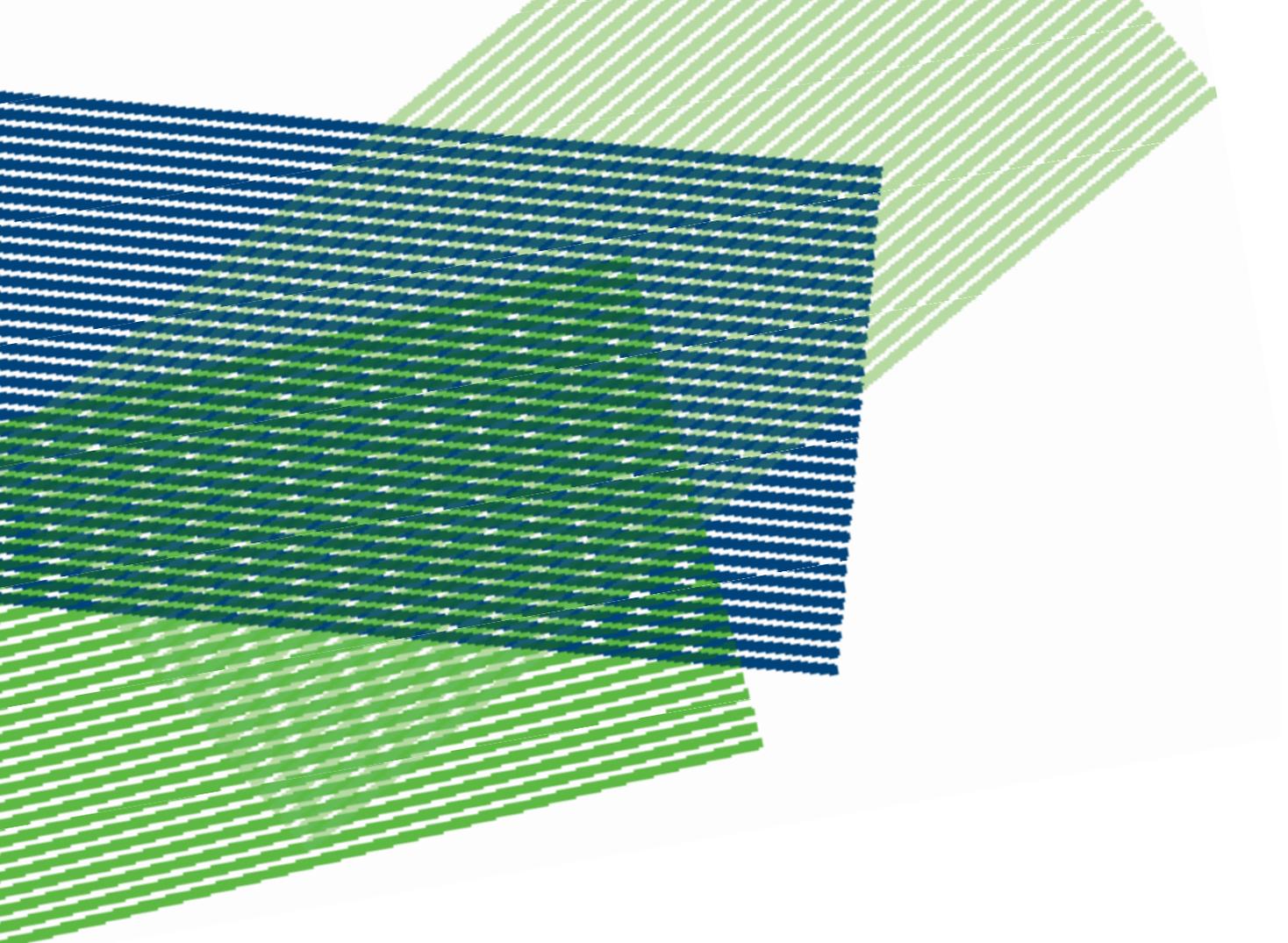




ACTIVE CITIZENS

Globally connected, locally engaged

ACTIVE CITIZENS –
FACILITATOR'S TOOLKIT

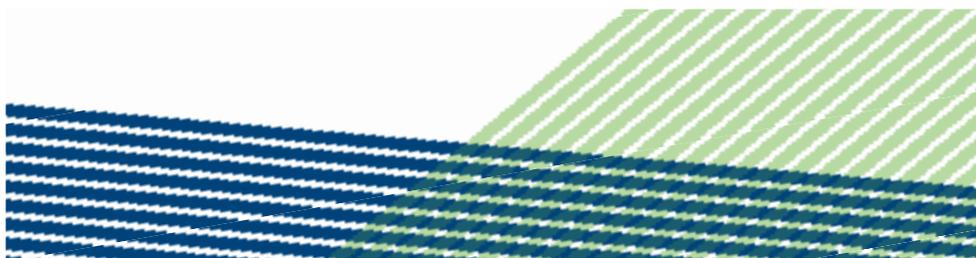


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‘The world is getting more crowded... Depending on the circumstances, conversations across boundaries can be delightful, or just vexing: what they mainly are, though, is inevitable.’

Kwame Anthony Appiah (Contemporary Philosopher)

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Last but not least the British Council would like to acknowledge the contribution of thousands of Active Citizens facilitators trained in the UK, Europe, the Middle East, Asia and Africa who during the life of the programme have taken time to feedback and introduce new activities and approaches to the programme.

The British Council has sole responsibility for the quality of, and content in, this manual.

For more information about this programme please contact the Active Citizens team based at the British Council, 10 Spring Gardens, London SW1A 2BN, Tel 0207 - 389 4577 or refer to the website www.activecitizens.britishcouncil.org.

1 INTRODUCTION

1.1 This toolkit

This toolkit has been created to help facilitators to design and deliver the Active Citizens programme all over the world.

Active Citizens is a social leadership programme which promotes intercultural dialogue and social responsibility as key leadership competencies in the 21st century.

Active Citizens is run by the British Council working with civil society organisations all over the world. It began in 2009 and has been delivered in Europe, the Middle East, Africa and South Asia. It has reached more than 100,000 people to date through its training, conferences, social research and International Study Visits.

The toolkit is in five sections - the introduction to the programme, preparing a workshop, delivering a

workshop and post-workshop. There is also a large resource of workshop activity plans to support facilitators throughout the training cycle.

1.2 The British Council

Connecting the UK to the world and the world to the UK, the British Council is the UK's international cultural relations body.

In an interdependent, turbulent world we believe that creating opportunities for people to better understand each other, work together and learn from one another is crucial to building secure, more prosperous and sustainable futures for us all.

The vision of the programme is a world where people are empowered to engage peacefully and effectively with others in the sustainable development¹ of their communities.

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).

1.3 Context

Today people and countries are increasingly connected socially, culturally, politically and economically.

International travel, economic migration, international communications and global faiths have meant that we increasingly encounter different cultural perspectives at home. The impact of global systems, such as climate and international finance, have shown that our actions locally can have a huge impact on the lives of people thousands of miles away.

The challenge for leaders is to acknowledge, respect and engage new communities and cultures for the long term benefit of all. They should be aware of the consequence of their actions, understand interdependency and be socially responsible.

1.4 Aims

The Active Citizens programme promotes **community-led social development**. It motivates members of communities to take responsibility for their social needs and gives them the knowledge, skills and experience to address them.

The main audience for the programme are community leaders working in, and with marginalised communities.

They are people and institutions established, trusted and valued in the community - CSOs, NGOs, religious leaders, politicians, youth workers etc. They are influential and working to improve the lives of people living in their community.

The programme develops skills and knowledge to identify and engage networks to help achieve goals as well as skills to plan and implement a project.

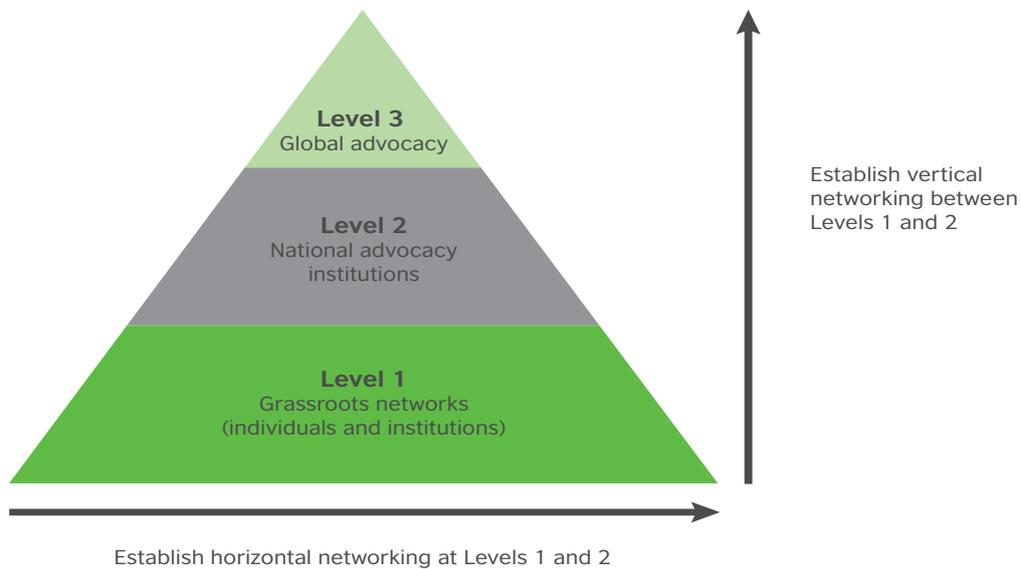
The networks are between individuals at community level; institutions engaged in social action at community level; and institutions engaged in social policy dialogue at a national level. It includes cross-sectoral networking e.g. with the business community, media, etc. The building of these networks increases social inclusion, community resilience to conflict and increases social development in communities. See Diagram 1 on page 9.

The programme is flexible and adaptable. It has been delivered to diverse groups, from rural communities in North-West Frontier Province Pakistan to urban communities in East London UK, to communities vulnerable to post-election violence in Kenya and internally displaced persons (IDPs) in Sri Lanka.

A world with more Active Citizens leads to more positive encounters within and between communities and cultures, characterised by openness, and a desire for mutually positive learning and benefit.

Diagram 1 - Horizontal and vertical networking

Agenda = e.g. Youth Empowerment



1.5 Outputs

The programme develops Active Citizens facilitators who are potential change agents in their community. They in turn cascade the programme to people in their communities. The communities deliver social action, i.e. voluntary, not for profit, activity for the benefit of the community. They demonstrate their new skills in social action and support engagement with people with different perspectives.

Together the community also develops skills which prepare them to face the challenges of the 21st century in an increasingly globalised world. The skills are equally applicable in the workplace, the community in which they live and the home. This process generates increased confidence, increased value for difference, improved understanding of local and broader communities, improved strategic thinking and increased employability.

1.6 Learning

1.6.1 Participant profile

Community participants entering the programme should have:

- a strong sense of local culture and identity
- an established local network (e.g. social, professional, religious)
- interest in learning and broadening horizons
- good communication skills
- a value for fairness and social justice.

1.6.2 Learning Outcomes

Table 1: Learning Outcomes

Module	Journey	Outcomes	Days
0	Introduction to Active Citizens	Understand Active Citizens Team-build and networking within the group	1/2
1	Me: Identity and culture	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	1
2	Me and You: Intercultural Dialogue	Understand dialogue, how and when it can be used - What is dialogue? - Principles of dialogue - Purpose of dialogue Ability to support, learn and share through, dialogue - Approaches to dialogue - listening skills, questioning skills, dialogue in community development, dialogue in fragile and conflict-affected communities - Learn and share through dialogue	1
3	We: Local and Global Communities	Understand concept of community and connections between local and global community - Concept of community - Ones own community - Different perspectives on a community - Local and global interdependency Ability to identify key stakeholders in the community - Systems and systems thinking - Power and decision-making in the community - Fragile and conflict-affected communities - conflict mapping Ability to identify a social development issue to address in the community - Systems and systems thinking in problem-solving - Fragile and conflict-affected communities Motivation to act toward sustainable development	1 1/2
4	Planning Social Action	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	2
5	Delivering Social Action	Experience implementing social action	

1.6.3 Diagram 2 - Active Citizens Learning Journey



The diagram above represents the learning journey for participants. This learning journey is delivered in many different ways around the world through workshops, creative activity and study visits. The learning journey can be delivered together over a minimum of four days but we recommend a 5 day programme or longer. The learning is structured into six stages and the learning outcomes at each stage are overlapping and mutually reinforcing. Each of the modules plays an important part in contributing to the overall vision of the programme. This is often described in this Toolkit as ‘The River’ (see Activity 0.6 Page 50). After the workshop, participants go into the community to deliver social action for the benefit of the community.

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.

In 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.



In 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.

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.

After the workshop participants go into the community to deliver their social action. This can be attached to existing work in their community or a new initiative. The implementation of this initiative in the community is the culmination of participants learning. It provides participants with experience of social action and demonstrates their increased social responsibility and leadership skills.

After participation on training and social action, the programme further supports learning outcomes through supplementary activity. Participants and partners can apply to engage in policy dialogue; research on community; international study visits and international partner networking.

1.6.4 Active Citizens Learning

Participants gain:

- 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.

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.

1.7 Activity

In Diagram 3 page 13 there is an outline of activity on the programme. Facilitators may be involved in any part of this cycle of activity but this toolkit primarily supports them in participation in activities 3 to 7.

1.7.1 Diagram 3 - Delivery Flowchart



1.7.2 Description of activity

Below is a brief description of each activity on the Active Citizens programme.

National strategy and planning

The project planner familiarises with national planning documentation produced by government and NGOs, identifies a development agenda which the project will address and identifies geographical communities or other communities of interest which will become the beneficiaries and participants on the programme.

National call of interest for partners

Depending on the size of the project the project manager may run a call of interest for national and or community partners to support delivery of the programme.

Partners induction meetings

Once partners are identified it is necessary to have a meeting with them where all the partners and British Council can discuss the aims and process and develop a shared understanding of the way forward.

Local development of training content

Community partners are introduced to the programme aims and global learning framework and invited to develop local training content.

Facilitator development (national or international)

Facilitators from a variety of countries and community partners are trained in the Active Citizens programme, approach and content.

Local cascade of training

Community partners return to their communities and cascade the programme to community participants enrolled in their civic education initiatives. This training helps participants identify priorities and solutions for positive social action within their communities, understand links between local issues, national developments, global issues and ongoing social action initiatives and identify potential sources of funding for new action.

Social action

Participants work together to deliver action that enhances community life. Action should be principled, well-planned and aware of local–global links. Projects engage with issues such as access to political participation, the environment, climate change, community cohesion, livelihoods and literacy. Community partners may provide funding for social action and/or mentor participants as part of their existing work as well as advice on other potential sources of funding.

Web resource

The Active Citizens website and social media platforms promote the culture of participation and global citizenship through social networking and learning resources. It also features the work of individual communities and their national development context.

Research

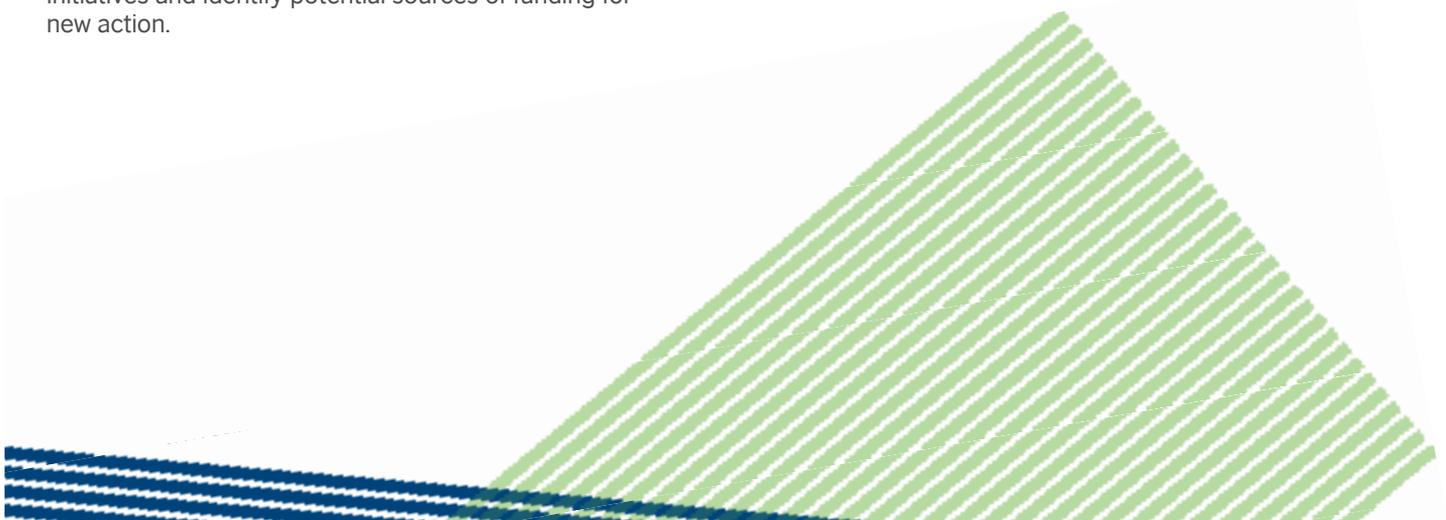
The programme commissions pieces of research of national and community perspectives on development priorities.

International Study Visits

Some participants are invited to attend an International Study Visit. This is an event where an international group visits a country and particular communities to explore social development issues and the methods the community has found for addressing these issues. The country partners play a key role in setting up the itinerary and hosting the visit.

International Partner Networking

These are events where national civil society and government partners working in a particular development area meet to share learning, engage in policy dialogue and develop joint projects. These have been delivered on themes of literacy, conflict and cohesion, social enterprise and youth empowerment.



1.8 Partners

1.8.1 Community partners

The programme builds on, and is delivered through, existing high quality local civic education and community engagement initiatives. These civil society organisations have a strong influence on cultural relations at community level and strive to help people recognise their potential and exercise their responsibility to engage with others in the sustainable development of their communities. These organisations and

their staff are powerful advocates for social justice, reflect the culture and interests of the community and are effective leaders and organisers within the community. They can for example include youth groups, arts groups, trade unions, religious groups or local authorities.

Many programmes will identify community partners through a targeted or open call of interest. Below is a profile of an ideal community partner.

Profile

- Access to training and delivery networks in different or outlying districts/towns.
- Good media connections.
- In-depth knowledge of the community and voluntary sectors in the relevant area, including awareness of relevant government and local government policy initiatives and regular engagement with other key influencers, for example local and national government, international non-governmental organisations (NGOs) and umbrella organisations and funds/donors.
- In-depth knowledge and understanding of conflict dynamics in the target area or on the identified theme. This includes an awareness of the connectors ie capacities for peace and resilience) and dividers ie sources of tensions in a fragile and conflict-affected community.

- Affiliation to other groups. It is important to understand partner affiliations - political, religious, cultural, social and economic. and how this may impact positively or negatively on participant perceptions of nature of programme. This is particularly important when identifying partners in fragile and conflict-affected settings.
- Reputation for delivery and accountability. A track record of designing interventions that address issues of social development, intercultural dialogue, community cohesion and/or promote democratic engagement and participation; experience of delivery in local community and understanding of how change is effected locally.
- Interest in social leadership and global citizenship.
- Understanding of, and commitment to, ideals of the Active Citizens programme.
- Commitment to working with diversity and experience of working with diverse groups in terms of race, educational background, religion, ethnicity, disability and gender.
- Knowledge and experience of facilitating or running learning projects on practical and social skills.
- A track record of working with, and commitment to, volunteers.
- Motivation to develop links between their community and communities in other countries and a commitment to an understanding of the benefit of intercultural dialogue both locally and internationally.
- Potential to provide cash or contributions-in-kind, for example venue, trainers.

Our offer to community partners; includes

- training of master facilitators in Active Citizens content

- access to Active Citizens learning materials
- participation in international study visits to overseas communities
- collaborative work with overseas communities on social action projects
- contributions to digital platforms for professional learning, networking and sharing of best practice
- participation in research and international policy dialogue
- a lump sum contribution towards part of administrative costs and cover of expenses.

Community partner responsibilities

- Lead the Active Citizens initiative in the community and involve other relevant organisations, such as local government, local strategic partnerships, community planning partnerships, community groups and voluntary organisations.
- Identify community facilitators and civic education initiatives to cascade Active Citizens learning.
- Act as the liaison point between the facilitators, participants and the British Council.
- Identify and prepare participants for the international study visits and internships.
- Support and mentor participants in their

learning, Social Action Projects (SAPs) and International Study Visits (ISVs).

- Assist with administrative arrangements for travel.
- Design and host ISVs.
- Support participants in identifying funding sources for initiatives.
- Deliver community mapping.
- Deliver conflict mapping, where appropriate.
- Local design/redesign of training component.
- Provide venue.
- Support participant selection.

1.8.2 Active Citizens facilitators

Each community partner identifies at least one person from their institution to become an Active Citizen facilitator. The programme has to date developed a cadre of over 1,000 trained Active Citizens facilitators. Identification of the right facilitators and preparing them is key to the successful roll-out of the programme to a wider community audience. The facilitator is the person representing the community partner and should have several qualities including;

- good interpersonal skills, good manager of groups,
- excellent at synthesis and analysis, good



presentation skills,

- experience of writing and delivering training content,
- strong sense and understanding of local and national culture and identity,
- excellent communication skills (for target audience and cross cultural),
- value for learning,
- value for diversity and working effectively with difference,
- understanding of, and commitment to, local community development, local community systems and processes,
- and established local and national professional networks.

When working in fragile and conflict affected communities the facilitator would ideally also have;

- strong skills in conflict analysis, conflict transformation techniques and peace/conflict theory and practice,
- experience of community development, community systems and processes in fragile and conflict-affected settings,
- experience of working in fragile and conflict affected communities,

- and understanding of, and commitment to reflective practice.

1.8.3 Members of the community

Working through our community partners and their existing initiatives, the programme gives members of the community the opportunity to develop their skills so that they can become the next generation of community leaders. This is done through local capacity building and social action projects with an intercultural dialogue and/or global dimension. Some members of the community will be invited to participate in International Study Visits.

Participants will go on a journey which moves them from self-awareness to understanding where their community sits in the world and finally to how their local actions have global resonance. They will develop their skills in dialogue and increase their value for difference. By the end of this experience they will be able to say that they have made a contribution to social justice within their communities and made new professional and personal links with people across the world becoming part of a global network of Active Citizens. Active Citizens partners and participants will be recruited through processes and with criteria agreed between the British Council and the national partner.



Participant profile

- strong sense of local culture and identity
- established local networks (e.g. social, professional, religious)
- interest in learning and broadening horizons
- good communicator
- value for fairness and social justice.

Once they are trained they will be 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.

A world without Active Citizens can lead to individual, community and cultural encounters with negative and unexpected outcomes, where reactions are defensive and instinctive.

Participants become part of an international network of Active Citizens who are learners, actors and influencers in their community, promoting international and intercultural trust and understanding. The Active Citizens programme provides opportunities for participants to consider and practise their learning both locally and globally.

1.8.4 National partners

At national level the programme works with institutional partners engaged, and influential in, national policy dialogue on relevant agenda. For example, in youth empowerment in the UK this might include the British Youth Council, Commonwealth Youth Exchange Council and overseas equivalents. It is desirable (but not essential) that institutional partners have a civic education programme and associations with community based organisations (CBOs) to whom they can cascade the Active Citizens programme.

1.9 Social development themes

During the programmes life several particular social development themes have emerged as areas of focus for country and regional strategies all around the world. Identification of the correct themes for your training group is key to a) promoting intelligent networking and b) developing sustainable social action. Key themes which have emerged are:

- conflict, community cohesion and social integration, promoting equality, multiculturalism and pluralism in society
- youth empowerment, for example relating to young people, lack of access to, or engagement in, community or central government decision making; voter apathy; lack of ethnic or gender representation at local council level
- children's literacy
- gender equality.

These themes - what they mean and how they link with the programme - are explored in more detail in Section 2 Social Development Themes.

2 SOCIAL DEVELOPMENT THEMES

In this section we explore social development themes which recur in delivery of the Active Citizens programme around the world. We offer a brief definition of key terms and concepts as well as an understanding of how the Active Citizens programme engages with these concepts. The inclusion of these sections in the Active Citizens toolkit is optional.

2.1 Active Citizens in fragile and conflict-affected communities

The programme promotes long term peace-building by promoting a value for difference, networking, culturally sensitive project planning and collaborative working.

It is important that those designing and delivering the programme see the context and needs from the perspective of participants and carefully consider their session content, tone, terminology, language and group composition. This is especially true in relation to groups coming from fragile or conflict-affected communities. Design and delivery must be handled sensitively to reduce existing tensions and increase their sense of empowerment.

Below is an outline of how a facilitator working with fragile or conflict-affected communities can work with this manual to create and deliver a programme for their community and also an introduction to key concepts.

One widely-used definition of conflict is *a relationship between two or more parties (individuals or groups) who have, or think they have incompatible goals*. As such, conflict is a fact of life that in its various forms characterises all levels of human and social interaction, from the domestic to the global. People all over the world experience conflict regularly, even daily, in a variety of forms and places from the workplace, the family to the community.

The toolkit

Alongside core activity which is colour coded red,



this toolkit has activity which provides knowledge and tools which may be more relevant for a fragile or conflict-affected community. Activity which is particularly relevant for conflict-affected communities is colour coded grey. Please remember that the Activity which is colour coded red is core and should be used in every programme.

Below is an outline of how you can work with the manual to develop a programme for a fragile or conflict-affected community.

The Active Citizens programme promotes the importance of identity and culture in developing and delivering sustainable solutions in *all* social development scenarios.

Identity is closely linked with conflict and some argue, perhaps controversially, that it is at the heart of all conflict. Conflict is also one of many ways of expressing ones identity. The facilitator needs to consider if it is appropriate to introduce participants specifically to the concept of conflict and explore their understanding and experience of conflict in Module 1. There are several grey colour coded activities in module 1 which support this.

In Module 2 the programme focusses on intercultural dialogue as a tool for engagement in social development which insulates communities from misunderstanding and conflict. Activity 2.5 and 2.9 are core and conflict-related. *Listening at three and four levels* encourages participants to understand the complexity of what is being said to them and reduces the incidence of misunderstanding. *I Messages* develops a more sensitive way of delivering a message about another person or group. Participants can also role-play dialogue in a scenario where two communities are in conflict or through forum theatre.

In Module 3 alongside other approaches to researching and mapping the community conflict mapping is offered as a way to map the community.

In Module 4 having identified social action participants are given tools which help them to understand the risks of their chosen project in the context of their community. It is an important principle of working in fragile and conflict-affected communities that projects do not do more harm than good - referred to as the "Do No Harm" principle in the delivery of humanitarian relief in fragile and conflict-affected communities.

Finally while groups are not directed down any particular social development theme when developing their social action, they often develop projects which directly address cohesion in the community e.g. intercultural dialogue events (fairs or sports events), social research on attitudes etc.

Working in or on conflict

This expression is used to describe the relationship an activity may have with a fragile or conflict-affected community. Working *in* conflict refers to activity which does not deliberately and/or directly address the drivers of conflict or the effects of conflict. It may be designed in a way which fully recognises its context e.g. teaching English to schoolchildren in an IDP camp. Working *on* conflict refers to activity which is designed to directly address the cause or effect of conflict e.g. demining.

Framing conflict

Diagram 4 Framing conflict on page 21 illustrates 4 different ways of considering conflict using a tree and its roots as a visual metaphor, where the roots represent hidden tensions or conflict and the trunk, branches and leaves represent open conflict. This is shown in the diagram 4:

Open conflict occurs when parties have incompatible goals which they demonstrate with incompatible behaviours. Open conflict is visible, deeply-rooted and may be reproduced over time or even generations. This type of conflict must be addressed by looking at the causes and the effects of the conflict.

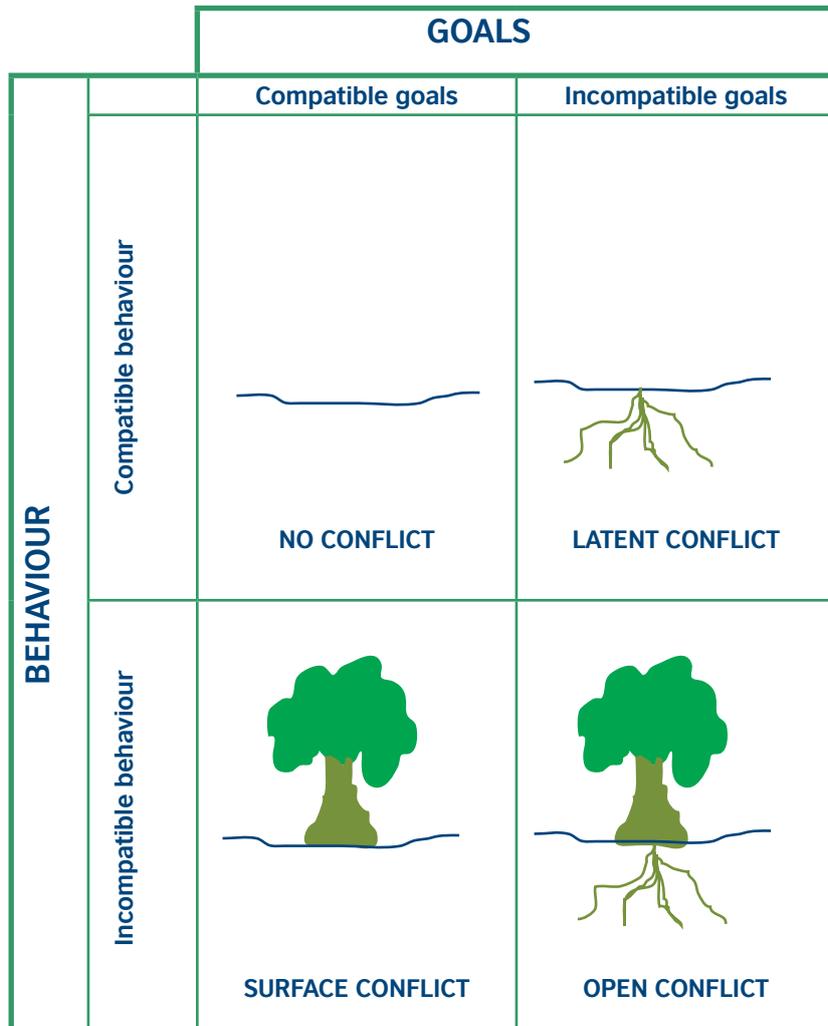
Latent conflict is a situation where parties have incompatible goals but do not respond with incompatible behaviour. Here the focus is on finding constructive ways to bring issues out into the open so that they can be effectively addressed.

Surface conflict occurs when parties have the same goals, but incompatible behavior. The conflict is not deeply rooted and may be the result of misunderstandings or different ways of doing things. Building trust and understanding between parties is therefore important.

No conflict occurs when parties have compatible goals and behaviours. There are systems and processes in place to prevent or transform conflict before it becomes deep-rooted or problematic i.e. violent, protracted.

At the community level, a peaceful community is likely to have processes in place for resolving conflict before it becomes destructive. Communities in fragile and conflict-affected settings are more vulnerable to surface and latent conflicts turning into open conflict. These communities have a complex set of unresolved issues, conflicting goals/interests and unmet needs. They are also more vulnerable to physical, social, economic, psychological and environmental damage and the vicious cycle of violent conflict, poverty and marginalisation.

Diagram 4 Framing conflict



Understanding conflict, violence and peace

Conflict becomes violent when parties no longer seek to attain their goals peacefully. This may occur when an individual or group is prevented from reaching their full potential and decides that the only way of improving their situation is through damaging people and property.

Diagram 5 the ABC triangle, adapted from Galtung's conflict triangle, is a conceptual framework for understanding the dynamics that can turn conflict into violent conflict. It also provides a framework for understanding that peace is more than the absence of violence.

There are parallels with the identity and culture elements of the Active Citizens learning journey, as the ABC triangle considers the visible and hidden manifestations of violence.

The ABC triangle illustrates the interdependence of visible and hidden violence. In working towards peace, this framework illustrates that attitudes and

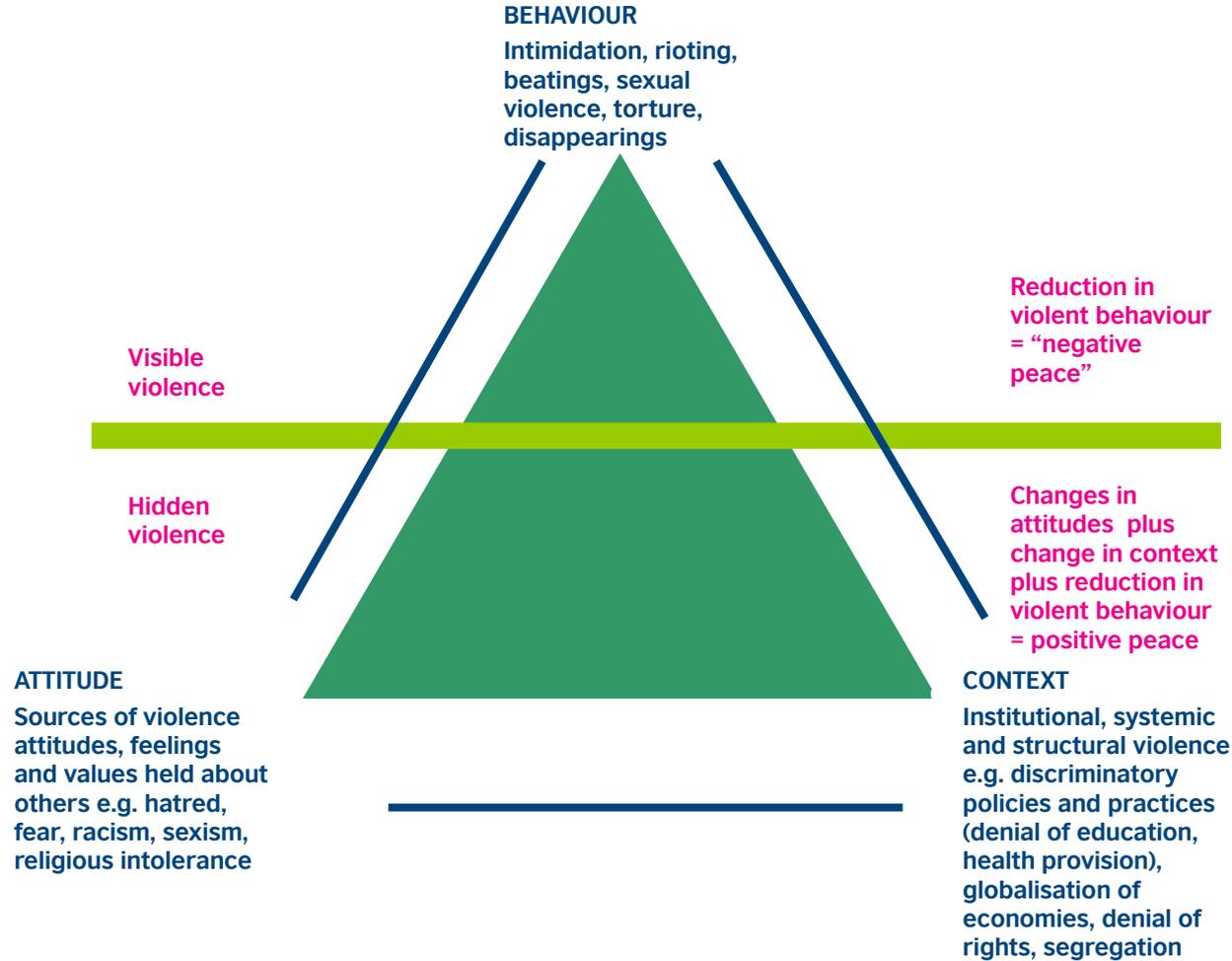
the contextual background also need to change. For Active Citizens in fragile and conflict-affected contexts the issues identified and the purpose of social action can be framed in terms of how they influence attitudes, behaviours and the context.

One way of understanding peace is by emphasising the attitude and context as well as visible behaviours. In this way, positive peace can be understood as follows. Peace is:

“When people are anticipating and managing conflicts without violence and engage in inclusive social change processes that improve the quality of life. They are doing so without compromising the possibility of continuing to do so in the future, or the possibility of others to do so. This is the idea of interdependent, positive peace” (International Alert).

Peace is more than the absence of war

Diagram 5 The ABC Triangle



3. PREPARING YOUR WORKSHOP

Active Citizens facilitators deliver the Active Citizens learning journey in their community in a variety of ways. The most common approach is through delivering a workshop programme to participants in the community and then mentoring social action. Whatever your approach there are some simple guidelines to ensure participants have a quality experience which is consistent with other Active Citizens events around the world.

Some basic guidelines for achieving quality are listed on the following page. As an Active Citizens facilitator you should work with your organisation to ensure each of the points listed is fully met.

Example agendas for different audiences are also provided, these include Active Citizens workshops for:

- Young people
- Professionals working in NGO's
- Participants with diverse social and cultural backgrounds
- Working in fragile and conflict-affected settings



Table 2: Workshop preparation checklist

This checklist contains important considerations when preparing your workshop.

