, we ensured that everyone had an opportunity to speak..*
- **What would have helped the process to be more successful?** Think about our attitudes and our approaches to negotiation. *i.e. We need to be clear about the process we're using, it can be useful to have a facilitator, dialogue takes time, the way the seats are arranged is important, the way*

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people speak and 'body language' can all have an effect on a discussion. We should respect other people's opinions. Separating ourselves into groups created tension between different groups this is important when we think about working with different cultures.

- **What are the <u>advantages</u> of this process?** Good things i.e. You can *achieve some consensus about active citizens. Bring to light different interpretations. Deepens the groups understanding of how to negotiate and work with each other. Forms new alliances which were based on words people preferred, and therefore not based on race, culture etc. . We think first as individuals and therefore form our own opinions before entering into a group discussion. Everyone had an opportunity to speak so more committed to outcomes.*

- **What's negative about this process?** *i.e. Why reduce a complex idea to just a few words? Is agreement always important? Shouldn't we respect differences of opinion? Participation takes time and you may not come to an agreement.*

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ACTIVE CITIZENS CASE STUDIES

A lot from a little in Sudan:

The Active Citizens programme in Sudan works tirelessly to promote peaceful co-existence and improved living conditions in Al Fateh, a vast impoverished settlement outside Khartoum. Al Fateh is largely inhabited by displaced people who have fled the country's civil war conflicts.

In areas with little access to electricity, let alone the internet, one of the Active Citizens projects is to provide electric generators. There are also plans to hold IT workshops in which participants can learn computer and internet skills, enabling them to come into virtual contact with people and information from other parts of the world for the first time. So far 33 Active Citizens participants are residents of Al Fateh, divided into six groups, each group is

Lending an ear in South Africa and the United Kingdom:

We talk about equal rights all the time," says award-winning dance choreographer Gladys Agulhas. "So why aren't disabled people more included?" Gladys is the founder of Agulhas Theatre Works (ATW), a contemporary dance company based in Eldorado Park, South Africa. During an Active Citizens exchange visit to Bradford in the UK, Gladys shared ideas with Sue Scott who works with Bradford Talking Media (BTM), an organisation that provides people with audio information such as talking magazines and books. "I was really interested in BTM's activities," says Gladys. "It's very challenging in my community for blind people because there is little aimed at stimulating them. I think there's a need in South Africa for more resources like this to integrate them. That's why I thought, why not set up something like Sue's audio library where I live?" Back in South Africa, Gladys and her colleagues are acting on their inspiration: "I want to take full advantage of this network," she says. "I'm not just talking about developing skills via the workshops but also developing long-term friendships. "

Further case studies and videos are available on the Active Citizens website: http://activecitizens.britishcouncil.org/

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ME
(Identity and culture)

- ➢ **Have a strong sense of our own cultures and identity.**
- ➢ **Have a better understanding of how our sense of identity and cultures are formed and change.**
- ➢ **Have curiosity and value difference.**

For information on the terms 'identity' and 'culture' see ( )

For information on 'assumptions', 'appreciative approaches', 'looking with different lenses' and 'noticing and naming' see page 17

ME AND MY IDENTITY (1 hour 30)

Learning Outcomes:
- **Have a strong sense of our own cultures and identity.**
- **Have a better understanding of how our sense of identity and cultures are formed and change.**
- **Have curiosity and value difference.**
- **Have a better understanding of the relationship between personal, local and global connections.**

Summary: A good opportunity for participants to begin to get to know each other, to explore similarities and differences in the group, and reflect on what forms us as individuals. Participants draw a picture of themselves and share what is important to them, in pairs and as a group.

Materials: pens, flipchart paper, an example outline of a person with a heart

Approach:
1. Ask participants to each draw a basic outline of a person representing themselves on flipchart paper. At the centre of the figure they should draw a small heart.
2. Participants then take post-it notes and write the things which are important to them as individuals on each post-it, for example 'family', 'religion', 'sport', or a personal principle or opinion.
3. They should then place them on the sheet. Close to the heart if it's important and far away if they feel it's less important.
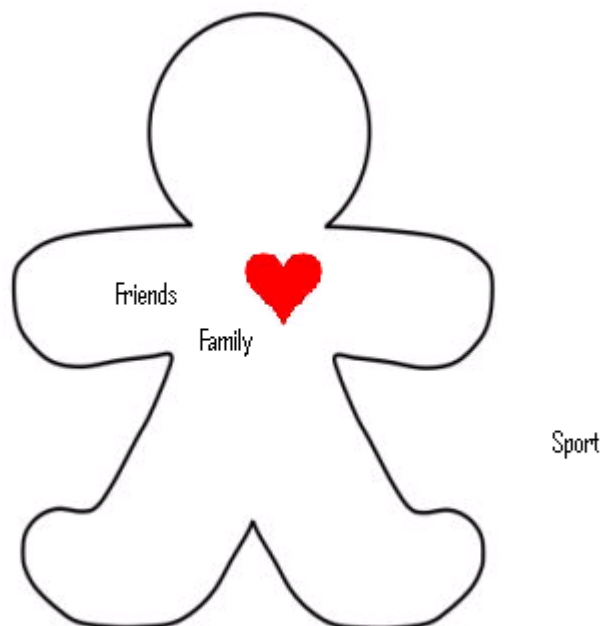

4. Ask the group to get into pairs and share something about themselves.
5. Place the images around the room and gallery walk (see page 15).

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Debrief:
- What did people feel during that activity? Why?
- What did we notice about what is important to people?
- Did it make us curious?
- Brainstorm (see page 14) what do we feel are some of the influences which lead us to see some things as more important than others? Where do these influences come from? *Experience, background, culture, an inner feeling...*
- Could we imagine the post-it notes changing and moving? i.e. some things becoming more or less important to us? Does anyone have any examples? Gather examples i.e. *'when I became a father, my daughter became the centre of my world'. 'When I was living abroad I felt a stronger connection to my national identity', 'when we encounter difference or similarity'.*
- Are there any examples of global events which have had an impact on our identity?
- What have we learned about our identities?
    - *Our identities are influenced by the lives we lead.* **'I am, because you are, because we are'** *(known as UBUNTU): we are shaped in part by the whole (the world around us).*
    - *Share that our identities can change over time, they are multiple, and we can emphasise different parts of our identity in the moment - one way to describe this is 'identity lenses' i.e. when we look at things from a particular standpoint: 'as a mother', 'as a friend', 'as a football fan', 'as a teacher'….*

Looking with different identity lenses:
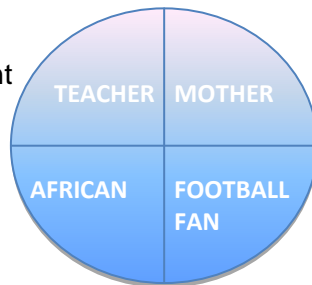
Approach 2:
- Tell the group identity lenses is a way of describing the idea that our outlook changes when we emphasise different parts of our identities. *For example approaching a conversation emphasising racial identity could lead to a different outcome than approaching a conversation emphasising our gender identity.*
- Discuss this idea in pairs. Can you think of a time when a particular part of your identity felt very strong? Why did this happen? And how this influenced you? For example *'when we encounter people who are different or are similar' or 'an event which really resonated with one part of our identity.' i.e. perhaps something which made us feel more (African, British etc.),*
- How and when do we think looking with different identity 'lenses' could help us as Active Citizens?
- Introduce the statement: '**what we focus on becomes, our reality'**. What do we understand about this statement? How might this idea inspire us as Active Citizens? Ask the group to 'Think, Pair, Share' (see page: 14)
- Inform the group we have just revealed something about our self to others in the group. Active Citizens aims to build trust and understanding locally and globally this relies on building a better understanding of each other.

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VISIBLE AND HIDDEN PARTS OF OUR IDENTITIES (30 mins):

Learning Outcomes:
➢ **Have a strong sense of our own cultures and identity.**
➢ **Have a better understanding of how our sense of identity and cultures are formed and change.**
➢ **Have curiosity and value difference.**

Summary: Participants explore the idea that all of us have hidden and visible parts of our identities and cultures. Participants brainstorm visible and hidden parts and consider how this has an impact on our lives.

Materials: The outline drawing of the identity iceberg

Approach:
1. In the activity Me and My Identity we just revealed something about ourselves to others in the group. Share the idea that we all have hidden and visible parts of our identity.
2. Brainstorm with the group some of the visible and hidden parts of our identities in a triangle like the one below:

Visible

Dress, Dancing
Music, Cooking

Hidden
Reveal more can help build trust and understanding

Values and convictions:
Gender, power, time, justice,
sexuality, friendship,
relationships, nature, family,
modesty…

Debrief:
- What do you think the impact is of having most of our identities hidden on 1. new relationships and 2. Cultural encounters? i.e. *curiosity, misunderstanding.* Can anyone give any examples?
- Share the idea that the same diagram applies to cultural groups (the social groups in which we learn and share). Our cultures also have visible and hidden parts.
- As cultures come together - the hidden parts, (the parts beneath the surface) increase the possibility for unexpected collisions.

- Share the idea that because a lot is hidden we often rely on our <u>assumptions</u> about other people and cultures.

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POWER OF ASSUMPTIONS (45 mins)
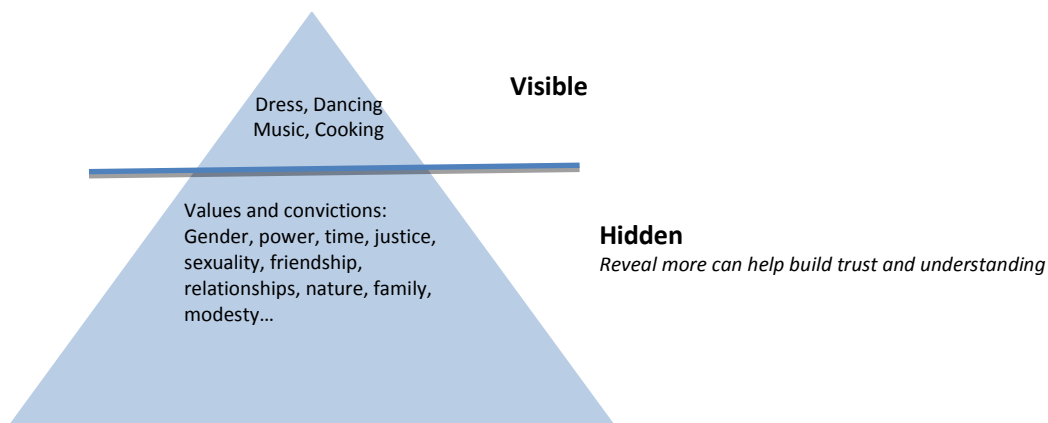
Learning Outcomes:
- ➤ **Have a strong sense of our own cultures and identity.**
- ➤ **Have a better understanding of how our sense of identity and cultures are formed and change.**
- ➤ **Have curiosity and value difference.**

Summary: introduces participants to the idea of assumptions and explore how assumptions drive our behaviour. Helps participants choose assumptions to guide our behaviour differently. Participants explore the meaning and influence of assumptions.

Materials:

Approach:
1. Start the session by asking people to call out what they think assumptions are.
    Try to bring out:
    a. *Sometimes we think that a good outcome is to have no assumptions. The reality is that all humans hold assumptions and it is not good or bad, it just is.*
    b. *We do not need to always know what our assumptions are. However if we want to act or think differently, then we have an opportunity to think about our assumptions.*
2. What assumptions did you hold when you joined this event? During this part of the conversation you will need to pull out the following points:
    a. *The assumptions we hold inform how we enter situations and how we act.*
    b. *As groups we can bring what seems to be completely different assumptions.*
    c. *Assumptions can therefore be different and we have the freedom to choose which ones we want to hold.*

Approach 2: (to look more in detail)
1. Each participant take a sheet of A4 paper. On one side they draw or write something which represents how they see themselves. On the other side they draw or write some of the <u>assumptions</u> other people make about them
2. In pairs discuss the two sides.
3. What do you think are some of the assumptions that others hold about you?
4. What are some of the assumptions we hold about others?
5. What is the value and the risk in holding assumptions?
6. Why is it important as Active Citizens to be able to 'hold our assumptions lightly?'

Debrief:
- ▪ *When we speak to a person, they notice and make assumptions about us. We also make assumptions about the people we communicate with. The assumptions we hold influence the way we behave.*
- ▪ *We have the power to choose the assumptions that we hold.*
- • *A common assumption in some communities is that either: we have nothing to learn or, that we have nothing to share with others.*

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- *End the session with participants clear that assumptions are normal, we often don't even pay attention to them, but we have a choice about the assumptions we hold and how we hold them: we can choose to hold them lightly.*
- *Share with the participants that one of the assumptions you are going to invite them to hold is appreciation, good will and good intent.*

HOLDING ASSUMPTIONS LIGHTLY: A CASE STUDY OF SOCIAL ACTION
'Gill Dowsett, Participant in the Interaction Programme 2008–09, UK

Gill Dowsett believes the arts have the power to change the world by shaping people's opinions.

She has witnessed the impact of the arts in her work with Theatr Fforwm Cymru in Wales. This educational charity uses theatre, based on real stories and issues, to promote understanding and empathy within communities.

Gill's initiative highlighted the difficulties experienced by asylum seekers and refugees in Wales in a bid to influence policy makers.

Grounded in real events, the stories involved the minutiae of everyday experiences and the injustices that arise from prejudice. One play focused on the experiences of primary school children unable to join their friends on a school trip because they lack a British passport. Another gave an insight into the housing frustrations of a Sri Lankan woman with two young children.

Ten performances were held in 2009, culminating in shows during Refugee Week. The plays were shown in four areas in Wales with high concentrations of refugees – Newport, Wrexham, Cardiff and Swansea. Plays were also held in four schools. An estimated 200 people were directly involved in the project, and included members of refugee communities and charities. The initiative also reached out to a further 200 people who were audience members.

Gill said the Children's Commissioner for Wales, Welsh Assembly members and local people were among those who attended the plays. She quoted the Children's Commissioner as saying: 'Through seeing and hearing the experiences of those directly involved, it helps everyone to understand what it feels like to be an asylum seeker or refugee in Wales. ''I was particularly taken by a performance given by two young children who explained how they felt when they were not able to go on a school trip with their friends. Powerful stuff indeed. It made me think, and that's what we should all do.'

'When next I'm in a position to influence improvements for asylum-seeker children I shall draw on their story and their feelings of loss, bewilderment and sadness. Things can be better for these children and all of us must hear what they say and work to improve things.' The Commissioner has since promised to monitor the treatment of refugee children.

A DVD combining interviews with asylum seekers and dramatic performances is being distributed to help the project to reach a wider audience - including schools, colleges, agencies, charities and government policy makers.

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THE MEANING OF APPRECIATIVE ENQUIRY (25 mins)

Learning Outcomes:
➢ **Feel more motivated and able to share with and learn from others**
➢ **Have curiosity and value difference.**

Summary: Participants learn about and connect with the idea of appreciative enquiry through exploring its meaning.

Materials: definition of appreciative enquiry

Approach:
1. Share with the participants that in the last activity we explored the value of holding our assumptions lightly. When we do this we become curious about the people and situations we encounter. This session will explore a powerful approach to being curious.
2. Start session with an appreciative question, for example:
   a. '**what is the most inspiring moment that you have experienced?**'; 'what has sparked your imagination?'. Conclude with the observation that participants have just started their Appreciative journey ('you've just experienced an Appreciative Inquiry').
3. Brainstorm (see page 14) – exploring the words **"Appreciative"** and **"Inquiry'**:
   a. Ask participants to unpack the words 'appreciative' and 'inquiry'. Write the words on the chart and go through them with the participants. (15 minutes).
   b. Ask the question 'What does Appreciative mean'? *caring, value, constructive, gratitude, recognition.*
   c. Brainstorm the responses and then do the same for Inquiry. *Curious, discovery, explore, searching, investigation, finding, digging.*
4. The Facilitator joins both sheets together to show that when both sets of words are put together, they link. By focusing our attention on exploration and discovery, our energy goes in this direction.
5. Ask participants to draw on the previous exercise and give you a definition. Then share the 'official' definition.
6. Introduce the goals of Appreciative Inquiry:
   1. We have the responsibility to celebrate our successes
   2. We learn best from what is working
   Allow space (5 minutes) for participants to reflect on the meaning they give to each goal.

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AN APPRECIATIVE APPROACH TO OUR COMMUNITIES: THE WALL OF GREATNESS (60 mins)

Learning Outcomes:
- **Have a better understanding of the relationship between personal, local and global connections.**
- **Have a strong sense of our own cultures and identity.**
- **Feel more motivated and able to share with and learn from others.**
- **Have curiosity and value difference.**

Summary: An 'appreciative' approach to thinking about our cultures. Participants write, drawn and present what makes them proud about their communities followed by a gallery walk (see page 15)

Materials: Participants are asked in advance of the event to bring a small memento, magazine cutting or article to depict what they are proud of in their community/ies. Participants bring materials with them to the workshop

Approach:
1. Ask participants what the word community means to them. Capture their words on a flip chart *I.e. geographic locality (local, regional, national, international) or a community of interest (i.e. women, youth, Islam, business, arts etc.) which interact around shared interests and values.*
2. Tell the group we are now going to take an 'appreciative' look at our communities by answering the question: '**what makes me proud about my community/ies?'.**
3. They should do this by preparing their mementos and writing / illustrating their answer on to sheets of paper. They can do this on their own, or, if there are distinct communities in the room, in small groups.
4. Put the text and images for each person / or group together on the wall and the mementos on the tables below.
5. Participants should now, in mixed groups of 3 or 4 visit their images and mementos and share what makes them proud about their community? What these items and images signify. Give ample time for participants to inquire, explore and mix.

Debrief:
- What did people feel during that activity? Why?
- How was the experience of being appreciative? Why?
- Have we altered any of our assumptions about the communities we encountered?
- What was inspiring? Did we all have something to learn and something to share? Ask for examples.
- Are there any things which we feel we would like to share about our communities globally?
- Are there any things which we feel we would like to learn from other communities around the world?
- Did any inspiration for personal or social action emerge in the conversations?

Example: as Active Citizens we have lot's to learn from activists from around the world, from:

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- *Ghandi (Indian) we can learn about non-violence and political organisation*
- *Kwame Nkrumah (Ghana) we can learn about youth and independence movements*
- *Thomas Man (German) we can learn about promoting human rights*
- *Rani of Jhansi (Northern India) we can learn about leadership and resistance*
- *Martin Luther King (Unites States) we can learn about civil rights*
- *Augusto Boal (Brazil) we can learn about participation and how the arts can be used to empower and tackle oppression.*
- *William Wilberforce (England) we can learn about advocacy and commitment*
- *Nelson Mandela (South Africa) we can learn about resistance, struggle and foregiveness*

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THE POWER OF QUESTIONS (30)

Learning Outcomes:
- **Have curiosity and value difference.**
- **Feel more motivated and able to share with and learn from others.**

Summary: To introduce appreciative questioning as a tool for change. To encourage people to become curious about developing the art of appreciative questioning and applying it locally.

Materials: None

Approach:
1. Recall the power of the appreciative question in the Wall of Greatness exercise.
2. Start the session by asking participants to stand up, move around the room and ask 2 or 3 people one question triggering different kinds of emotions (to make them smile, think, get proud of themselves, etc.). You may repeat the same assignment using different emotions.
3. Now ask the group if there were any powerful questions expressed? You may want to write them down.
4. Ask the participants to think individually about the most powerful question they've ever been asked?
5. Ask participants to work in pairs to share the most powerful question they've ever been asked and what made it powerful.
6. Back in the plenary ask people to share their insights on the power of the questions.
7. The Facilitator talks about the power of questions and how we create the world we live in through questions. The genius is creating the question.
   - *When we talk about questions we are talking about questions we ask ourselves about ourselves, about others and questions that we ask others*
   - *Questioning generates curiosity and shifts in thinking and creates the world we live in.*
   - *If we recognise that questions are powerful. To change ourselves or our communities we need to start with the questions that we ask*
   - *Questioning is core to Appreciative Inquiry.*

'Language is very powerful. Language does not just describe reality. Language creates the reality it describes'. Desmond Tutu

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THE QUESTIONER WITHIN (1 hour)

Learning Outcomes:
- **Have curiosity and value difference.**
- **Feel more motivated and able to share with and learn from others.**

Summary: To introduce appreciative questioning as a tool for change. To encourage people to become curious about developing the art of appreciative questioning and applying it locally.

