

# RE-IMAGINING FUTURES CONFERENCE, 19TH - 22ND NOVEMBER 2015, LITOMYŠL

## FOLLOW-UP MATERIAL



Scouts & Guides  
**Active Global  
Citizens**

### PURPOSE OF THE CONFERENCE

**We wanted to invite you to think about the challenges of the interconnected and unequal world and about the role of scouts and guides in this issue.**

**“Try to leave this world a little better than you found it”**

**What does the quote from the founder Baden-Powell mean to us in today’s context?**

**What needs to be better in the world? “Better” from which perspective? Better for whom?**

**How to follow the desire to act for justice and sustainability and avoid simplistic solutions to complex challenges?**

We need each other in the globalized world to understand its interconnections and contradictions, to be able to find new ways how to deal with today’s crisis (climate change, inequality, violence) without repeating old mistakes. Exploring other views and sometimes clashing with them can teach us the limits of our own perspective and bring inspiration on how to think and how to act in co-creating world where all people can live with dignity and justice on an healthy and sustainable planet.

We organized this meeting also in order to re-think various systems. The system of education, system of justice, development cooperation, energy and technology, questioning the ways of being together as a group. Therefore we invited 8 guests from different backgrounds and continents. The first taste of their gift you experienced during Thursday’s afternoon TEDx-style conference.



#### GLOBAL DIMENSIONS:

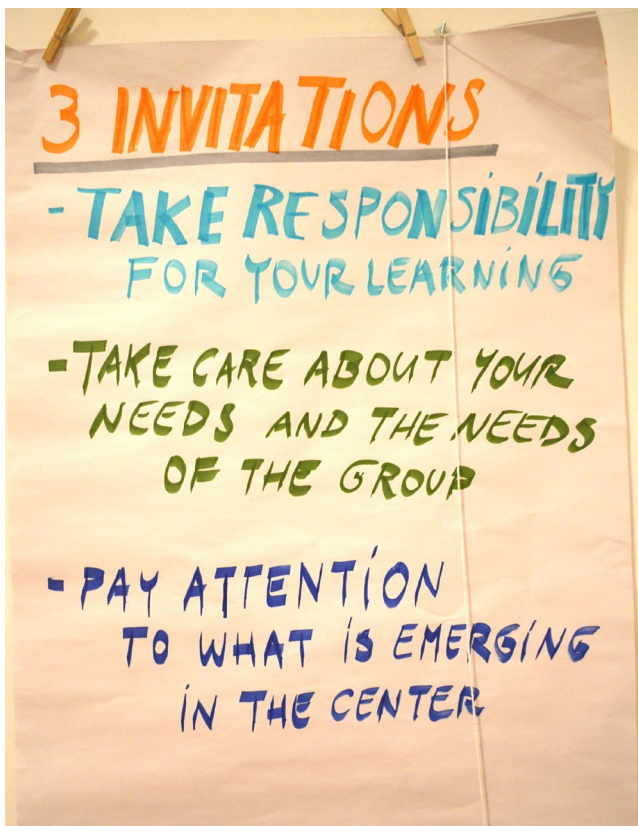
- Social justice and equity
- Interdependence
- Sustainable development
- Diversity
- Conflict resolution



# DAY 1: FRIDAY

## MORNING PLENARY IN LITOMYŠL

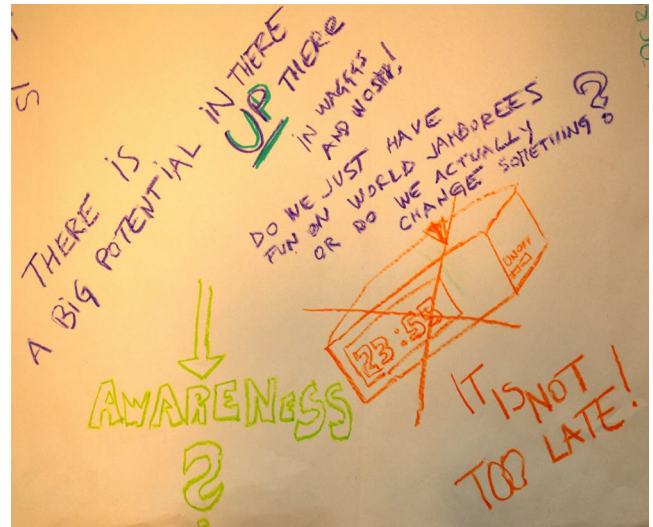
We met in the morning for the welcome speeches and logistics. Then we had the space for self-reflection about what was our personal intention for this meeting based on offer of the “4 corners”. We chose the corner which was closest to our personal intention and we exchanged with other participants. Then we wrote on post-its what we were ready to do in order to achieve that.



