A CHANGEMAKERS TOOLKIT

A CHANGEMAKERS TOOLKIT

WHERE CHANGE BEGINS

Things change. You change. I change.
We are all part of that exchange.
Change keeps changing lives –
changing never dies.
Yet, changing to the good or bad –
the direction can be misled.

How to build a world of peace,
Of justice, laughter, open streets.
In times of war and child abuse,
where coming generations loose.
The biggest question troubles me:
How can we make each other see?

I see the empty rivers and lakes,
the increase of storms and earth quakes,
The rainbow forests go - no choice.
Indigenous people's unheard voice.

This Climate Change has harmed our earth.
Let's wake up and see for all it's worth.
It's up to us to influence change.
It's clearly time to rearrange.

I do see a world of great ideas,
Of seeds that overgrow the fears.
The nature, wisdom and traditions,
they help me walk towards my visions.
I know that I'm connected
And our climate can be protected.

Community Changemaker 2030, Teresa Boulle

CONTENTS

INTRODUCTION

Driving Change with What You Have

How can we contribute to more just futures? We believe that the more we focus on solutions in our own surroundings, the more people can experience sustainable livelihoods. If we start with what we have and build on what we know, we can drive change that is based on local knowledge systems. This can increase and accelerate local economic and sustainable development.

The project Community Changemaker 2030 (CC2030) aims to anchor strength-based methods in youth work: Using ABCD (Asset-Based Community Development), Participatory Video (PV) and Project Management tools, CC2030 trains young changemakers and youth workers in implementing home-based solutions towards climate justice.

Together with partner organisations from Germany and South Africa, we collected tools that contribute to active citizenship, community building, global learning and climate protection. The implementing organisations Starkmacher e.V. and Amava Oluntu focus on the urban regions around Mannheim and Cape Town.

This toolkit contains the core methodologies explored that we would like to share with others who may benefit from this strength-based approach.

"Go Bos Plant Local Fynbos" - Sergical One, Muizenberg

The Relevance of Asset-Based Development

A lot of our shared history has evolved around power structures, wars, people with more resources oppressing others with less. We are told that without any financial resources we can't do much. We obey those in power and have low self confidence and motivation to drive change. A lot of us accept these belief systems as we have been taught to and have not known alternatives. Yet, there are so many different resources and already working ideas that we can draw on. If we look more closely, each of us is connected to a variety of resources.

Asset-Based Development builds on the resources available locally and mobilises individuals, associations and institutions to join forces in order to improve quality of life. If we come together to identify and develop our strengths, our emotions and feelings are positive and we feel empowered to drive change. If we draw on the networks and knowledge in our community, we can build so many new and independent systems that contribute to sustainable and equitable living.

Imagine we could all follow this positive approach. We believe that there would be less conflict and more power over our own lives. We would care for next generations, protecting the land, animals and all people, resulting in increased well being for all life.

The Structure of this Toolkit

The aim of this toolkit is to share tools that build more just and sustainable living for all. The objective is to share tested methodologies that encourage changemaking process and promote local, sustainable development. The tools are presented and explained in a practical manner for relevant stakeholders so that they can be easily applied and implemented in different contexts.

The toolkit is developed for practitioners in the field of formal or non-formal youth work. There is no geographical limitation, anyone can implement the presented tools anywhere in the world. The focus lies on community-based work. Community is a broad term that can refer to a neighbourhood or interest groups - it is not referring to a certain geography.

We encourage youth organisations and youth workers to apply the shared tools and to strengthen asset-based approaches with new project ideas, mapping exercises and story disseminations to drive change where they are.

The toolkit starts from the inside out with tools that inform a skilled changemaker. What are the key characteristics and competencies of a real changemaker? It does not only require great personal skills (chapter 1), it also requires communication skills, social knowledge around group dynamics and conflict resolution skills (chapter 2).

The heart of the toolkit are chapters 3 & 4: here, the core methodologies are shared with a number of exercises and templates around project management, asset based community development, storytelling for change, as well as monitoring and evaluation.

We hope this toolkit starts many sparks that may one day join to bring us all together around the fireside.

CHAPTER 1: YOUR SELF

"My Super Hero Power is Forgiveness" - Herakut (Mannheim, Germany)

changemaker competencies

All change begins with yourself.

The motivation to change the environment around oneself comes from deep within, but there are competencies that are of great help for you to make this change happen.

We call these "changemaker competencies". In this chapter we want to look at the immense potential for change that all of us carry and give you a hand in discovering and nurturing these aspects within yourself.

1.
If I could change one thing in the world, It would be gender inequality.

2.
I will start to educate myself and others because females are equal, in life and in nature.

MICHEAL KEHINDE

1. If you could change one thing in the world, what would it be? 2. What do you think you can do to make that change real?

HOW WE CAN CHANGE THE WORLD
By Michael Kehinde

A lot of people are disheartened by the current state of the world. Seems like everywhere we turn, we're overwhelmed by an immense amount of suffering going on around us. This can lead us to lose hope when we contemplate just how big the mess is.

Be the change you want to see in the world
You and I might not be super beings who can change the entire world for the better just by snapping our fingers, but we can make great changes within ourselves. Those in turn will ripple outward and affect others. And they will affect others in turn. And so on.

Here's how to change the world, one small piece at a time:

1. Be Kind
Whenever you have the chance to do so, be kind. Just about all of us have experienced a situation where we were having a really bad day, but someone did or said something that totally turned the day around. It could have been something as simple as a stranger's smile, or a coworker letting us know how much they appreciate us. Small acts of kindness go a long way to helping others, and in a world where so many people are so stressed and upset, these little kindnesses are absolutely vital.

2. Love Unconditionally
This doesn't mean that you tolerate poor behavior or abuse from people, but rather you strive to love them for who they are, rather than for who you want them to be. You can dislike someone's behavior, but still love them as a person.

3. Act With Sincerity
There's a lot to be said for authenticity and sincerity. Just be real, and you'll find that others are more sincere toward you in turn.

4. Live in Service to Others
This has to do with your life's purpose. In its simplest form, it has to do with what you want to do with the time you've been given. Whatever it is that inspires you, there's a career path you can take that will allow you to pour your energy into making the world a better place.

5. Be a Steward of the Planet
Consider the actions you take on a daily basis that affect both your environment, and the greater planet beyond. Your choices spread far and wide, affecting plant and animal life everywhere they go. You can make kinder, gentler choices when it comes to personal products, and then go a step beyond for greater ecological stewardship.

6. Devote Time and Energy to a Cause You Believe in
Each and every one of us is passionate about something that has to do with the greater good, so consider what you feel strongest about, and take action to do your part. Do you like to volunteer in the community kitchen? You are capable of doing something that can make a remarkable difference in another's life.

These are just a few simple things that pretty much anyone can do to make their little corner of the world a bit better than how they found it. Just doing one thing on this list can make a dramatic difference, even if you don't notice it immediately.

USING YOUR POTENTIAL

by Nicolas Bosch

Every person has strengths and potentials. However, recognizing these and perceiving them as such is often not easy. It already starts with the basics: What is a strength? Are they innate or can I develop them?

Strengths and potentials are manifold. They can be innate and they can be newly added. They can be developed and refined. It is important to recognize and perceive them as such. Simple methods such as the attached mapping document can contribute to this.

Potentials are anchored in oneself. Skills and abilities are just as much a part of this as knowledge. While abilities are mostly innate, skills and knowledge can be acquired. However, all three elements can be improved, refined and developed. Strengths are not stagnant, but very much shaped by our experiences. What have we learned? Where have we perhaps failed or done something very good? All this shapes us and allows our potential to grow.

Every person is unique and so is everyone's potential. Finding the extraordinary is not always easy, but worthwhile. Unique strengths are an enrichment in every sense.

Another strength lies in our relationships. We learn from each other and with each other. We can support each other, strengthen each other's strengths and compensate for weaknesses. Networks and relationships are a potential that should not be underestimated and should be taken advantage of.
(Social) changes cannot be made alone!

The following exercise can also be used for the first steps of the finding-an-idea-phase. How can my strengths and potentials be linked to visions of mine? Are there topics that are important to me and that I can address through my strengths and potentials?

In addition, the exercise is also well suited in a group constellation to map and become aware of the strengths that prevail within the group.

ACTIVITY #1: MAPPING POTENTIAL

Material	pen and paper
Group Size	individual (can also be done in big group by each individual or teams)
Place	quiet place to sit and focus
Time	45 minutes

SKILLS & KNOWLEDGE

EXPERIENCES & LESSONS LEARNT

IDEAS FOR ACTIVITIES:

IDEAS FOR PROJECTS:

RELATIONS & NETWORKS

EXTRAORDINARY

INTERESTING TOPICS / AREAS:

1.

I would break the arrogant knowledge culture and make sure that knowledge and skills are seen as equal and that people no longer talk about developing countries.

2.

To make that change real is to use different approaches such as intercultural learning and global learning to raise people's awareness.

NICOLAS BOSCH

1. If you could change one thing in the world, what would it be? 2. What do you think you can do to make that change real?

1.
I would let disappear the habit, the ability and the feeling of GREED.

2.
I would like to show young people the paths to their inner freedom, strength, power and harmony.

YASCIEN BASHIR

1. If you could change one thing in the world, what would it be? 2. What do you think you can do to make that change real?

SELF-DISCIPLINE
by Yascien Bashir

Self-discipline describes the ability to control and master your own will, emotions and impulses in order to achieve a goal.

To be successful in life, whether it's in your career, your sports, your relationship or in changing your habits, you need to be self-disciplined. It's an important tool for your personal development.

HOW DO I BECOME SELF-DISCIPLINED?

Know Yourself
We all have different skills and abilities which we can handle easily, some things come naturally and others we struggle to execute. Ask your friends, colleagues and family about your abilities. We cannot see ourselves the way others can see us, so when someone else helps us to see something about ourselves that we couldn't see, acknowledge that as a gift. Learn to do the same for others in your life that you care about. It is largely the tone of how we say these things that will determine if someone takes it as constructive criticism or an attack - learn about your tone and pay attention to how you say things / what words you use. Learn to take constructive criticism as a gift not an attack. This will help you to know yourself and your strengths and weaknesses.

Resist Temptations
Ask yourself: Do I need to go to this event? Do I need to drink this alcohol? Why am I procrastinating? Sometimes we need to practice self discipline and patience in order to harvest greater rewards at a later stage. This is like a muscle that you must train to get stronger over time until it becomes easy, but you have to practice in order to get there.

Create Healthy Routines
There are many daily habits that can help us to develop discipline:
• Write daily diaries
• Start a martial art / yoga / mindfulness practice
• Do hobbies that you enjoy
• Spend time in nature
• Make sure that you eat balanced nutritious meals daily that suit your body

Set clear goals and have an execution plan
• What would you like to achieve?
• What are the steps you need to take to get there?
• Start with the 'low hanging fruits' - things that are easily within your reach
• Create a vision board
• Use the Eisenhower-Matrix (see Activity #2) to prioritize your tasks

Set priorities
It should be a daily practice to set goals for yourself. What do you aim to achieve today? Be realistic so that you don't continuously disappoint yourself, but challenging enough to always be improving.

Find your rhythm and stay in momentum
Everyone has different rhythms. Know yours. What time of day is your brain at its sharpest? What time of day are you at your most creative? How long can you work before you become distracted / unproductive and need to take a break? Plan your day accordingly. Always keep an eye on your goals for the day and make sure you are remaining on track.

Celebrate small successes
It is a fine line between constantly striving to improve, and actually doing ourselves harm because we set unrealistic tasks that we cannot achieve or we are constantly trying to do too much. This will make us sick, and destroy our vision in the long run. Be honest with yourself. Be gentle with yourself. Look after yourself. Praise and celebrate others when you witness their growth. Celebrate little successes. This is how you keep your motivation and pleasure alive.

ACTIVITY #2: EISENHOWER MATRIX

Material	pen and paper or computer
Group Size	individual
Place	wherever you are
Time	daily practice

	URGENT	NOT URGENT
IMPORTANT	DO	SCHEDULE
NOT IMPORTANT	DELEGATE	DELETE
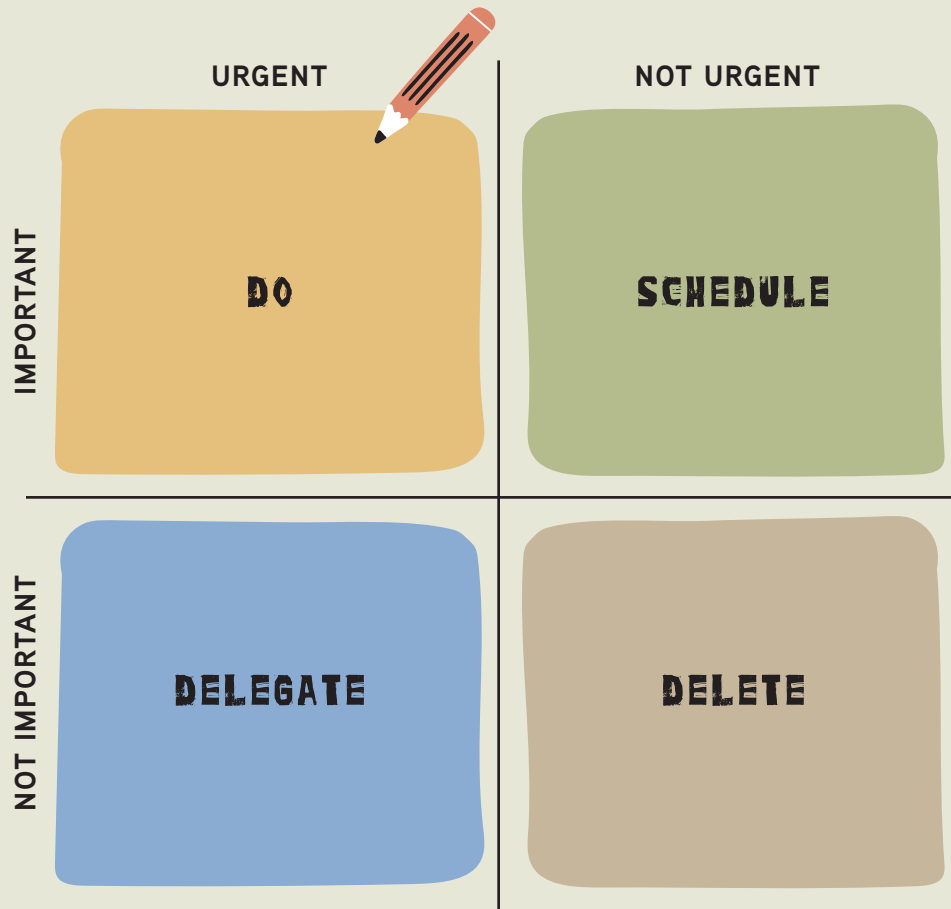
TIME MANAGEMENT
Vanessa Isabell Barczyk

Time orientation and management varies significantly throughout cultures and can greatly influence expectations and team work.

Roughly we can talk about two ways of viewing time: Strict Time & Flexible Time. People who see time as strict believe that time is controllable. Human activity is determined by clocks and calendars, and being on time (or even early) is seen as the best way of managing time.

People who view time in a flexible way believe that time is adaptable. Human activity is determined by people and situations, and being late is something that is forgivable, as things may get in the way.
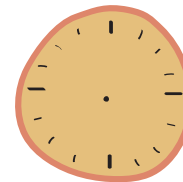
STRICT TIME   **FLEXIBLE TIME**

Understanding these differences alone is not enough regarding how to manage your given time within an intercultural team. It is important to sit together beforehand and talk through the time process of the project. When being part of a team, but also when working alone, time management can help you to work in an effective way, no matter if you view it as a strict or flexible concept.

Time management is an important changemaker competency, be it to structure a ask, project, or your day.

1.

I would ensure the availability, access and sustainable management of clean drinking water and sanitation for all.

2.

I will improve education as well as implement my own projects to improve the access to safe drinking water and adequate sanitation and raise awareness about hygiene practice.

VANESSA ISABELL BARCZYK

1. If you could change one thing in the world, what would it be? 2. What do you think you can do to make that change real?
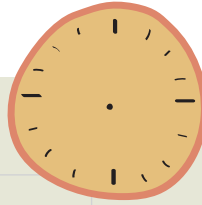
ACTIVITY #3: TIME AUDIT

Material	timer, pen and paper or computer
Group Size	individual
Place	wherever you are
Time	all day

- Get some sort of timer that you can set to go off every thirty minutes
- Begin the timer and go about your work day. (Try not to think about the timer)
- When the timer goes off, write down what you're doing at that very moment.
- Set the timer for another thirty minutes (repeat the process until end of day)
- Review how you have spent your time.