Before Workshop (Page 1)			
	Summary	Further Information	
1	Establish Participant Profiles	Information about participants is gathered in advance, including age, gender, experience and specific needs. Participants meet the Active Citizens participant profile, see page 8.	
2	Design a delivery plan	This involves understanding the learning outcomes in Table 1 page 9 and developing a detailed agenda for the workshop. There are four sample agendas provided on pages 27-31. This toolkit includes a section (6) which provides guidance notes on the purpose and methodology of delivering specific modules and activities. These need to be adapted for a specific group, space and available resources. Facilitators and partners should identify how to support social action delivery prior to delivery of the workshop. There is a detailed checklist on creating a delivery plan below.	
i		What must, should and could the participants learn? Focus on the musts - the key learning outcomes.	
ii		Create a workshop schedule. Will the planned activities meet the learning outcomes?	
iii		Is the workshop effective for people who learn best with, and enjoy, different styles? Does it involve doing, talking, listening, observing and picturing, problem-solving and reflecting? You should plan a mix of styles through your programme.	
iv		Have you identified and responded to possible barriers to participants' learning?	
v		Is there enough time to respond to questions in the workshop? What will you do with questions that cannot be answered?	
vii		Is the activity and content appropriate and accessible to all participants?	
viii		Are you making use of a wide range of materials and resources? Will they interest the participants? Do they offer a range of perspectives? Will they enhance the learning outcomes?	
ix		Is the scheduling/timing realistic?	
x		Are there any potential issues of conflict, controversy, etc. and how might you deal with them?	
xi		What notes do you need to capture along the way to support the learning and how?	

Before Workshop (continued)			
	Summary	Further Information	
3i	Develop and photocopy participants' manual to support delivery	The programme can be delivered in any language. Some programmes give toolkits to participants. This is likely if participants will deliver the training to others, however it is not always necessary.	
ii		If it is not being delivered in English you will need someone with a good understanding of the programme to carefully translate it into the language of the group in order to ensure that concepts are not distorted. However, if the programme is being delivered in English, and some members of the group do not feel comfortable with the English language, activities can be carried out in pairs or larger groups, where at least one person is able to translate. Alternatively you can write the questions in your chosen language on a flip chart and ask the participants to find the answers within the group.	
4	Handouts	Have you prepared the right number of copies of handouts? E.g. activity handouts, PDPs, self-evaluation forms etc	
5	Plan to support the design and delivery of social action	Facilitators and partners identify how to support social action design and mentor participants in delivery.	
6	Venues, logistics, materials and timings are accessible and safe for all participants	Consider composition of group and any special needs e.g. venue may need disabled access. Residential accommodation should be comfortable. Room should be comfortable. Check it supports approaches being used in delivery plan. Lighting should be good. Equipment such as powerpoint projectors and screens should be easily available. Check equipment is in working order at least an hour before the start of the workshop. Check there are photocopying and other business facilities at or near venue. Check materials are accessible to all participants. Food should be of a good quality. Menu should suit cultures of group. Identify health and safety risks and manage/minimise them.	
7	Accurate information about Active Citizens programme	Participants should arrive with the accurate expectation of learning and experience, including requirements with respect to sharing learning with others and delivering social action with volunteer time. Different projects have different requirements in relation to the minimum number of voluntary participation hours required. Find out about local requirements from local British Council offices whether there is a minimum number of voluntary hours. Send them information at least two weeks in advance of workshop.	

Table 3 Sample Agenda 1 Target group - Group with diverse backgrounds

Day 1		Day 2		Day 3		Day 4		Day 5	
Start: 9:00		Start 9:00		Start 09:00		Start 09:00		Start 09:00	
Welcome	Energiser and reflections	Energiser and reflections	Energiser and reflections	Energiser and reflections	Energiser and reflections	Energiser and reflections	Energiser and reflections	Energiser	Energiser
Globingo	<u>Wall of Greatness</u>	<u>Wall of Greatness</u>	<u>Four words</u>	<u>Four words</u>	Community Mapping	Community Mapping	Community Mapping	Writing a social action plan	Writing a social action plan
Introductions									
Tree of expectations									
Baseline targets									
Agenda key messages									
Break	Break	Break	Break	Break	Break	Break	Break	Break	Break
Building our vision together	Two truths and one lie	Two truths and one lie	Listening at three levels	Listening at three levels	Problem tree	Problem tree	Problem tree	Social action market place	Social action market place
	Hidden and visible identities	Hidden and visible identities	Share stories of growing up	Share stories of growing up					
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Energiser	Cultural investigators	Cultural investigators	ME and YOU: Reflections	ME and YOU: Reflections	World Café for social action	World Café for social action	World Café for social action	Reflecting on the learning journey	Reflecting on the learning journey
Short video on social action	ME: Reflecting on Module 1	ME: Reflecting on Module 1	3. WE TOGETHER: Community	3. WE TOGETHER: Community				Communicating your social action	Communicating your social action
Active Citizens 'Learning Journey': River	World Cafe: group answer their own questions about AC	World Cafe: group answer their own questions about AC	Power walk	Power walk					
Questions about AC			Community visit: bike or walk in the community	Community visit: bike or walk in the community					
Break	Break	Break	Break	Break	Break	Break	Break	Break	Break
1. ME: Identity and culture Me and my identities	2. ME AND YOU: Dialogue Elephant and the blind men Dialogue is not	2. ME AND YOU: Dialogue Elephant and the blind men Dialogue is not	Visit a social action project	Visit a social action project	Inform, consult, Involve Timeline String	Inform, consult, Involve Timeline String	Inform, consult, Involve Timeline String	Evaluation and goodbyes	Evaluation and goodbyes
Finish: 16:30	Finish: 16:30 Evening culture party	Finish: 16:30 Evening culture party	Finish 16:30	Finish 16:30	Finish 17:15	Finish 17:15	Finish 17:15	Finish 16:30	Finish 16:30

Table 4: Sample Agenda 2 Target group young people

Table 4: Sample Agenda 2 Target group - Young people

Day 1		Day 2		Day 3		Day 4		Day 5	
Start: 9:00		Start 9:00		Start 09:00		Start 09:00		Start 09:00	
Welcome	Energiser and reflections	Energiser and reflections	Energiser and reflections	Energiser and reflections	Energiser and reflections	Energiser and reflections	Energiser and reflections	Energiser and reflections	Writing a social action plan
Globingo	1. ME: Identity and culture	1. ME: Identity and culture	2. ME and YOU: Dialogue	2. ME and YOU: Dialogue	Who decides?	Community visit: bike or walk in the community. Visit a social action project.	Who decides?	Community visit: bike or walk in the community. Visit a social action project.	
Introductions	Me and my Identities	Me and my Identities	Elephant and the blind men	Elephant and the blind men	What is dialogue?	What is dialogue?	What is dialogue?	Listening at three levels	
Tree of expectations	Two Truths and One Lie	Two Truths and One Lie	A story about our assumptions	A story about our assumptions	Listening at three levels	Listening at three levels	Listening at three levels	Listening at three levels	
Baseline targets	Break	Break	Break	Break	Break	Break	Break	Break	
Agenda key messages	Hidden and visible identities	Hidden and visible identities	Cultural investigators	Cultural investigators	The power of body language	The power of body language	WE TOGETHER Reflecting on Module 3	Reflecting on Social ACTION: Problem and objectives tree	Social action market place
Building our vision together	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
Energiser	ME: Reflecting on Module 1	ME: Reflecting on Module 1	Energiser	Energiser	The questioner within	The questioner within	World Café for social action	Reflecting on the learning journey	Reflecting on the learning journey
Short video on social action	Gender or sex?	Gender or sex?	Giving our opinion: forum theatre approach	Giving our opinion: forum theatre approach	ME and YOU: Reflections	ME and YOU: Reflections	World Café for social action	Communicating your social action	Communicating your social action
Active Citizens 'Learning Journey': River	Break	Break	Break	Break	Break	Break	Break	Break	
Questions about AC	Making culture: activities with an expert. Preparing for the evening party	Making culture: activities with an expert. Preparing for the evening party	3. WE TOGETHER: Community	3. WE TOGETHER: Community	Community Mapping	Community Mapping	Inform, consult, Involve (up to point 6).	Evaluation and goodbyes	Evaluation and goodbyes
World Café: group answer their own questions	Finish: 16:30 Evening culture party	Finish: 16:30 Evening culture party	Finish 16:30	Finish 16:30	Finish 17:15	Finish 16:30	Finish 17:15	Finish 16:30	Finish 16:30

Table 5: Sample Agenda 3 Target group - Non-governmental organisations agenda - focus on project planning

Day 1	Day 2	Day 3	Day 4	Day 5
Start: 9:00	Start 9:00	Start 09:00	Start 09:00	Start 09:00
Welcome	Energiser and reflections	Energiser and reflections	Energiser and reflections	Energiser
Globingo	<u>1. ME: Identity and culture</u>	Four Words	Project cycle	Inform, consult, involve
Introductions	Me and my Identities		Problem tree / objectives tree	Writing a social action plan
Tree of expectations	Two Truths and One Lie			
Baseline targets	A story about our assumptions			
Agenda key messages				
Break	Break	Break	Break	Break
Building our vision together	Hidden and visible identities	Giving our opinion: forum theatre approach	Our ideas / our assumptions	Social action market place
	Gender or sex?	ME and YOU: Reflections		
Lunch	Lunch	Lunch	Lunch	Lunch
Energiser	Frames and re-framing	<u>3. WE TOGETHER: Community</u>	World Café for social action	Reflecting on the learning journey
Short video on social action	ME: Reflecting on Module 1	Systems thinking and sustainable development	Boston Matrix	Communicating the social action
Active Citizens 'Learning Journey': River	<u>2. ME and YOU: Dialogue</u>			
Questions about AC				
Break	Break	Break	Break	Break
World Café: group answer their own questions	What is dialogue?	Community Mapping	Indicators of success	Evaluation and goodbyes
	Elephant and the blind men			
	Listening at three levels			
Finish: 17:00	Finish 17:00 Evening culture party	Finish 17:00 Open space	Finish 17:30 Draft social action	Finish: 16:30

Table 6: Sample Agenda 4 Target group - Non-governmental organisations - organisations with experience in project planning

Day 1	Day 2	Day 3	Day 4	Day 5
Start: 9:00	Start 9:00	Start 09:00	Start 09:00	Start 09:00
Welcome	Energiser and reflections	Energiser and reflections	Energiser and reflections	Writing a social action plan
Globingo	<u>1. ME: Identity and culture</u>	Listening at three levels	Globally Connected	
Introductions	My Identity	The power of questions	The Global Village	
Tree of expectations	Hidden and visible identities	The questioner within	WE TOGETHER Reflecting on Module 3	
Baseline targets				
Agenda key messages				
Break	Break	Break	Break	Break
Building our vision together	Two Truths and One Lie	ME and YOU: Reflections	<u>4. SOCIAL ACTION</u>	Social action market place
	A story about our assumptions Cultural investigators	<u>3. WE TOGETHER: Community</u> Ubuntu Our communities	Introduction	
Lunch	Lunch	Lunch	Lunch	Lunch
Energiser	ME: Reflecting on Module 1	Energiser	World Café for social action	Reflecting on the learning journey
Short video on social action	<u>2. ME and YOU: Dialogue</u>	The systems we are part of		Communicating your social action
Active Citizens 'Learning Journey': River	Introduction	Systems thinking and change		
Questions about AC	Elephant story			
	Four Words			
	What is dialogue?			
Break	Break	Break	Break	Early finish
World Café: group answer their own questions	Culture party – celebrating our cultures	What is power? Power and change	Inform, consult, Involve (up to point 6). Timeline String	Evaluation and goodbyes
Finish: 16:30	Finish: 16:30	Finish 16:30	Finish 17:15	16:30

Table 7: Sample Agenda 5 Target group - Working in fragile and conflict affected settings

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Start: 9:00	Start 9:00	Start 09:00	Start 09:00	Start 09:00	Start 09:00	Start 09:00
Welcome Globingo Introductions Tree of expectations Baseline targets Agenda key messages	Energiser and reflections Wall of Greatness	Energiser and reflections Listening at three levels The power of questions The questioner within	Energiser and reflections 3. WE TOGETHER: Community	Energiser and reflections Understanding positions, needs and interests in the community	Energiser and reflections 4. PLANNING SOCIAL ACTION Our ideas, our assumptions	Energiser and reflections Writing a social action plan (continued)
Break	Break	Break	Break	Break	Break	
Building our vision together	Visible and hidden parts of our identity Power of Assumptions	Giving feedback: Approach 2 I messages: Giving feedback	Power in our communities	Research in the community	Problem tree/ objectives	Conflict-sensitive social action
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Energiser Short video on social action Active Citizens 'Learning Journey': River Questions about AC	Energiser Appreciating differences ME: Reflecting on Module 1	Forum Theatre Facilitating dialogue in the community	Community mapping	Energiser Visioning the changes you want to see	Energiser Inform, consult, involve	Social action marketplace PLANNING SOCIAL ACTION: Reflections
Break	Break	Break	Break	Break	Break	Break
1. ME: Identity and culture My Identity Hidden and visible identities	2. ME AND YOU: Dialogue Elephant and the blind men	Facilitating dialogue in the community - debrief ME AND YOU: Reflections	Conflict mapping	WE TOGETHER: Reflections	Writing a social action plan	Reflecting on the learning journey Evaluation and goodbyes
Finish: 16:30	Finish: 16:30	Finish 16:30	Finish 16:30	Finish 16:30	Finish 16:30	Finish 16:30

4. DELIVERING YOUR WORKSHOP

Table 8: Workshop delivery checklist

This checklist contains important considerations when delivering your workshop.

During Workshop			
	Summary	Further Information	
1	Participant Expectations	On the first day participants share what they hope to achieve. Facilitators indicate whether this can be achieved through Active Citizens. Facilitators adapt the agenda where appropriate.	
2	Baseline survey	On the first day participants share basic information about their knowledge and skills. See an example survey on page.	
3	Information about the British Council and the partner organisation is shared	Participants are aware that Active Citizens is a British Council programme. In certain circumstances, where agreed with the British Council in advance this may not be necessary.	
4	Active Citizens learning outcomes are delivered	Learning outcomes from each module will be achieved. See the Learning Outcomes and Learning Journey on pages 10 and 11.	
5	Participation and teamwork	Participants are all participating fully, supporting each other, applying their skills and making decisions about their learning experience and social action.	
6	Modules 1- 4 are delivered in 4.5 days	Modules 1 – 4 require a minimum of 4.5 days to deliver. Following this participants carry out social action.	
7	Social action is based on analysis	Participants carry out a needs analysis before planning action.	
8	Participants reflect on learning	Participants are given time to reflect on their learning.	
9	Participants give feedback to facilitators	Participants have regular opportunities to provide feedback to facilitators on their experience of the programme.	
10	Participants evaluate their learning and experience	At the end participants give feedback on their learning and overall experience including how to improve future events.	

4.1 Principles

The British Council, its partners, facilitators and participants shall demonstrate a commitment to the following principles:

1. Openness, honesty and transparency.
2. A rejection of discrimination and violence, in accordance with the Universal Declaration of Human Rights.
3. A sense of responsibility for sustainable development.
4. A commitment to equal access to participation in the programme.
5. Respect for diversity.
6. A commitment to disagree agreeably.
7. A refusal to enter any partnership that compromises the principles or vision of the programme.

4.2 Monitoring and Evaluation

1. Monitoring and evaluating the progress and development of partners and participants through participation on the programme is a key requirement of participation on the programme. It is implemented by partner organisations and their individual facilitators. Active Citizens gather evidence of impact, as well as feedback about how to improve the programme.
2. There are two key monitoring and evaluation tools.
 - All partners are expected to complete a [partner narrative report](#). This provides feedback to the British Council on social action projects and the overall impact of delivering Active Citizens. You are asked to provide quantitative information about numbers of participants involved as well as qualitative information on engagement of the local community and impact.
 - All participants are expected to complete an [evaluation form](#) (after workshops and international events).
3. These documents are provided to partners by the British Council as part of the Partner Toolkit and are available in the Resources section of the Active Citizens website.

4.3 Facilitation Techniques

Use these techniques to deliver brilliant workshop activities.

Brainstorming

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

Steps

1. Select a topic for brainstorming and ask the group to share their ideas. 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 onto a large sheet of paper. To encourage participation, 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 has provided a wide range of ideas you can work with them to cluster, discuss and focus on key points of interest.

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.

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

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. It's usually a good idea to prepare a 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?

Gallery walks

Allows participants to share and reflect on lots 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 the room exploring text and images.

Steps

1. Text or images designed during an activity are placed around the room. Make sure there is enough space between the texts and images to allow small groups to visit them.
2. Participants are invited to move around the room. Tell them what you would like them to reflect on and if you want them to travel a particular route. 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.

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 and it is important to be transparent about the process in advance.

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

Open conversation: invite the group to share 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 options they prefer. They are given two votes, and the issues with the most votes are chosen. For a confidential process, invite participants to write their preferences on a slip of paper and deposit them in a box. Count the results.

World café

Participants set the agenda for discussion and connect conversations. World Cafés can be used to generate ideas and discussion around a wide range of topics. An example is included in this toolkit: Activity 4.4 World Café for social action. on page 156 You can also use it as a way of encouraging participants to find answers to their own questions, including finding out more information about the Active Citizens programme.

What: the room is set up like a café with groups of people sitting at different tables. Each table has a different question placed in the centre. Participants discuss the question and after a significant period of time they are invited to change tables. Finally the outcomes are shared. Find questions that matter to those participating.

Ensure that each question you identify has at least five people who are interested in discussing it. Identify someone who is prepared to act as 'table host' for each of the questions. The role of the table host is to capture 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.

Open Space

Open space is an approach to dialogue which encourages the group to define its own agenda, timings, roles, venue and responsibilities. After an initial session in plenary the group breaks up into several groups. They can address any issue, complete a discussion and start a new one. Individuals are allowed to circulate at will between groups.

This approach recognises that some of the best dialogue happens during the most unstructured periods of conferences and workshops. E.g. coffee breaks or evening entertainment. It tries to grow this time and transition it in to a shorter period of structured engagement. In keeping with this approach, the group is rarely in plenary (only at the beginning and at the end of the day) and are not managed by a group of facilitators.

4.4 Useful skills for Active Citizens

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

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.

We make assumptions all the time. These assumptions influence our behaviour and actions, which can be positive or have negative consequences. We do not always have to think about our assumptions, but reflecting on them may help us to change our behaviour and actions.

Participation and inclusion

Participation and the inclusion of all is a core value of an Active Citizen, and something that should be supported within the workshop as well as a value and skill that participants learn. It can be supported in a number of ways, including by:

- Considering any potential participation issues in advance, for example around gender, language or participants from a minority group.
- Discussing and agreeing the principle on the first day, and how everyone will support each other to fully participate. Also thinking about the barriers together and how you will overcome them.
- Thinking about how the environment, room layout, materials, activities and the language you use may or may not support participation.
- Observing everyone's levels of participation and thinking about how you can engage and support those who are not participating fully. It may help to ask one or two volunteers to monitor participation. Do not address anyone in public who you think is not participating, wait to talk to them in private.
- Being strong about upholding the agreed principles. This will give strength to participants who may be feeling unable to participate fully and courage to others to share their concerns too. If there are dominant participants discuss the issue with them in private.

Use specific methods in group conversations, for example:

- A 'talking stick' – where a participant must be holding a particular object in order to speak.
- Give everyone a chance to speak in turn
- Ration the chances to speak – For example, give everyone three matchsticks and every time someone speaks take one of them away
- Break into small groups more often
- Talkativeness ranking – If the group feel comfortable with the idea, then you can ask them after each day to rank everyone by how much they spoke.

Facilitators should model the behaviours and approaches in their workshops that they would like participants to learn.

Noticing and naming

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. Asking participants to use a learning journal will support this process.

Crafting good 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 and speak to others about it.

Steps

1. Choose a question which invites open sharing and reflection and does not favour a particular perspective.
2. Keep the question simple.
3. Choose questions which are relevant and inspiring.
4. 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 do not participate. A better approach could be to form questions which are not based on assumptions. e.g. 'can you think of examples where young people regularly participate?' or 'Do you think there are areas where young people participate less?' or 'What opportunities and challenges are there for young people to participate? Also, the phrase 'participate in society' is unclear. Look for alternative words or explore what you mean by the term 'participate'.

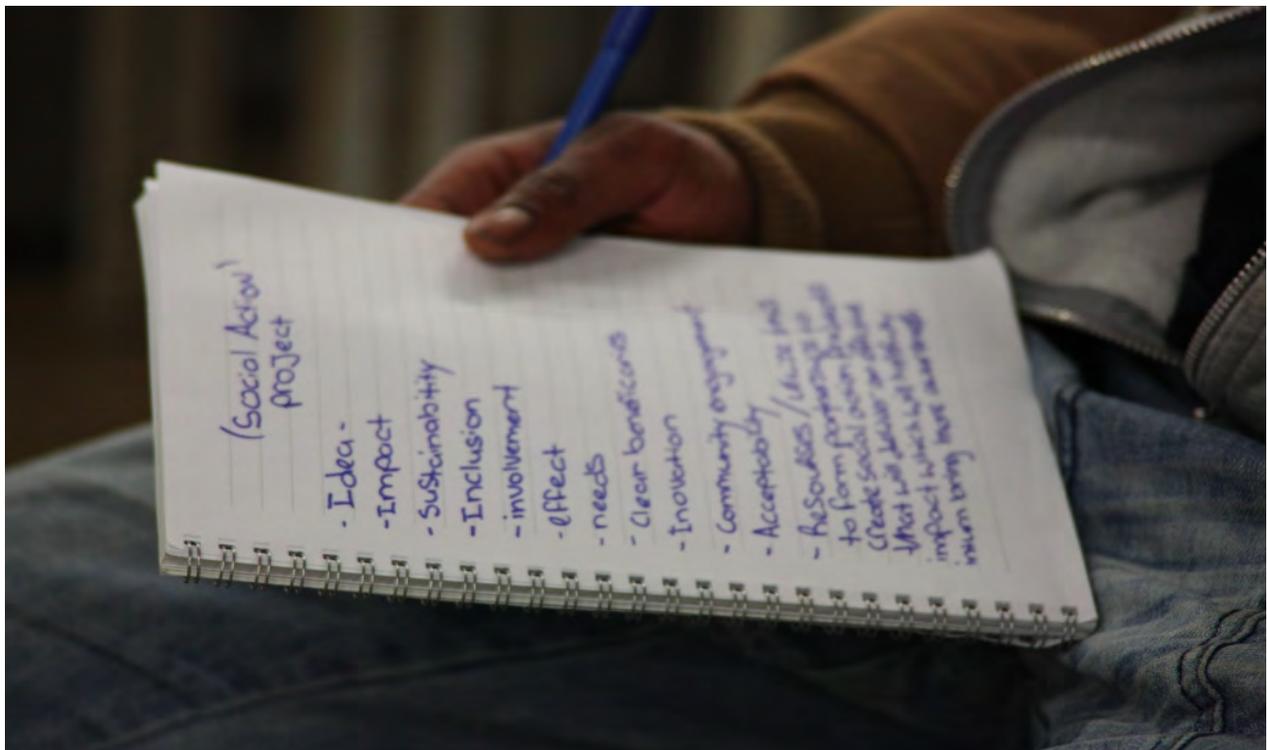


Diagram 6: The Personal Development Plan (PDP)

As an Active Citizens facilitator what are your personal development aims?									
1.									
2.									
3.									
Please circle where you feel you are on the scales below on the first day of the workshop									
<u>Facilitation skills</u>									
1	2	3	4	5	6	7	8	9	10
(No skills at all)				(Good skills)		(Expert)			
<u>Ability to support learning and sharing between different groups</u>									
1	2	3	4	5	6	7	8	9	10
(Less able)				(able)		(Expert)			
<u>Confidence and competence to deliver the learning journey</u>									
1	2	3	4	5	6	7	8	9	10
(Less able)				(able)		(Expert)			
Which personal strengths do you have which could help you to deliver a brilliant learning experience?									

5. AFTER THE WORKSHOP

Table 9: Post-Workshop checklist

This checklist contains important considerations after you have delivered your workshop.

After Workshop		
Summary	Further Information	
The event is debriefed	Facilitators and partners will identify what went well, what could be improved in future and the action points. Participants baseline surveys and evaluations will support this process.	
Information is shared	Good practice will be shared with other facilitators and partners. Event evaluations will be shared with British Council.	
Detailed project planning	If the project is a large, complex or one where you have, or are pursuing, funding from a development funder (e.g. the European Union or DFID), it may be necessary to develop a logical framework. This is a tool which defines your project, roles and responsibilities and is used to monitor project progress. Detailed guidance notes on how to prepare a log-frame plus outlines of workshop training activities focussing on this approach are on the Active Citizens website.	
Marketing and communications	Create a marketing and communications plan for your project. This should include communications with key stakeholders. Also engage local media. Guidance on how to do this is provided in Annex 2.	
Mentoring	Facilitators should create a plan to support their group in implementation. Support includes giving advice, organising group meetings, making introductions to key stakeholders who could provide funding and other support.	
Group meetings	Create a schedule of regular meetings with the group and organise meetings.	
Participants undertake x hours [e.g. 20 hours] volunteering for social action	Participants carry out a minimum number of hours of voluntary social action in the community. Check with your local British Council office as to the number of required voluntary hours.	
Share progress of social action with British Council	Your local British Council office will provide you with a template or set of standards in relation to this activity.	
On-going networking	Facilitators or partners participate in the Active Citizens network	

6. WORKSHOP ACTIVITIES

There are many ways to deliver the Active Citizens learning journey. The activities provided in this toolkit are tried and tested approaches to delivering the learning outcomes through workshops. As facilitators you should adapt or design activities which will work well in delivering the learning in your community and with your particular groups.

Active Citizens is delivered in a variety of settings, from the living rooms of houses to under a tree in the school playground. We hope you will find these activities adaptable to your environment and to the resources you have available. We are always keen to hear of innovations in the places the programme has been developed, and the methods used.

Where the resources exist, workshops such as the ones detailed in this toolkit can use up a large amount of paper. We urge you to consider your use of materials, and to reuse and recycle as much as possible.

Many of the workshop sessions in this toolkit have been developed specifically for Active Citizens, some are variations of well known activities. The original author is credited where possible.

We have provided links to additional resources where they are accessible and more information and support can be found at www.activecitizens.britishcouncil.org

Colour key



Recommended activities which have been tried and tested with a wide variety of groups in different contexts. They can add significant value to the learning.



Advanced activities which go deeper into the subject. These should only be delivered by facilitators with a strong understanding of the content and should only be delivered to participants with a strong knowledge and understanding.



Creative alternatives.



Activities relevant for groups coming from fragile or conflict-affected communities

ACTIVITIES - INTRODUCTION TO ACTIVE CITIZENS

The way participants enter into a workshop is very important. It can set the tone and feeling for the whole session.

Participants may feel shy at the beginning. They don't know each other or the space, perhaps they are also holding assumptions about the other participants which makes them feel uncomfortable. This is natural. Work with the group to build a positive and supportive environment where the whole group is responsible for asking themselves 'how can I help to make this a brilliant workshop?'

Try to include introduction and networking activities which are fun and encourage participants to feel comfortable with each other.

Another important dimension of introduction activities is to build awareness about the purpose and approach of the Active Citizens programme, as well as useful logistical information about the

workshop.

All of the key learning outcomes from these introduction sessions should be reinforced throughout the programme.

Learning outcomes:

- Understand Active Citizens
- Teambuild and network within the group



Activity 0.1 Globingo (20 minutes)

Learning outcomes

- Teambuild and network within group

Summary

Each individual participant receives a sheet with questions on. They are asked to go around the room to find people in the group to answer to each question. They are not allowed to answer the question themselves.

Preparation and materials

There should be one Globingo sheet (see Diagram 1 for sample Globingo sheet) and pen for every participant. Questions on sheet can be chosen locally but should be crafted to ensure a mix of personal questions and questions which reflect the content of Active Citizens.

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 ten minutes to go around the room speaking to individuals and finding out if any of them satisfy the answers to the questions on their sheet. Participants use the 'bingo sheet' to write down the name and country of the person who satisfies the criteria. They may find many names against each criteria. They

have to choose one answer for each question on the sheet and ensure the same name is not used more than once and that they do not use their own name.

4. The first person to complete the sheet shouts 'bingo!' and the game ends.

Debrief

- Congratulate the winner. 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.

- 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.
- Ask group to keep their sheets safely for a later activity.

Table 9: Sample Globingo sheet

Find someone who plays a musical instrument. What is the instrument?	Find someone who speaks more than one language.	Find someone who has visited or lived in another country.
Name:	Name:	Name:
Country:	Country:	Country:
Find someone who has had a mention in a newspaper. What was it for?	Find someone who has engaged with other work carried out by the British Council. Give an example:	Find someone who has set up their own personal website or blog.
Name:	Name:	Name:
Country:	Country:	Country:
Find someone who has more than one child.	Find someone who knows what the second Millennium Development Goal is.	Find someone who loves Premier League Football:
Name:	Name:	Name:
Country:	Country:	Country:

Activity 0.2

Speed Networking (15 minutes)

Learning outcomes

- Team-build and network within the group.
-

Summary

This activity gives participants the opportunity to move around the room and meet other group members.

Preparation and materials

None

Approach

Round 1 - Ask participants to find someone in the room they don't know very well, introduce themselves and share with them 'something which inspired them to come to this event'. They have five minutes to do this.

Round 2 - Ask participants to find someone in the room they don't know, introduce themselves and share with them 'something that will make the other person smile'.

Round 3 - Ask participants to find someone in the room they don't know, introduce themselves and share with them: 'something they enjoy doing in their free time'

Activity 0.3

Tree of Expectations (30 minutes)

Learning outcomes

- Understand Active Citizens

Summary

This activity allows participants to reflect on the things they want to achieve in this workshop and consider what they are bringing to support this. It is an opportunity to hear more about the interests and experience of other participants.

It also 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.

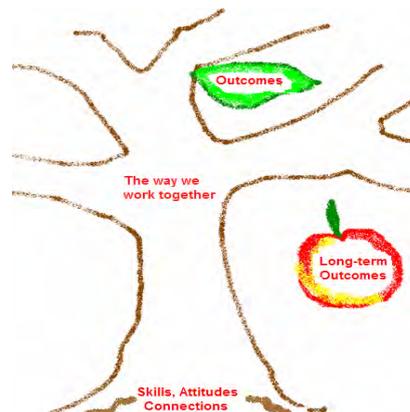
Participants are invited to share their expectations for the programme, along with some of the skills they can contribute. These are posted up onto a large drawing of a tree.

Preparation and materials

Draw the Tree of Expectations on a large piece of paper (four sheets of flip chart connected with sellotape in square shape). Bring sufficient Post-it notes for the group to have at least ten each. Write this quote in large on a flip chart sheet and place on wall.

The source of a tree's strength is its 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?

Diagram 7: Tree of Expectations



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.

Approach 1

1. Place this tree on the wall with a large space (one metre) around and below. Share that we can imagine the Active Citizens programme as a tree with the vision of the programme as the fruit of the Tree. Share with the group: for a tree to grow strong and healthy it depends on its roots and the group represents the roots.
2. Ask participants to write in capital letters on separate Post-its:
 - Any attitudes/experiences/skills they are bringing to this workshop? (No more than three).
3. Ask participants to place these at the roots of the tree.
4. Using different coloured Post-it notes, ask participants to write down what they want to have achieved by the end of the programme and place them around the branches of the tree.
5. While participants are placing their Post-it notes ask for one or two volunteers who have completed the task to help you in grouping the Post-it notes together. Where participants have written similar things you should put them together in groups.
6. Finally, invite participants to give suggestions for helping the group work well together e.g. 'respect each other's opinion', 'turn off mobiles'. Note these suggestions and place them around the Trunk.
7. Ask them to include their name on each Post-it.
8. Ask them to place the Post-its around the leaves, and what they want the programme to achieve in the long term around the fruit.

9. Summarise the outcomes for the group.
10. Share the programme agenda for the workshop.
11. 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 to ensure the group works well together i.e. 'respect each other's opinion', 'turn off mobile phones'. Place these around the trunk.

Diagram 8: Tree of Expectations completed



Activity 0.4

Baseline targets (10 minutes)

Learning outcomes

- Understand Active Citizens.

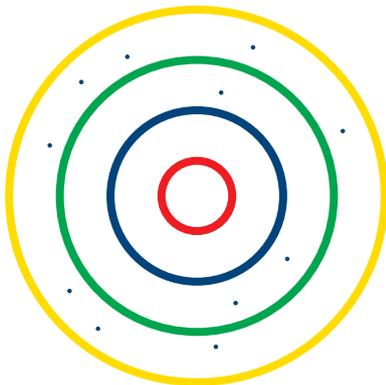
Summary

Participants indicate how much they know about key subjects by placing dots on a target which represents degrees of understanding. The closer to the centre the greater the knowledge. It enables participants to note their starting point and monitor their progress during the workshop.

Preparation and materials

Flipchart, flipchart pens and Post-its. Draw diagram below on a large flipchart drawing (four sheets of flipchart sellotaped together). Pin up outcomes from Session 0.3 (Tree of Expectations page 44).

Diagram 9: Expectations



Dots in the outer rings indicate that participants don't know much about the Active Citizens programme.

Approach

1. Identify the three summary outcomes which participants wrote most in the branches section, for example 'understand the Active Citizens programme and my role'.
2. Write one of these expectations above each target.
3. 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.
4. 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.

Activity 0.5

Active Citizens vision (1 hour 30 minutes)

Learning outcomes

- Understand Active Citizens

Summary

Participants explore the Active Citizens vision and take ownership of it. Participants write and draw their reflections on the challenges to, and opportunities for, achieving the vision locally before placing them on the wall and carrying out a gallery walk (see page 35).

Preparation and materials

Stack of newspapers and magazines, paper, pens, coloured marker pens, glue, blu-tack or sellotape. Spaces should be prepared for the gallery walk.

Write the Active Citizens vision on a flipchart paper and pin to wall in a place all can see it.

‘A world where people are empowered to engage peacefully and effectively with other cultures in the sustainable development of their communities’.

Vision statement British Council Active Citizens programme

Approach

Explain to the group that the vision has two principal ideas: (1) building trust and understanding locally and globally (2) achieving 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. (5 minutes)

1. Split the group into smaller groups (five to six

participants).

2. Identify which groups will focus on ‘building trust and understanding’ and which groups will focus on ‘sustainable development’.
3. Give each group a sheet of flipchart which has been prepared (see example of sheet for ‘building trust and understanding’ on page 30).
4. In their groups, participants discuss what they **understand** by ‘building trust and understanding’ or ‘sustainable development’. They write their comments in the top box of the flipchart.
5. After 20 minutes ask participants to give examples from their own experience of the **challenges** that face their communities in achieving ‘trust and understanding’ or ‘sustainable development’. Ask the group to capture these challenges by writing them in the left hand column on the flipchart. Then ask the groups to capture these challenges by writing them or illustrating them on sheets of paper or cutting out images from newspapers and magazines provided. (30 mins).
6. Repeat steps 4 and 5 but this time ask the groups to consider what they are proud of in their community that could help in building trust and understanding or sustainable development. (35mins).
7. Ask the group to 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 35) with people from other groups.
8. Now put the groups into clusters of three groups. Each cluster must have at least one group from ‘building trust and understanding’ and one from ‘sustainable development’. Each of these three groups must now present their flipcharts to each other. (20 mins).

Debrief

- What was learned during the exercise? What inspired the group?
- What change is required in the community to achieve our vision?
- Do they see any relationship between trust and understanding, sustainable development and engaging peaceably?
- Do they see any relationship between the two topics 'building trust and understanding' and 'sustainable development'?
- What opportunities might there be for social action?
- Share with the group that the vision of Active Citizens is their vision

Sustainable development is meeting the needs of the present without compromising the ability of future generations to meet their own needs

The World Commission on Environment and Development 1987



Diagram 10: Flipchart drawing for trust and understanding exercise

<p>What do you understand by the term 'building trust and understanding'?</p>	
<p>What are the challenges to achieving trust and understanding in your community?</p>	<p>What are you proud of about your community that could help us to build trust and understanding?</p>

Activity 0.6

Active Citizens Learning Journey – The River (1 hour 30 minutes)

Learning outcomes

- Understand Active Citizens

Summary

This activity helps participants to understand (and question) the logic of the learning journey and how it contributes to the overall vision. Participants will be challenged, but should emerge with a feeling of excitement and motivation at the purpose and flow of the journey and how it will support them in achieving success.

Participants post comments onto a drawing of a river about why each stage of the learning journey is important in helping to achieve the Active Citizens vision.

Preparation and materials

1. Flipchart river: Place five separate flip charts horizontally in a row (see the diagram below).
2. Now draw the outline of a river across all these five flip charts.
3. In the top corner of each

flip chart write the module heading i.e. on flip 1 write 'Me – Identity and culture', on flipchart 2 write 'Me and you – dialogue', on flipchart 3 'We together – Active citizenship', flipchart 4 'Project planning' and flipchart 5 'Delivering Community Project'.

4. Paper boats: folding paper into a triangle and folding a rectangle at the bottom so they can stand up. Place boats on river.

