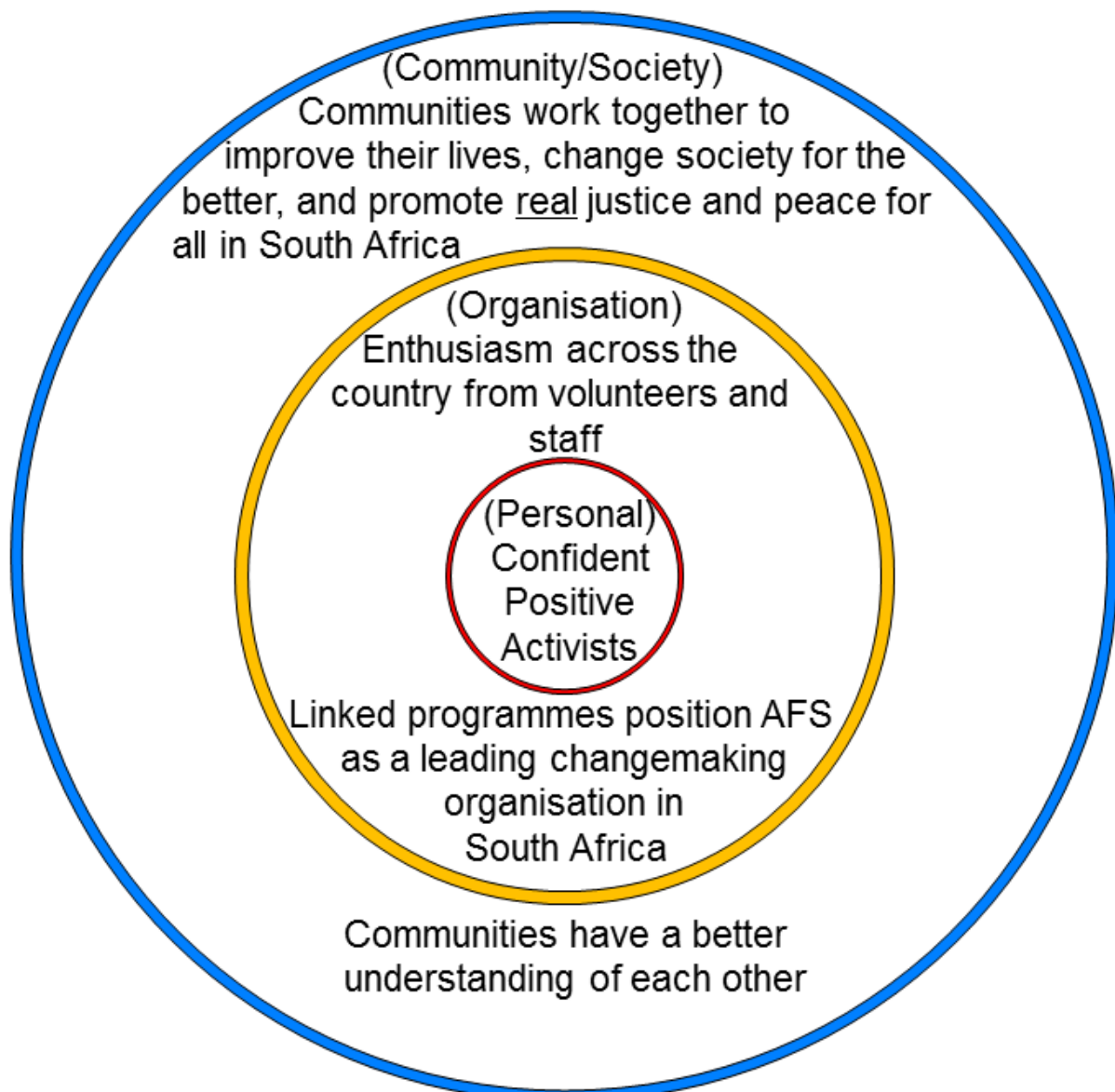# Changemaking
Date:

Changemaking in South Africa

The Vision

- AFS Interculture South Africa will be a leading changemaking organisation – working towards a more just and peaceful South Africa.

- Everyone – volunteers, participants, community organisations and staff will have their inner changemaker liberated, so that programmes will be better grounded in the needs of AFS partner communities.

(Community/Society)
Communities work together to improve their lives, change society for the better, and promote real justice and peace for all in South Africa

(Organisation)
Enthusiasm across the country from volunteers and staff

(Personal)
Confident
Positive
Activists

Linked programmes position AFS as a leading changemaking organisation in South Africa

Communities have a better understanding of each other

Leadership

"The leaders who work most effectively, it seems to me, never say 'I'. And that's not because they have trained themselves not to say 'I'. They don't think 'I'. They think 'we'; they think 'team'. They understand their job to be to make the team function. They accept responsibility and don't sidestep it, but 'we' gets the credit.… This is what creates trust, what enables you to get the task done." *Peter F Drucker*

"Leadership is the capacity to translate vision into reality." *Warren G Bennis*

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader." *John Quincy* Adams

"A good leader inspires people to have confidence in the leader, a great leader inspires people to have confidence in themselves" source not known

"To lead the people, walk behind them." *Lao Tzu*

Your Leadership

Drawing your own lifeline can help you think about the events in your life that have shaped your leadership.

