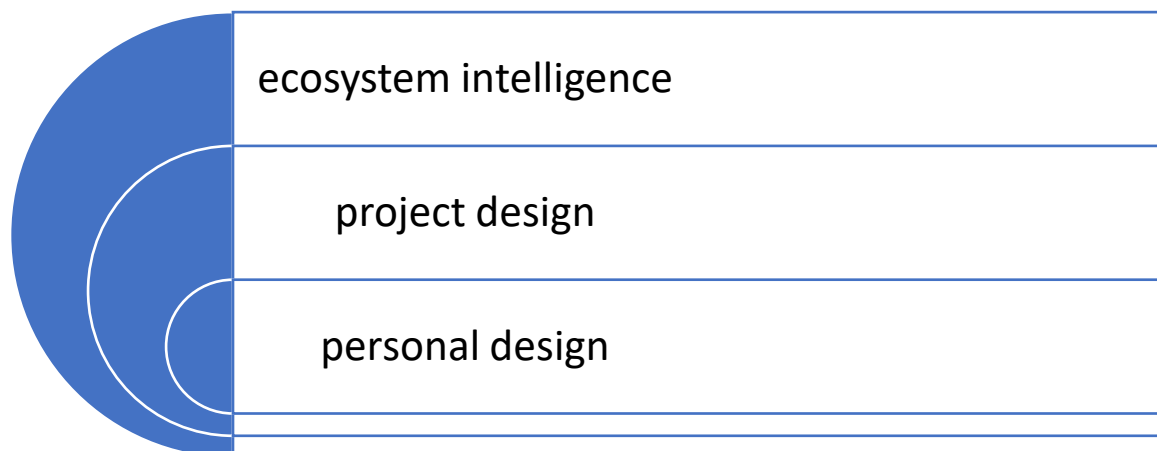


Regenerative change-makers' capacity building curriculum

1. Curriculum concept and pedagogical approach

The training and mentoring support for changemakers and their stakeholders engaged in city empty spaces regenerative pilots is based on ASHOKA's concept of "every-one's a changemaker" world. Change-maker is a person who is sensitive to human/environmental needs critical of any form of injustice and responds to uncertainties by creative action. Change-making like creativity can be learnt. Model social entrepreneurs (e.g. Ashoka Fellows) who engage others into development of their novel solution serve at the same time as tutors of disruptive approaches to systemic change, applied creativity, entrepreneurial resourcefulness, impact analyses, courage and ethical fiber/integrity. To become a change-maker one must experience freedom and intrinsic motivation to create value, be supported with basic resources, wise feedback and achieve a level of resilience allowing to face adversity or failure on the way to a successful improvement of life in an ecosystem. The most complex challenges (like city inclusive transformations) must be handled through collective change-making by "team of teams" approach in which every stakeholder with a collaborative mindset is a potential expert but needs to find the right community to put her/his resources to the best effect on systems and framework changes. Ashoka's definition of impact implies all the general social transformations provoked by its beneficiaries rather than only the part of the outcomes that can be attributed to the organization's activities. The more equitable the process is the more transformative change you will achieve according to ASHOKA's experience as nr 5 impactful in the world.

The program assumes the eco-systemic approach to changemaking starting with the inner-developmental work, service leadership skills (personal design) leading to multistakeholder collaborations, empathy-based co-designing and piloting innovative solutions (project design) to making them sustainable and reaching policy level (ecosystem).





The participants will be invited to trainings for particular modules, the whole set of modules and the set of modules in combination of individual mentoring sessions specific to their pilots and contexts integrating ecosystem intelligence, rigorous design frameworks, and social justice practices into their realms of changemaking, including:

- *personal life stewardship, resilience and professionalized uncertainty (PUNC)*
- *lasting systemic change strategies*
- *dismantling oppression and engaging diversity*
- *creative agency and collaborative competencies*

The curriculum has a generative nature with the focus and learning outcomes and changemakers competencies rather than a rigid content universal regardless of specificity of the participants previous experiences and contexts. The trainings will follow the Kolbe experiential learning cycle and include on-going need analyses, goal-setting, matching the methods, feedback/forward and evaluation/reflection. Participants will be instructed and encouraged to use personal as well as project portfolios for recording their achievements and progress in changemaking capacity building.

