

ACTIVE CITIZENS

A partnership between the British Council and the ASHA Foundation



1-4 November 2016

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PROGRAMME OF THE TRAINING COURSE

Time/Date	Day 1 01.11	Day 2 02.11	Day 3 03.11	Day 4 04.11
08:00	Arrivals	Breakfast	Breakfast	Breakfast
09:30		Unfolding the learning journey. Module 1 - ME. Identity and culture. Part 1.	Module 3 – WE TOGETHER. Community mapping. Part 1.	Module 4. Social Action Planning (SAP). Introduction to project management models.
11:00		Coffee break	Coffee break	Coffee break
11:30		Module 1 - ME. Identity and culture. Part 2.	Module 3 – WE TOGETHER. Community mapping. Part 2.	Module 4. SAP Project Development (individual and group work).
13:00		Lunch	Lunch	Lunch
14:30		Module 2 – ME and YOU. Intercultural Dialogue. Part 1.	Module 3 – WE TOGETHER. Forum theatre. Part 1.	Module 4. SAP project development with guidance from mentors (working toward module 5).
16:00	Reimbursement	Coffee break	Coffee break	Coffee break
16:30	Welcome back! Getting to know each other.	Module 2 – ME and YOU. Intercultural Dialogue. Part 2.	Module 3 – WE TOGETHER. Forum theatre. Part 2.	Final evaluation and networking.
19:00	Dinner	Dinner	Dinner	Departures
20:30	Debriefing of past events. Fears and hopes.	Free evening	Pub night	

DAY 1

On the first day participants arrived to ASHA Centre at different times. So, after showing them their rooms, there was a quick gathering where everybody said their names and the places they are from. Sandy (one primary facilitator) and Alex (project coordinator) also shared information about the following activities like reimbursement procedure, tea break and first session.

Session 1: Welcome back! Getting to know each other.

Objectives

- To welcome all participants to ASHA Centre.
- To get to know one another in a deeper level.
- To break the ice.

Activities

The first session was opened by Sandy who led activity named “Two truths and one lie”.

Two truths and one lie

All participants write down three things about themselves, two of these are truths and one is a lie. They then move around the group sharing and trying to guess which is the lie.



“Two truths and one lie” – writing down things about themselves



“Two truths and one lie” – guessing which is the lie

After that participants shared their experience. Sandy talked about the assuming point – she said: “We all hold assumptions!”. She said that when we plan a social action project it is important to be aware of the assumptions we are holding so that we can question and replace

them as we discover more. She stated two questions for participants to think about on their own:

1) What assumptions do we have? 2) How our assumptions drive our behaviour?

Then Lucie (second primary facilitator) did a quick energizer (see Annex 1: Travelling balls). After that Lucie asked participants to pair up and be ready to be creative! A two-part exercise followed.

A puppeteer

In pairs, one person is a puppeteer and the other is a puppet. Puppeteer uses imaginary strings to move its puppet.

A sculptor

In pairs, one person is a sculptor and other is a block of clay. Sculptor slowly moves clay's body into a new position according to the theme that is being explored (1) How would you represent yourself?, 2) How do you think the world sees you?). Ideally this is done without talking so that all communication is through body-language.



Being a statue



Being a statue 2

Then participants shared their experience with their partner and then there was a sharing circle all together as well. One comment on the activity noted that “It’s very pure, it builds trust.”.

Outcomes

- Value different perspectives – hold assumptions lightly.
- Teambuilding and networking within the group.

Session 2: Debriefing of past events. Fears and hopes.

Objectives

- To present programme and objectives of this training.
- To contextualise past activities and concepts – i.e. Active Citizens vision.

Activities

Lucie and Sandy presented the program. After that, in groups of three or four participants talked about activities 1 and 2 using the three following points: 1) What has stood out for you so far?, 2) What is inspiring you right now?, 3) General comments and reflection. There was also a big sharing circle where most people commented that they were ready to jump into the process.

Lucie had outlined a stage on the floor using tape to create the lines of a two-part-stage. There was the backstage (for fears) and front stage where all the audience can see you (for the hopes). Participants used post its to write down their fears and hopes. Then three participants read some of the fears and hopes out loud.

The fears/challenges:

- “”Not finding a common “yes” feeling for the concrete content + form of our project””
- “Afraid of being dull”
- “Afraid of touching on trauma, deep pain in forum theatre”
- “Confusion + disharmony of group. Unresolved conflict + disagreement which limits the groups potential + effectiveness.”
- “Finding the right avenues for change”
- “Group see no way forward or a future of working together.”
- “Having health problems”
- “I am fearful that nothing will come or develop after the event.”
- “I don’t want to hold the group back.”
- “I worry that I am too old! for this”
- “I worry that I will run out of energy”
- “I’m not good enough, nobody cares, we are an insignificant part of the universe”
- “Inertia.. Insurmountable obstacles?”
- “Not gain knowledge in other Field.”
- “Not to learn 20 new interesting non-formal methods”
- “NOT to LISTEN, cause I’m too concentrate to give my opinion”
- “Nothing will happen”
- “Only one day working directly on SAP”

