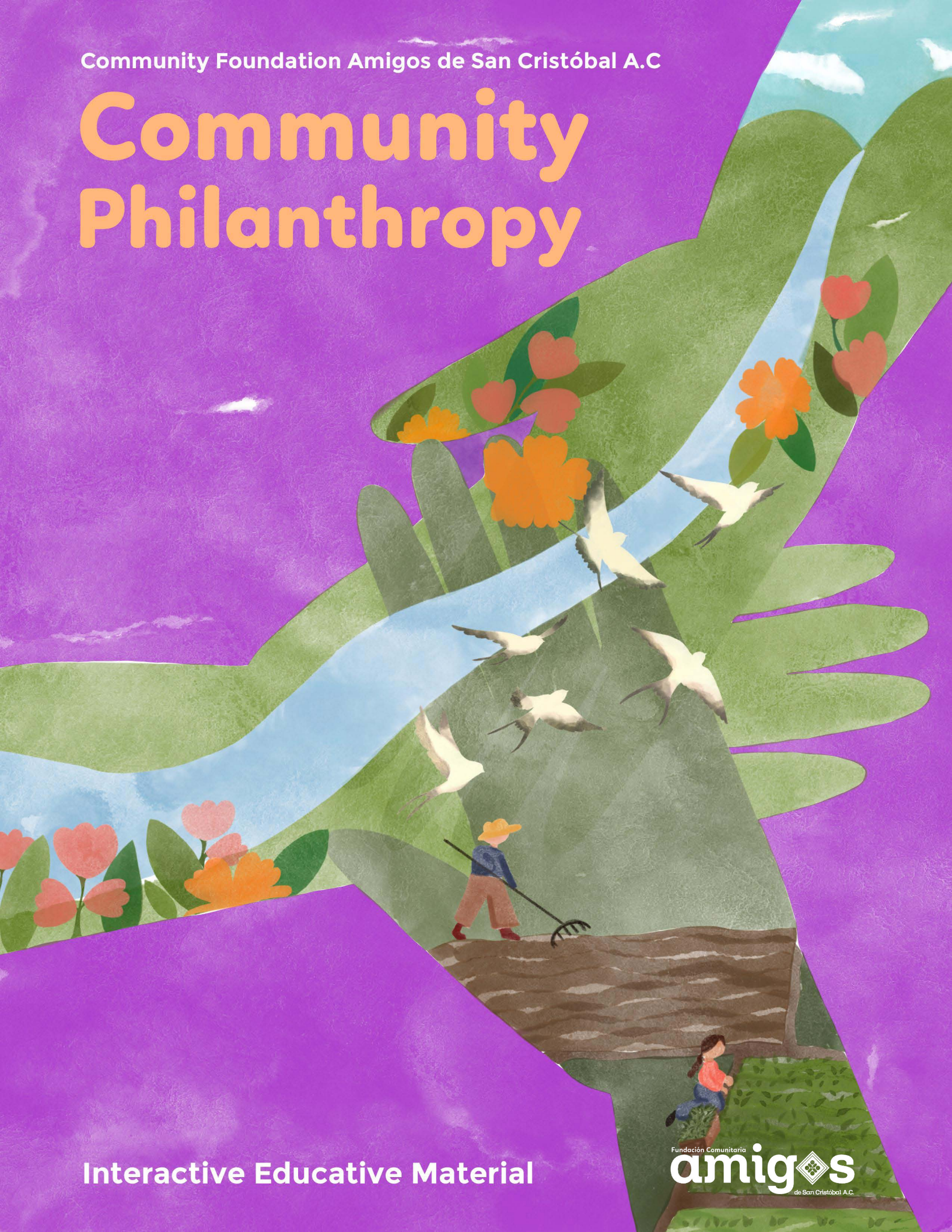


Community Foundation Amigos de San Cristóbal A.C

Community Philanthropy



Interactive Educative Material

Fundación Comunitaria
amigos
de San Cristóbal A.C.

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Introduction

Amigos de San Cristóbal A.C. is a civil society organization founded since 2005. It's dedicated to channeling resources for different organizations to be able to make projects in rural and urban areas from the highlands of Chiapas, in the fields of education, environment, and health. It's being consolidated as a community foundation in order to reach more people in situations of social injustice.

In 2020 Community philanthropy program was launched, with the intention of promoting community philanthropy as a tool to create awareness and to form change agents that make a positive impact on the lives of the children -and their families- who live in situations of social injustice in the city of San Cristóbal de Las Casas and the highlands of Chiapas.

The community philanthropy program is based on the Change theory, proposed by the Catalyzing Community Giving program from W.K. Kellogg foundation, who have been working for over 20 years on strengthening philanthropy in different communities of the US.

This program has a 3 year duration and is focused on three different strategies to make the use of philanthropy in communities stronger for social transformation::

- Researching and creating educational material.
- Organizing networks of philanthropic donors called giving circles (cdd).
- Developing the philanthropic ability of civil society organizations.

This material is part of the first strategy of the program and answers to the research that was made by Amigos de San Cristóbal A.C.