While cultural norms in the field of formal and informal education tend towards reductionist approaches to content and didactic forms of delivery. In contrast, this course models itself from the way interdependent ecosystems function. As such, regenerative facilitators design learning environments that build connections across attendees and foster a participatory environment where people's ideas, leadership, and creativity is fostered. Decisions are not made solely by the facilitator or educator; instead, more democratic processes allow participants to elect areas to focus on, projects to initiate, and even activities to lead for the group. Regenerative pedagogy necessarily includes embodied and experiential activities that honor the somatic and emotional intelligence of participants', rather than solely rewarding demonstration of intellect or dominant modes of learning. It can be counterintuitive to slow down and take time to reflect when our overarching goal is to catalyze groups and social systems into new states of transformation. However, the capitalist conditioning that we've received—which values continued economic “growth” over learners' well-being and thoughtful contemplation—is quite out of sync with nature's patterns of cyclical development followed by senescence or disturbance, and finally, regeneration.

2. Goals of the overall program

The program aims at exploring key enabling conditions for collaborative and regenerative change making on the basis of proven practices of ASHOKA fellows and their organizations. It combines strategy, process, and leadership elements because one of our key ASHOKA learnings has been that social regeneration and innovation require new ways of being, leading, and relating that have a considerable impact on what is possible through multistakeholder collaboration. The goal is therefore to equip the participants with the practical tools and mindsets needed to strengthen collaboration processes from personal perspective and to deepen individual collaborative leadership skills. The learning journey has been designed in a way that can open up new or deepened awareness of the participant as a leader and of the dynamics in her/his project teams or even the entire multistakeholder team engaged in the project pilots. It will also help participants to reconnect with motivations behind regenerative

changemaking and to make informed choices about which tools and frameworks will most effectively advance their projects. All of this, with increased personal/collective courage and resilience.

Module 1 Personal design

Individual learning outcomes:

	Knowledge	Skills (being able to)	Attitudes (willing to)
Self-direction	<p>One's experienced sensemaking</p> <p>Current changemaker's profile</p> <p>The benefits of capitalizing on uncertainty</p> <p>The importance of causal relationships</p> <p>The importance to develop vision</p> <p>One's intuition as a source of information</p> <p>The need for being challenged</p> <p>The need for dialogue</p> <p>The need for doing something meaningful</p>	<p>Use evidence, analysis and critical reflection to drive / initiate self-development, valuing self and others in the process</p> <p>Justify the approaches taken to promote confident engagement with their personal and professional communities, analyzing own agency in relation to impact to social change</p> <p>Navigate digital resources and tools for changemaking</p> <p>Act autonomously in planning and implementing tasks</p> <p>Investigate sources of uncertainty</p> <p>Ask divergent questions</p> <p>Find, value, interpret and use or share relevant information and resources</p> <p>Understand causality</p> <p>Deal with incomplete information adequately</p> <p>Review / adapt personal development in the light of peer review, drawing on multiple sources feedback from valued others to evidence and justify your plan and improve performance.</p> <p>Synthesize conflicting feedback to own performance.</p> <p>Proactively make allowance for solutions for managing uncertainty,</p>	<p>Experiment</p> <p>Take initiative</p> <p>Take responsibility for choices and actions</p> <p>Empathize with different perspectives, humans and non-humans</p> <p>Discover new strategies for problem solving</p> <p>Visualize future alternative scenarios</p> <p>Engage in communities of regenerative learning & practice</p> <p>Oppose toxic systems and influence healthier policies</p> <p>Contribute to preservation of resources for future generations</p> <p>Relate compassionately to self, others and the world</p> <p>Relate to other inner developmental goals: being, thinking, caring, collaborating and driving change</p>

