



ACTIVE CITIZENS

TOOLKIT GLOBAL EDITION



<http://activecitizens.britishcouncil.org>

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Introduction

About this toolkit

This toolkit is designed to provide information and support for facilitators of the Active Citizens programme. It replaces previous Active Citizens toolkits.

It is split into four sections:

Section one: An introduction to the Active Citizens Programme

Section two: Designing your local workshop

Section three: Workshop activities

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

Acknowledgements

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

Thanks go to [Mike Hardy](#), [Radha Nair](#), [Dan Smith](#), [Jenny Daisley](#), [James Edleston](#), and [Andy Thornton](#) for their input into the initial brief and design and subsequent iterations of the framework to this point. Additional thanks go to all those who supported the British Council legacy programmes Interaction, Intercultural Navigators and Debate to Action, which have informed the development of this programme and toolkit.

About Active Citizens

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

‘Globally connected, locally engaged’ *Active Citizens strapline.*

Rationale

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

The Active Citizens programme envisages a world in which these increasing connections lead to positive outcomes. **A world where people feel empowered to engage peaceably and effectively with others in the sustainable development¹ of their communities.** We think this vision is important at a time when decisions taken locally can have an immediate impact globally and vice versa – whether it's controversial Danish cartoons or decisions on the global climate, we are reminded of our interconnected lives.

Who is involved?

The British Council

The British Council is the UK's international organisation for educational opportunities and cultural relations. We create international opportunities for the people of the UK and other countries and build trust between them worldwide. We work in over 100 countries in the arts, education and English and in 2010/11 we engaged face to face with 30 million people and reached 578 million. For more information, please visit: www.britishcouncil.org

Active Citizens is a not-for-profit programme run by the British Council in partnership with civil society organisations who share our vision. The programme works with people who have demonstrated they are socially

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.

responsible locally, including youth workers, women's groups, educators and faith leaders. Working together, these local influencers build trust and understanding, develop skills, and deliver projects on urgent themes such as poverty, literacy, democracy and climate change. Local and international agendas are connected through the programme.

Active Citizens currently operates in the UK, Europe, Africa, the Middle East and South Asia. It has reached an estimated audience of 300,000 people to date from diverse communities in over 30 countries across the world. Linked as part of a global network Active Citizens undertake a common learning journey that enhances their intercultural dialogue skills and promotes an understanding of global interdependency as a key competency for leaders in the 21st century.

How it works

- **A national strategy** - research identifies key national issues. For example, in some countries a key issue might be literacy, in others environmental protection might be considered more urgent. The British Council then forms partnerships with civil society organisations (delivery partners) working in these areas, to enable the delivery of Active Citizens locally.
- **Facilitator development workshops** – delivery partners identify local facilitators. These facilitators take part in facilitator development workshops to find out more about the programme and explore approaches to delivering the programme locally.
- **Local community delivery** – local facilitators adapt and deliver the learning journey through local workshops to groups of Active Citizens in their communities.
- **Active Citizens work with facilitators to design and deliver social action projects in their communities.**
- **Globally connected** - locally engaged Active Citizens connect to a global network through study visits and exchanges with other countries, as well as via online portals and joint activities with communities around the world.

What does success look like for the British Council?

- A vibrant network of Active Citizens enables more effective engagement between individuals and institutions at community and national level in achieving a specific development agenda
- Continued use of methodologies by facilitators and organizations globally
- Effective and principled social action locally
- Participants and facilitators develop learning and skills as Active Citizens

The participants' experience

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

Some participants may be selected from local groups to participate in International Study Visits or to travel as part of a community exchange between an international community and the UK.

Consult your local British Council office to identify:

1. Whether your community will be linked internationally
2. How many Active Citizens will have the opportunity to travel
3. The role of your organisation in supporting this.



Local Community Workshops

Facilitators deliver workshops to groups of participants locally, which cover modules one to four of the learning journey (page 9). These modules can be delivered in one go (over a minimum of five days) or separately over a period of time.

Social Action Projects

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

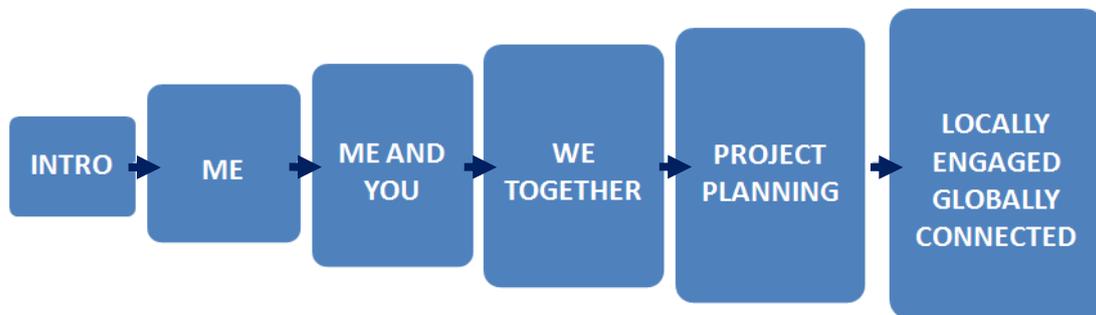
International Study Visits (ISV) & Networking

An International Study Visit is where one country hosts a five to seven day event involving Active Citizens from around the world in order to increase understanding of the power of global connections and develop skills to

establish global networks engaged in social development. Local Active Citizens choose representatives to attend the ISV, who build skills, meet with civic and civil society, visit social action projects and share and learn around themes such as youth, conflict and the environment.

On their return the representatives disseminate their learning with their peers and support local action. International networking offers Active Citizens partners an opportunity to engage collaboratively on a theme or with a shared objective, in order to share best practice and increase networking at an institutional level. These events will create long term engagement between institutions internationally and aid the development of joint activity.

The Active Citizens Learning Journey



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

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

Journey	Learning Outcomes
Introduction to Active Citizens	Understand the Active Citizens programme and be motivated to take part.
1. Me - Identity And Culture	<p>Have a strong sense of our own culture and identity.</p> <p>Have a better understanding of how our sense of identity and culture are formed and change.</p> <p>Have curiosity and value difference.</p>
2. Me And You - Dialogue	Feel more motivated and able to share with and learn from others.
3. We Together - Local And Global Citizenship	<p>Have a better understanding of the relationship between personal, local and global connections.</p> <p>Feel motivated to take action for lasting social change that benefits the wider community.</p> <p>Have a sense of responsibility for sustainable development.</p>
4. Project Planning - Project Planning Skills	Be more effective in tackling social issues in our communities.
5. Globally Connected	Learning, reflecting and acting as Active Citizens linked to the global network.

Explanation of terms

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

1. Me - Identity and Culture

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

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

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

2. Me and You - Dialogue

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

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

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

3. We together - Local and global citizenship

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

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

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

Planning Delivery Recommendations

Work with your organisation and the British Council to plan a strategy for delivering Active Citizens. Who will your target group be and why? How will you ensure the programme is attractive and responds to the needs of the community? Will involving the wider community enable you to deliver better outcomes?

Consider your target group and decide a location and a timeline for delivery (decide if you will deliver the local workshop over a period of time or in one go).

Adapt and culturalise the toolkit workshop activities for your facilitation style and community. Introduce new activities and approaches and share your adaptations with other facilitators and the British Council.

Find out if your community will be linked to other communities globally. Are there any common themes that you can work on? This could support sharing and learning.

Plan your approach to selecting participants for international travel. Only a few Active Citizens from your group will have the opportunity to travel internationally. Agree a selection policy with the Active Citizens which is fair and equitable. Choose Active Citizens who are committed to sharing their learning locally and who demonstrate commitment to social action. Emphasise that there are many ways for Active Citizens to link globally without travelling internationally.

Plan in advance your approach to supporting and mentoring social action. How will you do this? Do people in your organisation or community have skills in this area? Do you need further support? Can you involve mentors?

Recruiting Participants

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

When joining the programme participants should have:

- A strong sense of their own identity and culture
- Established local networks (e.g. social, professional, religious etc)
- Interest in learning and broadening horizons
- Be an able communicator
- Value fairness and social justice.

Age

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

Recruitment strategy

Work with your partner organisation and the British Council to ensure the programme is attractive and responds to the needs of the community. One way to promote Active Citizens is to emphasise that the programme builds intercultural, leadership, project planning and delivery skills (see Profile of an Active Citizen). In addition to this, you may want to include content that reflects local community needs. For example, skills for literacy, social entrepreneurship or the arts. Resources to support this are available in Resources section of the Active Citizens website:

<http://activecitizens.britishcouncil.org/content/resources>.

Principles to support delivery

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

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

Monitoring and evaluation

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

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

All partners are expected to complete a **partner evaluation form**. 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.

Monitoring and Evaluation is also achieved through ensuring that all participants have completed:

- **Local workshop evaluation form** (or equivalent evidence for non-literates).
- **International evaluation form** for all those participating in international events.

These documents will be 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.

Designing your Workshop

Tips for delivering your workshop

During

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

After

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

Throughout

- **Use the Active Citizens online resources and facilitators' network.** Participate in online discussions (e.g. Twitter, Facebook and Ning). Download and share resources online, and work with Active Citizens participants to enable them to do the same. Contextualised and locally adapted material can be shared with the Active Citizens Global Network by uploading it on to the Ning site into the 'Additional toolkit resources' folder. Please contact your British Council Active Citizens Country Manager to be set up on Ning.
- **Share your experiences and learning** with your local British Council office regularly. The Active Citizens team at the British Council are always looking for new stories to share with the Global Network on the Active Citizens website.

Facilitation techniques

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

Crafting brilliant questions

One of the key ingredients for meaningful conversations is the quality of the question. How we frame an issue will have an impact on the way we respond 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?' 'Do you think there are areas where young people participate less?' 'What do you think are some of the opportunities and challenges for young people to participate?' Also, the phrase '*participate in society*' was unclear. Look for alternative words or explore what you mean by the term 'participate'.

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

Encourage all 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.

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?

World café

Participants set the agenda for discussion and connect conversations.

What: the room is set up like a café with groups of people sitting around at different tables. Each table has a different question placed in the centre. Participants discuss 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.

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.

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

In a group of 30 participants you should aim for around five tables. After a minimum of 30 minutes, invite participants to move to another table. Do this at least three times.

Step two: 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's 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.

A four corners debate

This is used to demonstrate that there are different perspectives and to encourage debate. It can lead to strong opinions so be prepared for a full debrief.

Step one: Post four signs around the room (one sign in each corner): 'Strongly agree', 'Agree', 'Disagree', 'Strongly disagree'. Carefully design provocative statements which you think will help participants to explore an important Active Citizens theme.

Examples could be: *'Money will decide the future of the world, not people'* or *'Climate Change is the most important challenge facing the human race today'*.

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

Useful skills for Active Citizens

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

1. Holding our assumptions lightly

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

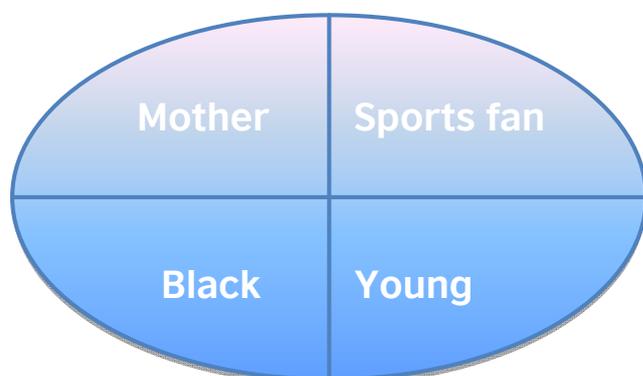
What? We make assumptions all the time. These assumptions influence our behaviour and actions, which can be positive and necessary or have negative consequences. We do not always have to think about our assumptions, but we need to reflect on them if we want to change our behaviour and actions.

2. Looking with different lenses

Using identity lenses is a way of illustrating the idea that our outlook changes when we emphasise different parts of our identities. For example approaching a conversation emphasising racial identity could lead to a different outcome than approaching a conversation emphasising our gender.

Can you think of a time when a particular part of your identity felt very strong? Why did this happen? And how did this influenced you?

For example *'when we encounter people who are different or are similar'* or *'an event which really resonated with one part of our identity.'* E.g. which made us feel more (African or British)



3. Appreciative inquiry

Appreciative Inquiry is an inspiring approach to reflection, planning and change which works through asking ‘what is working well and how do we build on it?’ It’s based on the assumption that 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.

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

Appreciative Inquiry follows a four step process:

- Step one: Discovery (discovering what is)
- Step two: Dream (what could be)
- Step three: Design (what should be)
- Step four: Delivery (action plan and execute).

More information on this approach is available on page 49.

4. Noticing and naming and being aware of our triggers

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

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

5. Ubuntu

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

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

The term Ubuntu communicates:

- 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.

6. Systems thinking

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

A system is when parts connect to give the collective group new abilities. If you connect bicycle wheels to a chain and a chain to pedals connected to a bicycle frame then you have a bicycle – this is a system. This system works together and changes to one part of the system influences the whole.

Examples of systems include:

- 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)

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.

Workshop activities

Introduction activities

Globingo (20 minutes)

Learning outcomes

1. Understand more about the programme.
2. Motivation to work as a team.

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

Materials: Bingo sheet (see handout on next page).

Approach:

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

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

Debrief:

- Go through the bingo 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 it.
- Indicate that *this activity has shown that many of the group are connected globally as well as locally.* It has also shown us that as a group we can learn by working with others.

