



CHANGE MAKERS

AIMING FOR **THE** GOOD



EDUCATIONAL MATERIALS



GLOBAL EDUCATION PROGRAM

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AIMING FOR **THE GOOD**

Anna Książek

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CHANGE COMES FROM WITHIN

Change. Which changes are needed in the world? Thousands. Better access to education. No poverty. Sustainable development. Gender equality. Peace. I could go on till the end of this page or even farther. How to achieve that? This question bothers me way more.

After several years working in the changemaking sector, both in scouting and outside of it, I think that the only change we really have to endeavor is within ourselves. In each and every one of us. I don't believe in hero-changemakers, which will change the whole world at once, I don't believe in governments and global leaders. I believe in the actions of common citizens, the actions you and me can do. **To make any real change in the world each of us needs to become a changemaker, a person which notices and understands problems around and, above all, is able to react.** We need each of us to ban those plastic bags, give one hour of our time every week or every month to voluntary work, visit the orphan house, help immigrants with learning the local language, clean the nearby forest or make shopping for an older neighbor.

How to achieve that? A basic thing – education. We need an education system which, first of all, increases awareness and allows people to notice how the world is working, which global dependencies rule the world, what is the real cause of the problems we observe around. Secondly, an education system that empowers people, that encourages young and adults to take action, not only to discuss about it. An education focused on being useful, instead of “learning for ourselves”.

What is the goal of our being in the world? A lot of people say happiness; others want to leave something behind. For me in both cases we speak about the same. I think that without being useful we cannot achieve real happiness and fulfillment. We need to leave this world better than we found it. After interviews with more than 200 changemakers I see clearly that it's one of the few groups of people which can say: “Yes, I'm happy. My life has a meaning. I look in the eyes of the people I support and I know I couldn't do it otherwise”.

Every interview finishes with the question: “What is needed for change the world?” Nobody answered money. Nobody mentioned history or mathematics. Neither they referred to connections. They spoke of **empathy. Collaboration. Passion. Awareness. Listening to others. Constant learning, also from our own mistakes. Patience.** When we ask for a message to others, they practically always say the same: **do it. Just do it. Today, right now.** You don't have to change the whole world. Start from small things, but start. Look around. Stop. Notice those people you are surrounded by. Listen. Go deeply inside yourself. **And start changing.**

Enjoy making a change!
Anna Książek

The Polish Scouting and Guiding Association (ZHP), which created this publication, has a big experience in implementing programs related to global education. We prepare many projects thanks to which children and youth can try and look at the world from the perspective of their peers from other countries, they get to know their problems, their joys and successes. In this way we make it easier for them to understand the issues that concern all people the world over: equality, peace, ecology, sustainable development... In our programs we emphasize how important is the active attitude of everyone – from the youngest to the oldest – and working together.

Our programs are prepared by experienced youth leaders in collaboration with specialists of global education, travelers, as well as scouts from different countries. Our latest program is “Changemakers. Ain: good”. The program touches important world issues, it is interesting and universal, so we decided to make it available to a broader audience, not only scouts, but also other kinds of educators, teachers, and social leaders.

The book contains scenarios for workshops and suggestions of tasks for children and youth from different age groups. But that is not all that can be found in it. There is also a section named “Changemakers stories”. Here there are stories of people who change the world for the better, collected by Anna Ksiazek and Andrea Pucci, travelers and changemakers themselves. Get inspired by them. Our scenarios show how the stories can be used during the meeting with children and youth, but that is not the only option. Adapt these stories to your needs, enrich them with your experiences and those of your surroundings.

All scenarios in the book are divided according to four age groups (6–10, 10–13, 13–16, 16–21 years old), but feel free to adjust them to the age of the children and youth you work with!

Following the practice of the Polish Scouting and Guiding Association, the scenarios for the three older groups are separated workshops, you can decide to realize one of them or few, but they are not directly connected with each other. The situation is a little different in the youngest group: we propose 5 workshops and they are all connected.

Emilia Kulczyk-Prus
Board Member
Head of Programme Development
of the Polish Scouting and Guiding Association

GLOBAL EDUCATION

Global education is a creative approach of bringing about change in our society.

Global education is an active learning process based on the universal values of tolerance, solidarity, equality, justice, inclusion, co-operation and non-violence.

Global education begins with raising awareness of global challenges such as poverty or the inequalities caused by the uneven distribution of resources, environmental degradation, violent conflicts or human rights, thus creating deeper understanding of the complexity of the underlying causes. It aims to change people's attitudes reflecting on their own roles in the world. **Global education motivates and empowers people to become active, responsible global citizens.**

Global education addresses topics such as:

- ⦿ global justice
- ⦿ human rights
- ⦿ sustainability
- ⦿ peace
- ⦿ intercultural communication.

Global education applies methodological approaches that are:

- ⦿ learner-centered
- ⦿ participatory
- ⦿ partnership-based: the educator is not a teacher who transmits knowledge or skills, but is a learner as well it addresses, in the learning process, reflection (head), emotions (heart) and activity (hand)
- ⦿ experience-based
- ⦿ activating
- ⦿ empowering.

Global education is based on values of:

- ⦿ tolerance, solidarity, fairness and justice, empathy, equality
- ⦿ responsibility, co-operation, non-violence
- ⦿ inclusion, diversity.

Global education is a process, which:

- ⦿ begins with raising awareness of certain problems
- ⦿ then creates a deeper understanding of the complex underlying issues
- ⦿ encourages people to reflect on their own role in the problem, and therefore
- ⦿ change their attitudes and behavior
- ⦿ motivates and empowers people to become active in a responsible way.

<http://glen-europe.org/global-education/what-is-global-education/>

The mission of Scouting includes the education of young people to become active citizens of the world. A world that faces challenges such as growing inequalities, cultural, ethnic and religious conflicts, and issues connected with limited resources. These issues affect not only people, but also the environment – animals, plants and landscape.

Active citizens must be aware of the coexistence of different cultures, without dividing them into better and worse, and that in every place in the world people should have the same rights, opportunities for life and development. And it is not just about

tolerance or acceptance of another person. It is also a desire to understand different culture, habits and living conditions. Fear and xenophobia are due to lack of information. To avoid them, children and youth should gain knowledge about the world.

We should enable people in all countries to understand global interdependence and to empower them to have an impact on the current situation. In this way we can encourage them to act on the principle of “think globally, act locally”. We can also show how our daily choices and actions affect other people’s lives, including those living in remote parts of the globe. For a real change in the world, we need to change habits on a large scale. Children and youth are a significant proportion of people around the world. Even if only they consume and buy in a globally responsible way, the effects will become visible (and good habits can go around).

Getting to know the world, taking into consideration the aspects of inequality and development

opportunities, requires empathy, often causes excitement and surprise. We need to turn these feelings into action. It is best to start with the nearest surroundings.

Let’s reflect together what we can do to rationalize the use of water or electricity - at home, at school, in our organization. Can we reduce the amount of waste generated by us and our circle? Do our actions affect the landscape – in the local environment and at a world scale? Let’s try to answer these questions. And let’s not stop here – let’s look for solutions, even of small local problems, and let’s put them into practice.

Let’s work together to change the world!

6-10 YEARS OLD





Scenarios for the youngest group, in contrary to those for the older, are planned as a whole. Every meeting follows the previous one up. After the first meeting children decide themselves if they want to continue their adventure with changemaking and if yes, during second, third and fourth meeting they discover different areas of changing the world. Finally, during the fifth meeting, they become changemakers themselves. We encourage you to celebrate that moment by giving children certificates or badges which confirm that children:

- ⦿ know who changemaker is,
- ⦿ know different changemakers, they are able to find and identify them,
- ⦿ know that in changing the world we should start from ourselves,
- ⦿ discover how they can contribute,
- ⦿ plan and implement the action which aims in changing the world for better.

Topic 1

CHANGEMAKER, WHO IS THAT?

One of the most important tasks we have as human beings is to leave this world better than we found it. It's important to empower children from the young age to do good deeds and give them the feeling that they can change the world for better. The aim of this meeting is to get participants interested in changing the world and explain them the basic definitions connected to the topic, above all the term "changemaker".

Main objectives:

- ⦿ Getting to know the term "changemaker" and the aim of changemaking actions.

During the workshop the participants will:

- ⦿ Get a better grasp of many countries in the world.
- ⦿ Get interested in changing the world.
- ⦿ Try to analyze the word "change".
- ⦿ Get to know examples of changemakers.
- ⦿ Try to define which features and skills changemakers need.
- ⦿ Search for inspiration to take their own actions.

1. Story. Read aloud the letter the participants got from the travelers:



Hi! We are Anna and Andrea, a Polish girl and an Italian guy. We are traveling together around the world, visiting different continents and countries, often really different from our own. We admire beautiful monuments, spend time in nature, in the jungle and close to the sea, but above all we meet people, adults and children. Their life is so much different than the life we know in Europe.

With pleasure and curiosity we get to know inhabitants of various countries, we speak with them, try to understand how their daily life looks like – where they live, what they eat, what they learn. We really like to travel, although the longer we are on the way, the clearer we see that in the world there are so many things which need to be changed. A lot of children don't have a proper place to stay for night, they can't go to school and adult often are sad and lonely. What's more, also nature is in danger, there is so much rubbish and pollution!


Fortunately, we meet on our way wonderful people, who want to do something to solve those problems. We call them changemakers. And they are everywhere. They don't change the whole world at once, but they start from their closest environment – and this is important. Changemakers are so interesting that we decided to share their stories with others. We want to share some of those stories with you as well. But first you have to understand well who is a changemaker, and then decide together if you want to become one of them. We keep our fingers crossed and we hope you decide to listen to our stories and change the world together!

Anna and Andrea



You can read about Anna and Andrea's journey on the website: exchangetheworld.info.



 Anna and Andrea on their journey around the world looking for changemakers, with whom they work side by side, observing their life and writing down their stories

2. Game. During the meeting we will get to know changemakers from all over the world. Let's see what we actually know about the world itself. Do participants know the continents? Ask them to show continents on the map. Add or correct something if needed.

Put on the walls, at some distance from one another, papers with the names of some continents: Africa, Asia, Europe, South America, North America and Oceania. You can also mark (for example with a string) which part of the wall belongs to which continent.

Then, name one country, for example France. The task for the participants is to touch as fast as possible the part of the wall named after the continent to which France belongs. Repeat few times, giving names of countries belonging to different continents. Then, come back to the map of the world. Ask participants how many countries there

are in the world. How many of them are in every continent? Let participants guess and then give them the right answers (Europe – 47, Asia – 48, Australia and Oceania – 14, Africa – 54, South America – 12, North America – 23, according to the UN).

3. Survey. Participants know already how the world looks like. Let's see together what the word "change" means. Participants in small teams of 4–6 people do a survey. Their task is to ask different people – pedestrians, workers from nearby shops, etc. – what it means "change". How can we define it?

Attention! Participants can go outside only with an adult person.

Summarize the survey. Compare the answers which different groups got. What did you learn about change? Speak shortly about people's reaction. Pay particular attention if children met with unpleasant or surprising response. Why did it happen? Why some people react to change with anger, fear or sadness? Ask the participants to think about changes which happened in their life, for example the first day at school. Is it easy to change? Probably not always, but it can bring a lot of good things, if it is properly prepared.

4. Discussion. Participants know already what the word "change" means. But what it means "changemaker"? Ask them to try and guess the meaning of this word. What does a changemaker do? Summarize and add if needed that changemaker is **a person who does something good for the society or the environment (nature)**. She/he doesn't have to change the whole world which – as participants know already – it's really huge, it's enough that she/he does something in the closest surroundings, in her/his country, city, district, school or family. Tell the participants about few people which can be called changemakers. You can get inspired by stories from this book (pages 67–108) or share stories of people from your community (a neighbor who helped to create a playground in your district; a person who organized people to build a road together;



a volunteer which is helping in a shelter for animals). Encourage the participants to look for their own examples.

5. Game. Divide the participants in small teams of 4–6 people. For each team prepare two sets of papers of different color reporting on one set some changemaker's skill and on the other color its explanation. Hide or spread the papers in the room. The task for the teams is to find the papers and match them together, for example:

- 🕒 **empathy** – can understand what other people feel,
- 🕒 **responsibility** – fulfills the tasks she/he agreed to do,
- 🕒 **creativity** – has ideas how to solve different problems,
- 🕒 **collaboration** – can work with others, act in group,
- 🕒 **mindfulness** – listens to others and observes what is happening around,
- 🕒 **perseverance** – keeps going, doesn't give up.

At the end of the exercise tell about the travelers from which the participants got the letter. Explain that Anna and Andrea, when speaking with people who change the world for better, ask them what is needed to be a good changemaker. Often-times, the skills are those you've seen in the exercise. Does everybody understand now what each of them means? We will get to know some of them better during next meetings.

6. Artwork. Participants create portraits of a changemaker, trying to depict the skills discussed in the previous exercise. They can choose any technique they want, for example crayons, markers or collage from old newspaper. Showing the artworks, name once again the skills presented on the portraits.

7. Summarize. Participants one by one tell about the work changemakers do. Direct the discussion so they understand that also children can be changemakers. Ask if they want to change the world around them. Decide together if you want to

continue the journey with Anna and Andrea and get to know next changemaker's stories. Decide together that from now children will observe the world around them and look for things they can change for better.

8. Homework. Every participant at school or at home, should do at least one good deed. Make sure that they know what it can be (for example making shopping for an elderly neighbor, helping a classmate in doing the homework, prepare with the parents a Christmas gift for a family in need).

9. Finishing the meeting. Participants learn a chant which they will use at the beginning and at the end of every meeting about changemakers:

We change the world together
To make everything better
For people and for nature
This is our adventure.

Additional tasks for the group:

- 🕒 Prepare a collection of stories of changemakers which operate in your city/village. It can be a great gift for a friend of your team. Or maybe you can do an album of children – changemakers?

🕒 Anna and Andrea spoke with many changemakers all, asking them what is needed to change the world for better



Topic 2

WE LEARN IN ORDER TO CHANGE THE WORLD

Access to education is one of the main problems of the world, but at the same time also a potential solution for most of them. During the meeting the participants will get to know that education in different countries doesn't look the same. They will also discover that children and adults live in different conditions and do different kinds of work than children and adults in their own country. They will think why learning foreign languages is important. They will also observe their own surrounding and they will try to present their reality to children from other countries.

Main objectives:

- ⦿ Indicate education as one of the main areas of changing the world.

During the workshop the participants will:

- ⦿ Get to know how children from other countries live (case study are Cambodia and Indonesia), notice similarities and differences between their life and the lives of children from other places in the world.
- ⦿ Notice that their own life and surrounding can be special and interesting for people from other countries.
- ⦿ Get interested in education in general, above all in learning foreign languages.
- ⦿ Think why education is needed.

1. Starting the meeting with the chant:

We change the world together
To make everything better
For people and for nature
This is our adventure.

2. Story. Read to the participants the next letter from our travelers, whom they got to know during the previous meeting.



Hi!

We are so happy you've decided to continue the journey with us! Today we will share with you the first story. It will be the story of Dan, a changemaker from Cambodia. Dan comes from a small village called Sandeck. There is no electricity, no running water there. Most of the children from the village finish only the 6 levels of primary school and then – instead of studying – they help parents on the farm, collecting fruits and rice. The secondary school is far away from the village. To get there you need to go a long way by bike every day. Most of the parents decide to not send children so far away. Girls and boys stay on the farm and work hard all their life.

— Dan was one of the very few children, who decided: "I want to go to secondary school!" Every morning he wakes up very early, bicycles to school, studies, and comes back to home help his parents on the farm. It was not easy, but Dan was stubborn and he managed to finish the school. Thanks to that he found a good job in Phnom Penh – the capital city of Cambodia. He doesn't have to work hard physically, he earns more money,



lives in better conditions and he can even help his family. And everything thanks to education!

☺ Dan knows how important it is to get an education. That's why he is organizing English classes for children from his village. At the beginning he organized some classes in his parents place for just few children, who really wanted to learn, because they knew that knowing English will help them to get a good job. Then, more and more kids started to come and today there are almost two hundreds girls and boys! They come six times per week for one hour per day. They learn in seven groups, the first of which starts the lesson at six in the morning! Even children from other villages come willingly to learn. They got to know Dan and understand that education is very important. And Dan, thanks to education, not only got a better job, but he also understand how important it is to change the world and help others.

Anna and Andrea

You can find Dan's story, "Be the spark", on pages 70–73.

Ask participants if we can call Dan a change-maker? If yes, why? And children from Cambodian villages who, despite difficulties, learn English also can be changemakers? Make sure participants understand the word "education". Explain them why learning English is so important for children in Cambodia. Is learning English (or other foreign languages) useful also for children in your country? What languages do the participants learn?

3. Game. Children described in the traveler's letter learn English. Let's check if participants also know something in this language (if English is their native language, you can choose a different foreign language for these exercises). Name one by one different colors in English, for example:

- ⦿ red,
- ⦿ blue,
- ⦿ yellow.

The task is to touch something in that color, as fast as possible.

4. Discussion. Look at few photos of children from Cambodia (page 15, on the left), see what are the conditions in which Dan organizes English classes. Show also photos from Indonesia (page 15, on the right). Check on the map where **Cambodia** and **Indonesia** are. Think together what are similarities and differences between schools in Cam-

bodia, Indonesia and your country. What can you really see in the picture and what is only your guess? Show also pictures of adults from the Cambodian village. What do they do? Check the caption of the photographs to correct the answers of the participants. Then have a look at photos of landscapes and nature. How are they different from what you can see in your country? Underline the fact that in Cambodia and Indonesia, as much as in your own country, villages look very different than cities and urban and countryside people live very different lives.

5. Reconnaissance. Participants in small teams prepare a photo reportage showing their own country – children, adults, landscapes, streets, etc. Think what kind of photos you should put in such kind of reportage. What can be interesting for children from other countries? Prepare the equipment and make sure that every small team has phone with camera and participants know how to use it. Trained and equipped participants go for a walk around to take photos. Explain that they should not do photos of people who didn't agree for that.

Attention! Participants can go outside only with an adult person.

6. Artwork. Participants with your help, prepare a reportage or presentation from the photos they made. Before the meeting, prepare the equipment – computer, printer or projector. Watching the result



of their work, the participants discuss if getting to know other countries is important. If yes, why? Is it also part of education?

7. Game. How to say in English “My name is...?” Participants stand or sit in a circle and everybody, one by one, says in English what is his/her name. Record the presentation of your team and attach it to the photo reportage.

8. Song. Propose to the participants a song which will develop their English skills – it will help them remember the English for different parts of the body. Underline that they could easily play this game with other children:

Head, shoulders, knees and toes
Head, shoulders, knees and toes
Eyes and muth and ears and nose
Head, shoulders, knees and toes.

Singing, participants touch the appropriate parts of the body. Firstly they sing slowly, going faster and faster with every repetition.

9. Game. Name in English different actions. The task of the participants is to show them with their bodies:

- ⊙ Jump.

- ⊙ Run.
- ⊙ Swim.
- ⊙ Jump 3 times.
- ⊙ Sing.
- ⊙ Sleep.
- ⊙ Sit down.

10. Summarize. Ask if participants want to share photo material or movie they prepared with children from other country. Find together the best method of presenting it. Remember, before making public any material with your participants, you should have the agreement of their parents.

Ask participants also to share their experience about making good deed (task from the previous meeting). Appreciate their creativity, helpfulness and efficiency in action.


11. Finishing the meeting with the chant:

We change the world together
To make everything better
For people and for nature
This is our adventure.

Additional tasks for the group:

- ⊙ Send ready reportage and movies to children from another country.
- ⊙ Prepare the exhibition “Our city/village in the eyes of children”. Invite guests. Can you manage to reach people from other countries? Ask what was particularly interesting for them in the exhibition.
- ⊙ Meet with children from other countries living around you. Learn few words in their language. Prepare a game during which they can learn some words in your language. If there are no children from other countries in your neighborhood, organize an on line meeting.



 A student at the English class in Sandeck village. He goes every day to learn and develop



Scouts from Pramuka, Indonesia realize many social projects, such as fighting illiteracy. In the picture the scouts from the youngest group age



Young students of an Indonesian school in school uniforms



English lessons – in Phnom Penh, capital city of Cambodia, (above) in a school which is often visited by volunteers from abroad, and in a Cambodian village (below), where children from different villages join for classes organized in one of the houses



The majority of Indonesian people are Muslim. A scarf covering head and shoulders (hijab) is part of the school uniform for girls



Very common view in Cambodia – a village surrounded by palms and rice paddies



Below: house in Sandeck village (Cambodia), similarly to others, built on piles. Rice, drying on the mats in front of the house, is base to almost every meal



On the square in Cambodian villages people sell fruits and vegetables, for example the jackfruit, delicious fruit of a loaf tree



The rice produced for house consumption is often collected manually



Whole families from Sandeck village work on collecting rice. Once transported from the field, the rice has to be cleaned and dried. Then, it is put in bags or clay pots

Topic 3

MANY PEOPLE, ONE WORLD

Around us there are different people – from different countries, different age, with different level of physical abilities. Everybody is a valuable person, with whom it's worth to speak, worth to get to know and worth to help. But helping others requires empathy and mindfulness, only in that case you can be really useful. During the meeting participants will get to know the story of a changemaker with disability, they will try to put themselves into her shoes and they will think together how to change the world and help others – effectively, with care and mindfulness.

Main objectives:

- Developing the sensitivity of the participants regarding other people and indicating working with people in difficult situation as one of the areas of changing the world.

During the workshop the participants will:

- Understand and practice empathy and mindfulness.
- Learn to notice other people, especially those who face exclusion or other kinds of difficulties.
- Realize that disability doesn't mean only limits and people with disabilities do important and beautiful things (they experience the world in a different, not necessary worse way).
- Think what it means "helping in a good way".

1. Starting the meeting with the chant:

We change the world together
To make everything better
For people and for nature
This is our adventure.

2. Story. Read to the participants the third letter from our travelers.



Dear children!

This time we will tell you about an amazing changemaker – Yoshi from Japan. Yoshi lost her sight when she was a small child, but this doesn't stop her from changing the world for better! Yoshi opened in Thailand a Mobile Library. She brings books to children and adults, trying to spread the beauty of reading and education. Some of the people she serves live in very remote villages. Others are sick or have different kinds of disability, which prevent them from going out from home.

Yoshi, together with her workers, brings books to those people, sometimes she also stays for longer to talk and listen what they need. Each person expects something different, that's why it's so important to ask about personal needs. Yoshi listens carefully because she knows how it is when you need help. She also had a lot of difficulties to overcome. She is not only blind, but she came to Thailand from another country – from Japan. A long time went by before the inhabitants of a small Thai town accepted her, but now everybody likes her and appreciates her changemaking job. Yoshi proved that everybody can change the world! Greetings from Thailand.

Anna and Andrea



You can find the full story of Yoshi, “See more”, on pages 72–75.

Ask the participants what they think about Yoshi’s work. How do they think – how it is to be a blind person? Speak about it together. Make sure that they know where **Thailand** and **Japan** are (show those countries on the map) and they understand all terms which appeared in the story (for example mobile library, person with disability).

3. Exercise. Make together exercises which will help participants to understand the situation of a person with disability.

Exercise 1. Divide participants in pairs. One person is blindfolded, another one gives him/her different things. The task of the person with covered eyes is to check carefully all things by the touch and guess what they are. After a while, the participants change roles in the couple.

Exercise 2. In the next exercise again one person is blindfolded and the second one becomes the guide. The task of the guide is to take the person with covered eyes for a walk around the room and – if possible – outside. The blindfolded person acts as a researcher, discovers the world from different perspectives. She/he tries to get it to know through senses other than sight. The exercise should be done slowly. Let participants get to know the structure of things, understand what you feel when you walk in darkness with the support of other people. After a while, the participants switch roles.



Yoshi, during a class in kindergarten in a small village located in the Thai mountains. Thanks to the Children Centers organized by Yoshi, the younger inhabitants of remote villages can prepare themselves for studying in public schools, for example by learning Thai language (ethnic minorities use their own dialects)





Summarizing the exercises, ask children how they felt walking with closed eyes. Do they discover something new? What emotions did they feel? Turn the attention of the participants on the fact that there are different emotions appearing. Each person in the same situation could feel differently. Compare your emotions with the theoretical discussion about how a blind person can feel, which you did at the beginning of the meeting.