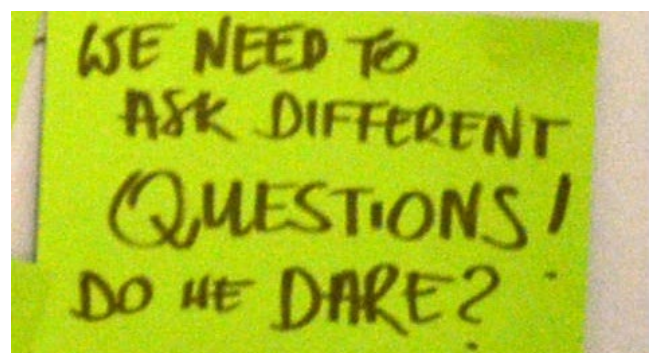
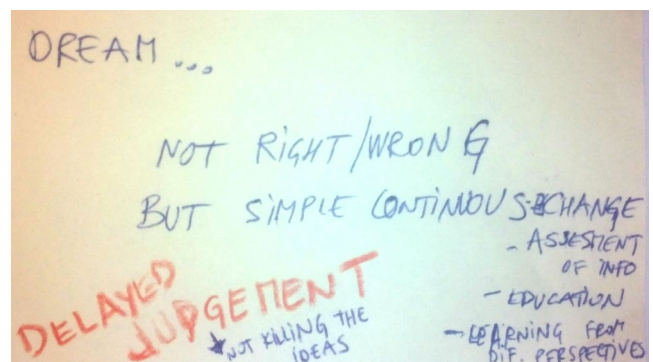
The 3 invitations (photo) and 4 corners-activity led to the space of self-directed learning and learning with and from each other. To support the connections between us there was a Who wall.

We worked in World Café which enabled us to engage in conversations within our big group and focus on today's context and the dream about the world we want to have. In small groups we followed Café etiquette in discussions about three questions:

### What time is for scouts and guides movement?



### When you read the words “make the world a little bit better” what do you dream is possible?



### How do you work as a team to make the most from this gathering? in national teams.

There was one question for each discussion round but it can be also more rounds for one question. Third round of discussions helped to work as a national teams and make a plans for workshops.



## FRIDAY AFTERNOON

There were two rounds of workshops, each round we could choose from 4 workshops.

### **BEN: LIVE YOUR IMAGINATION, NOT YOUR PAST**

Ben showed and explained how football or other sport can serve as education, besides having fun and exercise. Football in Kibera community is used with young people as a praxis for opening topics and developing life skills. Combining on-field activities (for example the teams set their own rules before the match and after the match they spoke about how they achieved to stick with their own rules what can be done better next time) with off-field activities (where they discuss specific situations happening during the game and what can be done in real life).

The participants of the workshop could get some ideas through a [video](#) and discussion about the context of Kibera and why is it important to find an activity interesting for everybody (including women) - like football - to engage people in discussions and learning.

Further links: [How to use football for social change](#), [HIV Education through football](#)

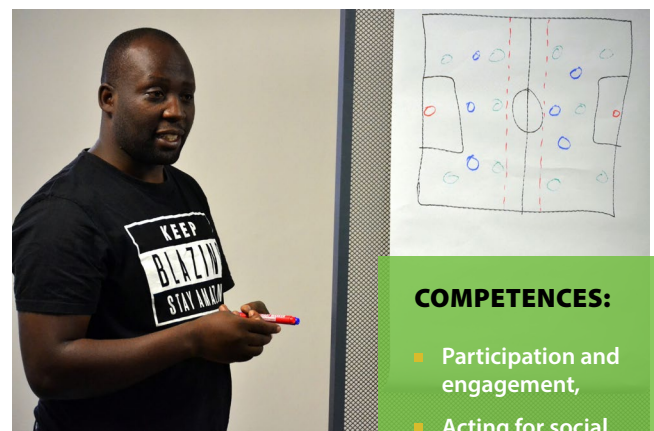
### **How can we use sport for education in our context**

### **COLM:,...BEING PREPARED...FOR CITIZENSHIP'**

Colm has a clear vision of what needs to be done. It can be done through little things because we all are activists in our lives and it doesn't matter whether we do great things or smaller ones. Best way of doing this is by discussion and critical thinking.