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

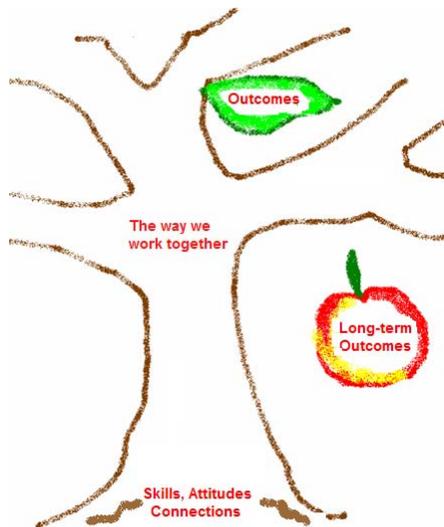
Globingo handout

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

Tree of Expectations (35 minutes)

Learning outcomes:

Understand more about Active Citizens and share expectations about the local workshop.



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

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

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

Materials: Flip chart, post-it notes

Approach:

1. Stick at least four flipchart sheets together and draw a large tree, see picture below. Place this tree on the wall with a large space (one metre) around and below.
2. Ask participants to write what they want to have achieved by the end of this event and place them as **Leaves**, and what they want the programme to achieve in the long term and place them as **Fruit**.
3. Summarise the outcomes for the group.
4. Share the programme agenda for the workshop
5. Explain how the expectations given by the participants are linked to the programme agenda and vision. Finally invite participants to give suggestions for the guidelines for the group to work well together e.g. 'respect each other's opinion', 'turn off mobile phones'. Place these around the **Trunk**.

Please write in large capital letters

Name:

Attitudes / talents / skills you are bringing to this workshop. (Please list no more than three).

Hopes or aspirations you hold for yourself or your community. (No more than three).

Any links or connections you feel might be useful for the group. (No more than three).

One thing you would like people to know about you.

One thing you believe everyone should know about your community.

Baseline targets (ten minutes)

Learning outcomes:

Informs the facilitator about the group's knowledge.

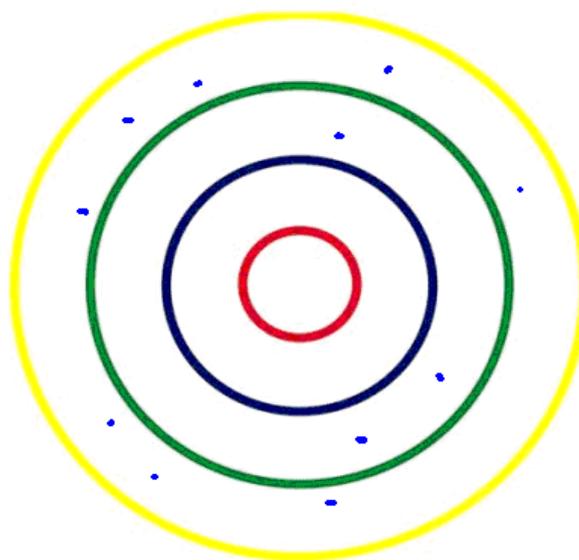
Summary: Participants indicate how much they know through placing dots on a target.

Materials: Target rings and outcomes from the Tree of Expectations, flip chart, post-it notes.

Approach:

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

Expectation: Understand the Active Citizens programme and my role



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

Tree of Expectations - the roots (20 minutes)

Learning outcomes:

1. Have curiosity.
2. Have a better understanding of the relationship between personal and local.

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

Materials The statements below written in large

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

‘It takes a village to raise a child.’

Approach:

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

Alternative approach:

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

The Active Citizens vision and our communities (One hour 30 minutes)

Learning outcomes:

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

Summary: This activity allows participants to connect with the Active Citizens vision and explore how it looks locally. Participants write and draw their reflections on the challenges and opportunities to achieve the vision locally before placing them on the wall and carrying out a gallery walk (see page 21).

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

The Active Citizens vision: **‘A world where people feel empowered to engage peaceably and effectively with others in the sustainable development of their communities’.**

It has at its core two key ideas:

1. Building trust and understanding locally and globally.
2. Sustainable development. When working with a community, facilitators may find it useful to uncover other terms which reflect the same spirit or meaning and are embedded in local language and customs.

Approach:

1. Split into smaller groups (five or six participants).
2. Identify which groups will focus on ‘building trust and understanding’ and which will focus on ‘sustainable development’ (link).
3. In their groups, participants discuss what they understand by ‘building trust and understanding’ or ‘sustainable development’.
4. 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’.
5. After a further 20 minutes, ask the groups to capture these challenges by writing or illustrating them on sheets of paper.
6. Repeat steps four and five, but this time ask the groups to focus on stories of success and principles of success.
7. Place the text and images on the wall, in separate sections for ‘trust and understanding’ and ‘sustainable development’. Invite participants to take a gallery walk (see page 21) with people from other groups.

Debrief participants:

- What was the key learning? What inspired the group?
- Do they see any relationship between the two topics building trust and understanding and sustainable development?

- Point out that the vision of Active Citizens is their vision for building trust, understanding and sustainable development as outlined on the wall.

Sustainable development, sounds complicated! The group may find the below useful.

Sustainable development is *meeting the needs of the present without compromising the ability of future generations to meet their own needs* (**World Commission on Environment and Development 1987**).

AC River – building skills and knowledge (50 minutes)

Learning outcomes:

Understand more about the programme.

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

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

Preparation:

Flipchart river - Place five separate flip charts horizontally in a row (see the diagram below). Now draw the outline of a river across all these five flipcharts.

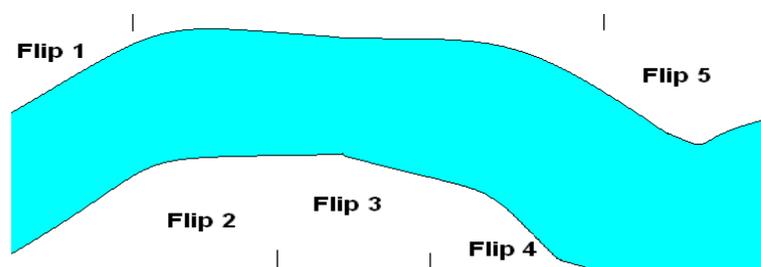
In the top corner of each flipchart write the module heading.

For example on:

- Flip one - 'Me. Identity and Culture'
- Flip two - 'Me and you. Dialogue'
- Flip three - 'We Together. Active Citizenship'
- Flip four - 'Project Planning' flip five 'Delivering projects connecting globally'.

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

Vision star: Draw a star and write the vision of the programme in it. Place it where everyone can see.



Approach:

Tell participants we are going to visualize Active Citizens as a journey on a river. The journey will take us on an exploration of personal to local to global. Throughout the journey we'll build skills and knowledge as Active Citizens to achieve our vision.

Explain the process: participants visit the five flip charts which are posted up around the room. Each of them represents a stage in the journey and has an area to write in the centre. Connected together they form a river. Participants write about why learning more about this could help us to work towards the vision of the programme on each flip chart.

Ask the group to gallery walk (see page 21) in pairs reflecting on the comments.

Debrief:

- What were some of the key points that emerged?
- What is the flow of the river? How does stage one (Me / Identity and culture) helps us to achieve stage two (Me and you / dialogue) and so on.
- Are there any broad principles which could support us on our journey?

Active Citizens are...? (one hour)

Learning outcomes:

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

Summary: This activity gives participants an experience of the challenges and opportunities of learning and sharing with other people. Using a Think Pair Share approach, participants of the four key characteristics of an Active Citizen before engaging in dialogue and negotiation to agree them as a whole group.

Materials: Paper and pens

Approach:

1. Tell the group, we're going to explore the key characteristics of an Active Citizen and that it is going to be challenging for us as individuals and as a group. We will reflect on these challenges after the exercise.
2. Ask the participants to, on their own, think of four words that are the 'the four most important characteristics of an Active Citizen'. It is very important that the group do not use sentences or phrases. Each word should be a possible answer to the question: *'a real active citizen should be...'*
3. After the group have four words each, split them into pairs and ask each pair to agree on just four words for 'a real active citizen should be...'.
be...'
4. Ask them to form a group of four with another pair. 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 in plenary: (example answers in italics)

- Explain that the words the group has been using some of the attitudes and skills that the Active Citizens programme wants to build. Let's reflect on the challenges and opportunities of working with others.
- **How did you feel?** E.g. pleased with the discussion, frustrated, proud, excluded.
- **What were you doing in this exercise?** E.g. negotiating, reflecting, making decisions, discovering different interpretations, coming to consensus.
- **What contributed to us feeling this way?** ... We needed a facilitator, the full process wasn't explained at the beginning, we worked as a team, there wasn't enough time, some people were speaking all the time, we ensured that everyone had an opportunity to speak.

- **What would have helped the process to be more successful?** Think about our attitudes and our approaches to negotiation. e.g. We need to be clear about the process we're using, it can be useful to have a facilitator, dialogue takes time, the way the seats are arranged is important, the way people speak and 'body language' can all have an effect on a discussion. We should respect other people's opinions. Separating ourselves into groups created tension between different groups this is important when we think about working with different cultures.
- **What are the advantages of this process?** Good things E.g. You can achieve some consensus about Active Citizens. Brings to light different interpretations. Deepens the groups understanding of how to negotiate and work with each other. Forms new alliances which were based on words people preferred, and therefore not based on race, culture etc. . We think first as individuals and therefore form our own opinions before entering into a group discussion. Everyone had an opportunity to speak so more committed to outcomes.
- **What's negative about this process?** e.g. Why reduce a complex idea to just a few words? Is agreement always important? Shouldn't we respect differences of opinion? Participation takes time and you may not come to an agreement.

Active Citizens case studies

A lot from a little in Sudan:

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

In areas with little access to electricity, let alone the internet, one of the Active Citizens projects is to provide electric generators.

There are also plans to hold IT workshops in which participants can learn computer and internet skills, enabling them to come into virtual contact with people and information from other parts of the world for the first time. So far 33 Active Citizens participants are residents of Al Fateh, working as six groups. Each group is developing a project that aids their community.

Lending an ear in South Africa and the United Kingdom:

'We talk about equal rights all the time,' says award-winning dance choreographer Gladys Agulhas. 'So why aren't disabled people more included?' Gladys is the founder of Agulhas Theatre Works (ATW), a contemporary dance company based in Eldorado Park, South Africa. During an Active Citizens exchange visit to Bradford in the UK, Gladys shared ideas with Sue Scott who works with Bradford Talking Media (BTM), an organisation that provides people with audio information such as talking magazines and books.

'I was really interested in BTM's activities,' says Gladys. 'It's very challenging in my community for blind people because there is little aimed at stimulating them. I think there's a need in South Africa for more resources like this to integrate them. That's why I thought, why not set up something like Sue's audio library where I live?' Back in South Africa, Gladys and her colleagues are acting on their inspiration: 'I want to take full advantage of this network,' she says. 'I'm not just talking about developing skills via the workshops but also developing long-term friendships.'

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

Me (Identity and culture)

Workshop activities

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

For information on 'assumptions', 'appreciative approaches', 'looking with different lenses' and 'noticing and naming' see page 23.

Me and my identity (one hour 30 minutes)

Learning outcomes:

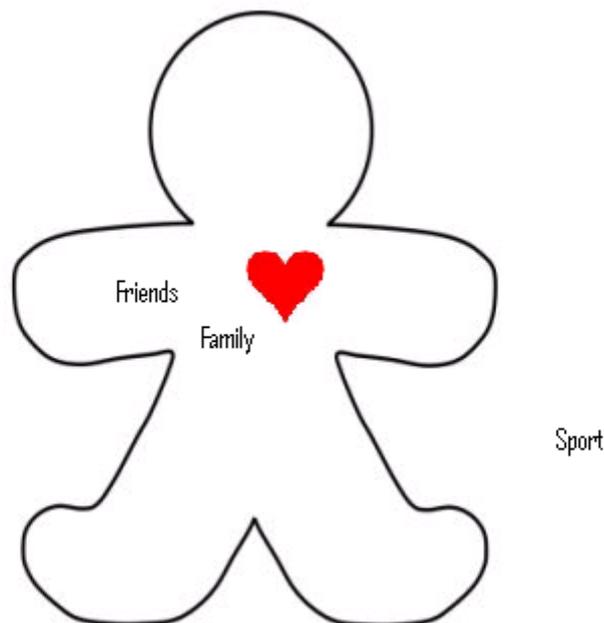
1. Have a strong sense of our own cultures and identity.
2. Have a better understanding of how our sense of identity and cultures are formed and change.
3. Have curiosity and value difference.
4. Have a better understanding of the relationship between personal, local and global connections.

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

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

Approach:

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

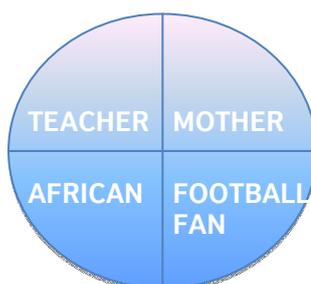


4. Ask the group to get into pairs and share something about themselves.
5. Place the images around the room and gallery walk (see page 21).

Debrief:

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

Looking with different identity lenses:



Approach 2:

1. Tell the group that using identity lenses is a way of illustrating the idea that our outlook changes when we emphasise different parts of our identities. For example approaching a conversation emphasising racial identity could lead to a different outcome than approaching a conversation emphasising our gender identity.
2. Discuss this idea in pairs. Can you think of a time when a particular part of your identity felt very strong? Why did this happen? And how this influenced you? For example 'when we encounter people who are different or are similar' or 'an event which really resonated with one part of our identity.' Perhaps something which made us feel more (African, British etc.),
3. How and when do we think looking with different identity 'lenses' could help us as Active Citizens?
4. Introduce the statement: 'what we focus on becomes our reality'. What do we understand about this statement? How might this idea inspire us as Active Citizens? Ask the group to 'Think, Pair, Share' (see page 20)
5. Inform the group we have just revealed something about ourselves to others in the group. Active Citizens aims to build trust and understanding locally and globally. This relies on building a better understanding of each other.