4. Discussion. Ask participants also how they felt in the role of guide. Underline that a guide needs to be very careful, mindful (ask participants to explain what it means, correct their answers) to take proper care of the person they lead. Explain participants that **mindfulness** is something changemakers really need.

An important feature for helping others is also **empathy**. Sometimes it is said that empathy is to be in somebody's shoes. In the previous exercise participants were in the shoes of a blind person, but does that mean that they know for sure how this person feels and what does she/he need? This exercise helped us to realize what a blind person can feel, but it's not enough. Participants had different emotions during this exercise. The same can happen to blind people and others who need help. Each of them can have different emotions and can need different things.

Ask participants who else can need our help. Maybe people with other kinds of disabilities or elderly people? Or maybe migrants and refugees who don't know the local language?

Summarizing the discussion think together what is important while helping. What we need to do so our help is positive and effective? Write down few rules of good helping. Underline that it's very important to make sure (ask) if the person you want to help really expects it and what kind of help is needed. Remember about empathy and mindfulness.

Examples of rules of good helping:

- ⊙ Look carefully around to notice people who need help.
- ⊙ Ask if help is needed.
- ⊙ Think how the person you help feels.
- ⊙ Check what has changed thanks to your help.

5. Artwork. Based on the rules of good helping written down before, prepare a tutorial with pictures. Every team of 4–6 participants can illustrate one rule.

6. Drama. Exchange the illustration of the rules of good helping, so that every small team has a different rule than the one they created the picture for. The next task is to prepare a drama in which teams present a helping situation applying the rule they received. Make sure teams will play different situations, for example with people with disabilities, elderly people, and people from other countries. After watching each drama, think together, if it was really an example of good helping. Support participants in explaining why yes or why not.

7. Summarize. Ask the participants to tell others about their experience connected with helping (when they helped somebody or somebody helped them).

8. Homework. Ask the participants to observe their surroundings with empathy and mindfulness. Who may need our help? Ask them to help one person in the proper way.

9. Finishing the meeting with the chant:

We change the world together
To make everything better
For people and for nature
This is our adventure.

Additional tasks for the group:

- ⊙ Ask 5 people what empathy means.
- ⊙ Look around and think what in your surrounding can be difficult for people with different kinds of disability. Can you help in some of those cases? If yes – do it!

Topic 4

WE CAN HELP THE NATURE GETTING TO KNOW THE 3R RULE

Most of us don't think about rubbish, which surrounds us everywhere. We don't realize that we can easily diminish its amount and how much important is to segregate it properly. During the meeting the participants will get to know not only how to reduce the amount of waste produced, but also how to recycle it or reuse it.

Main objectives:

- 🕒 Pointing out environment as one of the main areas of changing the world.

During the workshop the participants will:

- 🕒 Get to know the rules: reduce, reuse, recycle and try to apply them in practice.

1. Starting the meeting with the chant:

We change the world together
To make everything better
For people and for nature
This is our adventure.

Show the participants rubbish spread around the room. Ask what it is. Think together, what rubbish actually is (something we don't need anymore). What do you think about the amount of rubbish we create? Is it small, big or maybe too big? Is it necessary? How can you tell?

2. Story. Remind participants the homework – let the participants who want to share their experience in helping others speak about it. Summarize by appreciating their effort and telling that they are ready to discover next area of change-making – nature.

Get to know where a big amount of our rubbish ends up – read to the participants the letter from our travelers in which they describe Mantanani island.



Dear children!

Today we write to you from a mesmerizing island called Mantanani. It is located in Malaysia, off the shores of Borneo. It's a small island full of palms. You can collect coconuts directly from the plant and drink fresh coconut milk. Around there is a beautiful, blue ocean. From every place in the island you have a bunch of steps to the beach. We like it the most at sunrise and sunset time – it's so beautiful! A real paradise!

But the island has also its dark side... There is really a hell of rubbish. In some places you can't even take a bath in the ocean, because junk is all around. The same happens to the beach, golden sand is mixed with plastic bags, used batteries, packages... The rubbish is cast away by the inhabitants of the only village located on Mantanani and by tourists who visit it. Rubbish comes also from the mainland, sometimes covering many, many kilometers before reaching the island. It makes some places in the island looking ugly, but it also pollutes the water, causing the death of many animals – fish, dolphins and sharks – and the coral reef, which here is already nearly gone. Also the few land animals, for example cows, are in danger, because they eat plastic bags (such as plastic bags and other things) and are not able to digest it, so it stays in their stomach.



— We don't really know what can be done with this rubbish... Maybe you will have an idea?

Anna and Andrea

The full story “Mantanani. Paradise and hell” can be found on pages 76–88.

Make sure participants understood the problem described in the story. Show **Malaysia** on the map. Show them photos of the island full of rubbish (page 78). Ask participants: what can be done with the rubbish? Is there any other solution than dumping it into a hole? Look for answers together.

3. Exercise

Exercise 1. 3R. The task for the participants is to find letters in three different colors, hidden in the room, and then put them in the right order to get the three words starting with R (in English). To make it easier, number the letters in every word. The three words participants will discover are: **reduce – limit, use less; reuse – use again; recycle – segregate**. After explaining the meaning, put them in a visible place in the room.

Exercise 2. Recycle. Have a look at one of the rules: recycle. Come back to the rubbish you found in the room at the beginning of the meeting. Decide together which is the right color of the rubbish bag you should put them into. Divide them together. To do so, in four different corners of the room (or court) place bags colored according to the color coding of waste segregation. Take the rubbish one by one (or say its name). The task for the participants is to touch the bag of the right color as fast as possible.

Rules of waste segregation can be found in **attachment** on page 22, but remember, they can be slightly different depending on the country. Check before the meeting how it works in your place.

Exercise 3. Reduce. We know already how to segregate rubbish. But is there anything we can do before? Can we do something to reduce the



— Rubbish scattered on the beach of the Malaysian island of Mantanani. The beautiful island definitely loses its charm

amount of rubbish? How? Propose a contest to the participants: every small team of 4–6 people writes down as many ideas as possible for reducing the amount of rubbish (for example buying products without packages, using containers for breakfast and thermos instead of disposable plates and bottles, using fabric bags). Wins the team which collect the biggest number of good ideas. Summarizing, think which idea you could introduce individually in your life and what you can do together, as a team.

Exercise 4. Reuse. Each small team receives one piece of junk brought by the leader (for example a plastic bottle, a tea box, a cork, an old T-shirt). The task of the team is to write down as many ideas as possible of reusing that particular item. Then teams present their ideas both by describing and showing the use.

4. Artwork “3R town”. Propose to participants one more use for the rubbish. Make together the model of a town in which all inhabitants respect



the 3R rule. Build houses, draw roads, put bins for rubbish segregation, create inhabitants and other elements which come to your mind. It should be a responsible, ecological, and happy town. Use your **creativity** – an important changemaker skill.

After finishing the work, ask the participants to think what kind of rules should function in the 3R town. Can all inhabitants be happy? How? Which of these rules you can actually use in your team? Make the photo of the 3R town, maybe you will use it to promote the 3R rule among your friends and family.

5. Summarize. Ask the participants if they think the 3R town exists somewhere in the world. Maybe some participants were on a trip abroad and he/she remembers if the streets were clean or dirty. Were there rubbish bins for segregation? And how it looks like on other continents? Ask what participants know about it. Do other people in the world have problems with too much rubbish, or it's only us? If it's a common problem, what will happen if we don't find a solution?

Let the participants think what they can do so that at least their surroundings resemble the happy 3R town.

Explain participants, that next meeting will be really special. **You will change the world yourself!** Ask participants what kind of problems they see in their surroundings. Which of them they want to solve? What do they need to do so? The answers to those questions will help you to prepare for the next meeting.

6. Homework. Every participants tries to put into practice the rules discussed during today meeting (for example he/she won't use plastic items for breakfast at school, will try to segregate rubbish at home, won't buy drinks in plastic bottles). He/she should observe for few weeks what is easy to do and what is challenging. Remember to remind participants during every meeting about this task and check after few weeks how did it go.

7. Finishing the meeting with the chant:

We change the world together
To make everything better
For people and for nature
This is our adventure.

Additional tasks for the group:

- 🕒 Prepare posters promoting the 3R rule, put them in visible places in the school, neighborhood, nearby shop.
- 🕒 Prepare gifts for friends and family using things which are not needed anymore.

ATTACHMENT. SEGREGATION OF RUBBISH

BLUE paper	YELLOW plastic and metal	GREEN colorful glass	WHITE transparent glass	BLACK organic waste	RUBBISH WHICH CANNOT BE RECYCLED
Paper	Plastic bottle	Beer bottles	Transparent glass bottles	Core of an apple	Greasy paper
Cardboard	Plastic cap	Wine bottles	Jar	Tea bag	Destroyed shoes
Notebook	Carton of juice		Tomato paste bottle	Peel of banana	Dirty disposable plates
Newspaper	Torn plastic bag			Food scraps	

Topic 5

CHANGEMAKERS IN ACTION!

The most important in changing the world for better is action. We cannot limit ourselves to discuss and generate ideas, it's crucial to put them into practice. Participants, using knowledge and skills from the previous meetings, will plan and implement their changemaking action.

Main objectives:

- Give participants the experience of changing the world.

During the workshop the participants will:

- Learn to notice situations around which need to be changed, look for solutions and put them into practice.

All the meeting is focused on preparing the changemaking action which participants decided to do during the previous meeting. The participants made the decision about what they want to do already during the previous meeting, so you know before with whom you need to speak and what kind of materials and equipment you need to prepare.

1. Starting the meeting with the chant:

We change the world together
To make everything better
For people and for nature
This is our adventure.

2. Discussion. Depending on what kind of changemaking actions you have decided to do, share the task and start working. Before, speak about working in group – **collaboration** is an important changemaker skill. It's crucial that every participant does his/her best. Share tasks the way all stages of the work will be done and each of participant will have something to contribute on. Underline that not everybody needs to do the same.

Remember, it's very important that participants think alone what they want to do. It will empower them and give them the feeling that they can change the world.

3. Changemaking action. Put into practice the action you have planned!

4. Summarize. Participants share their impression from the work they have done, what was easy and what was difficult. Analyze together how your collaboration was. What was great and what could be done better in future?

Appreciate participants work and underline that their changemaking actions should not end with this meeting.

Planning common actions, children should fairly share all tasks





Read the last letter from the travelers:



Dear children!

Congratulation for becoming changemakers! We are proud that you managed to achieve so much! You can really change the world! We hope that what you have learned during the previous meetings you will use also in the future. Changing the world can be great fun and real passion! This is not the task for few weeks but for a whole lifetime.

We will continue our journey and collect for you next changemaking stories. We encourage you as well to keep going in changing the world for better. If you want, you can share with us story of your changemaking action, we will be more than happy to get to know it and spread around! You can find us by email anna@exchangetheworld.info or on facebook (facebook.com/exchangetheworld.info).

Greetings and congratulation again!

Anna and Andrea

5. Finishing the meeting with the chant:

We change the world together
To make everything better
For people and for nature
This is our adventure.



All children, no matter where they are from
and where they live, can change the world!





10–13 YEARS OLD

je dla harcerki i harczy



Topic 1

DO I NEED ANOTHER GADGET?

Surrounded by so much stuff, we often forget that to have fun we don't really need expensive things, and gifts can be also non-material. During the meeting the participants will get to know where their toys come from, what kind of non-material gifts can bring them joy and they will create their own gadgets.

Main objectives:

- ⦿ Getting to know where our toys, games and gadgets come from. Encouraging participants to create their own things.
- ⦿ Supporting the formation of good habits connected with consumption along with the ability of defining our real needs.

During the workshop the participants will:

- ⦿ Understand what „Made in China“ means, by getting to know basic information about places (countries) and conditions in which toys and gadgets are made.
- ⦿ Get inspired to create their own toys.
- ⦿ Be encouraged to give non-material gifts.

1. Where are my toys from? (visiting a shop and discussion)

Explain that today you will speak about gadgets, toys, games, etc. Ask participants what are their favorite toys and gadgets. Do they have an idea where they come from?

To check that, go to the nearest toy shop and read what is written on labels and packages of toys and games. Write down the names of all the countries you find. Once you are back, you can check on the map where they are exactly.

If there is no appropriate shop around you, ask the participants beforehand to bring things they have at home (toys, puppets, games) and use them to check information on labels. Think together what “Made in China” means, a statement which appears quite often on labels.

2. A working day in a toy factory (exercise).

Give each small group of participants the description of a working day of a worker from a toy factory ([attachment 1](#), s. 28). Groups have

to put the activities in the right order and discuss briefly what they think about this schedule. Groups present their opinions. Summarize by asking participants if they can imagine themselves to live that way. You can add that people in this kind of factories often work 7 days per week, barely ever having free days. Sometimes workers are 13–15 years old. You can use the text from [attachment 2](#), p. 28 – remember that this is a simplified description of the conditions for a young worker in a factory from the Global South. Don't try to scare participants, just put their attention on some facts.

3. Story. Fortunately, there are companies which produce respecting their workers. Those kind of companies can be found also in Asia, for example “Kymviet” from Vietnam or “Plush and Play” from the Philippines (use texts from pages 102 and 108). Show [Vietnam](#) and [Philippines](#) on the map of the world.

4. Toys creation (work in groups). Far too often shops are full of toys and games produced mostly in factories which do not respect their



workers and the environment. What to do? Possible solutions are to buy locally produced toys (if we know where to find them) or... make our own!

Participants, in 2–4 people teams, become small entrepreneurs producing toys (puppets, games) without polluting the environment, respecting labor rights, using materials in a responsible way and being creative in designing them (so children like them and parents are happy to buy them). The task of the group is to prepare a toy from things which are around them. It can be something they have with them, or things which they find in the area around the building or in the room (prepare for them different materials, for example scrap materials, old newspapers, plastic bottles, packages, old t-shirts). Give them also glue, scissors, stapler, thread and needle, etc. Encourage the groups to be creative. They can create board games, puppets, cars, constructions, anything which can be used for playing. Groups have 30 minutes for preparing and trying their ideas.

5. Presentation of toys. Groups present their toys, inviting others to play together.

6. Gifts (discussion and exercise). Could things you created be gifts? If yes, to whom would you give them? What else could you give somebody, for example for the birthday? Is it necessarily to give always material things? Turn the attention of the participants on non-material gifts (for example an invitation for a picnic or to the cinema, social dinner, trip). Create a list of non-material gifts you dream about (everyone on his/her own). Then, share your list with others, maybe they will like some of your ideas and they will add them to their list. You can read your lists one by one or just put them in the middle, walk around and read what others wrote. Maybe one of you has birthday soon and you can organize something from her/his wish list? Maybe you want to share your list with friends and family so they know what makes you happy? What do you think about the list of non-material gifts?

☪ “Batik Boutique” in Kuala Lumpur (capital city of Malaysia) produces beautiful items using traditional patterns. They are made by Malaysian women, mainly single mothers. “Batik Boutique” gives them fair salary, medical insurance and access to daycare for their children

☪ “Smateria” in Phnom Penh, Cambodia, hires women, who sew unique bags, wallets and other accessories. The owners of this social business strongly believe that happy people work much better





7. Summary of workshop. Discuss together what you got to know during this meeting. What was inspiring? Decide what you will do with the toys prepared during the meeting. Maybe they will be useful in your meeting room. Or enjoy them can give them to somebody who will enjoy them?

Additional tasks for the group:

- ⊙ Organize at the school, cultural house, or your neighborhood an event during which you exchange toys, games and books you don't use anymore (inform participants' parents about it and ask for permission).
- ⊙ Organize a contest for the most interesting toy (created by you!).
- ⊙ Create your own board game. Make all necessary elements yourself.
- ⊙ Prepare and organize a campaign "Not all toys are funny" during which you share with your friends information about problems related with toy and gadget production and encourage them to create their own gifts (you can organize such a campaign before Christmas, Diwali, Eid...).



⊙ Participants from Sheki, Azerbaijan, discuss during a workshop how to use a common item they already have in new, creative ways.

ATTACHMENT 1. WORKING DAY IN A FACTORY FROM A COUNTRY OF THE GLOBAL SOUTH

Morning work in the factory (4 h)

Lunch in the factory canteen (1,5 h)

Afternoon work in the factory (4 h)

Dinner in the factory canteen (1 h)

Obligatory over hours (5 h)

Queuing in workers' hotel for toilets and showers (1–2 h)

Based on: J. Szambelan, *Kupuj odpowiedzialnie zabawki. Przewodnik dla konsumentów*, Krakow 2009, p. 17

ATTACHMENT 2. STORY OF WORKERS FROM A COUNTRY OF THE GLOBAL SOUTH



I'm 18 years old. I work in a toy factory in China. We work every day for 12 hours, but it happens, for example before Christmas, that we work 16 hours per day, 7 days a week. We need to really hurry to make all orders for toys exported to Europe and North America. At the same time we have to be very careful, because for mistakes in putting toys together, we have serious punishments and they don't pay us.

🌱 I never know what time I finish my work, staying overtime is obligatory. For that reason I cannot really take care of my daughter. I had to give her to grandparents and I miss her a lot. They pay me 0,20 cents per hour, doesn't matter if I work during the day or during the night. Working here I feel like a slave because I cannot decide myself when I sleep or eat – everything depends on my employee.

Based on: G. Świderek, *Kto na nas pracuje?*, in: *Postaw na rozwój. Zrównoważony! Scenariusze zajęć dla uczniów klas IV–VI szkół podstawowych*, Łódź 2013, p. 87

Topic 2

WHERE DOES RICE COME FROM?

Do we know where our food is coming from? Our interest is limited to which shelf we can find it on in the supermarket. But in reality, each product has its own story. During the meeting the participants will get to know Tor – a farmer from Thailand. They will follow his daily work on an organic rice farm, they will discover the various stages of rice production and they will see why it is worth to get to know the story of the goods we buy, whether they are produced in other continents or in our own country.

Main objectives:

- ◉ Direct the attention of the participants toward global issues related to food (using rice as a case study).

During the workshop the participants will:

- ◉ Get to know skills useful in changing the world.
- ◉ Gain basic information about production, varieties, and nutritional value of rice.
- ◉ Get to know the differences between organic and conventional production.

1. Story. Ask the participants: who, according to them, is a changemaker? How do they understand this word? What does it mean to change the world for better? What kinds of skills are needed to change the world? Today we will get to know one changemaker – Tor from Thailand. But before that, let's pay attention to another changemaker – **Martin Luther King**, leader of the civil rights movement, activist for equality and elimination of racial discrimination. He said that before **we finish eating breakfast in the morning, we've depended on more than half the world**. Ask the participants how they understand this sentence. It refers to the fact that most of the goods we consume were produced in different parts of the world.

Participants will get to know today the story of the most popular staple foods. To discover what it is, invite participants to the task.

2. What we eat (work in groups). Give the participants, divided into small groups, the picture of a rice field cut in pieces (for example the photo from page 30). If you think that guessing out of this picture could be too difficult, you can also use

another one connected with rice production. Groups put the puzzle together and guess what it is the product you are going to speak about.

After the exercise, tell the participants that today they will face different kinds of tasks. Each task will be associated with rice and it will require from participants to demonstrate skills useful in changing the world. As a prize for every completed task groups can choose a food product. All the collected products will be used at the end of the meeting to prepare a meal together. The base of each dish should be rice.

3. Task 1. Discussion in groups. Participants, in small groups of 4–6 people, discuss together what kind of dish they want to prepare (they can create one or use ready recipes, for example those in **attachment** in page 34) and what kind of products they will need. They should check what is available among the goods provided by the leader. Among those goods you should have different kinds of rice. Let participants read information written on packages, so they can get to know what are the characteristics of this particular kind of rice



 Rice paddies – landscape around Sandeck village in Cambodia

(which kind of dish it fits best, what is its nutritional value) and choose which one they want as a prize for completing the task. Check if you can find on the package information about the origin. Try to bring organic rice for the meeting. Beside rice you will need other ingredients, like cheese, vegetables, fruits, and spices.

Depending on the time you have, conditions and skills, participants cook meals or prepare cold dishes, for example salads (in this case bring rice already cooked).

Before each task, share with the participants part of Tor's story ("Back to the roots", pages 93–95).

4. Story



Tor is a farmer from Thailand. After many years living in Bangkok, capital of the country, he decided to quit his well-paid job in


real estate and go back to his home village to lead an organic rice farm. It was not an easy decision to return to the traditional life of a village in the countryside, to his roots. It required a lot of courage and patience. But today Tor is happy in his farm, every day he can see the result of his labor – growing rice.


5. Task 2. Where rice is produced. This task requires an important changemaker's skill which is collecting and analyzing information. Each group gets the names of 10 countries. The task is to select 5 of them, which are major producers of rice, and mark them on a world map. If the task is completed correctly each group can choose a product for cooking (can be vegetables, cheese and spices).


The countries which are major producers of rice in the world: China, India, Indonesia, Bangladesh, Vietnam, Thailand, Philippines, Brazil, Pakistan, Cambodia, Japan.




6. Story

 Rice is produced mainly in Asia. In many Asian countries there are mass production farms, which often use chemicals to make the rice grow faster. But there are still those farms where farmers cultivate rice without chemical additives. Sometimes, out of tradition, sometimes – as in the case of Tor – it is a conscious abandonment of chemical production and choosing ecological, healthier, and better solutions for the environment.


 Tor sows rice twice a year. Rice grows in water, waiting for harvest time. Collected rice is stored at home, if it is grown only for family use, or delivered to the mill, if it is intended for sale.

 An example of production mainly for home consumption are farmers from the Sandeck village, Cambodia (have a look at the pictures from „Be the spark“, pages 68–71), who transport the rice by bike or wagons drawn by big cows. Tor uses a large van. He produces huge amounts of rice, which collected and stored into bags, waits in the warehouse for cleaning.


 Farmers usually give their rice to the mill, which mechanically separates the grain from the husk, but Tor can't use the mill as organic rice would be mixed with the conventional one. For that reason, Tor is doing everything himself, using old machinery. Separation of rice husks takes a lot of time and requires three different machines. The first carries out a coarse separation of rice from husk and dirt. The other two get rid of the remaining shells, refining the separation. The process occurs on the basis of their weight – rice grains are much heavier.


7. Task 3. Construction of machines. After hearing this part of the story and seeing the pictures, the groups build the machines needed to separate husk from rice grains. This task will require another changemaker's skill – **team work**. Groups can use materials prepared by the leader (e.g. bottles, cans, boxes). They need to build a machine that moves and explain its action. After the task is completed, groups can choose next food.



 Separation of husks from rice with the machine used by Tor, organic farmer from Thailand

8. Story

 When rice is separated from the shell, it is time for weighing and packing. With mass production everything is done automatically, but Tor also in this case does things manually. He uses a scale to weigh 1 kg of rice, then he pours it into the bag and seals.

 Tor tries to come up with creative ways of packing rice, attractive to customers, eg. he mixes different colors of rice in bags or bottles. He also tries out new rice products, such as soap or ice-cream. He is constantly looking for new ideas which will allow him to reach more customers. Tor is very open and willing to listen to different ideas. He tries them all, checking which one will work.

9. Task 4. Promotion and sale. The task for the patrols is to come up with ideas which can help Tor to sell his organic rice. It may be a new way of packaging, a new product, even a slogan. What counts is **creativity** – another changemaker's skill.



Tor sells white and brown rice in packages and bottles, as well as processed products, such as handmade soaps

After fulfilling the task, let the patrols choose next food product.

10. Story

For organic farmers it's really difficult to sell rice. Due to the bigger effort in the production process, it is more expensive than standard commercial rice. However, it is much better for our health and environment.