Materials: Print copies of the Appreciative Interview Sheet, following this excercise (print out copies for everyone)

Approach:
1. Invite participants to get seated comfortably, create a safe container for self-reflection (music may be helpful) and invite them to think what kinds of questions they ask themselves.
2. Make sure that participants understand the notion of inner questions, by providing personal examples ("Did I do something right?" How should I achieve this?", etc.).
3. You may invite the participants to write their inner questions to their Journal.
4. The Facilitator continues with grounding the knowledge:
   - *Questioning is a key ingredient for personal change.*
   - *Change starts with the individual through questioning.*
   - *People need to pay attention to the kinds of questions they ask themselves.*
   - *Language creates reality and questions create reality as well, the very way they are expressed frames the way we will respond.*
   - *When we ask our questions we can either take a position of a judge or a position of a creator (inquiry and discovery).*
   - *In noticing the kinds of questions it's important to shift the focus of questions from a problem mode to an affirmative inquiry mode- from judge to creator.*
5. Share the judge and creator questions below.

Judge
- Who's to blame?
- What's wrong with me?
- Why am I such a failure?
- How could I lose?
- How can I prove I'm right?
- How can I be in control?
- Why are they so clueless and frustrating?
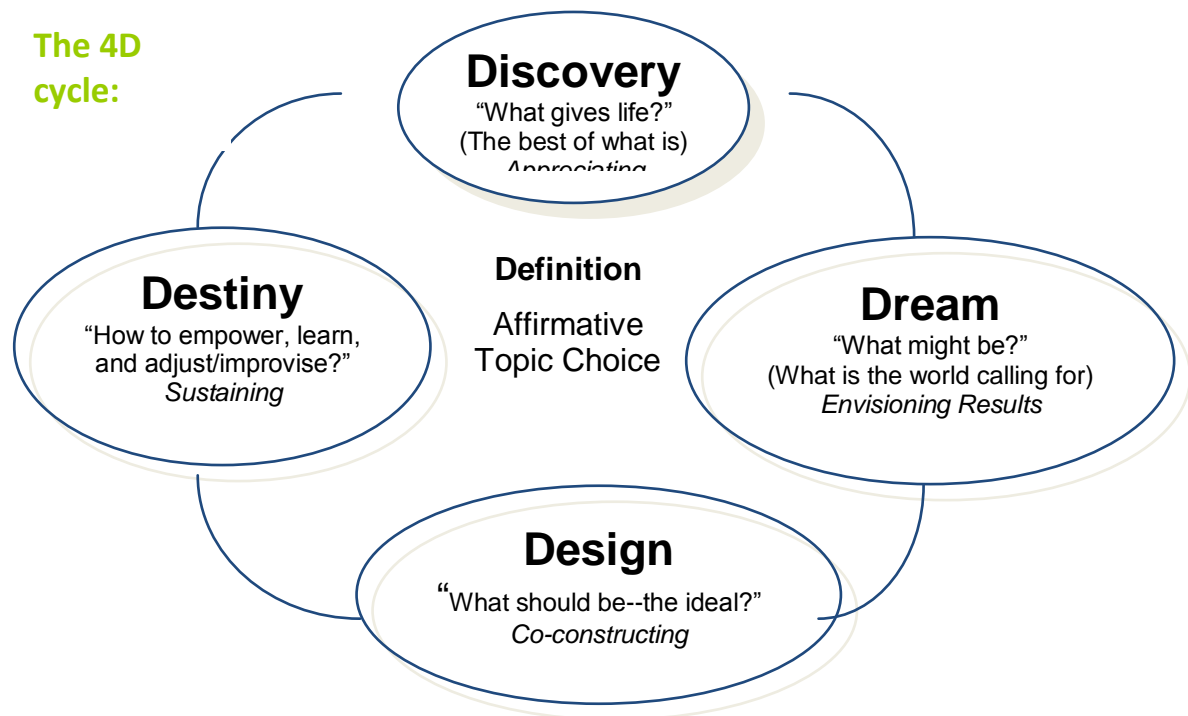- How did I get stuck with the worst team?
- Why bother?

Creator
- What happened?
- What's useful about this?
- What do I want?
- What can I learn?
- What is the other person thinking, feeling, needing and wanting?
- How can this be a both-gain?
- What's possible?
- What are my choices?
- What's best to do now?

Ref: change your questions change your life, Marilee G. Adams

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Approach 2: Appreciative Interview (45 minutes)

1. The Facilitator talks briefly about the kinds of questions in a 4D cycle
   a. **Discovery questions** (liberating questions, the root cause question, instead questions, how questions, mining for diamond questions)
   b. **Dream questions** (continuity questions, imagining questions)
   c. **Design questions** (action questions)
   d. **Destiny questions** (how questions, on-track questions).

2. In pairs, the Facilitator invites participants to conduct an appreciative interview using the Appreciative Interview Sheet below. The sheet should be distributed to each participant at this point.

3. The Facilitator takes insights from the Appreciative Interview exercise.

4. The Facilitator ends the session by asking participants to reflect on any new insights they have gained on the power and importance of questions and how we frame them

The 4D cycle:

Discovery — "What gives life?" (The best of what is) *Appreciating*

Dream — "What might be?" (What is the world calling for) *Envisioning Results*

Destiny — "How to empower, learn, and adjust/improvise?" *Sustaining*

Design — "What should be--the ideal?" *Co-constructing*

Definition — Affirmative Topic Choice

o **The 4D cycle is an appreciative approach to deciding on personal or social action.**
o **Try using Appreciative Questions in your daily life and during Active Citizens. Reflect on the impact.**

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APPRECIATIVE ENQUIRY SHEET: (POWER OF QUESTIONS)

Tell me a time during which you experienced an inspirational and life-changing event. This can be work, social, personal or spiritual. A time when you were moved to change, something in how you lived or approached your life. It may have been an aha! moment, a transformational experience or a way of seeing the world differently.

Tell this as a one-minute story of best experience and give the story a name: Some tips to help below)

- **Discovery:** *(These questions support "mining for gems" or root causes)*
  - What was going on at the time (context); what influenced events?
  - Who was involved?
  - What was the inspirational/transformational element or ingredient?
  - What strengths, skills, insights, and values did you specifically bring or gain from the experience?
  - *(These are the continuation questions – taking the best of the past to the future)*
  - What did you most value from this experience that you would want to take to the future?
  - How did that make you feel?
  - What impact did what you describe have on others?
  - Tell me your specific contribution…

- **Dream Questions**

Thinking about what you have discovered from the best of this experience, what could you take from this story that could help you make a difference with a current challenge that you have in your life or in your community/ies?

Let's assume tonight after this conversation you enter a deep sleep. When you wake up you are in your dreamed future: the challenge you have achieved. Tell a positive story about it. Describe the event, what is going on, who is involved? What's different?

- **Design Questions**

Based on what you have just told, what is one small step that you could take that would help you move towards the dreamed future you just described?
Who could support you in this? What help and resources are there to help make this happen?
Give the Story a memorable Name/Title that sums up the high point for you.

- **Destiny Questions**

How will you know you have achieved your dreamed of future?
What is different (behaviour, action, service delivery)?
Are you able to measure, see, and feel the difference? What happens next?

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FEEDBACK AND REFLECTION (1 hour)

Learning Outcomes:
- **Feel more motivated and able to share with and learn from others.**

Summary: To provide participants with the space to think about what they have experienced and the insights they have gained. To introduce the notion of giving feedback and explore the power of feedback, in enabling a shift in thinking. Participants give positive feedback to each other and reflect on the experience.

Materials:

Approach:
1. Get participants into two circles (carousels) with the people in the inner circle facing those in the outer circle for the first round. Spin the wheels so that people are opposite a new partner for subsequent rounds.
2. 'You have got first impressions of everyone in this group today. Thinking about the person you are now looking at, what is the one thing you notice about how they made a positive contribution to our community of Active Citizens?
3. Allow each pair to discuss what they noticed about each other for 3 minutes, then spin the wheel to repeat the process three times.
4. Spin the wheel one more time and ask the pairs: "how did it feel to be given that feedback by those three people?"
5. Just allow one minute to get the group noticing how they are feeling.

Debrief:
- How did it feel to share that feedback?
- What do you normally associate with feedback (for example what feelings, situations, language, how we usual respond, etc.)?
- What made it different and valuable today?
- How do we want to work with feedback in this community?
- In closing, the Facilitator draws out the following points:
  o Feedback is a gift that we can use as a community to support our learning.
  o If we want to give powerful feedback, we need to notice how we are all working together.
  o People take first impressions of us all the time. Whether we think they are "right" or "wrong", it is valuable for us to be aware of the impression we create.
  o Acknowledge that feedback is also valuable to challenge inappropriate behaviour (today we have just shared feedback recognizing our strength).

Approach 2:
1. The Facilitator encourages participants to find a person they felt comfortable to discuss various issues during the day and they had a feeling they can mutually learn from each other.

2. After couples are created the Facilitator tells the story of the sessions covered during the day, not necessarily pulling out any learning.
3. Then ask participants to individually note the following in their journals:
    a. What did I learn about myself from the feedback I received today?
    b. What is the one thing I am proud of today?
    c. What is the one thing that made me smile?
    d. What is the one thing I am most challenged about?
    e. What will I do more of or differently?
4. Couples are then asked to share their personal insights in the discussion. It should not take more than 10 minutes.
5. After the discussion in couples is finished the group comes together and each participant is asked to share his or her overall feelings or impressions from the day using only one word.
6. After each participants spoke, the facilitator closes the session by emphasizing that reflection is going to be an on-going part of our work, so develop a way of reflecting and recording your learning in a way that is most useful for you. Keep a **journal to be collating your reflections.**

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ME AND YOU
(Dialogue)

➢ **Feel more motivated and able to share with and learn from others.**

ELEPHANT AND THE BLIND MEN (10 mins)

Learning Outcomes:
- **Feel more motivated and able to share with and learn from others.**

Summary: The story introduces the idea that all of us have a piece of the puzzle and there is value in the many different ways we view the world

Approach:

1. Share the below story with the group

Once upon a time, there lived six blind men in a village. One day the villagers told them, "Hey, there is an elephant in the village today."

They had no idea what an elephant is. They decided, "Even though we would not be able to see it, let us go and feel it anyway." All of them went where the elephant was. Every one of them touched the elephant.
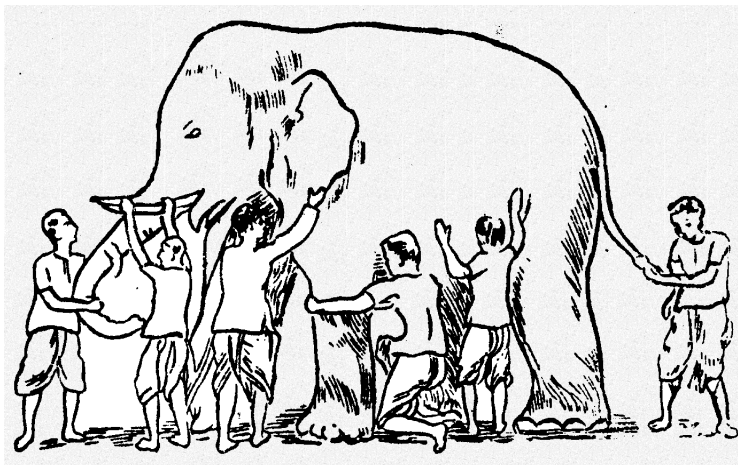
"Hey, the elephant is a pillar," said the first man who touched his leg.

"Oh, no! it is like a rope," said the second man who touched the tail.

"Oh, no! it is like a thick branch of a tree," said the third man who touched the trunk of the elephant.

"It is like a big hand fan" said the fourth man who touched the ear of the elephant.

"It is like a huge wall," said the fifth man who touched the belly of the elephant.

"It is like a solid pipe," Said the sixth man who touched the tusk of the elephant.

They began to argue about the elephant and every one of them insisted that he was right, they began to shout louder out their perspective louder and louder…

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3. Ask the group to reflect on this story and the learning from module 1. What does this story tell us about the value of different perspectives?

i.e. The moral of the story is that all of us have a piece of the puzzle, there is a value in the many multiple realities through which we see the world. The blind men disagreed and fell into arguing but all of them had something to offer in understanding what an elephant looks like. This indicates how through sharing and reflecting we can learn together. ***As Active Citizens we see a bigger picture by exploring multiple realities through dialogue.***

APPRECIATING DIFFERENCE (45 mins)

Learning Outcomes:
- **Have curiosity and value difference.**
- **Feel more motivated and able to share with and learn from others.**

Summary: Moving on from reflecting on ourselves, our cultures and communities this activity introduces the idea of working with difference. Participants share a positive experience of encountering difference and explore what helps people to work well with difference.

Materials: flip chart.

Approach:

1. Recall the story the The Elephant and the Blind Men. Brainstorm with the group: 'how and when do we encounter difference?'
2. Generally, what are some of the challenges and opportunities of living with difference?
3. Separate the group into groups of four.
4. Ask participants to choose a story that they are happy to share about 'when they experience difference(s) which was a positive experience for you.' Vividly recall the situation: Who was involved? Where did it take place? What happened? We are looking for situations where despite, or <u>because of</u>, the difference the experience was positive.
5. The group should share their experiences and then, together, notice what contributed to the positive outcome. What factors seemed to produce the positive outcome that you remembered? We are asking you to treat each other's story as confidential.

Debrief:

- Bring the group back together after 15 minutes and facilitate a review of what can support you in working with difference. Try to keep participants from simply retelling their stories, by asking the following questions that will focus their attention on what works well.
  - What have you noticed, about what helps people to work well with differences?
  - What were things that were common in your stories?
  - What surprised you? What was your personal discovery about what may help us to appreciate and work with differences?
  - What have we experienced so far in Active Citizens that could help us to work effectively with difference.

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EXPLORING CULTURAL BAGGAGE (45 mins)

Learning Outcomes:
- **Have curiosity and value difference.**
- **Feel more motivated and able to share with and learn from others.**

Summary: participants draw representations of the cultural baggage which they carry with them (the things we carry from our cultures that influence our outlook). These are shared in the group and reflected on.

Materials: A4 paper, pens,

Approach:
1. Reflect on the points raised by the group about how to work effectively with difference. Introduce the idea that acknowledging 'cultural baggage', can help us to have effective conversations with difference.
2. Introduce the idea of cultural baggage: ***what we carry with us from our cultures that influences our outlook.*** Perhaps it's from history, religion, occupation, politics, national character – they can be generally positive positive and negative influences. The facilitator can share an example from their own lives.
3. Invite participants to leave the room taking paper and pens. They are to draw a suitcase bearing 2 or 3 words that represent their own cultural baggage. They have 10 minutes to do this.
4. On re-entering the room, the participants leave their baggage by the door, face down. The facilitators select at random a number of "cases" (or run a gallery walk) and explore:
5. What they have written
6. Why they have identified it as cultural baggage
7. Where it comes from - a particular cultural dimension, history, religion, colonial expansionism, occupation, politics, revolution, evolution, national character?
8. Whether it is broadly positive or negative?
9. Whether it ever gets in the way, clouds judgement, affects decisions, leads to exclusion?
10. The facilitator invites the group to reflect on how acknowledging our cultural baggage could help us to communicate with difference (people who are different from us).

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LISTENING AT THREE LEVELS (45 mins)

Learning Outcomes:
- **Feel more motivated and able to share with and learn from others.**

Summary: To enable participants to experience and practice listening in different ways. Participants share a story of an incident that didn't turn out as they wanted it to, they are listened to in different ways, and different interpretations of the story emerge.

Materials: paper, pens

Approach:
1. Facilitator shares that in this activity we explore the idea and value of <u>listening at three levels.</u>
   - The facts
   - The feelings
   - The purpose
2. This is also known as listening with the head (the facts), the heart (the feelings) and the feet (the purpose). This type of listening involves listening from a place of empathy and suspending your own judgment[s] in order to be able to look at the issue with different lenses and 're-frame' the understanding of the issue.
3. Split the group into groups of four. One person volunteers a story that they are <u>comfortable to share</u> of an incident or situation that is not yet settled <u>or</u> where they would have wanted a different outcome. (if the group is still trying to get to know each other, ask them to avoid deeply emotional experiences).
4. Ask the three remaining participants to choose one of the below roles and explain that they will be asked to share what they heard afterwards.
   - One person in the group should listen only for the <u>facts</u> (head)
   - One person should focus on listening only for the <u>feelings</u> (heart),
   - One person should focus on listening for the <u>purpose</u> (why the story-teller is telling this story) (feet).
5. Invite the story teller to share their story.
6. Now ask the participants to share what they heard. Try to avoid them just re-telling the story and to focus on giving just the information related to their role (I.e. either the facts, feelings or the purpose behind why the story-teller shared their story).

Debrief:
- How did you find the practice of listening at different levels? What was valuable about this process?
- Are there different ways the story can be interpreted. Has the storyteller learned anything through this process?
- *Re-framing (re-interpreting stories or questions) is using different lenses to help people to move from a "Point of view" to "Points of viewing". Re-framing can be a useful tool to open up possibilities; allowing people to move on and facilitating change. The purpose of re-framing is to help people see that there could be multiple realities to their event. As we discovered in 'Me and My*

Identity' emphasising a part of our identity during a conversation can also influence they way we experience it.

- As Active Citizens how will you listen for more than the facts?

THE POWER OF BODY LANGUAGE (30 mins)

Learning Outcomes:
- **Feel more motivated and able to share with and learn from others.**

Summary: Share with the group that we are going to reflect on one aspect of communication: body language. Choose one or two of the below activities.

Materials: the last activity requires chopsticks

Approach: Walking conversations
1. Ask everyone to walk around the room hunched up, bent back, head lowered, scrunched face, closed shoulder, after 1 minute tell them to stop and have a conversation with someone.
2. Ask people to walk around the room standing straight, walking on the balls of their feet head held high, shoulders open. After 1 minute tell them to stop and have a conversation.

Debrief:
What was the difference? What can we learn from this? *Body language is a powerful communicator and body position has an impact on our attitude.*

Approach: Feeling lines
!Caution this activity can be culturally sensitive and emotional!

1. Split participants into two lines facing each other, line A and line B separated by at least 5 metres. Each person should have a partner opposite them (in some cultures it is best to ensure the partner is of the same gender).
2. The partners look into each other's eyes for 30 seconds.
3. Line A, what feeling are you experiencing towards the person opposite? Adopt an honest position or gesture which reflects this <u>feeling</u> (let it be natural, not exaggerated). You can move towards them if you want. Stay focused on the other person. Is the feeling changing? Then change your body posture.
4. Facilitator let's this happen for a few minutes. Now switch. Line B do the same with Line A.

Debrief:
- How did we feel during this activity? Why?
- What might this activity tell us about the role of body language in creating an atmosphere which supports dialogue?

Approach: Chopsticks
1. Each person should find a partner. Each pair is given a chopstick. They are then asked to hold the chopstick up between them, they do this by each placing just one of their fingers on one end of the chopsticks. The chopstick is now suspended between the two index fingers of the pair. The pair then begin to move the chopstick finding a rhythm. As they become comfortable tell them to try new things and begin to move around. There should be no speaking.

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Debrief:

- How did this make them feel? What does this tell us about making connections and working together? *i.e. finding a rhythm where we are moving together, building unspoken patterns of working together. Challenges in building trust.*

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GIVING OUR OPINION (1 hour 15)

Learning Outcomes:
- **Feel more motivated and able to share with and learn from others.**

Summary: Practice applying good practice approaches to listening and giving our opinion in situations of tension.

Materials:

Approach:
1. Invite the group to reflect: What have we experienced in Active Citizens that could help us in having successful conversations? i.e. *Holding our assumptions lightly, asking appreciative questions, acknowledging cultural baggage, revealing parts of our hidden identities, listening at different levels, being aware of the identity lenses we are using, holding multiple viewpoints.* Write up the points on a flip chart and display it in a prominent part of the room.
2. Share with the group that we are now going to role-play putting some of these ideas into practice and there is one more skill we would like to have in our tool bag to enable us to be more effective in communicating with others, irrespective of difference, this is 'I messages'.

