ACID

HANDBOOK

ON

ACTIVE CITIZENSHIP

December 2023

FOREWORD

This handbook contains texts from an 'Active Citizenship' app on the Appstore and Google Play. The app is a product of a project 2022-2023, 'Active Citizen Development' KA220-YOU-2021-010, funded by the European Union under the Erasmus+ programme.

The content of this Handbook differs from that of the app in that the app is interactive and has a so-called 'buddy' function, where the learner communicates with a fellow student. Furthermore, the app saves the learner's work (on reflection exercises). Finally, some of the reflection exercises are designed differently in the app.

The Handbook is available in English and in translated versions. It includes the manuscripts of 5 modules:

- Module 0: Personal Clarification, 6 hours
- Module 1: Self-Empowerment and Efficacy Development (SEED), 16 hours
- Module 2: Trends in Active Citizenship, 16 hours
- Module 3: Global Citizenship, 16 hours
- Module 4: Advocacy and Campaigning, 16 hours
- Module 5: Social Entrepreneurship, 16 hours

In addition, like the app, the Handbook contains

- A list of definitions of words and concepts
- Guidelines for teachers
- Acknowledgements (List of co-creators)

The course 'Active Citizenship' has been developed for self-study and targets young Europeans aged 18-25. However, the course can also be delivered through teacher-led teaching, and people of all ages can benefit from participating.

A group of young people, representing the target group, has helped develop the content. See their names under 'Acknowledgements'.

Copyright for the material has a consortium of 5 European partners: Aufbruch-Neukoelln (Germany), Consulting Company Ivan Häuser (Denmark), F&K- Centre of Innovation (Greece), SINTAGMI impresa socialeimpresa sociale (Italy), Think Young (Belgium).

The material in the Handbook can be used as a creative common, copied and adapted by users. Users are requested to refer to the app 'Active Citizenship 2023'.

If you have questions concerning the app or the Handbook, you are welcome to contact

Project manager
Ivan Häuser
ivan-hauser.dk
+45 40342496

App-developer
Mikkel Gade
mikkel@minders.ai
+45 26838326

Content

MODULE 0: INTRODUCTION AND PERSONAL CLARIFICATION

WELCOME AND MANIFESTO

Pilot Study of Auguste Rodin's sculpture "The Thinker'

Dear Participant,

Thank you for being interested in this education programme about Active Citizenship. Throughout the programme you will explore your possibilities for making a difference as an active Citizen. Perhaps you imagine yourself as a founder, a leader, a team leader, an organiser, a knowledge worker, or a team player in an organisation for active citizenship. This programme will help you be ready and prepared.

YOU are the main character in the education programme that starts now. The most important thing is what YOU want to do and need to learn so you can do it. 'Active Citizenship' is not an established curriculum subject, nor an exact science, but there are voices out there about Active Citizenship - in the form of theory, knowledge, opinions, agendas, discussions, and policies. These voices can inspire you to act, and we'll do our best to introduce you to them.

*We hope you have an open mind and will learn with healthy scepticism and critical thinking. We will take you by the hand, letting you read short texts, watch videos, and do reflection ACTIVITYs. The programme is self-explanatory. You will identify a **personal cause** and elaborate a **personal action plan or project.** The thoughts you currently write down about your action plan will be kept in your **personal learning diary**.*

You'll need to spend around 80 hours on this programme. When you have completed all ACTIVITYs, you can download the programme's certificate.

Good luck with your learning!

INTRODUCING YOURSELF

- Look at the map of Europe
- Choose a country, where you were not born and where you do not live, but which **draws** you. Be spontaneous, don't think too much
- Thinking about it: what is this attraction about? Write down catchwords
- Do you think your choice of country might be related to your personality? How would you characterize yourself as a person?

Pick 3 personal preferences: What are you looking for in the chosen country? You may add other preferences in the 3 blank cells.

ADVENTURE	SAFETY	WELFARE
FUN	CULTURE	HISTORY
FOOD	SPORT	NATURE
BEAUTY	FREEDOM	SILENCE
ORDER	SPIRITUALITY	RELAXATION

ACTIVITY 0.1 YOUR PERCEPTION OF BEING AN ACTIVE CITIZEN

This cartoon from September 2022 in Berlingske Tidende (a newspaper in Denmark), by Jens Hage gives an example of the complexity of what an Active Citizen is. The women in the cartoon make an identical statement: "No one can dictate how I dress!'

MAKE YOUR OWN JUDGMENTS

Read 11 cases, where various people engage in social action. For each case, make a quick judgment: Does the action, in your view, qualify for being an Active Citizen, or not?

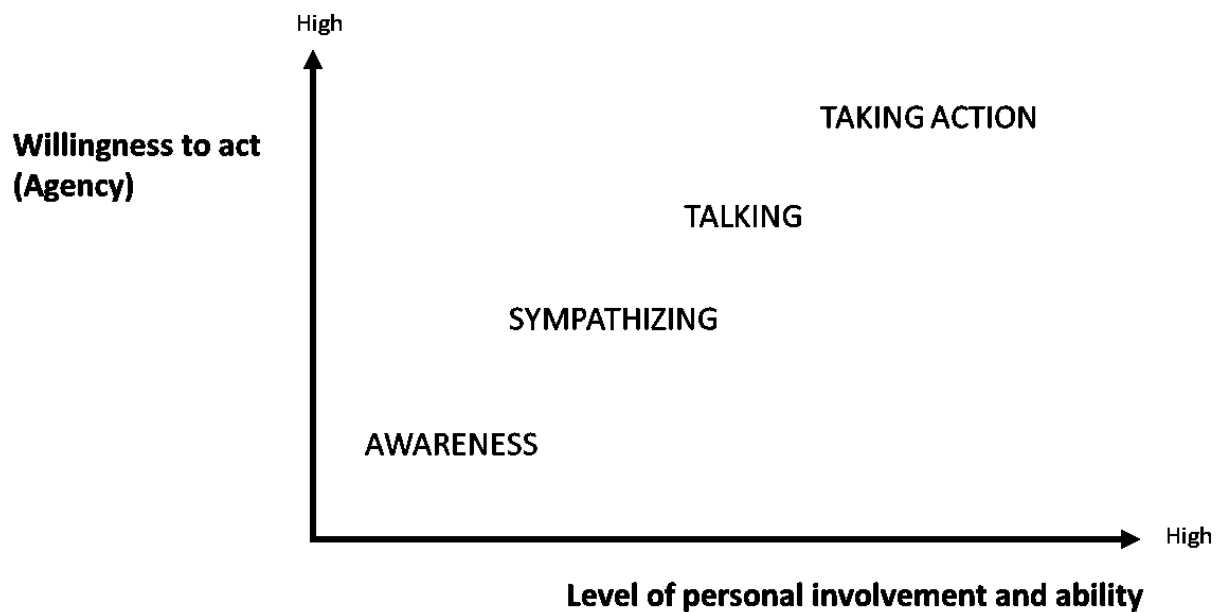| Make intuitive judgments – is this Active Citizenship or not?		Active Citizens?		
		YES	NO	?
1.	Spectators are standing along a road where the Tour de France riders will soon pass. Suddenly some people sit down on the roadway, trying to glue themselves to the tarmac. Some people in the crowd run out onto the roadway and remove them so that the cyclists can pass freely. Are the people sitting on the road Active Citizens? And what about the people who intervened?			

2.	An institution leader cancels a planned lecture about scientific arguments for keeping the biological distinction between two genders (male and female), because they want to protect the rights and feelings of non-binary minority groups. Is he/she acting as an Active Citizen?
3.	In hospices, people with terminal conditions are waiting to die. Death may not come quickly, and relatives cannot be sitting at the bedside day and night. To make sure that nobody dies alone, there are volunteers who take turns to keep vigil by the side of the dying. What do you think, are these voluntary night nurses Active Citizens?
4.	The Norwegian citizen Breivik shot 77 young social democrats on an island. He wanted to make a statement about the social democratic government's immigration policy. What do you think, is he an Active Citizen?
5.	A woman has given up her job so that she can look after her handicapped child. Is she an Active Citizen?
6.	A person abides by the law, reads the news in the media and votes at elections. Does it make this person an Active Citizen?
7.	A member of a religious congregation sometimes bakes a cake in connection with the church's social work. Is he/she an Active Citizen?
8.	Scouts are said to do one good deed every day. Are they Active Citizens then?
9.	A person notices that an elderly citizen has trouble crossing the street and helps him/her. Is this helpful person an Active Citizen?
10.	Patients with certain diseases join forces and establish patient associations for promoting the patients' common interests. Are they Active Citizens?
11.	A man is persuaded by his daughter's football club to coach the daughter's team twice a week on a voluntary basis. Does this qualify him to be an Active Citizen?

ENGAGEMENT LEVELS IN ACTIVE CITIZENSHIP

Look at the model below. It shows 4 levels of engagement in a cause.

There are many problems and ideas out there. You are probably *aware* of many of them, you may *sympathize* with a certain cause, you may even *talk* about it. But wouldn't you agree that an Active Citizen does more than that, gets involved (participates) and that there needs be an *intention to act* for change to happen? We call this willingness to take action "agency".

High

Willingness to act (Agency)

TAKING ACTION

TALKING

SYMPATHIZING

AWARENESS

High

Level of personal involvement and ability

Model by Ivan Häuser, inspired by P. Ekman's research about 'Darwin and compassion'

Reflection:

	YES	NO	?
Agency is an indispensable element of Active Citizenship. Without agency, no change will take place.			
In a team that works for change, someone should have agency, but it is *not* necessary that *all* people in the team have that personal drive			

Your answer is automatically saved in your Learning Diary

ACTIVITY 0.2 TOWARDS YOUR OWN DEFINITION OF 'ACTIVE CITIZEN'

Discussion of concepts: 'Good citizen', 'Volunteer', 'Active Citizen' and 'Activist'

Take a look at the figure below, where "Active Citizen' is shown in relation to similar concepts.

As it appears from the figure, a "good citizen' can be seen as a person, who is loyal to the existing societal order and sustains it. This person votes at elections, pays taxes, observes the rules and perhaps works as a volunteer in some area.

A "volunteer' can be a good citizen who fills out a gap in the existing order with unpaid work and thus sustains the existing order, but volunteers can also be found among "Active Citizens' and "activists'.

An "Active Citizen' can be seen as a person who is aware of insufficiencies and inadequacies of the existing order and wants to change them for the better with legal means, including, when necessary, civil disobedience, campaigns, demonstrations and strikes.

An "activist' is an extremist version of an Active Citizen, advocating for a cause through street spectacles, surprise performances and public provocations which are not always strictly legal, the rationale being that the end justifies the means.

Neither activists nor Active Citizens are always change agents, but also appear as active defenders (= against change) of the existing societal order, opposed to other change-oriented groups of Active Citizens and activists.
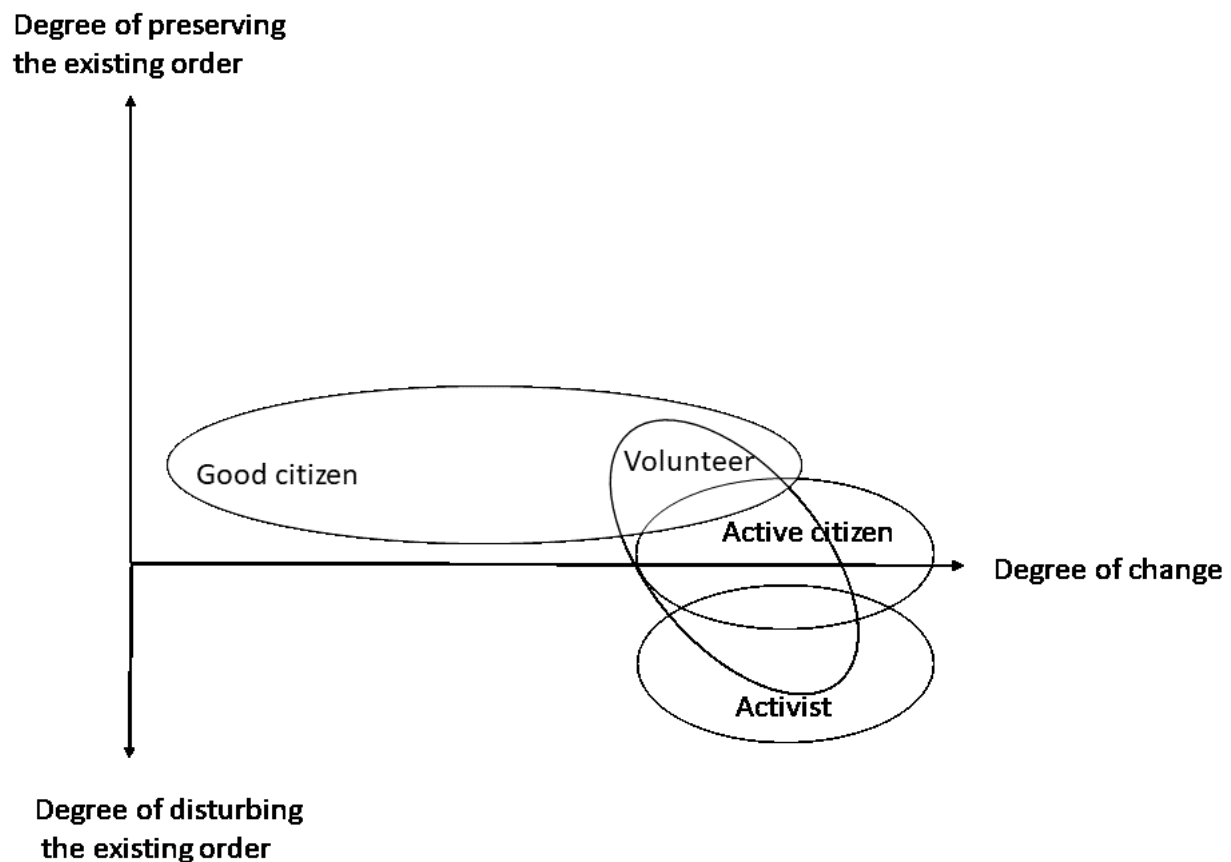
Figure by Ivan Häuser

Comment to figure: Does this figure make sense to you? If not, how would you change it?

Your response will automatically be saved in your Learning Diary

WHAT DO ACTIVE CITIZENS CALL THEMSELVES?

The distinction between the concepts "Active Citizenship' and "Activism' probably makes sense, as explained above.

However, when referring to themselves, Active Citizen probably don't use the label "Active Citizen'. Please let us hear you opinion:

Answering the question: 'What do you do?', very few would say "I am an Active Citizen', because this may sound self-important		Right	Don't know	Wrong

Answering the question "What do you do?', Active Citizens would say "I'm an activist', if identifying with the cause (e.g. environment protection, LGTB rights)			
Answering the question "What do you do?', Active Citizens would mention the NGO they work for, if identifying with the organisation (e.g. Red Cross, Greenpeace, Amnesty International)			
Answering the question "What do you do?', Active Citizens would mention their function, if identifying with their role and competence (e.g. volunteer, coach, project manager, fundraiser)			

What is your personal comment here? What would you call yourself?

Your answer is automatically transferred to the Learning Diary

ACTIVITY 0.3: YOUR OWN DEFINITION OF ACTIVE CITIZENSHIP

Now, give it a try and make your own short definition of Active Citizenship (you will have an opportunity to change it later):

ART INSPIRATION

Could this painting be seen as a symbol of Active Citizenship?

Please think of another work of art (painting, literature, music) that you think could associate with Active Citizenship. Write down which other work of art you thought of.

Franciska Clausen (1926), the Screw, Tønder Museum. Foto: Ole Haupt

Your answer is automatically saved in in your personal diary.

Now, test your own definition against the definitions below. Tick off the ones you like:

- Do one's civic duties
- Fight for justice
- Promote democracy, freedom, equality, minority rights, environment, climate protection
- Quiet quitting: Work as little as possible as a silent protest against leadership
- Think globally, act locally
- Discuss and educate ourselves in politics and society
- Deal with insufficiency, inadequacy and injustice in social structure
- Make an extraordinary effort for the common good

> Back to your own definition: Is it the same, or do you have a revised version?

*Your own (perhaps now revised) definition is automatically recorded in your **personal learning diary**.*

ACTIVITY 0.4 OVERCOMING RESISTANCE – AGENCY STYLES

Invariably, as an Active Citizen you will encounter resistance. Whenever you want to change or defend something with your agency, there will be other people who do not approve of what you are trying to do. You will have to deal with such resistance.

Depending on the situation, agency can take different forms. Study this crisis handling model, which shows 5 forms of agency:

Conflict-handling model (Pruitt, D. G. (1983). 'Strategic choice in negotiation'. *American Behavioral Scientist* **27**: 167–194)
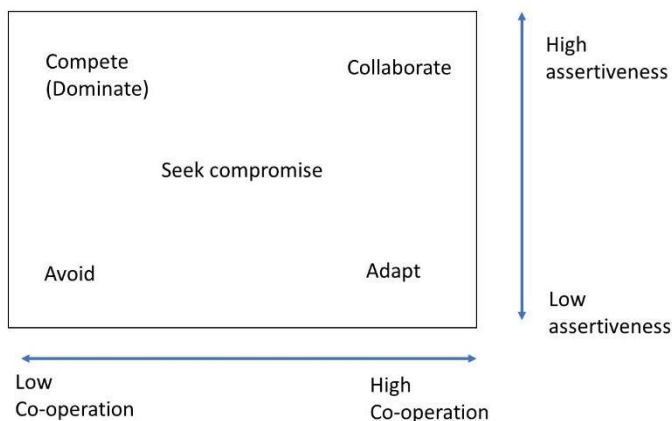
CHOICE OF AGENCY STYLE

Ideally, you should have a repertoire of agency styles and, when you need to respond to a challenge, choose the style which matches the situation. However, people tend to have a preferred style so that they are prone always to use the same style.

The agency styles are:

- COMPETE (You are sure you are right, and the matter is important, you may have to forget about being polite)
- COLLABORATE (Agreement and joint ownership of the solution is more important than the substance of the conflict)
- COMPROMISE (You will not get all you want, but it is better than nothing, and you cannot win)
- AVOID (You do nothing. Others can solve the problem)
- ADAPT (The conflict matters more to the other part, and you can live with it. The other part may be grateful and indebted to you and owe you a favour)

Now try to match styles with challenges, and find out if you have got the idea:

Select style	Situation
Compete? **Collaborate?** **Compromise?** **Avoid?** **Adapt?**	The conflict is about small things and trivial. What would you do? Pick one option

Select style	Situation
Compete? **Collaborate?** **Compromise?** **Avoid?** **Adapt?**	There is an emergency situation and action needs to be taken, the other decision-makers are not available right now. Pick one option

Select style	Situation
Compete? **Collaborate?** **Compromise?** **Avoid?** **Adapt?**	Your opponent is stronger than you, but will appreciate if you are not being difficult. Pick one option

Select style	Situation
Compete? **Collaborate?** **Compromise?** **Avoid?** **Adapt?**	The desires of both parties are too important for a simple trade-off. It is hard work, but your disagreement may be an opportunity to create something better together. Pick one option

Select style	Situation

Compete? Collaborate? Compromise? Avoid? Adapt?	Both parties are equally strong and locked in a zero sum game. You have a deadline that must be met. Pick one option

Reflect: Am I prone to always react in the same way, no matter what the challenge is?

Your answer will automatically be saved in your Learning Diary

ACTIVITY 0.5 POWER

Overcoming resistance and taking action is a part of the "power game'.

Power can be seen as ubiquitous energy which is always present between people. Sometimes the energy seems to be distributed equally, but in other cases it materializes as a hierarchy where some have power over others. There are also cases where people are suppressed and exploited by force of the established power structure.

An Active Citizen should not be naïve. Individuals you are working with all have their (conscious or subconscious) agendas, each trying to get what they want, and avoid what they do not want. People are not just good or bad, they follow their agendas, which are influenced by their life circumstances, and different people's different agendas will inevitably collide sometimes. Even dignified personalities like Mahatma Gandhi and Mother Theresa knew how to play the power game (navigating what to do and how to direct people in a certain direction).

Having said that, we are dependent on other people to get what we want. As an Active Citizen you are in the power game and need to realize that you get your power through others. You can ACTIVITY power by supporting them or you can convince them to follow your idea.

WHEN YOU ARE IN A POWER POSITION, IS IT BETTER TO BE FEARED THAN LOVED?

The Renaissance thinker Niccoló Machiavelli (16th century) came to the conclusion that, as a leader, it is better to be feared than loved. Many leaders in history and also today follow his advice. The key factor is dependency. If you are dependent on a leader, you will not want to do something that this person would disapprove of. If you feel safe, knowing that the leader loves you, you can do what you want; in the worst case, you'll be forgiven anyway. So from a leader's perspective, it is better to be feared than loved, Machiavelli says. However, he adds, the leader should avoid being hated – and become a target for assassination.

So what is your perspective on this issue?

	It's better to be feared, because …… It's better to be loved, because….

	It's better to be respected, because…

YOUR POWER BASE

Whatever your understanding of power is, you get power through other people. It means that, in order to get what you want, you have to co-operate with others, or at least get them onboard through convincing them).

In countries with freedom of speech your conditions for this co-operation are far better than in countries where your activity is unwanted and perhaps made illegal.

In Active Citizenship, you can contribute to your group with your personal competencies.

What are your personal power assets? (Choose the three most characteristic for you)

	My strong conviction about the cause

	Network. I know many resourceful people who might help us

	Organization and planning. I am a good team-player and organizer

	Persuasion. I am a great communicator

	Action. I am good at getting things done, i.e. achieving results

	People like me and seek my company. I make people feel good

	Hard work. I am ready to take on any task

	Other competences:

ACTIVITY 0.6 YOUR PERSONAL CAUSE

There are many problems and ideas that call for action. Perhaps you know exactly what you will do, perhaps not.

Selected areas for working as an Active Citizen

Tick off 5 areas you might want to be active in. Add areas you want to include:

☐	Corruption	☐	Protection of children
☐	Pollution	☐	Gender
☐	Poverty	☐	Freedom
☐	Trafficking	☐	Refugees and/or immigrants
☐	People with disabilities	☐	Diversity
☐	Social injustice	☐	Homeless people
☐	Treatment of prisoners	☐	Democracy
☐	My own group's conditions	☐	Care for the elderly
☐	Housing	☐	Privacy
☐	Education	☐	Hunger
☐	Climate and/or environment	☐	Food waste
☐		☐	
☐		☐	

Where do I think I would work?

☐ Locally, in my own community

☐ On a national level

☐ Globally

In which type of organization?

	My own. It already exists with me as the founder. Or: I am gathering people

	An NGO, a club (already existing)

	Other: An institution or a company (Do you have the name?)

ACTIVITY 0.7 DEFINING MY PERSONAL CAUSE

Describe the cause you want to promote. What do you want to accomplish in co-operation with others? (Don't worry. This can be changed later. But it is useful to have a goal as a guiding star during the education process)

Short description of personal cause

Make it short. Be prepared to share your description with your BUDDY

*The description of your cause will automatically be recorded in your **Learning Diary.***

ACTIVITY 0.8: YOUR PERSONAL ACTION PLAN

1.	What title will you give your cause?
2.	Why is your cause important? Give three arguments a. b. c.
3.	What will your role be?
4.	Who will be on your team?
5.	Who will be against your cause? Why?
6.	Other difficulties you can envisage?

Take a break!

7.	What concrete changes do you expect thanks to your group's efforts In 5 years? In 2 years? In 1 year?
8.	How can the changes be observed (success criteria)? a. b. c.

*Items 1-8 are automatically recorded in your **personal learning diary**.*

Thank you!

You have finished Module 0.

REFERENCES

Boje, Thomas P., (2021), *Civility and participatory democracy.* Edward Elgar Publishing

Ekman, Paul (2010), Darwin's compassionate view of human nature, JAMA – Journal of American Medical Association

Jdid, Noor, Cindy Horst, Marta Bivand Erdal (2019), The "good' citizen, asserting and contesting norms of participation in Oslo, Ethnic and Racial Studies 43(16): 76–95.

Greene, Robert (2021), *The 48 laws of power.* Profile Books

Machiavelli, Niccoló (1513), *The Prince*. Bantam Books 1966

Nye JR, Joseph S. (2008), *The Powers to Lead*. Oxford University Press

Hougaard, Rasmus (2022), *Compassionate leadership.* Harvard Business Review Press

MODULE 1: SELF EMPOWERMENT AND EFFICACY DEVELOPMENT (SEED)

Welcome to Module 1, which is about how you can draw upon knowledge of your own identity, your values, and the way you experience meaning in your life to shape the way you would like to engage with your world as an active citizen. The previous Module was about what you want to accomplish. And even if you have only a rough idea of what you want to accomplish, it could be useful to explore your inner self and develop an alignment between what you want to accomplish in the world and your inner self. This Module is about building a strong inner centre. Learn to analyse your own and other people's behaviour. Identify your personal values and purpose. And align these with your personal cause or project.

UNIT 1.1: FORM AND SUBSTANCE

ACTIVITY 1.1.1: CITIZENSHIP

Hello, my name is Salman and I will be your learning host in this module called SEED - Self Empowerment and Efficacy Development. In this module, we will make a link between the external world in which you will run your project of active citizenship to the internal world of the self and ground your project in a strong inner centre of identity. Quite often the inner world is a reflection of the outer world and learning to navigate this inner world can give us insights into navigating the outer world. Learning can be benefitted by deep, authentic sharing and throughout this module I will share parts of myself with you, parts of my own identity and how it has been formed, my stories, my struggles, my challenges, my joys and victories and I invite you to do the same - both with yourselves and also with your buddy and perhaps with others in your world that you trust. So, welcome to SEED and let's get started.

Try answering the following question:

- What is citizenship? Keep your answer to one short sentence.
- Was that easy/difficult to answer?

ACTIVITY 1.1.2: VOICES IN OUR SOCIETY

Citizenship is often defined as "membership of a community or a society'. It also includes the quality of an individual's response to membership in a community/society. We can choose to be active or passive participants in our communities - hence the notion of "active citizenship'.

Our society/community has a number of voices, some are more valued than others, some are amplified more than others, some are those voices we agree with, others we disagree with, some we like and accept, others we dislike and reject. For example, I might agree and accept voices expressing the social liberal position on immigration and might dislike and reject voices expressing the social conservative position on immigration or vice versa.

- Can you think of a voice in your community that you like or agree with?
- Okay, can you think of a voice in your community that you do not like or disagree with?
- Alright then, let's take this further …

ACTIVITY 1.1.3: VOICES IN THE SELF

Just as our communities have diverse voices, our inner self can also have diverse voices expressing diverse positions and concerns. For example, a part of me might be curious about what is coming next in this app, and another part of me might want to attend to some other work, yet another part of me might want to watch television or read a book, and yet another part of me might want to take a nap or speak to a friend. Sometimes, these voices might create a conflict inside us - for example I might want to pursue two different careers or educational opportunities or I might want to pursue a romantic relationship with two or more people and might have to choose …

Perhaps learning to deal with these inner, sometimes conflicting voices might help us deal with diverse, sometimes conflicting voices in our communities.

- Does this make sense? Yes/No/Unsure
- Alright then, you are not alone. Let's see if the following sheds further light on the above …

ACTIVITY 1.1.4: SELF AS A MICROCOSM OF THE WORLD
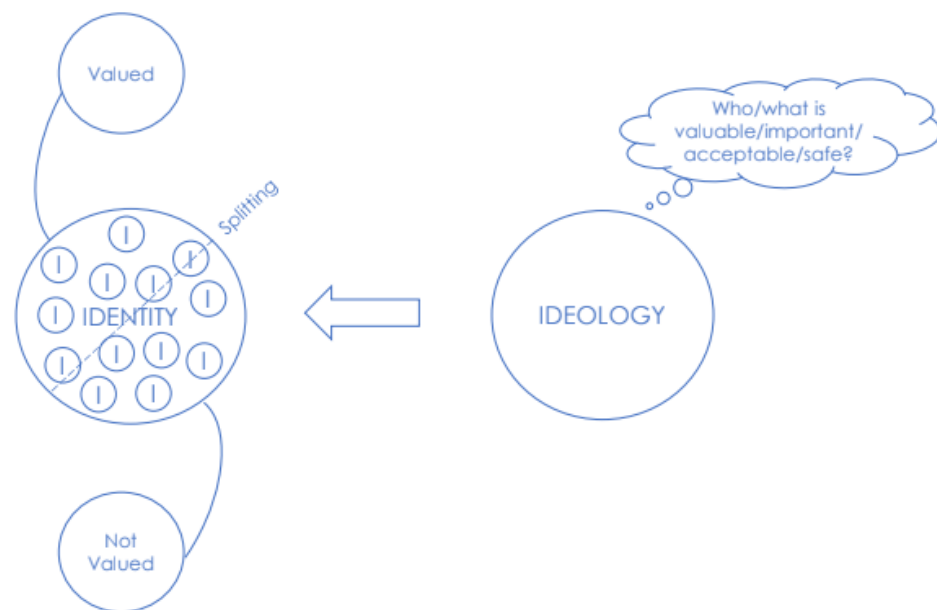
Just as our society has a number of voices expressing various identity positions, the self can also be seen as a society of different identity positions expressing diverse voices and diverse experiences. For example, there could be the I representing my experiences with my gender, the I representing the voice of my sexuality, the I representing the experience of my nationality, the I representing the voice of my profession, my job, I as a child to my parents, I as a parent to my children, I as being childless, I as being in a relationship, I as being single, and so on …

As we live in this world, we also encounter ideas of what is right, safe, important, valuable, acceptable, and these ideas of the 'ideal' - how things ought to be, and these shape the ideologies of our world - how people should look, behave, dress, eat and so on. As we live in this world, we internalise these ideologies

within our notion of self – as such some parts of the self may be more valued, others less valued, some given more voice to, others not given voice to, some expressed, others suppressed …

For example, my full name is Syed Salman Ahmad. Now, the first part of my name is not really the 'first name' but is a title given to the descendants of Mohammad, the prophet of Islam as my family claims direct descent from Mohammad through his daughter Fatima. I have had interesting experiences with this name, especially in passport control in various countries. I have lived and worked in Dubai for some time and people at the passport control often paid attention to the name with a lot of respect, showing me that respect, extending their hands in a warm welcome, making me feel good, making me feel that I belonged and was valued. On the other hand, when I went through passport control in the US on occasions, I have had a very different experience. The official paid attention to my name alright but then I was taken to the high security area of the airport, could not make a call, or go onto the internet, had to go to the restroom with an armed guard watching me, could not collect my luggage and had to wait a few hours before my name was cleared by the Pentagon. I often think, that if I had grown up and lived entirely in a place where my name gave me so much respect and was valued as much, I might be more comfortable expressing that side of me but if I grew up in another place where my name aroused suspicion, I might be less comfortable expressing that side of me and might hide it.

Similarly, if someone grew up as a female in a male dominated society, she might feel lesser valued because of her biological gender, if being pregnant arouses worry and concern in others at the workplace, a woman might be tempted to hide her pregnancy for as long as possible, if someone's friends consider being religious 'weird', a person who is religious might not feel as comfortable expressing that part of themselves and so on …

- Are there parts of you that you feel are more valued by your community? What are these?
- Are there parts of you that you feel are less valued by your community? What are these?
- Was the above comfortable or uncomfortable to write about?

Alright, sometimes speaking about aspects of the self that are not as valued by others but are a part of who we are can be uncomfortable but at the same time if we do not consciously engage with these voices by associating value to this part of the self, then we might end up suppressing important sources of knowledge and energy within us,. The next section might help us with this …

ACTIVITY 1.1.5: SILENCE AND THE SELF

Just as we need to become silent to listen deeply to others in order to understand them and have a true dialogue with them, silence can also help us listen deeply to the voices within us, to have a dialogue with the voices within and learn to give value to the voices within …

Let us now take 5 minutes in silence and listen to this audio file.
Audio File: 5-7 minutes silence practice

Learning diary: Write 3 lines about your experience being silent

Silence can be difficult for some, easier for others. It requires a bit of practice and can with some practice create a sense of calm within, a slight distance from various stimuli, memories and experiences and make us better able to deal with these stimuli, memories and experiences from a psychologically comfortable and

safe distance. It is a skill and as with any skill, it requires some practice. We suggest, you try out the silence exercise twice a day for the next week.

ACTIVITY 1.1.6: FORM & SUBSTANCE

© 2023 Syed Salman Ahmad
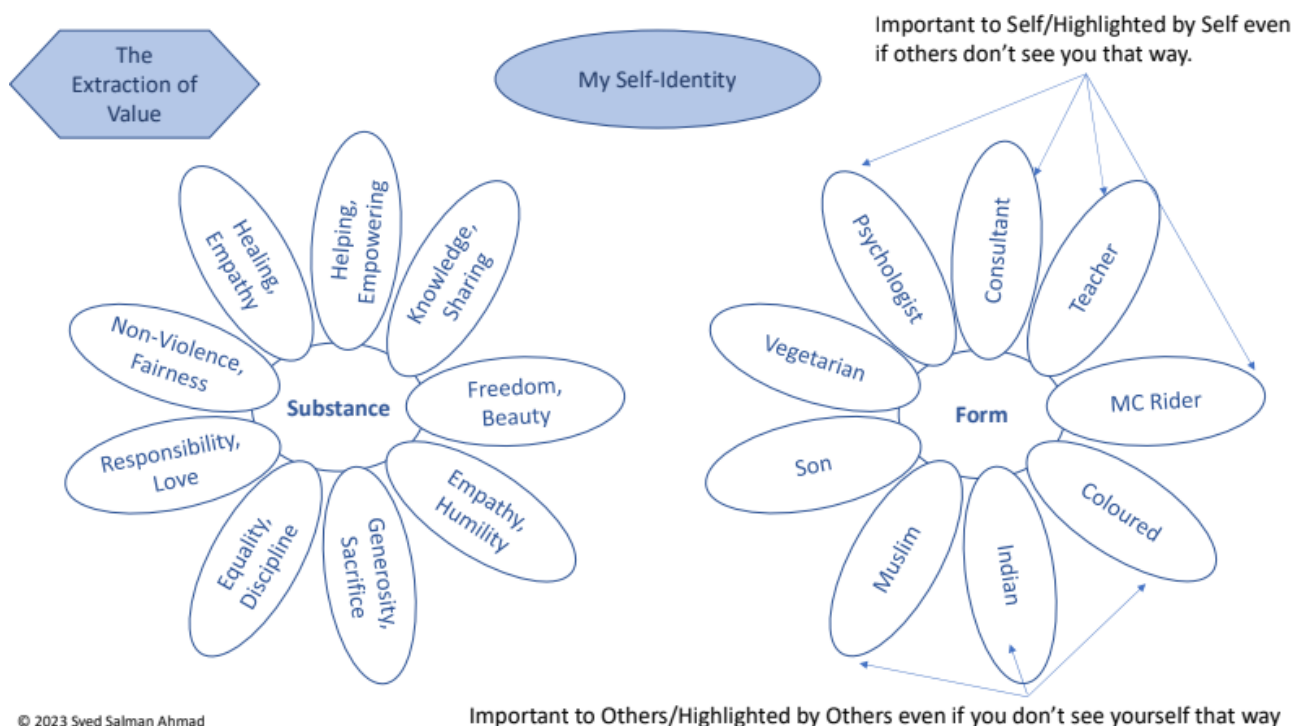
We will now try to go deeper into the self and identify important aspects of our own self-identity with the intention of consciously extracting value from different parts of the self. And we will use a model of self-identity to help us with this. Our identity can have many forms - the following is my own example. I am a teacher, a consultant, a psychologist, a vegetarian, someone who rides a motorcycle, a son, someone who is seen as a person of colour, with an Indian and Muslim background and so on. Identity has many forms but these are some important ones for me. Important both because some of these are personally important to me and as such highlighted by me even if others do not see me that way, and some are important to others or are highlighted by others even if these are not the ways I see myself.

Some forms may be associated more with negative experiences and some forms more with positive experiences. And sometimes, the weight of the negative experiences associated with some forms might make us defensive about these forms or feel offended if others remind us of this form as the weight of certain past experiences associated with these forms might make us feel vulnerable and fragile.

We often highlight some forms and not others because we internalise frameworks of what is valuable and what is not … in the process we may end up compromising the value we can extract from the hidden/not highlighted parts of the self.

For example, I remember visiting a hairdresser once in Denmark and we started having a nice chat during which he asked me where I came from to which I responded that I came from India. He then asked me what I was doing in Denmark and I said I was working here. He then asked me whether I was working in a

restaurant. This surprised me. Why would he think that I was working in a restaurant, why not in a university or a factory or some other place.

I could be offended by his question but why do you think I would be offended?