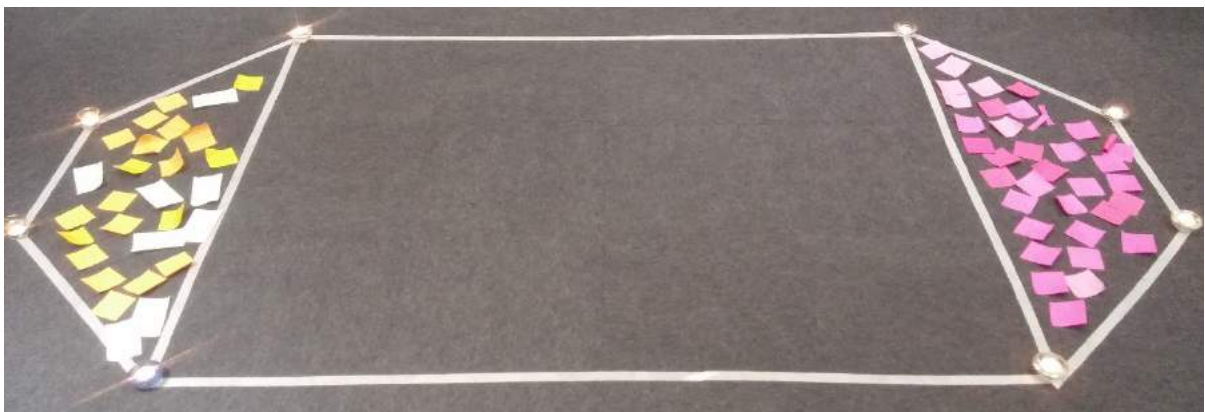
- “Overwhelm”
- “Stressing about life”
- “That I don’t get what I hope to from the week and don’t feel it helps us in implementing our project”
- “that I don’t let myself be fully seen”
- “to do not achieve my expectation”
- “To remain inactive”
- “What can I do in my com”
- “Who am I??”
- “Will there be enough time?”
- “Worried about becoming unwell + having to leave early”

The hopes:

- “”Coming to a shared “yes” feeling of a project we want to take further””
- “Clarity with pilot”
- “Clarity, unity.”
- “Come away with a clear idea for a social action project and an action plan to work to so we can make it happen”
- “Concrete plan + time to prepare my SAP.”
- “Connections”
- “Enduring connections”
- “Establish meaningful relationships which enable collaboration and partnership to occur beyond this project.”
- “Firm Plans to take forward”
- “Full rich engaging super active programme”
- “Have lots of innovative theatrical performance – based interactive methods”
- “I hope I feel connected and dream my deepest dreams”
- “I hope people are open to change”
- “I hope to be inspired by the passion and ideas of others”
- “I hope to build links with others for the future”
- “I hope to feel peace”
- “I hope to gain skills in managing projects”
- “I hope we can set an example”

- “Ideas, new direction”
- “Inspiration, clarity”
- “Learn & Rediscover part of myself”
- “Leave with a new outlook + something to pass on + use in future/current projects”
- “Motivated + confident”
- “Mutual. Inspiration. + encouragement with likeminded people ♥”
- “One small drop can have a large ripple effect. I hope I can teach others what I have yet to fully learn myself.”
- “SAP, Study Visits and funding”
- “Strategy to move forward”
- “Structure for Project”
- “That I will make & maintain great contacts/friends who will support us on our journey & vice versa”
- “That this is the start of an amazing journey”
- “Time + space to reflect”
- “To be inspired to be more active and achieve my personal goals from participating”
- “To feel inspired to lead nature connecting experiences”
- “To leave with a developed concept, to feel my value, to support others when I am able.”
- Inspirational engagement”

In the end one voice said “Lets the journey begin!” and Lucie asked everybody to stand up and do the conscious step to the stage where everybody said “Yes!” to the following journey.



Picture 5: The stage imitation

Outcomes

- Preparation for the following days with motivation and a safe common ground.
- Awareness of the Active Citizens Programme and the learning journey.

DAY 2

On the second day Lucie and Sandy introduced the tool of a river to the participants and they started “flowing” in it. They flowed through the module 1 – Identity and culture – and module 2 – Intercultural Dialogue.

Module 1 (Me – Identity and culture).

“Understanding identity and culture is the key to opening minds to new learning and perspectives, changing attitudes, encouraging empathy and interest in peaceful coexistence and creating a stronger sense of social responsibility. It is also critical to problem-solving and building networks. The participants get a better understanding of the concepts of identity and culture and apply their learning to understanding the beliefs. Behaviour and attitudes of themselves and other people.” (“Active citizens”, page 11)

Module 2 (Me and You – Intercultural Dialogue).

“Participants learn methods of dialogue as a tool for building empathy, trust and understanding within and across cultures.” (“Active citizens”, page 11)

Session 1: Unfolding the learning journey. Module 1 – ME. Identity and culture. Part 1.

Objectives

- To feel the journey as a flowing river.

Activities

The morning started with the gathering in front of the training house followed by a little walk to the fireplace next to a river. There Lucie taught participants a song “The river is flowing”:

The river is flowing,
flowing and growing.
The river is flowing
down to the sea...