Tor, as well as other organic farmers in Thailand, gets support from an organization called "Pookpintokao" (see "Rice wedding", pages 96–98). It connects together farmers with customers interested in buying organic rice. But it isn't just about exchanging phone numbers. "Pookpintokao" helps to build a true relation between the two sides. Funnily enough, they don't use the terms "customer" and "seller" but "groom" and "bride", to emphasize how important is the relation. People who buy the rice visit the farmer, they get to know his family, make friendship. When something on the farm goes wrong, for example there is a flood, they will continue to support the farmer, even if

he/she is not able to deliver rice on time. On the other hand, if the person who buys the rice has problems and is not able to pay on time, the farmer will also be patient. And this is thanks to the fact that both sides know each other, they talk regularly and build strong relationship.

11. Task 5. The relationship. Good relationship is based on appreciating our differences, as well as knowing what we have in common. **Building relationships, empathy and listening** are other changemaker's skills.

Suggest to the participants the game "Everybody who". One person is in the middle and tries to find something that the greatest number of people has in common. He/she builds the sentence: "Everybody who (e.g.) likes chocolate." Then all the people who like chocolate stand up and change place. The person in the center also seeks for a place, which means that there will be not enough places for everybody. The one who doesn't manage to find a seat proposes another sentence beginning with the words "Everybody who."




Repeat this game several times, and then move on to the second part. This time the task is to finish the sentence “Only me”. The task of each participant (or one person from each group, depending on how many people are on the meeting) is looking for something which distinguishes him/her from other people, for example. “Only I have three sisters.” If another person from the group has three sisters, he/she stands up. In that case the person in the middle has to propose another sentence, till the moment nobody stands. After the game the groups choose the last food product.

12. Cooking. Each patrol prepares a dish based on rice using the goods gained along the game. Encourage groups to exchange their products if they need it. Then, eat all together. Remember to take care that there’s enough food for everybody!

Additional tasks for the group:

- ⦿ Get to know the story of another food product you use, as well as other goods, e.g. clothes, equipment, etc.
- ⦿ Prepare an information campaign: Where does our rice come from? Share the knowledge you gained during the workshop together with other information you find later on.
- ⦿ Go to the nearest shop. Read carefully labels on products. What information can you find? Where do products come from? Prepare a map showing where daily use products come from. Calculate how many kilometers they travel before reaching your country. Which products are produced locally? Think together why it is worth to buy local products.
- ⦿ Which products (fruits, vegetables) in your country can be produced organically? Get to know where in your neighborhood you can buy local ecological products.
- ⦿ Visit an organic farm.

 The inhabitants of South East Asia eat rice – with different side dishes – even three times per day, for breakfast, lunch, and dinner





ATTACHMENT. RECIPES FOR DISHES WITH RICE

Rice salad with champignon

Ingredients:

Rice (125 g) • Marinated champignon (1/2 jar)
• Peas (can) • Maize (can) • Mayonnaise
• Marinated onion (3–4 piece) • Salt • Pepper

Preparation:

- Drain maize, peas, onions and champignons, put in the bowl and mix.
- Cook the rice according to instruction on the package.
- Cool down the rice and mix it with the other ingredients, add mayonnaise and spices to taste.

Rice with cinnamon

Ingredients:

Rice (one glass) • Butter (2 spoons) • Sugar (4 spoons) • Milk (0,5 l) • Cinnamon

Preparation:

- Cook the milk with sugar and butter till it boils.
- When the milk is boiling, add a glass of rice and cook, always mixing so the rice doesn't burn.
- When it starts to bubble, put the pot aside and wait when the rice is ready.
- Put the rice on the dishes, add cinnamon. You can also add sugar, apple mousse or other fruits and decorate with cream.

Rice salad with chicken

Ingredients:

Rice (100 g) • Baked chicken fillet (250 g)
• Eggs (4) • Pickled cucumber (4) • Red, yellow and green paprika (one of each color)
• Maize (1/2 can) • Salt • Pepper • Horseradish or mayonnaise

Preparation:

- Cook the rice, drain it and cool down.
- Prepare hard-boiled eggs, cool down and cut in cubes.
- Cut paprika, chicken fillet and cucumbers in cubes.
- Drain the maize.
- Mix all ingredients together with horseradish or mayonnaise.
- Add salt and pepper to taste.

You can serve the salad inside a hollow half paprika.

Salad with rice and surimi

Ingredients:

Rice (100 g) • Surimi (crab sticks) • Apple (1)
• Hard-boiled eggs (2) • Red onion (half) • White beans (1/2 can) • Mayonnaise • Salt • Pepper

Preparation:

- Cook rice according to instruction on the package.
- Peel the apple and cut it in cubes. Cut the onion in small pieces, drain the beans.
- Prepare hard-boiled eggs, cool down and cut in cubes.
- Add apple, onion, beans and eggs to the rice.
- Cut crab sticks in slices and add it to the mixture.
- Add mayonnaise, a little bit of salt and pepper to taste.

For a more exotic touch, instead of beans and eggs add pineapple, cheese and celery.



Organic rice sometimes does not look as nice as perfectly cleaned rice from conventional crops, but it's much healthier

Topic 3

DIVERSITY OF THE WORLD

People differ in many ways: age, origin, religion, disability, and more. These are things we cannot influence, and they should not be cause of discrimination. During the meeting, participants reflect upon the difficulties that may arise from belonging to different social groups, but they will also see the strengths of people who are often seen as weak or having less potential.

Main objectives:

- Observing the diversity of the world and people who belong to different categories of primary identity (unchangeable and not depending on us).

During the workshop the participants will:

- Pay attention to the variety of people and their situation (possibility to act, conditions of life). They will notice the difficulties some social groups have to face, but also the potential they have.
- Develop their sensitivity to discrimination.

1. Explaining the rules of the game:

Participants, divided into 4 groups, move from one point to another. At each point they get to know the story of one changemaker and fulfill one task.

Every group starts from a different point. After 15 minutes they change station and continue till they complete them all.

At each point there is one person waiting, which presents the topic to the participants and explains the task. You can also decide to leave envelopes with tasks, information and comments and then summarize everything with all participants once they finish the tasks.

Although this is a game, the small teams do not compete with each other, they just gain knowledge and experience.

2. Game

Point 1: Age. Participants get to know "DJ Grandma" story (pages 99–101) or they watch pictures and videos from the website: facebook.com/dancingmiedzypokoleniowy. Then, they have to discuss the following points:

- Do you like this initiative?
- What can be difficult for elderly people?
- What should they do and not do?
- Can they go for a party?
- Have you ever seen old people playing, dancing, laughing together?
- Would you like to play with your grandmas and grandpas?
- Why is it important to organize meeting with different generations?

Task for the group. Write down on one paper what elderly people can give to younger and on another paper what young can give to older. What every participant can do for his/her grandfather and grandmother? What would make them happy?



Point 2: (Dis)ability. Participants get to know the story of Yoshi, a blind changemaker (“See more”, pages 72–75). Then, they have to discuss the following points:

- ⦿ What kind of disabilities do you know?
- ⦿ Do you know any person with disability?
- ⦿ Have you ever asked a person with disability how she/he feels, what is easy for her/him, what is challenging?

Task for the group. Participants try to experience how people with disabilities feel. For a while they have to step in the shoes of a blind person. Participants split into pairs. One person covers the eyes with a scarf, the second person will be the guide. The guide has to care about the person with closed eyes and take her/him for a walk around. The blindfolded person acts as researcher, trying to explore the reality around her/him, experiencing the world from a different perspective, discovering it through senses other than sight. After few minutes, change the roles. Summarizing the exercise pay attention to emotions and difficulties participants have faced.

☪ People in every stage of their life, despite their origin, deserve our respect and support. They also have the right to fulfill their dreams



Point 3: Religion. Participants get to know the story of a changemaker from different religion than their own (for example “One story, one night”, pages 84–87 or “Continuity”, page 105). Then, they have to discuss the following points:

- ⦿ For the character of the story, is the religion an important part of his/her life?
- ⦿ Does religion connect or divide people?
- ⦿ Which are the main religions in the world?

Task for the group. The group receives cards with information and photos (**attachment** from the page 38). Their task is to match information and photos with the right religion. Summarizing ask what helped them to do it correctly? What else do they know about those religions? Be very attentive and always react to any stereotypical, disrespectful comment.

☪ Yoshi, although blind, manages very well with daily activities





Point 4: Origin. The group gets to know the story “Be the spark” (pages 68–71). Then, it has to discuss the following points:

- ⦿ Why children from the story do not have easy access to education?
- ⦿ Do all children in your own country have equal opportunities regarding access to education?
- ⦿ What poverty means?
- ⦿ Poverty, does it look the same everywhere in the world?
- ⦿ Why some people are poor?

Explain that poverty usually is not the result of laziness or choice, as it is often depicted, but it can be for example consequence of our place of origin. In many countries people don't have equal opportunities, as they were born in families which don't have enough money for food and cannot effort to send kids to school. Even if a child or an adult is skilled and hard-working, very often they are not able to change their fate. Fortunately, there are changemakers, who are trying to change this situation. Underline, that although in some countries there are more poor people than in others, in none of the countries all people are poor or all people are rich. Also in your country and continent for sure there are some people who may need our help.

Task for the group. Based on “Be the spark”, the group prepares comics, the main character of which should be Dan, changemaker from Cambodia.

3. Summarize. Summarizing the game, recall all the topics (age, disability, religion, origin). What is common to all these categories? They are not the result of our choice, most often we are not able to change them (we can change religion, but in practice it happens very rarely). As we are not really able to change those things, hurting or attacking somebody because of differences in such areas is called **discrimination**.

Discuss for few minutes: what is discrimination? How should we react to it? Write down a list of

possible ways of reacting (for example verbal reaction, ask adult, call police, speak with the discriminated person, etc.).

Additional tasks for the group:

- ⦿ Observe carefully if someone around yourself is discriminated, e.g. for his/her appearance, origin or (dis)ability. If you can – react, if for some reason it is difficult – talk together how you could react in such a situation? What would help you to react?
- ⦿ Look for other changemaker stories, for example an inspiring story of a changemaker with disability, an elderly person, a migrant. Prepare a book of changemakers stories or write an article for the local newspaper.
- ⦿ Think about what you can do for a person in a difficult situation from your neighborhood. Find those people, talk with them, check how you can help. Support them as much as you can.

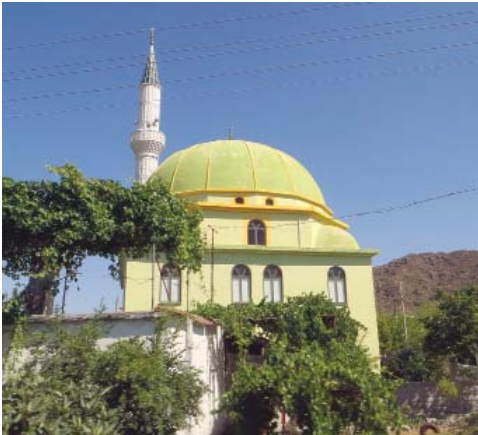

⦿ During the world scout meeting, scouts get to know different cultures and religions. Exhibition during the 22nd World Scout Jamboree in Sweden, 2011





ATTACHMENT. INFORMATION ABOUT RELIGIONS

BUDDHISM	CHRISTIANITY	ISLAM	HINDU
The founder of this religion was called Buddha.	Catholicism and Orthodox are part of this religion.	The holy book of this religion is called Koran.	Most followers of this religion live in India and Nepal.
People believe in reincarnation (after death we are born again).	Nowadays it's the biggest religion in the world (more than 2 billion people).	Followers of this religion pray 5 times per day.	People believe in reincarnation (after death we are born again).
People meditate a lot, they believe that this way they can get rid of suffering.	This religion was created more than 2000 years ago in the Middle East.	The temple of this religion is called mosque.	Followers of this religion worship many gods, among which the most important is Brahma.

 Islam (temple – mosque) Hinduism (saint cow) Buddhism (monks collecting food) Christianity (fish – symbol of Christians)

Topic 4

WE BECOME CHANGEMAKERS

During this workshop participants will use skills and values connected with changing the world for better. They will plan and implement changemaking action, which will empower them and make them believe that they can change the world around.

Main objectives:

- ⊙ Planning and realizing social actions.

During the workshop the participants will:

- ⊙ Learn to notice social problems, analyze them, create solutions, plan and implement actions as well as work in group.
- ⊙ Be empowered to change the world.

1. Story and discussion about changemakers. Tell the participants about the idea of changing the world:



During today meeting we will become changemakers. How do you understand this word? **Who is the changemaker? We can use this term for a person who notices problems, finds solutions and implements them to change the world for better. Saying "world" we don't really mean the whole planet, but our own, personal world, the local community, city, district, and family.** Changemaker is quite a new word. Do you like it? Maybe you have some other proposition how we can name somebody who changes the world?

After a short discussion provoked by the introduction above, present the participants short stories of changemakers who change the world for better. You can get inspired by the examples from Asia, included in this book. Ask the participants to share examples of changemakers they know. Then ask them if they want to become changemakers. Propose to lead them through the different phases of preparing a changemaking action.

2. Step 1. Noticing the problem (survey).

Explain the participants that before making any change, they have to notice a problem. Think in small groups what kind of social or environmental problems you see in your surroundings? To get inspired you can go for a walk around; observe, ask people you meet on the way, what according to them should be changed? It can be many things, for example lack of trees, stray dogs, lack of relations between neighbors, rubbish, losing sense of community, elder people who need help, etc. But don't give participants those ideas, let them choose the problem they want to work on. This is the most important goal of the meeting. You want to arise in the participants the feeling that they can change the world themselves and empower them to do so. After finishing the walk and discussion, choose together one problem you want to work on today.

3. Step 2. Analysing the problem. Once the problem is chosen, let's have a closer look at it. What are the causes of the problem? If you discuss for example the lack of relation between neighbors, why it is so? Maybe people have no time? Maybe they are not used to talk to each other? Maybe they don't know each other? And what are the consequences? Maybe loneliness? People don't smile?



After an initial discussion, visualize the problem as a tree. Write the problem you want to work on in the trunk of the tree. From there the causes spread down in the roots and the consequences branch out in the crown. This will help you to better understand the problem. Maybe today you will plan a solution for just one root, instead of trying to tackle the whole problem at once. Sometimes it's worth to work with small steps.

4. Step 3. What can we do? Spread into smaller groups and through brainstorming try to come up with different solutions to the chosen problem. Each group should have at least 5 ideas. Then, together, read all of them and choose those which you want to work on in the nearest future. It can be one idea or few of them, you decide how much you are able to do.

5. Step 4. Planning. Write down all things which need to be done to put your idea into action. If, for example, you want to organize a Neighbors Day, you need to find a room, prepare invitations, deliver them, prepare a program, snacks. Share tasks between small groups. If the task is to deliver invitations, think who can go where and when. Appoint a person in charge and set specific dates. Think what else is required to fulfill the task, who can help you, also outside of your group.

6. Step 5. Action. Everything planned? Are you ready to act? Check if everybody knows exactly what he/she should do, if you haven't forgotten anything, maybe somebody still have some questions, doubts. Meet in small groups to fulfill your tasks. Let's do it!

Additional tasks for the group:

- 🕒 Put your project into action!

🕒 Scouts from all over the world participate in actions changing their surroundings for better, they care for example about safety on the roads



13–16 YEARS OLD



Topic 1

EVERY PERSON HAS A RIGHT...

The Declaration of Human Rights is a set of universal rights, entitled to everyone. During the meeting the participants will analyze the Declaration and exchange their point of view regarding each right and all of them as a whole.

Main objectives:

- ⊙ Getting to know the Declaration of Human Rights.

During the workshop the participants will:

- ⊙ Get to know human rights, paying special attention to the fact that they are universal.
- ⊙ Learn to prepare and present arguments.
- ⊙ Try to look at Human Rights from different perspectives.

1. Every person has a right (exercise).

Participants, divided into small groups, get short descriptions of few changemakers stories together with the photos which illustrate them. For this exercise you can use the material from pages 102–108. You can also select stories from your own country. The task is to match the texts with the relative pictures and then discuss which human right is the focus of each story.

Finally, the groups present their conclusions in a common discussion. Next, you will present the Declaration of Human Rights, this exercise should warm participants up before discussing and thinking which rights belong to all people (even if they are often violated).

2. Indivisibility of human rights (exercise and discussion).

Every participant receives the Declaration of Human Right (instead of printing lots of pages, you can also use a projector). Everyone chooses 3 rights which, according to him/her, are the most important. Then participants, in small groups of 4–6 people, discuss about their choices and try to choose the 3 most important rights as a whole group. After few minutes' discussion, join all together again and share the results.

This exercise allows participants to read the Declaration carefully. This is also the starting point to

debate about the characteristics of human rights, above all about their indivisibility. **Indivisibility means that Human Rights are integral and interdependent, that's why we cannot say that one right is more important than others.** Discuss shortly this point. Do you agree that Human Rights are indivisible?

3. Versatility of human rights. The most important characteristic of Human Rights is that they are **universal, which means they are valid for each and every person**, everywhere in the world, regardless of his/her culture, situation or context. Organize with participants an Oxford Debate with the thesis: „Human Rights are universal“.

- ⊙ The task of the group which is pro is to prove that anywhere and anytime, all human rights are valid for every person.
- ⊙ Task of the group against is to prove it untrue, and that there are situations which allow for exemption to Human Rights.

Your task is to evaluate the document itself, not how much it is respected in the real world (you should underline that for the moment the Declaration is not respected everywhere in the world). Preparing arguments, take into consideration the whole world, different countries, situations and cultures, don't limit the discussion only to your own country.



You can divide participants randomly or according to their opinions. If participants have experience in debates, you can put them in groups opposite to their own beliefs, which will force them to look at the problem from another side. Instruction how to organize the Oxford Debate can be found in **attachment 2**, page 45.

If you don't have enough time or experience to lead the Oxford Debate, you can also use a simplified version of the debate "for and against", described below.

The debate is a kind of discussion in which two teams representing opposite opinions fight for winning. One team defends the motion, the second tries to defeat it. People from both groups speak alternately, giving argument to defend the position they represent. Debate is worth using when participants should look at a problem from different perspective.

4. Summarize. Summarize the debate by asking about feelings and thoughts. Try not to start the discussion again. Summarizing it's time for sharing emotions and reflections. What have you learned from the debate?

5. Together (exercise). If because of the debate, there is any kind of conflict in the group, it is worth to finish with the task, which needs to be done by all participants together. Give the group

a small ball. Everybody needs to touch the ball one by one, as fast as possible. Two people cannot touch the ball at the same time. Task of the group is to find the fastest possible way of doing that. They will probably start from giving ball one to another. Motivate participants to search for another solution. The task can be fulfilled in less than 3 seconds, regardless of the size of the group. It's enough to put hands together, one under another and roll the ball down on them.

Looking for solution will turn the thoughts of the participants, help them go out of the discussion, and feel again united with the whole group. You can finish with the thought that protection of human rights is also a task we need to do all together. That's part of changing the world for better.

Additional tasks for the group:

- ✪ Get involved in a campaign of Amnesty International or other organization working for human rights.
- ✪ Make few interviews or create reportage about changemakers. Present it in a form of choice (text, drawing, photos, movie...).
- ✪ Look around. Find somebody who needs your help. Plan and implement a project which answers the needs you've noticed.



 On international scout meetings, intercultural education happens in every step, the 22nd World Jamboree in Sweden, 2011



ATTACHMENT 1. THE DECLARATION OF HUMAN RIGHT

1. Everyone is born free and equal in dignity and with rights.
2. You should never be discriminated against for any reason. Rights belong to all people, whatever our differences.
3. Everyone has the rights to life, liberty and security.
4. No-one shall be held in slavery or servitude.
5. No-one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
6. You have the right to be treated as a person in the eyes of the law.
7. You have the right to be treated by the law in the same way as everyone else. Everyone has a right to protection against violations of their human rights.
8. If your rights under law are violated, you have the right to see justice done in a court or tribunal.
9. No-one shall be subject to arbitrary arrest, detention or exile.
10. You have the right to a fair and public trial by an independent and impartial tribunal.
11. Everyone is to be presumed innocent until proven guilty in a fair trial. No one should be charged with a criminal offence for an act which wasn't an offence at the time the act was done.
12. No-one has the right to intrude in your private life or interfere with your home and family without good reason. No-one has the right to attack your good name without reason.
13. You have the right to freedom of movement within your country. Everyone has the right to leave a country and to return home.
14. You have the right to seek and to enjoy asylum from persecution in other countries. You may not invoke this right if fleeing just laws in your own country.
15. You have the right to a nationality.
16. You have the right to marry and to raise a family. Men and women have the same rights when they are married and when they are separated.
17. You have the right to own property and it cannot randomly be taken away from you.
18. You have the right to freedom of thought, conscience and religion and to peacefully express those beliefs in teaching, practice and worship.
19. You have the right to freedom of opinion and expression.
20. You have the right to freedom of peaceful assembly and association.
21. You have the right to take part in the government of your country.
22. As a member of society, you have a right to social security.
23. You have the right to work, to good working conditions, to equal pay for equal work and to form and join unions.
24. You have the right to rest and leisure.
25. You have the right to a decent life, including enough food, clothing, housing, medical care and social services.
26. You have the right to an education.
27. No-one may stop you from participating in the cultural life of your community.
28. You have the right to live in the kind of world where your rights and freedoms are respected.
29. We all have a responsibility to the people around us and should protect their rights and freedoms.
30. There is nothing in this declaration that justifies any person or country taking away the rights to which we are all entitled.

Source: http://www.civicsandcitizenship.edu.au/verve/_resources/FQ2_Simplified_Version_Dec.pdf



ATTACHMENT 2. RULES OF OXFORD DEBATE

Opening Words by the

Chairman. The Chairman, who should always be addressed as Mr/Madam Chairman, will open with a few words on the debate, floor debate and voting procedures. The Chairman will then call on the first speaker to begin the debate.

The First Speaker for the

Proposition. It is the duty of the first speaker for the proposition to introduce the other guest speakers. The traditional format for these introductions is to begin your speech with “Mr/Madam Chairman, as the first speaker this evening (afternoon) it is my honour to introduce your guests this evening (afternoon)”. Each speaker should then be introduced by name and with a short one or two line introduction, which can be either humorous or serious. After introducing the final guest the speaker may say “Mr/Madam Chairman, these are your guests and they are most welcome”, hopefully to be followed by applause from the audience. The first speaker should then begin the debate. The Chairman will thank the speaker and call upon the next speaker.

The First Speaker for the

Opposition. The first speaker should then briefly introduce the first speaker for the proposition speaker at the beginning of his speech. The Chairman will thank the speaker and open the debate from the floor.

Debate from the floor.

This is the opportunity for the audience to join in the debate. A certain amount of time will be allocated to this and each speech will be limited to an agreed maximum length of time. The Chairman will end the floor debate and call upon the next speaker.

The Second Speaker for the

Proposition. The Chairman will thank the speaker and call upon the next speaker.

The Second Speaker for the

Opposition. The Chairman will thank the speaker and call for the rebuttal speeches, if they are to be made.

Rebuttal. Time may be allocated for a rebuttal by either side. The rebuttal speech is usually made by the first speaker for each side. The Chairman will call an end to the debate and call for the voting to begin.

Voting. This would be by a show of hands or another voting procedure.

NOTES

Interruptions:

- ⦿ The audience may only interrupt your speech using a Point of Information or a Point of Order.
- ⦿ Point of Information. The speaker can choose to accept

or refuse a point of information. This type of interruption should be used to clarify or question a point of information raised by the speaker, and not to express an opinion.

- ⦿ Point of Order. Speakers must give way to a point of order. Such an interruption must only be used to draw attention to an abuse of the Forms of the House, such as a slanderous remark that they wish to be withdrawn.

General Tips:

- ⦿ Remember that debating involves winning the votes of your audience, which can involve a lot more than simply making the best logical arguments. A few well placed jokes or anecdotes can often win votes!
- ⦿ Don't feel obliged to take every point of information offered – answering a few makes things a little more lively and interactive, but taking too many may interrupt the flow of your arguments.

Timing:

- ⦿ Be sure to check what time restrictions are placed on speakers and ensure that you keep within that time. The audience will appreciate this, particularly when there are a large number of speakers in the debate.

Based on: http://www.ecgi.org/conferences/fese_efmc2005/ou_rules.htm

Topic 2

DO I FILL WELL MY SHOPPING CART?