Type your answer here …

[ ]

I would be offended because I associate lower value with working in a restaurant. Would I feel offended if he had asked me whether I was teaching in the university? Probably not as that is a part of my work and that often is related to a higher status than working in a restaurant. We often internalise the standards of the world and the social hierarchies in our world and we often feel offended not because of what the other has said but because of the associations in our own mind. But if we learn to associate value and importance with each part of the self - both what I see and highlight in myself but also what others see and highlight in me, then I create a strong inner centre from where I can interact with my world

Therefore, it is important that we extract value and meaning from each form and this then becomes the substance that gives us resilience, flexibility and openness. In my own example, teaching is associated with the values of knowledge and sharing, being a consultant is associated with the values of helping and empowering others, being a psychologist is associated with the values of healing and empathy, being vegetarian is associated with the values of non-violence and fairness, being a son is associated with the values of responsibility and love, having a Muslim background is associated with the values of equality and discipline, having an Indian background is associated with the values of generosity and sacrifice, being someone who is seen as a person of colour is associated with the values of empathy and humility and so on …

And as I move the centre of my identity from form to substance, I begin to acknowledge and construct meaning behind each form of my identity and anchor my identity in the intangible substance. Some forms can be threatened or be lost - for example I can lose my job as a teacher or a consultant but if I am focussed on the substance behind these forms, then I can find new ways of expressing this substance and create new forms to express them through. This makes me more resilient and creative. Some forms can be looked down upon by some around me - for example people can look down upon me because of a certain job I do or because of my ethnic or religious background but if I am conscious of the substance behind these forms and have learnt to give value to these forms, then I can meet people where they are without being offended and again experience more resilience and peace. And as I engage with the world from this strong inner centre, I can begin to even transform others perspectives on these forms …

- Does the above make sense? Yes/no/unsure
- Alright, perhaps doing an exercise will unfold this more for you …

ACTIVITY 1.1.7: YOUR OWN FORM AND SUBSTANCE
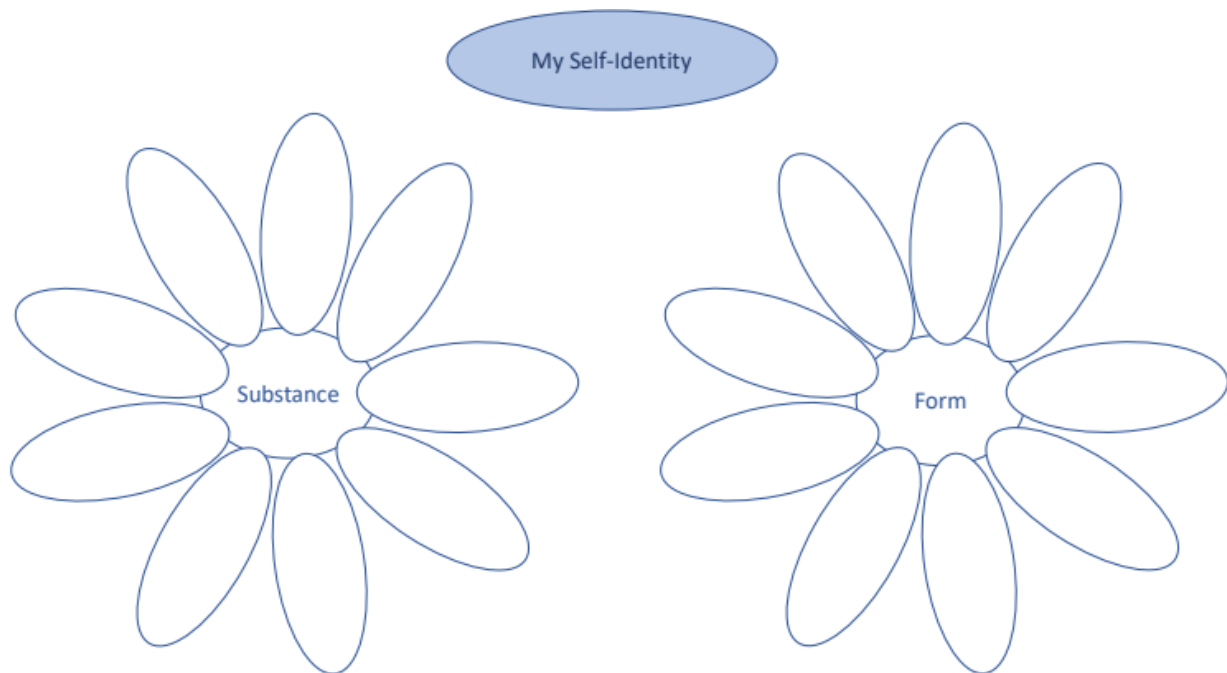
Find a piece of paper and draw the image given and try and fill it up whilst answering the following questions:

1. What are the various forms of your own life – social roles, activities, interests … aspects of your identity that are important to you, aspects of your identity that others hold as important …
2. Are there forms you highlight even if others may not see you as those forms? Are there forms you hide or play down?
3. Are there forms others highlight even if you may not see yourself as those forms?
4. Are there some forms that carry negative experiences/associations?
5. In all cases, what is the learning you have had / can have from these forms? What is the value you can extract from these forms and associated experiences (even if these are negative)? What can these forms be a constructive symbol of? Write these down in the image you have drawn on paper.

Add this to your diary and talk to your Buddy or someone outside

Share your thoughts on your own substance and form with your Buddy or with someone around you that you feel comfortable talking to - a friend, a family member, a colleague …

ACTIVITY 1.1.8: PRACTICE AND REFLECT

It is said practice makes one perfect. Whilst we need not be perfect, we can certainly deepen our knowledge and experience through practice. For the next one week, please engage with one or both of the following exercises:

2 REPEATABLE EXERCISES

Title: Silence is Gold

In the morning, and evening take out time for silence for 5-7 minutes. If you want you can listen to the guided audio below.

Set a time and you will get a friendly nudge (some way in the app for them to set a time for this).

Title: Substance and Form

In the night, before going to bed or a bit earlier in the evening, take out 5 minutes for silence again and reflect on 'form' and 'substance' based on the social roles/activities you have engaged in during the day.

What are the social roles/activities you have engaged in during the day? Write these under 'form'.

What value(s) do/can you extract from these 'forms'? What is the intangible meaning behind these forms for you? What can these forms be a constructive symbol of? Write this down under 'substance'.

See the following as an example of journal entries on the above:

Journal Entry Examples

Day	Form	Substance
1	Teacher	Giving, Sharing, Revealing the Self and Inspiring people *(Values: Openness, Generosity)*
	Consultant	Paying attention to others' needs, meeting people where they are, not imposing upon them *(Values: Acceptance, Humility)*
	Business Associate	Being clear in communication, setting clear expectations *(Values: Responsibility, Diligence)*
2	Friend	Offering attention and support, being available even when busy, but also attending to own commitments and responsibilities *(Value: Love, Compassion, Balance, Responsibility)*
3	Patient	Receiving help – an act of love, trusting authorities *(Value: Trust, Love)*
	Director of Project	Giving attention to others' needs and well-being, facilitating meaningful work for others, ensuring others are not overburdened/stressed *(Value: Love, Generosity, Empathy)*

UNIT 1.2: VALUES

ACTIVITY 1.2.1: REVISITING FORM AND SUBSTANCE

Welcome back! In the previous unit we had talked about how it could be important to create a dialogue and listen to the voices coming from various identity positions inside us as part of integrating them into our whole sense of self:
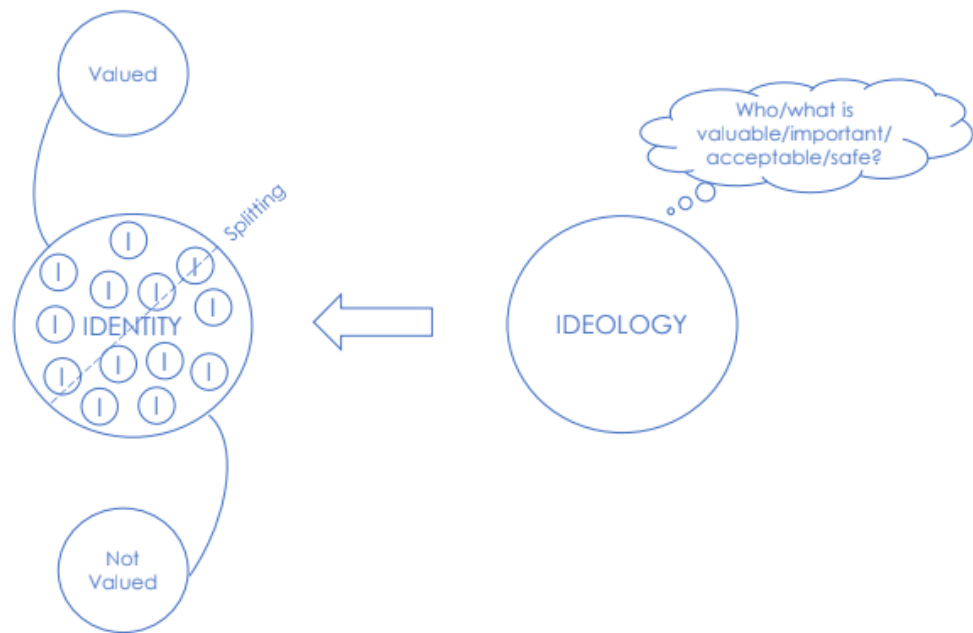
We had talked about how it could be important to engage with our inner world and the voices in our inner world before we begin to engage with the voices in our external world. To help us with this, we had talked about a conception of our identity that includes the dimension of form and the dimension of substance:

The Extraction of Value

My Self-Identity

Important to Self/Highlighted by Self even if others don't see you that way.

Substance
Healing, Empathy
Helping, Empowering
Knowledge, Sharing
Non-Violence, Fairness
Freedom, Beauty
Responsibility, Love
Empathy, Humility
Equality, Discipline
Generosity, Sacrifice

Form
Psychologist
Consultant
Teacher
Vegetarian
MC Rider
Son
Coloured
Muslim
Indian

Important to Others/Highlighted by Others even if you don't see yourself that way

© 2023 Syed Salman Ahmad

We had also talked about extracting value from our various identity positions, even those that are associated with negative experiences enriching the substance of our identity. You had also worked in your own journals for the past week on identifying various forms and the associated substance in your lives:

Journal Entry Examples

| Day	Form	Substance
1	Teacher	Giving, Sharing, Revealing the Self and Inspiring people *(Values: Openness, Generosity)*
	Consultant	Paying attention to others' needs, meeting people where they are, not imposing upon them *(Values: Acceptance, Humility)*
	Business Associate	Being clear in communication, setting clear expectations *(Values: Responsibility, Diligence)*
2	Friend	Offering attention and support, being available even when busy, but also attending to own commitments and responsibilities *(Value: Love, Compassion, Balance, Responsibility)*
3	Patient	Receiving help – an act of love, trusting authorities *(Value: Trust, Love)*
	Director of Project	Giving attention to others' needs and well-being, facilitating meaningful work for others, ensuring others are not overburdened/stressed *(Value: Love, Generosity, Empathy)*

© 2023 Syed Salman Ahmad

In this unit, we will further build upon this, relating your inner world a bit more clearly with your outer world in which you can carry out your Active Citizenship project. In the introductory module, you had all identified an actual or potential Active Citizenship project for yourself, a project that you could engage with. In this unit of this module, we will work with your inner values and how these might relate to your

Active Citizenship project, hopefully facilitating a deeper integration between your inner value system and your Active Citizenship project. So, let's get started …

Try answering the following question:

- What are values? Keep your answer as short as possible.
- Was that easy/difficult to answer?

ACTIVITY 1.2.2: DEFINING VALUES – AS MEANS AND ENDS

Values can be defined as qualities that are important to us, that draw our attention, that we find inspirational and meaningful – these could be:

End-states … experiences that are an end in themselves, states we yearn for, that give meaning to our existence (e.g., peace, love, happiness, transcendence, integrity, wholeness etc).

Modes of conduct … behavioural principles that we hold very important (e.g., honesty, courage, modesty, humility, kindness, helpfulness, generosity etc)

In the form-substance exercise, the various qualities associated with the different forms of your identity can also be seen as values. As we extract value from these forms of our identity, we are able to experience more meaning in our lives. These 'values' are inspirational, motivating and thus meaningful to us. Values are behind almost everything that we do, everything and every person that we like or dislike. Try answering this question …

- What is your favourite colour?
- What feelings are associated in your mind with this colour? Or how does this colour make you feel? What comes to your mind when you think of or see this colour?

ACTIVITY 1.2.3: REFLECTING ON YOUR POSITIVE MOMENTS

One can say that the qualities associated with your favourite colour tell you something about what you value and the colour becomes a symbol of what you value. Similarly, many things that we like or dislike and that we take for granted are often associated with the presence or absence of a value that we attach importance to. For example, I might like and be inspired by people who are compassionate and kind because for me these people manifest the qualities of love, compassion, and kindness that I associate value to. On the other hand, I might dislike people who are overtly logical because I may associate this to a lack of compassion. Thus, compassion becomes a central value in my life and many of my likes and dislikes can be related to what I do or do not associate with compassion. This can have both positive and negative connotations as I might end up favouring people I see as compassionate, but I may discriminate against those I do not see as compassionate and may dislike working with them. As such, I might even deny myself inputs from those who are more logical and lesser compassionate in my eyes and I may miss that fact that they might express compassion in different forms that I might not recognise because I might express compassion in other forms – for example, for someone I see as more logical, compassion might include being tough and enforcing discipline to push people to higher standards of performance but I might be used to more 'soft' forms of expression of compassion such as being kind and accommodating. Thus, values also have a form (the external expression) and a substance (the core experience).

We will now try and identify other important personal values through looking at our life story … I invite you to relax for a moment … sit comfortably, shut your eyes and imagine that you are sitting in a room that is your very own personal theatre … your arms resting on the armrest of a chair, your feet stretched out in front of you, your back and head leaning against the cushions behind you … soft lighting in the room … in front of you is a screen on which is playing a movie but this is the movie of your own life … in which you are the main protagonist … go as far back into your childhood as you can … and let the scenes roll from there … ending in the present moment where you can see yourself seated in this chair on the screen … and as you watch the scenes of your life unfold, identify those times in your past when you felt deeply moved, touched or inspired … at least 2-3 such times, more if possible … this inspiration could have been just an experience of awe or wonder or love or a sense of unity or wholeness … it could also have been to do something good for the self and/or the world … and when you are ready, you may open your eyes and write these down in your journal …

- Think of times (at least 2-3) in your life when you were deeply moved and inspired –
  What was this inspiration and what feelings was your inspiration accompanied by?

ACTIVITY 1.2.4: REFLECTING ON INSPIRATIONAL SYMBOLS

In our lives, we sometimes come across people/figures we find deeply inspirational. These could be people we meet in actuality, in flesh and blood – like a grandparent, a parent, a teacher, a boss, a friend … these could also be historical figures that we hear/read about, these could also be purely fictitious figures we come across – a hero in a film or a book, a mythological or quasi-historical figure etc. For example, I have always been deeply inspired by my grandfather – he was a medical doctor, in my mind a very compassionate human being who would go out of his way, would sacrifice his own comfort, to serve his patients – there was a time when he wasn't woken up by members in the household when a patient came knocking on the door late at night, and he was so upset when he found out because for him, the patient's well-being came before his own rest and comfort. To me this symbolises, compassion, selflessness, and sacrifice that I value. I have also been inspired by the figures of Christ and Buddha

because for me these figures also represent compassion but also transcendence, going beyond ordinary suffering and serving a higher purpose. I have also been inspired by people such as Martin Luther King, Nelson Mandela and Mahatma Gandhi because for me these people also represent compassion, transcendence but also tremendous courage, and the ability to heal nations and unite them for a higher cause in a non-violent manner.

Just as people/figures can serve as inspirational symbols, so can literature … think of the hundreds and thousands of songs, poems we would have heard, millions, perhaps billions of words we have read … yet some of these words stand out in our minds, perhaps because they resonate with something deep inside us – e.g., I first heard a song by the Canadian rock group Rush in the early 1990s. It's called The Pass and speaks of courage and determination, never giving up in spite of the difficulties, challenges and disappointments we might face in our lives. To me, the song becomes a symbol of courage and determination, important values for me.

These values (compassion, courage, determination, healing, transcendence, non-violence, unity) are important to me and from experience I can say that I am at my best, most inspired and effective and productive when I consciously live these values, keep these in the centre of my awareness, organise my life and its projects in accordance with them. When I move away from them, I feel dissatisfied, frustrated, and lesser effective. These values as such become the building blocks of a meaningful life, a meaningful project, a meaningful job, or relationship.

I now invite you to think of people/figures/ that you find inspirational and try answering the following questions:

- Bring into your mind a person (could be more than one) that has been a source of inspiration to you, perhaps even someone who has been a sort of role model, a symbol of how you believe you/people should be, how you/people should approach the world, interact with each other …
- What are the qualities of this person that you find inspiring?
- Bring into your mind a piece of literature that inspires you and has stayed with you … lyrics of a song, a poem or any saying that has struck a chord in you?
- What feelings within you are stirred by this piece of literature?

ACTIVITY 1.2.5: REFLECTING ON DIFFICULT MOMENTS

Just as positive, inspirational moments in our lives can represent values important to us, so can difficult moments in our lives. Many of us have had moments where we have faced obstacles, when the world seems against us, when people seem to have betrayed us … and so on. These moments often have negative connotations in our minds. But sometimes, we do overcome these obstacles, we fight through the circumstances and in doing so, we use certain qualities within us, certain values within us. Let us try and identify which qualities have we used to fight through difficult moments in our lives …

- Think of a time (could be more than one) when you faced some significant obstacles in your life … when other people/the world seemed against you, when things were not going well for you … but you fought through/dealt with the situation …
- What were you fighting for, what were you protecting at this time? What qualities within you gave you the strength to fight through/deal with the situation?

ACTIVITY 1.2.6: SUMMARISING YOUR DOMINANT VALUES

Now that you have identified some of the motivating qualities of your life, qualities that you find 'valuable' and as such qualities that are important values for you, let us try and summarise these. If you have a very long list, try and cluster them in core categories based on similarities. In the image you can see an example of how this can be done:

Compassion, Non-violence, Healing, Acceptance, Kindness, Helpfulness, Generosity	LOVE
Sacrifice, Forgiveness, Bridging Divides, Overcoming Differences	TRANSCENDENCE
Courage, Challenge, Change, Flexibility, Perseverance, Dedication, Commitment, Inspiration, Positive Influence	STRENGTH
Knowledge, Understanding, Empathy, Insight	WISDOM
Hope, Optimism, Trust	FAITH
Integrity, Innocence, Honesty	PURITY

From the answers that you have given to the earlier questions, make a list of your important values in order of their importance to you. Try and capture similar sounding qualities together (as in the example image). You will of course come up with a list that is unique to you.

ACTIVITY 1.2.7: DEFINING YOUR DOMINANT VALUES

You have just identified some central values. We can consider these your dominant values, values that are quite easily present in your life, even though you might not always hold on to them. Having made a list of these dominant values, we will now try and identify 3-4 of these that seem very central to you and we will try and give these a clear behavioural description.

From your answers until now, make a short list of 3-4 core values most important to you.

- What do these values mean practically in action? For each of these 3-4 values, write down …
- How would I define this value? What are the specific behaviours through which I express this value?
- How does your Active Citizenship project reflect these values? Which ones does it reflect? Which ones does it not reflect? How can you integrate these into your project?
- Add this to your diary and talk to your Buddy or someone outside and share with them both your dominant values, their behavioural description and how your Active Citizenship project reflects these values.

ACTIVITY 1.2.8: PRACTICE AND REFLECT ON VALUES

In this unit, you have identified values that are important to you but unless these values are held in the centre of our awareness, it is easy to forget them and work against them. In this way, we can go against our own interests and perhaps also against our integrity. A little bit of practice can help us keep these values in our awareness. And silence can help us refocus on these values and reflect upon them again and again. Therefore, for the next one week, please engage with one or both of the following exercises:

2 REPEATABLE EXERCISES

Title: Silence is Gold
In the morning, and evening take out time for silence for 5 minutes. If you want you can listen to the guided audio below.
Set a time and you will get a friendly nudge (some way in the app for them to set a time for this).

Title: Practicing Values
In the morning:

After the practice of silence for 5 minutes …

For the next 5 minutes bring into your inner space, the list of values that you have generated along with their behavioural descriptions. Just read these in your journal to yourself or go over these in your mind.

Choose 1-2 values for practice for the day and reflect upon the following:

What does this value mean to me?

How do I express it? How can I express it in my thoughts, words and actions?

Try and keep the chosen value(s) in your awareness throughout the day. Checking in with yourself 4-5 times in a day could be a good idea. You can set an alarm for these checks.

In the evening/night:

After the practice of silence for 5 minutes …

For the next 5 minutes bring into your inner space, the same value(s) that you had thought about in the morning and answer the following in your journal:

How have I expressed/experienced this value today?

Were there moments when I lost touch with this value? How did I feel then?

Were there moments I stayed with this value? How did I feel then?

How can I integrate this value with my Active Citizenship project?

For following days, either experiment with the same value(s) or choose other ones.

UNIT 1.3: SUBMERGED AND DOMINANT VAUES

ACTIVITY 1.3.1: DOMINANT AND SUBMERGED VALUES

Welcome to Unit 3 of SEED…. In this unit we will further build up on the notion of values by exploring submerged values - values that are not strongly present in our lives and that might as such compromise our effectiveness and our possible active citizenship project.

In the previous unit you identified your dominant values and also defined these in terms of what these values mean in behaviour for you.

Compassion, Non-violence, Healing, Acceptance, Kindness, Helpfulness, Generosity	**LOVE**
Sacrifice, Forgiveness, Bridging Divides, Overcoming Differences	**TRANSCENDENCE**
Courage, Challenge, Change, Flexibility, Perseverance, Dedication, Commitment, Inspiration, Positive Influence	**STRENGTH**
Knowledge, Understanding, Empathy, Insight	**WISDOM**
Hope, Optimism, Trust	**FAITH**
Integrity, Innocence, Honesty	**PURITY**

You also reflected on how your active citizenship project might reflect your dominant values and how these can be integrated with your project better, so that your project in the external world is well aligned with your inner self. In this unit, we will further build upon this by exploring the notion of submerged values – values that are not strongly present in our lives and that might as such compromise our effectiveness and our possible active citizenship project.

To begin exploring the notion of submerged values, let me begin with an example from my own life – I once had pretty bad shoulder pain and consulted my doctor who sent me to a physiotherapist. She did her examination of my shoulder and concluded that the pain is due to the fact that the shoulder has been weakened due to being overburdened as the muscles in the upper back next to the shoulder were weak and had never been trained. She gave me some exercises to begin to strengthen these muscles that were not used so much and over time, the pain disappeared. In this example, the dominant muscle (shoulder) was not balanced by the weak upper back muscle and over time becomes weak due to being overburdened. Similarly, our dominant values are like our strong muscles. We can easily draw upon them and use them. We may also depend upon them. But when they are not balanced by certain other values, these same dominant values can become our weaknesses – an example from my own life will illustrate this – as an active citizen we would like to improve our world in some way – for some it may be about eradicating poverty, for others about attaining gender equality, for others, something else. For me, it was

about creating fair, just and respectful interactions between people and this is what I set out to do when I was working with an organisation where some people were displaying serious unethical behaviour, including bullying and abuse of others. I wanted to change that. This was my active citizenship project at the time.

Our projects are often a reflection of our dominant values (show image 6). As you can see, in my case, the most dominant value is love and this drives much of my behaviour. I define it as having compassion, being accepting and kind, being generous etc. And what was happening at the organisation went against this and I wanted to change it. However, if the compassion and empathy is not balanced by logic, rationality and detachment, it can become a weakness as it happened in this case. I did not create sufficient distance from the situation, got too involved and was unable to see the value in involving people who were critical and sceptical of the whole process and as such, strong resistance emerged from them, compromising the project. I was a failure and the result was my own lack of detachment and rationality – these are my weak muscles, and to develop a more rounded sense of self, so that I can be more effective in my project, I don't just need to be aware of my dominant values but also my submerged values, and I need to train these so that I am able to use these when needed. When I look at the times in my life, when I have failed, I see the absence of certain values in me at the time (show image 7 and explain this). It's not as though I do not possess these, I do and have used them in my life but when I look at key moments of failure in my life, they have not had a dominant presence at these times when I needed to use them. If they are not present in my consciousness, it's difficult to draw upon them and use them.

We will now apply this to your own lives – when have you experienced failure in your lives and what values within you are submerged that could have been used at these times. And the reason we are doing this is to ensure that we do not unknowingly become victims to our own weaker side and end up compromising our active citizenship project.

Look back on 2-3 incidents in your recent or distant past when you failed in sticking up for what you believed in or failed in standing up against something you should have stood up against …

This could have been due to:

- Stress (e.g., too much to take care of)
- Pressure of some kind (e.g., desire to be accepted/respected by others)
- Sheer carelessness (e.g., due to self-centredness/self-absorption)
- Something else …

Which values do you find yourself missing/not practicing at these times … values that might have prevented you from making any mistakes that you feel you made or values that might have helped you in dealing with the situation better?

ACTIVITY 1.3.2: SUMMARISING AND DEFINING YOUR SUBMERGED VALUES

Now that you have identified your submerged values, please summarise these and define these in terms of what each of these submerged values mean to you in behaviour. Refer to the image below for an example

Submerged Values

Submerged Value	Definition/Behavioural Expression
DETACHMENT	Maintaining psychological and emotional distance - also from own desires and ambitions, using hard logic – using the head. Not getting carried away.
SELF- RESPECT	Staying with your values, not giving in to group pressure, stress, or to your own frustrations and disappointments.
RESPONSIBILITY	Being honest with yourself and with others, showing commitment and engagement with your tasks in spite of difficulties.
HUMILITY	Learning from mistakes, not imposing self on others, making space for others' perspectives and ways of doing things.

What are those values that don't have a dominant presence in your daily life even though they have the potential to influence your effectiveness and well-being positively? Values that you may find difficult to practice?

Capture these values and define them briefly. What do they mean to you? How can these be expressed behaviourally in your life?

Make a short summary of both your dominant and submerged values (see image below for an example)

Dominant and Submerged Values

Dominant Values	Submerged Values
LOVE – COMPASSION, AFFECTION, HEART	DETACHMENT – DISTANCE, LOGIC, HEAD
WISDOM – KNOWLEDGE, INSIGHT, EMPATHY	SELF- RESPECT – STAYING WITH YOUR VALUES
GENEROSITY – BIG HEART, FORGIVENESS	RESPONSIBILITY – HONESTY, COMMITMENT
STRENGTH – COURAGE, POWER TO FACE	HUMILITY – LEARNING FROM MISTAKES

ACTIVITY 1.3.3: PRACTICE AND REFLECT ON SUBMERGED VALUES

In this unit, you have identified values that are important to you but unless these values are held in the centre of our awareness, it is easy to forget them and work against them. In this way, we can go against our own interests and perhaps also against our integrity. A little bit of practice can help us keep these values in our awareness. And silence can help us refocus on these values and reflect upon them again and again. Therefore, for the next one week, please engage with one or both of the following exercises:

2 REPEATABLE EXERCISES

Title: Silence is Gold
In the morning, and evening take out time for silence for 5 minutes. If you want you can listen to the guided audio below.
Set a time and you will get a friendly nudge (some way in the app for them to set a time for this).

Title: Practicing Submerged Values
In the morning:

After the practice of silence for 5 minutes …

For the next 5-10 minutes, bring into your mind your values (both dominant and submerged). Just repeat these to yourselves and think about what they mean to you and how you express/can express these.

Chose a pair of values to practice during the day – in thought, word and action (e.g., a dominant-submerged pair).

In the evening/night, take time out for 5-10 minutes of silence and reflect upon how you felt when you:

Could hold on to and practice these values

Could not hold on to or practice these values

You might also want to edit or add more nuance to their behavioural descriptions.

How can I integrate these values with my Active Citizenship project so that it is not compromised due to my focus only on some and not on other important values?

For following days, either experiment with the same value(s) or choose other ones … do this for a week.

UNIT 1.4: PURPOSE

ACTIVITY 1.4.1: NAME OF ACTIVITY: DEFINING PURPOSE

Welcome to Unit 4 of SEED…. In this unit we will try and build upon your earlier work with values and relate this to your purpose. You will attempt at coming up with a purpose statement and tie it back to your potential active citizenship project. Before we begin, try answering the following question:

- What is your understanding of purpose? How would you define it? Keep your answer as short as possible.
- Was that easy/difficult to answer?

Purpose: Form & Substance

Form	Substance
Goal/Mission Driven	**Values/Meaning Driven**
Establishing Democracy in the World	Deriving meaning from participation and involvement of all people. Giving value to all people and opinions.
Removing poverty from the world	Deriving meaning from ensuring equality for all people. Empowering people to attend to their needs.
Establishing a family/having children	Deriving meaning from intimate human relations. Driven by love and the need to nurture life.
Lesser in our control; subject to many external factors; lesser flexible	More in our control; subject to our inner values; more flexible

Purpose is our experience of meaning in life. It is typically energising, positively motivating, and gives direction to our behaviour. Purpose is a bit different from setting a life goal – for example becoming a surgeon, or engineer or teacher, or having children, setting up a family. It is the reason behind these life goals. It is why we set these life goals in the first place. It is what gives meaning to these life goals and as such it becomes quite central to our lives and when we are aware of it, it is often a self-organising part of our life that helps us in setting goals, putting effort towards achieving these goals, and making decisions when confronted with competing options – e.g., which line of study to choose, which career to pursue etc.

To help us understand this better, let us take a few examples. One dimension of purpose may be more mission or goal driven – for example, establishing democracy in the world, or removing poverty from the world, or establishing a family/having children. Now we cannot always control these things, we might or might not be able to achieve these goals that we might set in our lives. But such goals can certainly be inspiring and give energy and direction to our lives and our actions, influencing the choices and decisions we take. So, just as we had spoken of form and substance when speaking of our own identity, such goals that we set could be considered 'forms' (show the word 'form' above the left column of figure 9). As per the nature of 'form', these are more tangible and concrete but lesser in our control as these are subject to many external factors, and as such lesser flexible.

However, there is a reason why we pursue such goals, or forms of our purpose and when we go into the meaning and values behind these goals we set, we get into the realm of 'substance'. This is the life-giving meaning or motivation behind the goals we set. For example, establishing democracy in the world for some might have to do with deriving meaning from participation and involvement of all people involved in a situation, in giving value to all people and opinions involved in a situation. Removing poverty from the world for some might have to do with deriving meaning from ensuring equality for all people, in

empowering people to attend to their needs. Establishing a family or having children might have to do with the meaning derived from intimate human relations, and can be rooted in the need to nurture life. Now, we might not be able to achieve the forms as they are not always in our control and subject to many external factors, but we can more easily achieve the substance of our purpose in our day to day interactions. As such, the substance of purpose is more in our control and as such more flexible and more achievable.

Thus, when we are grounded in the substance of our purpose, we can continue to experience meaning every single day and in every single moment. When we are grounded in the form, it can be meaningful when we see ourselves making progress towards these forms but frustrating when we do not see this progress. Forms are important of course as these are often vehicles for the expression of the substance but when we are grounded in substance we can reinvent forms, create new forms of expression whilst being rooted in the meaningful substance.

We will take the approach of identifying your own life purpose as the inner substance of your experience of a meaningful life. Something that gives us a sense of meaning, a sense of fulfilment. It is our unique contribution to the world – our relationships and environment – family, friends, colleagues etc. The substance of our life purpose is often related to roles/functions we find ourselves playing quite naturally and repetitively in the story of our lives – no matter where we are – roles/functions that gives us happiness, a sense of meaning and fulfilment and through which we are also able to contribute to our world.

- Does this presentation about purpose make sense to you? (Yes/No)
- Alright, perhaps looking at some concrete examples of purpose might help you further ...

ACTIVITY: 1.4.3: EXAMPLES OF PURPOSE

Purpose can be defined as a central, self-organizing life aim. And is often seen as a subcategory of values, a way unique to us in which our most central values are expressed.

It is central in that if present, purpose is a predominant theme of a person's identity.

It is self-organising in that it provides a framework for setting goals, putting in effort towards achieving these goals, helping in making decisions when confronted with competing options etc.

See the following examples of some simple purpose statements and their associated values:

- To inspire and enable others to understand, organise and lead themselves (values: empowerment, knowledge).
- To be light and easy and to make others light and easy (values: easiness, lightness).
- To calm the turbulent seas (values: peace, tranquillity).
- To build bridges of understanding between people (values: love, knowledge).
- To find happiness in the happiness of others (values: happiness, love).
- To be there for those who have no one, to do what no one else is willing to do (values: love, compassion).

Purpose can also be multidimensional and can be expressed in a more complex purpose statement that consists of a number of sub-statements. See the following example:

- Through insight into the others' condition and empathy for them, to enable others to transcend the limitations of their condition, to confront and accept themselves and their reality, to carry out their responsibilities, to bridge divides and come closer to themselves and to each other and thereby deepen their self-worth.
- Values, Knowledge, Healing, Connectedness, Empowerment

Reflection:

- Does the above make the concept of purpose clearer to you? (Yes/No)
- Okay then, perhaps working on identifying your own purpose statement might help you go even deeper into the understanding of purpose ...

ACTIVITY 1.4.4: GUIDED REFLECTION ON PURPOSE

So, let us now try and identify this meaning-giving substance of our lives through the following exercise. To help us with this, let us begin with a couple of minutes of relaxation and reflection:

Sit down somewhere comfortably on a chair or a sofa ... shut your eyes and allow your body and mind to relax ... let your thoughts come and go, not holding on to any thought, not pushing away any thought ... focus on relaxing the muscles of your body ... your legs, your stomach, your chest, your shoulders, hands and fingers, your neck, your face, your eyes, mouth and forehead ... in this relaxed state, using the power of your imagination, see yourself seated in your very own personal theatre ... a cozy room softly lit ... you are reclining on a comfortable chair, your feet stretched out before you, your head resting on the cushions behind you ... in front of you is a screen on which is playing the movie of your own life ... in which you are the main protagonist ... go as far as you can into your early childhood memories and let the scenes unfold slowly until you find yourself seated here, in this moment, reflecting on your life... as the scenes unfold, focus on those moments of your life when you experienced a deep sense of meaning … moments when you felt connected with something deep inside you …

These moments could be connected to something you did … but the experience of meaning was not due to any external reward or praise for what you did but moments wherein the very act/thought brought about this feeling, the very thinking/doing was the reward …

What were these experiences? When you are ready, you may open your eyes and write these experiences down following the prompts in your chat ...

- Think of 3-5 (could be more) such meaningful experiences from your life and write them down in chronological sequence in your journal.
- Are there certain roles that you find yourself playing repetitively in the story of your life … roles through which you contribute to your world – your family, friends, colleagues, neighbours, other relationships, organisations where you work/have worked, the larger community … Start from your childhood and proceed to the present chronologically. What are these roles and how do you find yourself contributing to your world?
- What are those engagements in your present … those actions oriented towards others, that give you a deep sense of meaning, a sense of contentment and fulfilment and why is that so?

- Looking into the future, what kinds of visions do you have about meaningful work and a meaningful life? What do these visions consist of? How do you imagine yourself living and what do you imagine yourself doing that would give you this sense of meaning?
- Scanning your life until now and into the future, how do you feel you contribute to the world around you? What is your own unique way of contributing to your world? What do people receive from you?
- Write down all statements that depict the ways in which you contribute to your world and experience meaning in doing so … Highlight the important phrases that seem central to you and your experience of meaning … (see example in the figure)

Multiple Purpose Statement Examples
(from one person)

- To inspire and enable others to come closer to themselves and to relate more deeply with each other and the planet.
- To be the voice of those who have no voice, to be the support for those who have no support.
- Providing insight to others; Understanding the world of the other.
- Helping people see and accept themselves
- To be a pillar of support to others who need a pillar to lean on.
- Protecting the vulnerable.
- To help build bridges of understanding within and between people.
- Doing what others are not willing/able to do.
- Taking responsibility for others and helping them take responsibility for themselves.
- Restoring self-worth for those who have lost it.

How does your purpose align with the potential active citizenship project that you identified at the beginning of this programme? Perhaps you can think of revising/editing your active citizenship project to align more closely with your purpose statement? How can you do this?

Share your purpose statement (however rough it may be), the underlying values, and your reflection on how this aligns with your potential active citizenship project with either your buddy or with someone in the outside world who knows you well and gather their reflections and feedback. Perhaps they can give you further insight into the way you contribute to your world and how you might align your natural way of contributing to your world with your potential active citizenship project ...

ACTIVITY 5.4: AWARENESS AND PRACTICE

In this unit, you have attempted to identify your meaning-giving substance, your purpose as well as the core underlying values behind your purpose. You have also reflected on how this might align with your potential active citizenship project in the outer world. But this might still be hazy for you and that is perfectly normal. It can sometimes take time to gain clarity on the meaning-giving substance of our lives, the way we contribute to our world. Therefore, for the next one week, please engage with the following exercises. These might give you further clarity on your life purpose and how you can integrate this with your active citizenship project:

2 REPEATABLE EXERCISES

Title: Silence is Gold

In the morning, and evening take out time for silence for 5 minutes. If you want you can listen to the guided audio below.

Set a time and you will get a friendly nudge (some way in the app for them to set a time for this).

Title: Elaborating Purpose

Write down your purpose (however rough it may seem to you).

Write down the values that lie behind the way you experience meaning in life and contribute to your world.

In the morning (after the practice of silence if you have chosen to do this), for 5-10 minutes, bring into your mind your values and purpose. Just repeat these to yourselves and think about what they mean to you and how you express/can express these.

Observe yourself throughout the day as to how you experience meaning and what is it that you bring to your interactions with others – how do you contribute to your world – your family, workplace, friends etc.

In the evening/before sleep, take time out for silence again for 5-10 minutes

Write down what you have observed about how you experience meaning and contribute to your world

Also write down how you might consciously and deliberately begin to integrate the above with your potential active citizenship project

At the end of a week, see what common thread runs through your daily observations on your purpose. This common thread could reflect your purpose and thus you may want to revise/modify the statement of your purpose to reflect your experiences more accurately, and perhaps also revise your potential active citizenship project to align more closely with your purpose.

UNIT 1.5: CONFLICT AND ACTIVE CITIZENSHIP

ACTIVITY 1.5.1: CONFLICT, DIALOGUE AND ACTIVE CITIZENSHIP

Welcome to Unit 5 of SEED…. In this final unit of this module, we will briefly look at conflict created between different voices coming from different worldviews in our societies. We will also look at how certain values lie behind these conflicts and how recognising and working with these values might help us move towards the resolution of these conflicts. You will also work on identifying voices and worldviews that might be in opposition to your own potential active citizenship project and how you could work with these voices. Let's begin with the video below ...

This is our final unit of this module. And throughout this module, we've looked at various things, such as identity. We've looked at values, both the dominant values and submerged values. We also looked at purpose, and the lens through which we have looked at these various things has been the lens of form and substance:

Substance

Meaning
Essence
Intangible
Flexible

Form

Manifestation
Expression
Tangible
Concrete

Form, something that is concrete, something that is more tangible, and the substance, the underlying meaning behind the form.

We have looked at identity as form and substance. We've also looked at the form and substance of values, for example, compassion, the substance of the value of compassion for one person may be associated with the form of kindness, softness. And for another person, it may be associated with the form of being disciplined, of pushing others, being strict. We also looked at purpose as form and substance. For example, the form could be establishing democracy in the world, but the underlying substance could be giving value to all voices, encouraging participation and involvement of all.

In this final unit, we will look at polarization and conflict:
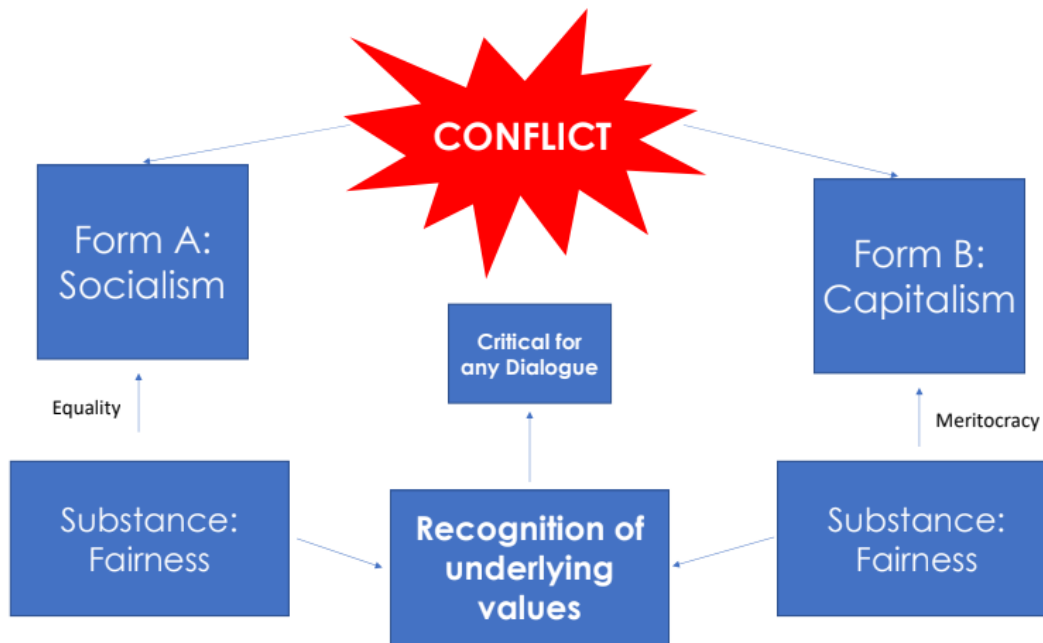
And why are we doing this? As you engage with your active citizenship projects in the world, you will encounter resistance. You will encounter people who don't believe what you believe in. You may see them as having very different value systems. And yet, to make your active citizenship project successful, you might have to include these people in some way. You might have to consider their perspectives in some way to make your own project more powerful. We will use the same lens of form and substance also to look at polarization and conflict and you will be invited to identify those voices in society who will be in opposition to you and your project. How are you going to deal with them? How will you engage with them? How will you work with them if you have to work with them?

