



A DIY guide to support facilitators, educators and communities to develop action learning programs for community-based entrepreneurship. A collection of experiences, methods, and social techniques to inspire you to build your own adventure!

In partnership:



Funded by:



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“Tell me and I forget. Teach me and I remember. Involve me and I learn” – B. Franklin

Before you lies the CEAL-guide, a supporting tool of the CEAL process design package. A product of a partnership of 6 partners in 5 European countries, over 1,5 years, inspired by a Brazilian methodology that has been proven to have impact for the last 15 years.

This guide is to support you on your journey of designing and hosting a program based on the CEAL principles, tools and experiences. As much as the creation of this material and applying and testing local programs in various settings has been a journey for the members of the CEAL-network.

By opening up and reading this guide you're invited to go on a journey together. Funded and supported by the Erasmusplus program of the EU, the fundament for the CEAL-process has been laid. In this guide you find various stories, cases and tips&tricks based on our experiences of building the CEAL-process. Yet there's much more to experience and much more to learn and the CEAL-network is open for you as educational-, community- and facilitation partners to join and bring new knowledge and experiences to the CEAL-network.

Bringing the strong inspiration and basis of the Elos philosophy into European communities, into educational institutions, to youth from various backgrounds has been an enormously rich experience for participants, facilitators and organizations alike.

For that our deep gratitude goes out to all of the people and organizations in this partnership that took trust in the process of doing it and learning from it, together. This guide and the materials are only a small reflection of the contribution of all in this collaboration. We look forward to collaborate with you!

Niels Koldewijn
Team CEAL-network
ELOS Foundation



EDUCATION & COMMUNITY DEVELOPMENT

This process has been created by the CEAL-Network, a group of 6 organizations from 5 different European countries. The network developed and applied a model inspired by the Brazilian community transformation process 'Oasis Game', enriched by their experience in working with youth, community development, social entrepreneurship and education programs in diverse contexts.

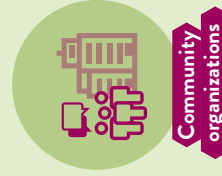
CEAL is a multi-phase model to design a program, using a collection of methods, tools and strategies for social innovation. We offer a learning experience that helps participants to create opportunities of collaboration and growth, in the diversity and complexity of communities, while collaborating towards a positive local impact.

How does CEAL work?



BRINGS TOGETHER

That form the basis to host a learning program where



PREPARING THE FIELD

With the core-group in place, the first CEAL-phase is to co-design a program-outline using the support materials offered and invite community and students for a unique experience.

Support materials offers for its users:



Action-learning
model



Guide

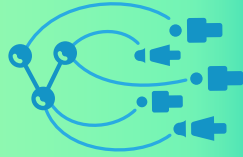


Process Map

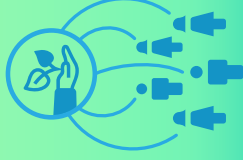


Activities Card
Stock

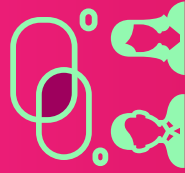
BUILDING COLLECTIVE CONFIDENCE



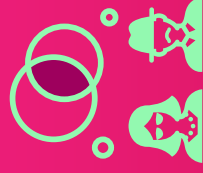
In this phase participants get together to look for resources, talents and dreams of common aspiration that are present in a community and invite its members to collectively take on the first challenge of making a dream-project happen, which creates a positive transformation of the environment. This gives the motivation and builds the trust to take on bigger challenges.



CHALLENGE YOURSELVES



Following the process, participants and community-members receive the challenge to deepen and sustain community-initiatives that have an impacting potential. The groups gather various times, to build proto-types, test them, deepen their understanding of community-based entrepreneurship in practical ways, while working towards a final result.



IMPACT

By bringing together multiple actors each CEAL-program stimulates development on three levels:



personal
empowerment and social
entrepreneurship skills



group
collaborative culture and
capacities



community
boost of grassroots initiatives

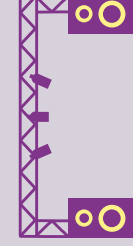
RESULTS



share shop



community garden



youth lead local festival

Completing various action-learning phases of the CEAL-model, the process yields concrete results in the community in the form of cooperative projects and the development of personal- and group competences and skills for life.

Concrete results:

Local collaborative initiatives
creating positive impact

Skills and attitudes:

participation
collaboration
pro-activity
entrepreneurship

1 The origin of CEAL

The CEAL network has developed since 2014, with support of Erasmusplus, a process for Community-based Entrepreneurship Action Learning programs.

The CEAL network consists of organizations from various European countries who work in the field of education, community development and process facilitation.

CEAL programs bring students and youth in communities together to create entrepreneurial social projects and learn skills and attitudes through its' realization.

The CEAL-program is inspired by a Brazilian methodology, the Elos philosophy and its' Oasis Game, that focusses on local talents and common dreams, which has been applied worldwide for over 15 years worldwide. The model, proposed activities and supporting tools presented in this guide are based on the experience of innovating this Brazilian method in several pilot programs, in a cross-country EU-network, enriching it with additional tools and methods that could support the sustainability of the community projects that arise as an output, aswell as multiplying the integral impact.

In the last 2 years, 8 programs took place in 5 countries, bringing together youth and partners that were wanting to learn new ways of building collaborative community projects that have a socio-economic impact, stimulate community development, foster entrepreneurial skills and promote a culture of collaboration.

The experience of taking students out of the classroom and community-members out of their houses, offered many lessons of new ways of collaboration and the creation of value propositions on a community-level. Programs took place in urban and rural communities, challenging participants to bridge differences in backgrounds while realizing concrete results together. In this guide you find examples of various outcomes.

During the two years the CEAL-network partners of Madrid, Bilbao (Spain), Berlin (Germany), Utrecht (Holland), Frome (UK) and Gent (Belgium) frequently came together to craft a methodological basis that could be used for formal and non-formal educational institutions, facilitators and community-organizations that want to set up programs with a similar focus and process.

We were guided by 4 key-questions:

- How can we activate entrepreneurial capacities in each individual and the community as a whole?
- How do we stimulate community entrepreneurial initiatives in the community?

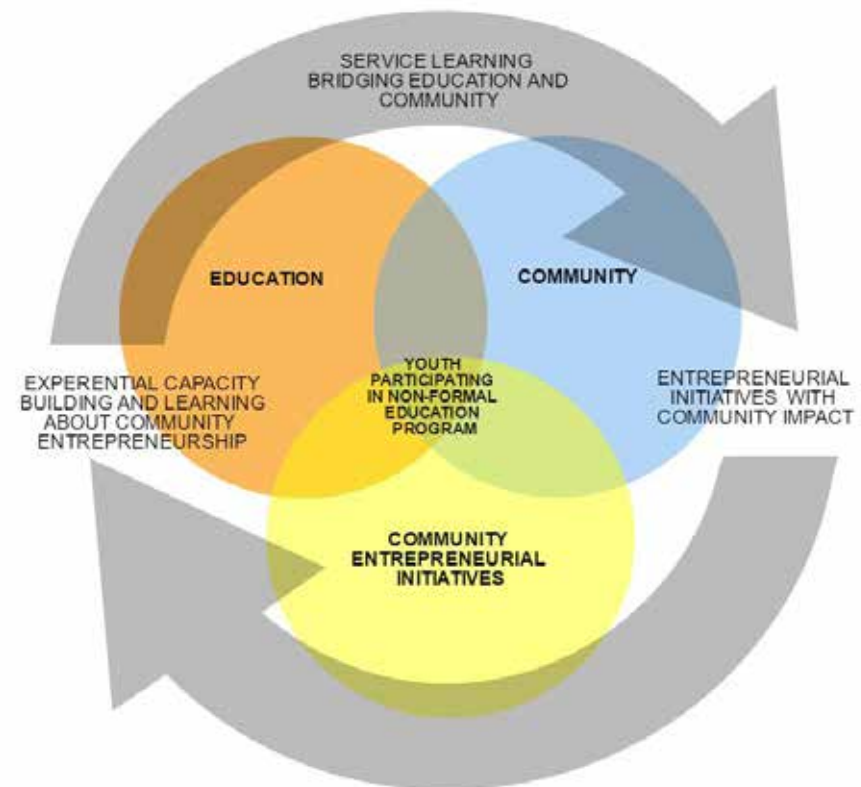
- How do we close the 'gap' between education & society/communities?
- How can a new form of education around social and community entrepreneurship be integrated into formal education?

For some of these questions we found some answers, others are a never-ending and ongoing exploration, for which we invite you to join us.

In this guide you find the result of our development and explorations so far; the basics of the CEAL-model, our experiences and many tips & tricks for when you decide to set up a CEAL-program in your community or in your educational institution.

On the website www.ceal.eu you'll find an interactive space to download materials, share your questions and answers around the material and the key-questions the CEAL-network will continue to hold

Image; model at the start of the partnership that represented the core of CEAL



CEAL in a European context

The CEAL model has been developed, based on the premise that in the current context of challenges we face in Europe, in a context of unemployment and precariousness, new attitudes, new education and experiences are necessary. We see that in current socio-economic contexts across Europe there's a strong need from and for the youth to take the future they desire into their own hands.

Firstly, after finishing your degree, a job is not guaranteed and an entrepreneurial attitude is more and more demanded, even by future employers. At the start of the development of the CEAL-process in 2014, unemployment rates for 15-24 year olds were, for example, up to 15% in Holland, 55% in Spain.

Secondly, the complexity and the amount of social and environmental challenges that youth will be facing in Europe currently and in the future demands a new attitude, knowledge and experience for youth. Young adults seem to be even more engaged in social issues than ever before, but are facing the reality that the amount of financial resources to continue projects is diminishing and that entrepreneurial, innovative and cross-sectoral collaborations are needed for sustainable impact.

Thirdly our active citizenship is more crucial than ever before, demanding us all, including youth to be active locally on community level, dealing with the many social challenges our continent offers. Many solutions lie on local level and ask for new forms of invitation and participation of people, yet the practice of connecting to people, building relationships and projects that stimulate resilience and cohesion can only be learned by doing. Community entrepreneurship and its' underlying attitudes come from practice.

The CEAL programs executed aim to strengthen community and cultivate new entrepreneurial attitudes to beat socio-economic challenges and to empower young people to make their dreams come true, together. This era demands a new way of learning to work together and the only way to do that is to go out and do it and learn from the experience.



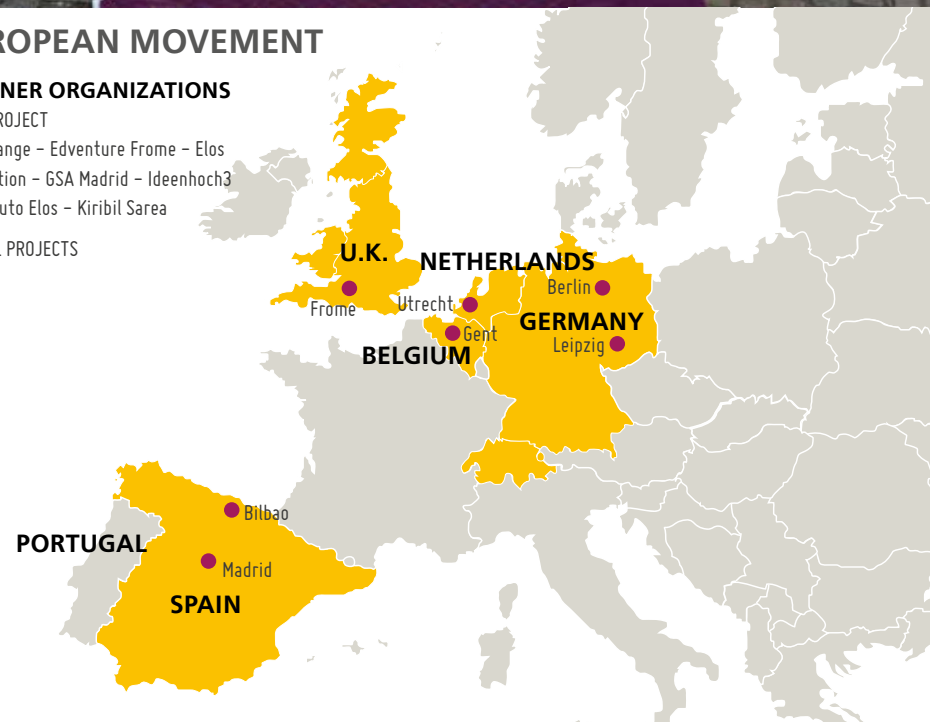
EUROPEAN MOVEMENT

PARTNER ORGANIZATIONS

CEAL PROJECT

Act4change - Edventure Frome - Elos
Foundation - GSA Madrid - Ideenhoch3
- Instituto Elos - Kiribil Sarea

CEAL PROJECTS



1.1 For what and for who

Based on the initial model and the partners in the network organized various pilot programs. Based on these experiences a corresponding process has been defined that allows organizers and facilitators to design their own program. In this guide we will speak of the CEAL process that supports you in designing your own program based on various conditions.

A basis is that the CEAL Process builds on the collaboration between a diversity of multiple local actors. For these multiple actors that engage in a collaboration, CEAL uses some typical roles in the process as educational partner (university, learning institute, school etc.), community partner (public and private organisations working in a community) and Facilitators. Perhaps you see yourself in one of these roles. If not don't worry. These are only role models that help to describe your position in the process and the minimum roles that need to be covered in the core-team. A CEAL process is strengthened by the diversity of partners.

The CEAL-program was originally geared at formal- and non-formal educational institutions, community organizations and process-facilitators, but fits for all actors wanting to organize new innovative forms of action-learning and bottom-up development in communities.

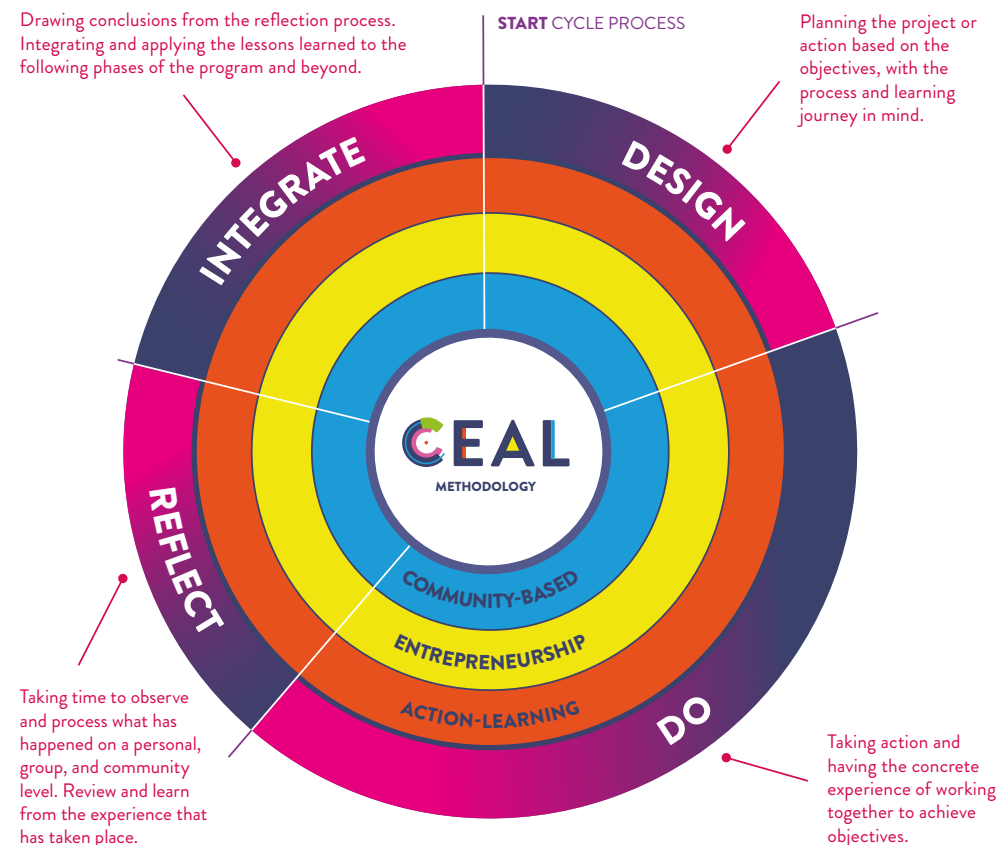
1.2 How to use this guide

This guide is part a set of materials available for you to design your own CEAL program. Besides the guide you find online the CEAL process map, the CEAL activity cards and a toolkit with supporting tools for you to host the activities.