We often don't know where things we use every day come from: our clothes, shoes, toys, or food. We don't think where and how they were made and what kinds of problems are connected with their production. During the workshop the venture participants will get to know basic facts concerning the topic, in order to become more sensitive and motivated to look for responsible solutions and implement them.

Main objectives:

- ⊗ Empowering participants to make responsible consumers' choices.

During the workshop the participants will:

- ⊗ Get to know basic facts about items we use daily (where they come from, how they are produced, what issues are connected with them).
- ⊗ Think what they, as consumers, can do to change the situation.

1. Where are the items we use every day from. Do participants know the story of their clothes and shoes? Where things like tea, coffee, cacao, bananas come from? To answer those questions you can check labels or etiquettes.

2. Watching movie. Watch a 20-minutes movie which is a good introduction to the topic of re-

sponsible consumption: <https://www.youtube.com/watch?v=waXLd93bYvk>. (Story of stuff).

3. Task for the teams. Each small team one of the four attachments:

- ⊗ **attachment 1** related to clothes,
- ⊗ **attachment 2** related to food,
- ⊗ **attachment 3** related to toys,
- ⊗ **attachment 4** related to shoes.

Each attachment contains:

- ⊗ an article about a particular global problem
- ⊗ the story of a changemaker who changes the situation described in the article.

Groups can also search for more information in the Internet. Based on that, they prepare a presentation, in which they should show problems connected with the particular issue as well as possible solutions and actions which we, as consumers, can take (this is very important!). Beside the material mentioned above, it's worth to give the groups things, which will inspire them to fulfill the task, for example packages from food, labels from clothes, photos of different products, etc.

🌟 Scouts take part in world campaigns against exploitation of children as cheap labor force





4. Presentations. Each group has 5 minutes to present the topic plus 5 minutes for discussion and questions. Then think together what we can do? Write down all ideas on a flipchart.

5. Summary of workshop. What caught your attention during the workshop? What will you do differently starting from today?

Additional tasks for the group:

- ⊙ Organize a meeting (or workshop for friends from school) about responsible electronics or responsible cosmetics, to get to know more about their production.
- ⊙ Prepare happening or other actions which will allow you to share some of the information you gained during this meeting.
- ⊙ Put at least one idea you discussed during the meeting into practice.

ATTACHMENT 1. CLOTHES



Why do we need a fashion revolution? On 24 April 2013, the Rana Plaza building in Bangladesh collapsed. 1,138 people died and another 2,500 were injured, making it the fourth largest industrial disaster in history.

That's when Fashion Revolution was born.

There were five garment factories in Rana Plaza all manufacturing clothing for big global brands. The victims were mostly young women. We believe that 1,138 is too many people to lose from the planet in one building, on one terrible day to not stand up and demand change. Since then, people from all over the world have come together to use the power of fashion to change the world.

Fashion Revolution is now a global movement of people like you.

Have you ever wondered who made your clothes? How much they're paid, and what their lives are like? Our clothes have gone on a long journey before they hit store shelves, passing through the hands of cotton farmers, spinners, weavers, dyers, sewers and others. Approximately 75 million people work to make our clothes. 80% of them are women between the ages of 18 and 35.

However, the majority of the people who makes clothes for the global market live in poverty, unable to afford life's basic necessities. Many are subject to exploitation; verbal and physical abuse, working in unsafe and dirty conditions, with very little payment.

Today, both people and the environment suffer as a result of the way fashion is made, sourced and consumed. This needs to change.

At the moment, most of the world lives in a capitalist economy. This means companies must increase sales growth and make profits in order to succeed – but crucially, not at the expense of peoples' working conditions, health, livelihoods, dignity and creativity and not at the expense of our natural environment.

Whether you are someone who buys and wears fashion (that's pretty much everyone) or you work in the industry along the supply chain somewhere or if you're a policymaker who can have an impact on legal requirements, you are accountable for the impact fashion has on people's lives and on nature.

<http://fashionrevolution.org/about/why-do-we-need-a-fashion-revolution/>

Groups receive also the text "Along the silk road" from pages 88–92, related to ecological and socially responsible way of producing silk on a farm in Laos.



ATTACHMENT 2. FOOD



The truth is, behind each food product is an intricate web of factories and workers, often from more than one place. Corporations who source products from other countries are able to save money and keep prices low, but it comes at a human cost. Too often employees in these situations are denied basic rights like fair pay and ethical work hours.

— The problem isn't just with other countries. Meat is one of the largest industries, and factory farms are some of the worst offenders in terms of environmental degradation and animal rights. When the process is broken down – from growing feed for the cows to processing the beef, just one hamburger can take as much as 1000 gallons of water to produce.

— As the demand for socially responsible food grows, companies are learning that customers care about who they give their money to. More people than ever before want to know what goes into the food they eat. If you want to start, now's the time. The amount of information available to ethical consumers is at its peak, so take advantage of it!

— **The basics.** How do you know where to invest your money? The golden rule of ethical consumerism is to buy local. Supporting local farms gives back to your community and takes away the stress of calculating food miles. If you love fresh fruits and veggies, farmers markets and locally sourced restaurants are the way to go. Most importantly, stocking up on produce allows less space in your pantry for processed foods, which are more likely to be unethical and are bad for you anyway.

— Whether you dive head-in or just want to give ethical consumerism a try, the point is this: as a consumer you have the power to change the standard for how food is sourced. Companies work hard for your money and will respond to shifts in consumer trends, no matter how large of a brand they are.

— Being responsible doesn't mean you have to be a killjoy, so don't be afraid to have fun. Take the opportunity to get involved in your community, explore unfamiliar foods, and be a little kinder to the Earth.

<https://spoonuniversity.com/how-to/socially-responsible-food>

Groups receive also the text “Back to the roots” from pages 93–95 or “Rice weddings” from pages 96–98, related to ecological farming of rice in Thailand.

ATTACHMENT 3. TOYS



The Other Side of Fairy Tales: An investigation of labor conditions at five Chinese toy factories. The joyful fairy tales associated with many toys are belied by the tragic stories woven into toy production. In workshops that are hazardous to their health, millions of workers toil under cruel management, 11 hours a day, six days per week. Over the course of a year, a toy worker may only be able to see her parents and children one time. Making the minimum wage, workers must bear such conditions just to get by.

— Many workers at one toy factory did four-hour shifts without taking a break for water or the restroom. When asked why, the workers explained that it wasn't possible to take water breaks with so much work to do. A worker named Ms. Li at another toy plant is



only five years from retirement. She found out that management had a policy to push out workers close to retirement in order to avoid pension payments. For Ms. Li, this policy means that she may be left without the full amount of her earned retirement funds. She said knowing this keeps her awake at night.

Toy manufacturing has been in China for more than 20 years. A 2015 report from HKTDC Research states that 75% of toys globally are produced in China.

The Other Side of the Fairy Tales. The story of toy factories reflects a yawning gap between the fairy tale and the reality of toys. Toy brands play toy manufacturers off one another to reduce production prices and maximize profit margins. The competition leads to declining conditions for workers in toy factories. This dynamic ultimately reveals the emptiness behind toy brands' much-promoted commitments to ethical procurement and labor conditions. Brands demand the best quality, the fastest production time, and the lowest costs, with no regard for how their demands affect the lives of workers.

While workers struggle year after year to survive, the corporations above them exploit workers' labor to enlarge the fortunes of shareholders and executives. In 2014, Disney's revenue and profit reached \$48.81 billion and \$7.5 billion, respectively. That same year Disney CEO Robert Iger's total compensation of \$43.7 million made him the 12th highest paid CEO in America, according to The New York Times. This means that a Chinese worker making Disney's toys would need to work 11 hours a day, six days a week for 7,011 years to earn the annual compensation of Disney's CEO. (...)

Fundamental Reform in Toy Factories. For nearly two decades human rights abuses have continued in Chinese toy factories supplying to the world's largest toy brands. Comparisons of this year's investigative findings with past years' findings demonstrate that few improvements are occurring, and some conditions even are worsening. The largest benefactors of such ongoing abuse are the profitable toy, brand, and retail companies at the top of global value chains. These companies have the power to influence and control labor conditions in toy factories, and they must bring fundamental reforms to the conditions of workers making their beloved toys. Such reforms include but are not limited to:

- ◉ Reduce the use of temporary workers to less than 10% of total workforce.
- ◉ Workers' base wages should be increased significantly above the local minimum wage so that workers are not dependent on long overtime hours.
- ◉ Production schedules should be adjusted so as to ensure that overtime work is strictly voluntary.
- ◉ Resignation should not require "application" and resigning workers should receive due wages upon exit from the factory.
- ◉ All activities that are a mandatory requirement or duty of a job should be compensated (including group meetings, training, and required on-boarding procedures).
- ◉ Provide workers with more spacious and hygienic housing.
- ◉ Ensure that workers receive pre-job that is 1) in accordance with legal requirements and 2) sufficient to educate them on all chemicals or procedures which could pose a risk to their short- and long-term health.
- ◉ Other legal violations mentioned in this report should be remedied.
- ◉ Let workers elect enterprise-level union representatives that can actually represent worker interests.

<http://www.chinalaborwatch.org/report/111>



Groups receive also the texts “Kymviet” from page 102 and “Dignity Kitchen” from page 103 showing companies which care about their workers, including people with disabilities.

ATTACHMENT 4. SHOES



Introduction. Over the last twenty years, sweatshops have become synonymous with the big-name shoe brands; Nike, Adidas, Reebok and Puma. By the end of the nineties, these companies had been accused of a whole range of corporate crimes, from involvement in child labour to lacing workers’ drinks with amphetamines to keep them going through the night. However, following intensive campaigning things are changing, and “corporate social responsibility” is now the phrase on everyone’s lips.

➤ **Material matters.** Polyvinyl chloride (PVC) may be the most damaging plastic to human health and the environment. According to Greenpeace, it is being phased out by Adidas, Asics, Nike and Puma. New Balance has eliminated some PVC but set no start-date for phaseout; Fila, Reebok and Saucony made no commitments. In particular, concerns have been raised over the release of toxic chemicals such as dioxins from PVC products.

➤ **Working conditions.** It was once calculated that a Thai worker would have to work for 26.5 million days or 72,000 years to receive what Tiger Woods gets during a five-year contract with Nike. Or, in other words, that Nike spends the equivalent of 14,000 workers’ daily wages to pay Tiger Woods for one day. Campaigners hope to ensure that the workers receive fair labour practices and good working conditions. They are trying to persuade companies to agree to:

- ⦿ No use of forced labour or child labour.
- ⦿ Freedom of association and collective bargaining.
- ⦿ Payment of a living wage.
- ⦿ A 48-hour week maximum.
- ⦿ Safe working conditions.
- ⦿ No race or gender discrimination.

➤ On the whole, the campaigns have been successful. Nike, Adidas, Reebok and Puma have all been forced to re-evaluate working conditions in their factories over the last decade. The above stipulations are included in all the codes of conduct for the big brands, and Reebok, Adidas and Nike have agreed to participate in Fair Labor’s external monitoring programme.

➤ The problems arise in enforcing the code. Rather than owning factories outright, companies subcontract from factories which have their own management. It is up to the company to ensure that the factories comply with their code of conduct.

➤ The problems do not end with the company’s conscience: in China, authentic trade union activity is illegal, regardless of what the ethical code of conduct stipulates. Clearly, there is a lot left to be done.

<http://www.thegoodshoppingguide.com/ethical-shoes-and-trainers/>

Groups receive also the texts about “Risqué Designs” from page 106 and “Tribu” from page 108 showing companies which care about their workers and produce shoes using safe materials, traditional artwork or upcycling (making from waste products of high quality).

Topic 3

UPCYCLING – IS IT SO, THAT EVERYTHING NEEDS TO BE NEW?

If we want to live in a clean, healthy environment, we need to consider our habits and introduce new ones, those connected with rubbish and the 3R rule. It is worth to get to know the idea of upcycling (using waste materials to create new products of higher quality) and the zero waste philosophy.

Main objectives:

- ⊙ Getting to know different ecological methods of dealing with so much rubbish.

During the workshop the participants will:

- ⊙ Get to know the 3R approach (Reduce, Reuse, Recycle).
- ⊙ Get to know the rules for the segregation of rubbish.
- ⊙ Get inspired to do upcycling.

Task before the meeting. Participants bring for the meeting things they believe are not useful anymore: cardboard, bottles, used packages, etc.

1. Bingo (exercise). Every participant gets a „Bingo“ card (see **attachment 1**, page 53). The task is to find a person which meets the particular criteria (for example, in his/her house people use fabric bags instead of single-use one). Once we have found the right person, we write his/her name in the relative rubric. The winner is the person who fills first all rubrics, considering that each name can appear in the Bingo table only once.

2. Yes and no (exercise). Prepare two paper, one with a big “yes” and one with a big “no”, and stick them on opposite walls. Then, read one by one the sentences written below. The participants have to stand on the line between “yes” and “no”, depending on how much they agree with a sentence. Before reading a new sentence, give the participants time to share their opinions and arguments connected with the topic. In particular, ask for the opinion of those who stand on the opposite sides of the room.

Examples of sentences:

- ⊙ It's better to repair a computer than buy a new one.
- ⊙ It's better to buy drink in a plastic container, which is lighter, than a glass package.
- ⊙ We should buy products in small packages, in big one they can get spoiled or expired before we manage to use them.
- ⊙ Segregation of rubbish should be mandatory.
- ⊙ Shops should give plastic bags to clients for free.
- ⊙ Nice packaging is a sign of high quality of the product.
- ⊙ Buying things in second hand shops is trendy, because in that way we protect the environment.

3. 3R rule (discussion). Explain that today meeting is related to the topic of waste. Talk with the participants for a while about that issue. Do participants see any problem connected with rubbish? What kind of problems? Do they think that the amount of rubbish we produce can be a challenge? Why? Do they have any idea how we can reduce the amount of waste we produce?



4. 3R – what's the meaning (exercise).

Divide the participants in 3 groups. Each group gets one of the 3R rules: **reduce, reuse, recycle**. The task of the group is to discuss how they understand the particular rule and create as many ways as possible to put this rule into practice (what can we do to reduce/reuse/recycle waste?). If needed, support the groups, pointing them toward the right direction. All groups write down their ideas on a big piece of paper. At the end every group presents the result of its work, people from other groups can contribute with other ideas.

5. Riddle. How others deal with the 3R rule?

Give the participants the text of a riddle (**attachment 2**, page 54). They can solve it individually or in pairs. Which ideas of Ana, Julia, Eve and Valentina seem interesting for you and why?



6. Stories about upcycling. Tell the participants the stories (and present the relative photos) about “Tribu” (page 108) and “Tonle” (page 107), companies which use upcycling.

Then, have a look at the items brought by participants and you as a leader, objects which seem to be not useful anymore. Think in small groups what you can do with them. Maybe a pot for flowers from bottles or jars? Frames for pictures? A penholder? A case for jewelry? For whom it can be useful? For you? Your family? Friends? Maybe children from the orphanage house? Or elderly from the nursery house? Once you made the decision about what to do, just start doing!

7. Upcycling – making things from “waste” material. According to possibilities, interests, and abilities, the participants make new objects from the things brought for the meeting, for example bracelets and necklaces from old T-shirts, pot from plastic bottles, lampions from jars, containers from paper, bags from old billboards, etc. Use your imagination or look for ideas on the Internet.

8. Local or global problem (video and discussion). Discuss together whether rubbish is a local or a global problem. Why? Does rubbish go somehow from one country to another? If yes, how? Think about polluted rivers and air, but take also into consideration things like shipping rubbish to other (usually poorer) countries or even continents. Why does it happen? What are the consequences? Watch the video Story of stuff, in which rubbish is one of the topic (<https://www.youtube.com/watch?v=waXLd93bYvk>) or get to know the story of “Mantanani. Hell and Paradise” (pages 76–78).

9. Summary. Ask the participants what they learned during the meeting. What will they change in their daily life? What can you do with things you made during the meeting? When would you finish them (if needed)?

 Items created with upcycling – notice board, bracelet made of old T-shirts and basket from paper wicker



Additional tasks for the group:

- ④ Give your upcycling items to people for whom they can be useful. Consider carefully if they really need them.
- ④ Organize an exchange event in which you swap objects (books, clothes), invite also people outside your group.
- ④ Use the 3R rule in your daily life. For few weeks write down your successes and challenges. Share your experience with others.
- ④ Organize a campaign promoting the 3R rule in a group of choice (e.g. classmates, parents, grandparents, neighbors).
- ④ Prepare rubbish bins for segregation in your room. Write down the instructions for correct segregation and put them above the bins, it will be useful for those who don't remember all the rules.
- ④ Organize design and sewing workshops as well as a fashion show, during which you will present clothes, prepared using upcycling.
- ④ Organize a workshop to teach jewelry making out of waste material.
- ④ Go to a handcraft or a designer workshop which works with upcycling.

Examples of upcycling products prepared by "Papillon", a social start-up from Baku, Azerbaijan



ATTACHMENT 1. BINGO

Find a person which:

Uses a fabric bag instead of single-use one during shopping.	Segregates rubbish.	Chooses local products, for example fruits and vegetables from the farmer's market.
Shops with a shopping list – doesn't buy unnecessary items.	Uses accumulators instead of normal batteries.	Doesn't use paper napkins, use fabric ones instead.



ATTACHMENT 2. RIDDLE

Ana, Julia, Eve and Valentina have a common aim: they want to live in a clean, healthy world, in which you don't have to worry where the next dump will be created. They want to be responsible consumers, each of them respects the 3R rule every day and puts into action interesting ideas for limiting the amount of rubbish. Their ideas:

- ◉ finding old bicycles, repairing them, painting in fancy colors and fashionable patterns and then selling to friends
- ◉ managing the Internet platform "clothes exchange" for young parents, which allows them to exchange clothes for small children
- ◉ organizing monthly events for exchanging books, during which participants can give away books they read already and get those which they are interested in
- ◉ designing and making artistic jewelry from waste, like caps, wood, felt, parts of computers.

The girls bond over their love to nature, but each of them does different things in her daily life: among them we have a doctor, a designer from an advertisement company, a garden designer and the owner of a café:

- ◉ Ana works in the advertisement agency, which is specialized in social campaigns.
- ◉ The person who organizes the books exchange takes care of sick people in hospital on the maternity ward.
- ◉ Valentina is not the owner of the café.
- ◉ Special collection of jewelry from recycling was not made by Eve.
- ◉ Ana doesn't lead a website.
- ◉ Julia is not a doctor and she doesn't repair bicycles.
- ◉ Valentina doesn't organize book exchanges and Eve is not designing gardens.
- ◉ The person who owns the café doesn't help parents to exchange clothes through the Internet.

Guess the waste-reduction project and the profession for each girl.

Ana, designer, repairs bicycles; Julia has a café and makes jewelry; Eve, doctor, organizes books exchange; Valentina, garden designer, organizes clothes exchange.

	Doctor	Designer	Garden designer	Café owner	Second life of bicycle	Clothes exchange	Book exchange	Eco-jewelry
Ana								
Julia								
Eve								
Valentina								
Second life of bicycle								
Clothes exchange								
Book exchange								
Eco-jewelry								

M. Świderek, Akademia 3R, http://www.ekonsument.pl/materialy/publ_115_pakiet_educacyjny_ss59_108_cwiczenia_aktywizujace.pdf, p. 94–95

Topic 4

CHALLENGES AND ACTIONS

Most important in changing the world for better are actions. During this workshop participants create their own social project, possible to implement in their own community.

Main objectives:

- ⦿ Planning social projects answering the needs of the local community.

During the workshop the participants will:

- ⦿ Learn how to notice social problems, work in group, creatively look for solutions, create a vision, plan a project step by step.
- ⦿ Get inspired and motivated to take real actions.

Task before the meeting. In the previous meeting the participants should have received one task to be fulfilled in small teams and one to be done individually.

- ⦿ Participants divided in small groups of 4–6 people choose one changemaker's story from Asia (pages 67–108) or another story about a changemaking action (from the world, your county or the local community). Their task is to read the story and prepare a presentation about it in a form of choice (e.g. story, drama, comics, movie), to show it to the others.
- ⦿ Every participant observes carefully the local reality and thinks what challenges it faces.

1. Changemakers' stories (presentations).

Groups share the stories they prepared. The stories are meant to be introduction and inspiration for taking our own actions.

2. Define the problem (work in groups).

Participants, in small groups of 4–6 people, decide which social problem they want to work on. During a discussion they exchange their observations about the challenges faced by their community, which they noticed before the meeting. Once they have chosen together the issue they will work on, they discuss shortly trying to understand its different aspects.

Examples of problems: streets full of rubbish

- ⦿ children spending time in front of the computer
- ⦿ some of the students from the school nearby are migrants and they don't speak fluently the national language
- ⦿ lack of relation between neighbors, etc.

3. Wanted future (work in groups). The situation is diagnosed, now let's check how we want it to be. Discuss in groups how it is the future you want, the situation which will satisfy you. Create a vision where the problem is solved and write it down or paint it in a piece of paper.

Examples of wanted future: clean streets

- ⦿ more trees
- ⦿ neighbors know each other, speak together, help when needed
- ⦿ migrant students from nearby school have basic skills in the language of the hosting country, they integrate with others.

4. Looking for solutions (brainstorm). The groups write down all the possible ways to go from the actual situation to the future they envisioned. Depending on the creativity of the group you can use a standard brainstorm technique or a more structured version (for example brainstorm 5/3/6).



Examples of solutions: cleaning streets action
⦿ organizing a Neighbors Day ⦿ regular language classes for migrant students ⦿ Plant a Tree campaign.

5. Choose the solution. Each group chooses one solution to work on. It can be one of the solutions they have come up with during the brainstorming or a mixture of them. Maybe the solution will not solve the whole problem yet, but it should be a significant step forward.

Example of chosen solution: organizing language classes once a week for migrant students from the nearby school.

6. Small steps. The groups plan how to put the solution into practice. Which small steps they

need to take? Write down each step on a separate post-it or a piece of paper and put them on the floor in chronological order. Each step should have a specific deadline. Write down also who is responsible for it.

Example of steps: create a schedule (who and when can lead the class), contact the school, prepare a poster with information about the action, speak with the director, speak with parents and students, plan the first class.

7. Presentation. The patrols present the plan of their projects. Other people can give them feedback, they can also declare their help.

8. Additional tasks for group:

⦿ Put your project into action!

Scouts service for nature, done in their own surroundings, has also a global meaning





16–21 YEARS OLD



Topic 1

MIGRANTS ARE AMONG US

People don't know much about migrants and their situation. We mistake terms like refugees and migrants, in a lot of cases our fears and lack of knowledge reflect in the way we behave and act. As a consequence, we can see wariness or even aggression toward migrants. To change this we need education focused on understanding, empathy, and taking action.

Main objectives:

- ⊙ Discussing about the situation of migrants in your country.

During the workshop the participants will:

- ⊙ Understand better the situation of migrants living in their country for different reasons.
- ⊙ Understand the need of giving the voice directly to the migrants, listen to them and not only those who speak in their name.

1. Gossip (exercise). Every participant receives a piece of paper on which, using few different symbols, she/he presents herself/himself by creating a sort of name card. Then, participants divide themselves in pairs. Person A tells person B about her/his name card, and person B tells about her/his name card. At the end they exchange name cards and look for new people to speak with. So, person A meets person C and tells her/him about person B, whose name card she/he has in the hand. Person C speaks about person D, with whom she/he was speaking before.

After they finish the conversation, they exchange name cards again and look for a new person to speak with. Make shifts like this few times. When you say "stop", everybody sits in a circle and tells about the person whose card they have at that moment in their hand. Summarize the exercise by asking participants how they felt when somebody talked in their name.

2. Steps (exercise). The exercise from the book "Compass: Manual for human rights education with young people" (red. P. Brander and others, Strasbourg 2012, pages 281–285) was modified so that every participant receives the role of migrant, but the roles are very diverse:

- ⊙ student who comes to your country for international exchange,
- ⊙ refugee from Syria,
- ⊙ daughter of the ambassador from South America,
- ⊙ Chinese man who runs a popular restaurant,
- ⊙ migrant from Mali without regulated status,
- ⊙ Ukrainian woman illegally hired as housemaid,
- ⊙ Italian guy who came to his local girlfriend and works in a big corporation.

