



Global learning – lenses on the world

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Project partners are Tide~ global learning and University of Exeter in the UK, FERE-CECA Madrid in Spain, A Rocha [Kenya] in Kenya and TANGO in The Gambia.



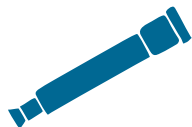
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Section 5: From understanding into action

Teaching ideas for developing young people's leadership.



The name of the project that this resource comes from is 'Young people on the global stage: their education and influence'.



It places young people at

the centre of the formal education they experience and the actions they are empowered to take. It recognises the potential power of young people to be a force that exerts a positive influence on their world. Activities are designed to support that outcome.

Each country involved took a different approach to its direct work with young people, reflecting their organisational and local educational contexts. However, there were a number of common elements across all countries, including:

- an expectation that young people are interested in and capable of responding to the global challenges of hunger, poverty and sustainable development;
- opportunities for young people to engage in practical tasks and take appropriate actions;
- communicating across and between schools, organisations and countries.

We found that flexibility was needed to enable young people to explore the issues and consider what they mean for their own local and global contexts. Time and again they responded by making connections between their experiences, and by recognising that their actions had consequences elsewhere. The knowledge that people globally had shared concerns, and were willing to engage positively, meant that global issues became personal: they affected people who they knew and cared about.

For many it was the first time they had worked with pupils from different schools in their own country. This reminds us that intercultural communication is not only between people from different countries or continents, but also between those in the same country but with a different cultural ethos, an urban or a rural setting, in different social and economic circumstances.

Young leaders

A key feature of the work with young people was developing leadership skills. The following list from a group of UK students could be used to prompt discussion about the essential qualities for a young leader. This list is not definitive. The purpose of this activity is to stimulate meaningful discussion among participants.

The qualities of a young leader

- ◆ Personal qualities: honesty, commitment to task and to change
- ◆ A positive but realistic attitude
- ◆ Hard-working and organised
- ◆ A good communicator
- ◆ Values and enjoys group work
- ◆ Empathetic and sensitive to the needs of others
- ◆ Encouraging and supportive
- ◆ Able to get the support and involvement of the wider community
- ◆ Practical problem-solver
- ◆ Good global learner: deep and critical thinker, questioning, wanting to know more

What qualities would you add?

Action activities

Below we offer examples of inspiration and positive action. You could add your own.

Change stories

The project stimulated change and action in participating countries. The Greenlight Club at Lenana School, Nairobi established a school garden, and took part in national events protesting at the poaching of elephants. In Spain, young people found out about historical figures like Socrates and Ghandi and questioned actors in role. In the UK a young person who had previously been too shy to speak in class, spoke in front of 160 people at a conference. An Eco Schools programme was set up in The Gambia for the first time



Changing my world

Using a shoebox activity [See Section 2: Sustainable development] or statements from the communiqué as prompts, young people identify changes they want in their local area. They plan practical steps to bring it about, including identifying key decision makers, building wider support, and reviewing success against an action plan.



The chain of action

Young Leaders from Moseley School in the UK asked workshop participants to write an action on a strip of paper which they will take to bring about change. These strips were then sequenced together to make a chain of change. The chain is then displayed as a reminder of the commitments. You could make one for the whole school or local community as a statement of intent.



Be a hummingbird

Kenyan environmentalist Wangari Maathai's story of a hummingbird can help us consider how to mobilise individual and collective action. <https://www.youtube.com/watch?v=IGMW6YWjMxw>

Teaming up with experts in the wider community

Young people work in teams to develop innovative solutions to sustainability issues. In Spain, young people worked with energy experts to think about how to get light without using electricity. The UK-based NGO Solutions for the Planet invite young people to develop 'Big Ideas': science-and-technology-based solutions to pressing global issues.

The links below include materials from the UK, Spain and Kenya that can be adapted for your own use.

Downloads and links



- Download: Advocacy and influencing materials for young leaders [PDF]
- Download: Planning a session on advocacy and influencing [PDF, Word]
- Download: Useful contacts for advocacy and influencing [Word]
- Download: Kenyan change story - Greenlight Club at Lenana School [PDF]
- Download: Guia del Oasis, supporting urban action [Spanish only, PDF]
- Download: A short introduction to Oasis projects [English only, PDF]
- Action ideas including inspirational figures from history [Spanish only] <https://gamoglobal.com>
- UK materials for Young Leaders' conference [English only] <http://youngpeopleforchange.webs.com>

The Young People's Communiqué

A key output from our project was a communiqué, highlighting eight of the Sustainable Development Goals which reflect the shared priorities of the young people. We offer downloads of the communiqué plus activities for each of these SDGs.



- Which of the SDGs resonate most strongly in your country or community, and among the people you are talking to?
- How can we share these perspectives across schools, communities and countries, so as to enable a deeper understanding of the issues?

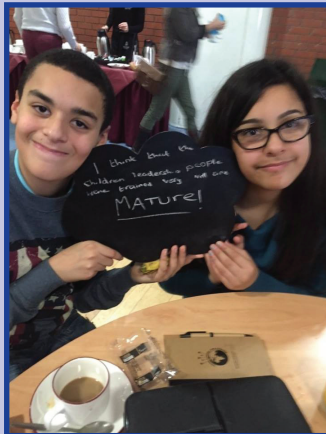
The following is an overview of how the communiqué was developed. We hope that others can draw from this experience when developing their own young people's events within and between schools, locally and internationally.

- Young people explored the core ideas of hunger, poverty and sustainable development with input from their teachers. In doing this, they were able to tap into and learn from the parallel international process of moving from the Millennium Development Goals to the Sustainable Development Goals.



- Joint materials provided a common framework across the participating groups, and a reference point when sharing learning electronically. Examples of shared learning include: students from Braeburn School in Kenya providing a list of questions to stimulate ideas for conference workshops in the UK; videos from Spanish students reminding partners of utopian ideas we could be aiming for; Gambian inputs via Skype, social media and visits, which highlighted issues about power and inequality.

- Events such as workshops and conferences brought together students from different schools to enable deeper learning, develop communication skills, create a sense of common purpose and encourage leadership qualities.



- Young people were tasked with planning and facilitating activities to share learning with their peers. In the UK this was via a conference which drew on all the previous activities to produce the first draft communiqué. A conference workshop included inputs from Spanish and Gambian students via Skype.

- Project partners circulated the communiqué to schools and collated feedback from young people in their own countries to produce the final version of the communiqué.



"You could use the italicised statements on the communiqué to identify what is happening in your own community, and to what extent young people are involved in it"

- UK teacher

The format of the communiqué includes a 'demand' for action, balanced with an 'offer' in italics of the things that young people could do individually, collectively, locally and globally.

This balance gives a realistic way in to the SDG's, highlighting the local-to-global connections, and emphasising the importance of small actions in achieving big goals.

The communiqué can be used as a stimulus for action in any school, and the accompanying advocacy materials provide guidance for local action, and for developing a successful campaign.

Downloads and links

- Download: Young People's Communiqué [English, PDF]
- Download: Young People's Communiqué [Spanish, PDF]
- Downloads: A series of eight activity sheets for the SDGs that are highlighted in the communiqué [PDF]
- Hart's ladder offers a framework for thinking about participation and power <http://www.tidegloballearning.net/sites/default/files/uploads/GL%202c.35%20ladder.pdf>