Approach 1

1. Tell participants we are going to visualise 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 five flip charts which are posted up around the room (see below

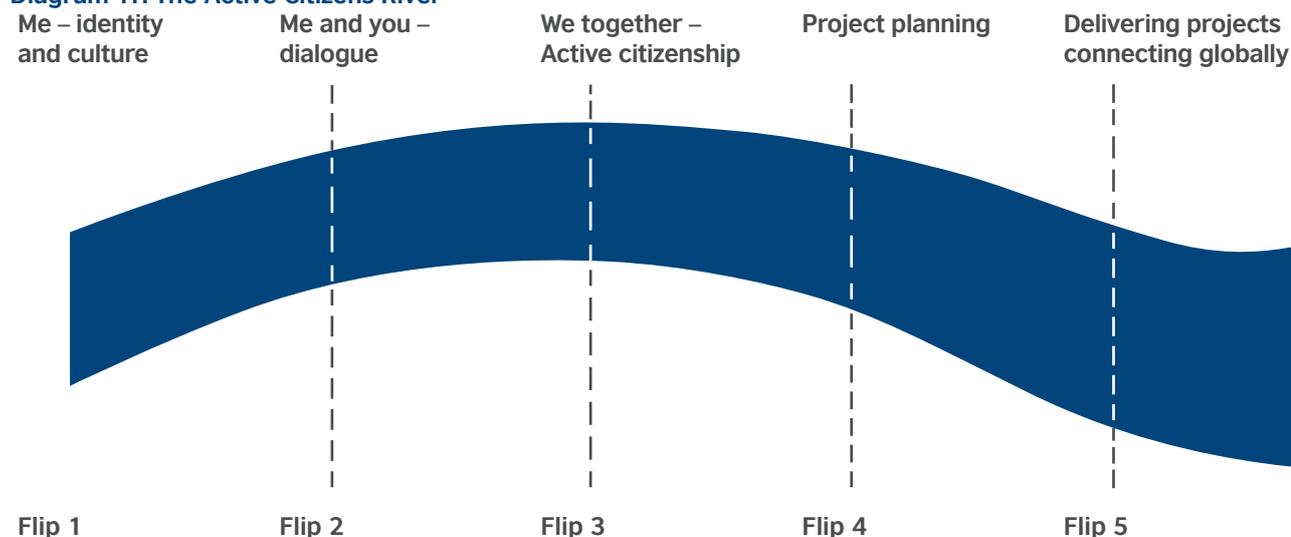
example), each of them represents a stage in the journey (see table above), and has an area to write in the centre, connected together they form a river. Participants write on each flip chart why learning more about this area (i.e. 'me/ identity and culture) could help work towards the vision of the programme.

3. Ask the group to gallery walk (see page 35) in pairs reflecting on the comments.

Debrief

- What were some of the main 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? e.g. openness to learning, respect for others...

Diagram 11: The Active Citizens River



Activity 0.7

Social Networking (1 hour 15 minutes)

Learning outcomes

- Teambuild and network within the group
- Understand Active Citizens

Summary

Participants meet and greet each other before building a Facebook-style social network wall to share information about themselves and their expectations for the event.

Preparation and materials

Social Network Templates

Approach

1. Share the objectives of the event, tell participants we're now going to share information about ourselves and the skills and experiences we are bringing to this event.
2. Ask participants to stand up and form groups of five, ideally people they don't know very well. They then share information on the following questions 'Name, what country they're from, organisation, role and something they enjoy in their free time.'
3. All participants are given or asked to make a copy of the profile template. They have 15 minutes to fill in the template and post it on the wall. They can illustrate using the materials provided (post-cards, magazines etc.).

4. The group post their profile on the wall. Now give out several small sticky paper dots to each person (alternatively each person should have a coloured pen). Participants are asked to gallery walk, looking at the profiles of other group members and applying a 'like' (a sticky dot or pen mark) to those things they like or agree with. The group are asked to notice the common expectations of the group as well as the skills, attitudes and experiences of others.

Debrief

- In plenary capture examples of common expectations as well as the useful skills and experiences which will help to achieve success.
- Facilitators should refer to the information provided on the profile templates as a useful tool for making decisions about the workshop agenda.

Diagram 12 Face book template

	Name:
	From:
	Likes and interests:
	Any skills, attitudes, experiences that you are bringing to this event::
What you want to achieve by the end of this event:	
Wall space for other participants to put comments	

MODULE 1 IDENTITY AND CULTURE

What is Identity?

Identity, for the purposes of this programme, is our unique sense of self. Some people argue that a person also has a pre-determined sense of self.

Your personal identity is made up of all the beliefs, values and interests that you feel define you as an individual and your social identity includes the race, religion, language and cultures you are identified with in wider society.

Each of us has multiple social identities, for example we might be a student, an activist, a mother, a fan of a particular sports team and a Bangladeshi. Some of these influences are historical, current, contextual or aspirational.

As we move through life, our identities change as we encounter new people, experiences and environments. These shape us and the cultures and communities of which we are part. There are many times when our identities might change including during our teenage years, marriage, becoming a mother or father or during a time of social upheaval.

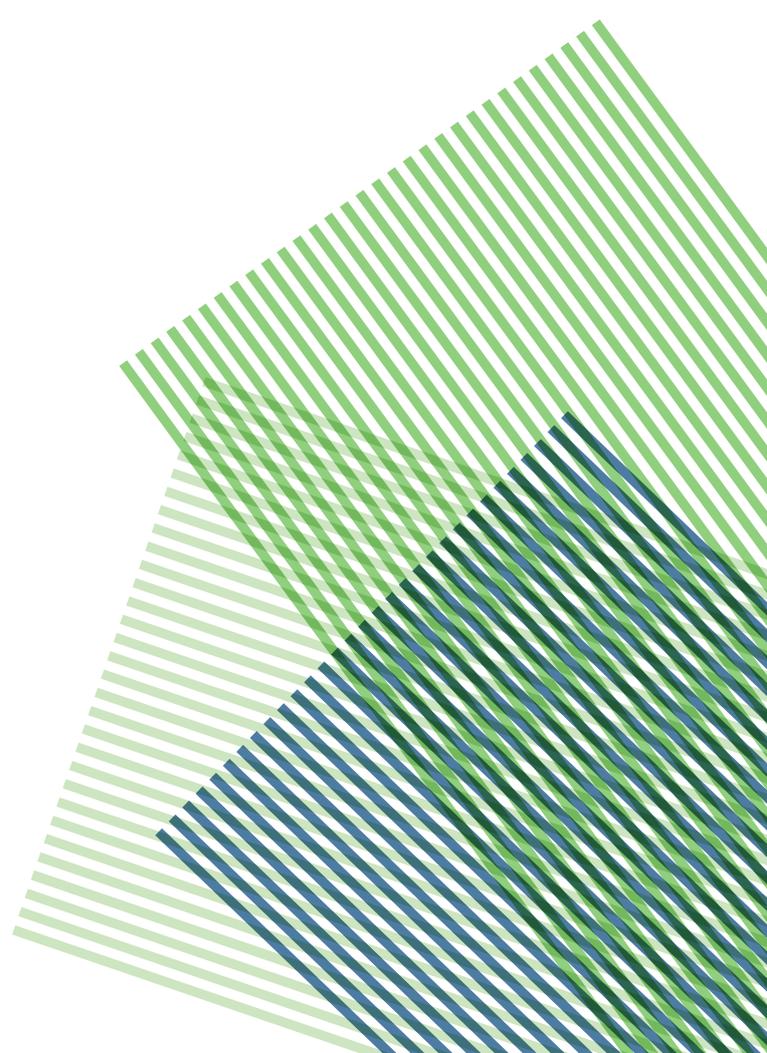
Tensions can arise within our identity where different and sometimes opposing influences affect us. For example young people today are influenced by the traditional culture of their families as well as new cultural influences emerging as a result of globalisation.

There may be a difference between how one sees oneself and how others see you. There are certain groups of people such as politicians, media, religious groups and activists who are especially influential over the way different social groups are viewed in wider society.

How different groups are perceived impacts upon the level of equality and justice in society. For example, some people may assert that women have less ability than men and or are less deserving of rights. This may be reflected in the cultural norms of wider society and even in legal practice. However others may disagree and seek to change these norms and practices.

How is it expressed?

Our identities are both visible (through the clothes we wear, the food we eat..) and hidden (our beliefs and values, the groups we belong to, our sexuality etc). Our identities are more hidden than visible and as a result the assumptions we make about other people may be wrong.



Why is it important to understand identity?

- It contributes to our sense of self, self-esteem and sense of belonging.
- It informs our values and goals, shapes our understanding of the world and determines our choices.
- A firm sense of identity can become a source of conflict and a justification for the oppression of other individuals and communities with different identities. It affects the way we perceive other people. It helps identify flashpoints for disagreement or conflict.
- It can support the building of new productive relationships.
- Exploring our identity can release us to learn and grow as individuals. It can generate a greater value for new perspectives and facilitate intercultural and international dialogue (module 2). It helps us look beyond every day assumptions and develop new opinions and cultural reference points, which inform a new and better understanding of ourselves and others.
- A better understanding of the identity of others empowers us to understand influences, opinions, attitudes and needs of different people and cultures. In the longer term it will help us develop skills of critical thinking, strategic analysis and enquiry.

What is Culture?

Culture is a set of values, beliefs, attitudes and behaviours which are learned and shared in a community.

Something becomes part of the culture when clear

habitual patterns are established across the group or community. Cultures are often visible, made up of easy to identify expressions such as food, dress, music, dance and more internal expressions such as attitudes towards nature, family and gender.

Cultural practice forms a type of communal contract. This helps people to understand each other, to interact and gives a sense of protection, expectation, belonging, pride and identity. It may also create norms about behaviour which bind the community and be used to understand or explain different cultures.

Cultures, like identity, are not static they are constantly evolving and changing.

Learning 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

Activity 1.1

Me and my identity (1 hour 30 minutes)

Learning outcomes

- Self awareness
- Understand how identities and cultures form, are expressed, change and are connected.
- Value different perspectives

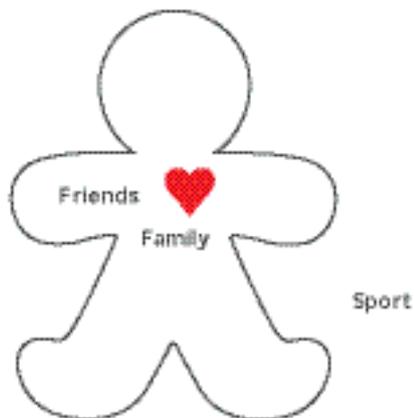
Summary

An opportunity for participants to get to know each other and identify what they care about. Explore concept of identity and community. Participants draw a picture representing themselves with a heart in the centre. Around the heart they post words representing the things which are important to them. The closer to the heart, the more important it is. Participants share in pairs and in the wider group before debriefing.

Preparation and materials

Pens, flip chart paper, an example outline of a person with a heart.

Diagram 13: Me and my identity



Approach 1

1. Ask participants to individually take half a sheet of flipchart paper and draw a basic outline of a person or another image which they feel represents them (star, butterfly etc) on the flipchart. 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 (at least five), for example 'family', 'religion', 'sport', or a personal principle or opinion or a place.

3. They should then place the Post-its on to the sheet, closer to the heart if it is important and further away from the heart if they feel it is less important to them.
4. Ask the group to get into pairs, ideally with people they don't know well, and share with the other person about themselves. Participants should share only what they are comfortable with sharing.
5. Now ask the group to place all of their images together (on a wall, tables or the floor). Invite participants to walk around all the images, noticing similarities, differences and things which make them curious.

Diagram 14: Example - Me and my identity



Debrief

Invite the participants to sit or stand around the images. Begin the debrief:

- How did that activity make you feel? Why?
- Explain that talking about things we care about motivates us and can make us feel proud. It can also make us feel more connected with others. To motivate people and build trust and understanding we need to touch their heart as well as their head.
- It could make us feel uncomfortable and vulnerable as we reveal things to others about ourselves and discover things about others. Sharing with others is challenging and takes time and sensitivity.
- Were there similarities in the group?
- *We often share common identities with many people including those whom we assume to be very different than us.*
- Were there differences? Why?
- *In the group each of us have experienced life in a different way. By understanding more about the different perspectives and experiences of other people in the group we can see a bigger picture.*
- Share with the group: ‘these pictures tell us something about our personal identities. Can anyone share an example of when their identities changed?’ (Do the post-its move at different times in your life?)
- *E.g. When I became a mother or father. When I got married. After the war broke out. When I travelled to another country.*

- Ask: ‘Does the same apply to our cultures? For example our national culture or ethnic culture?’
- Yes our cultures and identities are not fixed they age. To improve our understanding of ourselves and others it is important to understand more about the circumstances and context which helped to form our identities and cultures. As we move forward, what are the parts of our own cultures that we would like to build on and where would we like to see change?

Alternative Approach

1. Identities under pressure. To go deeper you may wish to share this with the group: ‘when we share identities with other people our relationship with them is usually strengthened. This helps us to feel safe and secure. As diversity increases we might feel less secure and more disconnected from our social environment. Events around the world show that people can respond to this in many different ways including by vigorously defending and promoting their identities and by valuing differences, building trust and understanding and finding shared identities between different groups’. Ask the group: ‘can you think of possible examples of this?’

Activity 1.2

Identity lenses (45 minutes)

Learning outcomes

- Value different perspectives

Summary

Participants learn to consider a person's identity from different perspectives.

Participants draw a circle with a cross in the middle. In each corner of the circle they write down one of their identities. Participants then reflect on how their perspective on an issue might change if they emphasised one of their identities more than the others.

Participants are encouraged to try to look with different lenses to understand more about the issues they face in their lives and society.

Preparation and materials

Pens, flipchart paper

Approach 1

1. Ask participants to identify some of their important social identities (the social groups they belong to). For example their national identity (as a Jordanian, British, Indian..), regional identity, gender identity (as a woman or a man), ethnic identity and identities related to personal interests or career (hip hop fan, football fan, doctor).
2. Ask the group to consider their own and then share in pairs, a time when a particular identity felt very strong? Why did this happen? What did we feel?
 - Example responses: 'when I encountered people from another country I felt my national identity more than before', 'I felt proud because of what we had achieved', 'I was judged by someone else just because of my identity, I felt angry'.

Debrief

- Ask the group to share examples in plenary.
- Ask them - what have we learnt?
 - How we emphasise particular identities and this influences the way we see things.
 - By looking with different lenses we can see a bigger picture.
 - How and when do we think looking with different identity 'lenses' could help us as Active Citizens?
 - When we engage in dialogue, building trust and understanding with others, planning social action.

Diagram 15: Looking at events with different identity lenses



Activity 1.3

Two truths and one lie (30 minutes)

Learning outcomes

- Value different perspectives - hold assumptions lightly
- Teambuild and network within the group

Summary

Introduces participants to the idea of assumptions and explores how our assumptions drive our behaviour. Encourages participants to hold their assumptions lightly.

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. The debrief focuses on the assumptions we make about others and how holding these lightly can help us to discover more.

Preparation and materials

Pens and paper

Approach

1. Ask participants to take a piece of paper and write down three things about themselves, two of these should be truths and one should be a lie.
2. Give the participants an example based on yourself. i.e. 1. I own a car 2. I speak three languages 3. I enjoy climbing mountains. In plenary invite participants to guess which is the lie. Once some participants have guessed share with them which of these was the lie.
3. When participants have written down their two truths and one lie they should move around the room sharing with other participants, and each time guessing which is the lie. Each time, after hearing the guess the person sharing should reveal the lie. Participants should visit at least 5 other people.

Debrief

- Find out who in the group found that people regularly guessed wrong about them? Ask for examples of how people guessed wrong and conclude by saying 'ah so people assumed... (example i.e. you owned a car), why do you think they assumed this?' Do this at least three times.
- What are we doing when we make assumptions? i.e. guessing, making predictions, stereo-typing etc.
- Are assumptions good or bad? Gather some responses from the participants. Share with the group 'all humans hold assumptions and it is neither good or bad, we are making assumptions all the time. Nevertheless when we encounter other people and cultures or 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. In this way we will be more open to new learning.

Activity 1.4

A story about assumptions (10 minutes)

Learning outcomes

- Value different perspectives - Hold assumptions lightly

Summary

Participants begin to explore commonly held assumptions and stereotypes, and why challenging them is important.

Materials

PowerPoint presentation with the below story written on it.

Approach

1. Show and read the following story to the group.
'A father and a son are travelling to school by car. As they are travelling a tree falls on the car and the father is knocked unconscious and the son breaks a leg. The ambulance rushes the son to hospital and the father is left behind where he is looked after by a doctor. When they arrive at the hospital the surgeon looks at the boy with the broken leg and says 'this is my son!'
2. Ask the group to consider how this is possible on their own for one minute.
3. Ask how many people think they know the answer? Those who are really sure they know should put their hand up high, those don't really know but have an idea should put their hand around waist height and those who really don't know should put their hand towards the floor.
4. Share with the group the approximate percentage of how many people are sure they know. Ask those members of the group who are not sure but have an idea to share their ideas. Participants don't usually guess the right answer immediately and there are some wild ideas about the father not really being the father, note that these answers are not correct.
5. Finally share the answer: 'the surgeon is a woman'. Note that many of the group were wrong in their assumptions because of their cultural assumptions about women. Share that cultures inform our assumptions which can stop us from seeing possibilities. 'Let us be more aware of our assumptions and hold them lightly. This will help us to build trust and understanding and design better social action projects.'

Activity 1.5

Visible and hidden parts of our identity (30 minutes)

Learning outcomes

- Understand how identities and cultures form, are expressed, change and are connected
- Value different perspectives.

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.

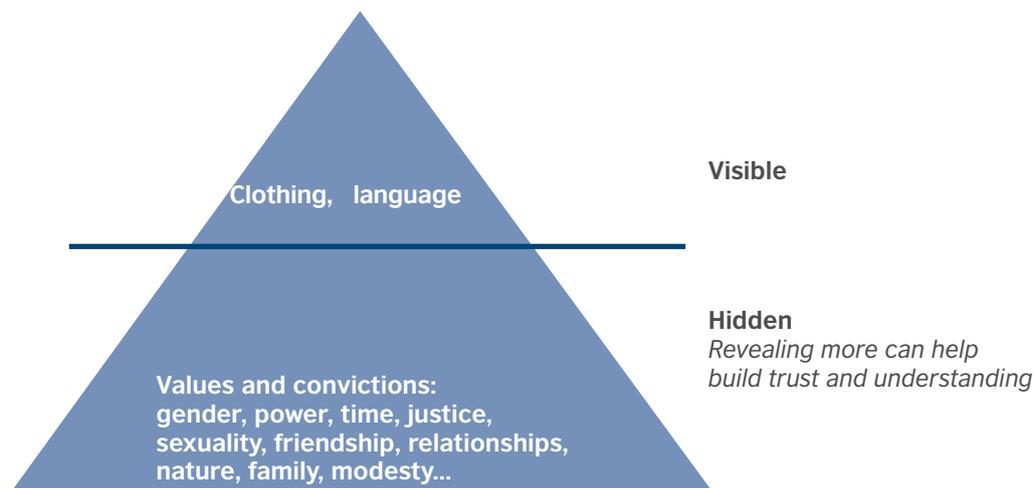
Preparation and materials

Use the outline drawing of the Identity Iceberg (Diagram 12) for guidance.

Approach 1

1. In the activity Me and my identity (Activity 1.1 page 54) we 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:

Diagram 16: The identity iceberg



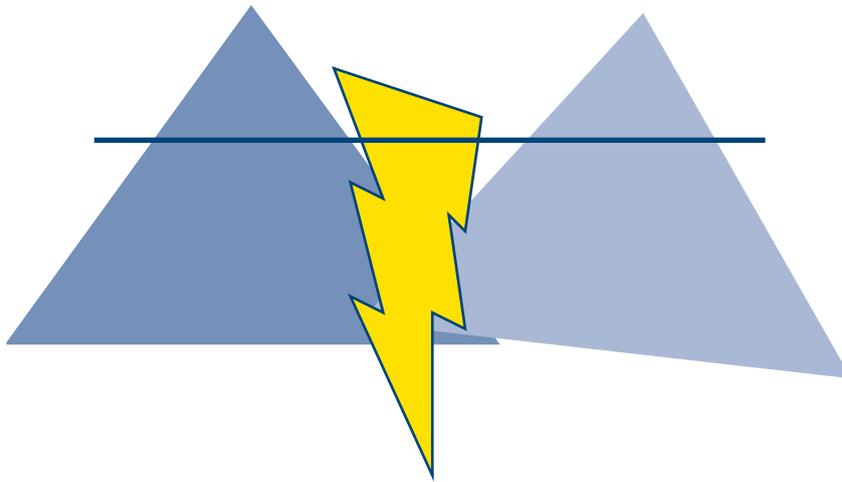
Debrief

- 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 our cultures. Our cultures also have visible and hidden parts.
- Share that as cultures come together, the hidden parts (the parts beneath the surface), increase the possibility for unexpected collisions. Think about how issues, problems and/or conflict that you are familiar with relate to the hidden parts of culture.
- Share the idea that because a lot is hidden we often rely on our assumptions about other people

and cultures and that these assumptions can have negative and positive meanings.

- By holding our assumptions lightly, asking questions and revealing the things which are beneath the surface we can build trust and understanding.

Diagram 17: Iceberg collision



Alternative Approach 3: Deeper

1. The Johari Window gives participants another way of thinking about themselves and understanding the value of sharing more about themselves and receiving feedback from others.
2. Share with participants that the 'iceberg' helped us understand that there are parts of ourselves that are visible and hidden to others, and that we are now going to look at how there are also parts of ourselves that are also hidden from us.
3. Share with the group the diagram and the following explanation. The window represents the self – the whole person. The four panes of the window can be described as follows:
 - **Free:** The part of yourself which is known to you and to others. It is the area of mutual sharing that we would like to enlarge.
 - **Hidden:** The part of yourself which is known to you but not shared with others – like the part of the iceberg under the sea. What is hidden may best remain hidden, but it might build trust and make dialogue and collaboration easier if more of yourself was known and shared.
 - **Blind:** The part of you which is known to others but unknown to you. For example, the tone of your voice, a conflict in which you are involved, a good part of your character which you are

not aware of – all of these may be in this area.

-Mystery: This part of yourself which is unknown to you and also unknown to others. Here may be talents and abilities which you do yet know you have and that others have never seen. However, these are part of you and one day may come to the surface. By sharing information with others you can reduce the hidden parts of yourself and by receiving feedback you can reduce the blind parts. With regular feedback and sharing the window will start to open, and who know what mysteries you might reveal about yourself.

(Created by Joseph Luft and Harry Ingham)

Debrief

- The Johari Window can be simply presented, followed by questions from the group and an open discussion. Or you can ask participants to draw their own window and to practice feedback and sharing with others.
- To support positive and constructive feedback you could follow the introduction to the Johari Window with the 'Giving Feedback' activities in module 3.

Diagram 18: Johari Window



Activity 1.6

The Wall of Greatness (1 hour)

Learning outcomes

- Self-confidence
- Teambuild and network within the group
- Value different perspectives

Summary

Participants reflect on what makes them proud about their communities and cultures. Participants write, draw and present what makes them proud about their community and culture followed by a gallery walk (see page 35).

Preparation and materials

Participants are asked in advance to bring a small memento, magazine cutting or article to depict what they are proud of in their communities.

Approach

1. Ask participants what the word community means to them. Capture their words on a flipchart i.e. geographic locality (local, regional, national, international) or a community of interest (i.e. women, youth, Islam, business, arts) which interact around shared interests and values.
2. This activity can either be carried out as individuals or in small groups (where the members of the group are from the same community). Tell the group to reflect on the question 'What makes me proud about my community?'.
3. They should do this by preparing their mementos and writing/illustrating their answer onto sheets of paper. They can do this on their own, or, if there are distinct communities in the room, in small groups.
4. Individual or groups will be given a space on a wall or table to post words, pictures and items which reflect what they are proud of. Put the text and images for each person or group together on the wall and the mementos on the tables below (30 minutes).
5. Participants should now, in mixed groups of three or four, visit their images and mementos and share what makes them proud about their community. What do these items and images signify? Give ample time for participants to inquire, explore and mix.

Debrief

- What did people feel during that activity? Why? e.g. 'It felt good talking about the things we are proud of / It was challenging / I've never reflected on what I am proud of' etc
- 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.
- For communities affected by violent conflict, what did we learn? What surprised us?
- 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?



Activity 1.7

Cultural investigators (45 minutes)

Learning outcomes

- Understand how identity and cultures are formed, expressed, change and are connected
 - Teambuild and network within the group
-

Summary

The group get into teams and try to identify links to other global cultures in the room.

Preparation and materials

A4 Paper

Approach

1. Split the group into smaller groups of four. Each group is now a detective squad. The mission of each 'squad' is to find evidence in this room of as many global links as possible. Each 'squad' should write the global link and the evidence onto one sheet of flipchart paper. (8 minutes)
2. Ask the squads to place their paper in the centre of the room and gallery walk.
3. Invite the group to give their reflections. Were they surprised at how many there are? Why?

Debrief

- Did the group think about global influences on the fashion, architecture, technology in the room etc?
- Examples of global links in a training room could include food and drink: the first evidence of coffee drinking was in Yemen. Tea was first brought to the West from China in 1800. Technology: the earliest

known examples of the use of paper are in Egypt (papyrus). 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 automobile would not have been possible without discoveries by different people in different countries on different continents.

- Ask groups why there are so many cultures present in the room? I.e. Our past, present and future have always been linked with other cultures. Imperialism and colonialism. Trade. Cooperation. Sharing.
- Share with the group: Change is happening. Our cultures are constantly changing, responding to circumstances, influences, choices. As Active Citizens we recognize that change can happen to us or with us.
- Ask the group: 'as change happens what from our cultures do we want to build on and share with others and where would we like to see change?'

Alternative Approach 1: Creative ●

1. Activists around the world: we all have a lot to learn from other cultures. One way to explore this is to research other activists from around the world. If the group has internet access you could ask participants to form research groups. Each group should research one of the below activists in the evening and reporting back for three minutes in plenary the following day.
 - 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 (United 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 forgiveness

Case-Study 1

Pakistan and music

By Sumrah Ahmad

Pakistan is known for its diverse culture. Within one country we can experience many different cultures because of different communities, religious sects and different ideologies. Music is one of an important and significant element of our culture. Each province of Pakistan has its own cultural music, which is distinct from one another.

The beauty of Pakistani music is that it absorbs different musical aspects from different cultures and produces new forms of music along with its own flavour. For example we find classical, Ghazal, Sufi, Folk and Qawwali alongside Pop, Rock and Hip Hop. In addition to this we have traditional Pop and Rock, like Sufi rock, which is an amalgamation of Pakistani and foreign music.

After independence our traditional music was also a reflection of South East Asian music, with the essence of Indian music as well. Now, in this globally connected era, our musicians have also innovated the music with the global touch. Now we are entertained by Pashto pop, Punjabi hip hop, Sindhi jazz, Baluchi rock.

Case-study 2

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.

Case-study 3

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 etc) 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.

Case Study 4

The principle of profit:

Many major clothing brands 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.

Activity 1.8

Gender or sex? (45 minutes)

Learning outcomes

- Value different perspectives - hold assumptions lightly
 - Self-awareness
-

Summary

Encourages participants to consider how culture can influence assumptions and the consequences this can have in society.

Preparation and materials

Post-its notes, flipchart paper

Approach

1. Ask the group if they understand the difference between 'sex' and 'gender'
2. Share the following statement: 'sex is a biological construct, gender is a social construct'. Ensure that participants can see this statement at all times during the activity.
3. Invite participants to take four Post-it notes, two should be one colour (representing men) and two should be another colour (representing women). Participants should write two things on the 'Men Post-its' that they believe to be true about men and two things on the women Post-its that they believe to be true about women.
4. Place two flip charts side by side. At the top of one flip chart should be the word 'Gender', at the top of the other 'Sex'. Invite participants to place their Post-its on to the appropriate flipchart.
5. As participants place them onto the flipcharts group them (if they say the same thing) but do not move them from one flipchart to another.
6. Start with the flipchart marked 'Sex'. Read out 8 or 9 statements (where statements are repeated ignore them) and ask the group: 'is this biological or cultural?'
7. In the 'Sex' section you would expect to find biological facts e.g. 'men do not give birth', 'women can breastfeed babies' but there are also usually statements which are cultural e.g.. 'men are tough', 'women prefer being at home' etc. Discuss them with the group and, if appropriate, move them onto a different flipchart. Where it is not clear, place them between the flipcharts.
8. Do the same with the gender Post-it notes. You will usually find that most of the statements are now on the gender flipchart.

Debrief

- Ask the group: 'what do we think this tells us about how we see women and men?' I.e. they are mainly based on cultural assumptions.
- Ask the participants whether they think the colour of the Post-it notes chosen for men and women were appropriate. Note that cultural assumptions even include identifying particular colours with gender.
- What do we think the impact of these assumptions are on women and men? I.e. They help to reinforce social roles, they make it hard when you do not fit into this category, they undermine the opportunities we have - especially for women. They encourage unequal distributions of power.
- Share with the group 'gender roles vary greatly in different societies, cultures and historical periods. In one study of 224 cultures, there were 5 in which men did all the cooking, and 36 in which women did all the house-building. In some cultures men stay at home, women are in charge of the finances, women inherit property and men do not.'
- Share with the group: 'We have been focusing on gender identities and cultural assumptions. As we know we all have many other identities, not just our gender.'
- Ask the group: 'What other groups do we make cultural assumptions about and what is the impact of these assumptions?' i.e. we assume the perspectives of older people will be more valid than those of younger people. We associate younger people with crime.
- Share with the group: 'The assumptions held about identities and cultures influence the way we are treated as well as the opportunities and challenges faced by those who share them. For this reason as, young people, as women, as a particular nationality or ethnic group we are constantly negotiating how we are perceived.'
- Invite participants to be aware of their cultural assumptions and the impact of those assumptions.

This activity was sourced from UNFPA training.



Activity 1.9

Who me? (45 minutes)

Learning outcomes

- Value different perspectives - hold assumptions lightly
- Self-awareness

Summary

An alternative approach to reflecting on assumptions is focusing on how they impact on us as individuals.

Participants take a sheet of paper and draw or write something which represents how they see themselves on one side, and how they feel other people see them on the other.

Preparation and Materials

Statements printed on separate sheets of paper.

Approach

1. Each participant takes 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 assumptions other they feel that people make about them. Tell participants that later in the process they will be asked to share in pairs.
2. Participants share (in pairs) what they are comfortable with sharing from the two sides.
3. Why is there a difference between the two sides? i.e. people don't know what I really like, miscommunication, different perspectives.
4. What is the value and the risk of holding assumptions?

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 and the opportunities and challenges faced by others.

- The assumptions we hold about ourselves are very important. A common assumption amongst some people or cultures is either that: we have nothing to learn or, that we have nothing to share with others. Either of these perspectives makes the process of learning and building trust and understanding very difficult.
- Share with the group that in building self-awareness and how our opinion impacts on others we might consider the following questions:
 - **How do the assumptions you hold about yourself empower you, and how do they disempower you? I.e. My best friend is always encouraging me to go for what I want.**
 - **How do the assumptions others hold about you, empower or disempower you?**
 - **How do the assumptions you hold about others empower or disempower them?**
- End the session with participants clear that assumptions are normal, we often don't even pay attention to them, but our assumptions have an impact on ourselves and others.
- Let us be more aware of our assumptions and their impact; we have a choice about the assumptions we hold.
- There is often a gap between the way we see ourselves and the way others see us. Giving and receiving constructive feedback is an important skill. This activity can be a good entry point to exploring the Johari Window, feedback and dialogue (see page 61)

Activity 1.10

Frames and reframing (1 hour and 30 minutes)

Learning outcomes

- Value different perspectives

Summary

This activity is for participants with a high level of experience and knowledge. Participants will learn about frames theory, reflecting on what influences our perspectives, identifying ways of looking from different perspectives and why this is useful in building trust and understanding and planning social action.

A presentation with question and answers in plenary, followed by a creative activity designing frames and finishing with a plenary conversation.

Preparation and Materials

PowerPoint with slides of key information, questions,

Approach 1 Step 1

Diagram 19: Framing



1. Share with the group that when we look at the world around us, we look from a particular perspective. We leave some things in and some things out. You can help participants to visualise this by holding up two hands in front of us to make a frame or else improvising a frame such as the one above.
2. Take the photos such as the photo at diagram 20 and cut it into four pieces. As demonstrated above this photo should be cut along lines which demonstrate the importance of seeing the whole picture to understand it.
3. Without explaining why, split the group up and give them one piece of the picture. Ask them to think about

Diagram 20 - Picture for cutting



what this picture is about.

4. Ask the groups to share their thoughts with the group. The group will give different ideas about what the picture represents.
5. Ask the groups to put the pieces together to make the complete picture and to discuss what they think the picture is about now.
6. They may still disagree about the meaning of the picture. Ask the group: 'At first everyone had a different piece of the puzzle, but now we have put the puzzle together, do we see the whole picture?', 'Do we now have a shared understanding?' Why / why not?
7. The reality is that we all have a piece of the puzzle. We each have different perspectives and as Active Citizens we see a bigger picture by exploring multiple realities through dialogue.
8. When we think about something, bear in mind what is in your frame, and what is left out. When we think about something, bear in mind what is in your frame, and what is left out.

Approach 1 Step 2 - Deep and surface frames

1. Ask the group to look at diagram 19 Storm clouds. Ask them the feelings and thoughts they associate with 'storm clouds'.
2. Note that culturally and emotionally we make different associations with an image like this. Places which suffer long periods of drought may associate it with hope and new beginnings, whereas other places may associate it with cold and damage to their property.
3. Share with the group: 'Our frames can be identified as 'deep frames' (your world view) and 'surface frames' (the phrases and slogans we use).
4. Deep frames refer to our narratives about the world, and how we make sense of it.' Give examples of deep frames: 'man is above nature..', 'Christians above non-Christians', 'Science is the closest we get to the truth'. Ask the group whether they can think of other examples.
5. Surface frames refer to phrases and slogans which promote a particular perspective. Show an example i.e. 'The War on Terror' is a slogan used by the United States to justify an aggressive response to 9/11. Ask the participants what perspective they feel is promoted by this frame.
6. Show an example reflecting the local language e.g. in English the phrase 'mother earth'. Ask the group 'what does this phrase imply?'. Find out whether the group has any other examples?
7. Share with the group: Frames are everywhere. In this workshop the river metaphor is a surface frame for understanding the learning journey. We also use the surface frame 'Holding your assumptions lightly' as this is a practical way of avoiding rushing to judgment of a situation or person. We could have used alternative frames such as 'stereotyping'. Even the title to diagram 19 'Storm clouds' is a frame which suggests that the picture is about the clouds and not the fields.

Diagram 21 - Storm clouds



Approach 1 - Step 3

1. Once participants have designed their frame, invite them to join with three other pairs to share their design and the worldview it represents (15 minutes).
2. Invite participants to swap their frames amongst themselves. Now choose one of the issues below and design a campaign slogan about this issue which would appeal to people who have the same perspective as the frame they are now holding (10 minutes).
 - Improving youth participation
 - Protecting the environment
 - Improving public health
 - Peace-building in a conflict zone

Example: 'Let's capitalise on our most undervalued asset: youth'. The World Bank presents youth issues in an economic frame.

3. Ask pairs to share their slogans in plenary.
4. Ask the group: 'How could this be useful when engaging in dialogue or planning social action?' It helps us to be open about the frames we and others bring to the conversation, look at issues from different perspectives and appeal to people we want to influence. It also enables us to be more aware of how we are influenced by language and identify which perspectives we are strengthening through our communication.

5. Finally, what's the risk in, for example: Promoting environmental protection from a purely economic point of view or promoting youth participation using images of gangster rappers?
6. You could be strengthening frames (and values) which will have a negative impact on this issue and wider society in the long-term.
7. This activity can also be a good entry point for advocacy activities.
8. Note for facilitators: After introducing the concept of framing, facilitators can invite participants to reframe the way they are looking at or speaking about a particular issue in the workshop simply by making a frame with your hands and changing the angle.
9. Frames are important for facilitators as well. How you frame the questions will influence the way the groups think and responds.

Activity 1.11

Power of assumptions (45 minutes)

Learning outcomes

- Self-awareness
- Value different perspectives

Summary

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

Preparation and materials

None.

Approach 1

1. Start the session by asking people to call out what they think assumptions are. Try to develop the following conclusions:
 - 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.
 - We do not need to always know what our assumptions are. However, if we want to engage positively with other people and cultures, we need to think about the nature of assumptions and learn to set them aside.
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:
 - The assumptions we hold inform how we enter situations and how we act.
 - As groups we can bring what appear to be completely different assumptions.
 - Assumptions can therefore be different and we have the freedom to choose which ones we want to hold.

Alternative Approach 2

1. Step 2 allows the group to examine assumptions in a little more detail.
2. Each participant takes 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 assumptions other people make about them

3. In pairs discuss the two sides.
4. What do you think are some of the assumptions that others hold about you?
5. What are some of the assumptions we hold about others?
6. What are the values and the risks in holding assumptions?
7. 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.
- End the session by making sure the participants are clear that - assumptions are normal; we often don't even pay attention to them; we have a choice about the assumptions we hold and how we hold them and 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.

Activity 1.12

Exploring cultural baggage (45 minutes)

Learning outcomes

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

Summary

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

Preparation and 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 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 two or three words that represent their own cultural baggage. They have ten 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:
 - What they have written.
 - Why they have identified it as cultural baggage.
 - Where it comes from. E.g. a particular cultural dimension, history, religion, colonial expansionism, occupation, politics, revolution, evolution, national character etc.
 - Whether it is broadly positive or negative.
 - Whether it ever gets in the way, clouds judgement, affects decisions, leads to exclusion.
5. 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).

Activity 1.13

Appreciating difference (45 minutes)

Learning outcomes

- Value different perspectives
 - Interest in, and ability to, learn and share through dialogue
-

Summary

Moving on from reflecting on ourselves, our cultures and communities, this activity introduces the idea of working with different points of view and perspectives.

Participants share a positive experience of encountering difference and explore what helps people to work well with difference.