Mother Earth carry me,
your child I will always be.
Mother Earth carry me
down to the sea.

The group sang the song to a river. Also in canon. After that everybody walked back. Lucie asked them to do it in silence, to listen the river and to think about it.

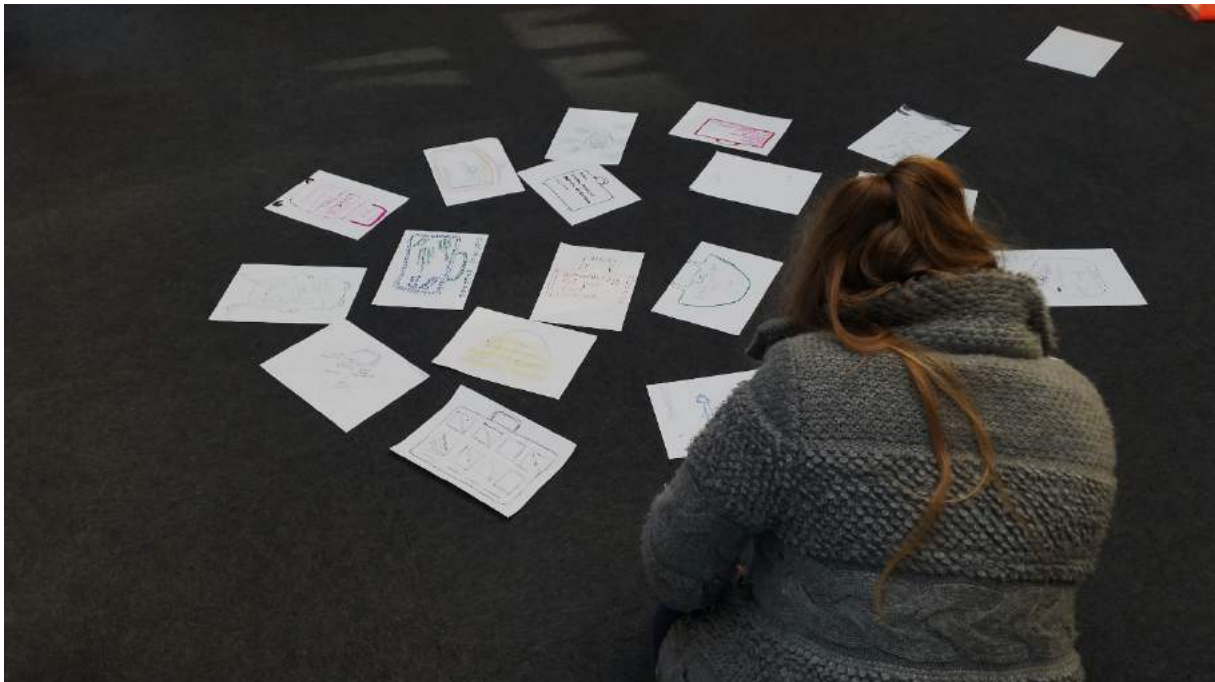
In the training room Lucie opened the topic. She said: “That’s where the image of river came from.” Sandy added: “This river is going to be a tool.” They said that it helps to understand the logic of the learning journey and how it contributes to the overall vision. Lucie and Sandy then introduced the river (five modules) where the group will be “flowing”: 1) ME: Identity and culture; 2) ME and YOU: Intercultural Dialogue; 3) WE TOGETHER: Understanding our communities; 4) Social Action Planning (SAP); 5) SAP Delivery, seed funding. To visualize it they had created a flipchart river using five separate flip charts horizontally in a row.

Then participants were asked to walk around and find a new place to sit down. The activity about identity and culture followed.

Exploring cultural baggage

Participants draw a suitcase bearing three to five words that represent their own 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 and negative influences.

Later all luggages were in the middle of the room and everybody had a chance to discover them. “See what strikes your curiosity,” said Sandy. At the end, there was a discussion. Sandy said: “Sometimes we feel heavy and we don’t know why.” Lucie ended with the idea: “When you know the size of your luggage, you know how to flow with this.” The session was ended with the song learnt in the morning.



Discovering the luggages



An example of one luggage

Outcomes

- Value different perspectives – have curiosity.
- Interest in, and ability to, learn and share through dialogue.

Session 2: Module 1 - ME. Identity and culture. Part 2.

Objectives

- To explore the idea that all of us have hidden and visible parts of our identities and cultures.
- To give participants another way of thinking about themselves and understanding the value of sharing more about themselves and receiving feedback from others.

Activities

Lucie began the session with the image of the iceberg – there are parts of ourselves that are visible and hidden to others. She widened the topic using the image of the window (the Johari Window) – there are also parts of ourselves that are hidden from us. The window represents the self – the whole person.

	Known to self	Unknown to self
Known to others	Free	Blind
Unknown to others	Hidden	Mystery

The Johari Window

It was time to discover yourself. Lucie asked participants to take a piece of paper and a pen.

My Johari Window

Participants draw their own window. They need to think about their seen and unseen qualities.

