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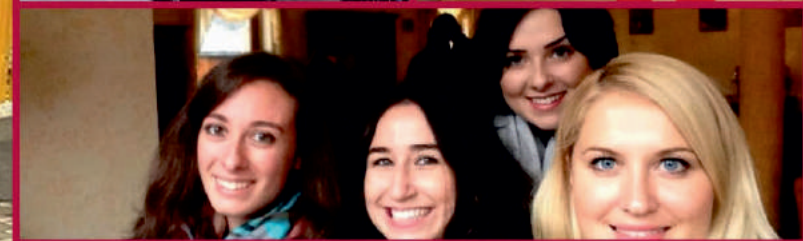
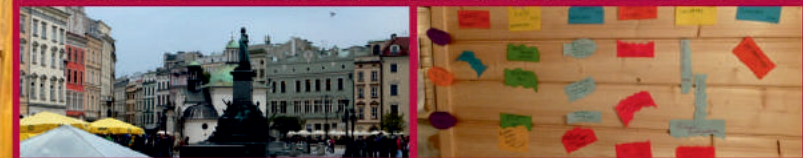
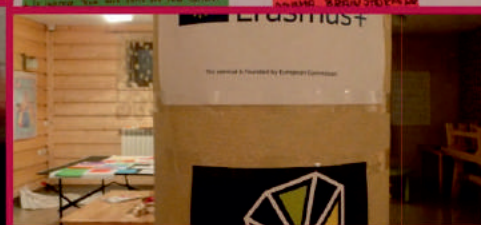
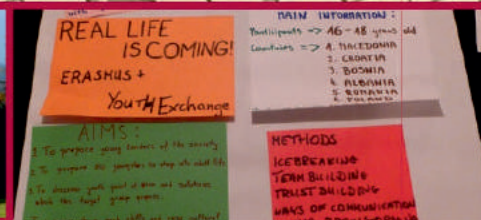
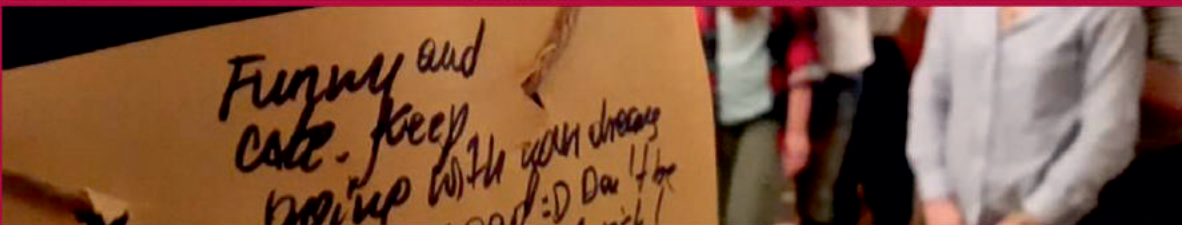
Erasmus+

Project co-funded by European Union Programme Erasmus+





STEP IN TO DEMOCRACY 20-25.10.2015 Murzasichle



Introduction

WHY & WHO?

This Booklet was made by the participants of the "Step in to democracy" seminar, which was held in Murzasichle, Poland at 2-10 October 2015, supported by the ErasmusPlus Programme and organized by the Fundacja Kopalnia Inicjatyw.

This Method's booklet makes an attempt to present good methods of non-formal education for participation of young people and how to inspire to be more active in their local environment. In the seminar "Step in to democracy" took part the organizations involved in youth work, also encouraging young people to participate more actively in democratic life. It was 13 organizations from 10 countries. Our goal was to raise awareness of civic youth, support the development of civil society and to make young people active participants in social life, both at local and European level. We worked with non-formal education methods, such as open space and learning space dynamic. The project was based on the sharing of experience, knowledge and skills of the partners. It was also a chance to develop new projects and strategic partnerships. We created as results: a publication, discussion group on facebook, partnerships and sketches of future projects.

ORGANIZER?

Initiatives Mine Foundation is non-governmental, non-profit institution. Established in February 2014. It is located in Silesian province of Poland. All activities of the Foundation are focused on education of youth, adults and voluntarism. Main aim is to support using non formal methods of learning other public institutions connected with formal education.



PARTNERS?



Fundacja Kopalnia Inicjatyw (Poland)
Sorgun Gençlik Dernegi (Turkey)
Asociatia GEYC (Romania)
Asociación Cultural Muxelka (Spain)
Fundacja dla Somalii (Poland)
Vsl Inovaciju biuras (Lithuania)
ASSOCIACAO JUVENIL DA ILHA TERCEIRA (Portugal)
RAPLECTION (Croatia)
Oportunidades Europeas (Spain)
STOWARZYSZENIE KULTURALNO SPOLECZNE "PIWNICA" (Poland)
Scambieuropei (Italy)
Magisztrátus Alapítvány (Hungary)
Association Focus-European center for development (Bulgaria)



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POLAND



Agnieszka

- Democracy is making change in society wanted majority.
- This project has been for me another experience of working with young people.



Wojtek

- This project has been for me good possibility to learn from other participants what is their perspectives for youth work. It was time also to meet new partners for future projects.
- Democracy is the way of life and coexistence with other humans.



Agata:

- This project has been for me chance to grow my knowledge about methods, ERASMUS+ opportunity.
- Democracy means for me equal chances for everyone.



Żaneta:

- Democracy for me is trying to make compromise.
- Projects like this are for me chance to gain new knowledge and share with another people, youth workers my experience.



Patrycja:

- Democracy is for me freedom of express yourself.
- This project has been for me good experience and a great opportunity to improve my English. Also I met with fantastic people.



Nikola:

- Democracy for me means FREEDOM.
- This project has been for me good opportunity to know more not only about democracy.



Michał:

- Democracy is an obligation to take life into our hands.
- This project has been for me short, intensive, but very interesting. We were working hard, but also were very active during evening parties.



Karo:

- This project has been for me an adventure worth to make again, because I gained valueableknowledge and I met awesome people.

SPAIN



Lorena:

Democracy is the power that people have on their own ideas and their own life.

- This project and the people who I met here were like a charger for my batteries. I learnt many new methods which I will implement in my work in Spain. A great experience!



Pablo:

- Democracy is peaceful.
- This project has been for me a nice experience and a chance.



David

- Democracy is for me... a meeting point.
- This project has been for me a great experience. I have had the opportunity of sharing and discovering new cultural differences.



Paula:

- Democracy is working in the same way in order to achieve a goal.
- This project has been for me sharing a great experience in a foreign country learning how people thinking about and also learning useful things about cultures different from mine.

HUNGARY



Dori:

- Democracy is the system within the people make the decisions. They are free to choose and decide what is the best for them.
- This project has been for me to get to know different cultures and meet with nice people and learn about non-formal education.