At the beginning of the workshop we were given scout values and we discussed in what ways they can be useful in contemporary world and what we can achieve by using them wisely.

Second part of the workshop consisted of group discussions and talks in smaller groups on chosen topics such as female rights, poverty, gender etc.



#### **COMPETENCES:**

- Participation and engagement,
- Acting for social justice and equity



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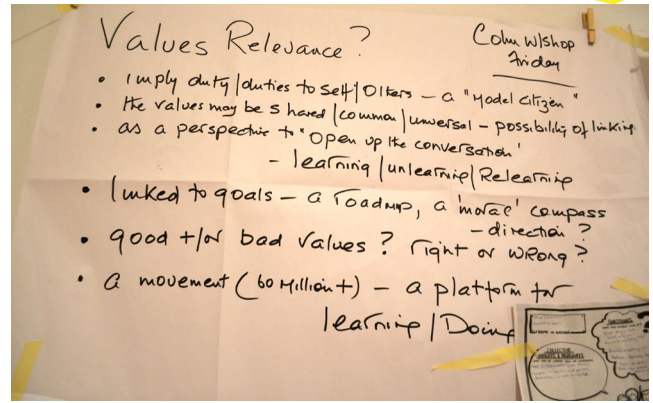
- Participation and engagement,
- Informed and reflective action

Then we had to support our insights and thoughts, make ourselves clear with consistent questioning from Colm's side.

To sum it up, we had to use our critical thinking, take into account others thoughts and discuss them, that was a must.

Key insights I want to remember: Scouting opens our minds. Look at the scout values as learning tools.

### How can scout values lead us in choosing our educational goals?



## MADZA: COMMUNICATE WITH EMPATHY, THINK CRITICALLY, ACT WITH SOLIDARITY: TOOLS TO RESTORE DIALOGUE TOWARDS A FAIR AND PEACEFUL WORLD

The goal of the workshop was to inspire the participants to use dialogic Restorative Justice approaches in building peace and peacemaking, combining empathy with critical thinking to produce transformative actions in tune with Pedagogy of the Oppressed.

At the beginning, we looked closely at the difference between traditional justice and restorative justice principles (for more details, watch a short video from the workshop). Then we experimented with a short version of Kay Pranis Peacemaking Circle approach by sharing stories about dealing with conflict in our daily lives. After that, we performed a role play based on Jungle Book characters modelling Dominic Barter's Restorative Circle (dialogic strategy for restoring interactions broken because of violence). You can find detailed descriptions of the techniques [here](#).



- COMPETENCES:**
- Critical thinking: re-thinking the punishment-awards system of justice
  - Dealing with conflicts: empathy, mediation
  - Participation and engagement

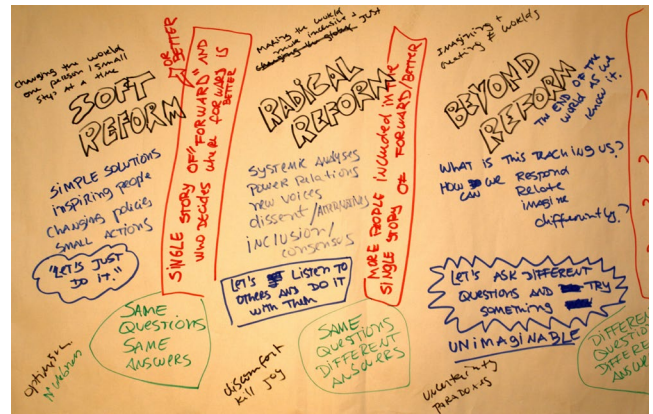
### How can we get inspired by the restorative justice approach for our context?

## VANESSA: DEVELOPING CRITICAL EYES AND OPEN HEART IN THE GLOBAL EDUCATION

During the first workshop Vanessa challenged the participants with a narrow meaning of the most known motto "Make the world a little better place than you found it" (foto) by the founder of scout movement, Robert Baden-Powell. By exploring collective knowledge of this sentence at the time, Bi-Pi background and the perspective of different nations, she broadened participants' perspective of the meaning then and now.