We'll take an example to illustrate this. Let's take two political and economic systems - socialism, and capitalism? These are two forms we could see, and they are often in conflict. People who support capitalism don't like socialism. People who support socialism don't like capitalism. Right? So there is a sort of polarization between these two ideologies, which are forms. But these ideologies are reflecting the substance, an underlying value. Why do people believe in capitalism? Some people will say, well, that is the only way we can make the world a fairer place (see 'substance: fairness' under 'capitalism' in the figure). People on the socialist side would say, that's not a way to make the world into a fair world. We can't do that. We have to do it through socialism (show 'substance: fairness' under 'socialism' in the figure). That's the way to make the world a fairer place to live in and work in. How is it possible then, that two systems want to create fairness in the world, but they don't seem to see eye to eye? What is going on?

Perhaps what can help us in understanding this is to look at the underlying values, the substance that is driving them. Both want to create fairness, but in very different ways. People who believe in capitalism will say - the way to establish fairness in the world is through meritocracy (see meritocracy under 'capitalism' in the figure). People who are able to do something should be able to do that. Why should we create artificial structures like quotas, for example, to create some artificial sense of equality in the world? Those who are able should be able to progress and others should find their own way of progressing in the world.

People who believe in socialism will say – No, the way to establish fairness in the world is to make sure we have structures of equality (see 'equality' under 'socialism' in the figure) . And if you want to have quotas, for example, gender quotas... Nowadays in some countries there is this debate of having a certain percentage of women sitting on the boards of companies and many people say, well, that's the way to create equality and fairness in the world. We have to create equal opportunities. One way of doing that is through quotas.

Now, both capitalism and socialism are trying to create fairness in the world, but in very different forms. Through meritocracy on the one hand, through some sense of equality. On the other hand, and they can be conflicting with each other, creating deep polarization in our world.

So quite often what is underlying conflict are basically values (show 'recognition of values in figure 13). And these values are tied to strong emotions. And if I can understand the values that are driving you, your position, the form of your position, then I can perhaps engage in a dialogue with you (show 'critical for dialogue' in figure 13). And that is what we will try and do in this unit. So, you will work with identifying those voices that might be in opposition to your own active citizenship project. You will work with identifying the values, the underlying substance behind that opposition, and you will attempt at working through the substance, through the values in having a dialog with these voices around you.

ACTIVITY 1.5.2: OPPOSING VOICES IN YOUR PROJECT OF ACTIVE CITIZENSHIP

In this section, we will try to identify any oppositional positions/worldviews that might be there to your own active citizenship project. We will also try and identify the underlying values behind these oppositional voices and consider ways and means to engage in a dialogue with these voices to make our own project more powerful. If you have not yet identified a clear active citizenship project, you might want to revisit this section once you have done so.

Please answer the following questions that you will be presented with:

- What is the overall scope of your active citizenship project? Who is it targeted towards? Who will benefit from it? How will they benefit from it?
- Would there be some who might be impacted negatively by your project? Yes/No
- If yes, who would these be? Why would they be negatively impacted by your project? How could you engage in a dialogue with them and include these voices to make your project more powerful and potentially lower its negative impact?
- Could there be some others who would be in opposition to your project? Yes/No
- If yes, who might these people/groups be? Why would they be in opposition to your project? What might be the underlying values that inform their opposition? How could you engage in a dialogue with them to make your project more powerful?

Connect with your buddy or speak to someone in your network about the following. Collect their thoughts and see how you might integrate these with your active citizenship project:

- The overall scope of your active citizenship project – who is it targeted towards, who will benefit from it, how will they benefit from it.
- Who might be impacted negatively by your project, why would they be negatively impacted, how could you engage in a dialogue with them and include these voices to make your project more powerful and potentially lower its negative impact.

- Who might be in opposition to your project, why would they be in opposition, what might be the underlying values that inform their opposition, how could you engage in a dialogue with them to make your project more powerful?

ACTIVITY 1.5.3: CLOSING THE MODULE

And that brings us to the end of this module. I hope you found it useful, and meaningful, and that you have learned something from it. And so we conclude this module here. I wish you all the very best with your active citizenship project going forward. Thank you very much.

REFERENCES

This module is developed by Salman Ahmad who has not used literature written by others

MODULE 2: TRENDS IN ACTIVE CITIZENSHIP

Dear participant,

Welcome to Module 2 – Trends in Active citizenship.

In the previous Module, you had the opportunity to take your personal cause further or change it, and you worked with your personal values.

In this Module you'll encounter and grapple with Active Citizenship in various forms as you get an overview and inspiration for your own effort. Active Citizenship is illuminated through theory, underlying convictions, and practical approaches.

Good luck with your learning!

UNIT 2.1: THEORY ABOUT ACTIVE CITIZENSHIP

ACTIVITY 2.1.1: A VARIETY OF PURPOSES

Active Citizenship is a way of engaging with your community and the world around you to make a positive difference.

Active citizenship can be about

- Supporting the functioning of existing society
- Defending existing society's values
- Developing society, changing it for the better
- Revolutionizing society

Give examples to make yourself and others understand the definition. Please think of one example in each category:

	Give just one example	Can't think of one
An AC activity which plays a role in making existing society work		
An AC activity that defends the existing order and values		
A non-radical AC activity aimed at change and further development		
A revolutionary, disobedient AC activity aiming at an alternative to the existing order		

Your response is automatically saved in your Learning Diary

ACTIVITY 2.1.2 CITIZENSHIP AND ACTIVE CITIZENSHIP

To begin with, we should differentiate between "Citizenship' and "Active Citizenship'. Active Citizenship is something "more' and perhaps also "different' from what most citizens do:

What's the difference?

Citizenship

Legal status as citizen

Doing what is expected:
Vote
Pay taxes
Law obedient
Good parent
Good neighbour
Well-informed

Active Citizenship

Not necessarily
legal status as citizen

Doing more than expected

Helps society work
or works for changing it
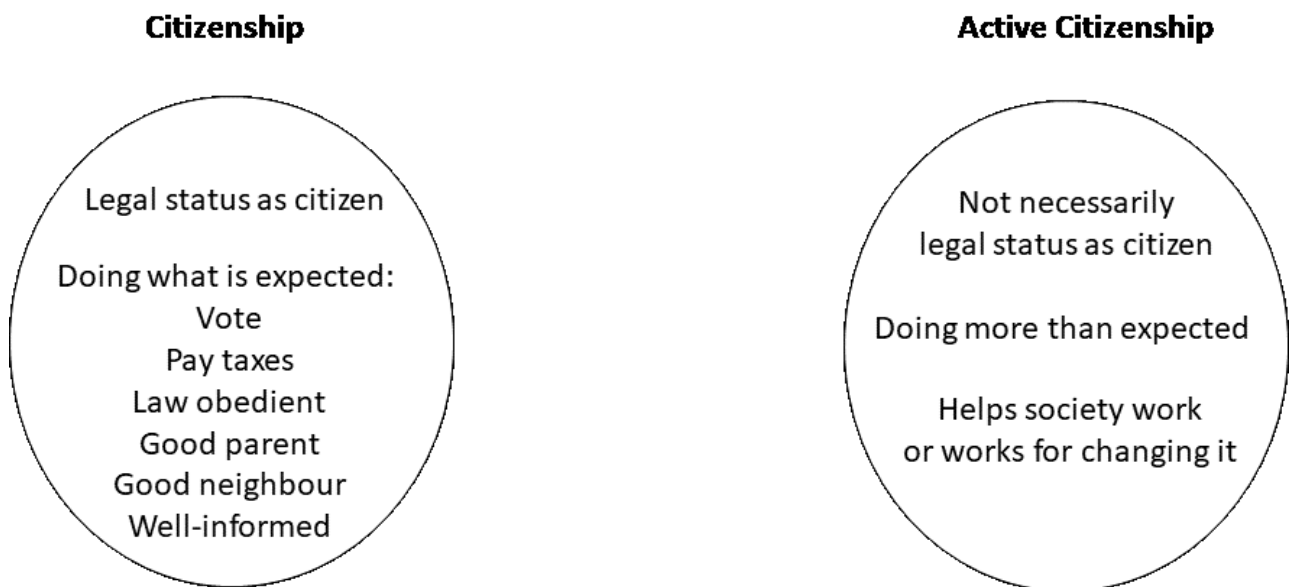
Figure inspired by Neveu (2014), Practicing Citizenship: From the Ordinary to the Activist

	Y	N
Agree?	☐	☐

Comment?

Your response is automatically saved in your Learning Diary

ACTIVITY 2.1.3 FORERUNNERS IN ACTIVE CITIZENSHIP THEORY

Important forerunners of 'Active Citizenship' as a fight for justice against oppression and a better life for all people. Some of them are:

the French sociologist Pierre Bourdieu (1922-2002) aimed to challenge the prevailing power structures in society and to reveal the underlying social dynamics that allow certain groups to maintain their privileged positions at the expense of other people who are subordinated and put at disadvantage

Pierre Bourdieu

the German philosopher Jürgen Habermas (1929-) investigates the conditions of possibility for achieving a society based on justice, equality and freedom. Individuals should be enabled to participate in the decision-making process in order to create a just society. Habermas introduces the concept 'public sphere' as a space for open and inclusive dialogue among citizens about mutual understanding and agreement.

Jürgen Habermas

the Italian sociologist Alberto Melucci (1943-2002) sought to understand how individuals and groups are able to resist and challenge the dominant social structures. Collective action and collective identity are necessary

Alberto Melucci

Maria Montessori, an Italian physician and educator emphasized the importance of creating a supportive and nurturing community for children. Her approach focused on fostering independence, collaboration, and respect within the classroom, promoting a sense of community.

ullstein bild Dtl./ullstein bild via Getty Images
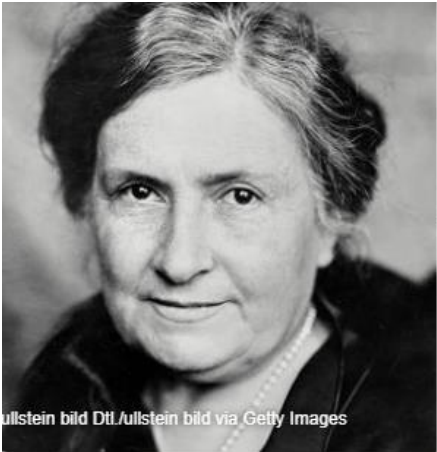
Maria Montessori

Do you agree?

		Yes	?	No
1	Active citizenship is a rather new phenomenon in the history of mankind			
2	Hasn't Active Citizenship always existed? Only think of founders of religions Buddhim (4-6th century BC), Islam (7th century), Christianity (1st century AD), Socrates (died 399 BC), Spartacus (leader of rebelling gladiators, crucified 71 B.C.), Saint Lucy of Syracuse (martyr, died 304), Hildegard von Bingen (medieval abbess, died 1179), William Wallace (Scotch patriotic rebel leader, executed 1305), Joan of Arc (burnt 1431), Martin Luther (died 1546), Florence Nightingale (setting new standards of nursing in the Crimean War 1853-56), Lenin (father of the Russian revolution 1917), Emmeline Pankhurst (founder of the suffragette movement – fighting for women's right to vote 1912-1928), Sophie Scholl (anti-Nazi political activist, executed 1943)			

Comment?

Your response is automatically saved in your Learning Diary

ACTIVITY 2.1.4 SOCIAL CAPITAL THEORY

Robert Putnam's (US) theory of social capital is discussed in his influential book *Bowling Alone: The Collapse and Revival of American Community* (2000). In *Making Democracy work* (1993), Putnam studied civic engagement in modern Italy.

Putnam does not use the term 'Active citizenship', but he argues that individuals who are involved in community organizations and political activities are more likely to develop networks of trust and cooperation with others, leading to stronger communities and more effective governance. He is concerned about the lack of social capital in American communities.

Robert Putnam

Reflection: How to make use of social capital. Assess the suggestions below

		Yes	?	No
1	A group of concerned citizens bring together community organizations, businesses, and residents to address issues like homelessness and environmental degradation, or to rally support for a new school playground.			
2	Is it ok to be a private person who wants to mind one's own business and not be involved?			
3	Politicians and others make policies, but one can't be sure that these policies will be implemented. Social capital, i.e. follow-up by responsible and engaged active citizens, is needed for the implementation to happen. We are many who want a change and will work for it			
6	(My own:)			

Reflection: What is your social capital? Tick off all relevant features and add one yourself

	Features	Yes	?	No
1	I know influential people whom I can approach and who will listen			
2	I am a member of an influential organisation			
3	I trust that we are many who want a change and will work for it			
4	I have access to relevant information and means			
5	People listen to me			
6	(My own:)			

Your response is automatically saved in your Learning Diary

ACTIVITY 2.1.5 CONSTRUCTION OF COLLECTIVE IDENTITY

Engin Isin in *Theorizing acts of citizenship* (2008)

Active Citizenship as a social and cultural identity that is constructed through the practices and discourses of individuals and groups. This process is influenced by a range of factors including race, class, gender, and ethnicity.

Engin Isin

Shared Identity

In the context of a political campaign, individuals may come together to form a collective identity based on shared values and beliefs. They may construct a sense of themselves as active and engaged citizens who are working to promote their vision of a better society.

Reflection: What do you find necessary for creating a strong team and team spirit (shared identity)?

	Features	Yes	?	No
1	A common enemy			
2	A common battle song			
3	Each member must have a special task and feel indispensable			
4	Members must have different competencies and complement each other			
5	Members must feel that they belong to the group			
6	Common rules and self-regulation			
7	Maintain unity: bully the group's scapegoat when not following the rules			
8	A visual identity: a logo, a uniform			
9	A common goal			
10	Create (frequent) victories			
11	Celebrate results			
12	Have a strong leader whom the group wants to follow			
13	(Other:)			

Your response is automatically saved in your Learning Diary

Watch the video by Andy Luttrell: 'Us vs. Them' which adds other aspects to 'collective identity'.

ACTIVITY 2.1.6: COMMUNITY BUILDING

Community building is about collective self-efficacy, i.e. a group's shared belief in its capability to successfully perform tasks, overcome challenges and achieve goals.

Peter Block's *The Structure of Belonging (2008)* presents key principles for fostering a sense of belonging and building strong, connected communities:

Invite diverse participation to engage in conversations and activities to ensure that all perspectives are represented.

Shift the focus from problems to possibilities: Instead of focusing on what is wrong with a community, identify and leverage assets (= existing strengths), explore the potential for positive change and envision a desired future.

Foster connectedness and social capital: Build relationships and networks within the community to create a sense of belonging and promote collective action.

Peter Block

Reflection: How to solve local problems with community building

	Good idea	?	Bad idea
The way forward is about human-centred design: In suburbs, many settlements are dreary, bleak, comfortless and disconsolate, fostering loneliness, alienation, hopelessness and crime. We should create public spaces that encourage social engagement and contribute to a sense of belonging. Danish architect Jan Gehl has suggested such design in *Cities for people* (2010). Journals such as *Urban Studies* follow and influence urban development. Likewise, the journal *Sociologia Ruralis* deals with challenges in rural areas (e.g. depopulation, lack of workplaces, unemployment, lack of social capital)			
In residential areas, the problem is often the cultural clash between native dwellers and migrants who have constructed enemy images of each other. Groups of marginalized young people may even have established gangs who vandalize the residential area. However, a group of responsible, highly respected and action-oriented people representing both sides can start collaborating on cultural events and embellishment of the common area. It will appear that the involved people have competencies in organizing work, gardening, handicrafts, preparing food for meetings and celebrations, singing, dancing, playing, drawing, painting, etc. A shared understanding and a shared sense of responsibility will emerge, and more residents will follow.			
A 'ghetto' is a pejorative term, but perhaps a good solution would be to make room for communities where only people from the same (or similar) cultural background live together. In such a community, the shared culture can flourish, order will be kept through the traditional hierarchy, and problems can be handled like in the countries the people come from			

Comment?

ACTIVITY 2.1.7 PLURALISM

Chantal Mouffe's theory of agonistic pluralism was introduced in her book *The Democratic Paradox* (2000)

Active citizenship involves the recognition and acceptance of political pluralism, which is characterized by the existence of different political perspectives and interests.

The problem Mouffe identifies is the tendency for liberal democratic societies to suppress conflict and disagreement in the name of consensus and harmony. This can lead to a stifling of political discourse and the marginalization of minority voices, ultimately undermining the very principles of democracy. Such a model denies the existence of fundamental conflicts and antagonisms in society, which are inherent in a democratic process. To address this issue, she talks about a "democratic paradox' and introduces the concept of 'agonistic pluralism' .

Chantal Mouffe

Reflection on pluralism

We must learn to handle situations where we cannot establish consensus. Decisions must be made, so we can move forward, but the disagreement should be mentioned and explained.

How will you handle disagreement and reach a decision?

	Situations	Good method	?	Won't work
1	When the better argument is explained, all will be convinced and agree			
2	A member in the group (e.g. me or another) must have the last word			
3	We keep talking until we reach consensus			
4	If the conflict matters more to some than to me, let them decide			
5	We compromise, if this is better than no decision			
6	(You:)			

ACTIVITY 2.1.8 POWERLESSNESS AND EMPOWERMENT

John Gaventa's theory of power and citizenship unfolded in *Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley* (1980)

Why are people, despite their grievances, sometimes passive and do not engage in collective action against their suppressors? The answer is that the power structure can subjugate people and make them internalize their powerlessness. Then the conditions for building social capital are zero.

Case about fighting powerlessness

John Gaventa investigates the dynamics of power and the reasons for political quiescence (silence, no resistance, passiveness) among the residents of an Appalachian coal mining community in Central Appalachia.

The coal miners and their families live in poverty and face exploitation by the coal mining companies.

The arrival of coal companies in the area in the 19th and 20th centuries led to the development of company towns, where the companies provided housing, stores, and other amenities for their workers. This created a dependency on the companies that has persisted for generations.

The companies cultivated loyalty among workers by providing paternalistic benefits, such as housing and company stores. The coal companies controlled or funded schools, churches, and other institutions.

The lack of alternative industries and job opportunities have left residents heavily reliant on coal mining for employment, reinforcing their dependence on the companies.

Video: https://www.youtube.com/watch?v=RVf-mT2Qohc

"Local rural alternatives to Trump in the USA'. Note: This video could not be integrated in the app, so you will have to leave the app to see the video on Youtube, if you want.

John Gaventa

Reflection: Fighting powerlessness, what should you consider?

		Yes	?	No
1	People who have internalized their oppression cannot or will not fight			
2	Only people with a mental surplus are able to create change			

3	You can diversify the local economy, developing alternative industries and job opportunities to reduce dependency on dominating companies			
4	You can promote grassroots activism to empower residents, amplify their voices, and foster collective action against oppressive power structures.			
5	You can Strengthen public education and democratic participation and representation in local politics			

Comment?

Your response is automatically saved in your Learning Diary

ACTIVITY 2.1.9: MOBILIZING THE CIVIL SOCIETY

The leadership theoretician, Henry Mintzberg (*Rebalancing Society*, 2022) hopes for a fundamental change of society and a rejuvenation of active citizenship. Every society consists of three sectors, he says: The State (government, local authorities, institutions – the public sector), the Market (business - the private sector) and a "plural sector' (which we will call Civil Society), all of which should be in balance with each other, i.e. none of them should dominate.

Henry Mintzberg
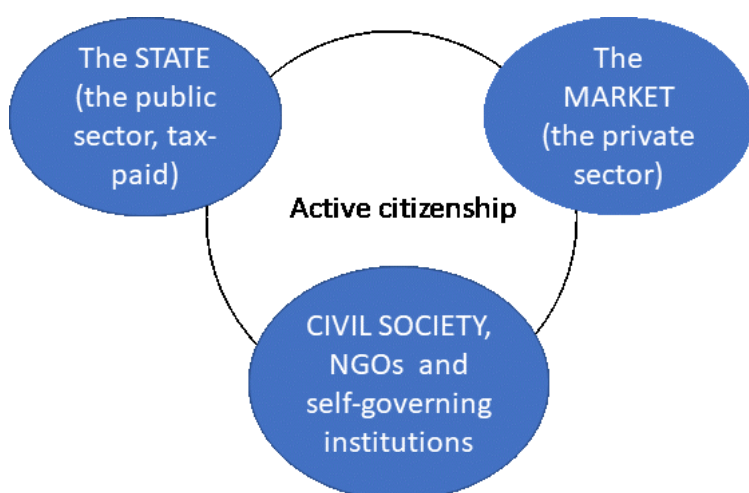
Mintzberg argues that in the US, these sectors are not in balance. The market is dominating, the state too weak, and civil society is getting chaotic and growing wild due to populism. According to Mintzberg, the US

57

today is a split, dysfunctional society. He wants a strengthening of non-for-profit organisations, universities, hospitals, NGOs.

Reflection: The balance of market, government and civil society

Try to give just one example of Active Citizenship activity in each of the three sectors. For state and private enterprises you could think of activities they integrate in their business and jurisdiction to promote sustainability, reduce waste and pollution, improve access to nutrition and health, promote gender equality and diversity in the workplace, social and economic development around the world

___STATE:_____

___PRIVATE:_____

___CIVIL SOCIETY:_____

(1)

Do you think that the three sectors are in balance in your country?

(2)

In which sector do you think Active Citizens are most frequent?

Your response is automatically saved in your Learning Diary

ACTIVITY 2.1.10 CIVIL DISOBEDIENCE

Thomas P. Boje's book *Civility and participatory democracy* (2021)

While the most widespread form of <u>active</u> citizenship is volunteering in accordance with norms and rules, <u>activist</u> citizenship involves reshaping the economic, social and political conditions that determine the framework for social life. They practice civil disobedience, breaking with the traditional hierarchical framework for democratic participation, and they seek to change rules, practices and hierarchies relating to inclusion and solidarity with vulnerable groups.

Exercising civil disobedience may imply violating the law. Sometimes, it is a matter of debate whether actions are considered criminal.

Thomas P.Boje

Cases: Disobedience and violence of the law

(The four examples below are not taken from Boje's book).

In 1955, *Rosa Parks*, an African American woman, refused to give up her bus seat to a white passenger in Montgomery, Alabama, in violation of the city's segregation laws.

In 1930, *Mahatma Gandhi* led a 240-mile march to the Arabian Sea to protest against the British monopoly on salt production and sales in colonial India. They violated British law by making their own salt from seawater, fighting colonial rule.

Extinction Rebellion uses nonviolent civil disobedience to draw attention to the urgent need for action on climate change. The group has been blocking roads, disrupting public transportation, and occupying public spaces.

Extinction Rebellion in action

Whistleblowers expose illegal or unethical behaviour, corruption, or wrongdoing within an organization or government, e.g. financial fraud, environmental violations, or human rights abuses. The purpose is to hold those responsible accountable and prevent harm to others. The whistleblowers' dilemma is that they may be seen as "traitors', disloyal to their workplace. Sometimes, a whistleblower uses *hacking* to retrieve information. It involves breaking into or manipulating computer systems or data without permission, and this is considered a crime.

Rui Pinto revealing fraud in professional football, using hacking

Edward Snowden leaking classified information from The National Security Agency (NSA)

Reflection: What would you do?

	Yes	?	No
Imagine that you know about fraud or the like in your workplace, and you don't trust your leaders. Would you be a whistleblower, then?			

Comment?

Your response is automatically saved in your Learning Diary

ACTIVITY 2.1.11 INTEGRATED CITIZENSHIP

If Active Citizenship were the exclusive privilege of people with legal citizenship, many people in dire straits would not be included. The concept of "Integrated citizenship' recognizes the need for a more inclusive and participatory democracy. So not only citizens with full legal status are included, but also migrants living without residence and work permit, homeless people and in general the precariat, i.e. people whose future is insecure regarding their ability to support themselves.

Case 'Sans- papiers'

One example of integrated citizenship in Europe where non-legal citizens fight to improve their situation is the movement of 'sans-papiers' (without papers) in France.

The 'Sans-Papiers' are undocumented migrants who have entered France without proper documentation or have overstayed their visas. They are not recognized as legal citizens and are therefore denied access to many basic rights, such as healthcare, education, and employment.

In response to their situation, the 'sans-papiers' movement emerged in the 1990s, advocating for the recognition of their rights as residents of France. They organized protests, sit-ins, and hunger strikes to draw attention to their plight and demand that the French government grant them legal status.

Their efforts resulted in a number of victories, including the regularization of tens of thousands of undocumented migrants, the recognition of their right to work, and the expansion of access to healthcare and education.

Les Sans-Papiers

Watch the video with the song 'Asylum': https://www.youtube.com/watch?v=iE8ofCToscA

We are the strangers here, the refugees the women and men.
Without a home, Oh Notre dame we come and ask of you. Asylum. Asylum.
 We are the strangers here, the refugees the women and men.
Without a home, Oh Notre dame we come and ask of you. Asylum. Asylum.

At Paris gates we stand, ten thousand in our band.
And one day soon we'll be, a million in this land. We wonder what you'll do, the day we ask of you. Asylum. Asylum.
We are the strangers here, the refugees the women and men.
Without a home, Oh Notre dame we come and ask of you. Asylum. Asylum.

We are the down-and-outs, here at the city gates.
And all of Paris waits, to see what we're about. The world will change someday;
We'll make it work someway. The day we come to stay, with you.
Oh Notre dame we come and ask of you. Asylum. Asylum.

Reflection: What do you think?

	Yes	?	No
People who have come to your country illegally have a right to fight to better their conditions			
People who have come illegally should leave and wait for an invitation			

Comment?

Your response is automatically saved in your Learning Diary

UNIT 2.2 ACTIVE CITIZENSHIP AND UNDERLYING CONVICTIONS

Anybody who practices Active Citizenship will perhaps claim that they contribute to the betterment of society. However, what seems the right thing to do for some may be wrong in the eyes of others. Active Citizenship practices are driven by certain personal values and ideological convictions.

Knowing the underlying convictions of active citizens allows us to better understand our own motivations and that of other individuals who are actively engaged in addressing social and political issues.

Finally, as an active citizen, people may suspect that you have a certain political agenda. You should be aware which agenda you stand for and be able to defend it and also avoid being identified with a cause that is not yours.

Below is a common-sense attempt to contextualize Active Citizenship with modern ideologies, concepts, movements and convictions. In our descriptions, we have consulted (Encyclopaedia) Britannica, Wikipedia and ChatGPT, but with a few exceptions we don't mention theorists.

ACTIVITY 2.2.1 CAPITALISM

Capitalism is a political ideology advocating limited government, private ownership, economic liberty, individualism and traditional social and moral values. In this system, active citizenship involves participating in economic and market activities such as *entrepreneurship and investing*. Citizens are encouraged to be self-sufficient and to take responsibility for their own economic success. Capitalism also values civic engagement in terms of *philanthropy and charity* work, with citizens encouraged to contribute to their communities through *donations* and *volunteerism.*

Reflection: What do you think?

	Yes	?	No
Deep down, capitalism is about growth			

Comment?

Your response is automatically saved in your Learning Diary

ACTIVITY 2.2.2 SOCIALISM

Socialism emphasizes collective ownership of the means of production and the redistribution of wealth. Active citizenship in socialism involves participating in collective decision-making processes, such as workers' councils or democratic planning bodies, to determine the direction of the economy. Citizens are encouraged to contribute to the *common good* and *care for those in need*.

Reflection: What do you think?

	Yes	?	No
Deep down, socialism favours equality at the expense of freedom			

Comment?

Your response is automatically saved in your Learning Diary

ACTIVITY 2.2.3 LIBERALISM

Liberalism is a political ideology favouring individual freedom, equal political and social rights, democracy, transparency and free enterprise. Liberalism accepts increased government regulation and spending, if this leads to more freedom, supports the idea of a more open immigration policy, and the idea of social movements such as feminism.

Reflection: What do you think?

	Yes	?	No
Are liberalists too tolerant? Everything goes?			
In principle, a liberalist is more reluctant to remove a child from its incompetent parents than e.g. a socialist			
According to a Western equal opportunities mindset, public opinion does not want a Muslim girl wearing a traditional religious dress. But true liberalists would be likely to defend her right to do so, arguing that it is important to respect and protect an individual's freedom of religion and cultural practices. However, liberalists also emphasize personal autonomy and individual agency: If the young girl is being coerced or forced to wear the dress against her will, it would be considered an infringement upon her freedom as a person. Can both be true – defending wearing the traditional dress in one situation, and being against wearing the traditional dress in another situation?			

Comment?

Your response is automatically saved in your Learning Diary

ACTIVITY 2.2.4 CONSERVATISM

Conservative ideology is based on traditional social structures and principles such as protecting the established systems of law, order, and religion. It emphasizes personal responsibility and limited government involvement, lower taxes, and a strong national defence. Conservatives also generally favour

free-market economics, which means advocating minimal government regulations and restrictions on the economy.

Reflection: What do you think?

	Yes	?	No
Deep down, are conservatives resisting change and defending privileges?			

Comment?

Your response is automatically saved in your Learning Diary

ACTIVITY 2.2.5 ANARCHISM

Anarchism opposes all forms of government and hierarchical structures. Active citizenship in anarchism involves participating in self-governance and direct democracy, where citizens make decisions and organize themselves without interference from the state. Anarchists value *collective action and mutual aid*, with citizens encouraged to *work together to meet their needs and solve social problems.*

Reflection: What do you think?

	Yes	?	No
Deep down, is anarchism chaos?			

Comment?

Your response is automatically saved in your Learning Diary

ACTIVITY 2.2.6 RELIGION

Religion can be understood as a set of beliefs, practices, and rituals that are focused on a supernatural or divine power or powers. Religion provides a framework for understanding the world and one's place in it, as well as a set of moral and ethical guidelines for how to live one's life.

In terms of its relationship to active citizenship, religion can play a significant role in shaping individuals' values and beliefs, which in turn can influence their political engagement and civic participation. For example, many religious traditions emphasize the importance of social justice, charity, and community service, which can motivate individuals to become more actively involved in efforts to improve their communities and address societal problems.

However, while religion can serve as a powerful motivator for civic engagement, it can also be a source of division and conflict, particularly when religious beliefs come into conflict with secular values or with the beliefs of individuals from different religious traditions.

Reflection: What do you think?

	Yes	?	No
A religion helps people define themselves and find meaning in their lives			
Can religions adapt to changing surroundings and life conditions?			
For followers of a religion, it must be difficult to keep an open mind			
Can different religions live peacefully side by side?			

Comment?

Your response is automatically saved in your Learning Diary

ACTIVITY 2.2.7 ETHNOCENTRISM AND EUROCENTRISM

Ethnocentrism is the tendency to view other cultures from the perspective of one's own, and in the case of Eurocentrism people see the world from the perspective of a European mindset. All people have their roots somewhere and are at risk of being biased in their judgment of other cultures, but if you are aware of this, it makes it easier to look at other cultures with an open mind. Being aware of ethnocentrism is relevant when you are working with migrants in your own country or when you work outside of your own culture.

Watch this video about cultural relativism: https://www.youtube.com/watch?v=Mn7paiDamEw

Reflection: What do you think?

	Yes	?	No
Ethnocentrism is the belief in the superiority of one's own ethnic group or culture			
It is ok to criticize other cultures, although we should be aware of own biases			
Is it absurd to talk about International human rights that apply to all people in the world?			

Comment?

Automatically stored in your Learning Diary

ACTIVITY 2.2.8 ENVIRONMENTALISM

Environmentalism is a concept focusing on protecting the environment and promoting sustainability. Active citizenship in environmentalism involves participating in environmental activism, such as protesting, lobbying, or volunteering for environmental causes. Citizens are encouraged to be *responsible stewards of the natural world* and to take action to *protect the planet*. Environmentalism also values civic engagement

in terms of *sustainable living*, with citizens encouraged to make lifestyle choices that *reduce their environmental impact*.

Reflection: What do you think?

	Yes	?	No
Unlike many other causes, the environment issue affects and involves all people on a daily basis and is impossible to avoid. However, not all people are equally engaged in the issue and there is no consensus about what people should do.			
Have you experienced that some convinced environmentalists adopt a moralistic stance to assert their own views as the 'correct' or morally superior ones, leading to the policing of others who do not align with their beliefs?			

	Yes	?	No
Do you think that environmentalist activism, such as deflating the tyres of 100 parked cars, attacking butcher's shops, etc. should be seen as self-defence?			

	Agree	?	No
UN Secretary General 2020: Governments around the world should all declare a state of climate emergency until the world has reached net zero CO2 emissions			

Antonio Guterres

Comment?

Your response is automatically saved in your Learning Diary

ACTIVITY 2.2.9 FEMINISM

Feminism is a movement that aims to achieve gender equality by promoting women's rights and challenging patriarchal structures. Active citizenship in feminism involves participating in feminist activism, such as advocating for women's rights, raising awareness about gender-based discrimination, and promoting women's empowerment. Feminism also values promoting *diversity and inclusivity*, supports

marginalized communities and *challenges all forms of discrimination* (i.e. not only of women). An academic version of feminism is "Gender Studies'.

Even in the countries that have come the furthest with equality (Scandinavia and Iceland), it is true that women are still exposed to systematic wage inequality and gender-based violence.

A study from the University of Iceland in 2023 shows that approx. one in four women in Iceland has experienced gender-based violence.

The wage gap between women and men is due, among other things, to the general underestimation of the value of typical 'women's jobs' in health, care and cleaning. Women are also underrepresented at top management level.

Reflection: What do you think?

	Yes	?	No
The emancipation of women is a fundamental revolution which is still going on and growing			
Feminism is perhaps the ideology in Europe that contributes most strongly to the zeitgeist (i.e. the general intellectual, moral, and cultural climate of the era)			
Speaking out against feminism can be unpopular. Individuals or organizations face severe consequences for expressing even well-reasoned critiques. It can lead to accusations of being anti-woman, sexist, or misogynistic, which may result in social ostracization, loss of employment, or damage to one's reputation			
Feminism encompasses a wide range of beliefs and perspectives, from liberal feminism to radical feminism, and not all feminists share the same views			

Comment?

Your response is automatically saved in your Learning Diary

ACTIVITY 2.2.10 ECOFEMINISM

Eco-feminism is a social and political movement that aims to establish a connection between environmental and feminist issues. The concept was coined in 1974 by French Francoise d'Eaubonne. It suggests that the same structures of patriarchy and capitalism that lead to the oppression of women are also entwined with environmental degradation. It highlights the parallels between the domination of women and the exploitation of nature, and calls for dismantling hierarchical and exploitative systems. It seeks to shift towards more interconnected relations between humans and the natural, harmonious world. Active Citizenship is a means to transform oppressive systems and create a more just and sustainable world. Active citizenship in eco-feminism is *not limited to women* but includes people of all genders, races, and backgrounds who share the same goals. The eco-feminist movement is part of a broader movement towards social and environmental justice, including anti-racism, LGBTQ+ rights, and animal rights.

Reflection: What do you think?

	Yes	?	No
Deep down, is eco-feminism a romantic concept like "Back to nature'?			
Eco-feminism is an updated form of socialism, now including life and planet			

Comment?

Your response is automatically saved in your Learning Diary

ACTIVITY 2.2.11 WOKENESS

Wokeness 'Woke', which is an adjective derived from African American Vernacular English meaning 'alert' [to racial prejudice and discrimination], is a concept that describes a commitment to recognizing and challenging systems of oppression, particularly those related to racism, sexism, homophobia, transphobia, and ableism (['able' = non disabled]. Wokeness can be seen as an extension of the concept 'critical consciousness', as defined by Paulo Freire and others. Examples of 'wokeness' can be found in a range from grassroots activism to mainstream media. For example, the Black Lives Matter movement can be seen as a manifestation of 'wokeness,' as it has brought attention to the ongoing issue of police violence against black people and other forms of systemic racism. Similarly, the #MeToo movement can be seen as an expression of 'wokeness' around issues of gender inequality and violence against women (and men), as it involves a heightened awareness of social issues and a commitment to challenging systems of oppression.

However, the term 'wokeness' has also been associated with "political correctness' [hypocrisy] in cases where individuals or organizations seek to demonstrate their 'wokeness' through superficial gestures (for instance "greenwashing') rather than substantive action. Critics also argue that the term has been co-opted by conservatives and is being used as a pejorative.

Reflection: What do you think?

	Yes	?	No
Wokeness can collide with freedom of speech			

Comment?

Your response is automatically saved in your Learning Diary

ACTIVITY 2.2.12: POPULISM AND ACTIVE CITIZENSHIP

Populism is a derogatory term often used to describe a particular style or approach to politics. It is not a comprehensive ideology with a well-defined set of beliefs, but rather a label that opponents often use for certain political movements or leaders that they do not respect. Members of such "populist' movements do not call themselves "populists'.

Critics of populism argue that "populist' movements tend to appeal to emotions rather than rational analysis.

Populist movements often rely on grassroots mobilization, where active citizens play a crucial role. They exercise bottom-up policy advocacy. They engage in activities such as organizing rallies, protests, and demonstrations to raise awareness and gather support for their cause. They participate in gatherings, where they can voice their concerns and hold the ruling persons accountable.

In today's digital age, active citizenship within populist movements extends to online platforms. Supporters may engage in social media campaigns, sharing messages and content that align with the movement's agenda. They may also contribute to online discussions, raise awareness about issues, and mobilize others to join the movement.

Chiara Milan is doing research on 'populism'

Reflection: What do you think?

	Agree	?	No
"Populist' leaders are charismatic and often portray themselves as champions of the common 'silent majority' or 'forgotten people', promising to address their grievances and challenges. They tend to frame politics as a battle between the 'pure people' and a corrupt or self-serving elite. Populist rhetoric tends to employ simple and straightforward messages. The leaders often use slogans, symbols, and emotional appeals to mobilize support and create a sense of unity among their followers. Some are accused of using divisive rhetoric, scapegoating certain groups, and undermining democratic institutions.			
All countries have populism. Examples of famous political leaders that many see as populists are: American Donald Trump, Hungarian Viktor Orbán, Italian Matteo Salvini and French Marie le Pen.			
Active citizenship can very well emerge within a populist context, as the nature of active citizenship is to deal with, remedy or compensate for insufficiency, inadequacy and injustice in society.			
Strong leadership and democracy are not necessarily contradictions			

Comment?

