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PRE-ACTIVE CITIZEN TRAINING PROGRAMME

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INTRODUCTION

'Network Earth: Pro-Active Citizen' tells the story of a training programme that Inside Out ran in partnership with the Youth Council for Northern Ireland in November 2012.

The programme was delivered to wide a variety of practitioners from across the UK that was keen to explore Global Education so that they could replicate their learning with young people in their daily environments.

'Network Earth: Pro-Active Citizen' was a variation on the DfID (Department for International Development) funded 'Network Earth: Global Citizen' Programme and was funded by the British Council TCP (Training and Co-Operation Plan) through the EU's Youth in Action programme.

It gave me great pleasure to work in partnership with the Youth Council for Northern Ireland to ensure delivery of this training to a wide spectrum of practitioners from across the UK.

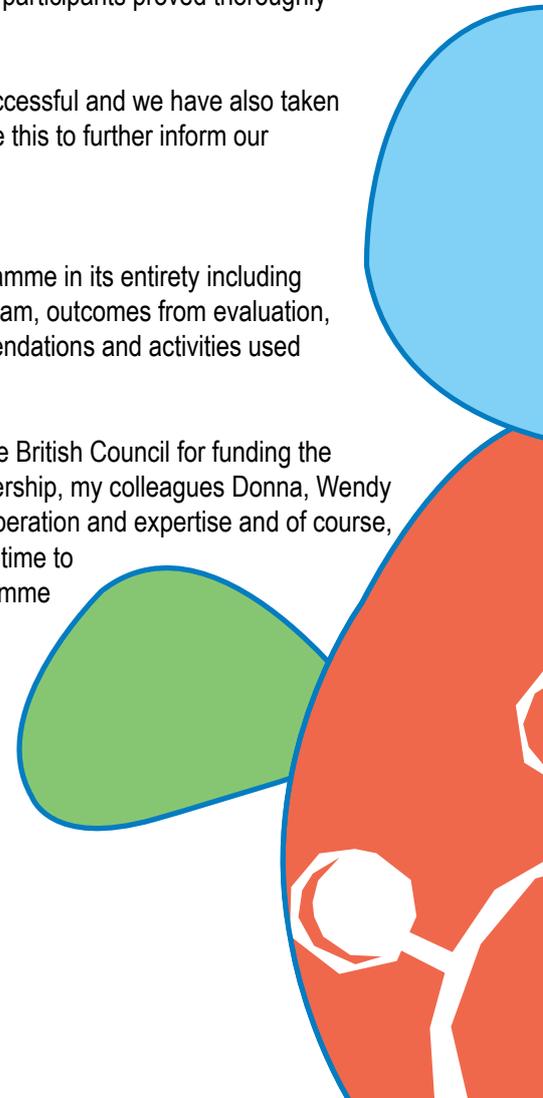
The training covered a wide range of issued based exercises and activities and was not only thought-provoking but the passion, commitment and contributions of participants proved thoroughly engaging.

The programme proved to be successful and we have also taken much learning from it and will use this to further inform our approach in the future.

This report documents the programme in its entirety including rationale, programme, delivery team, outcomes from evaluation, learning of participants, recommendations and activities used (and some not used).

I wish to conclude by thanking the British Council for funding the programme, YCNI for their partnership, my colleagues Donna, Wendy and Helen for their support, co-operation and expertise and of course, those participants who made the time to attend and for making the programme a most valuable, memorable and worthwhile experience.

Fergal Barr
Youth Co-ordinator
Inside Out



HISTORY AND BACKGROUND TO 'NETWORK EARTH: PRO-ACTIVE CITIZEN'

A number of years ago our work with young people unearthed an underlying intolerance of 'others' outside of Claudy. We decided to do something about this that would address and alter young peoples' perceptions of 'others' through an examination of the 'Poverty Agenda'.

By addressing this intolerance through an examination of the 'Poverty Agenda' young people would become more aware of related issues and in doing so would develop a stronger empathy with others and thus would not only feel more connected but through individual action, even small steps, could begin to influence change at local level, e.g., where they buy their clothes, purchase of fair trade goods, etc.

Ultimately we would increase young people's awareness of global issues and their responsibilities as citizens through a 3-phase process - accredited training, a local project and shared learning with other young people (peer education model).

As a result we developed a programme called 'Network Earth: Global Citizen' and ran it as a pilot project with funding from the DfID (Department for International Development) Development Awareness Fund co-ordinated in Northern Ireland by the Centre for Global Education in Belfast.

It involved seven young people from in and around the Claudy area. We developed an OCN (Open College Network) Accredited Training Programme at Level 3 (equivalent to A' Level) that incorporated a Local Action Project so that participants could put their learning into practice and a 'Shared Learning Platform' where young people could share their learning with an invited audience.

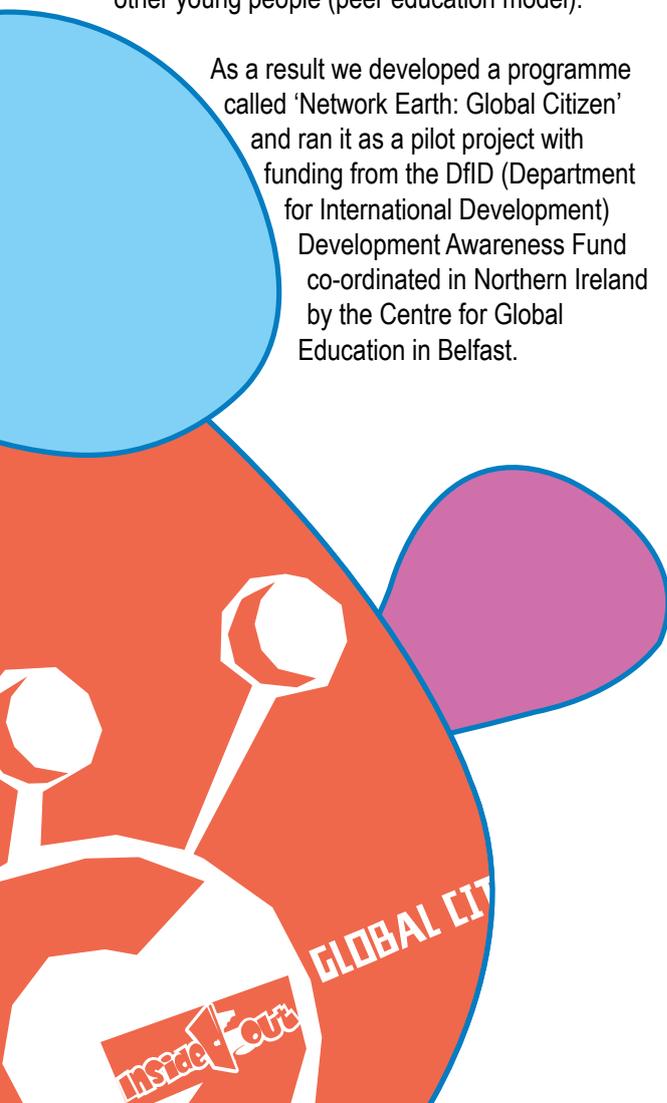
The programme proved successful and whilst there was learning in it for us we took the decision to apply for a Large Scale Grant from the Development Awareness Fund to run 'Network Earth: Global Citizen for the 21st Century' over three years starting in January 2010. Since then we have worked with eleven different groups across a number of areas in Northern Ireland – Claudy, Cumber, Eglinton, Derry, Cushendun and recently a practitioners group spread locally between Donegal and Belfast.

We have worked with eight groups under the age of 18 but also two young leader groups and one adult practitioners group. Whilst the programme is primarily focused on young people we have worked with young leaders and adult practitioners in an effort to equip them with the skills necessary to share learning with their peers or young people in an effort to create a multiplier effect.