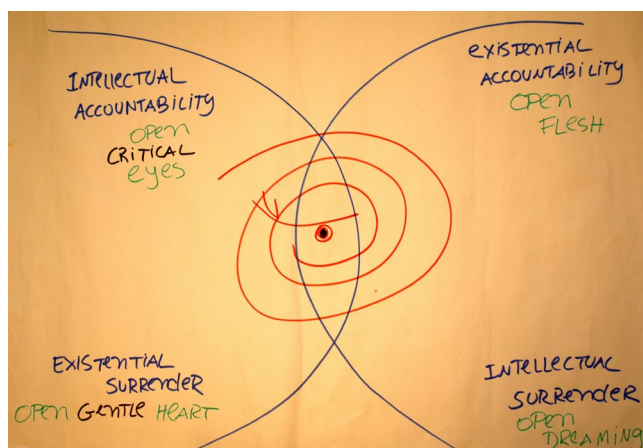
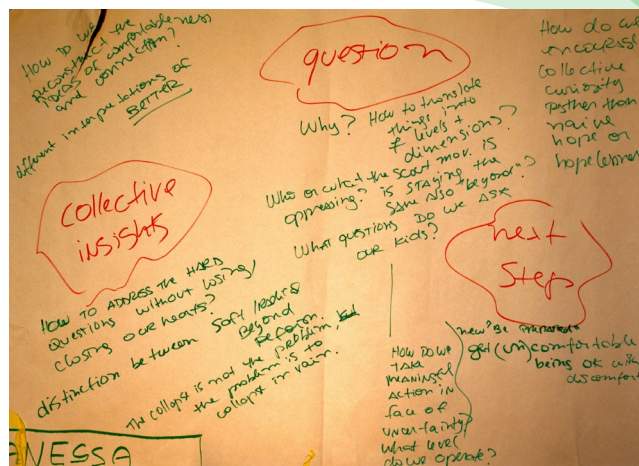


- COMPETENCES:**
- Critical thinking and critical literacy: seeing the blind spots, making unconscious conscious
  - Ability to manage complexity and uncertainty
  - Informed and reflective action



During the second workshop Vanessa tried to work with different perspectives and opinions while showing examples of discussions about poverty and comparing voices from the North and the South. Together with participants she was also walking through different approaches of **teaching using a matrix** that shows what kind of learning processes we conduct and how we broaden views and perspectives. She also presented different perspectives of what is usually obvious and non-disputable. At the end we also discussed what kind of approaches we could use together with scouting method and how we build the environment for learning for future global active citizens - scouts and guides.

### How to address the hard questions without losing, closing our hearts?



## FRIDAY EVENING

Beside the official programme, one informal session was offered by Petra from WAGGGS and Sharon from the University of British Columbia. The aim was to introduce Sustainable Development Goals (SDGs), adopted in September 2015 by the United Nations. These 17 goals aim for example to the reduction of poverty, protection of human rights, creation of sustainable cities, sustainable economies etc. During the evening we discussed this agenda for global development critically and we focused especially on how can we use it in our teaching.



# DAY 2: SATURDAY

## MORNING PLENARY

We had time for a walk with somebody to reflect on four questions and we shared the insights in small groups after the walk.

**How do I feel here?**

**My most important learning today?**

**My biggest question?**

**How am I reaching my intentions?**



## NITYA: CROSS CULTURAL LEARNING : LEARNING FROM OTHERS

Nitya is interested in how the knowledge flows and what can we learn from the knowledge of rural communities in India. She showed us several types of flowing and we have tried it practically through a game. For example, we learnt from each other a recipe, game, dance etc. The first type was learning by imitation. (game, dance, moving,..) the second was showing method by imitation and also spoken words. (dancing, how to prepare game,..) The third type was focused on instructions without spoken words or gestures. It was quite difficult because you didn't have any more details about the instruction. But it was worth using it with other types of mediators. The fourth task was to explain a recipe only orally (which is usually written.) The fifth type was aimed at online communication (facebook, pinterest, e-mail, sms...). After this activity, we spoke about advantages and disadvantages of these ways. It was really inspiring to talk about direction of the flowing knowledge (parents to children, children to parents)

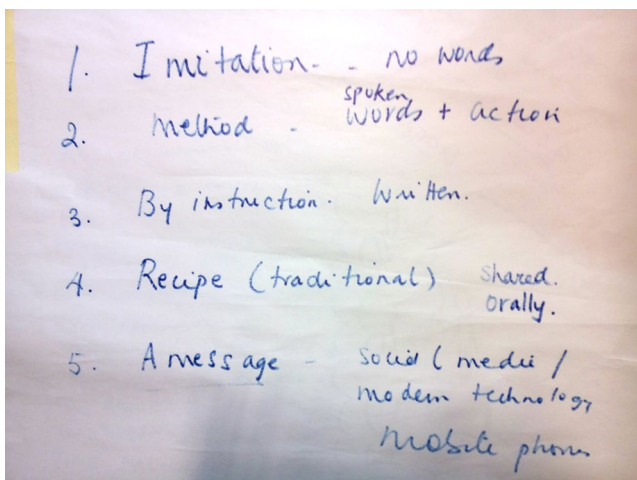
What can parents learn from their children?