"I" messages are a way of saying how you feel without attacking or blaming. Instead of saying what was wrong with the other person and their opinion, "I" messages help to de-escalate conflicts and facilitate constructive dialogue and problem-solving. Here is an example of the difference between a "you" message and an "I" message: Instead of saying 'you're wrong', or 'that's crazy'… you can say:

a) "**I feel** . . ."
   Tell how you feel. Follow "I feel" with a feeling word: "I feel disappointed"

b) "**when you** . . ."
   Tell what caused the feeling. "I feel disappointed when you cancel our plans at the last minute."

c) "**I want** . . . " Tell what you want to happen

Approach: Role-plays
1. Split the group into <u>four groups</u>, tell them they have 15 minutes to complete the following task. Explain the how the process will work.
2. Groups 1 and 2 work alone to come up with a 3-5 minute role-play scenario where a situation or conversation escalates into conflict. Here are two scenarios: Somebody borrowed property without asking first, somebody said something hurtful to a friend about you.
3. Groups 3 and 4 work alone to think of how in a possible conflict scenario we could express our opinions in a way which would help to resolve the situation and avoid conflict. They should practice examples of how they would respond, paying attention to the language they use and body language.

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4. Put each performance group together with an expressing opinions group. You should now have two groups.

5. The performances are delivered and 5 minutes are given for the expressing opinions groups to discuss the conflict scenario they have just witnessed and plan an 'intervention'.

6. <u>Interventions:</u> This where the performances is repeated and a member of the expressing opinions groups make an intervention. An intervention is when someone calls out 'freeze', the role-play freezes and the audience member comes up to take the place of a central character. They then act in the role-play to try and resolve the situation using the skills they have discussed in their group

   Tell performance groups to avoid making it easy and no unrealistic magical solutions should be used – it should feel real.
   a. One rule is that no-one may offer violence as a solution.
   b. It is best to have a facilitator present at each role-play.

Debrief:
- What did we value about this experience?
- What worked for us and what was difficult?
- How can it use this experience in our daily lives and as Active Citizens?

REFLECTION:

Learning Outcomes:
- **Feel more motivated and able to share with and learn from others.**

Materials: None

Approach:
- Use the Think, Pair, Share method (see page.14)
- What are some of the skills, attitudes and behaviours we have cultivated through Active Citizens so far?
  - Curiosity
  - Empathy
  - Openess
  - Valuing difference

  - Holding our assumptions lightly
  - Asking appreciative questions
  - Acknowledging cultural baggage
  - Revealing parts of our hidden identities
  - Listening at different levels
  - Being aware of the identity lenses we are using
  - Holding multiple viewpoints

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MOVING FORWARD THROUGH DIALOGUE

Learning Outcomes:
- **Feel more motivated and able to share with and learn from others.**

Through the previous sessions the group will have enhanced their skills for dialogue.

Moving forward, assess with the participants the needs in the group and the community.

Are there issues that the group is keen to explore through engaging in dialogue with each other?
→ 117 -118

Is there a desire to engage with issues of conflict and conflict transformation?
→ 119 - 121

Do participants want to practice planning and hosting a dialogue?
→ 117 or 128 - 132

Is the group keen to move towards reflecting on their community and social action project planning?
→ 61

Debrief:
- Identify which of the above is most appropriate for the group.
- Share with the participants that as we progress to engaging with our communities and social action projects we will use our dialogue skills to reflect on our personal experience, to exanmine many points of view and to consider strategies for action and change.

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WE TOGETHER
(Local and global citizenship)

"Whatever befalls the Earth befalls the sons of Earth. Man did not weave the web of life; he is merely a strand in it. Whatever he does to the web, he does to himself." Chief Seattle, Duwamish Indian Chief, North America

"No man is an island entire of itself" John Donne, 16th century, English poet

> ➢ **Have a better understanding of the relationship between personal, local and global connections.**
> ➢ **Feel motivated to take action for lasting social change that benefits the wider community.**
> ➢ **Have a sense of responsibility towards sustainable development.**

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UBUNTU – EXPLORING OUR CONNECTEDNESS (30 mins)

Learning Outcomes:
- **Have a better understanding of the relationship between personal, local and global connections.**
- **Feel motivated to take action for lasting social change that benefits the wider community.**

Summary: Participants explore the concept of UBUNTU and explore it in the context of their own lives.

Materials: Meaning of UBUNTU written up.

Approach:
1. Introduce the idea of Ubuntu:

2. Ubuntu is a word used by the Archbishop Desmond Tutu with origins in Bantu related languages in Southern Africa it means **'I am, because you are because we are'.**

3. *'A person with ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good, for he or she has a proper self-assurance that comes from knowing that he or she belongs in a greater whole and is diminished when others are humiliated or diminished' Desmond Tutu*

4. What do you understand by the term Ubuntu?
    a. Interconnected-ness
    b. In the UBUNTU way of seeing the world there is no disconnect - the individual is both whole in his/her own right and part of the wider whole, both intrinsically linked.

5. Can you think of any examples of Ubuntu at work?

Debrief:
How could thinking of Ubuntu help us moving forward as Active Citizens?
- UBUNTU requires us to recognize the unique worth of each person, and to begin to really celebrate the success of others and valuing their contribution to the well-being of the whole system.
- Recognising that a movement in one part of a system will create movement in other parts of a system. Sometimes we may not be conscious of our own power or of the effect that others have on us.
- Ask the participants to think on their own, about how they apply Ubuntu in their everyday lives.
- How could the skills and attitudes we have explored together support this contribution?

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THE SYSTEMS WE ARE PART OF (45 mins)

Learning Outcomes:
- **Have a better understanding of the relationship between personal, local and global connections.**

Summary: Participants explore the idea of systems and how we are connected locally to globally.

Materials: Explanation of the term 'systems'.

Approach:
1. Share with the group: Understanding connectedness can help us to plan projects. It helps us to see the 'big picture'.
   - We are connected to other people and to the world around us in millions of ways. Perhaps through the clothes we wear, the food we eat, the technology we use… we depend on other people locally, nationally and globally. This is because we are connected to lots of <u>systems</u> locally and globally.
   - **A system is when parts connect to give the collective group of parts new abilities.** If you connect bicycle wheels to a chain and a chain to pedals connected to a bicycle frame then you have a bicycle – this is a system. This system works together and changes to one part of the system influences the whole.
2. Ask the group can anyone think of any other examples of systems in action? See the table on the following page for examples.
   - *Politically?* (decision-making structures, local, regional, national, global)
   - *Economically?* (financial systems)
   - *Environmentally?* (rivers, oceans, weather patterns)
   - *Technologically?* (electricity, the internet, mobile phones)
   - *Culturally?* (media, fashion, music, TV, Sport)
3. Ask the participants to share some of the actions they have undertaken that day since they got out of bed. i.e. washed, ate breakfast, rode the bus to the workshop. Find out some of the details….
4. Choose one example and explore in depth how it connects to systems <u>locally</u>: Write it in the centre of a flip chart, for example 'Jakira ate vegetables.'
5. Invite the group to explore what local systems does that connects with?
   - *For example the vegetables grew in an eco-system (if grown locally) connecting animals, insects plants and earth which is connected with the weather system*
   - *The road and transportation systems which carried the vegetables to the shop*
   - *The local economy*
6. Ask the group how do you think each of these links globally? i.e.
   - *Eco-systems are connected and the weather and climate are linked globally.*
   - *The vehicles which travel on the roads use oil which is a global business*
   - *Local economies connect to national economies which link globally.*

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Debrief:

- We are connected to lots of local and global systems which are interconnected.
- How do you think being connected by systems locally and globally could impacts on our lives? *i.e. decisions taken locally can have impact globally and vice versa, we are more interconnected with other peoples around the world, we have access to new ideas and opportunities, we have controlled by powerful international forces.*
- Is there any evidence of being connected locally and globally in this training room? *i.e. we are part of a global and local network of Active Citizens and…*
  - *Tea was first brought to the West from China in 1800 (trade)*
  - *The earliest known examples of the use of paper are in Egypt (trade routes carrying innovation)*
  - *The earliest known example of printing texts (from woodblocks) is in China*
  - *Many modern inventions such as the light bulb, the telephone, the television, the computer and the internet would* not have been possible without discoveries by different people in different countries on different continents.
- We are now going to explore how to work with systems.

Examples of global-local systems

Area	Some suggestions
Technology	*Internet:* In the last 15 years the number of people who have used the internet has grown from less than 1% to more than 25% of the world's population. *Mobile phones:* were first mass-marketed in the 1990's. Six in every ten people now have mobile phone subscriptions.
Economy	*Growth of international trade and multi-national corporations.* There are multinational corporations which have bigger budgets than the Gross Domestic Product of some nations'. Many people's needs and livelihoods are now closely tied to the decisions and actions of these companies. Also, our national economies are now closely tied together. Changes in economic policy, and shrinking or growing economies in one part of the world can have a massive effect somewhere else.
Politics	*More regional cooperation:* for example through the European Union, the Southern African Development Community and The Andean Community. *More powerful International institutions* such as the United Nations and the World Bank. *Widespread political movements* with global ambition: for example communism, capitalism and democratization.
Environment	*Growing global awareness* about environmental issues has led to policies and campaigns - locally and globally - aimed at managing resources, tackling climate change and the destruction of the natural environment.
Culture	*Pop culture:* global trends in style, image and the way we communicate transcend traditional cultural barriers including language and religion. Two examples: 'Facebook' the social-networking internet site has over 500 million users from hundreds of countries. Reality TV shows have become massively popular around the world over the last 10 years. The ideas for these TV shows have been shared amongst different countries, the most common format: 'find our nations next music superstar!'.

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SYSTEMS TRIANGLE GAME (50 mins)

Learning Outcomes:
> ➢ **Have deepened their understanding of local and global systems**
> ➢ **Be more effective in tackling social issues in our communities.**

Summary: Participants experience being connected as part of a system and reflect on their learning about how working with leverage points can help them plan social action.

Materials: Prepare in advance a chart with a circle and numbers around the circle based on the number of people in the group. i.e. if there are 30 people write 1 – 30 around the circle. Post it notes 1 – 30 (if there are 30 people in the group)

Approach (stage 1):
1. Inform the participants that we are now going to explore how to work with systems.
2. Every participant stands in a circle.
3. Give each participant a post-it with one number number on it, the number should be from 1 – 30 (for a group of 30 participants).
4. Ask everyone to mentally choose 2 people in the circle and REMEMBER the numbers of these people (they should not tell anyone who they've chosen). These people will be their <u>reference points</u>.
5. Tell participants not to choose the Facilitators.
6. Explain to participants that in a minute you will ask them to move to be equal distance from their 2 reference points (this means being the same distance away from each of the participants you secretly chose). Show the participants what you mean by this.
7. Now ask everyone to move so they are equal distance between their reference points and encourage them to do this in silence, without talking to each other or revealing who their reference points are.

Approach (stage 2):
1. Allow the participants stop moving (the system settles).
2. Once the participants have stopped moving the Facilitator can move one person and leave them to settle for a second time.
3. If there is time, repeat this 2 or 3 times by moving someone different each time and ask participants to observe what happens to the whole system of participants each time you move someone.

Debrief:
- Stop the exercise and then invite people to gather around the circular chart (like a clock but with the number 1 – 30 written around it clockwise).
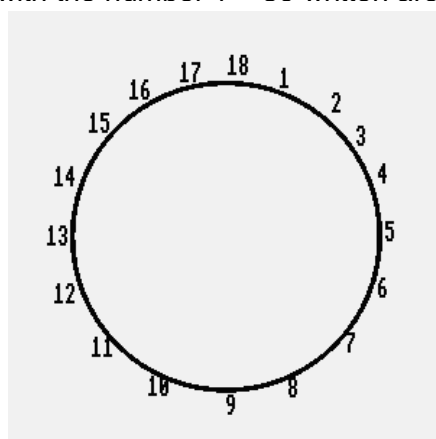
- On the chart, ask participants to draw <u>two lines.</u> Aline from their own number on the chart to each of their reference point numbers.
- The circular chart should now look like the below.
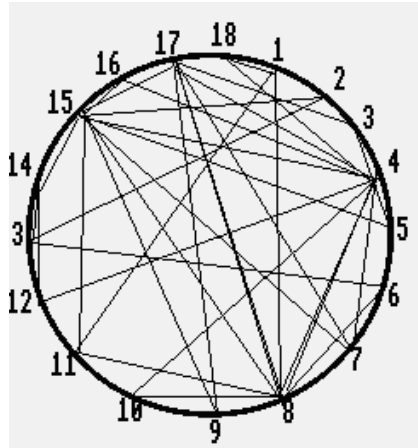
- Ask the group to identify who had the greatest _leverage_ on this system? (The most connections to other people in the group). Did you notice that when you move these people it affects the whole system a lot?
- Who were the balancing point (s) [those with fewer references. Are there people in the system who seemingly have few connections but could have a lot of influence? How would this happen?
- Ask participants the questions: "what have we seen about systems in this exercise"? _Draw out ideas around the fact that you can be much more efficient as a leader in the interventions you make if you know your system. You can avoid unintended consequences and make no impact if that is your goal. You can make one intervention rather than 20 to have a huge impact, etc._
- What is the importance of finding the leverage points as revealed by the exercise? _when some people move, only minor or even no changes happen, when some other people move, huge changes of the whole system follow soon. Emphasize the belief that all people in the group have a great potential to be the leverage points in their own systems._

By understanding more about the systems we are part of (the linkages, the areas of influence, the powerful tweaks we can make), you can make the right decisions more often and identify the small actions which could lead to big impact.

Approach 2: Systems and our communities
1. Invite participants in small groups to discuss the below questions.
   a. What are the tweaks (small changes) which could bring lasting change to benefit our wider communities? What are some of the leverage points for making those tweaks in our community?
   b. Invite the groups to share back key points.
2. We don't have to design big social action programmes to make a difference, strategic 'tweaks' can be just as effective.
3. (Optional) Share the examples from the following 2 pages of the challenges and opportunities of looking at systems when planning action.

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4. (Optional) Go deeper in looking at how to work with systems see page: 134

SYSTEMS THINKING IN PLANNING ACTION

Challenge of having an impact on systems	Active Citizens can work with systems by:
'It can feel too big to change'	*Focus on tweaking for big results. What are the leverage points where you can have an impact?*
'They are complex' *and our actions can lead to unintended Consequences*	*Systems are complex. Test out different ideas. Make sure you evaluate the impact and act on your learning.*
We only see what we expect to see	*Change lenses look at the system from different angles*
The changes we make to a system can make it better for a short time then worse	*Try to look at what is making it better, is this sustainable?* *Look at the long term picture, what are the risks?*
You see parts, not the whole	*Look at the bigger picture*

The below quote is a good example of how thinking through an issue leads to looking more holistically at the system rather than just the individuals who are part of it:

THE GRAPES OF WRATH – Story about a system

A farmer is facing eviction from his house and land by a tractor driver sent by the bank:
 Tractor driver to the farmer: *It's not me. There's nothing I can do. I'll lose my job if I don't do it. And look—suppose you kill me? They'll just hang you, but long before you're hung there'll be another guy on the tractor, and he'll bump the house down. You're not killing the right guy."*
Farmer: *"Who gave you orders? I'll go after him. He's the one to kill"*
Tractor driver: *"You're wrong. He got his orders from the bank. The bank told them: "Clear those people out or it's your job."*
Farmer: *"Well, there's a president of the bank. There's a Board of Directors…".*
Tractor driver: *"Fellow was telling me that the bank gets orders from the East. The orders were: "Make the land show profit or we'll close you up."*
Farmer: *"But where does it stop?..I don't aim to starve to death before I kill the man that's starving me."*
Tractor Driver: *"I don't know. Maybe there's nobody to shoot. Maybe the thing isn't man at all.'*
Farmer*: "I got to figure," the tenant said… "There's some way to stop this. It's not like lightning or earthquakes. We've got a bad thing made by men, and by God that's something we can change."*

The above is a quote from 'Grapes of Wrath' (1939) a novel by John Steinbeck about the 'Great Depression' a period of deep poverty for farmers in the United States.

Case studies show how focusing on changing systems can lead to successful outcomes: In the Philippines, the National Campaign for Land Reform secured the redistribution of half of the country's farmland to three million poor households, contributing to their rights and livelihoods. See the following page for an example of systems thinking in a local social action project.

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SYSTEMS THINKING CASE STUDY:

Building bridges between police and youth

Joseph Charley, Participant in the Interaction programme 2008–09, Sierra Leone

In 2008, relations between police and students Sierra Leone hit an all-time low.
At a series of sporting events between high schools, students armed with rudimentary weapons such as knives, picks and rocks turned on police officers who were there to maintain peace. It was the culmination of tensions that had existed for years.

Joseph Charley, Sierra Leone's Assistant Inspector of General Police, decided enough was enough. Based in the country's capital, Freetown, where the problems were at their worst, the police chief wanted to build bridges between police and students.

Harnessing techniques he learned with the British Council, he used teamwork and communication skills to reach out to a student group called Students Against Violence. Members of this group expressed their grievances, which were relayed to Joseph through the club's president.

The youth group's president has been given offi ce space at police headquarters in Freetown to develop good relations and ensure that communication channels remain open.

'Confidence and trust was gradually built between the two factions,' said Joseph. He said this has led to greater transparency and 'highly visible interaction devoid of rancour'.

Tensions have eased considerably between teenagers and police, largely because offi cers receive advance warnings of grievances or potential trouble using their student contacts.

If news of potential gang disputes reaches police, negotiators from the youth group broker discussions between the groups. And based on this intelligence events that might descend into violence can be cancelled.

Joseph's strategy also involved a 'systems change' to alter the way in which both sides perceive each other. For example, the police's training curriculum now includes strategies for building good relationships with students. As a result of the new approach, police no longer attend sporting contests between youths and these events are now almost always peaceful.

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POWER AND ACTIVE CITIZENS (2 hours)

Learning Outcomes:
- ➢ **Have a better understanding of the relationship between personal, local and global connections.**
- ➢ **Be more effective in tackling social issues in our communities.**

Summary: In this activity participants explore the idea of power and empowerment and reflect on who's got power locally to globally, how those powers are connected and their influence on the groups social action projects.

Materials: Paper, pens, coloured marker pens blu tack or sello-tape.

Approach:
1. Share with the group: *As a group we have been exploring our connected-ness. The systems and relationships we are part of hold power relations (influence is not equal or static in our web of connectedness). Thinking about power can help us to think about who we need to work with and influence and what we need to be careful about when planning social action.*
2. Open a discussion 'what is power? ' *power is everywhere, knowledge, choice, influence, the ability or capacity to perform or act effectively…*
3. Share with the group: *power is seen as productive and positive, and not only as restrictive and negative. For example: 'empowering' people to help themselves.'*
4. Ask the group Think, Pair, Share (see page:14) about a time when you felt empowered. What happened? What was the setting? Who were the characters? What feelings and emotions did you or other people experience?
5. How was the empowerment achieved? What does this tell us about power?
6. Do Active Citizens have power? In what way? *In the choices we make, in the principles we hold, as part of a larger network, the tools, resources and access we have.*
7. What do we need to be careful about in holding power? *the facilitator can explore more deeply some of the following ideas: seeing power as the purpose, abusing power, acting for others.*
8. What learning can we take from this activity which will help us as Active Citizens?

Approach 2: Who decides in our community?
1. Put participants into sub-groups of 4 or 5 and hand out the sheet on the following page.
2. Ask them to fill it in and then report back to plenary. Discuss the different answers.
3. In what ways could we have power and influence over these decisions?

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WHO DECIDES…?