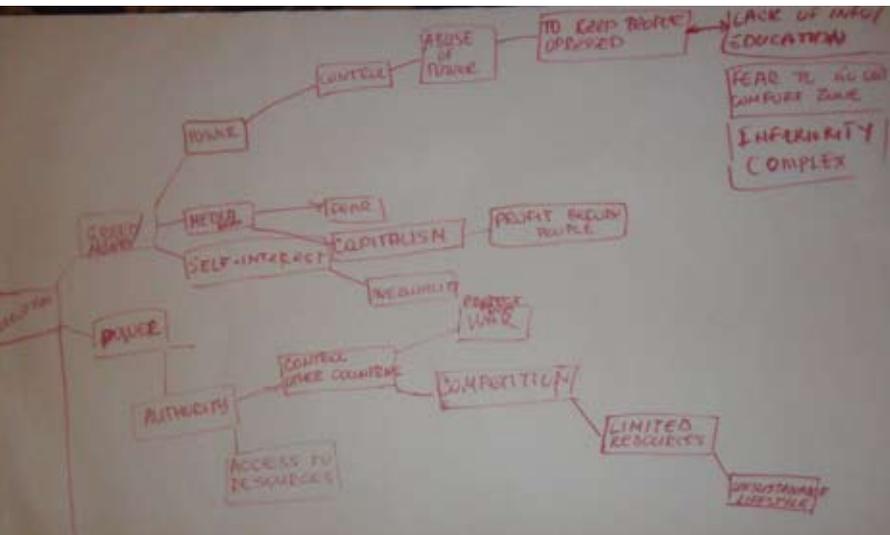
During the course of each programme participants identify an issue to work on that is connected in some way with addressing poverty through individual action which forms the basis of their Local Action Project and once completed they share their learning with an invited audience as part of their 'Shared Learning Platform'.

When applying to the DAF Programme we had a choice of 4 objectives and the one we felt we could make most impact upon was 'The role of individuals in working towards poverty education'.

We recognised that many people felt powerless to effect change in other parts of the world simply because of geography. Often we heard the phrase, 'but sure what can I do?' and therefore we wanted to inform and educate individuals at local level through training. By connecting localised projects to 'localised issues' in other parts of the world we hoped that those we worked with could better relate to and understand the various challenges at global level and therefore develop their empathic skills so as to help influence positive change in their lives and in the lives of others.



By providing children and young people with information and encouraging them to take responsibility for their actions we believed we could encourage them to be more conscientious of the world around them and begin to understand how their actions affects others and as a result begin to change individual behaviour.



Including the pilot project we completed work with 12 groups but in 2012 we teamed up with the Youth Council of Northern Ireland to develop a more 'localised' version of the training in response to a call from the British Council to develop training for one of the themes identified in it's Training & Co-operation Plan, i.e., Participation & Inclusion.

We adapted the existing programme to have a stronger local focus and 'Network Earth: Pro-Active Citizen' was born. By removing the accreditation element it also allowed us to concentrate more on simply supporting participants in developing or increasing the necessary skills and knowledge without the pressure of having to ensure learning was recorded on an on-going basis.

By not having accreditation it allows you to engage more in conversations and discussion that might be lost if you have to remind participants to complete their work books.

The focus on practitioners from across the UK and their own setting is essentially the story of how 'Network Earth: Pro-Active Citizen' came to be.

AIMS AND OBJECTIVES

'Network Earth: Pro-Active Citizen' is designed to address and alter participants perceptions of 'others' through the examination of poverty at a local, regional, national and European level and in doing so promote the responsibilities of participants to initiate actions that addresses identified issues with young people in their communities.

The programme is aimed at those who have an interest in and commitment to the examination of poverty and the willingness to work with young people post-training to develop local responses. The training helps to set the context whilst the local perspective provides participants with the 'mechanism' to implement action. The essential idea is that once participants complete their training they combine it with knowledge of their area to help not only help inform their learning but also their approach to developing appropriate actions to address poverty in their settings.

'Network Earth: Pro-Active Citizen' endeavours to provide participants with skills, knowledge, attitude, tools and resources necessary to tackle poverty and marginalisation among their communities using a variety of non-formal methodology and practice and in doing so enhance their capacity to engage young people in poverty related issues which in turn increases participation in and promotes inclusion across their communities.

The nature, structure and content of the training engages participants 'at the point they are at' which not only helps to create an environment conducive to their learning needs but is also designed to build partnership and networking possibilities among participants with a view to developing YiA (Youth in Action) activities post-training as part of a commitment to deliver a 'Local Action Project' with young people in their communities.

The aim of the training is to take practitioners through the 'Network Earth' journey and in doing so ensure the following six outcomes are achieved:

1. Participants will become more knowledgeable about poverty and the impact it has on people's lives and the links it has with participants communities as well as identifying underlying causes of poverty.
2. Participants will increase their confidence, understanding and empathy with regards to articulating key messages about poverty.
3. Participants will become more conscientious of their role and responsibilities with regard to poverty and in doing so become more aware of how this connects with their own surroundings and in doing so reflect on what they might be able to do to exert influence among young people they work with so as to bring about positive change.
4. Participants will have a better understanding and appreciation of the lifestyles they lead relative to the lives of people in areas of poverty and be able identify the differences by examining wealth and power.
5. Participants will enhance their capacity for addressing poverty by engaging in action planning to develop post-programme initiatives that increases awareness of an issue specific to young people they work with and/or their community.
6. Participants will become more aware of poverty issues and thus be able to contextualise their learning allowing them to recognise the change they have undergone.

PROJECT DESIGN AND PREPARATION

Youth Council for Northern Ireland was the organiser of the project whilst Inside Out was responsible for pre & post programme information and communication with participants, delivery of the training and evaluation of the programme.

A number of meetings and communications involving representatives of both partners took place in advance of the training where roles and responsibilities, outcomes, logistics, timeframe, costs, budget, promotion and contractual obligations were discussed and agreed. A Memorandum of Understanding between YCNI and Inside Out was drawn up.

YCNI was responsible for the promotion of the training across the UK whilst Inside Out assumed responsibility for recruitment and selection of participants, programme information, logistical arrangements with the hotel, administration of travel reimbursement as well as discussions for follow-up activity as part of their commitment to the Network Earth process.

Northern Ireland, England and Wales were represented at the training by a wide range of practitioners from a diverse range of organisations. Network Earth was a full 2-day residential programme of training focusing on addressing poverty through numerous activities and exercises. No practitioners from Scotland took up the invite to be part of the training.



The Network Earth approach recognises that many people feel fundamentally powerless to effect change in other parts of the world simply because of geography and has therefore been designed to inform and educate individuals at local level about issues at a global level - a 'Think Global Act Local' kind of approach where participants can take the exercises from the training and use them with the young people they work with.

In the case of 'Network Earth: Pro-Active Citizen' we adapted the programme to a more localised focus, i.e., UK, but still committed ourselves to helping to equip practitioners (in the first instance) and ultimately young people (in the second instance), i.e., multiplier effect so that they can relate to and better understand the various challenges that poverty brings and therefore develop their empathic skills so as to help influence positive change in their lives and in the lives of others.

We put together a short but intense programme which we believed would not only allow participants to examine poverty in some detail but enable them to achieve a greater understanding of the subject matter as well as enhance their capacity to use it in their work setting and by providing them with space to test same in a safe environment.

Sessions were facilitated using a range of creative and interactive methodologies including games, quizzes, simulations, role-play, debate, presentations, inputs and use of multi-media. Many activities are non-formal in nature such as Why-Why-Why Chain, Biscuit Game, Miniature Earth, Rights Auction and The Magic Bus.



FUNDING

'Network Earth: Pro-Active Citizen' Training Programme was supported by the British Council under its Training and Co-operation Plan (TCP) through funding from the EU's Youth in Action Programme.

The European Commission, the European Parliament and the Member States of the European Union established the Youth in Action programme, which puts into effect the legal framework to support non-formal learning activities for young people up to the end of 2013. The programme started in 2007.

The Youth in Action Programme makes an important contribution to the acquisition of competences and is therefore a key instrument in providing young people with opportunities for non-formal and informal learning with a European dimension.

It contributes to the fulfillment of the aims set out in the revised Lisbon Strategy, the European Youth Pact, the framework of European Cooperation in the youth field and the Commission's Plan D for democracy, dialogue and debate, and aims to respond at European level to the needs of young people from adolescence to adulthood.

Find more about it on the web site http://ec.europa.eu/youth/index_en.html



Wendy



Donna



Fergal

THE TEAM

'The Team' were drawn from the Derry~ Londonderry area - Fergal Barr was Programme Co-ordinator and alongside Donna Mc Feely (Children in Crossfire) and Wendy Mc Closkey (YouthLife) were responsible for facilitating the training - below is a 'pen picture' of each member of the Team.

WENDY MC CLOSKEY Wendy has been involved in Youth Work for 10 years in the area of emotional and social wellbeing. A Social Work graduate in 2009 she now works in Youthlife as an Outreach and Development Officer. She founded the North's first Youth Health Café in 2010. A freelance OCN tutor and Prejudice Face-On Facilitator she is also a campaigner for LGBTQ equality and a member of Foyle Pride since 2010 and played a major role in hosting Derry's first Pride Parade. Like Fergal she is Liverpool supporter but unlike Fergal she is a Derry GAA supporter and 'commiserator.'