This manual is to inform, inspire and support you in the planning and realization. It is not a manual on how a CEAL Process exactly looks like nor is it designed to tell you what to do. It is rather a map, full of information, inspiration, shared learnings and tools that the network has gathered over the last 2 years in the CEAL Partnership, that can give you orientation in designing a community-based action learning process serving your local context.

It's worth readying the cases and the learnings from previous participants to come to the chapter 4, which will explain you how to plan your own program. In that chapter you additionally find some tips&tricks based on the experiences of hosting the CEAL-programs in 6 countries. If you're lost or need additional information you can always get in touch with the CEAL-network via the online learning space available on ceal.eu. We hope that this guides supports you on your local journey

CEAL action learning cycle process



HOW TO USE THE CEAL-PROCESS-DESIGN PACK



Envision

Open and study the CEAL model and decide the focus of your program.



Deepen

Read the guide and consider the tips&tricks.



Design

Make a timeline, drawing 3 parallel lines (for community, enterprise and entrepreneurship) and the learning-cycle phases.



Plan your program

Fill in your timeline with the downloadable activity cards.



Prepare

Find and decide which facilitation tools you will use from the tool sheets (And perhaps incorporate other tools of your own).

1.3 The Brazilian roots of CEAL:

CEAL-Network builds on the collaboration with, and long-term experience of Instituto Elos, Brazil who have developed methodologies and programs to empower communities world-wide. The ELOS Philosophy comprises seven stages on which the Oasis game is based: Gaze, Affection, Dream, Care, Miracle, Celebration, and Re-evolution.

1.3.1 The Elos philosophy

The Elos philosophy can be lived on a day-to-day basis, but was specifically designed as a process for groups of people working on a community level to go through:

Gaze; The gaze consists of exercising and cultivating an appreciative outlook on the community and its environment in order to create a scenario of abundant resources and possibilities, enhancing each person's presence and potential for contribution.

Affection; Affection is what stimulates people to create affectionate relationships, fostering the emergence of mutual care and trust – elements that feed and strengthen collective work. The exercise of listening is an essential skill for this discipline.

Dream; To dream means to provide the appropriate space and relationship for the expression of the best and deepest aspirations in us all. It means building an image of the best we would like to achieve, transcending our habitual practice of only identifying problems. Typically, the deeper, more genuine and more precious the dream, the more support it finds from the entire community.

Care; Care consists of carefully planning strategies and projects that will widely meet the expectations of a set of common dreams. The group operates in response to the question of how to walk together while taking care of oneself, of others and of a shared dream all at the same time.

Miracle; Miracle is what we call collective action motivated by the group's best qualities and skills, equipped with the abundance of existing resources within the community, confident in the affectionate bonds that unite them, and motivated by their best common dreams. It is an extraordinary gift that you give to yourself and to others.

Celebration; A celebration is a reunion after a course of action in order to share the joy of joint-accomplishment, recognize and to celebrate each person's contribution to the collective achievement. It is when the concrete physical achievement and the lived experience

make even more sense because they are nurturing the celebration of life.

Re-evolution; To create a re-evolution is to think about the future and plan actions to materialize new challenges, always together and with new momentum created by the joy of seeing dreams come true.



More Information:
www.institutoelos.org
www.institutoelos.org/en/jogo-oasis/
www.guerreirossemarmas.net

1.3.2 ELOS PHILOSOPHY APPLIED

CEAL especially drew inspiration from Elos' "comunidades empreendedoras" (community entrepreneurs) program and the Oasis Game. During the local pilot programs, CEAL partners have applied parts or the whole of these Brazilian methods to group and community level.

Comunidades empreendedoras (Community entrepreneurs)

In 2014 Elos started a 2 year program, in 4 communities of Santos (near Sao Paulo, Brazil), involving active community members to become community entrepreneurs within their local initiatives. With trainings, frequent gatherings, inspiration visits and coaching they created various socio-economic local projects, that benefited the community and are sustained. The results included a large few acres community-garden, a community-cinema and community-bakery.

"For Elos, a community is made of people who come together to have something that connects, may be the territory, the place of work, dreams, values or common stories. Community entrepreneurs are a group of people who have dreams of transformation with positive impacts on the collective, create pathways and partnerships to achieve them and are seeking to claim their rights through various public policies, but also making it happen collaboratively with the resources and talents."

Oasis Game

Oasis is a community mobilization game created by Instituto Elos that rallies local talents and resources to transform environments and communities through the materialization of collective dreams. The intention is to transform the world with 7 steps in a way that is fast, fun, and enjoyable.

Designed to be practiced in an entirely cooperative way, the game invites people with common interests to form a community and act out a process in a given location. This could be a neighborhood, a school, a park, a square or a street.

The game uses a wide definition of the term "community," which involves different actors such as residents, collaborators, business-people, youth, children, educators and community leaders, among others.

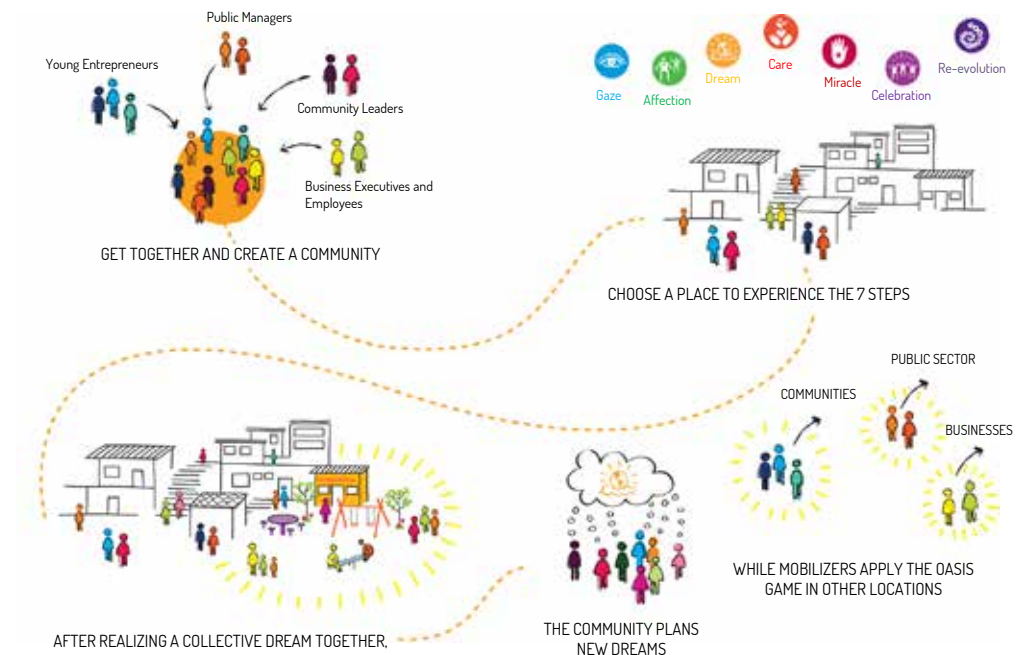
In one month, after many challenges, the result goes far beyond the physical transformation of a space. It propels the cultivation of living communally in society through a vision of abundance, the development of trust and meaningful relationships, through the discovery

of collective dreams, of the mutual care between people, and the desire to do something together.

In the end, the recognition and celebration of the contributions of each individual in the collective achievement opens space to create new dreams and evolve along the journey to transform the world into an Oasis.

The Oasis Game invites people to:

- Live an experience in community
- Practice an appreciative vision of abundance in the world;
- Identify beauties, resources, stories, and local talents;
- Collectively dream up the best spaces for gathering (streets, schools, squares, parks, organizations, neighbourhoods);
- Design and undertake creative solutions to realize a shared dream;
- Transform and fill people, places, relationships, and environments with life;
- Recognize the importance of celebrating collective achievement;
- Strengthen public policy in various parts of the world; Shorten the distance between civil society, business, and government



1.4 Community-based-entrepreneurship: Creating value proposition

During the various exchanges between the partners in the CEAL-network there's been various deep conversations about the essence of community-based entrepreneurship. Our vision boils down to three main elements:

1. Entrepreneurship is an attitude; supported by a big load of information, tools and skills that can be acquired during a CEAL-program, the most essential is to stimulate or find within the community the entrepreneurial spirit. This spirit or attitude is what is provoked or awakened in the process, especially by the focus on peoples talent and speaking to what people are called to develop. Inner fire exists in all.
2. Community-based: our processes are focussed on initiatives and concrete projects that directly benefit the community and its' members and most likely come from a collective aspiration. Attitude of pro-activity and the will to contribute are manifested in projects that benefit community socially, environmentally and economically. It is realized by and for the community in a way that active citizenship is rewarded.
3. Socio-economic potential: in CEAL's vision we focus on highlighting the value that is created by the project. In our perspective of value, it goes beyond the economical, but especially includes the social value for different target groups in the community. Within that we search for how the contribution of the project and beneficiaries can create a form of exchange, which form the basis for a potential socio-economic impact.

Within that we recognize various forms and models, from stimulating local economy, the sharing economy, stimulating volunteering to small scale income generation. Based on the three main elements projects are developed, where the community-entrepreneurs can be community-members, local youth to co-entrepreneurial relationships with and between students and community.

What we learned from application that the scale differs based on focus, time available and the potential arising in the community context. Scale can range from a one-of initiative, a community project with socio economic potential or the full setup and creation of a community enterprise.

A one-off initiative can be a first experience of collective action, stimulating the entrepreneurial spirit through making something happen together.

A community project with socio-economic potential can be identified as a first prototype of a collective community project, that could continue sustainably.

A community enterprise consists of a project around which exchange of goods, services and money takes place, run in an organized way.

It is of high importance to design your program with a clear aim towards one of these scales, as they will demand different inputs to your program. You will find more in the section of tips&tricks on that



1.5 Transforming Education: community-based learning

“More and more, education systems need to innovate and transform themselves to prepare society to face the current global challenges (social, ecological and economical) that lie ahead. At the same time, there are already many tools and experiences that help us in this exciting task. Community-based learning is one of them. It’s a broad approach of learning that connects the academic interests of students with the context of their communities, encouraging commitment in them.

Whilst learning, students can co-create positive impacts and social value propositions with a community, thus being students and citizens at the same time. This is one of the approaches CEAL programs are using, that encourage the students to become change-makers and social entrepreneurs whilst studying. Offering learning spaces out of the classroom and putting in action the ideas and concepts learnt. This can be described as an action learning space where students become an active part of the process.

Students develop skills through on-the-ground, action-learning developing core skills along the way. These kind of experiences in which students participate in experiences that offer real-life learning are a perfect complement to conventional teaching methodologies. A properly designed learning process allows for the assessment of skills learnt and the level of achievement at the end of it. At the same time, students are aware of their own learning and mastery of skills through continual reflective learning throughout the process, looking at what worked, and what could be done differently next time.

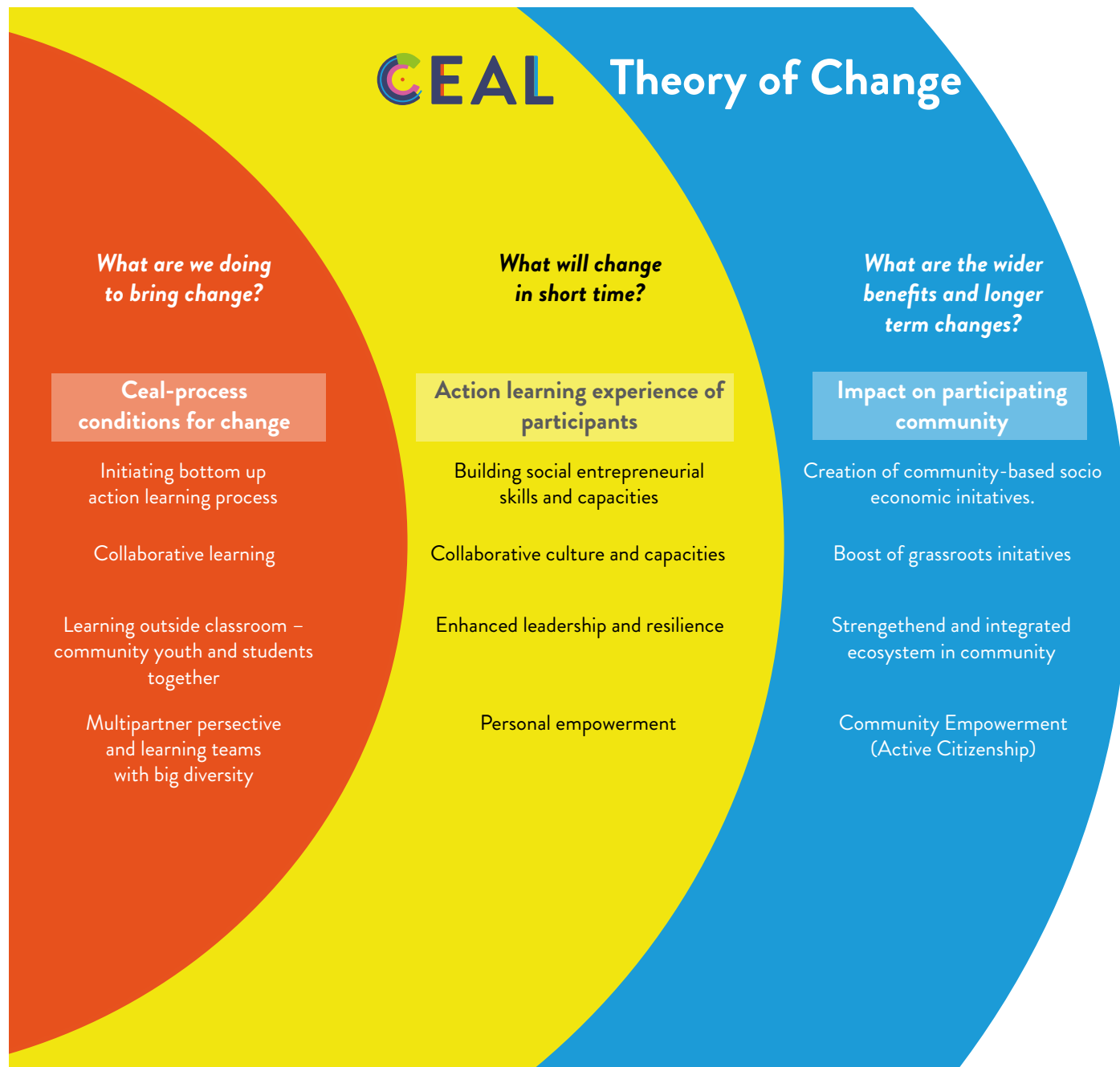
The current educational system is mainly focused on competence-based learning, and evaluating this becomes one of the central themes of debates around education. In contrast, through community-based learning it becomes important to know how the lessons learnt in the different pathways intertwine with each other, and how to build on the learning created. What’s also important is how to evaluate this, how students can also be a part of the evaluation process, establishing tools for assessing the skills developed in not strictly academic activities.