1	…at what age it is legal to get married?	
2	…how you should be punished if you stole something from a shop or a market?	
3	…whether someone is allowed to build a house in your locality?	
4	…what time shops are allowed to stay open to in your town?	
5	…whether local common land can be turned into a play area for young people?	
6	…who cleans the streets in your locality?	
7	…what social programmes can take place in your community?	
8	…who is on your local council?	
9	…whether religious leaders are influential in your town?	
10	…how you personally can spend your own money?	
11	…what you are allowed to view on the internet?	
12	…how safe it is to walk around your locality?	
13	…who can settle in – or leave – your town or city?	
14	…whether it's legal for people to have homosexual relationships in your country?	
15	…what clothes you should wear at a wedding?	
16	…at what age people can leave school?	

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Approach 3: who's got power in our community locally to globally?

For many groups this activity works best by allowing the group to define the headline for each ring of the circle themselves (for example 'tribe', 'clan' instead of locally, nationally, globally).

1. Draw a circle the size of a football
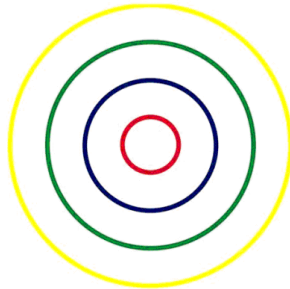
2. Start by asking the group who's got power 'locally' (or close to us). Refer back to the 'Who Decides' activity. Write each example on a post-it note and place them in the centre of the circle.
3. Draw another circle outside of this one and ask who has power regionally. Write each example on a post-it note and place them in this ring.
4. Draw another circle outside and ask who has power nationally and repeat process.
5. Draw another circle outside and ask who has power globally and repeat process.

Debrief:
- How are these powers connected?
- What are some of the ways Active Citizens could exercise power on the areas we've listed on the target rings? In what way? *Note Active Citizens can exercise power Locally, nationally and globally, power can take place through engaging in dialogue it does not have to be imposing an action.*

Note for facilitator as the group move forward to identifying social action, reflecting on power can help the group when reflecting on important topics such as:
• **achieving meaningful participation**: what is participation and what are the challenges of making it real?
• **applying a rights-based approach**: what are rights-based approaches, and what are the challenges of achieving rights?
• **strengthening citizenship or democracy** – what is citizenship (or what is democracy) and what are the challenges of strengthening it?
• **strengthening civil society** – what is civil society, why strengthen it, and what are the challenges of doing this?
• **empowerment of a marginalised group** – what are the specific challenges facing a particular group, or efforts to mobilise, gain power or equality?
• **facilitating organisational change** – what needs to change in your workplace or organisation, what are the power dynamics and what are the challenges and opportunities for change?
Examples from www.powercube.net, workshop 1 by Jethro Petit.

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IDENTIFYING WHERE TO MAKE AN INTERVENTION THROUGH SOCIAL ACTION

Learning Outcomes:
- **Feel motivated to take action for lasting social change that benefits the wider community.**

Summary: Identify where to focus next with the group to enable you to plan social action.

**Materials*:* None

Approach:

1. Share the below with the group:

The group are now at a point where they can begin identifying where they want to make an intervention, through organising a social action project/s.

➤ Social action projects don't have to be big or costly projects, they're often more effective when they're small, strategic interventions (tweaks) which benefit the wider community.

➤ The way in which you choose your social action and plan the activities is important. The process and approach is often an important part of the outcomes. This is an opportunity to use the knowledge, skills and attitudes you have gained as Active Citizens, exploring different perspectives, involving and empowering others and practicing leadership. By ensuring the program is "owned" by a broad diverse group you can help to increase the impact and sustainability of the social action.

➤ Choosing not just to focus on the problems but also recognising the opportunities and assets your community/ies has will open up more possibilities for powerful interventions.

2. Explore with your group how they would like to go about identifying their social action project/s. They can select which of the below is important going forward:

Examples of social action from around the world
→ 96 -99

Agreeing our principles for social action:
→ 73

By reflecting in the group on interventions which could make a lasting difference in the wider community.
→ 80

By undertaking research in the local community.
→ 75 - 78

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PRINCIPLES:

Learning Outcomes:
- **Have a sense of responsibility towards sustainable development**
- **Feel motivated to take action for lasting social change that benefits the wider community.**
- **Be more effective in tackling social issues in our communities.**

Summary: participants agree a set of principles to carry out socialaction.

Materials*:* pens and paper

Ask the group what do they understand by the term 'principles'? *i.e. Principles are rules which guide your action.*

A good principle for an Active Citizen is: something which can be applied locally and globally.

On their own participants reflect on the workshop, what are some key principles we want to adopt for ourselves? (Use learning from this workshop).

After 10 minutes, share what we feel willing to share in pairs.

Now ask the group to think in groups of four about key principles that will help our group be effective. They should be principles which can be applied locally or globally?

Deciding principles for the group:
Share these and enter into dialogue to agree some key principles. You can do this in plenary
or you can use the 'Four Words' process we used on day 1

When deciding the groups principles:
- Agree them through dialogue. In this way the group will understand and be more committed to the principles.
- Share your principles with other Active Citizens groups nationally and globally.

Here's some examples the group may want to consider:
- **The principle of Ubuntu**
- **The principle of holding our assumptions lightly**
- **Fairness, Respect, Equality, and Dignity** from the Universal Declaration of Human Rights.

Further examples:

Being culturally sensitive: *policy and action should be culturally sensitive.*
Cultural sensitivity means enabling different cultures to live together. To achieve this we need to challenge stereotypes, develop heightened cultural awareness including what different cultures have to offer, take inequalities into account, empower different cultures to be opinion-formers and give different cultures the opportunity to determine their own life-style.

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Gender and youth sensitivity: *policy and action should be gender and youth sensitive.*
See above cultural sensitivity, apply to gender and youth.

Cooperation and mutual solutions:
Communities and governments should support cooperation between communities and recognize that we have different visions, values and measures of success. This will require dialogue and equal participation, locally and globally. Decision-making by 'citizens' should have a direct influence at the local, national and global level.

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PREPARING FOR A COMMUNITY ENGAGEMENT VISIT
(30 mins)

Learning Outcomes:
- **Feel motivated to take action for lasting social change that benefits the wider community**
- **Be more effective in tackling social issues in our communities.**

Summary:
Participants visit organisations or initiatives in the community. This provides an opportunity to participants to experience an aspect of daily life in the and to use the tools introduced through the program to the real life. It also provides an for participants to learn and share leadership experiences with those in the organisations and communities

Approach:
1. Facilitators organise a visit to 1 or 2 community organisations
2. Prepare profiles about each of the organisations/communities to distribute to the participants. Priority will be to visit those organisations or community that has leaders with great leadership stories and willing to share experiences with participants.
3. The Facilitator will ask the participants to get into 1 or 2 groups depending on the number of communities or organisations to be visited.
4. The Facilitator will set the context for the visits and then leave the participants to prepare for the visit. They would discuss the following:
   a. What they would like to achieve through the visit
   b. What impact they would like to make in the organisation or community visited?
   c. Share these questions with the group.

Field Trip Reflection
- What are some of the successful outcomes for your visit?

- What do we want participants to be saying about themselves, the community OR organisation visited and about us in the days and weeks after the visit

- What does it mean for us to be regarded as 'curious and enabling' rather than 'problem solvers'?

- What questions might help develop new recognition of what is possible?

- When I ask this group for feedback on how I contributed to the success of our visit, what do I want them to be saying to me?

- Following the community visit, debrief about the experience. What intervention has this organisation made in the local community?

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THE COMMUNITY MAPPING APPROACH (1 hour):

Learning Outcomes:
- **Feel motivated to take action for lasting social change that benefits the wider community.**
- **Be more effective in tackling social issues in our communities.**

Summary:
Participants carry out research in the local community through seeking opinions from local people.

Materials: paper, coloured pens,

The task is to make a giant map of their locality on the large sheet of paper.
If your group have come from a number of localities / areas in your country, then split them into sub-groups by their area of origin. It is important that this exercise is a mapping out of the territory that is familiar to them.

1. Get someone to draw in pencil (with the help of the rest of the group) a very rough map of the geography: roads, towns, hills, borders: whatever is right for the scale of the area you are working in. It doesn't have to be accurate or detailed.
2. Ask everyone to use the coloured pens to trace out the geography and then add in landmarks which they feel are important – use different colours for different types of organisation (eg, green for factories and shops, red for housing, blue for government buildings etc – whatever is appropriate).
3. Now ask the group to identify some of the 'assets' locally:
   o What services and facilities does the community have?
   o What skills does the community have?
4. Now ask the participants to write down on post-it notes some of the emotions or feelings they have for different parts of the city, as well as for the different buildings and facilities they have placed on the map – these can be positive or negative. They should now place these post-it notes on the map.
5. Explore in plenary some of the reasons why they hold these feelings.
6. Explore the assumptions and the issues underlying their attitudes.
I.e. We have different feelings about our communities. There are underlying tensions.
7. Why do we think that different people might have different perceptions? *i.e our community means different things to different people we should be aware of our assumptions.*
8. Why do some places on the map attract lots of positive comments?
9. Why do some attract lots of negative comments?
10. Will this help to inform our social action projects?
11. How has this exercise made people feel?

Ask participants to bear this exercise and the key themes which emerged in mind during project planning. *What are some of the key themes which have emerged? especially those connected with social issues, e.g. transport, drainage, health, freedom, space, drugs, margins, jobs… does this help you to identify an intervention?*

RESEARCH IN THE COMMUNITY

Learning Outcomes:
- **Feel motivated to take action for lasting social change that benefits the wider community.**
- **Be more effective in tackling social issues in our communities**

Summary:
Participants carry out research in the local community through seeking opinions from local people.

Approach*:*
1. Work with the group to identify clearly the kind of information you need and how you could obtain that information.
2. Work with the group to craft quality questions (see page 14).
3. Agree a strategy for gathering information, for example *carrying out conversations in the community, questionnaires, holding a dialogue, gathering information in the local community,* see Community Research Approaches on the following page.
4. Who should you talk with? *Talk to everyday people – for example, neighbors, kids, grandparents, librarians, shop clerks, taxi drivers, and waiters. Read the local paper, and follow the local news. Consider talking with journalists or the editor of the local newspaper, and ask them about the kinds of views they hear on the issue. Talk to local leaders – for example, public officials, business people, religious leaders, activists, and teachers. Use local libraries, visiting local non-profit organisations and local councils.*

Task 1: Mapping and identifying concerns – asking questions in the community
Outcome: a list of concerns related to issue at hand and a tentative naming of the problem

Task 2: Grouping similar concerns and perspectives
Outcome: clusters of concerns

Task 3: Naming the problem
Outcome: a statement that describes the common problem

For a more comprehensive tool isee the ChoiceWork process.
Academy for Educational Development, 'Citizen Deliberations on HIV/AIDS issues'
http://www.aed.org/Publications/upload/
ChoiceWork.pdf

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COMMUNITY RESEARCH APPROACHES:

Chatting and listening

This tool is about listening for the issues about which people have the strongest feelings, recognising that these are the issues on which they are most likely to act. A team of people (such as health workers, development workers and village members) ask a village, community or group questions to enable them to express their needs. Questions should aim to address what people are worried, sad, happy, fearful, hopeful or angry about. The questions need to be open-ended but the questioners also need a clear idea of what they are looking for, so that they can make sense of the answers .

Semi-structured interviewing

This tool enables greater understanding of the issues. It involves sitting down with key people in a community in order to discuss their knowledge, experience and understanding of the issues. Key people might include health workers, traders, religious leaders, heads of village committees and teachers. These people might be those who are already involved in trying to get things done, those who the community or individuals turn to in times of crisis or those who are seen as the 'heart' of the community. At this stage, you are not speaking to everyone or gaining consensus, but trying to build up a clearer picture of needs. Use open-ended questions such as:
  ➢ What are the main problems you come across in your area of work?
  ➢ What are some of the most common illnesses (if health worker), reasons for not going to school (teacher), etc?
  ➢ What are the main pressures that people are facing in the community?
  ➢ What simple measures could be taken to improve the situation?

Focus groups

This tool is used with a group of people, and helps them to understand some of the needs and problems that people face. A focus group is when you assemble a group of individuals to discuss and respond to questions. It can enable people with different views to discuss their differences, challenge assumptions and start to come to a collective understanding of the needs of the community. It also means that the community explore issues together right from the start. Questions could include:
  ➢ What are the main pressures that people in the community are facing?
  ➢ What simple measures could be taken to improve the situation?
  ➢ If you could change one thing in this community, what would it be? Why?

Agreeing priority needs:

After the research, the community or external questioners need to group the answers according to the main needs expressed.

Approach:
  1. List the needs as you have grouped them on a sheet of paper
  2. Use Think, Pair, Share: Ask participants to rank the needs 1–5 in order of priority.
  3. Participants then get into small groups to discuss each person's answers and arrive at a collective ranking for each group. Then discuss as a whole group.

VISIONING THE CHANGES YOU WANT TO SEE (90 mins):

Learning Outcomes:
- **Feel motivated to take action for lasting social change that benefits the wider community.**
- **Be more effective in tackling social issues in our communities**

Summary: How can we make our community a better place to live? What changes would we like to see?

Materials: post-it notes, vision table, power diagram

Approach: Reflecting on learning preparing for visioning change
Refer back to the maps of our communities which we made and the need for dialogue and sustainable development which we identified on day 1. Make sure the changes benefit the community in general. Make them uplifting. Write them down.

1. Give participants 15 minutes to reflect on the outcomes of the excercises: Wall of Greatness, Ubuntu and community mapping / research. Example questions:
   - What have I learned about my community/ies?
   - What works well in my community/ies?
   - What are some of the aspirations and hopes I have heard? What could be?
   - Capture the outcomes on a flipchart in plenary.

Approach 2: Identifying the changes we want to see
1. Invite the participants to think as individuals: what are the changes they would like to see in their community? (What could be?)
2. Now form two circles, an inner circle and an outer circle. The inner circle and outer circle should face one another. Each pair tells each other the change that they would like to see in their communities/nations and why. After two minutes the outer pair moves around and the exercise is repeated. After everyone has moved around 4-5 times then draw the group together in plenary.
3. What did you hear? What kind of changes did people want to make? Did you hear any similar to your own? What were the reasons? Are there any key messages / ideas which are emerging from the group.

Debrief:
- We can now explore which changes we want to work towards in groups. The intention is to see if there are changes where group members can work together to plan and deliver social action.

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PRIORITISING (45 mins)

Learning Outcomes:
- **Feel motivated to take action for lasting social change that benefits the wider community.**
- **Have a sense of responsibility towards sustainable development.**

Summary: Prioritising the changes we would we like to see

Materials: post-it notes, vision table, power diagram

Prioritising is used to move from discussing a wide range of ideas to focusing on just a few.
This can be helpful if the group want to work together on a few key social actions – as opposed to all working separately. There are many approaches to prioritising, it's important to be transparent about the process in advance.

When prioritising the changes you want to see ask the group to take into account, where and how they could best use the skills and knowledge they have developed as Active Citizens to support lasting change which benefits the wider community.

An approach to prioritising: (you can use any or all of the below).
- **Conversation in plenary** with the group to narrow down to the key changes they want to bring about. Are any of the changes very similar, is it possible to combine them? As they are discussed the facilitator should note down any new ideas which emerge, and, if suitable, merge ideas.
- **Evaluating the changes according to criteria:** participants are invited to agree criteria and then asked to identify which of the ideas best reflect these criteria.
  Example criteria for deciding:
  - Reflects the groups principles
  - Is an area where the skills and knowledge of the group could be put to good use.
  - Is an area where small strategic action (tweaks) could have lasting benefit for the wider community.
  - Reflects the hopes and aspirations which emerged through research / community mapping excercises.
- **A voting process:** The options are written on a flip chart and participants are invited to write their initials by the option/s they would prefer. They are given two votes. The votes are counted and the issues with the most votes are chosen.
- For **a confidential process** invite participants to write their preference/s on a slip of paper and deposit them in a box. Count the results.

Once the group have identified a few key changes, you can explore them in more detail through a World Café session (see following activity).

REFLECTION:

Learning Outcomes::
- **Be more effective in tackling social issues in our communities.**

Summary: How can we make our community a better place to live? What changes would we like to see?

Materials*:* None

Approach:

1. Explore with the group: what learning can we share that will support us in planning and delivering principled social action which can benefit the wider community?

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WORLD CAFÉ (minimum 90 mins)

Learning Outcomes:
- **Feel more motivated and able to share with and learn from others.**

Summary: Practice applying good practice approaches to listening and giving our opinion in situations of tension.

Materials: set the room up like a café with tables with chairs around them and refreshments.

Using World Café after prioritizing the change you want to see: this can be a useful approach for exploring in more detail the priority changes the group wants to see in their community see page: In this case each table can be a change (an issue the group wants to overcome). Agree some appreciative questions for each table which would help the group to think about specifically what the change would look like and some of the action Active Citizens could take. As part of this conversation the group may want to practice their learning by discussing: what works well in the community, some of the systems and power relationships in relation to the change being discussed and where there are opportunities for small actions (tweaks) to have long-lasting impact. This is an opportunity to get ideas from the whole group. Use the planning your social action tools to support this process

Approach:
1. **See page 15 Facilitation Techniques for an overview of this approach**. It's important to have a clear purpose when using World Café', this might be to engage in dialogue, or generate ideas and solutions. Remember though, participants should set the agenda.
2. In World Café you need to find questions that matter to those participating. See crafting brilliant questions (Facilitation Techniques). *Brilliant questions are simple and clear, thought provoking, challenges people and their assumptions, generate energy, keep people focussed, continuously opens up new ideas and possibilities.*
3. Brainstorm the questions the group want to explore. Some of the group may want to look at opportunities for sharing and learning in the group or begin talking about social actions, others may want to dialogue on a difficult issue.
4. Make the wording neutral and vote on which are the 3 – 6 subjects which participants want to discuss (make sure each subject has at least 5 people who are interested in discussing it.
5. Each table should have a different question placed in the centre. Participants discuss the question. After a significant period of time (i.e. at least 30 minutes) they are invited to change tables. You can do this 3 or four times. Finally the outcomes from each table are shared.
6. Debrief how was the experience? What was valuable or inspirational for the participants which will enable us to move forward?

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Table Hosts

a) Each table has a volunteer host during the conversation. The job of these hosts is to:

b) Remind people at the table to write down ideas, discoveries, links to experience, links between ideas, new questions, etc.

c) Remain at the table when others leave and welcome participants from other tables.

d) Share key discussion points and insights from the previous conversations with the new participants so they can link ideas from their previous tables.

e) Invite participants to join the tables which interest them – try to make sure there's a spread of participants amongst the tables.

An alternative approach to generating conversation on issues related to Active Citizens set is to use Open Space methodology. Or to arrange a dialogue or organise a social evening or event where participants are invited to hold conversations on a theme.

PLANNING SOCIAL ACTION

➢ **Be more effective in tackling social issues in our communities.**

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PLANNING YOUR SOCIAL ACTION TOOLS:

There are many approaches to planning social action. Different approaches will suit different projects and different communities. Below are suggestions, tools and activities for the planning phase. Choose appropriate methods.

Here are some key things for the group to take into account when planning social action:
- **Practice the learning**
- **Identify personal (small actions) you can undertake.**
- **Identify strategic opportunities for group social action (tweaks for big results)**
- **Use the skills and interests of the group, build a team ethic and support each other.**
- **Use an appreciative approach. Build on success.**
- **Take into account your principles**
- **Engage in dialogue with others**
- **Build alliances**
- **Involve community members in decision-making and delivery.**

Understanding how change occurs in your community is key to moving from dialogue to action. Below are some questions to consider, as you think about how to bring about change in your community. You can use the outcomes from previous activities as well as the tools on the following pages to respond to the below questions:

Some questions when developing social action:
1. What would genuine, beneficial change look like? How will we know if we are successful?
2. What are our short-term and long-term goals?
3. Who needs to be involved for change to happen? At what point in the process do they need to be involved?
4. How will we get community leaders who are not part of the study circles to take the
   recommendations seriously?
5. What information will be needed to help change occur? What form should the information take?
6. What obstacles might get in the way of change occurring? How can we address these obstacles?
7. What else is going on in the community related to this action idea? How can we connect to those efforts?
8. Are there people/groups that should be kept informed along the way?
9. How will we work together and support each other
10. How will we know when the change has occurred and the impact of the change? How can we monitor and evaluate this?