Visible and hidden parts of our identities (30 minutes)

Learning outcomes:

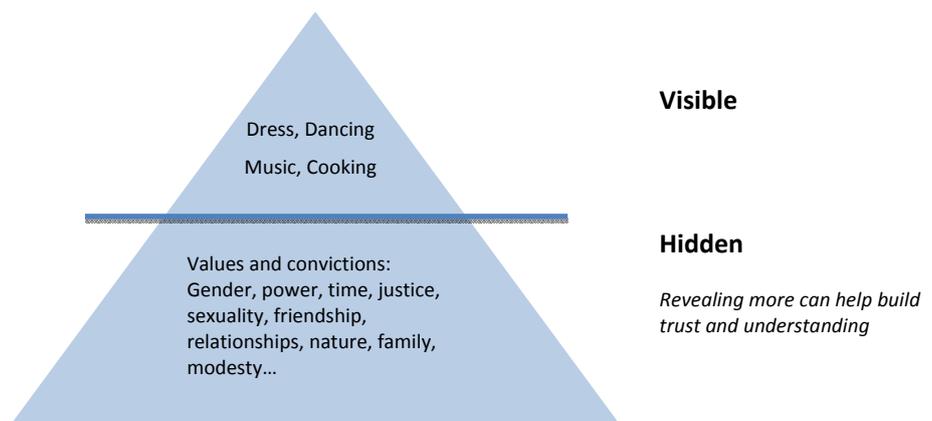
1. Have a strong sense of our own cultures and identity.
2. Have a better understanding of how our sense of identity and cultures are formed and change.
3. Have curiosity and value difference.

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

Materials: The outline drawing of the identity iceberg.

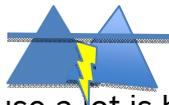
Approach:

1. In the activity 'Me and My Identity' we 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:



Debrief:

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



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

Power of assumptions (45 minutes)

Learning outcomes:

1. Have a strong sense of our own cultures and identity.
2. Have a better understanding of how our sense of identity and cultures are formed and change.
3. Have curiosity and value difference.

Summary: This activity introduces participants to the idea of assumptions and explores how assumptions drive our behaviour. It helps participants choose assumptions to guide our behaviour differently. Participants explore the meaning and influence of assumptions.

Approach:

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

Approach 2: (to look more in detail)

1. Each participant 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
2. In pairs discuss the two sides.
3. What do you think are some of the assumptions that others hold about you?
4. What are some of the assumptions we hold about others?
5. What are the values and the risks of holding assumptions?
6. Why is it important as Active Citizens to be able to 'hold our assumptions lightly?'

Debrief:

- When we speak to a person, they notice and make assumptions about us. We also make assumptions about the people we communicate with. The assumptions we hold influence the way we behave.
- We have the power to choose the assumptions that we hold.
- A common assumption in some communities is that either: we have nothing to learn or, that we have nothing to share with others.
- End the session with participants clear that assumptions are normal, we often don't even pay attention to them, but we have a choice about the assumptions we hold and how we hold them: we can choose to hold them lightly.
- Share with the participants that one of the assumptions you are going to invite them to hold is appreciation, good will and good intent.

Holding assumptions lightly: a case study of social action

Gill Dowsett, Participant in the Interaction Programme 2008–09, UK

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

She has witnessed the impact of the arts in her work with Theatr Fforwm Cymru in Wales. This educational charity uses theatre, based on real stories and issues, to promote understanding and empathy within communities. Gill's initiative highlighted the difficulties experienced by asylum seekers and refugees in Wales in a bid to influence policy makers.

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

Ten performances were held in 2009, culminating in shows during Refugee Week. The plays were shown in four areas in Wales with high concentrations of refugees – Newport, Wrexham, Cardiff and Swansea. Plays were also held in four schools.

An estimated 200 people were directly involved in the project, and included members of refugee communities and charities. The initiative also reached out to a further 200 people who were audience members.

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

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

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

The meaning of appreciative inquiry (25 minutes)

Learning outcomes:

1. Feel more motivated and able to share with and learn from others
2. Have curiosity and value difference.

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

Materials: Definition of appreciative inquiry.

Approach:

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

An appreciative approach to our communities: The wall of greatness (60 minutes)

Learning outcomes:

1. Have a better understanding of the relationship between personal, local and global connections.
2. Have a strong sense of our own cultures and identity.
3. Feel more motivated and able to share with and learn from others.
4. Have curiosity and value difference.

Summary: An ‘appreciative’ approach to thinking about our cultures. Participants write, drawn and present what makes them proud about their communities followed by a gallery walk (see page 21)

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

Approach:

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

Debrief:

- What did people feel during that activity? Why?
- How was the experience of being appreciative? Why?
- Have we altered any of our assumptions about the communities we encountered?
- What was inspiring? Did we all have something to learn and something to share? Ask for examples.
- Are there any things which we feel we would like to share about our communities globally?

- Are there any things which we feel we would like to learn from other communities around the world?
- Did any inspiration for personal or social action emerge in the conversations?

Example: as Active Citizens we have lots to learn from activists from around the world, from:

- Gandhi (Indian) we can learn about non-violence and political organisation
- Kwame Nkrumah (Ghana) we can learn about youth and independence movements
- Thomas Mann (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.

The power of questions (30 minutes)

Learning outcomes:

1. Have curiosity and value difference.
2. Feel more motivated and able to share with and learn from others.

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

Approach:

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

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

The questioner within (one hour)

Learning outcomes:

1. Have curiosity and value difference.
2. Feel more motivated and able to share with and learn from others.

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

Materials: Print copies of the Appreciative Interview Sheet for everyone following this exercise

Approach:

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

Judge

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

Creator

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

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

Approach 2: Appreciative Interview (45 minutes)

1. The Facilitator talks briefly about the kinds of questions in a 4D cycle
 - a. **Discovery questions** (liberating questions, the root cause question, instead questions, how questions, mining for diamond questions)
 - b. **Dream questions** (continuity questions, imagining questions)
2. **Design questions** (action questions)
3. **Destiny questions** (how questions, on-track questions).
4. In pairs, the Facilitator invites participants to conduct an appreciative interview using the Appreciative Interview Sheet below. The sheet should be distributed to each participant at this point.
5. The Facilitator takes insights from the Appreciative Interview exercise.
6. The Facilitator ends the session by asking participants to reflect on any new insights they have gained on the power and importance of questions and how we frame them.

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

Appreciative inquiry sheet

Power of questions

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

Tell this as a one minute story of best experience and give the story a name. Some tips to help are below.

Discovery

These questions support 'mining for gems' or root causes.

- What was going on at the time (context); what influenced events?
- Who was involved?
- What was the inspirational/transformational element or ingredient?
- What strengths, skills, insights, and values did you specifically bring or gain from the experience?

These are the continuation questions – taking the best of the past to the future.

- What did you most value from this experience that you would want to take to the future?
- How did that make you feel?
- What impact did what you describe have on others?
- Tell me your specific contribution...

Dream questions

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

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

Design questions

Based on what you have just said, what is one small step that you could take that would help you move towards the dreamed future you just described?

Who could support you in this? What help and resources are there to help make this happen?

Give the story a memorable name that sums up the high point for you.

Destiny questions

How will you know you have achieved your dreamed of future?

What is different (behaviour, action, service delivery)? Are you able to measure, see, and feel the difference? What happens next?

Feedback and reflection (one hour)

Learning outcomes:

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

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

Approach:

1. Get participants into two circles (carousels), with the people in the inner circle facing those in the outer circle for the first round. Spin the wheels so that people are opposite a new partner for subsequent rounds.
2. 'You have got first impressions of everyone in this group today. Thinking about the person you are now looking at, what is the one thing you notice about how they made a positive contribution to our community of Active Citizens?'
3. Allow each pair to discuss what they noticed about each other for three minutes and 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. Allow one minute to get the group noticing how they are feeling.

Debrief:

- How did it feel to share that feedback?
- What do you normally associate with feedback (for example what feelings, situations, language, how we usually respond etc.)?
- What made it different and valuable today?
- How do we want to work with feedback in this community?
- In closing, the Facilitator draws out the following points:
 - 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 take first impressions of us all the time. Whether we think they are 'right' or 'wrong', it is valuable for us to be aware of the impression we create
 - Acknowledge that feedback is also valuable to challenge inappropriate behaviour (today we have just shared feedback recognising our strength).

Approach two:

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

Me and You (Dialogue)

Workshop activities

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

Elephant and the blind men (ten minutes)

Learning outcomes:

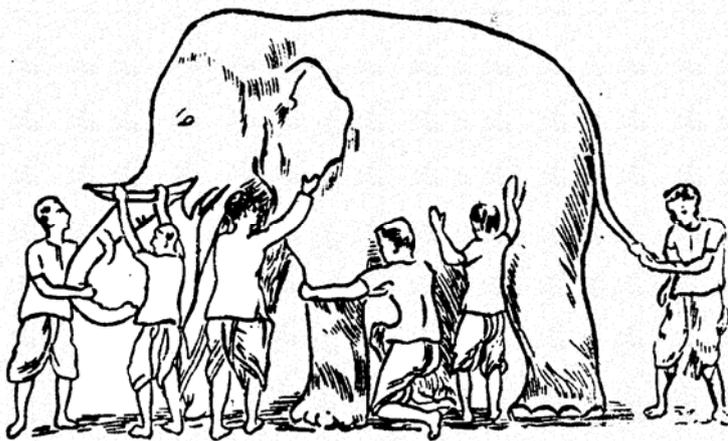
Feel more motivated and able to share with and learn from others.

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

Approach:

Share this story with the group.

Once upon a time, there lived six blind men in a village. One day the villagers told them, 'Hey, there is an elephant in the village today.' They had no idea what an elephant is. They decided, 'Even though we would not be able to see it, let us go and feel it anyway.' All of them went where the elephant was. Every one of them touched the elephant.



'Hey, the elephant is a pillar,' said the first man who touched his leg.

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

'Oh, no! It is like a thick branch of a tree,' said the third man who touched the

trunk of the elephant.

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

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

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

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

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

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

Appreciating difference (45 minutes)

Learning outcomes:

1. Have curiosity and value difference.
2. Feel more motivated and able to share with and learn from others.

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

Materials: Flip chart.

Approach:

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

Debrief:

Bring the group back together after 15 minutes and facilitate a review of what can support you in working with difference. Try to keep participants from simply retelling their stories by asking the following questions that will focus their attention on what works well:

- What have you noticed, about what helps people to work well with differences?
- What were things that were common in your stories?
- What surprised you? What was your personal discovery about what may help us to appreciate and work with differences?
- What have we experienced so far in Active Citizens that could help us to work effectively with difference?

Exploring cultural baggage (45 minutes)

Learning outcomes:

1. Have curiosity and value difference.
2. Feel more motivated and able to share with and learn from others.

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

Materials: A4 paper, pens,

Approach:

1. Reflect on the points raised by the group about how to work effectively with difference. Introduce the idea that acknowledging 'cultural baggage' can help us to have effective conversations with difference.
2. Introduce the idea of cultural baggage: what we carry with us from our culture that influences our outlook. Perhaps it's from history, religion, occupation, politics, and national character. They can be generally positive and negative influences. The facilitator can share an example from their life.
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:
5. What they have written
6. Why they have identified it as cultural baggage
7. Where it comes from - a particular cultural dimension, history, religion, colonial expansionism, occupation, politics, revolution, evolution, national character?
8. Whether it is broadly positive or negative?
9. Whether it ever gets in the way, clouds judgement, affects decisions, leads to exclusion?
10. The facilitator invites the group to reflect on how acknowledging our cultural baggage could help us to communicate with difference (people who are different from us).

Listening at three levels (45 minutes)

Learning outcomes:

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

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

Materials: Paper, pens

Approach:

1. Facilitator shares that in this activity we explore the idea and value of 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). This type of listening involves listening from a place of empathy and suspending your own judgment[s] in order to be able to look at the issue with different lenses and 're-frame' the understanding of the issue.
3. Split the group into groups of four. One person volunteers a story that they are comfortable to share of 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 role 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 story teller to share their story.
6. Now ask the participants to share what they heard. Try to avoid them just re-telling the story and to focus on giving just the information related to their role (i.e. either the facts, feelings or the purpose behind why the storyteller shared their story).

Debrief:

- How did you find the practice of listening at different levels? What was valuable about this process?
- Are there different ways the story can be interpreted? Has the storyteller learned anything through this process?
- Re-framing (reinterpreting stories or questions) is using different lenses to help people to move from a 'Point of view' to 'Points of viewing'. Re-framing can be a useful tool to open up possibilities, allowing people to move on and facilitating change. The purpose of re-framing is to help people see that there could be multiple realities to their event. As we discovered in 'Me and My Identity', emphasising a part of our identity during a conversation can also influence the way we experience it. As Active Citizens, how will you listen for more than the facts?

The power of body language (30 minutes)

Learning outcomes:

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

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

Materials: The last activity requires chopsticks

Approach: Walking conversations

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

Debrief:

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

Approach: Feeling lines

Caution this activity can be culturally sensitive and emotional!

1. Split participants into two lines facing each other, Line A and Line B separated by at least 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).
2. The partners look into each others eyes for 30 seconds.
3. Line A- 'what feeling are you experiencing towards the person opposite? Adopt an honest position or gesture which reflects this feeling (let it be natural, not exaggerated). You can move towards them if you want. Stay focused on the other person. Is the feeling changing? Then change your body posture.'
4. The Facilitator let's this happen for a few minutes, then switches so that Line B does the same with Line A.

Debrief:

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

Approach: Chopsticks

1. Each person should find a partner.
2. Each pair is given a chopstick.
3. They are then asked to hold the chopstick up between them, by each placing just one of their fingers on one end of the chopsticks. The chopstick is now suspended between the two index fingers of the pair.
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 them feel? What does this tell us about making connections and working together? E.g. finding a rhythm where we are moving together, building unspoken patterns of working together. Challenges in building trust.