It’s an important area of work in national and international levels. The European Union, through different programs, is recognizing and evaluating the competencies acquired through both formal and non-formal pathways. CEAL network has worked in that direction.”

Maria-José Bautista
UNESCO Chair of sustainable development and environmental education of UNED Spain



1.6 Theory of Change



What is the context?

Social issues are complex and new innovative solutions are required

educational systems need to innovate and transform themselves to prepare society to face the current global challenges

Collaboration across sectors and organisations is essential – no one can do it on their own

Importance of bottom-up community driven solutions

Assumptions

We work with organisations in ways which acknowledge and build on their strengths, are values based, involve mutual learning and where we are a critical friend

Action learning and service learning has a key role for innovation in the education system

Collaboration between education and communities is very fruitful and creates values on many levels

2 Experience of CEAL Projects

During 2 years different programs took place in 5 countries across Europe, bringing together youth and partners that are wanting to learn new ways of building collaborative community projects that: Have a socio-economic value, Stimulate community development, foster entrepreneurial skills and posture and promote a culture of collaboration. The pilots realized were:

Ghent (Belgium), where volunteer organization Act4change brought together students from various universities to collaborate with youngsters of 'VZW-Jong' on local initiatives going through the Oasis Game.

Leipzig (Germany), where youth, students and community-members got together around a yurt in a park, to share their dreams and step into a process of realizing initiatives, further supported by local association.

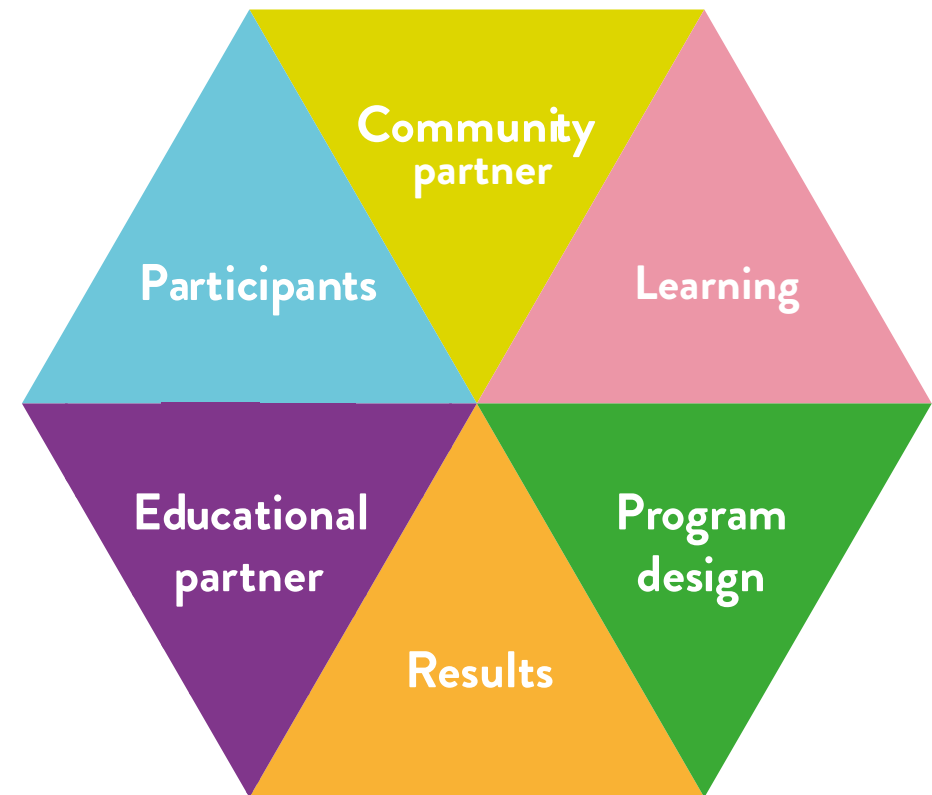
Utrecht-Overvecht (Netherlands), where University of Utrecht students of 'social business' participated in a 13 week social entrepreneurship course, collaborating with local entrepreneurial initiatives in a 'social-entrepreneurship lab'.

Portugalete (Spain), where community-members and students were challenged to get the community together to dream and realize new initiatives in a previously empty, now being re-used covered marketplace.

San Martín y Mudráin, Segovia (SPAIN), a small village where students of the long-distance university UNED got together with local residents to bring life, participatory initiative and entrepreneurial energy back, realizing several sustainable initiatives.

Frome (UK), where students participated in a 2 month full-time social entrepreneurship program. The Frome community challenged them to find a solution for waste-food problems, prompting them to design a community-fridge, stimulating the sharing economy, saving 3 kilograms of wasted food per day.

FACTS & DESCRIPTIONS OF THE CASE



2.1 Portugalete (Basque Country)

Portugalete is a city close to Bilbao with a population of 47 thousand of people. In recent years its old town has been degraded: it has lost a lot of activity and life. One example is its traditional market that closed some years ago.

In 2014 a social movement of neighbors started to manage the abandoned old market to transform it into a cultural and social center. This was the setting for the CEAL-pilot program, where the neighbors wanted to participate in this CEAL Network project to attract other people in the village to propel social projects for the community forward inside the market.

Every weekend there were already several activities taking place – cinema, lectures, games, workshops, etc. and everybody was welcome to propose activities for the market. The main intention was to encourage a broader group of citizens to participate and manage the spot.

The program brought together a large group of the community and supported by a group of students who hosted an Oasis Game, spread over 2 weekends. The group went out to interest people to come and join various gatherings to meet each other and think of new projects in empty booths still available in the market.

In the second weekend various of the initiatives were realized using local resources and the talents that were found in the community to execute them. The hands-on weekend resulted in some hands-on results as vertical gardens and the solidary fridge, but also activities such as a youth-disco, kids cinema and various activities promoting connection between people.

In the following period the groups came together every couple of weeks to work out other ideas that needed more time to develop and were taken on in the 'challenge yourselves' phase to develop into more embedded projects in the Portugalete market.

What stood out as most impactful outcome of this case was that the initiative for the first time after opening this marketplace was able to get a bigger variety of community-members to come in and participate who didn't want to meet each other, nor collaborate. But now did.



DO YOU WANT SEE WHAT HAPPENS?

„Suddenly I found myself telling to sixty years' old lady who passed by the Merkatu the same story:

'No madame, today there is no „chicharrillo“¹, we are celebrating the work done for two weeks in this space through a methodology called OASIS. Will you come and see?'

I have mixed feelings; I'm really happy and satisfied with the work done, proud of the relations generated between different people, in love with my community and deeply exhausted.

It has been long weeks of hard work, because the challenge we faced was not easy. Enter an old market that had been closed many years, in a neighbourhood with many empty houses, abandoned by the institutions, and turn it into a space for all and built by all

But we're celebrating. We are building. We are getting there.

Then the old lady looked into my eyes, there were a few seconds of silence, and she replied: 'Honey, you're the daughter of Maite, right? Pili's granddaughter? You've grown up so much! How is your family?'

We chatted for a moment and I promised I would mention her to my family. She did not stay at the Celebration, but I'm sure that this woman really now feels that the Merkatu is also her space. I am looking forward to seeing her again and continue sharing experiences.

I re-entered the Merkatu with a clear conclusion: we had managed to get our common goal, the dream was on its' way.“

By Zihortza

¹Chicharrillo: Dancing organized for seniors on Sundays.



▲ **Community partner** - The community members of the Portugalete market which is a social and cultural self-managed by local community and neighbours.

▲ **Educational partner** - EDE Foundation is a non-profit organization that promotes social development in Biscay through the training and support of individuals and organizations working in the field of social intervention. EDE Foundation has 50,000 direct users and 400 organizations using their services annually. Currently the foundation is made up of 419 individuals. There are a further 52 volunteers and 241 teaching collaborators.

▲ **Program Design**

The pilot program in Portugalete had the key components of an intensive start with 2 long weekends of hosting the Oasis Game, followed by a phase where the community-members and participants were challenged to prepare and develop their projects for long-term continuation. During a period of 2 months the group had three gatherings;

- Activity 1: identify the learnings of the people involved and the changes in the community
- Activity 2: sharing new community dreams
- Activity 3: select and prioritize community dreams

A unique element to the program was the availability of a community-space as a container for collective projects.

▲ **Participants** - 4 students, 15 youngsters from the community and 2 community members.

▲ **Results**

- Vertical urban garden created
- Beautifying the market space by painting the main door, tables and chairs.
- Solidarity fridge project
- Kids cinema initiative
- Cultural activities developed: cooking workshop, recollecting historical stories of the neighborhood with the old people
- Initiatives in collaboration with the shops of the old part of the town in order to revitalize the neighborhood (for example, a Basque-Spanish dictionary for the shops and bars)

▲ **Learning** - "I always get surprised with the power that people have for transforming a community" - Gorka, student of a community building program from Bilbao.

2.2 Leipzig Reudnitz (Germany)



Reudnitz is neighborhood in the east of Leipzig. The district is very heterogeneous area. People with migrant background, pensioners, students and young families are living here. In the last years Reudnitz attracted more and more students and young families due to lower rents. Reudnitz is a neighborhood in transition. Long time it was mainly known only due to its bad reputation regarding high unemployment rates, drug and crime issues.

In August 2014 “Dresdner59” started as new project for neighbourhood work of the evangelical church - Dreifaltigkeitsgemeinde in Reudnitz. Since April a Neighborhood Café has opened in “Dresdner 59”. Three days a week for several hours, exchanging fresh baked pies, fair-trade coffee and regional juices for cash donations. Most important are the alliances people experience here and the projects that originate from this meeting place.

The CEAL program took place there to increase community involvement in the neighbourhood and to bring new experiences and methods of working with youngsters in the ‘Urban Commons’, a mixed group of young students and local youth.

They started to interact with the local community by playing 2 Oasis Games and having weekly project meetings. The first part of the program a yurt was set up in a park in the neighborhood to attract people to come and participate. This easily accessible formula lead to a 100 people coming to share their ideas for a better neighborhood.

Some of these ideas were realized in the first weekend to proof things can change and to invite youth and community-members to take on bigger challenges. After various intermediate gathering with the initiators of



ideas another intensive 2 weekend program was organized, involving students in collaborating with the community in realizing three projects that were chosen to be most impactful and having most support. Prototypes were realized and carried forward by Dresdner 59 with additional coaching.

In spring 2016 the public Box for toys and games were launched in a celebration. The CE-AL-pilot in Leipzig was especially characterized for bringing together people from different social and cultural backgrounds. At the same time this first pilot of CEAL was an impulse into defining the shape of the CEAL-pilots, which in Germany was preceded by another pilot program in the Brunnenviertel in Berlin in collaboration with the TU Berlin.

What is your dream?

Just one step, just one question.

But still – towards a stranger.

An old guy in a wheelchair having a ride in the park, standing in front of me.

What is your dream?

The word dream in english might not sound as dense as it sounds in german.

Was ist dein Traum?

What a heavy and deep question to ask a stranger.

Old guy in a wheelchair, do you have any wishes?

No, not any more. I am too old, sitting in a wheelchair, living in a home for elderly people, arguing with my wife. But still, I have one! It wasn't always easy.

Old guy in a wheelchair, what would you change if you could change it easily?

Nothing. I am too old, sitting in a wheelchair. I have been to Russia during war, have seen Germany divide and unite again. That was great and scary at the same time.

Old guy in a wheelchair, what is your dream?

I am not dreaming any more. I am too old, sitting in a wheelchair. But I would like to see young people happy, not fighting in war, having some work that they like to do, but not too much, so that they can take care of their family.

By Stephanie

Participant in Leipzig Reudnitz from TU Berlin



▲ **Community partner** – The “Dresdner59” is meeting space for the neighbourhood where people get encouraged to participate and improve life in their district run by the Dreifaltigkeitsgemeinde Leipzig. Different Workshops and cultural activities are offered. The Dresdner59 is open to all generations, biographies and ideologies, it is supposed to be: A small oasis of coexistence.

“Reudnitz blüht auf” is a neighbourhood network that what to promote collective action by the habitants to improve the life in Reudnitz and mutual aid in the neighbourhood.

▲ **Educational partner** – FH Merseburg a University of Applied Science near to Leipzig – Faculty for social work 14 Students of FH Merseburg of the first semester in social work participated in the pilot as part of a practical seminar (with Credit Points), where Students spent 8 weeks with a project of a local partner and reflect with their Professor about the process

▲ **Program Design**

PHASE 1: Preparation phase and dissemination.

PHASE 2: Small Oasis and building a Yurt

PHASE 3: Public Dream events

PHASE 4: Second Oasis Game

PHASE 5: Working on the projects: Coaching and mentoring to propel new projects and final presentation

▲ **Participants** – 19 students 8 local youth with the community.

▲ **Results**

- Realization of 3 projects:
 - o Reudnitz Info: Information board for the community which was put up in local shops
 - o Bottlerecycling-boxes to put in recycling bottles at public places
 - o Public Box for toys/ games in a park
- More connection between people in the community
- Empowerment of the youth
- Introduction and promoting the mutual aid neighbourhood network “Reudnitz blüht auf”

▲ **Learning**– “Dance and cooperative games are essential for learning and group dynamics”

2.3 San Martín y Mudráin, Segovia (SPAIN)



San Martín y Mudráin is a small village in the Spanish region of Segovia, its population during winter is about 280 people. As other rural areas they have based their economy in agriculture and farming, and have a rich tradition managing natural resources in sustainable ways, houses originally used to be made out of adobe, clay and hay. Despite the small population and the lack of socio-cultural and socio-economic opportunities, more acute in a context of global

crisis, San Martín and Mudráin, and other villages from the shire “tierra de pinares”, has an important number of young people who are wanting to build their future in their own village supported by the community, although many find it hard and are forced to leave to neighbor cities. Proving this intention is the reality of “La Adobera” a cultural association founded two years ago by 10 community members that has started the rehabilitation of the old town hall space (a one room building) to create an open space for new ideas that emerge from and for the community.

The invitation to join the CEAL process was the perfect fit for a community organization that was wanting to boost social cohesion, culture, and local economy in a sustainable way. The process started with an intense community mobilization process during two weekends with an Oasis Game, the social initiatives that emerged; an abandoned building was transformed into a community center, with meeting and working space, with collective art, concerts area, chill out area for community meals and a program of cultural activities.

They managed to rehabilitate a natural spot so it could be used by the community, creating a sand path, tables and benches, all these dreams were realized by the community articulating local resources and talents. These initiatives were followed up with the Challenge face with online support and workshops, even new ideas were developed. The project culminated with the showcasing of these projects at the ‘Foro Chico’, a gathering of social innovation in rural areas that took place in the village and was its 4th edition and took place 3 months later. Besides the concrete results the program helped to strengthen the local association, to increase social participation in the village, to propel new social projects in the area, and an empowering learning experience for all the participants.