Tools which may support you in this process:
1. Kinds of Change Table (see page: 87)
2. Table for personal and social action (88)
3. 4D Cycle: Desire, Dream, Design, Destiny (43)
4. Power and our social action graph (89)
5. Strengths, Weaknesses, Opportunities, Threats table (90)

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6. Table for brainstorming vision, needs, systems and activities (91)
7. Action plan table (92)

Activities and activity outcomes which will help the group plan social action:
1. Tree of expectations: the roots – use the skills, connections and attitudes of the group
2. The Wall of Greatness – identify the best of what is
3. Appreciative Enquiry sheet – draw on participants passions and experiences
4. Listeniing and giving our opinion – continue to explore diverse perspectives and listen to the community
5. The Systems We Are Part Of, Power and Active Citizens, Community Engagement Visit, Community Mapping, Community Research – reflect on how change works in the community and how it connects globally.
6. World Café' outcomes – identify the opportunities and challenges for the social action.
7. Identifying Risks and how to Overcome Them – supports effective planning.
8. Social Action Project case studies
9. Press tools

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TOOL 1: KINDS OF CHANGE TABLE

Kind of Change	How does it happen?	Example
Change in individual behaviour and attitudes	Better understanding of the issues and of another inspires people to 'make a difference'.	A participant decides not to let racist remarks go by without a comment.
New relationships and networks	Trust and understanding develop between participants in dialogue.	As part of a Social Action Project young people build relationships with the police through weekly meetings
New working collaborations	Individuals and organisations develop new relationships and new ideas for solutions.	Active Citizens encourage joint working in the community between different ethnic groups to help solve a mutual problem (e.g. a water shortage issue)
Institutional changes	Leader and/or members of an institution gain new insights that lead to changes in the institution and in the larger community.	After engaging in dialogue sessions organised by Active Citizens leaders in banking work to improve banking services to ethnic minority communities.
Changes in public policy	Public officials help to organise public dialogue and pledge to work with Active Citizens to implement action ideas. Or Information from dialogue activities is collected and reported to decision-makers.	Following a dialogue session between young people from diverse backgrounds and public officials the local council agrees to improve services for young people and to work with them to achieve this.
Changes in community dynamics	A wide engagement by different members of the community in Active Citizens dialogue spaces leads to a new understanding of each other, new ideas and a joint commitment to community action.	Relationships are built between communities through opportunities to dialogue and work together with other groups to develop community vegetables patches.
Changes in community's public life	Active Citizens initiatives become an ongoing part of how the community works	A culture of recycling is developed in a community through Active Citizens awareness raising.

Adapted from 'A Guide for Training Public Dialogue Facilitators', Everyday Democracy, studycircles.org

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Tool 2: TABLE FOR PERSONAL AND GROUP ACTION

1. Ask the participants to write down in a table form (see below) any personal actions they could take in their daily lives to contribute to the visions of change you have identified (see examples on the following page) as well as any ideas for collective action by the Active Citizens group (see table below).
2. Capture the ideas and write them up on separate flip charts, personal and collective.
3. Share with the group: we can all choose to carry forward some of these personal actions in our daily lives. By undertaking these actions we will be

Issue	As an individual	As a group
Clean water		
Health issues		
Recycling		

making a real contribution towards realising our principles as Active Citizens.

Examples of personal action:
- *'We must be the change we wish to see in the world' M. Ghandi*
- ***Reduce, reuse, recycle** (the 3 R's): many of us consume far beyond our basic needs, the more we consume the more harm we do to our environment locally and globally. If waste cannot be reduced or re-used the best thing to do is recycle. (Principle: Sustainability)*
- ***Challenge cultural assumptions:** challenge your own assumptions about other cultures. Look to share and learn with people from different backgrounds, this will give you better understanding. Use this to challenge the assumptions of people around you. (Principle: cultural sensitivity)*
- ***Conscientious consumer:** think about who you're buying from and what principles they represent. Some large multinational companies are involved in exploiting workers and harming the environment. Explore whether you can buy fair trade or local produce. (Principle: Sustainability, Mutually beneficial outcomes, Equity).*

Tool 3: POWER GRAPH

The below approach identifies which actors could influence Active Citizens' social action. It works well if the group have already idenftified the type of change they would like to see.

1. Think back to the Power excercise to what extent would the actors you've identified would support your social action or 'disagree' with you and how much power / influence do they have. Plot them on a graph like the one below:

Influential / Powerful

Local govt.

Disagree ——————————————— **Support**

Local newspaper

Less Influential / Powerful
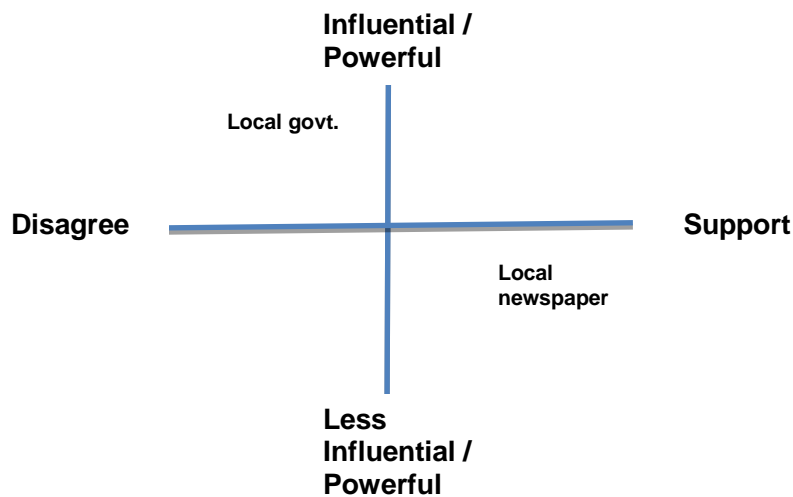
2. Where do we have influence? How could we use this to our advantage?
3. What opportunities are there for working with others individuals or groups in the community? Could we get support?
4. Who would we need to work with? Who do we have to influence to achieve this change?
5. How might we do this?

Tool 4: SWOT Table

STRENGTHS	OPPORTUNITIES

WEAKNESSES	THREATS

SWOT Analysis

What is it? You can use a SWOT analysis to identify and analyze the Strengths and Weaknesses of the =the social action project, as well as the Opportunities and Threats revealed by the information you have gathered about the community. .

Why use it? To develop a plan that takes into consideration many different factors, and maximizes the potential of the strengths and opportunities while minimizing the impact of the weaknesses and threats.

When to use it? While developing a strategic plan or planning a solution to a problem, after you have reflected on the environment in which the social action will take place (for example, the community aspirations, power relations, the economy and infrastructure).

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Tool 5: TABLE FOR OUTLINING OUR PROJECT

Our vision is: *i.e. Reduce the spread of HIV/AIDS in the community*	
What's the current situation? What's the need? % has HIV/AIDS in local community Negative attitudes towards those with HIV/AIDS	*Use community mapping / research outcomes. And perspective gathered through the visioning the change activity*
Unpack the need: what are the issues which are having an impact? *Young people are not educated about HIV/AIDS and prevention* *There is a stigma attached to people with HIV/AIDS* *Condoms are expensive-community members cannot afford*	*Brainstorm ideas. Use community mapping / research outcomes.*
What are the systems which are having an impact? Is there a global dimension? *Schools are not teaching about HIV/AIDS* *Hospitals do not have the funds to distribute condoms freely*	*Use your learning from the systems exercise to identify the systems which are having an impact*
Brainstorm some broad objectives for your project. What do you want to happen? i.e. *Young people make responsible decisions regarding their sexual and reproductive health*	*Think about objectives that are Specific, Measurable & Achievable*
What activities would enable this to happen? *Awareness raising campaign in schools through organising and supporting discussion and dialogue spaces about HIV in schools. Theatre play visiting schools with embedded messages about HIV Aids. Invite local media.*	Brainstorm possible activities. Who do you need to work with? Use the Power Graph. Think appreciatively about what works locally.

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BRITISH COUNCIL

Vision: (The change you want to see)

Objective 1:					
Key Actions	**Milestones**	**Outcomes**	**Resources**	**Target dates**	**Who**
What smallactions do you need to carry out to achieve your objective?	What are the steps you need to carry out to achieve this action?	What will have happened when the action is complete?	What resources do you need to complete this action?	When do you want to complete it by?	Who will carry out this action?

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IDENTIFYING RISKS AND HOW TO OVERCOME THEM
(1 hour)

Learning Outcomes:
- **Be more effective in tackling social issues in our communities.**

Materials: Different coloured post-it notes

Approach:
1. Ask participants to write on coloured post-it notes risks for the social action project.
2. Each risk should be written on a separate post-it note.
3. Ask participants to post these risks on the wall. As they do this group them.
4. Now ask participants to look at the wall and choose the two risks they feel are the hardest to overcome and write on a different coloured post-it note ways to overcome these risks.
5. Participants should place the post-its about how to overcome the risks next to the risks themselves.
6. Open a conversation the about risks and the suggested methods of overcoming them.

Include in your strategy actions to avoid / mitigate the risks.

PRESENTING PLANS, PEER REVIEW AND SHARING
(1 hour 30)

Learning Outcomes:
- **Be more effective in tackling social issues in our communities.**

Summary: Participants have an opportunity to review their plans and benefit from peer learning.

Materials: None

Approach:
1. Participants are invited to present their plans to each other for feedback and look for areas of synergy and joint working.
2. Use World Café (see page), Open Space (see page) or present in plenary.
3. Use appreciative questions to support this process?
   a. What inspires you about this idea?
   b. What contribution could you make to developing this plan in an effective way.
4. Allow participants to also give their opinions on the strengths, weaknesses, opportunities and threats and provide insight into how to build on strengths and opportunities and work in a positive way with the weaknesses and threats.

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COMMUNICATING YOUR PROJECT (45 mins)

Learning Outcomes:
- **Be more effective in tackling social issues in our communities.**

Summary: Participants have an opportunity to review their plans and benefit from peer learning.

Materials: stop watch

Approach:
1. Split the group into sub-groups of 5 or 6. Tell the sub-groups to imagine that one of them is back in their community and they have just entered the lift wearing a T-shirt which says Active Citizens when an influential decision-maker steps into the lift and asks you 'what is 'Active Citizens'?' The decision-maker presses floor 20 and you know you have 1 minute to tell the decision-maker about Active Citizens and make that information the most important thing he/she hears that day.
2. Ask the sub-groups to decide on what they will tell the decision-maker in that one minute.
3. Now tell the group that, 'oh no!' just as the decision-maker pressed the button for floor 20, he/she changed his/her mind and pressed floor 10. This means you only have 30 seconds to tell him/her Active Citizens. Ask the sub-groups to re-think what they will say so that it only last 30 seconds.
4. Now tell the group that, oh no!, the decision-maker has remembered that he/she has to drop off an envelope on floor 5, he punches the button for floor 5 and you only have 15 second to make your description of Active Citizens the most important he/she hears that day. Finally ask one person from each subgroup to present what they tell the decision-maker during their 15 seconds in the lift.

Debrief

- How can we share about Active Citizens and our project locally?

- Who will do this?

- How could we share and learn globally? What could we do to contribute to the global network?

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SOCIAL ACTION PROJECT CASE STUDIES

CHANGE OF STRATEGY: A story from Namibia

'In October 2006 I led a delegation to the local town council. We went there to request them to do away with the bucket toilet system they had awarded a tender for. Throughout our deliberations, I made use of the skills that I had learnt through the programme. Using the power of questioning I moved the local town councillors in the direction we wanted them to go. At the end, the tender was terminated and local councillors worked on the installation of hygienic toilet facilities. Throughout the lobbying process, I tried to do away with the political and tribal lines, which enabled the community to "interact" freely.
Jacques Beukes, Interaction Participant 2006–07, Namibia

SOCIAL ACTION IN SUDAN: AL FAT'H

Celebrating the successful completion of Active Citizens' first phase in Al-Fat'h, representatives of the Ministry of Social Welfare, Sudanese Women Union, and other community-based organisations gathered for a lively event involving certificate-giving and speeches. It also received a very positive media response in Sudanese newspapers and radio interviews.

Addressing the event, Country Director of the British Council Richard Weyers thanked the British Council's partners from the Government of Khartoum State, and commended the role played by the citizens of Al-Fat'h. He said he was proud of the project's huge achievement and progress so far, adding that the British Council is keen to provide trust-building and social development activities within the community.

"At the moment we are preparing to start the second phase of the project, which includes exchange visits between the beneficiaries and their counterparts in Britain," commented Mr Weyers.

Meanwhile, Secretary General of the Peaceful Co-existence and Development Organization, Mohamed Yousif, commended Active Citizens for their local initiatives and also thanked the people of Al-Fat'h for cooperating in the creation of projects that benefit the wider community: "The programme has created productive activities to the people and the area has positively changed," he said.

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Social action projects in IDP camps

Al-Fat'h is a vast and impoverished settlement outside Khartoum that is largely inhabited by internally displaced people who fled the country's recent civil war conflicts. Therefore the community here represents Sudan's multi-ethnic spectrum, including Nuba people, Afro-Arab tribes, Muslims and Christians. However, tensions frequently surface between different ethnic and religious groups, especially when competing for scarce resources such as water, sanitation and healthcare. At present, such resources are largely provided by NGOs and the United Nations. In addition, electricity supplies are poor and transport is both inadequate and costly for the impoverished residents who wish to travel to Khartoum to find work.

Since its inception in Sudan in 2009, Active Citizens SAPs have focused on the promotion of peaceful co-existence and sustainable, improved living conditions in Al-Fat'h. For example, various SAPs tackle issues on the environment, forestation, seating for school children, raising awareness on health issues, women's empowerment, and energy substitutes.

In March 2010, a group of Welsh Active Citizens spent time living and working with peers in Al Fat'h where they participated in educational, environmental and cultural workshops for the local community. They also contributed to the 'Intercultural Dialogue in Africa' event hosted by the British Council in Khartoum. One exchange visitor, Ceri Weightman, had commented that "[The Al-Fat'h Active Citizens] seemed to get so much from life but also put so much into it. I learned to be more caring towards others since, truthfully, we are all one family."

High hopes for the second phase

Speaking about the conclusion of the programme's first phase, British Council Project Manager Tilal Salih told the newspaper Al-Ahdath: "We were amazed by the way people in Al-Fat'h have interacted and cooperated throughout the project. They were enthusiastic and expressed eagerness to bring about positive change to their community. The project will be implemented in other areas including Kasala, Blue Nile, Port Sudan, and North Darfur States, where it will train local leaders and raise awareness of their needs."

Rasha Al-Nur, an Active Citizens participant from Al-Fat'h, also told the newspaper that the programme has made "a remarkable change" in her life and community. In addition she remarked that while the town has previously lacked essential government support, she is now hopeful that the needs of the community are being recognised and addressed as a result of the programme's SAPs.

WHAT I KNOW NOW: Zahra's SAP experience in Pakistan

Active Citizen Zahra Ahmad explains the challenges she faced within the first six months of organising her Social Action Project 'Save A Paper, Save A Tree' in Lahore, Pakistan

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"Running a Social Action Project [SAP] requires dedication, commitment and a willingness to bring about change in your society," says 20-year-old Zahra Ahmad, a dedicated Active Citizen from Lahore, Pakistan. A

cording to Zahra, she and her team have a very clear idea about the kind of change they want to achieve through their SAP, 'Save A Paper, Save A Tree', which aims to reduce paper wastage in schools around Lahore. "We all believe in bringing about change to create a healthy environment, and the purpose of the campaign is to generate a feeling of responsibility among both students and the school's administration towards their immediate surroundings and the environment."

According to a survey of 700 students carried out by Zahra's project team in one particular school, the paper-wasting habits of both students and staff are of considerable environmental concern. For example:

- Schools tend to issue notices to students and parents on paper. However, 92% of respondents claimed they either immediately throw the paper notices away and/or tell their parents the news verbally
- Each student uses around 10 sheets of paper daily, which amounts to roughly 2,500 sheets annually
- Approximately 9,000 sheets of paper are made from one tree. Thus, a school of 700 students, such as the one surveyed, may use around 400 trees a year. This number could be reduced with more efficient administrative management
- Manual school library systems are prone to inefficiency, with infrequent tracking of misplaced books and few fines issued for lost or late returns. An astonishing 42% of students who borrowed books failed to return them
- Student records stored by administrative departments are described by the report as a 'paper graveyard' – information is buried in overstuffed files and is difficult to make sense of as a result of poor management practice.

Our paper-saving mission
"Keeping in mind the environmental cause of saving trees, our team of six university students wanted to create awareness of paper-saving at school level," says Zahra. "We didn't want to be one of those 'awareness campaigns' that just pass by without making a difference. We aim to provide feasible solutions to reducing paper consumption. After all, it's about making a difference in society by being an agent of change.

"This year we're working with 20 schools in Lahore. Activities are being held at each school for two days, one with students and the other with administrative staff. One of our suggestions to schools is to show them how to use computer software as a way of carrying out administration without using paper. Meanwhile, we carry out a one-day workshop and inter-school competition for pupils based on the theme of saving paper."

To ensure financial sustainability of the project, the team were on the lookout for sponsors. Luckily, they gained support of a company that offers to provide low-cost administration software to schools involved in the project "The school just has to pay the monthly rent for the software and get the service activated at their end. The company is willing to give 20% of this monthly rent to our team in order to fulfil our running costs. They will also give full technical support to school staff and offer quick responses to queries," she explains.

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Challenging attitudes

"Our survey showed that a major portion of paper wastage is created in administration departments," says Zahra, who believes a resistance to change among school staff could be down to an unwillingness to abandon the traditional but wasteful paper-based systems. Zahra also admits the older generation's apparent unwillingness to engage with younger people remains a major hurdle. "The biggest challenge facing the project is that people often seem less than willing to listen to a 20-year-old student," she says. "After we provide school staff with a brief introduction about the project, they sometimes ask when they can meet with someone more senior. Their interest vanishes the moment they're told our group is comprised of students! How to convince everyone that we have the spirit to make a change in society remains an unanswered question right now."

However, Zahra remains undaunted, as she and her team tries to be as accommodating as possible and encourages the exchange of ideas with school staff. "I tell them that we are open to any suggestions and solutions," she says. "This demonstrates that above all we want to promote our SAP and make it successful."

Advice to others

"The main advice I have for others working on SAPs is to remain determined, focused and flexible in the approach of improving or solving a social issue," says Zahra. "Also, be open to discussion. This is the best way to find out what your ideas need in order to develop. Finally, be prepared to learn from your mistakes and move forward with a new vision."

OUR PEACE HISTORY: Story of a UK SAP
(from the Interaction programme)

Our Peace of History is an arts and media project that aims to develop cross-generational understanding. It works by getting youngsters to work with older people to document their stories through literature, photography, fi lm and music. The project builds confi dence in the young people, demonstrating the contribution that black community members have made to the UK and raising their esteem.

This project, by Yvonne Archer, gives a voice to the UK's African Caribbean communities. The fi rst phase of her initiative was to work with her 77-year-old Jamaica-based father to write his memoirs, which are due to be printed in 2010. A London bookshop has encouraged Yvonne to hold workshops in all the schools across the borough of Haringey, which will help to spread the project's infl uence and reach a wider audience.

Yvonne estimates that she has reached at least 100 people by holding events to publicise her project throughout 2009 at African Caribbean bookshops and restaurants. She also worked with 300 young people in a Walthamstow school, placing stories from her father's memoirs to music.

Inspired by her experience, Yvonne said: 'I've become even more trusting of my own abilities and skills, and that it is vital for me to continue to switch the balance so that I am fi nancially free to work on the project and other interests that I believe in.' www.ourpeaceofhistory.com

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INTERNATIONAL EXCHANGES

AND

INTERNATIONAL STUDY VISITS

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Please note:

All participants must complete the learning journey through participating in local workshops and carrying out social action projects.

Some participants may be selected from local groups to participate in either an:

1. **International Exchange**
   or
2. **International Study Visit**.

Consult your local British Council Office to identify: 1. whether your community will be linked internationally 2. how many Active Citizens will have the opportunity to travel and 3. the role of your organisation in supporting this.