Giving our opinion (one hour 15 minutes)

Learning outcomes:

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

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

Approach:

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

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

- **'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

Approach: Role play

1. Split the group into four. Tell them they have 15 minutes to complete the following task. Explain the how the process will work.
2. Groups one and two work alone to come up with a three to five minute role play scenario where a situation or conversation escalates into conflict. Here are two scenarios: Somebody borrowed property without asking first, somebody said something hurtful to a friend about you.
3. Groups three and four work alone to think of how in a possible conflict scenario we could express our opinions in a way which would help to resolve the situation. They should practice examples of how they would respond, paying attention to the language they use and body language.
4. Put each performance group together with an expressing opinions group. You should now have two groups.
5. The performances are delivered and five minutes are given for the expressing opinions groups to discuss the conflict scenario they have just witnessed and plan an 'intervention'.
6. Interventions: This where the performance is repeated and a member of the expressing opinions groups make an intervention. An intervention is when someone calls out 'freeze'. The role play freezes and the audience member takes 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
7. Tell performance groups to avoid making it easy and no unrealistic magical solutions should be used – it should feel real.
8. One rule is that no one may offer violence as a solution.
9. It is best to have a facilitator present at each role play.

Debrief:

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

Reflection

Learning outcomes:

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

Approach:

1. Use the Think, Pair, Share method (see page 20)
2. What are some of the skills, attitudes and behaviours we have cultivated through Active Citizens so far?
 - Curiosity
 - Empathy
 - Openness
 - Valuing difference
 - Holding our assumptions lightly
 - Asking appreciative questions
 - Acknowledging cultural baggage
 - Revealing parts of our hidden identities
 - Listening at different levels
 - Being aware of the identity lenses we are using
 - Holding multiple viewpoints

Moving forward through dialogue

Learning outcomes:

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

Approach:

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

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

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

→ page 142

Is there a desire to engage with issues of conflict and conflict transformation?

→ page 138

Do participants want to practice planning and hosting a dialogue?

→ page 148

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

→ page 86

Debrief:

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

We together (Local and global citizenship)

Workshop activities

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

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

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

Ubuntu – exploring our connectedness (30 minutes)

Learning outcomes:

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

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

Materials: Meaning of Ubuntu written up.

Approach:

1. Introduce the idea of Ubuntu
2. Ubuntu is a word used by the Archbishop Desmond Tutu with origins in Bantu related languages in Southern Africa it means **‘I am, because you are because we are’**.
3. ‘A person with Ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good, for he or she has a proper self-assurance that comes from knowing that he or she belongs in a greater whole and is diminished when others are humiliated or diminished’ Desmond Tutu
4. What do you understand by the term Ubuntu?
 - a. Interconnectedness
 - b. In the Ubuntu way of seeing the world there is no disconnect - the individual is both whole in his/her own right and part of the wider whole, both intrinsically linked.
5. Can you think of any examples of Ubuntu at work?

Debrief:

How could thinking of Ubuntu help us moving forward as Active Citizens?

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

The systems we are part of (45 minutes)

Learning outcomes:

Have a better understanding of the relationship between personal, local and global connections.

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

Materials: Explanation of the term 'systems'.

Approach:

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

- The vehicles that travel on roads use oil, which is a global business
- Local economies connect to national economies, which link globally.

Debrief:

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

Examples of global-local systems

Area	Some suggestions
Technology 	<p><i>Internet:</i> In the last 15 years the number of people who have used the internet has grown from less than one per cent to more than 25 per cent of the world's population.</p> <p><i>Mobile phones:</i> were first mass-marketed in the 1990's. Six in every ten people now have mobile phone subscriptions.</p>
Economy 	<p><i>Growth of international trade and multinational corporations.</i> There are multinational corporations that 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>
Politics 	<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>
Environment 	<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>
Culture 	<p><i>Pop culture:</i> global trends in style, image and the way we communicate transcend traditional cultural barriers such as language and religion. Two examples: 'Facebook' the social networking website has over 500 million users from hundreds of countries. Reality television programmes have become massively popular around the world over the last ten years. The ideas for these television programmes have been shared amongst different countries, the most common format being 'find our nations next music superstar!'</p>

Systems triangle game (50 minutes)

Learning outcomes:

1. Have deepened their understanding of local and global systems
2. Be more effective in tackling social issues in our communities.

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

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

Approach (stage one):

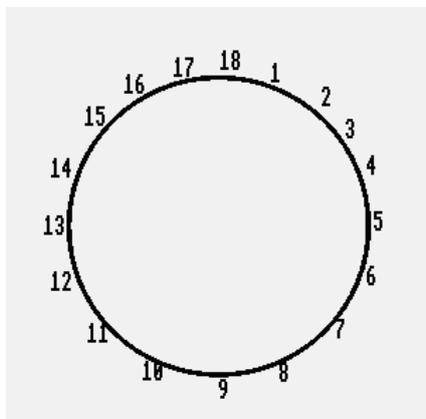
1. Inform the participants that we are now going to explore how to work with systems.
2. Every participant stands in a circle.
3. Give each participant a post-it with one number on it, the number should be from 1 – 30 (for a group of 30 participants).
4. Ask everyone to mentally choose two people in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

Approach (stage two):

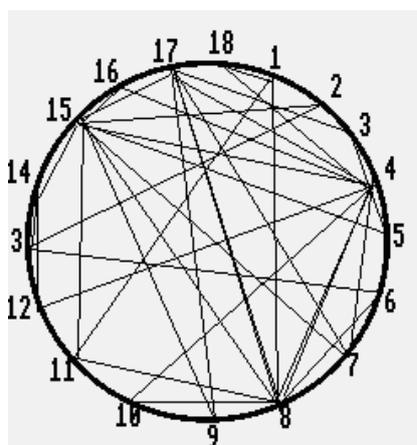
1. Wait for the participants to stop moving (the system settles).
2. Once the participants have stopped moving the Facilitator can move one person and leave them to settle for a second time.
3. If there is enough time, repeat on two or three more occasions by moving someone different and asking participants to observe what happens to the whole system each time.

Debrief:

- Stop the exercise and then invite people to gather around the circular chart (like a clock but with the number 1 – 30 written around it clockwise).



- On the chart, ask participants to draw two lines. A line from their number on the chart to each of their reference point numbers.
- The circular chart should now look like the below.



- Ask the group to identify who had the greatest leverage on this system? (The most connections to other people in the group). Did you notice that when you move these people it affects the whole system?
- Who were the balancing points (those with fewer references)? Are there people in the system that seemingly have few connections but could have a lot of influence? How would this happen?
- Ask participants 'what have we seen about systems in this exercise?' 'Draw out ideas around the fact that you can be much more efficient as a leader in the interventions you make if you know your system.' 'You can avoid unintended consequences and make no impact if that is your goal'. 'You can make one intervention rather than 20 to have a huge impact' etc.
- What is the importance of finding the leverage points as revealed by the exercise? 'When some people move, only minor or even no

changes happen, when some other people move, huge changes of the whole system follow soon'. 'Emphasise the belief that all people in the group have a great potential to be the leverage points in their own systems'.

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

Approach 2: Systems and our communities

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

Systems thinking in planning action

Challenge of having an impact on systems	Active Citizens can work with systems by:
'It can feel too big to change'	Focus on tweaking for big results. What are the leverage points where you can have an impact?
'They are complex' and our actions can lead to unintended consequences	Systems are complex. Test out different ideas. Make sure you evaluate the impact and act on your learning.
We only see what we expect to see	Change lenses 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	<i>Look at the bigger picture</i>

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

The Grapes of Wrath – Story about a system

A farmer is facing eviction from his house and land by a tractor driver sent by the bank:

Tractor driver to the farmer: *It's not me. There's nothing I can do. I'll lose my job if I don't do it. And look—suppose you kill me? They'll just hang you, but long before you're hung there'll be another guy on the tractor, and he'll bump the house down. You're not killing the right guy.'*

Farmer: *'Who gave you orders? I'll go after him. He's the one to kill'*

Tractor driver: *'You're wrong. He got his orders from the bank. The bank told them: 'Clear those people out or it's your job.'*

Farmer: *'Well, there's a president of the bank. There's a Board of Directors...'*

Tractor driver: *'Fellow was telling me that the bank gets orders from the East. The orders were: 'Make the land show profit or we'll close you up.'*

Farmer: *'But where does it stop? I don't aim to starve to death before I kill the man that's starving me.'*

Tractor Driver: *'I don't know. Maybe there's nobody to shoot. Maybe the thing isn't man at all.'*

Farmer: *'I got to figure,' the tenant said... 'There's some way to stop this. It's not like lightning or earthquakes. We've got a bad thing made by men, and by God that's something we can change.'*

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

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

Systems thinking case study

Building bridges between police and youth

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

In 2008, relations between police and students Sierra Leone hit an all-time low.

At a series of sporting events between high schools, students armed with rudimentary weapons such as knives, picks and rocks turned on police officers who were there to maintain peace. It was the culmination of tensions that had existed for years.

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

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

The youth group's president has been given 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.

Power and Active Citizens (two hours)

Learning outcomes:

1. Have a better understanding of the relationship between personal, local and global connections.
2. Be more effective in tackling social issues in our communities.

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

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

Approach:

1. Share with the group: 'As a group we have been exploring our connectedness. The systems and relationships we are part of hold power relations (influence is not equal or static in our web of connectedness). Thinking about power can help us to think about who we need to work with and influence and what we need to be careful about when planning social action.'
2. Open a discussion 'what is power?' power is everywhere, knowledge, choice, influence, the ability or capacity to perform or act effectively
3. Share with the group: 'power is seen as productive and positive, and not only as restrictive and negative. For example: 'empowering' people to help themselves.'
4. Ask the group Think, Pair, Share (see page 20) about a time when you felt empowered. What happened? What was the setting? Who were the characters? What feelings and emotions did you or other people experience?
5. How was the empowerment achieved? What does this tell us about power?
6. Do Active Citizens have power? In what way? In the choices we make, in the principles we hold, as part of a larger network, the tools, resources and access we have.
7. What do we need to be careful about in holding power? The facilitator can explore more deeply some of the following ideas: seeing power as the purpose, abusing power, acting for others.
8. What learning can we take from this activity which will help us as Active Citizens?

Approach two: Who decides in our community?

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

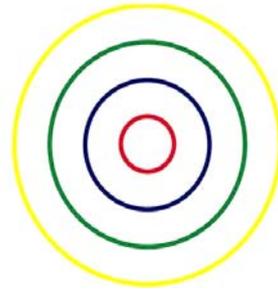
Who decides...?

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?	

Approach three: who has got power in our community locally to globally?

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

1. Draw a circle the size of a football



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

Debrief:

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

Note for facilitator as the group move forward to identifying social action, reflecting on power can help the group when reflecting on important topics such as:

- Achieving meaningful participation - what is participation and what are the challenges of making it real?
- Applying a rights-based approach - what are rights-based approaches, and what are the challenges of achieving rights?
- Strengthening citizenship or democracy – what is citizenship (or what is democracy) and what are the challenges of strengthening it?
- Strengthening civil society – what is civil society, why strengthen it, and what are the challenges of doing this?
- Empowerment of a marginalised group – what are the specific challenges facing a particular group, or efforts to mobilise, gain power or equality?

- Facilitating organisational change – what needs to change in your workplace or organisation, what are the power dynamics and what are the challenges and opportunities for change?

Examples from www.powercube.net, workshop one by Jethro Petit.

Identifying where to make an intervention through social action

Learning outcomes:

Feel motivated to take action for lasting social change that benefits the wider community.

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

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.

- Social action projects don't have to be big or costly projects, they're often more effective when they're small, strategic interventions (tweaks) which benefit the wider community.
 - The way in which you choose your social action and plan the activities is important. The process and approach is often an important part of the outcomes. This is an opportunity to use the knowledge, skills and attitudes you have gained as Active Citizens, exploring different perspectives, involving and empowering others and practicing leadership. By ensuring the program is 'owned' by a broad diverse group you can help to increase the impact and sustainability of the social action.
 - Choosing not just to focus on the problems but also recognising the opportunities and assets your community 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. 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.

Reflecting in the group on interventions which could make a lasting difference in the wider community.

Undertaking research in the local community.

Principles

Learning outcomes:

1. Have a sense of responsibility towards sustainable development
2. Feel motivated to take action for lasting social change that benefits the wider community
3. Be more effective in tackling social issues in our communities.

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

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. A good principle for an Active Citizen is something which can be applied locally and globally.
3. On their own participants reflect on the workshop. What are some key principles we want to adopt for ourselves? (Use learning from this workshop).
4. After ten minutes, share what we feel willing to share in pairs.
5. Now ask the group to think in groups of four about key principles that will help our group be effective. They should be principles which can be applied locally or globally.
6. Deciding principles for the group:
 - Share these and enter into dialogue to agree some key principles. You can do this in plenary or you can use the 'Four Words' process we used on day one.

When deciding the group's principles:

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

Here's some examples the group may want to consider:

- The principle of Ubuntu
- The principle of holding our assumptions lightly
- 'Fairness, Respect, Equality, and Dignity' from the Universal Declaration of Human Rights.

Further examples:

Being culturally sensitive: *policy and action should be culturally sensitive.*

Cultural sensitivity means enabling different cultures to live together. To achieve this we need to challenge stereotypes, develop heightened cultural awareness including what different cultures have to offer, take inequalities into account, empower different cultures to be opinion-formers and give different cultures the opportunity to determine their own lifestyle.

Gender and youth sensitivity: *policy and action should be gender and youth sensitive.*

See above cultural sensitivity, apply to gender and youth.

Cooperation and mutual solutions:

Communities and governments should support 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.

Preparing for a community engagement visit (30 minutes)

Learning outcomes:

1. Feel motivated to take action for lasting social change that benefits the wider community
2. Be more effective in tackling social issues in our communities.