All people, without telling others about their role, stand in a line. Read one by one the sentences below. After each sentence give the participants some time to take a step (or not).

Proposition of sentences:

- ⊙ You have never encountered any serious financial difficulty.
- ⊙ You have a decent housing with telephone and television.
- ⊙ You feel your language, religion and culture are respected in the society you live in.
- ⊙ You feel that your opinion on social and political issues matters and your voice is listened to.
- ⊙ Other people consult you about different issues.
- ⊙ You know where to turn for advice and help if you need it.



- ⊙ You have never felt discriminated against because of your origin.
- ⊙ You have adequate social and medical protection for your needs.
- ⊙ You can go away on holiday once a year.
- ⊙ You can invite friends for dinner at home.
- ⊙ You have an interesting life and you are positive about your future.
- ⊙ You feel you can study and follow the profession of your choice.
- ⊙ You are not afraid of being harassed or attacked in the street, or in the media.
- ⊙ You can vote in national and local elections.
- ⊙ You can celebrate the most important religious festivals with your relatives and close friends.
- ⊙ You can participate in an international seminar abroad.
- ⊙ You are not afraid of being stopped by the police.
- ⊙ You can go to the cinema or the theatre at least once a week.
- ⊙ You are not afraid for the future of your children.
- ⊙ You can buy new clothes at least once every three months.
- ⊙ You can fall in love with the person of your choice.
- ⊙ You feel that your competence is appreciated and respected in the society where you live.
- ⊙ You can use and benefit from the Internet.
- ⊙ You are not afraid of the consequences of climate change.
- ⊙ You are free to use any site on the Internet without fear of censorship.

Every person who thinks that one particular sentence is true regarding the role she/he has, takes a step forward. After several sentences, the distance between people who after almost every sentence could go ahead and those who constantly stand in the same place, becomes huge. It raises a lot of emotions and thoughts:

On the Jamboree for the 100 anniversary of the Polish Scout Movement in 2010, scouts from all Poland participated in workshops about intercultural education





- ⊙ How do you feel in this particular position?
- ⊙ What do you think?
- ⊙ What this game is telling us about the real society?
- ⊙ What did you learn?
- ⊙ How can we diminish the differences (distances) between people, in the real world?

Summarize the exercise by discussing in group. Add basic definitions connected with the topic of migration (for example immigrant, refugee, asylum).

3. Narratives of Migrants (movie and discussion). Going to this point, pay attention to the participants on how limited is the knowledge about migrants and how rarely it comes from the migrants themselves (you can come back to experience and feelings from the “Gossip” exercise). Watch a movie from the series “Narratives of Migrants”, prepared by Fundacja na Rzecz Różnorodności Społecznej ([youtube.com/user/NarracjeMigrantow](https://www.youtube.com/user/NarracjeMigrantow)). Listen to what migrants say about their own situation. Think together:

- ⊙ How does the character of the movie feel? Why?
- ⊙ What was particularly interesting to you in what she/he said?
- ⊙ Do you meet a similar situation in life?

4. What can I do? Discuss in small groups what we can do to change the situation. Which actions you can take right now? Maybe you will find real examples of initiatives, organizations or social enterprises which support migrants. Each group presents the results of its work to the others.

Tasks and topics to discuss:

- ⊙ Put into action at least one solution you discussed about during the meeting.
- ⊙ Watch another movie from “Narratives of Migrants” series, discuss about it.
- ⊙ Make an interview with migrants. Ask if there is something you can help with. If yes, try to do it.

Topic 2

SHARE THE GOODNESS!

Social entrepreneurship, which uses business to change the world for better, is an interesting alternative to the non-governmental sector. Participants of the meeting will not only get accustomed with the concept of social entrepreneurship, but above all they will get to know real examples of using business tools in solving social problems.

Main objectives:

- ⊙ Disclosing to the participants the concept of social entrepreneurship.

During the workshop the participants will:

- ⊙ Get to know the idea of social entrepreneurship and organizations which support this kind of activity.
- ⊙ Get to know ways of changing the world for better, including real life examples of social enterprises from all over the world.
- ⊙ Get motivated to take their own actions.

1. Game. Explain the rules of the game. On the table or on the floor put many squares of paper in four different colors, creating a path along which the piece will move (in a game of the goose fashion). Each color means something different, for example:

- ⊙ green – story of changemaker,
- ⊙ red – task,
- ⊙ blue – hazard,
- ⊙ white – neutral, nothing happens.

The number of squares depends on the time you have and the number of participants. If needed, you can add more squares or remove some during the game, it's going in line with the idea of the game itself (especially, adding more squares): if somebody is changing the world, she/he often finds out that the path is different from the one she/he imagined at the beginning.

Participants play the game in small groups of 4–6 people. They don't play against each other, but together. It's very important! There is only one piece. The first team throw the dice and the piece moves the appropriate number of squares. Depending on the color of the square, the team which threw the

dice chooses a changemaker story (if landed on a green square), draws the task for teams (if red) or the hazard card (if blue). The task for teams is undertaken by all teams. For every team which fulfills the task correctly, move the piece one square ahead. Hazard tasks are done once and they regard moving the piece forward or backward on the board. Then, next team throws the dice. All the time you play with one piece only, having the same aim – going ahead.

Before the meeting prepare cards with changemakers stories, cards with tasks for teams and hazard cards.

Cards with changemakers stories (you can find example of such a card on page 63). Prepare them based on stories of social enterprises from pages 102–108, put also some stories from your country.

Card with tasks for teams. To the list reported below add some tasks connected with the situation in your country or other interesting issues related to social entrepreneurship:

- ⊙ Explain the term “social entrepreneurship”. Summarizing the answers of the teams, show them



a short movie, prepared by the Smart Kolektiv, which explains what social entrepreneurship is: <https://www.youtube.com/watch?v=1ecKK3S-8DOE>

Social enterprise (social business) is a kind of business, for which important is not only earning money, but also solving social problems. It can be an enterprise which hires disenfranchised people (for example with disabilities), which gives its profits to charity or which produces fair, ecological products. Examples of social enterprises are presented on pages 102–108.

- ⊙ Give one example of a changemaker from your country.
- ⊙ Give one example of a social business which can help people with mental disabilities.
- ⊙ Mention three things which you can put into action from today to become a more responsible consumer.
- ⊙ Give two examples of a social business that can help single mothers.
- ⊙ Name two organizations which support social entrepreneurs. Summarizing the answers of the patrols, tell shortly for example about “Kanthari” (organization from India which leads courses

for changemakers, including social entrepreneurs) or “Ashoka” (present a short movie which explains what Ashoka is and what it means to change the world: <https://www.youtube.com/watch?v=ycklk2K6S-8>)

Hazard cards (examples):


- ⊙ Go back three squares.
- ⊙ Go ahead three squares.
- ⊙ Change teams. One or two persons (depending on the size of the team) per team swap creating new teams. Put this card at least few times.

2. Story of solution. Participants watch a few minutes movie which inspired the game: <https://www.youtube.com/watch?v=cpkRvc-sOKk>

Tasks and topics to discuss:

- ⊙ Find other examples of social enterprises from your own country and all over the world. Think together what makes them social (for example what kind of social need they answer). Do problems in your country and other places are similar?
- ⊙ Organize a debate on “Non-governmental organization vs. social enterprise”. What are the pros and cons of each solution?
- ⊙ Find a social entrepreneur from your region and interview her/him. You can base on interviews from pages 67–108.



 Changemaker Game for young activists from Myanmar, prepared by Anna and Andrea in collaboration with “Inle Speaks”



Changemaker Game organized during a scout meeting in Poland, 2016



Example of card for the game – revers and avers

Place: Manila, Philippines

Description: "Risqué Designs" is a Filipino lifestyle brand that brings forth modernity and luxury with its meticulously hand-crafted artisan products. A social business which uses skills of local craftsmen, including sculptors, to create fashionable shoes.

Speaker: Tal de Guzman (founder)



risquedesignsph.com

Quotation from interview: A lot of challenges. When I started, I had a lot of problems with the production, the quality was not good, shoes came back because clients were not satisfied. There are so many different parts of the shoe that can go wrong. I think that among fashion items shoes are particularly difficult. For clothes you can have just three sizes: small, medium, big. For shoes you need so much more.

One of the biggest problems was setting the balance between the demand and how much we produce. Now we are about there, getting balance. We also try to go more international. So far, we distribute in San Francisco, but we still look for different markets.

We try to grow in parallel local and international, but I think local will go first. We try to get some personality to collaborate. People are driven by personalities. We want some people who are not only popular but those who support local. It's important for us, we are Filipino, we produce things in the Philippines.

We are working with very traditional Filipino communities which do the carving. Before, they were creating mostly sculptures, or religious images. Now we use traditional patterns in a modern way. We use local materials and support local people.

Topic 3

CHANGEMAKING

What does it mean to change the world? This is a complex issue, which requires awareness and reflection. This meeting gives the possibility to have a closer look at real situations from changemakers' lives as well as our own. The workshop can be a good introduction to the meeting "Just do it!".

Main objective:

- ⊙ Deep reflection on changing the world.

During the workshop the participants will:

- ⊙ Have a closer look at the work of changemakers from Thailand and Laos.
- ⊙ Think about different aspects connected with social activism.

1. World Café. Give participants the stories: "Back to the roots" (pages 93–95) and "Along the silk road" (pages 88–92). Let them read and then explain the rules of the "World Café" discussion:

- ⊙ In the room there are four tables (or other spots good for discussing). On each table there is a big piece of paper pointing an issue to be discussed.
- ⊙ Participants, after reading the stories, sit in one table of choice. Just pay attention that the number of people in each table is more or less equal (it cannot be that in one table there is half of the group and others are empty). For 10 minutes, in each table, they discuss about the relative issue, writing the conclusions down on the paper.
- ⊙ After 10 minutes, make a shift. Everybody goes from one table to another, without following any specific order.
- ⊙ Each participant visits four tables, till she/he takes part in four discussions. It's important that people don't change tables in the same pattern (it is better if the groups are different every time).
- ⊙ After last shift, the groups present to the others the conclusions written on the paper at the table they are sitting.

Examples of issues to discuss:

- ⊙ What does "organic rice" mean? Is it better than the one produced using chemicals? If yes, why? What are the cons?

- ⊙ Is it important to involve in the social change those people to whom the change is related? Do Tor and Bobby engage people like that? How? Why?
- ⊙ Is entrepreneurship needed in changing the world for better? How can we use it? How Tor and Bobby use it?
- ⊙ Coming back to the farm was a huge change in life for both Tor and Bobby. Do you think it was a difficult decision for them? What makes people take decisions like that? Would you be ready for such a decision?
- ⊙ What does it mean to you coming "back to the roots" (Tor's story)?
- ⊙ How the war in Vietnam influenced the lives of people in Laos (Bobby's story)?

Similar discussion can be organized based on stories of changemakers working in different countries, also your own.

2. Expressing opinions. Share your thoughts about changing the world. Tell the participants that it is not a discussion, everybody express her/his thoughts but without referring to what was said by the persons before.

Examples of questions (issues) for reflection:

- ⊙ What does it mean "changing the world" to you?
- ⊙ Share the story of changemakers you found inspiring.



- ⊙ What blocks you from changing the world?
- ⊙ What can help you to take a step?
- ⊙ What is it needed to change the world?
- ⊙ How would it be the world we dream about?

Tasks and topics to discuss:

- ⊙ Organize a workshop about changing the world for another group. Adjust form and exercises to the age of participants. Find other change-makers stories, choose those which will be inspiring and understandable for participants.
- ⊙ Search for information about production of rice or silk. What did you want to know but you didn't find in the texts proposed during the meeting?
- ⊙ Look at different products you use. What is the story of coffee, tea, cacao? Where bread, cheese, ham come from? What is the journey our jeans and t-shirt covered? Which of those products are local, and which for sure are not? Where do they come from?
- ⊙ Organize a movie night with a discussion related to the topic of responsible consumption. You can use movies from the website storyof-stuff.com.



☪ Changing the world is above all great fun and happiness, which comes from leaving this world better than we found it, from collaborating with others, from action!

Topic 4

JUST DO IT!

Being an active citizen means above all action, really changing the world for better. But before participants start to take changemaking actions they need to prepare a plan, starting from analyzing the problem, looking for creative solutions, till planning everything step by step.

Main objectives:

- ⦿ Planning specific actions which will answer an identified social problem.

During the workshop the participants will:

- ⦿ Learn how to work in group, identify and analyze social problems, find creative solutions, plan actions.
- ⦿ Try to notice opportunities and threats which can influence the outcome of the project.
- ⦿ Learn how to present the planned activities.

1. Introducing the topic (exercise). Divide participants in pairs. Each pair has to discuss the given topic and fulfill the task within five minutes. After that, everyone looks for a new partner and undertakes a new topic and task.

Topics for discussions and tasks:

- ⦿ Tell your partner about one time when you were successful. Then write down features and skills you needed to succeed. Write every feature/skill on a piece of paper.
- ⦿ Tell your partner about one situation in which you managed to solve a problem. Write down features and skills you needed to solve the problem. Write every feature/skill on a piece of paper. Summarize the first part of the exercise. Separate skills and features, and then present to the group skills and features needed to succeed and solve social problems. Tell the participants the good news: each of us has skills and features to change the world! Then, come back to discussing in pairs, giving a third issue:
- ⦿ Which problems in your community have to be solved? Write every problem on a piece of paper.

When all the problems are written down, divide participants in groups of 3–4 people. Each group chooses one problem to work on.

2. Solving problems. The task for each group is to analyze a chosen problem and propose a solution. Every few minutes give them new questions to think about (every group gives answers related to the chosen problem).

- ⦿ Define the problem precisely, what are the causes?
- ⦿ What are the possible solutions? (brainstorm)
- ⦿ Choose and discuss in detail one solution you want to work on.
- ⦿ Think and write down what resources you need to put your idea into action? How can you find them?
- ⦿ Who can help you?
- ⦿ What are potential challenges and difficulties?

Tasks and topics to discuss:

- ⦿ Put into action the social project you planned during the meeting.



CHANGEMAKERS STORIES

Anna and Andrea travel around the world within the project “Exchange the world”. They spent a week on a tiny island called Mantanani, where they built a house from natural materials; they lived with the local community creating an ecotourism space in the middle of Thai jungle; they worked on an organic rice farm in Thailand and an organic silk farm in Laos; they taught English in remote villages in Cambodia and Indonesia. All projects where they stopped for a while are carried on with care for people and environment. Anna and Andrea’s journey is based on exchange, they offer their skills and knowledge in exchange for accommodation and food, which allows them to become part of the community. During their travel, Anna and Andrea collect stories of change-makers – people who in different places solve social problems, leaving this world better than they found it. Thanks to the relation Anna and Andrea build with people they meet, their stories are the result of authentic experiences, not just short discussion.

From September 2015 till June 2016, travelling around South-East Asia, Anna and Andrea made more than 130 interviews, writing them down and sharing them on their websites:

exchangetheworld.info and changemakercourse.com

as well as on facebook.com/exchangetheworld.info. Some of those stories are share in this book. Read them to get to know several change-makers and their actions.



BE THE SPARK

It is not by chance that the Polish Scouting and Guiding Association is one of our partners. One of us, Anna, has been a scout for more than 20 years and she held many different roles in almost all levels of the organization. Furthermore, one of the main thoughts left by Robert Baden Powell, founder of scouting, was to “leave this world a little bit better than you found it”. Isn’t it one of the definitions of changemaking? Last but not least, scouting means people. Amazing people, from all over the world, united under the same values. Scouting means friendships for life, built during overnight discussions, common actions, trips, facing challenges together. And thanks to one of those friendships Anna and Andrea got to know Dan.



Changemaker, Dan Ven – founder and leader of the Cam.CEA project (Cambodia Children English for Action), from Sandeck village. The aim of the project is to give children from rural areas in Cambodia the possibility to learn English



Dan: I live in Phnom Penh now but I come from Sandeck, a small village about 80 kilometers from the capital. In May 2013 I visited home and two of my nephews asked me for help. They wanted to study English but they had no money. I decided to sponsor them, but then next 10 kids came: “Uncle, we also want to learn English.” I thought if I helped only my two nephews the rest has no chance to learn. How can I support those 10 kids? That was the beginning of the change. I’ve found a high school student, he knew a little bit of English and he agreed to transfer his knowledge to those kids for 15\$ a month. That


time it was 15–20 students all together. Then we had different challenges and problems on the way, but all in all it was growing and growing and today we have more than 200 students coming to my parents’ place where in the porch we set up a sort of classroom.

We had the chance to teach English to those 200 students (age 8 to 17) for one week. An unforgettable experience.

The first class starts at 6:00. From 7:00 till 11:00 there is a break, it is public school time. Then there are two




more groups followed by one hour break. Finally, last three groups between 15:00 and 18:00. That's the routine from Monday till Saturday.


 I remember once I went back home for the weekend and I wanted to sleep till 7 or even 8 as I do in Phnom Penh. But early morning the children came to my home and while waiting for the teacher they read the English book, waking me up. I started to listen. It was amazing! They could read English! I've never seen it before. I felt it's a real change. A change in the children, but also in their parents. It was not just about English, but education in general. When I was young, people didn't value education. They said I study because I'm lazy, I escape from helping my parents in the rice field. But producing rice is a very hard and badly paid job. I tried to show them how important is education and how it can change their life. But I cannot change parents, I have to change children first.

At the beginning Dan paid the fee for those who wanted to learn English. However, soon the number of students was too big for his pocket alone. Fortunately, it was not only the number of students to grow but also the awareness of parents, who

started to recognize how important education is. Today 91 students are still paid by Dan, while next 100 pay themselves, around 2\$ per month. 2\$... it doesn't seem much, but for a lot of them it is more than they can afford. Sandeck is a very small village, following still the traditional way of living. People make their living from growing rice – hard, physical work. In the village there is no electricity, no running water. Daily problems come down to what to put on the table and whether there are enough clothes to wear, rather than learning English.

For most of them we were the first white people they have seen in their life. Many came to Dan's parents' house, just to observe us. In their sight there was curiosity; simple curiosity, without that expectation for us to be a source of money, quite common in South East Asia. They were grateful we came there, for our help, for the possibility of meeting "Barang".

 A lot of villagers asked me what English is useful for. And I said: "You know, if you know English, you can speak with 'Barang'". "Barang" are the white people, although literally it means French A legacy of the French colonization. They remember their parents speaking about


 English lesson organized in Dan's parents' house, in Sandeck. Children from this village, as well as many other villages, attend the classes, they come on foot or by bike covering quite a few kilometers. In the classroom there is a small library (on the left), accessible for students; above the library there is the Cambodian flag






"Barang" that they are tall and speak fast with some strange language.

Dan was one of those who had the chance to meet "Barang" and collaborate with them on a daily base. While working in the Cambodian scout office he got in touch with scouts from all over the world, he spent few months at Kandersteg scout center in Switzerland, and he attended the World Jamboree in Japan in 2015. Scouting was one of the elements that made the need of changing the world so strong in him.

 **I've always felt like helping others. I think it's because of my experience. I was poor myself, I know how it is. And then I also worked in different NGOs. These experiences taught me how important it is to help others. As a scout I learned**

how to be a leader. To be a leader you can't go alone. You need to inspire people, go with them. If you reach your goal, it's always we who reached it, not just the leader. You also have to know your people, their abilities, and help them to grow.

Some friends tell me that I don't support myself enough. I share a small room with 3 other people in a pagoda, eat what is left after the monks have eaten. People say I should focus more on myself: firstly buy a house, a car; then help the others. But if I wait till I'm rich to help others... maybe it will never happen. I take what I need to survive and with the rest I want to support others. When I can help, I do it. If it is beyond my ability I will find a solution, I call the people I know to do something together, at least a little bit.

 **Inhabitants of Sandeck village produce rice, which is used mainly for their own needs (only small amount of rice is sold). The harvest is transported from the field by bike or small cow-drawn carriages**





Dan inspires people not only by organizing the English school, but above all by showing with his own example that it is possible and necessary to look for your own way, set the goals higher and higher, without forgetting people around yourself. He is definitely a leader. He is a spark which inspires change. Our journey around the world is a quest for such people.

One of the questions we ask ourselves quite often is if what we are doing will really change something. Our week stay in Sandeck didn't change much in the life of the children themselves. Maybe some of them got a little bit more confident with speaking English. Many of them came during the evenings, after the classes, to talk more, to practice. But if we really had any impact, it is rather connected with teacher Ra, who day after day observed our classes trying to put into practice new ideas. Nobody ever showed him how to organize a lesson and how to teach. As we have some knowledge and experience in the field, we could show him a little bit, pass some of our skills. This gives some hope for at least a small contribution. Leaving this world a better place is a difficult task, which requires quite a lot of awareness and thinking over if what we are doing will really help somebody and how it influences the whole system.

English class doesn't just mean learning a language, it's about a change in awareness, understanding the importance of education. It's a small spark from which a much deeper change in society will fire up.



Meeting of two groups in front of Dan's house. One group has just finished the class, another one is just about to start. The house of Dan's parents, as other houses in Sandeck, has two levels. On the top level there is the bedroom and on the ground level, in a space without walls, there is the classroom




After a week of working together, Anna and Andrea got from Dan the national scarves of Cambodian scouts




SEE MORE

At the beginning I thought I would not even mention her blindness. Maybe I would write about that only at the end, as additional information. All in all, why should it have such a big meaning? But in fact, it does. Because Yoshi with her belief, attitude and engagement, with her way of dealing with small and big daily problems, with her enthusiasm and optimism was opening our eyes each of the few days we could spend with her in Phrao, Thailand, where Yoshi leads her Always Reading Caravan (ARC) Project. But before I write more about it, let's have a look at Yoshi's story, which has brought her to the point she is today.



 Changemaker, Yoshimi Horiuchi – graduate of the “Kanthari” program, founder and leader of Always Reading Caravan in Phrao, Thailand

 I liked to read since I was small. It was my grandfather who mostly read for me since I was 2–3 years old. I really liked the world of stories. When I went to primary school I learned Braille quickly, I was motivated, I could read myself and I didn't have to ask other people to help me. Since then, reading for pleasure is a part of my life. Another thing is that as blind person I was always helped and I'm still helped a lot. What I really didn't like is that feeling of not being able to contribute back. It's almost like a phobia, I don't want to think of myself I'm useless.

When I was about 12 I started to learn English. I really liked it, I like the communication in general, it opened me a way to communicate with somebody I couldn't have interaction with otherwise. When I went to Tokyo I realized I can also study abroad.

When I was 18 I went to America where I met a lot of people from different background. In Japan, from where I am, we are all very similar. We don't have too many immigrants. We don't see a lot of differences in wealth as well. There are not so many very poor people or very rich. When we have disabilities we are more likely to be educated in specialized schools. I was born as blind but I went to those special schools so most of my peers had similar situation as me. I didn't have much experience with people from very different background. I liked to read about them in books, I watched TV or listened to radio but I never had friends who survived a war, or who were abused by parents, or who were refugees in need to adapt to a new country. When I met them in America it was really an eye-opening experience: wow! People like that really exist and they are like you and me. They have the same issues, be dumped by their boyfriend, not liking spinach, normal things. I started to be very interested in international developing. I understood how lucky I was to have understanding parents.

In America I started to be interested in Thailand. During my university years I came back there few times for work or exchange. Before moving here for good I had two years period of working in Tokyo for some big company, but I really didn't



like it. I had quite ok salary but I didn't feel it was benefiting anybody. I felt my work is so worthless. By this time I got to know about "Kanthari" and I decided to apply.

"Kanthari" is an organization in India which offers a 7 months leadership program for visionaries who have overcome adversity and who are keen to drive ethical social change anywhere in the world.

☞ To apply to "Kanthari" I already needed some idea. I didn't want to do things just for blind. Disability and development field is so small, everybody knows everybody, I wanted to do something different. I always wanted to promote inclusive society. That time I had already visited Thailand many times and I noticed that people don't read at all, especially in rural areas, they watch TV but often have not even one book. For me this is incredible, how parents cannot have book for their child. I really wanted to do something about that. I wrote in my application project that I want to make a library for all. They accepted me so I went for the several months course. At one point there I got the idea of creating the mobile library, so disabled people or elderly or people with small babies or sick can use it. That's how the full idea started.