How often were you caught doing something that was not productive?

TIPS FOR IMPROVING YOUR TIME MANAGEMENT

Review the use of your time

Try to get a good overview of how you are spending your time e.g. Time Audit. You can vary the time between check-ins so that you do not begin to anticipate the alarm going off every thirty minutes. If you find that you have been spending too much time checking your email, scrolling through your social media feed, or chatting with co-workers, you will know exactly where you have to make adjustments.

Set yourself milestones and deadlines

Especially with longer projects, it can be helpful to set deadlines and milestones for yourself or your team. You can also break up a big task this way to make it seem smaller and less overwhelming. It can help you to stay within a certain time plan and stay motivated when you achieve goals along the way.

Block out distractions

If social media is your downfall, try a productivity app that blocks online distractions. If you are working on a writing project, try going into full screen mode to prevent yourself from opening tabs or answering desktop notifications. Work alongside productive people and set boundaries with interrupting colleagues. Consider turning off your wifi/internet functions to stay focused.

Schedule your time

Worrying about how you will fit all your tasks into the average workday can put a serious strain on your productivity. When we are stressed, we struggle to stay productive, which can lead us to work longer hours to meet deadlines. To-do lists can become overwhelming if you have got a lot to accomplish. Instead, use your favorite calendar tool (or even a good old-fashioned datebook) to schedule your time. If you have a shared calendar with your work group, all the better.

Avoid multitasking

When you divide your focus between tasks, you are actually diverting attention and using more brain bandwidth. You will perform better if you give your full attention to one task at a time. Grouping similar tasks can also keep you in the right mindset. You might, for instance, group your writing tasks together and do them during one particular block of time.

Insist that others respect your time

You know that meeting you were asked to attend that had almost no relevance to you? The one where you had nothing to contribute? That is an hour you could invest better. Every meeting should have to justify its existence, especially if not attending the meeting would ultimately make you more productive. Try to only attend important and productive meetings.

Keep your "call to action" in mind

What do you want to get out of that phone call you are about to make or that meeting you are about to schedule? You need to know what you are hoping to achieve, before you dive in. Prepare yourself and your goals, expected results or questions for the meetings. Take a few minutes after meetings and phone calls to reflect on whether you achieved the outcome you were hoping for. If you did not, plan your next steps so you can attain it. You will be more prepared when the opportunity to address the issue comes around again.

Get enough down time and rest

Taking a break when it is crunch time may seem counterproductive, but you are not at your best when you are sleep-deprived or unfocused. Skipping vacation is actually bad for your health. Not only that, but taking time to relax can make you more productive. This also counts for small breaks during the day.

THE IMPORTANCE OF TIME MANAGEMENT - A PERSONAL LEARNING EXPERIENCE

By Elona Mteto

When I look back on past projects, time was always something to be considered, but I was not aware of it. Sometimes I would spend weeks or days wasting time on things that did not have a positive impact in my life. Thinking back, I guess it was because I was not considering time. However the case may be, that was the lesson to be learnt by me. In everything that I do now, I always try to consider time management and communication, although it is not always easy.

Especially working with diverse groups of people, brought this change in my life. At first I could not understand how people would get frustrated if I was not keeping up with things. That was just a weird experience for me. I only got to understand the importance of time when I was part of the coordination team in a project where I had to lead. People would take their own time to show up when I am expecting them to be on time. Throughout that experience I kind of felt disrespected because I wanted to do something meaningful instead of waiting for people to arrive.

Thus, I learned that time management is very important on a daily basis. It helps you to be productive. Being ignorant of time management can result in working under pressure, or even worse, you can easily miss out on a lot of opportunities.

1.
I would change how we sometimes treat one another as diverse people and create a way of embracing the spirit of humanity in our communities.

2.
First, I would like to BE the change I seek, then involve myself in systems that are already in the agenda of making the change real.

ELONA MTETO

1. If you could change one thing in the world, what would it be? 2. What do you think you can do to make that change real?
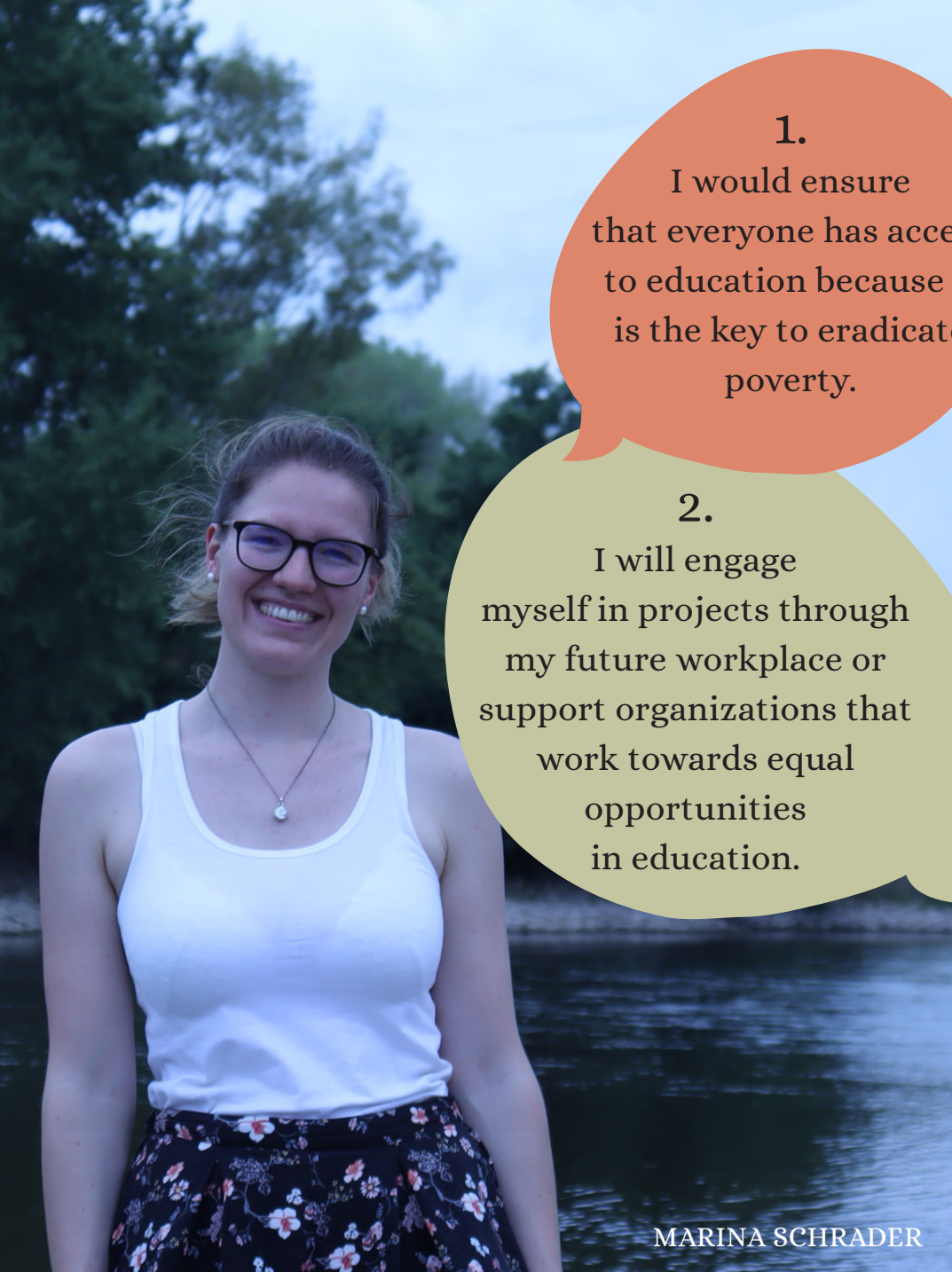
1.

I would ensure that everyone has access to education because it is the key to eradicate poverty.

2.

I will engage myself in projects through my future workplace or support organizations that work towards equal opportunities in education.

MARINA SCHRADER

HOW TO STAY FOCUSED?
by Marina Schrader

Staying focused is, without doubt, an important competency for a successful project. Without focus it will get harder to achieve the set goals, especially if we work on bigger projects that take a longer time. The previous tips on time management can already help you to keep your focus. Another method to stay focused is a success journal. The success journal can help you to organize your week and your daily schedule, so you can guide your focus and attention.

ACTIVITY #4: SUCCESS JOURNAL

Material	journal (you can create templates like the ones on the right, and then print them out so that you have a new sheet for every day)
Group Size	individual
Place	wherever you are
Time	10 minutes twice a day

Weekly Journal (e.g. on a Sunday)
• Use the habit tracker to set some good habits
• Decide on two big goals you want to achieve this week.
• Reflect on your last week

Daily Journal (e.g. in the morning)
• First think about what you are grateful for today or yesterday.
• Set your focus for the day that brings you closer to your aims
• Fill in the To-Do-list for the day. Start with "first things first" and really prioritize here. Then you can add "the cherries on top". The aim is to achieve your daily focus, the rest is additional. (You can always write down the To-Do's you have not reached the next day again.)
• Do not forget to add at least one thing at your To-Relax-list to keep yourself in balance and take care of your well-being.

1. If you could change one thing in the world, what would it be? 2. What do you think you can do to make that change real?

Weekly Journal

HABIT TRACKER:

Good habits that you want to incorporate into your daily life (e.g. drinking 2 liters of water daily).

M T W T F S S

1 .... ◯◯◯◯◯◯◯

2 .... ◯◯◯◯◯◯◯

3 .... ◯◯◯◯◯◯◯

WEEK FOCUS:

Two big aims that will have the biggest influence on my success and will be my focus every day

AIM 1:

AIM 2:

SUCCESS & PROGRESS:

WHAT DID I DO WELL THIS WEEK?

WHAT WILL I CHANGE NEXT WEEK?

Daily Journal

I AM GRATEFUL FOR...

This rewards you with positive emotions and leads to a better mindset.

M T W T F S S ....

DAILY FOCUS:

Choose a task that has the most influence on your set aims for the week.

TO DO LIST:

FIRST THINGS FIRST:

THE CHERRIES ON TOP:

TO RELAX LIST:

NOTES & DATES:

CHAPTER 2: GROUP WORK

"We have to remember the past, but we should not live in it / I have always lived in fear"
Gegen Das Vergessen / Lest we Forget. Akut. Mannheim, Germany

intercultural competencies

Modern society and capitalism have pushed us into a very competitive way of operating in the world, where we put ourselves at the center and don't think twice about hurting others in order to further our own agendas.

This is at the heart of what needs to change in order for us to create a more just and equal society. We strongly believe that, in order to make a real and lasting change in the world, we have to remember how to work together.

This chapter describes relevant intercultural competencies and contains some tools to help us navigate the complexity of working together across diverse and unequal lived realities.

GLOBAL LEARNING
by Lea Laib

Global Learning is about learning to think global. It is an educational concept that aims at giving learners the competencies to orient themselves in our complex world, understand their own role in it and get active for a global togetherness. It teaches us to refute stereotypes and work together for a better future while appreciating each other's strengths, no matter where we are from.

Global learning has three dimensions where it impacts it's learners:

COGNITIVE	SOCIO-EMOTIONAL	BEHAVIOURAL
gain **knowledge** about global interdependencies & power relations	**values** like sustainability, equality, diversity or respect for each other and **skills** like self-reflection, challenging assumptions and norms, changing perspective, empathy or critical thinking	drive to act on global issues and **engage** in the local community

The world is complex and highly interconnected. It is important to get into contact with perspectives outside of your own bubble. Learning across boundaries leads to stronger interconnectedness. Learning to work together is essential to break hierarchical thinking and be able to deal with contrary opinions in a constructive way.

In this sense Global Learning has a lot to do with unlearning patterns and assumptions. COVID-19, global natural catastrophes caused by the climate crisis and also movements all over the world show that we are all affected by global challenges and that we need to work together for a more sustainable, healthy, equal, diverse and livable world. It is a first step to realize this and an even bigger one to actively contribute as a changemaker.

ACTIVITY #1: THE SDG TREE

Material	paper and pencil or flipchart and markers / paints
Group Size	individual or small groups
Place	space to draw, individually or in groups
Time	30 minutes to 1 hour

This exercise aims to foster awareness about the Sustainable Development Goals and connected global issues.

- Everybody is asked to draw a tree with roots, a trunk and the treetop
- Every group gets one of the 17 SDGs
- Leaves carry the aims and visions of the SDG,
- Roots visualize current political issues
- Trunk is for the question you seek to understand
- Clouds carry positive examples of projects, organizations or changemakers working to reach the SDG
- Add aims, visions, issues and examples in their respective places

(Participants can research the SDG when necessary)
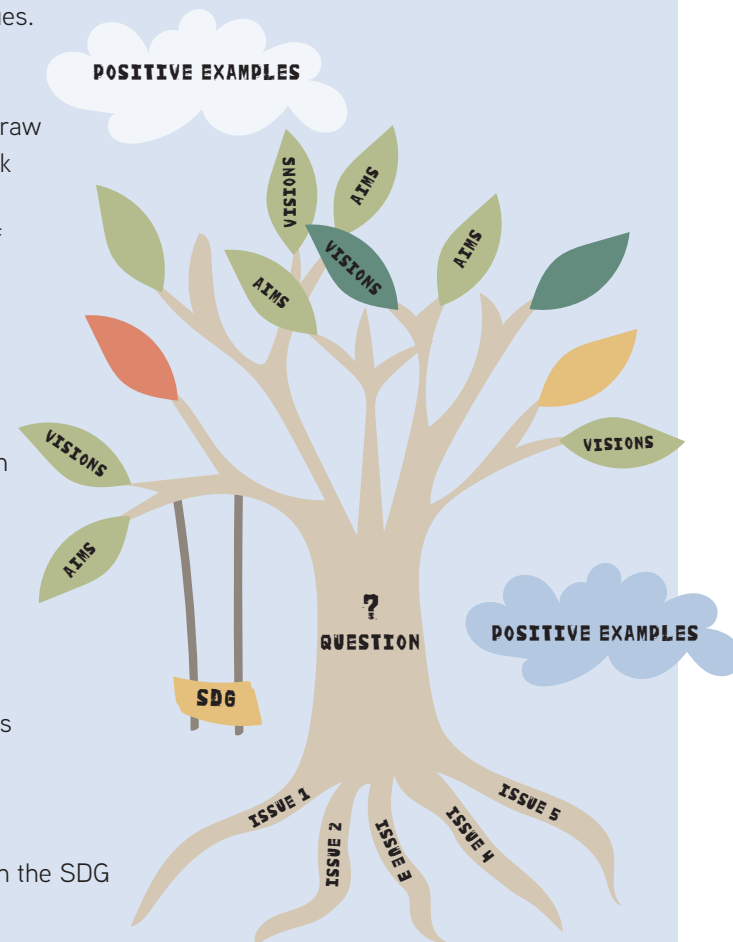
ACTIVITY #2: DREAM STORY

Material	Depending on method chosen: art materials, props, costumes, film equipment
Group Size	small groups of motivated, creative people
Place	space for group work, painting / filming / acting etc
Time	2 hours to multiple days

This is a creative exercise for a group that can take various forms, from a theater play to an artwork or exhibition or podcast and so on.

It aims at thinking about problems and solutions in an idealistic, optimistic and abstract level and establishing a feeling of togetherness that can be a trigger for motivation. Creating future visions is important to give us direction into the future we wish to see.

Ask yourself in a group:
• How does a sustainable, just and equal world look?
• What are global issues?
• What can we do about them on a local level and what is already done?

From your dialogue outcomes, create a story, envisioned future or fictional world together.

Try to visualize this together. You can do this on a small level and tell a story or develop a bigger project like a mural, film or theater play.

1.
Less egoism
and more empathy -
for the garment workers
to the neighbor next door
to the nature
around us.

2.
I can start
with myself and live it,
reduce & reuse, buy fair, building
awareness, reducing prejudices,
collect different perspectives and
learn about inequality and my
own privilege & talk with people
around me about
inequalities.

LEA LAIB

1. If you could change one thing in the world, what would it be? 2. What do you think you can do to make that change real?