Later participants shared the results of that activity in groups of three and after that shared in the big circle their feelings about that exercise. How can we reduce the hidden and the blind? – that is the question.

Outcomes

- Self-confidence
- Self-awareness
- Understand how identities and cultures form, are expressed, change and are connected

- How identity is expressed
- How cultures are connected
- Awareness of other cultures
- Value different perspectives
 - Hold assumptions lightly
 - Have curiosity

Session 3 & 4: Module 2 – ME and YOU. Intercultural Dialogue.

Objectives

- To enable participants to experience and practise listening in different ways.
- To encourage active listening.

Activities

Session 3

It was time to move on. So, Sandy asked participants to post comments onto a drawing of a river about the first stage of the learning journey.



Placing post its onto the river

Participants wrote:

- “Actions and assumptions how they affect us. We all have the potential to create.”
- “Appreciation of and awareness of my journey to aligning my true self with how I appear + present this to the world”
- “Be able to express yourself. About yourself.”
- “Being in the work”
- “Fascinating, enlightening, seeing within myself, considering how I come across, harmonizing in song, thoughtful.”
- “How our own perception and cultural baggage shapes the way we respond to an activity. Really interesting to spend time thinking about what defines us and what our projections to the outside world are and our are then perceived”
- “How we think we are seen by others is often very different to how others actually see us.”
- “I became aware of how shared my fears are. I Learned some new facilitating practises”
- “I Judge. I Accept. I wish to be the change...”
- “I still make assumptions even though I make an effort not to!”
- “I struggle to feel truly proud of who I am”
- “Identity – you vs people. How you present and how you are perceived”
- “Identity is a complex matter. How we see people depends on what they want to show us.”
- “Identity is complex and variable through time and context and the elements we choose to show and hide in different settings.”
- “It’s a cycle and it’s different with each revolution. There is some change that creates a new meaning. Flowing.”
- “It’s not enough just to know somebody you have to know him/his story”
- “It’s OK to look into M & F side & self. Confidence becomes with exp.”
- “Learning, giving/receiving quality, balance, loving self – loving others”
- “Liminality. Learning with your hands: coloured pens, bag(gage), sculpture.”
- “Loved the singing. Thank you.”
- “Loved the song and singing all together”
- “People help us to navigate our perception of self. They provide a reference point. How we see others and feel about ourself creates our world”

- “Question everything including yourself. Listen! Learn! Add!”
- “Renew what is my current luggage – how that affecting me and my interactions with others. Be mindful.”
- “Sculpture activity made me more aware of my role in the group dynamics.”
- “Self-criticism. Understanding/observing ourselves.”
- “Soak in the essence of others whenever given the chance. Be open to change within yourself AND other.”
- “The importance of letting go, lack of control in not always bad thing.”
- “The more becomes visible, the more becomes free + liberated- Being is a process. The river is being carried while going.”
- “To prepare for a Journey requires an INVENTORY. For this to occur me must SEE CLEARLY and record HONESTLY. Honesty requires TRUST, and the desire to TRAVEL. These things are there or not., and will surface as a result of shared experiences.”
- “What assumptions do I make? Explore deeper – find the real meaning or person”
- “When I begin thinking about how others see me I feel uncomfortable. I have a firm sense of who I am.”
- “Who I am is not something I have given much thought to.”
- “Words did not feel sufficient to describe me. Movement was close.”

After that it was time to stretch a little bit and then participants were welcomed to the module 2, module about dialogue.

Representing a word

All participants are facing out of the circle. When they hear a word and a clap they have to turn and make a statue representing the word.

This time the words were dialogue, hope, justice, fear, creativity, violence and peace.

My value

A participant goes into the middle of the circle and makes a statue representing its value. Others have to guess which value is represented.

This time it was insurance, kindness and stillness.



Representing kindness

Creating a story line from human images

A participant goes into the middle of the circle and makes a statue/image. Other participant joins and with that creates a new picture. When third participant joins the first one goes away and so on. Pictures are constantly changing.

It was the first exercise including the community into a dialogue. Openness is the key word here.

Sandy then said: “In dialogue listening is a huge, huge skill to practise.” Exercise that helps to listen followed.

Listening at three levels

In group of four, participants share a story of an incident that is not settled or didn't turn out as they wanted it to. They are listened to in different ways, and different interpretations of the story emerge: 1) listening the description, the facts; 2) listening and focusing to the feelings, emotions; 3) listening and focusing on a purpose – what is the aim of the storyteller.

Then she asked participants to share with others what they heard, to focus on giving just the information related to their role. In big circle the questions were: 1) How you found the practice of listening at different levels?; 2) What was valuable about this process? Participants told the split was valuable. Usually we only take the emotional part, but it's also important to listen the facts. It's important to see the bigger picture. Especially working in a community – to see different perspectives, to mirror. One participant said: “People found it really difficult to observe. “

Session 4

The forth session started with an energizer (see Annex 1: Aram-sam-sam). The activity named “Four words” followed.

Four words

Using a Think-Pair-Share approach (see Annex 2) participants think on their own of the four most important characteristics of a changemaker. The next step is to pair with another person also with four words, together they need to engage in dialogue and negotiate from their combined 8 words only 4 words again. After reaching an agreement this group meets another group. They yet again must agree just on four words between each other.