Preparation and materials

Flip chart.

Approach

1. The story *The Elephant and the blind men* on page 82. Brainstorm with the group: 'How and when do we encounter difference?'
2. Discuss in the group: 'what are some of the challenges and opportunities of living with difference?'
3. Separate participants into groups of four.
4. Ask participants to choose a story that they are happy to share about 'when they experienced difference(s) and found it a positive experience' Ask them to vividly recall the situation by getting them to answer: 'Who was involved?', 'Where did it take place?', 'What happened?'. We are looking for situations where despite, or because of, 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 outcomes that participants recalled? Ask the group to treat all the stories 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 re-telling 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?

Activity 1.14

Understanding conflict (25 minutes)

Learning outcomes

- Understand how identity and cultures are formed, expressed, changed and are connected - conflict
- Value for different perspectives

Summary

Participants reflect on and discuss with others their understanding of the words conflict, violence and peace.

Preparation and materials

3 flip chart pages with the words 'conflict', 'peace' and 'violence' written large in centre.

Approach

1. Ask the participants to break into groups of between 4 and 8. Give each group a flipchart with one of the words ie 'conflict', 'peace' and 'violence'. Ask them to discuss in the group: 'what do these words mean to you? Is it always a good or always a bad thing?' Ask them to write their thoughts onto the flipchart so that they can present back in plenary. Give the groups 15 minutes to discuss the questions in their groups.

Debrief

- Gather the groups back in plenary after 15 minutes and ask each group to report back on what emerged from their discussions.
- Allow at least 20 minutes for further discussion. Encourage dialogue on each of the issues and expression of personal experience and practice from their own countries.
- Use the Diagrams ABC Triangle and Diagram y Framing Conflict to frame some of the issues that arise. Explain that conflict can be expressed or suppressed or repressed and that there are some stated reasons for conflict and others that are hidden.
- Explain the difference between 'working in conflict' and 'working on conflict'.

Diagram 22 ABC Triangle

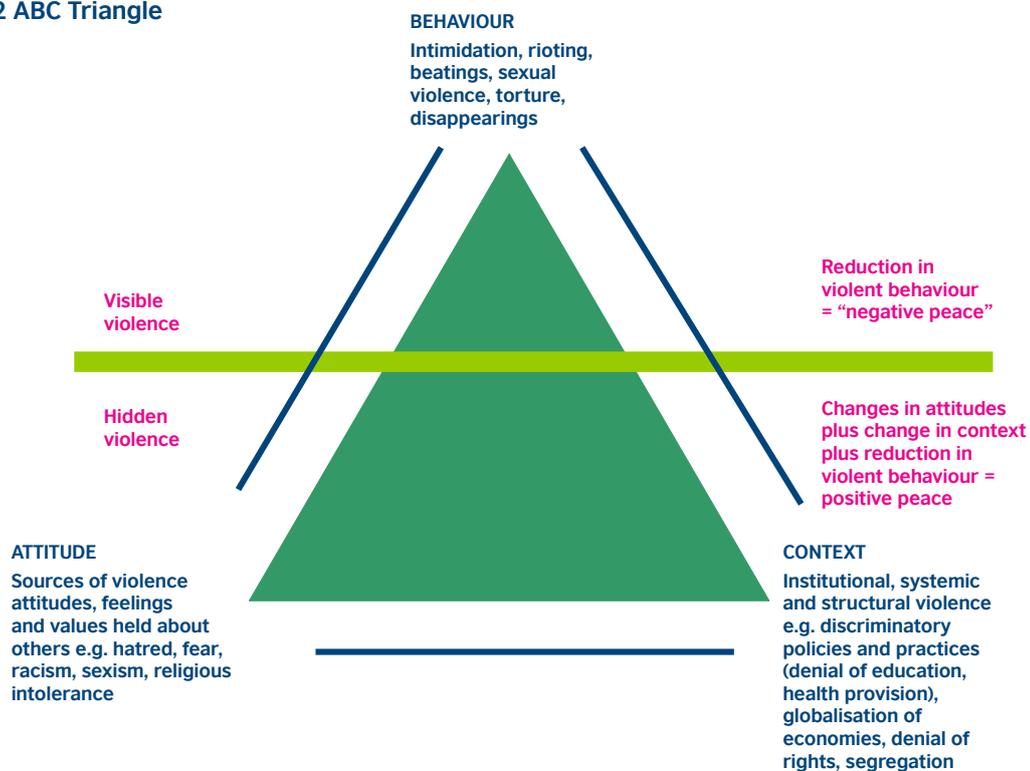
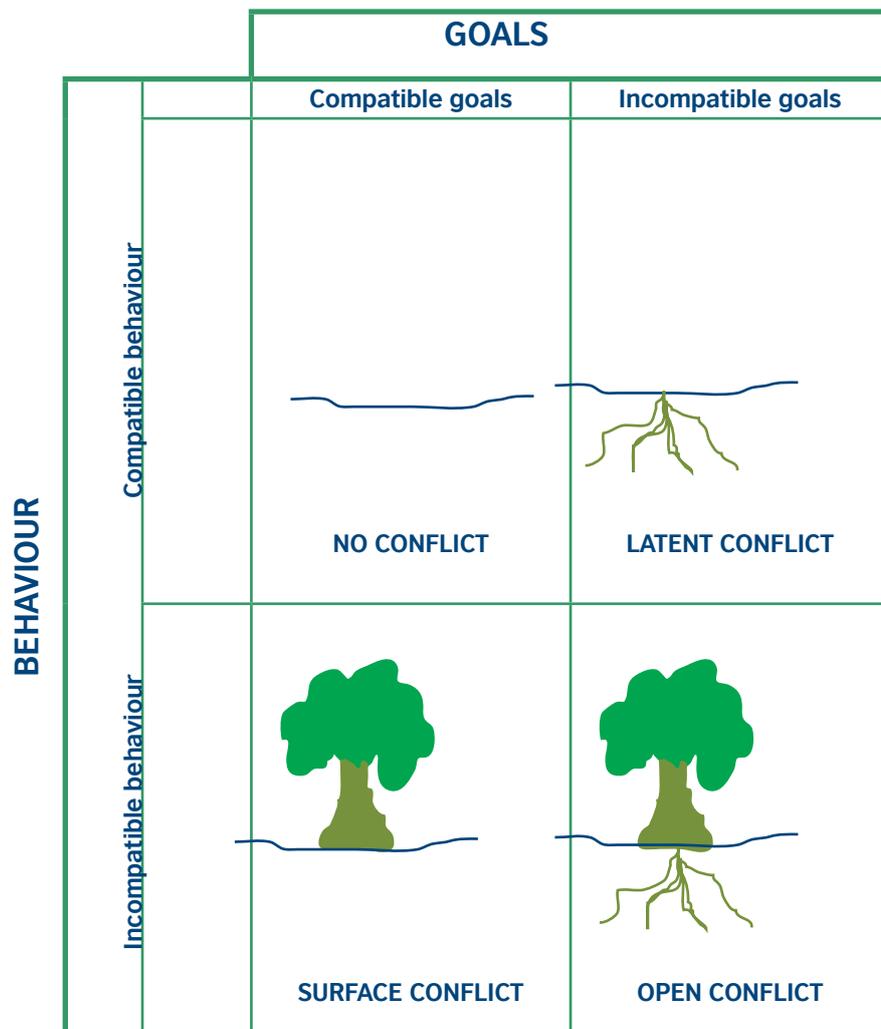


Diagram 23 Framing conflict



Alternative approaches to exploring identities and culture

There are many creative ways to explore issues related to identity and culture. Here is a summary of some brilliant ideas applied by Active Citizens facilitators in different parts of the world.

- 1. Organise a culture party.** Invite participants to organise a cultural party in the evening. Food, song, dance, poetry and games are all welcome. This works especially well when participants have different backgrounds.
- 2. Attend a cultural event.** Visit artistic shows, singing, dancing, and theatre. All of these have the potential to provide a fantastic opportunity to reflect on and experience different cultures. Look for events which touch on specific historical or cultural moments.
- 3. Making culture.** Learn and practice traditional cultural arts such as dances, weaving, making pottery or cooking. Invite a local expert to lead the process.
- 4. Share stories of growing up.** Use the dialogue approach 'Fishbowl' to provide a space for people to share their different experiences of growing up in the community. How did their identities take shape. How were they influenced by different cultures?
- 5. Cook up culture.** Ask participants to represent their cultures through cooking. Participants who can cook choose an appropriate dish which represents one of their cultures and work with others to cook for those members of the group who want to join them. Each night a different dish can be served!
- 6. Visit places of cultural interest.** Identify where to visit, it could be a place where multiple cultures live side by side, a popular spot for cultural activity, a museum, gallery or monument, what do you notice? Explore different ways of looking.
- 7. Watch a film** about cultures and inter-cultural encounters. Examples of relevant films: Baraka (Ron Fricke, 1992), Babel (Inarritu, 2006).
- 8. Find images of identities and cultures.** Find photographs or images of different identities or cultures in the media which reflect strongly held cultural assumptions or which break from them. Look through the images and open a discussion on the impact of the assumptions on individuals and cultures.
- 9. Invite speakers from different backgrounds to talk about their identities and cultures.** What shaped them? How do they perceive themselves, how do other perceive them? What is their story?
- 10. Cultural objects.** Invite participants to bring objects that represent something they are proud of about their culture. Use these to support the process of getting to know each other or combine them with the Wall of Greatness activity.
- 11. Research the history of a culture or place:** participants carry out a research task, reflecting on how a particular culture or place has developed over time. They can represent this through words, film, movement, essays. A space can be given for sharing.

Diagram 24: Facilitator Tool - Facilitator reflections module 1

How do you feel after Module 1?

Are there burning questions that you would like to explore further?

Why is self-knowledge and exploring identity and culture important for building trust, understanding and sustainable development?

What are the challenges of delivering Module 1 in your community?

What are the opportunities for delivering Module 1 in your community?

Personal notes:

2. MODULE 2

INTERCULTURAL DIALOGUE

What is intercultural dialogue?

‘Dialogue’ in Active Citizens refers to conversations in which people with different beliefs and perspectives 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 or negotiation.

Because dialogue is about learning, it is an approach that values different ideas and beliefs. The more perspectives involved the greater the opportunity for learning; and out of multiple perspectives greater collective wisdom can emerge.

It is based on the principles of participation and the belief that greater inclusion in dialogue not only contributes to learning but also builds mutual understanding and stronger communities. It helps develop our empathy with others, as we begin to see not just actions and words but the beliefs and motivations behind them. Through dialogue we aim to both reveal our differences and to find our common ground.

Dialogue may address questions which have no conclusive answers. It can also support us in developing and finding solutions with others.

Dialogue can be planned or spontaneous, structured or unstructured, formal or informal. It can emerge among people who are genuinely interested in each other’s perspectives, and in this sense some of the best dialogue happens in homes and public spaces.

In some cases though (for example where there are underlying conflicts), dialogue requires careful preparation, design and facilitation. Depending on the aims and the context of a dialogue, it might last for minutes, hours, days, or it could be a continuous process.

There are many skills, attitudes and behaviours which can support us in dialogue, for example listening and questioning skills. There are also useful methods and processes which can be used to organise conversations in a way which maximises effective learning and sharing. You’ll find several examples in this toolkit.

‘The encounter with the Other, with other people, has always been a universal and fundamental experience for our species.’

‘People thus had three choices when they encountered the Other: They could choose war, they could build a wall around themselves, or they could enter into dialogue’

Ryszard Kapusinski Polish Historian and Journalist
1932-2007

Why is it important?

Globalisation has led to people around the world increasingly encountering different perspectives and cultures at home. Global systems such as markets, media, finance, climate and faith have a significant influence and impact on local communities and lives. Some of the most pressing issues, such as climate change, are of global concern and can not be understood and addressed effectively without dialogue and cooperation.

Encounters with new cultures and diverse opinions can lead to more learning and opportunities but can also create a sense of disempowerment; challenge our sense of identity; create tension and make us feel captive to powerful outside forces. Dialogue builds trust and understanding and underpins participative approaches to conflict resolution (see Activity x.x). It is a need which is pervasive, required throughout the project cycle; in planning, implementation and evaluation and can be treated as part of the project development process or a social action output in itself. For the purposes of this manual it is treated as part of the learning on dialogue (rather than Module 4 Planning social action). It is a vital skill in any leader working at any level in society.

When in dialogue you seek to question your assumptions, open yourself up to new ideas; increase your empathy with differing views; expand and possibly change someone's point of view; find common ground and keep dialogue alive. It is a process that builds consensus, improves the viability of decision making and prepares the ground for sustainable action. In this way dialogue is a powerful tool of leadership and decision-making.

In summary dialogue can:

- Improve understanding of local context
- Improve decision making
- Increase cooperation
- Increase pride in ones own identity
- Increase empathy, consideration for others, trust and understanding
- Generate innovation
- Increase inclusion and equality

An Active Citizen brings dialogue into their lives and not just their work.

Learning Outcomes

Understand how dialogue can be used

What is dialogue

Purpose of dialogue - community development

Ability to learn and share through dialogue

Confidence to learn and share through dialogue

Principles of dialogue

Approaches to dialogue - Listening skills, questioning skills, community development

ACTIVITIES MODULE 2

Activity 2.1 Elephant and the blind men (10 minutes)

Learning outcomes

- Value different perspectives

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.

Preparation and materials

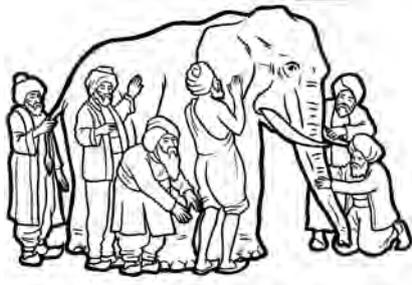
None.

Approach 1

1. Share the story below with the group.

Once upon a time, there lived six blind men in a village. One day they heard that an elephant had entered the village. They had no idea what an elephant was and, although they would not be able to see it, they decided to go and know more about this animal. When they came across the elephant they all touched the elephant to explore it.

Diagram 25: The blind men and the elephant



The elephant is a pillar, said the first man, who touched its 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 what the elephant was like and every one of them insisted that he was right, each one began to shout out louder convinced that their perspective was the right one.

Debrief

- Begin by asking the group about the story.
 - Who was right? (Everyone? No-one?)
 - Who was telling the truth?
 - What is going on in this story?
- After allowing the group to share some answers and thoughts, introduce the concept of perspectives if it has not arisen. Draw out the fact that each blind man had his own perspective.
- Continue the discussion by asking, 'how could they better understand what an elephant is?'
- Explore the value of different perspectives and how they might be revealed – by sharing knowledge and experience and asking questions of others. How that is done effectively is the subject of this module.
- Finally, ask: 'what else could the elephant represent?' Examples might be our community, an issue, or even me.



Alternative Approach 2: Creative

1. See Approach 1: The elephant.
2. The elephant story can come to life through experience.
3. Place an object in the centre of the room and get a number of blind-folded participants to feel the object and try to guess what it is.
4. Do not say anything about communicating with each other during the task.
5. This could be repeated so that everyone has a chance to take part.

Case-study 5

Dialogue requires faith

‘Dialogue also requires an intense faith in human beings; their power to make and remake, to create and recreate; faith that the vocation to be fully human is the birthright of all people, not the privilege of the elite.

Founded on love, humility and faith, dialogue becomes a horizontal relationship of mutual trust. Trust is established by dialogue; it cannot exist unless the words of both parties coincide with their actions.

Nor can dialogue exist without hope. Hope is rooted in our human incompleteness, from which we move out in constant search, a search which can be carried out only in communion with other people.

Finally, true dialogue cannot exist unless it involves critical thinking, thinking which sees reality as a process, in transformation, thinking does not separate itself from action but constantly involves itself in the real struggle without fear of the risks involved.”

Paulo Freire, *Pedagogy of the Oppressed*

Activity 2.2

Four words (1 hour)

Learning outcomes

- 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 to dialogue
- Understand Active Citizens

Summary

Illustrates challenges and opportunities of learning and sharing with other people. Using a *Think-Pair-Share* approach (on page 34) participants think on their own of the four major characteristics of an Active Citizen before engaging in dialogue and negotiation to agree the four words as a whole group. You may want to use a different statement to open up discussion about an issue. One that is more relevant to the specific group or context. For example “The biggest barriers to social inclusion are...”

Preparation and materials

Paper and pens for each participant.

Approach

1. Tell the group that we are going to explore the key characteristics of an Active Citizen. It is going to challenge 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 ending to the sentence: ‘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 ten 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 ten minutes, stop the exercise.

Debrief

- Debrief in plenary. (Example answers in italics)
- Explain that the words the group has been discussing include some of the attitudes and skills that the Active Citizens programme wants to help build.
- Let us reflect on the challenges and opportunities of working with others. (Ask participants to help

write up and record the answers to underlined questions)

– How did you feel?

E.g. pleased with the discussion, frustrated, proud, excluded.

– Why do you think you felt like that?

E.g. 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. Not everyone able to participate equally.

– What were you doing in this activity?

E.g. negotiating, reflecting, making decisions, discovering different interpretations, coming to a consensus.

– Were there things about this process or about the way you acted which supported dialogue?

E.g. in this process, at the beginning everyone has the chance to think for themselves and speak. We found that by appointing a group facilitator we were able to manage the conversation so all voices were heard. I focussed on listening and trying to understand.

– Were there things about this process and the way you acted that did not support dialogue?

E.g. time was too short, we had to reach a consensus, there was too much shouting...

– What could you do to make this process more effective for a dialogue? Were there things in the process which did not support dialogue?

E.g. We did not know or agree the process in advance. The process needs more time. A facilitator could help to ensure quieter voices are heard. Arranging seats in a circle is better than sitting opposite each other in separate groups. We don’t have to achieve consensus, by focusing on learning from each other we could have a better dialogue. We should listen and respect each other’s opinion. We should avoid splitting the group into opposition groups as this creates tension.

Emphasise that this activity also shows how conflict arises at the individual, interpersonal and group level. Note that conflict is part of human interaction and can have creative and destructive potential.

-
- When and where can you use dialogue in your work? How can you apply the principles of dialogue in your work?

You now have a shared list of things that support and put up barriers to dialogue.

Alternative Approach 2 Deeper

1. The debrief to Four Words can also support participants reflection about their own behaviour and that of others. Some questions to ask include:
 - Think about yourself and the way you acted. Did you support the process?
 - How was your behavior, body language and your questioning and support of others?
 - Is there a difference between what we say and what we do? During the discussion did we live up to our beliefs about dialogue?
 - The activity can also teach us about belonging. Did you become 'attached to your words'? And how did this attachment shift to other words as the process developed, despite the fact you only had a few minutes to think of them? Why is this?

- Who held on to one or more of 'their words' until the end, and who did not? Why? And how do people feel about both holding on and letting go of 'their words'?
- Did the final words really represent the whole group, and if not, why not?



Activity 2.3

Dialogue is not... (45 minutes)

Learning outcomes

- Understand dialogue and when it can be used - approaches to dialogue
- Understand dialogue and when it can be used - principles of dialogue

Summary

Participants share and discuss their experience of being involved in or witnessing different types of communication.

Preparation and Materials

Ask the group to source newspapers, video clips, etc to illustrate their experience.

Approach

1. Share with the group: in this activity you will be exploring all the different types of communication that happens between individuals and groups. We will also reflect on what we understand by the term dialogue through exploring what it is not.
2. Ask the group to get into smaller groups of three to five people and to share their experience of being involved in or watching different types of communication between individuals or groups. These could be either positive experiences, for example a negotiation that ended in agreement, or negative, for example, a televised political debate with the representatives shouting at each other.
3. When everyone has had a chance to tell their story, ask each group to pick one story and prepare to share it with the whole group that will demonstrate a particular type of communication. Encourage the groups to be creative, for example by acting out a drama, or drawing a cartoon strip. Where possible offer the groups access to the internet to find video clips. Each group will have two minutes to share.
4. Ask the group to return to plenary and give each group a chance to share their experience in turn.

5. After each presentation, ask the group to discuss:

- What have they seen? What type of communication did we see?
- Is this common? Who has been involved in or seen something similar.
- What is the value and what are the issues of this approach to communication?
- Does this approach support dialogue? If yes, then how?

Debrief

- What have we learnt through this activity?
- Were these common types of exchange? In what ways do these different types of exchanges have a positive or negative impact in our societies? Why?
- What have we learnt about dialogue? Write up the responses on a flip chart with two columns for what dialogue is and what it is not.
- Share with the group: the word dialogue means different things to different people. We also may not understand the same thing from the words we are using to describe the different approaches. It can help our understanding to think of dialogue in relation to other types of communication, it also helps us to use examples of our experience to describe what we mean, rather than relying just on words.
- The “Dialogue is not” box below may help you to support the discussion.

Case-Study 6

Dialogue is not...

Negotiation. A negotiation is a discussion intended to produce an agreement. Different sides bring their interests to the table and the negotiation has a transactional and bargaining character to it.

Debate. A debate is a discussion usually focused around two opposing sides, and held with the objective of one side winning. The winner is the one with the best articulations, ideas and arguments.

Advocacy. Advocacy is the act of pleading or arguing in favour of a certain cause, idea or policy.

Conference. A conference is a formal meeting for consultation or discussion.

Consultation. In a consultation, a party with the power to act consults another person or group for advice or input to a decision.

Discussion. A discussion is generally a rational and analytical consideration of a topic in a group, breaking a topic down into its parts in order to understand it.

Adapted from 'Mapping Dialogue' by Marianne "Mille" Bojer, Marianne Knuth, Colleen Magner

Activity 2.4

Listening at three levels (45 minutes)

Learning outcomes

- Ability to support, and learn and share through, dialogue - listening
 - Value different perspectives
-

Summary

To enable participants to experience and practise 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.

Preparation and materials

Paper, pens.

Approach

1. Share that in this activity we explore the idea and value of listening at three levels:
 - 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).
3. Split the group into groups of four. One person volunteers a story that they are comfortable to share an incident or situation that is not yet settled or 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 roles below and explain that they will be asked to share what they heard afterwards:
 - one person in the group should listen only for the facts (head)
 - one person should focus on listening only for the feelings (heart)

– one person should focus on listening for the purpose – why the storyteller is telling this story (feet).

5. Invite the storyteller 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 storyteller shared their story).

Debrief

- Ask the group how they found 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 Active Citizens how will you listen for more than the facts?
- Are there times when it would be useful to listen more for the facts the feelings or the purpose? For example: judges in a court of law try to ensure that attention is paid to the facts. When listening to someone who want to sell you something you may want to listen for the purpose – why is this person telling you a personal story is it just to encourage you to buy the product?

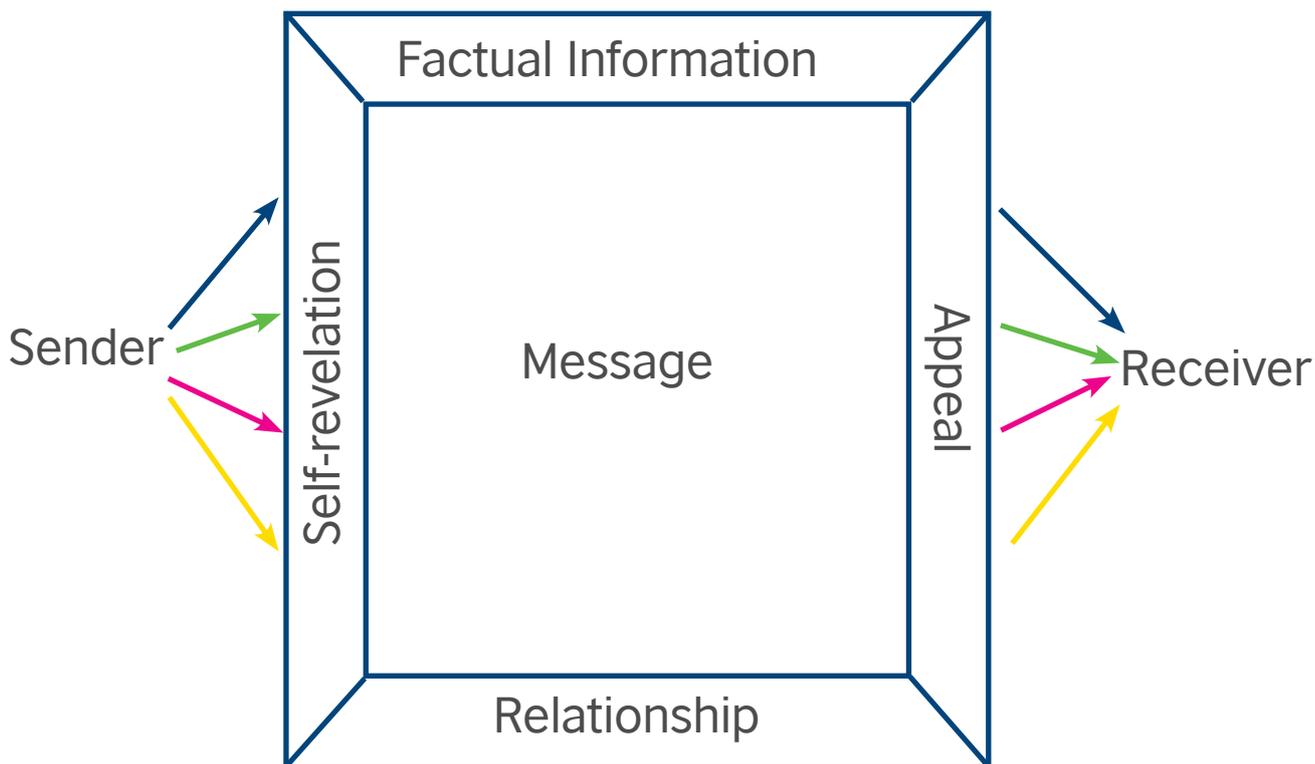
Alternative approach 2 Deeper

1. Introduce and or revisit the concept of frames, framing and reframing (see Module 1 Activity 1.10).
2. Re-framing (reinterpreting stories or questions) is using different lenses to help people to move from a 'Point of view' to 'Points of viewing'. Reframing can be a useful tool to open up possibilities. The purpose of re-framing is to help people see that there could be multiple realities to an experience.
3. As we discovered in 'Me and My Identity', emphasising a part of our identity during a conversation can also influence the way we experience it. As Active Citizens, how will you listen for more than the facts?

Alternative approach 3

1. (15 minutes) Introduce the four ears model, as one way of understanding communication (5 min). This model (see Diagram 26) shows that communication has four sides which need to be understood and interpreted using four ears:
 - Factual information - information, data
 - Self-revelation/self-disclosure - what the sender (i.e. speaker) discloses about him/herself (e.g. values, feelings, motives) either intentionally or unintentionally
 - Relationship – the relationship between the speaker and the receiver(i.e. The listener),including what the speaker thinks of the listener
 - Appeal – what the speaker would like to happen
2. Ask participants to consider this brief exchange, using the four ears approach from the perspective of the man and the woman.

Diagram 26: Listening with four ears



	Man	Woman
Facts	There is something green in my soup.	There is something green in the soup.
Self-revelation	I don't know what the green stuff in the soup is.	He doesn't know what the green stuff is. He doesn't like the green stuff in the soup.
Relationship	You should know what the green stuff is. You know I don't like green stuff in my soup.	He doesn't like my cooking.
	Tell me what the green stuff in the soup is!	He only wants to eat food that he is used to. I should only cook what he likes.

3. Explain that there were alternative ways of interpreting what the man had said (five mins) e.g. he could be saying there is something green in my soup and I like it! In this case, maybe the woman was hearing the message mainly with the relationship ear. Our tendency in communication is to interpret aspects of messages in ways that are familiar to us, or which reinforce our assumptions, rather than to try and engage all four ears.

Four ears in practice (15 minutes)

1. Split the group into groups of four. In each group of four, two people volunteer to act out a small exchange and the remaining two volunteer to observe the exchange and interpret it in terms of the four ears. The exchange and the interpretation should be no more than five minutes. The roles are then changed so that the pair who observed act out an exchange and the other pair observes. (Total time for small group work: 15min)

Debrief (30 minutes)

- This model stresses the fact that there are always four layers in communication, which need to be heard using all four ears. Explore with the group reflections on using the four ears:

- Did you have a tendency to listen with a particular ear?
- What happens when we only hear the facts of a message? What does it feel like to communicate with people that only focus on the facts?
- What happens when we interpret a message as a self-revelation? What does it feel like to communicate with people who interpret self-revelation when communicating? How can you adapt your communication for people to understand the other ears that you are communicating with?
- What happens when we interpret communication with the relationship ear? In situations where there are poor relationships or conflict, what can this mean? How can communication be adapted so that people can hear with the other ears?
- What happens when we interpret communication with the appeal ear? How do others tend to react to the appeal?
- How did you find the practice of listening with four ears? What was useful about the process?
- What might listening with four ears mean for Active Citizens?

Activity 2.7

The power of questions (30 minutes)

Learning outcomes

- Value different perspectives
 - Ability to support, and learn and share through, dialogue - questioning skills
-

Summary

Introduces the skill of questioning as a tool for identifying a need for change. Encourage people to be curious and apply questioning skills in their work.

Preparation and materials

None.

Approach

1. Ask participants to think of a question which would make another person smile. Ask participants to move around the room, meet and ask people this question.
2. After 3 minutes, ask participants to change the question to a question which will make the people they ask feel proud. Repeat the process 2 or 3 times, each time participants should think of a question to trigger a particular emotion or reaction ie. make the other person think, make the other person feel motivated to take action.
3. Now ask the group if there were any powerful questions expressed. You may want to write them down.
4. Ask participants what they understand by the term 'powerful question?' For example: a question which makes me think deeply or differently or which triggers an emotional response.
5. Give the participants one or two minutes to think individually about a powerful question they've been asked and which they're willing to share.

6. Ask participants to work in pairs to share this powerful question and what they think made it powerful.

Debrief

- In plenary, ask: what are your thoughts and insights on the power of the questions?
 - Can a question change the way we think about something?
 - What makes you want to ask questions? For example: curiosity, study, need, etc. Continue the conversation by asking what drives their curiosity and what it means to be curious.
 - If we recognise that questions are powerful, then to change ourselves or our communities we can begin with the questions we ask.
-

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

Archbishop Desmond Tutu

Alternative approach 1 Creative ●

1. 'An important object' This short activity can be used before The Power of Questions to get participants thinking, or afterwards as a way to reinforce the learning.
2. As a facilitator you will need to prepare by choosing an object which means something to you and that you are comfortable being questioned about.
3. The aim of the activity is to stimulate deeper questioning from the group, moving from simple questions such as, what is it? where is it from? what do you use it for?, to questions such as, what does it mean to you? why have you bought it to show us?, that will help reveal things about you. Some questions will 'unlock' deeper understanding.
4. Arrange everyone into a circle and place the object in the middle of the circle.
5. Encourage participants to ask questions to try and learn as much as possible from this object.
6. Only respond directly to the questions. Do not reveal any more information than is asked of you. Listen for good questions that reveal more and lead to deeper learning and insight.
7. Hopefully, you will begin to share more personal stories and information through the questions.
8. Stop after a few minutes. Ask the group: think about what kind of questions were powerful, and led to deeper learning? Which were they, why were they powerful?

Alternative approach 2 Deeper ●

1. This activity links well with Appreciative Inquiry. Asking powerful questions is core to Appreciative Inquiry and to continue the conversations started in this activity's debrief you could move on to that activity. See activity 2.16, page 102.

Activity 2.8

The questioner within (1 hour)

Learning outcomes

- Self-awareness
- Ability to support, and learn and share through, dialogue - questioning skills
- Value different perspectives

Summary

To encourage people to become more reflective and positive through examining the questions they ask themselves.

Preparation and materials

Personal Journals.

Approach

1. Invite participants to get seated comfortably, create a safe space for self-reflection (music may be helpful) and invite them to think about 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. Ask participants to write their inner questions in 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)

Table 11: Judge and Creator

Judge

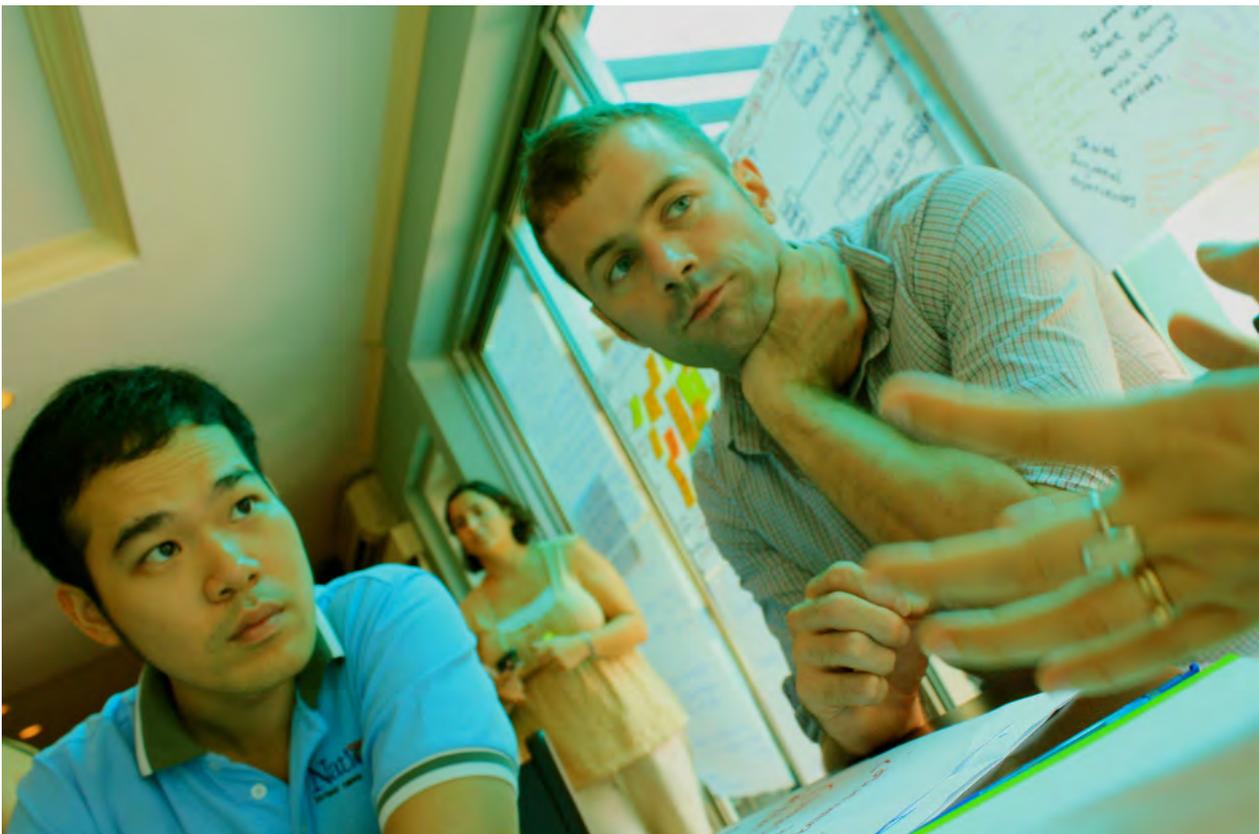
- Who's to blame?
- What's wrong with me?
- Why am I such a failure?
- How could I lose?
- How can I be in control?
- Why are they so clueless and frustrating?
- How did I get stuck with the worst team?
- Why bother?

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?

¹ *Change Your Questions, Change Your Life*, Marilee G Adams

-
- 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. Explain that we are going to separate questions into two categories 'judge' questions and 'creator' questions. Give an example of a 'judge' and 'creator' question and ask participants to share what they understand by 'judge' question and 'creator' question.
 - E.g a 'judge' question is judgemental of the person being asked the question, a 'creator' question demonstrates curiosity and is framed in a positive way.
 6. Ask participants to think, pair, share a 'judge' question or 'creator' question they have been asked. Capture examples of these questions (the below table gives some possible examples).
 7. Ask participants to think of two 'creator' questions to inspire motivation, commitment and creative thinking 1. for themselves 2. amongst other Active Citizens. The second question should be written down and collected by the facilitator.
 8. Collect the 'creator' questions, choose a moment (either after the activity or later in the workshop) to randomly hand out the 'creator' questions amongst the group so that each person holds a new 'creator' question.



Activity 2.9 The power of body language (30 minutes)

Learning outcomes

- Value different perspectives
 - Ability to support, and learn and share through, dialogue
 - Self-awareness
-

Summary

Three activities exploring body language as a method of communication.

Preparation and materials

The second approach requires chopsticks or similar thin sticks.

Share with the group that they are going to reflect on one aspect of communication: body language. Choose one or more of the following activities depending on the group and the time available.

Activity 1: Walking conversations

1. Ask everyone to walk around the room hunched up, bent back, head lowered, scrunched face, closed shoulder, after one minute tell them to 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 one minute tell them to 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.

Activity 2: Feeling lines

1. Caution! This activity can be culturally sensitive and emotional!
2. Split participants into two lines facing each other, line A and line B separated by at least five metres. Each person should have a partner opposite them (in some cultures it is best to ensure the partner is of the same gender).
3. The partners look into each other's eyes for 30 seconds.
4. Ask line A, what feeling are you experiencing towards the person opposite? Adopt an honest position or gesture which reflects this feeling (let it be natural, not exaggerated). The people on line

B should now move slowly towards line A if they feel comfortable to do so, concentrating on how they feel and whether there is a true feeling of comfort. During this process line A should feel free to signal stop at any moment if they wish the person from line B to stop moving towards them. Ask them to stay focused on the other person and ask if the feeling changing? Change your body posture and closeness accordingly.