- Take a sheet of flipchart paper, turn it into landscape and draw a line horizontally across it to represent your life.
- Working backwards from where you are today, write against the lifeline, key events and relationships (both positive and negative) that have made you into the leader that you are.
- When you have drawn your lifeline present it to your group and let them ask you questions to help explore how these events have influenced your leadership.
- Only share what you are comfortable sharing.

Changemaking – AFS and Ashoka

Ashoka was Founded by Bill Drayton (who was not selected as an AFS exchange student!) in 1980. They have provided start-up financing, professional support services, and connections to a global network across the business and social sectors, and a platform for people dedicated to changing the world.

Ashoka is the largest network of social entrepreneurs worldwide, with nearly 3,000 Ashoka Fellows in 70 countries putting their system changing ideas into practice on a global scale. Ashoka Fellows remain the core of their community, and their insights show how the world is moving and what is needed next. However, Ashoka's mission has evolved beyond catalysing individual entrepreneurs to enabling an "everyone a changemaker" world. This means equipping more people – including young people - with the skillset and a connection to purpose so that they can contribute ideas and effectively solve problems at whatever scale is needed in their family, community, city, workplace, field, industry, country.

Ashoka Youth Venture inspires and supports teams of young people to launch and lead their own "Ventures" - community-benefiting initiatives, clubs, organizations and businesses. Teams access workshops, adult allies (non-controlling adult team advisors), a global network of like-minded young changemakers, and fundraising tools, to establish their own Ventures that solve problems around them. AFS has partnered with Ashoka Youth Venture and developed the **Dream It. Do It. Curriculum** which is used with high school exchange students. A number of South African YES alumni have been on changemaking workshops facilitated by Ashoka and have become changemakers in their communities.

The Changemaking approach seeks to create impact by transforming:

- The participant, through the enabling experience of starting a social venture.
- The team, as they learn important life skills and realize that they can create change.
- The community, as growing numbers of Change Teams "tip" the local culture toward greater youth leadership.
- Society at large, by fundamentally redefining the role of young people as leaders of social change.

Change Teams should have the following characteristics:

☐**Commitment:** The Change Team believes deeply in the need and possibility for everyone to be a changemaker and the role of empathy, teamwork and leadership within the community. Members are ready and equipped to champion the Changemaking approach.
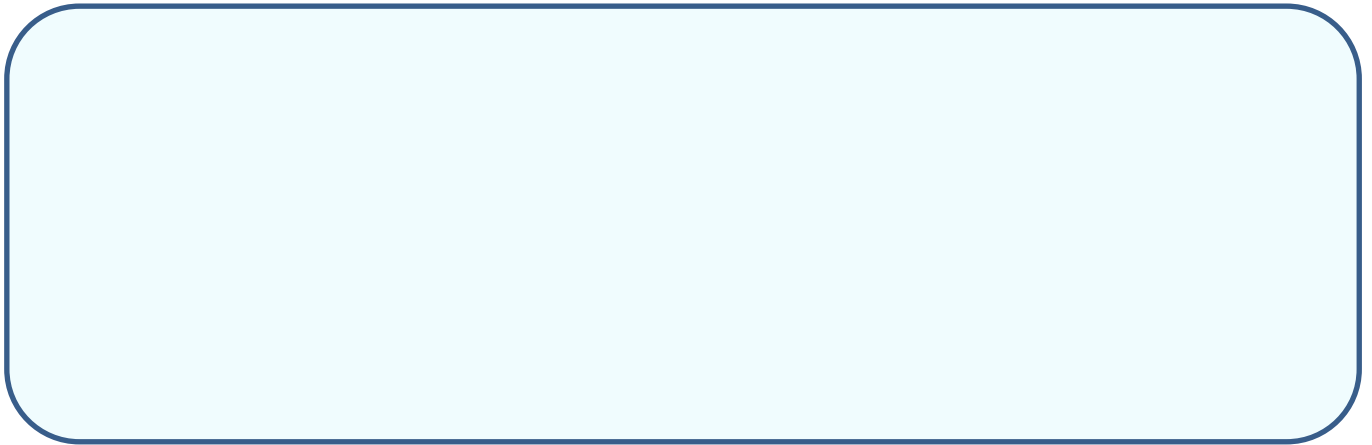
☐**Eagerness to share and learn:** The Change Team is flexible and results-oriented, willing and able to evolve based on what is and is not working. They are eager both to share what they have developed and to learn from what others have done.

☐**Feels compelled to lead positive change:** Being committed Changemakers themselves, with the skills and energy to guide and support the whole community, the Change Team feel the drive to make a positive contribution to society beyond their venture roles.

☐**Works effectively together:** Demonstrating the importance of positive relationships and participatory decision-making. They exhibit ethical integrity and empathy in their own practices, putting community and team goals first.