Your response is automatically saved in your Learning Diary

UNIT 2.3: ACTIVE CITIZENSHIP BEYOND IDEOLOGY, FOCUS ON APPROACHES

As an active citizen, you'll need a repertoire of approaches. You should know what others can do, who they are and get inspiration from them. Maybe you want to join some of them.

Let us add an "unideological' perspective and study practices in categories of approaches:

1. Helping others - people in need
2. Joining forces with people in the same situation as you
3. Fighting against decline of values you believe in
4. Promoting a cause
5. Wanting to make a difference
6. Helping all the world - Protecting life and the planet

The categories are not sharply divided, there will be overlaps.

ACTIVITY 2.3.1 HELPING OTHERS - PEOPLE IN NEED

This attitude and approach is rooted in the belief that individuals have a responsibility to help those who are less fortunate. Everyone has the capacity to make a positive impact on their community.

Actors:

- Red Cross
- Doctors Without Borders
- Oxfam

These organizations provide humanitarian aid to people affected by natural disasters, war, or poverty. The Red Cross was deliberately founded on the non-ideological principle of neutrality: humane treatment of war wounded, carried out by a neutral party. Both sides in a war could see the benefit.

Reflection: Mention some unfortunate (groups of) people you would like to help. (Write "none', if applicable)

1	
2	
3	

Automatically stored in your Learning Diary

ACTIVITY 2.3.2 AMNESTY INTERNATIONAL

Amnesty International is a global movement of people who take injustice personally. It aims to protect human rights worldwide by campaigning for justice, freedom, and dignity for all people.

Amnesty International uses a variety of methods to help people who are incarcerated, including, e.g.: 1. Researching and documenting cases of prisoners of conscience, those who are imprisoned for their beliefs or identity, and advocating for their release. 2. Working with governments to ensure that prisoners are treated humanely and in accordance with international standards. 3. Providing legal assistance, medical care and financial assistance to prisoners and their families. 4. Campaigning for an end to the death penalty.

Documenting cases of prisoners of conscience is expert work, but people without expertise in the field can make a difference: Every week, volunteers meet up a couple of hours in the office of Amnesty International and write a letter to the prisoner of conscience they are assigned. The letters are sent by Amnesty International, and the relevant authorities in the target country know that the case is being followed.

[Video 'Write for rights': https://www.youtube.com/watch?v=Tm8tzokmAik]

Reflection: What do you think?

	Y	?	N
AI achieves a result through raising public awareness about the problem	☐	☐	☐
It is a smart and manageable way for individuals to engage in active citizenship	☐	☐	☐
Being at AI's office regularly together with others creates a community and belonging	☐	☐	☐
I would like to learn research and documentation methods and get a job in AI	☐	☐	☐

Comment?

Your response is automatically saved in your Learning Diary

ACTIVITY 2.3.3 JOINING FORCES WITH PEOPLE IN THE SAME SITUATION AS YOU

Active Citizenship often emerges when people in the same unfortunate situation join forces to improve their condition. From being helpless they get empowered and build up knowledge about how their problems can be solved or mitigated.

Community building or collective efficacy is a method to create social cohesion among neighbours and their willingness to intervene for the common good. By fostering strong community bonds and promoting local development, crime and disorder in communities can be reduced, and safer, high quality of life neighbourhoods be created.

Actors:

ECOLISE, European Network for Community-Led Initiatives on Climate Change and Sustainability

Patient associations which empower chronic patients who become specialists in their own diseases. *I-Mak* (Innovative Medicines Accessibility & Knowledge) aims to lower the prices of medicines and make them more accessible and affordable to those who need them. Website: www.imak.org

Black Lives Matter (black people gather to fight structural racism, in particular discriminatory behaviour by the police in the US)

#MeToo (women – and sometimes men - sharing experience of sexual harassment and creating public awareness)

Women exposed to violence become organised in associations, e.g. Italian Pronto Donna, Arezzo

Fathers created an association to get support to see their children after a divorce, e.g. Men's Center in Denmark

LGBTQ+ rights organizations bring together people who are facing discrimination or oppression because of their sexual orientation

Anonymous Alcoholics facilitate self-help groups of people with a shared alcohol problem

Reflection: Give examples of groups of people you would like to join (write "none', if applicable):

1	
2	
3	

Automatically stored in your Learning Diary

ACTIVITY 2.3.4 ALCOHOLICS ANONYMOUS

Alcoholics Anonymous uses a variety of methods to help people struggling with alcohol addiction. These methods include: 1. 12-Step Programs: Alcoholics Anonymous follows the traditional 12-Step program, which includes admitting powerlessness over alcohol, making amends, and taking responsibility for one's actions. 2. Group Meetings: Alcoholics Anonymous holds regular meetings for members to share their experiences, provide support, and offer advice. Further, there is education and counselling.

Gathering people who are in the same situation, supervised by a facilitator, creates a community where the individual who needs help can feel safe and understood. Sharing your own story and listening to that of others is a way of helping not only yourself, but also others. The meeting needs you, and you need the meeting. AA is represented in all big cities. Alcoholics who have to travel in connection with their work can find a safe haven wherever they go.

What do you think?

	Yes	?	No
There must be other and better methods	☐	☐	☐
It is a humiliating method. I would hate to participate	☐	☐	☐
Community building works – people in the same boat face a common problem	☐	☐	☐
You can make a difference by being vulnerable and sharing your shortcomings	☐	☐	☐

Comment?

ACTIVITY 2.3.5 CONTINUAL FIGHT FOR EXISTING VALUES

While many dimensions of active citizenship are based on creating change, there are times when people feel they need to fight for the continuation of existing rights, practices, or policies. All have a right to fight for what they believe in, and it is crucial to continue advocating for freedom of speech in protests and media.

For example, general human rights need to be continuously fought for in order to stop antisemitism, islamophobia, and other racisms. It is important that vulnerable voices remain protected.

To some people, the climate issue has become overestimated and too dominating, and they practise their resistance in the form of climate scepticism.

Bjørn Lomborg, director of the Think Tank 'Copenhagen Consensus' is broadly considered a climate-sceptic, because he allows himself to be critical towards enormous investments in climate protection that may not be effective, while there are efficient solutions for the world's poorest which could be carried out instead and better promote a sustainable world (fighting malaria, tuberculosis, chronic diseases, improving education, etc.). His newest book 'Best Things First' (2023) illuminates that.

Others, to whom life is holy, are anti-abortionists and lobby and carry out actions for defending that value.

Equal parenthood needs to be defended in cases where fathers after a divorce are being unjustly prevented from seeing their children.

Now, perhaps surprisingly, it has perhaps become necessary to also protect *freedom of speech* in free countries where there is no censorship from the government.

Reflection: Give 3 examples of values you think are threatened and declining, and indicate if it is good or bad

	Values that are threatened and declining	Good that it is declining?	Bad that it is declining?
1			
2			
3			

Comment:

Automatically saved into your Learning Diary

DEFENDING FREEDOM OF SPEECH

Increasingly, the minorities are shining further light and making people reflect on systemic structures of oppression like (structural) racism, sexism, cultural appropriation, colonialism. Movements like #MeToo, LGTB and Black Lives Matter are well-known examples of such movements. Having had their voices marginalized for decades and centuries, minority groups are now being heard. For some in positions of power, making space for these voices and having to adapt their own language and perspective accordingly may make them feel threatened for the first time. Researchers and politicians alike must examine their own bias more closely. This may sometimes lead to political correctness and self-censorship and in this way threaten their freedom of speech. There have been examples that researchers and debaters are being met with 'shitstorms' on social media or even boycotted ('cancel culture') so their free expression is virtually suppressed or blocked.

Reflection: Consider what could be good questions about freedom of speech in free countries:

1. Is cancel culture (boycott) too harsh? [1 bad question, 5 very good question]
2. Should we ignore people we do not agree with? Can you ever come to agreement with people on opposite ends of the political spectrum [1 bad question, 5 very good question]
3. How can climate change scientists work with climate-sceptics? [1 bad question, 5 very good question]
4. Are some of the minority issues (such as Cultural appropriation, Black Lives matter, Whiteness theory) imported from the US, and not really relevant in Europe? [1 bad question, 5 very good question]
5. Could this bias and language issue be an intergenerational communication problem (Millennials versus Boomers)? [1 bad question, 5 very good question]
6. Could social media 'shitstorms,' and boycotts be seen as another form of free speech and free expression?
7. Are there only a small handful of instances where minority voices have created negative change? If so, isn't it incredibly minor in comparison to the massive oppression these groups have faced, so shouldn't we treat them with respect as they reach the main stage for the first time?
8. (Your own good question:)

Examples of organisations that fight against unwanted change and for the preservation of values are:

Article 19: Named after Article 19 of the Universal Declaration of Human Rights.

Free Speech Europe

European Centre for Press and Media Freedom (ECPMF)

Fire – Foundation for Individual Rights in Education

European Institute for Gender Equality (EIGE)

European Network Against Racism (ENAR)

The NGO FIRE – FOUNDATION for INDIVIDUAL RIGHTS in EDUCATION is dedicated to sustaining e.g. freedom of speech in educational institutions. FIRE provides legal assistance to students and faculty who are facing disciplinary action as a result of their freedom of expression. FIRE distributes information about individual rights to the public and students, and makes public comments on policies that affect free speech.

[Video about freedom of expression for rappers: https://www.youtube.com/watch?v=1NKyp997moM]

HATE SPEECH

Reflect on the statement below:

IS IT HATE SPEECH IF WE RIDICULE OR CRITICIZE A RELIGION OR A STATE?   No. Hate speech means to attack a person or a group on the basis of who they are, based on their religion, ethnicity, nationality, race, colour, descent, gender or other identity factor. But hate speech can only be directed at concrete individuals or groups of individuals. It does not include communication about states and their offices, symbols or public officials, nor about religious leaders or tenets of faith.

Reflection: What do you think?

	Yes	?	No
Is it hate speech when cartoonists make drawings of founders of religions or gods? (Making pictures of the founder of Islam is forbidden by some (not all) Islamic countries and communities)			

Comment?

Your response is automatically saved in your Learning Diary

ACTIVITY 2.3.5 PROMOTING A CAUSE

This approach is focused on advocating for a specific issue or cause. It could be anything from animal rights to climate change to racial justice. Those who support the cause believe that it is important to raise awareness about it and to work towards systemic change. They may participate in rallies, sign petitions, or engage in civil disobedience to draw attention to their cause.

There are many organizations that promote causes, such as environmentalism, animal rights, and human rights.

Greenpeace (environment)

The World Wildlife Fund (biodiversity)

Amnesty International (conscience prisoners)

The European Council on Refugees and Exiles (ECRE)

The Platform for International Cooperation on Undocumented Migrants (PICUM)

Reflection: what cause are you promoting? is it the cause you chose in module 1, or have you changed your mind?

The cause I am promoting	The same as I chose in Module 1	New choice

Automatically saved in the Learning Diary

LGTBQIA+

In Europe, we live in CIS heteronormative societies. LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer or questioning, Intersex, Asexual and more) is a movement that seeks to promote equality, acceptance, and visibility for the LGBT community. It works to eliminate discrimination, violence, and stigma, and to ensure that LGBT people have the same rights and protection as everyone else. The movement aims to challenge and change laws, policies, and attitudes that deny LGBT people the full range of human rights and civil liberties. It also works to ensure that LGBT people are included in all aspects of society, from education and employment to healthcare and housing.

A well-known example of active citizenship activities in this area is the Pride Festivals.

Here, we bring a small-scale example: an education programme for teachers in Copenhagen, delivered by the NGO "Norm Stormers'.

The course participants gain knowledge about:

- LGBTI+ people, as minority groups, with a focus on living conditions, health, rights and well-being.
- How stereotypical, simplistic and limiting norms and ideals for gender and sexuality can marginalize and discriminate against LGBTI+ children and young people and others who do not fit into the norms.
- How linguistic norms, including representations of gender, body, sexuality and other markers, interact and can act as barriers to relationship work with LGBTI+ children and young people and others who do not fit into the norms.
- Norm-critical and intersectional tools to work inclusively and anti-discriminatorily with LGBTI+ children and young people and others who do not fit into the norms.
- Concrete tools to counteract bullying and discrimination of LGBTI+ people and others who do not fit into the norms

This course has aroused a public debate and concerns, whether children will get the impression that their sex is a social construction (not a biological fact), which might confuse them.

Tick off two options you prefer

Question to you	Your comment
Small children should not be exposed to sexual minority issues	
Teenagers should be knowledgeable about and accept sexual minorities but not be unnecessarily confused about their own sexuality	
Sexual minority people should have a code of conduct that doesn't provoke the majority of cis-heterosexual people	
All people should have a right to love whom they want	
Sexual orientation is not contagious	
Sex is biological (males and females), gender is a construct	

Your response is automatically saved in your Learning Diary

ACTIVITY 2.3.6 WANTING TO MAKE A DIFFERENCE

'Wanting to make a difference' is often associated with political parties and organizations. Other examples include social enterprises (learn more about this in Module 5), cultural organisations and sports clubs.

How would you get success as a young politician? Below, there is a list of suggestions, divided into conventional wisdom and alternative thoughts.

Conventional wisdom		Alternative thoughts
(1) Start Locally: Start with local politics. This is a great way to gain experience and build a political base. Get involved in your community, volunteer for local campaigns, and join a local political party. Learn the ropes of politics and build relationships with other local political figures.		Start nationally or even internationally. An influencer with thousands of followers is not 'local'. Global problems may be more important and inspirational
(2) Networking is key in politics. Build connections through established powerful political figures. This will help you get your foot in the door and gain access to resources you might not have had otherwise.		Build connections through voter support. Your real powerbase lies in voters' support and your personal charisma and intelligence. Don't become a clone of some older politician
(3) Develop a Platform that you believe in and that resonates with the people of your district. Your platform should be focused on issues that are important to your constituents and that you are passionate about.		Your platform should focus on your unique political vision. Constituents will believe that you know what is best for them. They want a visible, strong leader who they like, admire and can identify with
(4) A strong campaign is essential for political success. Focus on reaching out to voters. Make sure you have a well-thought-out strategy and a team of experienced advisors. Additionally, have a plan for fundraising .		Focus on which stakeholders (companies, NGOs, communities, trade unions) have a strategic / economic interest in the success of your politics. Plan your campaign accordingly
(5) Know Your Stuff: Knowing the ins and outs of the political process will give you an edge over your opponents. Be flexible with your stance and understanding of political issues. Adapt new policy that reflects growing and changing research.		Do not budge on your opinions. Your constituents must think that you are clever and strong and that opponents cannot prove you wrong.

Mention three important items of advice to yourself as a coming politician.

1	
2	
3	

Your response is automatically saved in your Learning Diary

Learn about campaigning in Module 4: 'Advocacy and Campaigning'

ACTIVITY 2.3.7 HELPING ALL THE WORLD - PROTECTING LIFE AND THE PLANET

This approach is motivated by a sense of urgency about the state of the planet and the need to address global issues like climate change and biodiversity loss. There is a widespread fear that human activity is driving the planet towards catastrophe, and that radical action is necessary to prevent this. Active citizens may engage in activities like lobbying governments to take stronger action on climate change, participating in protests, and reducing their own carbon footprint. A well-known advocate for protecting the planet is Greta Thunberg who published The Climate Book (2022) with contributions from international experts. In Module 3, you'll delve into the United Nation's Sustainable Development Goals and other actions for protecting life and planet.

Actors:

- Just Stop Oil (activists)
- WWF – the World Wildlife Fund (biodiversity)
- Let Your Garden Free (ecology on individual level),
- Too Good to Go (commercial business about receiving waste from food enterprises and redistributing it)
- Friends of the Earth Europe (climate change, biodiversity loss, pollution)
- Greenpeace Europe
- BirdLife International (conservation of birds and their habitats)
- WWF Europe, a branch of the World Wide Fund for Nature (biodiversity and sustainable development)
- European Renewable Energy Council (EREC), a coalition of European renewable energy industry associations (use of renewable energy sources)
- Climate Action Network Europe (CAN Europe), a coalition of NGOs that aims to prevent dangerous climate change and promote sustainable energy and transport policies.

Reflection: Imagine that you are attending an event you have been looking forward to. Suddenly, in the middle of the performance, some activists interrupt it. It takes an hour before the police have arrived and removed the activists. What are the thoughts and feelings of people in the audience, and what are your thoughts and feelings?

It is rude to disturb us	
Wrong address! Do these activists think that we are not engaged in climate protection?	
It's ok with me. I see it as a necessary sacrifice which I am happy to make	
They are criminals	
I wish I had their courage to be unpopular on behalf of a good cause	

What do you think and feel?

Your answer is transferred to the Learning Diary

LET YOUR GARDEN FREE

'Let your garden free' is an association which gathers garden-owning members on the Internet and helps them become more ecological. You sign up on the Internet. The announcement says:

Do you dream of a garden that is home to butterflies, wild bees and beetles? Then let your garden free with us. Denmark's Nature Conservation Association and [the supermarket] REMA 1000 help you in your goal of making your garden more wild. By registering your garden, you will receive free instructions for rearranging your garden and you will get a nice sticker for the mailbox. At the same time, you can influence your municipality's nature score. Every square meter and natural element in the garden counts when we set the gardens free in Denmark.

What do you think?

	Yes	?	No
It's a manageable concept for making an environmental difference	☐	☐	☐
Making a part of the garden wild also appeals to "lazy' garden owners	☐	☐	☐
You can flash your ecological correctness on your mailbox. Is that ok?	☐	☐	☐
It's an opportunity for you and your family to educate yourself	☐	☐	☐

Comment?

Your response is automatically saved in your Learning Diary

Reflection about cartoons:

Cartoon by Lars Andersen in the Danish newspaper Berlingske 30.3. 2023. Text: BON APPETITE. As one of the first countries in the world, Denmark has now (30.3.2023) exhausted its natural resources for 2023
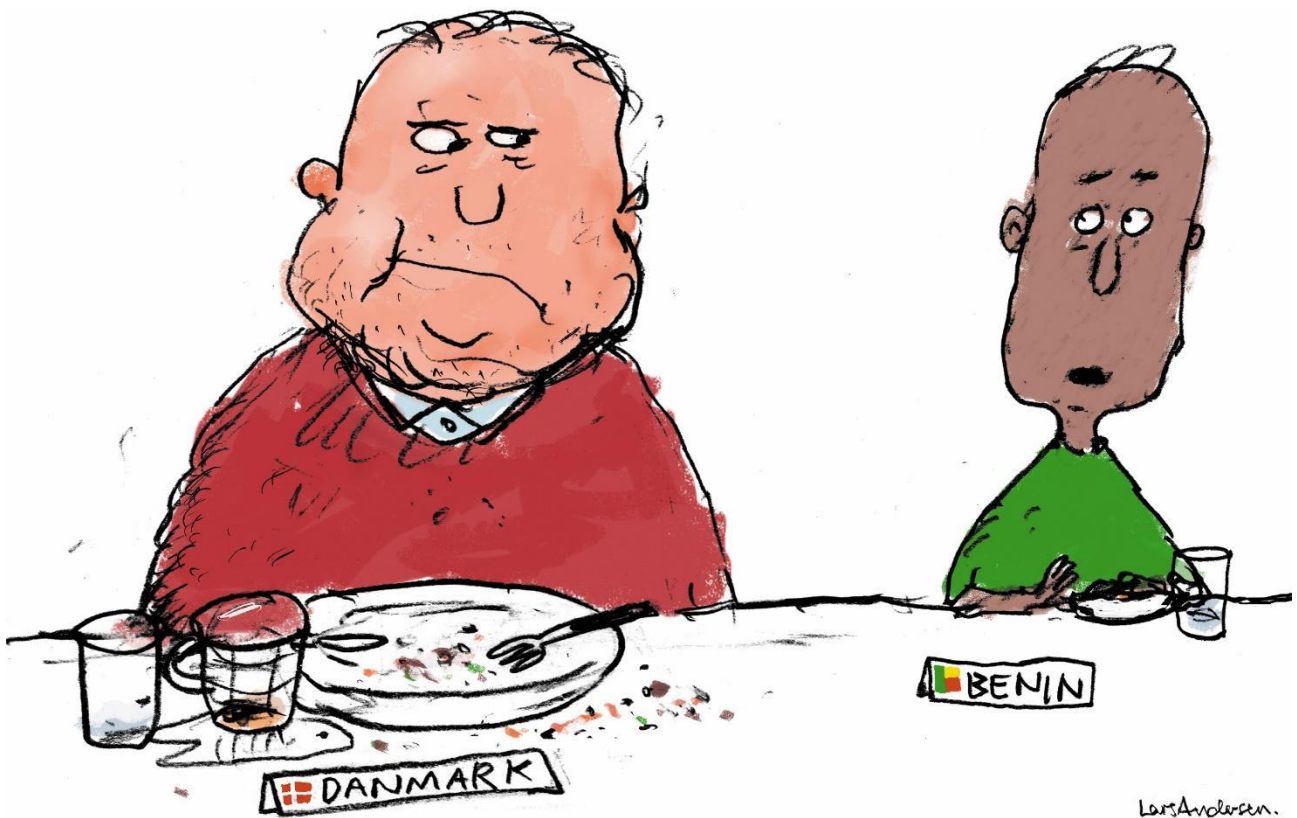
	YES	?	No
Is humour a good way to make political statements?			

Comment

Your response is automatically saved in your Learning Diary

REVISITING YOUR PERSONAL CAUSE

After this Module you may want to make changes to your personal cause in the Learning Diary.

REFERENCES

Boje, Thomas P. (2021), *Civility and participatory democracy.* Edward Elgar Publishing

Casarosa, Frederica and Madalina Moraru (2020), Handbook on Techniques of Judicial Interaction in the Application of the EU Charter FREEDOM OF EXPRESSION AND COUNTERING HATE SPEECH

Gaventa, J.(2006), Power and Citizenship: Towards a Theory of Citizenship. In Isin, E. F., & Turner, B. S. (Eds.), Handbook of Citizenship Studies

Gray, John (2002), Straw Dogs. Thoughts on humans and other animals. Granta Books

Isin, Engin F. (2008), Theorizing acts of citizenship. In Engin F. Isin and Greg M. Nielsen (eds), *Acts of Citizenship.* London: Palgrave Macmillan

Isin, E. and B. Turner (2007). Investigating citizenship: An agenda for citizenship studies. *Citizenship Studies* 11, 5–17. Taylor & Francis

Isin, E. F., & Wood, P. K. (1999), *Citizenship and Identity.* Sage Publications

Lomborg, Bjørn (2023), *Best Things First*. Copenhagen Consensus Center

Mintzberg, Henry (2022), Rebalancing Society. Berrett-Koehler Publishers

Mouffe, C.,(2000), *The Democratic Paradox.* Verso Books

Neveu, C. (2014), Practicing citizenship from the ordinary to the activist. I.E. Isin and P. Nyers (eds), *The Routledge Handbook of Global Citizenship Studies*

NOAH (2022), *Ecofeminism.* Noah's Publishing House

Putnam, R. D. (2000), Bowling Alone: The Collapse and Revival of American Community. Simon & Schuster

Putnam, R.D. (1993), *Making Democracy Work.* Princeton University Press

Thunberg, Greta (2022), *The Climate Book.* Penguin Books

MODULE 3: GLOBAL CITIZENSHIP

Dear participant,

Welcome to Module 3 – Global Citizenship.

After a broad introduction to manifestations of Active Citizenship in the previous module, you are now going to adopt a global perspective. Many challenges, such as climate protection, diversity and migration are not possible to handle for a single country without international cooperation and understanding. Be ready to discover new methods to implement transformation and innovation in a global perspective. Try to adopt a global mindset!

Good luck with your learning.

UNIT 3.1: WHY GLOBAL CITIZENSHIP?

ACTIVITY 3.1.1: THE INTERCONNECTED AND INTERDEPENDENT WORLD

Some would say that John Lennon describes global citizenship in his song "Imagine':

https://www.youtube.com/watch?v=YkgkThdzX-8

Imagine there's no heaven
It's easy if you try
No hell below us
Above us, only sky
Imagine all the people
Living for today

Imagine there's no countries
It isn't hard to do
Nothing to kill or die for
And no religion too
Imagine all the people

Living life in peace

You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will be as one

Imagine no possessions
I wonder if you can
No need for greed or hunger
A brotherhood of man
Imagine all the people
Sharing all the world

What do you think of John Lesson's vision? Pick an option below:

- Naïve
- Sympathetic
- Ridiculous
- A guiding star
- None of the above

Being a global citizen does not mean that you have to give up the other citizenship you already have, e.g. your country citizenship, your allegiance to your local community, religious or ethnic group. Being a global citizen just means that you have *another layer of identity* added to who you are: your role on the planet as a whole.

Let's first look at arguments for adopting a global perspective. Read through all 15 arguments that the world has become increasingly interconnected and interdependent due to advances in technology, communication, trade, and travel.

Pick the 5 most important for your personal cause:

1. It is necessary to pool resources, expertise, and knowledge to address these complex issues collectively. Climate change, pandemics, terrorism, poverty, and human rights violations transcend national borders. These problems cannot be effectively tackled by any single country or entity alone
2. Natural resources, including water, energy, and biodiversity, often cross national boundaries. Mismanagement or exploitation of these resources in one country can impact the well-being and stability of other countries
3. Countries rely on each other for trade, investment, and production. Economic crises in one country can quickly spread to others. Cooperative economic policies can help stabilize the global economy and promote growth
4. Criminal networks and terrorist organizations operate across borders. To effectively combat these threats, countries must collaborate on intelligence-sharing, law enforcement, and coordinated actions.
5. Advances in technology have enabled instant communication and the rapid exchange of information and ideas. Global cooperation is necessary to harness these technological advances for the greater good while mitigating potential risks.
6. Conflicts, persecution, and environmental disasters can force people to flee their homes and seek safety in other countries. Providing assistance and protection to refugees and asylum seekers is a humanitarian

imperative, and international cooperation is essential to address the root causes and manage refugee flows effectively.

7. Migration allows people to move to countries where their skills are in demand, addressing labour shortages and contributing to the economic growth of host countries. It also provides opportunities for individuals to escape poverty and seek better livelihoods.

8. Managing migration effectively requires international cooperation to address issues such as border control, human trafficking, and the integration of migrants into host communities. Collaborative efforts can ensure that occurs safely, legally, and with respect for human rights and a country's capacity for integration.

9. Due to the growing contemporary influx of people from various remote cultural backgrounds, often with traditions and values different from those of the incumbent population, Europe today represents and integrates the whole world.

10. Many countries have significant diaspora communities living abroad. These communities often maintain strong ties to their home countries and can play a vital role in promoting trade, investment, and cultural exchange between their host and home nations.

11. Migrants often send remittances back to their families in their home countries, providing an important source of financial support. These remittances can contribute significantly to the economies of the recipient nations.

12. Global co-operation facilitates the exchange of ideas, knowledge, and cultural practices between countries, enriching societies and fostering mutual understanding.

13. Moral and ethical Imperative: There is a moral and ethical responsibility to help those in need and promote human rights worldwide. Global cooperation is a means to fulfil this responsibility and create a more just and equitable world.

14. Conflicts between nations can have severe consequences for regional and global stability. International cooperation, through diplomacy and peacekeeping efforts, is crucial for conflict resolution and maintaining peace.

15. Scientific collaboration: Scientific research often requires collaboration between researchers from different countries to address complex challenges, share data, and make scientific breakthroughs.

Your answer is automatically saved in the Learning Diary

ACTIVITY 3.1.2: THE UNITED NATIONS' 17 SUSTAINABLE DEVELOPMENT GOALS

To foster global cooperation, several mechanisms and institutions have been established, including the United Nations (UN), World Trade Organization (WTO), World Health Organization (WHO), and various international treaties and agreements. Diplomacy, multilateral negotiations, and summits are also vital tools for encouraging collaboration among nations.

The United Nations has adopted the Global Compact for Safe, Orderly, and Regular Migration, which aims to provide a cooperative framework for managing migration and maximizing its benefits while minimizing its challenges.

A suitable reference framework for global citizenship is the United Nations' 17 Sustainability Development Goals, specifically SDG 4: 'Ensure inclusive and equitable quality education and promote lifelong learning for all'. SDG4 includes global citizenship as one of its targets, specifically 4.7: 'By 2030, the international community has agreed to ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including global citizenship […]'

So, Active Citizens could work for promoting sustainable development, as unfolded in the 17 SDGs. Please watch the video:

https://www.youtube.com/watch?v=wXASRXbjR08

Here is a list of the goals:

1. No poverty
2. Zero hunger
3. Good health and well-being
4. Quality education

5. Gender equality
6. Clean water and sanitation
7. Affordable and clean energy
8. Decent work and economic growth
9. Industry, innovation and infrastructure
10. Reduced inequalities
11. Sustainable cities and communities
12. Responsible consumption and production
13. Climate action
14. Life below water
15. Life on land
16. Peace, justice and strong institutions
17. Partnerships for the goals

The Agenda's development goals can be said to be THE WORLD'S TO DO LIST. The UN follows up with SDG reports every year, and progress is being made. There is an ongoing discussion whether UN promis

The Agenda's development goals can be said to be THE WORLD'S TO DO LIST. The UN follows up with SDG reports every year, and progress is being made. There is an ongoing discussion whether UN promises more than the world can live up to, and about what to prioritize. Active Citizens need to help.

Reflection: Should the 17 SDGs be incorporated in the strategies and curriculum of universities? Tick off the arguments you agree with:

- Yes, because: Universities could contribute to creating a generation that is aware of and committed to addressing global challenges. Aligning with the SDGs can make education more relevant to real-world issues. The SDGs offer a framework for innovation and international co-operation
- No, because: Universities must ensure that academic freedom, diversity of thoughts, different perspectives and critical thinking are not compromised
- The two intentions about relevance and academic freedom are not irreconcilable

Your answer is automatically saved in the Learning Diary

ACTIVITY 3.1.3: YOUNG PEOPLE'S IMPATIENCE

The future belongs to young people, but due to their young age not yet being in influential governmental and political positions, some have expressed impatience, feeling that the older generations are far from doing enough. More action without delay is wanted. The UN helps young people follow up on the goals, in 2023 through the event The Big Brainstorm, where many thousands of young people participate in imagining solutions. An influential young global citizen working with the Big Brainstorm is Peruvian Inés

Yába (picture) who leads the UN Foundation Next Generation Fellows program. Another famous global citizen is the climate activist Swedish Greta Thunberg.

Reflection: Are you also impatient?

- There is an urgency for doing more than we are doing now in order to save life and the planet. This includes change of life style, new habits and sacrifices YES. Unsure. NO
- Overall, in spite of competing agendas and different interests, the world is moving in the right direction and problems are identified and will be dealt with in due time. Yes. Unsure. No
- Your own comment:

Active Citizenship is a way to become influential globally. Browse some international network's websites to get to know who the young leaders are and decide if you want to be one of them.

OECD Youthwise https://www.oecd.org/about/civil-society/youth/youthwise/

Young Global Leaders ® Community https://www.younggloballeaders.org/

Young World Peace Ambassadors https://www.oneyoungworld.com/one-young-world-peace-ambassadors

Global Peace Movement https://www.visionofhumanity.org/three-ways-to-spread-positive-peace/

National Geographic Explorers / Global Changemakers https://www.nationalgeographic.org/society/our-explorers/

In the Video "Youth Speak Global' you can hear approximately 30 boys and girls from all over the world asking other young people to speak up about:

- Climate action
- Accessible and experiential education
- Companies' responsibility for sustainability

https://youtu.be/7h43WCAVXdY

Reflection: How do you assess such a video?

- It is a powerful symbolic manifestation of young people's impatience and dedication on a global scale
- It is an invitation for other young people to join
- I am not impressed
- Your own comment:

Further to the Youth Leaders' network, you can work as a global citizen by joining international organizations such as Red Cross, Amnesty International, Greenpeace, World Wildlife Fund, Human Rights Watch.

ACTIVITY 3.1.4: OTHER IMAGES OF THE FUTURE

Arundhati Roy, April 2020 (in the picture; famous for her novel The God of Small Things, 1997) has this statement about the future, using the covid-pandemic as a new start:

'How many times have you found yourself afraid of the future, of what awaits you and of what will be? Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next. We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it'.

What does Arundhati Roy mean?

She may be comparing the COVID pandemic with e.g. the Black Death (the 'plague' or 'pestilence'), 14th century in Western Eurasia and North Africa, which wiped out around 30-60% of Europe's population. The impact was labour shortages, followed by social upheaval, changes in power dynamics and new artistic expressions. It led to the flourishing period of the Renaissance.

Do you think that COVID can have a similar effect?

Reflection:

	Yes	?	No
The pandemic is an occasion to wipe out the evils of life in our time			
Life before the pandemic is characterised by prejudice, hatred, greed, pollution, data-based surveillance and other hopeless ideas			
We can have a fresh start and a new life if we want			
We will learn from our mistakes and adapt, but life will continue as before and not change radically			
Other:			

Your answer is automatically saved in the Learning Diary

ACTIVITY 3.1.5: FROM SUSTAINABILITY TO REGENERATION
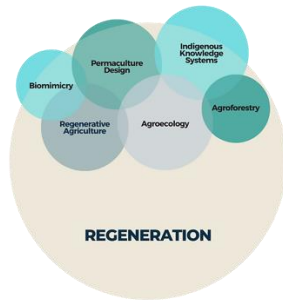
As mentioned, the UN promotes sustainability, but perhaps it is not enough. Sustainability is an important bridge we have not yet crossed, globally. We also need to heal the damage done and build capacity for regeneration.

'A regenerative culture will have to facilitate the healthy personal development of a human being from ego-centric, to socio-centric, to species-centric, to bio-centric, and cosmos-centric perspectives of self. This means paying attention to how our culture and education system shape our worldview and value system'.
Daniel Christian Wahl

Reflection: What do you think?

Is regeneration the next level of sustainability, or do you envisage it as fundamentally different? If you think it is fundamentally different, please let us have your explanation below in your reflections:

	Yes	?	No
Deep down, 'sustainability' means ensuring that something can continue for years. However, it is not desirable that we just continue and maintain and keep the level we have now; we need to repair damage we have done			
'Sustainability' does not necessarily imply a critical view of the way we live.			
Now, we practise "man over nature"; it should be the other way round			
'Regeneration' means that something has gone awry and needs to be redesigned and recovered (e.g. life conditions for animals, people and nature)			
With regeneration we can hand over a world to the next generation which will be in a better condition than the one we inherited			
What are your thoughts?			

Your answer is automatically saved in the Learning Diary

How can we step up from sustainability to regeneration?

	Yes	?	No
I can identify my bad habits and change them			
I can buy fewer new clothes			
I can have my old electronic devices (TV, phone etc.) repaired instead of buying new ones			
I can eat less meat			
Travelling in Europe, I can go by train			
I can help other people more			
I can make sacrifices for the sake of a better and healthier life			
I can spend more quality time with my dear ones			
I can advocate for human rights			

Other:				

Your answer is automatically saved in the Learning Diary

REGENERATIVE DESIGN

Watch Daniel Wahl's video on Regenerative design below and see if your answers are in agreement with him

https://youtu.be/SpcDcmOiLZ0

Reflection:

- My answers are in agreement with Daniel Wahl
- There are important differences
- Personal comment?

UNIT 3.2: HUMAN RIGHTS

Just like the UN SDGs, the International Human Rights, adopted by the UN, can serve as a framework for global Active Citizenship.

ACTIVITY 3.2.1: WHICH RIGHTS ARE HUMAN RIGHTS?

There are six families:

1. Security rights that protect people against murder, torture, and genocide;
2. Due process rights that protect people against arbitrary and excessively harsh punishments and require fair and public trials for those accused of crimes;
3. Liberty rights that protect people's fundamental freedoms in areas such as belief, expression, association, and movement;
4. Political rights that protect people's liberty to participate in politics by assembling, protesting, voting, and serving in public office;
5. Equality rights that guarantee equal citizenship, equality before the law, and freedom from discrimination;
6. Social rights that require that governments guarantee all the availability of work, education, health services, and an adequate standard of living.

A seventh category, minority and group rights, has been created by subsequent treaties. These rights protect women, racial and ethnic minorities, indigenous peoples, children, migrant workers, and people with disabilities.

A history of human rights in a nutshell

The civil and political rights are familiar from historic bills of rights such as the French Declaration of the Rights of Man and the Citizen (1789) and the U.S. Bill of Rights (1791, with subsequent amendments). Contemporary sources include the first 21 Articles of the Universal Declaration, and treaties such as the European Convention, the International Covenant on Civil and Political Rights, the American Convention on Human Rights, and the African Charter on Human and People's Rights.

Looking at the history of mankind, animals and nature, there has not only been a development towards the better. In old times, people communed with nature. Today, since the emergence of industrialism, we are exhausting and damaging nature resources, maybe irremediably. There have been American and French revolutions, but there is still social injustice and powerlessness. Over the world, dynasties of ruling classes stay in power for generations, suppressing and exploiting others.

Reflection: What do you think, does this situation call for a radical restoration of natural human rights?

	Agree	?	No
People in the world are still not equal			
Natural migration where people can move away from impossible life conditions is being stopped by protectionist national borders			
Millions of people are not in a condition where they can participate in political life and improve their own conditions			
Citizenship is always bound to a certain country, but you may be working in another country without having the right as a citizen there			
Inborn privileges still exist			

There is no equal access to health care, medicine			
Some indigenous people are forced to move away due to industrial exploitation of the environment they live in			
Slavery has been abandoned, but racism still exists			

Comment:

Your answer is automatically saved in the Learning Diary

ACTIVITY 3.2.2: BROKEN HUMAN RIGHTS

The video "Human Rights 2022' gives a global account on: Women's civil liberties; Electoral democracies versus autocracies; Emigrants from Afghanistan – where did they go; Countries where the constitution states that married women have to obey their husbands; Marital rape; Genital mutilation; Equal rights protection; Equal access to power; Equal resource distribution; Freedom of association; Physical integrity rights; Press freedom; private civil liberties

https://youtu.be/DJ3OuQQuD0Y

Reflection: After having watched the video, look below at a list of issues with respecting human rights. Regarding each issue, first think whether your own country has nothing (100%) to reproach itself, and then of countries where you are sure the problem exists:

1. Right to Life: Extrajudicial killings, summary executions, and state-sanctioned violence continue to occur in some countries. Armed conflicts and acts of terrorism also contribute to the loss of innocent lives.
2. Freedom of Expression: Many countries restrict freedom of speech, press, and access to information. Journalists, activists, and individuals who express dissenting opinions may face censorship, harassment, or even imprisonment.
3. Torture and Inhumane Treatment: Torture and ill-treatment persist in various regions, including in prisons, detention centres, and conflict zones.
4. Discrimination and Marginalization: Minority groups, including ethnic, religious, and LGBTQ+ communities, often face discrimination, persecution, and exclusion from basic rights and services.
5. Forced Labour and Slavery: Modern-day slavery, forced labour, and human trafficking remain major concerns in different parts of the world.
6. Right to Privacy: Mass surveillance and data privacy violations are reported in several countries, where governments or private entities collect and misuse individuals' personal information.
7. Freedom of Religion: Religious minorities, including non-religious people, may face discrimination, violence, and persecution based on their beliefs.
8. Rights of Women and Girls: Gender-based violence, forced marriage, and unequal access to education and healthcare are persistent problems.
9. Right to Asylum: Asylum seekers and refugees often experience inadequate protection, mistreatment, and lack of access to basic necessities in host countries.
10. Right to Education: Many children are deprived of access to education due to conflict, poverty, discrimination, or other factors.
11. Rights of Indigenous Peoples: Indigenous communities face land dispossession, cultural suppression, and human rights abuses in various regions.