What can teachers learn from the students?

**What could the north countries learn from the south countries?**

### COMPETENCES:

- Dealing with diversity: different knowledge construction, communication
- Concern for sustainability



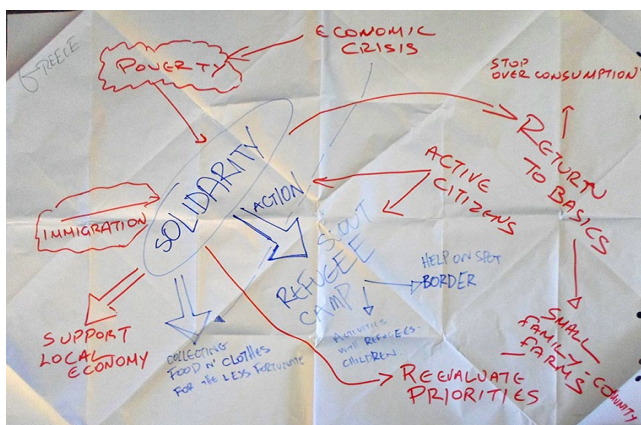
## BILL: REAL WORLD APPLICATIONS OF LEARNING FROM THE „OTHER“

Bill invited two women to tell their stories in his workshop. Jana Hradílková, former scout from the Czech Republic, told us how scout values influenced her choices in her life. She was working with young people after the war in Chechnya. Sarah Brock, an American teacher, showed us how American students come to the Czech Republic to live with Czechs and explore their history through arts - to put Czech's shoes - what they have learnt from that experience. So we can better imagine the transformation of American students living intensive month with people from slum during the exchange organized by Bill. Bill offered an exercise he uses in his program. We were looking for some values which are important to us and what are the threats to this values in our realities. Then we were exploring **which actions we can do in order to support the values taking into account the threats.**

E.g. To the value of solidarity we found these threats: feeling superior, fear, alienation, detachment. Example of actions to address that: project where people without homes are tour guides in their town, the tour is based on their personal story and their perspective. Example from Prague: [pragulic.cz](http://pragulic.cz)

[Here](#) you can find results from the groups.

**How can we try not to solve the problem with the same thinking structure that has created it ?**



**COMPETENCES:**

- Acting for social justice and equity
- Dealing with diversity Informed and reflective (value based) action

## SANJEEV: TECHNOLOGY AND SOCIETAL CREATIVITY

Through pictures Sanjeev showed us that technology can serve very well social goals but they also can reinforce our damaging desires and overconsumption of goods if the purpose is to make money. There are different motivations for inventors.

We were inspired by different clever ideas from all around the world of how even a simple technology can serve to people and environment. On the example of solar energy we understood how the system of production could be changed to democratize the access to that technology.

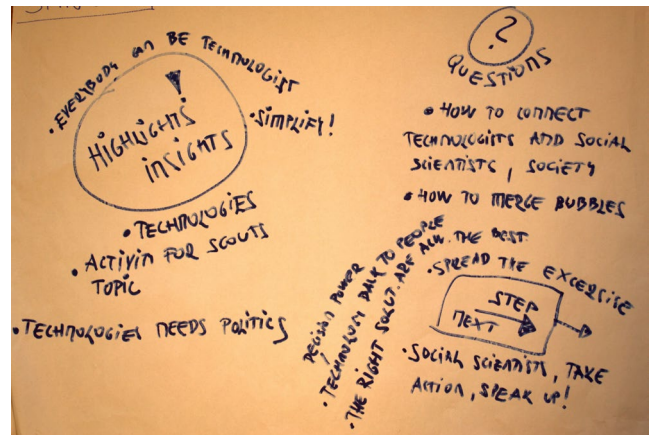
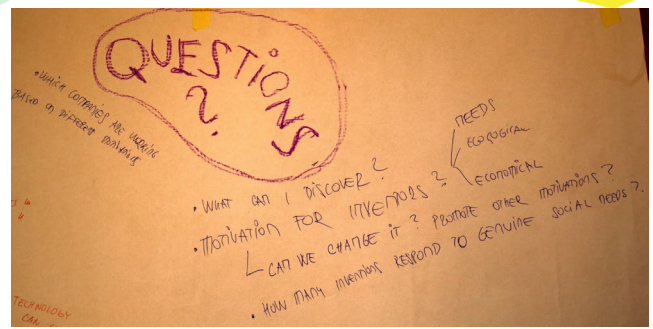
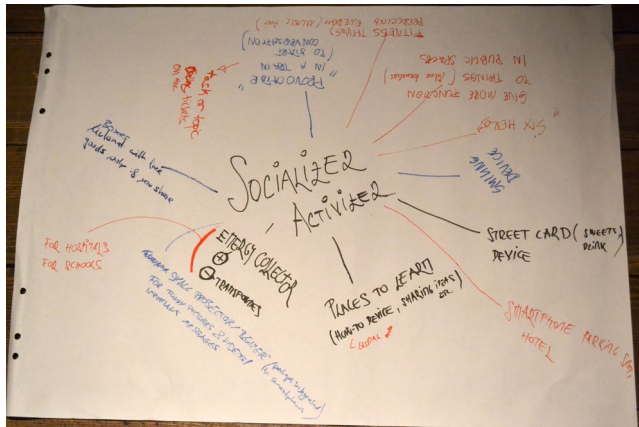
**Which of your needs or the needs of the community are you addressing by this invention?**