Yoshi came to Thailand in February 2010 and firstly she started to implement her idea in Bangkok. But from the very beginning she felt that was not a place she was really needed in. In September 2011 she moved to Phrao, on the north, two hours by bus from Chiang Mai. Here she supports small local community and hill tribes. Her actions focus on three main elements: the library, the mobile library service, and the children centers.

☞ At the beginning with To, my first employee, we organized a mobile library using a motorbike. But in this part of Thailand people are shy, they have a little higher walls. They don't dare to come to us when we arrive in motorbike trying to encourage them to borrow books for free. They wanted to know more about who we are



☞ Yoshi and her team in their library during an event organized to celebrate the anniversary of their organization. All people working in the library are from Phrao or nearby villages

and what we do. That's why we opened a venue functioning as library. But we still keep the mobile service: once a month we go to schools, people with disabilities, sick or old one. We tried to reach with the mobile library service also the hill tribes. I didn't think about that before, but when I went to the hill villages I realized people in these communities don't speak any Thai, they speak their own languages. So it makes no sense to bring mobile library there. After consulting local people we decided to open there a Children Literacy Centers instead. It was not in our original plan, but it turned out to be needed so we did it. We opened 3 centers, 2 of which are still working.

Before Yoshi got to the point in which she is now, she had to overcome a lot of problems. First of all, she had to convince the local community about both the project and herself – she is blind, which is already untypical for Phrao's inhabitants; furthermore, she is from Japan. But today she is a respected member of the community. The third anniversary of the library, which we were lucky enough to attend and helped to organize, saw the presence of about 150 people. A great achievement in such a small village. That's also what motivates Yoshi to keep going.



☞ I really like to see that the community develops around the library. At the beginning nobody paid attention. There were just a few people borrowing books and that's it. Now we have regular children activities and literacy centers. It's really growing to be a part of the community. For me the ARC project should function not as a simple library but as community center. I really enjoy the project growing and the children keep on coming. I feel that what we do is worth. It's motivating for me. I always want to pass the message: everybody can be a giver, doesn't matter the circumstances. Some people look at me, at our project and they discover that they can also do something, even if they don't have a lot of money, property and education.

Yoshi's courage and daily hard work motivate a lot of people to take their own action. Her blindness is not indifferent in this case: people see that if this is not a sound obstacle in giving, it means that really everyone can do it. What other meaning does Yoshi's blindness have?

☞ Well, it has both positive and negative consequences. Negative: limitation in work. I can't drive, I can't do much of the physical work. There are so many things which people with sight can do faster. Maybe if I was able to do it, it would change my relation with the employees. What I do is invisible for them. They only see the people I bring in, the money I rise, but they don't see me working physically too much. For a down to earth community like that it may be not so easy to associate. Also the relation with children, it's a little bit difficult to engage with small children as they are kind of afraid of different people. I don't have much contact with them, which is sad because I really like to work in the field.

The good point is that I can sell my project better. It's odd for people: a blind, Japanese woman with a Thai project. It's good point to catch attention. A lot of time we can't catch people, there is so many information in the world, social activists, NGOs. It's so difficult to have somebody's interest. This is the biggest advantage of being blind.

☉ The Children Center built by ARC in a village of the highlands. Children from mountain tribes often speak their own language, very different from Thai. In the Children Centers they can learn basic Thai and enjoy common reading and learning





Another thing is that I have feelings toward the people who are helped all the time. I can say that I may have less tendency for a top-down social approach. We try to be coexisting. We always tell people to help us as without them we can't exist. Also in the villages we ask people to help: come and clean the children center from time to time, bring fruits to children. It's very important to get people involved.

One of my biggest challenges is human resource. Partly because we are in a remote area. I don't think it would be so difficult in Bangkok. But here if you want to have people from the community it's very difficult to balance between utilization of human resources and meeting their needs. What we can provide, does it meet their expectations? The workers are committed, but they are not dreamers like me. There is still a difference, the level of commitment is maybe a little bit less than I would like to see, but if you have somebody from the community, they are down to earth and quite materialists.

☪ ARC library in Phrao full of children using books. Most of the books were donated by people who believe in mission and vision of the library



☪ Yoshi carefully listens to a description of the landscape, enjoying fresh air, smells, sounds of nature and view in her own imagination

Another challenge is to find a person to whom I can entrust the organization. It is just like a mother with her baby. Mother loves her baby the most. You can hire a very good babysitter but she is working just for money, it's not unconditional love.

And what is it needed to be changemaker?

☪ To be changemaker you have to be a little bit unrealistic. This world is so full of bad meanings. If you only read newspaper and believe in it, there is no room to dream. In Asia, and I suppose also in many other countries, we are often discourage, we are said to forget about our dreams and concentrate on work. You have to be able to stand out and say: "I dare to dream". You have to be a little bit unrealistic, crazy. Practical skills can come later. If you are passionate enough, you can convince people to join your dream, to do things with you. They also start to believe it. Dream it. And that's when dreams can come true.



MANTANANI. PARADISE AND HELL

When after one hour on the boat we reached this tiny, Malaysian island, to the northeast of Borneo, we couldn't believe our own eyes. One of those mesmerizing places you just see in travel agencies' ads was right in front of us. The deep blue of the ocean, golden beaches, the intense green of palms, small rustic jetties serving the few local boats. Space, silence, freedom: a paradise. At least that's what we thought. After a few more minutes the paradise started to reveal its dark side.



 Changemaker, **Fred Weirowski** – director of "Blue Life" fully engaged in saving Mantanani island


At first it was the rubbish. Although our place was literally 10 steps away from the ocean, the volunteers from "Blue Life" (the NGO which hosted us in the island) told us from the very beginning: "If you want to swim (that's all we dreamt about!), you better go to the other end of this island. Here, close to the village, it's one big dump." And sadly that was true. For generations the inhabitants of the island have thrown out their waste into the ocean. The problem is that before it was organic matter. Now, in the best case scenario it's plastic, which waves bring back to the beach. In the ocean you can find everything – clothes, bags, batteries, even a television.

A second evil mark occurred to be tourists. A horde of tourists who come to the island at 11 am and

leave at 3 pm. Four hours of noise and selfies, with no respect for local people and for us.


Fortunately, with a 20 minute walk we could reach the place where we helped building the Green Lounge. There the beach is still untouched; isolated from noise and rubbish, with cool, crystal clear water and fresh coconuts from the palms, admiring one of the most beautiful sunsets we have ever seen, we could reflect upon our existence and life of the planet. And the outlook is not quite optimistic.

The Green Lounge is one of the projects initiated by "Blue Life", non-governmental organization, which struggles to save Mantanani in any possible way.


 **Fred, "Blue Life" director, explains: "Blue Life" was created because we wanted to help to develop the ecotourism on Mantanani island and ecotourism is not only about receiving guests and offering them a good stay. Ecotourism is about marine environment, social environment and relations with villagers. Our aim is to build good relationship with the local communities and contribute to the development of their infrastructure and livelihood.**

Collaborating with local communities, though, can be quite complicated and it requires a lot of patience and understanding. Some of the inhabitants have never left the island, it's difficult for them to see things from a broader perspective, understand why throwing rubbish into the ocean is not the best idea. Fred recruits volunteers for his projects



 Sunset on Mantanani island. Every sunset is a real miracle of nature. It's a wonderful moment for reflection, meditation, being with yourself

from outside as local people, for whom the projects were created, are often not really interested. Or maybe, based on their previous experience, they know that most of the projects stop in the middle. Because of lack of resources and a drop in enthusiasm. But Fred, in spite of the many day-to-day challenges, is determined to continue.

 **The driving force for me and for this NGO is that we started to interact very closely with the local community and because of that we have a responsibility for a long run. You have to show that you are serious with your project and you are really willing to bring it to the end, to the point when the community can take it over and see it as its own achievement.**

But it's not easy. Among the daily challenges you can name those connected with the workers' mindset, lack of resources, politicians' irresponsible attitude generating a reliance behavior that keep the locals waiting for funding and unwilling to take initiative on their own. Unpredictable money

discourages them from taking action and in the long run takes away their sense of influence and in consequence also the sense of dignity. Their life is just waiting, most of the decisions are made for them. Politicians and businessman exploit the villagers' low level of education and naivety to achieve their own aims, which usually contrasts with people's and the environment's interest. What's the consequence?


We spent one week on Mantanani. And from a lot of points of view this week changed our life. It opened our eyes and allowed us to see what everybody knows but not many really manage to cope with.

Our planet is dying. We don't have much time. If we are lucky, our children, maybe their sons, will still have a chance to live on Earth. Most probably, though, already our generation will witness destruction. We cannot tell whether it will be nature rising up or rather a war as a consequence of scarcity of food and resources.



Earth is dying. We have less time than most of us think.

It's not the first time we hear about those threats. Why only in this tiny little island have we really got the point? Probably because, besides speaking with specialists in the topic, we have seen it. We have seen it reaching even a pearl of unconceivable beauty such as Mantanani. And that was brutal. We've seen the ocean dying. Oceans provide about 70% of the oxygen we breathe. Trees, about which we learn at school, produce less than a third of it. Death of the ocean's ecosystem means the game is over. And the ocean is dying incredibly fast. Mantanani is the perfect example. There is more coral washed off on the beach than standing on the reef. Around the few that still resist there is even some fish. Nothing compare to the hundreds that should be happily swimming around it. And it is going to be worse. More and more tourists, more rubbish, the local community is pushed out by greedy investors. And Mantanani is not an isolated incident. The earth is dying. It's enough to check scientific data.

 This uninhabited part of the island is one big rubbish dump. Everything can be found here – mountains of plastic, clothes and electronics



You can choose one of two ways: you can come back to your life and believe this is not your problem. If you choose this option we still wish you a beautiful life. If you want something different, take into consideration two main points which are worth to concentrate on. First and foremost, we have to focus on doing what makes us happy. Now! Right away. We don't have much time. Quit everything that holds you back and start doing the things you really want to do. Love, experience, feel, follow your dreams, live every single moment of your life.

Then, we have to contribute to change the world. Think carefully what is worth to invest your time, energy and resources on. Which actions are crucial and will truly change something. Which changes have to happen right now, immediately. Decide also if you want to start your own initiative or rather join one which exists already. Collaboration is very important. We need a massive movement, which will lead us to a global change. It's not enough to stop using plastic bags or recycling waste. It's nice and right to do that, but it will not change the situation. Each of us should start to change the world, now. This will not happen just like that. This is not something we can delegate to others. We cannot expect the government to take care of it. It's our life. And the life of our children.


We believe that life has sense only if we follow our own path, trying to leave this world a little better than we found it. Considering that we may be one of the last generations on this planet, this thought is more important than ever before. Live. Too late can come sooner than you think.

The good news is that more and more people understand this point. Going around the world we see clearly that big change is coming. People start to realize that we can't keep going the same way if we want to save our planet and our own lives. People like Fred from "Blue Life" are everywhere, literally everywhere. But they need our help. Help from every single person. Together we can do so much. We can do everything.




BOOKING IN THE JUNGLE

During our journey we move from one project to the next and it's always hard to leave those cool people that opened their home to us. But in the first five months of our journey only once we were ready to quit everything and simply stay there forever (or at least for a little bit longer). The twelve days we spent in the Thai jungle, at the Wang Khunphrom Ecotourism, won a place among the most beautiful experiences of our lives. It's difficult to find the words to describe the genuineness and care of those who created this community. We got so much love – as it's difficult to name it differently – especially from Pitua, initiator of this community-based project, his wife Rat and their 5-years old daughter Mila. Although, all the people engaged in Wang Khunphrom did really everything to make us feel like at home.

 I grew up in Khao Sok – says Pitua. – When I was young I saw a lot of foreigners coming in. It was good, they brought money, jobs. But time passed and 10 years later the family business in Khao Sok changed. A lot of companies came from outside. They saw the opportunity of earning money here and started something we didn't know before: comfort, air-con rooms. Now what you can see is a lot of agencies, we have no access to the river. It was our source of job, food and they say it's not for us anymore, it's for tourists. We had a community before, we talked to each other, but now it doesn't exist any longer. It's too late to change it, outside businesses grew bigger and nobody listen anymore. The community went down, everybody fights to have customers. And customers come for VIP rooms, not simple houses, bamboo huts, adventure like before. Customers changed. Our job changed. All tour operators, everything from outside. This is a problem for local guides. They can do nothing. Only wait for these companies to give you the job. You have to accept their price and their conditions. They don't pay much, they just sit and make money for themselves. I didn't like it. And that made me think about my farm, my family. Over here, around 15 km from Khao Sok, nature is also nice, we have hot springs, many attractions. And a community in the village.

We got in touch with Pitua through Bodhi, which we found in workaway.info. We knew we had to



 Changemaker, **Pitua** – initiator of the “Thai Jungle Life” project, experienced jungle guide, leader of the community living near Khao Sok National Park in Thailand

cross Thailand while going by land from Cambodia to Malaysia, so we thought to join some interesting project on the way. But we didn't have much hope as time was short and usually most workaway projects in Thailand are fully booked. So, we were surprised to receive a prompt answer from Bodhi: “Come! If you are ready to spend two weeks in the middle of the jungle and you don't mind that only



few in the village speak English, we are waiting for you.”

Our agreement was to create a website and a marketing campaign for the Wang Khunphrom Ecotourism in exchange for a place to sleep, food, and the possibility to try out the attractions they organize. And there are many. We started from trekking in the jungle across the waterfalls and bamboo rafting; then, the time came for camping at the mountain top, for a sunrise bath in the hot spring and, above all, for a trip to Ratchaphrapha damn, one of the most beautiful places in the world. We spent there an unforgettable night during Christmas time, having a bath in the lake under a full moon, with limestone rocks protruding from the water as setting. And we did all of those activities together with the people from the village: women, men and children with whom we shared unforgettable moments, observing their customs, relations and daily life.

🌀 We started Wang Khunphrom Ecotourism about 3 months ago. First of all, I tried to talk to people in the village to find those who are interested in creating a community-based tourist business. We got 9–10 people. Everybody put the same amount of money, everybody shared the ideas. We don’t want to have a business which grows unleashed like in Khao Sok, where everybody does its own. We want to stick together, making something as a society, a community.

There is a huge difference between community-based tourism and those companies focused on mass tourism. The first one helps the community to grow, it’s built by people for people. There is democracy and care for everyone’s needs. They want the tourists to experience what is like to live in a certain place, opening their homes, sharing their daily life and the beauty of the nature they roam in: a full immersion in the culture of the people. So, they do it in respect of the environment and the society. And respect and openness is what they demand from tourists. The income is reinvested in developing the place.



🌀 Bamboo rafting is one of the tourist attractions offered by “Thai Jungle Life.” During the trip you can admire the nature in the jungle; we met some snakes, a lot of fish, many different types of plants, most of which are used by local people in their daily life



Community of “Thai Jungle Life”, which together leads an eco-tourism project, making decisions together, investing and engaging in activities together

Snakes in Thai jungle can be found everywhere. Also just above your head...



Mass tourism is often the result of outer investments aiming for a conspicuous return. Unfortunately, it is mostly conducted exploiting environment and people, sucking as much as possible till the place is spoiled. That's what is happening now in Khao Sok. Big fish came from abroad and gained money without any concern for locals.

People like Pitua who try to build an alternative model are extremely important. We call him change-maker because of the way he tries to develop things: with love for nature, care for the villagers and enjoying tourists. He wants to offer to those who come a tailored authentic life experience, not just a predefined package designed for loads of tourists, which has nothing in common with reality. And he states a firm no to animals' mistreatment, to destruction of nature and culture.

☞ All the profits we share, they go to public, to school, temple, for everybody. It is also important for us to help nature here. During the 15 years I have been living here a lot of animal died, every day. Because of hunting. Bear, white pig, monkey. It's not so much for eating, but there is still quite a big market for sell. Local people need to make money, they can't find another job. If our tourist business is successful, they will understand more and for sure they will stop hunting. Young people will learn other ways. If this idea grows here the way we want everything will be better. We save a lot of animals and nature will come back to its pristine stage. We still have forest and animals. But if we don't do anything, it will soon be gone.

Life in the jungle has its own rules. Few people work in the city nearby, they come back just for the weekend. Most of them make a living with rubber and palm plantation. It's a very specific work, rubber should be collected at night, when the heat doesn't dry off the liquid. It has nothing in common with a 9-to-5 job; all activities follow the beat of nature.

☞ Most villagers have farms, rubber or palm plantations. They don't have to work during the



One of the main sources of money for people from Thai jungle is rubber. Cutting the bark of the rubber tree a liquid drips down into the container



An inhabitant of the jungle near Khao Sok collects palm fruits using a blade built on a long pole. Palm plantation is one of the biggest dangers for the jungle, which is cut to give room for a cultivated area

day. They have free time. Why not to use it for a good purpose? With this group we already did something for the society before, many things, volunteering, festivals...We already have a lot of experience to work as a team.

You can see it: when tourists come, even without notice, in few minutes Wang Khunphrom team is able to set up the bamboo rafting, although from the logistic point of view it's not so easy. And after rafting, tourists are invited for fruits and snacks. It must be mentioned, the food prepared by Rat is definitely one of Wang Khunphrom's highlights. We have hardly eaten so well and so often as in Wang Khunphrom.

They shared with us everything they could, yet giving us some space when we needed it. We slept alone in the middle of the jungle, which was also quite an experience. In the jungle silence doesn't exist. Always something screeches, whistles, wheezes, screams, cries, chirps, hums... The less the human noise, the greater the variety of sounds. Especially at night. When the sun goes down, the many inhabitants of the jungle come to life. You can't see them, they are hidden in the dark, in the trees, they are too small, too agile, alike in color to branches, leaves, plants. But they don't let you forget about them. You close your eyes, and right over your head something unspecified is eating up a bamboo beam, a part of the roof above your tent. Down the river a party starts: tiny and large animals go to feast. Sometimes, the dog – the only companion within a kilometer – starts barking, and you hope it's just enough to scare off whatever triggered its reaction. You have to let the jungle live its life, do not interfere. Time for human activities finished together with sunset and till sunrise it's not man to rule here.

Locals say the jungle is completely safe, you only have to follow its rules. Probably they are right, but they know the rules from their childhood while we have to learn them from the very beginning and we better be fast. Which spider is dangerous? What do you do when a snake hangs from the



During trips to the highlands tourists hike with families from “Thai Jungle Life”

branch over your head? The fish that eat your skin in the river, does it just make a pleasant massage or it is something you better avoid? Which plants shouldn't be touched? What is eatable and what poisonous? The last question may be particularly interesting as locals eat things that we would not even touch. Every day some food appears “out of nowhere” and that's a great reason to celebrate. Fish, worms and fruits – nothing is wasted. We went rafting down the river, stopping every few minutes: somebody noticed a palm fruits bunch; we take it and continue the way. Next stop for collecting herbs for today dinner, growing on the riverbank. Hiking in the jungle toward the waterfall was a great experience as each step we learned

something about the use of a particular plant. As an herb, as building material, those leaves can be used instead of the Red Bull, and those are great for tea or to smoke. Each inhabitant of the jungle has so great knowledge as well as energy. Two weeks with them was one big lesson of life. Of nature, of values and of community.

The jungle, as much as nature everywhere in our planet, is suffering. Soon, experiences like the one described above would be no more than mere memories. Community-based tourism is one of the few alternatives if we want to keep places like that alive for the years to come.



ONE STORY, ONE NIGHT

For different reasons we decided to spread and travel separately for a few weeks. We chose Indonesia. Thanks to that decision I, Anna, had the possibility to create a deeper relation with some of the women I met. Above all with Ajeng, who for one week hosted me in her family house in Malang, Java. This story is about her and her Muslim community.



☪ Changemaker, **Ajeng** from Indonesia. She organizes English classes for children for free in Malang, Java. She also promotes ideas related to ecology and education

☪ **Ajeng:** I want to make some change for my country. But today I want just to make change for my environment, my village or my district. Change is about education, I want people to feel how education can give them a better future. Furthermore, we should appreciate our own culture, without leaving it behind as many young people do. They think culture is for elderly. I hope that youngsters will learn again how beautiful is their own culture. Their traditions. Our heritage is our pride.

I contacted Ajeng through workaway.info. I was her first volunteer and as she admitted, she was scared about this meeting. The day before my arrival she even thought to cancel everything. Fortunately, she didn't do it and next morning she picked me up from the bus station and brought me to my room, which even featured a separated bathroom.

A very simple room but with everything one may need. The only pitfall was the noise, Ajeng's place lies on a very busy street. But it was enough to walk few meters on across alley and suddenly you find yourself in the middle of an Indonesian village, quiet and calm, so much different than the yonder street. In the village, as well as in nearby schools and kindergartens, I had the chance to teach English, speak about our journey and motivate students to learn. The most important, though, were the evening classes organized in Ajeng's house three times a week. Classes were free of charge and open for all kids from the village, regardless of their age, educational level or financial situation. She organizes them in her spare time – which was not much considering that Ajeng has three young daughters herself. She believes that helping others is an important, if not essential part of life. This belief is strictly connected with what Islam teaches.

☪ The main job for villagers is farming. Not in their own farms, they work for other people. Many of them cannot write nor read. Many people commit crimes, teenagers have bad habits like smoking and taking drugs. I think education can save them from bad habits, bad influence. I decided to organize the English class because that's a thing that may catch their attention. If I create Indonesian class or mathematic class, people wouldn't come. But with English many people are interested: "I want to speak English! I want my children to speak English well!" So they bring their children here. Sometimes I also visit some family and try to convince the parents that education can make their children's future better, they can have a better job and better living.



The English class is but an excuse to educate. Educate, in the broader meaning of this word. A very important topic for Ajeng is ecology and environment protection. She is one of the very few in the country who sees a problem in the mountain of rubbish lying along the streets, everywhere you go. Before each class Ajeng asked me a few times to tell the students about clean streets in Europe, how people throw the rubbish in bins. Ecology and English classes in Ajeng's house are not her first initiative. Everything started with a project called "One Night, One Book".

Our OMAH backpacker project offers stays for free here in exchange for a book. You can stay here for a night for free if you bring us a book. All books from our library were donated like that. Now we are trying also with "One night, One teaching", you can stay here and teach children during my English class.

Students from the high school in Malang playing their favorite game

Lesson in a high school in Malang during which Anna tells about her journey in search of changemakers and explains why it's worth to learn languages

Already many foreigners visited Ajeng's place. She is very open and she knows the differences between people from East and West, Global South and Global North or whatever you want to name those two (supposedly) completely different worlds. She realized the differences in expressing emotions, that Westerners say openly when they





don't like something, which for Indonesian people is a great shame. Indonesians never express disappointment or anger; even in obvious (from our point of view) situations, such as when you order something and you don't get it. We have a different sense of time, as well as different way of eating. We usually eat three times per day, more or less the same hours, waiting for others to join and sharing meal together. In Ajeng's house, similarly to all Indonesian families I had the chance to visit, food is prepared in the morning and stays in the kitchen. Whenever you are hungry you go and grab something, without considering the meal an occasion for gathering.

Ajeng also respects many of the values which are important for us but quite unknown to Indonesian, just to mention privacy as an example. Ajeng protected me from mass selfies, which are a real scourge in this part of the world. Above all, thought, Ajeng took me with her to very different places, showing me the real life of a woman in an Indonesian village. Together with her and her fellows I prepared a ceremony for the 100 days after burial, observing women in this informal situation, busy with cooking, but also being together, shar-

ing their thoughts and feelings. The ceremony was prepared by women but only men could take part in it.

Another day, visiting nearby villages, I had the chance to try freshly cut sugar cane juice, prepare my own coffee – meaning to fry, ground and sieve the coffee beans, try many local dishes cooked in traditional kitchens and take part in the coming of age ceremony of a boy, a ritual rich in many traditions and practices which will remain fixed

Big lions are an important part of the coming of age ceremony, the point when a boy becomes a man



Above: Anna catches the opportunity and prepares her first Indonesian coffee – the best one!