ACTIVITY 3.2.3: THE ISSUE OF ETHNOCENTRISM

Human rights are based on moral beliefs that may be culturally relative. They prescribe universal standards in areas such as security, law enforcement, equality, political participation, and education. The peoples and countries of planet Earth are, however, enormously varied in their practices, traditions, religions, and levels of economic and political development. The question is whether international human rights are not universal, not sufficiently accommodate the diversity of Earth's peoples. We should not be ethnocentric, only representing the values and thinking of a European / Western culture. Can we think of some human rights that maybe apply to your country, but not necessarily to all other countries? Let us take part in the ongoing debate and cultural relativism in the interpretation and implementation of the human rights. Here are some human rights that have been criticized as ethnocentric:

- Freedom of Expression: In some cultures, limitations on freedom of expression are considered necessary to maintain social harmony and avoid offensive or harmful speech. Critics argue that the emphasis on individual expression in Western concepts of human rights may disregard cultural values and lead to the imposition of Western ideals.
- LGBTQ+ Rights: The recognition and protection of LGBTQ+ rights, such as same-sex marriage or protection against discrimination, have faced opposition in societies where homosexuality is stigmatized or considered against cultural or religious norms. Critics argue that these rights prioritize Western values over cultural or religious beliefs.
- Women's Rights: Some aspects of women's rights, such as gender equality, reproductive rights, or freedom of dress, may be seen as ethnocentric in societies where traditional gender roles and cultural norms differ significantly from Western perspectives. Critics argue that these rights disregard cultural diversity and impose Western feminist ideals.
- Individual Autonomy: The concept of individual autonomy, which underlies various human rights, may be viewed as ethnocentric in societies that prioritize communal or collective values over individual rights. Critics argue that the emphasis on individualism can undermine social cohesion and neglect the importance of community well-being.
- Capital Punishment: The use of capital punishment is considered a violation of the right to life by many human rights organizations. However, in societies where it is culturally accepted and viewed as a just punishment for serious crimes, the abolitionist stance may be perceived as imposing Western values.

What do you think?

	Agree	?	No
It is up to a country's government to decide whether girls and women can go to school			
Democracy is not always the best solution for a country			
Physical punishment may be a suitable tool, also as prevention			
Torture may be necessary, e.g. to get information from terrorists			
Freedom of speech may in some countries create too much disharmony and disorder			
A death sentence may be an appropriate reaction			
Some countries are not ready for officially accepting LGTB-rights			
Other:			

UNIT 3.3: GLOBAL ACTION - DIVERSITY

ACTIVITY 3.1: DIVERSITY AND IDENTITY

Through historic and contemporary migration the world has come to Europe, and this calls for managing diversity. Diversity is a concept referring to differences in the values, attitudes, cultural perspectives, beliefs, ethnic background, sexual orientation, gender identity, skills, knowledge and life experiences of each individual in any group of people.

The right to cultural identity is recognized as a human right. The right to other people's respect for cultural identity means that anyone, individually or in union with others, will be able to freely choose their cultural identity in its various aspects, language, religion, artistic heritage, traditions, etc.

Anyone can have one or more cultural identities and can freely decide whether or not to identify with one or more cultural communities.

While cultural identity is often equated to ethnic identity, the latter has a narrower meaning. Indeed, it refers to a story or an origin symbolized by a common heritage. However, these narratives might cover only a fragment of the culture of a group.

The problem of ethnic identity only arises when the ethnic group comes into conflict with other groups and the corresponding cultural systems confront each other.

The collective consciousness of the ethnic group is founded on objective data such as a common language, religion or even a territory, institutions or common cultural traits even if some of these data may be missing. Reducing cultural identity to ethnic identity would in fact lead to the annihilation of the real identity of the individual. Source European Commission (1998)

Reflection: What does it mean that cultural identity should not be equalized with / or reduced to ethnic identity?

- Migrants without citizenship in the country they are living and working in may identify with the values of their new country's culture. Yes. Unsure.NO
- An individual's cultural identity can be a mixture of several cultures Yes.Unsure.NO.
- A cosmopolite has an ethnic origin but feels at home in several cultures Yes. Unsure.No
- Individuals who only feel comfortable with their ethnic fellow citizens are narrow-minded. Yes. Unsure. No
- A specific ethnic culture doesn't exist (perhaps with the exception of isolated indigenous people). All ethnic populations are influenced by cultures outside their territory and by foreigners living in their country Yes. Unsure.No

Your answer is automatically saved in the Learning Diary

3.3.2: GENDER EQUALITY

In a global perspective, there is still a problem with the status, the roles and the rights of women. In Europe, there is equal access to education, work and power, but due to patriarchal culture and tradition women, on average, still earn less than men, and there can still be a glass ceiling which makes it difficult to make a career. Furthermore, due to violent male behaviour, women still need protection and have to take their precautions, also in Europe. In some countries, where men are not accustomed to seeing women walking alone, women can be in severe danger if they travel freely. There are regions where women are

'captivated' by their husbands. They have to obey him, he is allowed to punish them physically. Women cannot get a divorce without their husband's acceptance (conversely, he can have divorce just by claiming it). Women (and boys) who don't adapt to the family's wishes may tarnish the family's social reputation and risk being killed ('honour killing').

Watch this video which depicts the gender equality problem in an international perspective and also includes equality of disabled and LGTBQA+ people.

https://youtu.be/ilFvvFR_wAU

If you have time, also watch this video which gives an account on the recent history of woman inequality, what we still need to achieve in the European context and what is politically being done.

https://youtu.be/HvUqglGfD9Y

Reflection: Tick off the options you agree with

- Considering that Europe is in an advanced stage of equality between men and women, shouldn't Europeans be patient with developing countries and not put pressure on them to adopt our advanced goals and standards and instead concentrate on fundamental rights? (Yes. Unsure. No)
- In some countries (for instance in West Africa) there are many women who have demonstrated business acumen and strong independence. Should support to such women have priority in European investments? (Yes. Unsure. No)
- Is education the key to further development globally? Meaning: if people are educated, equality will eventually follow? (Yes. Unsure. No)
- Europeans may not be able to help women in remote, patriarchal regions as much as we would like. But governments and active citizens can and should protect challenged migrant women living in our European countries, making sure that their human rights are being respected on the same level as the ethnic population (Yes. Unsure. No)
- Parallel societies where migrants have their own laws are not an option (Yes. Unsure. No)
- Your comment:

ACTIVITY 3.3.3: RAPE AS A WEAPON OF WAR

Perhaps it is also a case of inequality that the female body has been used in recent conflicts, and certainly since the war in ex-Yugoslavia, as a weapon of war. The systematic rape of women and forced pregnancies have been cynically used tools to carry out plans for ethnic cleansing and to sap the sense of identity of male individuals in the opposing group.

Yazidi women have been kidnapped, used as sex slaves to remunerate the fighters, and sold on the global sex market. ISIS/Daesh has made their bodies a sort of war booty to be used also as a source of financing. Boko Haram in Nigeria has probably sold many girls kidnapped in villages and schools in the same way.

Following the advocacy carried out by women's organizations after the atrocities committed in Bosnia, in the Rome Statute of the International Criminal Court, adopted in 1998, rape, slavery, sexual intercourse, forced prostitution, forced pregnancy, forced sterilization and other forms of violence of comparable severity were characterized as crimes against humanity. It should also be remembered that victims of sexual violence are often affected by a stigma that prevents them from feeling worthy of being part of their

community again. These are disruptive processes whose consequences last a long time, even after the end of hostilities.

Reflection:

- This is not about gender inequality: In general, we can say that at war, males get killed or wounded and women get raped. (there are also cases where male soldiers also get raped and where female soldiers get wounded and killed). It is an integral part of aggression, many soldiers see rape as a reward in return for risking one's life in combat. It is cruel, wars should not exist, no-one should be raped, but this is how it is.
- Rape of women may also be a weapon for ethnic cleansing
- If women were in power, there would be fewer wars

ACTIVITY 3.3.4: LTGBA+

The acronym refers to lesbian, gay, bisexual, transgender, queer people, asexuals and, more generally, to all those people who do not feel fully represented under the label of heterosexual woman or man, while LGBTQA+ families (or 'rainbow') are those in which at least one parent identifies as such.

Watch this video where non-heterosexual people voice how they feel and how they have come to terms with their situation.

https://youtu.be/wxHHstcyP4I

As for LGTBQA+ people, there are still issues with respecting their human rights.

Reflection: Why is there resistance to embracing LGTBQA+ people's human rights?

- Many straight heterosexuals just can't understand and even less identify with other forms of sexual attraction; therefore they feel uncomfortable when they are exposed to it. Yes. Unsure. No.
- Some parents are afraid that their vulnerable children can be "infected' by other sexual attractions and want to protect them against a social hardship Yes. Unsure. No
- Some feel that male and female values are being watered down and perhaps also threatened by LGTBQA+ . Yes. Unsure. No
- Religions have embedded heterosexuality and condemn deviations. This makes it even more difficult for believers to embrace LGTBQA+ human rights. Yes. Unsure. No
- What is your explanation?

Your answer is automatically saved in the Learning Diary

ACTIVITY 3.5: GENDER DYSPHORIA AND OTHER COMPLICATED ISSUES

A burning issue in many countries now is about how to manage gender dysphoria. This term is used to describe the distress or discomfort a person may experience when their gender identity differs from the sex they were assigned at birth. Gender dysphoria is not a mental disorder; it is recognized as a medical condition by various international medical and psychological organizations. The experiences and feelings associated with gender dysphoria can vary from person to person, and its intensity can also differ.

People experiencing gender dysphoria may choose to undergo gender-affirming treatments, such as hormone therapy or gender-affirming surgeries, to align their physical appearance with their gender identity.

The ongoing debate is not so much about gender dysphoria itself, which is acknowledged broadly, but whether very young people (as early as from the age of 16) should have the right to undergo gender-affirming treatment and surgery. In the public debate strong opinions have been expressed about gender dysphoric people's right to use men's or women's toilets and locker rooms. Some "queer' people neither identify with the female nor the male sex and want a newly constructed pronoun to be introduced.

Please reflect: Imagine you are a member of an NGO working for human rights. A young teenager wants your support for undergoing gender-affirming surgery as soon as possible. Her parents and teachers are sceptical; clearly, she has some social and personal problems, but these are not necessarily connected with her gender identity. What is your advice? Tick off the preferred option:

- I tell her she should wait until she is 18; then no-one can stop her
- I interview her and her parents separately and find out what it is all about
- I invite a specialist from our network in a scrutiny of the case
- I am her "advocate' and support her; I do as she (he) wants; I also use the pronoun she prefers

Your answer is automatically saved in the Learning Diary

Another burning issue is companies' public relations with regard to LGTBQA+. Some have waved the rainbow flag and now regret it due to pressure from important international shareholders.

What is your advice to such a company? Tick off the preferred option

- The company should know why they support the rainbow movement: Is it a signal to their diverse group of employees that all are welcome and respected. Or is it about looking good in the eyes of the customers and boosting sales?
- If an investor threatens to leave, then another is sure to come; the company is on the right side of history
- The company should make a cost-benefit analysis
- Retreating from the first strategy is a sign of weakness and untrustworthiness
- The company should distinguish between homosexuals (lesbian and gay) and on the other hand 'queer', the latter being a very small minority which shouldn't attract much attention and irritate the vast majority of people

Your answer is automatically saved in the Learning Diary

A third issue is governmental relations to countries which suppress LGTBQA+ people.

What is your advice here?

- The government should request approval of LGTBQA+ rights in return for investments
- The government should put the LGTBQA+ issue aside and engage in trade and other relations with such countries, expecting that the situation will improve eventually
- The NGOs in such countries should be careful and not be too visible and provoke. As a Latin proverb says: Bene vixit qui bene latuit ("he lives well who is well hidden'). In some tradition-bound countries, groups other than heterosexuals are already tolerated. This could be the first step
- In our age of social media and global communication, the right strategy is to be visible and insist, until the taboo is demystified
- What do you think?

Your answer is automatically saved in the Learning Diary

ACTIVITY 3.3.6: CHILDREN'S RIGHTS

Participation, in political and cultural life, is a fundamental human right recognised in a number of international human rights treaties, starting with Universal Declaration of Human Rights, which provides for the right to participate in government and free elections, the right to participate in the cultural life of the community, the right to peaceful assembly and association, and the right to join trade unions.

Participation is a condition for effective democratic citizenship for all people.

Participation is one of the guiding principles of the Convention on the Rights of the Child. This treaty says that children (all people below the age of eighteen years) have the right to have their voice heard when adults are making decisions that affect them, and their views should be given due weight in accordance with the child's age and maturity.

They have the right to express themselves freely and to receive and share information. The Convention recognises the potential of children to influence decision-making relevant to them, to share views and, thus, to participate as citizens and actors of change.

Reflection: Which organizations defend children's rights? There are several organizations in European countries that are dedicated to defending children's rights and promoting their well-being.

Here are some notable examples:

Save the Children: Save the Children is an international organization with branches and programmes in various European countries

UNICEF (United Nations Children's Fund): UNICEF is a United Nations agency that advocates for the rights of children worldwide.

Child Rights International Network (CRIN): CRIN is an international network that promotes children's rights and advocates for their enforcement and protection.

ECPAT (End Child Prostitution, Child Pornography and Trafficking of Children for Sexual Purposes): ECPAT is a network of organizations dedicated to combating the sexual exploitation of children.

Eurochild: A European network of organizations and individuals committed to promoting the rights and well-being of children.

Terre des Hommes: Terre des Hommes is an international federation of organizations working for the rights of children.

Reflection: Can you mention the name of an organization in your country which defends children's rights?

Your answer is automatically saved in the Learning Diary

ACTIVITY 3.3.7: CIVIL HUB AGAINST ORGANIZED CRIME

In some areas, young children are at risk of being recruited to gangs and being forced into a criminal life.

Video:

https://youtu.be/OhUfSJGcTfw

Reflection: Tick off relevant options. What do you think?

- Organized crime emerges for a reason and when it is the better alternative
- Organized crime, when established, survives through dominating communities and recruiting new members; it becomes an enemy to healthy and legal life
- To stop organized crime, you must both destroy its business model and provide strong alternatives for potential members of the criminal organisation
- Mobilizing people in the community is necessary to uproot crime locally; here active citizens can make a difference
- Your own thoughts:

Your answer is automatically saved in the Learning Diary

ACTIVITY 3.3.8: PEOPLE AND DISABILITY

Individuals' physical or cognitive impairments make it a challenge for them to get a life like everybody else.

Disability is often considered a social construction because it is not solely determined by an individual's physical or cognitive impairments but is largely shaped by societal norms, attitudes, and systems. Stigmatization and discrimination associated with disability, negative stereotypes, biases, and prejudices against individuals with disabilities can lead to exclusion and limited opportunities.

Society has a role in accommodating and enabling individuals with disabilities. Today, there is a growing recognition of the importance of inclusion and accessibility.

In a global perspective, the problem with disability is not so much the social construction of disability, but the harsh reality of being disabled in the struggle for survival of the fittest. In some countries disabled people are relegated to begging as their only possible (and approved) source of income. There are even examples of people who damage themselves or their children so they become visibly disabled and are able to beg. (Conversely, in highly developed countries begging is forbidden, because it shouldn't be necessary to beg in a welfare state).

Watch the video about a new attitude to disabled people.

https://youtu.be/n5tE_DfLnEQ

Watching this aesthetic video about artistic inclusion of disabled people should be put in contrast to the fact that most disabled people in the world are in a miserable situation and vulnerable personal condition.

In your country, there are multiple organisations that protect the rights of disabled people, some of which have international partners and are involved in international projects.

Reflection: Tick off the statements you agree with

- In my country, more needs to be done to include people with disabilities and make use of their competencies
- I personally help people with disabilities become included
- I see the person, not the disability
- In a global perspective, it may not be 'worthwhile' or a sustainable solution if Europe helps the most vulnerable people and thus take this burden away from their own government, who should not forget about them. Aren't we just doing charity and not creating change?

Your answer is automatically saved in the Learning Diary

ACTIVITY 3.3.9: APPEARANCE-BASED DISCRIMINATION

Research has consistently demonstrated that weight bias and weight stigma are exceedingly prevalent in European societies and internationally, which harms people with obesity. But until recently, there has not been a comprehensive literature on the financial and non-financial costs of discrimination based on physical appearance.

A new real form of discrimination and bullying (or cyberbullying, if done on social media), is body shaming, which means "making one 's body ashamed' since its objective is to cause damage to a person unable to defend themselves.

In essence, it is the act of mocking or discriminating against a person for their physical appearance, for how they have decided to show it, or for their physical condition.

The problem is global, because movies, television and the Internet disseminates an "ideal' appearance with role models that are known in the whole world.

This video is about "body-positivity':
https://www.youtube.com/watch?v=HrD28DPc7z0

Reflection: What can Active Citizens do to make people embrace a broader concept of beauty?

- Advocate for using diverse people on TV, in films, in magazines, in advertisements
- Prevent bullying through teaching group dynamics and demonstrate how bullying emerges
- Forbid or spam dating sites for 'beautiful people' only
- Respect, but not glorify obesity, and still promote healthy living
- Your own suggestion:

Your answer is automatically saved in the Learning Diary

UNIT 3.4: MIGRATION

ACTIVITY 3.4.1: THE RIGHT TO FREEDOM OF MOVEMENT

The freedom to travel across borders has always been essential for our development and survival throughout human history. In the past, geographical and technological limitations determined how we could move around and to where. The right to freedom of movement includes the right to move freely within a country for those who are lawfully within the country, the right to leave any country and the right to enter a country of which you are a citizen. The right may be restricted in certain circumstances.

According to the Global Passport Power Rank 2022, we saw that European nations continue to benefit from EU membership and a global network of bilateral visa-free agreements. But some passport holders didn't fare as well. Often, wealthy, more stable countries are hesitant to open their borders to countries that could pose security or terrorism threats. They may also be concerned about travellers overstaying their visas in search of safety, opportunity, and a higher quality of life. The weakest passports on this year's global ranking–Afghanistan, Syria and Iraq–struggle with poor economic growth, ongoing conflict, terrorist attacks, state legitimacy, and more. As a result, passport holders from these countries require visas to access about 80% of the world. Source https://www.passportindex.org/byRank.php

Reflection: What degree of freedom of movement does your passport guarantee you?

- I can move freely within the country where I live
- I can leave the country where I live and return to it
- I can go anywhere in the world (perhaps needing a visa for some destinations)
- My movement is restricted

Your answer is automatically saved in the Learning Diary

ACTIVITY 3.4.2: THE CAUSES OF MIGRATION

The vast majority of people continue to live in the countries in which they were born —only one in 30 are migrants.

In most discussions on migration, the starting point is usually numbers.

The current global estimate is that there were around 281 million international migrants in the world in 2020, which equals 3.6 per cent of the global population.

Overall, the estimated number of international migrants has increased over the past five decades. The estimated 281 million people living in a country other than their countries of birth in 2020 was 128 million more than in 1990 and over three times the estimated number in 1970.

Push and pull factors

People migrate for many reasons, ranging from security, demography and human rights to poverty and climate change. Push factors are the reasons people leave a country. Pull factors are the reason they move to a particular country.

SOCIO-POLITICAL. Persecution because of one's ethnicity, religion, race, politics or culture can push people to leave their country. The pull factor is safety. 295,800 asylum seekers were granted protection status in the EU in 2019.

DEMOGRAPHIC AND ECONOMIC. Demographic and economic migration is related to labour standards, unemployment and the overall health of a country's' economy. Pull factors include higher wages, better employment opportunities, a higher standard of living and educational opportunities. According to ILO (the international labour organisation) in 2027, 164 million people migrated with a view to being employed.

ENVIRONMENTAL People flee natural disasters, such as floods, hurricanes and earthquakes. Climate change is expected to exacerbate extreme weather events, meaning more people could be on the move. Estimates vary from 25 million to 1 billion by 2050.

Watch a video about the Balkan route:

https://youtu.be/8Uu2mQSmZGI

Reflections: Tick off the options you agree with

- A great migration can be prevented: The business models of people smugglers (human traffickers) can be destroyed. It's a question of paying the local authorities enough. YES. UNSURE. NO
- A country should agree to receive persecuted people according to UN agreements
- A country should reject migrants in cases where integration seems impossible due to vast cultural differences
- A country should receive all demographic and economic migrants they want, but not be overflooded
- A country should receive all the demographic and economic migrants they can integrate
- It is fair and practical that demographic and economic migrants who have come to a European country are sent to a non-European (African) country from where they can apply for citizenship
- Environmental migration should be prevented through targeted climate and environmental action
- Your own thought:

Your answer is automatically saved in the Learning Diary

ACTIVITY 3.4.3: FUTURE MIGRATION - MEDITERRANEAN COUNTRIES BY 2050

Read this text and find out if you are scared:

By 2050 the countries that have coastlines along the Mediterranean will have almost 700 million inhabitants, three and a half times the level of 1950, and the area's demographic centre of gravity, once staunchly set on the northern side, will be far from Europe, moving towards the south-east. 'There will be a revolution within the revolution' with important consequences in relation to climate change, states Massimo Livi Bacci, a demography lecturer at the University of Florence: 'According to the most recently updated United Nations projections, the population growth will be weak, increasing by about a third on the north side of the Mediterranean, from Spain to Greece, while it will be extremely vigorous in the rest of the region. Indeed, the countries on the southern side, from Egypt to Morocco, and on the eastern side, from Turkey to Israel, will multiply their populations by five. The population increase will be concentrated in coastal areas, including those that are not much higher than sea level and are quite vulnerable to the consequences of rising sea levels and the intensification of extreme climate events due to climate change,'

the expert says. The increase in the number of inhabitants in coastal areas will also inevitably have consequences for fragile environmental equilibriums. 'In addition to an intensification of maritime traffic, we can also expect greater energy consumption and greater production of greenhouse gases and refuse by the coastal cities. However, this strong environmental pressure can be controlled: it is up to us to implement increasingly targeted and effective policies'.

Reflection:

- I am not scared, but I can see we need to find solutions
- Europe may need more workforce. It is possible to create win-win situations where Europe invests in education in non-European countries and receives some of the educated workforce; at the same time, the non-European country develops and becomes more self-sufficient and able to self-support its population
- A controlled migration will enrich Europe and also the country of origin, because some migrants will return and build their country of birth.
- In European countries there are already many migrants who are employed; they could be a showcase of how to integrate and make use of young migrants' energy and develop their competencies for mutual benefit
- Your own comment:

Your answer is automatically saved in the Learning Diary

ACTIVITY 3.4.4: SLAVERY IN THE WORLD

A side-effect of migration is abuse of migrant workers. Watch two videos about modern slavery. The first mostly provides statistic facts, the second is a personal testimony

https://youtu.be/9QX73GqSUW8

The declaration of Human Rights states that 'No one shall be held in slavery or servitude: slavery and the slave trade shall be prohibited in all their forms'. Slavery was the first human rights issue to arouse wide international concern.

50 million people worldwide are in modern slavery. Latest estimates show that forced labour and forced marriage have increased significantly in the last five years, according to the International Labour Organization, Walk Free and the International Organization for Migration.

Fifty million people were living in modern slavery in 2021, according to the latest Global Estimates of Modern Slavery . Of these people, 28 million were in forced labour and 22 million were trapped in forced marriage.

The number of people in modern slavery has risen significantly in the last five years. 10 million more people were in modern slavery in 2021 as compared with 2016 global estimates. Women and children remain disproportionately vulnerable.

Modern slavery occurs in almost every country in the world, and cuts across ethnic, cultural and religious lines.

More than half (52%) of all forced labour and a quarter of all forced marriages can be found in upper-middle income or high-income countries.

Reflections:

- Would you report to the police if you suspected that people were being held as slaves?
- Do you know of cases where migrants are being severely underpaid? Will you do something about it?
- We can help young girls that are going to be sent to their parents' country for "re-education' or forced marriage. Did you know that there are NGOs who can protect them? (Google "hotline for young people subject to negative social control' or similar)
- Migrants are doing miserable jobs in European countries such as collecting bottles for recirculation, underpaid cleaning and construction work. They do it, because it pays better than what they could earn in their home country. But aren't we contributing to modern slavery, and shouldn't we stop it?
- Comment:

UNIT 3.5: PEACE AND CO-EXISTENCE

ACTIVITY 3.5.1: COUNTRIES CURRENTLY AT WAR 2023
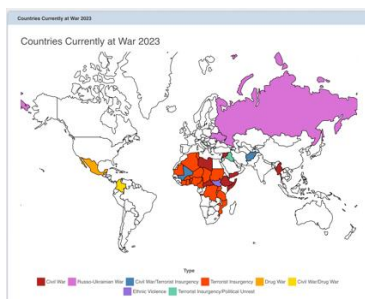
There are many possible reasons for war to begin between—or more often, within—nations. Among these are economic gain, territorial gain, religion, nationalism, civil war, and political revolution.

Often, countries' leaders become primary motivators of conflict by instigating a territorial dispute, trying to control another country's natural resources, or exercising authoritarian power over people.

Countries subject to prolonged conflict can become war-torn countries that will require many decades to rebuild their infrastructure, economy, and other functions.

Communities dominated by gangs live under war-like conditions.

Reflect on what can be done for peace, and what Active Citizens can do. Do the exercise below

Reflection: How can we avoid wars? Tick off the most relevant options

- The EU was founded as a prevention action against war. The basic idea was to make potential enemies (Germany and France) have common interests and co-operate.
- NATO as a defence organization was also founded with a view to preventing wars. Greece and Turkey are hereditary enemies, but will not engage in warfare against each other because of their membership.
- Pacifist movements all over the world work for peaceful solutions of conflicts
- The UN Security Council sends troops to stop hostilities when the Council members agree to do so
- There should be a global authority (the UN Security Council in a more powerful form?) that could intervene and stop warlords and the calamities of war (including migration) and set a country under administration until peace is restored and the conflict permanently resolved

- Local wars in communities due to gang activity should be possible to stop. However, governments would need help here from active citizens
- Will you add something?

Your answer is automatically saved in the Learning Diary

ACTIVITY 3.5.2: WOMEN REDUCING GUN VIOLENCE

Watch this video about women reducing gun violence in Los Angeles:

https://youtu.be/DC3GUa7LNAY

Another example is about reducing gun violence is a story from a consultant working in Chechnya: Young Chechen male students who were also partisans in the civil war would bring weapons with them in the lecture hall at the university. They were loud and didn't behave well, but if a male professor tried to reprimand them, he got the answer 'You are a dead man' and was silenced. Conversely, female professors could make fun of the same gun-wearing male students and say: 'Oh, you have a gun? Are you afraid of me? Or: Do you want to protect me?'.

Reflection: Why might women be better at conflict resolution? There are cases indicating that females can dismantle male aggression, and they can stay out of the conflict and work for peace. What about female police officers? Is their presence disarming, do you think?

Your answer is automatically saved in the Learning Diary

ACTIVITY 3.5.3: ARTIVISM

Art can be a strong expression of humanity and as such also serve as advocacy for peace. Pablo Picasso, speaking of his now world-famous anti-war painting, Guernica, boldly declared: 'Painting is not made to decorate apartments. It's an offensive and defensive weapon against the enemy.'

Whether you call it 'artistic activism' or 'artivism', the phrase keeps gaining traction. The use of creative expression to cultivate awareness and social change spans various disciplines including visual art, poetry, music, film, and theatre.

An activist group, the Guerrilla Girls says: 'We want to be subversive, to transform our audience, to confront them with some disarming statements, backed up by facts—and great visuals—and hopefully convert them.'

Watch the video about how art can dismantle hate

https://youtu.be/RYQNMAEhDxw

UNIT 3.6: DIGITAL CITIZENSHIP

In today's interconnected world, countering the global digital divide has become an urgent imperative. Access to digital tools and technologies is vital for various essential aspects of everyday life, including banking, healthcare, education, media, communication, and even identity management. Connectivity serves as a conduit to information, education, and societal well-being, making it crucial for everyone to have a fair chance to participate in the digital economy.

Reflection: What are relevant tasks for active citizens in the field of digitalization? Let's look at some relevant issues. Tick off for each issue how relevant it is for you. On a scale from 1 (not relevant) to 5 (extremely relevant)

(1)

BRIDGING THE DIVIDE FOR INCLUSIVE PROGRESS

However, despite recent improvements, approximately one-third of the world's population, around 2.9 billion people, still suffers from the digital divide, even though 95% of the world's population has access to a mobile broadband network.

To address this challenge, we must focus on providing equitable access to digital opportunities. Limited device availability and lack of digital know-how pose obstacles to getting more people online, especially in rural areas where internet usage lags behind urban centres. Moreover, only 53% of the global population enjoys high-speed broadband access, hindering active participation in virtual activities and forcing households to compromise on their limited bandwidth.

How relevant for you (1-5)?

(2)

GENDERED DIGITAL DIVIDE

According to data from Unicef, approximately 90% of adolescent girls and young women in low-income countries do not use the internet, while their male counterparts are twice as likely to be online. This disparity not only limits their access to information and opportunities but also hinders their development of essential digital skills.

To bridge this gender gap, efforts must be made to empower girls and young women to become innovators, creators, and leaders in the digital world. Governments and partners should focus on providing educational opportunities and resources that promote digital literacy and skills development for girls, ensuring they can succeed in the digital era.

How relevant for you?

(3)

WELL-BEING AND DIGITALISATION

The video from OECD "HOW'S LIFE?' addresses the question whether digitalisation has made our life better

Video:

https://youtu.be/5nMYlSaBFas

How relevant do you find the video?

(4)

CODE OF CONDUCT FOR DIGITAL COMMUNICATION

Browsing the internet allows for anonymity and freedom of expression, which can sometimes lead to offensive or inappropriate communication. In the real world we relate to others using a variety of non-verbal information, such as tone of voice, gaze, gestures, facial expressions, etc. which allow our interlocutors to interpret our speech correctly, without misunderstandings. To promote positive online interactions, we must consider the impact of our words and actions on others.

Before publishing a post or responding to others online, we should take a moment to reflect. Asking ourselves questions like, 'How would I feel if this text were addressed to me?' and 'Can I respond without promoting irrational or violent attitudes?' helps foster a more respectful digital environment, akin to how we interact in the real world.

How relevant for you? (Scale 1-5, where 1 means little relevant)

(5)

SOCIAL MEDIA ADDICTION

Social media has become a prominent part of our lives, with many using it without any problems. However, a small percentage of users can become addicted to social networking sites, engaging in excessive and compulsive use. Over 200 million people worldwide are estimated to suffer from addiction to social media and the internet.

To avoid falling into the trap of social media addiction, it is crucial to engage in mindful and balanced use of technology. People must learn to recognize the signs of addiction and seeking support when needed can help maintain a healthy relationship with digital media.

How relevant for you? ? (Scale 1-5, where 1 means little relevant)

(6)

ARTIFICIAL INTELLIGENCE (AI) REGULATION

Artificial Intelligence presents immense potential to revolutionize various industries and improve our lives in various fields, from healthcare and education to environmental sustainability and more. However, with this power comes the responsibility to regulate and ensure its ethical and fair usage. Striking the right balance between technological advancement and safeguarding against potential risks is crucial to harness the full potential of AI.

How relevant for you? ? (Scale 1-5, where 1 means little relevant)

(7)

AI AND GENDER STEREOTYPES

Artificial Intelligence is not immune to bias, and sometimes it inadvertently perpetuates gender stereotypes. This can manifest itself in AI systems' design and functionality, leading to discriminatory or exclusionary outcomes, particularly affecting women and non-white individuals. Gender bias in AI can have a range of consequences, from inaccurate facial and voice recognition for certain groups to reinforcing harmful stereotypes through virtual assistants (typically female).

To address this issue, AI designers and developers must prioritize diversity and inclusivity in their datasets and modelling techniques. By recognizing and mitigating biases, we can build more equitable and fair AI systems that benefit all members of society.

How relevant for you? ? (Scale 1-5, where 1 means little relevant)

Your answer is automatically saved in the Learning Diary

UNIT 3.7: THE ENVIRONMENT AND THE PLANET

ACTIVITY 3.7.1: ENVIRONMENTAL AND CLIMATE JUSTICE

Watch two videos. One is about disadvantaged people being more exposed to pollution. The other video presents the narrative about climate change, how it developed from colonisation, slavery, exploitation of oil and gas, industrialism and pollution to climate change, creating global inequality and danger to the planet and life. The video also proposes a "Green Deal' as a common solution for all people and countries.

https://youtu.be/fIu-AfQ0cBM

https://www.youtube.com/watch?v=jY2eWJ-U_VQ

Speaking at the UN Climate Emergency Summit in September 2019, Swedish climate activist Greta Thunberg said: 'People are suffering, they are dying. Entire ecosystems are collapsing. We are at the beginning of a mass extinction. And all you talk about is money and fairy tales of eternal economic growth. How dare you!'

Reflection: Why should Active Citizens be talking about "justice'?

- Apparently, dealing with the sufferings of disadvantaged people does not have the highest priority. Governments are doing too little
- As a rule, Active Citizens fight for justice, so here is an obvious cause
- Improving the conditions for the most unfortunate is a bottom-up method for lifting the level of societies and the entire humanity
- Maybe the narrative about the development from colonisation over industrialisation to climate catastrophe is biased and not truthful
- An alternative narrative could be that humanity's prosperity has been growing for millennia and that problems have always been overcome
- Your comment:

Your answer is automatically saved in the Learning Diary

ACTIVITY 3.7.2: CLIMATE WARNING

Scientists have delivered a 'final warning' on the climate crisis, as rising greenhouse gas emissions push the world to the brink of irrevocable damage that only swift and drastic action can avert.

The Intergovernmental Panel on Climate Change (IPCC), made up of the world's leading climate scientists, set out the sixth assessment report on March 2023.

The UN secretary general, António Guterres, said: 'This report is a clarion call to massively fast-track climate efforts by every country and every sector and on every timeframe. Our world needs climate action on all fronts: everything, everywhere, all at once.'

The IPCC states that extreme weather caused by climate breakdown has led to increased deaths from intensifying heatwaves in all regions, millions of lives and homes destroyed in droughts and floods, millions of people facing hunger, and 'increasingly irreversible losses' in vital ecosystems.

The world is not doing enough to adapt to current and worsening climate impacts, particularly in vulnerable communities where the climate crisis can exacerbate existing social and economic inequities. Adaptation efforts have so far been 'fragmented' and 'incremental.' Instead, governments should be urgently making 'transformational' changes to secure food supplies, build more resilient electricity grids, and protect people's health. The longer we wait to adapt, the panel warns, the less ability we will have to do so.

What can we do as Active Citizens? Indicate your choice: 'Yes.Unsure.No'

- We can participate in projects on securing food supplies, building more resilient electricity grids and protecting people's health
- We can study the scientific material about climate and environmental protect and be knowledgeable about the facts
- We can learn and educate others about how to reduce our CO2 footprint ("even an email pollutes') in our community
- We can act prudently and not behave as evangelic climate activists who will be seen as fanatics and not be trusted
- Your thought:

Your answer is automatically saved in the Learning Diary

ACTIVITY 7.3: WHAT SHOULD ACTIVE CITIZENS KNOW?

What should every Active Citizen know about environment and climate protection? Tick off what you find useful to know: *Nice to know. Need to know. Redundant information*

1. Climate change is real, an unequivocal reality. Scientific evidence shows that human activities, such as burning fossil fuels, deforestation, and industrial processes, are releasing greenhouse gases into the atmosphere, leading to global warming and changes in weather patterns. *Nice to know. Need to know. Redundant information*
2. Greenhouse gases, such as carbon dioxide (CO2), methane (CH4), and nitrous oxide (N2O), trap heat in the Earth's atmosphere, creating a natural greenhouse effect that keeps our planet warm and habitable. However, human activities have significantly increased the concentration of these gases, intensifying the greenhouse effect and causing rapid warming. *Nice to know. Need to know. Redundant information*
3. Deforestation, the clearing of forests for agriculture, logging, and urbanization, is a major contributor to climate change. Trees act as carbon sinks, absorbing CO2 from the atmosphere. The loss of forests results in increased carbon emissions and reduces the planet's ability to mitigate climate change. *Nice to know. Need to know. Redundant information*
4. Climate change has far-reaching consequences for the environment and human societies. Rising global temperatures lead to more frequent and severe heatwaves, droughts, extreme weather events, rising sea levels, and disruptions to ecosystems and biodiversity. *Nice to know. Need to know. Redundant information*

5. Renewable Energy as a solution: Transitioning from fossil fuels to renewable energy sources, such as solar, wind, and hydropower, is crucial in mitigating climate change. *Nice to know. Need to know. Redundant information*

6. Sustainable Agriculture and Food Systems: The agricultural sector contributes to greenhouse gas emissions through practices such as livestock farming, use of synthetic fertilizers, and deforestation for agricultural land. Adopting sustainable farming practices and promoting plant-based diets can help reduce the sector's environmental impact. *Nice to know. Need to know. Redundant information*

7. The United Nations' 2030 Agenda for Sustainable Development and its 17 SDGs (sustainable development goals) provide a global blueprint for creating a more sustainable and equitable world. Climate action (Goal 13) is one of the key SDGs aimed at combating climate change and its impacts. *Nice to know. Need to know. Redundant information*

8. Individual and Community Actions Matter: Every person's actions counts in the fight against climate change. Small lifestyle changes, such as reducing energy consumption, using public transportation, recycling, and supporting sustainable businesses, collectively make a significant difference. *Nice to know. Need to know. Redundant information*

9. Adaptation and Resilience: Building resilience and adapting to the impacts of climate change is essential. Investing in climate adaptation strategies, disaster preparedness, and infrastructure resilience can help communities cope with changing climate conditions. *Nice to know. Need to know. Redundant information*

10. Global Cooperation and Policy Advocacy: Addressing climate change requires global cooperation and strong policy advocacy. Governments, businesses, and civil society need to work together to implement effective climate policies and agreements that reduce emissions and promote sustainability. *Nice to know. Need to know. Redundant information*

11. The Paris Agreement (2015) and 1.5°C (34.7 degrees Fahrenheit). Target: The Agreement, adopted in 2015 by 196 countries, aims to limit global warming to well below 2 degrees Celsius (= 35.6 degrees Fahrenheit) above pre-industrial levels. Additionally, it includes an aspirational target to pursue efforts to limit the temperature increase to 1.5 degrees Celsius to prevent the most severe impacts of climate change. *Nice to know. Need to know. Redundant information*

12. The Intergovernmental Panel on Climate Change (IPCC) released a special report in 2018 that assessed the impacts of global warming at 1.5 degrees Celsius compared to 2 degrees Celsius. The report highlighted that limiting warming to 1.5 degrees Celsius offers significant benefits in terms of reducing the risks of extreme heatwaves, droughts, sea-level rise, and impacts on ecosystems and biodiversity. *Nice to know. Need to know. Redundant information*

13. Urgency for Action: To achieve the 1.5 degrees Celsius target, rapid and far-reaching actions are required across all sectors of the economy. Delaying action increases the likelihood of exceeding this limit and facing more severe climate-related consequences. *Nice to know. Need to know. Redundant information*

14. Vulnerable Communities and Ecosystems: Limiting global warming to 1.5 degrees Celsius is critical for protecting vulnerable communities and ecosystems, especially in low-lying coastal areas and small island nations, which are at greater risk of sea-level rise and extreme weather events. *Nice to know. Need to know. Redundant information*

15. Business and Economic Implications: Addressing climate change and aligning with the 1.5 degrees Celsius target offers significant economic opportunities. Investing in sustainable technologies, renewable energy, and green infrastructure can spur innovation, create jobs, and foster economic growth. *Nice to know. Need to know. Redundant information*

ACTIVITY 7.3: PROTECTING CULTURAL HERITAGE

Watch the video about cultural heritage

https://youtu.be/K1_f-GqaHHo

Cultural heritage enriches the individual lives of citizens, is a driving force for the cultural and creative sectors, and plays a role in creating and enhancing Europe's social capital. It is also an important resource for economic growth, employment and social cohesion, offering the potential to revitalise urban and rural areas and promote sustainable tourism. Cultural heritage does not end with monuments and collections of objects. It also includes traditions or living expressions inherited from our ancestors and passed on to our descendants, such as oral traditions, performing arts, social practices, rituals, festive events, knowledge and practices concerning nature and the universe or the knowledge and skills to produce traditional crafts. Living heritage is an important factor in maintaining cultural diversity in the face of growing globalization.