The process is repeated until there are just two large groups in the room. These two groups now merge into one large group and have around 10/15 minutes to understand, negotiate and agree upon the final seven words that characterise a changemaker.



Finding four words in pairs



Finding four words in group of four



Finding four words in groups of eight



Finding seven words in a big group



Finding seven words in a big group



Words that were not chosen

The group decided that the most important characteristics of a changemaker are:

- 1) communicator
- 2) compassionate

- 3) courageous
- 4) creative
- 5) passionate
- 6) resilient
- 7) visionary

The first question of the reflection was: How did you feel? Participants answers were: “satisfied”, “no words”, “no comments”, “uuh”, “chilled”, “engaged”, “intrigued”, “progressed”, “excited”, “incorrect”, “co-operative”, “connected”, “peaceful”. There were also words that were there many times: “exhausted”, “trained”, “enough” and “energized”. It was definitely a challenge and there was passion in this activity. One participant made a joke about the title of the newspaper next day: “They came up to these words, but they have no plan!” “We lost it in a big group. There was no constructiveness,” said one participant. “We failed as communicators, because we didn’t argue more,” said other. Different systems would have helped. For example, leaving the emotions behind or writing the definitions down. In smaller groups the last thing helped. At the end of the session Lucie asked participants to transform their discussions and negotiations in the middle of the room and metaphorically set them on “fire” leaving no hard feelings or thoughts involved with this dialogue process/exercise.

Outcomes

- Ability to support, and learn and share through, dialogue – listening.
- Value different perspectives.
- Understand dialogue and when it can be used – purpose of dialogue.
- Understand dialogue and when it can be used – principles of dialogue.
- Understand dialogue and when it can be used – approaches of dialogue.
- Understand Active Citizens.

DAY 3

It was day to discover the module 3. Sandy started the day with the sentence: “Welcome to module 3!”

Module 3 (Local and Global Community – We together).

“Participants develop an understanding of ‘community’ and its relationship with identity and culture. They develop a stronger sense of responsibility towards their community and learn how communities are local, global and interdependent. Skills are developed in mapping the community from a variety of perspectives – problem identification, systems thinking and power dynamics. These are used to identify appropriate interventions and a network to address them. The group apply their learning to their own community to identify the problem they would like to address and the people they need to engage to achieve their objectives.” (“Active citizens”, page 12)

Objectives

- To start seeing the wider context.
- To become more aware of your landscape.

Activities

Session 1: Module 3 – WE TOGETHER. Community mapping. Part 1.

The first session of the third day started with the energizer led by Alex (see Annex 1: My name’s Joouoooe). After that it was time to bring the river back, to remember the first days and the activities and replace new post its. After that was done, the river flowed away with the song.



Placing the post its to module 2

Participants wrote:

- “” • Using existing political structures to resolve a dialogue can be a tool AND a detriment. • “Operation successful but patient died.” • What are our responsibilities as communicators.””
- “• Confirmed that understanding yourself becomes clearer through other’s different perspectives/different mirrors. • How easy it is to lose the ability of creative/alternative thinking when there is an authority (such as time pressure).”
- “3 levels of listening. Group decision making is touch. Allowing people to be heard is important.”
- “Active listening. Choose your weakness – facts, feelings or intend. Practice listening through one of these streams at a time.”
- “Confidence in making myself heard”
- “Creating a system that facilitates participants to be heard.”
- “Dialogue is not only verbal, if every opinion count we must find a system to represent it. Everyone has a different reaction to the change in the environment where dialogue takes place.”
- “Dialogue. Insight into why it sometimes doesn’t work – how it feels to have to compromise”

- “Don’t miss the person or the meaning behind their words. ASK.”
- “Ease of slipping into old habits. e.g. passing judgements.”
- “empathy in dialogue”
- “Finding ways of listening and interpreting in a discussion and dialogue.”
- “Highlighted my tendency towards being more task focused. Thanks”
- “I enjoyed the Exercises + learned a lot. Understanding others, how they think.”
- “It is important to stretch every day.. (Don’t push it too far!) ”
- “Learnt more about listening”
- “Listen before talking!”
- “Listen”
- “Listening – 3 ways. Facts-Feelings-Aim. Powerful experience. Move awareness of cultural baggage and the barriers this can create.”
- “Listening. Letting go. Leading/letting go. Being right/my truth..”
- “Participatory and engaging. Ruffled a few feathers”
- “Seek to Design. Better systems for the dialogue.”
- “The active listening exercise was very useful for me and is something I hope to take into my personal relationships as well as our project.”
- “The four words exercise taught me something about myself and how far I can stay involved before the confrontational atmosphere makes me withdraw.”
- “There are ways we listen. Either by bringing our own judgement, choosing a side, or removing ourselves by focusing on facts.”
- “There is a responsibility when Listening to honour the Speaker through holding Space and appropriate questions to get to the truth in order to find PEACE.”
- “Time is important, but we don’t need to rush.”
- “To gain mutual understanding of perspective and experience listening and transparent, open speaking are essential for growth!”
- “To listen actively. To allow the person to speak. To speak one at time.”
- “Understood the importance of emotional listening.”