During the previous year, a team of five specialists on the priority fields worked on four diagnoses which were compiled in one main research: "The Chiapas highlands: Diagnoses about philanthropic tendencies, education, environment and health" ("Los Altos de Chiapas: diagnósticos sobre tendencias filantrópicas, educación, medio ambiente y salud"). The purpose of this was to widen the understanding of the problems that Chiapas' communities are facing, and to make visible the power and the scope of philanthropy as a practice for positive change. From these diagnoses better practices in philanthropy within the local and national context are proposed.

Design and development of educational pedagogical materials are proposed as means for presenting and socializing the findings and results of the aforementioned research. In order to achieve these, different activities for each priority area have been proposed with the intention of accompanying the reflection and the knowledge dialogue about those areas. Each activity has been proposed from participative techniques and considers linguistic and contextual diversity of those who may put it into practice/implement it. It is because of this, that all of the materials will be available in Spanish, English, Tsotsil and Tseltal.

Objective:

To share activities with methodological foundations in grassroots education that are useful to present and socialize the diagnoses in the areas of education, health, environment and community philanthropy in the highlands of Chiapas, seeking to join the collective construction of knowledge.

Facilitators' profile for working in the ASC team.

1. Having a critical point of view of the social and structural context.
2. Response ability, adaptation and flexibility before adverse circumstances.
3. Interest in accompanying a process where dialogue and knowledge construction is encouraged.
4. Having aptitude for communication, ability to interact or creativity.
5. Being patient and observant. Observation is necessary to detect problems in the process or problems which the participants may have as a group or as individuals.
6. Having time management skills. Necessary for helping other people reach their goals on time.
7. Having empathy and ease to understand people and identify their needs.

Recommendations for facilitating:

The pedagogical sense of the technique makes it effective, it's recommended that the facilitators:

1. Before they begin, answer the following questions:

- Which topic are we going to talk about?

-What 's the goal?

-Who will we work with?

To know the origin profile and context of the participants, this will help the facilitators to create a safer environment for the workshop.

2. To previously work on the descriptive sheet, the technique, the procedure and timing.

3. To study the central topic to elaborate with the group, this will allow the coordinators to conduct and further enrich the discussions adapting to the elements that come up during the activity.

4. To consider the participants' context (cultural, age, occupation, etc.)

a. Depending on the context and on the linguistic needs of the group or groups with which the work is being done, as well as on the resources availability of who is implementing, it is recommended to have the support of an interpreter and the corresponding translations.

b. To consider time for interpretation in the different languages if the activities are carried out in assembly and not in linguistic groups.

Tools and considerations for a topic's discussion:

1. Give a general context about the topic to the participants to motivate starting the discussion. Mentioning the central theme, name of the activity, it's goal and the importance of it.

2. Suggest questions to start the discussion (depending on the type of technique) at the beginning of the activity:

-What did we hear?

-What did we see?

-What did we feel? What happened?

-What did we read or present?

3. Questions that start the final reflection: What do we think/feel about what we saw, heard or read?

Afterwards, that is related with reality:

-How do I live it from my context or where I live?

-How do I understand this from my reality?

4. Come to a conclusion:


-Which conclusion can we reach?

-How do we summarize what we discussed during the technique?

5. These suggestions intend to create a reflection dynamic that is systematic, participative, profound, democratic and flexible. (Romero,2013).

Note:

Because of the context of COVID-19 pandemic, virtual activities were created, which have a template with it's own design and identity aligned to ASC.



The 4 central themes

This educational material is centered in four central themes that are related and converge between them: education, health, environment and community philanthropy. From each central theme the participants' perspectives and knowledge will be explored, building at the same time a summary of new collective knowledge which has the objective of reaching a better understanding of each central theme.

For every central theme there will be four activities to work with, focused on different topics and that invite people to do some reflection and sharing.

The education central theme will work on the topic of knowledge, access to education and diversity in education. The health central theme will focus on access to health, the visions we have about the concept of health and diversity in medicine. From the environment's central theme the participants' perspectives about this and its care will be explored, the existing understanding about concepts such as climate change, water and land, then, the knowledge about biodiversity is picked up. About the community philanthropy central theme, it's very likely that for many persons this concept are new, so, in a first moment the work will be to build a common understanding so, from there is possible to explore the concept and its effects through educational and participative activities.

CONTENT

Central theme 1: EDUCATION

- What is knowledge?: Mental map of knowledge (virtual activity).
- Education For what/whom?: Discussion jury style (in person activity).
- Diversity in education: The chain (in person activity)

Central theme 2: HEALTH

- Access to health: Case study (virtual activity)
- Health as a whole: The sociodrama (in person activity)
- Diversity in medicine: Morning news (in person activity)

Central theme 3: ENVIRONMENT

- Topic: What is the environment?: Brainstorming with cards (in person activity)
- Water and land: Tiny marathon (in person activity)
- Biodiversity: Stories stories (virtual activity)

Central theme 4: COMMUNITY PHILANTHROPY

- What is community philanthropy?: The answer is local (virtual activity)
- Philanthropic networks: Tarot (in person activity)
- Cooperation and solidarity: Putting ideas together (in person activity)



1 EDUCATION





CENTRAL THEME 1: EDUCATION



General objective:

- To build a diverse and collective vision of education and what knowledge is.

Specific objectives:

- Deconstructing our visions about “knowledge”.
- Questioning the educational models, their goals and bases.
- Sharing the educational models, and the sources of knowledge and learning to which we have been exposed.