DONNA MC FEELY Children in Crossfire Youth Worker and mother of one, Donna has been involved in youth projects for almost 5 years working alongside a diverse range of people exploring global issues through fun and participative ways. Her background is in working with young women and supporting them to explore inequality and the roles they can take on to challenge this. Donna is a creative and enthusiastic person, and believes that people have the power to change injustice that keeps people in poverty. She enjoys working with a wide range of the public and learning from those around her and also enjoys singing along to a 'cheesy' ballad in private and sees the importance in having the ability to laugh and find enjoyment in all that she does.

FERGAL BARR Father of three, triple-graduate and free-lance trainer Fergal has worked full-time in Youth Work for more than 25 years across a diverse range of areas including Youth Information, Volunteering, Reconciliation, Mentoring, Street Work and Rural Youth Work. Fergal has also published two books, took on a solo-fundraising walk (almost) the length of Ireland in 1988 and made legal history in Northern Ireland in 2001 by single-handedly changing Employment Law at an Industrial Tribunal. He is also a life-long (and sometimes suffering) Liverpool supporter and a 'massive advocate' of international learning having been involved in more than 90 international programmes since 1998.

NETWORK EARTH: PRO-ACTIVE CITIZEN • Thursday 8 November 2012: Arrival Day

	Activity <i>(What will we do?)</i>	Method <i>(How will we do it?)</i>	Learning <i>(Why are we doing it – how does this activity contribute to the objectives of the project?)</i>
AM	Arrivals	Public/private Transport	Getting to know and welcoming participants initially
PM	Arrivals	Public/private Transport	Getting to know and welcoming participants initially
Evening 8pm	Dinner	Group Meeting	Participants will - get to know each other, orientate themselves with the setting and become comfortable
	Introductions & Welcome	Large Group Meeting	- get to know 'who is who' and get familiar with the surroundings and working environment
	Context Setting	Large Group Meeting	- understand better rationale behind programme
	Network Earth Intro	DVD	- be able to visualise how the training will work
	Explanations	Large Group Meeting	- be more aware of some of activities that will occur
	Questions & Answers	Large Group Meeting	- have opportunity to enquire about training so as to familiarise themselves more with concept, methodologies, etc.
	Contract	Large Group Exercise	- Working Agreement between group established – boundaries established
	Knowledge Assessment Form	Individual Exercise	- ascertain their level of knowledge with regard to objectives at the outset of the programme
	Closing Circle	Large Group Exercise	- have the opportunity to share any thoughts, ideas, feelings, etc



NETWORK EARTH: PRO-ACTIVE CITIZEN • Friday 9 November 2012

	Activity (What will we do?)	Method (How will we do it?)	Learning (Why are we doing it – how does this activity contribute to the objectives of the project?)
AM	Getting to know you	Large Group Method	Participants get to know each other much better, foundation of 'working trust' established.
Breakfast 7am-9am	Hopes and Fears	Individual, Small and Large Group Exercises	Expectations and motivations for attending training examined
Session 9.30am-1pm	Pick an Image & Values & Identity Energiser Power Surge	Group Exercise Small Groups Large Group Method Small Groups	Intro to everyone – what it represents for them & why chosen? Participants are 'warmed up' so as to generate energy for next activities Exploration of perceptions of and attitudes towards power
Tea/Coffee 11-11.30am	Moving Debate	Large Group Method	Exploration of a range of issues and examination of reasoning behind views and opinions expressed
PM	Energiser Good/Bad Citizen	Large Group Exercise Group Exercise	Participants are 'warmed up' so as to generate energy for next activities Examination of traits and personalities that underpin facilitation skills
Lunch 1pm	Severn Suzuki 'I'd Just like to Say...'	Large Group Individual	Small DVD to promote discussion re Global Change Reflection on Global Change 20 years on
Session 2.30-6pm	Soapbox Energiser Map & Pebbles	Individual Exercise Large Group Method Small Groups	Opportunity for Participants to identify change they wish to see Participants are 'warmed up' so as to generate energy for next activities Looking at inter-connectedness on a global scale
Tea/Coffee 4-4.30pm	Mary Dilk	Group	Introduction to fair trade & trade and justice An examination of perceptions and stereotypes of different groups of people
	Miniature Earth Biscuit Game Reflection Groups	Large Group & Individual Small Groups Small Groups	An examination of division of wealth and power Participants consider their learning from the day
Evening	Interactive Quiz	Small Groups	Increased awareness of different cultures
Dinner 8pm			
Session 9.30-11pm			

NETWORK EARTH: PRO-ACTIVE CITIZEN • Saturday 10 November 2012

	Activity <i>(What will we do?)</i>	Method <i>(How will we do it?)</i>	Learning <i>(Why are we doing it – how does this activity contribute to the objectives of the project?)</i>
AM	Energiser Wombat	Large Group Exercise Large Group Exercise	Participants are 'warmed up' so as to generate energy for next activities Looking at the connectivity of the world
Breakfast 7am–9am	Local & Global Issues Why-Why-Why	Small Group Exercise Small Group Exercise	Connect the local and global context Explore the underlying causes of a justice issue
Session 9.30am–1pm	Energiser Word Web The Issue Tree	Large Group Exercise Large Group Exercise Small Group Exercise	Participants are 'warmed up' so as to generate energy for next activities An exploration of the Global Issues Web Looking at underlying causes of issues and actions you can take to overcome the issues
Tea/Coffee 11-11.30am	Statue of....'	Large Group Exercise	Examination of the symbolic nature of actions and the legacy they can leave
PM	Energiser Human Rights Auction	Large Group Exercise Large Group Exercise	Participants are 'warmed up' so as to generate energy for next activities An examination of the rights we hold dear and why
Lunch 1pm	Range of Action Fruits of the Forest	Small groups Small Groups	Participants identify steps they will take on their return to local context Exporing Activism - bringing global change into the 'local context'
Session 2.30-6pm	Reflection Groups	Small Groups	Participants consider their learning from the day
Tea/Coffee 4-4.30pm			
Evening	Evaluation	Evaluation Form Large Group Exercise	Participants evaluate all aspects of the programme Fun interactive way to determine views on aspects of the programme
Dinner 8pm		Knowledge Assessment Form	Participants 're-visit' Knowledge Assessment Form to determine any change in learning

NETWORK EARTH: PRO-ACTIVE CITIZEN • Sunday 11 November 2012

AM	Departure of participants	Public Transport	Participants departed
Breakfast 7am–9am			

EVALUATION OF THE PROGRAMME

Evaluation of the programme took various forms – reflection group, 'Traffic Light' Exercise (a large group exercise comprising a series of fun & serious statements that participants must react to), pre & post-programme knowledge assessment form, evaluation form and closing circle.

We concentrated on the pre & post-programme knowledge assessment and evaluation forms as they provided by far the greatest amount of information and comments in the reflection groups and closing circle were not recorded due to their private nature.

Let's begin with the questionnaire - the questionnaire asked participants to rate the various aspects of

the training programme including sessions, venue, accommodation etc on a 'weather scale' (see over) and to answer a number of small questions or provide comments. Comments have been incorporated into recommendations.

Using this kind of mechanism is always risky because variables depend on a number of factors and questionnaires don't always reflect what participants truly think but when put in context of accompanying comments (within questionnaires) and when all scores are assessed the questionnaires tend to reflect the overall group thinking.

In an effort to try and make sense of the feedback I have used the 'weather scale' as a scoring matrix (see questionnaire). So for example - the sun equates to 5, sunny but cloudy is 4, cloudy 3 and so on and so on with 5 being the most useful and 1 least useful. If 16 people tick sunny for example and 2 others tick sunny but cloudy it would give a

combined score of 116. This is divided by (in this case) 18 to give an average score of 4.89. I then equate these to a percentage score so as to give an overall assessment or 'picture.' So for example, the 'Welcome Meeting' scored 73 from 16 responses which equates to 4.56 out of a score of 5 - as there are 5 options, i.e., sun, sunny but cloudy, cloudy

Working Sessions

	Score	Percentage	Position
Welcome Evening	4.56	91.2	3
Contract Exercise	4.0	80	17
Two Truths & a Lie	4.38	84.78	12
Having a 'Buddy'	4.22	84.4	14
Hopes & Fears	3.94	78.82	19
'Pick an Image'/Values & Identity	4.52	90.59	5
Energisers	4.33	86.67	10
Power Surge	4.5	90	7
Moving Debate	4.23	84.71	13
Good/Bad Citizen	3.17	63.33	22
Severn Suzuki	3.7	74.12	20
'I'd just like to say'/Soapbox	4.07	81.33	15
Map & Pebbles	3.44	68.8	21
Miniature Earth	4.53	90.58	6
Biscuit Game	3.55	71.1	21
Interactive Quiz	4.0	80	17
Wombat	4.27	85.56	11
Local & Global Issues	4.44	88.89	9
Why-Why-Why	4.5	90	7
Word Web	3.17	63.33	22
'The Magic Bus'	4.59	91.76	2
The Issue Tree	4.06	81.18	16
'Statue of.....'	4.07	81.33	15
Human Rights Auction	4.56	91.11	4
Range of Action	4.94	98.82	1
Fruits of the Forest	3.7	74	21
Knowledge Ass'ment Forms <small>(pre & post)</small>	4.17	83.34	13
Total (average)	4.13	82.6	-

etc each option equates to 20% - in this case 4.56 equates to 91.2%. Below is a breakdown of average score, percentage and position, 1 being the top of course, 2 being second highest and so on and so on.