After that there was a brainstorm about the topics that are problematic in our society. Participants named the following topics: homelessness, immigration, falling out of mainstream education, extremeness, unemployment and loneliness. They chose to widen the topic of falling out of mainstream education. So, they mapped out all the people involved in this issue.

Participants named following groups: children, British government, family of the pupils, teachers, social services, supporting charity...

The chair

In the middle of the room there is a chair. That chair represents the issue. Participants are asked to take a role and choose a place – how close their role is to the issue. After finding a place they say a word or sentence to describe the situation.



Finding a place for your character

“As a parent I feel isolated.”, “As a neighbour of the family involved I’m facing the problem, I’m confused.”, “As a teacher of this school I feel I have lost the support of this child.”, “As the local council I’m monitoring the situation.”, “As a social worker of the student I want to help, but my caseload is too big.” – these were some of the sentences that were there.

Then Lucie asked what the child is thinking. She said: “I’m a troublemaker. I’m angry, I’m violent and I’m going to kill everyone.” After that everyone got a change to change their place. “We make choices,” said Lucie.



New places

New bonds and new relationships were made. It's important to make more bonds and understand who are you working together, to understand your network. Some people are always more involved.

It was time to stretch, massage your face and have a tea break.

Session 2: Module 3 – WE TOGETHER. Community mapping. Part 2.

The participants were asked to hold hands, close their eyes and be in silence, then open their eyes, look others and acknowledge them. Gathering in the working groups followed.

Mapping your interest group

Participants create a visual map of the community they will be working with on the large sheet of paper, including positives and areas of concern, with broader community engagement if possible. Aspects to consider: 1) geography (urban, rural); 2) the assets (services, facilities); 3) resources needed (material, human); 4) stakeholders involved (mandatory, desired); 5) challenges (known, unknown).



Watching the maps

Session 3: Module 3 – WE TOGETHER. Forum theatre. Part 1.

The third session of the day started with making a group picture. In the training room, the group were asked to reflect on what have they experienced in Active Citizens so far that could help them have successful conversations, in which they are learning and sharing. Then Lucie introduced the method of forum theatre.

Forum theatre

Role play activity that gives participants the chance to put into practice the skills and approaches they have learnt up to this point by listening to and giving opinion on situations of tension.

After that she said that they are now going to role-play putting some of these ideas into practice. Lucie split participants into four groups and said that the groups need to come up with a five-minute role-play scenario where a situation or conversation scales into conflict.

Session 4: Module 3 – WE TOGETHER. Forum theatre. Part 2.

The fourth session was about seeing the role-plays and changing them.



The role-play: group 1



The role-play: group 2



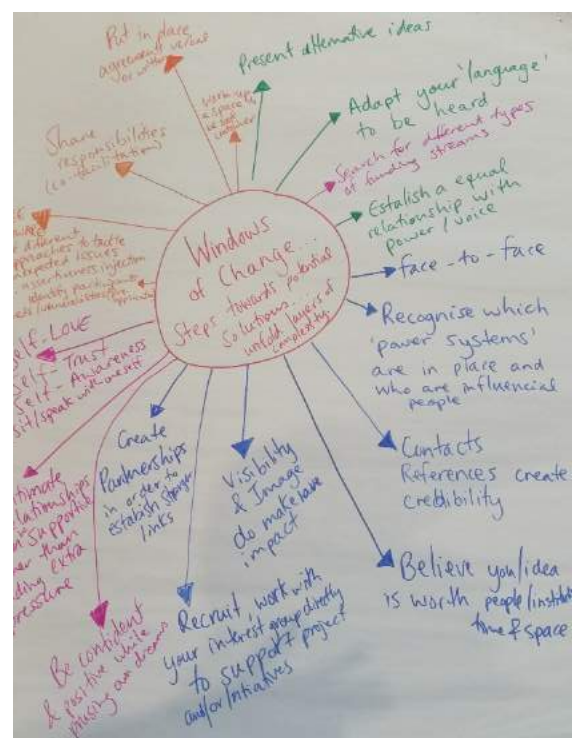
The role-play: group 3



The role-play: group 4

Outcomes

- Understand concept of community and connection between local and global community – ones own community.
- Understand concept of community and connection between local and global community – different perspectives on a community.
- Ability to identify social development issues to address in community.
- Understand dialogue and when it can be used – community development.
- Ability to support, and learn and share through, dialogue.
- Understand Active Citizens.



DAY 4

The last training day focused on the module 4 – planning and developing Social Action Projects – and final evaluation.

Module 4 (Social Action Planning).

“Participants focus on planning a social action initiative in their community, considering the process in different levels of detail and complexity. This involves identifying and clarifying their agenda, a specific intervention and how they will deliver it.” (“Active citizens”, page 12)

Objectives

- To equip participants with project planning and management skills.
- To provide tips and tricks about project implementation.
- To share full project cycle models and guiding questions.

Activities

Session 1: Module 4 – Social Action Planning (SAP). Introduction of project management models.

The first session of the fourth day started in the rose garden with the energizer (see Annex 1: Oleo).