“The most significant change I saw in the community and in me is to trust that if there’s a common idea that we want to make happen and it has a positive impact in the community everybody wants to take part and work for it. I learned to listen actively and the power of sharing collective dreams, (...) It surprised me how many people said yes and got involved.” – Cristina, 24 years old, member of the local association “la Adobera”

“After seeing all we manage to do in a few days in this village, how everybody took active part, has really helped me to keep fear away from my dreams. I’m giving first steps towards starting my own entrepreneurship.” – Fabi, 19 years old, neighbour from a rural village in Segovia, took part of the CEAL program at San Martín y Mudráin.

“My next step after this experience is to keep learning and give my best to contribute to improve the environment.” – Kath, 22 years old, student of UNED.



▲ **Community partner** – Local neighbor's association: “La Adobera de San Martín”. It was founded in 2014 with the purpose to fill in with life an abandoned building in the village, turning it in a community space. Open to develop activities that will support community building, and bring positive impact in economy, education, culture, environment and community. Fostering entrepreneurship in the region.

▲ **Educational partner** – The National Distance Education University (UNED) has as its mission the public service of higher education through the modality of distance education. With more than 205,000 students, UNED has the largest student population in Spain and is one of the largest universities in Europe. The Spanish educational partner of CEAL Network is UNESCO Chair of Environmental Education and Sustainable Development, which is part of UNED. Is an academic space of research, training, information and cooperation. This chair is framed in the UNITWIN program – UNESCO Chairs within UNESCO organization. At UNED it is located within the broad framework of activities developed by the International Relationships Vice-rectorate.

▲ **Program Design**

PHASE 1: Preparation phase and dissemination. Building partnership, designing program and inviting participants and other stakeholders to support the project.

PHASE 2: Oasis game

PHASE 3: Challenge phase: Online process.

- a. Ideas generation Workshop
- b. Deepening ideas with design thinking workshop
- c. Prototyping and lean canvas workshop
- d. Project Showcase at 4th edition of “Foro Chico”

PHASE 5: Integration Phase: evaluation and reflection of the most significant change in me, my project and the community

▲ **Participants** – 19 students 8 local youth with the community.

▲ **Results**

-Participatory rehabilitation of the cultural center “Adobera space” fixing and painting walls and floor, creating a collective artwork wall, bringing furniture to create a working space, a concert space, and a meeting area.

-Participatory rehabilitation of a natural spot: with the construction of a wooden bridge, a circular sand path around the lagoon, a wooden tepee, wooden tables with benches, and plantation of flowers and trees.

-Socio-Cultural and Socio-economic activities programmed to be developed in the space, such as village culture storytelling increasing dialogue between elders and kids, a market.

-Projects: prototyping the open of a rural community library project, developing activities, workshops and gatherings, fostering mutual learning and connection space. Prototyping an ecological vegetable canned food enterprise. A guide of collective care and use of the natural spot rehabilitated.

▲ **Learning** – “The community always encourages us to look for the opportunities, manage the chaos, take risk... and to have fun together”



2.4 Frome (UK)



This pilot took place in Frome, a town and civil parish in eastern Somerset, England. Frome as a town is strongly focused on community participation, promoting local economy and promoting sustainable living. A vibrant area where Edventure has been hosting for several years a course in community enterprise for 18-30 year olds, including a 2-month team challenge, a week-long residential for reflection

and an optional 6-months of individual support for starting up a project, self-employment or business.

Compared to other pilots the Frome program is already a strongly established program and structure in which young adults participate full time and are supported by people and organizations from the local community. They learn by setting up community projects and social enterprises for local organizations.

During the program run in the fall of 2015 the students were given the challenge to find solutions for food waste. The program kicks-off with various introduction activities and getting to know the community, inspired by Elos philosophy and Oasis Game elements, but enriched with various workshops and reflection moments.

Shortly after the actual realization of the project started and 10 students started researching possible forms of re-use, hosting various events where diners were served with food that people and businesses tend to throw away. This created already a lot of consciousness and additionally the concept of the Community-fridge was launched.

The community-fridge is a public sharing space, where people store food that they are not using for others to take home. Therewith stimulating the sharing economy, but also saving up to 3kg of food otherwise wasted a day. The initiative was praised on BBC.

The experience of setting up such a participatory community initiative prompted half of the group to start self-employment or a project after the training.



*With the gentle rise and fall,
Of humanities breath
Lives a painful ache
Within our longing to connect*

*Through belonging longing
We bring our gifts to share
Connecting all perspectives
Finding the gift within despair*

*Here community may flourish
Through the deepest respect
With sharing our story
Comes an opportunity to reflect*

*It is here we may feel
Our hearts beating in tune
An honest perfection
Natures rhythm of the moon*

*An opportunity to share
Our perspectives and gifts
Through action and exploration
In process and transformation*

*Through sharing our stories
With the deepest respect
There community flourishes
An opportunity to reflect*

*,I am an ocean, in a single drop
Part of the whole
A worthwhile Edventure
For every lost soul*

by Gwen
participant of Edventure program



▲ **Community partner** – Frome Town Council, the parish authority for the town of Frome. Our work falls into three main categories; representing the local community, providing services to meet local needs and striving to improve the quality of life in Frome, through (a.o.) building a sustainable economy for the town and building a vibrant community that is able to participate in local community life and decision making about public services

▲ **Educational partner** – Edventure Frome is the school and platform for community entrepreneurs with the mission to support young adults to take initiative and create viable, sustainable futures for themselves and their community. Edventure Frome brings the local community together to support the next generation, in a win-win scenario for people, community and the environment. We do partner with local educational institutions on occasion.

▲ **Program Design**

- PHASE 1. Introduction training week including OASIS methodology, goal setting, team development and meeting the local community
- PHASE 2. Challenge phase including setting up community events and projects to tackle local food waste, combined with community enterprise training
- PHASE 3. Residential Reflection including reflection of the experience and project planning for the future (of Edventure or individual participants?)

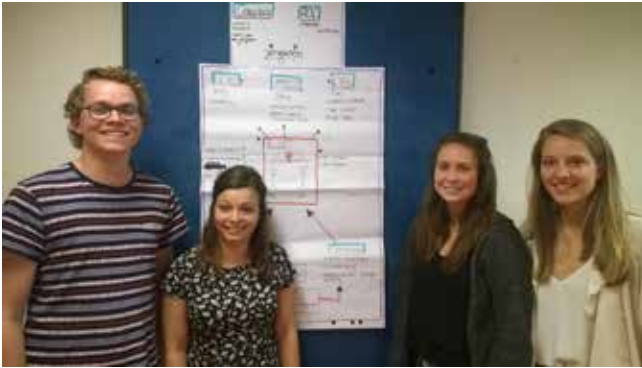
▲ **Participants** – 10 students and 30 community members

▲ **Results**

- The Community Fridge that promotes a sharing economy
- Savings of approximately 3kg of food waste a day
- 50% of participants started self-employment or a project after the training
- 320 diverse local people participated in community events
- 15 local volunteers supported participants through mentoring, coaching and providing opportunities

▲ **Learning** – “Building community networks is a key takeaway for participants. People gain a lot from working through conflicts” – Johannes Moeller

2.5 Utrecht (The Netherlands)



Wijk&Co, Elos Netherlands, Utrecht University and SE Learning Lab have joined forces in this pilot and designed a new program to tackle the present need for youth in all layers of society to develop social and community based entrepreneurial skills in a society in transition.

Students from the university course 'social entrepreneurship as a challenge' and youth from the neighborhood participated in a three month pilot in Utrecht Overvecht. This neighborhood is amongst the most multicultural areas in Utrecht. Unemployment is high, more than half of the population is under 35 years old and there's a 'vicious circle of volunteerism' in the neighborhood.

The participants engaged in the challenge to start new community based entrepreneurial initiatives and design the social value proposition to grow the initiatives into social enterprises. The program was embedded in the university course, which was spread over 3 months, with half-day lectures and community-activities combined.

The program led to the realization of social value propositions of 5 social entrepreneurial initiatives: Mama Café, Neighborhood Safari (Overvecht on the Map), Start-up Here, Crosspoint and Coffee Career.

The program involved working with relevant (local) stakeholders in scrutinizing and prototyping the value proposition of every initiative. Some of the initiative were taken to next levels, into community based social enterprises: U-Nite and Neighbourhood Connectors.

The CEAL program in Utrecht led besides the concrete results to a growing community of community members, social entrepreneurs, students and existing social initiatives around the program and the program was repeated in June 2016 again.

Community partner – Wijk&Co is a youthful and innovative organisation active in two neighbourhoods in Utrecht. As social brokers they focus their activities on development of talents, empowerment, strengthening of net-works in the area and activation of citizens to take their own initiatives in 2 parts. The organisation works with self regulated teams in 2 parts of Utrecht City.

Educational partner – The Utrecht School of Governance (USG) is part of Utrecht University and offers an innovative course on "social entrepreneurship as a challenge". In this course action learning is a red thread throughout the weeks students are working towards their social value propositions and a prototype of the social enterprise they are developing.

Educational partner II:

The Social Enterprise Lab (SElab) is connected to the Utrecht University School of Governance (USG), and operates as a social enterprise at the crossings of the academic world and the social enterprise sector. It strives to connect students, academics, professional experts and entrepreneurs to cooperate on finding solutions for public challenges.

Program Design

- Phase 1: Appreciative gaze and design of social entrepreneurial initiative
- Phase 2: Challenge phase – prototyping and social value proposition
- Phase 3: Reflection with stakeholders on including reflection of experience and planning next steps

Participants – core group existed of 25 students & 2 youths from community

Results

- 5 social entrepreneurial initiatives: Mama Café, Neighbourhood Safari (Overvecht on the Map), Start-up Here, Crosspoint and Coffee Career;
- Boosting or starting community based enterprises: U-Nite and Neighbourhood Connectors;

Learning – "Thinking feels as a safe activity. Learning means taking action. Act and things will start happening."

„Three weeks into the course we found ourselves inside the classroom again. Small groups of students spread through the room working hard on developing their ideas for starting social enterprises: initiatives that are going to change the world, starting with Utrecht Overvecht. I dreamed of the students go outside since the first moment. Heading into the neighbourhood: talking, connecting, building relationships with people. It was a huge educational advantage to get outside of the bubble of the classroom and find out what it is they want to add to the world; to start creating from their own passion in connection with the community.

But well into week three, groups were still inside puzzling their heads over what would be the right thing to do, preparing new models of what could work, hypothesising and more thinking.

Except for one group. They had just vanished and nobody really knew where. After an hour or so, they suddenly appeared in the classroom buzzing with energy and enthusiasm, more jumping than walking. “We had just had an amazing experience, the energy just exploded from their faces.

They told for everyone who wanted to hear (and also who didn’t) that they had decided it was time to find out what needs were there amongst the elderly of Utrecht Overvecht. So they just went to an elderly home to start serving coffee at the canteen: an awesome way of being there naturally and having the time to connect and chat with some elders to find out what it was they could add that would have meaning.

All these students were part of the university course ‘social entrepreneurship as a challenge’ which after some successful editions had started to take place outside of the university and inside the community of Utrecht Overvecht. The students were challenged with creating social value propositions & prototypes of a social enterprise that would add value to the community. It needed to be in co-creation with the community, and they had 13 weeks to do it.“

Peter Linde (Netherlands)
University of Utrecht



2.6 Muide, Gent (Belgium)

This pilot was hosted by Act4Change in the neighborhood of Muide, located in the north of Ghent, surrounded by harbor activities. When the employment of people in the Muide in the harbor industry stopped, many young local people moved out of this former very active community.

A lot of migrants moved to the Muide out of the more expensive city centre. The diversity generated segregation, and young people still move out of the Muide since there are not many activities happening for them. The local government tried to turn around this process by attracting young middle class families with a higher income, which created an interesting diversity in the community, nevertheless, there are still a lot of social challenges.

During the CEAL pilot Act4change organized an education council, consisting of various teachers and professors of social studies of universities and other educational institutions to advice on curriculum development and who opened up for students to join the program.

At the other side VZW-jong, a youth based organization based in Ghent stepped into the project. Together they hosted a kick-off workshop using the power of cooperative games as a way to engage youth and in early 2016 students and youth got together to start involving the neighborhood in the collaboration to realize youth-initiatives of the involved group of youngsters.

One of the outcomes was a pop-up community cinema, which inspired the youth to collaborate around setting up more activities around one overall dream: the need for more meeting opportunities for people of the neighbourhood.

During the 'challenge yourselves' phase which consisted of various follow up gatherings. We splitted this dream into three challenges. 1. More sport facilities in Muide. 2. Exchange system for services together with refugees. 3. Organising a talent-show. The project of Muide was especially successful in bringing together people from different backgrounds and ideas are said to be integrated in future planning of the city.



Community partner - Vzw Jong is a youth organization, based in Ghent and also active in the Muide. Their mission is to raise personal and social emancipation of youngsters in different neighborhoods. VZW Jong organizes daily activities for diverse groups of youngsters in their spare time. VZW Jong defends the interests of youngsters in their contacts with other organisations, facilities and governments.

Educational partner - During the CEAL pilot Act4change organized an education council, consisting of various teachers and professors of social studies of universities and other educational institutions to advice on curriculum development and who opened up for students to join the program, incl. University College Arteveldehogeschool Gent, Community Service Learning of University of Ghent and , Social Entrepreneurship Center of Hogeschool Gent.

Program Design

- PHASE 1. Introduction training week including OASIS methodology, goal setting, team development and meeting the local community
- PHASE 2. Challenge phase including setting up community events and projects to tackle local food waste, combined with community enterprise training
- PHASE 3. Residential Reflection including reflection of the experience and project planning for the future (of Edventure or individual participants?)

Participants - 8 students and volunteers, 12 youngsters from the community and several community members.

Results

- a movie night with 35 people of the neighbourhood
- constructed a cosy corner
- Community diner with a buffet of different dishes
- We collected tiles. People of the neighbourhood painted their dreams for the Muide.
- We integrated our programme in the future planning of the city

Learning - "To dream means to provide the appropriate space and relationship for the expression of the best and deepest aspirations in us all."

“When I decided to participate in the Muide4Youth project, I was doubtful at first. What are we going to do? What will be the result of these two OASIS weekends? What will happen afterwards? Who are these students who will join in? I didn’t want to get my hopes too high, because I didn’t know what to expect, but I decided to just jump in and go for it.

On the first evening that we came together with the entire group we started with the ‘appreciative gaze’, a different way of looking at the things around you and discover sometimes small but beautiful things in the neighborhood. We had to team up two by two, one student and one youngster from the community. One got blindfolded, the other was the guide. Already from the start we had a lot of fun and a good laugh together. We discovered that it gave a really different perspective by using your other senses.

After sharing our experiences we went further in the neighborhood to take pictures of the beautiful things we discovered. This was an important experience for me. The students were not familiar yet with the Muide, but even I discovered new things I had never noticed before, even while I’m living there for 10 years now, thinking I knew the place really well. There was a nice art work with colorful hands at the community center, and even a guitar school around the corner where I live. It was really nice to experience this together with the students.

Because of these games where we – from vzw JONG – were mixed with the students, we quickly became one group instead of two different ones. Because of the flow and vibe of the weekends the group became stronger. It didn’t feel like the students were just doing this for their grades, but because they were willing too, with a sincere motivation.