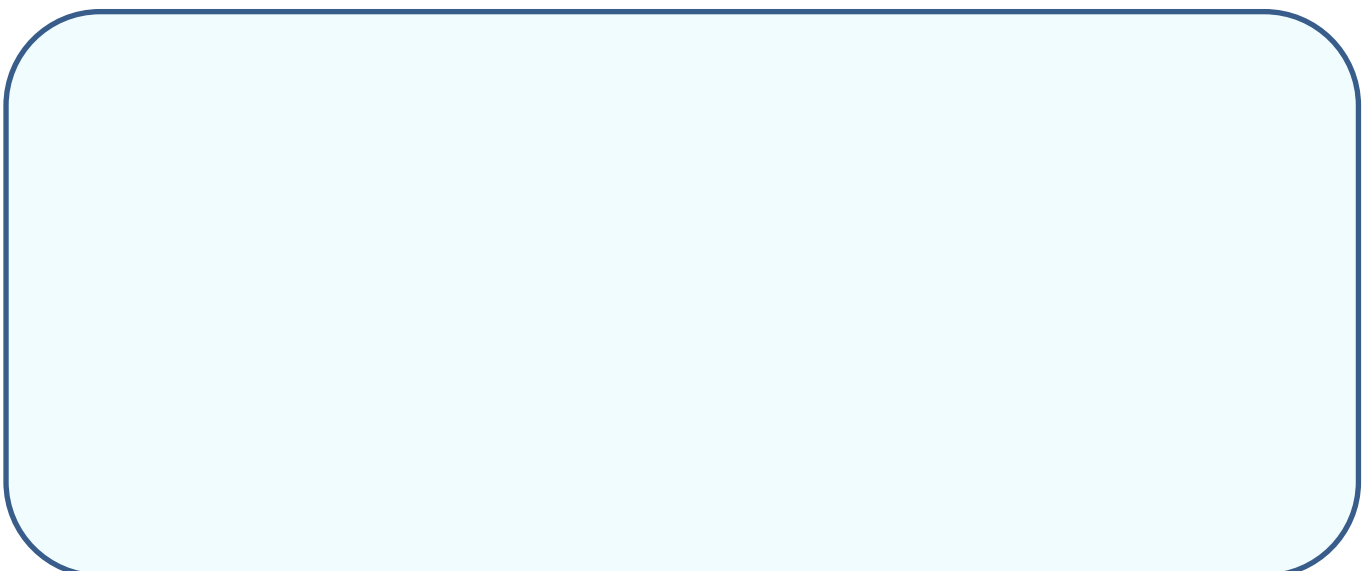# What attributes or skills do I possess as a Changemaker?
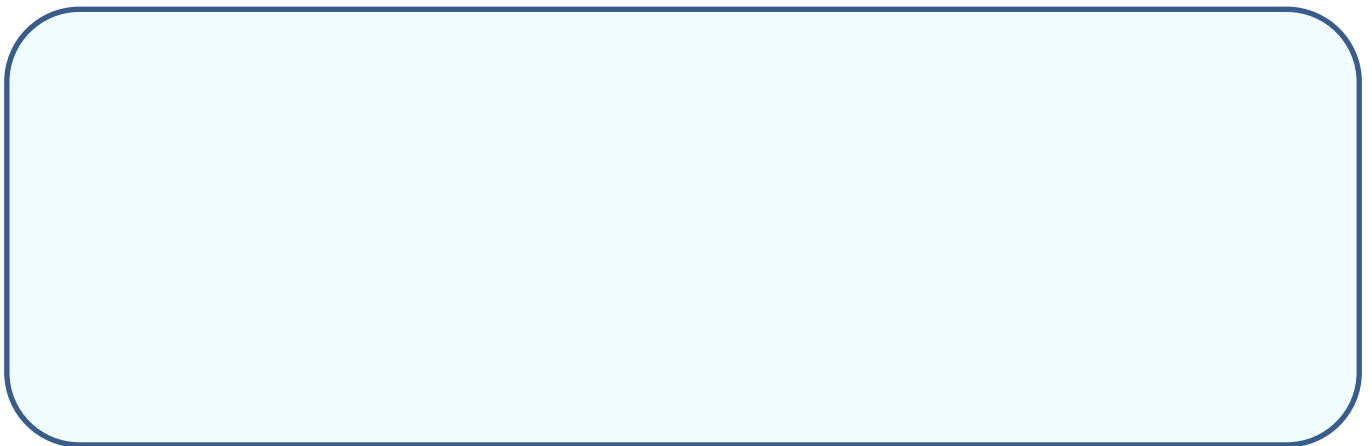
1)

2)

3)

What attributes or skills would I like to work on over the next few months as I launch and lead my own social venture?
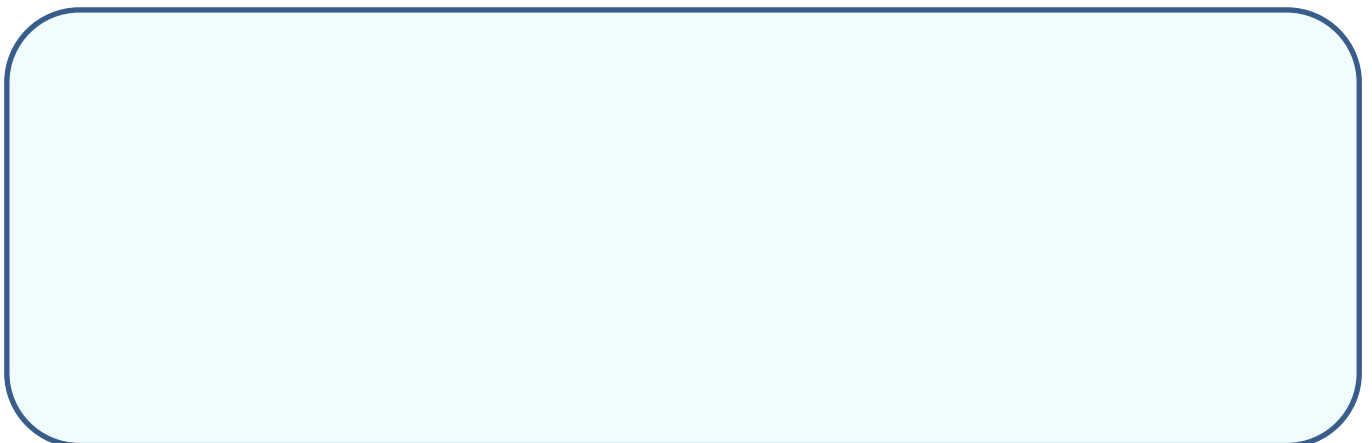
1)