**COMPETENCES:**

- Acting for sustainability
- Acting for justice and equity
- Creative and future thinking

In a creative exercise we chose an ethical motivation and a concrete need which we would like to fulfill by our invention and then we brainstormed and developed our own technology. We came up with quite inspiring inventions.



## MARY ALICE: POWER OF STORIES

### Workshop #1

We began the workshop in a circle, checking in with what each of us had experienced in the conference so far and then sharing the question we were holding.

We began our group work by exploring the Fourfold Practice from the Art of Hosting community. Each of the four practices — Host Yourself (be present); Be Hosted (be a great participant); Host & Harvest Conversations That Matter; Co-create (be part of a community in practice) -- as well as how they overlap, were introduced and then people were invited to choose the place they felt most in their mastery. After the conversation, the groups brainstormed what would help others who were not so comfortable in that place to be curious and deepen their practice there.

Then everyone was asked to move to that place they felt was their learning edge. Where is the resistance? Where is the challenge? What could they learn from the "hot tips" others had left behind? And what question did they now have about their own practice?

We moved into crafting questions together, and then took the questions into the **Flow Game**. Each person rolled the dice and picked a card, then split into groups of 3 to act as wisdom council for each other.



**COMPETENCES:**

- Participation and engagement
- Active listening and being present





## Workshop #2

In this workshop Mary Alice created a space for us in which we shared our “stories” in groups about a time when life asked us to step forward with courage and we showed leadership (**Trio Storytelling Exercise**). While sharing the stories, we also practised active listening and giving feedback on storyteller’s unique leadership qualities. After that we collected plenty of interesting and useful ideas in plenary on what conditions must be made in order to support courageous leadership, how we can support each other in that and, what what makes a story a good story. At the end Mary Alice briefly introduced the topic of making good and relevant questions in terms of a search for our real needs and inquiries.

### **What if the Scouting movement was a host for young people discovering their highest potential as positive change agents?**

## AFTERNOON PLENARY MEETING

The day was so full, we felt the need to digest the intense input, questions and some confusion so we opened space for different ways how to reflect on the question: *How am I feeling and what is the world trying to teach me?*

The intention of this question was to give space to other ways of learning. We can learn from somebody or something but this happens in cases when we have some intention, this learning is actually restricted by our imagination about of what we can learn.

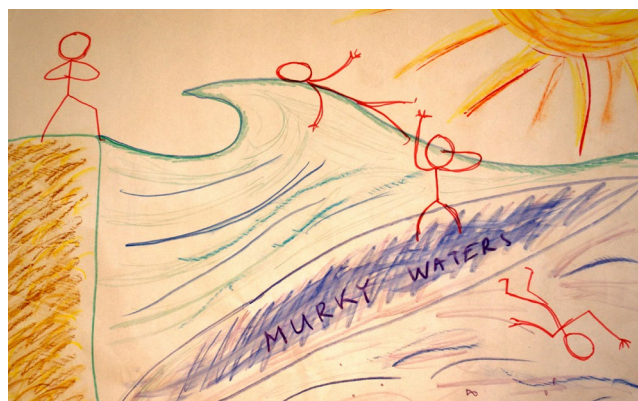
Other important way is to be taught by somebody or something. Do you remember the third invitation in the beginning? „Pay attention on what is emerging in the center“.

