COLLABORATIVE SOCIAL CHANGE
WITH CHANGE MAKING PATTERNS WORKBOOK

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ABSTRACT

In this paper, we present Change Making Patterns Workbook and a set of workshops to enhance collaboration for social change. As a tool for starting a social project, Change Making Patterns Workbook is useful for the readers to gain practical use of Change Making Patterns, a pattern language to foster social entrepreneurship. Interactive workshops are combined with the workbook, supporting the readers to go through a *diagnosis and repair* process with hands-on experience. In order to explore the potential effectiveness Change Making Patterns Workbook have in pedagogical situations, we have conducted a series of workshops in a 10-day study tour in the Philippines. The results show that the Japanese and Filipino participants created two movements to solve social issues, implying that the workbook-workshops cycle supported the readers to join their forces to ideate an initial project for social change.

INTRODUCTION

In the midst of a complex and globalized world, the rise of social entrepreneurship is seen as the leading edge of a remarkable development that has occurred across the world over the past three decades (Bornstein, 2010). Changemakers who embody such heroic and charismatic trait, lead their followers at the forefront of tackling social issues. However, due to the complexity of the society, many issues are intertwined with each other, that they cannot be solved with only one dimension. Thus, we need to build a collaborative course to tackle such chaotic situations. The scale of social change will depend on the diversity of the collaborators, bringing every individual's expertise together to form a small unit of change agents. With this regard, we present the set of Change Making Patterns Workbook and workshops as a collaborative approach in fostering social entrepreneurship among youth.

AN APPROACH FOR COLLABORATIVE SOCIAL CHANGE

As social movements are organized by identifying, recruiting, and developing leadership at all levels (Gantz, 2010), Change Making Patterns Workbook was created to enhance future change agent's experience with change making patterns (Nakamura, *et al.*, 2014). Change Making Patterns was created based on human action centered pattern language, a knowledge-sharing method for unfolding expertise in human action (Iba, 2012). Though Change Making Patterns Workbook constitutes of problem statements for self-reflections, it is limited to individual work, thus insufficient to encourage the collaborative actions of the readers (Figure 1).
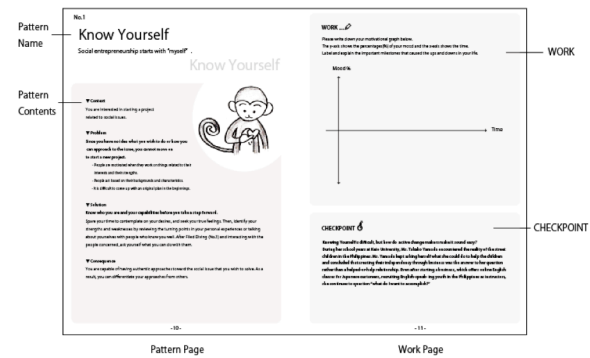

Figure 1: Change Making Patterns Workbook

Combined with activities the workbook, workshops were held to guide the readers to implement their ideas for action. After having the readers fill in the workbook to get an insight on the self, workshops influenced them to take further action. As the readers monitor their internal state and repair their concerns or issues through actions, the cycle of *diagnosis and repair* (Alexander, *et al.*, 1975) starts to form, creating a more concrete cycle of workbooks and workshops (Figure 2).
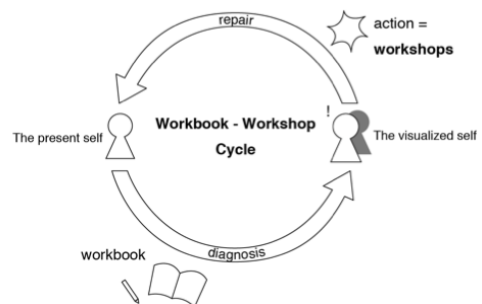
Figure 2: Diagnosis and repair cycle, emphasis on repairing through workshops

CASE: WORKSHOPS IN THE PHILIPPINES

This section will report on the objectives, content, and the results gained from pattern workbook-based workshops held in a study tour to Cebu City, Philippines in February 2014.

Workshop Objective

The workshops were held in hopes of co-creation of young Japanese and Filipino participants to identify the community's issue in Cebu City, Philippines and to create a social business model as its solution in teams. Aiming to foster social entrepreneurship with hands-on experience among the participants, the content were designed aligning the activities in Change Making Patterns Workbook.

Workshop Setting

Encompassing 8 Japanese university students and 7 Filipino youth at a local café, 2 to 3 workshops were conducted for two separate teams at a daily basis. The participants read the workbook, wrote their thoughts for the problem statement, and then followed the attached activity. The workshop brought the participants to share their results and answers to their teammates. Under the supervision of a local social entrepreneur, the author acted as a facilitator, alternatively giving directions and suggestions for each group.

Workshop Flow

The workshop helped the learners to understand each others' motivation and goals for the study tour through various activities including: *Know Yourself* to reflect on one's life story and to share the milestones with others for team-building, *Roadmap to the North Star* to create a common vision for the social business and the plan for achievement, and *Market Research* to conduct research for deeper understanding of the market (Nakamura, *et al.*, 2014).

Workshop Results

After both groups have conducted several activities, two seeds of social entrepreneurial projects emerged: Waku Mama Bar, a small business to raise children's tuition for school; and T-shirt printing service, an ongoing business to flourish women entrepreneurship (Figure 3).

	1 color	2 colors	3 colors	4 colors
Only Print	P60	P80	P90	P120
W/ T-shirt	P160	P180	P190	P220

*P= Philippine Peso
Figure 3: Price Plan for T-shirt Printing Service

The latter idea was introduced by a Filipino female participant who wanted to provide educational opportunities for other female youth through starting a business and raising funds for their tuition. Analyzing a comment from the Japanese participant who was her project member, "*I liked that we shared our individual goals with the Filipino youth and build the project together,*" participants were able to work together to create a business model with a social purpose that also fulfills their common ideal state.

CONCLUSION

This paper described that students can gain practice in social movements through the usage of Change Making Patterns Workbook and collaborative workshops. As mentioned by the Japanese participant, the experience of creating social business models enabled co-creation of the each learners' mission for the business and its purpose for the community. This collaborative approach for creating a mutual understanding of themselves and their perspectives to improve the community or in a larger scale, society, enabled them to learn the hardships of constructing an integrated vision and its actual implementation for change.

Generalizing, we are able to show the potentials that pattern workbooks and workshops have – in this case, encouraging collaborative work of the participants to engage in societal changes, and hope that more individuals can be engaged in this movement.

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