A really important moment for me was the Saturday night of the second weekend. That day everyone worked really hard on our shared dream to organize a movie night for the community; building a cosy corner, driving around to pick up stuff, cooking from food waste of the neighborhood, ... After this intense and successful day – around 30 people from the community stopped by for our event – we decided to make a bonfire with our group to have a celebration. I felt part of this really nice group and had a strong proud feeling that we all did this together.

After the weekends it was difficult to maintain this common motivation. During the weekends of the OASIS game, the energy of the different participants fueled each other, but it is hard to maintain this dynamic without the intensity we had during the weekends. It feels good to have stepped outside my comfort zone and I hope that we can realize more projects for the community of the Muide in the future.”

Fatbardh (Belgium)

fatbardh – participants of CEALprogram Ghent



3 The action learning process

CEAL journey gives a unique opportunity of emerging different types of learnings in the participants. Having the experience of an open class inside a community, where students and neighbors work together for social change brings new and surprising knowledge. Is an innovative possibility, out of the classroom, to discover learnings that were not expected.

During the experience, participants develop entrepreneurial skills through action, through the implementation of specific initiatives that are meaningful for a community. They learn to take risk, to look for the abundance of opportunities where others see scarcity, to deal with fears and be open to change, and to put ideas into action.

They increase their personal development, getting out of their comfort zone. Learning about deep listening, propelling their determination and courage and cultivating their own passions and dreams.

They also improve their community and team building skills, learning how to lead the self and team changes in the unpredictable and complex environment. They co-create an environment that is appropriate to propel ideas and dreams.

To learn to be surprised. And this newness is in the heart of changes. The new information we get makes it possible to propel new actions and behaviors. Without expecting it, the new experience enters in our 'network of knowledge' and is able to modify how this knowledge organizes itself. We modify values and contents creating an emergent, creating learning. This is the Systemic Principle in education: the organization of the whole produce new qualities, new emergents. (Novo et al 2014)

How many times we learn unexpected things? How many times we get surprise with an experience?

CEAL pilots aims to propel social entrepreneurship competences in the participants, to be able to lead social value propositions in communities. These learnings where the most predictable or expected for the teams, but always in the learning journey we get surprise. You can find here some stories of learnings of people engaged in the CEAL pilots, and get surprised with ourselves:

Peter Linde (Netherlands)
University of Utrecht

“Being stationed inside of the community of Utrecht Overvecht, and meeting in Neighbourhood Centre De Dreef, in the far north of the city, literally the last building before walking into the polders, it turned out to be an enormous step mentally and physically to do act as social entrepreneurs in the ‘real world’. Not only were they outside of the safe haven of the university, they were also approached as social entrepreneurs instead of students and were supported by a fellow social entrepreneur instead of a teacher. Not having classes but meetings. Invited to take ownership over their own learning process, to making do, to create value to be entrepreneurial.

An huge mind shift that, although the invitation was already made in the first meeting needed time to sink in. Being so accustomed to the culture of learning inside of university, sitting class, having a teacher sending information, getting homework, and knowing exactly what to do in order to be able to pass your exams and receive your grade. This turned out to be something different. Confusing it was, to say the least., indignant even for some. Difficult to believe, what does it mean not to be student but to be entrepreneur? What does that mean for the ‘rules’ inside of ‘class’?”



Fatbardh (Belgium)
fatbardh - participants of CEALprogram Ghent

"A really important moment for me was the Saturday night of the second weekend. That day everyone worked really hard on our shared dream to organize a movie night for the community; building a cosy corner, driving around to pick up stuff, cooking from food waste of the neighborhood, ... After this intense and successful day – around 30 people from the community stopped by for our event – we decided to make a bonfire with our group to have a celebration. I felt part of this really nice group and had a strong proud feeling that we all did this together"



María Gutierrez (Spain)
Fundacion EDE - educational partner

*"After living this experience, carried away and guided by the methodology itself, it has achieved the main goal: transform the old Market in an open place, a reference place for any neighbor from the town and surrounding towns, who wants to share his initiative and make collective, real and possible initiatives.
It important to notice that the CEAL process, the ability shown by the community to generate and facilitate several and different initiatives, and also maintained them over time; it is an important basis for the project that make it does not lose strength and hope"*



Katrin Van den Troost (Belgium)
co-organizer Act4Change

"The game made it possible to take away thresholds on individual level but also on the level of the group. Together we made something possible that was unique and bonding. Together we shared our comfort-zones to change ourselves and the community."

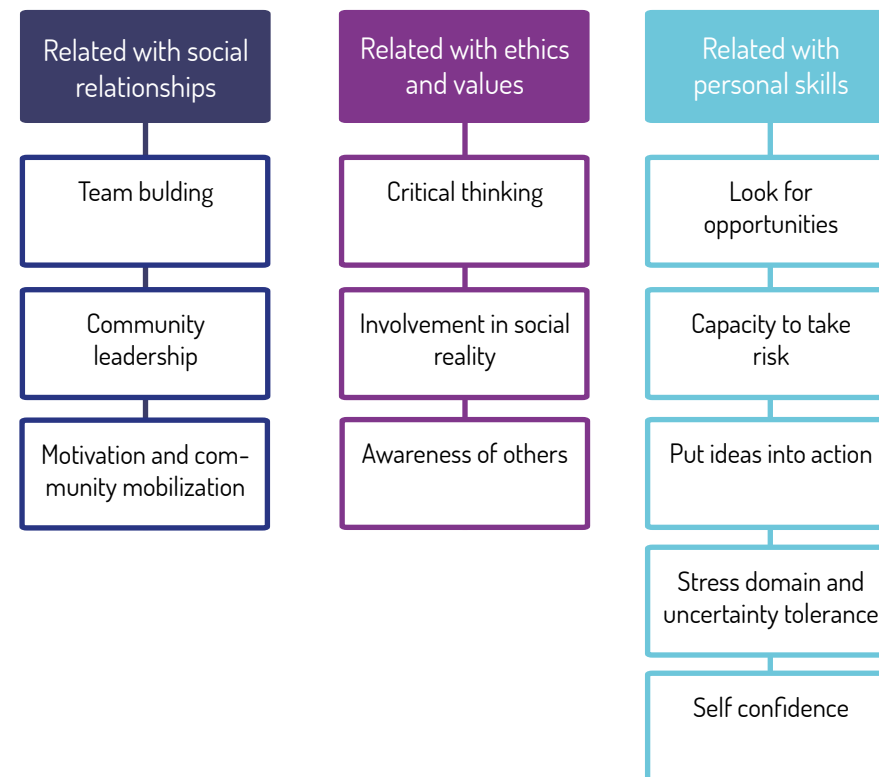


Georgia Parfitt (UK)
participant Edventure Frome program

„Having the space to work is of the utmost importance should we wish to create new avenues of thought and channels of action within ourselves, to manifest in the world around us and connect with clarity to others. To be able to listen and receive the needs and wishes of team members whilst furnishing one’s own world with an explicit collection of nuances and turfs from which to create anew- this is what space provides. An enclosure, containing the collective and giving headroom to big ideas. A safety kept and nurtured within walls, under roofs, cultivating an axis within the heart of each of us and bringing together our need to connect“.

„At Edventure in Frome, all participants and activities radiate from The Hub, the centre axis of the wheel. The wheel is where the motion happens, where the circular and cyclical nature of life is perpetuated, producing new energy, new life, new ideas.“

CEAL pilots aims to propel Social Entrepreneurship Skills in the participants, to be able to lead social value propositions in communities. Learnings we are aiming can be divided into three categories:



Through the implementation of specific initiatives that are meaningful for a community, participants learn to take risk, to look for opportunities in other to see scarcity, to deal with fears and be open to change knowing how to deal with stress and uncertainty. They increase their personal development, working out of their comfort zone. Learning about deep listening, propelling their determination and courage and cultivating their own passions and dreams. They also learn how to lead the self and team changes in the unpredictable and complex environment. They co-create an environment that is appropriate to propel ideas and dreams.

Marta Orihuel (Spain)
Altekio / GSA Madrid

“At the end of the process, with tasks completed, the change that was experienced in the attitudes of all participants was evident and there, a child who was near me said to his mother: - Mum, I want to come here more, because here things happen. That phrase caused a reinterpretation of the process. I had considered children as recipients of learnings in this process and they had become unconsciously multiplying agents of change.

The process had demonstrated its potential educator and each participant had become protagonist of that change. Being aware of this and taking advantage of that potential goes through being attentive to details. It is difficult to be able to recognize all the individual learnings, some of them will not take effect until later. But to be attentive to details allows us to interpret and improve our approach to the process and the construction of really effective models”.



For the students to understand themselves as social change agents, we can synthesize the key competencies in CEAL programs in:

1. (Self-) Reflecting IN action: Reflection upon own experiences and those of others as moving toward acting in the community.

Corresponding learning goals:

1.1 Learning to be aware of the own identities, stereotypes and assumptions, learning to recognize own personal perspectives and understand and appreciate other perspectives and interests.

1.2 Being able to personally integrate reflection on social issues.

1.3 Being able to self-critique for purposes of ongoing learning, personal and professional development, and ethical decision making.

2. Thinking leads to action: systemic and critical thinking about what processes and forces are present in the community and the broader world impacting the community and how they can be shaped in the future

Corresponding learning goals:

2.1 Learn to connect course concepts to experiences for deeper learning.

2.2 Be able to apply and develop actions to contemporary or anticipated community needs.

2.3 Gain specific analytical skills to address social issues as critical thinkers and problem solvers (future thinking)

3. Collaborative communication and decision-making: a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts and enable the collective decision making.

Corresponding learning goals:

3.1 speaking 'other languages' and making an effort to understand what people really are saying building relationship based on affection and human connection, trespassing cultural difference.

3.2 hosting dialogue that includes different perspectives

- facilitating collaborative spaces
- finding common ground based on collective aspirations and common needs

Peter Linde (Netherlands)
University of Utrecht

“Some of our major learnings are that it proves to be a huge challenge for students to connect to and interact with local stakeholders. In order to be able to do so is almost imperative that they first adopt to another mindset. Instead of seeing the neighborhood as one that is plagued by poverty and exclusion, they learn to see more appreciative. Meaning that they open their eyes and open their hearts for all the local initiatives that seek to improve life in the neighborhood. By doing so we witnessed that students learn to see chances and opportunities instead of problems and deprivation. Next, their work on the respective value cases at hand, will flourish when students start testing their assumptions about Overvecht and its people in direct contact.

For instance, by doing so students came up with value case for a neighborhood safari that would allow visitors of the neighborhood to meet and mingle with local social initiatives of all sorts. Testing the safari in real life conditions learned that they struck on a potential business case plus subsequent earning model. Another example was a group of 5 students creating a value case based on creating a platform for young mothers to meet and discuss all kinds of issues in raising their babies and toddlers with other young mums and professionals that would be invited upon the occasion”



Cristina (Spain)
participant of CEAL program Segovia

“Given our issue with funding crisis we decided to reach out to them. The association mainly reached out to the community through its members, but this time we asked them to contact non-members as well. Would they mind coming to cook some meals for our volunteers?”

We were amazed that many did so. Many never having volunteered before. For me, this was a big step in bringing our partnership and the local population into closer contact. Before we were distant do-gooders - but with this action we became part of each others' lives.”

Christoph Walther (Germany)
Student TU Berlin and co-organizer CEAL program Berlin

"If looking at the outcomes, I cannot deny my personal learning through taking initiative. After all, being part of CEAL in Leipzig inspired us to bring this approach to Berlin, making use of the experience in order to explore it's potential in a new context. While much of the program is still in the making, it makes me happy to see that based on our action, new project partners show interest to collaborate and continue the narration of the CEAL and the ELOS Philosophy in Germany by taking initiative themselves. Just like we got started last year.

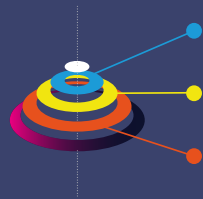
We have shown, that a university must not remain the silent observer when such emergent practices are in the making. If the right programs are in place, like TU projects, university can contribute with critical reflection and active participation to the development of methodologies that are of societal relevance, like CEAL and the ELOS Philosophy. Again, I would have never guessed that our university had such facility".



Ana Diaz (Belgium)
participants of CEALprogram Ghent

"Looking at the whole experience we see the target group is one of the most complex and important choices to make. Besides the community itself, the participants are the key to catch that dream. At the end of the game they all have proved to be committed and involved. We were actually surprised to see how they took the responsibility and the leadership"

CEAL PROCESS MAP



Community-based This blue circle represents the creation of a community base. Use the 'blue' activities to inspire participation, enable group decision-making and to get projects off the ground. The activities in this circle build and strengthen a sense of collective power.

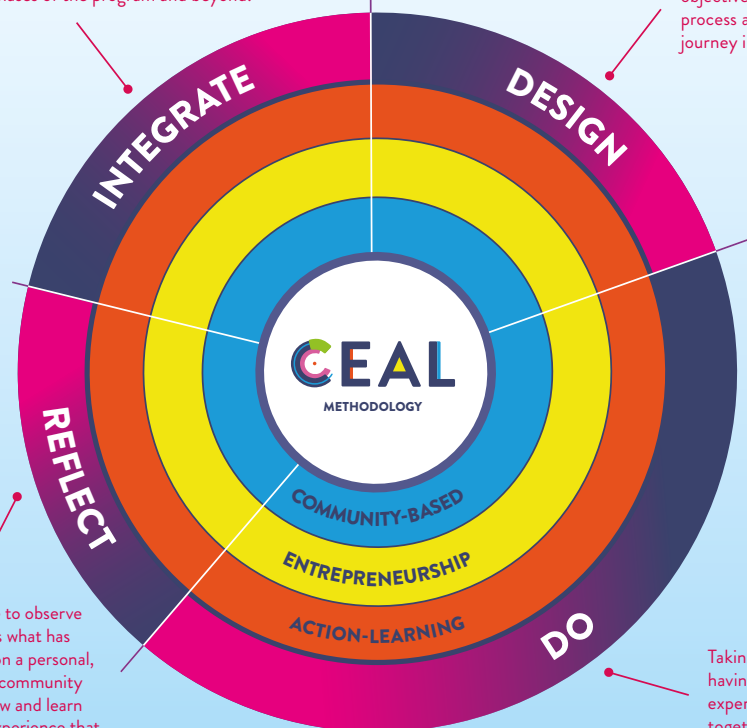
Entrepreneurship This yellow circle represents entrepreneurship. Use the activities in this section to increase the capacity, understanding and application of entrepreneurial skills among participants and community-members alike. In order to be sustainable, CEAL projects aim to generate income or to create a value-exchange for another service or product.

Action-Learning This Circle and the colour red throughout the guide represents 'learning by doing'. Use the red activities to help the learning-process on a personal and group level. Action-learning implies that there is the opportunity for learning throughout all the CEAL experiences and activities. Through observation, reflection and dialogue, the people involved can be made aware of the transformative learning experience they are having.

Drawing conclusions from the reflection process. Integrating and applying the lessons learned to the following phases of the program and beyond.

START CYCLE PROCESS

Planning the project or action based on the objectives, with the process and learning journey in mind.



Taking time to observe and process what has happened on a personal, group, and community level. Review and learn from the experience that has taken place.