An understanding of the intangible cultural heritage of different communities helps with intercultural dialogue and encourages mutual respect for other ways of life.

Reflection:

Together with your buddy, think of one example of cultural heritage (in your country or another country) which is important for you and might be damaged due to climate change. What can be done to secure it?

Your answer is automatically saved in the Learning Diary

ACTIVITY 3.7.4: INTEGRAL ECOLOGY

Integral Ecology is a concept popularized by Pope Francis in the encyclical Laudato Si in 2015, and refers to an integrated and holistic approach to political, social, economic, and environmental problems. Its relatively recent emergence as a term resulted from a broad and urgent need to address current global environmental concerns in a sustainable way. While there have been many (but not enough) previous efforts to counteract the effects of climate change, the notion of integral ecology attempts to capture the connection between humanity and the environment, offering a more comprehensive understanding of how we have arrived at the present moment in time. Laudato Si cites many examples of both human and natural disaster, shows how they are intertwined, and proposes integral ecology as the framework through which to address these issues and move forward. "There are not two separate crises, one environmental and the other social, but rather one complex socio-environmental crisis'.

Integral ecology seems to have a lot I common with deep Buddhist ecology, explained by poet Thich Nhat Hanh in his teachings about 'Interbeing' (The term was coined in the 80'ies):

You are me, and I am you.
Isn't it obvious that we 'inter-are'?
You cultivate the flower in yourself,
so that I will be beautiful.
I transform the garbage in myself,
so that you will not have to suffer.
I support you;
you support me.
I am in this world to offer you peace;
you are in this world to bring me joy.

'Call me by My True Names – The Collected Poems of Thich Nhat Hanh', Parallax Press, 2005

Referring to ancient Buddhist texts, such as the Diamond, he explains Buddhist teaching of 'no-self' in the light of ecology: 'we cannot separate human beings from the environment. The environment is in human beings and human beings are part of the environment… [Even] the distinction between living beings and non-living beings disappears after meditation.'

He advocates a human-based solution to solving the climate crisis. 'We need more than just new technology to protect the planet,' says Thich Nhat Hanh. "We need real community and co-operation. We need to re-establish true communication—true communion—with ourselves, with the Earth, and with one another.' Only when we can touch real love for the Earth, he says, will we have the immense energy we need to make the radical changes necessary to save our civilisation.

There's a revolution that needs to happen and it starts from inside each one of us. We need to wake up and fall in love with Earth. Our personal and collective happiness and survival depends on it.

Activists have to have a spiritual practice in order to help them to suffer less, to nourish happiness and to handle suffering, so they will be effective in helping the world. With anger and frustration you cannot do much.

Reflection: What do you think of these religious statements about the cohesion of humanity and environment? Tick off the statements you like

- Humans are not over nature, but should live in conformity with it
- Indigenous people have a more intimate relation to nature and understand and treat it better
- There is an implicit criticism that modern production-oriented farmers and business people don't know nature well, don't adapt and don't respect nature
- Isn't Christianity anthropocentric, marking off human beings from other animals as a divine experiment?
- Isn't Buddhism about seeing and understanding the world as it is, and not about changing it? Don't Buddhists know how to 'suffer less', finding meaning in the world as it is?
- Climate activists should not be angry (like e.g. Greta Thunberg), it will not help
- Religion reminds us what life is about and helps us do the right things
- Isn't Christianity deeply anthropocentric and to blame for the radical error that humans are marked off from all other animals as a divine experiment, having a free will and a special role in the world?
- Your own thoughts?

Your answer is automatically saved in the Learning Diary

ACTIVITY 3.7.5: TWO STORIES ABOUT INTEGRAL ECOLOGY

Story 1: HOW THE MASSAHA PEOPLE WON

In Gabon, the village of Massaha, the authorities had given a Chinese company permission to to deforest. This permission, however, collided with local traditions. When drought led to hunger, the inhabitants of the village of Massaha would gather under the bubinga tree (Guibourtia tessmannii) to invoke the ancestral spirits of the ancestors and ask that the fishing be abundant.

The forest as big as Paris located in the north-east of Gabo is a treasure trove of biodiversity and is considered sacred by the local population. Local people had done what they could to stop deforestation, also writing appeals directly to the Minister of the Environment of Gabon.

The minister finally decided to meet with community members and visit the ancestral villages. He travelled to the foot of a bubinga tree to witness fishermen's ceremonies. After the trip, he was convinced. 'It is not only the forest that speaks to me, but also the ancestors'. Although some deforestation took place, the area was preserved, and the lost forest was replanted.

Story 2: THE INUIT ARCTIC SNOW SCHOOL

How an arctic snow school aims to respond to climate crisis with Inuit help. Canadian project plans to strengthen understanding of Arctic environment by drawing on Indigenous knowledge.

Kanayok was born and raised in an igloo for nearly 12 years of her childhood, and she clearly remembered what playing in snow was like. Her own elders had often said the snow around them made different sounds, with 'pukak' – or snow with bigger grains at the bottom – making a distinctive sound as they walked over it.

For Canadian researcher Langlois, who researches extreme weather and has spent more than three decades in the snow sciences, this information was revelatory. "This is very important information because that type of grain size and snow layer really scatters our microwave signals and we always need to dig to try and find deeper snow ourselves.' Langlois set up a snow school with Florent Domine, a professor at Laval University, to bring indigenous knowledge and western science into conversation with each other.

There is so much to learn from the Inuit communities, says Manny Kudlak, an Inuk from Sachs Harbour in the Inuvialuit Settlement Region, who has spent more than two decades working in community governance, as a wildlife monitor, research assistant and member of the local committee for hunters and trappers. 'Inuit have a lot of personal observations that may not be done in scientific ways, but they are useful to scientists', he said. Partnering like this means that the perspectives of the local communities are taken into account in the research, and the benefits can go to them too. Domine argued that listening to Inuit elders and hunters would also be a way of humanising much of our perception of the Arctic. "When it comes to understanding Arctic snow, listening to the observations that Inuit have made can be very helpful. They can help us point out the problems and [improve our] understanding of these problems related to the Arctic snowpack.' Source, Meral Jamal, https://www.theguardian.com

Reflection: Which moral can we extract from these two stories?

- Indigenous people can be partners in climate action – for instance help stop deforestation and help make useful discoveries
- All people should live like indigenous people
- Your own comment:

ACTIVITY 3.7.6: THE GREEN ECONOMY

The term green economy was first coined in a pioneering 1989 report for the Government of the United Kingdom by a group of leading environmental economists, entitled Blueprint for a Green Economy (Pearce, Markandya and Barbier, 1989). The report was commissioned to advise the UK Government as to whether there was a consensus definition of the term 'sustainable development' and the implications of sustainable development for the measurement of economic progress and the appraisal of projects and policies.

Reflection: Choose the definition that best represents your vision of green economy

- Green economy as 'one that results in improved human well-being and social equity, while significantly reducing environmental risks and ecological scarcities. It is low carbon, resource efficient, and socially inclusive' UNEP
- Green economy as 'a resilient economy that provides a better quality of life for all within the ecological limits of the planet.' Green Economy Coalition
- Why is the definition you opted for better for you?

Your answer is automatically saved in the Learning Diary

ACTIVITY 3.7.7: THE EU AGAINST GREENWASHING

The directive called 'Green Claims' requires companies to have 'widely recognized scientific evidence demonstrating the veracity' of what is declared from the point of view of product sustainability and issues fines for those who cheat. 53% of green statements were found to be vague or misleading, 40% unsubstantiated.

If the European Commission's new rules are passed, let's get ready to say goodbye to all those product labels, not only 'bio', 'eco', but also 'made with recycled plastic bottles' or 'ocean friendly', if they can't be demonstrated by companies with scientific evidence.

Indeed, Brussels launched its plan against greenwashing, a series of indications which, in the event of the final green light, will require companies to pay greater attention to their green declarations. Penalty, in the case of false or unsubstantiated indications, or sanctions.

The purpose of the EU proposal is to put a stop to self-declarations, often untruthful, in order to finally provide consumers with 'reliable, comparable and verifiable' information.

Reflection: Would it be a relevant Active Citizen job to check whether declarations are 'reliable, comparable and verifiable'? Or is it a job for the authorities?

- Visiting stores and check would create awareness and have a big impact through press coverage
- If the Active Citizens are not educated in the area, they don't in general have the required knowledge to do the checks properly, but they can notify the authorities when something does not look right
- Your idea*:*

ACTIVITY 3.7.8: GREEN ECONOMY JOBS AND YOUNG ECO-ENTREPRENEURS

In 2021, UNEP and partners launched the UN Decade on Ecosystem Restoration, an ambitious drive to draw together political support, scientific research and financial support to help revive millions of hectares of terrestrial and aquatic ecosystems. Micro, small and medium-sized enterprises have a crucial role to play,

given they make up 90 per cent of businesses and are responsible for more than half of global employment. More and more small-scale entrepreneurs are launching businesses designed to protect the planet.

Cases

Please review the business models below in terms of their relevance to your country or your interests (personal cause):

1 not relevant 2 perhaps relevant 3 relevant 4 extremely relevant

Fatemah Alzelzela is trading up trash. Alzelzela's home country, Kuwait, generates 1.5kgs of trash per person per day – twice the global average – and 90 per cent of it ends up in landfills. She co-founded Eco Star, a non-profit that recycles trash from homes, restaurants and schools across Kuwait. She used her own cash as start-up capital and built her consumer base by educating people about recycling on her social media platforms, which now have more than 20,000 followers. Since its launch in 2019, Eco Star has recycled more than 3.5 tonnes of plastic, 10 tonnes of paper and 120 tonnes of metal. "We can all take action and inspire others to take action on a bigger scale,' says Alzelzela.

1 not relevant 2 perhaps relevant 3 relevant 4 extremely relevant

Nzambi Matee is the founder of Gjenge Makers, a company that uses discarded plastic to produce building materials. Having observed the volumes of plastic bags polluting the streets of Nairobi, she developed a machine that compresses a mixture of plastic and sand into bricks. Lighter and more durable than cement, they are affordable and have been used to pave walkways for homes and schools – including those in low-income areas where students would otherwise have to walk on dirt paths. Her business now produces 1,500 pavers per day – proving that it is possible to move from a linear economy toward a circular one, in which products and materials remain in use for as long as possible.

1 not relevant 2 perhaps relevant 3 relevant 4 extremely relevant

Xiaoyuan Ren doesn't gamble on health. In rural China, even water that looks clean may not be safe to drink. According to some estimates, as much as half of the country's shallow groundwater is polluted. Ren's company, MyH20, removes the guesswork by charting water quality. She has created a data platform and mobile phone app which collates information gathered by a nationwide team of youth volunteers. It provides users with current information about local water quality, offers solutions for purifying water and connects communities to companies specialized in treating contaminated water sources. MyH20 has helped provide clean water to tens of thousands, but Ren is not finished yet. "What motivates me is galvanizing others to take action,' she says. MyH20 volunteers – who are students of science, technology, engineering and medicine – "will go on to develop careers in these fields and create solutions to some of the environmental problems they have seen while working with us.'

1 not relevant 2 perhaps relevant 3 relevant 4 extremely relevant

Max Hidalgo is engineering for nature. Hidalgo is a serial inventor whose most ground-breaking creation is a technology that makes water out of the wind, using a turbine to condense vapour from the air. In Peru, Hidalgo's homeland, climate change has made water shortage a serious risk and many communities rely on expensive water deliveries. Serving a community of 100 people can cost as much as 1 million dollars; Yawa costs just US$70,000. Constructed out of recyclable materials with minimal plastic, easy to operate and easy to repair, and adaptable to

local air quality, Yawa is fulfilling a fundamental need. "When I was first testing this technology in different rural communities, I spent a lot of time explaining the technical aspects of it, and the scientific processes behind it,' said Hidalgo. "At one point a woman stopped me and looked me in the eye and said, 'Young man, I just want water'.'

 1 not relevant 2 perhaps relevant 3 relevant 4 extremely relevant

Planet Farms, https://www.planetfarms.ag/en have invented the largest vertical farm in Europe, and their salad and basil crops grow saving water, energy and without using pesticides.

1 not relevant 2 perhaps relevant 3 relevant 4 extremely relevant

Ogyre   https://ogyre.com/ who have put together fleets of fishermen in different parts of the world to clean up the oceans of plastic and then transform this waste into swimsuits and bags.

1 not relevant 2 perhaps relevant 3 relevant 4 extremely relevant

Electra Vehicles that extend the life of car batteries and those who build recyclable and bio sailboats like Northern Light Composites which, moreover, has also won the Italian championships with its hull.

1 not relevant 2 perhaps relevant 3 relevant 4 extremely relevant

REFERENCES

'Call me by My True Names – The Collected Poems of Thich Nhat Hanh', Parallax Press, 2005

Cortese, D., Civera, C., Casalegno, C. et al. Transformative social innovation in developing and emerging ecosystems: a configurational examination. Rev Manag Sci (2023).

Earth Charter https://earthcharter.org/

Enrica Chiappero Martinetti, Social Justice in a Global Society - Toward New Forms of Economic Democracy for a Sustainable Development

Julia Preece, University of Glasgow, UK Gender issues for active citizenship

LAUDATO Sì – Pope Francis - 2015

Lisa J.Daniel, PeterJenner Social innovation: From community - For community

Mónica Ramirez-Andreotta, in Environmental and Pollution Science (Third Edition), 2019

Noor Jidid, 'Taking part in society the way I am'. An exploration of active citizenship norms in Denmark and Norway, Centre for Women's and Gender Research (SKOK), 2021

Rights and duties in the world https://ourworldindata.org/

Ruggeri, K., Garcia-Garzon, E., Maguire, Á. et al. Well-being is more than happiness and life satisfaction: a multidimensional analysis of 21 countries. Health Qual Life Outcomes 18, 192 (2020).

The 2030 Agenda for Sustainable Development https://sdgs.un.org/2030agenda

https://eige.europa.eu/

https://eige.europa.eu/publications-resources/publications/artificial-intelligence-platform-work-and-gender-equality

https://ucdp.uu.se/encyclopedia

https://worldmigrationreport.iom.int/wmr-2022-interactive/

https://www.ansa.it/canale_scienza_tecnica/news/2023/03/22/almost-700-million-people-will-live-in-mediterranean-countries-by-2050-_30286398-50c5-49c6-b5a0-65b10e788a1a.html

https://www.ansa.it/sito/notizie/mondo/2023/01/24/lorologio-dellapocalisse-a-soli-90-secondi-dalla-mezzanotte_9ca27053-a729-490b-9e61-c90dcce224ce.html

https://www.coe.int/en/web/compass/citizenship-and-participation

https://www.ecogood.org/

https://www.iesalc.unesco.org/en/2022/04/10/public-goods-common-goods-and-global-common-goods-a-brief-explanation/

https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_855019/lang--en/index.htm

https://www.theguardian.com/world/2023/apr/21/arctic-snow-school-respond-climate-crisis-inuit-help

https://www.thinkstep-anz.com/who-we-are/our-people/phil-tate/

https://www.unep.org/news-and-stories/story/five-young-entrepreneurs-embracing-sustainable-business-models

https://www.weforum.org/agenda/2021/08/these-are-the-skills-young-people-will-need-for-the-green-jobs-of-the-future/

WHO European Healthy Cities Network https://www.who.int/europe/groups/who-european-healthy-cities-network

MODULE 4: ADVOCACY & CAMPAIGNING

Dear participant,

Welcome to Module 4!

You've come a long way in your Active Citizenship journey, well done. Now is the time to take all you have learnt and considered from the previous modules, and channel that knowledge, energy, and enthusiasm towards advocating and campaigning for change. This module will help you do exactly that. You will become familiar with the European youth policy context and will learn about current democratic participation trends. You'll explore various forms of advocacy, refine, and streamline your personal cause and develop your own advocacy action plan. You'll know how to identify your target audience and lobbying tool - and will learn from best practice case studies. Finally, you'll create your campaign message, and know how to engage with varying media strategies and communication channels.

Good luck with your learning!

UNIT 4.1: YOUTH POLICY

ACTIVITY 4.1.1

What is Youth Policy?

Later on in this Module you will engage with different forms of advocacy and campaigning, and devise you own method of taking action and seeking change. However, before you plan your strategy to become a change agent and Active Citizen, let's frame action within the European Policy context. To do this, first we need to understand and become familiar with youth policy in general. So, what is Youth Policy? And why is it important to you?

Youth policy is about creating a brighter future for young people as they transition from childhood to adulthood. From education to employment, to health and well-being, youth policy is key in ensuring young people have the tools and resources they need to thrive. As shown in the infographic below, Youth Policy aims to create the conditions for learning, opportunity and experience, which enable young people to develop knowledge, skills and competences. This in turn should allow young people to be actors of democracy, to integrate into society, and in particular to play a role in both civil society and the labour market.

? So what is youth policy?
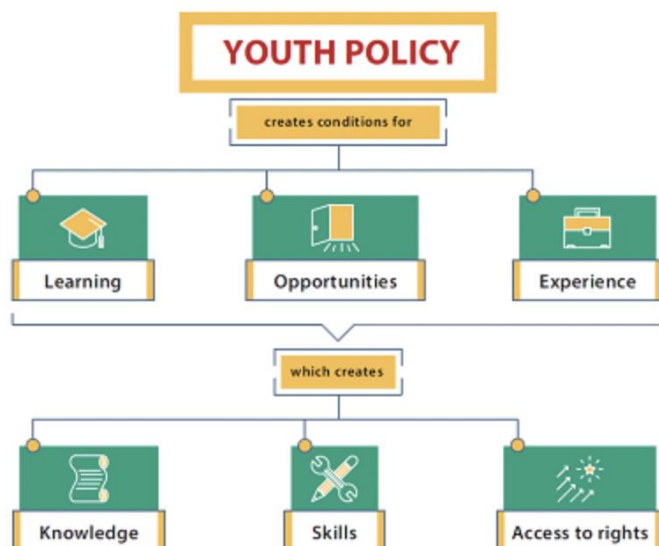
Image Copyright @ Council of Europe.

Look over the infographic/image above. Does this help you to understand what youth policy is, and why it's important? Yes ? No

Can you think of any specific youth policies at the local, regional, or national level in your country that help create the conditions and outcomes above?

For inspiration, below are some examples of youth policies:

Example Youth Policy 1: Spain. The Youth Strategy, 2020 (Estrategia Juventud, 2020).

Example Youth Policy 2: The UK. The National Youth Guarantee (NYG), 2022.

Example Youth Policy 3: Portugal. National Youth Plan, 2018.

Fill in the box below with as much detail as you can:

Policy	Condition (learning, opportunity or experience)	Outcome (knowledge, skills, access to rights).

Your answer is automatically saved in the Learning Diary

Let's dig a little deeper into Youth Policy.

Youth Policy is a 'Government's commitment and practice towards ensuring good living conditions and opportunities for the young population of a country' (Destal, F. et.al, 2009). Each country decides what is considered Youth Policy. A country's youth policy therefore reflects how its government views young

people. Some national youth policies include anything that affects youth (for example social protection, gender equality, employment (and unemployment), education, health, housing, etc) while others are much narrower in scope. An integrated youth policy is when different youth policy domains and sectors are linked together through a conscious and structured cross-sector policy. This is a 'holistic' approach aiming to co-ordinate services for youth while involving young people themselves in the process.

Approaches to youth policy range from regulation to emancipation, prevention to intervention, proactive to reactive, and problem oriented to opportunity focussed.

Think about youth policy in your country, and try to answer the below questions:

Does your country have a dedicated national youth policy?

Yes	No	I don't know

Your answer is automatically saved in the Learning Diary

Does your country have an integrated youth policy?

Yes	No	I don't know

Your answer is automatically saved in the Learning Diary

A public youth policy should reflect the challenges and obstacles young people face in their transition from childhood to adulthood. This can vary between groups of people depending on a variety of factors including age, gender, ethnicity, location, etc. Moreover, youth policy is not just about problems, risk prevention, and managing 'difficult' youth, it is also about creating and managing the positive prospects available for young people and seeing them as a resource rather than a problem.

Creating effective policies can be a challenge. These include lack of data and research on the needs of youth, competing policy priorities, funding (or lack of funding), and difficulty in engaging youth so they have a meaningful input on the policies that affect them.

Reflection:

Think about the current social, political, and cultural context of young people in your country. What do you think are the biggest issues of concern or policy area/domain that national youth policy needs to address. Choose up to 3.

	Education		Employment

	Physical Health		Mental Health and Well-Being

	Housing			Social Protection

	Climate Change			Political Participation

	Gender (In)Equality			Freedom of Thought, Conscience, and Religion

	Social Inequality and Exclusion			Migration

	Fake News & Media			Diversity

	Freedom of Opinion, or Expression			Privacy and Data Protection

	Other (please specify)

For your chosen issue(s), what do you see as the biggest problem facing the implementation of a successful youth policy? Choose up to 2.

- Lack of data and research on youth.
- Lack of political commitment.
- Lack of funding.
- Competing policy priorities.
- Problems actively involving youth.
- Lack of cross-sector dialogue.

Your answer is automatically saved in the Learning Diary

As mentioned previously, youth policy can take various forms. For the issue(s) you chose as most important, what type of focus does it need from policy?

	Problem oriented			Opportunity focussed

	Proactive			Reactive

	Prevention			Intervention

Your answer is automatically saved in the Learning Diary

ACTIVITY 4.1.2

Youth Rights & Youth Participation

What are youth rights? Young people face discrimination and obstacles to the enjoyment of their rights simply because of their age. This is often combined with other factors. As a result, youth rights, or the human rights of youth – refer to the full enjoyment of all fundamental rights and freedoms by young people everywhere. Promoting or advocating for rights means addressing the specific challenges and barriers that young people face in exercising their rights. Module 3 discussed key human rights principles, and the human rights regime and legal framework - this activity will focus more on the rights that are most crucial to young people as they transition from childhood to adulthood.

Rights in Focus: Education, Decent work, Participation in Public Affairs, Housing

Education is both a human right in itself and a stepping stone to the realisation of other rights. It is key in lifting people out of poverty.

Below are some key aspects of the right to education, place them in the order you think they should be in terms of importance.

Right to Education	Order/Rank
Free elementary school education	
Free secondary school education	
Equal access to higher education	
The right of parents to choose the kind of education their children should have	
The right to education for young women	
The right to education for youth with disabilities	
The right to education for young refugees	

Other: Please specify/comment

Right to Decent Work	Order/Rank
Prohibition of forced labour	
Safe and healthy working conditions	
Minimum age to work	
Equal opportunities and non-discrimination	
Fair pay & equal pay	
Reasonable working hours and holiday	
Forming a trade union	

Other: Please specify/comment

Right to Participate in Public Affairs	Order/Rank
Peaceful assembly (sit ins, strikes, rallies, protests.)	
The right to vote in elections	
The right to form political parties, NGOs, civil society organisations	
The right to information	

Freedom of speech	
Freedom of thought, conscience and religion	
Equal access to public services	

Other: Please specify/comment

Right to Housing	Order/Rank
Affordable and safe/clean housing	
Protection from forced evictions	
The right to be free from arbitrary interference with home and family life	
Equal and non-discriminatory access to adequate housing	
The right to choose one's residence	
Participation in housing decision-making at the national and local levels	
Freedom from domestic violence	

Other: Please specify/comment

Your answer is automatically saved in the Learning Diary

ACTIVITY 4.1.3

Name of activity: Current Trends in Youth Participation

The question of youth participation is not as simple as people might think. If we take political participation from a traditional or narrow perspective – that of participation in processes of formulating, adopting, and implementing public policies then youth have lower participation rates in almost all areas of political participation. However, this trend often stems from the diversity and outdatedness of definitions underlying measurements of participation. Traditional methods like voting, or joining a political party or campaign are being replaced by more modern and non-traditional forms of participation. Political participation is therefore a dynamic and evolving social phenomenon which continues to evolve.

Reflection: Do you see a crisis of representative democracy?

	Agree	?	Disagree
Social scientists have noted a growing feeling of 'dissatisfaction' of citizens towards the EU and national governments in relation to what they can offer to people as democratic citizens. There is a distrust in political systems, institutions, and social elites.			
Young people are more likely to hold ambitious and idealistic notions of what democratic participation should be like and how involved they should be. Unfortunately, they are not in government			
I don't see a crisis			

Your answer is automatically saved in the Learning Diary

Reflection: From the below list of political participation methods, do you see them as traditional, non-traditional, and have you done any of them?

Type of Participation	Traditional/Non-Traditional	Have Done/Have not Done
Creating or signing a petition online or offline		
Voting in local, national, or EU elections		
Sharing or posting opinions on social media		
Taking part in a protest or demonstration		
Occupying a public space		
Volunteering in an NGO, association, or community group		
Buying certain products based on ethical considerations ('buycotting')		
Avoiding certain products based on ethical considerations (boycotting)		
Joining a political party		
Joining a trade union		
Donating money for a cause		
Painting graffiti or political artwork		

What is best practice, according to your experience?

Your answer is automatically saved in the Learning Diary

ACTIVITY 4.1.4

EU Youth Strategy

The EU Youth Strategy is the framework for EU youth policy cooperation for the period between 2019-2027. The strategy aims to make the most of youth policy's potential through EU youth cooperation, by fostering participation in democratic life, and supporting social and civic engagement. It focuses on three core areas of action: ***Engage, Connect, Empower*** and aims to create joined-up implementation. During a 2017-2018 dialogue process involving young people from across Europe, 11 European Youth Goals were developed. The Strategy should contribute to realising the vision of young people by mobilising EU level policy instruments aa well as actions at national, regional and local levels.

Reflection:

Before we engage with the 11 principles:

- Were you aware of the EU Youth Strategy? Yes/No
- Did you know young people could take part in a dialogue process? Yes/No
- If yes, did you take part in it? Yes/No

Try to balance your views on the need for youth policy across different policy areas that affect young people's lives. Put the 11 European Youth Goals in order of importance based on your own priorities.

Number	European Youth Goal	Personal Priority Order
1	Connecting EU with Youth	
2	Equality of all Genders	
3	Inclusive Societies	
4	Information & Constructive Dialogue	
5	Mental Health and Wellbeing	
6	Moving Rural Youth Forward	
7	Quality Employment for All	
8	Quality Learning	
9	Space and Participation for All	
10	Sustainable Green Europe	
11	Youth Organisations and European Programmes	

Your answer is automatically saved in the Learning Diary

UNIT 4.2: ADVOCACY

ACTIVITY 4.2.1

What is Advocacy?

Previously you engaged with the European Policy Context, now it is time to dig deeper into advocacy in its various forms. As a young person and an Active Citizen, you have an important role to play in creating change. Your voice matters, and one way to make your voice heard is through advocacy! Advocacy is about figuring out what needs to change and deciding a plan to get there. It is about making sure as many people as possible know about the problems we're looking to tackle so they give support, and it about understanding who has the power to make change, and how they can be convinced to make that change. The word 'advocacy' comes from the Latin advocatus "one called to aid; a pleader, advocate'. In general, it is used to describe the process of mobilisation, either of one organisation or person, or of a broader group, to influence decision-making processes or change a decision.

Think about advocacy and what this means to you. Imagine you are about to explain this to your peers and need to provide a short, succinct, and catchy definition. See some definitions, tick off the one you like best, and write your own, catchy one:

Definition 1: 'A strategic set of actions designed to persuade someone else that what you want is what they want' (DanChurchAid)	

Definition 2: 'Advocacy is a people's driven and organised political process through which ordinary citizens, especially the disadvantaged and marginalised, realise their rights and power and use them to effectively and equally participate in the decision-making process at all levels with the purpose of institutionalising systemic equity and justice and positively impacting people's quality of life'. (Unicef)	
Definition 3: 'Advocacy is taking action by speaking out against injustice and the abuse of right, with and on behalf of the poor and oppressed. It aims to influence decision makers and to challenge policies that cause inequality and suffering.' (World Vision Canada).	

Write your own definition below:

Your answer is automatically saved in the Learning Diary

ACTIVITY: 4.2.2

Types of Advocacy

As noted earlier, there are different definitions of the word 'advocacy'. There are also different types of advocacy which include terms such as activism, campaigning, and lobbying. In a nutshell, each of them is geared towards challenging policies or practices to create positive change in the world. Advocacy can include the following methods:

- *Awareness Raising*: Informing and educating a group of people on a certain issue.
- *Networking:* Building alliances for change.
- *Lobbying:* Influencing decision makers directly.
- *Campaigning/mobilising:* Using the pressure of public opinion to persuade decision-makers.
- *Activism:* Using public opinion pressure to create change through more 'extreme' methods.

Moreover, the change advocacy is seeking to make can be fought for at different levels:

- *Micro Level*: Advocating for/with an individual (e.g., arranging a meeting with someone to solve an issue).
- *Meso Level:* Advocating for/with a group (e.g., writing a letter to a policymaker to explain the need for more social care for vulnerable groups).
- *Macro Level*: Advocating at the societal level (e.g., raising awareness about health inequality through national broadcasting).

Now you have engaged with different types of advocacy, look over the examples below and try to select which aspect of advocacy they best represent in your view.

Example Action for Change	Activism	Campaigning	Lobbying	Not Sure/Comment (if a mix of advocacy forms)
A group of students organise a sit-in at a public/school building to protest a lack of commitment to climate change policy.				
McDonald's target EU policymakers involved in reducing EU packaging waste laws.				
A digital rights and privacy organisation sends hundreds of letters to Facebook offices about data protection.				
Trade Unions organise collective action against workers' pay cuts resulting in bus, train, and transport strikes.				
A non-European nation offers money to European policymakers to speak kindly about them during negotiations.				
Large tech companies send representatives to discuss the problems they see with a new policy on targeted advertising online.				
A human rights organisation climbs a government building and refuses to be removed while dropping banners over the side.				

Your answer is automatically saved in the Learning Diary

While advocacy seeks change, the desired outcome and tactics used are often open to debate in terms of how ethical they are. For the same list, please select if they are:

Ethical	Unethical	Grey Area	Not sure/Don't Know

ACTIVITY 4.2.3

Knowing Your Rights

Youth rights advocacy means promoting human rights for young people, including (but not limited to) freedom of thought, expression, association, access to information, privacy, a clean environment, health, life, and so on. A human rights-based approach to advocacy and campaigning is about empowering people to know and claim their rights. It is also about increasing the ability and accountability of individuals and institutions who are responsible for respecting, protecting, and fulfilling rights. This is important as human rights can only be achieved through an informed and continued demand by people (you) for their protection. Human rights education encourages people to uphold their rights.

Reflection:

- Which national and/or regional human rights mechanisms will you use within your personal cause (if any)?
- How will this help you adopt a rights-based approach to your personal cause?
- Get together with your buddy and discuss your initial thoughts on the human rights mechanisms you could use to help your personal cause. Are these clear to you? Or do you need to do more research on how the mechanisms link to the human rights you are defending and protecting?

Your answer is automatically saved in the Learning Diary

ACTIVITY 4.2.4

#Free Periods & Fridays for Future Case Study

Many examples exist of young people taking action into their own hands. This activity will introduce you to two examples of this. The first is the #Free Periods campaign. Amika George started the campaign after reading about girls in the UK missing school every month because they could not afford to buy feminine hygiene products. What shocked Amika was the fact that 'government knew this was happening, but they were refusing to take any action. I decided I would try and raise awareness and call on government to make sure no girl misses school because of period poverty.'

Image Copyright @ WAVE

Amika adopted a number of tactics to start her movement. She realised quickly she needed to find a community of support. She created a website where people could contact her and give feedback. She connected with a group called 'The Pink Protest', and together they organised real-life protests using social media as an outreach tool. When talking about tactics, she noted 'sharing an article message online can round the world in minutes on social media but sometimes when you have a specific message for a specific group, it can be powerful to stand up in a small room and interact with the audience.'

Reflection:

Think over the #Free Periods campaign. Which fundamental human rights does it cover? Try to write down as many as you can that make sense:

Human Right 1   ⟶   *Right to (X)*

Human Right 2   ⟶   *Right to (X)*

The second case study will likely be much more familiar. The Fridays for Future (FFF), or Climate Strike, Youth Strike (depending on the country) are the symbol of the (re) awakening of the climate justice movement. The majority of FFF protestors are between 14 and 19, and they adopt numerous tactics including sit-ins, occupying public spaces, strikes, and many more.

Which fundamental human rights does it cover? Try to write down as many as you can that make sense:

Human Right 1   ⟶   *Right to (X)*

Human Right 2   ⟶   *Right to (X)*

UNIT 4.3: TARGET AUDIENCE AND LOBBYING TOOLS

Knowing Your Target Audience

A fundamental step in preparing an advocacy strategy is recognising who has to be convinced, influenced, and targeted. Primary targets are people who can help make change happen (e.g., local, national, or European politicians). Secondary targets are those who have an influence on the primary targets (e.g., media, civil society, youth organisations, the general public/voters in elections, etc.).

- **Primary Target(s):** Who can make the change you want? Are they affected by your cause? Do they care? Do they have a lot of resources to help you?
- **Secondary Target(s):** Who influences your target (e.g., voters, shareholders, colleagues, etc.?)
- **Allies:** Who shares your vision for change and supports your mission? How can you engage with them?
- **Opponents:** Who is against the change, and what, if anything, can you do to change their minds and get them on your side? How powerful are they?

The term 'target' is relevant here because we are dealing with methods for reaching out and approaching others. Another, broader term which includes 'target' is 'stakeholder'. A stakeholder is anyone who has influence (positive or negative) on your project.

Reflection:

Thinking of your personal cause, who are your stakeholders? Give just **one example of each type of stakeholders** (in your personal project you will have to make an exhaustive list of stakeholders)

Primary target   ————————————▶   *Name of person/organisation*

Secondary target   ————————————▶   *Name of person/organisation*

Allies   ————————————▶   *Name of person/organisation*

Opponent   ————————————▶   *Name of person/organisation*

Mapping Your Ecosystem

Put your stakeholders in a **power mapping grid**. This is a common framework to help you to decide where to focus your efforts. As you can see, you should not waste time on people who oppose change and are not powerful.

©Alberto Alemanno
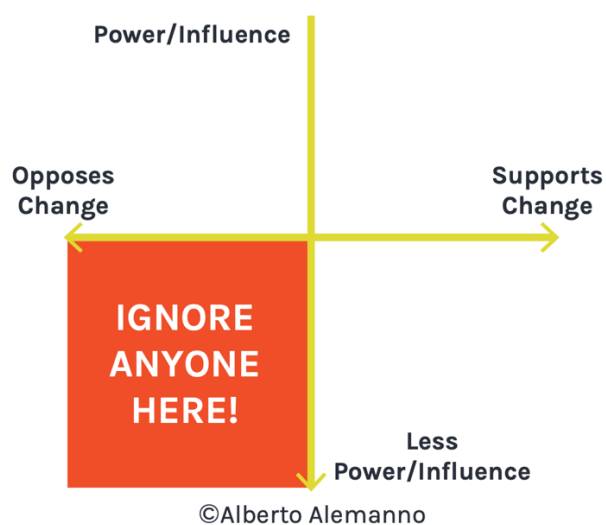
Draw a power mapping grid and put your stakeholders in it!

Your answer is automatically saved in the Learning Diary

ACTIVITY 4.3.4

Name of activity: Lobbying Tools

Various tools and methods can be employed to seek change. The tools that any lobbyist, advocate, or campaigner will use naturally depends very much on the issue and topic at hand, the circumstances surrounding the topic, the individual or group's goals and objectives, and perhaps most crucially, the person, people, or institution being targeted to achieve change.

Below is a grid with lobbying avenues. Moreover, are they a potential focus tool for your personal cause?

Lobbying Avenues	Did you use them?	
	Yes	No
Administrative: Asking for a review of public authorities' actions		
Legislative: Influencing the outcome of a legislative initiative or promoting a new one		
Campaign: Building public support and momentum for your personal cause.		
Judicial: Taking on legal action in order to protect a right before a Court.		
Political: Contacting decision-makers.		

Please, match the lobbying tools below with lobbying avenues:

Lobbying Tools	Lobbying avenues				
	Administrative	Legislative	Campaign	Judicial	Political
Legislative proposal Public consultation					
Letters Personal meeting					
Petition Marketing and advertising materials Blogs/publications Rallies					
Legal challenge					
Freedom of Information Request (FOIA) Official Complaint Ombudsman					

Your answer is automatically saved in the Learning Diary

ACTIVITY: 4.3.5

Marevivo Campaign Case Study

Some campaigns or advocacy movements cover multiple lobbying avenues and employ a variety of tactics. As mentioned before, the type of tactic taken depends on the issue being focussed on and the desired end result. The 'Marevivo' campaign in Italy is an example which covers multiple lobbying avenues: Political, Campaigning, and Judicial:

Image Copyright @ Marevivo

On May the 23rd, 2016, Italian NGO Marevivo proposed a draft law (law n.3852) at the Italian Parliament demanding a ban on the use of certain microplastics in cosmetic products by 2019. The proposed law defined microplastics as any particle of plastic measuring 5mm or less. To go alongside this, Marevivo organised a petition on Change.org gathering 38,098 statements of support. Following the campaign, the draft law was approved by the Italian Parliament in 2018. The law established a stop from 2019 to plastic cotton swabs and from 2020 to microplastics in cosmetics. A key part of Marevivo's success was the support of Italian MPs, including the President of the Chamber's Environment Commission (Ermete Realacci) and the Minister for the Environment Gianluca Galletti.