GROUP PHASES
by Nela Lindenau

One of the most obvious group dynamic processes is the crystallization of specific roles in the group like leaders, followers and observers. Every individual forms a unique dynamic on how to behave within the group. Thus, groups are a great learning platform when it comes to handling conflict and deciding difficult things democratically.

We can distinguish roughly five group phases that every group goes through. These phases can vary in length and dimension, depending on the time frame and the dynamic of the group. The phases can also overlap with each other or repeat themselves.

Phase 1: orientation-phase (forming)
In this phase people get to know each other and try out new behaviors. People orientate on the given tasks and the ways and means to reach the goal. Relations in the group are mostly formal and not personal. Frequently there are insecurities in behavior, but also curiosity and anticipation.

Phase 2: phase of conflict (storming)
In this phase there is a lot of interaction and different opinions and suggestions meet. This can cause conflict and disagreement. There is still not a strong feeling of belonging in the group.

Phase 3: consolidating-phase (norming)
If the conflict and debates were successful, the group can form collective goals and coordinate activities better. Group standards, norms and codes are built, like unwritten laws which everybody respects and acts upon. The group holds each other accountable to these agreements.

Phase 4: action-phase (performing)
Now the group can look at the given tasks and fulfill their purpose. Team members trust each other, everybody has found their place and they can interact productively. The roles and norms of the group manifest more.

Phase 5: end-phase (adjourning)
The tasks are done, the goal is reached, the group relations are loosening and the group will dissolve. In very strong groups there can be mourning,

BUILDING THE GROUP
by Nela Lindenau

Group Rules
Right at the start of your project, the group should come together and decide what rules are important and what the participants want from this project. Examples are nice and polite communication, listening to each other, being on time, etc.

Self-Confidence
Make sure that everybody feels safe to speak their mind in the group. If there is a problem, participants should not be afraid to say it.

Make compromises
Before the group management decides anything, it should obtain a picture of the mood of the group and find a compromise on the basis of that.

Roles and parts in a group
Watch the group dynamic closely. Make sure that everyone feels included and that the tasks within the project are clearly stated and everybody clearly understands their role.

Games and fun
Although you plan a project, do not forget to the importance of emotional connection. This can be done with fun games, trust exercises, time to chat in between, etc.

Common values
To connect your group and to form a team, it is important to find values everybody wants to stand for, so that everybody is working towards the same goals.

1.

I would change the mindset of a lot of people so that we don't have to fight that much for our goal for the future.

2.

Talk to them to try to open their eyes with the things that are actually happening at the moment and show them solutions others have come up with.

NELA LINDENAU

1. If you could change one thing in the world, what would it be? 2. What do you think you can do to make that change real?

DIVERSITY IN A GROUP

By Vanessa Isabell Barczyk

"In our international project, I experienced that you can always learn something about cultural aspects especially regarding communication. It is important to remind each other how valuable honest communication is and how important it is to consider the different life realities. (…) The situations that led to frustration were mostly those that had to do with time management, i.e. arriving too late or not meeting deadlines, because we probably have different ideas of "time" in our cultures."

Diversity in a group can be a challenge and is often accompanied with stereotypes and inequality. Especially when we are in a work context where a certain goal has to be met or a task has to be finished in time. But when we are open to intercultural learning, diversity can be a great potential and source of strength.

When people with diverse cultural backgrounds interact certain "hard" conditions must be met to successfully challenge and break stereotypes:

Equal status
Ensuring that the distribution of power between people in a particular situation is equal and NOT reflecting the hierarchical distribution of power that might be present in wider society is a key for intercultural work. Equal status paves the way to have space for real intercultural learning and effective common work. Education should not be a way for the dominant group to impose on or "teach" the non-dominant group.

Common goals (active goal-oriented effort)
The interaction should be focused on reaching an overarching objective.

Intergroup cooperation
For successful intercultural work it is helpful when there is an independent group effort without intergroup competition.

Social norms
The presence of social norms eases the intergroup contact. These norms are preferably defined by the group and everyone is aware of and in agreement with them.

"Soft" conditions like values and attitudes are a base for successful intercultural learning, the most central ones being:

Respect for oneself and others
Respect for oneself and others is rooted in the respect for human dignity and a genuine belief in equality and freedom among human beings. It starts with trying to understand, acknowledging that people have different identities and accepting the complex realities in which people live. It involves the capacity to understand that there is more than one possible and correct set of values, attitudes and beliefs. Respect involves an appreciation of others and of diversity and does not necessarily mean agreement with, or adoption of, the other's world view. But it does not mean to tolerate beliefs, practices or ways of life that violate human rights.

A sense of social justice and social responsibility
Social responsibility starts with the capacity to view human rights as an important concept and leads to the willingness to stand up when human rights are violated. This attitude is built upon a sense of human dignity and justice as well as taking responsibility for one's own actions and the desire to work towards the ideals of freedom, equality and respect for diversity.

Openness and curiosity
Curiosity is what moves us towards others, while fear triggers us to run away from others. Genuine curiosity and openness mean suspending assumptions and judgments, but also dealing with ambiguity and uncertainty. It implies the willingness to move beyond one's comfort zone and leads people to discover other beliefs and worldviews, while questioning their own. This is important to develop new perceptions and to accept that the construction of something new implies the possible breakdown of the old – such as perceptions, ideas and lifestyles.

UNDERSTANDING OUR DIFFERENCES & WORKING TOGETHER

I found myself working on another continent, far from home in a completely different business and lifestyle environment. This experience gave me the opportunity to reflect upon different people's lifestyles. Since that day, more international assignments have arrived, giving me the opportunity to share my beliefs with people from other cultures who had values deeply different from mine. During these years, I matured a valuable background that I would like to share with others.

The following are some suggestions for intercultural learning and working drawn directly from my experience:

Avoid Making Assumptions
Although we all hold certain preconceptions about people and we may even be guilty of negative stereotyping, the important thing is to not allow these preconceptions and stereotypes to influence our behavior. Do not make assumptions about an individual or a group and take time to get to know people.

Avoid Making Instant Judgments
We tend to make immediate evaluations based on our own culture, rather than try to comprehend thoughts and feelings from the other person's point of view. Oftentimes we assume our own culture or way of life is the most natural. Be aware that it is not.

Different Methods in Relationship Building
When people come together to work on a task, cultures differ also with respect to the importance placed on establishing relationships early on in the collaboration. For example, Asian and Hispanic cultures tend to attach more value to developing relationships at the beginning of a shared project. European-Americans, instead, tend to focus immediately on the task at hand, and let relationships develop as they work on the task. This does not mean that people from any one of these cultural backgrounds are more or less committed to accomplishing the task or toward valuing relationships. It means they may pursue them differently based upon their cultural approach. Keeping that in mind helps in dealing with these differences.

Take Care About Communication
It is important to remember that the receiver, not the sender, defines communication. For that reason, keep questioning your assumptions about the right way to communicate. Ask yourself:
Who is the message for?
What media should I use?
What is the objective of the communication?
What is the desired response?
Be sure you are clearly understood. When you are communicating verbally, the best way to make sure your message has been understood in the way you intended is to ask the other person to summarize what you have said to them. It is not sufficient simply to ask if a person understands you - they may think so, but in fact have actually taken away a different message than the one you intended. Many misunderstandings that happen in face-to-face communication also happen in written communication. Think very carefully about how you use e-mails. It is not a medium to use if you have to communicate a difficult or sensitive message. If you have to give someone bad news or talk to them about sensitive topics, you should talk with them face-to-face beforehand.

Develop a General Understanding of Others' Points of View
When you are in another culture, try to talk with "locals": at restaurants, at the country club, in the shops, on the bus. Use every opportunity to learn the little traits of that culture. Be open to learn about people without presumptions or pre-judgements. Read the local newspaper and magazines to understand the day-to-day life of that culture.

Develop Your Cultural Sensitivity
Approaching people who think and react in a different way than you requires a good amount of sensitivity. The main purpose of developing a cultural sensitivity is to gain an understanding of how cross-cultural differences impact on the work environment. Then they can be managed and maybe even benefited from. Understanding is the foundation to getting along with others more quickly and more successfully. Using cultural diversity and embracing the differences, while learning from each other, can be beneficial for individuals as well as the project goal.

Do Not Stereotype

Learn from generalizations about other cultures, but don't use those generalizations to stereotype. While some aspects of cultural stereotypes might generally be true, stereotyping can easily become the only model of how people from that culture function. This oversimplifies the complexities of human behavior and leads to poor judgment. Relying too heavily on stereotypes may cause you to misread people who are the exception to the stereotype. We are most likely to hold stereotypes about groups of people whom we perceive as different to us and of whom we have limited experience. Referring to stereotypes or letting them influence our behavior usually impacts our relationships in a negative way.

Build Conscientiousness

Conscientiousness is the trait of being painstaking and careful. It includes such elements as self-discipline, carefulness, thoroughness, organization, deliberation (the tendency to think carefully before acting), and need for achievement. Conscientious individuals are generally hard working and reliable.
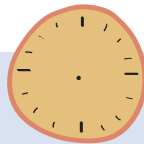
ACTIVITY #3: 60 SECONDS = 1 MINUTE, OR DOES IT?

Material	watch, chair for each participant (if there is a clock in the room, remove it)
Group Size	unlimited
Place	room for each participant to sit
Time	2 minutes

Learning Objectives: To raise awareness about different perceptions of various notions, and to prepare students going on an international mobility program to different perceptions of time.

• The facilitator asks the participants to hide any watches they might have.
• Everybody has to practice sitting down on their chairs silently with their eyes closed.
• Then the facilitator asks everyone to stand up and close their eyes. On the command "GO!", each person is to count up to 60 seconds and sit down when they have finished.

• It is important to stress that this exercise can only work if everyone is quiet during the whole of it.
• Once people have sat down they can open their eyes, but not before.
• Ask the participants to estimate for how long they had their eyes closed, and give the first and last ones their time.

ACTIVITY #4: A JOLT OF REALITY

Material	none
Group Size	unlimited
Place	big enough space for the group size
Time	8 - 15 minutes (3 -5 min for exercise, 5 - 10 min for debriefing)

Learning Objectives:
• understand how we filter information and form assumptions
• be able to reexamine one's assumptions and avoid automatic reactions
• demonstrate how our behaviours are often influenced by cultural values or filters
• Ask the participants to stand and find a partner: face each other, place their feet firmly on the floor, and then raise both hands and place them palm-to-palm at shoulder height.
• Now tell participants that to win at this activity, they must make the other person move his or her feet within 30 seconds.
• Start the timing. (Note: most participants will use brute force to push each other. Some may try to manipulate the other person to move. A few may stop pushing and let the other person's momentum propel him or her forward).
• After 30 seconds, stop the activity & ask a few participants to share some of the strategies they used to get the other person to move.
• Ask for a volunteer. Assume the face-to-face, palm-to-palm position. Whisper to the other person "Let's dance". Hum a tune and move your feet together.
• The participants will probably protest that this is cheating. Remind them that the directions were simply to get the other person to move his or her feet within the 30 second time frame. There were no restrictions on moving your own feet or communicating.

Debrief:
- Have a discussion about what happened.
- When you hear interpretations, such as "she tried to bribe me" rather than descriptions like "she offered me something", ask the participants to describe behaviours only.
- How did you feel about how you behaved? Your partner's behaviour? The outcome?
- What values were behind the different strategies people used?
- What did you learn from the activity itself and from the "dance" strategy?
- How can this learning be applied?

Debriefing conclusions:
- We tend to filter information, form assumptions based on our own experience and values, and then act according to these assumptions. Cultural values such as cooperation, competition, individualism and collectivism are demonstrated in this kind of activity.
- Assumptions can prevent us from exploring alternative behaviours.
- Cultural values such as individualism and competition may result in conflict and block win-win solutions.
- Meeting force with force is almost always futile.

1.
If I could change one thing in the world, I would change all religious into one.

2.
I will focus on the common goal of all religions with life satisfaction.

LEVIN-LOU KAISER

1. If you could change one thing in the world, what would it be? 2. What do you think you can do to make that change real?

1.
Less focus on power, more on people and planet.

2.
engage with people who already contribute to just systems, who are different from me and whom I can learn from, especially when it comes to sustainable living.

TERESA BOULLE

1. If you could change one thing in the world, what would it be? 2. What do you think you can do to make that change real?

CONFLICT RESOLUTION AND MANAGEMENT

by Michael Kehinde, Teresa Boulle and Kate Ferguson

Life comes with its challenges and conflicts. Every week, we face difficult situations and disagreements that make us feel uncomfortable. Conflict is impossible to avoid. Facing conflict is always challenging and brings up mixed emotions. Yet, eliminating conflict would cause its own problems: there would be no diversity of opinion, and no way for us to catch and correct flawed plans and policies.

How should we respond to these situations? Problem-solving, conflict resolution and conflict management skills have become one of the most wanted and needed competencies in the diverse world that we are in. People with strong conflict resolution skills manage to handle conflict in a respectful and non-violent way. It is important that we aim to acquire these skills to contribute to resilient and peaceful living in our communities.

Conflicts are always attached to a clash of needs. They differ in causes, core issues and effects. If we are able to identify our own needs and know how to communicate them with each other, we can reduce a lot of conflict, violence and stress. Nonviolent Communication (see exercise 3) is based on the idea that we all share universal human desires such as the need for trust, safety, and appreciation. Remember that we are all different and that we see the world through different angles and lenses. **Conflicts are therefore a chance to increase our understanding of each other and gain new perspectives.**

Possible techniques and approaches to conflict situations are:
• Skills (acquired from relevant training)
• Gifts (it comes naturally)
• Wisdom (comes from experience)

ACTIVITY #5: ACTIVE LISTENING
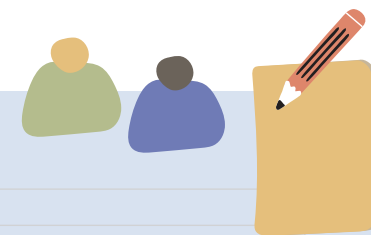
Material	pens, papers, markers, tape
Group Size	unlimited
Place	depends on group size
Time	8 - 15 minutes (3 -5 min for exercise, 5 - 10 min for debriefing)

Here are some exercises for groups that will improve conflict resolution capacities.

The participants get to contemplate their story of when there was a conflict and someone dealt with it in a way that they admire (can be themselves, a third party, or someone they wished was there to radiate the qualities of peace). They collect these aspects and map them on the floor or wall. This not only encourages active listening but enables the group to identify the many characteristics of conflict resolution.

The following data captured shows the possible techniques and approaches to conflict situations as shared and understood by participants' own experience of positive conflict facilitation.

Local conflict resolution knowledge and practice in the case of Amava Oluntu
The team of Amava Oluntu was gathering and reflected on what conflict resolution means to them:
• To be active listeners
• To know when to speak and when not to speak
• To be truly present
• Not being drawn into drama
• Intuition - the wisdom that comes through your being
• To be a good adviser
• Cut the roots of the small conflict so it doesn't grow into big conflict
• Remaining calm
• Self control
• Being able to identify that there is an issue
• Being actively open to change perspective
...and many more

ACTIVITY #6: THE CONFLICT TREE

Material	pens, papers, markers, tape
Group Size	unlimited
Place	depends on group size
Time	1 hour 30 min

The purpose of this exercise is to introduce the possibility that conflict situations are layered and complex. A conflict tree allows you to analyze the issues (core problems) in a conflict to visualize the causes and effects of each issue.
The group gets to think of a conflict that they (themselves or as a group) had, and define and map the causes, problem and effects of this conflict.

ACTIVITY #7: THE 4 STEPS OF NON-VIOLENT COMMUNICATION

Material	pens, papers, markers, tape
Group Size	unlimited
Place	depends on group size
Time	1 hour 30 min

There are four components to the Nonviolent Communication (NVC) model that reduce conflict, as developed by Marshall Rosenberg, PhD. These steps can guide you to express how you are, or they can be used to empathetically receive how someone else is. This allows us to empathize and think clearly. And as a result, reach a more honest understanding of each other.

These steps can help you in any situation that requires a thoughtful and non-violent way of communication. A lot of people use it at work, in relationships or in families to reduce conflict and enable us to understand each other better.

The left hand side helps you express your observations, feelings, needs and requests with the focus on yourself. On the right hand side, you see how you can use the NVC process for another person, to express empathy and articulate what and how you perceive.