In trying to determine the usefulness of any score the 'absolute minimum' (we should aim for) in any case should be 50% of any score, i.e., 2.5. The 'acceptable minimum' should be 3.0, i.e., 60% whilst the required minimum, i.e., 3.5, (70%), is a score that whilst not 'fantastic', is one that we can 'live with.' A score of 4 (80%) should be our 'targeted minimum', i.e., a score that we aspire to and anything above this can be viewed as achieving a very high standard.

Taking all three sections into consideration (this covers Working Sessions, The Training Course and Technical Points) we have achieved an overall score of 4.44 (88.8%) which means we scored not only above the 'absolute', 'acceptable' and 'required minimums' but reached and exceeded our 'targeted' minimum and thus is a highly commendable score although we believe we can score even higher next time out, particularly in regard to some of the working sessions where we see need for 'fine tuning' of some exercises and the amending of others.

The Knowledge Assessment Form was used to measure participant's knowledge before and after the programme in an attempt to determine any increase/decrease in learning. In all honesty it's not terribly scientific but does provide a useful indicator as to where participants 'are at' in relation to the subject matter and other elements of the programme.

Participants are first of all asked to respond to a number of statements – these are as follows:

- I am taking part because
- The issue I feel most passionate about
- I do/do not feel linked to the rest of the world because
- Some countries in the world are poor because
- Young people have/have not the power to make a difference

- When I hear the word Africa I think of
- This makes me feel
- Most of my learning comes from

They are then asked to grade themselves (1-10) on a number of objectives – all objectives of the training were achieved as evidenced by the pre & post Network Earth Knowledge Assessment Forms. Each objective of the training (as below) saw an increase in percentage terms (in brackets) among the group:

Objectives and percentage increases are as follows:

- 1.1 Identify a number of key poverty issues on a global and local scale and the link between both, and the impact that poverty has in their own surrounding areas (33.01%)
- 1.2 Identify a range of countries afflicted by poverty as well as a number of other countries they might normally associate with poverty (16.81%)
- 1.3 Examine and discuss differences in poverty at local and global levels and consider poverty concepts such as 'relative', 'absolute' and 'extreme' (24.49%)
- 1.4 Articulate how poverty can affect people in their daily lives at a local and global scale (15.04%)
- 2.1 Demonstrate a greater emotional understanding and maturity regarding poverty by talking about issues in a thoughtful manner (13.51%)
- 2.2 Articulate to others issues facing people in poverty areas on a daily basis (20.91%)
- 3.1 Identify actions to help address poverty by examining poverty within a human rights context (35.05%)
- 3.2 Identify ways in which they can promote awareness of poverty to others (40.2%)

Training Course

	Score	Percentage	Position
1. Where general aims and objectives achieved?	4.28	85.56	7
2. Do you think you can use the methodologies for future European youth projects ?	4.61	92.2	5
3. Have you had enough opportunities to express yourself?	4.83	96.6	2
4. Your participation and contribution to the group	4.44	88.89	6
5. The size and composition of the group	4.77	95.56	3
6. The atmosphere in the group	4.86	97.5	1
7. Usefulness of having informal contacts with other people	4.65	93.0	4
8. Balance between work and free time	3.89	77.78	8
Total (average)	4.54	90.81	-

Technical Points

	Score	Percentage	Position
1. Information you got before coming to Derry	4.94	98.8	1
2. Accommodation	4.82	96.47	2
3. Food in general	4.39	87.78	5
4. Working Places	4.4	88	4
5. Resources/Materials	4.72	94.44	3
Total (average)	4.65	93.1	-
Overall Average	4.44	88.8	

- 4.1 Contrast and compare my daily existence with that of others in poverty areas in relation to areas such as health, education, services, rights, environment, etc and understand the differences by considering imbalance in power and wealth on local and global scale (13.93%)
- 4.2 Alter my behaviour to take account of the differences by highlighting changes I will make in my own life or identifying actions that could help to bring about change (13.93%)
- 5.1 Organise a local project to increase awareness of a poverty related issue among an identified target group (28.57%)

- 6.1 I think I will be able to better understand diversity by examining countries and regions affected by poverty (10.53%)
- 6.2 I think I will be able to increase my knowledge of poverty and in doing so affect my perception of others (1.57%)
- 6.3 I think I will be able to better understand and appreciate my role and the responsibilities I have in relation to creating greater awareness of poverty among others and understand how I have the power to create change (0.78%)
- 6.4 I think I will be able to organise and be part of a local project presentation with a public audience made up of peers, family, friends and other interested parties numbering between 25 and 50 (15.32%)

Regarding the statements a pattern that is normally reflected is that the number of responses in the post-programme assessment tend to be fewer – this is an indication that by the end of the programme participants tend to be clearer about their understanding of the subject matter. So for example, in 6 out of the 8 statements there were fewer responses - one statement had the same number of responses and another had one additional response.

As for grading, all but two participants (minimal decrease) demonstrated an increase in their learning ranging from 7.65% to 129.63%. The total average group increase was 44.67% and correlates with the overall feedback in terms of programme, i.e., 88.8%

Overall, the programme was very well received – while there were a small number of discerning voices considering some of the programme content, it was by and large very effective in many ways – there was a strong increase in individual knowledge (as evidenced by the knowledge assessment forms), the group dynamic was very positive, the location and setting was largely conducive to the occasion, participants enjoyed and learned from the methodologies used and not only felt they can use them in their work setting but were keen to use them with many of them asking for the 'tools' to be sent to them.



They were also pleased with the information they received and the flow of the programme although some weren't entirely satisfied with the flow and made recommendations in this regard including more information re poverty. Participants thought the team applied themselves very well and feedback was very positive although if there was any recommendation it was to be better informed regarding knowledge of subject matter.

There was a desire among participants for further co-operation either through developing programmes together or participating in more training and there was a very genuine 'feel good' factor among participants toward each other even though the programme had been challenging and intense at times.

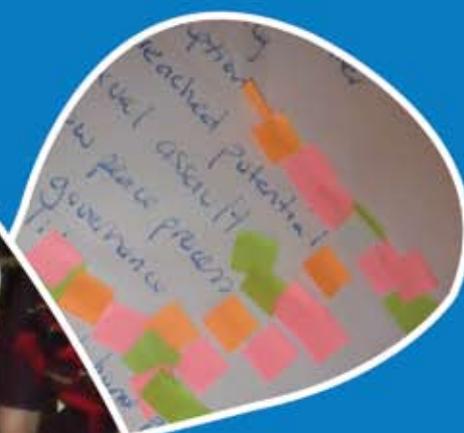
There are a number of recommendations below which set out clearly changes and/or alterations we would introduce – we are pleased that the programme has been very well received but we are also honest enough to take on board feedback that is critical about what didn't work as well as we'd hope. These recommendations are clear and do not need a lot of elaboration.

RECOMMENDATIONS

- Update Information Pack to include information on what the programme isn't, i.e., not designed to cover all aspects of the subject matter and emphasise more that the course is intense, demanding, challenging, provocative, stimulating and interactive
- Provide more explanation of activities we use and why we use them – outline learning objectives for each exercise at the beginning of each exercise
- Illustrate more the 'linkage' between exercises to show 'natural progression'
- Increase the level of theoretical input around global education and amount of information regarding poverty
- Make more use (where possible) of the outside to offset any 'cabin fever'
- Provide a little more time for debriefing but keeping it more focused so to minimise conversation becoming distracted
- More explicit about who we are targeting to participate in the programme
- Ensure video's used are downloaded in advance to avoid any difficulties with internet connection and be a little more selective in videos used to illustrate learning, also, use more visual aids to increase learning and illustration purposes
- Consider a little more the demands being put on individuals by each exercise to ensure they can complete all tasks
- Each exercise & task is led by a member of the team who is most familiar with the exercise or task
- Consider shorter break times for meals
- Ensure that there is a greater focus on global issue questions in the interactive quiz (based on info contained in sessions prior to quiz)
- Run the 'Map & Pebbles' group in small groups or find a way of making it more interactive in the large group
- Biscuit Game – more thought required as to running this in a large group, more clarity on ratio of biscuits in large group and consider how 2nd half of exercise can be brought 'more alive' for an adult group
- Consider how some of the exercises, e.g., 'Why, Why, Why' might impact upon the values and beliefs of participants and how to respond to this more effectively
- Ensure facilitation team know the subject matter in greater detail so as to avoid any perception of lacking knowledge
- Provide 'tick-box' options in the Knowledge Assessment Forms
- Have Fair Trade products on offer at the 'Buffet Bar'
- Ensure greater variety of options for Vegetarians.