Ditti:

- Democracy is freedom of express yourself, being who you want to be and not to be judged.
- This project has been for me incredible, full of fun activities, full of really nice people. I will never forget these days

ITALY



Viviana:

- Democracy is the freedom of choosing who you want to be sharing everyone else possibility of succeed
- This project has been for me an opportunity for growing up as a person and increase the tools at my disposal for being an effective citizen



Ivo:

- Democracy is the freedom of asking and knowing new skills, doing new experience without problems. All the people should be at the same level.
- This project has been for me an opportunity to develop myself and learning new skills about English and empathy and relationship with people.

TURKEY



Hami:

- Democracy is for me people choose about giving.
- This project has been for me it is contributed the great ideas.



Selman:

- Democracy is basic human rights.
- Murzasichle is a cold place but I didn't feel cold through this project. Because organizers, all the participants are so hot. This project is incredible experience for me.

ROMANIA



Sinziana:

- Democracy for me means balance between our rights and needs and the others. Also means freedom to act to choose and to be in this world.
- I gained new international experiences and I learned new things about the ERASMUS+ program. We had a great environment to do all the activities and to learn from each others



Mara:

- Democracy is expressing your opinions and ideas freely, without being afraid that what you're saying might have consequences on your life.
- This project was a good opportunity for me to visit Poland, I met more international friends and to find more interesting things about their countries, their cultures, their languages. During this one week we had a lot of activities that made us work like a team and now I feel that I have really close relationships with some of the participants. At the end of this project I'm feeling really fulfilled.

CROATIA



Jelena:

- Democracy is rule of the people.
- This project has been for me great opportunity to learn and meet with new people..



Maja:

- Democracy for me is putting the average of many in front of the wishes of only one.
- This project has been for me really thoughtful and good as a development of myself inspiring and I met a lot of nice and wonderful people.

PORTUGAL



Joao:

- Democracy is the freedom of choosing who you want to be sharing everyone else possibility of succeed
- This project has been for me an unforgettable experience which I will never ever forget. I know for sure that I evolved as a person and most of all, as a citizen of the world.



Catia:

- Democracy is for me freedom and acceptance because everyone has the right to be free and be different from the others.
- This project has been for me so important because I learned new things and met different people for many countries.

LITHUANIA



Edita:

- Democracy is a freedom to express yourself, be different from others and be an important point of society.
- This project has been for me the greatest experience I have ever had. It gave me a lot of motivation to do things I dreaming about. I met with very nice people from different countries, listened to their languages and felt the touch of their cultures. Activities with it inspired me to work more with myself and other people. Widen my knowledge and give bigger contribution to activities I participate in my country.



SG:

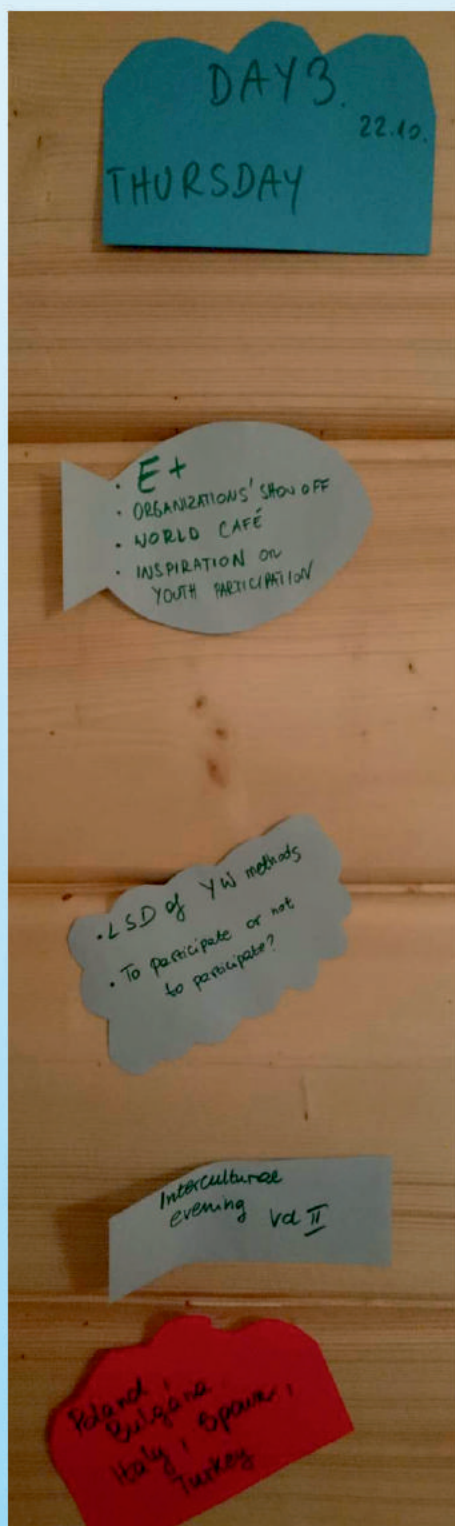
- Democracy is freedom to express yourself and not to be judged.
- This project has been for me internationally express himself and meet with different people

BULGARIA



Marcell:

- Democracy is for me the best choice.
- This project was for me something other than my previous life. I met new people from different countries and I made good memories.



E+ presentation (1 hour)

Methods: brainstorming, group work, flipchart presentations, performance with song

- E+ - participants decided to perform the song about Erasmus+ Youth Sector.

KA 1: Learning mobility of individuals

- Youth Exchanges
- Training Courses
- Seminars
- Contact Making Events
- Job Shadowing
- EVS

KA 2: Cooperation for innovation and the exchange of good practices

- Strategic partnerships
- Transnational Youth

Initiatives

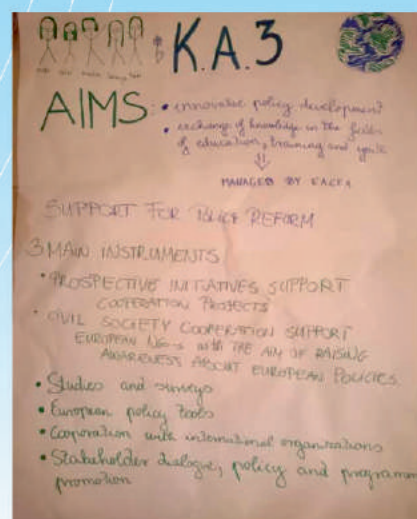
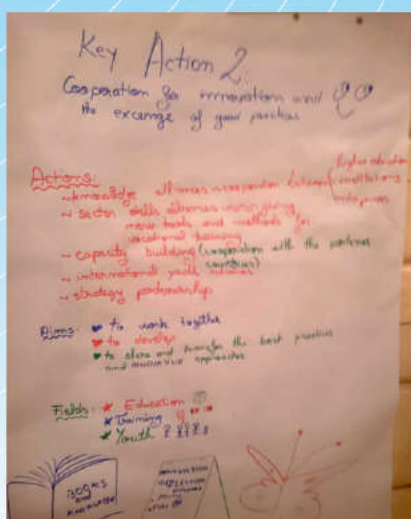
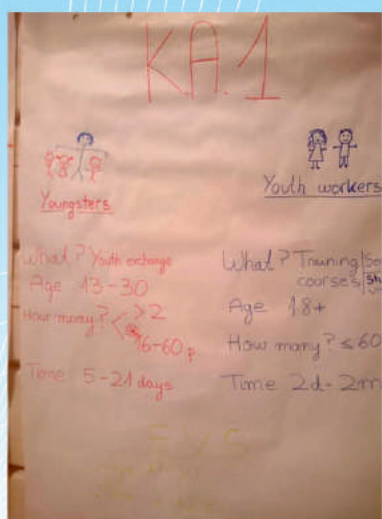
- Capacity Building Projects

Key Action 3: Support for the Policy Reforms

- Prospective initiative support
- Civic society cooperation support
- Awareness about European Policies

Through the activity participants learned about the Key Actions in the Youth Sector of Erasmus+ and also new opportunities in the projects development.