THE CONFLICT TREE

EFFECTS: SEPARATION, RAIDING, HATRED, SUSPICION, UNFAIR REPRESENTATION, DISCONNECTION, DISPLACEMENT, VIOLENCE, LOOTING, FEAR

CORE PROBLEM: LAND ALIENATION

CAUSES: CORRUPT LEADERS, FREEDOM, COLONIAL BOUNDARIES, EQUITY, LAW, CURRENT CONSTITUENCIES, UNEQUAL DEVELOPMENT
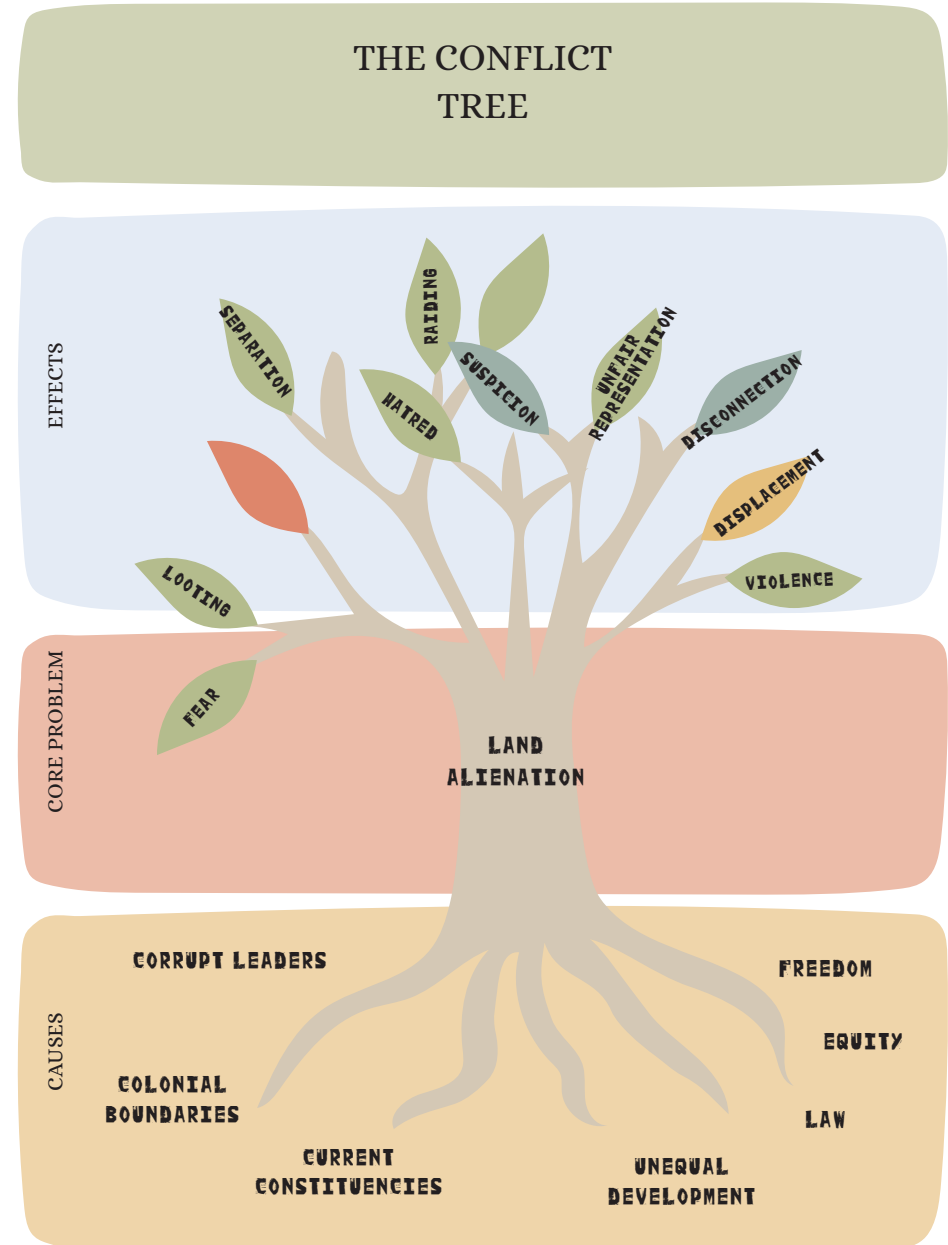
Adapted from Source: Fischer, et al. (2000:29)

THE 4 STEPS OF NVC

Clearly expressing how
I am without blaming
or criticizing

Empathetically receiving
how you are without hearing
blame or criticism

OBSERVATIONS
(see / hear. Free from evaluations)

What I observe that does
or does not contribute to
my well-being
"When I hear ..."

What you observe that does
or does not contribute to
your well-being
"When you hear ..."

FEELINGS
(emotion or sensation rather than thought)

In relation to what I observe:
"I feel ..."

In relation to what you observe:
"You feel ..."

NEEDS
(rather than a preference, or a specific action)

What I need or value that
causes my feelings:
"... because I need/value ..."

What you need or value that
causes your feelings:
" ... because you need/value ... "

REQUESTS
(rather than a preference, or a specific action)

Clearly requesting that
which would enrich my life
without demanding.
The concrete actions:
"Would you be willing to ... ?"

Empathetically receiving that
which would enrich your life
without hearing any demand.
The concrete actions:
"Would you like ... ? "

Adapted from Marshall B. Rosenberg. CNVC.

LEADERSHIP
by Yascien Bashir

Leadership is generally understood as an action that is shaped by visions of the future and the ability of a person to pursue these against and despite external resistance. The main goal is to gather people behind this vision and to achieve the vision/goals in cooperation with a team.

What is a good leader? Being a good leader refers to an interplay of character traits, situational behavior and charisma. It's hard to define good leadership as the term is often associated with different attributes and societal values. We try to summarize the most relevant skills in the following paragraphs.

MOST IMPORTANT TRAITS OF A GOOD LEADER

Visionary thinking
• Allow yourself to think bigger
• Clarify, for yourself and others, what your vision is, clear visions define leaders

Convincing motivation
• As a leader you need to stay motivated
• Be able to motivate the people around you for your idea, vision or plan

Communication
• A leader brings the ability to communicate with people without (pre)judgments about individual personalities and on an empathic level
• A leader encourages non-violent communication

Strong Personality
• Be authentic and yourself
• Have an attitude of being open to new things and stepping out of your own comfort-zone

• Sometimes a leader needs to be radical and make difficult decisions
• Be able to say NO and be uncomfortable when necessary - you don't have to please everyone.

Willingness to take risks
• Take risks now and then. Be assured that every changemaker has to take a risk in their life somewhere, as every opportunity is a risk
• Have confidence in your own strength
• Be willing to give up old structures and break new grounds
• See challenges as an opportunity and admit when you make a mistake to form a positive and healthy "culture of failure"

Softskills
• Be able to give constructive feedback and receive (positive or negative) criticism
• Be able to manage conflicts with care and stay professional
• Have a role model function though your own behavior
• Take responsibility for your team
• Be authentic and people are more likely to follow you
• Use your positive emotions and optimism - it will have positive impact on the motivational level in the group
• Have organizational skills to be able to create structure for your team

Participate, collaborate and delegate
• Participate in the group and offer guidance
• Know that you are not alone and that you can rely on your team mates, partners and other stakeholders
• Plan strategically and delegate tasks accordingly
• Collaborate and show your team work capabilities
• Know the context, networks and assets and make use of them when needed

ACTIVITY #8: EGG DROP EXERCISE
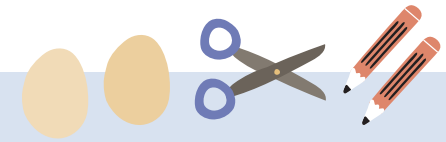
Material	eggs, masking tape, straws, pencils, paper clips,cups, scissors
Group Size	unlimited
Place	space for each team to work in
Time	30 minutes to 1 hour

The objective of this exercise is to create a device so that an egg will survive a drop of 3 meters without breaking.

Each team will be given the following materials to build their device:
1 Egg (non Boiled)
1 meter of Masking Tape
15 Soda Straws
2 Pencils
5 Paper Clips
2 Cups
1 Pair of Scissors

First, you will have 10 minutes of design time per team. No construction of the actual device should take place. The design should be drawn so that all team members agree with the design.

When the design time is finished, each team will have 15 minutes to construct their device. You should use at least one item from the list above in your final device. You should name your device, and come up with 3 benefits and 3 features of your solution. You should not borrow or copy another team's design. Stay at your table. One member of each team will present their device.

The Winner(s) will be those teams that design a device that successfully protects an egg from a single drop of 3 meters.

Include reflection time afterwards for each group to talk about what traits they noticed in each other, who played what roles etc

GAMES AND ICE BREAKERS

By Sandile Fanana

GAMES TO GET TO KNOW EACH OTHER

You play these games with a new group as a fun way for people to get to know each other. While playing this game the participants can already find similarities and get connected.

I am and I like...

Material	everybody needs a chair or an obvious marking of where their place is
Group Size	unlimited
Place	can be played in a big room or outside, needs space
Time	10 minutes (length can be managed also by the gamemaster)

The group is forming a circle (everybody has a specific place), one person is in the middle of the circle and wants to be seated. So the person says "I am [their name] and I like [for example: ice cream]". Everybody who also likes ice cream stands up and tries to find a new place. In the meantime the person from the middle has found a seat and a new person is inside the circle.

ICEBREAKER OR ACTION GAMES

Ice breakers are used to lift the mood in a group. They can be used at the beginning of an event, when everybody is shy or tired.

Tom-Tom-Marie

Material	rolled up newspaper taped to look like a (soft) stick
Group Size	unlimited
Place	can be played in a big room or outside, needs space
Time	10 minutes (length can be managed also by the gamemaster)

For this game, the group forms a circle with one person in the middle, who has the newspaper-stick. One person begins and says his own name twice and then a name of one of the group members standing in the circle (e.g. "Tom-Tom-Marie"), while "Tom" is speaking the person in the middle has to hit him on the leg with the newspaper-stick. If he manages in time "Tom" has to go into the middle, if not, Marie has to say her own name twice and another name of the group and while she is speaking she will be the target of the newspaper-stick, and so on.

Name Swapping / A Mess of Names

Material	none
Group Size	unlimited, uneven number (more difficult with more people)
Place	can be played in a big room or outside, needs space
Time	10 minutes

The group forms a circle and you assign two people next to each other as a team. There should be one odd person not in an pair. The two people next to each other swap their names for as long as they form a team, so everybody now carries the name of their partner. The single person calls a name from the group and the person with this "new" name has to react and run to him or her. The other person from the team has to try and hinder his or her name-swap-partner from running away. If it is successful the single person has to call another name, if not the new single person goes on.

TRUST GAMES

You can play these kinds of games when the group is feeling comfortable. Your goal is to build trust between the members of the group. It is good for teambuilding and creates team spirit.

Appreciative Game: I like you because...

Material	a seat per participant
No. of people	unlimited
Place	can be played in a room or outside, needs space
Time	2 minutes per participant (length can be managed by the gamemaster/ you need time to let it sink in to participants or members)

The main aim of this game is to revive people or to bring awareness to each other as a team because we don't see ourselves like others do.

Someone comes into the middle of the circle and everyone will say something positive that they like about that person. They can also say something that they need the person to look at when engaging with other people or a behavior that the person has to be aware of. When people are finished, another person steps into the circle. You can set a time for each person. After you have finished, everyone can give just one word of how they feel now and all clap their hands on it and give credit to being courageous and honest to each other.

GROUNDING & RELAXING GAMES

This is a grounding game for a group to be present, mindful and aware of themselves and to transition from the outside world to their minds to focus. These kinds of games are good, when you want the group to settle down.

Mindfulness Meditation

Material	room for each participant to sit comfortably
Group Size	unlimited
Place	can be played in a big room or outside
Time	10 minutes (length can be managed also by the gamemaster)

The group members take their seats and you ask them to relax their bodies and their eyes, to focus on one spot and to put their hands on their legs. Then everybody takes a deep breath in through their nose and exhales through their mouth. While breathing in and out let the thoughts come and go, focus on your breath and be present. Turn around once to the left, then to the right. Shake your arms, legs, your entire body and open the eyes again with a new focus.

Meditation Spiral

Material	a pen and paper for everybody, music device
Group Size	unlimited
Place	can be played in a big room or outside people just have to be able to draw and write
Time	5 minutes

Everybody receives a pen and paper and is asked to draw a spiral, as narrow as they can, from the middle of the paper. Then start to play relaxing music, and let people concentrate on their spiral. After one minute you ask them a question that helps them to focus on the present situation or topic. They should write down their answer in one of the four corners of the paper and go on drawing the spiral. After another minute you ask another question. You can do that with a maximum of four questions. The questions can be something like: How are you feeling right now? How did you come here today? What have you learned? What do you expect? What is unclear for you? They can be very personal self-reflective questions, like: What are you most proud of? But also questions around a specific topic or to introduce in a topic, like: What is sustainability for you? The exercise ends with turning off the music.

Note: suitable as a reflection game before or after a workshop or input session.

1.

I would shift the mindset of people categorizing each other based on inequalities, standard of living and language barriers. I would dissolve the borders that divide us as humans and instill humanity among ourselves so that we can be equal and share resources equally.

2.

I would start by shifting my mind to not judge myself based on where I'm from, the colour of my skin, how much I have in the bank, my non academia. By doing that, I can be able to speak freely and stop the stereotypes and assumptions.

SANDILE FANANA

1. If you could change one thing in the world, what would it be? 2. What do you think you can do to make that change real?

WHAT'S THE PLAN?

CHAPTER 3: PROJECT MANAGEMENT

Hombre (Mannheim, Germany)

strategic planning

You want to be a changemaker. This usually involves the strategic planning of actions with a particular aim and focus, also called a "project".

Running a project is certainly different to participating in a project. As a project manager, you not only coordinate tasks and steps, but also people. You hold a space and whilst doing so, you are aware of internal as well as external influences.

Your perspective is vast and not narrow-minded, having the collective goal, the different players and steps in sight.
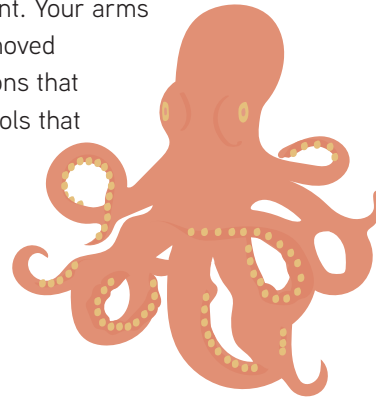
PROJECT MANAGEMENT
by Teresa Boulle

In the following chapter, we take you through the phases of how to run a project and share some templates for project management procedures. It should give you an idea how to realize your project, from the planning till the evaluation. Project management refers to the skills, tools and management processes required to undertake a project successfully.

Imagine you were an octopus:

You are the head of many processes going on. Each arm may do different things but you are aware of what is happening. Some arms may touch each other, others are far. You coordinate the different movements and know where you are going. You are also aware of your context and environment. Your arms have hundreds of suckers, each of which can be moved independently thanks to a complex bundle of neurons that acts as a brain, letting you touch, smell, and use tools that contribute to achieving your goal. You can change the setting and adapt rapidly to upcoming risks or changes.

WHAT IS PROJECT MANAGEMENT

A set of skills
Specialist knowledge, skills and experience are required to reduce the level of risk within a project and thereby enhance its likelihood of success.

A suite of tools
Various types of tools are used by project managers to improve their chances of success. Examples include document templates, registers, planning software, audit checklists and review forms.

A series of processes
Various management techniques and processes are required to monitor and control time, cost, quality and scope on projects. Examples include time management, cost management, quality management, change management, risk management and issue management.

PHASE 1: IDENTIFICATION AND PLANNING

Identification – problem statement
Content - aims, outcomes, quality indicators, monitoring and evaluation strategies
Organisation - structure, roles, allocation of tasks, phasing, communication
Interaction - forming and managing teams and conflicts
External Environment - analysis, marketing, dissemination
Finance and administration - costs, resources, contracts, controls, reporting

The process of creating the plan can be seen as a cyclical one. It is also a continuous one that does not stop until the project is complete. Some define it as PDCA – Plan Do Check Act. Planning is the creation of a map of a journey.
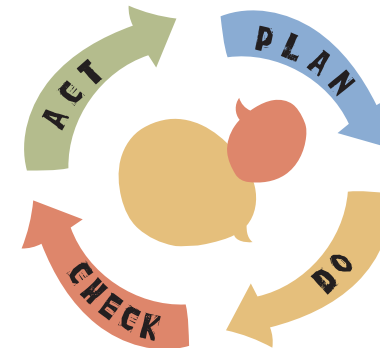
Some golden rules for planning
• 80% of project management effort goes into planning, 20% goes into realisation
• The 5 P's: Prior Planning Prevents Poor Performance
• KISS: Keep It Short and Simple
• Start with the outline and work up to the detail

Ask the W questions:

What is the aim?
Why? What is this project responding to?
Who does what? With Whom? Who is available to do it?
When?
Where?
With what, which resources are used?
What's the output/result?
When does it need to be done by? When does it start and finish?
Who do you check with/report to?