Vanessa told the story of the river which can be understood as positioning in Global Education. Maybe some of us are staying at the riverbank trying the water - identifying issues which matters in the World and opening the issues for others too. And it is okay. Maybe some of us are floating on the water and looking for solutions to solve the problems. And supporting and motivating others in doing that. It feels fine and sometimes people here can feel fear of drowning in complexity and paradoxes, of being overwhelmed. And it is okay to be here. Maybe some of us are ducking - facing the complexities, going deeper and still being in contact with the air. And supporting other people in ducking. And it is okay. And there is a another position of the diver, under murky waters where you can't see and where you try working with impossibilities. And it is okay to be here as an educator too.

To take this learning from our experience we had an hour for letting us the question be answered – by talking with others, by dancing. Then we shared some insights in a circle

### **Where are you in the river now?**

## SATURDAY EVENING

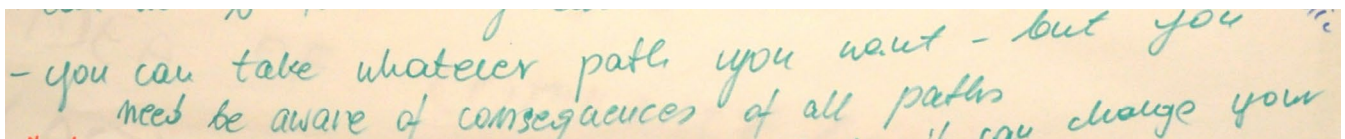
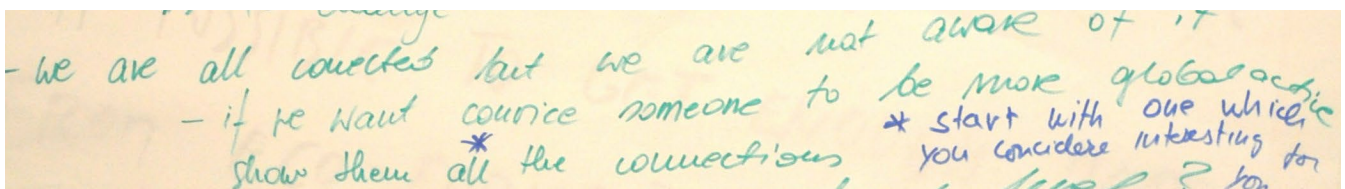
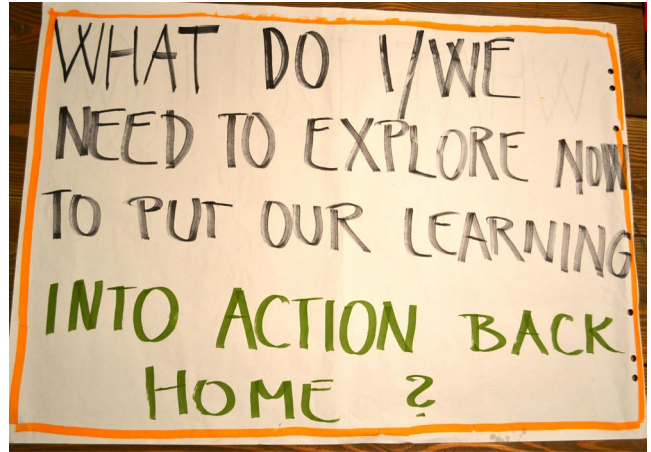


# DAY 3: SUNDAY

## OPEN SPACE

We dedicated Sunday morning to digesting and processing the inputs from previous days in order to make sense of them for our next actions at home. We had **Open space** to dedicate ourselves to our most burning questions and issues. The so called open space was formed by two rounds of one hour time and 10 spaces for group work and discussion. We could fill it with our topics.

We called following sessions



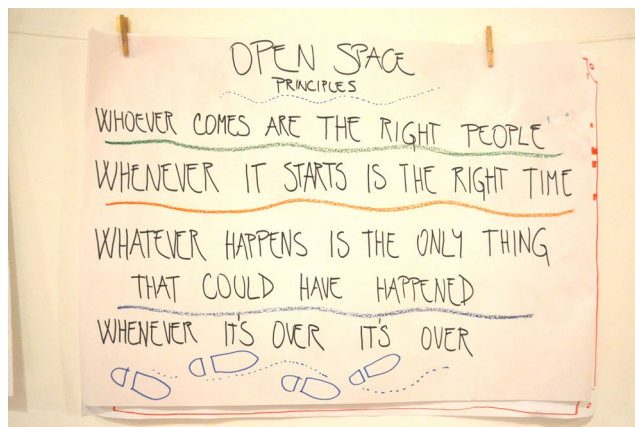
### 1 ROUND:

- a. **What is local food?**
- b. **What is the goal of this conference?**
  - What do you think now?
- c. A message from Brazilian scouts just for you
- d. **Right to be let alone in global society**
  - We can force someone to do something but the main part is to change their mind.
- e. **Scouting for refugees**
  - Read what is the situation in our countries and read the tips. Ask Dimitris for stories and photos
- f. **Exchange Brazil, India, Kenya, Ghana**
  - new project is possible!