Participants came up with the different ideas regarding the content of each Key Action, they were brainstorming and then presenting their conclusions using various ways of performance. Chosen method was inclusive and made the participants more curious about opportunities which are given by the European Commission in the frame of Erasmus+ Program.



World cafe (4 groups) (1 hour), 7 minutes per group)

Methods: world cafe method, debate/discussion with moderator

Discussion about global topics and problem
4 tables with 1 moderator on each

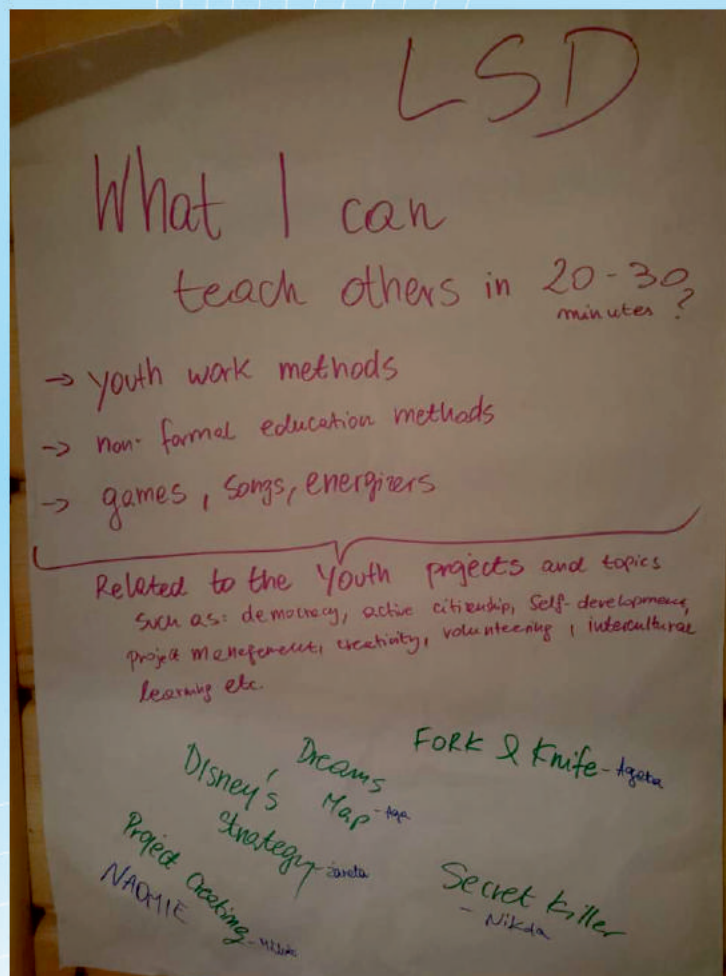
TOPICS:

- Do you think EU should accept the immigrants?
- What kind of support should EU provide for the Eastern Partnerships and Mediterrean Countries in order to boost their economics and reduce social divisions
- Do you think for a country to have more English speakers mean better economy and business opportunities?
- What could youth NGOs do in the (post-) conflict zones to provide the local youth with more opportunities?

Impression

In our opinion, discussions about global problems in international groups was very mind-opening.

The method helped us to create and plan a productive discussion, exposing our ideas in a tidy and assertive way; fostering active listening as a a real debate and being aware about how we should communicate while discussing global topics, mainly democracy. Each moderators' role was to listen and to take notes of each discussion, being the connection between groups.



LSD: Learning Space Dynamics:

Method is based on participation so the things we learned are based on their commitment. The topics were not developed so much so we had different impression about the activites, but also we had a chance to present the activites we saw as important.

Laughing Yoga

In this activity we had to laugh but without a reason so we, in a way, had to force ourselves to laugh. In the beggining it felt really strange and weird but as the time went on so did the laughter and it felt great. Some of the participants did not like it so much because it was too much for them.

Fork & Knife

Fork and knife is the name of the game in which the participants are supposed to discover the "secret" by which the moderator of the game knows if the knife and a fork are crossed or not regardless of their position in a participants hands. The key was to look at different meanings of the words "crossed" and to think what else could be crossed if not only fork and knife.

Some participants like it a lot and some, who got the "secret" relatively quickly, did not find it so ammusing.

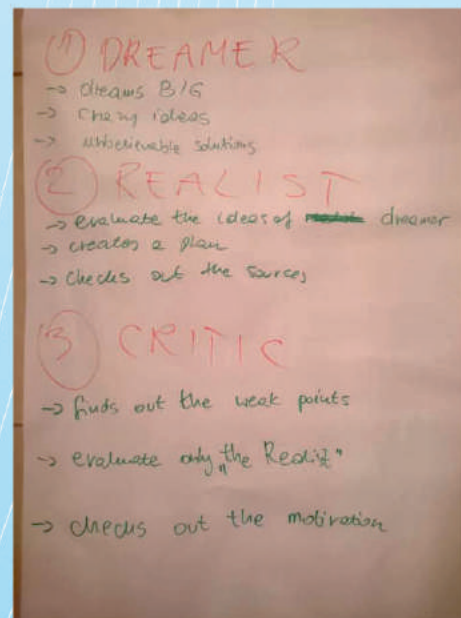


Mind Map (coaching method)

Mind map is a method of self-development based on planning the nearest future with the means of self-coaching. It consists in exploring different areas of our self-development as for example passions, family, relationships, carrier etc. During the process the person can use various tools as drawing, making collages etc. and during that be aware of decision making process.

Disney's Strategy

Disney strategy is a method of evaluating ideas where the dreamer, realist and a critic give their opinions and a view of the original idea. Some of the participants really like it and it helped them to express their opinion and how to make responsible decisions.



Secret Killer

This is a game in which all of the participants are supposed to assassinate someone with a certain tool. It was supposed to taste our wits and teach us not to trust everyone all the time. Especially some Hungarians. :) The idea might have been inspired by the Game of Thrones.