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Idea Generation

Passions 😁

Problems 😡

Cause and Effect
(Fishbone or Ishikawa Diagram)

People

Environment

Girls Kept At Home

No Classrooms

Teaching College Is
In Another Province

No chairs

Untrained Teachers

**Children Not Getting
An Education**

Lessons taught in English

School Uniforms Expensive

No Transport

Only One Supplier

School starts at 7am

Books Not Available

Processes

Equipment
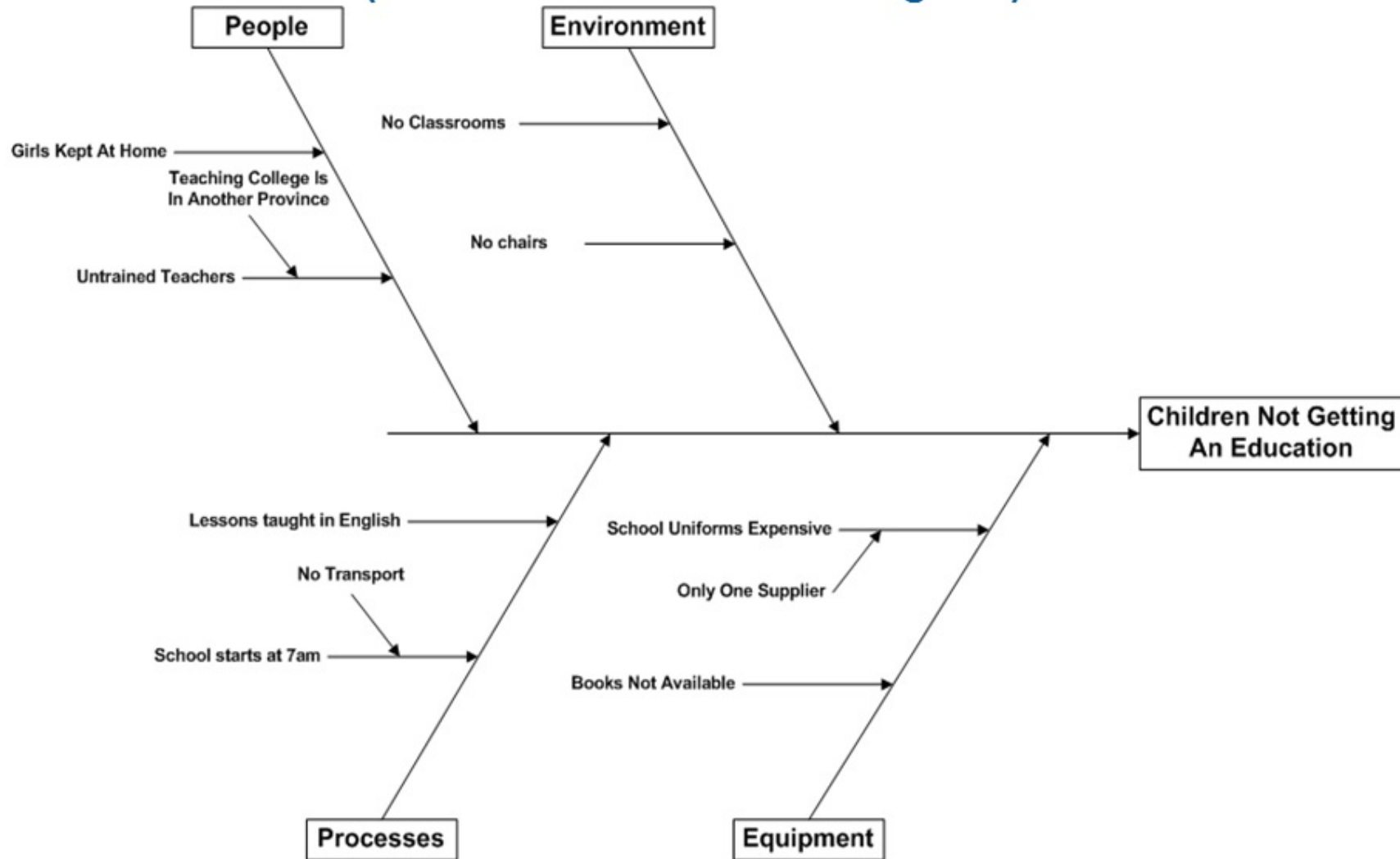
appendix 4:2 - example issue graph

divide between special-needs students and their peers

Top-level consequences:
- increased dependency
- increased stress for families

Consequences (upper row):
- resource waste and duplication
- educ. not as good as it could be
- no understanding of special-needs
- negative stereotypes
- avoid special-needs persons
- division of overall community
- intense attachment to teachers
- lack of trust for non-special-needs
- depression or lonliness
- low self-esteem