Summary:

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

Approach:

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 community that has leaders with great leadership stories and willing to share experiences with participants.
3. The Facilitator will ask the participants to get into 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. They will discuss the following:
 - What they would like to achieve through the visit
 - What impact they would like to make in the organisation or community visited?
 - 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?

The community mapping approach (one hour)

Learning outcomes:

1. Feel motivated to take action for lasting social change that benefits the wider community
2. Be more effective in tackling social issues in our communities.

Summary:

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

Materials: Paper, coloured pens.

Approach:

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

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

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

Research in the community

Learning outcomes:

1. Feel motivated to take action for lasting social change that benefits the wider community
2. Be more effective in tackling social issues in our communities.

Summary:

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

Approach:

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

Task one: Mapping and identifying concerns – asking questions in the community

Outcome: a list of concerns related to issue at hand and a tentative naming of the problem.

Task two: Grouping similar concerns and perspectives

Outcome: clusters of concerns.

Task three: Naming the problem

Outcome: a statement that describes the common problem.

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

Community research approaches

Chatting and listening

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

Semi-structured interviewing

This tool enables greater understanding of the issues. It involves sitting down with key people in a community in order to discuss their knowledge, experience and understanding of the issues. Key people might include health workers, traders, religious leaders, heads of village committees and teachers. These people might be those who are already involved in trying to get things done, those who the community or individuals turn to in times of crisis or those who are seen as the 'heart' of the community. At this stage, you are not speaking to everyone or gaining consensus, but trying to build up a clearer picture of needs. Use open ended questions such as:

- What are the main problems you come across in your area of work?
- What are some of the most common illnesses (if health worker) reasons for not going to school (teacher) etc?
- What are the main pressures that people are facing in the community?
- What simple measures could be taken to improve the situation?

Focus groups

This tool is used with a group of people and helps them to understand some of the needs and problems that people face. A focus group is when you assemble a group of individuals to discuss and respond to questions. It can enable people with different views to discuss their differences, challenge assumptions and start to come to a collective understanding of the needs of the community. It also means that the community explore issues together right from the start. Questions could include:

- What are the main pressures that people in the community are facing?
- What simple measures could be taken to improve the situation?
- If you could change one thing in this community, what would it be? Why?

Agreeing priority needs

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

Approach:

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

Visioning the changes you want to see (90 minutes)

Learning outcomes:

1. Feel motivated to take action for lasting social change that benefits the wider community
2. Be more effective in tackling social issues in our communities.

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

Materials: Post-it notes, vision table, power diagram.

Approach: Reflecting on learning preparing for visioning change

Refer back to the maps of our communities which we made and the need for dialogue and sustainable development which we identified on day one. 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, Ubuntu and community mapping and research. Example questions:
 - What have I learned about my community?
 - What works well in my community?
 - What are some of the aspirations and hopes I have heard? What could be?
 - Capture the outcomes on a flipchart in plenary.

Approach 2: Identifying the changes we want to see

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

Prioritising (45 minutes)

Learning outcomes:

1. Feel motivated to take action for lasting social change that benefits the wider community.
2. Have a sense of responsibility towards sustainable development.

Summary: This activity involves prioritising the changes we would like to see.

Materials: Post-it notes, vision table, power diagram.

Prioritising is used to move from discussing a wide range of ideas to focusing on just a few. This can be helpful if the group want to work together on a few key social actions rather than working separately. There are many approaches to prioritising, so 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. If any of the changes are very similar, is it possible to combine them? The facilitator should note down any new ideas which emerge and, if suitable, merge ideas.
- **Evaluating the changes according to criteria.** Participants are invited to agree criteria and then asked to identify which of the ideas best reflect these criteria.
- Example criteria for deciding:
 - Reflects the groups principles
 - Is an area where the skills and knowledge of the group could be put to good use
 - Is an area where small strategic action (tweaks) could have lasting benefit for the wider community
 - Reflects the hopes and aspirations which emerged through research and community mapping exercises.
- **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. The votes are counted 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.
- Once the group have identified a few key changes, you can explore them in more detail through a World Café session (see following activity).

Reflection

Learning outcomes:

Be more effective in tackling social issues in our communities.

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

Approach:

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

World café (minimum 90 minutes)

Learning outcomes:

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

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

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

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

Approach:

1. **See Facilitation Techniques for an overview of this approach.** It's important to have a clear purpose when using World Café'. This might be to engage in dialogue, or generate ideas and solutions. Remember though, that 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 focussed and 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 to 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).
5. Each table should have a different question placed in the centre. Participants discuss the question. After a significant period of time (at least 30 minutes) they are invited to change tables. You can do this three or four times. Finally the outcomes from each table are shared.
6. Debrief how was the experience? What was valuable or inspirational for the participants which will enable us to move forward?

Table Hosts

- Each table has a volunteer host during the conversation. The job of these hosts is to:
- Remind people at the table to write down ideas, discoveries, links to experience, links between ideas, new questions, etc.
- Remain at the table when others leave and welcome participants from other tables.
- Share key discussion points and insights from the previous conversations with the new participants so they can link ideas from their previous tables.
- Invite participants to join the tables which interest them – try to make sure there's a spread of participants amongst the tables.

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

Planning Social Action

Workshop activities

Be more effective in tackling social issues in our communities.

Planning your social action tools

There are many approaches to planning social action. Different approaches will suit different projects and communities.

Below are some suggestions, tools and activities for the planning phase.

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

Understanding how change occurs in your community is important for moving from dialogue to action. Below are some questions to consider as you think about how to bring about change in your community. You can use the outcomes from previous activities as well as the tools listed to respond.

Some questions when developing social action:

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

Tools which may support you in this process:

- Kinds of Change Table

- Table for personal and social action
- 4D Cycle: Desire, Dream, Design, Destiny
- Power and our social action graph
- Strengths, Weaknesses, Opportunities, Threats table
- Table for brainstorming vision, needs, systems and activities
- Action plan table

Activities and activity outcomes which will help the group plan social action:

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

Tool One: Kinds of Change Table

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

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

Tool two: Table For Personal And Group Action

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

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

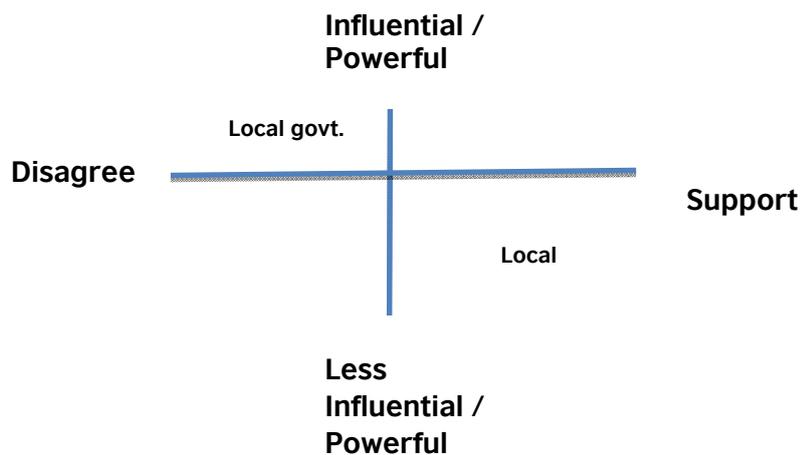
Examples of personal action:

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

Tool three: Power Graph

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

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



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

Tool four: SWOT Table

STRENGTHS	OPPORTUNITIES
WEAKNESSES	THREATS

SWOT Analysis

What is it? You can use a SWOT analysis to identify the **S**trengths and **W**eaknesses of a social action project, as well as the **O**pportunities and **T**hreats revealed by the information you have gathered about the community.

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

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

Tool five: Table for outlining our project

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

Identifying risks and how to overcome them (one hour)

Learning outcomes:

Be more effective in tackling social issues in our communities.

Materials: Different coloured post-it notes

Approach:

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

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

Presenting plans, peer review and sharing (one hour 30 minutes)

Learning outcomes:

1. Be more effective in tackling social issues in our communities.

Summary: **This activity gives** participants the opportunity to review their plans and benefit from peer learning.

Approach:

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

Communicating your project (45 minutes)

Learning outcomes:

Be more effective in tackling social issues in our communities.

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

Materials: Stop watch

Approach:

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

Debrief

- How can we share information about Active Citizens and our project locally?
- Who will do this?
- How could we share and learn globally? What could we do to contribute to the global network?

Social Action Project Case Studies

Change of Strategy: A story from Namibia

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

Jacques Beukes, Interaction Participant 2006–07, Namibia

Social action in Sudan: Al Fat'h



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

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

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

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

Social action projects in IDP camps

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

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

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

High hopes for the second phase

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

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

What I Know Now: Zahra's SAP experience in Pakistan



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

'Running a Social Action Project [SAP] requires dedication, commitment and a willingness to bring about change in your society,' says 20-year-old Zahra Ahmad, a dedicated Active Citizen from Lahore, Pakistan. According to Zahra, she and her team have a very clear idea about the kind of change they want to achieve through their SAP, 'Save A Paper, Save A Tree', which aims to reduce paper wastage in schools around Lahore. 'We all believe in bringing about change to create a healthy environment, and the purpose of the campaign is to generate a feeling of responsibility among both students and the school's administration towards their immediate surroundings and the environment.'

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

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

Our paper-saving mission

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

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

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

Challenging attitudes

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

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

Advice to others

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

Our peace history: Story of a UK SAP (from the Interaction programme)

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

This project, by Yvonne Archer, gives a voice to the UK's African Caribbean communities. The first phase of her initiative was to work with her 77 year old Jamaica-based father to write his memoirs, which are due to be printed in 2010.

A London bookshop has encouraged Yvonne to hold workshops in all the schools across the borough of Haringey, which will help to spread the project's influence and reach a wider audience.

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

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

International Study Visits and Networking

Please note:

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

Some participants may be selected from local groups to participate in an **International Study Visit (ISV)**.

Consult your local British Council Office to identify:

1. Whether your community will be linked internationally
2. How many Active Citizens will have the opportunity to travel and
3. The role of your organisation in supporting this.

1. International Study Visits

International Study Visits (ISV): This is where one country hosts a five to seven day event involving Active Citizens from around the world providing an opportunity to increase understanding of the power of global connections and to develop skills to establish global networks engaged in social development. Local Active Citizens choose representatives to attend the ISV. These representatives build skills, meet with civic and civil society, visit social action projects and share and learn around themes such as youth, conflict and the environment. On their return they cascade their learning amongst their peers and support local action. The first International Study Visits were held early in 2012 in the UK, Egypt, Pakistan and Kenya (see Annex 2).

The ISV programme will cover:

- **Introductions:** Structured, facilitated introductory sessions setting out:
 - Learning objectives
 - The multiple perspectives of those participating
 - The historical context of community or area being visited.
- **Getting to know each other:** Allow the participants from each community to get to know each other personally and professionally, exploring their diverse cultures and identities
- **Local government:** Meetings with different levels of local government to understand formal democratic and decision-making processes within the local context.
- **Civil society:** Meetings with civil society organisations, from infrastructure and umbrella organisations to small grass roots organisations, to understand their main interfaces and influence. This could include workshops with local community organisations to communicate learning
- **Stakeholders:** Meetings with stakeholder groups.
- **Sharing and learning:**

- An insight into the community relations and social development challenges faced by each community
- Sharing solutions and methods for improving community relations, promoting sustainable development and facilitating dialogue across cultures
- Linking local learning to global issues
- Demonstrating how action or behaviour in one part of the world has implications for people in other parts of the globe
- Developing peer education and project skills
- **Preparing for follow-up:**
- Structured, facilitated wrap up meetings helping participants to think through learning dissemination.
- Planning for the delivery, dissemination and sustainability of each community's' social action projects

Programme Activities could include the following:

- Facilitated training activities
- Open space dialogue
- Community orientation visits
- Reflection and review meetings
- Field visits to community development projects
- Meetings with local decision-makers and influencers (public, private or third sector)
- Storytelling and arts activities
- Sports and games
- Visioning activities
- Media activities – television, film, radio, newspapers
- Work shadowing with community development/relations professionals
- Voluntary work
- Focused discussions or activities to enable local and international Active Citizens to share experience

2. International networking and exchanges:

International networking

This is where Active Citizens partners engage collaboratively with partners in other countries on a specific theme or shared objective, in order to share best practice and increase international networking at an institutional level. This aims to create long term engagement between institutions internationally and aid development of joint activity.

Purpose

This engagement aims to lead to further bilateral and multilateral engagement either virtual or face to face which in turn will lead to institutional development and social policy change at a local, national or global level.

Indicators of success

- Changes in social policy in any participating country
- Subsequent face-to-face or digital communication between partners and participants
- Institutional changes
- Joint (international) projects and development of joint activities
- Invitations from each other to events (training, conferences etc.)

These activities may be with or without British Council financial support but ideally without.

International exchanges

Summary

In 2012, the main international focus of the Active Citizens Programme is the multilateral ISV programme although international exchanges may continue as part of legacy work or partner / country relationships. An international exchange is where a local Active Citizens group from the UK is linked to a local group from another country. Both groups host and send Active Citizens on visits between the two communities. Bi-lateral exchanges often involve visits to social action projects, meetings with local decision-makers, dialogue and skill-building.

Activities

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

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

- Allow the participants from each community to get to know each other personally and professionally, including their diverse cultures and identities
- Provide an insight into the community relations and social development challenges faced by each community
- Share solutions and methods for improving community relations, promoting sustainable development and facilitating dialogue across cultures
- Link the local learning under active citizens to global issues

- Demonstrate how action or behaviour in one part of the world has implications for people in other parts of the globe
- Contribute to the delivery, dissemination and sustainability of each communities' social action projects

Suggested activities could include the following:

- Facilitated training
- Open space dialogue
- Community orientation visits
- Reflection and review meetings
- Field visits to community development projects
- Meetings with local decision makers and influencers (public, private or third sector)
- Storytelling and arts activities
- Sports and games
- Visioning activities
- Media activities – television, film, radio, newspapers
- Work shadowing with community development/relations professionals
- Voluntary work.