In the training room participants were asked to close their eyes and rethink about the forum theatre experience. Then they got 15 minutes to talk about the experience in groups of three following these points: 1) Share your experience.; 2) What did you learn?; 3) Do you feel that you can use this tool in your work? After that participants had a chance to share their thoughts in a big circle as well, they said:

- “It’s an extremely useful tool to grow empathy.”
- “The concept of decision making.”

- “Getting to know yourself and the group better.”
- “To find out the solutions.”
- “To help creating new laws. It can be in that level.”
- “You can exercise listening.”
- “Just going and seeing what happens.”
- “It’s different when you watch it from outside. You have to feel the situation and then find a solution. You need to experience.”
- “You can’t change people, but you can take different approaches and reach them.”
- “Finding the avenue.”

Then Lucie thanked participants to engage to this. She said: “What do people need? – it’s important question in community mapping.”

Then it was time to close module 3. Again, participants used post its to write town their thought about module 3.



Placing the post its to module 3

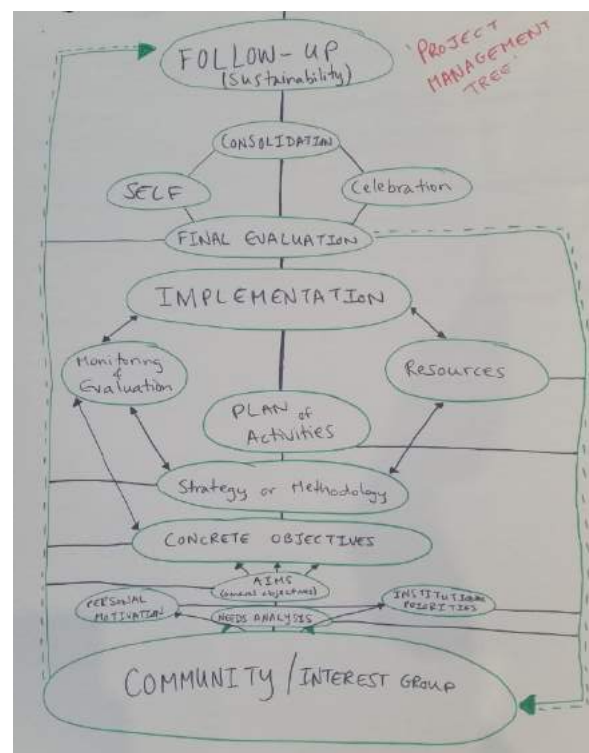
Participants wrote:

- ““Reality of change.” It is easier to look for a shift, impact, change than a solution.””

- “• It is already happening. • Everything you need is already there. • You only always have to take the first step.”
- “• To reflect mine. • Be more inclusive.”
- “Active listening. Always look for the other possibilities.”
- “Applied communication skills to effective group work. Accessing group wisdom + knowledge.”
- “Balance between leading/participating, connection/communities, self-respect/respect others.”
- “Community is a group of individuals who share a common vision and belief.”
- “Enacting the possible solutions as opposed & being mentally stuck in the problem.”
- “Focus on method/approach to change rather changing people. Compassion in decision making, backed by courage to make those decisions.”
- “Forum theatre and other methods of interactive play help to tackle issues.”
- “I enjoyed the forum theatre. Really opened my eyes on different situations that arise I project development.”
- “Identified and felt challenges and saw potential ways through”
- “Identify the person, fit into the social activities, then implement the same in the project.”
- “Identifying factors & players helps in defining strategies & prepare for the unknown unknowns.”
- “If you desire to change the world, be open to the world changing you.”
- “Interactions.”
- “Learning about people’s needs, intentions. How those collide with your vision.”
- “Look at the right way to gain access to people.”
- “Mapping of community (thinking about the wider context). Deeper understanding + empathy for others.”
- “Power can be changed not destroyed.”
- “Reflected on project in community and setting.”
- “Remembering to be emphatic. Finding the Avenues.”
- “Strengthen unity without diversity.”
- “Taking time to map the community gives clarity and context to the project.”
- “The different perspectives and thought processes within the team can strengthen the project and find solutions or different approaches.”
- “The person have to find his place in community.”

- “The value in different perspectives in seeking change (+ solutions?)”
- “There are things available we often forget, ignore. It’s ok to use other’s help to get closer to your goal. Pride often keeps us back.”
- “Trust in the possibilities is important.”
- “Understanding who I can ask for help.”

Then Sandy talked about Social Action Planning (SAP’s) including project management, about writing projects, project cycle, deadlines. She said: “You need to look for different sources of funding, resources and support.” Then Sandy talked about the ‘seed funding’ and official criteria from the British Council for the implementation of their projects.



Session 2: Module 4. SAP Project development (individual and group work).

Soon after individuals and groups started working on their project ideas inspired by the new models and information received.