Mid-level factors:
- poor communication
- limited collaboration
- misinformation
- "learn" not to interact in real life
- fear of the unknown
- feeling of isolation and exclusion

Connecting factors:
- division of school and teachers
- students don't know special-needs peers
- special-needs kids don't know peers

Lower factors near center:
- seperate classrooms
- negative stereotypes
- high school cliques

Contributing factors:
- different learning needs
- worry about social interaction
- mean jokes and humor
- misinformation
- worries about "populatiry"
- no mixing between friend groups

Root causes (bottom row):
- parental fear
- bullying & teasing
- pop culture and media portrayal
- fear of the unknown
- don't know special-needs students
- don't know about special-needs
- peer pressure
- stereotypes about "others"
- no time or place to meet other people
- happy with current friends

Bottom:
- lack of educ. about special-needs

INFO SHEET #1

Bullying*

- In a poll, it was discovered that 77% of students have admitted to having been bullied at some point in their lives. How can you start empathy and end bullying at your school or in your community?

- Cyber bullying is on the rise in the United States. That means bullying or harassment over the internet, through text messages, or Facebook. How could you educate your peers or younger classmates about cyber bullying? What could you do to create awareness about cyber bullying? How could you get kids to start spreading nice comments to others over the internet (especially those who need it the most)?

- Bullying sometimes stems from students who need an outlet for their frustrations. How can you create a project that allows kids to let off some steam or let out some emotion while having fun and being supported by their peers?

- Bullying affects more than just the victim. It affects the bully and the broader community. How can you work with bullies to build a stronger community in the future?

Education*

- Only 19% of 8th graders in the United States claim they read for fun. It has been proven that reading for fun can help to improve your grades, make you more creative, and improve your vocabulary. How can you make reading fun for younger students in your community?

- In high school, learning is not always seen as cool, but it has so many positive effects that help create bright futures. Through the right games and activities, learning can be fun, encouraging more students to participate. Can you create a game show, activity or club that inspires kids to learn in a fun way?

- Students growing up in disadvantaged communities face a lot of challenges as they try to graduate from middle and high school. How can you help support disadvantaged students in your city or community to overcome these challenges and make it to college?

Homelessness*

- It is estimated that last year 1.6 million people spent at least one night in a homeless shelter in the United States. In fact, 500,000 of those people are students just like you.

- As people rotate in and out of homeless shelters, how do you make sure that the shelters have enough toiletries and clean clothes? In the winter, clients come in from the cold to take a shower and get cleaned up. However, shelters often run out of soap, shampoo, and other items that are part of their hygiene kits. After their showers, clients may not have clean socks, underwear, or clothes to put on.

- One of the greatest challenges homeless individuals face is the perception that others have of them. How can you raise awareness about the experience of homeless individuals to help change the public perception of homelessness in your community?

www.bizkids.com

*Statistics provided by YouthVenture.org

INFO SHEET #2

Stray and Abused Animals*

- Every year five to seven million animals enter animal shelters nationwide. Each of the animals deserves to have a soft, dry place to sleep. The beds most animal shelters use eventually get worn out and broken. What could you do to have individuals donate new dog beds to your local shelter? Or how could you raise the money to purchase new beds?

- Dogs and cats provide love and companionship for their owners. They can be a loyal friend to a senior citizen, teach a youngster about responsibility, or be a silent listener to a person who is stressed out. How can you motivate people in your area to adopt animals from a shelter?

- Pets often survive tough situations, but they need proper care from their owners to stay healthy. Many people don't realize how the right medication, quality food, and frequent exercise can help a pet stay healthy. How can you educate the community on proper care so both the pets and owners can feel good?

Water and the Environment*

- We use enough plastic water bottles in a year to circle the earth 10 times. How do you get your school or community to switch to reuseable water bottles?

- How can you get your school to more actively recycle?

- A child dies in the world every eight seconds from not having clean, safe drinking water. What could we do to change this reality for one community somewhere in the world?

- One way for people to understand the importance of Mother Nature is to get outside and enjoy a picnic in the park, a hike in the woods, or a garden in their own backyard. How can you motivate and mobilize people in your community to enjoy the finer things that Mother Nature has to offer by promoting outdoor activities?

*Statistics provided by YouthVenture.org

Formulating Your Solution

A great Venture description begins with your inspiration. What did you see happening around you that moved you to action? Follow that with the creation of your idea and team, and what you're setting out to do. It should read like a catchy, one-paragraph news article. Don't forget to write in third person (Use they, he, she. Not I, us, or we!)

Key elements that should be included:

- What problem is being addressed?
- What is the reason for launching the Venture (include a statistic about the issue or a personal story that inspired you to create the Venture)
- What primary/major activities do you intend to carry out in order to achieve your goals?

