



## Taking Action

Doing Development Education with young people for One World Week involves:

- **Identifying relevant local and global issues with your group – making the connection between the local and global. Use the One World Week pack to help you with this**
  - Perhaps in your group there was one issue in particular that you felt strongly about – either directly affecting your youth group or a global issue affecting young people in the Developing World. If you can't pick a topic perhaps you could do a survey in your group to find the topic people think is most important or needs action most urgently. In groups develop these ideas ask yourself questions about what the problem is, how does it affect people locally and globally and what could we do about it?
- **Becoming informed on the detail of the issue**
  - Research is an important part of taking action – the more you know the more effective your action is likely to be.
- **Analysing the issue at both local and global levels using participative methodologies**
  - Who is affected, directly and indirectly?
  - Is there a particular group that is vulnerable, for example girls, or a particular age-group?
  - What are the reasons why this group or groups of people are affected more than others?
  - Where do the people who are affected live?
  - Is this a global, regional, national, or local problem, or a combination?
  - How are people affected?
  - Which rights are being violated?
  - How does this issue change/impact people's lives? Negatively and positively
  - Why is the situation happening?
  - What is the underlying cause of the problem?
  - In other words, what other factors – such as poverty, lack of school books, unemployment, or lack of access to clean water, may be partly responsible?
  - Think about where you might find out this information – the internet is a great source of information, or try the news, newspapers, libraries, local community organisations, organisations working for rights/young people's rights, or development organisations (see contacts at end of this resource). Remember to always check your sources – you cannot believe everything you read – unfortunately. Invite a speaker from an organisation to discuss the issues

- Highlighting the positive and negative aspects in relation to the issue
- Getting involved in discussions and debates on an issue
- Encouraging awareness raising of injustice, letting others know about the issues
- Learning from what is happening in other countries particularly those in the global south/developing countries
- Imagining and discussing possibilities for local action and planning the detail

Before deciding on what action to take, can you answer these questions?

- What are some of the things that can be done?
- What solutions, that you know of, have been suggested or tried?
- What seems to work best, or what do you think might work best?
- Who is in a position to make decisions to bring about change?
- Who is preventing change?
- What is the most effective action that you could take to improve the situation?

Sometimes there are already groups, organisations or Non-Governmental Organisations campaigning on issues that you could get involved with. It's a good idea to contact these organisations. As well as lending them your support, you may be able to benefit from their advice and support in taking action.

**The action could be:**

**A public awareness campaign** – posters, leaflets, questionnaires, petitions, writing an article for your local newspaper or blog, etc.

**Facilitating discussions** – inviting a guest speaker, forming a rights group and getting informed about local and global issues

**Lobbying government/organisations** – including letter writing, postcard campaign, meetings, debates

**An exhibition** – art, photography, drama, etc.

**Record a video** – hold a launch, post it on you tube or Facebook, tweet and email around

**Walks and marches** – make posters/banners/t shirt slogan and handout information leaflets

In deciding what action to take about who your action is aimed at, will it be a short term or a long term project, what are some of the challenges in trying to carry this out? Once you have brainstormed on these issues, pick the action that is most suitable for your group to carry out.

- Working in partnership with others on the issue

- Showing support by joining ongoing events and campaigns for global justice on similar issues
- Lobbying to bring about change
- Organising your own event or campaign on the issue – during One World Week

### **Getting organised...**

As a group, list all of the things that will need to be done to carry out the action and decide who will work on these. Make sure everyone is clear on his or her part in the project. You might also find it useful to do a timeline. You can draw this on large sheets of paper and put it up on the wall. This will say when certain jobs will be done. It can be used throughout the project to check how things are going.

As a group, draw up an action plan saying what has to be done by whom and by when. It can also include what resources the group needs to carry out its plan. It is important that every member of the group has a part to play. Think about what the different skills in the group are and allocate roles according to this. Once you have a clear plan drawn up, you are ready to start taking action. Remember don't get discouraged if you feel like there isn't much change as a result of your actions. Don't give up, be persistent. Often it takes lots of small actions to lead to a big change, remember your actions are part of lots of people taking action all over the globe.

Make sure you keep us informed of any action you take and what happens as a result!

- Documenting the learning from the event – the before, during and after
- Reflecting and celebrating the learning and a project done well
- Thinking about how to take this project and learning forward

**Taking Action** – bringing the issues to the attention of other young people, youth and community organisations, policy makers, funders and the general public can involve holding an event or participating in an activity:

- In your youth club/group
- In your youth organisation – with other clubs and groups
- In the classroom
- In the community
- In a museum, art house, university, courthouse, etc.
- On the street
- Online
- With your friends and family
- Regionally, nationally and globally

## **One World Week**

Have a think about the theme and look at the suggested activities below. Feel free to do something totally different!

### **Golden Rules for Success in One World Week Activities**

Use these Golden Rules as a checklist when you have finished planning your event.

#### **First, catch your audience!**

- Decide whom you want to reach and take your event to them (in youth clubs, shopping centres, schools, community halls, regular group meetings, online). Don't expect them to come to you
- Put yourself in their shoes. Will your programme interest them?

#### **Next, keep them busy!**

- During your week, get everyone to do something. It's the best way to learn
- Do something new. It's the best way to help people change their ideas
- Do something enjoyable. Avoid doom, gloom and despair and people will be much more willing to turn up and open up
- Make sure they know it's happening. Personal invitations always work best. Back them up with notices where people will see them (local magazines and newsletters, local press, notice boards in supermarkets, Facebook, twitter, etc.)
- Invite them to take an active part in the event as actors, cooks, musicians, etc. They'll come if they feel they have something to contribute

#### **Finally, keep going!**

The Week shouldn't be an end in itself. Be ready for the question – 'Ok, but what can we do next?'