5. The facilitator lets 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?

Activity 3: Chopsticks

1. Each person should find a partner.
2. Each pair is given a chopstick or equivalent.
3. They are then asked to hold the chopstick up between the two of them, each participant should place just one of their fingers on one end of the chopsticks. The chopstick is now suspended between the two index fingers of the pair.
4. 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.

Debrief

- How did this make you feel?
- What does this tell us about making connections and working together? For example: finding a rhythm where we are moving together, building unspoken patterns of working together.
- What might be the challenges in building trust or working well together?
- What might this represent?

Activity 2.10

Giving feedback (45 minutes)

Learning outcomes

- Understand dialogue and when it can be used - principles of dialogue
 - Ability to support, and learn and share through - feedback
-

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.

Preparation and materials

None.

Approach 1

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 three 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

- Ask participants
 - How did it feel to share that feedback?
 - What do you normally associate with feedback (for example what feelings, situations, language, how we usually respond)?
 - What made it different and valuable today?

Approach 2

1. Ask participants: think on your own of a time they have received useful feedback from someone else, what made it useful?
2. Ask participants to share their experience in pairs?
3. Ask participants: what do we understand by the term feedback?
4. What are the principles of giving and receiving feedback? For example: feedback should be constructive, focused on the action not on the person, sensitive, given at an appropriate time, received as a gift...
5. How do we want to work with feedback in our work and life?
6. In closing, the Facilitator draws out the following points:
 - Feedback is a gift that we can use as a community to support our learning.
 - If we want to give powerful feedback, we need to notice how we are all working together.
 - People make 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.

Activity 2.12

I Messages: Giving feedback (45 minutes)

Learning outcomes

- Understand dialogue and when it can be used
 - Ability to support, and learn and share through, dialogue - approaches to dialogue - listening
-

Summary

Practice applying good practice approaches giving opinions to and about others.

Approach

1. Begin the activity by saying a couple of 'I messages' for example 'I feel that the cooks put too much chilli in the sauce at lunchtime', 'I feel some of the best learning in this workshop has been through the creative activities'. Share with the group the idea of 'I messages' (see below.) '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 'I don't understand', or 'I think there might be other ways of seeing this'.
2. Explain that in order to be more effective in communicating with others and giving sensitive feedback we can use 'I messages'.
 - 'I feel ...'Say how you feel. Follow 'I feel' with a feeling word: 'I feel disappointed'
 - 'When you ...'Say what caused the feeling. 'I feel disappointed when you cancel our plans at the last minute.'
 - 'I want ...' 'Say what you want to happen

3. Split the group into threes. Ask each group to think of scenarios where there is a need to give feedback in a sensitive way, for example working in a team, in an argument, etc. Ask them to prepare a short sketch (up to two minutes) which they will perform in front of the whole group. The sketch should set the scene and demonstrate a good use of 'I messages' to give feedback.

Debrief

- Ask the group what they saw in the sketches? What did they notice about what was going on?
- Which responses were most effective and why? What have they learnt about the use of 'I messages'?

Activity 2.13

Fishbowl dialogue (1 hour 30 minutes)

Learning outcomes

- Understand dialogue Purpose of dialogue - community development
 - Principles of dialogue
 - Approaches to dialogue - community development
 - Ability to set up and support dialogue
 - Value for different perspectives
-

Summary

The group experience dialogue and reflect on ways to improve dialogue and the facilitation of dialogue.

Approach

1. Ask participants to suggest topics for discussion. The topic should address relevant issues to the group and should draw out different perspectives.
2. Ask participants to form a group of between six and eight participants and invite this group to form a small circle to discuss this topic. Ask the rest of the group to form 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. The outer circle should observe the discussion and make notes. They should note down key points and think about whether the discussion is developing into a successful dialogue, and why, including where there good practice and what are the challenges.
4. Quietly prompt the people in the outer ring to think about who is included and who is not and what the dominant and marginalised perspectives are, and why?
5. After a period of between 10 and 15 minutes (depending on how engaged the group are in the dialogue) 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. Ask the volunteers entering the dialogue to try and put into practice what they had considered helpful to the dialogue during the observations.
6. Continue to switch participants in and out of the dialogue as long as there is valuable dialogue and engagement from the group. Bring the dialogue to a close with at least 15 minutes left for debrief.

Debrief

- Consider the learning about:
 - Dialogue and the possibilities for learning and sharing
 - Fishbowl as an approach, and where it might be effective
 - Individual behaviour, including listen and questioning
 - Setting up and managing a successful dialogue
 - Record responses about what can help or prevent good dialogue.

Alternative approaches

1. There are many variations on this exercise for example:
2. Regularly altering who is in the outer circle and who is in the inner circle
3. Gradually growing the inner circle
4. 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.
5. By having decision-makers and members of the media in the outer circle as listeners before gradually introducing them into the conversation..
6. Facilitating a dialogue like this can be used in interesting ways to support a dialogue project. It can be a social action project in itself.

Debrief

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

Case-study 6

Fishbowl dialogue

The fishbowl can be used to manage a discussion and empower voices in the group or community which sometimes go unheard. In the community gather community members, media and decision makers and ask them to begin the discussion as listeners whilst marginalised or less vocal community member who have agreed to take part are invited to begin by discussing their chosen topic in the inner circle. Facilitate this discussion from within the inner circle and gradually give space for those in the outer circle to join the inner circle - either by inviting those who have spoken to move to the outer circle or by adding a chair to the inner circle. This can also be an effective way of empowering less heard voices within a workshop environment.

Activity 2.14

Forum theatre (35 minutes)

Learning outcomes

- Understand dialogue and when it can be used - community development
- Ability to support, and learn and share through, dialogue
- Understand Active Citizens

Summary

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.

Preparation and materials

None.

Approach

1. Ask the group 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. For example: holding our assumptions lightly, asking powerful questions, acknowledging cultural baggage, revealing parts of our hidden identities, listening at different levels, holding multiple perspectives. Write up the points on a flip chart and display it in a prominent part of the room.
2. Share with the group that they are now going to role-play putting some of these ideas into practice. Explain how the process will work.
3. Split participants into four groups and tell them they have 15 minutes to complete the following task.
4. Groups 1 and 2 work alone to come up with a three to five minute role-play scenario where a situation or conversation escalates into conflict. For example, somebody borrowed property without asking first, or somebody said something hurtful to a friend about you.
5. Groups 3 and 4 work alone to think of how in a possible conflict scenario they could express opinions in a way which would help to resolve the situation and avoid conflict. They should practise examples of how they would respond, paying attention to the language they use and body language.
6. Put each 'performance group' (1 or 2) together with an 'expressing opinions group' (3 or 4). You should now have two groups.

7. The two groups deliver their performances and give five minutes for the expressing opinions groups to discuss the conflict scenario they have just seen and to plan an 'intervention'.

8. Interventions: This is where the performances are repeated and a member from each of the expressing opinions groups makes 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.

9. Tell the performance groups to avoid making it easy and no unrealistic, magical solutions should be used – it should feel real.

10. One rule is that no one may offer violence as a solution.

11. 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 we use this experience in our daily lives and as Active Citizens?
- Explore issues in relationship to conflict.
 - What did we learn about conflict?
 - Is conflict always negative?
 - In what ways can conflict be positive?

Activity 2.15

Dialogue through story-telling (1 hour 30 minutes)

Learning outcomes

- Value for different perspectives
- Purpose of dialogue - community development
- Approaches to dialogue - Listening skills
- Approaches to dialogue - Questioning skills

Summary

Participants open up and learn and share through stories.

Approach

1. Introduce the activity by saying that 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 through the programme so far.
2. Split the group into groups of four or five people.
3. Explain the process to the groups: Each group is asked to identify either a topic which is important to Active Citizens or to them personally. Invite participants to each spend ten minutes on their own writing down a personal story they have about this topic. The stories should have real meaning for them personally.
4. Ask one individual in each group to share their story with others in the group. The group should actively listen (refer to

'Listening at 3 levels') Following this, each person in the group expresses how it matches their story or experience and how it is different.

5. Ask each group to engage in dialogue using the following questions: '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 differently as a result of this story'.
6. Ask each group to capture what they feel are the main points of the story as well as their learning. These can then be shared with the rest of the group, or uploaded online to share with other Active Citizens if the participants are comfortable with this .

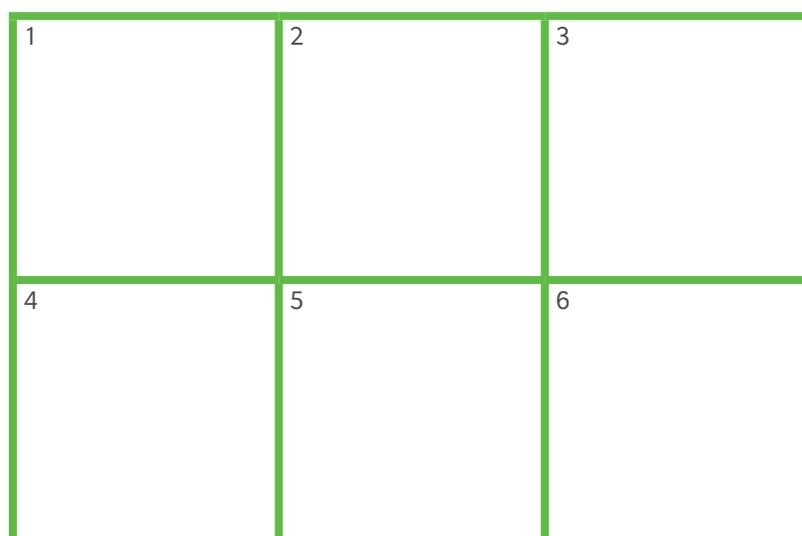
Debrief

- In plenary ask participants what were the challenges and successes of dialogue through story-telling? How could we use this in our communities to build trust and understanding or in preparation for social action?

Approach 2 Cartoon strip

1. As an addition or an alternative to verbal storytelling you can use a cartoon strip.
2. Ask the group to draw an empty cartoon strip of six boxes, as in the diagram below
3. There could be more but the value of fewer boxes for participants is to think about what the most important information is to communicate and to put as much information into one drawing as possible.
4. Explain that they can draw pictures, use speech and captions to illustrate their story.

Diagram 27: Cartoon strip



Activity 2.16

Appreciative inquiry (1 hour)

Learning outcomes

- Value different perspectives
- Ability to support, learn and share through, dialogue - approaches to dialogue - community development, questioning skills

Summary

Participants learn about the concept of appreciative inquiry through exploring its meaning.

Preparation and materials

Definition of appreciative inquiry

It is a management theory based on the assumption that there is something that works well in every community, group or organisation. It also assumes that if you are going to carry forward parts of the past then they should be the best parts.

Approach 1

1. Ask participants to think back to the discussions about exploring the value of holding our assumptions lightly. Share that when we do this we become curious about the people and situations we encounter. Also refer to 'powerful questions', if you have done that activity. Explain that this session will explore a powerful approach to being curious and asking powerful questions.
2. Begin the session with an appreciative question, for example, you could ask, 'What is the most inspiring moment that you have experienced?'; 'what has sparked your imagination so far in Active Citizens?' Discuss different answers for a few minutes, and conclude with the observation that participants have just experienced appreciative inquiry.
3. Share with the participants that you are going to explore the words 'appreciative' and 'inquiry', and write the two words on to two flip charts.
4. Ask the question 'What does appreciation mean?' For example: caring, value, constructive, gratitude, recognition. Support the group to brainstorm and record the responses on the flip chart.
5. Repeat the same process for 'inquiry'. Responses may include: curious, discovery, explore, searching, investigation, finding, digging.
6. Join both sheets together to show that the two sets of words are linked.
7. Use a 'think, pair, share' approach to get participants to reflect on the two sets of words

and their links, to think of possible definitions for appreciative inquiry, and then to share their thoughts in pairs with the group.

8. Finally, share the 'official' definition, and ask if people understand the concept and if there are any questions.
9. Some people may be used to a problem-solving approach, or believe that we learn best from our mistakes. Appreciative inquiry provides us with an alternative perspective and a different approach, which can reveal valuable new ways of seeing and doing things.

Debrief

- How do you feel about this approach?
- Could it support your work? Why / why not?
- Do you think this way of thinking comes naturally to you, or is it an effort?

..in every organisation something works and change can be managed through the identification of what works and the analysis of how to do more of what works.

Sue Annis Hammond, The Thin Book of Appreciative Inquiry

Approach 2 Deeper

Reflection

1. Introduce two of the goals of Appreciative Inquiry:
 - We have the responsibility to celebrate our successes
 - We learn best from what is working
2. Allow space (five minutes) for participants to reflect on the meaning they give to each goal and to share and discuss thoughts in plenary or in groups

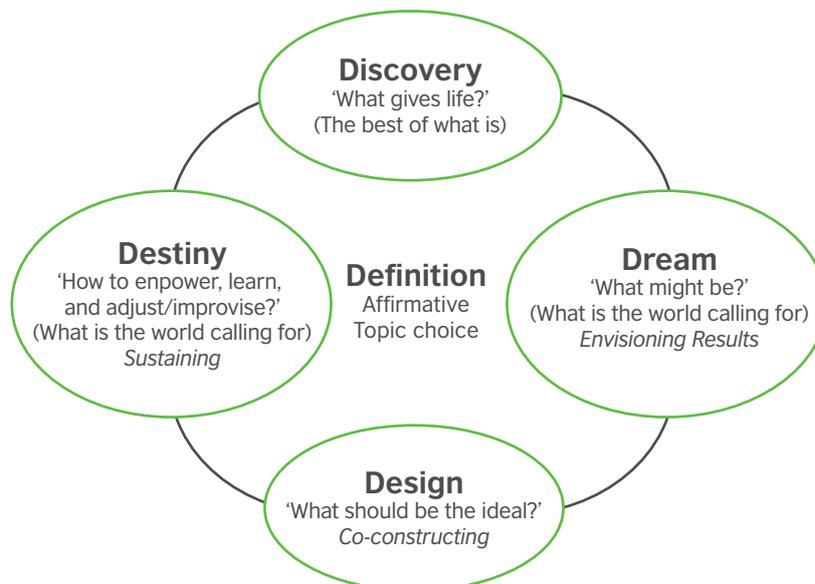
Process

3. Share that Appreciative Inquiry can be used, once an issue for social action has been identified, as a tool to design and implement action for change. It can be used to develop plans and draft questions for community research, to involve communities and to develop social action plans.
4. Share the four step process detailed below. Referred to as the 4D cycle.
 - Step one: Discovery questions (discovering what is)
First, look for the best of what has happened in the past, and what is currently working well. This is suited to both large and small groups in face-to-face meetings. Use appreciative questions to

gather information, for example, 'what makes you proud about your community?', or, 'what do you value most about your organisation?' (liberating questions, the root cause question, instead questions, how questions, mining for diamond questions).

- Step two: Dream questions (what could be)
In this step, participants will dream of 'what might be'. This should be based on the discovery from the first step, and can be done individually, in social action groups or with the participation of groups of stakeholders from the community.
- Step three: Design (what should be)
Step two will produce a vision of the future based on the best of the past. In step three participants will design strategies and plans to carry out their social action. (See module 4)
- Step four: Delivery (action plan and execute)
The final step involves taking action towards your 'dream'.
- Facilitator Note: Many of the questions in this Active Citizens toolkit are appreciative, for example, in asking ourselves how to make this a 'brilliant workshop', and in the 'Wall of Greatness' activity.

Diagram 28 : 4D cycle



Case-study 7

The Assumptions of Appreciative Inquiry

1. In every society, organisation or group something works.
2. What we focus on becomes our reality
3. Reality is created in the moment and there are multiple realities
4. The act of asking questions of an organisation or group influences the organisation or group in some way.
5. People have more confidence or comfort to journey into the future (the unknown) when they carry forward parts of the past (the known).
6. If we carry parts of the past forward they should be what is best about the past
7. It is important to value differences
8. The language we use creates our reality

Activity 2.17

Facilitating dialogue in the community (90 minutes)

Learning outcomes

- Ability to support, learn and share through, dialogue - approaches to dialogue - fragile and conflict-affected communities, community based dialogue, facilitation and listening skills

Summary

Participants engage with the realities of community-based dialogue on a conflict issue, designed to reflect their context. This helps participants practice the skills and attitudes needed for community-based dialogue, consolidates learning from other dialogue sessions (e.g. power of questions, listening at three levels and “I” messages: giving feedback) and enables critical reflection on the strategies for community-based dialogue.

Materials and preparation

Scenario description and role briefs for community members (adapted to fit context)

- Dialogue facilitator brief
- Observer brief
- Paper and pen for observers

Approach

1. Introduction (five minutes). Ask participants to think about what dialogue is. Note that there are many different approaches to dialogue, and that in communities affected by conflict, dialogue is as much about creating a space for different perspectives to be shared and understood as it is about resolving conflict. Ideas on dialogue you may wish to share include:

‘Dialogue is a conversation in which people think together in relationship. Thinking together implies that you no longer take your own position as final. You relax your grip on certainty and listen to possibilities that result simply from being in relationship with others possibilities that might not otherwise have occurred.’

William Isaacs Dialogue and the Art of Thinking Together: A Pioneering Approach to Communicating in Business and in Life

‘Dialogue is focused conversation, engaged in intentionally with the goal of increasing understanding, addressing problems, and questioning thoughts and actions. It engages the heart as well as the mind. It is different from ordinary, everyday conversation in that dialogue has a focus and a purpose.... Dialogue, unlike debate or even discussion, is as interested in the relationship(s) between the participants as it is in the topic or theme being explored. Ultimately, real dialogue presupposes an openness to modify deeply held convictions.’

Patricia Romney, the Art of Dialogue http://animatingdemocracy.org/sites/default/files/documents/reading_room/art_of_dialogue.pdf

2. In general terms, community-based dialogue might be understood in terms of characteristics (e.g..voluntary, self-aware, deliberate, focused on learning and open-ended) and principles including:
 - a. Listening - Listen deeply
 - b. Participation - Support people’s genuine voices
 - c. Questioning - Hold space for and respect other people’s view
 - d. Sharing - Broaden other people’s awareness and perspectives
5. **Role preparation (15 minutes):** Introduce a scenario description and share this with participants (on flipchart paper, handout or PowerPoint slide). The scenario should be adapted to fit the context. (An example is included from South Sudan for reference).
6. Assign each participants a role as either a community member (an example from South Sudan is included for reference) an observer or a facilitator. Note that there should be no more than two dialogue facilitators and the ratio of community members to observers should be no more than 4:1 i.e. for every four community members, there should be at least one observer.
7. Give the appropriate written brief to each participant, ask them to familiarise themselves with the brief and ask the session facilitators if they have any questions for clarification. The observers should agree among themselves which community members they will observe (no more than four members) and which one of the two dialogue facilitators they will observe.
8. **Role play (40 minutes):** Explain that the role play will run until the session facilitators stop it and that session facilitators may periodically freeze the role play and swap roles.
9. Run the role play for up to 40 minutes. If appropriate or necessary you may freeze the role play and swap community members, dialogue facilitators and observers to ensure that participants try different roles and to move the dialogue along. This should not happen more than twice during the role play.
10. At the end of the role play, thank everyone for their participation. Give them a few minutes to get back to themselves and ask them to use the skills learnt from earlier dialogue sessions (e.g. power of questions, listening at three levels and “I” messages: giving feedback) to debrief.

Debrief (30 minutes)

- Structure the debrief so that after a general opener the dialogue facilitators give feedback, then the community members and lastly the observers. Debrief questions can be framed around the questions below:
- General/Opening questions:
 - How did the role play feel?
 - What went well? What didn't go so well?
 - Whose voices were heard? Whose were not?
- For the facilitators of the dialogue:
 - Were you able to keep the dialogue open and focussed on trust and understanding?
 - What were the most challenging moments? Why were they challenging? How did they try to deal with them?
- For the community members:
 - Were you able to get your perspective across? Did your understanding of other perspectives change during the dialogue?
 - What were the most challenging moments? Why were there challenging? How did they deal with them?
- For the observers:
 - Who asked powerful questions?
 - Were there any community members that dominated the dialogue? How did they dominate?
 - Were people listening to each other? How did you know they were listening to each other?
 - How did the facilitators try to help the dialogue progress?
- General/closing questions
 - When and where can you use dialogue in your community?
 - How can you apply the principles of dialogue in your work?
 - What might you need to do prior to a dialogue?

Community-based Dialogue:

Sample Scenario Description – South Sudan

It has been a particularly dry year, it is the dry season and there are two payams bordering each other. Payam A is dry and populated by cattle keepers, Payam B has more water sources remaining and is home to crop farmers.

A cattle camp from Payam A has crossed into Payam B in search of land for grazing. Some conflict has emerged from youths between each side. People from Payam B claim the cattle are eating and ruining the crops and trespassing on the land. People from Payam A claim that their cattle have been poisoned and stolen.

Young men from the two Payams have been fighting with each other, and one youth from Payam B has been seriously wounded.

Facilitators from a CBO in Payam B have been approached by the chiefs of both payams to facilitate a dialogue between the two communities.

A sample Community Member Brief – South Sudan

Youth from Payam A:

Cattle are your livelihood and you have many family members to support. You just want to be able to graze your cattle where you can. You feel persecuted and angry. You feel that people from payam B hate your people and don't respect them.

Youth from Payam B:

Agriculture is your livelihood and you have many family members to support. You just want to be able to cultivate your crops. You wanted retribution for the injury to your people. You feel that people from payam A are ignorant and warlike.

Community member (male) Payam A:

You fought in the war alongside people from all backgrounds and believe that you should all live together in peace. You believe strongly in justice and discipline and think that all youths are unruly.

Community member (female) Payam A:

Your family is really suffering. Your culture does not encourage you to speak in public unless you are specifically asked for your opinion. You have a very strong feeling that communities from both Payams should draw on their heritage and no more youths should be hurt.

Community member (male) Payam B:

You fought in the war alongside people from all backgrounds and believe that you should all live together in peace. You think that all youths are unruly. Your children don't stay home and farm. You are worried that you may not be able to defend

Community member (female) Payam B :

You have spent a lot of time outside of South Sudan, due to the conflict. You are very sad that there is fighting between South Sudanese. You are also quite angry and upset as it is your relative that has been seriously wounded.

Chief of Payam A:

You are a very important man with a lot of cattle and have been a chief for 25 years. You like to listen to all contributions before making decisions and decrees. You are not happy with the attitude of some of your young people but do not wish to make judgements without having the facts in front of you. You are unsure as to the role of the facilitators.

Chief of Payam B:

You have been a chief for 5 years. You are very hot tempered and quick to walk away if you feel disrespected. You are angry as you feel that outsiders have trespassed in your peoples land without permission. Your expectation is that justice will be done and you will be compensated and it is the job of facilitators to make this happen.

Priest from a diocese covering Payam A & B:

You are an older priest, respected by both communities. You like to talk a lot and frequently make references to the Bible.

Cattle camp leader (Payam A):

Young man, respected for his fighting skills. You do not talk much. As a child, you did your schooling in Payam B.

Diagram 25 Facilitator Tool - Facilitator reflections module 2

How do you feel after Module 2?

Are there questions you have that you would like to explore further?

What are the challenges of delivering this module in your community?

What are the opportunities for delivering this module in your community?

Personal notes:

3. LOCAL AND GLOBAL COMMUNITIES

What is community?

The most common use of the word 'community' is a group that share a geographic locality and have shared interests in the quality and opportunities of that locality. It can also mean a group of people who have a shared set of values and interests.

A set of shared values and interests may be created by:

- Employment - for example professional associations, unions, informal communities of practice
- Shared religious faith
- People of the same ethnic background
- People of the same gender and/or sexuality
- Interest in leisure activities - sport, music
- Pursuit of specific causes eg. climate change, child rights, women's equality etc.

Some communities are 'elective' or 'intentional' meaning that members have made a conscious decision to be part of the community, and others are based on circumstance and history.

An individual may belong to several communities with each community having a strong influence over the values and choices that individual makes. In this way the concept of community is also sometimes key to understanding a persons identity.

While some communities merely exist and are affected by changes around them some communities are organised to protect their interests and influence change. Those that are organised are likely to have a strong behavioural code or *culture* (see Page 42 Identity and Culture) although culture is more commonly associated with group *behaviour* and community with group *interests*.

Communities may be relatively small and have focussed interests e.g the workplace. In these days of mass global communication and increased interdependency communities can be large/global and not restricted by geographical and national boundaries e.g. faith groups or environmental interests. In these cases interests may be more vague, sometimes conflicting and behaviour inconsistent.

It is likely that a person who belongs to a local community is at the same time part of a global community of interest.

A community can be understood in several ways e.g. in terms of interests, in terms of power, as a protective system. The way in which a community is organised to protect its own interests can be seen as a system. For these reasons understanding community from different perspectives is an important part of sustainable problem solving and agenda setting.

What is active citizenship?

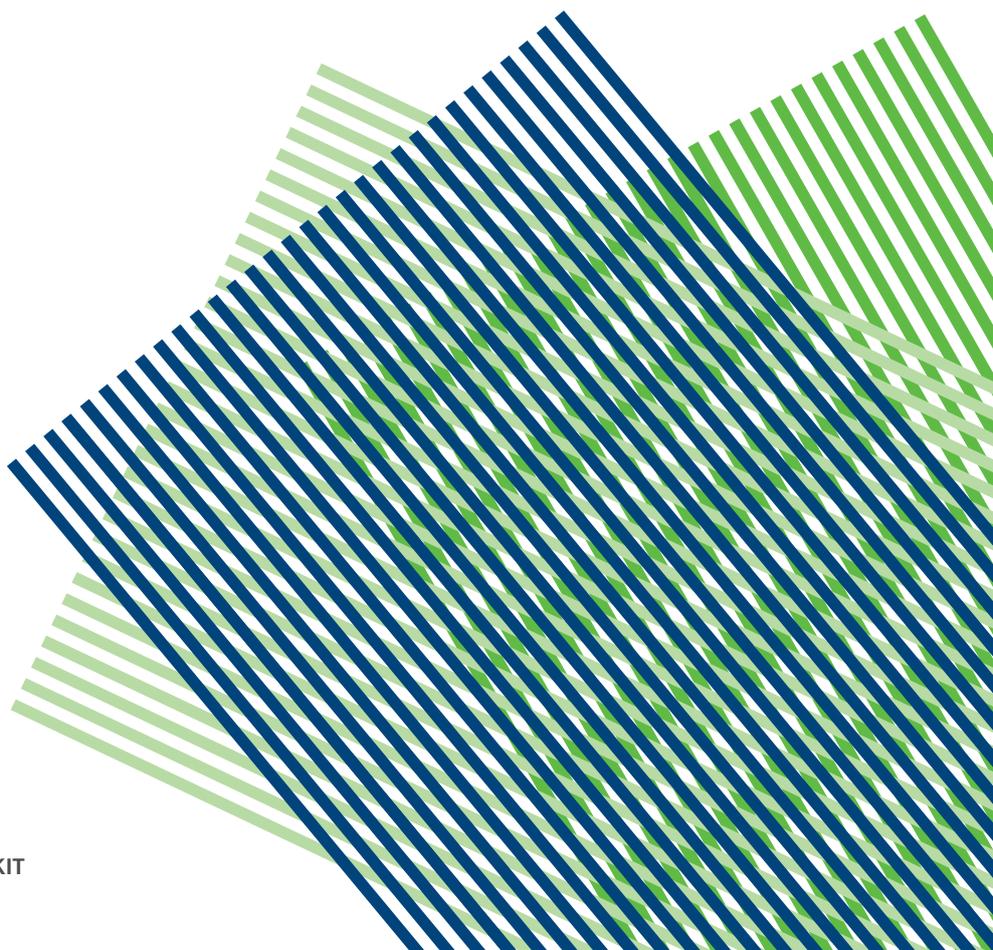
Citizens are members of an organised state or country. Their 'citizenship' can describe their status and by implication the rights and duties they have in relation to their country. For example a citizen may have the right to have a passport issued by the state and the duty to pay taxes to the state. From this definition the term 'citizenship' has developed further to denote the process of participating in the common life of a community and the Active Citizens programme uses this broader definition. 'Active citizens' are those people who look beyond these basic legal duties (examples above) and are further engaged voluntarily in activities that somehow affect the public life of their locality or communities. This might be through 'civil' society (citizens using their freedom to join together - usually for the purpose of managing social change in their locality) or 'civic' society (relating to the ruling powers or decision makers of the community). This programme focusses on a particular aspect of active citizenship ie social development projects.

What is global citizenship?

As well as being citizens of their state or country, people inhabit a global community that is increasingly interdependent through trade, politics and intercultural exchange via mass communication. The 'common life' of the global community has many shared challenges which require collective action as well as international political engagement. Understanding the nature and potential for this action is illuminated by developing capacity as a local active citizen, just as developing awareness as a global citizen might affect choices and perspectives on local citizen action.

Active citizens are those who understand the interdependencies of their communities with those in other places and engage in activities whose outcomes have positive impact beyond their own country or that bring a global perspective to their own situation such that the outcome relates to the global 'greater good' (such as justice, peace, sustainability...).

This programme works towards more globally conscious active citizens through both the training and the element of inter-cultural dialogue, but in the first instance invites participants to practice their insights in a local setting.



Module 3 – Learning Outcomes

Understand concept of community and connections between local and global community

- **Concept of community**
- **Ones own community**
- **Different perspectives on a community**
- **Local and global interdependency**

Ability to identify key stakeholders in the community

- **Systems and systems thinking**
- **Power and decision-making in the community**
- **Fragile and conflict-affected communities - conflict mapping**

Ability to identify a social development issue to address in the community

- **Systems and systems thinking in problem-solving**
- **Fragile and conflict-affected communities**

Motivation to act toward sustainable development

ACTIVITIES

MODULE 3

Activity 3.1

Community Mapping (1 hour 30 minutes)

Learning 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
-

Summary

Participants create a shared visual map of their local community, including positives and areas of concern, with broader community engagement if possible.

Preparation and Materials

Paper and lots of coloured pens, sets of printed images (see Diagram 29, Page 104), and two examples of community maps.

Approach

1. Share with the group: the task is to make a giant map of their locality on the large sheet of paper. If the group have come from a number of localities, split them into smaller groups based on where they come from. It is important that this exercise is

a mapping out of a location that is familiar to them.

2. Show an example to the group from your own community. Ask each group 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. Stress again that it doesn't have to be accurate or detailed.
3. Give out the icons and explain that people can use to represent different features of the community as we develop the map.
4. Ask everyone to use the coloured pens to trace out the geography and then add landmarks which they feel are important. If possible, use different colours for different types of organisation (e.g.

green for factories and shops, red for housing, blue for government buildings etc).

5. Ask the group to identify some of the 'assets' (resources) locally:

- What services and facilities does the community have?
- What skills does the community have?

6. Now ask the participants to write down on post-it notes some of the emotions or feelings they have for different parts of the area, as well as for the different buildings and facilities they have placed on the map. These can be positive or negative. They should place these post-it notes on the map.

7. Ask the group to identify some the places that they feel unsafe and any no-go areas in their community

8. Identify issues or concerns in the community and mark them on the map.

9. Identify where there are gaps in knowledge or understanding.

Diagram 31: Icons which can be used in community map



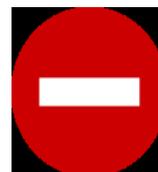
Positive Places



Issue or place of concern



Decision making power



No access



Unknowns



Place of learning/arts and culture

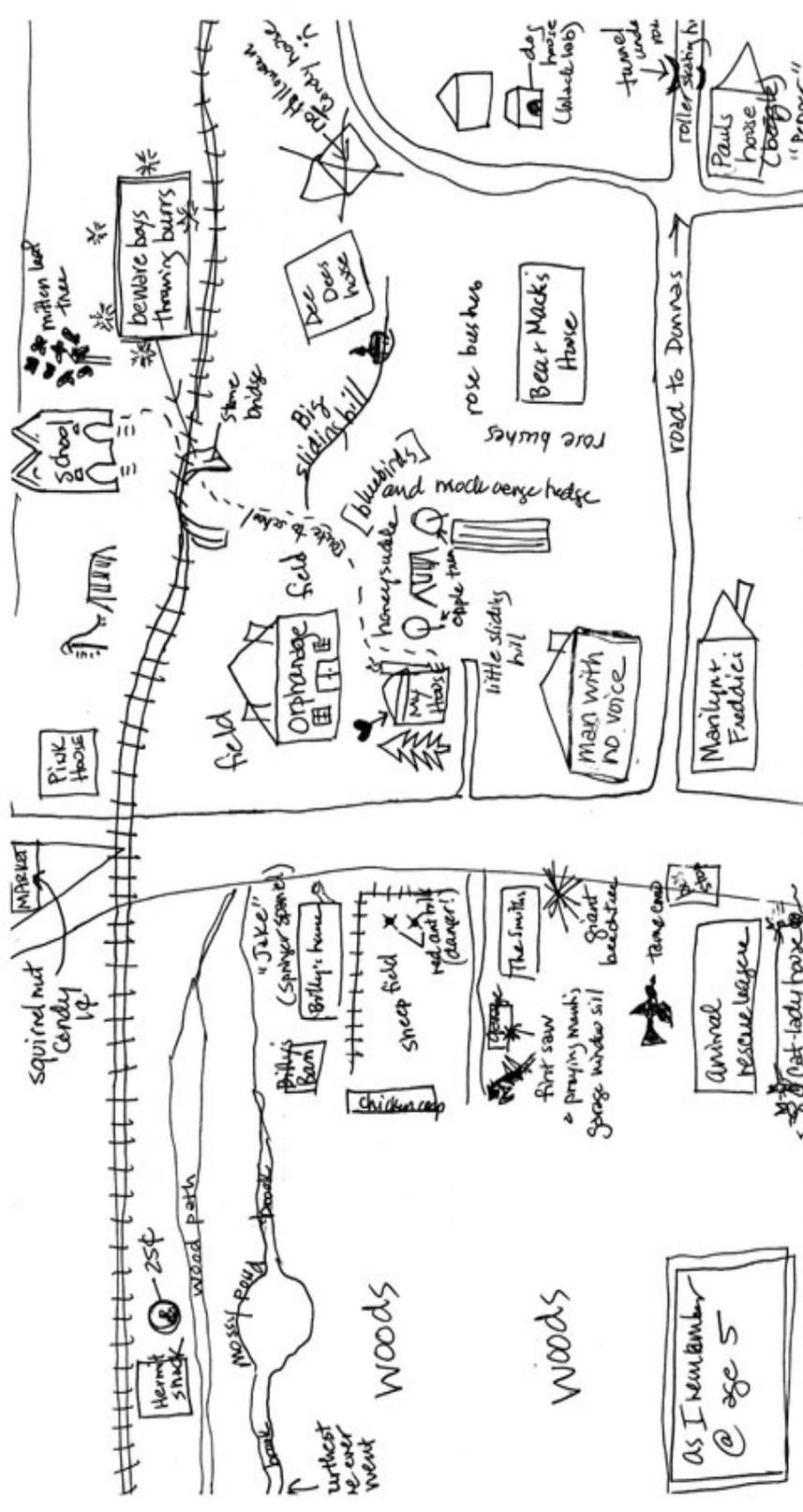


Negative places

Debrief

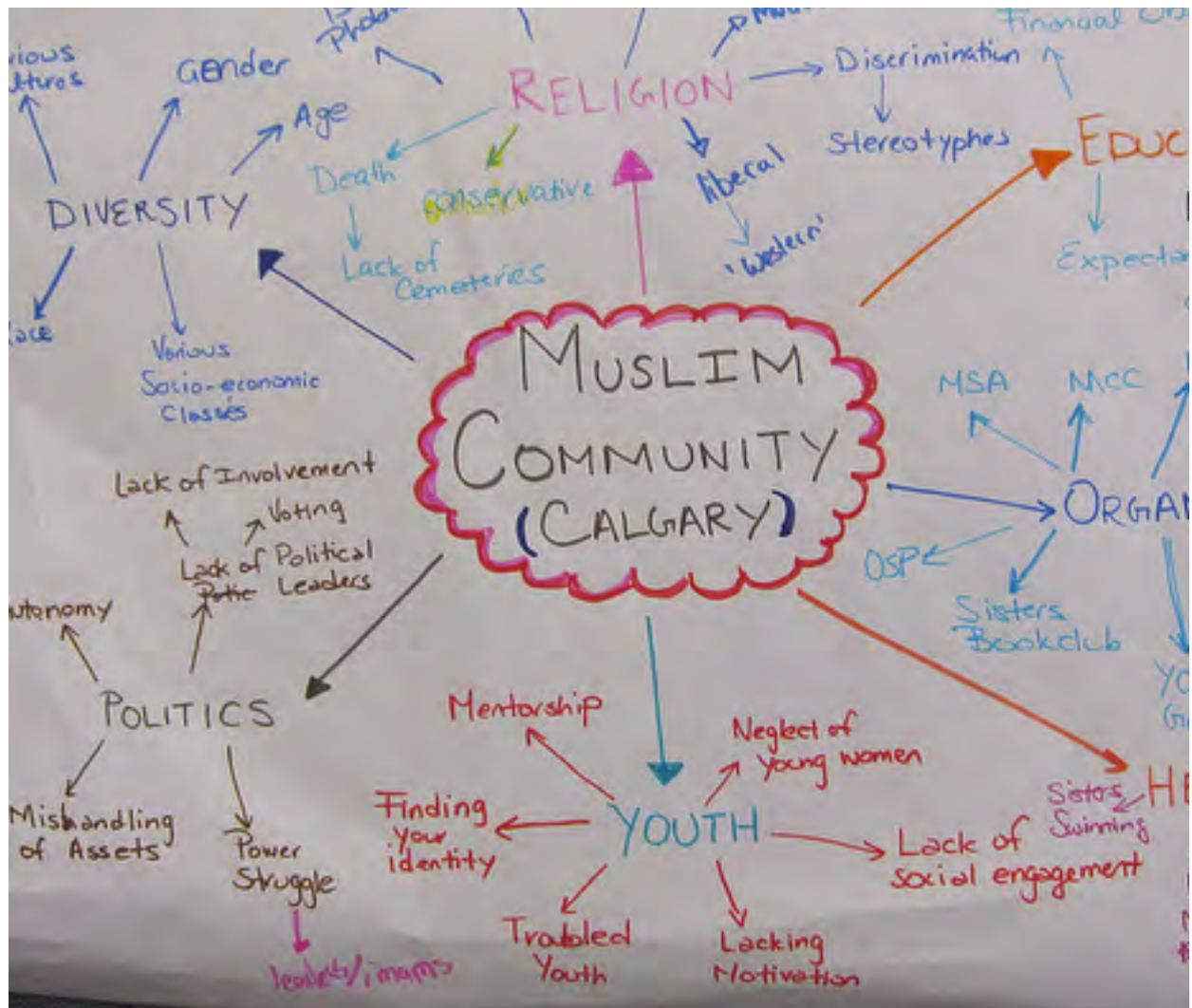
- Bring people together into one group and explore together some of the reasons why people hold particular feelings about the community
- Explore the assumptions and the issues underlying their attitudes and why different people might have different perceptions
- E.g. 'We have different feelings about our communities. There are underlying tensions'
- Ask why do some places on the map attract a lot of positive comments and others places attract a lot of negative comments?
- Ask how this map will help to inform our social action projects, and how both the map and the process to develop it might be improved.
- How has this exercise made people feel?
- Ask participants to bear this exercise and the key themes which emerged in mind during social action or community project planning.
- What are some of the key themes which have emerged? Especially those connected with social issues, for example transport, drainage, health, freedom, space, drugs, margins, jobs...
- Have any safety and security issues emerged? If so, what are they?
- How does this help you to identify possible interventions for social action?
- How might you use community mapping to plan social action or community project planning?
- This activity can lead directly into the 'Issue mapping / problem tree' activity detailed in module 4. You can take the issues identified through the mapping and use the problem tree to analyse them by looking at the root causes and opportunities for social action.