ROOT CAUSE STATEMENT

A good project comes from a good problem definition. It is important to first identify the root cause of the problem you want to address, whether it be in your country, community or school. In general, try to describe what you want to change and why you want to change it. A way to test the clarity of your root cause statement is to see if you can summarize it in one sentence.

Your one sentence statement:

Finding the root cause of your project: The 5 Whys

1. Begin with a specific problem. Find the issue you are facing.
2. Ask why the problem happened and write the solution down to the specific problem you listed.
3. Keep asking WHY? to each of the succeeding problems and to its answers until you reach the root cause of the problem.
4. If you work in a team, make sure the team manages to resolve all the Why's to the problems and their solutions. This may take some time due to the detailed filtration of the entire flow.
5. Finding your root cause is sometimes complex and not easy.

What evidence and/or data do you have that supports the identified problem?
You not only need a good problem definition, but it is also equally important to have solid evidence to prove that the problem actually exists. This implies doing some research on the issue you have identified. Sources of evidence can include statistics, survey results, and information from previous reports elaborated by International Organizations, Non-Governmental Organizations (NGOs)and/or government institutions, as well as conversations with the people concerned, and their thoughts on the matter. Data and evidence-based research add validity to your project. This information is crucial as it will help others understand why the problem identified is a worthy issue to tackle.

Research & investigation

It is likely that other youth-led organizations might have already done similar projects to address the problem you've identified. Before settling on your project, investigate what other initiatives have been implemented on the same topic. This will be helpful because you can learn from previous results, and the lessons and challenges from other projects. You might also get new ideas that can improve your project design.

Setting aims and objectives

What is the project going to be about? If you had previously identified the problem, it is now time to reflect on what you want to achieve and how. Keep in mind that you don't have to solve every dimension of the problem you identified. Be realistic. It is better to have only a few targets (2–4) which can actually be attained. Aims are broad statements about the general direction or purpose of the project. Ideally there should only be one aim for a project, but certainly avoid having more than three.

Objectives are the steps to be taken to reach the aim or satisfy the purpose. They are more specific, support the aim, can be seen as steps along the way or (better) as a set of results that together will ensure the aim is achieved. Again it is strongly recommended that a project should have no more than five objectives. This way those involved will be required to think specifically about what they are trying to achieve. Clear, concise aims and objectives help everyone to commit to them and aids in decision making and prioritising.

Objectives should be concrete, measurable, accessible, timed, realistic, flexible, recognisable (in the activities or tasks). The basic criteria for objectives are that they are SMART:

S	SPECIFIC
M	MEASURABLE
A	ATTAINABLE
R	RELEVANT
T	TIMELY
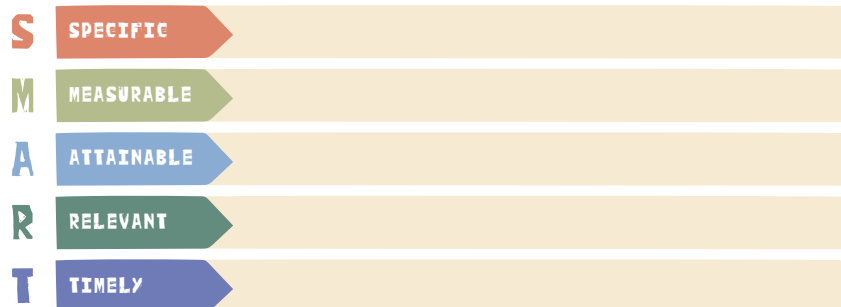
Objectives can be expressed in sentences beginning with 'to':
To increase...
To decrease...
To discover...
To raise awareness about...
To enhance...
To reduce...

Sometimes we tend to think that objectives are activities, but that's wrong. It's something toward which effort is directed. When setting learning objectives the following may be useful: As a result of this project, young people will
know more about...
be able to...
feel/think differently about...

Listening to the people involved

It is important to know who your project supports and what value it will bring to them. Are you benefiting a specific group of people, a community, a particular geographic area? Most importantly, how is your project truly addressing their needs? Don't assume that you know everything about the beneficiaries, talk to them, ask questions, listen. This will help you better define your project objectives, and improve the design of your project.

Planning your time, tasks and activities

In order to understand how to reach your goals and budget for your project, the activities and the framework of the project must be clear. It is important to determine how much time it will take to reach the established objectives. A project has a clearly defined time frame, and we must do our best to stick to it. In order to establish this time frame, that could range from three months to a couple of years, try to consider how many people will be in your team, when you will get the funding to kick start the project, and how long it will take to coordinate with the different stakeholders involved in the project.

The Gantt chart is one way of representing (and therefore communicating) a plan. The main thing is to be able to break down the whole project into measured tasks. Tasks should be informed by objectives, which in turn are informed by aims.

Gantt charts have several key features:
• Phases give a breakdown of the life of a project
• Milestones indicate particular points in the life of the project
• Tasks start and stop at various points in the life of the project
• Tasks may need resources or have financial implications.

GANTT CHART EXAMPLE													
Activity	**Who is responsible**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Jul**	**Aug**	**Sep**	**Oct**	
contacting partners			■	■									
find participants			■										
partner details				■									
budget checks			■	■									
complete application				■									
submit application				■									
preparation of participants			■	■	■	■							
planning visit						■							
information to parents			■	■			■		■	■	■	■	■	■
reservations / bookings													
fundraising				■	■	■							
press release				■									
organise programme					■	■							
EVENT						■							
review / evaluation				■									
evaluation presentation							■						
report submission							■						
follow up								■	■	■	■	■	■

A SIMPLE GANTT CHART EXAMPLE				
Activity	**Who is responsible**	**Period 1**	**Period 2**	**Period 3**

Logical Framework
Another great approach is the Logical Framework which is a methodology mainly used for designing, monitoring, and evaluating projects. Variations of this tool are known as Goal Oriented Project Planning or Objectives Oriented Project Planning.

It is quite practical as it includes the activities as well as indicators and means of verification to make your planning and monitoring easier. It helps you to focus on the objectives you are planning to target. A lot of donors request a logical framework. It makes you concentrate on what you want to achieve and is a great planning tool that you can use from the beginning to the end of a project.

PROJECT TITLE					
	Intervention logic	**Indicator/s**	**Target (value & reference month/year)**	**Source and means of verification**	**Assumptions**
Results					
Activities					

	EXAMPLE OF A LOGICAL FRAMEWORK PROJECT TITLE: DRIVING YOUTH ENTREPRENEURSHIP AND SELF-EMPLOYMENT				
	Intervention logic	Indicator/s	Target (value & reference per month/year)	Source and means of verification	Assumptions
Goal	10% increase in the number of youth who can generate their own income	Percentage of youth who start up their own business	10%	Comparison of previous and new records	N/A
Outcome	Youth have the skills required to generate their own income in the following year.	Number of products or services sold	(A value identified by youth - e.g. 20% of monthly expenses covered)	Transactions	Increased self-confidence and ability to develop a successful business.
Outputs	8 youth have a business idea that they want to develop further after 12 months.	Number of business plans.	8 youth	Business plans	Youth have the skills to sell their products or services.
Activities	Run annual entrepreneurship trainings, each with capacity for 10 young adults	Number of training sessions run and number of participants.	12 sessions 10 participants	Curriculum and Participant list.	Youth are enabled to come up with a viable business idea.

ACTIVITY-PLAN

How can you turn your vision and ideas into reality? As an educator or changemaker, you need to plan your actions and know how to run impactful and successful programmes. An Actvity Plan is an overview of your goals, tasks and resources needed. It's a detailed plan outlining the steps that must be taken to reach your goals. Especially when working with other stakeholders, it's important to communicate your plan and targets. The following template is a tool to do that.

ACTIVITY PLAN				
Project				
Facilitator				
Date / Duration				
No. of participants				
Means of M&E:				
TIME	**TARGET**	**CONTENT**	**INDICATORS**	**MATERIAL**
9h00	**Example:** The topic of Project Management is introduced to the group	**Example:** The team lead shares a presentation that explains the steps of project management	**Example:** The group is able to respond to the question "What's the purpose of Project Management"	**Example:** • Power Point Presentation • Computer • Projector + Cable • Screen
How did it go? Evaluation of the activity:				

RISK ASSESSMENT

The implementation of the project is also linked to a certain level of risk management. Project leads have a responsibility to assess and manage the risks inherent in a project. First, risks should be assessed and then action should be taken to manage them. Remember that risks change all the time and therefore risk assessment and management should be a dynamic and responsive activity.

Carrying out a risk assessment
1. Identify the hazards - All the hazards associated with the activity need to be identified. A hazard is something with the potential to cause harm. This can include the behaviour of individuals.
2. Identify those at risk - That is, those who might be affected by the hazard. This may not only be the people directly involved in the activity.
3. Estimate the likelihood of harm occurring, the severity and the number of people who might be affected - Some risks will not be significant because the likelihood of harm is very low, the severity of potential injury is very low, or both.
4. Decide if the level of risk is acceptable – classify as high, medium or low, or give a score using the system below.
5. Put safeguards in place or change the activity - to reduce risk or remove the hazard

In order to give a risk score as suggested in No. 4, the following formula can be used:

Risk = Hazard Severity x Likelihood of Occurrence

Hazard Severity	Rating	Likelihood of occurrence	Rating
Fatality/permanent disability	5	Will invariably happen	5
Major injury/long term absence	4	Highly probable	4
3 day injury/temporary disability	3	Probable	3
First aid injury	2	Possible	2
Minor injury (bruising abrasion)	1	Remotely possibility	1

NB The hazard severity column refers to physical injury, but don't forget to consider the risk of emotional or psychological injury also.

The score should tell you whether or not action is required:

16-25	Unacceptable Risk - immediate action
10-15	Risk Reduction Required - high priority
6-9	Medium Risk - action required
3-5	Low Priority - further risk reduction
1-2	Low Risk - no further action required

Control Measures - Following risk assessment, control measures must be considered to reduce risk. The risk should always be reduced where it is reasonable to do so. Activities should not proceed where the risk is at an unacceptable level.

Recording – Sometimes regulations require that the significant findings of risk assessments must be recorded. Even if not required to do so, it is recommended that details of the risk assessments should be recorded for use in reviewing safety.

RISK ASSESSMENT FORM	
PROJECT TITLE:	
Activity to be assessed:	
Start:	End:
What are the hazards? ie the potential to do harm and behaviour of an individual	
To Whom?	
What are the risks? ie the likelihood of it happening rating it high, medium or low	
How can they be eliminated, reduced, isolated or controlled?	
Date: **Name/Role:** **Signed:**	

PHASE 2: BUDGETING

A good budget is as specific as possible and puts together resources, quantities and costs. Firstly, it is important to determine what physical resources are needed and what quantities (the amount) of each are required in order to reach the objectives you established. These resources can be broken down into different categories such as human resources, technical equipment, materials/supplies, communications/publications. Develop a list of what you will need and the amount, and try to be as precise as possible.

After identifying the resources needed and their corresponding quantities you should assign costs to each resource. In order to make accurate cost estimations, research online to have up-to-date information, ask people who are experienced, and try to look at budgets of similar projects. It is very important to be as accurate as possible, because once your budget is approved, it is very difficult to change items and amounts.

Keep in mind that it is important to know the estimation units. Are your costs per hour, per event, per person? Try to be consistent and clear so that anyone in the world can understand your basis of calculation. Estimate your project costs, what resources are required to implement your project and get the final cost of your project.

Come up with a budget plan with income and outcome.

Most projects generally have the following categories:
1. Staff costs or honorary fees
2. Outside service vendors, independent contractors and suppliers (third parties)
3. Materials costs
4. Rent/venue costs
5. Food, accommodation and travel costs

PHASE 3: FUNDRAISING

How will your project costs be covered? Donors can be diverse and include private sector (companies), foundations, and international organizations. Try to be organized in your search, start locally (in your municipality/province), then nationally, and then expand to a worldwide search. You can also consider alternative ways to raise funds, such as crowdfunding campaigns or local fundraising events.

PHASE 4: IMPLEMENTATION AND COORDINATION

Ensuring adequate financial control and time management to achieve project objectives is key for good project management. Note that the activities you identified should be within the budget you established for your project. Once you start implementing the project you have to make sure that the expenses are not surpassing your budget. Revisit your budget constantly. Furthermore, remember that you developed an estimated time frame for implementing your project? Now, you have to incorporate these activities into your time frame to create a work schedule, deciding when you will carry out each activity and how long they will last. As you start implementing your project, you can use this schedule to verify what has been completed or not, and to check if your project is on time or delayed. This way you will also be able to monitor the progress of your project.

Use the logical framework to monitor the process and outcomes.

Project Documentation
Many people will want information. The project team, donors, the bookkeeper, and managers deserve informed communication about the project on a timely basis. Documenting all processes in a daily diary or "logbook" can help to track developments.

What could be documented:
A basic project report including the following aspects shall be documented:
1. How did the project go?
- Who participated?
- What were the milestones?
- Were there any problems/difficulties that are worth mentioning?
- What was developed (any tangible outcomes)?
- What is the impact of the project?
- What is the outlook?
2. Assets (if you have an asset inventory)
3. A blog post or short summary of the finalized project for PR purposes

PHASE 5: COMMUNICATIONS AND VISIBILITY

Sharing and disseminating what you are doing is key in order to keep all those involved in the project informed, but also to generate visibility amongst different stakeholders regarding the work that you are doing. You want people to find out about your project and no one else has the level of insight as you have. So, you want people to understand why your project is important, what changes it is generating, and to even encourage them to get involved. In order to share information, you must first identify your target audience. Different types of audience can include: donors, local or national authorities, civil society, community, other youth organizations. You also have to determine why they are significant, meaning why is it important that they be informed about your project.

Once you have set a target audience, next, it's time to determine what information will be shared with each type of audience. Your project's communication objectives will reflect what you want your target audience to learn, take away or act upon. Do you want to persuade, to advocate, or to change a behaviour? Do you want to inform your audience about progress made, results achieved? Identify the key messages that you will convey to each type of audience to reach your objectives. Think about the information they need so that you can reach your communication objectives.

PHASE 6: MONITORING, REPORTING & EVALUATION

Through our projects, we seek to create increased connectedness, with the aim of reducing inequality in our society. Increased self-awareness and confidence, together with a sense of belonging, result in a more sensitive and open awareness of others. This creates empathy and provides space for civic engagement that can lead to broader societal transformation.

It is important that we continuously assess our work to ensure we are achieving our goals and that our intentions are indeed leading to positive change. Assessment also allows us to see where our design is flawed, and enables us to adapt and improve along the way. This information should be shared with all related stakeholders in the project so that everyone is learning together and can collectively come up with ways to improve. Always think carefully about ways to track the changes and goals achieved through your project.

How we assess impact
It is important to assess people's attitudes and skills before and after project implementation so that we can understand what change is occurring. The aim is to assess the impact of project activities on a personal, interpersonal and community level.

Before you start implementing your project take into consideration the information that you will be required to submit to the donors once your project is finalized. Then, determine how you will capture this information throughout the project. You can add this to your monitoring plan. Take into consideration that some donors might have mandatory report templates and/or formats that you will be asked to submit upon finalization of the project. Reports for donors can include both a financial summary as well as the results achieved by the project.

Monitoring and evaluation enables us to capture really important information. You can share what worked well and what didn't, and what you would recommend other project teams do differently. This information can help others trying to undertake similar initiatives and it can also be useful for future projects.