		<p>challenging / shifting circumstances</p> <p>demonstrating resilience</p> <p>Proactively extend the scope of contribution</p> <p>to ensure impactful deliverables and enhance outcomes that demonstrate both perseverance and sensitivity to social nuance/diversity</p>	
<p>Ethical – fibre and well-being</p>	<p>One’s values, strengths, self-efficacy or that one needs support from others</p> <p>Where to find relevant information</p> <p>Best practices in reducing uncertainty</p> <p>One’s experienced uncertainty in a specific situation, context, or task</p> <p>Systemic sources / negative effects of stress, loneliness, being shamed, ignored, underappreciated etc.</p> <p>One’s experienced ways of self-care, regeneration</p> <p>Natural places of beauty and inspiration</p> <p>Principles of practicing mindfulness, self-compassion, gratitude etc.</p>	<p>Demonstrate a consistent changemakers’ ethic that indicates a preparedness to take appropriate risks, explore multiple options and create opportunities for self-development in a purposeful manner.</p> <p>Anticipate foreseen challenges, be prepared to address unseen challenges / changes</p> <p>Critical examination of own strengths, recognizing failure</p> <p>Operate between an existing and familiar present and an unknown future</p> <p>Use techniques for increased mindfulness, self-compassion and deep relaxation</p>	<p>Demonstrate courage</p> <p>Acknowledge vulnerability</p> <p>Accept failures</p> <p>Self-care</p> <p>Self-compassion</p> <p>Strengthen resilience</p> <p>Accept not knowing what future may bring</p> <p>Embrace doubts</p> <p>Show feelings/empathize to get solidarity with/from others</p> <p>Endure setbacks, bounce back</p>

Instructional design, tools and activities:

The participants will be invited on a self-development journey to critically analyze their personal resources for changemaking in the context of city regeneration and their role within the Future Divercities pilots and other project phases. They will be recommended to do some reading, reflect on their own past experiences and (re)design themselves as changemakers. In real time meetings they will do some case-study of selected ASHOKA fellows, interview each other, get feedback on their strengths, solve sample divergent problems to explore situations of uncertainty, record their learnings in multiple roles and receive feedback based on their electronic portfolios.

Self-paced study of recommended material for Module 1:

Sample Ashoka fellows’ profiles - <https://www.ashoka.org/en-us/story/meet-our-2022-ashoka-fellows>

Supporting system changers – self-study resources from ASHOKA - <https://fellowship-europe.ashoka.org/supporting-system-changers-role-system-thinking-leadership-and-wellbeing>

Changemakers as digital makers by Emma Whewell - <https://link.springer.com/article/10.1007/s10639-022-10892-1>

What inner qualities should a sustainability changemaker have – interview with Kristian Stalne - <https://www.innerdevelopmentgoals.org/resources>

Recepies for changemakers’ well-being - <https://www.recipesforwellbeing.org/recipes/>

Mindfulness toolkit - <https://www.salto-youth.net/tools/toolbox/tool/mindfulness-toolkit.3232/>

The changemakerXchange resources - <https://changemakerxchange.org/resources/>

Tools to be used or/and developed by the participants:

Role-on-the wall canvas

Edvard de Bono – Six Thinking Hats

StrenghtFinder - <https://www.gallup.com/cliftonstrengths/en/home.aspx>

Inner Development Toolkit - <https://www.innerdevelopmentgoals.org/framework>

Electronic portfolio - structure devised by INNOCAMP PL

Activities/Learning methods:

Empathy-based interviewing, case study analyses, flipped classroom, creative problem solving sessions, role-on-the wall (drama), forum theatre, e-portfolio elevator pitch and peer-assessment