Here is an example of a **brand new Venture Description**:

Get Off The Couch promotes healthy eating and lifestyles. Studies have found that children are getting heavier and more obese which can contribute to unhealthy lives as children and serious problems in adulthood. The team of high school youth is preparing a guide that educates local students and parents on healthy eating choices, and they will hold a monthly physical activity, such as bowling, swimming, ice skating, and road races. They will also create a Get Off The Couch website that provides information about obesity and lists upcoming team activities.
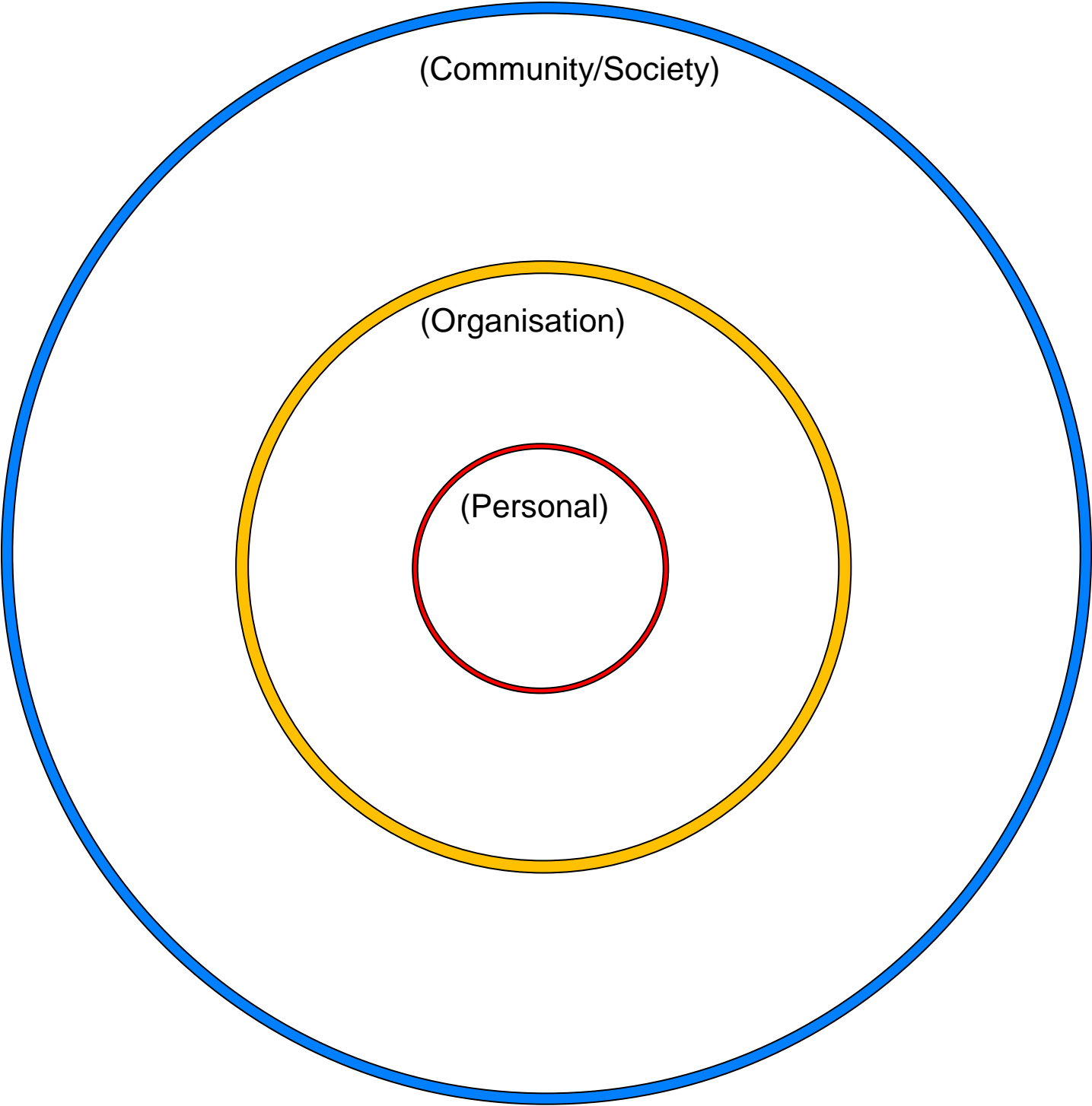
Problem

Reason

Activities

Impact

(Community/Society)

(Organisation)

(Personal)

SMART Goals
What is a SMART Goal?