APPENDICES



Not all exercises listed were used during the 'Network Earth: Pro-Active Citizen' programme but have been included so that they can be delivered with young people as they normally form part of the Network Earth Training Programme.

Hopes and Fears

Aim:

To gauge expectations of participants, and address any fears they may have.

Materials:

- Post it notes (or slips of paper)
- Pens

Activity:

- Hand out 2 post it notes to each person (they can be different colours)
- Write a 'Hope' for the course on one; and a 'Fear' on the other
- Collect the hopes and fears respectively in 2 different containers

Debrief:

Either people can anonymously take each others' Hopes and Fears and discuss with the group of participants the fears, and suggest how the hopes could be achieved; or the facilitator could collate them all and summarise for participants what main issues are in the group.

A good activity to follow this might be to establish a group 'Contract'.



The F Word

Aim:

This activity aims to prepare young people for investigating an issue from a range of viewpoints' by highlighting how we all have different perceptions and ways of looking at the world.

Materials:

- Copies of the following statement, enough for each participant:

**FINISHED FILES ARE THE RESULT
OF YEARS OF SCIENTIFIC STUDY
COMBINED WITH THE EXPERIENCE
OF MANY YEARS**

Activity:

- Make a copy of the above statement for each participant. When distributing the statements imply that the participants are all getting a different statement just for them.
- Ask the participants to write down how many letter 'Fs' they can see in the sentence.
- Record your findings on the board. It usually ranges from 2-6 Fs
- Reveal the sentence – Everyone has the same one!

Debrief:

- Why did we get different answers?
- What does this tell us about ways of looking at the world?
- How could this potentially lead to conflict if there are different perceptions of the same issue?
- Can you think of other examples like this?
- What can be done to resolve this conflict, whilst at the same time appreciating people's individual perspective of how they see the world?



Map and Pebbles

Aim:

To explore our interdependence and connections with the rest of the world.

Materials:

- Map of the world
- Box of pebbles
- Selection of different food products

Pre-activity: ask participants to check their food cupboards and make note of where different foods come from*

Activity:

- Check the food labels of different food items.
- Place a pebble on the map of the world where that food comes from.

Debrief:

- What do you notice about the position of the pebbles on the map?
- Where does our food come from?
- What are the conditions in which it is produced?
- What are the links to Climate Change?
- What are the consequences for Climate Change?

Further exploration...

- Locally grown food
- Ethical consumerism
- Fair Trade

*Can also apply to clothes or other products



Lithuanian Listening Exercise

Aim:

To encourage active listening skills.

Activity:

- Invite each participant to think of something positive they are 'bringing' to the group today.
- Write each 'gift' up on the board.
- Invite everyone to stand up and exchange their 'gifts' with each other while walking around the room- e.g. I'm giving you 'energy' and I'm taking your 'punctuality' (now I have punctuality).
- After a few minutes, ask everyone to sit back down again. Go through the list and see what has stayed in the room and what objects have gone missing (!)

Debrief:

- Why did some of the 'gifts' go missing?
- What ways can we as facilitators actively listen to our students?
- How can this activity be adapted to use with students?



'Pick an Image' / Values and Identity

Aim:

This activity aims to explore issues that are important to participants.

Materials:

- Images of people, objects, scenery, etc, etc

Activity:

- Place lots of different images (cut from magazines, newspapers, publications, etc) on the floor and ask participants to pick (only one) that represents an issue important to them.
- Once completed ask participants to explain why they picked that image, what it means to them and how they feel about it?
- Once everyone has spoken ask them all to pick another image, perhaps even two and make a short story to connect all their images.

Debrief:

- How did participants feel about taking part in the activity?
- What was 'going on' for them when they picked the image?
- Did they get the image they wanted and if not why/how did they choose the other image?
- What did they like/dislike about the exercise?
- Have they learned anything from the exercise?



Power Surge

Aim:

To help participants explore the issue of power and influence.

Materials:

- Images of People (cut from newspapers, magazines, etc)

Activity:

- Power surge uses various images of individuals and groups which are in decision making roles and/or who can influence change (Young people, Barrak Obama, 'The Queen', 'The Pope', Simon Cowell, a family, etc)
- Participants get into small groups of 5/6 and come up with a list from most powerful to least powerful. Of course there is no correct order as this exercise depends on the values and perceptions of group members. However, it can be used as an introduction to teambuilding and to the role of young people in determining a fairer world.

Debrief:

- How was the exercise for participants?
- What thoughts came up for them during the activity?
- What issues arose during the activity?
- Was there agreement and if so, how and if not, why?
- How did the exercise encourage participants to think of power and influence?
- How has the exercise helped participants think about their role with young people in relation to power and influence?



'I'd Just like to Say' / Soapbox

Aim:

This activity aims to encourage participants to reflect on issues raised in the Severn Suzuki Video.

Materials:

- Paper and pen.

Activity:

- In the large group ask participants to identify the issues raised in the video that are still relevant today
- Follow this by asking them to think about what they would say 'today' to the UN. Ask them to record their thoughts on paper and then share it either in small groups or in a large group

Debrief:

- How did participants feel about taking part in the activity?
- What issues were important for them?
- Why is it important to address this issue?

See 'Video Clips' page for link to Severn Suzuki Video



The Biscuit Game

Aim:

This activity aims 'to investigate how and why some people may experience inequality/social exclusion on the basis of their material circumstances in local and global contexts.' (NI Curriculum)

Participants will:

- Be introduced to world resource distribution.
- Become aware of our unequal and imbalanced world both locally and globally.
- Explore how the unequal distribution of wealth may give rise to conflict.

Materials:

You will need biscuits.

Activity:

As participants enter the room, instruct them to sit at tables numbered 1-6. Each table should have a bag containing biscuits according to the table below. This can be adjusted for less participants.

Table	Continent	No. of Participants	No. of Biscuits
1	Australasia	5	5
2	Asia	6	4
3	Europe	5	8
4	South America	5	2
5	Africa	8	1
6	North America	1	10

Participants are given a few minutes to eat all their biscuits. The facilitator should not interfere. To conclude each table should pin their number on a world map to whichever continent they think they are.

Debrief:

- How did you feel about receiving a large/small amount?
- How did the other tables respond to you?
- Is this distribution fair? Why/ why not?
- Why do some have so much and some have so little? What would make it fair?
- What do the 6 tables represent?

Discussion points may arise depending on the participants' reactions. E.g. If there was sharing this could be used as a metaphor for discussing aid, or if there was bargaining, maybe trade could be addressed.

If you lived in one of the poorer countries, what are some of the other things that you may not have?



Why, Why, Why

Aim:

To have a deeper understanding of the underlying causes of an issue, e.g. Climate Change.

Materials:

- Flip chart sheets
- Markers

Activity:

- Climate Change: why does it happen?
- Keep asking the question, 'why'... to create a web of underlying causes from the original issue
- Once the list is exhausted, identify the recurring or 'main' underlying causes of Climate Change (in this case)
- These are the 'new' issues we can begin to explore to develop and deepen our understanding, and begin to identify actions to take

Note to the facilitator:

This activity can either be facilitated by the facilitator in one big group, or the 'model' shared and people work in smaller groups then feed back.



Word Web

Aim:

To make connections between issues and highlight interdependence.

Materials:

- String
- Post It notes

Activity:

(For this activity we will use the issue of 'Climate Change' but this can be adapted depending on what is being explored).

- Inviting the group to stand in a circle, ask them to shout out the first word that comes into their head when they hear 'Climate Change'.
- Write up these words on individual post its and give each person their word.
- Once everyone in the circle has a post it (and it is displayed clearly) give a ball of string to one person.
- Ask the participant to explain how their word is related to another word in the circle, by passing the string to that person.
- Continue to pass the ball of string around the circle – until everyone has had contact (some people will be approached more than once).

Debrief:

- What do you notice about the web?
- In what ways are the underlying causes of Climate Change connected?
- What does this mean for taking action to address Climate Change?