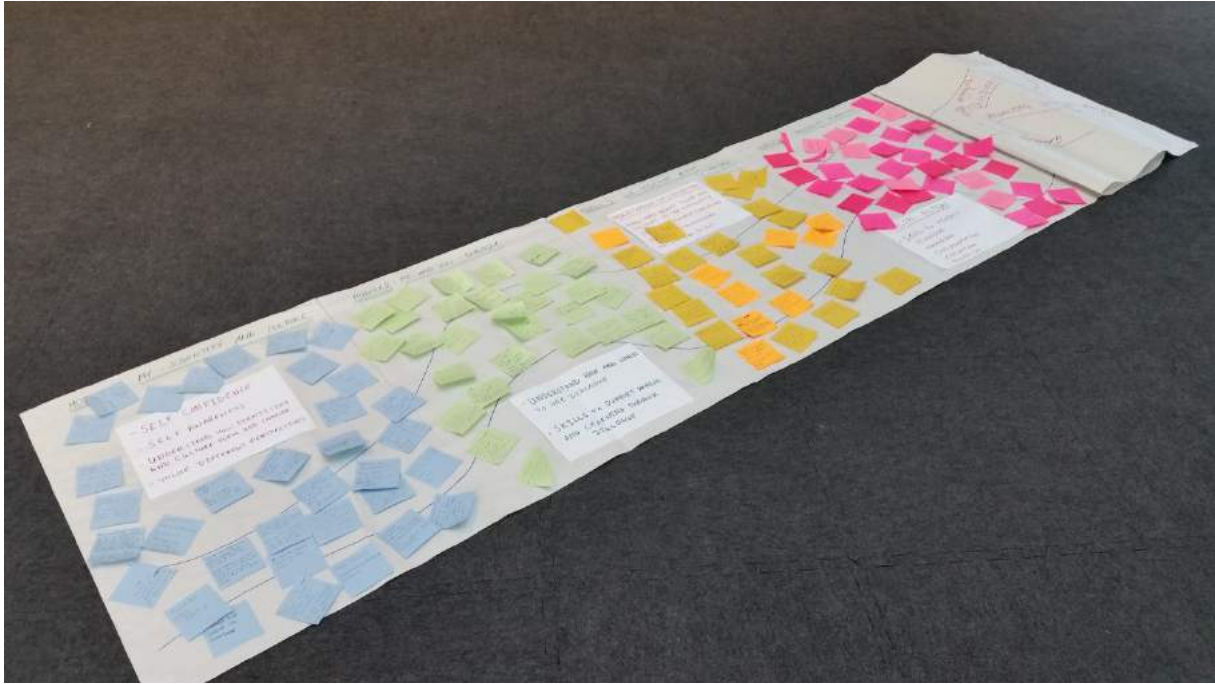
Work in the groups

Session 3: Module 4. SAP project development with guidance from mentors (working toward module 5).

In session 3 Lucie and Sandy told groups who is going to be their mentor. Groups with the same mentor gathered and shared their ideas.

Session 4: Final evaluation and networking.

After that it was time for the final circle. Everyone got one minute to say something about the experience.



The river with learning outcomes of each module

Outcomes

- Skills in project planning and management
- Knowledge of the project cycle
- Understand stakeholder analysis
- Problem identification and analysis
- Agenda setting
- Identify interventions
- Write a project plan
- Monitor and evaluate a project
- Risk analysis
- Communication
- Skills and value for intercultural dialogue and networking.
- Increased knowledge about their local, national and global communities of interest.
- Skills for, and experience of, social action at community level.
- Capacity to cascade learning to their community.

CONCLUSION

“Through workshops participants improve their awareness and skills and become Active Citizens i.e. learners who are aware and reflective of themselves and the local and global systems they are part of, and aware of how their decisions and actions impact on others and how decisions and actions of others impact them. They are actors who are contributors to their societies and cultures. They are players not spectators, taking positive social action for the benefit of their wider communities. They are influencers who are skilled and motivated to promote trust, understanding and social participation within and between their local and global communities.” (“Active citizens”, page 12)

ANNEX 1: ENERGIZERS

Travelling balls

The leader says: “Imagine that you have two balls full of light and fire in your hands.” These balls started travelling through body what means that participants massaged their whole body.

Aram-sam-sam.

A song with movements:

„Aram-sam-sam, aram-sam-sam,

Guli-guli-guli-guli, ram-sam-sam.

Aram-sam-sam, aram-sam-sam,

Guli-guli-guli-guli, ram-sam-sam.

A rafiq, a rafiq,

guli-guli-guli-guli, ram-sam-sam.

A rafiq, a rafiq,

guli-guli-guli-guli, ram-sam-sam.!

My name's Joouoooe

Participants need to copy what the leader does (repeating the lines and copying the moves).

The leader says:

“Ello, my name's Joouoooe!

I got wife n three kids n'a work n'a butta factory.

One day, boss goes to me: “Joouoooe! Are ya busy?”

I goes: “Noouoooo! So stir the pot with ur left hand / right hand / bottom / head”

Oleo

Participants need to sing after the leader. The lyrics are:

“Oleo, oleo, oleo-leo-leo-la-la.

Oo-leeeo-na-na.”

ANNEX 2: METHODS

Think-Pair-Share

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

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.
3. Another approach to step two is to ask participants to share the key points made by their partner. This encourages active listening.” (“Active citizens”, page 34)