Activity 1:

Topic: What is knowledge?

Activity: Mental map of knowledge.

Modality: Virtual

Time: 45-60 min.

Platforms: Miro.

Objective: To share, between the participants, the visions that exist about knowledge with the intention of showing the wide range of knowledge types and how these are not limited to a single source.

A mental map is a diagram that allows organizing the information about a main topic in such a way that it broadens the understanding of that same topic. This allows us to construct a general view from the available information and the perspectives of those who take part in this activity. This technique consists of constructing, in a collective manner, a mental map around the concept of knowledge; What do we understand by this concept? What is knowledge? Where does it come from? Is it something already made or is it built?

Execution:

1. The platform with the template or templates in the corresponding languages are prepared.
2. If it is necessary, the call is divided into linguistic groups.
3. Each facilitator welcomes the group and introduces the topic, this includes a quick explanation about what a mental map is and how the activity will be executed. (5 min)
4. The facilitator shares the screen so everybody can access the template and with help from a secretary will be filling the mental map with the information that's being shared.
5. The conversation starts with one of the trigger questions. As the discussion progresses, the facilitator includes the rest of the questions. (20 min)
 - a. What do we understand by this concept?
 - b. What is knowledge?
 - c. Where does it come from? Where do we obtain knowledge from?
 - d. Is it something done or is it constructed?
6. All of the answers are written down on the platform so that they can be organized after.
7. From the collected information, the collective agrees on the branches that form the map of the concept. If one agreement can't be made or the group seems not to find concrete branches, the secretary can propose the branches after having analyzed the obtained answers. e.g. sources, definition, function. (15 min.)
8. From the collective map organization, the activity is closed with a collective reflection. Each participant can give their own definition of knowledge and mention if it changed after the activity. If there's not enough time for every participant to talk, then a closing round is made, asking about the participants feelings. (10 min)

9. The facilitator goes back to the main room with the other groups to share the results with the help of the facilitators of every group. (10 min).
10. Extra: the map results can be printed or sent via e-mail to the participants.

Activity 2:

Topic: Education, For what/whom?

Activity: Jury style discussion.

Modality: In person

Time: 45-60 min.

Objective: To analyze, to substantiate, to reach concrete and immediate conclusions and to exercise decision making.

This technique consists of representing a cabinet or jury discussion to come up with solutions about known problems. The president presides over a discussion about access to education, with the intention of coming up with a collective solution. If necessary, the inclusion of an interpreter and/or translator will be required so everybody can participate.

Execution:

1. A document where the problem or topic is presented, is prepared beforehand: ¿Education for whom/what? This will be distributed to the participants when the activity is starting. If there are participants who are visually impaired or that have some trouble reading, consider preparing recordings of the reading in the different languages.

*The appendix (1) is an example that can be used, it's translated to some languages; use the corresponding to the facilitators language.

2. The facilitator welcomes the group and presents the topic, this includes a small explanation of how the activity will be executed. (5min).
3. The document is distributed to the participants so that they can read and analyze it. It is indicated to them that they should highlight the aspects that they

consider important to start imagining a possible solution to the presented problem. Give time for individual work (10 min).

4. In the cabinet session, someone chosen by the group will be the "president" of the cabinet and will be who directs the session. A secretary must be named to write the agreements down, that person might be the facilitator or another member of the facilitators' team
5. To start the session, the president starts sharing the different aspects that considers important to discuss according to the previously studied text and gives a first opinion about the possible solution (3min).
6. Taking turns, the rest of the members share their opinion about the topic and about the proposed solution. Give time after every intervention for interpreting in the different languages (25 min).
7. Throughout the discussion, the secretary writes the opinions and agreements down in order to share them in the assembly at the end. Must pay attention to the proposed solutions and be able to name them.
8. Based on the general notes, the participants agree on the most viable solution, if there's any.

Recommendations:

1. The facilitator must keep in mind the following aspects: time, objective, level of information and decision making that the group has.
2. The person who is coordinating plays a "nosy person (someone making a lot of questions)" role to motivate the group to substantiate their opinions or to present important elements that may not come out spontaneously in the discussion.

Topic: Diversity in education.

Activity: The chain.

Modality: In person.

Time: 45-60 min.

Objective: To construct a critical vision through knowledge dialogue.

This technique consists of sharing the participants' perspectives about a common topic, education in this case. In definite moments, the participants should give their opinion about the topic and construct a collective vision bit by bit. The facilitators need to be aware of the

time used in the interventions to protect speech from being monopolized. In the same way, the facilitator must pay attention and ask questions that allow guidance and to go deeper into the discussion if it isn't flowing or if it starts to go away from the main topic.

Execution:

1. The facilitator welcomes the group and presents the topic, this includes a short explanation of how the activity will be executed. (5 min)
2. Participants are numbered from 1-3 to form 3 groups. If the number of participants is enough to generate linguistic groups, it can be done this way too.
3. The first group will form a small circle surrounded by the second group, which in turn, will be surrounded by the last group.
4. The first circle starts the activity discussing for 10 minutes: Formal education, its diversity, its limitations and advantages. The facilitators might give a short explanation about what is understood by formal education so that everybody is on the same page. While the group discusses, the others take notes.
5. The second circle discusses the first group's opinions for ten minutes. While the group discusses, the others take notes.
6. The third circle discusses the opinions of the previous groups for ten minutes while they listen.
7. When all the interventions end, the person who is coordinating makes a general synthesis from all that was shared. (10 min)



2HEALTH



CENTRAL THEME 2:

HEALTH

General objective:

- To identify and analyze the different factors that form health.