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

Outputs

It is expected that the exchange visits will produce a number of different outputs.

- Joint social action projects implemented and reported
- Social media posts from the exchange – blogs, Facebook etc.
- Stories and articles published in news media or online
- Community profile updated on Active Citizens website

Oldham and Pakistan Inspired By International Exchange



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

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

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

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

Eye-opening visit to Pakistan

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

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

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

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

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

Volunteering in Oldham

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

Sami Raja, student and Active Citizen from Pakistan said:

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

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

Inspired by British culture

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

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

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

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

Breaking down cultural barriers

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

The Active Citizens were clearly inspired by the visit to Oldham. Rifat Shams, Active Citizens facilitator from Pakistan and Executive Director of Human Resource Learning Centre, said:

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

Annexe

Annexe 1:

Dialogue in Focus

About dialogue

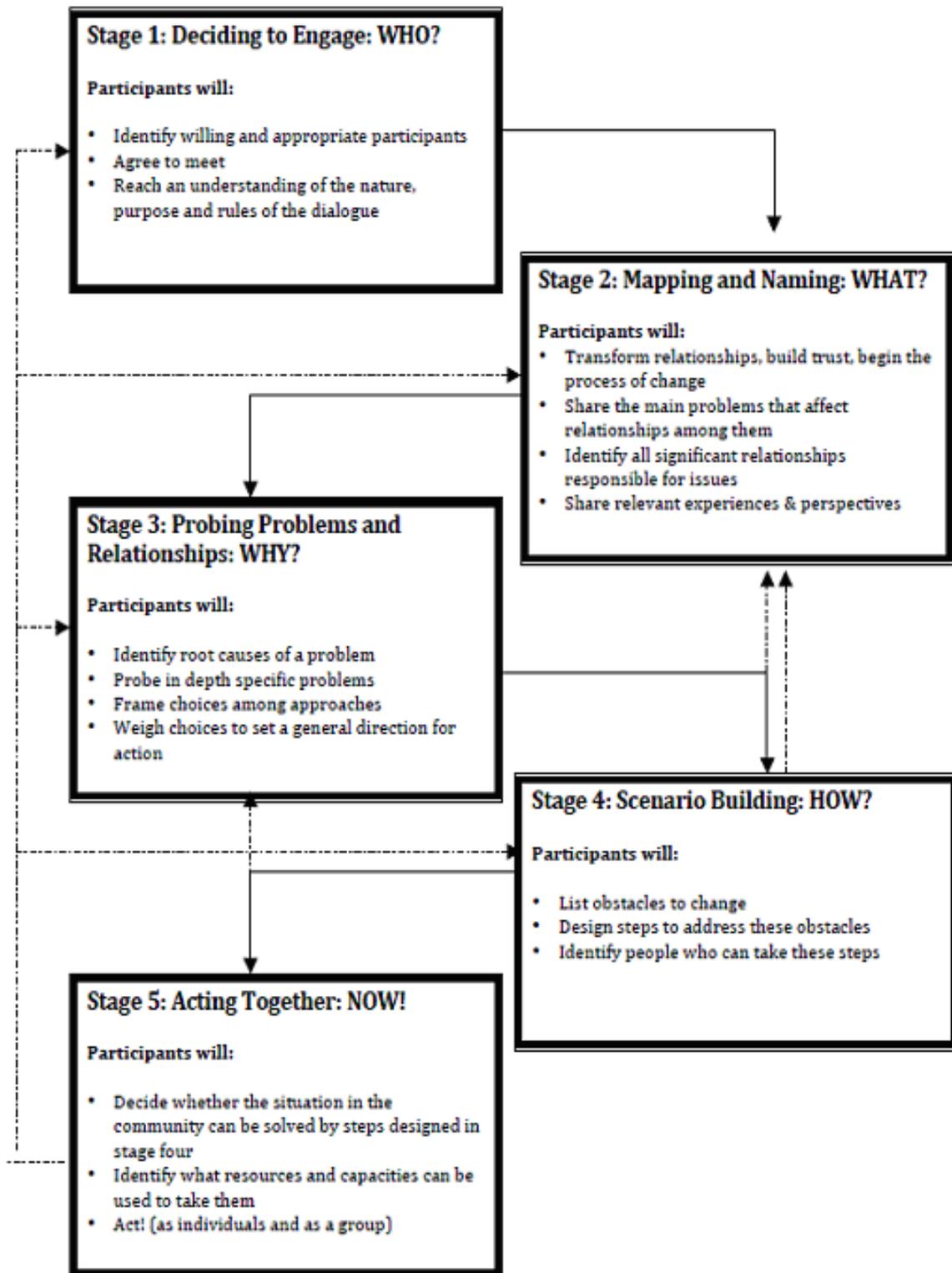
Dialogue in Active Citizens refers to **conversations in which people with different beliefs and perspectives successfully learn from and share with each other**. This focus on learning and sharing makes dialogue different from some other forms of conversation such as debate and negotiation. Dialogue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

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

The role of the facilitator in dialogue:

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

Sustained Dialogue's 5-Stage Process



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

Checklist for setting up a dialogue:

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

Dialogue through storytelling (one hour 30 minutes)

Learning outcomes:

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

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

Approach:

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

Debrief:

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

Fishbowl (one hour 30 minutes)

Learning outcomes:

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

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

Approach:

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

Engaging with conflict transformation

Learning outcomes:

1. Feel more motivated and able to share with and learn from others
2. Feel motivated to take action for lasting social change that benefits the wider community.

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

Approach:

Engaging with conflict

The Facilitator sets the context as follows:

1. We should see conflict as something that just is, that exists.
2. We can see conflict as a place where the focus is on you, for you or against you.
3. As a part of the situation or system that is experiencing the conflict, you have the power to change the situation and to impact on the system. In order to do that, you need to embrace the conflict and use it as an opportunity to think, act or react differently.

Mind-mapping conflict:

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

Ownership of Conflict

1. Explaining that, in situations of conflict, it is useful to understand who owns the issues.
2. Explain what ownership means, i.e. it is about identifying who is taking or giving responsibility for the issues and who should be taking responsibility. For example, in organisations where there is conflict between two departments, it is sometimes the way the departments are set up that makes it inevitable that conflict will occur. So, in this example the organisational structure should be seen as owning part of the conflict rather than 'blaming' the individuals in the teams.
3. Ask the group to turn to the person next to them and think of an example where the issue of ownership would help them to think about

a situation. The purpose of this discussion is to help people understand the notion of ownership before we move on to the tool of the MITS

4. Introduce the MITS tool as a way of identifying the ownership issues in the following way:
 - M – What is the contribution that I am personally making? Am I having a bad hair day that has nothing to do with others?
 - I – What belongs to the individuals? Is this a conflict that is caused by the differences between people?
 - T – What are the issues that belong to the team?
 - S – What are the issues that belong to the system, like the example given of the organisation above?
5. Give the same pairs an opportunity to see how they could use the MITS to help them address the ownership issue they identified in the brief discussion on ownership. It may be that people want to use a different situation or the same one that has been discussed.

Introduce the Conflict mnemonic (20 minutes)

1. Introduce the conflict mnemonic as a reflection tool, pointing out that reflection is an action in itself as it will prompt us to think differently and therefore act differently.
 - C – conflict culture.
 - – ownership and MITS.
 - N – narrative – what are the stories that are told?
 - F – feelings – who feels it knows it?
 - L – language – what is used and what could be used?
 - I – intervention – what is the appropriate intervention, senses of justice and injustice?
 - C – courage – how do I pay attention to creating sufficient courage in this context to make a positive impact in this situation?
 - T – trust – what are the questions of trust that I need to pay attention to in this situation that will most enable people to find an effective outcome from this conflict or difference? When we talk about questions of trust, it refers to being clear on what our internal and external questioner is doing, the direction we take ourselves and others in.
2. Start by taking five minutes to explain that the Mnemonic provides us with a reflection tool.
 - For many of us, when there is a situation of conflict or difference, we spend endless hours thinking about the situation, talking to others about it and struggling to move on in a positive way.
 - The reason that we have brought this reflection tool is that in situations of conflict, there is often a lack of meaningful reflection that enables us to take a positive action to move things forward.

- This tool is useful as a reflection tool to think about conflicts within yourself and your environment, as well as larger or organisational conflicts.
3. Take five minutes to go through each of the letters of the conflict mnemonic.
 4. Take the last five minutes to get plenary feedback from people about how to practically use this tool.

Framework for working with conflict

Learning outcomes:

1. Feel more motivated and able to share with and learn from others
2. Feel motivated to take action for lasting social change that benefits the wider community.

Approach:

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

Set this as an individual task. Ask participants to:

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

Debrief: In Plenary, the Facilitator asks:

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

Approach two:

Ask :

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

Approach three:

Telling our conflict story – 20 minutes

1. Set this as an individual task
2. Ask participants to:
 - Think of a conflict that concerns cultural or other significant differences that you are in at the moment or have been in. Recall this story to yourself and draw a picture/map of your conflict.

Meet with another person (possibly learning partner)

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

Facilitator notes:

The key messages to take from session:

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

Colonialism and imperialism

Learning outcomes:

1. Have a better understanding of the relationship between personal, local and global connections
2. Feel more motivated and able to share with and learn from others.

Approach:

What do we understand by the term ‘colonialism’? And ‘imperialism’?

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

What principles and values do colonialism and imperialism usually follow?

How and where are those values and principles applied today?

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

The modern world is full of examples of cultures and communities assuming that their role is to educate another without seeking to engage in mutually beneficial dialogue.

- Major international brands splash value-laden messages across the worlds billboards
- Schools of the Wahabi approach to Islam are funded by outside investment on a large-scale in several continents. In some cases dialogue is seen as a threat to community cohesion, which has bonded around a single reading of the Koran (holy book).

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

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

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

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

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

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

Writing at a time of European colonial expansion Cabral's is the first account of a meeting between South American people and European people. It's a peculiar mix of wonder and admiration tempered by a sense of superiority. Unfortunately, there is no record of what the Tupi Indians thought of their strange visitors. Cabral's mission was to conquer and colonise, to build the wealth of Portugal.

Within a few years a quarter of the Tupi Indian population was enslaved to work in plantations which produced sugar to be sold. Most died through being worked to death or by diseases brought over to Brazil from Europe.

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

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

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

The principle of profit:

Many major clothing brands 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. In 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.

Forgiveness

Learning outcomes:

Recognise that forgiveness is sometimes an important step in enabling dialogue to take place

Approach:

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

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

- Forgiveness is an essential component of healing, moving on and reclaiming one's life, when we are hurt or feel wronged.
- Forgiveness does not necessarily mean reconciliation with the person that upset you, or condoning their action.
- Forgiveness can be defined as the 'peace and understanding that come from blaming that which has hurt you, less, and, taking that life experience less personally and changing your grievance story'.
- Forgiveness is for oneself and not for anyone else.

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

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

7. Ask participants: What are your expectations from the other person? Give up expecting things from other people, or your life, that they do not choose to give you. Recognise the 'unenforceable rules' you have for how other people must behave.
8. Suggest to participants: Put your energy into looking for another way to get your positive goals met than through the experience that has hurt you. Instead of mentally replaying your hurt, seek out new ways to get what you want. Ask participants to write this down.
9. Instead of focusing on your wounded feelings, and thereby giving the person who caused you pain power over you, learn to look for the love, beauty and kindness around you. Ask the participant to reflect and write
10. Amend your grievance story to remind you of the **heroic choice to forgive**
11. Now quickly go round the room and ask participants for one word of how they are feeling. You may need to take a break, or carry out an upbeat energiser. Be aware of how individual participants are feeling and approach them separately if necessary to check on how they are doing.

Setting up a dialogue and forum theatre: Nomadic and Townspeople (two hours)

Learning outcomes:

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

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

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

Approach:

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

Part two: Forum Theatre performance

1. Group two carry out their performance.
2. Group one have five minutes alone to discuss the scenario they have just witnessed and plan an 'intervention'.
3. Group two now carry out their performance a second time with group one standing around them. Group one are invited to tap actors on the shoulder to make an intervention at any point.

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

Debrief:

- What did we witness?
- What are some of the factors we need to consider if setting up a dialogue? What are some of the skills and approaches we can use in dialogue?
- What are some of the challenges?

- What does the group think of the Forum Theatre methodology?

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

Planning for a dialogue: scenario and group one task sheet

Scenario:

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

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

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

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

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

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

See the notes and map provided for further information.

If there are key questions which the group needs answering to progress (e.g. questions for the Nomadic people, prominent towns

people, the media, archaeologists, local government or other group) you can **direct them to the facilitator** who will find out the answer and come back to you.

Local Profiles Notes

Nomadic people

Often show deference to the townspeople and consider themselves outsiders. The Nomadic elders are keen to engage in dialogue and will agree with most suggestions regarding process, location and who is invited irrespective of whether it is in their interests.

The younger Nomadic defer to their elders but they are not particularly interested in engaging in a dialogue with the townspeople.

In public settings it is usually left to the men to speak. Nevertheless the Nomadic women are very active in their community, including through earning an income (selling tea bracelets and coins mostly to tourists).

The Nomadic people are hunters and regularly carry their guns or knives with them as a matter of custom.

The Nomadic love sport and a few of them can speak several languages, including the language spoken by the archaeologists.

The archaeologists

All come from different countries but speak a common language. Most of them spend only a few months at a time working on the World Heritage site and then they return to their home countries. Only two of them are permanently stationed at the site. The archaeologists live in the town and some of them are friends with local townspeople.

The archaeologists do not consider the tension between the Nomadic people and townspeople to be their business and are very cautious about engaging in any process of dialogue. The archaeologists have a lot of influence over how the local government handles the cave site.