Diagram 29: Example of a map of a geographical community



<http://pedestriancity.ca/2009/12/08/why-maps/>

Diagram 30: Example of a community map focussed on a community of interest



<http://canadabridges.com/programming/unveiling-youth-potential/community-mapping/>

Activity 3.2

Who decides? (2 hours)

Learning outcomes

- Ability to identify key stakeholders in the community - power and decision making
-

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 group's social action projects.

Preparation and materials

Paper, pens, coloured marker pens, Blu-tack or Sellotape.

Approach 1

1. Share with the group: *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. See Activity 3.6 What is Power page 122.*
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 to think, pair, share (Facilitators Technique page 34) about a time when they 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?

Alternative Approach 2: Who decides in our community?

1. Put participants into sub-groups of four or five and hand out the sheet on the following page. This table can be adapted to include questions relevant to their community. Explain to participants that this activity can help participants inform their social action,
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?

Alternative Approach 3: Who decides in our community?

1. The handout sheet can be adapted by the facilitator to reflect decision-making power relevant to participants and covering the household, community, state and national levels.

Table 13: Who decides?

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?*

Activity 3.3

Power Walk (1 hour)

Learning outcomes

- Understand the concept of community and connections between local and global - our community
- Understand the concept of community and connections between local and global - different perspectives on our communities
- Ability to identify key stakeholders in the community - power and decision making
- Motivation to act for sustainable development

Summary

A simple but powerful activity to provoke thinking about power and inequality.

Preparation and Materials

Adapted role cards, enough for one per person. Roles could include:

- A young child
- A university student
- A newly arrived asylum seeker
- A local councillor
- A member of parliament
- A street vendor
- A successful local business person
- A married mother with children
- A wheelchair user
- Adapted list of statements (see below)

Approach

1. Introduce the activity but do not say too much about it. Share with the participants: this game requires you to use your imagination.
2. Give each participant a role card. Explain that you want them to imagine what it would be like to be that person.
3. Ask the participants to stand in a line, side by side and facing you.
4. Tell participants, 'I am about to read out a series of statements. If you think your character displayed on the card would answer yes to the statement, take a step forward, if you think they would answer no, stay where you are'.
5. Read out the following statements to the group: (adapt according to your group and context)
 - I feel safe in my community
 - I have spare time to watch movies and spend with my friends
 - I can vote
 - I can afford a foreign holiday
 - I never go hungry

- I believe my children will be better off than I am
- I am confident I can get a job
- I get to see and talk to my parents
- I am satisfied with my life
- I get a say in local decisions
- I can pay for hospital treatment
- I can express my opinions in public
- I am not in danger of being beaten up
- When I go to the doctors I can speak for myself
- I can provide a child with what they need
- I have a good income
- I will be consulted on issues that affect my life

6. After you have finished ask the group to put their character sheet on the floor and step away so that they can see the position of all of the role cards.
7. Explain to the participants that this exercise was designed to give them an idea of the different powers different people have in their lives and how they participate in their communities.

Debrief

- The discussion can develop in many different ways, but some important points to cover are:
 - Who were the groups or people left out?
 - Why were they left out?
 - Why was the gap between those in front, in the middle and at the back so big?
 - Was there any difference based on age and gender? What else?
 - What responsibilities and duties do you think the different people have?
 - What rights do those "left out" have?
 - What have we learnt about power and participation?
- Finally, as the group were imagining that they were someone else, ask them what assumptions they made to get into that character and what informed their responses to the statements.

Activity 3.4

Power, influence and advocacy (45 minutes)

Learning outcomes

- Understand the concept of community and connections between local and global
- Understand the concept of community and connections between local and global - different perspectives on our communities
- Ability to identify key stakeholders in communities - power and decision-making
- Motivation to act toward sustainable development

Summary

Participants interact with 'the power flower' and explore who has power, who influences power, and how we can advocate with and for our communities.

Materials

'Power flower' worksheet

Approach

1. Display a copy of the 'power flower' (see below) without any words written on it
2. Ask the group if they have heard of the expression 'grassroots'. Explain briefly that 'grassroots' is a commonly used word by organisations to describe their target groups of people in communities, because they are at the root of everything they do. The participants will decide which groups specifically are at their grassroots, but for now, just write the word 'grassroots' on the diagram.
3. Explain that at the middle of the flower is the 'centre of power', for example, the minister of education. Again, they will decide who will be at the centre of power for their issue and in their community, but write 'power' into the flower.
4. Explain that the petals represent influencers on the centre of power - for example, advisors, or the media - and write influencers next to the petals.
5. Finally, explain that the stem represents advocacy. Advocacy is arguing for a particular cause, often trying to influence particular public decisions, for example, policies. In this case it is advocacy that aims to get the voice of the 'grassroots' heard by the influencers and the centre of power.
6. Share that advocacy can be done:
 - For and on behalf of individuals and groups
 - With individuals and groups
 - By individuals and groups
7. Breakdown the participants into groups of four or five and give each group a 'power flower' or ask them to draw their own. Ask them to consider what change they would like to make in their community

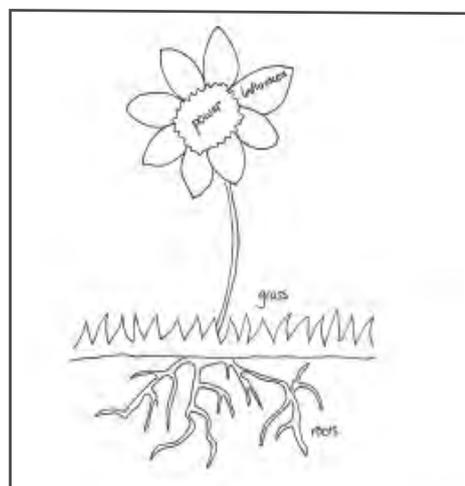
and to write onto the work sheet the different stakeholders – the centre of power, the influencers (both formal, such as advisors, and informal, such as the media), and the people and groups that are at the roots.

8. Return to plenary and share each of the flowers, allowing questions as you go.

Debrief

- What principles should we have when carrying out advocacy? Capture these.
- What have we learnt through this activity?
- How might this help us be more effective in our role?

Diagram 32: Power, influence, advocacy



Activity 3.5 Power Graph (45 minutes)

Learning outcomes

- Understand the concept of community and connections between local and global
- Ability to identify social development issues to address in community
- Motivation to act toward sustainable development
- Ability to identify key stakeholders in the community - power and decision-making

Summary

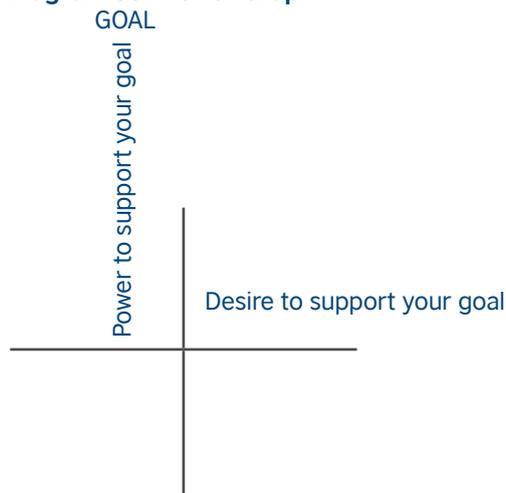
This approach identifies which stakeholders could influence Active Citizens' social action.

It works well if the group have already identified the type of change they would like to see, or you could take an issue that arose from the community mapping.

Preparation and Materials

Flip chart with the diagram below

Diagram 33: Power Graph



Approach

1. Agree a specific change that the group would like to see in their community, related to a shared issue that has emerged. It is important that it's a specific goal and not just a theme. Write the goal on top of the diagram (See above)
2. Ask the group to brainstorm onto post-it notes all the stakeholders associated with that goal – with one stakeholder per note. It is important that they are very specific, for example, not writing 'The Government' for example, but 'The Minister of Agriculture'. Or not simply writing, 'The media', but naming specific papers, stations or people.
3. Wait until each participant has a few stakeholders written down each and then ask them to stop and to think back to the power discussions, the different types of power and who has power over

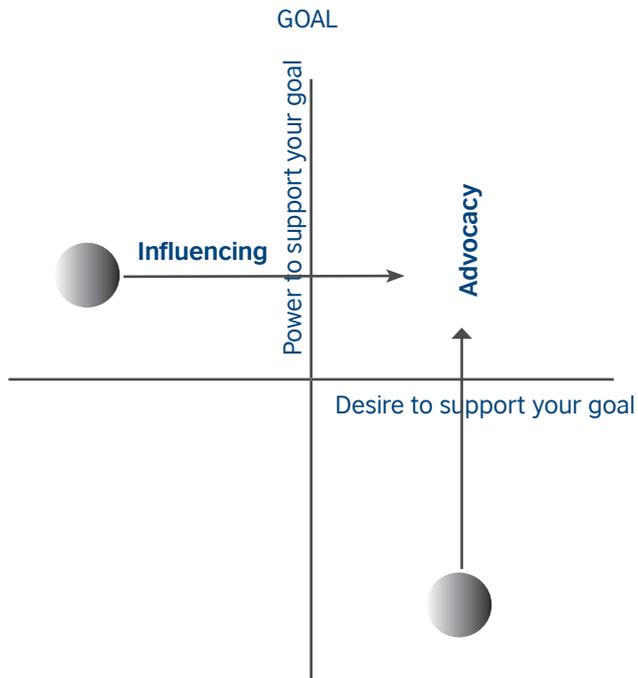
and could influence the change they would like to see.

4. Show the two axis of the diagram and explain that in this activity we are defining power as the ability to make the change that you want to see. Some of the stakeholders that have been noted may have the power to achieve your goal alone; others may be far from it. Some may be 100 per cent supportive of your goal and others may actively be working against it.
5. Ask each person in turn to read out one of the stakeholders and to place it on the diagram according to how much power they have to progress towards the goal and how much they are for or against the goal. Make sure the stakeholders are specific and get agreement from the participants about the positioning.
6. Do this five or six times in plenary and then ask everyone to come up and place their stakeholders on the diagram, avoiding repetition.
7. When all the stakeholders have been posted up, ask what needs to be done to help achieve the goal. Through conversation establish that if everyone of the stakeholders was in the top right – For example: they had power and supported the cause – the goal would be achieved. So the possibilities include:
 - Getting people in power to support you more – influencing
 - Getting those who support you more power – empowerment
 - And there is also the option to get people who are against you to lose their power
8. Draw arrows on to represent these movements and write influencing and empowerment on them, then ask the group how this might be done. Refer to previous discussions on influencing, advocacy and power and empowerment. (see diagram 30, page 119).

Debrief

- Ask if and how this activity has helped stimulate or focus ideas for social action.
- Capture the key learning points from the activity.

Diagram 34: Movement on the Power Graph



Activity 3.6

What is Power? (40 minutes)

Learning outcomes

- Understand the concept of community and connections between local and global
- Motivation to take act toward sustainable development
- Ability to identify key stakeholders in community - power and decision-making

Summary

This activity explores the concept of power and its different types, supporting participants to reflect on their experience of power.

Preparation and Materials

Definitions of types of power written up. Cards with the types of power written on them. One type per card.

Approach

1. Introduce the activity and ask the group what they understand by the word 'power' and why we might be talking about it in this programme. Allow people to speak freely for a few minutes without intervening.
2. Explain that we will be exploring the concept further but, referring to the vision of Active Citizens, that all change, from personal to global, involves a shift in power, and that is why it's important to understand the concept in more detail.
3. In the opening discussion it is likely that people focussed on 'power over', talking about dominant people, countries, etc. Begin by telling the group that there are four types of power and asking them what types of power they think there are. Have the types of power written up but do not reveal them until the group discussion draws them out. When you do reveal them, mention a little about each type according to the details below.
 - Power 'over' refers to the ability of the powerful to affect the actions and thought of others. It includes domination, force, coercion and abuse.
 - Power 'to' refers to the capacity to act; including the ability to claim rights, citizenship or voice.
 - Power 'within' refers to a sense of self-identity, understanding of our rights and role as citizens, and confidence and awareness, all of which can be a pre-condition for action. It is commonly described as 'inner strength'.
 - Power 'with' refers to the strength which can emerge through collaboration with others, collective action and alliance building. Commonly described as 'strength in numbers'.
4. When the four types are well understood introduce the idea of visible, hidden, and invisible power.
 - Visible power is all forms of power that can be easily seen and analysed. The power can be contested in public spaces, though formal decision-making, etc

- Hidden power can limit the powers of exclude and marginalise certain people and groups 'behind the scenes'. This might include dominant groups setting 'the rules of the game', excluding particular issues from the agenda, media bias, etc
 - Invisible power refers to deep rooted ideologies, public narratives and social norms that privilege some groups in society over others. It also refers to beliefs that people hold about themselves that reinforce the inequalities.
5. Split the participants into groups of four people and hand out cards with one of the four types of power on each. Ask each group to exchange stories of their experience with that type of power, and in relation to visible, hidden and invisible power. For example, a story may be about hidden power within, or invisible power over.
 6. After ten minutes ask each group to share one of the stories in plenary.
 7. Allow a few questions to those who have shared stories, and move the conversation on by asking what they understand by the term empowerment.
 8. Facilitate a short discussion on what a deeper understanding of power means for work towards empowerment.

Debrief

- Close by asking people to share what they have learnt about power and empowerment.
- Refer to the statement that 'all change involves a shift in power' and ask if they can give examples of change they have been involved by talking about a shift in power.
- Finally, ask how they feel having a deeper understanding of power.
- Often, simply by understanding that there are different types of power people can feel empowered.

Approach 2 Creative

- Instead of asking the groups to discuss and tell stories about types of power, ask them to either draw a cartoon to represent their example, or to set up a 'physical cartoon' or short sketch.

Debrief

- Ask if and how this activity has helped stimulate or focus ideas for social action
- Capture the key learning points from the activity

Activity 3.7

Power in our Communities (30 minutes)

Learning outcomes

- Understand the concept of community and connections between local and global
- Power and Decision Making
- Ability to identify key stakeholders in communities power

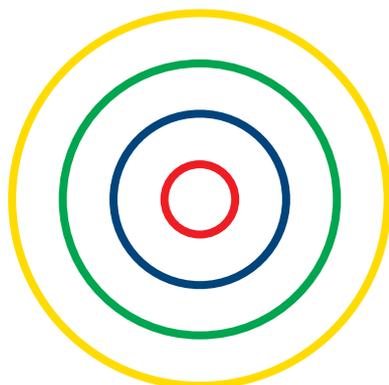
Summary

A short activity to map and explore power from the local to the global. 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 local).

Preparation and Materials

Flip chart, or something large to draw on

Diagram 35: Power circles



Draw a circle the size of a football

Approach

1. 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.
2. 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.
3. Draw another circle outside and ask who has power nationally and repeat process.
4. Draw another circle outside and ask who has power globally and repeat process.

Debrief

- Is this a fair representation of who has power? Are there key people or institutions missing?
- What about people in the community – do people generally have power? Can you give examples?
- How do the different powers on our diagram influence each other? Again, how and where does the community influence the groups we've listed?
- What are some of the ways Active Citizens could exercise power on the areas we've listed on the target rings? 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.

Approach 2 Deeper

1. Conversations about power can also lead into discussions about the systems we are part of. Sometimes people assume that power and choice is in the hands of individual people or organisations. In many cases it is the systems we are part of which defines the choices an individual or organisation can make. For example a chief executive of a large profit-oriented bank cannot just decide to re-distribute money to poorer people, the bank he or she is part of has governance systems in place, policies and shareholders that limit his or her ability to act. If he or she were to act against the principle aims of the company they would be replaced. In many cases the same could be said of other decision-makers – systems are powerful influencers within our communities and systems emerge for a whole variety of reasons, organically, intended or unintended and their impact is far-reaching.

Activity 3.8

Globally connected, locally engaged (30 minutes)

Learning outcomes

- Understand the concept of community and connections between local and global
- Ability to identify key stakeholders in community - power and decision-making
- Understand Active Citizens

Summary

Participants visualise global connections and gain an understanding of the global dimension to Active Citizens.

Approach

1. Ask participants to think back to the Global Bingo activity and to bring out their completed sheets. If you have not done it already then do the Global Bingo activity which you can find in the Introduction Activities.
2. Ask participants to imagine that this room is now the whole world. Help by explaining which directions are North, South, East and West and where their country would be on this imaginary world map.
3. Ask each participant to choose one answer (For example: one country) from their Global Bingo card and move to stand where they think that country is. If someone is already 'in that country' they can choose another answer and place on the map.
4. Take a few minutes to allow everyone to get into position.
5. Share with the group: they don't need to worry about exact locations. It's not a geography class!
6. When everyone is settled, moving across the map, ask each participant to explain where they are standing and who is connected to that country and how. For example, "I am Susanna and I am in Bangladesh because Kam is wearing something made there."
7. When you have heard from everyone, ask participants to call out any other countries on their sheet that have not been mentioned.
8. Invite comments and discussion from the group about the map and its content. What do we see here? What does this mean?

9. Try to draw out the range of connections that the group has across the world, and to the number of different countries.

Debrief

- Share with the group: just by asking a few questions to this small group we have spread out around the world. Although we don't see these connections in our daily lives they link us to the world and affect our lives. What we do affects the world – where we travel, what we buy, who we talk to, etc – and what happens around the world affects us.
- Reference the Active Citizens strapline, 'globally connected, locally engaged' and ask people what that means to them. Explain that Active Citizens is a global programme in three specific ways.
 - The global AC network – There are thousands of Active Citizens around the world who have been through the same learning journey as you and who are taking action in their communities.
 - Shared local and national issues – Active Citizens work in communities to address local issues such as sanitation, access to education and female empowerment; and these issues are common to communities across the world. We can collaborate with, learn from and stand in solidarity with others who are experiencing the same issues and trying to do something about it.
 - Global issues – Active Citizens also addresses global issues such as environmental degradation, economic injustice and violent extremism. The AC network gives us the opportunity to take action at a global level on global issues.

Activity 3.9

Our Communities (30 minutes)

Learning outcomes

- Understand concept of community and connections between local and global communities
- Ability to identify key stakeholders in community - power and decision-making
- Understand concept of community and connections between local and global communities - different perspectives on a community

Summary

Participants explore the different communities that they are part of locally to globally.

Approach

1. Give the group three minutes to consider all the different communities they feel they are part of and to write each one on a separate post it note.
2. Explain that we can think of two types of communities. A community based on a geographic locality and a community of interest, which interact around shared interests, experiences and values.
3. Show the group the table below. Explain that these boxes are simply there to help us think about different types of community, but that there is overlap between them.
4. Give some examples for each, ideally about yourself, including where there are communities that exist locally to globally, for example:
 - You are part of a local Mosque but also part of the global Ummah
 - You support Arsenal Football Club, and feel connected to the global fan base, and you also play football for your local club
5. Now you can visualise some of the different communities that the group are part of, ask them

what it is that makes a community a community – what do these communities have in common? Capture the responses clearly on a flip chart.

Debrief

- Summarise the key points that have been captured, picking up any questions and clarifications along the way.
- Close the activity by asking if anyone would like to share any reflections about their communities and what they have learnt.

Approach 2 Deeper

- Two additional questions can help support a deeper understanding of communities and help link these discussions to the learning in Module 1.
- Which of these communities have ‘a culture’? Some communities are based on a shared culture and some develop cultures over time. Some communities comprise many cultures, for example, a city.
- Which communities change and which are static? And why do they change?
- To help move the conversation from understanding to thinking about change you could ask what we can learn from these discussions about building and strengthening communities.

Table 14: Types of communities

	Geographical	Interest
Local		
National		
International/global including online		

Activity 3.10

Ubuntu – Exploring our connectedness (30 minutes)

Learning outcomes

- Understand the concept of community and connections between local and global
 - Ability to identify key stake-holders in the community - systems and systems thinking
-

Summary

Participants explore the concept of ubuntu and explore it in the context of their own lives.

Preparation and materials

Meaning of ubuntu written up.

Approach

1. Introduce the idea of ubuntu: Ubuntu is a southern African bantu word used to define a philosophy or worldview. It defines identity in terms of an individual's relationship with others, describes a sense of community and joint working and a responsibility towards others.
2. **Interconnectedness:** 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.
3. Archbishop Desmond Tutu said
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.
It is often expressed in the phrase 'I am, because you are because we are'.
4. Ask the group what they understand by the term ubuntu. Ask them to brainstorm and capture

words, phrases or ideas and translations or similar concepts in their language. Ask the group whether they can think of any examples of ubuntu at work?

Debrief

- Identify which of the above is most appropriate for the group. How could thinking of ubuntu help us move forward as Active Citizens?
- Ubuntu requires us to recognise the unique worth of each person, and to begin to celebrate the success of others and valuing their contribution to the wellbeing of the whole system.
- 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?

Activity 3.11

Global 'Snap' (30 minutes)

Learning outcomes

- Understand the concept of community and connections between local and global
 - Ability to identify key stakeholders in community - systems and skills in systems thinking
-

Summary

A simple and fun activity, which uses a team competition to make links between local and global issues.

Preparation and Materials

Paper or post-it notes and pens

Approach

1. Explain to the group that they are going to take part in a competition between two teams, but do not explain the purpose of the activity.
2. Split the group into two teams and without explaining why or letting one team hear the others' instructions, ask one team to write down as many local issues as they can, and one team to write down as many global issues as they can. Ask them to write one issue on each note or piece of paper. Give them three or four minutes, but check that they have at least 20 issues in a pile before you stop them.
3. Ask each team to give themselves a name, and then write the two team names on the top of a piece of flipchart paper with a line down the middle to divide them. This is to record the scores.
4. Ask the teams to line up seated opposite each other and explain the aims and the rules:
5. This game – Global Snap – is about making local / global connections. One team has a list of local issues and the other has a list of global issues. The pile of issues you have written down will start at one end of the line with a member of each team facing each other.
6. A person from one team will read out the top issue from their pile and someone from the other team will read out the top issue from their pile. If anyone can think of a connection between the two issues they shout 'Snap'. The person who says (or shouts!) 'Snap' first will be asked to share what they think the connection is. If the connection is convincing then award the team 1 point. If the connection cannot be made, or if it is not convincing, then give the opposing team the opportunity to explain a connection and to win a point.
7. If no one says 'Snap', or when a point has been awarded, then the piles pass to the next person in line on each team and repeat the process.
8. Choose how many points you will play up until.
For example:
Team A (local): "Price of maize"
Team B (global): "Climate change"
Participant: "Snap! – climate change is effecting farming conditions through extreme weather, and how much land is available for farming. This is influencing the price of maize"
9. Rules:
 - a. The teams should take it in turns to say their issue first
 - b. The person reading out the issues cannot say Snap
 - c. The pile must be upside down and no other team member should see what is about to be read out
 - d. If you say Snap you must answer immediately
5. It can get quite loud and can be difficult to tell who shouts 'snap' first, so it is helpful to have a co-facilitator or volunteer to help judge. Make sure that the competition does not become more important than the learning.

Debrief

- What have we learnt about local / global connections?
- What is happening at a global level that affects our lives locally?
- What happens at a local level that has global effects?

Going deeper

- Each connection made is an opportunity to explore in more depth our global interconnectedness. You can collect a list of the connections that people make and use them to start conversations about connections and the implications for our communities and work.
- This activity can also be used to start discussions about power relationships and what influences our lives, and about what wider issues we need to consider for community action.

Activity 3.12

Systems we are part of (45 minutes)

Learning outcomes

- Understand the concept of community and connections between local and global

Summary

Participants explore the concept of a system and how we are connected locally and globally.

Preparation and materials

Explanation of the term 'systems'.
A set of things working together as parts of a mechanism or an interconnecting network; a complex whole.

Oxford Dictionaries.

Approach 1

1. Share with the group: understanding connectedness can help us to solve problems and plan appropriate interventions or projects. It helps us to see a problem as complex and prevents us from accidentally doing harm through our work.
2. 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 and the technology we use, we depend on other people locally, nationally and globally. This is because we are connected to many systems locally and globally.
3. 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 influence the whole.

4. Ask the group if anyone can think of any other examples of systems in action? See the table on the following page for examples.
 - Political (decision-making structures, local, regional, national, global).
 - Economic (financial systems).
 - Environmental (rivers, oceans, weather patterns).
 - Technological (electricity, the internet, mobile phones).
 - Cultural (media, fashion, music, television, sport).
5. Ask participants to share some of the actions they have undertaken that day since they got out of bed e.g. washed, ate breakfast, rode on bus to the workshop. Find out some details.
6. Choose one example and explore in depth how it connects to systems locally:
7. Write it in the centre of a flip chart, for example, 'Jakira ate vegetables.'
8. Invite the group to explore what local systems that connects with:
 - i. the vegetables grew in an ecosystem (if grown locally) connecting animals, insects, plants and earth which is connected with the weather system.
 - j. the road and transportation systems which carried the vegetables to the shop
 - k. the local economy.

Debrief

- Start by restating that we are connected to lots of local and global systems which are interconnected. Then ask how they think being connected by systems locally and globally could impact on our lives?

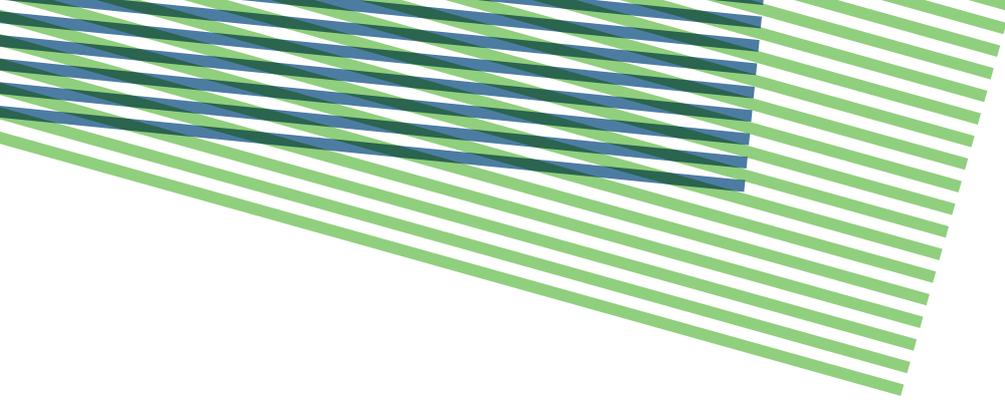
Is there any evidence of being connected locally and globally in this training room? For example, we are part of a global and local network of Active Citizens...

Approach 2 Deeper

1. If you want to explore global connections further you could play Global Snap at this point if you have not done so already. See Activity 3.11 page 117.
2. Examples
 - 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.

Table 15: Examples of global–local systems

Area	Some suggestions
<p>Technology</p> 	<p><i>Internet:</i> In the last 15 years the number of people who have used the internet has grown from less than one percent to more than 25 per cent of the world’s population.</p> <p><i>Mobile phones:</i> were first mass-marketed in the 1990s. Six in every ten people now have mobile phone subscriptions.</p>
<p>Economy</p> 	<p><i>Growth of international trade and multinational corporations.</i> 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.</p>
<p>Politics</p> 	<p><i>More regional co-operation:</i> for example through the European Union, the Southern African Development Community and The Andean Community.</p> <p><i>More powerful international institutions</i> such as the United Nations and the World Bank.</p> <p><i>Widespread political movements</i> with global ambition: for example, communism, capitalism and democratisation.</p>
<p>Environment</p> 	<p><i>Growing global awareness</i> 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.</p>
<p>Culture</p> 	<p><i>Pop culture:</i> 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 television shows have become massively popular around the world over the last ten years. The ideas for these television shows have been shared amongst different countries, the most common format: ‘find our nations next music superstar!’</p>



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 hanged 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.

Activity 3.13 Systems triangle game (50 minutes)

Learning outcomes

- Ability to identify social development issue to address in community - systems and skills in systems thinking

Summary

Participants form a human system and reflect on how identifying and working with leverage points within the system can help them plan social action. Participants discuss the ways in which viewing a problem as a result of a system can help solve the problem.

Preparation and materials

Prepare a chart with a circle and numbers around the circle based on the number of people in the group. i.e. if there are 18 people write 1 to 18 around the circle. Prepare a set of Post-it notes numbered 1 to 18.

Approach 1

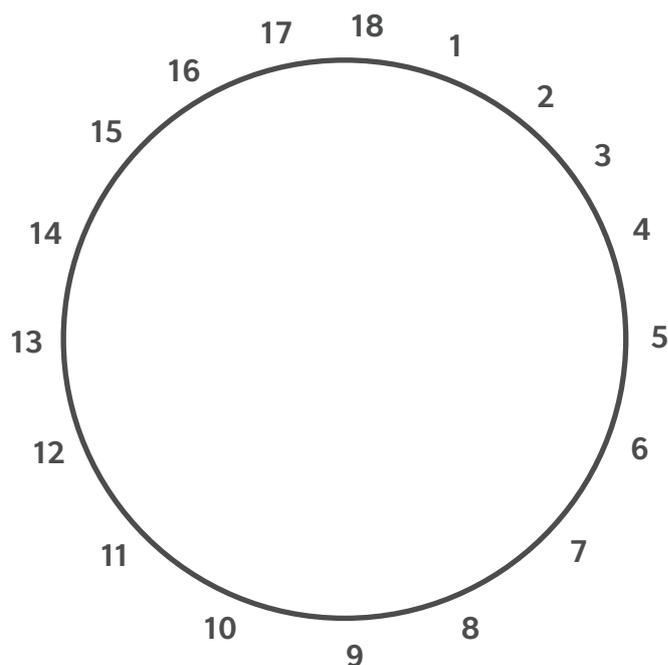
1. Inform the participants that we are going to explore the concept of a system.
2. Every participant stands in a circle. Give each participant a Post-it with one number on it,

the numbers should be 1 to 18 for a group of 18 participants.

3. Ask everyone to mentally choose two people in the circle and remember the numbers of these people (they should not tell anyone who they've chosen and not choose the facilitators). These people will be their reference points.

4. Explain to participants that in a minute you will ask them to move to be equal distance from their two 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.
5. 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.
6. Allow the participants to stop moving (the system settles). Note often the system does not settle but remains dynamic – in which case you may have to ask the group to stop moving.
7. Once the participants have stopped moving the facilitator can ask one person to move and leave the group to settle for a second time.
8. If there is time, repeat this two or three 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.

Diagram 36: Forming a system



Debrief

- Stop the exercise. Invite people to gather around the circular chart (like a clock but with the numbers 1–18 written around it clockwise).
- On the chart, ask participants to draw two lines. A line from their own number on the chart to each of their reference point numbers. The circular chart should now look like the figure below.
- Ask the group to identify who had the greatest leverage on this system – i.e. the person or people who had the most influence over the action of the system. It is the person with the most connections to other

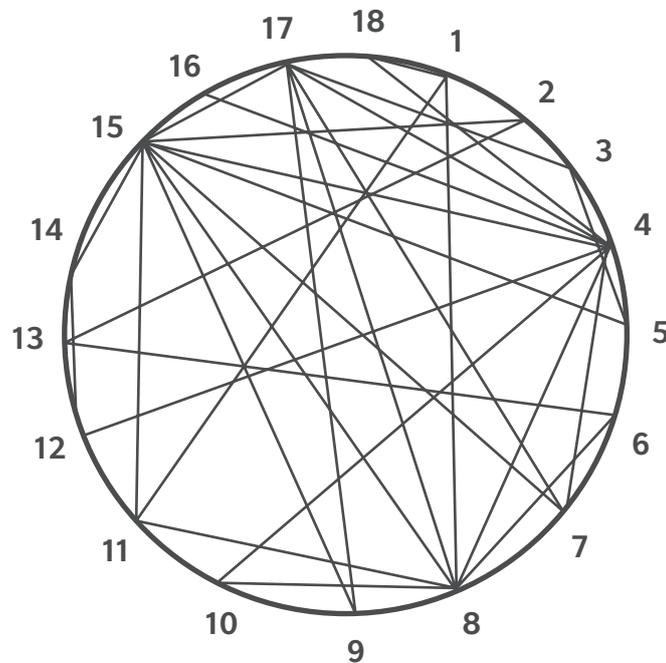
people in the group. Ask them whether they notice that when these people move it affects the whole system considerably? Who were the balancing point(s)? (those with fewer references. Are there people in the system who seemingly have few connections but could have a lot of influence? How would this happen?)

- 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. It may be possible to identify one small intervention that makes a

large difference rather than 20 with little impact.

- 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. Emphasise the belief that all people in the group have great potential to be the leverage points in their own systems.
- Note to Facilitator - 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.

Diagram 37: Leverage points



Approach 2: Systems and our communities

Systems thinking similarity to ubuntu

1. Invite participants in small groups to discuss the questions below.
 - 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?
2. Invite the groups to share key points.
3. We don't have to design big social action programmes to make a difference, strategic 'tweaks' can be just as effective.

Approach 3 Going Deeper

1. Share the examples from the following two pages of the challenges and opportunities of looking at systems when planning action.
2. Look at how to work with systems

Table 16: 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	Carry out a risk assessment Activity 4.12 or Force-field analysis Activity 4.14 before you undertake social action. Test out different ideas. Monitor and evaluate them closely. Act on the learning before scaling up to a larger project.
We only see what we expect to see	Change lenses to 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 text below 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.

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.

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 in 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 office 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 officers 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.

Activity 3.14

Principles for social action (30 minutes)

Learning outcomes

- Motivation to act toward sustainable development
-

Summary

Participants agree a set of principles to carry out social action.

Preparation and materials

Pens and paper.

Approach

1. Ask the group what they understand by the term 'principles'? E.g. 'Principles are rules which guide your action'.
2. Discuss what would make a good principle. Include the point that a good principle for an Active Citizen is something which can be applied by all Active Citizens around the world and applied locally and globally.
3. On their own, participants reflect on the workshop and the learning and discussions up to this point, and consider, 'what key principles we want to adopt to take into our social action?'
4. After five minutes ask the group to get into groups of four and share and discuss key principles that they think will help our group be inclusive and effective. They should be principles which can be applied locally or globally.
5. Share these principles and facilitate a group dialogue to agree some key principles for social action.
6. When deciding the group's principles:
 - Agree them through dialogue. In this way the group will understand and be more committed to the principles. It may be helpful to divide a list between those that are agreed by everyone and those where there was no consensus.
 - 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
7. Further examples:
 - **Participation and inclusion**
 - Sustainable development takes:
 - a. Good understanding of the communities and context in which you are working, including the interconnections and systems that affect the change you want
 - b. A real change in power relations – not a one-off fix
 - c. Collaboration between different individuals and groups
 - d. Ongoing work, including consistent

monitoring, and possibly interventions

- These all require participation and the ownership of communities involved. Participation of communities, ensuring the ownership of social action and its outcomes, and acting with, not for communities, are not only values of Active Citizens but will help build sustainability into what you are trying to achieve.
- **Being culturally sensitive:** policy and action should be culturally sensitive. This means actors need to consider cultural norms and practice when designing interventions to ensure the most effective interventions. Further the interventions should respect cultural norms and practice and avoid being unnecessarily damaging to cultural practice. To achieve this we need to develop heightened cultural awareness, take inequalities into account, empower different cultures to be opinion formers and give different cultures the opportunity to determine their own lifestyle.
- **Being gender sensitive:** Being gender sensitive: policy and action should be gender sensitive. It should acknowledge the gender dimensions of issues (i.e. how issues impact and are informed by gender roles and relations) and recognize women and men's different perceptions and interests arising from their different social position and gender roles.
- To achieve this we need to challenge gender stereotypes, develop gender awareness including the ways in which women and men are discriminated against and empower women and

men to exercise their rights.