Specific objectives:

- Recognizing health as an integral, cultural, collective and individual process.
- Understanding health and of all of its elements as an integral process from a critical point of view.
- Understanding medicine as a diverse element in constant transformation.

Activity 1:

Topic: Access to health.

Activity: Case study.

Modality: Virtual.

Time: 45-60 min.

Platform: Zoom and Miro or Jamboard (both platforms work well for this activity, it depends on the facilitator's skills and on which platform is more familiarized with).

Objective: Reach conclusions about a specific case and formulate alternatives or solutions.

Requested materials to work from home: Pencils or pens and paper.

In the case study it's proposed to achieve an analysis and a deep reflection of the presented situation. The case study almost always is done by people who are experts on the topic, and we are all experts in access to health. It's important to remark that every single one of the participants has to speak from their own knowledge and experience.

Execution:

1. The person who coordinates this, previously prepares a specific case that represents access to health.
*Suggested case study Appendix (2)
2. In 10 minutes, the facilitator welcomes the group and presents the topic, this includes a short explanation of how the activity will be executed.
3. The facilitator shares the screen and shares the case in plenary, and the participants are asked to take notes about what they consider to be most important.
4. The participants will be organized into linguistic groups or in four different rooms in the same Zoom meeting to discuss the case in further detail.
5. The groups are asked to have a discussion based on these questions, from a vision of access to health:

- What happened?

- Why it happened?

If we were the corresponding authorities, *What would we have to do to prevent this from happening again?*

6. A spokesperson and the facilitator will present, briefly, their solutions in plenary and a list of the suggested ideas is made.
7. The facilitator writes the ideas down on the chosen digital platform, sharing their screen.
8. Suitable solutions are collectively selected.
9. As closure, the participants are invited to have a reflection on the suggested solution(s) and the reality of the case.

Topic: Health as a whole.

Activity: The sociodrama.

Modality: In person.

Time: 45-60 min.

Objective: Showing elements to analyze health based on real situations.

A sociodrama is acting where gestures, actions and words that represent a real life fact are used, so it all can be analyzed afterwards.

The people who coordinate must: Be familiarized with the health topic in general. Having done a previous revision of the health services which the people who are doing this activity are exposed to. Taking into consideration that the groups are multicultural and live health in different ways. It's necessary to have a critical view about it in order to be able to guide the technique and reflection.

Example of the information:

Desarrollo:

1. The facilitator welcomes the group and presents the topic, this includes a short explanation of how the activity will be executed.
2. The topic is presented: Health as a whole. The next paragraph is shared with the group to guide the conversation.

In Mexico health is a privilege. Health is not only going to the doctor and the hospital, but it starts from the food we choose, mental health and self-care; all of these elements are affected by our economic situation. Poverty and poor health are interrelated phenomena (Adam, 2002). Integral health is a human right, in 2020, 1 in 3 persons don't have access to health services in México, this is a systemic violation of human rights.

3. The people is divided into groups and a window of 10 minutes is open for having a conversation about each one's reality, through trigger questions:

a. How is health lived in my community, neighborhood, city?

b. Which other forms of health services are there, besides the government's health sector ones?

c. How do I take care of my health?

d. What do I understand by "community health"?

4. 20 minutes are offered to create a story from the answers:

a. The story which will be shared is chosen.

b. The characters and thread of the story are defined based on what was shared before.

c. A short script is determined (the sociodrama must be 3 to 5 minutes long)

5. Se hace un pequeño ensayo y luego se presenta.

6. A brief rehearsal is done and then is presented.

Last reflection: The reflection must be centered on the characters and on the story line to discuss the topic. A variation for this activity that is useless when we don't have enough time is "role play". The difference between role play and sociodrama is that in the first one a character in a specific situation given by the facilitator is acted. e.g.: doctor, nurse and patient are at a consultation in the village's clinic.

Recommendations:

- Keep in mind that the sociodrama is 3 to 5 minutes long, it's a simple dialogue that has the intention to show collective knowledge about the topic after an analysis of the same.
- For the sociodramas:
 - Speak in clear voice, loud and slow;
 - Use other types of language besides the spoken one;
 - Consider the creation of signs and the use of other accessories to create the scenes.

Activity 2

Topic: Diversity in medicine.

Activity: Morning news.

Modality: In person.

Time: 45-60 min.

Objective: Make a diagnostic analysis, make a hypothesis and some conclusions.

Materials: Pencils, small pieces of paper.

A news-cable comes up from a news alert and is distinguished by being about information of that moment which needs to be shared immediately. As a result of those cables it is possible to develop news that offer a follow up or that treat the issue in another moment to give new details or to collect all of the information that was being given bit by bit during the emergency. Nowadays, thanks to virtual media it's much easier to announce a cable..