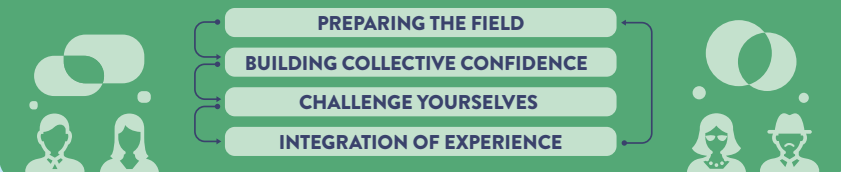
Taking action and having the concrete experience of working together to achieve objectives.

WHAT IS THE MAP FOR ?

This CEAL-program design map supports you to design your own CEAL-program. Use it to plan your activities using the CEAL-activity cards. Together with the tips&tricks and the case studies presented in this guidebook, you will have a basis on which to select the most appropriate activities to create your program. This map enables you and your partners to co-design a program in a visual and practical way. Use the CEAL guide to design a program to suit your context and needs.

CEAL PHASES

With the supporting tools you can create a program based on this process-outline. At a minimum, a CEAL-program needs to go through the following phases:



HOW TO USE THE CEAL-PROCESS-DESIGN PACK



Envision

Open and study the CEAL model and decide the focus of your program.



Deepen

Read the guide and consider the tips&tricks.



Design

Make a timeline, drawing 3 parallel lines (for community, enterprise and entrepreneurship) and the learning-cycle phases.



Plan your program

Fill in your timeline with the downloadable activity cards.



Prepare

Find and decide which facilitation tools you will use from the tool sheets (And perhaps incorporate other tools of your own).

4.1 The CEAL process design pack

CEAL process

The CEAL-process has been developed from experiences and lessons learned from the various action-learning programs described in chapter 2. The case studies presented in this guide, the context, the participants and the types of partnership around the execution of projects are comparable, but always have a unique final form.

A time line will form the basis of each CEAL-program. This process is based on passing through four-phase action-learning cycles as a core team, the organisation of key-activities for participants in collaboration with the community covering the three main themes of:

1. community-based, 2. entrepreneurship and 3. action-learning.

To design your own program based on the process outline, the CEAL-network offers a design map with supporting tools.

What is the map for?

This map and tools are for the team that decides to take on the challenge of organising and hosting a CEAL-program. The CEAL-program was originally geared at formal- and non-formal educational institutions, community organisations and process-facilitators, but is available for a broad range of people wanting to organise action-learning programs, stimulating community-based entrepreneurship. This map is for those of you who are initiating the project and gives you and your collaborative partners the possibility to co-design, in a visual and practical way, the program that best fits your needs.

How does it work?

The process-map is part of a design package and will help you to take the right steps towards preparing your own program. The roadmap is supported by tips & tricks as well as case studies. This will give you ideas about which activities to plan into your own program.

Each program design is unique and will be based on choices you make on elements such as time, target groups and aims of partners. It will give you a structure and process-line that you can fill in with activities to shape your program and assure a quality CEAL experience. Besides the map, there are various tools that support the best design possible;

Activity cards – which indicate the most important activities to choose from when you fill in your program timeline. They have a colour that corresponds to the themes on which it has

the most effect.

The activities proposed in the activity cards are connected to tool sheets, with a corresponding number. These are descriptions of the methods and social techniques to use that are best suited to helping you meet the objective of your activity.

Tool sheets – have short descriptions of the potential tools connected to activities with a short description and links to more information to carry out your own research. The tools are recommended methodologies and activities, applied in previous CEAL-programs.

Tips&tricks – are connected to six phases, with tips for the facilitators/organizers:

- Tips for Preparation phase 'preparing the field'
- Tips for the phase of designing the first phase with participants
- Tips for facilitating the first phase with participants
- Tips for the phase of designing the second phase with participants
- Tips for facilitating the second phase with participants
- Tips for check-out and closing the project

Making your process-timeline

In order to create your program you need to use the activity cards which work as the elements of your process timeline. You can construct your own timeline in any format, as long as it contains the four elements that make up the CEAL-model.

Any CEAL-program goes through a minimum of four cycles:

Cycle 1: Preparing the Field

Cycle 2: Building Collective Confidence

Cycle 3: Challenge Yourself

Cycle 4: Integration of Experience

These cycles are explained further on in the guide. When designing your process we suggest that you map it out using the activitycards at the beginning and design the activities, adjusting it at the start of each new cycle.

You can make a grid, a drawing on the wall or hang-up four strings to make your design 3D – whatever works for you. Once your basis is in place and your activity cards are ready, you can start putting the actions in the right order, checking where your activities will have the impact you desire and shape the most suitable program.

Example 1: Grid

	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6	Activity 7
Community based							
Entrepreneurship							
Action – Learning							

Example 2: A drawn timeline



Example 3: String and pegs, where you hang up your cards using ropes



Action-Learning cycles

When you design the processes of each cycle be aware that the cycle will go through an action learning-loop.

The four elements that make up the outer design circle are inspired by the Kolb-learning-model, serving as the key-steps for a good experiential learning process. In the CEAL-model they serve as the phases each cycle needs to go through to when designing an action-learning program. The four elements are;

- Design: Planning the project or action based on the objectives, with the process and learning journey in mind.
- Do: Taking action and having the concrete experience of working together to achieve objectives.
- Reflect: Taking time to observe and process what has happened on a personal, group, and community level. Review and learn from the experience that has taken place.
- Integrate: Drawing conclusions from the reflection process. Integrating and applying the lessons learned to the following phases of the program and beyond.

Key-process moments

Following this action-learning cycle in each of the CEAL-phases, the activities suggested are based on the experience of the CEAL-network in building and facilitating programs, but are not limited to them. You are free to add your own; the tips&tricks pages are key to a successful realisation of your program.

Experience shows that CEAL-programs are emergent and process-based. So your program will evolve and you will need to build in actions in response to the experience of the participants and their relationships as well as considering the lessons learned during the program. This means that the course of the program might follow a different route to the one you anticipated. Even though you have been through planned steps and followed an action learning cycle, after reviewing and reflecting on the progress you have made, you may want to re-design your roadmap. On the CEAL.eu learning platform you can share and find more experiences to learn from.



4.2 The four CEAL-phases:

In the design and execution of your CEAL-program there are four phases and at least two key design moments. For each of the phases you find here tips&tricks that support the facilitation and organisation of the activities proposed and will help you to progress through the key moments of a CEAL process. The design tips are here to support you in making the best decisions and consideration under the conditions of your partnership, context and community.



Phase 1 - Preparing the field: How to get started?

Start by opening the roadmap, downloading the activity cards and the toolcards and reading the tips&tricks. The preparation for this phase is focused on you and your potential partners to help you to prepare for the program. The map will guide you through the actions and decisions you have to take in this phase. Take them with care and attention, because they build the framework in which the rest of the program will unfold. Use this roadmap as an invitation to design the program together.

Phase 2, 3 and 4 Putting the elements together

As you cross from the preparation phase to the actual execution phase you begin to design the path for phase 2 and 3. These cycles are focussed on working with students, local youth, community and, potentially, other stakeholders on the realization of CEAL-projects, under your guidance. The activities to be filled in should consider the three main elements that make a CEAL-program:

Community based: This blue circle represents the creation of a community base. Use the ,blue' activities to inspire participation, enable group decision-making and to get projects off the ground. The activities in this circle build and strengthen a sense of collective power.

Entrepreneurship: This yellow circle represents entrepreneurship. Use the activities in this section to increase the capacity, understanding and application of entrepreneurial skills among participants and community-members alike. In order to be sustainable, CEAL projects aim to generate income or to create a value-exchange for another service or product.

Action Learning: This Circle and the colour red throughout the guide represents ,learning by doing'. Use the red activities to help the learning-process on a personal and group level. Action-learning implies that there is the opportunity for learning throughout all the CEAL experiences and activities. Through observation, reflection and dialogue, the people involved can be made aware of the transformative learning experience they are having.

Using the Oasis Game in your design

If in the design of your program you are considering to use the Oasis Game it's important to know it has its own set of cards, guides and materials available for you to download. Some of the CEAL activities are closely related to the activities, principles and steps of the game and the underlying philosophy. Yet the Oasis Game is a transformational process that works best if you play it fully as it was designed to use.

Therefor in further designing your CEAL-program it's highly advised to download the cards of the Oasis and add them to the CEAL activitycards in the design and planning of your process.

www.institutoelos.org/en/jogo-oasis/

4.2.1 PHASE 1: Preparing the field



The first phase is a preparation phase. Decisions taken and the internal process of building partnerships lays the foundation for any future outcomes and should, therefore, be carefully crafted and executed. The CEAL-network believes that preparation is so critically important that it is worthwhile considering the preparation as a phase in itself, before working in the community or with participants.

The first CEAL-phase is to co-design a program-outline using the support materials offered and invite community members and students for a unique experience.

Goals

The purpose of this phase is to prepare for the program. The main goals are;

- To define the key objectives of the program
- To define if and who should be your partners
- Look for the community and stakeholders needed to enable you to deliver an impactful program in a community context.
- Build strong partnerships, completing the team
- Design a program that fits the objectives and needs
- Invite community and participants to participate
- Organising logistics and preparing facilitation

Considerations

In this phase it's essential to define the basic ingredients for your program. Some choices have more impact than others and it's especially important to be aware of: What is the intended outcome, check the levels of entrepreneurship mentioned in chapter 1.4 and consider how much emphasize lies on that. See also what the community context and the collaboration with the educational partner requires. Is the focus stronger on the social, on the economic element or more on the learning to collaborate? Lastly it's key to consider if you are intending to use the Oasis Game as a tool for transformation in the 2nd phase of building collective confidence. If you do so, be aware it has its own pack of tools and steps which need to be strongly integrated in your program. With all that and the time available for all the players you will have to come to an ideal design for your local conditions, giving you the ingredients for the right invitation to make for participants to your program.

Suggested activity cards

- The proposed activity cards to be used are
- Mapping the field + Vision
- Choosing and building partnership
- Stakeholder analysis
- Team-building with your partners
- Building the community network
- Reflection moment
- Process design
- Making an irresistible invitation

PHASE 1: Preparation phase tips

Purpose and call

1. Start with the end in mind. What is the higher purpose of this program? What do you dream of as an outcome of this program?
2. Consider what of the main elements of CEAL you find your strongest connection to, what is your drive beyond the program. Is it the development of community entrepreneurship, bringing youth from different backgrounds together, bridging formal and non-formal education or
3. CEAL-programs have a high transformational potential. Be aware that it is necessary that the "projects" and "partners" are open to and really seek a change.

Building partnership

4. Be aware that you cannot do everything by yourself, change comes through collaboration. Make sure you find in your team people with qualities that have the will and capacity to facilitate group processes, that have access to and are possibly working in a community and a lastly that have an educational background and the ability to certify and evaluate the learnings.
5. Think of your expertise in this field; perhaps map these qualities in your own organisation. Consider what of the main elements of CEAL you find connection to, but you know you lack expertise. Think of which partners would be able to fill that gap and join the project team.
6. On inviting partners, the primary invitation should be based on your higher purpose and dreamed outcome. Look for the connection on that level, before going into the practical parts.
7. For a good community-based process it is important to involve motivated people from the community. Find collaboration with community-organizations or leaders that want to host the program with you in their community.
8. Organise a community visit and pay close attention to the motivation of your community- partner, find out what his/her deepest motivations are, map existing initiatives and find which theme, place or projects bring the most energy to the conversation.
9. Once you have all the people in place, organise a team-building activity. The purpose of the activity is to do something that will take you out of your useful environment and give you a challenge to find ways to work together in a different context. Make the time in this moment to connect to your collective purpose and consider how your individual talents and missions contribute to that.
10. Define your outcomes and vision on the key-themes; what is entrepreneurship for you?
11. Remember that the building of your partnership is the start of a process, within a process. Whatever happens in your collaboration will have an effect on the group, community and outcomes. Create space for moments of reflection about the learning of each partners in the collaboration process.



Guaranteeing good project conditions

When you have your core-collaborative group in place, it's time to involve the wider field of supporting stakeholders, embedding your project in larger structures.

12. Educational partner: as an educational partner, especially if you're a teacher professor in a formal institution, see how you can embed an out-of-the-classroom project in your context. Previous experiences show that framing it as an extracurricular program or an educational experiment allow more flexibility to the process-flow while fitting it in the necessary accreditation structures.
13. Community collaboration: take care of and cultivate the connection with the community partner. Get an understanding of the dynamics in the field, understanding there are various conditions in the community that cause pressure.
14. Community collaboration: partners bring a fresh perspective. They go out into the community and can identify people to collaborate with. Try to see if you can find key people that already are developing projects for community empowerment.
15. Public support: It is important to share and explain the project to public institutions. As a minimum you want to know that they are in favour of doing it, but if you explain the higher purpose, who knows, they might agree to partner with you and support you in ways you would not imagine.
16. European partnership: If you're considering doing a project in collaboration with another partner in the CEAL-network, it could be useful "share" this project with organisations that are very different from your organisation. This gives opportunities to learn and be inspired in different ways, but be sure that the European partners are the right ones for the project. Ensure that you have the same aims and goals.

Inviting participants

17. Creating the right invitation is essential. Your tone, words and framing give expectations that will be set for the rest of the project. The best invitations are the ones that are hard to resist, think of creative ways to invite!
18. Frame the invitation as an invitation for a learning program with a lot of action. With youth from community consider creating an invitation for each phase. Sometimes the scope of a whole program is too daunting.
19. Explain the project but don't reveal too much. Use key-words that make it sound exciting and a bit mysterious. "Sell" the project with enthusiasm, transmit that change is possible and that the participants are going to be part of a journey.
20. Looking for "students" motivated and interested in a real-life learning process. Depending on the purpose of your program you could choose to invite the students as 'social entrepreneurs'.
21. Support the community in making the invitation appeal to youth. Use community partner experience to use the right language and frame the idea.
22. An effective way of getting people to join and sign up to the CEAL-program is to host a two or three-hour introduction workshop. Organise an open event for interested people and share the purpose of CEAL and the program, using some of the activities and tools available in the CEAL-pack. Give people a glimpse of what is going to take place and the opportunity to sign-up at that session.
23. Seek the leaders of the community; formal and non formal leader and show the project to the key people of the community. Perhaps they can join in your workshop or community presentation?
24. Although commitment primarily should come from motivation and attraction, make sure you have a place where people sign up with a clear understanding of expectations and commitment to presence.





Inviting participants

25. Establish a close group of “players”. Make sure you have a basis of at least 10 to 15 that are committed full-time and under certain conditions to be open to participants that could be in and out during the different phases of the project. Not all participants can be available during the whole process but can help the project during some steps

Community preparation

When you have the sufficient commitment of the partners and of participants it's important to prepare the neighbourhood and the surroundings you're going to work in:

26. Although the participants will do a lot of connecting and discovering within the community, it is useful to know and understand the background of the community as organisers. Create a map of the community with the key resources; People, Materials, Places, etc...

27. When you know of the dates and key-moments of the process, contact the local media and ask them to announce activities; TV, Radio, Newspapers, etc...