The Issue Tree

Aim:

This activity aims to help young people understand an issue in depth, and encourage them to identify an action they can take in an attempt to make a difference.

Materials:

- Flip chart and pens.

Activity:

- Draw a tree outline.
- Label the trunk with the chosen issue, the roots with the causes of the issue, the branches with the effects of the issue, and the fruit with the possible solutions to the issue. Discuss.

Debrief:

- How useful is the tree for understanding the issue?
- Are there any other ways of presenting the issue?
- Are some solutions more important than others?



Good Citizen / Bad Citizen

Aim:

This activity aims to provide participants with an introduction to citizenship and prepare them for exploring the role of a citizen to take action for social change.

Materials:

- Wallpaper and markers.

Activity:

- Split the participants into groups of 4 or 5. Give each group a length of wallpaper long as one person is tall (1.5-2m)
- Let the group nominate a volunteer to lie on the paper and get someone to draw an outline of their body (skirts are not advisable).
- Choose a 'pen chief' this allows opportunity for discussion as the group have to agree (or disagree) with a word before it is written down.
- On the inside of the 'body' ask participants to write down the qualities they would associate with being a good citizen. On the outside, ask them to write down the qualities they would associate with being a bad citizen.
- After 5-10 minutes ask the groups to feed back by presenting their posters allowing critical discussion to explore their views.

Debrief:

- Why did you seeas a quality associated with a good citizen?
- Are there any times the traits of a bad citizen could actually have a positive effect on society e.g. graffiti or demonstrating in a campaign?
- Where there any qualities that you put both inside and outside the body? Why was this?
- Which qualities did you disagree on? What were the different arguments for this?
- Remember there are not right and wrong answers but it is important for the facilitator to encourage debate and challenge any prejudiced statements.
- Relate the discussion to human rights. Do you think a bad citizen has any rights?
- Do you think all cultures would agree with your perception of a good/bad citizen?



Moving Debate

AGREE ←

→ **DISAGREE**

Aim:

To stimulate debate on a specific topic.

Materials:

- AGREE/ DISAGREE signs

Activity:

- Call out statements (see examples below but you can make up your own!)
- Invite participants to 'vote with their feet'- do they 'Agree' or 'Disagree' with the statement? (Go to either side of the room)

Statements:

- Students should interview teachers for their jobs.
- Children have the right to work if they want to.
- We shouldn't buy products made by children.
- Controversial issues should be dealt with in the classroom.

Note to facilitator:

This activity can be adapted in different ways.

- Silent Moving Debate
- 'Spectrum' of opinions (not just 'agree' or 'disagree')
- 'Roleplay' the role of Facilitator.



'Statue of ...' or 'Transitional Image'

Aim:

This activity aims to use drama as a means to explore issues of social concern.

Materials:

- Adequate space.

Activity:

- Divide the group into groups of four or five.
- Each group creates a symbolic image to represent an issue of social concern relevant to them.
- The group is then asked to create a perfect image of a solution to their issue.
- The next stage is to create a transitional image – a more authentic image to represent a realistic action they can take to address the problem. This is the most important stage of the process and is worth taking time over.
- The group should then prepare their transitional images, and show to everyone.

Debrief:

- How did it feel to create the initial image to represent the issue?
- How did it feel creating your ideal image, and do you think this image would be an unrealistic goal?
- What action does your transitional image represent, and do you think this is a realistic action you could apply in society?



Video Clips

Aim:

These activities aim to use video clips about global issues to stimulate and provoke discussion regarding related subjects.

Materials:

- Adequate space, laptop, video projector and speakers (for large group).

Activity:

- Each video clip should be watched in advance by the group facilitator in order to familiarise him/herself with content so as to know what issue to raise and how to raise it. Explain to the group that you will show a video and ask them to consider the content, the message and issues raised.

Debrief:

- What immediate thoughts come/came to mind when watching the video clip(s)?
- What were the key issue(s) that arose?
- How does it relate to your own community/where you live?
- What action can you take to create change locally?
- How might the issues raised affect people in other parts of the world?

Black Gold Trailer

<http://www.youtube.com/watch?v=B7o1KKgLe9M>

Severn Suzuki

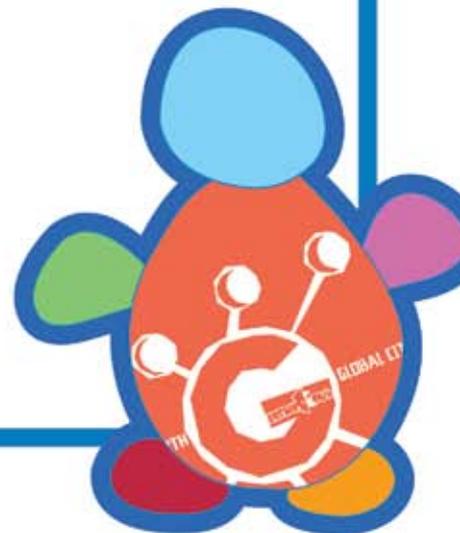
<http://www.youtube.com/watch?v=uZsDliXzyAY>

Miniature Earth

<http://www.youtube.com/watch?v=rvTFKplaQhM>

Listen to the Wombat – All is One

<http://www.youtube.com/watch?v=GqJUeRItxs8>



Local and Global Issues

Aim:

To encourage participants to think about issues affecting young people.

Materials:

- Flip Chart Pad and Markers
- Post It notes

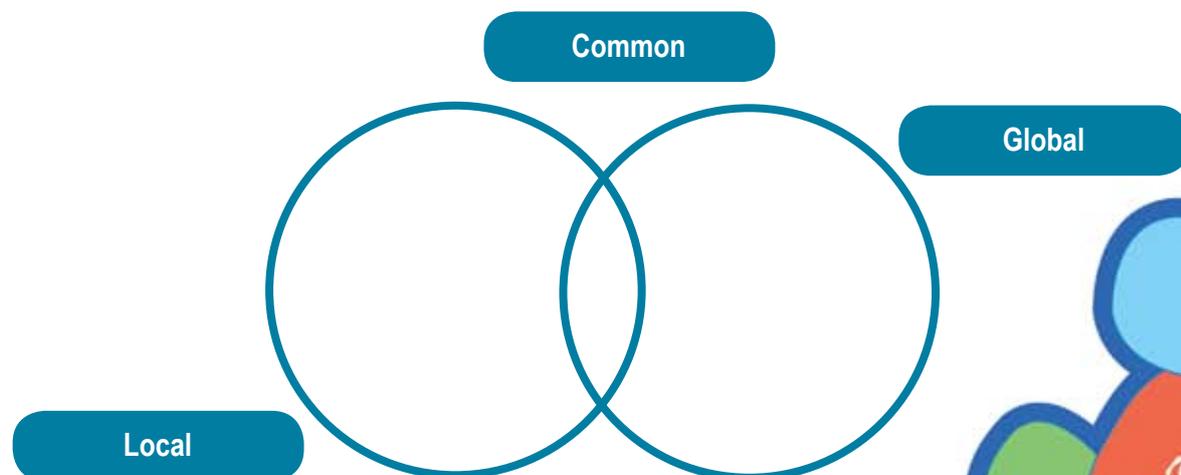
Have an illustration (like below) with 'local' heading on the left, 'global' heading on the right and 'common' in the centre.

Activity:

- Ask participants to consider issues affecting young people at a local level and write them on a post-it note. This normally ranges from alcohol abuse and unemployment to mental health, education etc. Participants should then think about issues affecting young people at a global level – this could be drugs and alcohol, climate change, career opportunities, etc. Again these are written on a post-it note.
- After participants are satisfied with the list then ask them to place their 'local' issues on the left circle and 'global' issues in the right circle. The facilitator then 'checks' for common issues and with the 'permission' of the group puts 'common' issues in the centre. The facilitator then explores that the issues are interlinked and affect all young people in any given part of the world.

Debrief:

- Where there any surprises by what participants found?
- Can participants relate to any of the common issues?
- What did participants learn from completing the exercise?



The Magic Bus

Aim:

To encourage participants to examine stereotypes and prejudice they might have and to explore their perceptions of others.

Materials:

- Appendices, i.e., images/text– these can be got from Children in Crossfire (Donna McFeely) or Inside Out (Fergal Barr).

Activity:

Tell participants they are about to go on a journey, and to take them to their destination there is a magic bus.

Use the images and place them with the text facing upwards on 2 tables. Place seats beside each description, so that the table and chairs resemble a bus. (This can vary in arrangement as was done during the Network Earth training).