Modul 2 – Project design

Learning outcomes - skills

<p>Collaboration with diverse team members stakeholders, negotiation and networking</p>	<p>Evaluate a complex range of skills and responsibilities in relation to ambiguous collaborative contexts, work with diverse roles in different hierarchical structures Reflect on own impact within the collaborative context Devise and justify use of workable and creative solutions in the light of evidence and reflective practice, support others to create effective networks / manage relevant networks Evaluate stakeholder / partner contributions and level of engagement to assign roles, inform decisions and maximize the use of resources Negotiate a workable compromise / consensus that demonstrates understanding and respect for others engendering regenerative transformations</p>
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	<p>Perform, function and lead effectively / productively and co-operatively in changing and uncertain circumstances within complex group or team situations</p> <p>Evaluate surplus of talent or gaps in team skills and roles, adopt uncomfortable roles to enable the team to perform up to transformative stage</p> <p>Create effective teams from diverse groups addressing failure in team contexts / breakdown in team communications and sense-making</p> <p>Promote confidence, responsibility to enable the independent working of others within networks for regenerative changemaking</p> <p>Plan for / co-design networks to accommodate differences in roles and structures and their associated impact on regenerative practice</p>
<p>Social innovating</p>	<p>Develop creative and innovative ways to make the most of recognized opportunities and evaluate alternative approaches to creative thinking which maximize and engender regenerative change.</p> <p>Create alternatives to existing opportunities</p> <p>Represent the diverse perspectives, values, and interests in a system</p> <p>Reveal and upend the power dynamics in a system so that to replace a centralized force (with one dominant worldview) creating change for others and instead collectives co-creating change with multiple stakeholders</p> <p>Inform a holistic understanding of what is happening in the system and what is needed to transform it, enabling greater accountability</p> <p>Create long-term ownership over the issue and possible solutions, not only buy-in, which allows the simultaneous implementation of multiple interventions</p> <p>Develop multi-faceted, systemic strategies and solutions that address root causes and core dynamics that need to shift</p> <p>Critically analyze / investigate complex and ill-defined socio-cultural issues in local contexts, identify broader / more specific implications for selected issues across contexts demonstrating a nuanced social awareness / consciousness.</p> <p>Proactively extend own spheres of influence promoting multiple ownership.</p> <p>Justify chosen solutions and associated decisions to address complex / concrete and abstract problems.</p> <p>Ensure sustainable / transferable solutions welcome by multiple stakeholders</p>
<p>Implementing regenerative transformations</p>	<p>Proactively design to mitigate for / take advantage of / accommodate disruptive factors</p> <p>Exercise initiative to foster innovative, practical change within uncertain / ambiguous contexts.</p> <p>Facilitate/cultivate the conditions for diverse groups of cross sectoral, cross organizational groups of changemakers to drive intentional collective regeneration of designated spaces</p> <p>Create opportunities for the systemic cycle of discovery, adaptation, and circling back along the way shifting from a heropreneur approach and a singular narrative towards letting go of control and embracing complexity, emergence and shared regenerative leadership</p>



Instructional design, tools and activities:

The participants will be presented with resources for changemaking in the context of city regeneration and their potential applications within the Future Divercities pilots and other project phases. They will be recommended to do some reading, reflect on their own past experiences and develop innovative strategies for their projects implementation. In real time meetings they will do some case-study of regenerative transformations, create maps of their multiple stakeholders, get feedback on their strategies, record their learnings and receive feedback based on their project electronic portfolios.

Self-paced study of recommended material for Module 2:

ASHOKA's Introduction to a Collaborative Approach to Systems Change video

<https://www.youtube.com/watch?v=2x5f9mWouOA>

Levels of multistakeholders' engagement

Article - <https://water-drive.eu/assessment-of-levels-of-stakeholder-engagement-in-case-area-activities/>

Matrix - <https://fellowship-europe.ashoka.org/files/5-levels-engagement-expandedpdf>

Video - <https://www.youtube.com/watch?v=pe1QgUkWEd0>

Collaborative Innovation by Co-Creative video:

https://www.youtube.com/watch?v=q_xOG4J-FNI&feature=youtu.be

blog articles:

<https://www.wearecocreative.com/post/2018/04/01/its-not-collaboration-as-usual>

ASHOKA system change video

<https://www.youtube.com/watch?v=S1EDMw0va8Y>

Four agendas for effective system change collaborations video

<https://www.youtube.com/watch?v=ino5KpC3r18&list=PLjSo8uHLFy2fKC8t0zGTsDMW2pAGC7c6u&index=8>

Collaborative innovation roadmap video

<https://www.youtube.com/watch?v=AnB65p8yaU8&list=PLjSo8uHLFy2fKC8t0zGTsDMW2pAGC7c6u&index=10>

Innovative collaboration patterns video

<https://www.youtube.com/watch?v=DHW5eVhW5cc&list=PLjSo8uHLFy2fKC8t0zGTsDMW2pAGC7c6u&index=11>