1. INTERNATIONAL EXCHANGES (Bi-lateral)

Summary:
An international exchange is where a local Active Citizens group from the UK is linked to a local group from another country. Both groups host and send Active Citizens on visits between the two communities. Bi-lateral exchanges often involve visits to social action projects, meetings with local decision-makers, dialogue and skill-building.

Activities:
Partnered Active Citizens communities should engage with each other prior to the exchange for introductions, preparation and to begin the learning and sharing process between project participants. The Active Citizens web-portal and Ning http://activecitizens.britishcouncil.org/content/connect or http://active-citizens.ning.com can be used a tool for this interaction.

The international exchange should consist of a series of collaborative activities, community visits, dialogue sessions and shared learning experiences that seek to:

- allow the participants from each community to get to know each other personally and professionally, including their diverse cultures and identities
- provide an insight into the community relations and social development challenges faced by each community
- share solutions and methods for improving community relations, promoting sustainable development and facilitating dialogue across cultures
- link the local learning under Active Citizens to global issues
- demonstrate how action or behaviour in one part of the world has implications for people in other parts of the globe
- contribute to the delivery, dissemination and sustainability of each communities' social action projects

Suggested activities could include the following:

- facilitated training
- open space dialogue
- community orientation visits
- reflection and review meetings
- field visits to community development projects
- meetings with local decision makers and influencers (public, private or third sector)
- storytelling and arts activities
- sports and games
- visioning activities
- media activities – TV, film, radio, newspapers
- work shadowing with community development/relations professionals
- voluntary work

Other activities and techniques that support the desired learning outcomes are welcomed.

Outputs
It is expected that the exchange visits will produce a number of different outputs.
- Joint social action projects implemented and reported
- Social media posts from the exchange – blogs, Facebook etc.
- Stories and articles published in news media or online
- Community profile updated on Active Citizens website

2. INTERNATIONAL STUDY VISITS:

International Study Visits (ISV): This is where one country hosts a 7 day event involving Active Citizens from around the world. Local Active Citizens choose representatives to attend the ISV. These representatives build skills, meet with civic and civil society and share and learn around themes such as youth, conflict and the environment. On their return they share learning amongst their peers and support local action. The first International Study Visit will be held towards the end of 2011.

The ISV programme will cover:
- **Introductions:** Structured, facilitated introductory sessions setting out:
  o Setting out learning objectives
  o Introducing the multiple perspectives of those participating
  o Introducing historical context of community/ area being visited.
- **Getting to know each other:** Allow the participants from each community to get to know each other personally and professionally, exploring their diverse cultures and identities
- **Local government:** Meetings with different levels of local government to understand formal democratic and decision making processes within the local context.
- **Civil society**: Meetings with civil society organisations – from infrastructure/ umbrella organisations down to small grass roots organisations to understand their main interfaces and influence. Could include workshops with local community organisations to cascade learning
- **Stakeholders:** Meetings with stakeholder groups.
- **Sharing and learning:**
  o An insight into the community relations and social development challenges faced by each community
  o Sharing solutions and methods for improving community relations, promoting sustainable development and facilitating dialogue across cultures
  o Linking local learning to global issues
  o Demonstrating how action or behaviour in one part of the world has implications for people in other parts of the globe
  o Developing peer education and project skills
- **Preparing for follow-up:**
  o Structured, facilitated wrap-up meetings helping participants to think through learning dissemination.
  o Planning for the delivery, dissemination and sustainability of each communities' social action projects

Programme Activities could include the following:
- facilitated training activities
- open space dialogue
- community orientation visits
- reflection and review meetings
- field visits to community development projects

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- meetings with local decision makers and influencers (public, private or third sector)
- storytelling and arts activities
- sports and games
- visioning activities
- media activities – TV, film, radio, newspapers
- work shadowing with community development/relations professionals
- voluntary work

Example ISV agenda:

Time	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
AM 1	Welcome and scene setting	Visit: A community project	Dialogue: whole group on a key issue	Skills building: project management	Agenda visits cont.	Skills building in peer education	Present outcomes
AM 2	Community market place						Wrap up
PM 1	Global connections	Visit local or nat. decision makers	Free time or Visit	Agenda visits	Agenda dialogue	Action planning	
PM 2	Setting targets						
PM 3	Finish early	Dinner Out	Host family	Free	Free	Dinner out	

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FROM OLDHAM AND PAKISTAN INSPIRED BY INTERNATIONAL EXCHANGE

Active Citizens from Pakistan visited Oldham in 2011, and were inspired by a number of projects taking place in the community.

The group, from the Mirpur district of Azad Kashmir, Pakistan, were shown round the area by Active Citizens who have been developing their own projects locally. The programme will act to break down cultural barriers, to develop skills, to encourage and enable independent and team working and offer the young people the chance to share their experiential learning.

Projects implemented by the Active Citizens have ranged from working with the elderly in the UK, to fixing street lighting in Pakistan, and helping British - Pakistani children to develop their reading skills. Amjad Shapal, Active Citizen from Pakistan, spoke of the value of the visit:

"This bilateral exchange encourages and supports us. We have learned so much and will try to apply this when we return to Pakistan."

Eye-opening visit to Pakistan
This was not the first time that the Active Citizens from Oldham had met their Pakistani counterparts. A trip to the Active Citizens Regional Symposium in Islamabad, as well as a visit to some of the social action projects taking place in Pakistan earlier in the year had created a bond between the two groups, and served to engage and motivate them.

Joseph Walker, Active Citizen in Oldham and Project Officer at Groundwork said:

"The trip to Islamabad was truly eye-opening. Seeing the social action projects that they were doing first-hand was really helpful, and will help me implement projects in the Oldham area."

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Tim Wallis, senior lecturer at University Campus Oldham and coordinator of the Oldham project explained:

"We were blown away by seeing how Young Active Citizens in Pakistan had established a school for the disabled totally unaided. Inspired by what they did, the Oldham based Active Citizens decided to support their peers, by speaking to local schools about the project, and asking for donations like pens and pencils. Through Diaspora links, these materials get taken back to the disabled school in Mirpur. Working together, these young people have the potential to generate further humbling, life changing experiences for the local participants and communities."

Volunteering in Oldham
The group from Pakistan visited projects led by such organisations as Groundwork and Voluntary Action Oldham. An example is the work being done on Springbank Community Centre in Oldham, which is being renovated by a group of local volunteers.

Sami Raja, student and Active Citizen from Pakistan said:

"Volunteering has given me such satisfaction. I've realised it's not about fame, money or anything else. I will continue to volunteer in the future.

"I really appreciate the work of the British Council. It has been great to interact with the guys from the UK, and the bilateral exchange has really improved my skills and leadership qualities."

Inspired by British culture
As well as experiencing work taking place in the community, the Active Citizens visited the Museum of Science and Industry, the country house and deer park at Dunham Massey and the Trafford Centre. Being immersed in British culture was a learning experience for the participants who had never visited England before.

"Experiencing British culture has given me so many ideas that I would love to take back to Pakistan" Sami added.

"In England people do not smoke in public places, and there are smoking bins for their cigarettes. This is not the case in Pakistan, where people smoke everywhere; even in the hospitals! I would like to stop people smoking in public places in Pakistan, and create smoking areas and bins like they do in Britain.

"Visiting England has helped give me so many ideas for engaging people in voluntary work when I get back to Pakistan. It has given me such motivation."

Breaking down cultural barriers
Coordinated by Tim Wallace from University Campus Oldham and Mohammed Saghir of Positive Steps Oldham, the exchange culminated in an exhibition which was opened by the Mayor of Oldham, Councillor David Jones.

The Active Citizens were clearly inspired by the visit to Oldham. Rifat Shams, Active

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Citizens facilitator from Pakistan and Executive Director of Human Resource Learning Centre, said:

"When the Active Citizens first arrived in England they were shy, but now I cannot stop them! They are already talking about bigger social action projects and our perceptions of England have totally changed."

FROM CARDIFF TO CAIRO AN INTERNATIONAL EXCHANGE

Paula Manley and Rita Singh from Women Making a Difference, Wales, explain how they are inspired by their linked community in Egypt through shared learning and social action.

In June 2011, a group of active citizens from Wales undertook an exciting visit to their linked community in Egypt in the aftermath of the revolution, to find out more about their work on the ground, share their learning on social action and forge closer links between their communities. Their visit followed a visit earlier in the year when active citizens from Egypt and Jordan came to Wales to visit the social action work there.

Pioneers for female empowerment, in a country reborn
The Welsh active citizens, from the social action group Women Making a Difference, who are part of the Women's Institute, are partnered with the Association for the Development of Women in Cairo; both organisations work to empower women in society.

"We landed in a country reborn", says Sarah Page, active citizen from Wales, "revolution and social change was the topic of everyone's conversations."

"The aim of our visit was to visit the communities and social action projects our partner group work with and see the positive changes made, so that we could build upon and add value to our projects here in Cardiff".

The group were met with exuberance and energy as they visited the projects. They visited a literacy project for marginalised groups, a street lighting project in a poverty stricken area of Cairo, and an NGO which helps children overcome their disabilities through education, creativity and engagement in society.

They also met 12 of the 42 female Judges in Egypt and the first female president of a university in Egypt, to share advice on getting women into powerful roles.

This made a real impact on Sarah: "Only 6.6% of judges in Wales are women. As the UK aren't doing so great at getting women into powerful roles either it is time to change this together. We are incorporating the advice from the judges, who also act as pioneers for female empowerment in Egypt, into a course that our group runs through Women into Public Life Course. And we can make this available to women in Egypt and the UK."

Manal Kasban Said, from the Association for the Development & Enhancement of Women (ADEW), Egypt, said: 'I realised there are as many similarities as differences

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in the problems facing Egyptian women in their communities and those faced by British women. Even in the most developed countries they still need to push their women onwards.'

Learning intercultural values and skills through training and exchange
Through a programme of training, community development and international exchange, the Active Citizens programme aims to equip community leaders with the intercultural values and skills needed to help them engage with and build meaningful links with other cultures. So were the group able to share real learning with their partner group?

Rita Singh, active citizen from Wales and Chair of Ambassadors for Change, explained, "Before our exchange we had undergone the same training as our partners in Egypt, this meant that we were on an equal platform, having learnt the same skills and approaches, for example, of project management. Despite speaking different languages and coming from different cultures, we could understand what each other wanted to achieve from our visit and how we wanted to learn from each other."

An inspiring visit was made to a social action project in the poverty stricken area of Old Cairo, where determined and motivated women in the community set up a street lighting project, on a minuscule budget, making their local area a safer place.

Rita explained how the Cardiff group were able to learn from the visit: "The common approach through training and shared understanding went beyond cultural differences to how we are active citizens and want to achieve our objectives in order to help our communities. We were able to see the similarities in the challenges we all face in terms of setting up social action projects – and see how we can overcome them."

The importance of community leaders in times of change
Revolution was on everyone's lips, and the Welsh active citizens got an insight into the role grassroots community leaders played over recent months. Stories of hope, democracy, and social development brought the concept of societal change to life for the group from Wales.

Rita explained: "Everyone we met – from the women in the village to the female President of Alexandria University – felt moved and committed to do something for their community and their country as a result of this incredible experience they went through. People have a real sense of community and belonging. Everyone was talking about the revolution and how their local action is linked to the bigger picture, nationally and globally. That is what the Active Citizens is all about: acting locally and thinking globally. It inspired us all."

The influence of digital communication on the revolution
This increased sense of participation has without doubt been influenced by advances in digital communication. The importance of the literacy project in Cairo bringing the marginalised into the digital age is starkly apparent.

One active citizen from the group in Egypt said:"A camera, a phone and the internet is the sword that people now fight with. It is as equal and powerful as any minister talking in a government building."

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Rita emphasised that message: "The knowledge and understanding we got through the Active Citizens training gives us the motivation to get our message out, through blogs and other media. Our voice is as valid as any minister's or any journalist's. We all talked about how we can use every tool available to us."

Longevity and dissemination: learning and working together
On return, the visit has sparked further joint working between the communities. The group in Cardiff and Cairo are communicating via Skype to develop a joint programme with the Women's Centre for Health and Development in Cairo about empowering women to become community leaders, with the aim of getting young people to use their vote and engage in democracy.

The Cardiff active citizens from Women Making a Difference already run the course in Wales and are now helping to adapt the course to the local context in Egypt, with the main aim of helping women build their confidence to stand for public positions.

Paula from Cardiff says, "It's about longevity and dissemination. We are acting locally and globally to change mindsets. Women Making a Difference in Wales is about engendering change at the heart of the community. Now, thanks to the Active Citizens programme, we can share our skills and learning with our counterparts in Egypt."

Aya Faissal, from the Association for the Development and Enhancement of Women (ADEW), said: "This encounter is and will be a turning point in each one of our lives. It was very touching to see that we're all working towards the same goal, which is empowering women to be active citizens in their communities."

Inspired to take action
It is clear that the active citizens are inspired. As Paula tells us: "The Active Citizens programme forces you to think beyond your everyday life, and makes you consider how your actions affect the community."

She continues, "If the Active Citizens programme didn't exist, we wouldn't be able to deliver local social action with a global perspective and impact. I feel lucky to have taken part – it has changed my life."

"The impact that this trip has had on us is huge", Rita explains, "We are incredibly inspired by the link with our partners in Egypt. The struggle continues, from the women in the villages fighting for the right to work, to the President of the University of Alexandria struggling to be seen as equal. The revolution may be over, but there is so much fight left in them."

Participating countries 2010/11

South Africa	Syria	Jordan
Nigeria	Palestinian Territories	Bosnia
Kenya	Saudi Arabia	Croatia
Oman	Yemen	Serbia
Sudan	Denmark	Macedonia
Ethiopia	Finland	Montenegro
Pakistan	Sweden	Kosovo
Bangladesh	Latvia	Georgia
Nepal	Estonia	Azerbaijan
Sri Lanka	Poland	Israel
Egypt	Hungary	Slovakia
Lebanon	Romania	Algeria
India	Ukraine	Myanmar

New for 2011 / 12
Afghanistan

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ANNNEXE 1:

DIALOGUE IN FOCUS

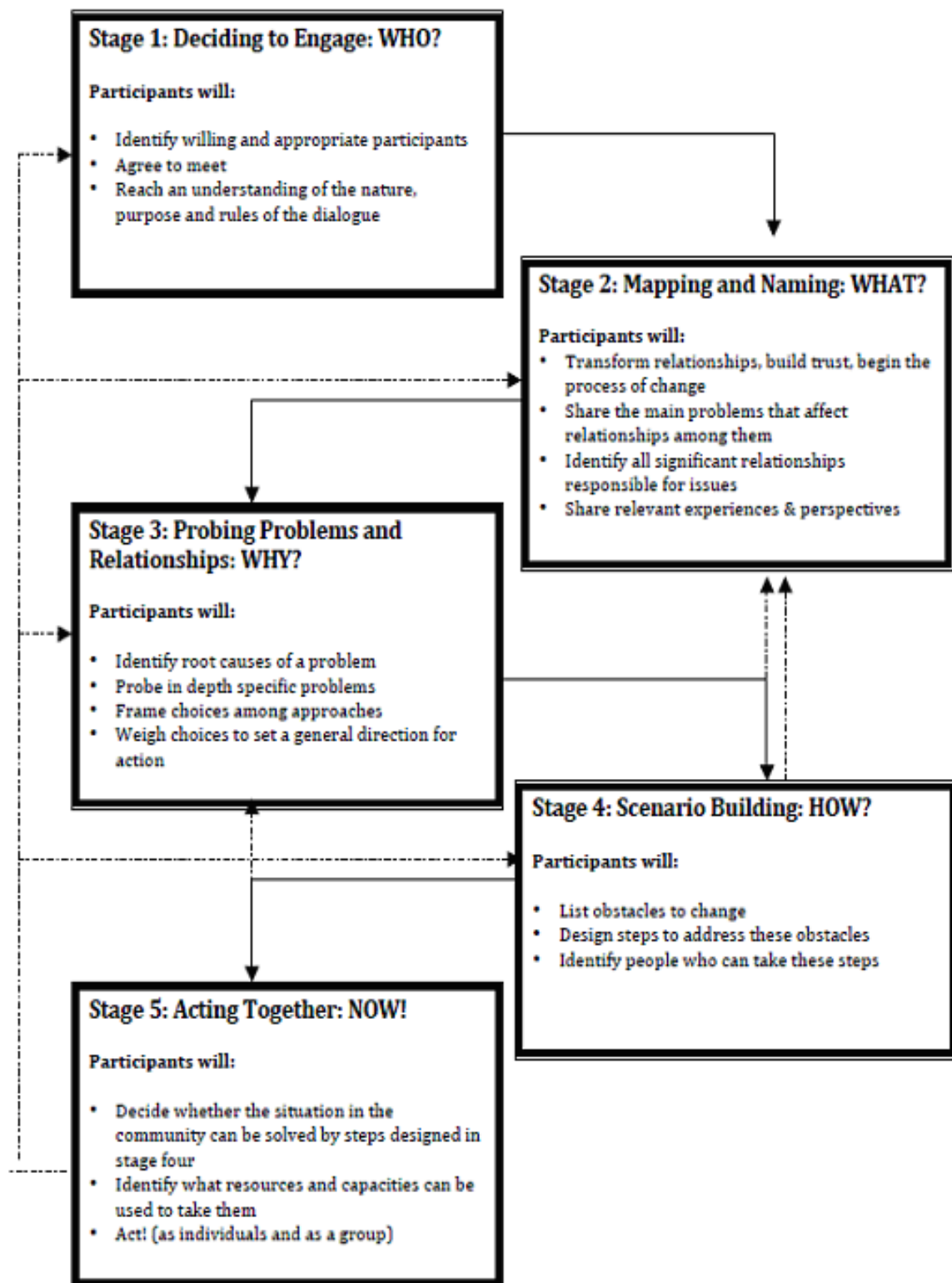*Globally connected, Locally engaged*

ABOUT DIALOGUE

Dialogue in Active Citizens refers to **conversations in which people with different beliefs and perspectives successfully learn from and share with each other.** This focus on learning and sharing makes dialogue different from some other forms of conversation such as debate and negotiation. Dialogue can also be a key tool in developing mutual understanding and solutions.

Dialogue can occur with little structure or planning among people whose who are genuinely interested in each others' opinions and perspectives. In this sense some of the best dialogue happens in informal settings. In some cases though – for example where there is underlying conflicts - dialogue requires careful preparation, design and facilitation.

The role of the facilitator in dialogue:

- Facilitators must maintain a neutral role and focus on the group process. They must not use their position to "teach," persuade, or promote a particular point of view. This doesn't mean the facilitator should be silent or passive. The idea is to stay in the guiding role, while keeping one's personal opinions out of the conversation. This can be very challenging for some people, especially when they are passionate about the topic. In such cases, this person should be a *participant,* instead of a facilitator.
- One famous theory (Kurt Lewin) suggests dialogue works best when there is a process of 'defreezing' (opening up to new perspectives and letting go of assumptions) and 'refreezing' (reforming perspectives based on new knowledge and understanding). In defreezing participants suspend their judgement and explore lot's of perspectives. A brainstorming of different perspectives and un-packing these perspectives without attaching value, can be one tool for de-freezing After it is important to support the group to reach some conclusions, they could be personal conclusions or just about the challenges of carrying out dialogue.
- Looking for common values and experiences between different people is important. Dialogue which only looks for common values though is not inter-cultural dialogue. By only looking at common values we can undermine the value of cultural difference.

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Sustained Dialogue's 5-Stage Process

Stage 1: Deciding to Engage: WHO?

Participants will:

- Identify willing and appropriate participants
- Agree to meet
- Reach an understanding of the nature, purpose and rules of the dialogue

Stage 2: Mapping and Naming: WHAT?

Participants will:
- Transform relationships, build trust, begin the process of change
- Share the main problems that affect relationships among them
- Identify all significant relationships responsible for issues
- Share relevant experiences & perspectives

Stage 3: Probing Problems and Relationships: WHY?

Participants will:

- Identify root causes of a problem
- Probe in depth specific problems
- Frame choices among approaches
- Weigh choices to set a general direction for action

Stage 4: Scenario Building: HOW?