Additional elements of assessment, including Participatory Video elements:

Questionnaires:
Create a set of questions to get a sense of where peoples attitudes and skills are before and after a project or activity
Interviews:
In person conversations
Skills Assessment:
Participants self-assess their skillfulness across technical and process competencies
Reflection Sessions:
Regular check-ins with participants in workshop space – these can be themed
Video Journal:
Each participant talks to camera at key moments along the timeline with specific learning questions
Stories of Change:
Participants articulate the changes they have embodied through their engagement
Personal Portraits:
Participants draw images at key moments along the process
Screening Feedback:
Data collected at film screening events
Partner Debriefing Sessions:
Itemized set of indicators to discuss at the end of each phase

1.

I would try to make cultural education accessible to everyone.

2.

I will offer cultural education exchange programmes that are accessible to everyone.

RODRIGO POZO

1. If you could change one thing in the world, what would it be?   2. What do you think you can do to make that change real?

51

READY FOR CHANGE ?

CHAPTER 4: METHODOLOGIES

"The Modern Thinker" - ASKE (Mannheim, Germany)

activating potential

All the competencies and knowledge about project management will help you to realize a project of change.

This chapter contains methods that are powerful to inspire and initiate change. They show us how to activate the potential around us, how to work with what we already have and focus on the strengths around us to realize our idea.

These are methods that help us to take our ideas into realities.

ASSET BASED COMMUNITY DEVELOPMENT
by Theresa Wigley

Start with what we have.
Build with what we know.
Envision what we want.
Plan how we get there.

Asset based community development (ABCD) is a methodology used to activate the potential within a group by identifying their existing reachable resources and creating a vision and corresponding action plan based upon these.

STEPS OF THE PROCESS
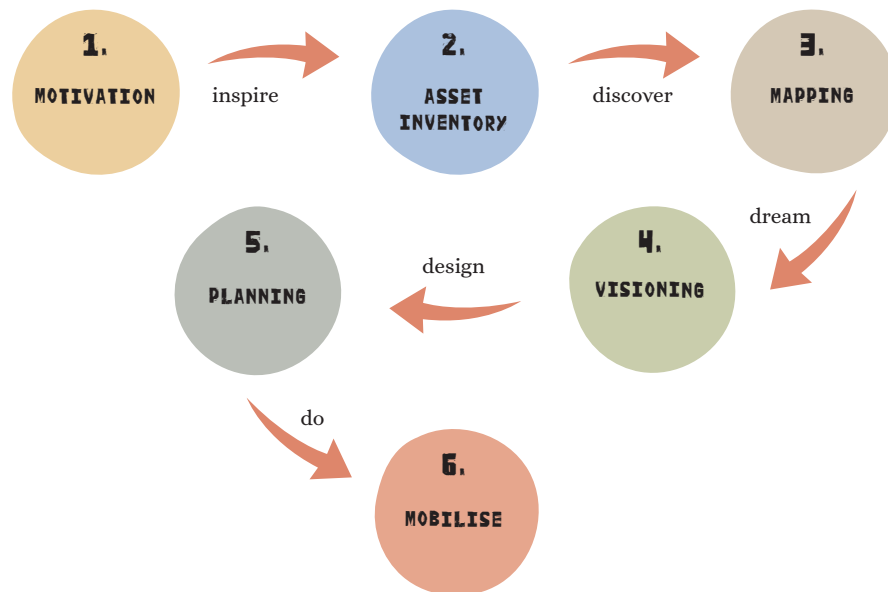
MOTIVATION

Inspiration motivates us. Without it, it is very hard to show up. There is so much chaos, confusion and injustice in the world today. This can be very overwhelming and result in spiraling depression and inaction. It is important to be inspired by living examples of things that are working.

ACTIVITY #1: STORIES OF INSPIRATION

Material	laptop/screen to view films, pens, paper, camera, sound recorder
Group Size	ideally 18 - 25
Place	room for film viewing, space for drawing, acting, recording
Time	3 hours to a full day

Spend some time looking at existing examples of agency: incredible stories of people taking positive action with what they have available to them, despite the odds often being stacked against them. These can be global examples. They could be big e.g. whole countries taking action to transform systems; or small e.g. an individual inventing a wind turbine with found scraps for his drought stricken village. They could be told orally or shown as videos or listened to as voice recordings. [30 - 60min]

Then give time for the group to think about inspiring stories of people in their own communities. This could be captured in writing / drawing / audio / video / role play / poetry, or whatever means is most relevant to your particular group and time frame. Allow each group/person to tell these stories back to the big group. [30 - 60 min]

This is a very important starting point as it can shift the mindsets of the group from a negative outlook to a positive one before the work even begins.

If you have time, this can be a full day or even multi day exercise allowing for much deeper exploration and creative documentation of these stories.

ASSET INVENTORY

Knowing what we have to work with, will determine the nature of the action.

ACTIVITY #2: ASSET INVENTORY

Material	large sheets paper, pens, markers, crayons, paint
Group Size	ideally 18 - 25
Place	room for the whole group to sit in circle, space for each team to work in
Time	2 hours to a full day

Divide into 3 groups. Each group gets flipchart paper and pens, and one of the following assets:

Human Assets: Positive skills, knowledge, attitudes

Social & Cultural Assets: Groups, networks, organisations, institutions, interest groups, innovations, indigenous knowledge, customs, traditions

Financial Assets: In & out flows of all sources of income and expenditure

Each group should engage in a short discussion to ensure common understanding of the task, and then complete a detailed inventory of all of the available assets that exist within the group under that category. Here it is important that it is clearly understood that the aim of this task is to list very real and tangible assets, not to theorise about the topic. [60 min]

Groups all come back together and each presents back to the big group. [60 min: 10 min for each group + 30 min for group discussion]

If you have time, this can be a full day or even multi day exercise allowing for much deeper exploration into these assets. This also allows for consultation of family, neighbours or friends to help build the inventory. You can add layers of detail, like saying also list assets that you have had in the past but have lost connection to.

HUMAN ASSETS

head — (knowledge)

hands — (skills)

heart — (attitudes)

SOCIAL & CULTURAL ASSETS

KEY:
SPORTS CLUB, CHURCH, GARDEN, COMMUNITY CENTER, STARKMACHER, STARSEED SCHOOL, MOSQUE, AMAVA OLUNTU, SPRING

(using symbols instead of words helps to work around language/literacy differences)

FINANCIAL ASSETS

MONEY IN

LEAKEY BUCKET

MONEY OUT

MAPPING

KEY:

MAPPING

Mapping isn't only useful to navigate and identify resources in our surrounds, but can also help us to understand histories and our sense of connection with them, and provide perspectives on the future. Creating a visual of our surrounds helps us to look more deeply into what is before us.

ACTIVITY #3: COMMUNITY MAPPING

Material	large sheets paper, pens, markers, crayons, paint
Group Size	ideally 18 - 25
Place	room for the whole group to sit in circle, space for each team to work in
Time	2 hours to a full day
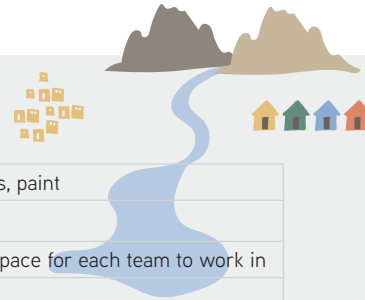
If splitting into smaller groups, ideally minimum 5 people in a group.

Create a picture of your community including all the physical and natural assets (places of gathering/learning/producing, shops, markets, service centers, pathways, roads, memorials, water bodies, springs, vlei, mountain etc). [1 hour 30 min]

Come back together - each group presents their map [30 min]

*If the group is made up of people from different places - try split accordingly so each area gets to produce their own map.

*This can also be done as a 3D modeling exercise with clay / natural objects / cardboard cutouts etc

* If time allows - this can also be done in 3 parts or layers: Past, Present & Future

VISIONING

Having a vision provides direction. Without an end goal or destination in mind, you won't have a clear or defined path. Now that you are more aware of what you have, the important question is: how can you use and grow what you have? What do you want to create?

ACTIVITY #4: CREATING THE VISION

Material	large sheets paper, pens, markers, crayons, paint, scissors, glue
Group Size	ideally 18 - 25
Place	room for the whole group to sit in circle, space for each team to work in
Time	2 hours to a full day

Split into manageable work group sizes.

Imagine yourselves in 2 years time if you use and grow all of these assets. What will that feel like? What will you be doing? What would have changed?

Draw a picture that captures your vision – be creative. You can write some words, but overall it should be visual. [1 hour]

Come back together and give each group time to present their visions [1 hour]

*This can also be done as a 3D modeling exercise with clay / natural objects / cardboard cutouts etc

PLANNING

The plan is what carries the vision into reality, without it, the vision will always remain a vision. Moving from dreaming to designing to doing, can be daunting. This is when all of our self doubts will try to sabotage the process and send us back to inaction. To ease this journey, we can start by looking at Low Hanging Fruits: what are the things that are within our reach? The things that don't feel huge and scary? What small actions can we achieve that will get the ball rolling?

ACTIVITY #5: ACTION PLANNING

Material	paper & pens, computers, google docs (or shared software), shared calendar
Group Size	ideally 18 - 25
Place	room for the each team to work effectively
Time	3 - 6 hours (depending on complexity of tasks)

Split into manageable work group sizes.

Write some immediate actions that you can do in the next 3 months that will take you towards your vision. [1 hour]

	What are you going to do? (Goal)	By when?	Person responsible to drive the action	Who can assist?
1				
2				
3				
4				
5				

Regroup and present back to each other [1 hour]

Create consolidated action plan from all groups collective input [1 hour]

MOBILISE

This is the real challenge of being a change maker - will you implement the vision? This is the crux of it all. The doing. This is how we move from the systems that we are currently in, to something different. Something that works better for all of us, something that restores and regenerates and inspires and is a delight to be a part of.

It is a common occurrence that when groups gather and inspiration is high, great things are envisioned, but that when everyone goes back home to their lived realities, we lose the momentum and drive, and the doing part of the plan never happens, which means the vision remains a vision, and not a reality.

Some tools to increase the likelihood of action:
- Set working agreements before you begin (the way you wish to work together)
- Set communication guidelines (how, when and where will you all communicate)
- Consolidate the plan into a working document (e.g. excel spread sheet) that everyone has access to, and knows how to use.
- Create a timeline on a shared calendar with task deadlines and set meeting dates to review activity.
- Hold each other accountable (this is hard work and much easier not to do, so requires dedication)
- Meet in person as a group when you can, to build team cohesion and also to do fun things
- Recognise each others strengths
- Ask for help when you need it
- Collaborate don't compete

PARTICIPATORY VIDEO

by Theresa Wigley

The Participatory Video methodology is focused on supporting a community driven response to effect the social change they aspire to. Facilitators rapidly teach how to use video equipment through collaborative games and exercises, followed by production skills. This enables participation by anyone regardless of their literacy level, physical ability or age. It brings people together to explore issues, voice concerns or simply to be creative and tell stories. It enables people and communities to tell their own stories in the way that they want to tell them.

The tools of video making enable participants to see and hear themselves and each other in ways they seldom have before. They encourage conversation across divides, rekindle the passing on of stories between generations, eradicate illiteracy as a barrier to participation, encourage dialogue and enable small voices to get to big audiences.

THE PROCESS

The process varies from group to group, but is made up of a series of steps that involves many interactive games that encourage rapid learning and full participation by all members of the group, not just the loud ones.

Introduction to equipment
It starts with learning the equipment. Often just the simple act of holding a camera in one's own hands is incredibly empowering and already encourages confidence and agency within the individuals. There are many fun and engaging games that enable the rapid learning of equipment use and filming skills.

Community situation analysis
A series of activities encourage participants to look deeply into their communities and the subjects they wish to address.

Big group discussions
This is followed by much discussion within the group as they look deeply into these topics.

Small group discussions
Participants then start to identify which topics they are most drawn towards, and then they form smaller working groups around these. (alternatively the whole group may already have come to the programme with a specific issue to work with, in which case they all work together on that)

Story development
Storytelling methods are explored, and the groups start to build a narrative around their topics – including a storyboard, which they then present back to the big group.

Filming
Once storyboards are approved and everyone agrees upon them, they begin to film their stories. This often opens up more discussion as the community becomes curious about what the group is doing, and often many important conversations are had and relationships forged during this process.

1.

I would increase the human ability to listen, and our openness to beliefs that differ from our own.

2.

I can practice listening more deeply to people without judgement, and make more effort to take myself out of my comfort zone to hear diverse opinions and beliefs that differ to mine.

THERESA WIGLEY

1. If you could change one thing in the world, what would it be? 2. What do you think you can do to make that change real?

1.

I would change the view we often have of kids and talking and (not) listening to them that we often practice as adults. It would be awesome to see kids as partners.

2.

I want to be an authentic role model in that point. The change can be real when children participate.

ANNA-LENA PUTSCHKY

1. If you could change one thing in the world, what would it be? 2. What do you think you can do to make that change real?

Data management

As participants start learning about data management, they also learn a lot of valuable lessons about being precise and disciplined about their filming process and the importance of sticking to their storyboards. For many it can be their first time engaging with computers, and this opens up valuable learning in computer literacy, which is very empowering and gives a great sense of confidence and excitement when fears are overcome.

Editing

The editing process is when participants start to realize how much power they hold in the process – and often brings up stories of how frustrating it has been to see outsiders telling their stories in the past, with very little participation or acknowledgment of the community itself. The thought of being able to tell their own stories in the way that they wish them to be told, fuels much excitement and drives the editing process, which every member of the group partakes in.

Review

Once everyone has edited their films, there is a group review. This not only enables much technical learning, but also offers the invaluable opportunity to learn to constructively criticize and be criticized without taking offense.

Edit

Groups then edit their stories based on the feedback, and prepare to present their stories to their communities.
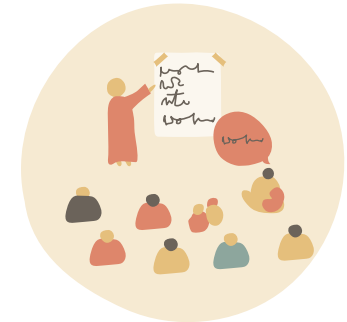
Community screening

The community screening is a critical part of the PV process, and is when it all comes together. Groups screen their stories to their broader communities.

Facilitated dialogue

They facilitate discussions and activities to get feedback and input from everyone.

Edit – screen – edit

They then go back to the editing to incorporate this feedback and repeat this process until the whole community feels like the film is a true representation of their story that they are happy to share with the desired audience.

Dissemination

Consent is a critical part of the PV process, and participants and the community decide if and who they want to share the story with. Sometimes it is just for a closed group, sometimes it goes public – it is for the group themselves to decide.

Awareness raised / solutions implemented

The cycle ends with awareness being raised and solutions being implemented or begun by the group and community. The whole cycle can then begin again if the group desires, ideally with the participants themselves being able to facilitate the process within their community.

STORYTELLING
by Raelene Adams

A story can be about life or the story could be life itself. A good story has the ability to connect, inspire and even heal. Stories have the power to get people to relate to and connect with each other. A good story can also be a strong call to action. Stories are powerful tools for change. So it is our duty to be responsible storytellers, especially in the case of telling the stories of others.

The danger of a single story
Stories, especially the diversity of stories, are incredibly important. When just one story is told about something or someone, over and over again, it is perceived as the one true story and fades out any diversity, plurality and complexity. This story is made the definitive story of a person or group of people.

"The single story creates stereotypes. And the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story."

"The consequence of the single story is this: It robs people of dignity. It makes our recognition of our equal humanity difficult. It emphasizes how we are different rather than how we are similar." - Chimamanda Ngozi Adichie

Thus, it is important how stories are told, by whom, when and how many. We should be aware of the power of stories, telling stories and listening to stories. Let's engage with all stories of a place and people and many stories are heard.

Telling your own story
We all have an interesting story to tell. They could be of our lived experiences, lessons learnt, wisdoms passed down or simply the re-telling of a story. Some stories stem from an individual experience, others endure through culture, ritual and tradition. When telling your own story it is important to be authentic. Dress as you usually would, present yourself as you look most days and speak from the heart. Take

a few minutes to get your thoughts in order and prepare for the presentation. This will make a big difference to your confidence and the smoothness of your presentation. The presentation itself can have varying degrees of formality. Go with what feels best for you. It is recommended to make notes to remind yourself of important details and the overall message you want to get across. The tone and pace of the presentation can drastically affect how your storytelling is perceived and whether or not your story is received by the audience. Also think about: Who is your audience? How will you address them?

Indigenous Storytelling
Indigenous stories, as a sub-genre, are the stories of individuals as well as the recording and preserving of common folklore which has been passed down through the generations.