Ladder of participation (6 groups and 6 scenes)

Methods:

Group work, brainstorming, role playing, drama, discussion

Level 0: You are told what to do

Level 1: Not consulted but informed

Level 2: You are consulted but take final decision

Level 3: Adults initiate, you share decision making

Level 4: Adults share decision making

Level 5: Youth initiate and organise the project

Impression:

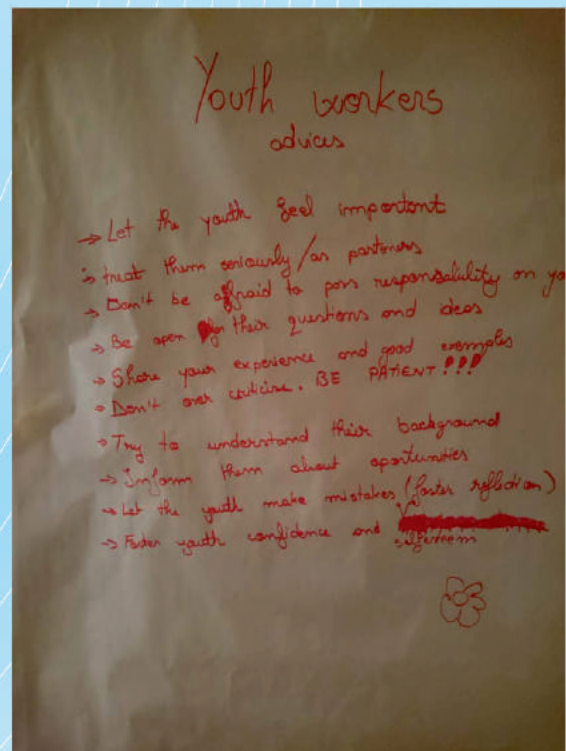
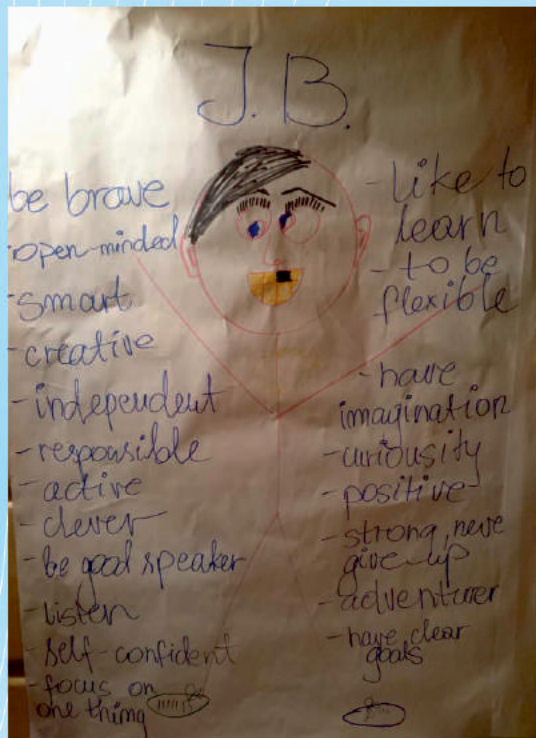
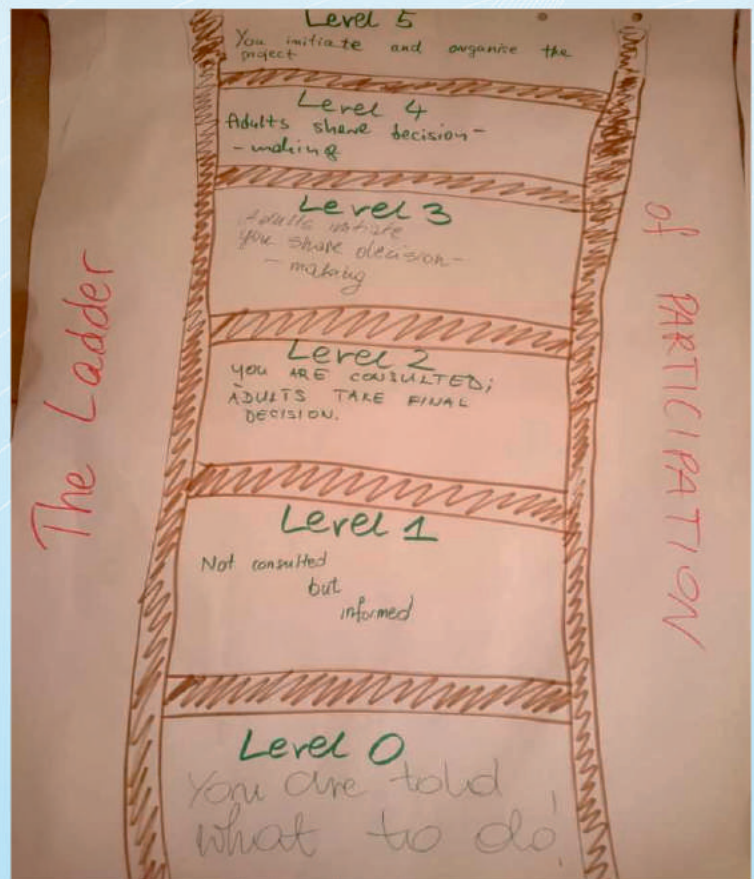
The creative methods implemented during the exposition made the activity insightful; making us to be aware about which kind of participation level we currently have in our organisation (society, context) and how it affects to the transference of the knowledge in our reality. We could improve this activity by introducing an "intercultural debate" regarding how Youth act and participate in different countries, analyzing the engagement and active participation by youth itself, in order to promote all of this knowledge in each individual country.

How to encourage youngsters to participate?

(2 groups – youngsters and youth workers and brainstorming about characteristics of youth from the both perspectives)

Methods: Brainstorming, group work

Activity was short, we were divided into two big groups, topic was inclusive and we easily worked together. However it could be treated much deeper with usage of other methods.



Idea of improvement:

We could be divided for 3 groups: youth workers, youth (18 years old), youngsters (13 years old), and each group should draw a picture of person in their age. Then inside we could write characteristics which describes participative person and outside of the person we could write limitations, boundaries or problems which this target group is facing in the topic of active participation. Then we could see how "the World" is changing from the different points of view.

Intercultural evening P2:

The presentations were really interesting because they were a mix of digital presentations, promotional movies, quizzes and map games. Apart from that every country represented themselves with food and drinks. In general all of the participants liked it and were surprised to learn some of the facts about each country they didn't know.