Prominent townspeople

The townspeople come from a variety of backgrounds: local landowners, the town's lawyer, a bank manager and a popular butcher. They have a strong relationship with the local media as well as local government, though recently there has been some tension with officials. The townspeople would like to propose a large public meeting in the town hall, with Nomadic representatives, local government officials and media present.

The townspeople all have respect for the management staff of the NGO but they are also uncertain about them, since some of the NGO staff are foreigners and the turnover of staff is fairly high. There have also been rumours that the NGO has received a large government grant, and some people in the town are questioning what has happened to the money.

The townspeople are expecting a quick and easy solution and the prominent townspeople have prepared a document called 'the way forward' which outlines how the situation can be resolved.

Local Government

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

The NGO

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

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

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

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

The local media:

The local media is run by one group based in the town. They have a radio station a daily newspaper and also produce a once a week television news show. The local media faces a lot of competition from popular national newspapers, radio shows and television, all of which is available in the town. They have recently been paying a lot of attention to the tension between the Nomadic group and townspeople since it is a hot topic locally, and they are the only ones reporting on it.

The local media group has a strong relationship with the local townspeople and is generally trusted to represent the popular sentiment. However it is owned by a regional land owner who has recently been engaged in a legal battle with local government officials, and some of the staff on the newspaper are being pressured to criticise the local governments' handling of the Nomadic relocation.

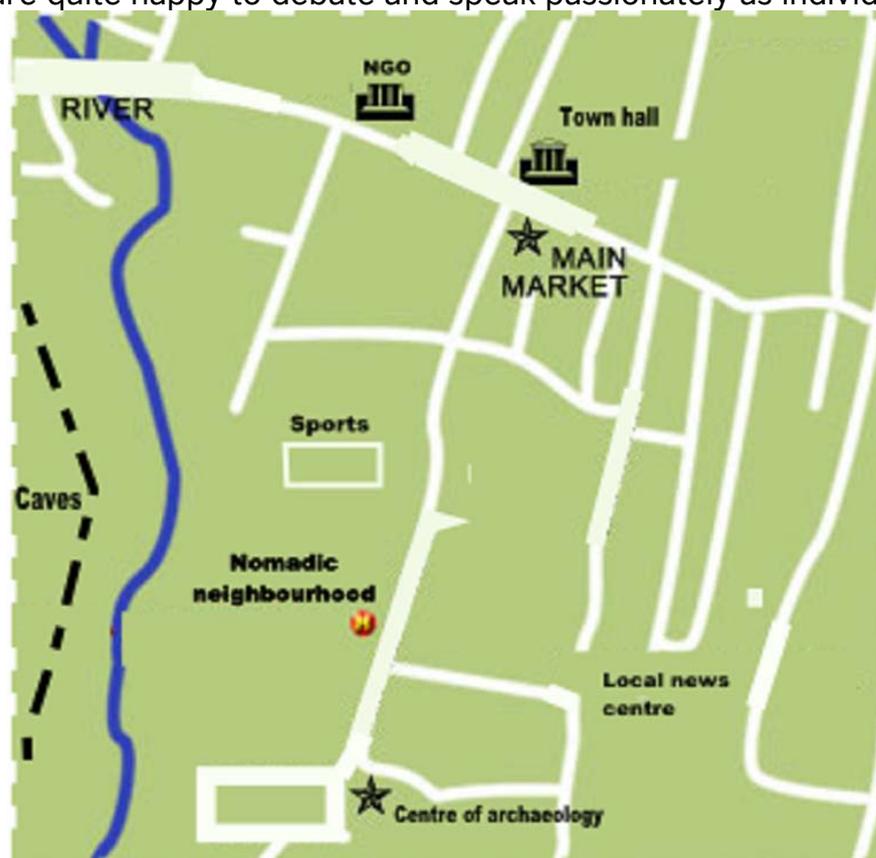
Group two: Role play task sheet

Your task is to create a role play (maximum five minutes) based on the scenario where a facilitator from the local NGO has initiated a dialogue process between some or all of the concerned parties which isn't properly prepared or planned and slowly goes wrong leading to conflict and no positive outcomes.

First think carefully about why it would go wrong, facilitation approach and methodology, wrong objectives, seating, body language, attitudes and approaches of those participating, and then design the role play.

Note:

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



Leaders in a system (one hour 30 minutes)

Learning outcomes:

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

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

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

Approach Part one – The ‘Speed’ Catch Game (30 minutes)

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

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

15. THIS IS NOW THE PATTERN. We just need to repeat that sequence remembering the two rules (state the two rules again - a) Everybody has to touch the ball and b) Everybody has to touch it in the order in which the pattern has been set. Let's practice with calling out people's names).
16. Now we will time the round and start our seven minutes. Play the game with the ball, sending the ball around exactly the same order as has been set and time it. Plot the time on the graph.
17. Try again.
18. If no one challenges the system, the Facilitator can prompt the group by saying encouraging things like 'I am sure we can cut this time in half'.
19. Continue for seven minutes or until the time is unbeatable (!!), plotting the general graph each time.

Debrief using the following questions:

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

In Plenary

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

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

Approach part two: Big Goals Need Big Change (45 minutes)

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

Debrief input:

Start with this point:

- When trying to achieve your goal it is easier if you recognise some of the common challenges and opportunities that are in many systems.
- In groups of three or four, think about whether any of these issues are at play in your system:
 - You see what you expect to see – people often do not challenge their own perceptions
 - The better the worse – some things are changed in the short term, but make the situation even worse in the long run
 - See parts not wholes – if we do not open our eyes we may see the part, but not the whole system
 - Unintended consequences – we want to make a change in the system, but other changes occur even if we did not expect them

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

Annexe 2:

International Study Visits

This annexe refers to the International Study Visits held early in 2012 in the UK, Egypt, Pakistan and Kenya.

International Study Visits (ISV):

'Globally connected, locally engaged'.

Summary: Twenty five Active Citizens from around the world visit a host country for six days to engage in dialogue, build skills, meet decision-makers and stay in a local community. On returning home participants share their learning with local Active Citizens and community members.

International Study Visits (ISVs) provide an opportunity for participants to improve their understanding and skills across all the stages of the Active Citizens Learning Journey. Calls for participants are sent out by the British Council and partner organisations.

Stages of the ISV experience:



I loved meeting people from so many different countries, learning about the problems they face and how they're overcoming them.

I can now make connections more easily and search for global groups & identify how they're tackling community problems



These pictures and quotes are from ISVs hosted in the UK, Pakistan, Egypt and Kenya in 2012.

ISV aims and objectives:

The broad aim of International Study Visits is to increase *understanding of the power of global connections* and *build skills to establish global networks* for social development.

ISVs have four learning outcomes:

Awareness. Increasing knowledge of the political, social, economic and cultural drivers of the host country as well as other countries represented at the ISV. Improving understanding of global interdependence, networking and the value of intercultural dialogue.

Practice. Improving project management, intercultural dialogue and networking skills to enhance the application of local-global learning within social action projects and the local community.

Sustain. Developing skills for cascading learning and delivering social action within the local community.

Advocacy and Alumni. Creating a network of Active Citizens who think globally as well as locally and as a result feel better able to influence their community and act on global issues.

ISV learning journey:

The learning journey outlines the skills, knowledge and attitudes the ISV attendees will be developing throughout the ISV. These are linked to the learning outcomes, which are in turn linked to the overall aim of the ISV.

When	By the end of this stage of the ISV, attendees will :	Learning outcome
Pre ISV tasks	<ul style="list-style-type: none"> • Have an increased understanding of their own community and their Active Citizens community groups' expectations of the ISV. • Have an increased understanding of the country they are intending to visit. • Have set out their personal expectations—about why global connections matter • Be prepared to present their community in a creative and interactive way, which challenges stereotypes that may be held about their community. • Have an understanding of the ISV group they will be working with 	<p>Awareness raising</p> <p>Awareness raising</p> <p>Awareness raising</p> <p>Practice</p> <p>Awareness raising, advocacy and alumni</p>

	as well as the wider ISV group.	
Stage One	<ul style="list-style-type: none"> • Have an increased knowledge of the host country. • Practice skills and incorporate values and experiences gained during local community workshops in a global setting • Have an increased understanding of the value of global connections • Understand each other's personal contribution to the ISV. 	<p>Awareness raising</p> <p>Practice</p> <p>Awareness raising</p> <p>Awareness raising</p>
Stage Two	<ul style="list-style-type: none"> • Have an increased understanding of the skills the ISV group has to offer each other's community. • Have an increased knowledge of particular theme or sector of host country. <i>(insert sector or theme here)</i> <p><i>(The host country will select themes and organise workshops, talks, discussion around the particular theme to demonstrate an area of concern, good practice within the country).</i></p> <ul style="list-style-type: none"> • Have an increased understanding of different communities within the host country 	<p>Awareness raising</p> <p>Awareness raising, practice, sustain, advocacy and alumni</p> <p>Awareness raising</p>
Programme by local community	<ul style="list-style-type: none"> • Have an increased understanding of the social and civic issues within the host community • Have an increased understanding of global and national links and connections within host community. • Have practised skills and incorporated values and experiences from local community workshops in local host community. • Have an increased awareness of 	<p>Awareness raising, practice, advocacy</p> <p>Awareness raising, practice, sustain</p> <p>Practice</p> <p>Awareness raising</p>

	<p>the diversity of the host country</p> <ul style="list-style-type: none"> • Have an increased understanding of how projects work in that community • Have an increased understanding of the types of support that can help make projects more successful by sharing experience with that community and with ISV participants 	
Stage Five	<ul style="list-style-type: none"> • Be able to advocate the host community to the rest of the ISV group. • Have an increased capacity to work with difference and diversity • Be prepared to deliver their cascading event to the local Active Citizens group in their respective countries. • Have an increased understanding of the value of networks and be introduced to a variety of networks in the host country. 	<p>Awareness raising, practice Awareness raising, practice Sustain, advocacy and alumni</p> <p>Sustain, advocacy and alumni</p>

ISV agenda:

Each International Study Visit lasts between five and seven days. Prior to attending the ISV participants prepare presentations about their own country which are shared during the event. All ISV's include common agenda items including dialogue sessions, community visits and action planning, the exact agenda and approach is adapted for each event. When visiting local communities participants split into smaller groups. This enables them to travel to different regions located throughout the host country. On their return home participants share their learning locally.

An example of an ISV agenda: Islamabad, Pakistan 2012. Note: exact agendas vary in each country.

Day:	Workshop	Workshop	Community	Community	Conference	Workshop
Am	Getting to know each other Country team presentations Knowledge and skills sharing	Skills sharing Project Impossible Poetry session – focus on dialogue	STEP deliver a session on inclusivity	Visit Impossible activity at the university	Attend global conference on citizenship	National Assembly Tour Debrief from community visits
Pm	Guest panel discussion One Pakistan success story Visit: Recording of a TV programme	Travel to communities. The group splits: Group 1: Lahore Group 2: Islamabad Group 3: Multan	Visit Dance for Life Visit to Lok Virsa	Visit Rozan office Community visit	Attend global conference on citizenship	Debrief planning for cascade Close

Community visits:

For many Active Citizens the highlight of the ISV is an opportunity to spend time in a local community. During their stay Active Citizens may visit social action projects, meet with decision-makers and activists, and get a first-hand perspective of what's happening at the grassroots level. These community visits are often hosted by Active Citizens partners and provide local Active Citizens and other groups with an opportunity to work with and learn from the experiences of counter-parts from two or three other communities around the world. These community visits form a core part of the ISV Learning Journey and re-enforce the Active Citizens strapline, "Globally Connected, Locally Engaged". Similarly, they provide the hosting community with opportunities for reciprocal learning which could lead to further collaboration.

Extract from a report by ISV participant Paroj Banerjee (India) on her community visit in the UK



Walking through the town I noticed graffiti on the wall with messages of resistance.

During our visit to Cardiff we were given a warm welcome by the entire Safer Wales team. Over the next two days we had engaging discussions on reducing violent crime in cities, equality of men and women in Welsh society and combating violent extremism.

To me the most exciting part of these discussions was the exchange of diverse experiences. For instance I was amazed to learn that the concept of 'equality' could be explained through so many perspectives. I realized that very often what we consider 'normal' or 'correct' is culturally driven. I learnt that a large amount of Safer Wales work on domestic violence centres on violence faced by men.

Later we had the opportunity to visit the Welsh Assembly and meet an Assembly member called Jocelyn Davies. Be it the enormous glass building of the Welsh Assembly or the democratic nature of functioning, I got a feeling that the government is very accessible to people. My Pakistani counterpart also took notice of this fact. We later discussed about the political accountability in our countries and wished for such a system to be in place.

I would like to conclude my Cardiff experiences by mentioning one of the most interesting people we met on the trip. Niki Del Gado, a black historian and poet shared with us the history of Bute Town and the controversial 'Black History of the World'.

Through my visit to Cardiff I realized that in order to be passionately involved in your work it is not only essential to be a professional but also a genuine human being.

“The preparation was crucial for improving my understanding”

Preparing for the ISV, participant tasks:

Before attending the ISV participants should:

- Research the host country by carrying out some simple desk based research into the country they are going to visit.
- Prepare a presentation of their community which should last no longer than 15 minutes. The presentation should be designed to highlight the most inspirational aspects of their community and should also be designed to challenge stereotypes that people may have about that country or community.
- Bring an object that represents their community.
- Write a short biography of who they are and what inspired them to join the Active Citizens programme.
- Join their ISV Ning or Facebook group and participate in discussions online as appropriate.

After the ISV, participant tasks:

Following the ISV, participants should:

- Share their learning locally through delivering a workshop to the local Active Citizens group.
- Maintain their Personal Learning Record (see below).
- Identify ways to sustain the global connections.

Many participants also choose to apply their learning in local social action projects.