Execution:

1. In 5 minutes, the facilitator welcomes the group and presents the topic, this includes a short explanation of how the activity will be executed.
2. The participants are organized into groups, a time of 10 minutes is given and they are asked to make a news-cable about: What's happening in our communities/neighborhoods/health and medicine environment?

Suggestions of topics for each group to choose which one to make from their own knowledge:

- Secondary effects and reactions to anti Covid-19 vaccine.
 - Midwives fighting against obstetric violence.
 - Surgeon robots and biomedicine breakthroughs.
 - Uses of herbal medicine in healthcare.
 - Natural gynecology and its advantages for women.
3. One minute is offered for the teams to choose their spokesperson.
 4. Go to plenary and share all of the cables as if we are in a news-show: "We are broadcasting live from Radio escucha...". Every group has 2 minutes for sharing.
 5. Each group takes notes if some previously unknown information comes up or if there's some other which the plenary considers to be incorrect, it gets discussed.
 6. The group continues to work all together for the creation of an "editorial" (leading article) based on the discussed cables. 10 minutes are offered for this point.
 7. The different editorials are presented and the participants are invited to a last discussion.

Recommendations:

1. Carefully explain what news-cables are.
2. Keep health as the main subject of the cables.
3. Construct the news atmosphere in the plenary while keeping the content in sight, it's the most important.
4. After reading some cables, it's good to ask someone from another group to make a news summary, to stay focused.





3 ENVIRONMENT





CENTRAL THEME 3: ENVIRONMENT



General objective

- To share the participants' knowledge and understanding about the environment, natural resources, biodiversity and climate change.

Specific objectives:

- To put on the table the existing perceptions about the environment.
- To socialize knowledge that the participants have about topics that are related to the environment.
- To collectively diagnose the understanding of this topic.

Activity 1

Topic: What is the environment?

Activity: Brainstorm with cards.

Modality: In person.

Time: 45-60 min.

Objective: Construct a collective definition of environment.

Materials: Flipchart paper, cards, markers.

This technique consists of the interchange of ideas between the participants until a collective conclusion is reached. Through key questions and guiding the discussion, the facilitator should take the participants to an exploration of the different aspects that are part of the environment and how we relate to it.

Execution:

1. The participants are organized in linguistic groups.
2. Each facilitator welcomes the group and presents the topic, this includes a short explanation of how the activity will be executed. (5 min)
3. To trigger the interchange, the person who is coordinating makes clear questions which express the goal of the activity. The questions should allow the people to answer from their reality and experience: Nowadays we constantly talk about taking care of the environment, but, what do we mean by that? What do we understand by environment? How do I relate with it? What do we find in nature? What is environmental care? What is environmental care in my community? Why is it necessary? Are we part of nature? (5 min)
4. Each participant gives at least one idea from their reality and writes it down on a card. If that person has troubles writing, can be assisted by the facilitator. (10 min)
5. While the participants are sharing, the coordinator arranges the cards on a flipchart paper, always in communication with the group.
6. When there is a significant number of cards, these are arranged in an order based on the group's preferences. One of the possible orders is by subject: Pollution, field work, nature care, life, etc. (10 min)
7. Once the cards are arranged, the participants are asked to define the environment concept and it's care based on what was shared. (5 min)
8. Participations are registered on the flipchart paper.
9. From those participations a collective definition is constructed until consensus is reached. (10 min)
10. Everyone goes back to assembly and the final conclusions are shared. (3 min per group).

Topic: Water and land.

Activity: Tiny marathon.

Modality: In person.

Time: 45-60 min.

Objective: To socialize the participants' knowledge. Construct a collective understanding of the processes around water and land as well as around climate change.

It's a board game to exchange ideas, knowledge and opinions. Through gamification, the participants' knowledge about diverse subjects can be remarked. The participants will have to play in teams to reach the finish line (goal), answering questions and collaborating when they don't have one. Finally the participants will express what they feel and what they learnt through this experience. The inclusion of an interpreter and/or translator is required so everybody can participate.

Materials: board, cards, 1 dice, chronometer, chalk, objects for the teams

Preparation:

1. The cards and boardgame are set.
2. The board has 25 squares starting with start and ending with What do we know?
3. 40 cards are used. Each card has a question or instruction, and the answer is on the back.
4. Bring totems or objects for the team.

Execution:

1. The facilitator welcomes the group and presents the topic, this includes a short explanation of how the activity will be executed. (5 min).
2. Teams of 3 or more people are formed, depending on the participants' number.
3. Each team chooses an object to represent them on the board.
4. The participants place themselves in teams around the board.
5. The dice is rolled to see which team starts. The next turn is taken by the following team to the right.
6. Depending on which square the teams land on, they will follow diverse instructions, each team has one minute to answer:

a) The facilitator will be reading the cards and the teams will answer;

b) Depending on every card, there are indications to follow: you lose a turn, go back to square #5, move forward 2 squares, etc;

c) If a team lands on the few words square, the facilitator reads one of the cards to answer between all of the teams and asks each one of them to answer the question with less than 5 words.

7. The game ends when the first team reaches the finish line. If it takes too long, the game can be ended at any time and everyone would be considered winners who acquired new knowledge and have contributed with something to the collective knowledge. (30 min).
8. By the end, a space to listen to the participants' feelings and impressions is open. (10 min).