"An educated, enlightened and informed population is one of the surest ways of promoting the health of a democracy
Nelson Mandela

Websites:

salto-youth.net

erasmusintern.org

Official website of Erasmus + Programme -

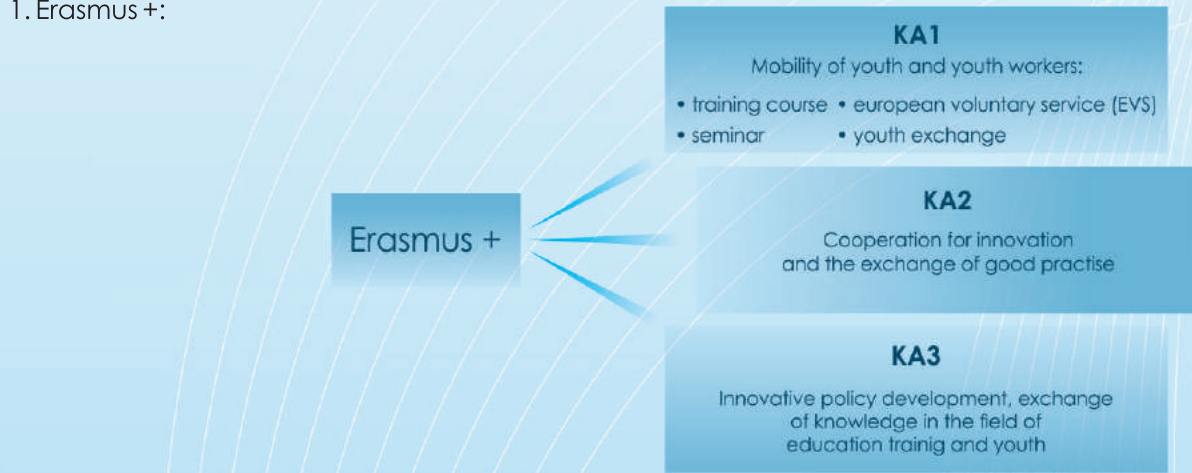
Official website of European Commission - ec.europa.eu

Polish website of Erasmus+ Programme -

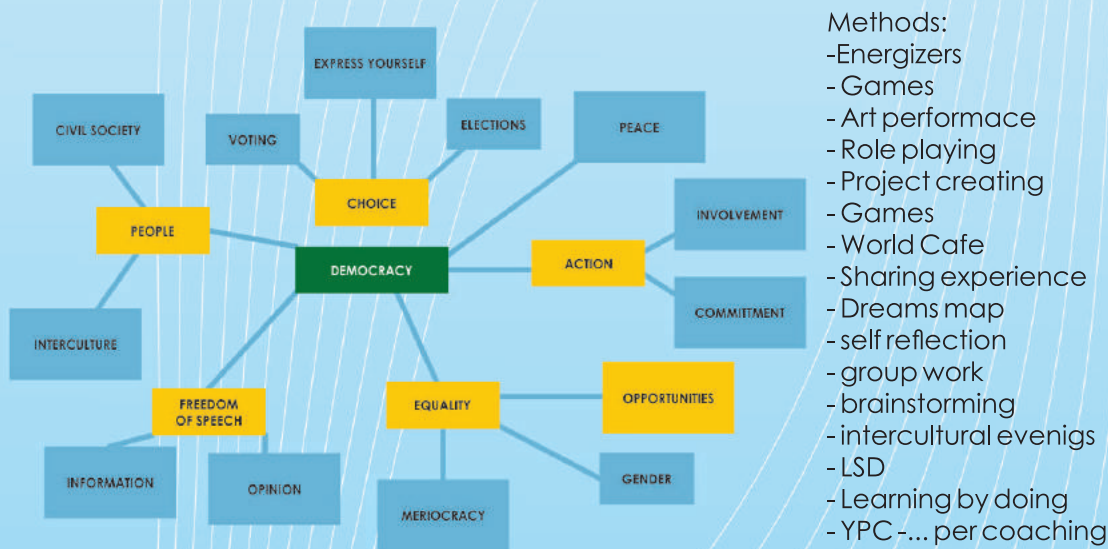
European Youth Portal-

some important words used during the program:

1. Erasmus +:



What democracy is?



Methods:

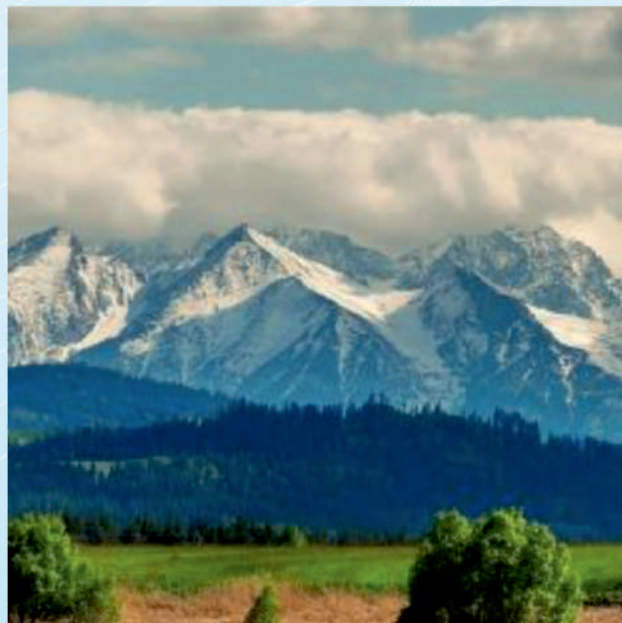
- Energizers
- Games
- Art performace
- Role playing
- Project creating
- Games
- World Cafe
- Sharing experience
- Dreams map
- self reflection
- group work
- brainstorming
- intercultural evenigs
- LSD
- Learning by doing
- YPC -... per coaching

English	Polish	Italian	Croatian	Spanish	Hungarian	Romanian	Portuguese	Turkish	Bulgarian
Democracy	Demokracja	Democrazia	Demokracija	Democracia	Demokrácia	Democratie	Democracia	Demokrasi	демократи́я
Freedom	Wolność	Libertà	Sloboda	Libertad	Szabadság	Libertate	Liberdade	Özgürlük	Свобода
Participation	Aktywny udział	Partecipazione	Sudjelovanje	Participatioñ	Részvéteł	Participare	Participação	Katılımcı	Участие
Youth	Młodzież	Gioventù	Mladi	Juvenil	Fiatalság	Tineretă, tineri	Juventude	Genç	Младост
Interculture	Międzynarodowy	Interculturalità	Interkulturalno	Intercultural	Interkultúrális	Intercultural	Intercultural	Uluslararası	Межкультурна́я
Dialog	Dialog	Dialogo	Razgovor	Diálogo	Párbeszéd	Dialog	Diálogo	Diyalog	Диалог
Projects	Projekty	Progetti	Projekt	Proyectos	Program	Proiecte	Projectos	Proje	Разговор
Informal education	Edukacja pozaformalna	Apprendimento informale	Neformalno obrazovanje	Educación informal	Informális oktatás	Educatie informală	Educação informal	Yaygın eğitim	Неформально образование

Author: Lorena Álvarez

Benefits of learning and working in a multicultural environment Poland/ October 2015

There are many nationalities here, and various ethnicities, different languages and ideologies. When one learns in a multicultural environment, our train of thought is broadened than usual. We are exposed to a rich variety of values and cultures, absorbing all those different tendencies and being able to apply them to any situation in our lives. These interpersonal skills are "a key" to succeed in a today's modern multicultural society.



We come from Bulgaria, Croatia, Poland, Greece, Lithuania, Romania, Hungary, Turkey, Italy, Portugal and Spain. We talk in 12 different languages, and we work and communicate in English language.