28. Generate a buzz in the community with “viral marketing”.

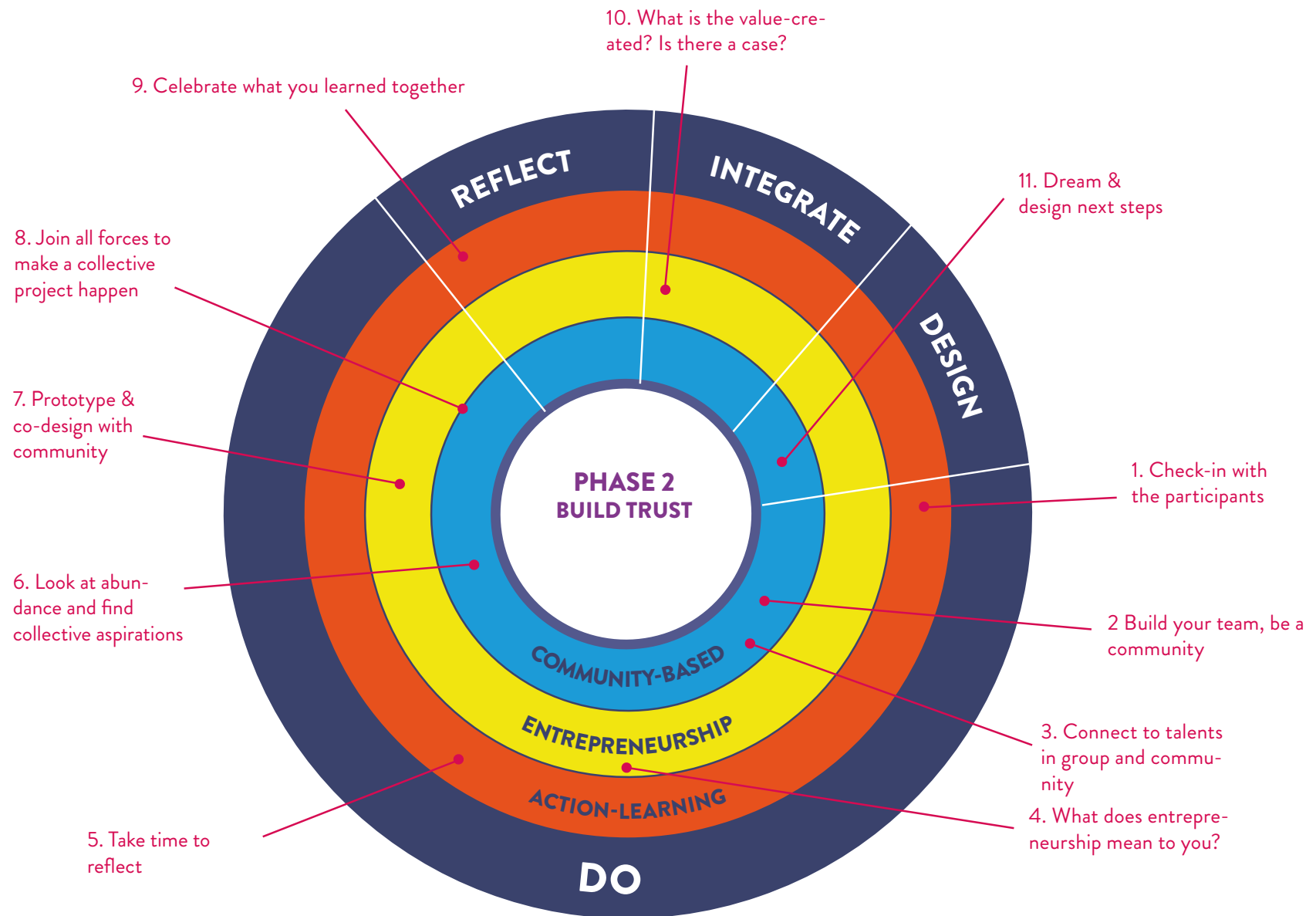
29. Design a communication plan for your project and guarantee that there will be people dedicated to capture the experience making videos, taking pictures and storytelling.

30. Find a place to host community-activities. A place that has a relative neutral character and has enough space to host the activities you plan. Use the network of the local partners to find your spot.

31. Be sure that you respect the law and rules of your town and country.

32. Design posters/flyers to communication the project. Create a visual style that attracts.

4.2.2 PHASE 2: Building collective confidence



In this phase participants get together to look for resources, talents and common aspiration that are present in a community. Invite community members to collectively take on the first challenge of making a dream-project, that creates a positive transformation of the environment, actually happen. This gives the motivation and builds the trust to take on bigger challenges.

Goals

The purpose of this phase is to create trust in yourself, in the group and in the community, by realising a project formed of collective aspiration. The main goals of this phase are;

- To create a strong collaborative culture in the core group of participants
- To build relationships of trust with the involved community
- To define talents, resources and dreams that are the basis of collective projects
- To get community-members involved in co-designing and co-realising a community project
- To make space to reflect, while acting
- To get acquainted with the concept of community-entrepreneurship
- To come to a result that inspires community and participants to proceed and take forward in a next cycle.

Considerations

This part of the program can take various lengths of time, but generally a strong, short burst of action will have high impact. A period lasting a maximum of two or three weeks is advised. The Oasis Game as a tool of transformation is highly recommended. Alternatively, the activities below follow the seven steps of the Elos philosophy as a guide for guaranteeing quality relationships, engagement and co-creation with the community.

Suggested activity cards

The proposed activity cards to be used are:

- Personal connection to purpose
 - Community-building in your participant group
 - Appreciative discovery
 - Community initiative visits
 - Building relationships
 - Dream and define project
 - Co-design strategies
 - Hands-on working together
 - Celebration
 - Host a workshop that builds understanding of community-entrepreneurship
- Value case creation
 - Reflection in action: journaling

Tips for the designing of the “Building collective confidence” phase

Fill in the map and use the cards

1. Prepare the design of the project with your core team (maximum four people).
2. Keep the reason of your project and the vision in mind, but be open to co-creation
3. The design process and model is based on identified key-moments that a successful process goes through, which are reached through proposed key-activities: Create a timeline and order your key-activities to create a process that you think fits best, based on the considerations, below.
4. Make a clear decision on whether you use the Oasis Game or not. If you intend to base your process on the execution of the Oasis Game, get the Toolcard and download the Oasis Game, which forms a large base for your community-confidence phase. Be aware you can also choose to follow the Elos philosophy steps instead
5. Community-entrepreneurship: Discuss what you as partners intend for the outcome for the community-entrepreneurship level. Defining the intensity of the process influences how many modules and activities you add to this – what do you have in mind? Three options we have distinguished in CEAL projects are 1. Low intensity – social initiatives 2. Medium intensity – initiatives with income generating potential 3. High intensity – creation of community enterprises.
6. Group-connection: How diverse do you expect your group to be and how much attention must go to building a strong cooperative culture between the core group of youth?

7. Community conditions: Consider in the design some social, cultural and geographical conditions. Is it a big community which needs time to explore? Are people open to and familiar with the concept of community and entrepreneurship? Is there already cohesion or do you need to put a lot of time in a sense of community?
8. Education conditions: How is the project embedded in the course or study? Do you need to connect it with fixed hours of courses? Do you need to add specific theories and subjects in the program?
9. Action learning: Be aware of the action-learning cycle each phase goes through. Use it to plan your reflection moments during and after actions and your teams reflection and design moments. Map the learning moments and make space for it.
10. Personal process: Make sure you plan a good check-in and check-out for the process and consider if you want to use the CEAL-journal
11. In choosing tools that help you in facilitating the key-moments, consider the capacities and knowledge present in your team to host this activity properly. Do you sometimes have to get extra people to co-host?
12. You can consider designing two cycles and think ahead about how you connect the two phases and how activities can flow into each other. But be aware that you may want to redesign your next phase based on learnings from the first phase.
13. It is important that all the people involved, (participants, community, students, facilitators) cultivate a strong inner trust and belief in the goal of the project.



Tips for the facilitation of the “Building collective confidence” phase

General

1. Establish clear roles within the core group and facilitator team. Make sure that when you facilitate and teach you don't have to take on organising tasks and vice versa.
2. During this and following phases you'll work with the emergence of projects and activities following the feedback and reaction of the community. It is important to have a flexible and problem solving attitude, because surprises always pop up ...
3. Be positive as much as possible. Help the people in the space believe that together and in collaboration everything is possible. Use positive wording.
4. Prepare yourself and the group for unexpected changes and for a 'chaordic' process.
5. It is important that as the facilitator team you take care of your own processes and relationships. Make space for debriefs daily.
6. It is important that the facilitators can manage conflict or put in place a process or person to deal with it.
7. May you choose to host an Oasis Game in this phase, download the guide and tips&tricks from this game. Be especially aware that in an Oasis Game you are not only facilitator, but a guide of the process, who also facilitates.



Development of community base

8. Organise a welcoming workshop before starting the project. Participants can get a first feeling of what the project is and start to get to know each other and the project participant's way of acting.
9. Become self aware and look for talents and 'beauties' in your group. Carry out exercises to be tried in the community in the group first, to build a positive space and to eventually also make use of it. Look out for the hidden talents of participants.
10. Make sure that your community partners have a level of ownership of the project. Give them a good place in the project so that they can, for instance, host community-visits, share their knowledge point out strong community leaders.
11. Keep all participants and students updated about the process and achievements, (even if they are no longer involved in the project). A way to do so during the project is to work with a harvestwall, a place where outcomes are hung up and made visible.
12. A key moment in creating a community base is during the cultivation of the collective. The choice of the collective dream (a spectacular, collective and tangible one), co-creation of a strategy to make it happen, commitment to action and realising a result together are key collective experiences.
13. If you are organising community gatherings, trust the process and work with who's there. It's one of the golden rules of open space; whoever is there is the right person to be there.
14. Balance hosting and action – do not do it for people, but with people.
15. Use and construct a form of language that fits with the background of the community and youth involved.
16. Be aware that for younger participants activities should be fun and relatively fast. To keep them involved it's important to add elements of games, as a language to create understanding. The Oasis Game is a great format for this.



Entrepreneurship development

1. Define what your vision around entrepreneurship with the core team. How do you want to communicate and frame it? What does community-entrepreneurship mean to you?
2. Bringing in entrepreneurship as a form or as attitude is not something you have to plan well. The stronger the focus on an entrepreneurial outcome, the earlier you introduce it. Think of ways to learn together about what it is, for instance through a short workshop.
3. Create consciousness around what attitudes and skills you cultivate in the people and group to stimulate an entrepreneurial attitude. For instance pro-activity and collaboration. Not only focus on doing together, but also naming these qualities.
4. Continue looking for key people and resources. Upon finding talents and naming initiatives that are alive in the community, check if there's a level of commitment to make it happen, and if it's really a true desire of the community and community entrepreneurs.
5. If there's a project emerging, see if you can find a way to make it a 'value case'; this means to see the project as 'product or service' that adds value. Think of value beyond only money, for who is this important and why, what is it worth for them?

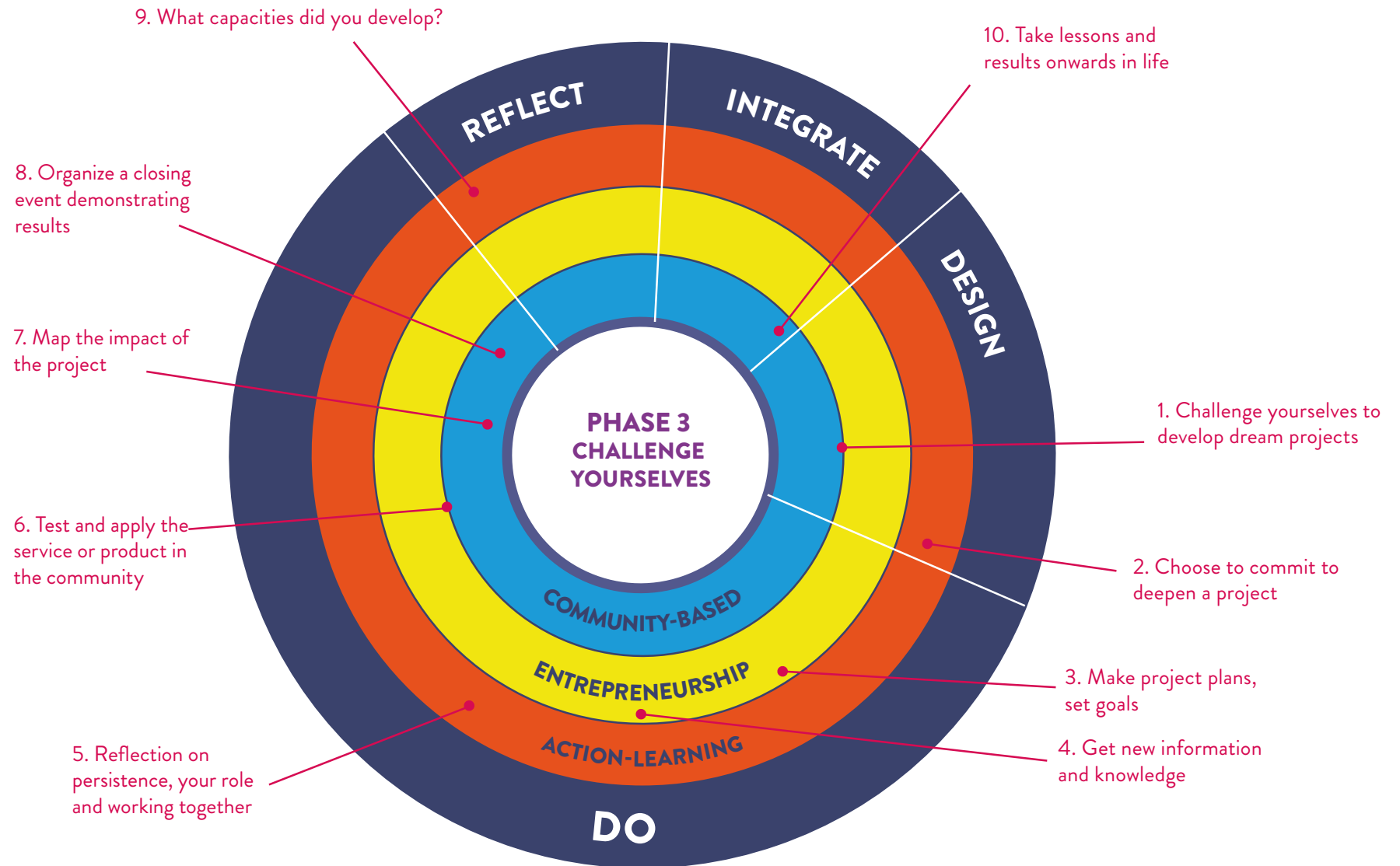


Action-learning, working on group and personal development

1. Build in collective reflective moments during this phase where participants can give feedback to each other. For example; peer review, check-in and check-out.
2. Make the space where the core-group works and goes out from to the community a 'home'. Let participants make the space fit their needs, make it beautiful and welcoming.
3. Work in circle, use talking sticks, let everybody feel and be heard
4. Key to this phase is to build a strong group container where all the participants feel safe and comfortable. The stronger the group is and the more empowered they act in their own circle, the stronger and more empowered the impact outside of the circle will be.
5. Keep an eye on the needs of every participant; maybe some of them need extra support to feel comfortable.
6. Express the competences participants develop during games and exercises. For example, when participants go out in the community and talk to people they are developing social skills like active listening and making connections.
7. Make enough time to concentrate on the reflection of every phase, allow participants to be conscious about the development of their own competence.



4.2.3 PHASE 3: Challenge yourselves



Following the process, participants and community-members receive the challenge to deepen and sustain community-initiatives that have an impacting potential. The groups gather various times, to build proto-types, test them, deepen their understanding of community-based entrepreneurship in practical ways, while working towards a final result.