Recommendations:

If there are many people and there's a large space to play in, the board can be recreated with chalk drawings on the floor and people can walk on it from square to square.

Activity 2

Topic: Biodiversity.

Activity: Short stories.

Modality: Virtual.

Time: 45-60 min.

Platform: Zoom.

Objective: To represent the knowledge that the participants have about biodiversity.

Materials: Paper and pencil.

A story with mistakes in the concepts and elements to discuss should be prepared. In the first moment, the participants will identify mistakes in the story about biodiversity. This technique consists of letting the participants express their knowledge about biodiversity and afterwards transform that into a story.

Execution:

1. Each facilitator welcomes the group and presents the topic, this includes a short explanation of how the activity will be executed (5 min).
2. The facilitator shares the screen where the document with the story can be seen, and gives the indication to raise a hand on the call if a wrong piece of information or false idea is heard.
3. The facilitator reads the story aloud. *Appendix (3).
4. If a participant raises a hand, the coordinator asks why they believe this information is false and will do the same with the people who didn't raise their hands, asking them why they think it is true. Take care that the interventions do not extend too much, if most of the people have raised their hand, ask only for one or two justifications.
5. The facilitator can see the order in which the people are raising their hand and respect it or intervene to let different people participate (15 min máximo).
6. The facilitator, or someone from the facilitator's team, will be registering the interventions, pointing out the mistakes and their corrections on the document.
7. By the end, the story is re-written adapting it with the corrections given by the group. If there was information that wasn't questioned, the facilitator presents it to the group with its explanation (20 min).
8. The final version of the story is read (5 min).





4 COMMUNITY PHILANTHROPY



CENTRAL THEME 4:

COMMUNITY PHILANTHROPY



General Objective:

- To socialize the concept of community philanthropy from previous experiences.

Specific Objectives:

- To give analysis items about history and current importance of community philanthropy.
- To obtain an interpretation about community philanthropy from its different aspects.
- To remark the importance of collective work and individual contribution.

Activity 1

Topic: What's community philanthropy?

Activity: The answer is local.

Modality: Virtual.

Time: 45-60 min.

Platform: Zoom and Miro or Jamboard.

Objective: To give elements for a better understanding of the "Community philanthropy" concept.

Communitary philanthropy is a new concept, so it's necessary to do an introductory presentation activity. This activity is not a class nor an explanation of the topic, but it's a sharing time about a concept with which many participants may have wide experience

Execution:

1. The facilitator welcomes the group and presents the topic, this includes a short explanation of how the activity will be executed.
2. The facilitator shares the screen to play the next video: https://www.youtube.com/watch?v=xbFM_Q8YjWA
3. Groups are formed in different rooms of the same Zoom meeting and the same text is given to each group in their own language *Appendix (4).
4. The participants who decide to participate will read a paragraph of the text.
5. Each group will make an agreement based on the question What's community philanthropy for them or from their own understanding?
6. All of the participants come back to the same room and they close with a collective reflection assisted by the facilitator.

Recommendations:

- The facilitator has to have a good command of the topic, and will have to do a small research about community philanthropy.
- Relevant information:

2.1. Community philanthropy

Community philanthropy is a process that channels the resources which are mobilized inside a particular region. This is led by the same inhabitants with the intention of investing those again in their own development.

It's based on actively practice the norms and values of reciprocity, solidarity, social cohesion, autonomy and interdependence, which has roots in traditional practices of original societies around the world, including the tequio, komon at'el or komon amtet of the original tseltal and tsotsil people.

Community philanthropy can take the organizational form of a community foundation, a CDD (giving circle), among others, which prioritize and encourage the norms as the means and purpose of the process. (Doan, D. 2019, p.7).

2.1.1. The tequio

Tequio is the common work that a community does, and synthesizes the sum of efforts of all of the members of a given community for the good of all people. From this vision, the practice of communality through tequio is the correspondence to positive impacts that are received from the same communities. (Salazar, 2017).

2.1.2. Komon at'el o komon amtet (collaborative work)

Komon at'el or komon amtet is a cultural process of the highland's region in Chiapas, that emphasizes the needs of the jlumaltik (territory) that deserve to be assisted with actions that relate in dignifying and respecting (ich'el ta muk') everything that is inside and outside of the community. It means solidarity, collective work, help, and care for our community. It is to give back a little of what our land and community has given us and is part of indigenous identity. (Girón, 2020).

Review:

<https://comunalia.org.mx/wp-content/plugins/pdfjs-viewer-shortcode/pdfjs/web/viewer.php?file=https://comunalia.org.mx/wp-content/uploads/2021/02/Qu%C3%A9EsLaFilantrop%C3%ADaComunitaria.pdf&download=true&print=true&openfile=false>

Activity 2

Topic: Philanthropic networks.

Activity: Tarot.

Modality: In person.

Time: 45-60 min.

Objective: To obtain an interpretation about the topic in question, from the different aspects that conform it.

Materials: Tarot cards, paper or cardboard, markers and colored pencils.

This activity helps to complement and improve the understanding of the topic using a game. The cards, being a visual element, make the analysis of philanthropy elements easier.