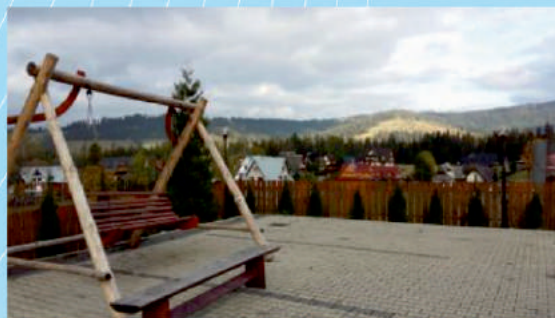
At least a 60% of these people speak "four languages", around a 20% speak "three languages", 10% "five languages" and other 10% "two languages".

The most common languages are English and surprisingly Spanish (more than 6 people understand my language), but almost everyone has a background in German or French. – Despite that people from Portugal, Spain and Italia can understand themselves without need of language!



We all have very different educational backgrounds: international relations, pedagogy, psychology, business management, engineering ...etc; but the most important here is not a bachelor or a master, it's the knowledge that you can offer and interchange with the other, all these naked skills that we are willing to offer and get. Maybe, this is the first difference between our "teamwork dynamic" and the way that labor market works in our routine. We are more focus on learning processes, – What can I learn from you? What can I offer? Here, we are not worried about the red tape or bureaucracy, neither about "wrong answers" or deadlines.

Learning in a multicultural environment fosters the flexibility to change; knowing that there are a wider range of beliefs and lifestyles in this world make us realize that we can be more independent while "choosing our path". This flexibility and an open attitude to be adaptable to "the change", are important characteristics of the "Phenomenon of Globalization" – the increased interconnectedness of all peoples on the face of the earth.



Globalization is always a topic on the table, the impact of the economical, political, technological and also cultural and social changes that we are experimenting nowadays. We discuss about the both sides of globalization with freedom and assertiveness. The positive side regards globalization as a phenomenon which can boost productivity and living standards across different countries, creating a "globally integrated economy". The gloomy side emphasizes the enormous social risk and the increased risk of financial market stability (euro). It is an incredible experience to discuss about globalization with people from 11 different countries.

We are used to other different nationalities, so it's not easy to judge aesthetic characteristics of other alternative cultures. We all believe in the unity of the society and in a liberal attitude towards our approach to life. Multicultural education seeks to achieve greater social harmony in a society and world currently beset by intercultural conflict. We called to this harmony, democracy.

Benefits of learning and working in open spaces



Working in different learning spaces (rooms, living rooms, "Wold Cafés") provide multiple advantages. To be around the Tatra Mountains is a pleasure, it makes us to use the instructional time in a creative and productive way. The beauty of the landscape is wrapping us all day long, and we feel motivated to create beauty too. The mountains bring us more energy and a greater enjoyment during our work. We spend 24 hours together in the same building. There is a schedule which leads the activities, goals and breaks. We have leisure spaces as Jacuzzi, sauna, poolroom etc sharing a desk in our private rooms with at least one colleague. Sometimes we surprise ourselves talking about our projects, school, education or personal experiences at mid night. Of course, there is not a TV, and sometimes wiffi zone fails.



Open spaces create a very interesting and collaborative atmosphere between peers. It let us to know much more about each other, seeing different people strengths in varied learning contexts. It creates also a strong ownership of learning, fostering the responsibility regarding our role and duties. Interactive contexts decrease isolation in people, creating a "sharing attitude" where collective expertise results greatly effective.

This experience is a good example about how open spaces and collaborative teaching can be best utilized. How we, as trainers or educators, can maximize opportunities in our context, trying to reduce the challenges in order to create the best learning experience.

Thanks to Fundacja Kopalnia Inicjatyw – Polish National Agency of Erasmus + Youth Programme for this experience.

Dedicated to my lovely team :)

(Michał Pietrzok, Ivo Danieli, Karolina Gaw, Viviana Specioso, Cátia Benevides, João Ornelas, Hami Bozdemir, Maja Hanic, Sinziana Babu, Edita Zalupaitė, Mara Arion, Wojciech Ciesielkiewicz, Dóra Záhorszki, Agata Janicka, Patrycja Widawska, Agnieszka Zawislak, Jelena Glavaš, Nikola Niepsuj, Sigitas Ramanauskas, Selman Temiz, David Santos, Žaneta Błażyca, Diana Grgat, Pablo, Paula González)





Author: Edita Zalupaitė

Date: 26 Nov 2015

"Step in to democracy through Multicultural learning"

On October 20-25 group of young enthusiastic people from all around the Europe went to the small but very cozy mountain village near the Slovakia boarder Murzasichle (Poland) for a seminar "Step in to democracy". Active, creative and communicative people came from Bulgaria, Croatia, Poland, Lithuania, Romania, Hungary, Turkey, Italy, Portugal and Spain to gather together and to fulfill their knowledge about another countries, cultures, languages and values, to share experience how to be an active participant in social life and support the development of civic society. Wojciech Ciesielkiewicz and Agnieszka Zawislak were our guides through the journey of sharing our experiences and knowledge, they created great atmosphere for learning and participating all the time. Murzasichle was the place where many nationalities came together with various ethnicities, different languages and ideologies. We created the multicultural environment to discuss about our differences and similarities; we absorbed all those different tendencies and thought about being able to apply them to any situation in our lives. Those interpersonal skills we shared are the base to succeed in a today's modern multicultural society. We were focused on the learning process thinking what I can learn from each and what I can offer to others. The best thing was that we were not worried about "wrong answers", marks or deadlines. That multicultural education showed how to seek to achieve greater social harmony in a society and world currently beset by intercultural conflict. And we called this harmony as democracy.

We started every day with the funny energizers and after it with fresh minds we continued hard and creative work. We had a Schedule to know the plan of the day and also the rules titled "The Contract" to be participating and honest with yourself and others. We worked in various spaces – living rooms, dinning room, outside seeing the incredible beauty of Tatra Mountains, in the main workplace. Open spaces, working in groups let us to know more about each other, to see different people strengths in varied learning contexts. We discussed about the most actual problems in the world and Europe ("World cafes"), talked about young active people and their possibilities, checked our competences working in groups and analyzing our contribution of the day alone, created our own organizations, also wrote and learned the words from the "The Language Wall". After work we had enough free time to go to relax in spaces like jacuzzi, sauna, to play table tennis or pool sharing a desk, dance or just stay in the room with new colleagues or roommates. Sometimes we just enjoyed the time and surprised ourselves talking about our projects, school, education or personal experiences till midnight.

Also it is needed to mention that we had opportunity to visit Zakopane. This town was not so far from Murzasichle but very nice with a lot of tourists, souvenir shops and cozy restaurants. Zakopane is informally known as the winter capital of Poland and is a popular destination for mountaineering, skiing or just enjoying the incredible views of the Tatra Mountains. The day when we were in Zakopane was rainy and foggy so we hadn't a real possibility to enjoy the views but it just mean that we will come back one more time to go to Kasprowy Wierch and feel the grandeur of the mountains.