Goals

The purpose of this phase is to build on the previous experience and choose several projects that have a socio-economic potential, to learn together to build an example of impacting value-exchange project.

The main goals of this phase are:

- To stimulate ownership and responsibility over various results
- To find ways to make the potential of a project more visible
- To provoke the group to take on bigger projects through the offering of a challenge
- To give opportunity to participants to learn to build community-entrepreneurial initiatives
- To give community-members the opportunity to turn their project into a more sustainable initiative
- To deepen understanding and knowledge of community-based entrepreneurship
- To stimulate self-action

Considerations

After an intense period of first mobilization and results, the challenge phase is generally advised to give more space than the 'building collective confidence' phase. The realization of socio-economic and more sustainable projects needs more time and homework. A periode of 7 to 9 weeks is advised with at least 3 meetings.

Suggested activity cards

The proposed activity cards to be used are;

Taking individual and collective ownership of new dreams

Set yourself a challenge and set 3 to 4 gatherings

Project design

Host a workshop that builds understanding of community-entrepreneurship

Reflection and set goals in subgroups

Visiting of stakeholders and local and regional examples

Organize frequent coaching and mentoring

Organizing of a public event

Presentation of prototype results

Execution of prototype project

Tips for the designing of- and bridging to the "Challenge yourselves phase"

In order to design the program you fill in the roadmap again and use the activity cards, which are supported by the tools. As well as a design aspect, there's a bridge needed to help the transition from one phase to another. After a high intensity part, this phase is of a different speed and with different roles. Take care of the following aspects.

1. Catch a breath: After the peak-experience of the collective action phase, there can come a moment of "hangover". Especially if you use the Oasis Game it brings so many other ways of working and intense experiences that participants need time to digest... and catch up, with an opportunity to rest. So give that space, but keep in touch with the participants and students in order to keep them involved and motivated.
2. Re-evolution is the start: If you're working with the Seven Elos philosophy steps, see the 7th step of re-evolution as the start of the following phase. After an initial collective realisation we can dream bigger together. Launch an open (and attractive) invitation to the community for the re-evolution.
3. Take a proactive part: See if the participants can kick start the re-evolution. Take a step back and give the group increased ownership and visibility in the community and in the process.
4. Subgroups: In taking on a collective challenge to continue projects in the community, to discover sustainability and a value-exchange, be aware there will likely be sub-groups working on realization of sub ideas. It is key that in the groups there are people that feel they have ownership of the idea.
5. After the first phase, just before or after the re-evolution gathering, prepare the design of the continuation of the project with your core team (maximum four people).
6. Go back to your original intention and reflect on the progress of the previous phase. Are you still on that track or have things changed that influence the course of your process. What is 'right' for now?

Tips for the designing of- and bridging to the “Challenge yourselves phase”

7. Community-entrepreneurship: Evaluate the results and the potential of the previous phase. Recap what you as partners intend the outcome to be for the community-entrepreneurship level and match it with this potential. Check the three levels previously mentioned and see if you should intensify or decrease the amount of activity to enable you to achieve the best results.
8. Group-connection: Evaluate how strong the group connection is. Be aware that in a new phase you have to work on the connection of the group because first, new people may have entered into the process, second, because the first phase can be very intense and personal continuation is influenced by strong group-energy. Third, roles in this phase may shift.
9. Community conditions: After your eventual exploration and judgement of the community you have lived a real experience together. What potential does it show? Which participants do you need to consider? How open or closed are people to the values and ideas of CEAL? IS there a strong base for continuation? Be sure that in this phase you design the program around where the energy and excitement is strongest.
10. Education conditions: How is the project embedded in the course or study? Do you need to connect it with fixed hours of courses? Do you need to add specific theories and subjects in the program?
11. Action learning; Be aware of the action-learning cycle each phase goes through. Use it to plan your reflection moments during and after actions and your team's reflection and design moments. Map the learning moments and make space for it.
12. Personal processes and roles; Be aware that in this phase the personal situation of people starts to play a bigger role. Despite the increased group's energy this phase demands people's commitment to projects which demands personal choice and responsibility. This brings new considerations, questions and doubts so make sure you make space for discussing it.



Tips for the designing of- and bridging to the “Challenge yourselves”

13. Different stakes and needs: In this phase longer term needs shift, the communities commitment is with the continuation of the project, while the students/learners are committed to the learning-process. A good way to work with it is to shift the role of the learner to a supporting role to the community entrepreneur, which influences the relationships between them. Be aware of it and work with it if you feel the process and group needs it.
14. Facilitator to mentor: In the following phase, the facilitators should take a step back and adopt a mentoring/coaching style. Let the subgroups and participants work on the path that you collectively take, but be aware that subgroups may have different rhythms and, therefore, demand a more personal and tailor-made approach.
15. Experts and knowledge: based on the level of intensity chosen for community-entrepreneurship and the projects emerging it's important to consider offering specific expert support or to make time to offer specific knowledge. Building a value-case, for instance, might involve a business plan, which for a lot of people is quite a challenge, for which they need information and support. Make this phase a supported and exciting challenge.
16. Share and communicate your evaluation, pictures and experiences of the first phase to show what is happening. Don't forget to include the involved organizations and the supporting teams of all the partners involved.
17. Make an agenda for following gatherings. Find creative and attractive ways to remind participants of the dates; Do not let them forget it!!
18. Take care of the community partner. After each step, talk about what has happened and how it affects the community. This is useful for evaluation and keeps the process on track so that people feel comfortable.

Tips for the facilitation of the “Challenge yourselves”

General:

1. Set the dates for the gatherings and meetings, (one per three or four weeks could be enough). Do not leave too much time between the Celebration and the Challenge phase, (15 days or three weeks can be enough).
2. Be aware and communicate that your role as facilitators will change; Not only will you be a facilitator, but will also become a mentor/coach. Check the difference between both roles and be clear about when and how you pick up the new role.
3. Be aware that this phase will involve more self- and homework. Therefore create a structure of support and frequent contact with participants because not everybody will be used to that.
4. Based on experience of the previous phase your program design might have changed. Communicate your adaptations and considerations for it clearly.



Development of community-base

5. It would be great to use the time between the Celebration and the Challenge phase for editing a video about the experience and share it as a way of keeping people excited.
6. Make visible the impact of the actions. Communicate all changes made, even the small ones. Communicate that now in the challenge phase, more is possible!
7. Upon choosing projects to deepen during the challenge phase, shift the role of the community members involved – make them experts/leaders of the projects. These are their dreams!
8. Be flexible with the needs of the community during this phase, the shift to taking on responsibility combined with day-to-day responsibilities can bring tensions or the needs rearrange workloads.
9. Motivate the participants to keep an OASIS attitude. Check the Oasis Game for more information; its focus is on ensuring that all participants have the attitude and readiness for an action learning process full of challenges.
10. Give plenty of space for dialogue and Integrating all peoples ideologies and feelings, the higher the stake and tension, the more they will come up.



Entrepreneurship development



11. Choose several outcomes: It is better that the participants and students work in small groups on some sub-challenges, focusing on a different challenge or goal that feeds into the bigger picture.
12. Frame it in a challenge: something that has meaning, that demands collaboration to complete, but that will also be fun.
13. Concrete: Make sure you come and work towards a concrete next result. If you're working with a project that is a service, work towards a first test. If you work with a product, make and try it out. Making it tangible will help to answer questions that come up in the process.
14. Organise at least one event in this phase. It is already a challenge, within the challenge phase. This will bring together the sub-groups for a collective event, while allowing them to work on their sub-projects.
15. Seek knowledge and experience that are needed for groups to take their project to a next level, especially when you're intending to turn it into an income-generating or value-creating project. Many needs arise; see how you can respond to them with workshops.
16. Deepen entrepreneurial thinking: Ensure that the participants and students keep an entrepreneurial focus in mind when decision making and acting.

Action-learning, working on group and personal development

17. Support the movement of the participants and students: physical movement, emotional movement, cognitive movement.
18. Evaluate and reflect about what happened during the project by carrying out a reflection of our actions. (Action – Reflection – Action)
19. Be aware that going into communities and connecting to people brings out a lot of emotions. Listen to intense personal experience – and make space for ‘heavy – experiences’, yet find a balance between sharing for group learning or personal digestion.
20. Work with the feelings that are present in order to avoid blocks and conflicts between the people involved in the project.
21. Manage the personal feelings of the people that take part in the process, even the facilitators who feel the experience as well as the students and the participants of the community.



4.2.4 PHASE 4: Integration phase



Whether you choose to add more phases or after the challenge phase or decided to close the process, an integration phase is always important, for participants and community alike. In this relatively short phase the focus is on getting together to look back on the CEAL-journey and to take out the essential experiences, attitudes and results that people want to integrate in their lives.

Goals

The purpose of this phase is to build a space for reflection and planning of first steps on how to integrate the outcomes of the CEAL-program beyond its lifetime. The main goals of this phase are:

- To create space to reflect upon the process
- To give community members the space to plan how they want to take the results forwards

- To give participants the space to plan how they want to take the lessons learned forwards and integrate them into their day-to-day life
- To celebrate the results and to appreciate contributions to the process

Considerations

Phase 4's activities can be set up and seen as a separate activity but can also become integrated in the closing of phase 3. Make sure you also organise an integration phase and activity between the key partners who started the process together in the preparation phase.

Suggested activity cards

Presentation of prototype results

Closing celebration and appreciation

Check-out and reflection on learning

Planning next steps

Tips for the facilitation of the "Integration phase"

The integration phase is a space for closing reflection and activities that stimulate integration of the lessons learned and projects realised in the day-to-day life of those involved.

1. All the key moments that have a beginning during the process, must have an appropriate end, the facilitators should ensure an ending with a check out and the evaluation of all the moments/spaces that they opened.
2. If you used the journal or other forms of recording learnings during the process, use them as a reference or tool to host a session recognising what's been learned among the participants, the facilitators and the community. It's important that all people involved in the process should share their learning, including the facilitators.
3. Create a ritual or moment for people to set next goals for how to take these learnings forward. This can also be done for projects. What do you promise that will be different tomorrow? Make it meaningful and practical.
4. Big or small, make sure you celebrate when you close the process. Make space to express appreciation of what has happened and for each person's contribution to the whole.

5 The European CEAL-network

5.1 The partners of the CEAL-network

The CEAL-network has with the support of the Erasmus+ program been constructed by a 7 partners from 6 countries, with support of local educational and community partners in 6 countries. The partnership has been held by the following 7 organizations.



Elos Foundation, seated in the Netherlands, is a learning institute for community mobilizer and social entrepreneurs, training youth, community workers and social entrepreneurs to become facilitators and organizers of community- and social business development programs. Elos Netherlands is partner of Instituto Elos Brazil which has developed, over the last 15 years, the school of warriors without weapons and built a practice around a seven steps methodology called the Oasis Game.



Act4Change is a Belgian NGO that empowers youth for sustainable development. Young pioneers get a chance to meet each other, develop their skills and build a network. Act4Change was founded in 2011 by a group of engaged youngsters. They organized the first 'Masterclass': a weekend on sustainability with inspiring keynote speakers, discussions among experts and participants, and a chance for the latter to develop their own ideas. Four years later, Act4Change has become a leading organisation in Flanders in connecting young people with a passion for change.



Altekio/GSA Madrid (Spain) provides creative and resilient solutions to the challenges faced by people, communities and regions. By doing so, Altekio aims to create sustainability and democracy. In the area of civic participation, we support associations and communities to further teamwork, achieve profound democracy and increase participation. We also work on conflict resolution, non violent communication and successful decision making. Since the year 2008 we have been developing Oasis methodology in various contexts. Together with other people and social initiative cooperatives, we created GSA Madrid, a group from where to develop projects inspired by Elos Philosophy and Oasis Game.



Edventure:Frome (UK) is a school and platform for community entrepreneurs with the mission to support young adults to take initiative and create viable, sustainable futures for themselves and their community. Edventure Frome brings the local community together to support the next generation, in a win-win scenario for people, community and the environment.



Ideas³ - Ideen hoch drei (Germany) is a NGO that offers innovative learning spaces for sustainable development on personal and institutional level. Such they offer bicycle trips for youth to experience sustainable future project by biking. The project "education agents" is empowering youth to give workshops about sustainable development in schools. As a network of social-entrepreneurs with 78 associated members, they are connecting changemakers and local initiatives all around Germany.



Kiribil Sarea is a Basque network of non-profit institutions of local social initiatives; we work for community empowerment through socio-educational programs at the municipal level. In total we are a network of seven entities that manages 32 projects with 152 volunteers and 44 paid professionals with different dedications and roles. Kiribil Network develops different youth programs for and with young people among several partners



Instituto Elos (Brazil) offers innovative solutions for building the best of all worlds in a collective, pleasant way, using methodologies based on the Elos Philosophy. Instituto Elos works and applies its philosophy with youth, communities, organizations, governments and companies. The philosophy has been build around experiences of working in communities, shared in various learning-by-doing programs, primarily the school of Guerreiros Sem Armas.

5.2 Erasmusplus

The development of the CEAL-process and materials has been funded by Erasmusplus, a program of the EU. The new Erasmus+ programme aims to support actions in the fields of Education, Training, Youth and Sport for the period 2014–2020. The program was supported under Strategic partnership for youth fostering knowledge alliances.

Knowledge Alliances are transnational, structured and result-driven projects, notably between higher education and business. Knowledge Alliances are open to any discipline, sector and to cross-sectoral cooperation. The partners share common goals and work together towards mutually beneficial results and outcomes.

As a general rule, Knowledge Alliances target the cooperation between organisations established in Programme Countries. However, organisations from Partner Countries can be involved in a Knowledge Alliance as partners (not as applicants) if their participation brings an essential added value to the project.

Knowledge Alliances implement a coherent and comprehensive set of interconnected activities which are flexible and adaptable to different current and future contexts and developments across Europe.

Knowledge Alliances may organise mobility activities of students, researchers and staff in so far as they support/complement the other activities of the Alliance and bring added value in the realisation of the project's objectives.

Erasmus + provides grants for a wide range of actions and activities in the fields of education, training, youth and sport. The programme gives opportunities to students, trainees, staff and volunteers to spend a period abroad to increase their skills and employability. It supports organisations to work in transnational partnership and to share innovative practices in the fields of education, training and youth. Erasmus+ also includes a strong international dimension (i.e. cooperation with Partner Countries) notably in the field of higher education, which opens the programme to institutional cooperation and mobility of young people and staff worldwide. The newSport action will support grassroots projects and cross-border challenges such as combating match-fixing, doping, violence and racism.



Become part of an international network for transformation in education and community

By downloading the material and starting the process of building your own CEAL-program we're inviting you to become part of an international cooperation between countries, cities and communities. The CEAL-network aims to learn from each others' experiences, continue improving the CEAL-model and finding collectively the answers to these questions. We invite you upon using the CEAL-material and applying it, to go to CEAL.EU and to share your insights on these topics in our online learning-space.

Beyond the initial support given by the Erasmus+ program, the CEAL-network intends to continue organizing CEAL programs ourselves, as well supporting any organizations who want to host a program using the available materials.

www.ceal.eu



5.3 References:

Maria Novo, Carlos M.Marpegan „EL ENFOQUE SISTEMICO: SU DIMENSION EDUCATIVA“, Universitas, 2014

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CEAL process and materials: inspired by Elos Philosophy and enriched with other tools and models, please check it's license of use in the toolsheets.

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