Reflect on the Marevivo case study and how it covers multiple lobbying and advocacy avenues. Does this inspire you to consider multiple tools and/or avenues in your own personal cause?

Reflection:

Below are a number of young people and groups advocating for change. Look over the examples below and try to select whether you have the right to do this, and which human rights are being defended to justify this kind of action.

Example Campaign/Lobbying Activity	Right to take this action Yes/No/Not sure	Human Rights Defended as Justification (fill in)
Campaigners try to prevent a law allowing men to avoid punishment for sexual assault by marrying their victim. They do multiple tactics including flash mobs and protests during a Marathon, create a pop-up prison containing girls in wedding dresses, and create a campaign video.		
To protest gender-based violence on public transport, activists print and place stickers on public transport, and share leaflets with hotline numbers for help.		
An environmental campaigning group block a street and stop cars from getting past to protest climate change.		
A group of activists throw paint over corporate buildings to highlight a lack of worker's rights in factories.		

UNIT 4.4: MESSAGES

ACTIVITY 4.1 Crafting Your Message

Well done for getting this far into the Module, and welcome back! Now you will be tasked with building on the progress made in analysing your ecosystem and identifying your primary and secondary targets. Now this is clear, and you have a solid idea of who needs to be targeted, the right message(s) need to be crafted. Communicating the right message is key here, as the core of every advocacy effort is to create change by convincing individuals and groups in power through communication-centred actions.

Reflection:

In general, there are three main aims for a message. From the below list of message types, which do you think will be the focus of your main campaign message? If you intend to use more than one, then select multiple:

Type of Message	Yes	No	Maybe/Potential
Agenda Setting: attempting to show gaps in a current legislation using awareness raising strategies and messages to gain the attention of policymakers (for example).			
Informing: collecting of data and information to help policymakers and decisionmakers to create effective and evidence-based policymaking.			
Arguing: awareness raising campaigns or direct contact to policymakers with concrete points that need changing and implemented into policy.			

Head, Hand and Heart model

You should develop messages using the **Head, Heart, Hand** model. Appealing to the head or brain means using words, facts, or figures to support your advocacy. In order to appeal to people's hearts, you need to bring in emotional and personal stories that your audience will resonate with and believe in. Lastly, you need to appeal to people's hands by highlighting their power and ability to contribute to the cause and help create change.

Complete the below **Head, Heart and Hand** model. Remember, the message you're going to send to your targets is the driving force behind your campaign and advocacy efforts. Also keep in mind you can have multiple key messages. These can be different based on the target. Adapt your message to the intended audience.

HEAD
What do you want people to know?

What facts and figures are striking for your audience?
What concrete and practical solution can you bring through your messages?
Try to tell a story.

HEART
Why should they care?
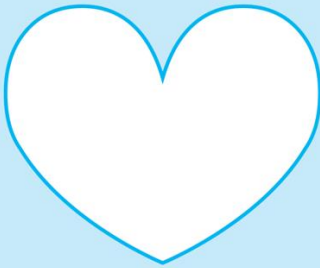
How can you make your audience care about the topic?
What tone will you use in your message?
Think about your targets and appeal to their interests.

HANDS
What do you want them to do?

What can your audience do?
What call to action will you include in your message?

Image Copyright @ UNICEF

Now this is done, it is time to write down these key messages. Look at the above points made, look back to your key targets identified earlier, and write down a specific key campaign message for each of them. Keep in mind messages do not always have to just be text - images, videos, and sounds can also help develop a powerful campaign.

Repeat for all targets:

Key Message 1   ———————————————➤   *Target 1*

Key Message 2   ———————————————➤   *Target 2*

Key Message 3   ———————————————➤   *Target 3*

Now you have written your advocacy and campaign messages for each target audience, get together with your Buddy and test them out. Give each other feedback on their style, messaging, story, and emotion.

Your answer is automatically saved in the Learning Diary

ACTIVITY 4.4.2

Communication Channels

Communicating lobbying and advocacy messages means conveying information and attracting attention from for the most part three types of audience: **Decision-makers**, the **public/electorate**, and **the media/journalists**. While it is not always necessary to target all three, the most successful campaigns and movements usually do in one way or another. As a result, communicating a campaign message can take place both online and offline in varying ways:

Traditional Media: Television, printed press, radio

Digital Media: Blogs, social media, websites

Events: conferences, protests, education events, etc.

Publications: petitions, legal challenges, etc.

Reflection:

Think about the above broad communication channels and the three types of audience. Which will you use for each one (if at all). Fill in and answer in line with your personal cause:

Stakeholder 1   —————————————➤   *Type of Online/Offline Communication*

Stakeholder 2   —————————————➤   *Type of Online/Offline Communication*

Stakeholder 3   —————————————➤   *Type of Online/Offline Communication*

ACTIVITY 4.4.3

Media Strategies

As mentioned above, different communication channels exist, and some are more tailored to specific target groups than others. Attracting and engaging journalists is a fundamental step in building momentum and spreading a message across various channels (online and offline).

Reflection:

From the below list of ways to engage with media or promote a campaign and issue awareness message, which are top priority based on your personal cause and issue, and in line with your key targets. Answer the below box and rank the potential options in order of importance:

Communication Method/Strategy	Priority: Yes/No	Potential: Yes/No/Not Sure	Rank of Importance
Write and send a press release to traditional media.			
Get an interview in a local newspaper, radio, or on TV.			
Get an interview in a national newspaper, radio, or on TV.			
Get an interview or take part in a talk on digital media outlets (e.g., podcasts or YouTube channels, etc. as above for digital media).			
Create a viral social media campaign with key messages and hashtags across various platforms.			
Write an OpEd or opinion piece as an external contributor (printed).			
Write an OpEd or opinion piece as an external contributor (online).			
Invite journalists to an event/protest/sit-in/performance (or whatever your method might be) you are organising.			

Your answer is automatically saved in the Learning Diary

To take this further, prepare 3 different one-minute written pitches for the different types of audience (fill in all that apply to your personal cause):

Pitch 1: Decision-Makers

Pitch 2: Public/Electorate

Pitch 3: Media/Journalists

Pitch 4 : Allies

Pitch 5: Opponents

ACTIVITY 4.4.4

Creating an Online Campaign & the Role of Social Media

While traditional media is still a fundamental tool in the news media landscape, online and digital tools have begun to level the playing field in many ways. Moreover, from a campaign and issue awareness standpoint, online tools have removed some of the competitive advantages between small and big players in terms of getting a message out there and heard. This can be taken advantage of when thinking about your own strategies to enact change. It's also important to remember most journalists are on social media as well. Depending on the specific cultural context 'Twitter' is a very popular channel for journalists. Therefore, tweeting while mentioning the names of news outlets and journalists can be an impactful strategy to be noticed.

Reflection:

Below is a list of online platforms most commonly used in political engagement and audience interaction, for each one – think about whether you intend to use it, in what way, and to reach who.

Online Platform	Will Use: Yes/No	Types of Interaction	Benefits/Added Value
Facebook	Yes	For example: Text, Photos, Videos Live sessions Stories Articles	One of the largest platforms Community engagement, real people, etc Ally/coalition building?
Instagram		Photos, videos, stories, IGTV (longer videos), reels (short videos), direct messages	Instagram is highly visual and appeals to younger demographics. It's ideal for showcasing products, lifestyles, and creative content. The Stories feature is great for real-time engagement.
YouTube		Video uploads, live streams, comments, likes, shares, playlists.	YouTube is the leading video-sharing platform. It's excellent for content creators, educators, and businesses to share in-depth videos and build a loyal subscriber base. Live streaming and monetization options are strong advantages.
Snapchat		Short-lived photos and videos, stories, chat messages.	Snapchat focuses on ephemeral content, making it perfect for sharing daily moments and engaging a younger, tech-savvy audience. The AR (augmented reality) features are unique for playful marketing.
Twitter		Tweets (short text posts), images, videos, polls, threads	Twitter is known for real-time updates and conversations. It's valuable for news, trends, and connecting with a global audience. The platform promotes concise and immediate communication

LinkedIn		Professional profiles, status updates, articles, networking, job postings	LinkedIn is the premier platform for professional networking and B2B interactions. It's perfect for showcasing expertise, sharing industry insights, and connecting with peers and potential employers
Other (add in)			

As noted in the Good Lobby's Social Media for Change guide (see additional resources list), the GaryVee Content Model (also in resources list) is a great approach to content creation online. The idea is to make the most of your media assets by using them to create other content to reach a larger audience. It is a three-step process where **Pillar Content** can be used to create **Micro Content.** This in turn can be used to support **Distribution.** Think about all you have prepared up to now, and try to define your types of content:

Image Copyright @ The Good Lobby 'Social Media for Change'

Personal Cause Pillar Content

Image Copyright @ The Good Lobby 'Social Media for Change'

Personal Cause Micro Content

It is usually advisable to have both sets of content ready at the same time for distribution. Ideally you should release your Pillar Content and then follow up with your Micro Content linking back to your Pillar Content.

Get together with your Buddy and discuss your Pillar Content and Micro Content. Are you using different platforms for different messages? What do you think of each other's social media strategy?

Your answer is automatically saved in the Learning Diary

ACTIVITY 4.4.5

'**Love Your Period Campaign' Case Study**

Social media can play an essential part in a campaign. This case study showcases the role and impact it can have. Inspired by Amika George's #Free Periods Campaign that you engaged with in Unit 2, Molly Fenton founded the 'Love Your Period' campaign in Wales, the UK. The aim of the campaign was to improve education on menstruation and combat the stigma surrounding periods and the lack of access to free feminine hygiene products. It also sought to raise awareness on the need for sustainable and plastic-free menstrual products.

Image Copyright @ WAVE (Women Against Violence Europe).

After reading about the campaign, Molly signed up to a speaking competition at school with a speech titled 'if we remove period stigma, can we more effectively tackle period poverty'. She came second based on the content being deemed 'inappropriate'. This led to Molly creating an Instagram campaign to raise awareness. One of Molly's key tactics was conversations. She first broke the stigma of talking about periods

with her head teacher, who helped her set up a club in school. Following this, she found allies and supporters on social media who grew her campaign.

Now Molly regularly meets with the Welsh Government period dignity roundtable to help shape policy and break the stigma associated with her cause.

Reflection:

Think about Molly's story and the different steps to success. Does it change any of your target audiences, allies, or campaign tactics? If yes, write them down.

REFERENCES

Alemanno, A. (2019). The European guide to citizen lobbying. The Good Lobby.
https://www.thegoodlobby.eu/wp-content/uploads/2023/04/EU-Guide.pdf

Amabile, M. T & Kramer, J. S. (2011). The Power of Small Wins. Motivating People. Harvard Business
Review. https://hbr.org/2011/05/the-power-of-small-wins

Camera Dei Deputati. (2016). Proposta Di Legge d'iniziativa dei deputati. N.3582. Marivevo campaign draft
law (law n.3852). https://www.plasticsoupfoundation.org/wp-content/uploads/2015/03/LEGGE-
microplastics-DEF.pdf

Council of Europe. (2023). About youth policy. https://www.coe.int/en/web/youth/about-youth-policy

Deželan, T. (2023). Young people's participation in European democratic processes. How to improve and
facilitate youth involvement. European Parliament, Policy Department for Citizen's Rights and
Constitutional Affairs. Directorate-General for Internal Policies.
https://www.europarl.europa.eu/RegData/etudes/STUD/2023/745820/IPOL_STU(2023)745820_EN.pdf

European Commission. (2023). YouthWiki. Europe encyclopedia of national youth policies. https://national-
policies.eacea.ec.europa.eu/youthwiki

European Union. (2023). EU Youth Strategy. European Youth Portal. https://youth.europa.eu/strategy_en

Gary Vaynerchuk. (2019). The GaryVee Content Strategy: How to Grow and Distribute Your Brand's Social
Media Content. https://garyvaynerchuk.com/the-garyvee-content-strategy-how-to-grow-and-distribute-
your-brands-social-media-content/

Gasch, R & Reticker-Flynn, J. (2023). Youth Activist Toolkit. Advocates for Youth and Level Forward.
https://www.advocatesforyouth.org/youth-activist-toolkit/

Gauci, P.J. Beqiraq, J. Wenton, A & Anastasiadou, I. (2022). The State of Local and Regional Democracy – A
Youth Perspective. Commission for Citizenship, Governance, Institutional and External Affairs. European
Committee of the Regions, 2022.
https://cor.europa.eu/en/engage/studies/Documents/The%20State%20of%20Local%20and%20%20Region
al%20Democracy%20-%20A%20Youth%20Perspective/4794%20CIVEX%20study%20-
%20The%20State%20of%20%20Local%20and%20Regional%20Democracy%202022.pdf

Mälelä, A. (2019). Social Media for Change. Ideas, Tools, and Best Practices for Civic Engagement and
Elections. The Good Lobby. https://www.thegoodlobby.fr/wp-content/uploads/2019/07/Social-Media-for-
Change.pdf

Plan International. (2023). The world's best youth campaigns - and why they worked. https://plan-
international.org/girls-get-equal/the-worlds-best-youth-campaigns-and-why-they-worked/

SALTO Participation and Information Resource Center. (2022). Youth Participations Strategy. A strategy for
enhancing youth participation in democratic life through the Eramus+ and European Solidarity Corps
programmes. https://www.salto-youth.net/downloads/4-17-
4089/20200929_ParticipationStrategy_Online_Final_02.pdf

SHRC. (2022). Advocating for Human Rights. Scottish Independent Advocacy Alliance. Scottish Human Rights Commission. https://www.scottishhumanrights.com/media/1737/siaa_advocating_human_rights_guide.pdf

Tunyogi, R & Rambaldi, D. (2018). Training Tool on engaging children in advocacy work on their right to participate in decision-making processes. Advocacy Toolkit. Eurochild and the Council of Europe. https://www.eurochild.org/resource/training-tool-on-engaging-children-in-advocacy-work-on-their-right-to-participate-in-decision-making-processes/

UNHRO. (2022). Youth Rights Advocacy Toolkit. United Nations Human Rights Office, Education Above all Foundation and Silatech. https://www.ohchr.org/en/documents/tools/youth-rights-advocacy-toolkit

UNICEF UK. (2019). Youth Advocacy Toolkit. Start Your Own Campaign. United Kingdom Committee for UNICEF. https://www.unicef.org.uk/working-with-young-people/youth-advocacy-toolkit/

UNICEF. (2022). UNICEF Youth Advocacy Guide. https://www.voicesofyouth.org/tools-resources/2022-unicef-youth-advocacy-guide-eng

Women Against Violence Europe. (2022). WAVE Campaigning & Advocacy Toolkit for Young Activists. WAVE- Women Against Violence Europe, Vienna. https://wave-network.org/wp-content/uploads/wave_campaigneadvocacy_toolkit_for_young-activists_2022.pdf

MODULE 5: SOCIAL ENTREPRENEURSHIP

Welcome to Module 5 which deals with social entrepreneurship and how to work with a social enterprise. You'll combine business thinking and methods with social work. Your social enterprise earns and raises money while you are helping people, but it is not for profit: you earn money for being able to help.

To run a social enterprise requires knowhow about planning, management, leadership, recruitment of volunteers and about how to generate income. This module will help you.

Good luck with your learning!

UNIT 5.1: WHAT DOES 'SOCIAL ENTREPRENEURSHIP' MEAN?

ACTIVITY 5.1.1: PREVIOUS KNOWLEDGE AND IMAGINATION

What do you already know? Are you familiar with the concept 'social entrepreneurship'?

- I don't know what social entrepreneurship is and I can't wait to learn
- I already have an idea of social entrepreneurship and want to learn more.
- I am familiar with social entrepreneurship but want to understand its practical implementation better

Does the word 'social entrepreneur' trigger some associations for you? Please tick off associations you can recognise, and finally write your own comment.

Associations triggered by the work "social entrepreneur'	Yes	Maybe	No
A person who hasn't got a real job			
A young person			
A male			
A beginner			
Not real business			
Not earning money			
Hard work and time consumption for other people's sake			
Left-wing			
Initiative and risk-taking on behalf of the common good			
Creativity and idea generation			
Do you have another association?			

What is the fundamental goal of social entrepreneurship, differing from profit-driven business ventures	Yes	Maybe	No
Solving a social problem			
Help a certain group of unfortunate people better their condition			
Involve volunteers in the work			
Raise funds and earn money so we are able to help			
Do something meaningful for and together with people			
Your comment or explanation:			
Where do your associations and those of others come from?			
Media portrayal			
Personal experiences			
Education and learning			
Cultural influences			
Family and peer influences			
What do you consider to be the most important source of your associations regarding social entrepreneurship?			

Your answer is automatically saved in the Learning Diary

ACTIVITY 5.1.2: WHAT IS 'SOCIAL ACTION', WHAT IS 'ENTREPRENEURSHIP', OR ARE THEY COMBINED?

'Entrepreneurship originates from the French term 'entreprendre,' which conveys the idea of taking initiative and putting plans into action.

According to Dieter Schneider, a German economist, the primary role of entrepreneurship is to generate revenue and establish a source of income.

In the realm of sociology, the term 'social' refers to interpersonal interactions. Consequently, engaging in social actions involves direct exchanges with others. The word 'social' finds its roots in the Latin word 'socius,' signifying a companion or associate.

Max Weber defines social action as follows (simplified translation): 'Purposeful actions towards others in the expectation that they will also act'

[Soziales Handeln […] soll ein solches Handeln heißen, welches seinem von dem oder den Handelnden gemeinten Sinn nach auf das Verhalten anderer bezogen wird und daran in seinem Ablauf orientiert ist." (Max Weber: *Wirtschaft und Gesellschaft: Grundriss der verstehenden Soziologie)*]

Here are some definitions of 'social entrepreneurship'. They are all correct, but which definition do you find most informative?

- 'Innovative and resourceful approaches to addressing social problems. These approaches could be pursued through nonprofit, for-profit or hybrid organizations.' Centre for the Advancement of Social Entrepreneurship (2008)
- 'A social entrepreneur is an individual, group, network, organization or alliance of organizations that seeks sustainable, large-scale change through pattern-breaking ideas in what governments, nonprofits and businesses do to address significant social problems or how they do it.' Light (2006)

- 'Social entrepreneurs are people who realize where there is an opportunity to satisfy some unmet need that the state welfare will not meet, and who gather together the necessary resources (generally people, often volunteers, money and premises), and use these to "make a difference'. Thompson, Alvy & Lees (2000)

Watch this video as a preliminary explanation of social entrepreneurship

https://www.youtube.com/watch?v=aTo0qtdVMpM

Below, let's test your understanding of the concept of 'social entrepreneurship'. We'll ask you to answer whether certain activities are mainly 'social', 'entrepreneurial' or both. In this context, a 'social' action means to help a group in need, namely the 'target group' (or 'beneficiary'). Entrepreneurial' means that the action is done by an organisation which generates an income to cover the costs of the action. This implies that somebody ('customers' or a 'sponsor' or an authority) is paying.

Your answer is automatically saved in the Learning Diary

ACTIVITIES	Social	Entre-preneurial	Both
The association Querstadtein e.V. offers guided tours of the city, conducted by former homeless people.			
A person is helping their elderly neighbour with grocery shopping.			
Deniz and his friends are starting a chess club.			
Someone donates a large sum of money to an environmental organization only to save on taxes.			
A horse ranch offers discounted horseback riding vacations for underprivileged children.			
In Scotland, free menstrual products are provided in municipal institutions.			
The Berliner Tafel e.V. provides food donations to those in need.			
Sea-Watch helps asylum seekers stranded at sea to reach mainland Europe safely.			
A foundation provides safe houses and counselling to women who are experiencing domestic violence at home.			
A company funding a party at LGBT Pride month.			
A local bookstore sells literature and has a café for their customers.			

Your answer is automatically saved in the Learning Diary

ACTIVITY 5.1.3: MIND MAPPING

Before you start an activity as a social entrepreneur, you should brainstorm about what you want to do and how to do it. For brainstorming you may want to use the tool "mind map".

Now create a mind map where you visualize your combined social and entrepreneurial action. Take pen and paper and get started.

If you have difficulties, first collect what you think are only social and then only entrepreneurial actions, and then try to combine your content.

Look at the figure, which shows a mind map where some bubbles are filled in, others not.

A mind map is a visual representation of ideas, concepts, or information that helps organise and brainstorm thoughts. Below you will get some details of how to create one:

- Start with a central idea or topic: Write down the main concept or topic you want to explore in the centre of a blank page or canvas. This serves as the focal point of your mind map.
- Branch out with primary ideas: From the central idea, draw lines (branches) radiating outward like spokes on a wheel. At the end of each branch, write down the main sub-ideas or key points related to the central topic. These should be brief and concise.
- Add secondary branches: For each sub-idea extend additional branches to represent secondary ideas or details. Connect these branches to the corresponding sub-idea using lines. Keep the connections clear and simple.
- Use keywords and visuals: Instead of lengthy sentences, use keywords, short phrases, or even simple drawings to convey information on the branches. This makes the mind map more visually appealing and easier to digest.
- Organise and structure: Arrange your branches in a logical order, ensuring that related ideas are grouped together. You can use different colours or formatting to highlight key concepts or create a clear and easily understandable representation of your thoughts.

- Maintain simplicity: Keep the mind map simple and uncluttered. Avoid too much text, complex shapes, or overcrowding. The goal is to create a clear and easily understandable representation of your thoughts.
- Review and refine: Periodically review your mind map and make adjustments as needed. You can add new ideas, reorganize branches, or remove irrelevant information.
- Customize and personalize: Mind maps can vary in style and structure, so feel free to customize yours to suit your preferences and needs. There are also various digital tools and software available for creating mind maps, which can make the process more efficient and flexible.
- Remember that the primary purpose of a mind map is to help you brainstorm, organise and visualise information, making it a valuable tool for studying, planning, problem-solving, and creative thinking.

Please watch the following video:

https://www.youtube.com/watch?v=kzccUiVF24g

Are you ready for making your own mind map?

- Great, I have so many ideas.
- It´s more difficult than I thought, but I think I´ve already got some ideas.
- I need more time to gather my thoughts and come up with ideas.
- I feel excited about the challenge and can't wait to dive into the creative process.

SHARE YOUR MIND MAP

Take a picture of your mind map and send it to your buddy.

Discuss these questions with your buddy, you don't have to write your answers down.

- Question 1: What was the main topic or central theme of your mind map?
- Question 2: What were the key points or subtopics you included in the mind map?
- Question 3: Did you use colours?
- Question 4: Were there any surprising or unexpected insights that emerged while creating the mind map?
- Question 5: Was it helpful to do this exercise?

UNIT 5.2: BUILDING A SOCIAL ENTERPRISE

ACTIVITY 5.2.1: DESIGNING THE BUSINESS

Let us look at social enterprises in general. What are they about? What are the indispensable elements of their organisation?

See the figure
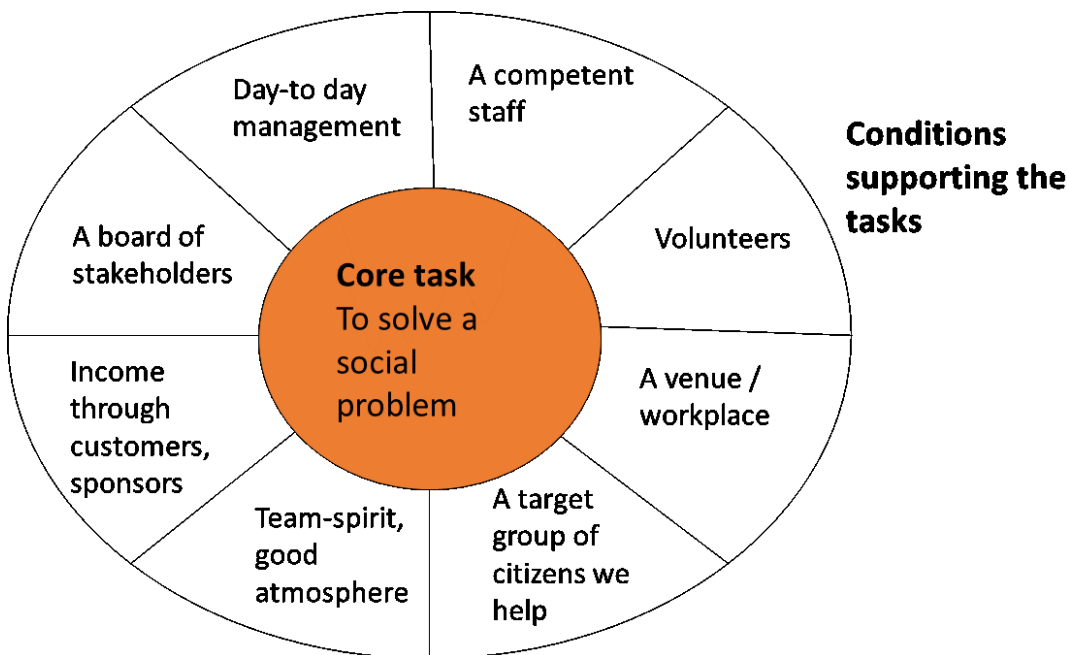
As the figure shows, a social enterprise has a CORE TASK, the very justification for its existence (raison d'être). You will agree that this core task is to SOLVE A SOCIAL PROBLEM. You carry out this core task for somebody, i.e. some people in need of a solution. Those in need you want to help are called the TARGET GROUP. Fortunately, you are not the only person who can see that there is a need for helping this target group. There are like-minded people who can back you up and support your effort, some of them are hopefully influential and able to open doors for you. You should approach some of them and add them to members of your social enterprise's board. The people, institutions and companies that have an interest in your target group are called STAKEHOLDERS. Among the stakeholders can be the local authority, which has some responsibilities for the well-being of the target group. This authority acknowledges the target group's needs, but cannot do enough for them and is happy that your social enterprise is helping.

Furthermore, as a social enterprise, you'll have to GENERATE INCOME so that you can employ people to help you do the work. The income can come from services your social enterprise provides or events you organise for PAYING CUSTOMERS, or you can raise funds from sponsors, private and public sources. Speaking of customers, you should ask yourself: Why would somebody pay? Don't assume that many potential customers will pay just because they sympathise with your cause and the target group. They will not pay out of pity for the target group, it is not charity, the customers are not supposed to give alms. Customers pay for something they want for themselves. So your social enterprise should, like a business, have a value proposition, i.e. offer something people want. This could be interesting events, get-togethers, lectures giving new insights, catering, gardening, repair of clothes, etc. Members of the target group should

be involved in delivering such services. In some cases the target group members could themselves be customers and pay a fee for belonging to your social enterprise and getting benefits from it.

When you generate income, you can recruit workers. Your workers can be a combination of (a few) full-time or part-time STAFF members who get a decent salary, and VOLUNTEERS who don't need to be paid or would be content with a symbolic fee. Some volunteers are in good jobs, being engaged citizens who want to do more because it is meaningful to them. Other volunteers see engagement in a social enterprise as a stepping stone to getting a paid job, perhaps in your social enterprise at a later stage.

Staff members and volunteers in a social enterprise are driven by idealism. Their job should be pleasurable and fulfilling. The social enterprise's WORK ENVIRONMENT should make staff and volunteers happy doing something they like to do, being appreciated by the target group, and they should also like each other's company.

Below, reflect on the elements of the social enterprise's organisation. Have your personal cause in mind and involve your buddy.

STAKEHOLDERS are people and organisations who have an influence on your activity. One stakeholder could be a representative from the local authority. The stakeholder board can meet every three or six months or more often. Think of your own cause, and imagine that you work with it through a social enterprise: Which type of people and organisations would be on your board?

Tick off the types you would include from the list and add one more.

A local authority representative	
A specialist in the social problem you are dealing with	
A person / organisation who knows your target group well	
A politician	
A person with good press contacts	
Your suggestion:	

The day-to-day manager is perhaps the very founder of the social enterprise (you?) or a person chosen because of his/her leadership and managerial talent

What are the most important competencies of such a day-to-day manager?

A talent for distributing and coordinating the work to be done	Have a flair for politics
A talent for making people feel good and want to work	No nonsense style
A talent for making ends meet (finances)	Good at firing those who cannot perform
A talent for making decisions	Good at talking
A talent for listening	Strong negotiation skills
A personality that makes people fear, respect and obey	Good at convincing people
An ability to make employees go the extra mile	A talent for making people laugh
Charisma	Modesty and humbleness
Projecting natural authority	Deep social commitment
Organizing ability	Practical
Visionary	Knowing that the devil is in the detail
Good at raising money	Strong
Sense of order	

ACTIVITY 5.2.2: WHAT IS A TARGET GROUP AND WHAT IS A CUSTOMER (NOT THE SAME IN A SOCIAL ENTERPRISE)

In social entrepreneurship, the target group is the core focus. They are the individuals or communities that a social entrepreneur aims to support and empower. Understanding their needs and aspirations is vital for effective and sustainable solutions. However, in social entrepreneurship, the action must not only be good for the target group. There must be customers who want to pay for the social action. By aligning efforts with the target group and the potential customers, social entrepreneurs maximize impact and drive positive change. Embracing their voices fosters empathy and compassion, leading to meaningful transformation in society.

Look at the examples given here and see examples of target groups and potential customers. Customers can be private companies and the (local) government, who find the social action necessary and want to get help to solve the social problem.

Activities	TARGET GROUP	POTENTIAL CUSTOMER
The association Querstadtein E.V. offers guided tours of the city, conducted by formerly homeless people.	Homeless people	Tourists
An organisation helps elderly and disabled people with grocery shopping.	The elderly neighbour	Supermarkets
The owner of Patagonia, Yvon Chouinard, transfers his company to charitable foundations.	Those who get help from the charitable foundations	Those how give donations to charitable foundations
In Scotland, free menstrual products are provided in municipal institutions.	Women	Providers of the products and the government
The Berliner Tafel e.V. provides food donations to those in need.	Those in need	Those who finance Berliner Tafel
Sea-Watch helps asylum seekers stranded at sea to reach mainland Europe safely.	Asylum seekers	NGOs supporting refugees And those who finance the NGOs
A foundation provides safe houses and counselling to women who are experiencing domestic violence at home.	Women exposed to violence	Local authorities cover the costs
With computer games, the Enterprise RetroBrain R&D GmbH wants to nurture the mental and physical health of senior citizens	Senior citizens with mental health problems	The senior citizens themselves or the social authorities

Any comments?

Your answer is automatically saved in the Learning Diary

ACTIVITY 5.2.3: EXAMPLES OF SOCIAL ENTREPRENEURSHIP CONCEPTS

Let's delve into some practical instances.

Here are three different project ideas, each with its own unique focus:

Project	Sustainable Fashion Brand	Digital Literacy Program	Community Garden
Who is the target group?	Citizens who want to promote sustainability.	Unemployed individuals looking to acquire new skills for job opportunities.	Low-income families and individuals struggling to afford fresh produce.
What is their problem / need?	Desire for stylish and unique eco-friendly fashion choices.	Inability to access job opportunities due to a lack of digital skills.	Lack of access to nutritious and affordable fruits and vegetables.
How could you make a business out of helping them?	Collaborate with ethical manufacturing partners for production.	Offer digital literacy courses with certification at a reasonable fee.	Establish community gardens and offer subscription-based produce boxes. Host gardening workshops and charge a fee for participation.
Who would be the paying customers?	Eco-conscious individuals online shoppers eco-friendly boutiques	Participants Job seekers Senior centres companies investing in employee training.	Individuals Families Schools Restaurants Community organizations.

ACTIVITY 5.2.4: FOR- OR NON-PROFIT, THAT'S THE QUESTION

For-profit enterprises in the business world primarily focus on generating profits by ensuring that their income exceeds their expenses. These companies come in various sizes, from local businesses to multinational corporations that have a significant global presence.

On the other hand, non-profit organizations are entities that don't solely revolve around commercial interests or governmental authorities. What sets them apart is their commitment to pursuing objectives that hold social significance and address essential societal requirements, rather than maximizing monetary gains.

In contrast to profit-oriented businesses, non-profits are established with well-defined missions aimed at fulfilling crucial responsibilities and addressing societal needs. Their fundamental principles are centred on making a positive impact on communities and contributing to the betterment of the world.

We should add that many for-profit companies support cultural institutions, sports clubs and also social actions. Many business companies subscribe to Corporate Social Responsibility and their support to culture, sport and social actions can boost their image in the eyes of their customers.

Let's delve into the distinctions between NGOs (Non-Governmental Organizations) and NPOs (Non-Profit Organizations) - it goes beyond just that middle letter!

- NGOs have a broader international reach and are known for advocating political issues. Their work aims to bring positive change to the world within their specialized areas, focusing on topics like ecology, human rights, humanitarian aid, and development policy. Operating across national borders, they wield significant influence on the global stage.
- Conversely, NPOs concentrate on serving local and regional communities. Providing essential services and goods, they play a vital role in addressing local needs and making a difference where it matters most.

Funding is another significant difference - NGOs rely on donations and membership fees, while NPOs are self-sustaining and generate their own funds.

Although these terms are sometimes used interchangeably, it's essential to recognize their unique roles.

Reflection: Tick off, whether the listed enterprises are for-profit or not

Enterprises	For-Profit	Non-profit
Adidas		
Your local bookstore		
Berliner Tafel e.V.		
Sea-Watch		
Amazon		
Galatasaray Futbol Club		
WWF		
Lidl		
Greenpeace		
Apple		
Red Cross		

Your answer is automatically saved in the Learning Diary

ACTIVITY 5.2.5: BUSINESS MODEL CANVAS (ALEXANDER OSTERWALDER)

As explained above, a social enterprise distinguishes between (1) a target group consisting of those you want to help and (2) customers you sell services to.

Here comes another simple model where there is no difference between target group and paying customers. It is all about making a business, producing and selling something certain customers want. This model called "Business Canvas Model' was published in 2012 by Alexander Osterwalder. It will help you understand how to do business. Watch Osterwalder's own video:

https://www.youtube.com/watch?v=RpFiL-1TVLw

Osterwalder's Business Model Canvas is a versatile tool used by entrepreneurs, startups, and established businesses to brainstorm, visualize, and refine their business strategies. It encourages a holistic view of a business model and facilitates discussions on how different elements interconnect to create value for both the company and its customers.

It consists of a one-page diagram divided into nine key building blocks:

1. Customer Segments: Identifies the different groups of customers or market segments that a business aims to serve.
2. Value Proposition: Describes the unique value or benefits that a product or service offers to customers within the chosen segments.
3. Channels: Outlines the various distribution and communication channels used to reach and interact with customers.
4. Customer Relationships: Defines the types of relationships a business establishes with its customers, whether they are personal, automated, or self-service.
5. Revenue Streams: Specifies how the business generates income through pricing strategies, sales, and revenue sources.
6. Key Resources: Lists the critical assets, technology, people, and infrastructure required to deliver the value proposition.
7. Key Activities: Identifies the essential tasks, processes, and activities necessary for the business to operate effectively.
8. Key Partnerships: Highlights the external organizations, suppliers, or alliances that contribute to the business model's success.
9. Cost Structure: Breaks down the various costs and expenses associated with running the business.

The model is called a 'canvas' since it is a template you can draw, paint and write your ideas on.

UNIT 5.3: CASE STUDIES

ACTIVITY 5.3.1: CASE STUDY - MEN'S DAY INITIATIVE

The organisation JaKlar plans an event, the 'Men's Day Initiative'. The target group is migrant men, but also the non-migrant people in the community. The migrant men should meet the standards for responsible citizens and the community should prevent racism.

Now we'll take careful steps towards the event. In the exercise below, you will get two options for each step ('chapter'). One option is wrong, the other right. When you go to the next chapter, you'll see if you were right or not.

CHAPTER 0: Decision about financing. Who is going to pay for this project? JaKlar is a social enterprise and has to think about where the money comes from. JaKlar gets an annual grant for working with migrants in the area. Furthermore the NGO has sponsors in the business community, mainly from enterprises with many migrant workers. Finally, JaKlar is currently applying for funds locally, nationally and internationally. So, what will you do with regard to financing?

A: We get our grant anyway, and we are expected to do what we find best

B: We send a description of the project to the local authority and the sponsors and invite them to comment; we also notify the press

CHAPTER 1: Unravelling the roots. We have to make a critical choice at the outset of the project/event. Maybe we should be careful and first find out if there is a problem with racism and the men's citizenship or not. Which of the two options do you choose?

A: Determined to unearth the source of racism, you engage with the affected community, seeking to understand the underlying causes, including a possible need for changing the migrant men's attitude to being a responsible citizen

B: You call a spade a spade, and use social media to criticize and berate those perpetuating discrimination

CHAPTER 2: You were right to be careful. You realize that you need help from others to move forward. Empowered by knowledge, JaKlar encounters the challenge of building alliances. Tick off what you'll do:

A: You reach out to minority organizations and academics, delving deeper into the issue, seeking their expertise to gain valuable insights

B: You use social media to boost the engagement in the community

CHAPTER 3: Both options in Chapter 2 were relevant. You have found out that there is a real problem, but also that many people have ideas and want to contribute to a solution. The time has come to design a solution. You have a vision of unity, and want to try to shape a transformative initiative. But what can you do exactly?

A: Collaborating with local institutions, migrant organisations, other cultural organisations and the local authorities, you facilitate dialogues between refugee groups and other people, trying to foster understanding and empathy through structured meetings

B: You appeal to the local authorities to relocate or restructure refugee social houses or 'problem people'

CHAPTER 4: Option 1 in Chapter 3 is preferable, but it may be necessary to deal with a few 'problem people' to set an example. Before involving the authorities, influential personalities among the migrants

should be contacted and asked to intervene. As the initiative gains traction, JaKlar fosters a united front. You are now ready for inviting the community to the Men's Day. The question is if you need some 'crowd puller', a celebrity who can attract a big audience. Pick the preferred option:

A: Preparing for the Men's Day event, you orchestrate a campaign, enlisting national celebrities and respected figures to take a stand against racism, creating a movement

B: On the Men's Day you'll celebrate the successful collaboration. This is a local action, we have local heroes, no need for celebs

CHAPTER 5. The impact. Through the united efforts of local figures, a cultural shift takes hold, leading to a town that thrives on inclusivity and unity.

Your comment:

| |
| |

Your answer is automatically saved in the Learning Diary

ACTIVITY 5.3.2: CASE STUDY - CREATING A LONG TERM PROJECT

The Men's day initiative is a short-term effort . A social enterprise may live on such short projects and events, but it can be stressful. Another option is to (simultaneously) work with long-term projects where you can use the same staff over a longer period of time and gain solid experience and document results.

Below, see a case about a two-year project, which may become permanent, if it is successful.

For each element in the designed long-term project, you'll be asked to comment.

THE PROJECT IDEA

JaKlar Neukoelln Verein is dedicated to transforming lives in the Neukoelln District. Our mission is clear: to empower working-class migrant children, preventing negative influences, and fostering integration. Through JaKlar Neukoelln Verein we envision a community where every child can thrive academically, socially, and beyond. Join us on this journey of hope and change.