Execution:

1. In plenary, the coordinators make a process of recapitulation and interpretation of what was seen on the previous activity.
2. Cards that have objects or words related to the topic of philanthropic networks are prepared beforehand; the amount of cards is determined according to the number of persons who will take part in this activity.
3. The facilitator welcomes the group and presents the topic, this includes a short explanation of how the activity will be executed
4. The person who coordinates plays the "fortune teller" role.
5. The cards are dealt to the participants and they should describe what they can see in their cards and try to interpret them.
6. The fortune teller makes the next question: To which aspect or situation in your life does it refer to?
7. When enough cards to relate philanthropic networks to people's reality are out, a discussion opens.
8. Questions to debate: Which relationships do you find and how do you interpret these relationships from your reality?

The participants reach an ending conclusion

Recommendations:

1. The fortune teller has to interpret the role to generate an experience: "Brothers, sisters, siblings, may the light spirit shines on our path".
2. Elements that have nothing to do with the topic can be integrated, for example: a chocolate, so the group analyzes.
3. The person who is coordinating should have a good command of the subject and to be able to make clear questions that help the group reach a conclusion related to philanthropic networks.

Topic: Cooperation and solidarity.

Activity: Assembling ideas.

Modality: In person.

Time: 45-60 min.

Objective: To make evident the importance of collective work and individual contribution.

Materials: Cardboard and markers.

This activity is very convenient to graphically represent the benefits of mutual aid. It helps to eliminate competition and to point out the importance of the community. Thinking about us as a whole reflects on the collective solidarity. I help my teammate to finish a puzzle, someone else helps me and that way we all put together our puzzles.

Execution:

1. 5 envelopes are prepared with 5 mixed pieces of 5 puzzles, very different from each other to make it easier to identify them. They can be puzzles of colors or animals.
2. The facilitator welcomes the group and presents the topic, this includes a short explanation of how the activity will be executed.
3. 5 volunteers are called and each one of them receives an envelope.
4. The coordinator tells what's inside the envelopes and that the pieces are mixed.
 - a) The next indications are told:
 - Nobody is allowed to talk.
 - it's not allowed to ask for pieces, not even with gestures.

- It's only possible to give and receive pieces.
- The rest of participants should write their observations about the activity.

5. The volunteers are asked to put together the puzzle.
6. The group activity is over when at least 3 puzzles are completed or the marked time is up.
7. The participants are invited to a ending discussionl:

a) It starts asking the volunteers:

- How did you feel?
- Which difficulties did you encounter?
- How did you solve the puzzle?

b) The rest of participants is asked about their observations:

- Why do you think it couldn't be asked for?
- Why do you think it wasn't allowed to talk?
- What happened at the end?

c) The facilitator guides the discussion to talk about the role of communication, personal contribution and mutual aid.

Recommendations:

- The facilitator has to have a good command of the topic.





APPENDIXES



Foto: UNICEF México / Mauricio Ramos.

APPENDIX (1)

Education and learning

Education gives to boys, girls and adolescents the skills and knowledge to reach their maximum potential and to exercise their other rights.

The challenges

Education gives children and adolescents more opportunities to reach their maximum potential.

Education is a basic right of every girl, boy and adolescent, which provides them with necessary skills and knowledge to develop as adults and also, gives them tools to know and exercise their rights.

In México, more than 4 million boys, girls and adolescents don't attend school¹, while 600 thousand more are at risk of dropping out because of many factors, such as lack of resources, long distances from schools and violence. In addition, boys and girls who do go to school have a low use of the contents taught in compulsory basic education.

Those who live in indigenous communities or speak an indigenous language as a mother tongue are particularly at risk of not going to school or of having poor school achievement.

Educative inclusion

Indigenous children and adolescents in Mexico present more difficulties and have less access to education than the rest of children, for example: only 1 in 10 teenagers, who only speak an indigenous language and no Spanish, attends school in Mexico, in comparison to 7 in every 10 from the rest of the population².

“But going to school is not enough; children and adolescents have right to learn”.

Carmen López, Head of Education for UNICEF Mexico.

Educative quality

Half of the children in 6th grade of primary school get low results in language and communication. Besides guaranteeing access to education to every child and adolescent in the country, the quality of study plans, the academic progress, and the development of useful skills must be assured.

Attendance and permanence in school

Only 2 in every 5 adolescents who live in extreme poverty continue their education beyond secondary school (9th grade). Although the economic, social and school performance factors that contribute to students dropping out of school are different in different age groups, poverty is one of the most important.

Our challenge is to ensure that all boys and girls have access to quality education, stay in it and complete it with the learning level expected for their age and educational level, especially the most vulnerable boys, girls and adolescents.

Extracted from: <https://www.unicef.org/mexico/educaci%C3%B3n-y-aprendizaje>

APPENDIX (2)

Pregnant woman died in Juchitán, Oaxaca because of Covid-19; she was turned away from hospitals due to lack of personnel.

The complaint was made by the municipal president of Juchitán, Emilio Montero Pérez, who made known the critical situation that public sector hospitals are going through due to not having enough personnel.

Extracted from: “MUNICIPALITIES” 20/09/2021 12:05
Roselia Chaca Oaxaca.

Juchitán.-An eight months pregnant woman died this Sunday afternoon in a private clinic in Juchitán after spending ten days wandering in public hospitals in the Isthmus of Tehuantepec region, where they were unable to provide medical care due to lack of specialized personnel and equipment.