Participants will:

- List obstacles to change
- Design steps to address these obstacles
- Identify people who can take these steps

Stage 5: Acting Together: NOW!

Participants will:

- Decide whether the situation in the community can be solved by steps designed in stage four
- Identify what resources and capacities can be used to take them
- Act! (as individuals and as a group)

Ref: Christopher Wagner, Sustained Dialogue, Campus Network:
www.sustaineddialogue.org/

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CHECKLIST FOR SETTING UP A DIALOGUE:

Steps	Actions I will take:
Define your goals	
Choose a structure and format that match your goals	
Identify and involve all key players	
Choose a location and room set-up where all participants will feel equally comfortable	
Ensure that everyone will have an opportunity to be heard	
Plan to leave enough time for next steps	
Be knowledgeable.	
Help the group to prepare and to know each other	
Set ground rules with the group	
Be clear on your role	

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DIALOGUE THROUGH STORY-TELLING (1 hour 30)

Learning Outcomes:
- **Feel more motivated and able to share with and learn from others.**

Summary: People open up and learn and share through stories.

Approach:
1. In many of our cultures stories are a way of exploring common truths through looking at specific experiences. Active Citizens are invited to enter this activity using the skills they have learnt.
2. Split the group into sub-groups of 4/5 people.
3. The process is explained to the groups first. Each group is then asked to identify either a topic which is important to Active Citizenship <u>or</u> to them personally. Individuals are then invited to write down (for 10 minutes) any personal stories they have about the topic. The stories should have real meaning for the individual.
4. The individuals then share their story with others in the group who actively listen. Following this each person in the group expresses how the story matches their story or experience and how it is different.
5. Following this the group are asked to engage in dialogue, following questions based on the stories: 'what' (was the story), 'why' (why did the events in the story occur), what do we understand from the story and how might we act as a result of this story.
6. Each group can then capture on a flipchart what they feel are the main points of the story based on these questions, these can then be relayed to the rest of the group, or if participants are comfortable with it be uploaded online to share with other Active Citizens.

Debrief:
- After carrying out dialogue reflect in plenary on some of the challenges and successes. Then draw out key lessons for the future.

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FISHBOWL (1 hour 30)

Learning Outcomes:
- **Feel more motivated and able to share with and learn from others.**

Summary: The group experience a dialogue and reflect on ways to improve dialogue and the facilitating of dialogue

Materials: none

Approach:
1. Participants are encouraged to suggest topics for discussion.
2. A group of between 6 and 8 participants are then invited to form a small circle to discuss this topic whilst the rest of the group forms a large circle on the outside of the discussion circle. The discussion circle then engages in dialogue on the topic whilst the large outer group observes, the outer group is not permitted to engage in the dialogue.
3. Encourage the outer circle to observe the discussion. They should, on their notepad or flipchart, draw out key points and identify whether the discussion is developing into a successful dialogue – where is there evidence of good practice and what are the challenges.
4. After a period of between 10 and 15 minutes (depending on how interesting the dialogue is) ask three of four volunteers from the small group to step out and invite three or four volunteers from the outer circle to join the small group to continue the discussion.
5. There are many variations on this excercise for example 1. regularly altering who is in the outer circle and who is in the inner circle 2. gradually growing the inner circle 3. following the first discussion having each member of the inner circle form a separate small group with members of the outer circle to discuss the issue further.
6. This methodology can be used in interesting ways to support a dialogue project:
7. By having decision-makers and members of the media in the outer circle as listeners before gradually introducing them into the conversation.
8. By ensuring that emotionally charged individuals listen to others and reflect on the skills they need to support the dialogue before being introduced into the inner circle.

ENGAGING WITH CONFLICT TRANSFORMATION

Learning Outcomes:
- **Feel more motivated and able to share with and learn from others**
- **Feel motivated to take action for lasting social change that benefits the wider community.**

Materials: Flipcharts and markers Questions written up on a flipchart, covered unti l needed Conflict reflection sheets to be given to participants prior to session for completion

Approach:

Engaging with Conflict

The Facilitator sets the context as follows:
- o We should see conflict as something that just is, that exists.
- o We can see conflict as a place where the focus is on you, for you or against you.
- o As a part of the situation (system) that is experiencing the conflict, you have the power to change the situation and to impact on the system. In order to do that, you need to embrace the conflict and use it as an opportunity to think, act or react differently.

Mind-mapping conflict:
1. Ask group to:
2. Using a flipchart paper, write conflict in the centre and ask people to unpack it, throwing out their associations, words and feelings around the term "conflict".
3. When they have finished, ask the group the question:
   a. What do you notice about the associations that you have with conflict?
   b. What are you noticing about your approach to conflict
   c. Take the responses (Probably the answers could be quite negative).
   d. The next step is to say that there are ways that we can fundamentally change our associations with the notion of conflict.

Ownership of Conflict
1. Explaining that in situations of conflict, it is useful to understand who owns the issues.
2. Explain what ownership means, i.e. it is about identifying who is taking or giving responsibility for the issues and who should be taking responsibility. For example, in organisations where there is conflict between two departments, it is sometimes the way the departments are set up that it becomes inevitable that the individuals will be in conflict. So, in this example the organisational structure should be seen as owning part of the conflict rather than 'blaming' the individuals in the team for all of the differences or conflicts.
3. Ask the group to turn to the person next to them and think of an example where the issue of ownership would help them to think about a situation. The purpose of this discussion is to help people understand the notion of ownership before we move on to the tool of the MITS

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4. Introduce the MITS tool as a way of identifying the ownership issues in the following way:
   - M – What is the contribution that I am personally making? Am I having a bad hair day that has nothing to do with others?
   - I – What belongs to the individuals? Is this a conflict that is caused by the differences between people?
   - T – What are the issues that belong to the team?
   - S – What are the issues that belong to the system, like the example given of the organisation above?

5. Give the same pairs an opportunity to see how they could use the MITS to help them address the ownership issue they identified in the brief discussion on ownership. It may be that people want to use a different situation or the same one that has been discussed.

Introduce the Conflict mnemonic (20 mins)

6. Introduce the conflict mnemonic as a reflection tool, pointing out that reflection is an action in itself as it will prompt us to think differently and therefore act differently.
   - C – conflict culture.
   - – ownership and MITS.
   - N – narrative – what are the stories that are told?
   - F – feelings – who feels it knows it.
   - L – language – what is used and what could be used?
   - I – intervention – what is the appropriate intervention, senses of justice and injustice.
   - C – courage – how do I pay attention to creating sufficient courage in this context to make a positive impact in this situation?
   - T – trust – what are the questions of trust that I need to pay attention to in this situation that will most enable people to find an effective outcome from this conflict or difference? When we talk about questions of trust, it refers to being clear on what our internal and external questioner is doing, the direction we take ourselves and others in.

7. Start by taking 5 minutes to explain that the Mnemonic provides us with a reflection tool.
   - *For many of us, when there is a situation of conflict or difference, we spend endless hours thinking about the situation, talking to others about it and struggling to move on in a positive way.*
   - *The reason that we have brought this reflection tool is that in situations of conflict, there is often a lack of meaningful reflection that enables us to take a positive action to move things forward.*
   - *This tool is useful as a reflection tool to think about conflicts within yourself and your environment, as well as larger or organisational conflicts.*

8. Take 5 minutes to go through each of the letters of the conflict mnemonic.
9. Take the last 5 minutes to get Plenary feedback from people about how to practically use this tool.

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FRAMEWORK FOR WORKING WITH CONFLICT

Learning Outcomes:
- **Feel more motivated and able to share with and learn from others**
- **Feel motivated to take action for lasting social change that benefits the wider community.**

Approach:

Telling our conflict story (participants can use a role play)

Set this as an individual task. Ask participants to:

1. Think of a conflict that you are in at the moment or have been in, recall this story to yourself and draw a picture/map of your conflict. You can use pictures or symbols, but not words. See how the various pieces of your story interrelate**.** Notice how you feel after drawing this story.
2. Now think of this story again and use your picture to tell it to your partner as though it is **the best thing that ever happened to you**, and you are **the hero of the story and not the victim**. Think first a few minutes and then tell your stories in pairs.
3. Now how do you feel after telling this story?
4. Write down the following questions on a flipchart and ask people to take some notes in their journals:
   - What were the elements of the story that changed?
   - What was it that helped you switch?
   - What is something that I want to take from this conversation in writing to remind me of this shift and what I did to transform the situation from the negative story to the story of success?

Debriefing: In Plenary, the Facilitator asks:
- If we were to mind map conflict again, what would be different and what is responsible for the change?
- The Facilitator wraps-up with final words: "How do you make your second story the real story? It is not about changing the facts or even the features of the story, but about changing the way **you** think about it and how you act or react to your feelings.

Approach 2:

1. Ask :
° What do you mean by difference?
° How and when do we know that we are valuing differences?
° Use the participants responses to link with assumptions, good will and good intent and with the the programme

Approach 3:

Telling our conflict story – 20 mins
o   Set this as an individual task
   o   Ask participants to:
      - Think of a conflict that concerns cultural or other significant differences that you are in at the moment or have been in, recall this story to yourself and draw a picture/map of your conflict.

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Meet with another person (possibly learning partner)

- Try to reframe the situation
- Support each other in using the frame work to inquire into the situation and to plan an intervention that may make a positive impact on the situation

Facilitator Notes:

The key messages to take from session:

- Conflict "just is".
- Embracing conflict as an opportunity to make fundamental change in your community.

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COLONIALISM AND IMPERIALISM

Learning Outcomes:
- **Have a better understanding of the relationship between personal, local and global connections.**
- **Feel more motivated and able to share with and learn from others.**

Approach:

1. What do we understand by the term colonialism? And Imperialism?

i.e. Colonialism is when one country acquires – usually through force - another country or territory. Imperialism is when an unfair relationship is established and maintained between one country and another/others. Through colonialism and imperialism countries have exploited the resources of and imposed cultural changes on other countries and communities. Examples come from all over the world: the Assyrian empire, the Persian empire, the Chinese empire, the Moorish empire, the British empire, the Greek empire, the Roman empire, the Spanish empire, the Ottoman empire... are just some.

What principles and values do colonialism and imperialism usually follow?

How and where are those values and principles applied today?

How can thinking about colonialism and imperialism be of benefit to Active Citizens in building peaceful co-existence and sustainable development?

The modern world is full of examples of cultures and communities assuming that their role is to educate another without seeking to engage in mutually beneficial dialogue.
- *Major international brands splash value-laden messages across the worlds billboards*
- *Schools of the Wahabi approach to Islam are funded by outside investment on a large-scale in several continents. In some cases dialogue is seen as a threat to community cohesion, which has bonded around a single reading of the the Koran (holy book).*

When cultural values are projected and not negotiated in the local community and between communities the outcome is likely to be: a) hostility against 'invading' values b) social problems in the local community.

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Social problems may occur because the traditional social and moral order has been challenged and:

- *Competing needs and ideologies can lead to local tension or conflict.*
- *Communities may lose confidence and their sense of belonging. In this instance the personal pride taken in traditional roles and responsibilities is undermined, leading to a rise in social problems such as alcoholism.*

Active Citizens should challenge their own assumptions and those of their communities and support equitable dialogue between cultures.

A tragic encounter: A Portuguese explorer encounters Tupi Indians (Brazil) in March 1500

'They do not till the soil or breed stock, nor is there ox or cow.. or any other domestic animal. Nor do they eat anything except these manioc (corn)… and the seeds and fruits which the earth and the trees produce. Yet they are stronger and better fed than we are…
(They) skipped and danced with us to the sound of our tambours, in such a manner that they are much more our friends than we theirs…' Pedro Alvares Cabral, March, 1500.

Writing at a time of European colonial expansion Cabral's is the first account of a meeting between South American people and European people. It's a peculiar mix of wonder and admiration tempered by a sense of superiority. Unfortunately, there is no record of what the Tupi indians thought of their strange visitors. Cabral's mission was to conquer and colonize, to build the wealth of Portugal.
Within a few years a quarter of the Tupi Indian population was enslaved to work in plantations which produced sugar to be sold. Most died through being worked to death or by diseases brought over to Brazil from Europe.

It's not *what* you say, it's *how* you say it.. on Facebook

In 1964 Marshall Mcluhan (see box page 9) suggested that the *way* we communicate - through TV, books, internet, word of mouth, radio – can have a big impact on the way a society develops. Television, he suggested is often a passive experience which promotes passive consumption. Today, social-networking internet sites are more participatory. However, they, like television, promote a particular way of engaging with the world: it's a visual experience, based on sharing individual profiles and personal information, we communicate with others on many topics in small bite-size chunks, sending virtual hugs and kisses, receiving news updates and regular requests to join new groups. All this influences the way we think and act socially, promoting a particular set of cultural values.

By recognizing this we can understand: *1) that supporting equal cultural dialogue means thinking about the methods we are using and ensuring they reflect different cultural practice* (see page*). 2) many of the current global-local links promote a particular set of cultural values – for example a lot of the current technology, language and approaches reflect Western values*

The principle of profit:

Many major clothing brands such as have been accused of using Sweatshops to produce their products. Sweatshops are factories which exploit workers in poorer countries. Working in a sweatshop means working very long hours for very little money, regardless of laws on the minimum wage. On some countries child labour laws are violated, factories contain hazardous materials and equipment and protests by workers can be violently repressed.

Sweatshops are one example of how, when applied without other principles, the principle of profit can lead to high levels of exploitation. To challenge this kind of exploitation at the national level can be difficult, since jobs are needed and factories threaten to move to other countries. Global agreements demanding more transparency and widespread monitoring could help to tackle exploitation and ensure that factories apply principles other than just profit.

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FOREGIVENESS

Learning Outcomes:
- **Recognise that forgiveness is sometimes an important step in enabling dialogue to take place**

Approach:
Facilitators should judge whether the below exercise will be useful for their group. Forgiveness can be an important part of dialogue where there is strong underlying emotions and conflict.

1. Project the below statement or give it out as a hand-out. Ask the participants to reflect on it.

- *Forgiveness is an essential component of healing, moving on and reclaiming one's life, when we are hurt or feel wronged.*

- *Forgiveness does not necessarily mean reconciliation with the person that upset you, or condoning their action.*

- *Forgiveness can be defined as the "peace and understanding that come from blaming that which has hurt you, less, and, taking that life experience less personally and changing your grievance story".*

- *Forgiveness is for oneself and not for anyone else.*

Fred Luskin has applied this method in many countries, with success- reducing anger, stress and physical health symptoms, in daily living.

2. Tell the participants that we are now going to think about forgiveness and the participants should only share in pairs what they are willing and feel able to share.
3. Ask the participant to think of an unresolved grievance in their life; to know exactly how he/she feels about what happened and be able to articulate what about the situation is not OK. Ask them to share what they are willing to share with their partner (5 min).
4. Ask the participant: Make a commitment to yourself to do what you have to do to feel better. Forgiveness is for oneself and not for anyone else. Ask the participant to write her/his commitment down.
5. Ask the participant to reflect upon: Forgiveness does not necessarily mean reconciliation with the person that upset you, or condoning their action. What you are after is to find peace. . Ask the participant to discuss this with his/her partner, and distinguish forgiveness from condoning (5 min).
6. Ask the participant to reflect- to get the right perspective on what is happening. Recognize that our primary distress is coming from the hurt feelings, thoughts and physical upset I/we are suffering "now, now" based on what offended me/you or hurt me/you two minutes – or 10 years – ago.
7. At the moment you/I feel upset, practice a simple stress management technique such as taking 5 deep breaths, to soothe your body's flight or fight response
8. Ask participants: What are your expectations from the other person? Give up

expecting things from other people, or your life, that they do not choose to give you. Recognize the "unenforceable rules" you have for how other people must behave.

9. Suggest to participants: Put your energy into looking for another way to get your positive goals met than through the experience that has hurt you. Instead of mentally replaying your hurt seek out new ways to get what you want. Ask participants to write this down.

10. Instead of focusing on your wounded feelings, and thereby giving the person who caused you pain power over you, learn to look for the love, beauty and kindness around you. Ask the participant to reflect and write

11. Amend your grievance story to remind you of the **<u>heroic choice to forgive</u>**

12. Now quickly go round the room and ask participants for one word of how they are feeling. You may need to take a break, or carry out an up-beat energizer. Be aware of how individual participants are feeling and approach them separately if necessary to check on how they are doing.

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SETTING UP A DIALOGUE AND FORUM THEATRE:
Nomadic and Towns-people
(2 HOURS)

Learning Outcomes:

- **Feel more motivated and able to share with and learn from others.**

Summary: Participants practice setting up a dialogue and engaging in dialogue

Materials: 2 facilitators and activity sheets (see the pages which follow this activity)

Approach:

1. Split the group into 2 Groups: Group 1 (a large group), group 2 (max 9 people). A facilitator should sit with each group throughout.
2. Give group 1 the copies of the scenario and task, the local profile notes and the map.
3. How the facilitator to answers group 1 questions**:** in responding to enquiries the main role of the facilitator is to support group 1 in progressing in their planning and discussion whilst stopping them from imagining a 'magic solution'.
4. Group 2: The facilitator explains the full process. The facilitator gives them the scenario, the local profile notes the map and outlines their task.

Part 2: Forum Theatre performance

1. Group 2 carry out their performance.

2. Group 1 have 5 minutes alone to discuss the scenario they have just witnessed and plan an 'intervention'.

3. Group 2 now carry out their performance a second time with group one standing around them. Group 1 are invited to tap actors on the shoulder to make an intervention at any point.

Interventions: An intervention is when someone calls out 'freeze', the role-play freezes and the audience member takes the place of the facilitator to try and resolve the situation using their skills (no unrealistic magical solutions should be used – it should feel real). One rule is that no-one may offer violence as a solution.

Debrief:
- What did we witness?
- What are some of the factors we need to consider if setting up a dialogue? What are some of the skills and approaches we can use in dialogue?
- What are some of the challenges?
- What does the group think of the Forum Theatre methodology?

Finally, **Group 1 present in plenary their best practice process which they designed as a group.**

Planning for a dialogue: scenario and group 1 task sheet

Scenario:

A nomadic community with almost 1,000 members, has lived for several years in a series of caves close to a famous archaeological site. One year ago the archaeological site was designated a World Heritage site and the Nomadic community has been obliged by the government to leave the cave complex and take up residence in a nearby town. New houses and facilities have been built for the Nomadic. Many of the towns' residents opposed the relocation by the government as they don't want Nomadic living in their community. Many of the Nomadic want to continue to live in the cave complex.

Local archaeologists have complained that the Nomadic often return to the caves at night and light fires which is having an impact on some ancient cave markings.

Over the last year tensions between locals living in the town and the newly arrived Nomadics has escalated. There is little communication between them and last month fighting broke out between a young Nomadic and a town resident. The local media has criticised the Nomadic for being disrespectful of private property and for being ungrateful despite the housing and facilities they've been provided with, they're also criticised the local government for the relocation project. In addition to all this, local government officials responsible for protecting the caves have recently hired armed guards to patrol the cave complex in the evenings.

Nomadic elders and prominent town residents are expressing an interest in holding a meeting. They've both approached a well-respected local NGO office for support. Both the Nomadic and local town residents speak the same language. The archaeologists mainly speak a different language and the NGO speak both languages.

Your Task: imagine that you as the NGO are able to advise and support a dialogue process which both communities feel is having a positive and meaningful impact.

1. How might you do this?
2. Identify some steps you could take to support this process. Provide 'imaginary' examples where necessary to illustrate your approach.
3. How would you know that the dialogue process has been / continues to be valuable for the concerned parties?

See the notes and map provided for further information..

If there are key questions which the group needs answering to progress (i.e. questions for the Nomadic people, prominent towns people, the media, archaeologists, local government or other group) you can **direct them to the facilitator** who will find out the answer and come back to you.

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Local Profiles Notes

Nomadic people

Often show deference to the towns-people, they consider themselves outsiders. The Nomadic elders are keen to engage in dialogue and will agree with most suggestions regarding process, location and who is invited irrespective of whether it is in their interests.
The younger Nomadic defer to their elders but they are not particularly interested in engaging in a dialogue with the towns-people.
In public settings it is usually left to the men to speak. Nevertheless the Nomadic women are very active in their community including through earning an income (selling tea bracelets and coins mostly to tourists).
The Nomadic are hunters and regularly carry their guns or knives with them as a matter of custom.
The Nomadic love sport and a few of them can speak several languages including the language spoken by the archaeologists.