The project "Step in to democracy" for me was inspiring, useful and motivating. I met amazing people from all Europe, enjoyed beautiful nature, cities and places of Poland, fulfilled my knowledge with information about interesting cultures, languages, traditions, how to share and accept it and finally connect everything in just one word DEMOCRACY.



Day 3

Arrival:

Krakow Główny Bus Station, 20 October 2015, 6:30 PM, the participants in "Step in to democracy" Erasmus + Project had their first meeting.

Tired, excited, curious, interested, friendly, loudly, happy, this is how almost everyone of us felt like. After recuperating the lost young foreigners, the bus finally started our journey to Murzasichle, The Mountain Land. Sharing our curiosities, describing our lives, making some inter-language conversations, this is the way how we got to know each other.

We all were impatient to get there, but all of a sudden, the bus stopped and a weird smell occurred in the air. Outside was dark, rainy and cold, the atmosphere was exactly like in American horror movies. The traffic was closed, the police man came and we were standing in the pouring polish rain, freezing, hungry and scared. After half an hour another bus took us to our destination and everything happily ended.

Day 3

We woke up and we saw outside our window a cloudy sky, a foggy day was about to begin. One our later we were already in Zakopane, a beautiful mountain city. Here everyone started to explore the polish live. Some of us went to climb the mountains, some others went to a long stroll on the streets of this idyllic city and some people even got outside the city to find the typical polish mountain panoramas.

But our day wasn't all about fun, once we came back we started to create our own organizations. We were divided in 5 groups, each group having to discuss a topic.

„Language bazar" was putting the accent on giving people opportunities to work and live whatever they want to. The target group is high school students. The main activities are learning by using non- formal education, swapping languages between people.

The second organization was " Szarotka", whose mission was to give opportunities to small organizations, with fewer resources to be in touch with the nature. Workshops, small gardens, green houses with vegetables, permanent camps, short and long term projects are the main activities proposed by " Szarotka". The target groups are: adults, kids, workers and families.

Another organization is " YouthLab". Their main aim is to make science more approachable to people who have not contact with it. They have two target groups: youths between 10 to 18 years old. Main activities are: science workshops, lab experiments, math games and programming.

"Purple huggy bears" has as mission to prepare students from Balkans countries into starting the adult life through wide range of activities connected with their future professional career. Aims: to prepare young leaders of the society, to improve team work skills and raise cultural awareness among participants.

" Chrysalis " has as mission the supporting of young people to develop themselves. Their target group is everyone who has an applicable project, but they don't have enough resources to make it reality. "Chrysalis" is providing them orientation program.

Cátia Benevides
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Dream's map

Coaching method

Description: you can use this method for yourself to plan any activities and setting your goals as a youth worker. It's also very good method to work with a groups of youth.

If you have a dreams, it's time to take action!

It's important to give ourselves permission to dream! It's also important to sweep away the "shoulds" and be totally honest with ourselves about what we want.

It's pretty simple

It's pretty simple. If we aren't honest about what we want, we'll never get what we want.

As you explore and allow yourself to dream, you will get clues about what you really want. Don't shut those down. They are treasure on your path. As you follow the treasure clues, your vision will be defined and clearer.

It's exciting

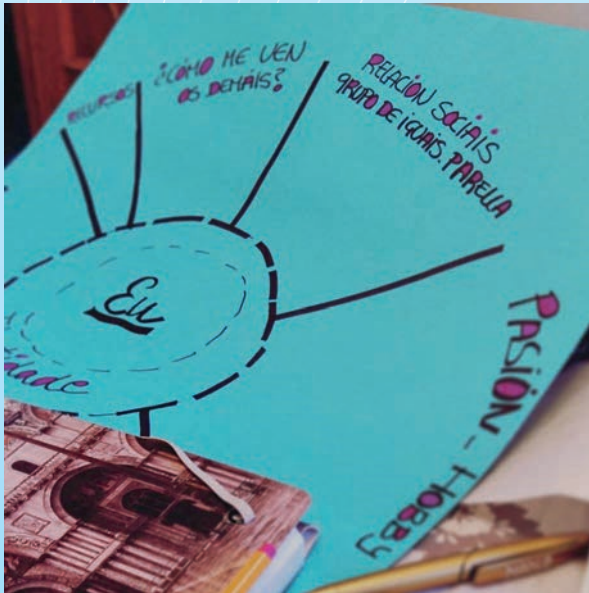
So, by now you have been dreaming and letting all those thoughts, possibilities and ideas flow unhindered. You probably have quite a bit of excitement, just imagining that you could chart a new path today!

All you need is the plan, the road map, and the courage to press on to your destination.

~Earl Nightingale

Mapping out your dream path

Now it is time to map out your dream path, and see those ideas materialize into a workable plan you can act on every day. Here are some steps to guide you.



Photos made during a workshops on "Step in to democracy" seminar

Alternative version of drawing your dream's map 10 Steps to Map Your Dream Path

1. Write it out

- What are the defining characteristics of the dreams that have emerged?
- Do you see common threads of things you enjoyed?
- What about things that you disliked and never want to do again?
- Write those down. You will use these when you are deciding on which new career to pursue.

2. Watch your thinking

- Let your mind run unrestricted to dream, but not to discourage.
- You might start thinking, "There is no way I can do this". Instead say to yourself, "There is a way to do this. I will find a way to pursue this."
- Be the policeman of your own mind. You can encourage helpful thoughts and turn around negative thoughts.

The truth is, you can pursue any career opportunities you choose. You can design your work and your life according to what career opportunities work for you.

3. Explore by watching videos



4. Make a choice

- Of the dreams that have emerged, which one excites you the most?
- Which dream do you most want to do?
- Choose it!

5. Enlarge the vision

- Include as much detail as possible about what your life would look like after following your best dream path.
- What would make the dream even better?

6. Find a dreaming buddy

- You will need support on your journey to a change.
- Create a time to share your dream with someone else whom you trust, someone who has dreams of their own.
- Having a safe place to talk and hash out your dream and next steps is extremely powerful.

7. Connect with a mentor

- Who is doing the thing you want to do?
- That person can be a great mentor and support to you.
- Reach out to possible mentors for lunch or coffee.
- Use that time to get the real deal on what their world looks like on a day to day basis.

8. Define the specifics

- What information do you need to make your new career work?
- What will it take to implement your dream?
- How long will it take to implement?
- How many hours a week can you devote to working on it, starting now?

9. Make a 90 day goal

- Be realistic in your time planning; don't stress yourself out with inadequate timeframes.
- Make a plan that works within the timeframes you can accommodate.
- Look at the next 90 days and plan backward.
- What do you want to have accomplished in 3 months?
- Write the main steps that need to be done in outline form.

10. Detail the 90 Day goal

- Using your outline, detail every step that needs to happen.
- Pull out your calendar and assign each step to a day and time.
- Did all the steps fit into the time allotted?
- If not, you can assign more of your week to the project, or decide that you will set a more conservative goal for the first 90 day period.