Goal setting is very important for your Venture team. When filling out your Youth Venture Action Plan, we ask you to identify three or four SMART goals. These goals are one of the most important parts of your Action Plan because they will be the driving force behind your Venture. Ask yourself: What three or four activities are most important to our team?
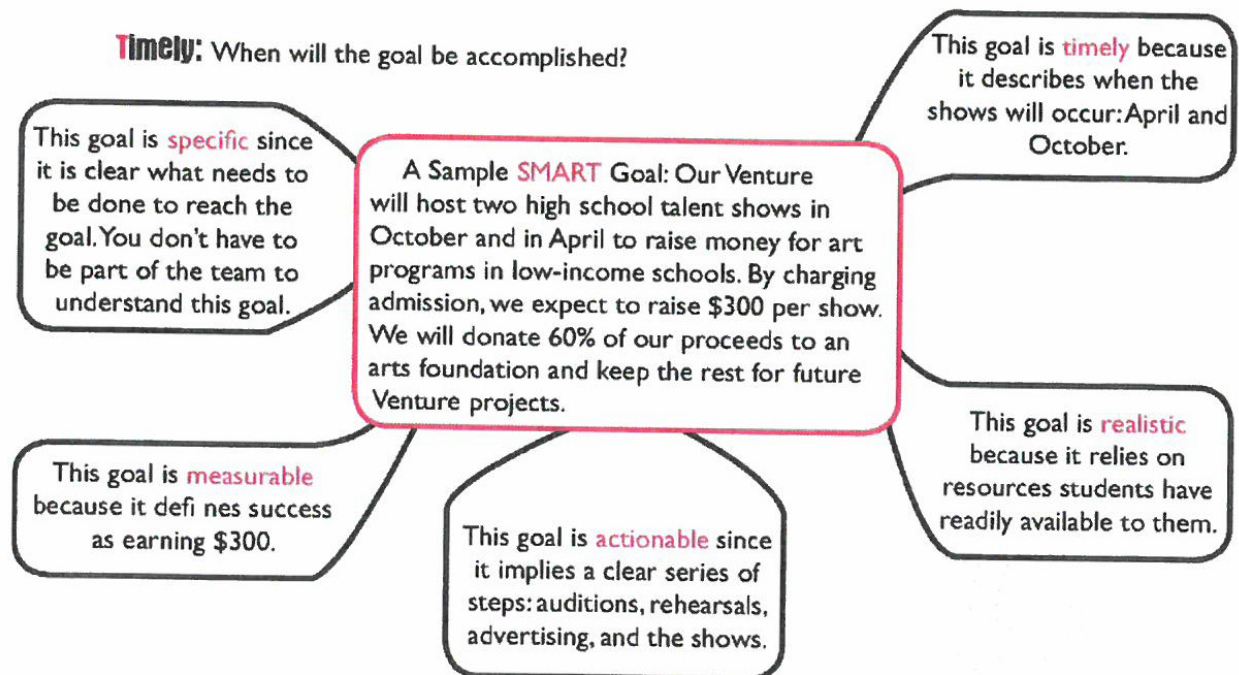
SMART Goals are:

Specific: Is the goal detailed enough that someone who isn't a part of your team would know what needs to be done and how?

Measurable: Is there a clear way to measure success? How will you know when you've reached your goal?

Actionable: Is there a clear series of steps to take to accomplish your goal?

Realistic: Is it possible to reach this goal considering the resources available to your team?

Timely: When will the goal be accomplished?

This goal is timely because it describes when the shows will occur: April and October.

This goal is specific since it is clear what needs to be done to reach the goal. You don't have to be part of the team to understand this goal.

A Sample SMART Goal: Our Venture will host two high school talent shows in October and in April to raise money for art programs in low-income schools. By charging admission, we expect to raise $300 per show. We will donate 60% of our proceeds to an arts foundation and keep the rest for future Venture projects.

This goal is realistic because it relies on resources students have readily available to them.

This goal is measurable because it defines success as earning $300.

This goal is actionable since it implies a clear series of steps: auditions, rehearsals, advertising, and the shows.

www.genV.net

SMART Goals
Determining SMART Goals Worksheet

Directions: Determine whether the following goals are SMART, and then explain why or why not.

1. Our Venture will help people without health insurance.

2. Next semester, we will have three pizza parties, which at least forty-five people will attend. We'll watch documentaries about wildlife conservation in order to raise awareness of the issue and to promote our guided nature hikes.

3. In the next two months, we will raise $700 and donate it to the American Red Cross Disaster Relief Fund.

4. Our Venture will host a spaghetti dinner and raffle at the high school to raise money for homeless shelters. The raffle prizes will include a Porsche and a Hawaiian vacation package.

5. Our Venture will hang posters to recruit five-seven volunteers to bring their dogs or cats to Brookline Assisted Living Facilities on the third Saturday of each month.

SMART Goals
Determining SMART Goals Worksheet KEY

Directions: Determine whether the following goals are SMART, and then explain why or why not.

1. Our Venture will help people without health insurance.
This goal isn't SMART because it is too vague. There is nothing indicating how this Venture will help people without health insurance, and there is no way to measure success: how will this Venture know when it has successfully helped people without health insurance?

2. Next semester, we will have three pizza parties, which at least forty-five people will attend, and we'll watch documentaries about wildlife conservation in order to raise awareness of the issue and to promote our guided nature hikes.
This is a SMART goal: it is specific, measurable because they can count their success by measuring the number of people in attendance, actionable because it suggests a clear series of tasks to accomplish (advertising, ordering pizza, renting documentaries, etc.), realistic because it involves resources easily accessible to young people and timely because it is occurring during the next semester.

3. In the next two months, we will raise $700 and donate it to the American Red Cross Disaster Relief Fund.
This is not a SMART goal. It is timely, and measurable; however, it is not actionable or specific because it makes no mention as to how the $700 will be earned.

4. Our Venture will host a spaghetti dinner and raffle at the high school to raise money for homeless shelters. The raffle prizes will include a Porsche and a Hawaiian vacation package.
This is not a SMART goal. It is actionable and specific, but offering a Porsche and a Hawaiian vacation may not be realistic resources that a beginning Venture has to offer.