Now JaKlar will run the two-year project 'Kiez Brothers and Sisters', an initiative aimed at providing assistance and guidance to the children of working-class migrants within the Neukoelln District. Our project is built on the premise of preventing drug use and criminal involvement, while actively fostering a sense of belonging and integration. Committed volunteers, known as 'brothers and sisters,' play a pivotal role in extending their mentorship to these young individuals, both within their immediate communities and families. At the core of our mission lies an unwavering dedication to facilitating seamless integration, nurturing comprehensive personal development, and ensuring consistent engagement with their educational journey. We recognize the essential role education plays in this process, and thus, our initiative places a strong emphasis on providing accessible resources for learning the German language. By equipping these children with the language skills they need, we empower them not only to excel academically but also to confidently navigate the diverse opportunities that lie ahead. Through KBS, we envision a brighter

and more promising future for these young minds, one where they thrive academically, socially, and beyond.

Now, go through the idea and stages of the project and comment. We start with the project idea:

What do you think of the project idea described above. Relevant or not? Do you have any comments?

Your answer is automatically saved in the Learning Diary

PLANNING AND RISKS

The aim is to create a big and long-lasting project, which requires planning and breaking down all activities into well-defined steps. The steps are:

PLANNING

- Project team formed (staff members)

- Budget elaborated

- Project description with goals and deliverables ready

- Network of co-operating partners, NGOs, local authorities agreed on

- Writing application for external funding (extra money we need)

- Risk management: What can happen? How to avoid problems

- Send application for funding

- Expected decision about the project application

RUNNING THE PROJECT

- Overall project management and quality control

- Recruiting volunteers

- Training volunteers

- Teaching young people

- Midterm evaluation

- Sustainability: How can the project continue after 2025?

- Final phase and conclusions

These steps are inserted in a so-called Gannt-chart:

PLAN FOR PREPARATION AND CONDUCTING THE KIEZ PROJECT

Activities	Year 1													Year 2										
	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24
PLANNING																								
Project team formed (staff members)	■	■																						
Budget elaborated		■																						
Project description with goals and deliverables ready		■																						
Network of co-operating partners, NGOs, local authorities agreed on			■																					
Writing application for external funding (extra money we need)																								
Risk management: What can happen? How to avoid problems			■																					
Send application for funding				■																				
Expected decision about the project application						■																		
RUNNING THE PROJECT																								
Overall project management and quality control									■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Kick-off of project									■															
Recruiting volunteers									■	■														
Training volunteers										■	■	■												
Teaching and learning (Children and young people)												■	■	■	■	■	■	■	■	■	■	■	■	■
Midterm evaluation													■											
Sustainability: How can the project can continue after 2025?																		■	■	■	■	■	■	■
Final and conclusions																							■	■

Gantt-charts are used in engineering but also in all kinds of projects. The principle in a Gantt-chart is to show in which chronological order activities are carried out and when different activities overlap in time. The Gantt-chart gives an overview so you know how many resources are needed at any one time. It enables you to plan activities efficiently, avoid bottlenecks and keep deadlines.

Now study the figure with the Gantt-chart with its list of activities before the project (planning) and during the project (implementation). Looking at the list on the Gantt-chart and imagining the entire process from planning to execution and results, think about what could go wrong. When you create such a project, you can be carried away by your vision and be over-optimistic and your approach will consequently not be realistic. Each element in the planning and implementation that is not sure to happen is a 'risk'. You should write down all the risks and also think about what you will do to avoid the risks in each case. Risk consideration and mitigation strategies are called 'risk management'.

Reflection: So what do you think about the Gantt-chart?

- I knew about Gantt-charts
- I think it gives a good overview
- I would like a more organic approach than this engineering one

RISK MANAGEMENT

Risk management: What can go wrong? And what do we do to prevent it from happening?

Tick off the risks and mitigating strategies you find relevant and, if applicable, add another risk you can see and suggest a mitigating strategy.

- The project may not get external funds. Mitigation strategy: We can run the project anyway, with a much lower budget, cutting some activities, and using volunteers for most functions
- Parents may not like the project. Mitigating strategy: (Representatives of) parents should be included in the planning
- Drop-out. The boys and girls may not be motivated to learn German better. Their friends are Turkish or Arab. Mitigation strategy: Role models with Turkish, Arabic and other backgrounds should be involved to show the young people a promising perspective if they have German language skills
- The part-time project manager may find a full-time job and leave the project. Mitigation strategy: JaKlar has other qualified people who can and will step in
- We may not get enough volunteer candidates. Mitigating strategy: JaKlar has a big network in the community. Some research has been carried out, and more than 10 qualified citizens have already expressed their interest in working on the project. Furthermore, an open announcement has been made to attract more candidates

ORGANISATION
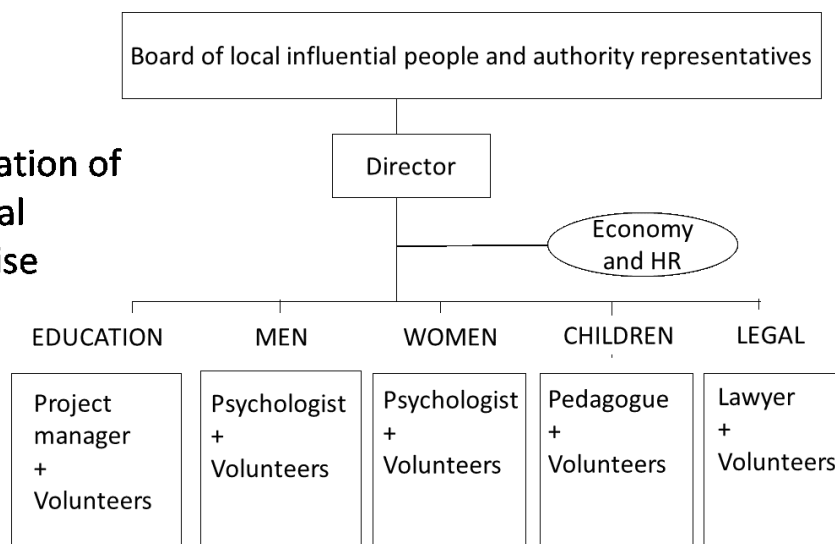
The figure shows the social enterprise's (JaKlar's) organisation. Available for the 2-year project within JaKLar are staff members and volunteers from all departments, although they also have other tasks to perform for JaKlar. The manager of the Kiez project has been borrowed from the EDUCATION section. Overall responsible is the director of JaKlar who'll approve the project's budget and supervise the project.

Normally, the day-to-day leadership is the responsibility of the project manager, who will consult the director when necessary.

BUDGET

Maybe JaKlar has sufficient staff and resources for the project, maybe not. Either way, we need to find out what it takes to run the project: staff, volunteers, venues, material. We can apply for funds.

You have to work out a comprehensive budget that includes all project costs. You may find inspiration in the figure with a budget for the Kiez Brothers and Sisters project. See how all activities are broken down into costs, when possible broken further down into units (rates) and numbers. 'Overhead' means that the project pays a contribution to the organisation's administration and office costs including rent of premises. 'Overhead' should be included when you apply for funding and your organisation actually has such costs (in some cases, social enterprises and NGOs do not pay rent of premises).

Please note that some income is expected, both payments from the children's parents and funding. Jaklar cannot make a profit, so the balance is zero, but it can and must generate income in order to carry out the activities for the target group.

				YEAR 1	YEAR 2
Category	Description	Unit / rate	Number (1 year = 11 months)	Estimated cost EUR	
COSTS					
Application expense	Fee to expert	5000	1	5000	0
Extra staff	Volunteer stipends, 10 volunteers x* 11 months	100	10*11	11000	11000
Project manager		1000	11	11000	11000
Language tutors	Professional teaching of German language, 4 teachers	200	4*11	8800	8800
Program expenses	Education materials (books and othe Lump sum			2500	500
	Workshops and meetings, 11 per year (refreshments)	50	11	550	550
	Online tools	Lump sum		500	500
	Cultural and community integration events (refreshments), 20-30 participants per event	200	4	800	800
Integration activities	Family support programmes, estimate: 10 families, volunteer	200	10	2000	2000
Activity costs				42150	35150
Office costs	5% of total costs			2108	1757,5
Total				44258	36907,5
INCOME					
	Families' contributions to the children's education. 40 children	5	40*11	-2200	-2200
	Matching contribution per child from local authority	5	40*11	-2200	-2200
	Entrance fees, events (3 events, 30 attendants	10	3*30	-900	-900
	Funding after applications (3 applications, in total 70566)			-38958	-31608
Balance				0	0

Very often, after working out the budget, project developers realize that they have to make cuts.

Reflection: Take a look at the proposed budget. Is it clear? Do you think is covers the expenses?

Your answer is automatically saved in the Learning Diary

LOOKING FOR FUNDING

If we need funding, we should know where we can apply.

Maybe you need help to write the application. Probably, there are people in your network who have the competence and will do it for free. Alternatively, there are companies that write applications for a fee. Some want a payment upfront (i.e. before they start writing) and furthermore a success fee (if the money is granted). Some work according to the principle "No cure, no pay', meaning they just want a success fee.

Reflection: Look at the list of funding opportunities. And state which options would be best (for JaKlar and you):

Funding	How to apply?
Grants: Organizations, foundations, and government agencies offer project-specific grants. These funds align with your project's goals and don't require repayment.	Research grant providers, review eligibility criteria, prepare a compelling proposal outlining project goals and alignment with their mission, and submit your application.
Donations: Individuals, corporations, and philanthropic entities donate money. Crowdfunding platforms allow collective contributions.	Set up a donation platform, share your project's story, and make it easy for individuals, corporations, and philanthropic entities to contribute online or in real life through donation events.
Corporate Sponsorships: Companies interested in social responsibility provide financial support, often including in-kind contributions or employee volunteering.	Identify companies with shared values, create a tailored proposal showcasing project benefits, and reach out for sponsorship discussions.
Social Impact Investing: Investors and foundations fund projects for financial return and social impact, blending profit and purpose.	Here you can make use of your status as a social enterprise. Develop a clear business plan highlighting both financial and social returns, present it to potential impact investors, and negotiate terms.
Community Fundraising: Engage the local community through events, campaigns, or partnerships, such as charity walks and galas.	Organize events or online campaigns, engage local community members, and create incentives to encourage donation.
Government Grants and Contracts: Agencies offer grants or contracts for projects aligned with public policy objectives.	Explore government agency websites for funding opportunities, review application guidelines, and submit a comprehensive proposal.
Social Innovation Challenges: Compete for cash prizes or funding opportunities with innovative project ideas.	Participate in challenge announcements, prepare a creative and well-structured project proposal, and follow submission guidelines.
Nonprofit Partnerships: Collaborate with established nonprofits or foundations for funding and support.	You can consider doing the main part of the work with crafting a joint proposal for funding.

Your answer is automatically saved in the Learning Diary

RECRUITMENT OF VOLUNTEERS

We need volunteers, our staff cannot carry out all the work, but the volunteers cannot just be anyone.

Social enterprises are supported by the personal commitment of employees and volunteers to help solve a social problem. But how do we find such people? Experience shows that, in general, people are motivated by doing something meaningful and making a difference. Furthermore, people also want to belong to a group of like-minded people. Specifically, according to Ryan & Deci's Self-Determination theory (2000) people are motivated by (1) autonomy, i.e. to follow their own free will, (2) competence, i.e. the joy of being able to do something they have learned, and (3) belongingness, meaning not to be alone, but a member of a group. In order to create a good work environment, these three factors should be considered. Put simply, people should do something they want to do and be able to do it, and feel welcome and appreciated. These principles of course also apply to the young target group members.

The composition of the groups of employees and volunteers should reflect the need for diversity in skills, personalities and gender. Without delving into group psychology, let us just state the obvious that a good team consists of task-oriented and people-oriented members, a leader, specialists and workers, dreamers and doers. There should be a balance between getting things done and feeling good, doing the right things and doing things right. Often we cannot compose teams ideally and have to make do with the few people we have. These people should then be aware of playing the various necessary roles to make the team work.

Let us finish this learning journey with two exercises, one on recruitment of the right people, the other about termination, i.e. firing a volunteer.

Let us assume that we have found some candidates. Look at the list of candidates and pick 3 qualified ones. Review the profiles presented below, and decide which individuals you want to invite to join our initiative as volunteers. These dedicated individuals will help us make a meaningful impact on the Neukölln community.

Go ahead and select the volunteers you believe will contribute most effectively!

Name	Age	Background	Hire	Not hire
Malik Ahmed	26	Malik is a first-generation immigrant himself, hailing from Pakistan. He understands the challenges of adapting to a new culture and language. He works as an IT professional and is passionate about giving back to the community. He's an avid soccer player and enjoys teaching the kids teamwork and discipline through the sport.		
Anna Müller	25	Anna is a dedicated teacher with a strong belief in the power of education. She has an educational background in psychology and skills to provide pedagogical support to the children. Anna organizes storytelling sessions to help improve the children's language skills while instilling a love for reading.		
Hitt Ullrich	24	Hitt submitted the application without attaching a CV and included just one question in the email: 'What is the payment amount?'		

Rebecca Kohl	18	Rebecca is currently preparing for her Abitur, the high school exam in Germany. While she has a strong interest in assisting her district and has volunteered for similar social projects in the past, the demands of this period might overwhelm her, potentially affecting her ability to fully concentrate on the project.		
Oktay Kaya	22	Oktay, growing up as a second-generation immigrant, possesses a profound understanding of the challenges faced by children in similar circumstances. Oktay's decision to pursue a degree in early childhood education, specializing as a kindergarten assistant teacher, reflects her strong commitment to creating a nurturing and supportive atmosphere for young learners.		

Your answer is automatically saved in the Learning Diary

FIRING A VOLUNTEER

Unfortunately, we have hired Rebecca. The problem is that she has been missing meetings and, according to student evaluations and parents' comments at meetings, not been well prepared for the lessons. She is a charismatic person with strong social skills, but apparently, she has been too busy with her school. We need to get rid of her, but how can we fire a person who works for free and feels so committed? How do we do it? Choose the two best options:

The project manager sends a text message. That's how people of her age prefer to communicate

We don't want to lie, wrapping up our message like this: 'We must inform you that your volunteering role with our social project has come to an end. We appreciate your dedication and contributions, but due to operational changes, we have to terminate our collaboration. Your efforts have been valued and have positively impacted our project. We wish you all the best in your future endeavours'.

Jaklar's director invites her to a personal meeting where he/she says: Dear Rebecca, we can see that you have been busy with your exam preparation and that you haven't had enough time for your voluntary work here. We like you very much and hope that we have a future together, but for now, someone else will have to take over your work

We give her a warning and specify what exactly we expect from her. We tell her that if she doesn't adapt and change her attitude within the next 3 weeks, the collaboration will have to be terminated

'We need to terminate our collaboration. But it is not your fault. We have not done our recruitment job properly which is about matching person and job. We have put you in an impossible situation. Our sincere apologies and best wishes'.

REFERENCES

Center for the Advancement of Social Entrepreneurship (2008),
https://centers.fuqua.duke.edu/case/about/

Light, P. C. (2006). Reshaping Social Entrepreneurship. Stanford Social Innovation Review, 4(3), 47-51.

Osterwalder, Alexander, Business Model Canvas (2013)

Ryan & Deci, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55(1), 68–78. https://doi.org/10.1037/0003-066X.55.1.68

Thompson, John & Alvy, Geoff & Lees, Ann. (2000). Social Entrepreneurship: A New Look at the People and the Potential

Weber, Max: *Wirtschaft und Gesellschaft: Grundriss der verstehenden Soziologie*. Hrsg.: Johannes Winckelmann. 5. Auflage. J.C.B. Mohr (Paul Siebeck), Tübingen 1980

DEFINITIONS OF WORDS AND CONCEPTS

	Definition or explanation	Reference to Module
A		
action plan	A action plan is a detailed outline of actions to be completed to reach a specific goal	0
active citizenship	A way of engaging with your community and the world around you to make a difference	2
activism	Activism is civil disobedience in the pursuit of social, political, or environmental change. A radical form of active citizenship	2
advocacy	Advocacy is the act of supporting or promoting a cause or policy in the public debate.	4
agency	Agency is the capacity and willingness to act	0
agency styles	In this programme, we distinguish between 5 styles: (1) Domination, making decisions, knowing you are right and pushing for action; (2) Collaboration, listening to and involving others, wanting them to be a part of the decision, seeking consensus before you act; (3) Comprise, make decision and act based on what you can agree upon – none of the parties will get all they want; (4) Avoid, make no decision, not wanting to get involved; (5) Adapt, giving in to others, because it is sensible, because they are right or stronger than you, and get the best out of it	0
anarchism	Anarchism is extreme self-governance opposed to governmental and hierarchical structures	2
anthropocentric	Anthropocentric describes a perspective that is centred on human beings or places humans at the centre of importance in the universe. It implies that humans are the most significant or dominant species. This term is commonly used in discussions related to the environment and non-human species in relation to human activities and interests.	3
B		
buddy	A Buddy is your chosen fellow-student and personal advisor who is following you through the education programme	0
business plan	A business plan is a formal document that outlines an organisation's (company, NGO) goals, strategies, resources, and financial projections	5
C		
capitalism	Capitalism is an ideology emphasizing the importance of private ownership, free markets and individualism.	2
cancel culture	Cancel culture is the practice of withdrawing support for people and companies and perhaps also boycotting them after they have done or said something considered offensive or problematic.	2
cis-heteronormative	Cis-heteronormative is an idea or attitude that assumes heterosexuality and gender conformity among individuals.	2

citizen	A citizen is a legally recognized subject or an individual ling in a society, perhaps even illegally	2
citizenship	Membership of a community or society	0-1
civil disobedience	Civil disobedience is the intentional refusal to obey certain laws for moral or political reasons.	2
community building	Community building is the process of creating connections and relationships among people within a shared environment and common challenges	2
compassion	Compassion is deep awareness of the suffering of another person coupled with the wish to relieve it	0
cultural appropriation	Cultural appropriation is the act of taking elements of a culture not one's own without permission or respect.	2
D		
digital competence or digital literacy	Digital competence, also known as digital literacy or digital skills, refers to an individual's ability to effectively and responsibly use digital devices, software applications, and online resources to access, create, communicate, and navigate information in the digital world. It encompasses a range of knowledge, skills, and attitudes necessary to function in today's increasingly digital and technology-driven society. Digital competence is crucial for personal, educational, professional, and social reasons.	3
E		
ecofeminism	Ecofeminism is an intersectional approach to environmentalism that connects the oppression of women and other marginalized groups to the destruction of the environment	2
empowerment	Empowerment means enabling individuals to gain control over their life situation and to make their own decisions	2
environmentalism	Environmentalism is a social and political movement that advocates for the protection and preservation of the natural environment	2
ethnocentrism	Ethnocentrism is the belief in the inherent superiority of one's own ethnic group or culture over others. It involves judging other cultures, customs, beliefs, and behaviours by the standards of one's own culture and viewing them as inferior or less valuable. Ethnocentrism can manifest in various ways, from subtle biases and stereotypes to outright prejudice and discrimination.	3
F		
feminism	Feminism is the belief that all genders should have equal rights and opportunities	2
form	An aspect of identity that is more visible, concrete or tangible – e.g., behaviour driven by certain traditions, norms, habits etc.	1
freedom of information request (FOIA)	The Freedom of Information Act (FOIA) provides the public the right to request access to records from any governmental agency. It is often described as the law that keeps citizens in the know about their government. Agencies are required to disclose any information requested under the FOIA unless it falls under one of nine exemptions which protect interests such as personal privacy,	4

	national security, and law enforcement. You do not have to use a specific form, but the request must be in writing.	
freedom of speech	The right to express one's opinions and ideas without fear of government censorship or retaliation	2
G		
global citizenship	Means a mindset with a global perspective on challenges in the world.	3
H		
hate speech	Hate speech is the use of language with the intent to insult, harm, or incite violence against a person or group based on their race, gender, religion, or other protected characteristic. Criticizing institutions, governments and religions (not individuals) is not considered hate speech.	2
I		
identity	Construction of self-scripted in interaction with our world. It consists of many identity positions, with their own experience, some of which are more valued, others lesser so.	1
ideology	Ideology is a set of beliefs and values shared by a group or society	2
integrated citizenship	Integrated citizenship means embracing all people living in a society including those without legal permit to stay and work	2
intersectionality	Intersectionality is an analytical framework for describing that individuals can experience multiple forms of social oppression or privilege simultaneously, and that these intersecting identities (such as race, gender, class, sexuality, and more) interact in complex ways to shape a person's experiences and opportunities. An example of intersectional advantage is the combination of being white, middle class, cisgender, good health and mainstream appearance, while the combination women of colour, poor women, immigrant women, bad health and obesity can mean a social disadvantage, a quintuple oppression. Respectively, having an advantage or being a victim on multiple dimensions.	2
J		
Judicial	'Judicial' refers to anything related to the judiciary, which is the branch of government responsible for interpreting and applying the law. The judiciary's primary role is to resolve disputes and administer justice by interpreting and applying the law to specific cases. This branch of government is separate from the legislative and executive branches and is designed to ensure a system of checks and balances within a democratic system. Key aspects of the judicial system include: Courts, Judges, Legal procedures, Laws.	4
K		

knowledge worker	A knowledge worker is an individual who primarily deals with the creation, manipulation, and management of information, knowledge, and data as a significant part of their job. Unlike traditional manual or industrial workers who primarily engage in physical tasks, knowledge workers focus on cognitive, analytical, and creative tasks that involve information processing and problem-solving.	0
L		
learning Diary	A learning diary is a record of a learner's experiences, reflections and observations made during the learning process	0
learning journey	A separate subject matter to work on in an education programme	0
LGTBQIA+	LGTBQA stands for Lesbian, Gay, Bisexual, Transgender, Queer, and Asexual. The acronym used to refer to the diverse communities of people who identify as non-heterosexual and/or gender non-conforming	2
M		
manifesto	A manifesto is a declaration of intentions, opinions, objectives, or motives	0
mind mapping	Mind mapping is a system of of visually organizing ideas, concepts, or tasks where related information is connected in a diagram-like format	5
N		
NGO	Non-governmental organisation	5
NPO	Non-profit organisation	5
O		
Ombudsman	An ombudsman is an independent and impartial official or office responsible for investigating and addressing complaints, concerns, and issues raised by individuals or organizations regarding the actions, decisions, or policies of a government agency, public institution, private company, or other entities. The role of an ombudsman is to act as an intermediary between the complainant and the organization, ensuring that disputes are resolved fairly and in accordance with established procedures and regulations.	
OpEd	An 'Op-Ed' stands for 'opposite the editorial page.' It is a type of written article or commentary that appears in a newspaper, magazine, or online publication. Op-Eds are typically authored by individuals who are not regular staff members or reporters for the publication but are instead guest contributors. These pieces are meant to express the author's opinion, viewpoint, or analysis on a particular issue, topic, or current event	
P		
personal cause	Personal cause means a participant's intention and actions taken to promote a certain social, political, or environmental purpose. This education programme is about enabling participants to make their	0

	personal cause come true by means of presented theory, methods and case studies	
pluralism	Pluralism means handling situations where consensus cannot be established and conflict is inevitable. Different political perspectives and interests are recognized and accepted	2
policy	A policy is a formalized set of guidelines, rules, principles, or procedures that are established by an organization, government, or individual to guide decision-making and behavior in a specific context. Policies are created to achieve specific objectives, ensure consistency, and provide a framework for addressing various issues or situations	4
Political correctness	Political correctness (often abbreviated as 'PC') is a term that has been used to describe a range of language and behavior norms aimed at avoiding offense or discrimination, particularly with regard to marginalized or underrepresented groups in society. The concept has evolved over time and can have both positive and negative connotations, depending on one's perspective. Proponents of political correctness argue that it is a way to promote inclusivity, respect, and sensitivity towards individuals or groups who have historically been marginalized or discriminated against based on their race, gender, sexual orientation, disability, religion, or other characteristics. They believe that using language and behaving in ways that avoid stereotypes, derogatory terms, or discriminatory actions can contribute to a more equitable and just society. Critics of political correctness, on the other hand, argue that it can sometimes stifle free speech and lead to an overemphasis on language policing. They contend that it may limit open and honest discussions, hinder freedom of expression, and create a culture of hypersensitivity where individuals are afraid to express certain viewpoints or engage in debates for fear of being labeled as offensive or politically incorrect.	
power	Power is a relational energy through which people promote their interests - in competition or collaboration with others. Power can be defined as the degree of influence a person or group has on others to achieve their goals (power *through* people)	0
purpose	The unique way in which we experience meaning and contribute to our worlds. Often connected deeply to core values and might have a 'form' and an underlying 'substance' – see definitions of these two concepts.	1
Q		
quiescence	Quiescense is a passive state where one does not have the ability to act or make decisions, and is instead subject to the will of others, internalizing resignation and powerlessness.	2
R		
regenerative approach	A regenerative approach is more ambitious than sustainability as it includes not only protection, but also restoration of what has been damaged	3

S		
social capital	Social capital is the collective value of the relationships, networks, and norms of a social group or society	2
social entrepreneurship	A hybrid of social work and business methods, including generating income	5
socialism	Socialism is an ideology emphasizing the common good, redistribution of wealth and care for those in need	2
stakeholder	A stakeholder is an individual, group, organization, or entity that has an interest or concern in a particular project, organization, business, or issue. Stakeholders can be both internal and external to the entity they are associated with, and they can have varying degrees of influence and importance in decision-making processes	
structural racism	Structural racism is a system of oppression that is embedded in the policies and practices of society, including laws, institutions, and cultural norms. It is a form of discrimination that disadvantages certain racial and ethnic groups by creating barriers to access and opportunity. It leads to disparities in wealth, health, education, and other resources, which can deepen existing inequalities.	2
substance	As aspect of identity that is more intangible, subtle, and lesser visible – e.g., core universal values such as respect, security, love, self-worth, meaning etc. These are often expressed in culture specific forms.	1
sustainability	Sustainability is a way of managing resources so that they are used responsibly and efficiently to meet current needs without compromising the ability of future generations to meet their needs. It focuses on preserving natural resources, reducing waste, and promoting the efficient use of resources to create a healthier environment.	3
T		
target	A target can be customers or stakeholders you want to reach out to	
target group	Active Citizens' target groups are the people they try to help	
U		
value	A Unique Selling Point (USP), also known as a Unique Selling Proposition, is a distinctive and compelling feature or characteristic that sets a product, service, or brand apart from competitors in the eyes of customers. It is a key element of a marketing strategy and is used to communicate why a particular product or service is superior, different, or more desirable than others in the market. In Active Citizenship, USPs are used in pitches (short presentations before stakeholders) of an idea for a solution of a social problem	4, 5
V		
values	Qualities or modes of being and behaving that we attach importance to – e.g., courage, honesty, happiness, peace, etc. These can be universal (as in the examples given above) or culture specific – e.g., collectivism, individualism etc.	1

W		
whistleblowing	Whistleblowing is the act of reporting unethical or illegal activities that are occurring within an organization or business. It typically involves an individual or group of people bringing attention to wrongdoings that are occurring within a company or organization, usually by providing evidence and documentation of the unethical or illegal activities	2
whiteness theory	Whiteness theory is an analytical framework that examines the ways in which white people and their traditions, attitudes, and actions have been normalized over time and function as the standard by which all other racial identities are judged. It seeks to uncover the structures of power and privilege that maintain white racial identity as the dominant social norm	2
wokeness	Wokeness is a term used to describe an awareness and understanding of social justice and injustice, especially in regards to race and other forms of oppression. It is often used to refer to a heightened sense of social consciousness and responsibility that motivates people to take action and fight for justice	2
Z		
zeitgeist	The general intellectual, moral, and cultural climate of an era	For teachers
zone of proximal development	The space between what a learner is capable of doing on its own and what he or she can achieve with assistance from a teacher or a more capable peer. The education programme "Active Citizenship' builds on the this pedagogical principle, developed by Vygotsky.	For teachers

FOR TEACHERS WHO USE THE APP IN THEIR OWN TEACHING

Dear teacher,

We assume that you are experienced in teaching and don't want to give you unnecessary advice. But we think, you would like to know about the didactical and pedagogical considerations behind the design of the Active Citizenship education programme on the app.

We also think that you can add value to the teaching and learning on the app.

DIDACTIC AND PEDAGOGIC CONSIDERATIONS

Put simply, you'll agree that learning takes place best through a dialogue between those who want to learn something and someone who knows more than them. The teacher meets the learners in what has been termed the 'zone of proximal developmental stage' (cf. Vygotsky, 1978) and helps them further. In an app, it is (so far) impossible to accommodate this type of learning situation where there is a dialogue between the learners and the one who knows more.

Added to this is another problem: in a learning situation, there will often be fellow students who contribute both to creating a social environment which promotes the desire to learn and the quality of the learning itself. The fellow students' questions and answers add value in the form of new perspectives, new associations, insights and humour.

There are of course people who are self-taught and other extremely independent people who know what they want and can be critical of one-way communication lectures and find the necessary sources and develop the desired skills. They will be able to cope with MOOCs, libraries and databases. But the vast majority need to be 'taken by the hand' as it usually happens in education courses (also when it comes to project work with pronounced participant management).

Some topics lend themselves to being communicated and learned through instruction, for example, updating employees in a company about new knowledge, rules and plans. Here, the employee has to acquire new information, and a test can check whether the new information has been understood (and perhaps also whether it has been accepted). Here, it is 'only' about communicating the subjects precisely at the level of the employees (cf. Mondrup, 2020).

But a subject like 'Active citizenship' is not information or exact knowledge. It is more about reaching clarification about whether you know what you want, about understanding, reflection, discussion, critical thinking and action. How do we accommodate these parameters in a learning process on an app? That is the methodological challenge we are trying to meet by combining technology and a human centred interactive learning design to increase ownership and personal engagement.

Objectives, content and structure

The education programme or course includes 6 self-explanatory modules with a total duration of 86 hours.

The self-studying participants have the opportunity to work together on-line with one or a group of fellow students ("buddies') and to consult additional resources (lists of literature, references to videos and websites).

The modules are:

Fig.1 – Content

MODULE 0: PERSONAL CLARIFICATION, 6 HOURS
My Perception of being an Active Citizen, Engagement levels, Agency styles, Power, Personal cause

MODULE 1: SELF-EFFICACY, 16 HOURS
Identity, Values, Submerged values, Purpose, Conflict handling

MODULE 2: TRENDS IN ACTIVE CITIZENSHIP, 16 HOURS
Theory about Active Citizenship, Underlying convictions, Approaches of Active Citizenship.
Revisiting personal cause.

MODULE 3: GLOBAL CITIZENSHIP, 16 HOURS
Why Global citizenship? Human rights, Migration, Peace and coexistence, Digital citizenship, The
environment and the planet. Revisiting personal cause

MODULE 4: ADVOCACY AND CAMPAIGNING, 16 HOURS
European Policy Context, Advocacy, Strategy, Crafting your message, Campaigning. Revisiting
Personal cause

MODULE 5: SOCIAL ENTREPRENEURSHIP, 16 HOURS
Theory and practice of social enterprises, Case studies. Revisiting Personal cause.

Pedagogy / Learning Approach

The ACID education is learner-centred, which means:

Don't tell – show it! Let the participants discover new knowledge through exercises and reflections

Don't teach the participants what they already know. Find out what they already know and make use of
their experience

Stimulate curiosity and excitement. Use games and cases where the participants solve challenging
problems and explore opportunities

Facilitate collaboration between participants.

Stimulate critical thinking! Don't sermonize, but invite the learners to reflect and disagree

Be as practical, hands-on and specific (non-theoretical and non-abstract) as possible

Despite our principle that users should discover new knowledge for themselves, we couldn't completely
avoid introducing knowledge that we believed everyone needs and not everyone has. But we always try to
get a reaction from the users. They should never just read or hear something, but always relate to it. The
app's chat function allows users to choose between multiple-choice comments we have prepared in
advance or write their own take on a comment. The exercises are extremely important, because this is

175

where the users relate to the subject and reflect critically on it, and really learn. Here is an example, where we ask the users to make their own judgments, not lecturing them what is right or wrong:
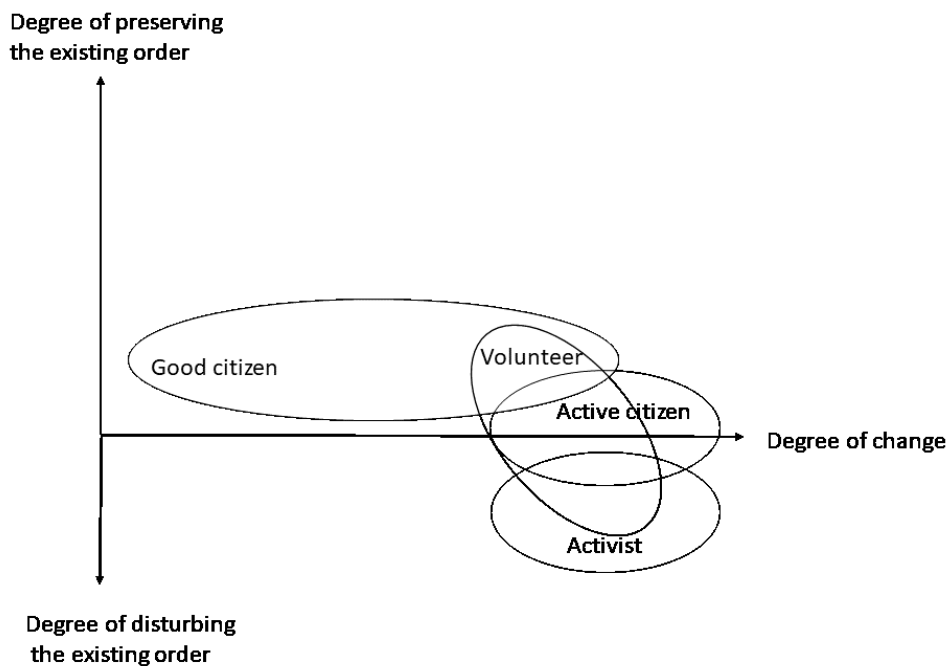
Fig. 2 – Active Citizenship or not?

Make intuitive judgments – is this Active Citizenship or not?		Active Citizens?		
		YES	NO	?
1.	Spectators are standing along a road where the Tour de France riders will soon pass. Suddenly some people sit down on the roadway, trying to glue themselves to the tarmac. Some people in the crowd run out onto the roadway and remove them so that the cyclists can pass freely. Are the people sitting on the road Active Citizens? And what about the people who intervened?			
2.	An institution leader cancels a planned lecture about scientific arguments for keeping the biological distinction between two genders (male and female), because they want to protect the rights and feelings of non-binary minority groups. Is he/she acting as an Active Citizen?			
4.	The Norwegian citizen Breivik shot 77 young social democrats on an island. He wanted to make a statement about the country's immigration policy. Is he an Active Citizen?			
5.	A woman has given up her job so that she can look after her handicapped child. Is she an Active Citizen?			
6.	A particular person is law-abiding, reads the news in the media and votes at elections. Does it make this person an Active Citizen?			

When we present a model, we invite the users to disagree:

Fig. 3 – Model for discussion

Degree of preserving the existing order

Good citizen

Volunteer

Active citizen

Degree of change

Activist

Degree of disturbing the existing order

'Does this figure make sense to you? If not, how would you change it?'

We encourage the users to develop their own definition of Active Citizenship:

Fig. 3 – Make your own definition

"Now, give it a try and make your own short definition of Active Citizenship (you will have an opportunity to change it later)':

Then we provide some inspiration for the users to assess their own proposal:

Fig. 4 – Revisiting one's own definition

"Test your own definition against the examples of statements and definitions below. Tick off the ones you agree with:'

Statements from research and the public debate about the ethos of active citizenship:

	Do one's civic duties
	Fight for justice

	Promote values such as democracy, freedom, equality, minority rights, environment
	Belong to a group / community of like-minded people who fight for a common cause
	Quiet quitting: work as little as possible as a silent protest against leadership
	Think globally, act locally
	Discuss and educate ourselves in <u>politics</u> and <u>society</u>
	Deal with insufficiency, inadequacy and injustice in social structure
	Make an extraordinary effort for the common good

Back to your own definition: Is it the same, or do you now want to revise your version?

Your answer is automatically saved in the Learning Diary

When we ask the users to reflect on something, we may provoke them slightly in the multiple choices. For example, after giving an account of the working methods of Alcoholics Anonymous, we ask:

Fig. 5 – Multiple Choice and own answer options

'What do you think? Make your own comment too - in the last line:'

	Yes	?	No
It is a humiliating method. I would hate to participate	☐	☐	☐
There must be other and better methods	☐	☐	☐
People in the same situation face a common problem	☐	☐	☐
You can make a difference by sharing your vulnerability and shortcomings	☐	☐	☐
Your own comment:	☐	☐	☐

Your response is automatically saved in your Learning Diary

Finally, let us highlight three features in the app that, powered by the app's generative AI, as an innovation in the learning design and delivery of the education.

Personal cause (continuous project)

As the course is meant to be learner-centred, learners should experience being the main character. It is all about what the learners want to do and believe they need to learn. So we do not start with definitions of the subject matter, and we do not tell the users "In this chapter you'll learn…". We cannot know what the users will learn. At best, we can indicate what the desired learning outcomes are. Learners start with identifying what they will work for and try to accomplish. In the subsequent modules, learners will have their personal causes as a leitmotiv or lodestar, and revisit (and possibly change or adapt) these personal causes.

Learning Diary

Each time users complete an exercise, this is saved in a Learning Diary in the app. Users can go back and correct their texts or drawings, so the Learning Diary will serve as a memory aid. It is also documentation that a learning process has taken place.

Buddy

The 'Buddy' option allows learners to team up with a fellow student or a group of fellow students. Buddies are real people, which are appointed automatically (after answering a few questions) at the start of the programme. With the Buddy function we try to create a bit of the social atmosphere and interaction found in classroom teaching, enabling the participants to have some real and facilitated conversations and create a social commitment that is nudging the user to not leave a buddy behind.
Like an AI-driven avatar, our instructions take the users by the hand, nudging them through the education and telling them when their responses are being saved in the Learning Diary, when to revisit their Personal project or when the Buddy should be involved.

Certificate

In order to obtain the certificate for attending the course, all six modules of the program with accompanying exercises have to be completed.

HOW YOU CAN USE THE APP AND ADD VALUE TO TEACHING AND LEARNING

- You should go through the app by yourself and get familiar with the content and the exercises
- Your students can be each other's buddies. The app automatically appoints buddies, but you can skip this function (just "opt out') and work with changing group compositions if you want.
- Let your students use the app in their preparation for your sessions with them
- With the exception of Module 0, which takes approx. 6 hours to go through, the Modules require 16 hours of work. They are all subdivided in learning journeys and activities with a duration of 1-2 hours. Thus, you can choose the workload of the students for preparation for each session
- The app contains many reflection exercises, asks many questions, but doesn't provide any answers. You can make a huge difference here and discuss answers with the students
- You can let your students selected exercises as group work

- You can have your own presentations of subject-matter which supplement or criticize the way it is dealt with on the app
- You can conduct tests and ensure that the students learn what they are supposed to (the app doesn't have tests)

Good luck!

ACKNOWLEDGEMENTS