- **Youth sensitivity:** Policy and action should be youth sensitive. It needs to consider the needs and rights of young people and their place in society. It should consider their needs within different development agenda as separate and distinct from those of other generations and fully consult and engage young people in policy and practice.
- **Cooperation and mutual solutions:** Communities and governments should support co-operation between communities and recognise 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.

Debrief

- Ask the group to brainstorm for five minutes what these principles may mean in practice when developing social action.

Activity 3.15

Research in the community (1 hour 30 minutes)

Learning outcomes

- Understand the concept of community and connections between local and global
- Understand the concept of community and connections between local and global - different perspectives on a community
- Motivation to act toward sustainable development
- Ability to identify social development issue to address in community

Summary

Participants carry out research in the local community to identify and/or clarify needs of community through seeking opinions from local people.

Approach 1

1. Refer to the Community Map developed in Activity 3.1 page 114. Particularly where there are gaps, questions and possible areas of intervention. Explain that the outcome of this exercise is a list of concerns related to issue at hand and a tentative naming of the problem.
2. Work with the group to identify clearly the kind of information you need and how you could obtain that information.
3. Work with the group to craft quality questions.
4. Agree a strategy for gathering information, for example carrying out conversations in the community, questionnaires, holding a dialogue, gathering information in the local community.
5. Discuss who should you talk with? Talk to everyday people – for example, neighbours, 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, visit local non-profit organisations and local councils.

6. **Task 1: Mapping and identifying community concerns through asking questions in the community.**
7. **Task 2: Grouping similar concerns and perspectives.** Outcome: clusters of concerns.
8. **Task 3: Naming the problem** - Outcome: a statement that describes the common problem.
9. For a more comprehensive tool see the **ChoiceWork process**. Academy for Educational Development, 'Citizen Deliberations on HIV/AIDS issues' www.aed.org/Publications/upload/ChoiceWork.pdf

Debrief

- Depending on how the research in the community has been carried out, there will be a list of concerns, which may be clustered, ranked and/or described as a common problem. It is important that the research findings are checked with at least two other community sources of information i.e. triangulated. Other sources might include local authority reports, statistics on safety and security, census information etc.).
- It is also important to think about how those who participated in the research will receive feedback on the research findings.

Activity 3.16

Preparing for a community engagement visit (30 minutes)

Learning outcomes

- Motivation to act toward sustainable development
- Ability to identify key stakeholders in community
- Ability to identify social development issue to address in community

Summary

Participants visit organisations or initiatives in the community. This provides an opportunity for participants to see tools they have acquired in action. It also provides an opportunity for participants to learn and share leadership experiences with those in the organisations and communities.

Preparation and materials

1. Facilitators organise a visit to one or two community organisations.
2. Prepare profiles about each of the organisations/communities to distribute to the participants. Priority will be to visit those organisations or communities that have leaders with great leadership stories and are willing to share experiences with participants.

Approach

3. The facilitator will ask the participants to get into one or two 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?



Activity 3.17

Identifying where to make an intervention through social action (15 minutes)

Learning outcomes

- Motivation to act toward sustainable development
-

Summary

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

Preparation and 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 practising leadership. By ensuring the programme 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.
 - Agreeing our principles for social action.
 - By reflecting in the group on interventions which could make a lasting difference in the wider community.
 - By undertaking research in the local community.

Activity 3.18

Visioning the changes you want to see (90 minutes)

Learning outcomes

- Motivation to act toward sustainable development
 - Ability to identify social development issues to address in community
-

Summary

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

Preparation and materials

Post-it notes, vision table, Power Graph Activity 3.5 page 120.

Approach 1 - Stage 1: 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 during Active Citizens Vision Activity 0.5 page 47. 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 exercises: Wall of Greatness Activity 1.6 page 62, Ubuntu Activity 3.10 page 126, Community Mapping Activity 3.1 page 113 and Community Research Activity 3.15 page 137.
2. 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 flip chart in plenary.

Approach 1 - Stage 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 ask participants to 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 four to five times then draw the group together in plenary.
3. Ask each participant to consider “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? Ask the group whether there are 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.
- Linking back to the community mapping exercise and who decides? Think about how different changes you want to see would affect the different groups that make up the community.
- We can also think about how to work with communities so that they can vision the changes they want to see.

Activity 3.19

Prioritising (45 minutes)

Learning outcomes

- Ability to identify social development issue to address in community
 - Motivation to act toward sustainable development
-

Summary

Prioritising the changes we would like to see.

Preparation and 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 group's 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 exercises.
- **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 activity 4.6, page 146).

Activity 3.20 Conflict Mapping (90 minutes)

Learning outcomes

- Ability to identify key stakeholders - fragile and conflict-affected communities - conflict mapping
- Ability to identify social development issue to address in community - fragile and conflict-affected communities - conflict mapping

Summary

Participants are introduced to the conflict mapping tool; a conflict analysis tool that can be used to help represent the relationships between different groups, parties and actors in a conflict. They identify a conflict issue in their community, map relationships and explore how the tool might be used to transform conflict in their communities – if appropriate- and/or consider the relationships that will be impacted by the social action.

Note: This session should follow community mapping as a way to focus on key issues that impact on safety, security and peace in the community.

Materials and preparation

- Scissors, Blu-tac and Coloured paper or Post-its (different colours)
- Flipchart paper and pens
- Community maps from community mapping session
- Conflict mapping key

Approach

1. Introduction (five minutes): Introduce the conflict mapping tool to participants. This is a visual conflict analysis tool which maps a conflict in terms of the relationship between the parties. Ask participants what uses this tool might have. Responses might include; to gain a better understanding of an issue from different perspectives, to think about entry points for social action; to consider where the power lies and the nature of that power.
2. Conflict mapping exercise (50 minutes): Share with the group that the task is to map conflict in their community. Divide participants into the same groups used for community mapping. Groups briefly revisit their community map and their response(s) to the following questions:
 - What are some of the key themes which have emerged? Especially those connected with social issues, for example transport, drainage, health, freedom, space, drugs, margins, jobs...
 - Have any safety and security issues emerged? If so, what are they?
3. Share an example of a conflict map if useful. The example below represents conflict in the Jonglei State in South Sudan. The key conflict issue

in this conflict map is cattle rustling. The map shows the plurality and complexity of relations around this issue.

4. Each group should have sight of their community maps. For the conflict a flipchart paper, pens, paper/post-its, blue-tack and a key for the map. Groups are then asked to:
 - Decide on a conflict issue in the community that you want to map out; consider whose perspective the map is being drawn from.
 - Identify the main groups, parties or actors in this conflict; consider the relative power and influence of these groups; the bigger the group, the larger the circle
 - Consider who else is involved. Include yourself and your organisation(s) in the map
 - Depict the relationship between these groups, parties or actors using the key provided; or a key developed by the group

Diagram 38: A conflict map



Debrief (35 minutes)

- How did you find this exercise? What was easy, what were the challenges?
- What did you learn about conflict in your community?
- What did you learn about your role/your organisations role in conflict
- Revisit the purpose of the tool:
 - to be able to visualise the situation – seeing it in this way helps us to build a conceptual overview of what the conflict looks like
 - Helps to understand the dynamics and relationships between actors/stakeholders
 - to be able to clarify where power lies
 - to be able to identify allies/potential allies for working on/in this conflict
 - to be able to identify possible openings for action
 - to be able to check the balance of our own activities
 - are we working with the right people? Are there relationships we should be building?
- Note the limitations of the tool; although dynamic, it represents a point in time and a particular perspective. Conflict maps can, however, be used to show the same issue from different perspectives. The actors and issues can be moved and changed as a situation evolves. this tool

enables you to keep on track with the fluidity of conflicts.

- The map can show gaps and under-exploited opportunities with groups, parties and actors. It helps to identify options for social action and entry points to shift the power balance in the conflict . It helps consider who is best placed to do this; points to the groundwork that would need to precede social action and suggests what new relationships and structures need to be built.
- Conflict mapping can also be done to capture actors at different levels (e.g. grassroots, middle and high level; community, state, national and regional level) of a conflict and how they interrelate. This can help with thinking about the local and global dimension of Active Citizens, potential advocacy work/strategies and social action planning in general.

Table 17: Conflict mapping key

		<p>Circles are parties to the situation; relative size = power with regard to the conflict issue</p>
		<p>Straight lines are links/fairly close relationships, the thicker the line, the stronger the relationship</p>
		<p>A double connecting line shows an alliance</p>
		<p>Dotted lines are informal or intermittent links</p>
		<p>Arrows indicate the predominant direction of influence or activity; the thicker the arrow the stronger the influence</p>
		<p>Lines like lightning are discord, conflict</p>
		<p>A double line across a lines is a broken connection</p>
		<p>A shadow shows external parties which have influence but are not involved; this might include you or your organisation</p>
		<p>Rectangles are the conflict issue; it is helpful to name the conflict issue</p>

Activity 3.21

Understanding position, interests and needs in the community (90 minutes)

Learning outcomes

- Ability to identify social development issues to address in community
- Clarify the positions, interests and needs (PIN) held by groups, parties and actors in conflict
- Identify groups and PIN that participants are not familiar with in their community
- Strengthen capacity to conduct community research

Summary

Participants are introduced to the onion; a conflict analysis tool that can be used to help understand the position, interests and needs of different groups or parties in conflict. Participants depict the layers to conflict in their community and consider how to build knowledge of the community they live/work in.

Note: This session can follow conflict mapping as a way to focus on the relationship between two groups/actors in conflict in the community.

Materials and preparation

Flipchart paper, flipchart pens

Approach

1. Share with the group that the task is to depict the layers of conflict in their community. If the group come from different communities, they can work in smaller groups as they should have a good understanding of their community.
2. Introduce the onion as an analogy for understanding conflict. The outer layer or position is the public stance that is taken. By peeling the outer layer we uncover interests, which is what groups, parties or actors in a conflict want to achieve. At the core are the needs that must be addressed. [See diagram 37 which can be included if it helps explain analogy].
3. Explain that a position is what a group, party or actor say they want. It tends to be a statement or a stance that is taken publicly. Examples might include the following; “we want independence”, or “this land belongs to us”, or “we want equal representation in local government”. Interests explain why a group, party or actors want something in other words, the reasons behind these positions. Interests are generally tangible with more scope for negotiation than positions. e.g. access to land and resources, greater political voice, more livelihood opportunities.

Needs are what parties cannot do without. They are fundamental issues that are non-negotiable e.g. identity, recognition and security.

4. Note that in communities that are fragile, unstable and/or conflict affected, it can be difficult to identify what the real needs are, due to an unwillingness to share them openly with others and/or because groups, parties or actors may not know themselves what their real needs are. Ask for ideas about why groups, parties and actors are unwilling to disclose their real needs, for example:
 - don’t want to show weaknesses or vulnerabilities to others
 - fear that this might reinforce their oppression
 - fear that it might undermine their domination.
5. Ask for ideas about why a particular group, party or actor in a conflict might not be aware of their real needs. For example; because of a focus on a collective identity and an unwillingness to look at the needs of groups within that identity/culture.
6. Note that the community map and conflict map will have generated issues and groups in conflict in their communities. Ask participants review their conflict maps and community maps to list all the groups that are in conflict/parties to a conflict. Participants then draw three concentric circles on a sheet of flipchart paper (landscape), with space on the left and right sides, so that they can list the positions, interests and needs of two groups, parties and/or actors conflict in their community. In any one community, there may be many onions!

Debrief

- How did you find this exercise? How was it distinguishing between positions, needs and interests? Did the exercise become easier or more difficult as you unpeeled the layers?

- How easy was it to identify interests rather than values? Values are ideas about the wrong and right way to live, do things and treat others. Like needs, values tend not to be negotiable and they may be closely linked to our identity and culture.
- What did it tell you about your community that you already know? Are there things about your community that you still do not know?
- How might you uncover interests in your community? What do you need to know and do to uncover these interests and identify real needs?
 - Look behind positions for underlying interests
 - Put yourself in the other person’s shoes
 - Ask “why”, and ask “why not? what would be wrong with ...?” Ask brilliant questions
 - Discover your own interests and the other person’s
 - Some interests are uncovered, some are

discovered

- How might you use this tool in your community? In situations of conflict and fragility, this tool can help (re)build trust, understanding and communication between groups, and may precede or be part of efforts to transform conflict. It can for example, be a precursor to the facilitation of a dialogue process, or as part of mediation or negotiation efforts. It can also be used to help identify the needs underlying conflicts, so that the respective needs of parties in conflict can be acknowledged and addressed on some level.
- In general, it is accepted that there is more scope for negotiation if conflict is based on different interests. When conflict is based on fundamental needs or values, negotiation will be much more difficult. For needs and value-based conflict, dialogue can potentially enable a better understanding of others.

Diagram 39: Positions, needs, interests

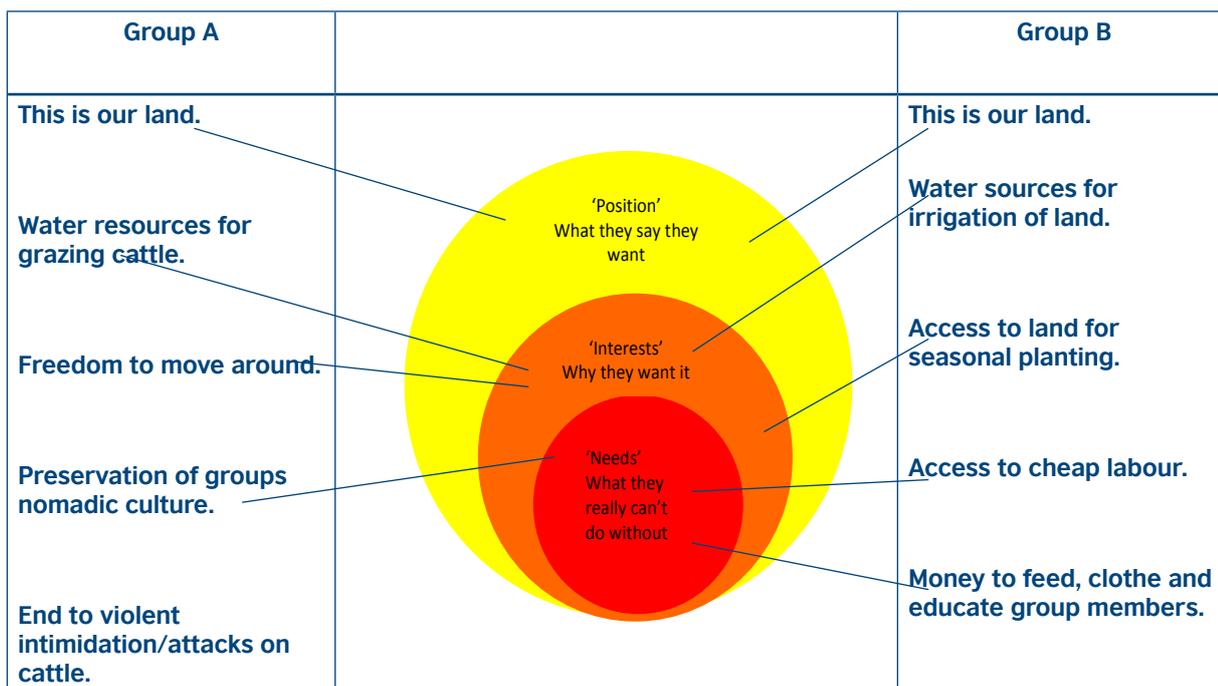


Diagram 38 Facilitator Tool - Facilitator reflections module 3

How do you feel after Module 3?

Are there questions you have that you would like to explore further?

What are the challenges of delivering this module in your community?

What are the opportunities for delivering this module in your community?

Personal notes:

4. PLANNING SOCIAL ACTION

Before beginning this Module participants should have identified:

- What issue/problem or changes they would like to see in their community
- Who they will work with – participants are in groups.
- Resources, challenges and power relations in their community

Facilitators should encourage participants to apply their learning and skills for dialogue and community mapping.

Note there are many approaches to planning social action. Different approaches will suit different projects and communities. Facilitators should choose the tools which are appropriate for their group and adapt them.

Where participants have no experience simple creative tools can be used to develop plans for action see the 'Community Mapping' creative alternatives section.

Alternatively, if participants work for a non-governmental organization and have a lot of experience you may wish to use the Active Citizens Logical Framework Approach Guidebook.

If a participant wants to carry out social action on their own, adapt the activities to ensure they can continue to work with others during the social action planning phase.

What is social action?

This is action to enhance community life locally involving groups of people working together, on a

voluntary or not-for-profit basis. It is action that is principled, well organised and done in consultation and collaboration with others in the community and those affected by the initiative. Social action should be: .

- Principled - reflecting the principles of Active Citizens (see page 33, paragraph 4.1)
- Contributing to the vision of Active Citizens
- Participatory - planned, organised and delivered with others in the community
- Building on skills and knowledge acquired through the Active Citizens programme
- Building on local resources (skills, interests, knowledge and facilities)

Even though the project is fundamentally local in focus participants should ideally choose a social development theme that has global resonance ie an issue of relevance to communities across the world.

For example:

- Youth empowerment
- Gender equality
- Advocacy for education
- Children's literacy
- Conflict prevention and peace-building
- Environmental protection

The skills and tools for project planning and implementation are extensive. There are many stand-alone programmes from anything between two days to two years in duration which focus solely on project management including degree courses, professional development courses and MBA programmes. This reflects the fact that project management is a valuable skill which substantially increases employability.

Project management is a fundamental life skill. The processes and tools are logical and simple. This module makes these methods and tools accessible so that people and communities can achieve their full potential.

Intercultural dialogue and coalition building in the community

There are many approaches to planning social action. Different approaches suit projects which are different in scale, nature and geographical focus.

Positive social action is *informed* by the diverse needs and perspectives of the local community and surrounding communities which may be affected.

For this reason community projects carried out by Active Citizens should incorporate intercultural dialogue and coalition building. Examples of how this may be achieved are provided in training but examples are listed below:

- Identifying interests of other stakeholder through a surveys, focus groups and open meetings.
- Advocating publicly
- Entering into dialogue online to find out about global campaigns and perspectives on the same issue.
- Carrying out project in partnership with others in the local community or the global Active Citizens network (example of Global dimension)

Here are some key things for the group to take into account when planning social action:

- Practise 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.

Project planning and delivery is both a science and an art. While there may be many existing tools used across communities things will often be much more difficult in practice. Groups may disagree, time and interest may vary, operating environment may change. This does not represent failure: it is the ability to adjust and keep going that will be an indicator of successful learning and hope for success in the future.

Learning 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

ACTIVITIES MODULE 4

Activity 4.1 Project Cycle (1 hour)

Learning outcomes

- Skills in project planning and management

Summary

Participants learn about the concept of project cycles and discuss how the skills and approaches they have learned in Active Citizens will help them to plan and deliver projects.

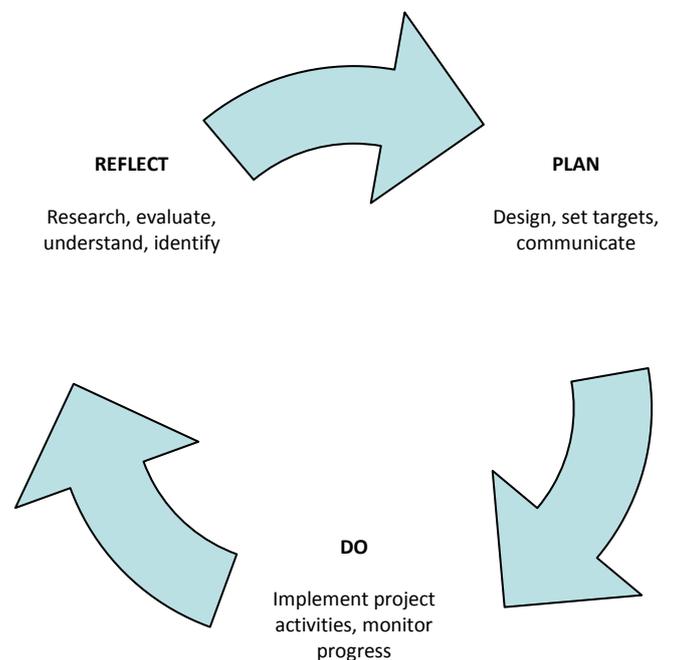
Preparation and Materials

Problems / changes that the participants want to address should be written on flipcharts.

Approach

1. Begin by asking participants to recall the journey we have travelled as a group, through ME (Identity and Culture), ME and YOU (Dialogue) and WE TOGETHER (Community). Share with the group: 'planning and delivering brilliant social action will require all the skills and knowledge we have gathered on our journey.'

Diagram 39: The project cycle



2. Share: 'planning and delivering brilliant social action can be visualised as a cycle.' Present the cycle below.
3. Share with participants: 'during our learning journey, we've gathered knowledge, learnt skills and engaged in dialogue.' Ask participants to form groups of four. The cycle should be visible to all groups. Hand out three different coloured post-its. The group should write down, one point per post-it, the skills and knowledge they have gathered which will support them during the reflection phase (post-it 1), the planning phase (post-it colour 2) and the doing phase (post-it colour 3). (ten mins)
4. Now place a large copy of the cycle (across two flipcharts) in the middle invite all the participants to place their post-its around the corresponding phase of the cycle.

Debrief

1. Debrief by inviting participants to share for each phase i.e. we have reflected on our vision, our identities, cultures and communities, we have identified problems and changes we would like to see, we understand more about power and decision-making in the community. We have developed skills for dialogue which will help us during planning and delivery. (ten minutes)
2. Ask the participants: why do we visualise social action planning and delivery as a cycle? I.e. after reflecting, planning and delivering, we need to reflect on whether we are achieving success and why. This means carrying out an evaluation which will inform our future plans. Successful projects pass through this cycle many times, evolving as they learn more.
3. Share: moving forward we will complete the cycle! We will:
4. Reflect on the problems we have identified / the changes we want to see, identify exactly what it is we want to achieve.
5. Plan Identify ideas for social action, design our approach and write a plan.
6. Do deliver our social action in the community with support from (facilitator / mentor / partner)
7. Reflect evaluate whether we have achieved success and lessons for the future.
8. Share a timeline for when participants are expected to complete each of the above. Note that social action should involve participants spending time to support the delivery and evaluation of social action in the community (note:some countries have identified a minimum number of hours for each participant which is shared with participants in advance of the workshop).
9. Share with the group the basic definition of social action given at the beginning of this module and answer any questions on social action..
10. (Optional) Share videos and case studies of social action from around the world. You can find examples on the Active Citizens global website.
11. Share: each social action group will fill in a Social Action template. The template covers a number of important things we need to think about, show the template and list the key headings. Before we start on the template, we are going to reflect more on the problems we have identified / the changes we want to see.

Activity 4.2 Problem Tree/Objectives (2 hours)

Learning outcomes

- Skills in project planning and management - problem identification and analysis
- Skills in project planning and management - identify objectives

Summary

Participants reflect on the problems they will tackle through social action. Identifying and mapping the causes of the problem before finally re-imagining the causes as objectives for social action.

Preparation and Materials

Image of problem tree, post-its, flipchart

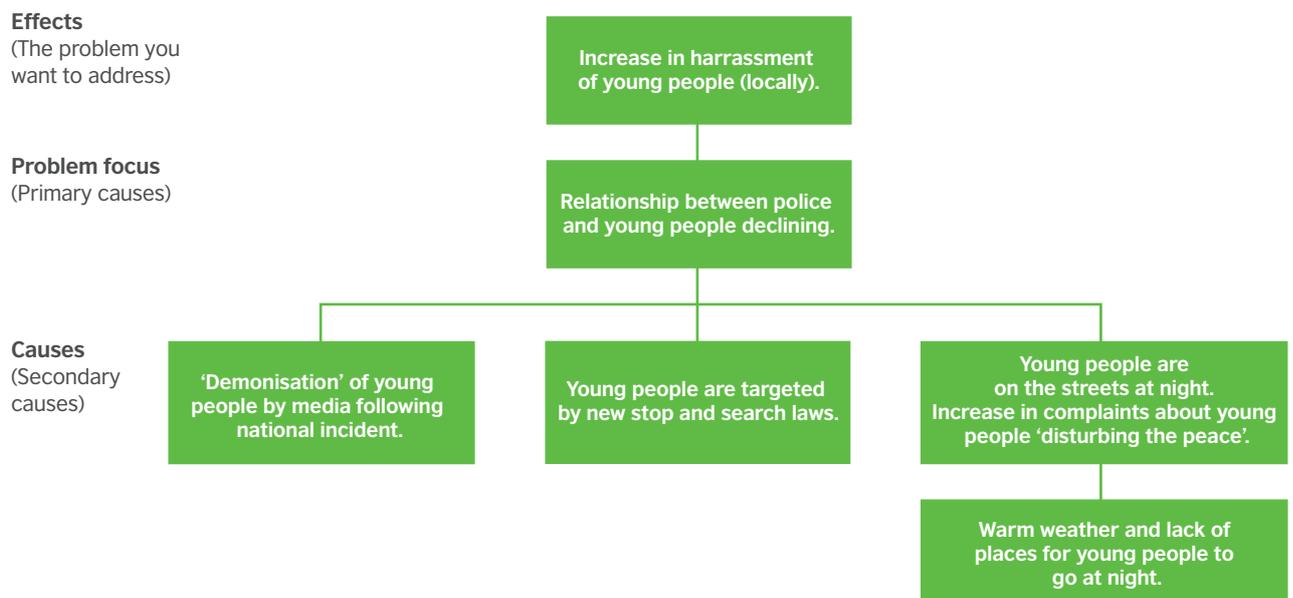
Approach

1. (five minutes) Share with the group: we're now going to reflect on the problems we've identified. Show an image of a problem tree.
2. Share with the group: Problem trees are a simple way of showing the causes and effects that create a specific problem. Writing a problem tree breaks the problem down into manageable chunks. It helps you to identify possible areas for social action.
3. A caution for facilitators: problem trees often suggest that there are linear cause and effect relationships leading to the problem, in most cases the reality is more complex.
4. (ten minutes) Share with the group: the first step is to agree the broad problem or issue to be analysed. Ask each social action group to agree a

broad definition of the problem.

5. (30 minutes) Ask each group to write the problem they have identified in the centre of the flipchart. Each group should discuss and identify the causes of the problem on separate pieces of card or post-its and place them around or beneath the problem. Share with the group that as ideas of causes emerge they can be re-written and re-arranged. Share with the group that this will require dialogue and teamwork skills, especially because the reality is more complex - there is no right answer.
6. Place the problem trees in the centre of the room. Invite participants to gallery walk around each of the problem trees. (ten mins)
7. Invite each social action group to give a short presentation of their Problem Tree and invite feedback from the group on whether they feel this is an accurate representation and areas they may change. The social action group should note these comments – consultation is important for effective social action planning whether or not we agree with all comments. (25 minutes)

Diagram 40: Problem tree

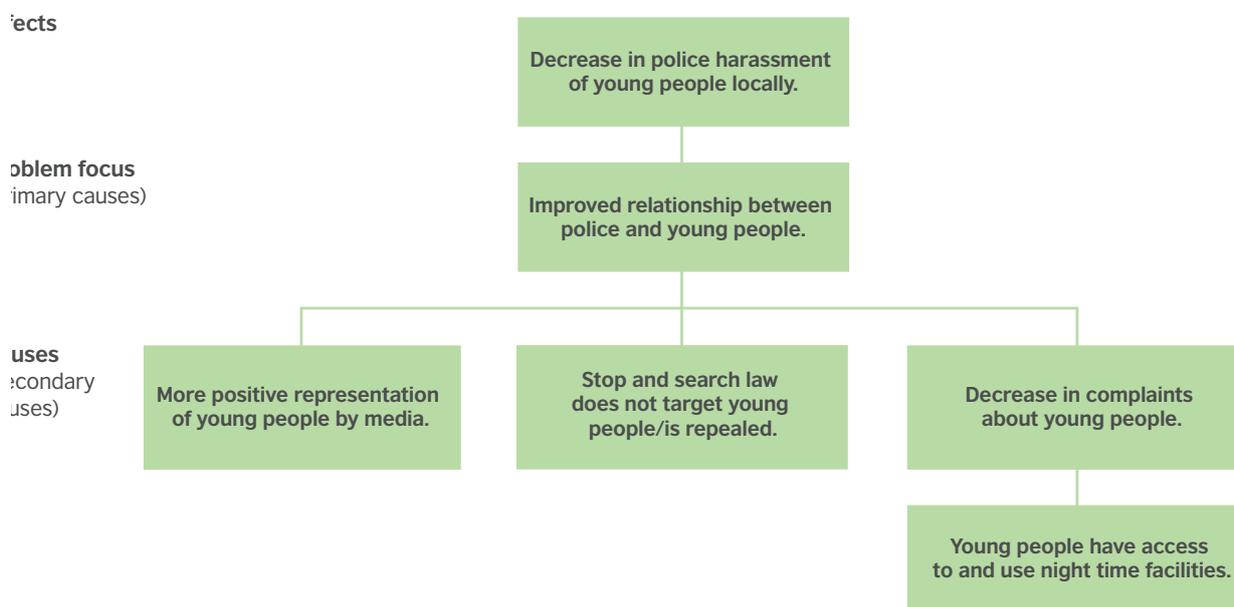


1. Share with the group: Problem Trees can be turned in to objective trees. These will give us potential objectives for our social action. To do this we take the problem and causes and re-write them as positive statements i.e. 'Increase in police harassment becomes decrease in police harassment.' The problem we wrote at the centre of our flipchart will be re-written as our 'overall objective' – this will be included on our social action plan.
2. Ask the groups to identify the 'specific objective' they would like to focus on. This is where they choose one of the causes that they think they can really have an impact on and re-write it as an objective – see above.
3. Ask the groups: who does this specific objective aims to benefit? i.e. in the above example it's young people. This is the 'target group' of our social action.
4. Note they can choose to change their overall or specific objective later. Share with the group: having a clear achievable objective is key for

successful social action. This will be included at the top of the Social Action Template.

5. Share with the group that problem trees are linked to systems thinking and can be used to show more complex relationships.
6. To help participants visualise this and to explore the interconnections between issues, you can ask them to take their 'specific objective' and write it in the centre of a flip chart, then write around it any other issues that influence it, drawing lines between the two.
7. Continue the process by asking the group to write around each of the secondary issues, the issues that influence them, again drawing lines of connection. There may also be lines of connection drawn between the second group of issues, and between the third.
8. You will soon develop a web of connected issues. Ask the group what they see here, what this might mean for their chosen objective, and how they might deal with it. Refer to the learning which has emerged from systems thinking activities.

Diagram 41: Objectives tree



Approach 2

Another way to talk about social action is through looking at different kinds of change, you can present the below table to the group as inspiring examples of social action.

Table 18: 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. <i>or</i> 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 for 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, www.everyday-democracy.org

Activity 4.3

Our ideas, our assumptions (1 hour)

Learning outcomes

- Skills in project planning and management - risk analysis
-

Summary

Encourages participants to be aware of their assumptions in everyday life, including when discussing issues and planning projects.

In small groups participants discuss a statement that reflects issues taking place in their community. Each group identifies the assumptions in the statement, alternative possibilities and how to gather evidence about whether the statement is realistic or not.

Preparation and Materials

Statements printed on separate sheets of paper.

Approach

1. Share with the participants. When we express our opinion about an issue or propose an idea for a project we base our opinions and ideas on assumptions. Ask participants to get into groups of five. Each group should look at one of the following statements (choose statements which reflect the local context). The groups have 35 minutes to identify, discuss and capture on a flipchart the following points, it's important for participants to be open to listen to different perspectives in this activity:
 - a. What are the assumptions in this statement
 - b. Are there alternative perspectives / outcomes to those presented here
 - c. What could decision-makers / social action planners do to gather evidence on how realistic or unlikely these statements are. Note the point is not to prove the statement to be true or false but to identify ways in which we can gather information in a fair and unbiased way:
2. Statements:

'By training another 30 Active Citizens Facilitators we will have another 30 motivated and skilled community leaders building trust and understanding locally'

'By reducing the number of immigrants in this country there will be more jobs for our national citizens'

'By building awareness of women's rights we will reduce domestic violence'

'If by the year 2030 we can reduce the carbon footprint of each person on the planet by 50 per cent climate change will be avoided.'

'By introducing a much more regulated banking system in the United States and Europe the current recession would have been avoided and poverty rates would be lower.'
3. For more advanced groups this activity provides an opportunity to begin looking at how information and evidence can be gathered about a problem through consulting stakeholders (see activity Inform, Consult, Involve).
4. Invite each group to share their reflections in plenary.
5. Conclude by noting that even when we gather evidence we are still working on assumptions, the learning process requires us to continue asking questions. Invite participants to
 - a. Be aware of our assumptions and be prepared to question them through researching the issue and consulting those people who will be affected by the social action.
 - b. Look for evidence – identify how this can be gathered in a constructive and fair way.

Activity 4.4

Exploring priorities with World Café (1 hour 30 minutes)

Learning outcomes

- Skills in project planning and management - agenda setting
- Skills in project planning and management - understanding stakeholder analysis

Summary

World Cafe is a way of applying good practice to listening and giving our opinion. It is also a technique for generating detail or clarity on ideas. In this particular activity it is used to explore several proposals for social action.

The room is set up like a café with groups of people sitting around at different tables. At each table there is an objective for a social action and a table host (a note-taker). Participants visit the tables and share their ideas for social action to achieve the objective. A table host records the key points of the discussion and presents back to group.

Preparation and materials

Set the room up like a café with tables with chairs around them and refreshments.

Note to Facilitator

Tables should not seat more than ten people or have less than four people attending. With this in mind, for groups of thirty it is recommended to have between four and seven tables. This of course depends on the number of social action groups.

1. 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, challenge people and their assumptions, generate energy, keep people focused, continuously open 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 a dialogue on a difficult issue.
4. Make the wording neutral and vote on which are the three to six subjects which participants want to discuss (make sure each subject has at least five people who are interested in discussing it).

Approach 1

5. Each table has a different social action objective placed at the centre (ideally representing all the social action groups). Beneath the objective are the following questions:

-
- a. Does this objective address a need in the community? What evidence is there? How could you find out more about needs of your target group?
 - b. What ideas do you have for social action to achieve this objective?
 - c. What are the challenges and opportunities in achieving this objective?
4. Participants are invited to share ideas which are realistic, avoid high risks, will have a meaningful impact and do not require a large amount of time and resources.
 5. One of the tables will be reserved for discussing the following question: 'Delivering brilliant social action projects, what are the challenges, opportunities and stories of success?'
 6. Each table now has a different subject. Share with participants that they will shortly be invited to sit at a table. After 30 minutes they will be asked to move to another table. There will be three rounds of 30 minutes (participants will have the opportunity to visit three tables).
 7. Participants should self-organise try to avoid more than 10 people at a table – they can always visit a full table during another round.

Alternative Approach 1

1. An alternative approach to generating conversation on issues related to Active Citizens 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.

Alternative Approach 2

1. 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 specifically about 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 practise 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. See the planning your social action tools to support this process.

Activity 4.5

Ideas envelope (1 hour 15 minutes)

Learning outcomes

- Skills in project planning and management - problem identification and analysis
-

Summary

This is a simple way to generate ideas for social action activities.

Social action groups identify a question, this question is circulated amongst themselves and other members of the group. Finally social action groups reflect on the answers they've received.

Preparation and Materials

Envelopes, paper

Approach

1. Share with the group: an important part of planning social action is gathering the perspectives of other people in the community and we're going to begin that process within our Active Citizens group.
2. Each social action group agree on one question to ask other participants / groups. This question will help to generate ideas for achieving the social action objective of the group. For example a group working on decreasing HIV/AIDs amongst young people might ask 'What activities should we carry out to decrease the number of HIV/AIDs cases amongst 15-24 year olds?' (15 minutes)
3. Ask social action groups to write their question at the top of separate A4 pieces of paper and place them into separate envelopes. Each envelope should have the name of the social action written onto it. (five minutes)
4. In plenary ask the participants to assemble into five groups with an equal number of participants. Each of these groups should have representatives from (at least three) different social action groups.
5. Now explain the process: a copy of every social action groups' envelope with a question in it is handed to the mixed group and passed around in a circle. As they are passed around responses are written on to the A4 sheets (30 minutes)
6. Now collect the envelopes, ask participants to return to their social action group and return their envelopes to them. The groups should now look through the responses and identify which of the ideas they feel could be successful (15 minutes).

Activity 4.6

Images of change (1 hour 30 minutes)

Learning outcomes

- Skills in project planning and management - problem identification and analysis

Summary

This activity is a simple way to encourage participants to vision and connect with the current and aspirational future of the issue they're seeking to address through social action. It's also a technique for generating ideas for social action activities.

Participants illustrate the before and after social action using creative materials or drama. The two 'images' should be bridged by identifying activities for social action. Other participants share feedback.

Preparation and Materials

Variety of creative materials, magazines and pens.