On the left: woman from a village near Malang fries coffee beans, then she will smash them and sieve – that's the process to prepare this aromatic drink



in my memories for long time. Everything started with a procession where the boy on horseback was surrounded by the closest family and followed by local dancers and musicians as well as leviathans the shape of a lion. Just after them there was a shaman trying to fight with the demons which possessed four men from the village. The ceremony takes place only if at least one person is possessed – that means nature agrees for the ritual to happen. Possessed men have superhuman strength; they have to be managed by at least 3–4 other men so they don't harm anybody. The procession comes to the water, where the boy is washed and the family shares food with each other and special guests. As stranger I was invited to join them, become one of them.

Ajeng surprised me every day, not only by showing me the daily life of her family and neighbors, but above all by our deep conversations. We spoke a lot about the role of women, which on the one hand follow traditional female duties like caring about house and family, on the other they have will and quite a lot of freedom to realize their passions, to help the society. Ajeng, as much as other Muslim women I met on my way, was eager to learn about Europe and our way of thinking. She values a lot her own traditions and Muslim religion, but at the same time she is open to different kind of changes which can help her society and environment.



Anna and Ajeng in their farewell moment. Although they spent together only one week, they created a strong and deep relation

The most difficult is to change people's mind. Sometimes we teach children good attitude, good manner. But when they come back home, they come back to bad habits. Rubbish, watching television in learning time. Family never says anything. They think that as long as children go to school it's ok, even if they don't learn. That's our big purpose here: change people's mindset.

Through her work, Ajeng affects not only local people, but also those foreigners visiting her house. Thanks to her they have the chance to experience and understand Indonesian culture and Islam, around which there is so much misunderstanding, misconception. Ajeng was so careful

not to force me to her religion that we never even visited a Mosque, and yet we saw some Buddhist and Hindu temples. She was open, though, to answer all my questions and to point out her own opinion about good and bad sides of her religion. Interesting enough, if I didn't know she was speaking about Islam, I could easily believe the all thing was about Christian or any other religion I've got to know so far.



ALONG THE SILK ROAD

Being in Vientiane, Laos, we tried to contact few organizations which promised to be interesting from our project point of view. Bobby from the “Mulberries” organic silk farm answered shortly: “I’m not in Vientiane right now, I’m on the farm. Wanna come?” Phon-savan, where the farm is located, was not really on our list of places to visit. But we didn’t think too long and after few days we knocked on Bobby’s door. And it definitely was a good decision. “Mulberries” is already almost a legend.

☞ The organization started back in 1976, when my mum, Kommaly Chanthavong, was forced to migrate along with many other families from the northern part of Laos to Vientiane because of the Vietnamese American war. In Vientiane there was no rice field and growing rice was one of the very few things those people knew how to do. Another one was weaving. That’s why she gathered a group of 10 women who could weave. Some people she knew bought loom and fabrics. They started a women group because if you work

as individual, people can take advantage on you, middlemen can pay you less. She decided to gather weavers so they sell their products at a fair price. As a group they could also be supported by the government, they could buy food, rice, sugar, or clothes together for cheaper.

The initiative occurred to be a big success, more and more people joined, also from other fields like basket weaving or wood carving. Soon from un-formal group they change into a cooperative, so known that in 1990 they were visited by the prime minister. Impressed by Kommaly’s work, he asked her to come back to her family area to help the people there, who suffer from massive poverty.

☉ Changemaker, **Bobby Vosinthavong** – current leader of the “Mulberries” farm, daughter of Kommaly Chanthavong, initiator of the project, nominated to Peace Nobel Prize in 2005



And she came back. There was nothing there, almost no houses, no roads. She was living with local people about 2 years making research before she reported to the government that what people here are still able to do is raising silk worms and weaving. She decided to revive those two things to create jobs for them. She asked the government to help her. They gave her this land in liaison for 30 years. Before she started to plant, between 1993/1994, she went to Thailand to learn more about silk production. She spent there few months and then she came back here and started to use the techniques which she learned. She brought some mulberries sampling to grow here. People in Laos were still using very traditional techniques, which was enough for living but not for selling. Mum tried to use the techniques which she learned to improve quality and quantity. She also started to improve the



land. She refused to use chemicals although she learned it. She wanted to keep everything organic. We started to train people from various provinces. People would come and learn from here and then spread the know-how around to various villages. Now we have about 300 families which we support directly and more than 2000 people who were trained in the farm.

The number of people supported by “Mulberries” is growing every year. All their work focuses on helping local communities, keeping traditional, organic method of silk production and farm developing, which also allow hiring directly few dozens of people. Next few hundreds are supported in their villages, to whom “Mulberries” provides free silk worms, as well as tools, materials, and knowledge. All this work requires endless passion and strong leadership. Leadership that is slowly passing from Kommaly to her daughter, which three years ago quitted her life in Australia to come back to Laos and help local people.

☞ It was hard. I wanted to come and help; which I did in 2009 for 3 months. But I didn't really make the decision to move till 2013, I was procrastinating till the right moment. And the moment came when my uncle passed away. He had a stroke. It was a wakeup call for me, with mum it could be like that one day. I don't want it but if it happens what will be with all the people she supports? You can't sit in Australia and work from there. You need to be here to see and understand how all of this is working.

It was a very tough decision. Bobby left her own family, a stable job, and good living conditions to come back to Laos and continue her mother's work.

☞ It was quite a shocking decision. I thought my husband would say no. I was praying he changed his decision and let me go but finally he didn't say anything. Before coming here I was an accountant, used to work in a bank. It's a big change from working with numbers to working

with people. With people it's harder. It's something I have to learn as well. And patience is the most important word here. Although I have a Lao face, I grew up in a different culture. My way of working and thinking is different than local people. They haven't seen the world which we see. They may think something is ok for them, but it's not for you; or the other way around. We try to meet in the middle or pull them to go with us the way we need. We work with people who can't even write as well as with doctor, professor, technicians.

I'm in Laos since 3 years but I miss kids so much I just want to pack and come back. My older daughter, Laura, is 10 now. I left her when she was 7. I will miss a lot the time when she grows. I've got a younger daughter with me but at the end of this year she comes back there to go to school in Australia. We considered moving back to Laos all together, but one year earlier we had moved Laura to another school. We didn't want to do it again.

My husband is actually from this region but he didn't want to come back, he remembers the war and it was a very hard experience for him. It was a heavy bombed area, in the whole region there were only 6 cows left after the war. It was a secret war, most bombs came here, not in Vietnam. All the north area was bombed. My husband escaped the area and never wanted to return. All people dying in front of him, little boy, are still in his head.

The area where the “Mulberries” farm sits was full of unexploded bombs, still dangerous for people. It had to be cleaned carefully and today it is safe. But farmers from the nearby villages never set the spade deep, they always work the surface, slowly. Learning through experience, they don't trust the land. Too many people from their families died or were injured because of bombs. Not many people in the world know that Laos is the most heavily bombed country in the world per capita in history. Despite the official acceptance of neutrality of Laos



during the Vietnam war in 1964–1973, the USA bombed Laos continuously. More than 580,000 bombing missions were conducted over Lao PDR, that is one bombing mission every 8 minutes, 24/7, for 9 years. Around 50,000 people died or got injured. What's more, up to 30% of the bombs failed to detonate and remained on the land after the war being still dangerous for the people. Having such memories, it's no surprise you evade coming back. But the need to help local communities happened to be stronger.

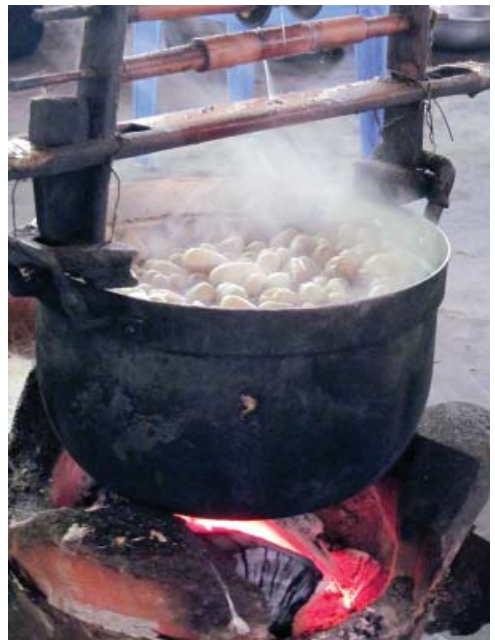
☞ It was always in the back of my head, I wanted to come and help my people. I think it's because you grew up in a house full of people, weaving in your house, sharing the meal every day, harvesting rice, eating together, growing up. All of those people are like an extended family. It's inside you, you want to come and help, you don't want this organization to stop. One day my mum can be retired and it would be too late. I need to learn things now, when I can still work with her, travel with her, understand.

And there is much to learn. Bobby needed one year to fully understand the production circle of one scarf, in which about 25 people are involved, considering each stage.

☞ There are various steps, starting from growing mulberries trees, and then harvesting them. Mulberries trees will provide not only food for growing silkworms, but also fruit for dyes and eating, bark for tea, leaves as organic fertilizer. The next thing is raising the worms, which is the most challenging part. If the worms die because they got some disease, all your hard work is gone. And they are very sensitive to disease. They have 9 noses! You have to change your clothes before you enter the room where they raise. You need to be careful, treat them like human being. They need to be fed three times per day, every day. Leaves need to be freshly picked. One sheet of silk worms, A4 size, has about 20,000 eggs and they eat approximately 500–700 kg of leaves. If you multiply it, we raise minimum 6–8 sheets,



☞ Silk worms are very demanding, they need to be fed three times per day with mulberry leaves



☞ Putting silk worms cocoons in boiling water is the way to unravel the thread of silk



Worker of the “Mulberries” farm puts silk warm cocoons in boiling water to unravel the thread of silk from them. Everything in the farm is done the old way. The priority is to hire people and give them the possibility of making a living

sometimes 13 sheets... it's a lot of work. Then we distribute some of the worms to villages, where local people continue to raise them. Usually the all family is involved. Mainly mother and father but children a little bit as well. When the worms are ready, we bring them back here for spinning and reeling, both requiring several actions. Then, there are those who weave. And those who do fringe or other special elements separately. Then, we have villagers which grow dyes for us. We use natural ingredients – leaves and flowers. We can do up to nearly 100 colors.

Finally, the scarf is ready and after 1–2 months goes to the shop. Beside scarves, “Mulberries” sells also naturally produced cosmetics and tea. However, the plan is much wider. Already now, they are building a cafeteria on the farm, in the future they want to create a learning center, an organic food market on the weekend and trips for children from Lao as well as foreigner schools.

Producing one scarf is such a long process that we need to think about other ideas how to make this place sustainable. My stuff said they wanted a fish pond. I said ok, I do it for you but you need to take care of it. You need to look after the fish, feed them, make sure nobody steals them. Then, they came and said let's create a cafeteria. We want to develop this area, not only for foreigners but also for locals. We can make some organic market here. Families can bring their children to learn about organic growing. We need to plant flowers for them to take photos, build playground for children. We do it slowly, step by step. I think this will help to sustain this place, as just silk production is not enough.

But this is still the priority here.

Developing organic is a way to support more and more families. We can sell products locally, but also export them. I don't see any other product than silk and handicraft we are able to compete with. You can't compete with raising rice, it's too small country to compete with Thailand or



Flowers from which you can get red dyes for scarves. In the “Mulberries” farm they prepare more than 100 natural colors!



☪ Scarves made in the “Mulberries” farm require many hours of work of women which weave them using traditional wooden loom



☪ Each scarf needs around 25 people involved in its making on different stages. Silk products can be bought on the farm, in the shop in Vientiane, capital of Laos, and online

Vietnam. The future of Laos is organic, because the land is still clean with chemicals compare to Thailand and Vietnam. We are still not developed with factories, there are not many. Thailand and Vietnam produce in mass and you can't tell them to go organic. But if we do organic it's easier to tell farmers keep that and work on improvement. We have a low level but developing up is easier. To people who are up it's difficult to tell to come down, to come back to organic, which is much slower, less efficient.

Yet, organic production is not easy. It's hard, manual work which in many other places is done with machines and chemicals. Having the occasion to observe and participate in the work of the local community we're impressed by their strength and patience, which allow people far away to enjoy

beautiful, handmade products. Most of us have no idea how much work and passion is involved in every handmade items. We don't know the stories of those thanks to which places like “Mulberries” can exist. It's worth to give it some time, look at the label, follow the story. It's already one small step to increase awareness, and from there it's not too far to changemaking.

☪ **What I want to say to potential changemakers? Just get up and start doing. Don't wait or don't think too much about it. Too many people are worried about whether they should do it. If you decide to do something just get up and try it. If you do mistakes, you will learn from them. It's part of life. Keep going and start making a change right now.**



BACK TO THE ROOTS

We met Tor more than 3 hours before the scheduled meeting. We arrived to the shopping mall agreed as meeting point directly from Bangkok train station, planning to wait in some cafeteria, working on the GoodNewsLetter or other things. Before we managed to find any place to sit a man standing in front of us asked: "Anna?"

"Tor?"

He recognized us after our picture and within 5 minutes he opened us his rice world. "I'm going to 'Unilever' to sell my organic rice. There is no point for you to wait here, just come and help me there!"




Changemaker,
Chamlong Dokkratok (Tor) – farmer from Korat (Nakhon Ratchasima), Thailand, who devoted to the organic production of rice

Shortly after, we got to know types, names and prices of his rice, as well as 2–3 words in Thai language. We also smiled a lot and it was enough for 3 hours selling. Sometimes it was very calm so we could talk with Tor and start to get to know him better. Sometimes there were so many clients that additional hands to help proved to be very useful. Upon finished the selling, we had a 4 hours ride by car (with a break for a delicious Thai dinner in Tor's friend restaurant) to reach Tor's place in Korat (Nakhon Ratchasima). On the way, he introduced his reality by telling us how he became a farmer.

 I did many jobs in my life. I worked as a chef, I had my own restaurant, but I'm not really

a gifted cook. Before farming I used to work as broker in Bangkok. I earned good money but I wasn't really happy. That's why I decided to quit everything and come back to my hometown to become a farmer. I like to see the product of my work. If you plant rice you see how it grows, changing every day.

Tor came back to his family area, bought the ground and started to grow rice.

 I've decided to come back here also because I missed my family. I wanted to be close to them, they can also support me. But coming back wasn't a piece of cake. Being in Bangkok for so



many years I got use to another lifestyle. People here are very stubborn, not open to try out new things. It's very difficult to convince them to do any change.

It's not easy to fight against habits and customs. Tor mentioned often not even the family understands. He puts a lot of effort to affect the life of local farmers by convincing them to move from chemical to organic farming. It's a very difficult decision, connected not only with big risk but also with loss, at least for the first few years.

☞ It was not so long time ago when all the farmers did organic. Even our parents' generation didn't use any fertilizer. But nowadays nobody believes you can grow anything without chemicals. Do organic means also finding a new mill and a new market. In my area I'm the only one and a few others are already willing to follow. But I have to test the market first. Once my business is stable I will have more arguments to convince other farmers to change. I hope they will follow me. It is challenging from both sides: farmers, who are not so easy with changes, but also clients who just don't care. They want cheap rice. There is not much awareness about organic rice in our society.

Tor tries to sell the crop using many different channels.

☞ Only yesterday some guy called me. He wants quite a big amount of rice flour every month. The problem is that I've never made the flour before. And I don't know whom I can trust. I can't just order it to the average place, it's too risky. If the flour is not good enough, I can lose my reputation. You build trust slowly, step by step. It's much more important than any big order.

After a long inner struggle Tor finally rejected the order, but the client decided to wait for him as long as needed. Flour is just one among the long list of rice products Tor sells. During our few days staying we had the chance to try his delicious



☞ To prepare rice for sell, it has to be weighed, put in the bag and sealed properly

riceberry ice cream, we helped with cleaning and packing rice soap, we talked about his experience with producing rice wafers, rice wine, and rice noodles. What's more, Tor immediately put into practice our suggestions.

☞ I've tried to pack different types of rice with different colors into one package as you suggested and it seems to work. Can you pack some more for me?

Tor's imagination is not limited to his products. He has already tried to open a local restaurant (idea postponed for later) and to start a foundation which aims at helping children from poor families to go to school. It's only the beginning but Tor asked us about advice and possible solutions to make it work properly.


☞ I think that helping people, giving, is essential in one's life. I want to do something good for the others. And it returns to me as happiness. At the end of the day I just feel happy that I could do something to help.

After a few days with Tor we feel it's completely true. The first picture that comes to our mind when we think of him is smile. A very warm attitude



 Stand with organic rice in the market. On such a market you can not only do the shopping, but also try Thai food

toward other people, his family, workers. And the ability of tackling problems before they really appear. Few times we were discussing something between ourselves, close to arguing, and Tor cut it solving the problems by one sentence or move. His caring and warmth is going together with a pragmatic approach to work. Tor quickly and effectively delegates tasks, plans what should happen and when. He was able to use our few days' help. Starting from cleaning and shucking the rice with three manually operated machines, to weighing and packing till transporting and selling – in only few days we contributed to all these steps, having the chance to experience ourselves the hard life of a farmer. Especially the organic farmer, who can't sell the rice to the normal mill.

 **If I sell the rice to a normal mill, they just mix it with the other, chemical rice. For now I do it manually together with my brother-in-law. I also opened my own shop to sell organic rice and above all I'm building the trust within the community. Sometimes I give people rice for free, so they can try it, taste it and decide if they want to come back for more.**

And slowly they come back. Building the trust is a slow process, it requires a lot of patience. The same is with growing rice. Tor sows twice a year

(a lot of farmers are able to do it only once) – around July and March. For the next months the rice grows soaked in water, vulnerable to the attacks of animals (if it's truly organic) and to the elements. Around November and June it is harvesting time, hard physical work in stifling heat, which requires quite a lot of strength and patience. The rest of the time Tor is busy with processing the rice as well as looking for new clients.

Organic crop is always connected with risks: will nature let it survive? Will the animals eat it before? This is one of the ways to distinguish a chemical crop from organic one – are there animals around? Are there crabs and fish in the water in which the rice is soaked? Are there birds and insects flying around? If yes, it means they didn't die from chemicals and the rice is also safe. But how many consumers care about that? Enough to allow farmers like Tor to survive and avoid going back to mass production? Responsibility lies in our hands as consumers.

PS One of our responsibilities is to inform ourselves about different ways of farming. It goes without saying, things are more complicated than a simple equation organic=good, chemical=bad. To know more about organic production, please visit: <http://www.ifoam.bio/>



RICE WEDDING

Since the moment we started to look for changemakers in Thailand everybody told us: "You've got to meet with Be." She leads an amazing project which aims at connecting together organic farmers with potential customers. On top of that she is also a master in branding and she supports many young social entrepreneurs with her know-how. As a matter of fact, what you first notice in her own project, "Pookpintokao", is the striking way the idea is presented with.



Changemakers, **Pradhana Chariyavilasakul (Be)** – one of the initiators of "Pookpintokao" project, which aim is to build relations between organic farmers and customers, and **Seasun Tanesvivat** – "Pookpintokao" volunteer

Be: We have only two groups of people in Thailand: those who grow rice and those who eat it. Rice is something which bonds us together. That's why in our project instead of having buyers and sellers of rice, we call them "brides" and "grooms".

As the information materials about the project says: "Grooms" are farmers who already grow organic rice or farmers ready and willing to tease chemicals-intensive farming altogether. "Brides" are urban folks or city dwellers that wish to buy organic rice and support Thai farmers, helping to improve their standard of life. "Pookpintokao" is a matchmaker, which brings both sides together.

Seasun ("Pookpintokao" team member): We act as "matchmakers" who introduce the groom – farmer – to the bride – rice consumers. That's what makes our project unique. The relationship between farmers and consumers is the key. Sellers and buyers have different obligations toward each other than brides and grooms. Let's imagine that the consumer gave money to a farmer in advance but then a flood comes and the farmer is not able to provide the rice. If they are buyer and seller, the seller will have to compensate. But if they are bride and groom... we try to explain brides, that what they should do is not to demand compensation but rather to go and help the groom, who maybe has nothing to eat. The farmer becomes a friend and in difficult moments we help our friends and relatives.



"Pookpintokao" logo shows a groom and a bride, people bound with a relation deeper than the flimsy one connecting seller and customer

B: And it is really happening. It works also the other way around: sometimes grooms give rice for free to brides when they are sick or have



other problems. There are so many inspirational stories.

Inspirational is the origin of “Pookpintokao” itself. Everything happened at high speed. To report a few key dates from the project timeline:

- ☉ **January 2014.** News in media about a farmer’s suicide.
- ☉ **February 2014.** Be posts on Facebook about her wish to do something to change the farmers’ situation in Thailand. Within a week a group of interested people meet together and discuss possible solutions. They also create a Facebook page, which immediately starts to be popular.
- ☉ **March 2014.** Creation of the final project model, which aims at reestablishing harmony and good relations between Thai people using rice as a medium. In the same month the media mentioned for the first time about the initiative.
- ☉ **April 2014.** Registration of the first bride (up to now there are over 3.000 registered brides) and the first groom (66 of them enrolled as of 2015).
- ☉ **June 2015.** First VIP, a famous singer, joins the action. Thanks to that the project hits the headlines and gains more than 10.000 likes on Facebook. Today, “Pookpintokao” is promoted by 20 celebrities called “Celeb-brides” and by the prime minister who mentioned the project three times in his program broadcasting nationwide.

Considering the rate of development, the project seems to tackle a real problem. To better understand it we need some introduction. Be takes a piece of paper and starts to draw for us the story of rice in Thailand.

☞ **B:** 50–60 years ago people knew each other, they created communities, lived close to one another. We had a kind of give and take culture. I have my rice; if I have too much I give some to you, exchange or sell. It was enough to make a living. But then one day some guys came and told the farmers that they have to grow as much rice as possible so they could improve their revenue, and to do so they introduced chemicals, pesticides and fertilizers. The government decided Thailand should get the first place in rice pro-

duction; they gave money to farmers to switch to mass production with chemicals and that changed everything. Because of mass production middle man appeared in the game and eaters and growers became disconnected. Farmers started to depend on the support of middle men and politicians. They don’t know anymore how to rely on themselves, they are too used to receive help from outside. But they are not able to use it properly since they have poor finance education; they make debts and need more money and more support. It’s a loop. What’s more, they stop thinking about eaters, consumers. They just don’t know them anymore. It’s much easier to add any chemical to the rice.

☞ **S:** Another problem is soil. In Thailand we have a great soil. Whatever you plant, it grows. But if you start to use chemicals, you destroy it. In some part of Thailand the soil is dead, you can’t grow anything

In order to get the full picture of the situation basic information about history and contemporary rice industry are not enough. It is essential also to notice the differences in daily life between farmers and consumers.

☞ **B:** Sometimes the brides complain that the rice taste differently than the month before. It is up to the groom to explain that this is because of soil and water. It’s a creation of nature, you can’t control it unless you use chemicals. It will be a little different every time, but that’s what makes it unique and beautiful. We work a lot also on the brides’ mindset.


☞ **S:** Brides expect things to be fast, like in the department store, in big companies. With farmers it just doesn’t work. Their lifestyle is slower. It depends on nature, on weather, on many factors which brides are often not aware about. Sometimes farmers give products which look worse than chemical rice. But it’s so much better for people, so much healthier.





 Rice field in Thailand. Rice is the basic element of almost every meal in this country


The word “relation” appeared constantly in the conversation with Be and Season. It plays a very important role in the case of bride and groom. But it is also crucial to carry on the “Pookpintokao” project, which stands without money and with no formal status.

 **B:** This is the first rule: no money.

 **S:** The sponsors we get money from pay directly to the company which, for example, provides us food or room for a given event. Brides pay directly to the groom. We don’t touch money at all. We don’t want people to misunderstand. Often when money starts to flow into the project, people become suspicious.

 **B:** We also want to show others that you don’t need to have money to do something good for the society. What’s more, we don’t have any official status. Whatever we do is informal. We don’t want to register anything. We want to devote our time to support farmers and create relations, without wasting it on formalities. What make the initiative to be sustainable are the people who want to join, not the form itself.