## Suggested Workshop Outline

Here is a suggested workshop structure that leaders can use to lead their group to identify an issue they want to take action on so as to make our world a better place.

**Materials required:** Magazines, scissors, glue, paper, markers, etc.

1. Welcome, Introduction, Icebreaker.
2. Brainstorm the type of world young people would like to live in.
3. In small groups, using the materials available, encourage the groups to make collages which show how the group would like the world to be. Bring the groups back together to showcase and explain the finished collages.
4. Together, ask the whole group to decide which are the three most important issues raised by the collages. Now select which one issue they will focus on.
5. Take a Break.
6. Do a quick energiser.
7. In small groups brainstorm:
  - How the issue can be addressed?
  - What needs to change in the world, in Ireland and in your local area for this to happen?
  - What do young people need to do?
8. Take the feedback from the small groups and write all the suggestions on a poster sheet. Then ask 'Are there any of these which we can do?'
9. Prioritise the two for which there is greatest energy.
10. Brainstorm on what the group could possibly do, on a very small scale to help these priorities happen; e.g. raise awareness locally, campaign politically, change our own spending patterns. (At this stage don't allow criticism of ideas).
11. From these ideas the large group now choose one on which they will take action.
12. Getting into action: Make sure everyone gets a job to do for the next meeting, and that someone has the job just to remind others to do theirs! Write down all the decisions made, and all the jobs taken on. Who will do what? Who will help them? When will it be done by? When will we meet again?

## Matrix.....

What do we want to do?	Who will do it?	When is the deadline?	Who are the target group for the action?	What methods will we use to do it?

## Development Education

**Development Education in the Youth Sector** aims to support young people to increase their awareness and understanding of **the interdependent and unequal world** in which we live, through a process of interactive learning, critical thinking, debate, action and reflection. It challenges perceptions of the world and encourages young people **to act for a more just and equal society at local, national, European and global levels.**

Development Education is an educational process which aims to increase public awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. By challenging stereotypes and encouraging independent thinking, Development Education helps people to explore how global justice issues interlink with their ordinary everyday lives and it engages people in analysis and reflection. Informed and engaged citizens are best placed to critically address complex social and economic issues linked to development. Development Education empowers people to analyse, reflect on and challenge the root causes and consequences of global hunger, poverty, injustice, inequality and climate change; presenting multiple perspectives on global justice issues.

Development Education inspires global solidarity by supporting people to fully realise their rights, responsibilities and potential as global citizens and to engage in action at both local and global levels to transform the social, cultural, political and economic structures which affect their lives and the lives of others at personal, community, national and international levels. By engaging with Development Education, learners develop the values, knowledge, skills and attitudes necessary to advocate for change and engage in active global citizenship. The Sustainable Development Goals provide the first international framework to guide and support active global citizenship at both national and international levels, enabling people to become active global citizens in the creation of a fairer, more just and more sustainable world for all the world's citizens.

### Components and Characteristics of Development Education

<b>Contributes to Knowledge and Understanding</b>	Explores cultural, environmental, economic, political and social relationships and challenges local and global power inequalities caused by patterns of production, distribution and consumption.
<b>Strengthens Values and Attitudes</b>	Seeks to bring about positive change, informed by values of equality, diversity, sustainability and human rights and responsibilities.
<b>Enhances Skills and Competencies</b>	Equips people to explore multiple perspectives and critically engage with local and global issues, using participative and creative approaches.
<b>Promotes Action</b>	Enables people to make connections between their own lives and global justice issues, and empowers them to make a positive difference in the world.

\* Developed by IDEA, 2015

## **Reasons for Conducting Development Education with Young People**

Through Development Education activities, young people are given the encouragement, scope and opportunity to express their viewpoint and thereby attempt to create better and more just life experiences for themselves and others

Relevant local issues like work/unemployment, alcohol/drugs, lack of facilities, education, technology, etc can be contextualised in the global setting and analysed in club/group discussions

Global injustice issues are relevant to the life experience of young people in terms of exclusion, powerlessness and voicelessness. Relevant Development Education provides young people with an avenue to discuss the issue in terms of 'out there' and then to relate it to how it equally affects them at home. This provides safe inroads into difficult and personally painful local issues

Development Education methodologies allow young people to participate in the educative experience. Through the arts and other media, the methods encourage the creativity of the individual. The methods suit young people of all ages and abilities. Furthermore, the methodologies contribute to personal development and nurture self-esteem and respect e.g. through role play, film, or drama

Young people can directly link their own experiences with excluded groups overseas. Fostering partnerships between young people not only allows them to share information but to learn new ways of responding to problems encountered

Development Education can be easily integrated into other youth work programmes e.g. young people can learn about young people in other parts of the world (Global South) and include it in an article for their local newsletter/online blog/twitter/Instagram or website. Their community projects may include some issue-based dimension which presents both the local and global aspects of an issue

Development Education goes beyond awareness and understanding issues, it also promotes lobbying and campaigning in order to change unjust structures. Young people have valid reasons to become engaged in such a process – trying to create better and more just life experiences at local, national, European, and global levels

Disadvantaged and excluded young people in Ireland are a group from whom Development Educators have most to learn in relation to young people's own experience of injustice and exclusion. This information can facilitate understanding when planning and developing educational resources that more adequately reflect local issues

Development Education provides a bridge between the recreational dimension of youth work provision and the ideals of youth work as personal development and critical social education