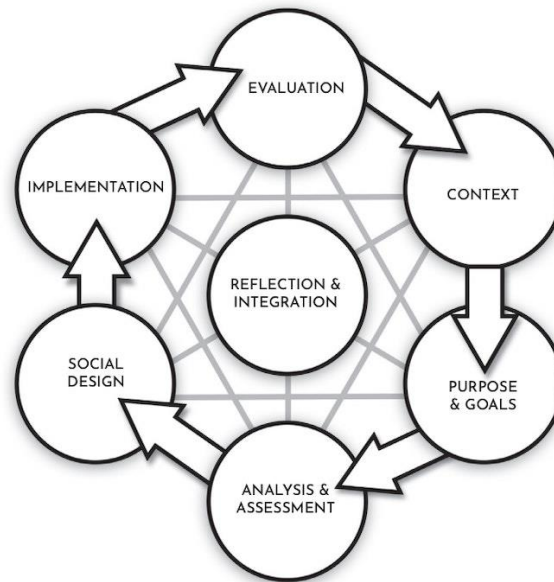
ASHOKA's system change podcast <https://ashokasystemschange.libsyn.com/episode-3-jeroo-billimoria-including-childline-india-aflatoun-and-child-youth-finance-international-cyfi>

Tools to be used or/and developed by the participants:

Social Regenerative Design Process Overview

Section II guides readers through a Regenerative Social Design Process through which we:

1. Consider the **Context** of the social ecosystems in which our change-making projects occur
2. Clarify and articulate (to oneself and to the world) a project **Purpose and Goals**
3. Create **Analyses and Assessments** that reveal unique Opportunities and Constraints
4. Join the Goals with the Analysis and Assessment to yield an elegant **Social Design** that is responsive to the Context and realizes the project Purpose
5. **Implement** a robust, multi-staged plan that moves the Design from ideation into action
6. Determine holistic criteria, tools, and benchmarks to **Evaluate** the project impact and degree to which the Social Design achieves the project Goals
7. Take the time and space for ourselves, to exhale, rest, **Reflect** on, and **Integrate** the work we've created



**SOCIAL REGENERATIVE
DESIGN PROCESS**

Stakeholders map and level of engagement canvas

Community building/Flourishing business canvas

Diversity Atlas, Kumu, Open Impact

Empathy boxing ring/Legislative Theater

Project Hatchery

Activities/Learning methods:

Case study analyses, flipped classroom, creative problem solving sessions, forum theatre, e-portfolio elevator pitch and peer-assessment

Module 3 Eco-systemic intelligence

Learning outcomes – skills

<p>Scaling regenerative solutions to policy/ecosystemic level</p>	<p>Negotiate from a position of unfamiliarity to consider alternative perspective(s), put forward prototype/pilot designs and evaluate the effect of the compromise on the project / external stakeholders or Demonstrate empathy and active listening skills when negotiating to reach a compromise for the benefit of the ecosystem / society Negotiate a pathway to action in situations where compromise / consensus is not possible Synthesize feedback from a variety of external stakeholders and intelligence and demonstrate how solutions have been modified in response</p>
<p>Create ecosystemic intelligent synergies</p>	<p>Proactively anticipate challenges and problems arising, / deviation from the plan /other uncertainties, and take decisive action to ensure sustainability and synergies Embed regenerative innovative approaches as complement to the macro-level perspectives of (local) governments. Act as transformation and collective impact guides for society.</p>

Educational resources for module 3

Six conditions of impact change video - https://www.fsg.org/resource/water_of_systems_change/

Creating synergies with authorities

<https://fellowship-europe.ashoka.org/story/new-allies-how-governments-can-unlock-potential-social-entrepreneurs-common-good-new>

Supporting system change with funding <https://fellowship-europe.ashoka.org/story/embracing-complexity-towards-shared-understanding-funding-systems-change-new>

Collective impact

https://cdn2.hubspot.net/hubfs/316071/Events/CCI/2016_CCI_Toronto/CCI_Publications/Collective_Impact_3.0_FINAL_PDF.pdf

Systemic impact resources

<https://changemakerxchange.notion.site/CXC-Systemic-Impact-Resources-895070082d494bae8d210a9b2ba4c25e#017acde10653461dba3f5a482bea82af>