Make your new career happen

Now you have laid out a plan, you will work on it a little each day to make it happen. It is amazing what you can accomplish in just 90 days when you have focus.

Once you have completed 90 days, you can outline another 90 days until you get to your goal.

Make yourself a priority

Make yourself and your dream a priority. Life will come in and try to interrupt, but make sure you are not putting yourself in last place.

Over time, little constant steps bring big improvements. Start today to change your path to a new career.

You will be glad you did!

Ladder of Participation

Summary:

To introduce the Ladder of Participation and to encourage participants to explore the spectrum of participation, where they think the group sits on the ladder.

Purpose

To introduce the Ladder of Participation and to encourage participants to explore the spectrum of participation, where they think the group sits on the ladder and in an ideal world where they would like to be.

Resources

- Ladder of Participation
- Words printed on separate sheets
- Populated ladder of participation
- Definitions
- Flip chart paper
- Blue and red sticky dots
- Pens and flip chart pens.

Allocated time: 40 minutes

Method:

1. Split participants into two groups, ensuring that there is a good mix of sectors in each group (if you have larger numbers you may want to consider splitting into 3 or 4 groups).
 2. Place all the word sheets from the ladder of participation on the floor; not in the order that they actually go in.
 3. Ask each group to place the words in an order that they think would demonstrate a spectrum of community engagement.
 4. Give each group about 5 minutes to do this.
 5. Ask each group to review the other's ladder and then to move back into their own group.
 6. Give out the ladder handout and the definitions and give each group 10 minutes to read the definitions and discuss.
 7. Facilitate a brief discussion on the main points that came out of each group and flipchart.
 8. Place A3 ladder on the wall and ask each individual to mark, with a blue dot, where on the ladder they think the group is currently in terms of fully engaged communities.
 9. Ask each individual to mark, with a red dot, where on the ladder they think the group should be (ideal world) in terms of community engagement.
 10. View the difference and facilitate a discussion around the difference between where it is and where they think it should be. Agree one level where they would like to be by this time next year.
 11. In small groups again ask each individual to consider 3 ideas that will get them to the stage on the ladder where they would like to be. Share with others in the group and agree 3 steps to share with the full group.
 12. Feedback in large group. Flipchart ideas, group ideas and then agree three overarching steps that will get participants where they want to be in a year's time.
- This exercise is based on Arnstein's Ladder of Citizen Participation, Originally published as Arnstein, Sherry R. "A Ladder of Citizen Participation," JAIP, Vol. 35, No. 4, July 1969. However, it also borrows from the UNDP Guidance on Participation.

Definitions

Manipulation People aren't actively involved – their participation and actions are steered by the organisation, who manipulate them into decisions and actions. They may not be given all of the information the organisations and agencies have, and they may not have appropriate support to encourage them to ask the questions that will give them the full picture.

Information

When stakeholders are informed about their rights responsibilities and options, the first important step towards genuine participation take place. The main drawback at this stage is that emphasis is placed on one-way communication, with neither channel for feedback nor power for negotiation. People are given the information they need to hear, but have no way of influencing what is happening. The organisation or group makes sure people know what's going on, but are not interested in getting any feedback or suggestions on how it could be done better. When communities do ask questions, answers that are full of jargon or highly technical can discourage any further questioning.

Consultation

This level involves two-way communication, where stakeholders have the opportunity to express suggestions and concerns, but there is no guarantee that what they say will be acted on – communities can feel they are consulted constantly, but nothing changes. Examples of this are chaired meetings where stakeholders do not contribute to the agenda, public hearings and surveys.

Placation

Here, community reps are often outnumbered by agencies and organisations who have an idea of how they want things to go, or who are unable or unwilling to change the traditional ways in which they operate. The reps have some degree of influence and people are happy that there is community involvement, but unless resources and supports are invested, they are only representative of specific sections of the community.

Consensus building

Here stakeholders interact in order to understand each other and arrive at negotiated positions which are tolerable to the entire group. A common drawback is that vulnerable individuals and groups tend to remain silent or passively acquiesce. In this situation, stakeholders all explain their position and put their ideas forward before trying to come to a general agreement about how things should move forward. In principle, this works well, but anyone who is less confident or gets lost e.g. in the "jargon jungle" can end up not taking an active part in the discussions and just going along with the flow – not necessarily what they think is best.

Decision-making

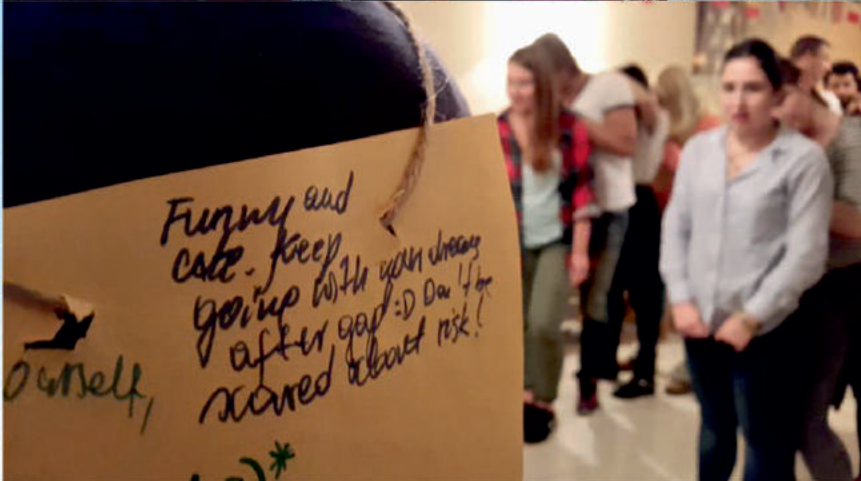
When consensus is acted upon through collective decisions this marks the initiation of shared responsibilities for outcomes that may result. Negotiations at this stage reflect different degrees of leverage exercised by individuals and groups. Once a general consensus has been reached, the group start to take decisions on how things will happen and share responsibility for tasks. Again, unless someone is keeping an eye on the group dynamics and making sure everyone understands and gets an opportunity to participate in the decision making, some groups might have more power than others.

Partnership

This relationship entails exchange among equals working towards a mutual goal. Note that equal as applied here is not in terms of form, structure, or function but in terms of balance of respect. Since partnership builds upon the preceding levels, it assumes mutual responsibility and risk sharing. Here, everyone's contribution is equally important - there isn't a hierarchy and no one thinks their contribution is more valuable than someone else's. Everyone's working together to achieve a common aim and feel part of the work - no-one is sitting around the table feeling they are not doing things right - everyone accepts that if they're around the table, they're just as responsible as everyone else for what needs to be done.

Fully Engaged Communities

Co-production is the production of public services through the equal and reciprocal contribution of service users, communities and professionals, making use of their pooled resources, expertise and willingness to improve service processes and outcomes. Here, everyone is involved at all levels and every stage of the process, right from the development of the idea, how it will be carried out, what skills and resources they can contribute, sharing tasks and responsibilities etc., and everyone feels a collective responsibility.





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