Indigenous people possess experiences and world views which are unique. It can be very useful for others to be exposed to them, for example knowledge of local plants and animals, medicine, trades and crafts, how to live sustainably and care for the planet. In many cultures there is a rich oral tradition of passing on knowledge through stories. It is important to capture these stories and knowledge systems so they can be preserved and appreciated by all. Indigenous cultures around the world often do not enjoy dominant status, even on their own ancestral land, and the danger of a forgotten or single story is high. Indigenous storytelling can help to connect people with their roots, their culture and their natural environment. In South Africa for example, we have a minority of Khoe and San who have a long history of being marginalized. It is important to capture the language and the culture before it falls away to urbanization.

In ancient times we would gather around a fire and listen to stories from our elders. We are trying to recreate that vibe of receptiveness while still remaining true to the recording/artistic process.

ACTIVITY #6: STORY TELLING

Material	pen and paper or voice recorder
Group Size	individual
Place	quiet space to reflect and record
Time	1 hour

Share a positive story - a story of a person or group who did something wonderful using what they have. It can be something small or big.
Find a story that highlights persons or groups that naturally drive their own development.

• What happened in the story?
• What makes it a meaningful story and how did people contribute to that success?
• What lessons can you learn from the story?

1.
I would
change inequality.
I believe everyone should
have access to opportunities
to make something of
themselves, if they
so wish.

2.
I can assist in
matching people in need of
support to growth opportunities.
Sometimes all we need is to know
that an opportunity exists and
we can seize it. I can also support
and encourage people along
their journey as it can be
quite a lonely
path.

RAELENE ADAMS

1. If you could change one thing in the world, what would it be?   2. What do you think you can do to make that change real?

1.
I would change the capitalistic mindset of people. Prosperity and happiness is not just depending on economic growth and materialistic things. If I could shift the mindset of the society the impact of the climate change would decrease (I guess)

2.
I will start from myself by trying to find a way to escape the attraction and being an inspiration for others. Sharing my experiences on different media platforms to make people think.

ALINA STIEHM

1. If you could change one thing in the world, what would it be? 2. What do you think you can do to make that change real?

THE PSYCHOLOGICAL SIDE OF STORYTELLING
by Alina Stiehm

Through the use of stories, information and knowledge are conveyed, whereby the recipient's interest is aroused in order to anchor the desired message in his memory. A story carries out the appearance of one or more protagonists, as well as a specific event or problem. Usually, at the end of the story, a conclusion is drawn, such as the submission of a "solution" or the "failure" of it. The proposed "solution" is a nudge for the recipient to follow what is suggested, and the "failure" in the story wants to encourage the listener to take a different course of action. But mostly it is a starting position, a complication and a solution to the problem. Either way, every story has it's meaning.

The effect
A good story arouses emotions in the recipient, or at least his attention, and leads him to actively engage with the subject matter and, in the best case, to take action. You could also call it emotional investment. The recipients follow their feelings and objectivity becomes secondary. The power of feelings is played with. Hormones are triggered to set off certain mechanisms in the body. For example, dopamine is triggered and increases your motivation, memory and focus, with oxytocin you are getting more generosity, trust and you start bonding with the protagonists in the story. The most important thing in storytelling is to create empathy and tension with effective plots. One way to do this is to present different storylines that initially hold a mystery that is solved in the course of the story and that reveal common connections.

Presentation
The processing takes place in various forms. Audio, text, video and images are best suited for this, because the focus is on the interactive.

Example:
Lionhearted: Documentary | Life Science Storytelling

Overview
Burak, Saskia and Raschad are three of boxing coach Ali Cukur's protégés. Week after week, they meet together with numerous other young boxers in a small hall at TSV 1860 Munich. Most of them have been through a lot in life. For them, Ali is a role model, a father, a lifesaver. In the ring, he teaches them to tame their anger, to keep control. Boxing as training for real life. The chance to find recognition and not go off the rails. Ali moves the annual boxing camp to Ghana. Confronted with the harsh conditions of Ghanaian boxers in the slums of Accra, the young people begin to look at their lives in Germany from a new perspective. Thus, the trip to West Africa becomes a journey to themselves - to their fears, their brokenness, but also to their strength and self-esteem.

Starting position: frustrated teenagers trying to get rid of their anger by using their fists (boxing)

Complication: teenagers dealing with their hard life and trying to find their place in society

Solution: Ali Cukur tries to take care of the teenagers and gives them another chance

Emotional side: the tough world of the young people touches the viewers. They also see coach Ali as a role model who faces the world without prejudice and helps marginalized people back into life. That is touching.

Effect:
By playing with the feelings of the audience they feel addressed, they bond with the protagonists. They feel motivated to act and to face the world in the same way as trainer Ali.

THE MOST SIGNIFICANT CHANGE
by Theresa Wigley

(adapted from Participatory Video and The Most Significant Change - by InsightShare)

Monitoring and evaluation is a very important part of any project. It seeks to enable us to continuously improve our methods and programmes, and also to hold us accountable to what we set out to do. There are many methods to do this. We have found that using participatory processes in monitoring and evaluation allows for the people most central to the project, the participants themselves, to decide on the measures of success and to assess whether the project outcomes are valuable to them or to help define what needs to change to make the learning more relevant and valuable. This method collects rich qualitative data (describes the quality of the experience), so depending on your monitoring and evaluation requirements, you may want to use this alongside a method that collects quantitative data (things that can be counted or measured).

THE MOST SIGNIFICANT CHANGE

This method can be undertaken at huge depth, and generates massive amounts of data. In this toolkit we will only give a very light touch into the method, but should you decide this is something that would be valuable to you in your work, we highly recommend you explore this further. The method was developed by Rick Davies, and together with Jess Dart, they created A Guide to The Most Significant Change that will take you much deeper into the method. A very useful resource is Participatory Video and The Most Significant Change - a toolkit developed by InsightShare, which can be downloaded off their website.

Group Participation
We have found the combination of Participatory Video and the Most Significant Change (PVMSC) to be an incredibly powerful combination. The use of video instead of written accounts, makes the process more fun and engaging, and eradicates literacy as a barrier to engagement. It also provides an incredibly rich report back

mechanism, as all stakeholders can view the final video(s) and gain a first hand account of the process that third party written reports cannot possibly convey.

Power of Video Stories
Funders, organisers and designers of programmes are often removed from the implementation, so don't get to see the programme first hand. Video stories allow them to connect to the project and people in an intimate way, giving them a strong sense of what is happening on the ground. Video stories also collect layers of information that wouldn't be collected in more traditional monitoring and evaluation methods, making for more meaningful understanding of the full picture, and more effective redesign of programmes and methods.

Accountability
Public screening of the video stories also holds the storytellers accountable - they know that the full team will be witnessing the story, and therefore tend to give more accurate accounts, as they know that their teammates will question inaccuracies or personal agendas. This makes for more accurate data and therefore more effective evaluation.

PVMSC can be used for:
• Monitoring
• Evaluating
• Research
• Investigation
• Reflection & Learning
• Building confidence
• Enabling constructive dialogue
• Sharing lessons learnt

PVMSC IN THE M&E CYCLE

Baseline
Current situation and expectations at the very beginning of the project.

Monitoring
Record stories of change midway through the project to learn where the project needs adapting to improve its effectiveness or outcomes.

Evaluation
Record stories at the end of the project to consolidate learnings and create recommendations for future versions of the programme.

THE PROCESS

(If the group has not yet been introduced to Participatory Video, an introduction to the camera and video making is explored first)

- A working group gathers to share their stories in response to a question that seeks to understand their experience of the programme
- A thorough consent process is undergone to ensure all participants understand the full implications of the process, and that they are willing to participate in it
- Smaller groups form story circles where each participant shares their most significant change story
- The group engages in dialogue and chooses the one story that they feel best represents the most significant change
- The group films this story
- The group does another consent process to agree to the sharing of this film
- The film is screened, and changes are made as per the storytellers requests
- The full group gathers, and all the films are screened
- Key information is identified throughout this process
- Results are analysed
- A final video is made with the key recommendations
- The story is shared with all relevant stakeholders to share the learnings

LOGISTICS AND PLANNING

These will vary according to each project, but will generally include:
- **Participatory planning:** planning should involve representatives from all of the stakeholder groups

- **Building the evaluation team:** if local, which is recommended, this team will need training a few days before the project begins
- **External evaluation team:** ensure they have thorough understanding of the project and requirements in advance, a detailed briefing on arrival, travel arrangements, food and accommodation
- **Additional:** transport, stipends, equipment rental, translators, stationary, workshop venue, power source, food, accommodation

STAGE 1: PLANNING AND PREPARATION

First you need to design how PVMSC will fit into your M&E process. To do this you need to understand what it is that you are trying to find out and who will be involved in this process.

Define your evaluation team
This should include project participants, grassroots level staff and key stakeholders. There should be an organiser, facilitator, co-facilitator, technician and a scribe. They will be responsible for:
- Facilitating the storytelling, selection process and video recording
- Analysing the results
- Producing the conclusions and recommendations in a video report

MSC Question
This could be *"What has been the most significant change for you since joining the xxxx programme?"* You can also tailor the question to suit whatever it is you are trying to find out, e.g. *"What has been the most significant change to your communities crop yields since taking part in the xxxx programme?"* It is important to be clear that stories of no change or negative change are equally valid, and groups should be encouraged to be as honest as possible about their experience.

STAGE 2: STORYTELLING, SELECTION AND FILMING

Story Circle
Groups gather to share their responses to the question posed. All stories are either scribed or audio recorded.

Story Selection

Each group is asked to select the story they feel contains the essence of the most significant change. You can suggest a selection process and ask the group to create their own criteria for selection. (See Activity #1)

Filming

The group supports the selected storyteller to retell their story and records this on video. They may want to spend some time practicing this. If time allows they may also wish to create supporting content using drama, poetry, art, cutaways etc to reinforce the spoken story. This process of planning how to represent the story allows for further analysis and also enables everyone to feel included and represented in the storytelling.

Informed Consent

At the end of each day, groups watch back what they have filmed, and go through a consent process to decide what they want to share or if there is anything they want to delete. (This can be paper based or video recorded.)

STAGE 3: PARTICIPATORY EDITING

You may find that the stories are ready for screening with no additional editing, but if time allows and the group wishes to do so, editing can add another layer of distillation to the process, and also allows for the adding of titles and credits. If the group has PV experience, they can undertake the editing themselves, if not, a facilitator may play this role, but it must be done with the full group present, and at the direct instruction of the group. Editing is where the power lies in the storytelling process. How you cut, and what you put where, can completely change the story. This is a critical part of the process, and the aim is to keep the natural flow without adding any additional thoughts or distractions. Once the group is satisfied and the storyteller gives final consent, the film is ready for screening.

STAGE 4: SCREENING AND SELECTION

Think carefully here about who you want to invite to the video screenings. Project stakeholders, surrounding communities, government officials, community leaders – having everyone in the same room allows for rich dialogue, shifts in perceptions and powerful action.

Audiences are invited to watch the video stories, and reflect on what they have heard. In small groups, they create selection criteria and select the story of most significant change. They then present their selection to the large group. In having to explain their selection of one story over another, values and assumptions are revealed and the group slowly comes to a consensus about what change is the most significant.

STAGE 5: PARTICIPATORY ANALYSIS & VIDEO REPORT

A group of participants and local stakeholders, or the local evaluation team, comes together to analyse all of the data captured throughout the process, including the written and video stories.

They identify patterns and come to conclusions about the most significant changes told by the storytellers. This shows up the strengths and weaknesses of the programme, and having a cross section of stakeholders involved is critical to allow for impactful suggestions for improvement. (See Activity #8)

Conclusions are recorded in a short video report that can be shared with all interested parties in a way that is engaging, authentic and transparent.

STAGE 6: DISSEMINATION

If consent has been given for wider distribution, now you can share the videos in whatever way best suits your project. This can be via email, on websites, on social media or in public film screenings. This allows for wider sharing of the learnings. All participants should receive a copy of their video in whatever format best suits them.

ACTIVITY #7: STORY SELECTION

Material	Flipchart, paper and pens, talking stick
Group Size	Only those involved in the storytelling process - avoid newcomers
Place	focused space for group discussion
Time	30min - 2hrs

The aim of this activity is to select the most significant story through group consensus.

This should take place directly after the story circle. Have a short break between the storytelling and the selection process, and ensure the group energy is high - this demands a lot of group energy.

Explain the need for the selection of one story. It is very important to stress that all of the stories are equally valuable and will feature in the end report, but that what they are looking for here is the story that represents the most significant change experienced through the project. Give the example of a busy person who doesn't have time to listen to all of the stories - which one story does the group feel would best convey their message to an outside audience?

Have a group discussion about the changes in each story. Use a talking stick to aid participation by everyone. Note the name of the storyteller, name of story and key changes on flipchart for each story. If participants have made drawings of their stories, use these instead of flipchart.

Ask participants to each nominate a story and explain their reasons. Record these on flipchart.

Ask the group to review the reasons for selection, and create selection criteria based on these (a consolidated list of what the group considers significant and impactful)

With the selection criteria finalised, go around the group again and give participants an opportunity to change their nomination.

The story with the most votes is the most significant change story and will be filmed.

Notes:
- Be observant throughout and if you see votes are being influenced by certain individuals, try to diffuse this
- if the group is rushing this process - slow them down by asking questions
- remind them of the importance of the selected story being their collective voice to the stakeholders / outside world
- if the group looks to you to help make a decision, don't influence the decision making, rather remind them of their aims and criteria
- encourage group ownership and all participants to take part in the note taking, avoid one or two people dominating
- if there are overpowering voices that dominate the process - you can move to a secret vote, but this is not as effective as group consensus and should be avoided if possible
- if there are strongly opposing stories, e.g. one very positive, one very negative, you may need to film two stories in order to capture both sides
- choosing one story over another will always come with discomfort in the group - be aware of this and repeat the reasons for the selection process as often as necessary.
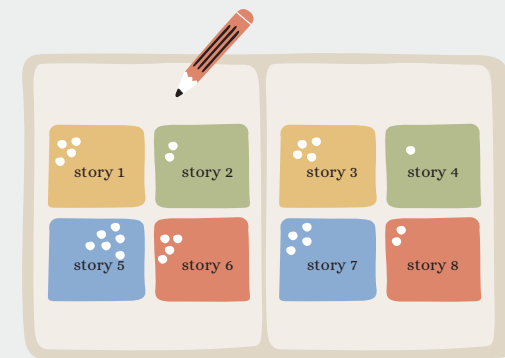
ACTIVITY #8: PARTICIPATORY ANALYSIS

Material	Flipchart, coloured cards, khoki pens, tape, prestik/blue tack, computers to watch video stories, all notes and audio recordings transcribed and duplicated
Group Size	5 to 9 people
Place	Important to have comfortable space for this, and room for focused breakaway groups, with lots of wall area for sticking things on
Time	4 - 8hrs

The aim of this activity is to support the thematic analysis of the stories in a participatory manor by identifying the main areas of change, and key enabling and blocking factors in the stories.

- introduce the aims and flow of the day, recap the story collection process if any newcomers
- in small groups, read and watch all of the stories
- discuss key changes in each story, note these on cards (one change per card)
- repeat the process for enablers (one per card, different coloured card)
- repeat the process for blockers (one per card, different coloured card)
- sort all these cards into piles that have common meaning or connection
- give a name to each grouping and stick them on the wall
- give the group a chance to add anything they think is missing (on different coloured card)
- discuss results
- record conclusions and recommendations (record these on flipchart)
- the analysis can be shared in video report, photo-story and written report

Notes:
- All stories must be analysed, not just the chosen ones
- analyse one story together to begin as an example and to set a common method
- when recording changes, blockers and enablers, use the storytellers words as much as possible
- ensure what is written on the cards makes sense to an outside audience (may need more than one word)

INFORMED CONSENT
by Theresa Wigley

It is critically important in work that involves any kind of gathering of peoples information or stories, to always be very clear with all of the involved parties what the purpose of collecting the information is, and where and how those stories may be shared.

There are many ways to go about the consent process, and you should always pick the best one for each individual that you are working with. Some may prefer written consent forms, some may prefer verbal recorded consent. It is important to be very thorough in explaining all the different levels of consent, going into the details of what it means for a video to be shared on youtube or in a project report.