Approach

1. Explain the process and inform social action groups they will each have seven minutes to present back.
2. Ask participants to come up with a creative image of the current situation in their community regarding the issue they have decided to address through social action. Participants can show this image through presenting a drama or drawing

/ cutting and sticking pictures, or through an alternative creative method (25 minutes)

3. Ask participants to agree on two or three basic activities they wish to undertake to address this issue (25 minutes)
4. Ask participants to create another image showing the transformation of the issue in their community after social action using creative methods. (20 minutes)
5. Participants present in plenary their images of change from now, to social action, to the future. (30 minutes)

Debrief

- Ask the group how this made them feel? Are there any questions or feedback the group would like to give to another group? (ten minutes)

Approach 2

1. You can use pictures, drama or other creative methods to visualise the before and after of the community.

Diagram 42: Images for change

List of activities needed to make change



Activity 4.7 Boston Matrix (25 minutes)

Learning outcomes

- Skills in project planning and management - risk analysis

Summary

A tool which can support participants to identify the realism in their ideas for social action.

Preparation and Materials

Adapted Boston Matrix on flip charts for each social action groups (see diagram 43 below).

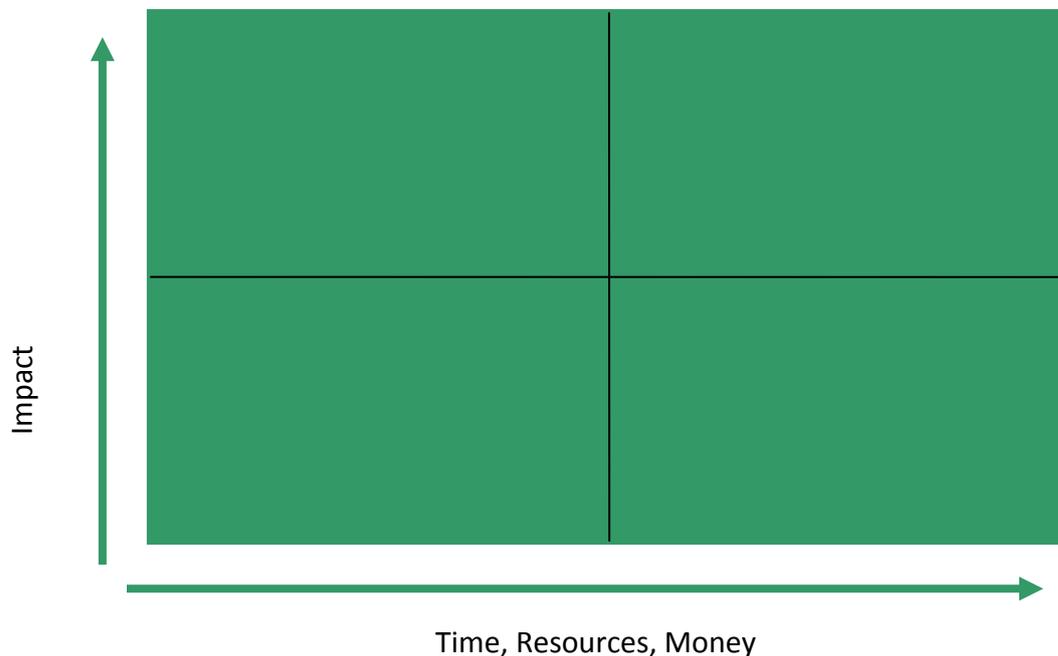
Approach

1. Each social action group is given a copy of an adapted 'Boston Matrix' (designed by the Boston Consulting Group) on a flipchart. Invite participants to write down their ideas for social action on post-it notes, discuss and place them on this matrix. They may not agree exactly

where they go, this is part of the process of conversation.

2. Ask the group to give a name to each of the four boxes which reflects whether it is high or low impact and requires a lot or few resources. For example: the bottom right box could be called 'don't go there!'.
3. Ask the group: reflecting on the Boston Matrix which of the social actions appeal to them and why? Ask the group: Are the social actions you have identified very risky? Does this influence your choice of social action

Diagram 43: Boston Matrix



Activity 4.8

Inform, consult, involve (1 hour 15 minutes)

Learning outcomes

- Skills in project planning and management - understanding stakeholder analysis

Summary

Participants reflect on who will be affected by their social action and how they should inform, consult or involve them capturing the ideas in preparation for writing their social action plan.

Preparation and Materials

Stakeholder grids on flipcharts for each social action group.

Approach

1. Before the session begins find someone in the group who is happy for everyone else to try to guess how they feel about an issue such as the food at the workshop. They need to stay silent whilst everyone is guessing.
2. Ask the group how do they think this particular person feels on the subject. I.e. to begin this activity I'm going to ask that we decide as a group what does Ali feel about the food at this workshop? Participants will usually shout out their answers, if possible, allow this to go on for some time. **Diagram 44: Inform, Consult, Involve**
3. Ask the group: Do they think they guessed right? Why?
4. Ask the person you were talking about, how did that feel? Did they guess right?
5. Share with the group: one important dimension of social action planning is thinking about who's involved or affected by the social action we are planning and how we should consult them or inform them. It's important for us to hold our assumptions lightly and listen to others (especially the target group).
6. Ask the group to brainstorm and write down on separate post-it notes all of the people, organisations or institutions likely to be affected by the social action they are planning.
7. Ask the group to place them in the below grid according to how powerful they are and how affected they will be i.e. if it is a small local business (low power) who will only be slightly affected then this would be placed in the bottom left square).

How affected are they?	Low / not very affected	High / very affected
High power	<p>Satisfy them</p> <p><i>Examples: media, other local activists and NGO's</i></p> <p>Action = Inform and find out whether they support or disagree with the social action</p>	<p>Manage them</p> <p><i>Examples: policy-makers, local decision-makers, funders.</i></p> <p>Action = Consult them and maintain communication.</p>
Low power	<p>Monitor the situation</p> <p><i>Example: a local business where the project is taking place</i></p> <p>Action = involve only if you have the resources and there is a real value</p>	<p>Inform, consult, involve them</p> <p><i>Example: the group you're social action aims to help (target group) i.e. 'unemployed 16 – 18 year olds in x community'.</i></p> <p>Action = Share the idea for social action, ask for their feedback, explore opportunities for involving members of the group in design or delivery.</p>

-
1. Share with the group: when writing your social plan make sure you include actions which involve the people and organisations who will be affected. One key objective of is to consult the target group and other experienced people on the needs of the target group. Since the social action you are planning should be based on a key need:
 2. Activities to include in the action plan:
 - Inform, consult (especially on needs) and involve (where appropriate) the target group.
 - Consult with policy-makers and funders
 - Identify the position of influential groups such as the media – could they be a useful supporter? Or will they be against the initiative?
 3. In plenary ask participants to give examples of informing, consulting or involving. This can be a good time to share examples (including those in the section below, research in the community).
 4. Now act on it: Ask participants to work in their social action group to identify a few of the key people / organisations in their grid and identify actions to either inform, consult or involve them. These actions should be included in their plan. Participants should be encouraged to keep it simple! (30 minutes)
 - Inform: why and what?
 - Consult: what key questions does the group need an answer to and from who?
 - Involve: are there ways of involving others which will improve ownership and impact?
 5. Ask the group: are there any inform, consult, involve actions we can begin today?

Activity 4.9

Timeline String (1 hour 30 minutes)

Learning outcomes

- Skills in project planning and management - write a project plan

Summary

Participants learn how to write a timeline and draft one for their social action project. Finally they identify who is responsible and when each activity needs to be completed.

Preparation and Materials

Pieces of string or rope stretched on the wall or on tables, paper.

Approach

1. Ask the group: what is a timeline? i.e. A list of when activities will happen. A way of displaying events in order according to when they will take place. (five mins)
2. Point to one of the pieces of string stretched out on the wall or floor. Ask the group to state the different activities required to make a cup of tea and where they should go on the timeline. Capture these on post-its and place them on the timeline. i.e. fill the kettle with water, turn the kettle on, take a tea-cup saucer and spoon from the drawer, take the tea from tea and sugar from the cupboard, place the tea bag into the tea-cup, pour the boiling water into the tea-cup, add a spoon-full of sugar (ten mins). Share: a good timeline will show a logical flow of activities.
3. Share with the group: we are now going to build a timeline for our social action projects. Each group should be given a piece of string as well as wall or floor space. The group should list each of the activities which need to be completed and write them onto separate post-it notes they can then place them along your timeline. (one hour)
4. Don't forget:
 - a. Take action to inform, consult, involve those affected by your social action. Include these actions on your timeline.
 - b. Take action to gather the resources you need. Include these actions on your timeline.
 - c. How will you know if your social action is achieving success? Include actions on your timeline for evaluation.
4. Ask each group to add detail to their timeline: when should each activity be completed by? Who will carry it out? (15 mins)
5. Share with the group: the information from the timeline will be used in their social action plan. The timelines should either be left on display or captured in written form.

Activity 4.10

Indicators of Success (1 hour 45 minutes)

Learning outcomes

- Skills in project planning and management - monitor and evaluate

Summary

Participants reflect on how they will know whether their social action has been successful or not. They are introduced to the concept of indicators and write an indicator/s for their social action project and identify how they will verify the changes.

Presentation covering indicators, means of verification and baselines with plenary feedback followed by an opportunity to practise writing indicators and means of verification culminating in a peer support process.

Preparation and materials

PowerPoint and pens and paper.

Approach

1. Ask the group: each of you has a specific objective for your social action but how will you know if your social action has been successful? i.e. by seeing changes, by gathering evidence.
2. Share with the group: identifying how we will know is important and we need to agree this before we deliver the social action.
3. Ask the group: how will we know if this workshop has been successful in building trust and understanding? (five mins) i.e. the participants

will inform us that they have built trust and understanding with other members of the group and that they have improved skills for dialogue and networking. After six months 80 per cent of social action projects will have evaluated as successful. When participants share their examples repeat back to them 'ah so you feel that 'x' is a good indicator of success.'

4. Share with the group: we're now going to look at how to identify our indicators of success. Remember it's important to do this before you start delivering a project and then monitor and evaluate your indicators.
5. Tell the group we're now going to look at indicators. In this poem what is the indicator? i.e. the tree tops.

Indicators, means of verification and baselines

'Who has seen the wind?
Neither you nor I.
But where the trees bow down their
heads, the wind is passing by.'

The Wind, Christina Rossetti, 1830–94



-
1. (15 minutes) In plenary ask the group to share their ideas for indicators for each of the following
 - A person getting sun burnt i.e. red or burnt skin
 - A clean river i.e. more fish and wildlife, the clarity of the water
 - Improved road safety i.e. less accidents on the road
 - Improved quality of cooking in a restaurant i.e. more customers and better feedback from customers on the quality of the food
 - A better relationship between husband and wife i.e. less arguments, more expressions of love
 - Improved education in schools i.e. improved results by the students
 - Improved participation of young people in local decision-making i.e. higher number of young people participating in local community meetings, more young people on local government decision-making committees.
 2. Ask participants to get into their social action group and agree one or two indicators that will tell them if their social action is achieving the specific objective they have agreed for their social action (25 minutes)
 3. Example objectives and indicators:
 - a. Objective: Quality of education in school is improved.
 - Indicator: Results improve by average ten per cent year one.
 - b. An alternative indicator: School teachers demonstrate improved knowledge, behaviours and skills.
 - Objective: A cleaner and healthier market place
 - c. Indicator: Percentage of public and market stall owners stating that the market is a clean and healthy place or a very clean and healthy place increases by an average of ten per cent after two months of the social action and 15 per cent in the following months.
 - d. Objective: Increase in agricultural productivity amongst local farmers
 - Indicator: Average annual yield of participating farmers is 5 per cent higher after one year and 10 per cent higher in the following years.
 5. Share with the group: making a good indicator depends on QQT (quantity, quality, time). Ask participants to look at their indicators and see if they have included anything about quantity, quality or time. Give this example
 - Specific Objective: Increase in agricultural productivity amongst target group farmers
 - a. Basic indicator ‘Wheat yields of small farmers increased’
 - b. Add Quantity: ‘Wheat yields of small farmers increased by X bushels’
 - c. Add Quality: ‘Wheat Yields (same quality as 2009 crop) of small farmers (owning three hectares or less) increased by X bushels.’
 - d. Add Time: ‘Wheat Yields (of same quality as 2009 crop) of small farmers (owning three hectares or less) increased by X bushels by the end of the 2010 harvest.’
 5. Share with the group: imagine they are detectives how would they gather evidence that a change has happened? What actions do they need to undertake? Point out that it is often important to gather information at the beginning of the social action and at the end because then you have evidence of a change. Example of evidence used in an evaluation: ‘At the beginning of the project the market was dirty and a health hazard, now it’s much cleaner, our evidence is this public consultation and these photographs taken before and after the social action’. If you only gather evidence at the end you can’t show that something has changed.
 6. The indicators should be included in the social action plan and actions to gather evidence should be included onto the timeline.
 7. Share with the group: evidence of whether your social action has been successful should be shared with the British Council between three and six months after you have left this workshop.
 8. Note that in order to compose brilliant indicators you need to have baseline data and set targets. Note that we collected baseline data at the beginning of this workshop using the target rings exercise (you may also have done a needs analysis) (5 minutes).

Activity 4.11

Writing a Social Action Plan (2 hours 30 minutes)

Learning outcomes

- Skills in project planning and management - write a project plan

Summary

Participants use information generated through previous activities to complete a social action plan by following a template.

Preparation and Materials

Social action plan templates

Approach

1. Note for facilitators: It's very important that the social action template you use reflects the group you're working with. If this is the first time participants are planning a social action in this way it may be better to use a very simple format focused on one objective, a timeline of activities and who will be responsible for each activity. Alternatively if you and the participants work for non-governmental organisations and are very experienced in writing social action plans then you may wish to use a more comprehensive format such as a log frame (see the Active Citizens Log frame Guidebook for more information).
2. Introduce the Social Action template. Indicate where the information from our activities fits on the template. For example, we identified:
3. An overall objective, a specific objective and our target group through: 'Problem Tree' or during 'Community Mapping'. Possible activities through: 'World Café for Social Action', 'Ideas Frog', 'Images of Change' and 'Inform, Consult, Involve'. A need through: a dialogue session, 'Community Mapping'. 'World Café for social action' or through an activity we carried out as a result of 'Inform, Consult, Involve'.
4. (Advanced groups) How we will know our social action is successful through: Indicators of success.
5. Risks through: 'Identifying Risks' (this can be filled in later). Give participants time to fill in the template. Offer support and advice where necessary.

Diagram 45: Social

Action Plan

Name of social action:		Example: Women of Wau Wau	
Location of social action:		Example: Wau, South Sudan	
Who will the social action benefit?		Example: Young women in Wau between the ages of 15 and 25 years	
Overall objective of your project? (It is best to have just one) The big vision or change to which your project contributes		Example: Reduced violence against women in Wau	
Specific Objective/s of your project The specific changes your project will achieve		Example:: 1. Increased awareness amongst the community of gender based violence. 2. Improved awareness of young women in Wau of gender based violence support services.	
Objective Number	Activities	Who	When
If you need more space to write activities please continue on another page			

<p>Why is there a need for this social action?</p> <p>What evidence do you have?</p> <p>Are you consulting other members of the community?</p>		
<p>Monitoring and evaluation</p> <p>How will you know your social action has been successful?</p> <p>What evidence will you gather?</p>		
<p>What are the risks and how will you manage them?</p>		
<p>Resources</p>		
<p>Activity</p>	<p>Resources for this activity</p>	<p>How will you organise them?</p>

Activity 4.12

Identifying risks (1 hour)

Learning outcomes

- Skills in project planning and management - risk analysis

Summary

Participants work as individuals to identify social action project risks and then identify ways to overcome them.

Preparation and Materials

Post-it notes

Approach

1. Ask all the participants, as individuals, to write on coloured post-it notes the main risks in organising and delivering their social action.
2. Each risk should be written on a separate post-it note.
3. Ask participants to post these risks on the wall. The risks should be posted in groups according to their social action project.
4. Ask participants to look at the post-its on the wall from their group 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 risks next to the risks themselves.
6. Now invite the whole group to gather the other groups risks and, where appropriate, write down a way of managing or avoiding these risks.
7. Open a conversation about risks and the suggested methods of managing or avoiding them.
8. Include this information in the social action template.
9. Note for facilitators: it's important for participants to consider the possible unintended consequences which might occur as a result of their social action. Social action can sometimes have a negative impact in the community. With this in mind it needs to be planned carefully taking into account possible consequences in the short and long term and include planning to avoid or manage them.

Activity 4.13

Social Action Market Place (1 hour and 45 minutes)

Learning outcomes

- Skills in project planning and management - motivation for social action
- Skills in project planning and management - working effectively in teams

Summary

A dynamic activity to support networking, discovery and feedback on social action. Each social action group sets up a stall displaying information about the projects and the context in which they work as well as their any specific desires they have. The group are then invited to wander freely visiting others stalls and inviting people to their own stall – facilitators encourage movement and sharing.

Preparation and Materials

Areas in the room for stalls allocated and tables, flipcharts, colour paper, magazines, scissors, bluetack etc. provided. Instructions to be left up during preparation time. Music.

Approach

1. Introduce the Social Action Market Place concept. Share with participants that each organisation will make a stall using the material provided and materials they have brought. They will then be given the freedom to visit other stalls and host people at their stall. Each participant must visit other stalls and host visitors at their stall. Each stall should display:
 - a. (On a flipchart) Information about their social action: name, location, target group, objectives and a few key activities.
 - b. Each stall should also have a list of 'Wants'

written in large letters on coloured paper and stuck around the stall. This should include the specific needs, partnerships, information or support the social action group would like from other Active Citizens participants who are not part of their social action group.

- d. Finally each stall should have a space (A4 paper or flipchart paper) for participants who visit the stall to write comments or feedback.
5. Social action groups are given 40 minutes to prepare.
 6. Open the Market Place by playing music or copying the noises of a market place. Encourage people to move around and not just standing at the stall. The market place will last for 45 minutes and stalls will be left in place during the coffee break.
 7. (ten minutes) Debrief: during the debrief find out what inspired the participants,
 - a. What inspired participants?
 - b. What feedback did we give or receive?
 - c. Did any opportunities emerge to support each other?

Activity 4.14

Communicating social action (1 hour)

Learning outcomes

- Skills in project planning and management - communication
-

Summary

Participants explore ways of communicating their social action in a clear and simple way with decision-makers. Participants role play being in a lift with an influential decision-maker for one minute and sharing information about their social action.

Preparation and Materials

Stop watch

Approach

1. Ask the group to move into their social action group. Tell each social action group 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 twenty and you know you have two minutes to tell the decision-maker about Active Citizens and your social action project. Participants should make that information the most important thing the decision-maker hears that day.
2. Ask the sub-groups to decide on what they will tell the decision-maker in those two minutes.

3. Share with the group:, '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 one
4. minute to tell him/her Active Citizens. Ask the groups to re-think what they will say so that it only last 1 minute
5. Now it's time for the role play, a facilitator (or someone who is not a participant) should play the role of the decision-maker. Acting out the scene in the lift and giving participants one minute to share their ideas about Active Citizens and their social action. (this usually provokes a lot of laughter and celebration of great slogans and selling techniques).

Debrief

- How can we share about Active Citizens and our project locally or globally? I.e. contact the local media, hand out flyers, post information online.
- What do we need to think about when communicating our social action to others? I.e. keep it simple and clear, take into consideration who the audience with and adapt what we are saying for them.

Activity 4.15

Conflict sensitive social action - forcefield analysis tool (1 hour)

Learning outcomes

- Skills in project planning and management - problem identification and analysis
- Identify peace and conflict dynamics in the community.
- Assess the impact of proposed social action on peace and conflict dynamics

Summary

Participants are introduced to the force-field analysis tool: a conflict analysis tool that can be used to consider the interaction between a social action and peace and conflict dynamics in the community. By focusing on the overall goal or purpose of their social action, they identify positive forces (i.e. peace dynamics) and negative forces (i.e. conflict dynamics) which may influence the proposed social action and can adapt their action/activities accordingly.

Materials and preparation

Flipchart paper and flipchart pens

Approach

1. **Introduction (10 minutes):** Introduce the session. Note that social action by definition aims to change the social, cultural, economic and political dynamics of a community or issue. This in turn impacts on trust and understanding between community members and groups, actors and parties to a conflict. Participants can then share examples of social action and community projects that had unintended consequences, both negative and positive.
2. **Forcefield analysis exercise (30 minutes):** Share with the group, that their task will be to assess the impact of their social action on the peace and conflict dynamics in their community, using a forcefield analysis tool. This tool allows participants to take a conflict-sensitive approach to social action. Divide participants into their social action groups. Ask them to do the following in the stages indicated:
3. **Stage 1:** Describe in brief the situation your social action will address. State the overall objective of your social action. Consider whether this goal or purpose is grounded in community research, mandated and/or supported by your organisation(s). Write the objective as the heading of your sheet of paper. Draw lines to make three equal columns.
4. **Stage 2:** List the positive forces, these are the main forces supporting this objective. Think in terms of behaviour, attitudes (including assumptions) and structures and systems. List these forces on the left column.
5. List the negative forces, these are the main forces

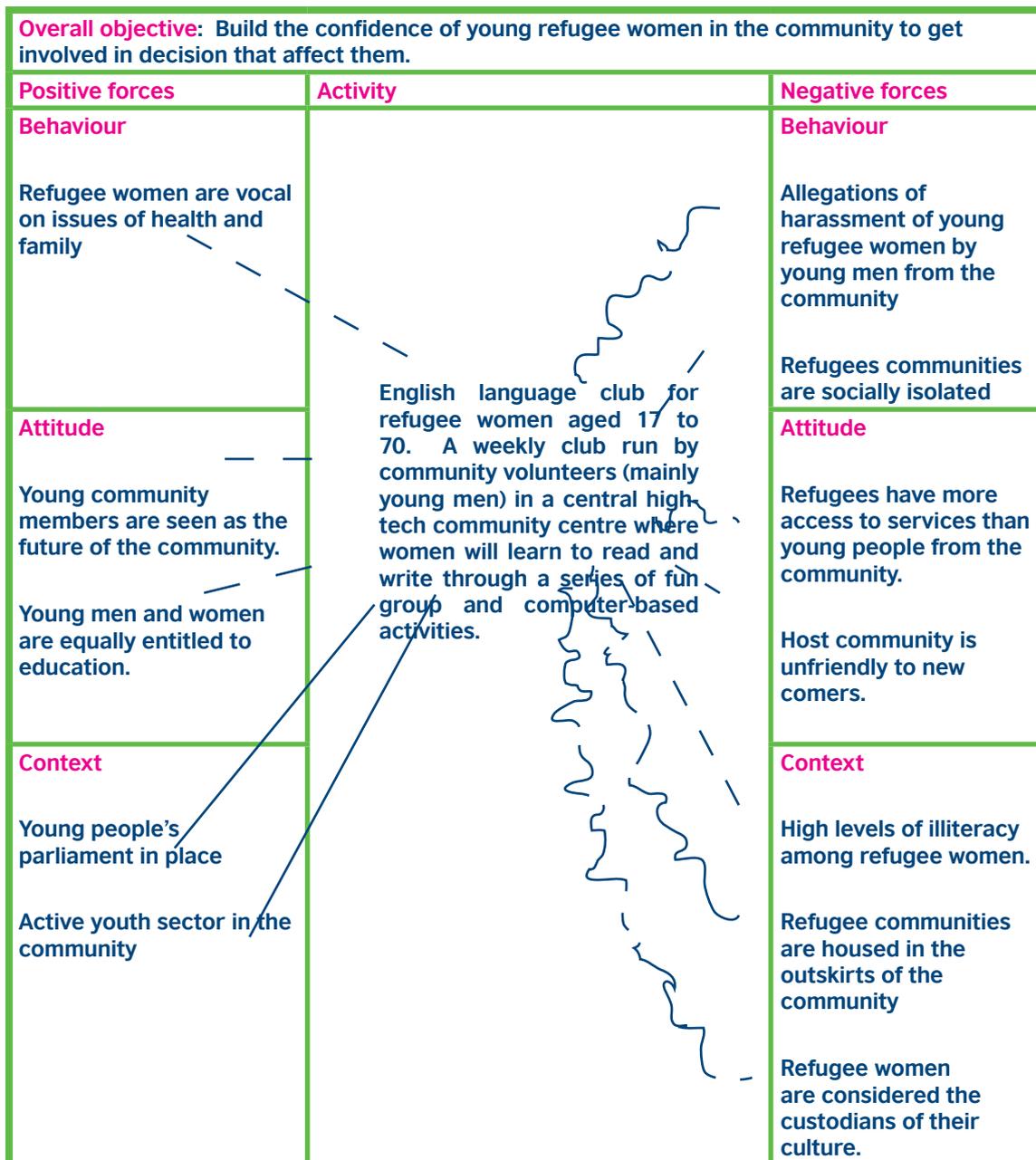
undermining this objective. Think in terms of behaviour, attitudes (including assumptions) and structures and systems. List these forces in the right column.

6. **Stage 3:** List the activities of your social action. Choose one activity and describe it briefly in the centre column.
7. Indicate what impact you think this activity will have on all of the positive and negative forces by drawing lines from your chosen activity of your programme to the positive or negative forces you have listed:
8.  a positive impact (increasing the positive forces, decreasing the negative forces)
9.  a negative impact (increasing the negative forces or undermining the positive forces)
10.  need to get more information
11. An example is provided below. Discuss the implications of your social action and any changes you may wish to make.

Debrief (20 minutes)

- How did you find this exercise? What was easy, what were the challenges?
- When identifying positive and negative forces; whose perspective were you considering?
- Note that this tool provides a powerful visual on how conflict sensitive your social action is; the more straight lines, the more conflict-sensitive.
- What did you learn about your proposed social action? What changes did you identify? Do you have strategies in mind to get the information you don't currently have?
- How might you use this tool in the planning or project cycle of your social action? Note that the tool has been used at the initial planning stage in this exercise to ensure that social action is conflict sensitive. Consider the other ways it might be used (e.g. to assess activities already underway).
- Note that this tool focuses thinking on one activity within a social action and that to get an overall picture, all activities could undergo this exercise.

Diagram 46: Forcefield analysis



- This example shows that it is not clear how some of the negative and positive forces might impact the proposed activity. This suggests that further community research is needed. In terms of adjustments to the activity, it could involve more female volunteers, possibly from the refugee community. The learning content should ideally reflect aspects of refugee culture. The activity should also take place at a location that is closer to the refugee community, or support could be provided to encourage attendance e.g. reimbursing public

Activity 4.16

Working on conflict (1 hour and 30 minutes)

Learning outcomes

- Skills in project planning and management - problem identification and analysis
- Overview of the options for working on conflict
- Consider how participative processes for working on conflict complement the skills and attitudes for Active Citizens (i.e. holding assumptions lightly, participation and inclusion, noticing and naming and asking brilliant questions)

Summary

A discussion on approaches to working on conflict is facilitated with an emphasis on the participative approaches; negotiation, mediation and reconciliation. The group is encouraged to reflect on their experience these approaches and to make links with the skills and attitudes required to be Active Citizens.

Materials

Facilitator material – glossary of conflict terminology

Spectrum of conflict handling mechanisms -

Source: ACT Alliance Guide on community-based psychosocial support <http://psychosocial.actalliance.org/default>.

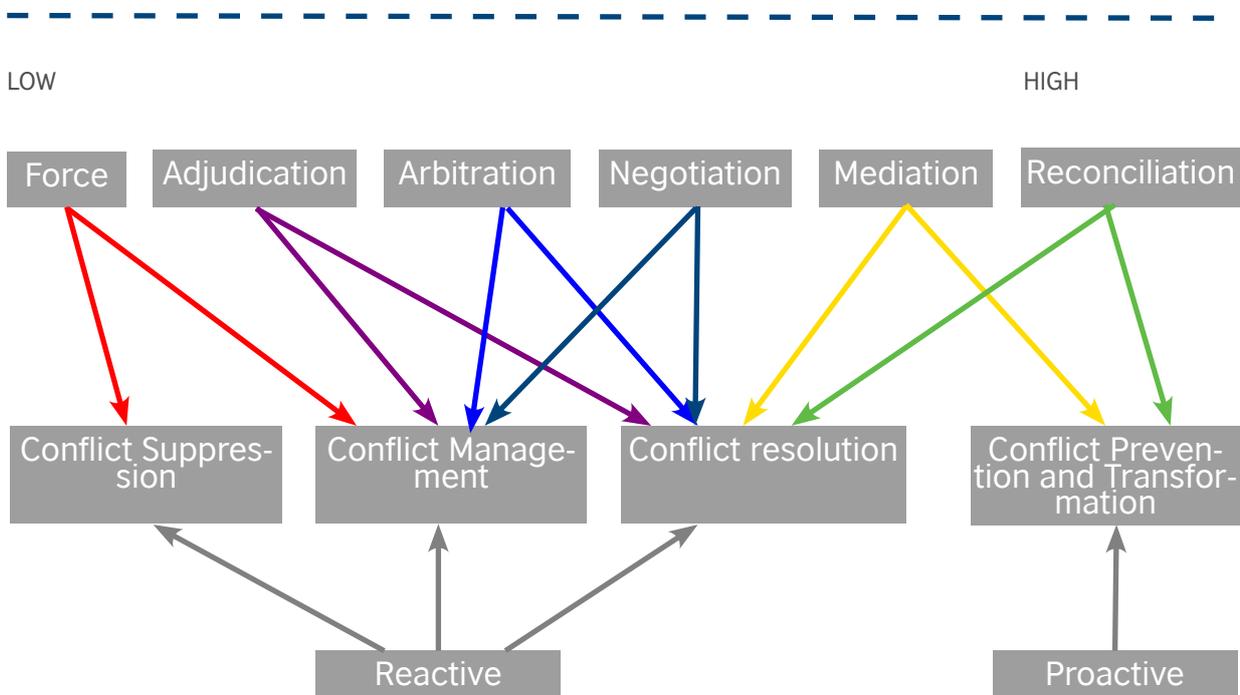
actalliance.org/default.

Approach

Introduce the spectrum of conflict-handling mechanisms as a way of understanding approaches to working on conflict. Note that the spectrum moves from approaches with low participation of the groups or parties to a conflict to high levels of participation. As approaches become more participative, there are more opportunities to prevent conflict from occurring/reoccurring and to transform the attitudes, assumptions, behaviours, structures and systems which cause, trigger and drive conflict.

Diagram 47: Spectrum of conflict handling mechanism

HANDLING MECHANISM



1. Share the learning outcomes for the session with the group noting and ask them to share some examples of conflict work that they have experienced or been part of e.g. community dialogue, community meetings, reconciliation initiatives, reintegration programmes. Try to draw out the following:

- Level of the intervention (i.e. community level, state level, national)
- Reflections about who was involved and how (either as leaders/facilitators of processes or as participants/beneficiaries)
- Reflections on the outcome of this work on the conflict
- Existing cultural, traditional and community mechanisms for addressing conflict or disputes

2. Divide the group into three smaller groups and share a sample definition of either negotiation, mediation or reconciliation with each group

Negotiation – Direct dialogue between two or more conflict parties, intended to reach an understanding, resolve points of difference, reach a compromise, bargain for individual or collective advantage, or to produce an agreement on courses of action.

Mediation – An impartial third party without decision-making authority assists conflict parties to negotiate a mutually acceptable agreement by structuring the process and communication.

Reconciliation – A meeting ground where trust and mercy have met, and where justice and peace have kissed.

3. Ask the group to reflect on the following four questions:

- What do you think this definition?

- What changes would you make to this definition to reflect your understanding/experience of working on conflict?
- How does this approach complement the skills and attitudes required of Active Citizens?

Debrief

- Ask each group to report back briefly on their responses in plenary. Note that these definitions are not fixed. In mediation for example; a more directive problem-solving approach may be taken or a more transformation approach may be taken. The mediator may be an insider or an outsider to the community or culture. He or she may be neutral or partial.
- Close the discussion by making the links between Active Citizens attitudes and behaviour and the characteristics of a mediator (adapted from ACTS Alliance)
 - Big ears for active listening
 - Clear eyes to read body language and to notice and name
 - A sharp and reflective mind to ask brilliant questions and hold their assumptions lightly and listen to others, rather than themselves
 - A big heart to empathise without taking sides
 - Sturdy legs and strong feet to be well grounded with body language which conveys confidence
- Note that these attitudes, behaviours and characteristics have their uses for working in and on conflict and that they should be reflected in how Active Citizen plan and implement social action.

Diagram 48 Facilitator reflections module 4

How do you feel after Module 4?

Are there questions you have that you would like to explore further?

What are the challenges of delivering this module in your community?

What are the opportunities for delivering this module in your community?

Personal notes:

Diagram 49: Personal Development Plan

Progress against personal aims									
1									
2									
3									
Please circle where you are at the end of the workshop									
Facilitation skills									
No skills at all			Good skills				Expert		
Ability to support learning and sharing between different groups									
1	2	3	4	5	6	7	8	9	10
Confidence and competence to deliver the learning journey									
1	2	3	4	5	6	7	8	9	10

Areas of strength
Areas of development
Personal reflections (from learning journals, one to ones etc)
What can help you continue to develop and learn as an AC facilitator?

Personal notes:

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GLOSSARY

Below is an explanation of key terms used in this programme.

We outline a basic definition of the key terms for the purposes of this programme – whilst recognising that these are open to further dialogue and interpretation. For a more detailed introduction to each of these terms see the introduction at the beginning of each module

Actors

groups, individuals and institutions who contribute to conflict and/or are affected by conflict (in a positive or negative manner); and/or are engaged in dealing with conflict.

Capacities

Ability and potential of different individuals to affect a context positively or negatively. Potential can be defined in terms of resources, access, social networks and constituencies, other support and alliances, etc.

Community

A community can refer to a geographic locality (e.g. Nairobi) - or to a community of interest (rights for disabled people) - or both e.g. people protecting rights of disabled people in Kenya.

Conflict

Conflict is an ambiguous concept that takes on different meanings for different groups in different contexts. Conflict tends to be understood as a negative phenomenon synonymous with violence. Yet conflict can also be understood as a complex process that is indicative of change within a society. Conflict occurs when two or more parties believe that their interests are incompatible, express hostile attitudes or take action that damages the other parties' ability to pursue their interests. It becomes violent when parties no longer seek to attain their goals peacefully. In short, not all conflicts of interests are violent; but all conflicts involve conflicts of interests.

Conflict causes

These are factors which contribute to grievances.

They often grouped into 3 categories.

- **Structural:** these factors may seem to be part of the fabric of society and maybe evident in policies and social, political and economic structures and maybe the pre-conditions for conflict
- **Proximate:** these factors contribute to an environment where conflict can emerge or escalate.
- **Triggers:** these are normally single acts or events; or even their anticipation that can set off or escalate violent conflict.
- **Conflict Prevention:** actions, policies procedures or institutions intended to avoid the threat or use of armed force and related forms of coercion by states or groups to settle political disputes, or to avoid the recurrence of violent conflict.

Conflict dynamics

The interaction between the conflict profile, the actors and the causes.

Conflict resolution

Activities undertaken over the short term with the specific aim of ending violent --conflict.

Conflict sensitivity

The ability of an organisation to understand the context in which it operates; understand the interaction between an intervention and the context; and act on the understanding of this interaction in order to avoid negative impact and maximise positive impact.

Conflict transformation

Transforming the systems, structures and relationships which give rise to violence and injustice. A long-term process involving wide-ranging and comprehensive actions and actors across different sectors of society to work together to develop strategic goals for change.

Dialogue

Dialogue in Active Citizens refers to conversations in which people with different beliefs and perspectives 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 or negotiation.

Gender

The socially and culturally constructed identities, attributes, expectations, opportunities, roles and relationships associated with being female and male in a particular cultural, economic, social and temporal situation.

Gender responsiveness

Creating an environment that reflects an understanding of the different realities of men's and women's, girls' and boys' lives and addresses their respective needs and potentials.

Goals

The long term objectives.

Identity and culture

Identity is closely linked with the question 'who am I?' It's about how we see ourselves and how this is influenced by how others see us. For the purposes of this programme identity can be defined as your unique sense of self (your personal identity) as well as the cultures that you are associated with (your social identity). A culture is the beliefs, behaviours and attitudes learned and practiced in a community. Established communities have their own cultures.

Impact

Can be broadly positive or negative. In relation to conflict scenarios impact describes an interaction in terms for its contribution to escalating or reducing violence.

Interaction

Refers to the two-way relationship between an intervention and the context in which it is situation, i.e. the impact of the intervention on the context and the impact of the context on the intervention.

Interests

The underlying motivation of actors.

Intervention

Refers to the range of activities undertaken by an organisation in a particular context.

Outcome

The impact of a given action or the difference which it makes.

Output

The specific products of a given action which are meant to deliver a wished-for outcome.

Peacebuilding

Activities and measures taken over the medium and long term which explicitly seeks to address the structural bases of conflict.

Planning

The process through which certain problems are identified, their causal linkages analysed and effective solutions developed. The result of this process is often embodied in a programme designed with predefined objectives, activities, implementation processes and verifiable indicators of progress.

Planning, conflict-sensitive: conflict-sensitive planning incorporated the conflict analysis into planning processes. The intention is to have a constructive impact on the context and to avoid further deterioration and promote more peaceful and effective solutions.

Positions

Refers to actors stances on particular issues in a given context.

Relationships

The interaction between actors at various levels and their perception of these interactions.

Rights-based approach

A conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. Essentially, it integrates the norms, standards and principles of the international human rights system into the plans, policies and processes of development.

Social action

Social action is action to enhance community life locally. It involves groups of people working together, on a voluntary or not-for-profit basis, to improve the community.

Spoilers

Individuals and organisations that believe peace threatens their power, worldview, and interests and who seek to undermine attempts to achieve peace.

