

IO2- Promoting active citizenship

10:15 A.M.- 10:45 A.M. (30 minutes)- Introduction to Active Citizens

Exercise: Tree of expectations- This activity allows participants to reflect on what they want to achieve in this workshop and consider what they are bringing to support this. It is an opportunity to hear more about the interests and experience of other participants. It also allows 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 onto a large drawing of a tree

Understand Active Citizens Teambuilding and networking within the group

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

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

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

Participants gain:

- skills and values for intercultural dialogue and networking
- increased knowledge about their local, national and global communities of interest
- skills for, and experience of, social action at community level
- the capacity to cascade learning to their community.

Active Citizens are people who feel inspired. They are people who feel motivated and empowered to make a difference. People who have the drive and the know-how to make sure ideas don't just remain ideas. To be an active citizen it means that you as a citizen has to help yourself and your society. Even the easy tasks could mean active citizenship, small things make huge difference which can have impact in active citizenship, such as picking up trash from the side of the road, helping an elderly across the street, walking your neighbor's dog or raking their leaves, etc. Another important task you must do to become an active citizen is you must obey the laws the government has made and of course, vote! Voting is a very important task that you should do when you reach the legal age. Your vote makes a big difference in your society's future. A citizen can become active at many levels. The level closest to a person's everyday life is the local level. Becoming active at the local level means being active in your community or town you live or work in. Volunteering is an easy thing to do that can include everyone.

Example of active citizenship: "Mentoring of Roma education" was a very successful project, which continued for three years in a row" (2009, 2010, and 2011), a NCBI project the main goal of the project was to increase the quality of knowledge among Roma pupils in different subjects such as: mathematics, Albanian language, Macedonian language and science. The mentors led weekly classes and regularly organized meeting with parents and teachers in order to compare their progress and inform them about their success, as a result of their commitment.

- 'Active citizenship begins with an envisioning of the desired outcome and a conscious application of spiritual principles.' Dennis Kucinich
- 'Every good citizen adds to the strength of a nation' Gordon B. Hinckley
- 'We are all actors: being a citizen is not living in society, it is changing it' Augusto Boal
- 'No one is born a good citizen; no nation is born a democracy. Rather, both are process that continue to evolve over a lifetime. Young people must be included from birth. A society that cuts off from its youth servers its lifeline.' Kofi Annan

10:45 A.M.- 11:30 A.M. (45 minutes)- Me: identity and culture

Understanding identity and culture is the key to opening minds to new learning and perspectives, changing attitudes, encouraging empathy and interest in peaceful coexistence and creating a stronger sense of social responsibility. It is also critical to problem-solving and building networks. Participants develop their self-confidence and self-awareness, recognizing the assumptions that underlie their beliefs and those of other people which in turn provides the basis for learning and sharing through dialogue.

- What is identity?
- How is it expressed?
- Why is it important to understand identity?
- What is culture?

Activity: Two truths and one lie

Introduces participants to the idea of assumptions and explores how our assumptions drive our behavior. Encourages participants to hold their assumptions lightly. All participants write three things about themselves: two of these are truths and one is a lie. They then move around the group sharing and trying to guess which is the lie. The debrief focuses on the assumptions we make about others and how holding these lightly can help us to discover more.

11:30 A.M.- 12:15 A.M. (45 minutes)- Me and you: intercultural dialogue

In this part of the workshop (Me and you: intercultural dialogue), participants learn skills for dialogue to support learning and as a tool for building empathy and trust within and across cultures.

Understand dialogue, how and when it can be used:

- what is dialogue?

- principles of dialogue
- purpose of dialogue.

Ability to support, learn and share through dialogue:

- approaches to dialogue: listening skills, questioning skills, dialogue in community development, dialogue in fragile and conflict-affected communities
- learn and share through dialogue.

What is intercultural dialogue? ‘Dialogue’ in Active Citizens refers to conversations in which people with different beliefs and perspectives learn from and share with one another. This focus on learning and sharing makes dialogue different from other forms of conversation, such as debate or negotiation.

Elephant and the six wise elders in the mist

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.

1. Share the following story with the group.

Once upon a time, there lived six wise elders who spent their lives travelling through the land, far and wide. One very foggy day they heard that an elephant had entered a village close to where they were staying. They had no idea what an elephant was and, although they had heard of this fantastic creature, they decided to go and find out more about this animal. When they came across the elephant, they all touched the elephant to explore it. Figure 24: Elephant and the six wise elders in the mist the elephant is a pillar, said the first elder, who touched its leg. Oh, no! It is like a rope, said the second elder, who touched the tail. Oh, no! It is like a thick branch of a tree, said the third elder, who touched the trunk of the elephant. It is like a big hand fan, said the fourth elder, who touched the ear of the elephant. It is like a huge wall, said the fifth elder, who touched the belly of the elephant. It is like a solid pipe, said the sixth elder, who touched the tusk of the elephant. They argued about what the elephant was like and every one of them insisted that he was right, each one shouting louder, convinced that their perspective was the right one.

Debrief

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

Alternative approach:

creative 1. The elephant story can come to life through experience.

2. Place an object in the center of the room and get a number of blindfolded participants to feel the object and guess what it is.

3. Do not say anything about communicating with one another during the task.

4. This could be repeated so that everyone has a chance to take part.

12:15 A.M.- 13:00 A.M. (45 minutes)- We: local and global communities

In the following part of the workshop (We: local and global communities), participants develop an understanding of 'community' and its relationship with identity and culture-deepening their understanding of how communities (like identities) are multiple local, global and interdependent. Skills are developed in mapping the community from different perspectives: problem identification, systems thinking and complexity and power dynamics. These are used to identify insights, appropriate interventions and networks which could help to address local issues. The group apply their learning to their own community to identify the problem they would like to address and the people they need to engage to achieve their objectives. Participants are encouraged to focus on addressing problems that are defined and refined by local people in an ongoing process which is legitimized at different levels (politically and socially) building ownership throughout.

13:00 A.M.- 14:00 A.M. (60 minutes)- Planning and delivering social action

In this part, participants focus on planning a social action initiative in their community, considering the process in different levels of detail and complexity. This involves identifying and clarifying their agenda, a specific intervention and how they will deliver it – looking for patterns and insights into what's already working and how to create the conditions to support positive change to emerge. Participants are encouraged to have a clear purpose along with a flexible delivery strategy. They experiment and manage risks by trying things out, analyzing the impact and pursuing activities which have potential. Social action projects can be attached to existing initiatives or be something completely new. The implementation phase is the culmination of participants' learning. It gives them the experience of designing and learning from the delivery of social action and demonstrates their increased social responsibility and leadership skills. Where social action initiatives are showing the potential to achieve meaningful impact further support, visibility and networking opportunities are often provided. Participants and partners can apply to engage in policy dialogue; research on community; international study visits; and international partner networking.