The claim was made by the municipal president of Juchitán, Emilio Montero Pérez, who made known the critical situation that the public sector hospitals go through by not having enough staff to care for those sick with Covid-19, which increases the risk of death from this virus, as was the case of the pregnant woman who required to be intubated.

According to the story of the councilor, who was aware of the case, the patient visited hospitals in Juchitán and Ixtepec for ten days. After waiting and anguish for the family, she was received at the “Macedonio Benítez Fuentes” Civil Hospital in Juchitán, later she was referred to the Ixtepec General Hospital, where she was intubated and given manual respiration, since there was no ventilator and the oxygen was running out.

Finally, a private clinic in Juchitán agreed to receive her, but in the end she died an hour after being admitted.

The municipal president of Juchitán explained that the announcement that the state is at yellow traffic light scale for the virus risk, cannot be trusted, since there are municipalities that are at red, such as the case of Juchitán.

“Although deaths from the virus were beginning to decline, the shortage of personnel creates the conditions for deaths to increase. We are in a state of crisis that deserves attention, he indicated.”

To prevent further deaths from inattention, he suggested the problem should be given a quick fix. In this sense, Emilio Montero urged the federal and state authorities to trace a route towards a prompt solution for the benefit of the population, so as not to continue affecting it.

The health crisis in the region has increased due to the dismissal of temporary personnel, which forced the workers of the “Macedonio Benítez Fuentes” Hospital, registered under the Isthmus 02 Subsection, to march this day in the city of Juchitán to demand the state government of the reinstatement of more than two thousand workers who have been fired from different hospitals and medical units in the state.

According to data from the Oaxaca Health Services (SSO), in the year and a half that the Covid-19 pandemic has been present in the state territory, at least 17 pregnant or after giving birth women, as well as three newborn children, have died, official figures until last September 6 indicate.

According to data on the evolution of the SARS-CoV-2 pandemic, a total of 513 pregnant women and 92 in the postpartum period with a positive diagnosis for this coronavirus have been recorded in the state, of which five lost their lives during pregnancy and 12 after delivery.

In addition, the data indicates that this respiratory disease has also been diagnosed in 34 children under three months, of which, three turned out to be fatalities.

The SSOs point out that pregnant women are at greater risk of becoming seriously ill from Covid-19, and this situation is exacerbated in those who present some associated comorbidity such as diabetes, hypertension, and obesity, mainly. While in the case of newborns, a severe case of this respiratory pathology is not exempt, since the Covid-19 infection can cause potential damage because they have “immature immunity”.

“Muere por Covid mujer embarazada en Juchitán, Oaxaca; fue rechazada en hospitales por falta de personal” News article El Universal Oaxaca (20/09/21) R, Chaca. <https://oaxaca.eluniversal.com.mx/municipios/muere-por-covid-mujer-embarazada-en-juchitan-oaxaca-fue-rechazada-en-hospitales-por-falta>

APPENDIX (3)

Biodiversity story

Stories, stories

One day María was walking to school and when she lifted her sight from the floor she noticed that around her there was great wealth. All of the trees on her path were the same, creating a beautiful landscape. There weren't many animal species but she could see a kangaroo in the middle of the jungle, which excited her very much. Kangaroos come from the other side of the world, it must be a good thing to run into one. She continued walking until she found a corn-field. The corn-field was very diverse. Yellow corn row after row. “This must facilitate its care and give good food”, María thought. On the ground she couldn't see pigweeds nor flowers. She went across the corn-field to get to school with her friends. Very excited she told them what she saw.

¿Is the landscape that María saw diverse and rich? Why? How would you change the story to show the diversity and richness in María's path?

APPENDIX (4)

What's community philanthropy?

The origin of community philanthropy is found in deep-rooted practices of exchange, mutual aid, solidarity and community development. In most cultures and communities, if not in all of them, there is an inclusive and humanitarian practice whereby ‘members of a community help each other by sharing their resources for the common good’.

Community philanthropy is not an organizational form; it is a practice.

When talking about community philanthropy, in many cases the term is automatically understood as a community foundation. Although community foundations are assumed to practice community philanthropy in many intellectual and professional circles, I believe caution should be exercised not to equate a specific organizational form with a practice such as community philanthropy.

Community philanthropy is a universal practice that originated long before the first community foundation was established in Cleveland, Ohio, in the early 20th century. Community philanthropy is a process rather than a form of organization.

Community philanthropy is related to various conceptions of philanthropy, including grassroots philanthropy; committed philanthropy; the participative; the horizontal; of social justice; indigenous; the one characterized by the place where it takes place, and the philanthropy of co-production.

There are many examples in the world and in history of communities exercising mutual aid, periodically participating in the practice of sharing their resources and reinvesting them to protect and strengthen their communities.

Some community foundations have given in, at the expense of their mission, to the demands of funders, while many others have focused on their own organizational survival and have overlooked the needs of the communities.

Community philanthropy is both a form of locally driven development and a force forging it, building community capacity and voice and building trust and, most importantly, harnessing local resources and using them as foundation for further achievement, resources that are pooled to create and sustain a strong community.

Extracted from: https://comunalia.org.mx/portfolio_page/que-es-la-filantropia-comunitaria/





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