The archaeologists

All come from different countries but speak a common language, most of them spend only a few months at a time working on the World Heritage site and then they return to their home countries. Only two of them are permanently stationed at the site. The archaeologists live in the town and some of them are friends with local towns people. The archaeologists do not consider the tension between the Nomadic and towns people to be their business and are very cautious about engaging in any process of dialogue.The archaeologists have a lot of influence over how the local government handles the cave site.

Prominent towns people

The towns-people come from a variety of backgrounds: local landowners, the town's lawyer, a bank manager and a popular butcher. They have a strong relationship with the local media as well as local government though recently there has been some tension with officials. The towns-people would like to propose a large public meeting in the town hall, with some Nomadic representatives, local government officials and media present.
The towns people all have respect for the management staff of the NGO but they are also uncertain about them, since some of the NGO staff are foreigners and the turn over of staff is fairly high. There has also been rumours that the NGO has received a large government grant and some people in the town are questioning what has happened to the money.
The towns-people are expecting a quick and easy solution and the prominent towns-people have prepared on their own a document called 'the way forward' which outlines how the situation can be resolved.

Local Government:

The local government has been dedicating a lot of time to protecting the archaeological site and the caves since they're worried about the attention of the international press on the newly designated World Heritage site. Whilst they no longer have jurisdiction over the main archaeological site (this is looked after by central government) they still have jurisdiction over the nearby caves in terms of decision-making. The local government do not consider the tension between local towns-people and the Nomadic people to be a big issue and had paid little attention to it until recent articles in the press criticised them.

The NGO

The NGO is a local branch of an international NGO which engages in a wide variety of projects, from health to governance, to mediation and conflict resolution. The local branch focuses primarily on a small health clinic, though it has also organised a series of successful anti-drugs and anti-alcohol sports events.

The NGO has a good relationship with the local government. The local media have covered some of their sports events in the past.
This local office is seen as a successful flagship office by the NGO headquarters in the capital.

The NGO currently has some available capacity in terms of staff time but also has a very small budget (local equivalent of GBP300) for additional activities.

The NGO has built a school room adjacent to its office where it sometimes carries out capacity building workshops.

The Local Media:

The local media is run by one group based in the town, they have a radio station a daily newspaper and also produce a once a week television news show.
The local media faces a lot of competition from popular national newspapers, radio shows and television, all of which is available in the town. They have recently been paying a lot of attention to the tension between the Nomadic group and towns-people since it is a hot topic locally and they are the only ones reporting on it.
The local media group has a strong relationship with the local towns-people and is generally trusted to represent the popular sentiment. The local media group is though, owned by a regional land owner who has recently been engaged in a legal battle with local government officials and some of the staff on the newspaper are being pressured to criticise the local governments' handling of the Nomadic relocation.

Group 2: Role-play task sheet

Your task is to create a role play (**max 5 minutes**) based on the scenario where a facilitator from the local NGO has initiated a dialogue process between some of / all of the concerned parties which isn't properly prepared or planned and slowly goes wrong leading to conflict / no positive outcomes.
First think carefully about why it would go wrong, facilitation approach and methodology, wrong objectives, seating, body language, attitudes and approaches of those participating, and then design the role play.
Note:

- The scenario dialogue should take place in the school room of the local NGO.
- The Nomadic people are good listeners, they will rarely speak their mind unless given the opportunity to discuss the issue amongst each other first and then respond. The Nomadic people often show deference to the towns people.
- The prominent towns people are expressive and emotional speakers, they are quite happy to debate and speak passionately as individuals.

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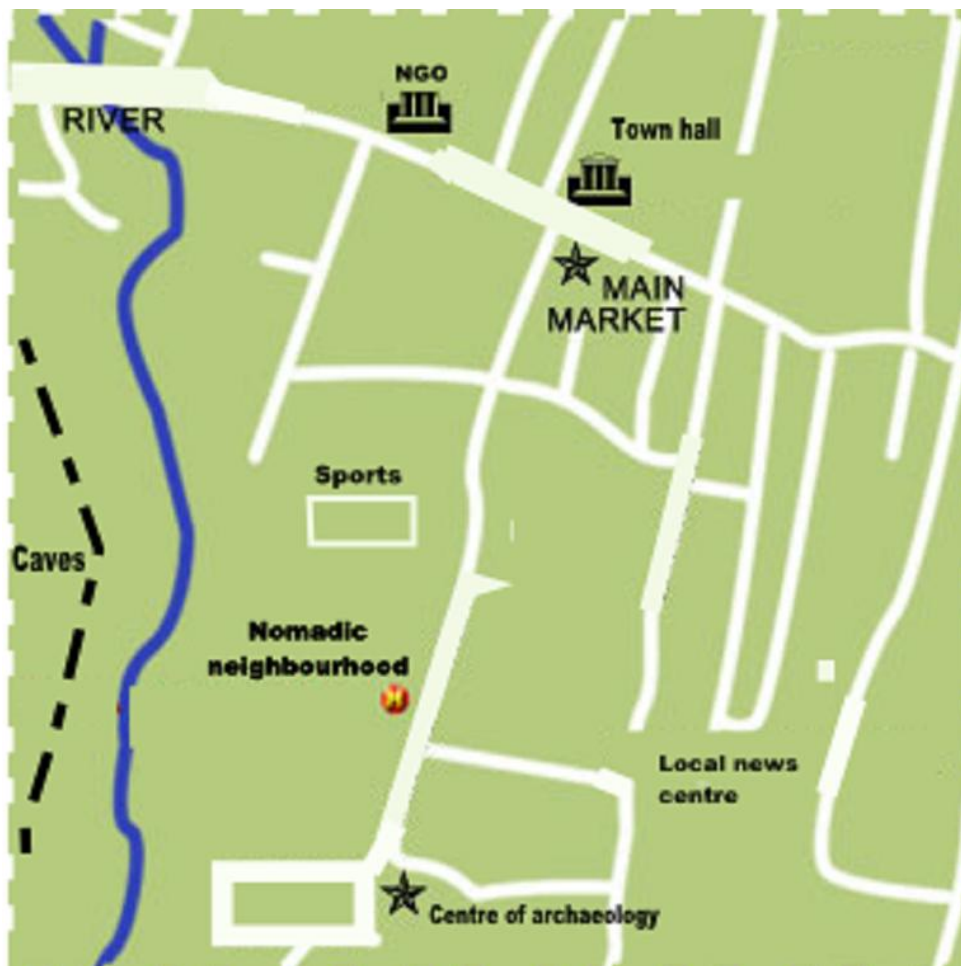
LEADERS IN A SYSTEM (1 hour 30)

Learning Outcomes:
- **Have a better understanding of the relationship between personal, local and global connections.**
- **Feel motivated to take action for lasting social change that benefits the wider community.**

Summary: The group reflect on how to work effectively with systems and how this could have an impact in their communities.

Materials: Soft ball, Flipcharts, Pens, Stopwatch or clock with second hand, Pre-prepared graph axis on flipchart Rounds 1 - 10 on horizontal, and seconds on vertical (see below), Pre-prepared dots around a circle – number of dots equal to number of participants (see below), Copies of cartoons – enough for 1 between 3 participants (see below), Pre-prepared post it notes with the numbers 1,2, 3, etc on them depending on the number of participants

Approach Part 1 – The "Speed" Catch Game (30 mins)

First check 'Has anybody played this game before'. It is important to ensure that whoever played the Speed Catch game does not ruin the process or could maybe step aside and become an observer whilst others play. They can be used as graph plotters or timekeepers. If not, ask someone (or BC) to be the timer and graph plotter (can be the same person). The Facilitator then gives the instructions for the exercise as follows:

1. Everybody get into a circle.
2. We are going to play a game
3. The goal is to complete a round in the shortest amount of time.
4. The game will run over 7 minutes and you may have as many goes at it as you like within that overall time
5. There are ONLY 2 RULES:
6. Everybody has to touch the ball
7. Everybody has to touch it in the order in which the pattern has been set (which we will do in a moment)
8. Ask everyone to hold their hands out in front of them ready to catch the ball. Once they have the ball, they should put their hands down.
9. You only need to remember one thing, namely 'who threw the ball to you and to whom you threw the ball.'
10. This first round is to set the pattern and will not be timed.
11. I will pass the ball to someone, who passes it to someone else, etc until it returns to the Facilitator.
12. If the ball falls, just pick it up and continue.
13. The game starts and ends with the Facilitator.
14. When the game starts, everyone has his hands up and the Facilitator throws the ball to a participant across the room. Remember to send the ball as far as possible across the circle.
15. THIS IS NOW THE PATTERN. We just need to repeat that sequence remembering the 2 rules (state the two rules again - a) Everybody has to

touch the ball and b) Everybody has to touch it in the order in which the pattern has been set. Let's practice with calling out people's names).

16. Now we will time the round and start our 7 minutes. Play the game with the ball, sending the ball around exactly the same order as has been set and time it. Plot the time on the graph.
17. Try again.
18. If no one challenges the system, the Facilitator can prompt the group by saying encouraging things like 'I am sure we can cut this time in half'.
19. Continue for 7 minutes or until the time is unbeatable (!!), plotting the general graph each time.

Debrief using the following questions:

- "What happened?' Did you notice what happened on the graph…?
- When did the phenomenal change happen? What preceded that change? (Facilitator could circle incremental change and the radical change and ask the participants to comment)
- In pairs ask participants to discuss this question "when have you seen radical (as opposed to gradual or incremental) change in a system – work/life/organization/ government/country? Conversations in pairs.

In Plenary

Take stories in the Plenary Session and ask the following questions:

- What did it take to effect that change?
- How did people think after that change?
- The Facilitator will pull out systems aspects of those changes, for example the causes of the radical change, the features of it, which parts of the system needed changing and what other parts were affected, how did people feel after the change, etc?

Approach part 2: Big Goals Need Big Change (45 mins)

- Think about a goal that you have where you need a radical change. 'A Big Goal needs a Big Change' Think about your timeframe for that big goal? Could it be achieved much quicker if the system was tweaked or transformed?
- What would you do to create that huge change? (Use the game as an experience 'How can you move from thinking of slightly improving the 1 minute time, to aiming for 4 seconds…')
- Think of the leverage points and how they can bring about transformation.
- Do you recognize common challenges and opportunities in your systems that could facilitate change? Ask participants to break into groups of 4 and discuss it in relation to their systems.

Debrief input:

Start with this point:

- When trying to achieve your goal it is easier if you recognize some of the common challenges and opportunities that are in many systems.
- In groups of 3 or 4, think about whether any of these issues are at play in your system:
  - **You see what you expect to see** – people often do not challenge their own perceptions
  - **The better the worse** – some things are changed in the short term, but make the situation even worse in the long run

- **See parts not wholes** – if we do not open our eyes we may see the part, but not the whole system
- **Unintended consequences** – we want to make a change in the system, but other changes occur even if we did not expect them

Invite the groups to take one of the points and discuss them.

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ANNEXE 2

PUBLICITY TOOLKIT

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ACTIVE CITIZENS PUBLICITY TOOLKIT

Gaining Media Attention

International activity, particularly involving young people, can provide interesting stories for the media, and Active Citizens offers lots of opportunities for this.

There is lots of scope for you to secure coverage in local and regional media for your activity and this toolkit aims to help you do just that.

Coverage in your local paper, or on a local radio or TV station, allows you to share your successes with a wider audience and can provide good publicity for your organisation. Promoting Active Citizens in the media also raises awareness of the programme and can help other young people and organisations understand what the programme offers and also provide them with the chance to get involved.

This toolkit covers:
- Writing a press release
- Contacting the media
- What to do next
- Five top tips for media coverage

The Golden Rules for Media Relations
Whether you want to gain coverage in your local press for your Active Citizens social action project or are planning a specific event, there are a few simple rules you need to remember:

Get to know your media
Identify which media covers your local area, this is most likely to be your local newspaper, TV or radio station, then buy some copies if it is the local paper, and look to see who is writing about youth projects, young people or community issues. Then find out their contact details (email and phone number) by either looking on the website or call the paper to find out.

Build a relationship with a journalist. Phone them up and seek their advice on what they are likely to cover – get your name known.

Write to the editor well in advance to discuss ways of getting coverage. Invite the editor to be a VIP guest at an event.

If you are part of a large organisation, do not forget to consult with your press or communications team (if you have one), as they will be able to provide you with expert advice.

Make your story stand out
Journalists like real life stories, so if your project has had a real impact on your life or members of your local community – tell them about it. Did you find out something amazing through your Active Citizens project? Has it made you do things differently?

Has it connected you to people you never thought you would meet? If so – these are the types of stories journalists like to write about.

Give them the facts

Writing a press release
The best way to let the media know about your Active Citizens work and social action projects is with a press release.

We have created a series of template press releases which you can personalise to use with your local media. You can use the structure and key messages of the templates, adapted with different activity or announcements, to publicise activity, such as visits you make or host.

Journalists have always got too much to do in too little time! If you can send them a press release that they can reproduce with minimum effort and that gives them all the facts they need in an accessible way, they will be happy to hear from you. It also means the coverage you get will include the information that you want it to.
In order to make your press release appropriate it needs to be written in the right way, so it's useful to consider these points when you are writing:

1. Facts, facts, facts
Your press release needs to summarise all the important information. It should answer the following
five Ws:

- **Who** – who was involved? i.e. "young people from …" or "youth workers from …"

- **What** – What did you do? i.e. "organised an international music event with a youth project from Pakistan."

- **Where** – Where did this take place? i.e. "in the community hall…" or "in Pakistan as part of a youth exchange."

- **When** – When did this take place (it needs to be relatively recent to gain coverage, unless you are following up on its impact – i.e. "After holding an Active Citizens exchange in August last year, young people are now looking to put into practice the tips they learned about making their voice heard in the local community by…"

- **Why** – Why did you do this or why is it important now? i.e. "Members of the group wanted to learn about the different ways young people in Pakistan get involved in their local community to see if there was anything they could be doing differently in Oldham to get other teens involved in positive activities…."

When you read your release through, a good test is to ask yourself – "So what?" Be clear about why this activity is of interest to other people and what is different, exciting and interesting about it.

2. Short and snappy

If you read a news article in your local paper or listen to news bulletins on the radio or TV, you will notice how short and to the point they are. You need to keep your press release in the same style, focusing on the **key messages** that you want to convey.

Keep your release to one page of A4 if possible, two at most. Background information for the journalist can go in the 'Notes to Editors' section at the end of the release.

3. Bring it to life

The template press release in the toolkit gives you the correct structure of a press release and key messages about Active Citizens. Now you need to bring it to life with your story!

The media are interested in personal stories, so make sure you include quotes from individuals involved. Include a quote from a young person if relevant. Quotes should explain how people feel about the project and what the benefits are.

4. Getting in touch

The journalist might simply use your press release to write a story, but hopefully they will want to follow up with you to find out more. Make sure you put contact details at the end of the release so that they can get in touch to arrange an interview or a visit to the school. Include an email address and a contact number, preferably with a mobile number.

Contacting the media

Once you've written your release, you need to get it to the relevant journalists. When you call your local newspaper, ask to speak to the News Desk, and for TV or radio ask for the Planning Desk.

Remember, TV will only be interested in the story if there is colourful, visually stimulating activity they can capture.

You need to be able to summarise your story in 30 seconds so prepare a brief outline before you call. Ask for an email address to send them some more information and send across your release.

Call back next day (or later that day) to check they've received it. Find out if they need any more info or are able to attend / send a photographer to your event.

Journalists need news while it's still new! If you want to publicise an event or visit make sure that you give them plenty of notice. If you want local media to attend an event you need to let them know about it well in advance - send them your press release *at least* a week before.

If you are sending a press release and photos after an event, make sure you send it as soon as possible while it's still current, that day if possible. Find out when your local newspaper's deadline is for submissions so you can make sure you get it to them in time.

What next?

On the day

If you are inviting journalists to an event, make sure someone is dedicated to looking after them who can answer their questions and ensure they speak to enthusiastic participants that are prepared to answer questions (see 'Interviews' below).

Photography

Good quality, high resolution photographs of interesting and colourful activity can make all the difference to securing press coverage. Make sure that you've got someone assigned to take pictures at any publicity-worthy events so you can send them to the local press (if they are not able to send their own photographer along). Brief your photographer to get interesting shots of activity, not just a line up of people in suits!

Make sure that you have the relevant **permission and parental consent** for those involved to use their photographs and quotes for the media.

Interviews

Prepare spokespeople to do interviews, which might take place either on the day if journalists attend your event, or on the phone.

If you are doing an interview, think about what you want to say and how you can best get your key messages across. Think about the audience – they won't all be teachers so try not to use lots of curriculum-speak! Always try to make a reference to British Council Active Citizens and the website so people can find out more about the programme:
http://www.activecitizens.britishcouncil.org/

Pinpoint other spokespeople - people that have been involved - and make sure they are prepared to answer questions about their experience and are clear on the key messages.

Crisis Communications

If something happens as part of your partnership activity that has the potential to attract negative media attention, such as a young person on a partnership visit having an accident or going missing, you must tell the British Council Active Citizens team as soon as possible.

If a newspaper or other media outlet calls you to find out about the incident, take their details and say you will call them back. Your British Council programme manager, working with the British Council press office, can support you to prepare lines for a media response.

Summary – Five Top Tips for Media Coverage

1. **So what?!** Make sure you are clear about why your activity is interesting, different and newsworthy.

2. **Build relationships** – find out who writes about schools / education at your local paper and invite them to relevant events at the school. Keep them updated on future plans that might be of interest.

3. Make sure you always get **media consent** for those involved, particularly parental consent for students.

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4. Don't be put off if your local press don't seem that interested! Journalists are under constant pressure of deadlines and local media have seen big cuts so staff are extremely busy. **Keep at it** - follow up with a phone call and even if a journalist can't come to an event, send a follow up release and photos.

5. **If you get media coverage for your partnership activity, please let us know about it!** Email us with details at: active.citizens@britishcouncil.org
If you have any questions, or would like advice or support to engage your local media, email us at: active.citizens@britishcouncil.org

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PERSONAL ACTION SHEET

Name:

Your key learning points from this workshop:

Your personal principles:

The groups principles:

Principle	How you will act on this in your everyday life

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SIGNPOSTING- RESOURCES, IDEAS, SUPPORT

There are a good number of resources and material which can be found online. Below are a number of sites with resources, helpful links. Some include information on competitions for projects and calls for applications for support for project/entrepreneurship initiatives that fit specific criteria.

Check out the British Council Active Citizens website Resource Page for more.

Active Citizens online:

www.activecitizens.britishcouncil.org
www.active-citizens.ning.com
www.facebook.com (search 'Active Citizens')

Other websites:

www.powercube.net **-** explores power
http://www.theworldcafe.com/what.htm **-** supports dialogue
http://www.globaldimension.org.uk/ **-** global workshop activities
http://www.youtube.com/watch?v=hpAMbpQ8J7g – provocative film

www.Worldmusiccentral.org – non-Western music from around the world

www.nationalgeographic.com – information about almost every country

Social action ideas:
1. Ashoka Innovators for the Public http:// www.ashoka.org
2. By Social Entrepreneurs for Social Entrepreneurs –
http://www.socialedge.org
3. The Acumen Fund http://www.acumenfund.org
4. Skoll Foundation and Uncommon Heroes Series
http://www.skollfoundation.org
5. Schwab Foundation http://www.schwabfound.org
6. The Seed Initiative http:// www.seedinit.org
7. The Echoing Green Foundation http://www.echoinggreen.org
8. Social Fusion www.http://socialfusion.org
9. www.entrepreneurstoolkit.org
10. www.globalgiving.org/projects

Helpful Podcast
craigslistfoundation.org 'social entrepreneurship' by Greenblatt
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www.facebook.com/pages/ActiveCitizens/104825699563373?v=wall

www.powercube.net

http://en.wikipedia.org/wiki/Colonialism

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