### 2 ROUND:

- a. Polish tribe's gathering
- b. Ideas for group lessons
  - Your coordinators know
- c. **Ideas sharing for local communities**
- d. Sustainable development goals
- e. Concrete action steps a) how to stay together b) project development.
- f. **Developing an action plan for Scottish project**
- g. **Role of the scout leader creating an open environment for sharing, values, spiritual dimension, authenticity, support.**

After that we had a gallery of visualised outputs from these discussions supported by the comment of the “caller” of the topic.



Closing circle: we shared our highlights and what are we taking home. Some people expressed their celebrations, some people silenced their mournings. We sang together to stay connected over the distances.



The way how things are done matters. Firstly, because we can be responsible in everyday choices taking into account consequences of our small decisions. And secondly, because acting in certain way, modeling behaviour and discussing it is a powerful educational tool. Therefore we are offering two stories. Story of the project scarf and story of the food at the conference.

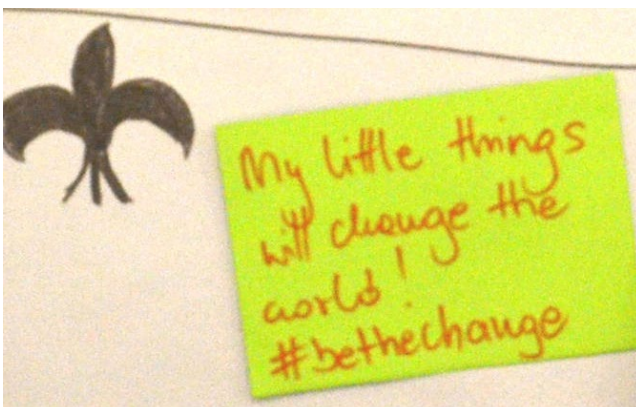
## FOOD – TŘI OCÁSCI (THREE TALES)

We tried to include responsible consumption of food during our conference because we see food as a crucial global issue and we wanted to address some global problems which are linked to the mass production of food an overconsumption of meat (e.g. deforestation, degradation of water, animals rights, risks for food sovereignty and especially climate change).

We invited our friends from Tri Ocasci, a vegan restaurant in Brno, because there is a clear story behind it

- Restaurant Tři ocásci is a cooperative where the employees are equal members, they make decisions together and share responsibilities. For us as organizers they are active citizens not just in the way how they organize their work but also with outreach to the public - taking care about public space in Brno, supporting alternative purchasing, fighting arm trade, cooking for refugees when it was needed and many other ways etc.
- They try to source local, mostly organic ingredients because organic farming cares about the planet, people and animals.
- They offer fair trade coffee and tea because it takes into the account the living and working conditions of farmers.
- They cook vegan food because the meat consumption is far from being sustainable using a lot of soil and energy globally and the consumption is still on the rise.

But as organizers we wanted you to have the chance to taste typical Czech meal “Svíčková” and therefore we invited a scout cook Manas to prepare it using organic meat.



## SCARF – ACTIVE GLOBAL CITIZENS

We hope you will occasionally wear the blue-green scarf telling “Scouts and Guides – active global citizens.” Originally we didn’t want to produce a new scarf because we think that we are overwhelmed by goods we don’t use nor need. However we like scarfs so we decided to produce it in a way that is as much responsible as possible. The scarf is made of organic cotton and the dyes used are fully natural. It was made in the Czech Republic which avoids unsustainable transport from far away countries or other problems (e.g. child labour). We hope it will remind us of our meeting for a long time.



## PARTICIPATORY APPROACHES

We need to create new relationships which can overcome differences in order to find different solutions to global challenges. Therefore, participation and engagement is one of the important competences of global citizenship. And we need to learn that. That is why we used participatory approaches where we learn to listen with attention, speak with intention and take responsibility of common space and time.

Thanks to Kristyna, Magdalena, Kulda, Kikoku, Mary-Alice for co-creating the text.



**2015**  
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