‘I have presented the results of my ISV for my NGO “Vinnytsia citizens in Kyiv” (for about 10 NGO members), I have also made a presentation of the ISV for NGO and civic society leaders of Vinnytsia region (about 40 people). This event was covered very well in local media (radio, television)..

“I am working on a project called “All join in-Town planning” this is to encourage and support a committee of adults with learning difficulties and disabilities to voice their ideas and opinions about how they use the town of Frome.”

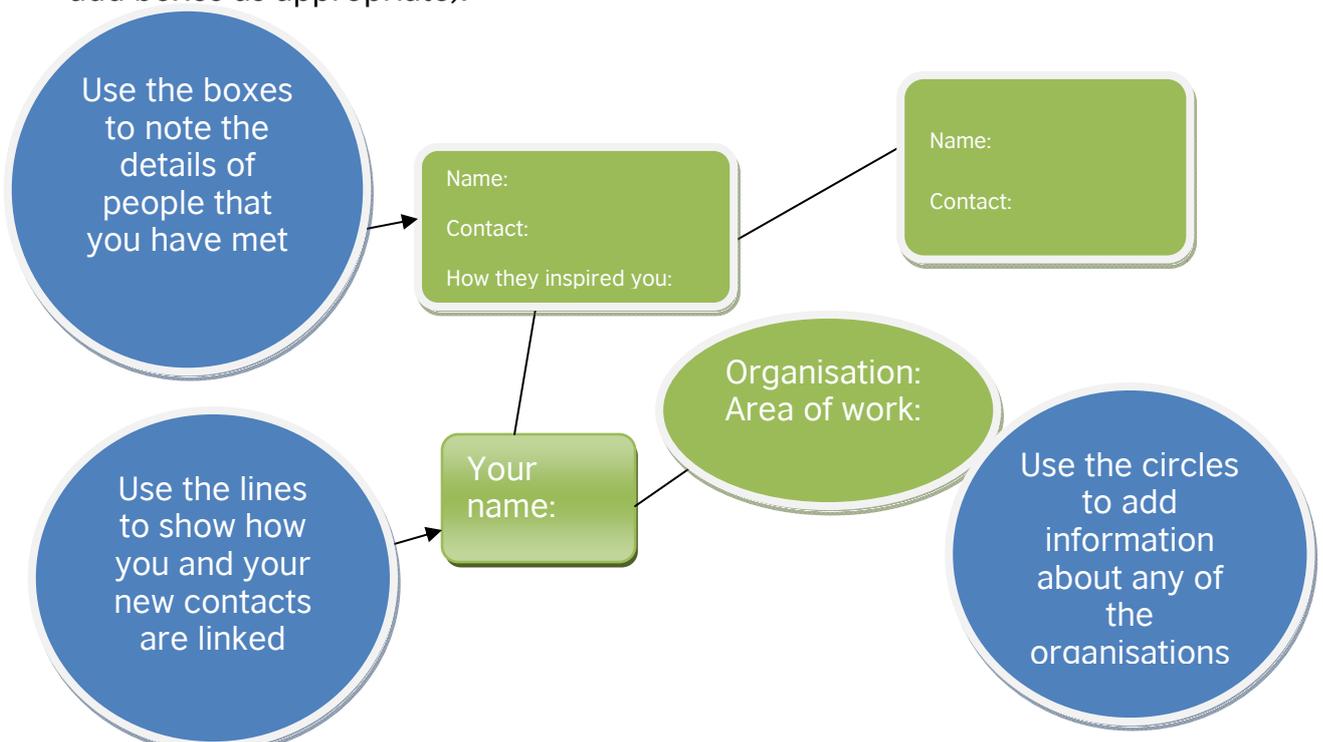
Personal Learning Record:

On the first day of the ISV participants are given a personal learning record. This is a document which participants use to reflect on their learning and capture useful information including photographs and hand-outs.

An extract from the Personal Learning Record:

	Learning Journey	How you have achieved this	What do you need to do to address any gaps in your learning?
Day One	<ul style="list-style-type: none"> • Have an increased knowledge of the host country. 		
	<ul style="list-style-type: none"> • Practice skills and incorporate values and experiences gained during local community workshops in a global setting. 		
	<ul style="list-style-type: none"> • Have an increased understanding of the value of global connections. 		
	<ul style="list-style-type: none"> • Understand each other's personal contribution to the ISV. 		

Example of the Personal Learning Record network building tool (you can add boxes as appropriate).



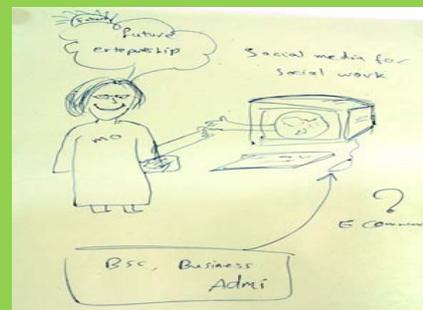
Snapshot of an ISV by Momal Mushtaq (ISV participant) for Voice of Youth (Pakistan).

The tagline ‘Locally Engaged and Globally Connected’ perfectly describes the essence of the Active Citizens programme. I’d been associated with the programme for about two years, but I hadn’t had the opportunity to really experience the cultures of other countries, until I got selected for the International Study Visit in Egypt.

As soon as I found out that I’d be visiting Egypt, I jumped and screamed with joy. My friends were shocked, but I couldn’t help it. No one could have felt as happy about visiting Egypt as I did that day. I was really inspired by the Arab Spring, and getting to meet Egyptians felt like a dream come true.

My interaction with different communities began as we boarded the plane for Cairo, Egypt via Doha, Qatar. I was accompanied by Jan Muhammad from Quetta and Shuja Umar Qazi from Karachi. The three of us belonged to different regions of Pakistan. It felt great to interact with them and prepare our country presentation for the rest of ISV participants.

After a good night’s sleep, we went to Fairmont Nile City early in the morning. There we began with workshops. We were introduced to ISV participants from 13 nationalities. Activities were planned to help facilitate our interaction. Karam Hilly from Syria was the first foreigner I talked to. In one of the group activities, Karam and I were required to introduce ourselves to each other and reflect our understanding in the form of a doodle. Here’s Karam’s doodle of me. Although Karam and I faced difficulty in conversing due to our varied English accents, his doodle described me perfectly. This led me to conclude that our similarities will always dominate our differences.



To add to that, I was amazed by the similarities South Asians had with each other. We sang the same songs, and laughed at the same lame jokes. It felt sad to realize that we shared a tragic past and years and years of hatred.

The highlight of the visit was the trip to Alexandria. Alexandria had a unique European feel about it, and the view of the Mediterranean Sea was magnificent. Moreover, I was overwhelmed and inspired by the community visits. We visited six communities, and the fact that there are brave young people out there who’re contributing to make a difference was truly inspirational.

All in all, it was one of the best experiences of my life. By the time I boarded the plane for Karachi, Pakistan via Doha, Qatar, I could relate to an Egyptian, I knew how Arab countries are positioned on the world map, I felt love for South Asians, and most importantly, I knew amazing people from 13 nationalities with whom I could collaborate. Together we could achieve the vision of making this world a better place to live in.

ISVs online

To support participants to build and sustain their networks each ISV has a dedicated Ning group: www.active-citizens.ning.com here you can find links to a variety of blogs and articles about ISVs. In addition to this there is as an ISV Facebook group and information on the British Council Active Citizens website: www.activecitizens.britishcouncil.org

Annexe 3:

Active Citizens Publicity Toolkit

Active Citizens Publicity Toolkit

Gaining media attention

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

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

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

This toolkit covers:

1. Golden rules for media relations
2. Writing a press release
3. Contacting the media
4. Managing your press coverage
5. Five top tips for media coverage

1. The golden rules for media relations

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

Get to know your media

- Identify which media covers your local area. This could be your local newspaper, television or radio station. Buy some copies of the local paper or search the organisations' website to see who is writing about youth projects, young people or community issues. Listen to your local television or radio station. What kind of features do they run that may be suitable to cover your project? Can you identify any opportunities to talk about your social action project?
- Find contact details for journalists or producers (e-mail and phone number) by either looking on the website or calling the paper/ station to find out (see contacting the media).
- Build a relationship. Make a phone call and seek their advice on what they are likely to cover – get your name known.
- Write to the editor/ producer well in advance to discuss ways of getting coverage. Invite the editor/ producer to be a VIP guest at an event.
- If you are part of a large organisation, do not forget to consult with your press or communications team (if you have one), as they will be able to provide you with expert advice.

Make your story stand out

- Journalists like real life stories, so if your project has had a real impact on your life or members of your local community – tell them about it. Did you find out something amazing through your Active Citizens project? Has it made you do things differently?
- Has it connected you to people you never thought you would meet? If so – these are the types of stories journalists like to write about.

2. Writing a press release

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

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

Journalists have always got too much to do in too little time. If you can send them a press release that they can reproduce with minimum effort and that gives them all the facts they need in an accessible way, they will be happy to hear from you. It also means the coverage you get will include the information that you want it to.

In order to make your press release appropriate it needs to be written in the right way, so it's useful to consider these points when you are writing:

Facts, facts, facts

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

- **Who** – who was involved? e.g. ‘young people from ...’ or ‘youth workers from ...’
- **What** – What did you do? e.g. ‘organised an international music event with a youth project from Pakistan.’
- **Where** – Where did this take place? e.g. ‘in the community hall...’ or ‘in Pakistan as part of a youth exchange.’
- **When** – When did this take place (it needs to be relatively recent to gain coverage, unless you are following up on its impact – e.g. ‘After holding an Active Citizens exchange in August last year, young people are now looking to put into practice the tips they learned about making their voice heard in the local community by...’
- **Why** – Why did you do this or why is it important now? e.g. ‘Members of the group wanted to learn about the different ways young people in Pakistan get involved in their local community to see if there was anything they could be doing differently in Oldham to get other teens involved in positive activities....’

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

Short and snappy

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

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

Bring it to life

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

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

Getting in touch

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

3. Contacting the media

Once you've written your release, you need to get it to the relevant journalists.

- Call your local newspaper, ask to speak to the News Desk, and for television or radio ask for the Planning Desk. Remember, television will only be interested in the story if there is colourful, visually stimulating activity they can capture.
- Be able to summarise your story in 30 seconds so prepare a brief outline before you call. Ask for an e-mail address to send some more information and send across your release.

- Call back next day (or later that day) to check they've received it. Find out if they need any more info or are able to attend / send a photographer to your event.
- Journalists need news while it's still new. If you want to publicise an event or visit make sure that you give them plenty of notice. If you want local media to attend an event you need to let them know about it well in advance - send them your press release *at least* a week before.
- If you are sending a press release and photos after an event, make sure you send it as soon as possible while it's still current, that day if possible. Find out when your local newspaper's deadline is for submissions so you can make sure you get it to them in time.

4. Managing your press coverage

Events

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

Photography

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

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

Interviews

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

If you are doing an interview, think about what you want to say and how you can best get your key messages across. Think about the audience and the appropriate language to use. Always try to make a reference to British Council Active Citizens and the website so people can find out more about the programme: <http://www.activecitizens.britishcouncil.org>.

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

Crisis Communications

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

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

5. Summary – Five Top Tips for Media Coverage

- **So what?** Make sure you are clear about why your activity is interesting, different and newsworthy.
- **Build relationships** – find out who writes about schools / education at your local paper and invite them to relevant events at the school. Keep them updated on future plans that might be of interest.
- Make sure you always get **media consent** for those involved, particularly parental consent for students.
- Don't be put off if your local press don't seem that interested. Journalists are under constant pressure of deadlines and local media have seen big cuts so staff will be extremely busy. **Keep at it** - follow up with a phone call and even if a journalist can't come to an event, send a follow up release and photos.
- **If you get media coverage for your partnership activity, please let us know about it.** Please e-mail the details to: active.citizens@britishcouncil.org

If you have any questions, or would like advice or support to engage your local media, e-mail us at: active.citizens@britishcouncil.org

Annexe 4:

Resources

Personal action sheet

Name:

Your key learning points from this workshop:

Your personal principles:

The groups principles:

Principle	How you will act on this in your everyday life

Signposting - resources, ideas, support

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

Contextualised and locally adapted material can be shared with the Active Citizens Global Network by uploading it on to the Ning website.

<http://active-citizens.ning.com/group/additional-toolkit-resources>

Check out the Active Citizens website Resource Page for more.

Active Citizens online:

<http://activecitizens.britishcouncil.org>
www.facebook.com/ActiveCitizens
www.twitter.com/ActiveCitizens
www.active-citizens.ning.com

Ning is an invite-only community for Active Citizens. Please contact your Active Citizens representative for an e-mail invitation.

Other websites:

Please note: The British Council is not responsible for the content of external websites.

www.powercube.net - explores power
www.theworldcafe.com/what.htm - supports dialogue
www.globaldimension.org.uk/ - global workshop activities
www.youtube.com/watch?v=hpAMbpQ8J7g – provocative film
www.Worldmusiccentral.org – non-Western music from around the world
www.nationalgeographic.com – information almost every country
<http://en.wikipedia.org/wiki/Colonialism>

Social action ideas:

www.ashoka.org - Ashoka Innovators for the Public
www.socialedge.org - By Social Entrepreneurs for Social Entrepreneurs
www.acumenfund.org - The Acumen Fund
www.skollfoundation.org - Skoll Foundation and Uncommon Heroes Series
www.schwabfound.org - Schwab Foundation
www.seedinit.org - The Seed Initiative
www.echoinggreen.org - The Echoing Green Foundation
www.socialfusion.org - Social Fusion
www.entrepreneurstoolkit.org
www.globalgiving.org/projects

Helpful Podcast

craigslfoundation.org 'social entrepreneurship' by Greenblatt
www.craigslfoundation.libsyn.com/social_entrepreneurship

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