 **B:** Many people think doing organic is crazy. You have to stop using chemicals for 3 to 5 years before you can claim to produce organic. During that time you can bank on nobody. There is no system to migrate people from chemical to organic farming. You produce 30 % of what you produced the year before and your rice is not as beautiful. In addition, you have to find another mill to avoid your crop to be mixed up with mass production rice. For most farmers this is a dead end, they can’t go that way. That’s why they stay with chemicals. They have to be very brave to change it.

 **S:** They also have to find the market. But it’s disconnected since 50 years. If they can’t find clients for their organic rice, they have to sell it as standard to survive, so they often come back to using chemicals. Those who are able to continue with organic are already leaders strong enough to find the market. We help them with finding clients but we never promise to match their capacity. We empower them, train them, support them, give them knowledge so they can stand on their own feet. Organic farmers are true heroes. Leaders and example for their own communities.



DJ GRANDMA

I thought it would be a simple meeting with Paulina. What I met instead exceeded all my expectations. Fifteen seniors, chattering, dancing, full of life, elegance and indescribable enthusiasm.

"Welcome, welcome."

"Ma'am, let's take a picture together!"


"Wiesia, where is sugar to coffee?"

"Let's dance, yes, lalala lala."

"They want to listen about Paulina, let them sit down, welcome."

I have never experienced anything like that. Having in mind my grandparents I had a different vision of the elderly. It's a time for racking up diseases, fearing the evil of the world and the bad people round. Sitting at home, waiting for the final curtain to go down. And here there is life. Joy. An air of optimism hard to find even among the youngster. And in the middle of this – Paulina. Torn jeans, unstoppable energy. Firm and gentle at the same time. She is the boss, but she also cares about everybody here. She provokes the action and yet leaves room to others.

"Sit down everybody, they have only one hour to listen. Let Paulina speak."

 **Paulina Braun:** For years I was responsible for social projects and art. I did projects for different people, the young, the old, the homeless, in different places. Everything, however, ideally blended in the UFO*. I was in the right place, at the right time. I had a group of seniors. I'll tell you something I haven't told anyone yet, apart from a few friends. We planned with seniors to do graffiti, but we didn't manage to get enough money. We had to give up. And at that moment,

the UFO asked me to animate this place. It was exactly four years ago. A temporary architecture was established in a famous crossroads in Warsaw, open space, just for a holiday. It was difficult for seniors, this object looked strange. They rather avoided it. And I wanted to invite them there so they can feel it's also theirs. I animated this place, I did picnics, neighborhood meetings and dancing. After the graffiti project I was already in touch with several seniors. I was looking for senior DJs. The first attempts were unsuccessful, but in the end I came across an interview with DJ Vika. So far she only played at parties for seniors, it was at the beginning of her career. I got to her and invited her to cooperate. We organized the event, which was a great success. DJ Vika was amazing. I invited also a DJ some generations younger. There was real integration. I'm myself a party animal, but I never liked these divisions, the younger with the younger, the older with the older, the poor with the poor... It is somehow natural, but if people from different backgrounds get together it gives energy, allows breaking down barriers. Dancing provoked that situation. I saw what happens with young people, they were shocked. Older people with a smile on their faces? Dancing? What are they doing here? I remember one scene, young girls took pictures with the phone, positive energy, joy. But also shock. In that moment I started to think it would be cool if they react positively, but without surprise.

The first contacts with seniors were rather spontaneous. I rented a flat in Warsaw and I decided to organize a dinner for my neighbors. I went to all, suggested day and time and asked everyone to bring something to eat or drink so we can spend some time together and get to know each other.

* Unexpected Fountain Occupation (UFO), archaeological installation resembling a spaceship, which stood during the summer of 2011 at the one of the central square in Warsaw. It served as cultural center, where different types of events were held for the local community.



Changemaker, Paulina Braun – creator of “Dancing Międzypokoleniowy” (Intergenerational Dancing). Since years she is involved in social and artistic activities. Right now fully engaged in the idea of intergenerational integration

People of all ages came, we talked. And from that moment our life there was much better. Such a little thing like a common dinner, and it opens up a huge range of possibilities. People start to talk and there came a lot out of that. They start to help each other. They became friends. That's how I work – I make people meeting each other and give them something in common, something that unites them. A common theme, a space. And if you leave people with that, the results will be amazing. And this is also how Dancing works. I only start the topic, organize something. But the rest of the job is done by those who believe in it. Someone sees it makes sense and persuades other. It takes time, sometimes even half a year, to come to Dancing. It's that person who convinced the newjoiner, not me. Then, there is a real change, the idea is spreading.

But we start with simple things. A dinner. Then we make conversations, share problems. With

Henryk, a senior from our building, we became friends at first sight. He often drops by, borrows movies, helps me with projects, meets my friends.

I think about my neighbors. I don't know anyone. We don't get any further than a dull “good morning”. And from elderly I'm even further. Why is it so? Where did I learn that? I feel so much mistrust, even fear, which prevents me from spontaneously approach people on the street.

Is it natural for you? Don't you have any problem to approach people? Seniors, sponsors, homeless... no fear?

No, I don't have problem with that. Since I remember I just come to somebody and start talking. But I think a lot of people have this inhibition as the consequence of the system we live in. We go to kindergartens, schools, and there we have our group. Closed flat. We stuck in our



communities and with time we lose the need to look around. Our curiosity toward the others disappears. The longer it lasts the more it becomes normal, the more barriers are created. People isolate themselves in their groups. And we need Dancing or other such initiatives to change it. And then, people feel that I treat them as partners. Magdalena comes for a cup of coffee, Eryk phones that he is around and he wants to stop by for a chat. The way I talk with seniors, I present them things... they know I'm their friend, a dude.

It's so hard to imagine. My grandmother being my dude? But I saw these people. I felt their authenticity, happiness and believe in a different life. Enthusiasm, which hide the obvious question... but it appears immediately after closing the door.

Paulina, they are dying.

☞ Yeah... I think that this is... well, unfortunately I have to cry a little when I say those stories... but it's important. You know, if someone doesn't think about that, doesn't go deeper, doesn't realize it. People look at the pictures and say it's a cool party. People, energy, those things that you can see from outside. But meanwhile there are funerals. There are difficult illnesses, tough stories. It's all intertwined, as in life.

This part of the conversation happened without them. Several weeks after the meeting with seniors I propose to Paulina to meet just the two of us. We met at a bar that collaborates with Dancing by offering them discounts and free dinners. Paulina came late, running from a bartender training for seniors. In a few days they are going to open a temporary club. Temporary... but the plans and dreams fly much higher.

☞ We've been working since a few years and we still don't have a structure. Now I think we will start the business. Four years ago I couldn't even dream that Dancing could turn into a business which in addition can do something good for people...

We are working on several directions. The first one is events, Intergenerational Dancing. Today we organize cool parties in Warsaw. Soon we are going to open a branch in Trójmiasto (Gdansk metropolitan area). My dream is branches in different cities, and in the future in other countries. But to do that we need a structure. I focus on and work for this project now, but I look far away.

The second thing is the senior DJ academy. Not just a workshop, but a serious academy which provides new jobs for retired people who can learn an interesting way to earn some extra money, develop a passion, travel and meet new people. This is a totally new proposal. It gives so much energy, flow. Finally the casting agency, which is also already under development. It is divided into 3 sections: first – seniors; second – national minorities, which are an important part of Dancing; third – locations, seniors' houses, which can be hired for film productions.

Intergenerational Dancing is becoming a recognizable brand. After four, not always easy, years.

☞ You know, it annoys me that it takes so much time. We have to wait for everything, fight. When I meet with potential sponsors, partners and tell them how I work, without employees, without salary, they don't believe me. They say Dancing is already a brand and they didn't expect me to do it that way, they were sure I have my office and normal salary.

What makes you work in spite of everything?

☞ I see I can make a difference. That it works. It really changes something, people start to live again.

It is midnight. It's time to say goodbye. We will probably meet again, there will be a lot of chances to speak.



KYMPIET

Place: Hanoi, Vietnam

Description: An enterprise which produces stuffed toys, using healthy, safe materials. All workers are deaf or with Down syndrome, while the 3 co-founders are on wheelchair (kymviet.net).

Speaker: Minh (founder)



☪ Meeting with Minh in a cafeteria in Hanoi, Vietnam. Already coming to the café, through busy streets where nobody respects the traffic regulations, is a challenge – one of the many Minh faces every day

Quotations from interview: Clients like our products and they like what we do for the society. We try to keep our products good for children, we don't use any dangerous material. We use sand from the sea to stuff the toys as well as cinnamon, anise and other kinds of natural material from Vietnam. Working with people with disabilities is challenging, but it also has good sides. They almost never leave our company. They feel part of a family, they don't want to change the job after we train and prepare them. They work as they are supposed to, they never cheat. They are very loyal and trustworthy.

Full story: <https://www.changemakercourse.com/single-post/2015/11/04/We-Also-Can-Do-Good>

L'IRRESISTIBLE

Place: Phnom Penh, Cambodia

Description: "L'irresistible" is a social enterprise which produces jam. Most of the employees are people with mental disabilities (facebook.com/pages/Lirresistible)

Speaker: Soung Sephan (current manager)

☪ "L'irresistible" jam is very popular among tourists due to its exotic flavors and social mission



Quotation from interview: We still exist and we are even growing! Now we not only produce jam, but we have also opened a café and in both places we are able to hire people with mental disabilities. We learn more and more about them, how to work with them, how to love them, how to forgive.

☪ I've just finished the school; I don't have much experience in working, not to mention running a business. I have to learn everything: producing, selling and marketing. But I think it's a good challenge for me. In Cambodia people don't really want to take high positions, they prefer to be simple workers, with no risk involved. I think differently, so I'm happy to gain experience. I like the fact that I can create something by myself, check my ideas, make decisions.

Full story: <https://www.changemakercourse.com/single-post/2016/11/01/Social-Jam>



DIGNITY KITCHEN

Place: Singapore

Description: "Dignity Kitchen" is a social enterprise (restaurant, canteen) which supports people from disadvantage backgrounds, and with mental, physical, intellectual or social disabilities, by providing them education and jobs. They also organize free city tours and lunches for elderly people (dignitykitchen.sg).

Speaker: Koh Seng Choon (founder)



Quotation from interview: I trained over 400 people with disabilities. We offered over 40000 lunches to elderly people in the last 6 years. As entrepreneur, I provide employment for 60 people. I see the transformation of disadvantage people who start to earn money, make a living. They get their dignity. And then they give back by paying for lunches for the elderly. They understood the logic behind this place. It's very touching.

The biggest challenge is not money. It's empathy. People's perception of those with

disabilities. When I started I gave people here badges where it was written: "I'm blind", "I'm mental". What happened? Clients got scared: mental people cooking? For two weeks we had no sells. Finally, one guy even told me: you have to be mental yourself to make mental people cooking for us. He thought it funny. But it was not. The mental guy cried in the backroom. What did he do wrong? He just wanted to make a living. And just because we show others they are mental or blind, people don't buy. He cried. I cried. We took out the badges. That was when I learned that the biggest challenge is empathy. Everywhere, not only in Singapore. People with disability... they are not disabled. They are enabled in a lot of ways. They can do things which you can't.

Full story: <https://www.changemakercourse.com/single-post/2016/03/16/Kindness-comes-from-the-heart>

With Koh Seng Choon at the entrance of the "Dignity Kitchen" – canteen with delicious food, run by people with different disabilities

Rojak is an Indonesian meal prepared in the "Dignity Kitchen". It's a mixture of fruits and veggies in sweet-picante sauce from peanuts





KLONGDINSOR

Place: Bangkok, Thailand

Description: The enterprise started its business from a tool which allows blind children to draw. The tool is relatively cheap and simple, it consists of wool thread, stick to unroll the thread and a Velcro surface. Nowadays “KlongDinsor” organizes different programs for big companies and actions aiming at including blind people into the society as well as educating others about their needs (klongdinsor.com).

Speaker: Chatchai Aphibanpoonpon (founder)



Quotation from interview: We started with the tool which allows blind children to draw. With time we added next elements to our activity, with the goal of educating the society about blind people's needs.



We empower also blind people, helping them to find a job, teaching independency and how to function in the society. We organize street runs.



We do many different actions, although we have only three people in our team. For example, for next year we have already signed a contract with three big companies which want to hire blind people. For each of them we have to prepare separate strategies adjusted to their needs.



And we already sell even abroad our tool for drawing.

Full story: <https://www.changemakercourse.com/single-post/2015/09/28/Drawing-Your-Feelings>



Chatchai Aphibanpoonpon, founder of “Klongdinsor”



Andrea is testing one of “Klongdinsor” products, which allows blind people to draw



CONTINUITY

Place: Kuala Lumpur, Malaysia

Description: “Continuity” is a skateboard initiative which builds community and supports local kids and teenagers (facebook.com/ContinuitySkateboards).

Speaker: Wann Senn (founder)



Wann Senn, founder of “Continuity”, in his flat in Kuala Lumpur, full of skateboards. Wann is one of the most exuberant changemakers met by Anna and Andrea. Now he is dreaming about traveling to Europe



Quotation from interview: When I was a teenager, young people in this area often took drugs, they got drunk. They lived in a very limited space, woke up early because it was hot and noisy and they didn't know what to do. When I built my first skate park, just in front of my house, I saw small kids coming: Hey, what's that? With time there were so many skaters that we had to move to another place. Some of them became successful, they have careers. I do videos with them skating which I publish in social media. Sometimes some guys call me after that to offer a sponsorship.

At the beginning I just loved skating. But now I want to see young people to have a proper place to develop their passions. To express themselves. Not show, but express, this is the right word. This encourages me to keep going.

How to make people who come here respect each other? I use our religion. We are Muslim and in Islam no matter what, youngsters have to respect older people. Another important thing after that is the elderly to respect the younger. And at the end we are obligated to respect people the same age. One day we organized a fasting ceremony in the park, so elderly people came to a youngster place. And I invited youngsters to celebrate with them. We are Muslim, let's pray together. We prayed together and later the elders could visit the park and see how kids play, what they are doing.

Full story: <https://www.changemakercourse.com/single-post/2017/01/07/Have-some-fun>



For many teenagers the skate park opened by Wann is the only place they can safely play and build relations with others



RISQUÉ DESIGNS

Place: Manila, Philippines

Description: “Risqué Designs” is a Filipino lifestyle brand that brings forth modernity and luxury with its meticulously hand-crafted artisan products. A social business which uses skills of local craftsmen, including sculptors, to create fashionable shoes (risquedesignsph.com).

Speaker: Tal de Guzman (founder)



Unique products of “Risqué Design” – shoes with heels sculptured from wood by local craftsmen



Quotation from interview: A lot of challenges. When I started, I had a lot of

problems with the production, the quality was not good, shoes came back because clients were not satisfied. There are so many different parts of the shoe that can go wrong. I think that among fashion items shoes are particularly difficult. For clothes you can have just three sizes: small, medium, big. For shoes you need so much more.

One of the biggest problems was setting the balance between the demand and how much we produce. Now we are about there, getting balance. We also try to go more international. So far, we distribute in San Francisco, but we still look for different markets.

We try to grow in parallel local and international, but I think local will go first. We try to get some personality to collaborate. People are driven by personalities. We want some people who are not only popular but those who support local. It's important for us, we are Filipino, we produce things in the Philippines.

We are working with very traditional Filipino communities which do the carving. Before, they were creating mostly sculptures or religious images. Now we use traditional patterns in a modern way. We use local materials and support local people.

Full story: <https://www.changemakercourse.com/single-post/2016/11/01/One-Night-One-Story-9>





MINKA

Place: Manila, Philippines

Description: “Minka” is a social enterprise which sells and promotes the use of biodegradable toothbrushes made of bamboo. They prepare also programs which aim at educating local communities how to care about tooth in the proper way (minka.com.ph).

Speaker: Mark Rivera (founder)



Quotation from interview: Bamboo

toothbrush is a new concept. People are used to plastic, they don't know if they want to put bamboo in their mouth. A big percent of people who actually buy our toothbrush are those who are just curious about it, but how to make them to buy it again?

I need many big clients, like hotels for example. I try to convince some of them to go green. They throw away so much plastic every day considering the toothbrushes their customers use. For a hotel with 200 rooms... it's really a lot of plastic per month. I try to explain them that, give numbers, show the impact on the environment. I already have few clients in the hotel industry, but I want to reach out more.

A lot of people ask me why toothbrush. And I ask: why not? I think this product works also because it's so unusual.

Full story: <https://www.changemakercourse.com/single-post/2016/02/15/Bamboo-Toothbrush>

TONLÉ

Place: Phnom Penh, Cambodia

Description: “Tonlé” produces and sells clothes made with recycled materials, using and promoting the zero-waste philosophy (tonle.design).

Speaker: Kaitlyn Telge (marketing manager)



The beautiful clothes in “Tonlé” were created from leftovers of clothing factories



Quotation from interview: We are one of the first shops, if not the first, of the kind, considering that we do both: zero-waste fashion and recycled materials. We do not use one piece of fabric for one design, as most other ethic fashion companies do. We don't throw anything away. We keep it and we will use it in the future. One strip could be used for a t-shirt; what is left can be used for a scarf or a small bag. The remaining scrap can be reduced in paper to produce postcards or notebooks. This is literally zero waste.

The zero-waste philosophy starts to be popular in the world. There is plenty of zero-waste bloggers and interesting initiatives, but there is not much about zero-waste fashion. That's why we also try to educate our customers about that.



TRIBU

Place: Phnom Penh, Cambodia

Description: “Tribu” is a shoes company, which is trying to create shoes from used tires (tribunation.com).

Speaker: Jason Afile Luengo (founder)



“Tribu” for shoes production uses recycled materials, such as old trousers

Quotation from interview: We want to create shoes trucks: mobile factories which we can move to the places where people really need a job. But before we need to be sure we have a distributor.

I could do it myself, but I don't want. This is connected with my other, personal challenge. Two years ago we had 400 employees working for “Tribu”. For almost 15 years I was doing that and I got tired already. I gave my factories to my family and some of the employees. If I start distributing shoes, it will conflict with what I want from my life. I want to concentrate on my passions like climbing, kiting, travelling.

Whatever you do, you need passion. At the beginning of Tribu I didn't have the capital but I had that burning passion. If you are passionate about mountains, you can climb for eight hours and you don't feel tired. But if I put there somebody who doesn't want to do it, after one hour he says: I come back. If you like something, it's not tiring. It's true for everything in life.

PLUSH AND PLAY

Place: Bulacan, Philippines

Description: “Plush and Play” is a social enterprise which highlights the undervalued sewing skills of women to make hand-stitched soft and lovely stuffed toys and felt items (plushandplay.com).

Speaker: Fabien Courteille (founder)

Quotation from interview: We can be proud to be the first Filipino toys to be sold in toy stores in the Philippines. Our toys are home-made and prepared by women in their houses and yet we can compete with mass production from China. It's a big milestone and a big source of proud for our community.

I didn't come here to set up a company, I wanted to volunteer. Being here I realized there is something in common between women working in the Philippines, all of them are victims of the outsourcing garment industry. Before the Philippines were really proud of their garment companies, but last 10 years they have been closed down, people lost jobs.

I thought maybe we could do something with the women here. I came up with the idea of stuffed toys. And we started. We didn't have any idea how to do it, but we just did it! Our toys have shapes of vegetables and fruits which has additional educational value for kids. We made the first toy in late 2012. One year later we started regular production.

Full story: <https://www.changemakercourse.com/single-post/2015%2F11%2F15%2FFilipino-Hello-Kitty>

Anna and Andrea's journey continues. Till September 2017 they visited 9 more countries: Macedonia, Serbia, Romania, Moldova, Bulgaria, Turkey, Georgia, Armenia, and Azerbaijan. They collected next 90 interviews, organized 86 presentations and workshops and 9 Changemaker Courses – 6-days complex trainings for those who want to leave the world better than they found it (**changemakercourse.com**). From October 2017 they plan to go to South America, stopping before in Spain and Portugal to refresh the languages.

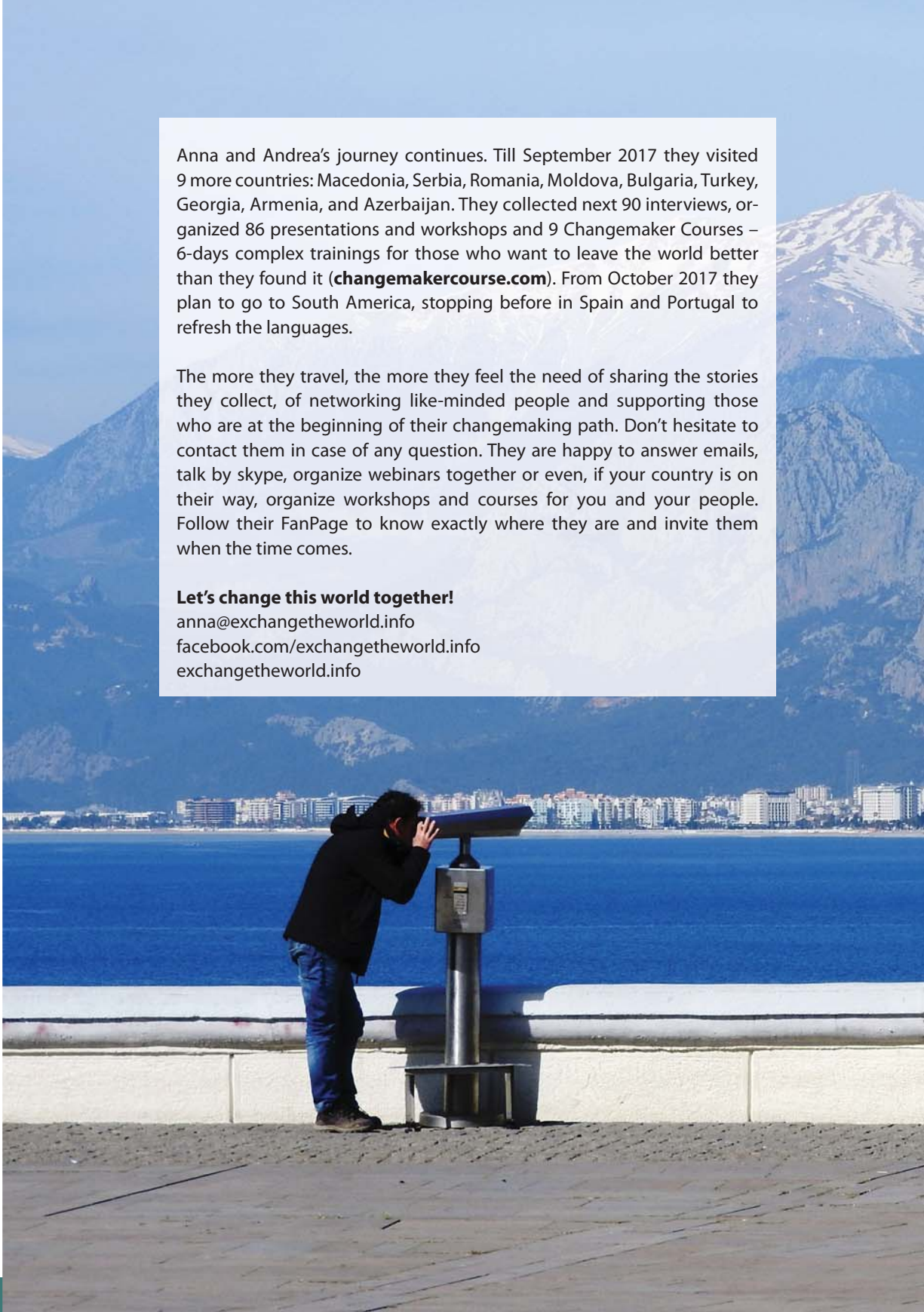
The more they travel, the more they feel the need of sharing the stories they collect, of networking like-minded people and supporting those who are at the beginning of their changemaking path. Don't hesitate to contact them in case of any question. They are happy to answer emails, talk by skype, organize webinars together or even, if your country is on their way, organize workshops and courses for you and your people. Follow their FanPage to know exactly where they are and invite them when the time comes.

Let's change this world together!

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CHANGE MAKERS

AIMING FOR **THE GOOD**