It should be made known that restrictions can be put on consent, it is not just a simple yes or no process. The aim is to make sure that the storytellers are fully aware of what they are giving consent to, and that they maintain the power to decide throughout. This means you will need to ensure that they know the correct contact details and channels to contact you in the future should they wish to withdraw their consent at any stage.

Paper-based consent
This is only advisable if participants are literate and the form is in a language that they are fluent in. Create two forms for each person - one they sign and give to you, and one they keep as a record. The form should include the details of the project, contact details for you or the organisation and details of where the video will be shared and how they can access it.

Recorded consent
If literacy or language is a challenge, then it is always preferable to video record the consent process. After you have had a discussion about all the different levels and ensured that everyone understands this thoroughly, allow each individual to come up to the camera and state their name and which levels they consent to, as

well as any restrictions they may wish to add. Make sure everyone has access to their recordings afterwards.

Stages of informed consent
1. Consent to participate (before sharing stories)
2. Consent to be filmed (before recording videos)
3. Consent to share by individual storytellers (after recording videos)
4. Consent to share by the group (after editing videos)
5. Consent to share the final product

Data Storage
When working on a project, you should be very clear from the beginning how all of the collected data will be stored and who will have access to it. This also needs a consent process, where the group can decide together on these agreements and delete any of the data that they don't want shared. You should always leave all of the data with the group that you are working with, and take a copy with you if there has been consent to do this.

Data Protection Laws
Make sure that you are familiar with the laws of whatever country you are working in, in relation to videos, child protection issues and data protection, and abide accordingly.

DATA MANAGEMENT
by Theresa Wigley

Data management refers to the organisation of all your information into systems that are organised and secure, making sure that your information is safe, and also that it is accessible to those who need it whenever they need it. When working on projects together with a group of people, often spread across different geographic locations, it is very important that you all understand these systems from the

beginning and that everyone sticks to them. If this is neglected, you can very quickly end up in a very big mess, and potentially get yourselves into a whole lot of trouble too.

Much like different people have different ways of viewing time, we each have very different ideas about how things should be organised. Some of us might arrange our wardrobes by colours, others by texture. Some arrange books alphabetically, others according to theme. You should never presume that your way of organising information is intuitive to someone else, and therefore at the beginning of each new project, you need to agree upfront how you arrange your systems, or if the systems are already set when you arrive, you must take the time to familiarise yourself with the systems, as well as any software you may be required to use to access the data or communicate with your team. Complaining half way through the project that you didn't know where to find the document / photograph / video you needed for an important deadline, is not fair to the rest of the team. It is each individual's responsibility to ensure that they know their way around the systems, and if you don't - then ask!

Know your Tools
Once you have defined your channels (whatsapp / signal / telegram / email / google drive / trello / external harddrives etc) - learn how to use them efficiently, this will save you a lot of time down the line. Trying to make your way through a project over a number of weeks or months without knowing how to use the tools in your box, is going to create unnecessary stress and difficulty for you.

Create a Map
Design your foldering system before you begin, and create a system that you all stick to for naming folders and files. This will save you a lot of time when you are looking for documents, photos etc from a specific event or process months down the line. Even someone who has not been involved in the project should be able to find their way around your folders without too much difficulty. It helps to create a map that shows how you have ordered your data to remind yourselves and others along the way. You can also add some simple rules and instructions to this document, like:

Don't just dump:
Always be selective - of all the photos / videos you took, there will be good ones, bad ones, duplicates etc - go through your images and delete all the bad ones and duplicates, then of the remaining good ones, select the top (+-10) images, that really tell the story of your event / process / artwork and upload only these to the drive

Don't send via whatsapp:
It is great to share some images on collective groups as events happen - it's a really nice way for everyone to feel a part of it - but this is not data management, this is sharing the love.

When you put photos, and especially videos, onto the drive, they must come straight off your phone / computer / harddrive. Whatsapp compresses files when you send them, meaning they become a much lower quality, and then later, if someone wants to use them for a film or in a printed format, they won't be able to use them.

Label your folders:
Don't stick all your photos into the Photos folder and all your videos into the video folder, but create folders for specific events / processes / workshops etc, and label with date + description e.g. 20220217_ABCD Mapping Workshop_Vrygrond

Being organised with your data makes the difference between a really difficult journey filled with conflicts and very stressful report writing, or an easy journey with smooth collaboration and a rich report that illustrates the journey in all of its fullness. Look after your data. It's worth every minute of effort you put in.
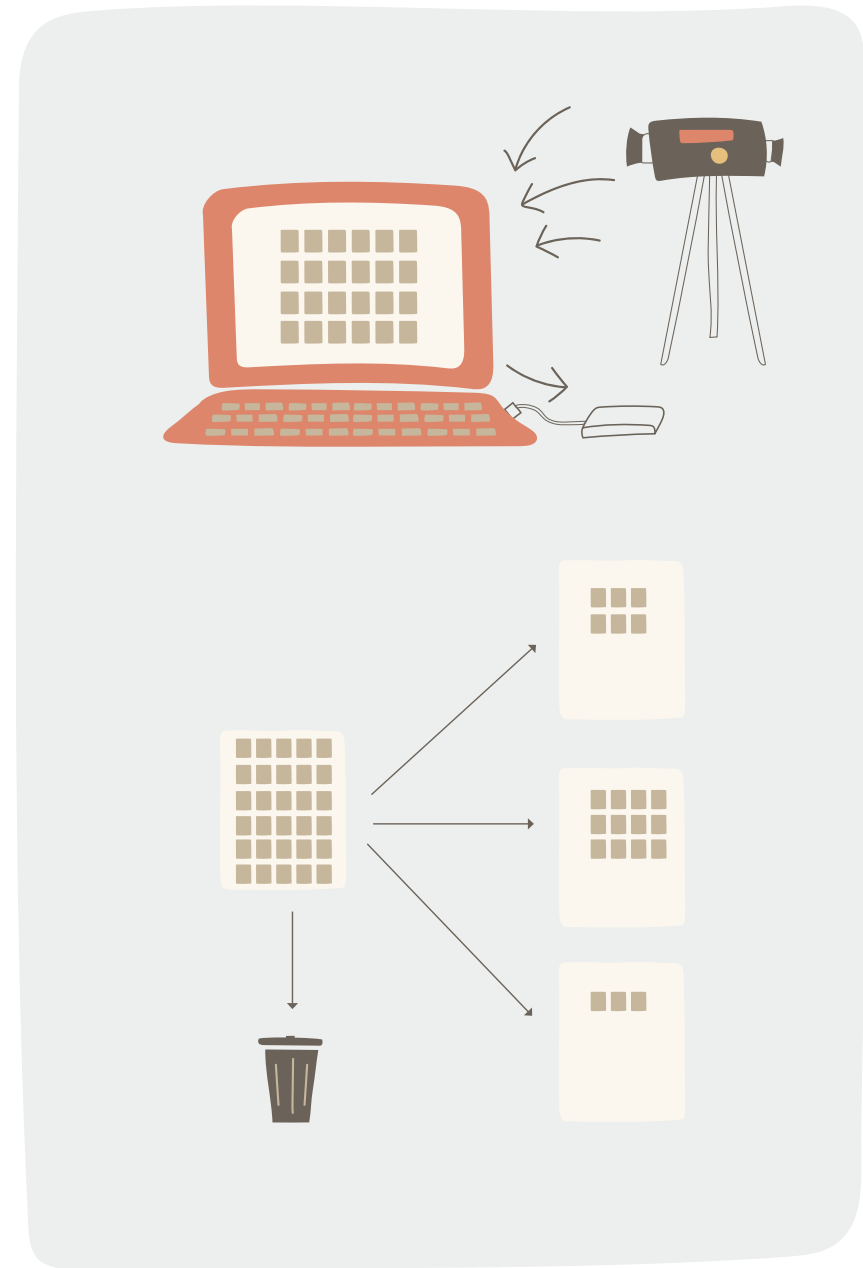
CHAPTER 5: INSPIRATIONS

WHATS YOUR WORK ?

instigating change

Along the way on our journey,
we met some very inspiring changemakers
in the communities that we visited.

They renewed our hope in the world, and also
provided us with concrete evidence of just how
much change one person can make.

All big trees started as tiny seeds, and what we
saw growing gives us hope that there is a whole
forest of change on the way for our children
to take shade in.

CHRISLYN LINNET / HARMONY ANGELS KITCHEN

My name is Chrislyn Linnett, I'm 37 years old married to Graham Linnett mother of 3 beautiful kids Kiyara, Kiyano and baby Kian. I've lived almost my entire life in Vrygrond. Everyday I saw how my late mom Heather Anne Scott reached out with all her heart and helped the people in need in our Community. My passion for serving comes from her. I want to keep her legacy going in everything I do.

My mother was a big character in our community. She was extremely passionate about providing a warm meal for the people and was a part of many soup kitchens through out the years. So Harmony's Angel's kitchen is not only for my community but to also keep my late mom's legacy going. Harmony's Angel's started as Covid 19 response community kitchen and my wish is to make it a permanent entity in Vrygrond. With the incredible support and kindness from my community, we were able to feed about 150 - 200 people on a daily basis every week. I wish to make my mom proud and continue to make a difference and positive impact in people's lives just like she did. If I can get the help and support all over again I will continue to serve my community with love.

YOLISWA MAHOBE

Yoliswa loves working with permaculture as it enables her to do what she loves, which is working with people, where everyone shares and learns in ways that are sustaining human lives. She is inspired by being able to work with nature through growing food in a manner that respects the earth, while also co-creating beautiful living spaces in a landscape that humans will enjoy for peace, silence, beauty and learning.

She found spaces that enable her to follow her passion: She worked for SEED as an environmental education co-ordinator following Permaculture principles. She soon founded Amava Oluntu with like-minded people, an organisation that works with communities in urban and rural areas to build learning journeys. She is also involved with the Muizenberg Community Schools, where she combines gardening in community spaces with isiXhosa lessons.

MUIZ COMMUNITY KITCHEN

Muiz kitchen is about connection. To each other, to the food we eat and where it came from and where it's going. We know exactly what we are putting into our bodies and are not handing that power over to anyone else to decide for us.

We are in a world where the food industry is constantly figuring out how to make more for cheaper, add in ingredients to make food last longer and marketing us into thinking we just ate something worthwhile.

At Muiz Kitchen we grow, harvest, chop, chat, laugh, love what we do, work hard, eat together and serve together. We are equals, we are humans in a community, working together with Nature. Everyday is an achievement, every meal deserves a celebration.

We navigate a new line between Community Project organism and business. What we are doing is brave and important to navigate a way for community run food sovereignty. Please be part of our movement. You can follow us on Instagram.

SOLIDARISCHES KOLLEKTIV OBG

How to live in urban spaces in inclusive and sustainable ways? During our visit in Germany, we visited a collective that aims at creating socially sustainable and self-managed housing in Heidelberg's Old Town. In times of gentrification and inflation, this community project is a great example of sustainable housing concepts and political engagement beyond our property boundaries. The collective promotes co-living, solidarity and autonomy in one of Germany's most touristic and upper-class districts.

Find out more: https://www.kollektiv-obg.de

CHRISTIAN MBOMBO / THE FINE BUSH

My name is Christian Mbombo, I'm from the Democratic Republic of Congo from a family of 5 siblings, with me being the middle child and the black sheep of the family. I always wanted to do things differently, that's why I'm a changemaker who brings awareness through my brand. I am a very bubbly person and I'm full of confidence and like communicating and meeting new people, and I'm very sociable and very curious to learn new things. I'm also curious about nature and love being around positive energy.

Unlike Democratic Republic of Congo, Southern Africa has more opportunities towards so many things, including the education. South Africa is also a diverse country full of different cultures and less of a struggle than Democratic Republic of Congo.

I joined Amava Oluntu, a Non Profit Company here in South Africa, Cape Town there was a program called Pollinating Pride in People and through that I got inspired to become the nature lover that I am today. I discovered the love for fynbos and through research about the fynbos I came up with a brand called "The Fine Bush". I print t-shirts, hoodies, and handbags to sustain my creative work and for other people to get an experience of wearing my brand that brings awareness to people about fynbos.

Every year we get a huge number of fynbos becoming extinct and this brands purpose is to create awareness and also to introduce fynbos to all the individuals out there who lack knowledge about the importance of fynbos and how lucky we are to have it. You can follow me on Facebook and Instagram.

ANGELA MAC PHERSON / KURUFYNBOS

Using my sculpture to activate social, environmental and cultural healing, I am pushing into new possibilities of collaborations between the natural world, myself and my fellow humans.

I co-create large scale outdoor sculptures that aim to bring into focus the beauty and vulnerability of our indigenous ecosystems, bringing awareness to the unique intelligence that each creature processes, and drawing attention to the richness of our local cultures. All of which face extinction due to excessive urban development and the effects of centuries of materialist western mono-cultural monopoly.

Working in Cape Town, with an extraordinary restoration and education organization, FynbosLIFE, under the banner KuruFYNBOS, (Kuru means creation, in Kora, one of the Cape's original Khoi languages) I am exploring the use of natural materials in the representation of endangered Fynbos creatures that inhabit the seven different biomes within the Fynbos Floral kingdom. This unique, highly diverse and extremely vulnerable floral kingdom is only found in the Cape Province of South Africa.

I teach while I work, and frame each piece as a co-creation, guiding small groups of new and skilled artists through the creative process of public sculpture making. Developing creative confidence in others and building an understanding of the immense creative power that each of us humans possess to affect our environment. We are learning to take responsibility for our personal power and to understand that we can make creative choices that facilitate a living world for all our futures.

LOXION MOBILE LIBRARY

Litha Sam-Sam and Okuhle Fentele are true shining lights in their community of Vrygrond where poverty and crime are huge determining factors in the future possibilities of youth. Litha, Okuhle and their team at Loxion Mobile Library have created a safe haven for children to come to where they feel cared for. In this space, they are introduced to books, stories, reading and writing as extra mural activities that keep them off the streets and increase their literacy levels as well as inspiring and motivating their own sense of selves and ability to create new narratives. This project was started at the beginning of the pandemic when schools were closed. It was received so well by children, parents and teachers alike, that with the support of the community, it continues to grow with the vision of creating a better way of life for these children to develop into future leaders of their own destinies.

"I'm inspired by my community. The challenges that we are facing. I grew up reading and spending more time in the library after school. I have witnessed the power of a book. And it's my responsibility to share and influence many young people in my community."
- Litha Sam-Sam

"I'm doing what I am doing because I wanna play a part in the development of literacy in our communities. I wanna be involved as a young person and be the change I want to see. My inspiration is to become a responsible citizen to the nation. Also, the future is female so it is about time females take over and end gender inequalities in our nation. You are what you think you are." - Okuhle Fentele

GUGULETHU URBAN FOOD FOREST INITIATIVE (GUFFI)

GUFFI is a coming together of ordinary Gugulethu community members who are passionate about urban agriculture as a means to integrate, grow, educate, create opportunity for income and develop meaningful partnership for change in urban agriculture. We were so inspired by their dedication and a vision for a more integrated future where academia, farmers and civil society can come together on equal terms to create more sustainable urban food systems, whilst nurturing human connection across divides. You can follow them on facebook and instagram to be inspired by the incredible work that they do.

SIS'TUMI

by Sandile Fanana

Sis'Tumi is telling us about how she was raised and why she still thinks about how indigenous ways of living they still matters and in her explanation she quotes about Amaqaba (Indigenous People) She talks about the importance of soil, the land, the plants, the medicine and all of those things are the treasures of indigenous people. She also mentions the power of humanity. And also to believe in the indigenous ways of doing things, that grounds us as people.

"I still remember my grandmother who used to tell us about how many days people took to do exchange in Durban from Eastern Cape, sleeping on the road, cows grazing at night because cows and carts were their transport, that was done because they had to make a living. Time passed things changed, money involved and everything went upside down, we lost the power of doing it for ourselves and with urbanisation everyone went to go look for the ready made bread in town as my grandfather used to say "Everyone is leaving to stay in town ending up living in shacks because they are looking for greener pastures (putting bread on the table)". It happens that we lose our traditions, culture and lose ourselves."

Usisi Tumi is telling us why she still holds on to her culture, medicine (plants) and she still believes in land, culture, garments and self being. Sisi Tumi also runs workshops that connect diverse people to connect with their roots.

THANK YOU

Thank you for traveling this journey with us.

We hope it opens many doorways and
sparks many conversations and
that one day we end up
around a fire
together.