5. Our Venture will hang posters to recruit five-seven volunteers to bring their dogs or cats to Brookline Assisted Living Facilities where we will visit with at least fifteen residents on the third Saturday of each month.
This goal is SMART: it is specific, it is measurable because they will be able to measure success by the number of residents visited, actionable because it implies a clear series of tasks to accomplish (recruiting volunteers, contacting Brookline, going to Brookline once a month), realistic because these are resources easily available to young people, and timely because it can occur right away and on a regular basis.

Revising Your Solution

Here is an example of an **accomplished Venture Description** (after one year or more in operation):

Low-income youth centres, schools, and shelters often lack sufficient art supplies to engage and inspire their children throughout the year. At the same time, chain restaurants are obligated to discard boxes of kids' crayons once they hit the table, throwing away hundreds of crayons each week. Colour My World collects these crayons and donates them to community locations in need of art supplies. Boxes are placed inside the restaurants' kitchen, where the staff can place the crayons rather than throw them in the trash. Colour My World is recycling, re-purposing, and regenerating community collective spirit – offering participants an opportunity to draw outside the lines as they build a better future. The team's latest project is a colouring book that teaches children about recycling. Colour My World has over 20 partnering restaurants and hopes to double that in the year of 2012.

After looking again at your Venture, and considering what the impacts will be at a Personal, Organisational, and Community/Society level; re-write your Venture Description here.
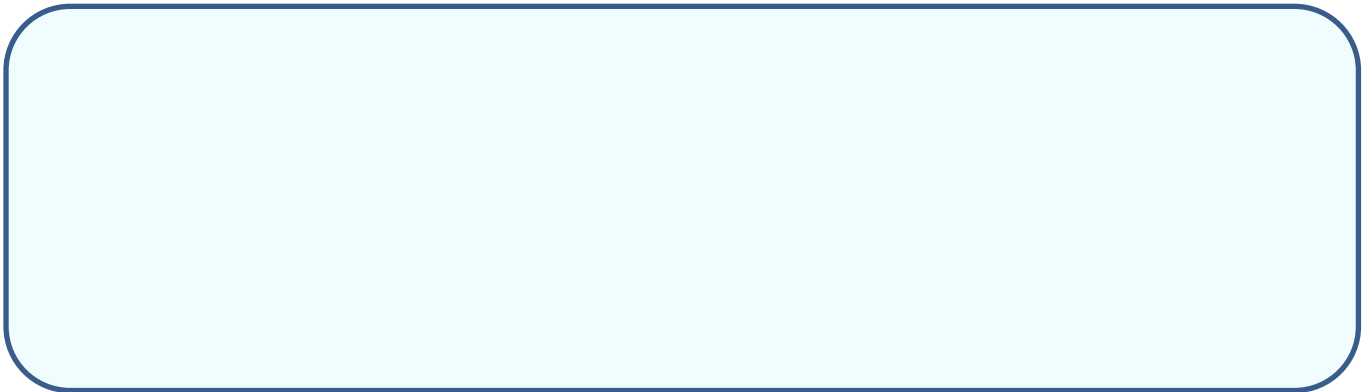
ACTION ITEMS!

What are the first three steps I need to make
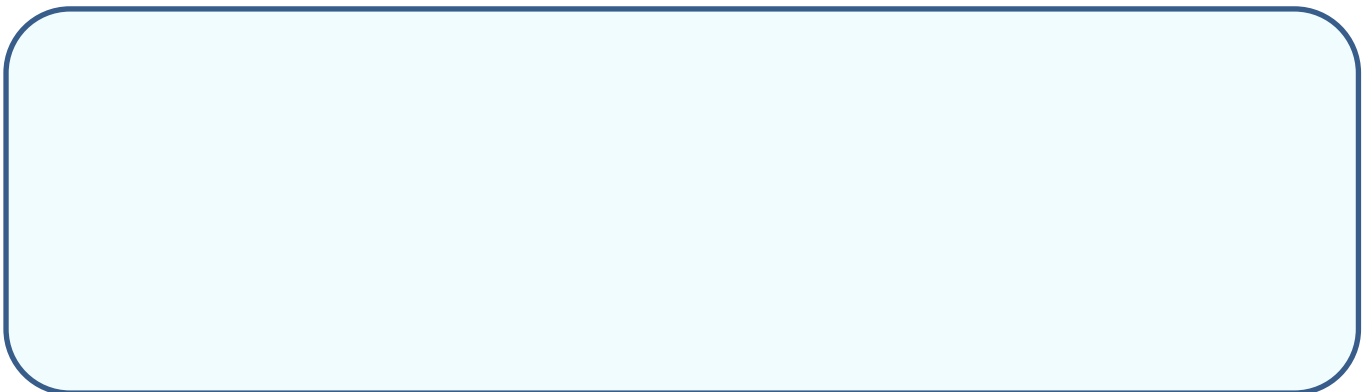
my Changemaking Venture happen?

1)

2)

3)

Evaluation

(Please circle a face for each question and add any comments or suggestions that you would like to share.)

1) How do you feel about the scope of the content?

2) How do you feel about the delivery of the content?

3) Has the course developed your skills/knowledge as a Changemaker?

We are aiming to record short statements from participants; please complete the following two statement:

I am a Changemaker and...