- Explain to the students that they must sit beside the person who they would most like to (judging by the description only).
- Allow students to take a bit of time as they read each description and find their seat.
- More than one student can sit at each description.
- When students are seated ask them why they sat at the seat they are on? There might be a few seats left empty, ask why this is?
- Start at the seat with the most students sat beside it and ask the students to turn the description over to see the image of the person they are sitting beside.
- Support students to explore why they are shocked? Ask them what they expected instead of the image and encourage them to think why they expected this
- Repeat this for all the descriptions/images that are on the bus

Ask participants are to sit in a circle to debrief the activity

Debrief:

- Where there any surprises by what participants found in the images?
- How did their perception contrast with the image in front of them?
- What thoughts came up for them during the exercise?
- What learning did they gain from the exercise?



Human Rights Auction

Aim:

This activity aims to use drama as a means to explore issues of social concern.

Materials:

- Adequate space, chairs, flipchart paper, markers, pens or pencils.

Activity:

- Circulate the Human Rights Auction sheet among the group and ask participants to rank in order (1 being most important) the rights they view as most important to them. They should do this individually first
- Ask participants to sit in small groups and agree the order of their Rights and then how much they are prepared to bid for each Right at the auction. Inform the groups that they will each have £2000 to spend and bids will be in multiples of £10 (and no less).
- Start the auction and work through the Rights one-by-one on the sheet provided until time is up (allow approximately 45 mins for the auction) or no-one has any money left or until all the rights have been worked through.
- Facilitate the auction in the style of an auctioneer, looking for different bids for each Right and in a fun and interactive manner.
- For each successful bid, write on the flipchart the name of the Right, amount 'paid' and name of the group. It's best to prepare a list of Rights on a flipchart with columns so you can keep a 'running total' of amounts spent by each group

Debrief:

- How did participants feel about taking part in the activity?
- Was there much difference between the choices that individuals made and what they agreed in their small groups? Were there any issues?
- How did the groups agree on the rights chosen and the amounts they were prepared to pay? What process did they use to make decisions?
- Did groups use a particular strategy during the auction?
- Why were the rights chosen important to participants?



Human Rights Auction • Universal Declaration of Human Rights

List in order of preference individually first and then agree in your groups.

Right	You	Group
1. Everyone has the right to life, liberty and security of person.		
2. Everyone has the right to recognition everywhere as a person before the law.		
3. Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.		
4. Everyone has the right to freedom of movement and residence within the borders of each state. Everyone has the right to leave any country, including his own, and to return to his country.		
5. Everyone has the right to seek and to enjoy in other countries asylum from persecution.		
6. Everyone has the right to a nationality. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.		
7. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.		
8. Everyone has the right to own property alone as well as in association with others. No one shall be arbitrarily deprived of his property		
9. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.		
10. Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers		
11. Everyone has the right to freedom of peaceful assembly and association. No one may be compelled to belong to an association.		
12. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.		
13. Everyone, as a member of society, has the right to social security and is entitled to realisation, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.		
14. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.		
15. Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.		
16. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.		
17. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.		
18. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.		

Range of Action

Aim:

To encourage participants to realise their personal and collective power by exploring a range of actions they can take.

Materials:

- Post it notes or flash cards highlighting different actions. Include a few blank cards so participants can come up with their own actions.

Activity:

Participants are encouraged to think about all the types of actions they can take to highlight their issue.

- participants can be placed into small groups to come up with practical actions
- Allow time for discussion and debate
- Ask participants to agree on one or two actions
- Ask participants to discuss the practicalities and explore the outcomes of these actions (effectiveness, public awareness, legality etc)
- Participants can plan their actions (optional)

Debrief:

- Can actions bring about change?
- Compare their action with similar, well known actions from the past, e.g., boycott apartheid South Africa, womens rights, suffragettes, black rights - Rosa Parks, etc?
- Would participants be willing to carry out their action e.g., Stop Human Trafficking?



Fruits of the Forest

Aim:

To help participants explore an issue or issues important to them so as to understand it or them better.

Materials:

- Flipchart paper and markers

Activity:

- Ask participants to identify an issue they would like to explore.
- Write the issue on the trunk of the tree (eg Domestic abuse).
- Now ask participants what are the roots causes of the issue, (eg inequality, power).
- The branches can be used to explore the impact of the issue (eg, discrimination) then to motivate the participants into taking positive action which can help address injustice.
- The fruits can be used to identify actions (campaigning, lobbying for services)
- Ask participants to sit in a circle to debrief the activity

Debrief:

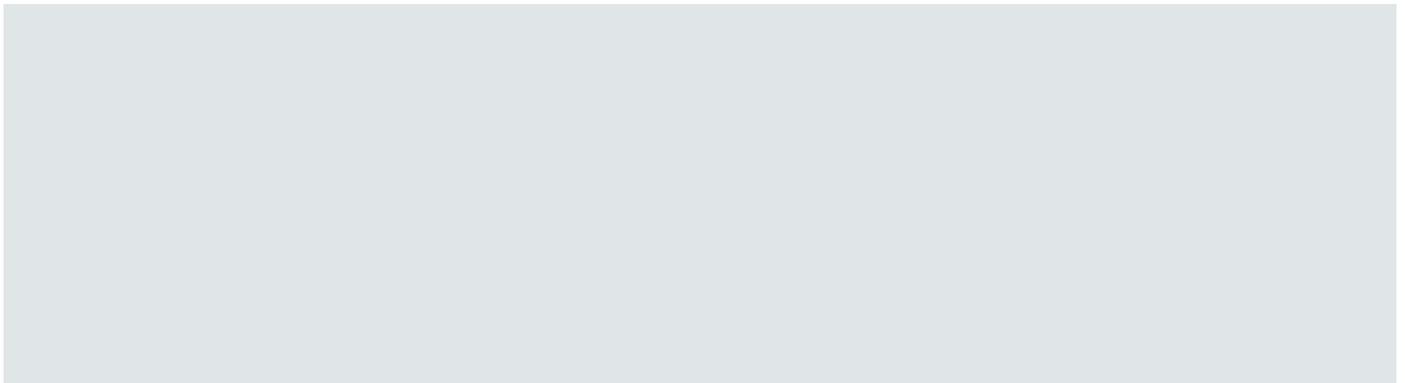
- How was the exercise for participants?
- What thoughts came up for them during the activity?
- What learning did they gain from the exercise?
- How might they use the exercise in their work with young people?



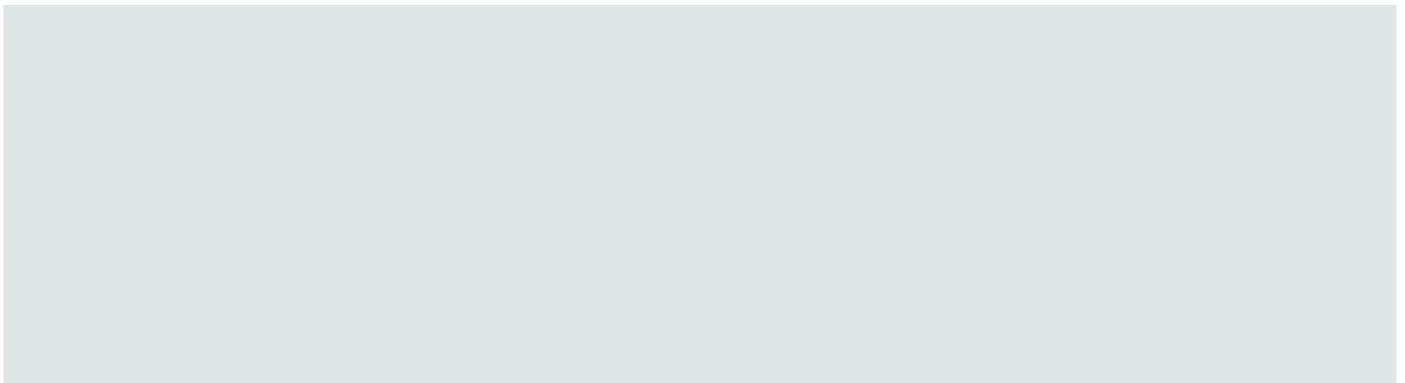
Network Earth: Global Citizen Knowledge Assessment Form

Please complete the following statements:

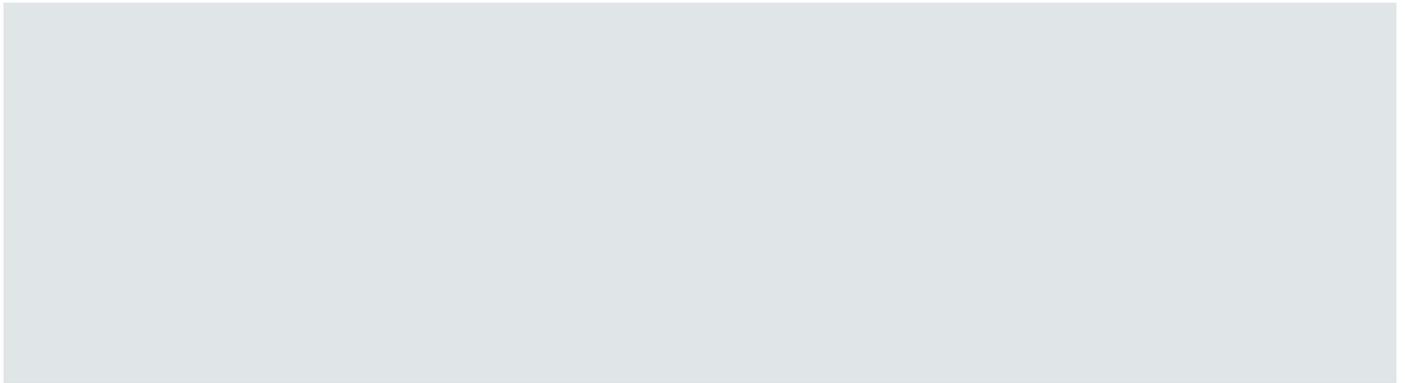
1. I am taking part in this because...



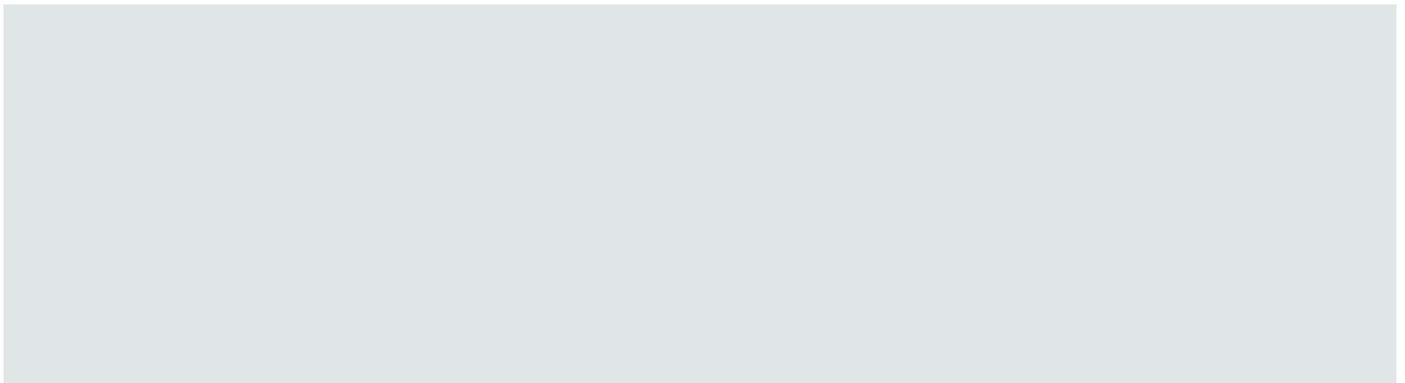
2. The issue that I most feel passionate about is...



3. I do/do not (delete as appropriate) feel linked to the rest of the world because...



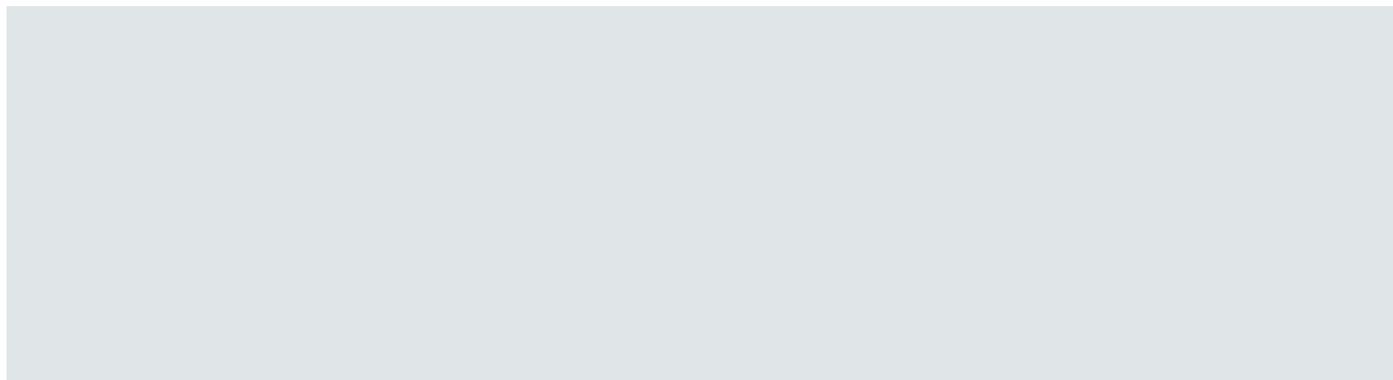
4. Some countries are poor in the world because...



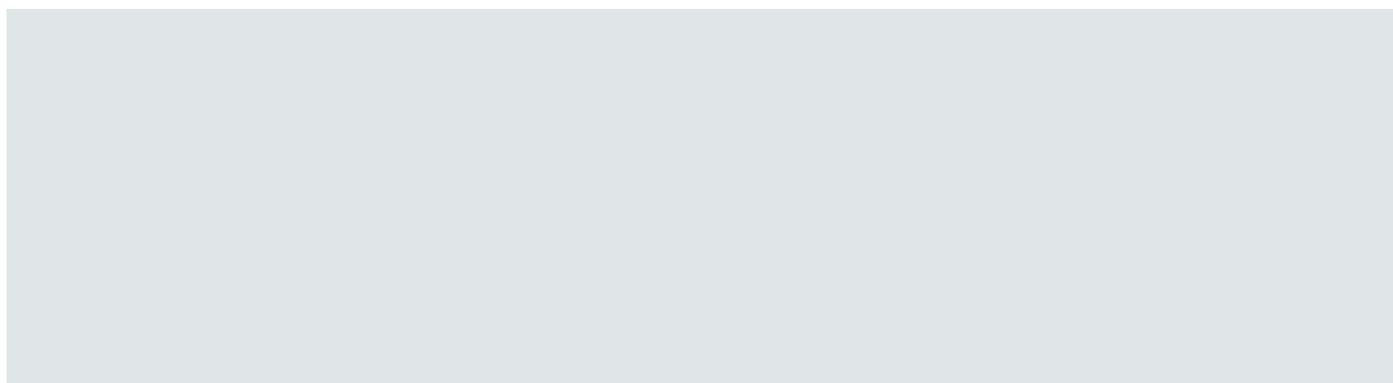
Network Earth: Global Citizen Knowledge Assessment Form

Please complete the following statements:

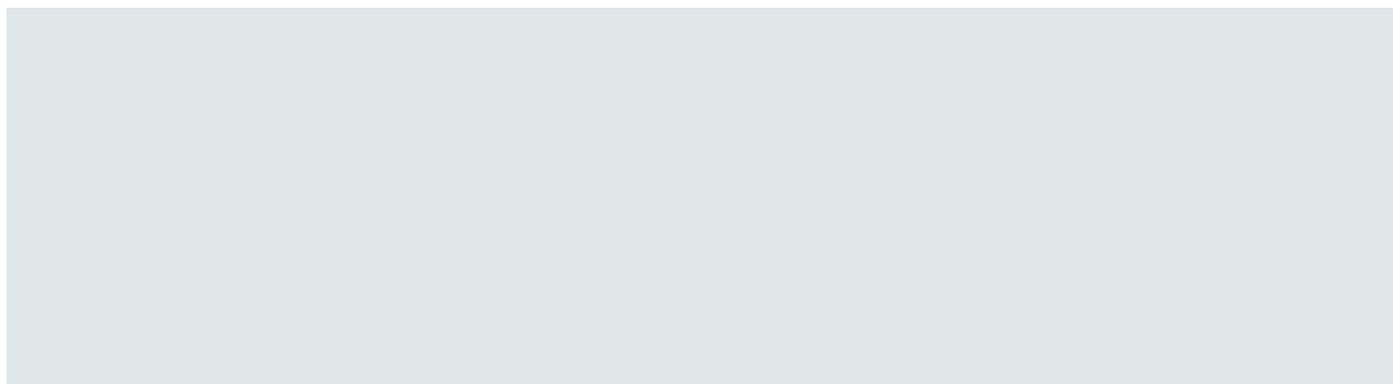
5. Young people have/have not (delete as appropriate) the power to make a difference because...



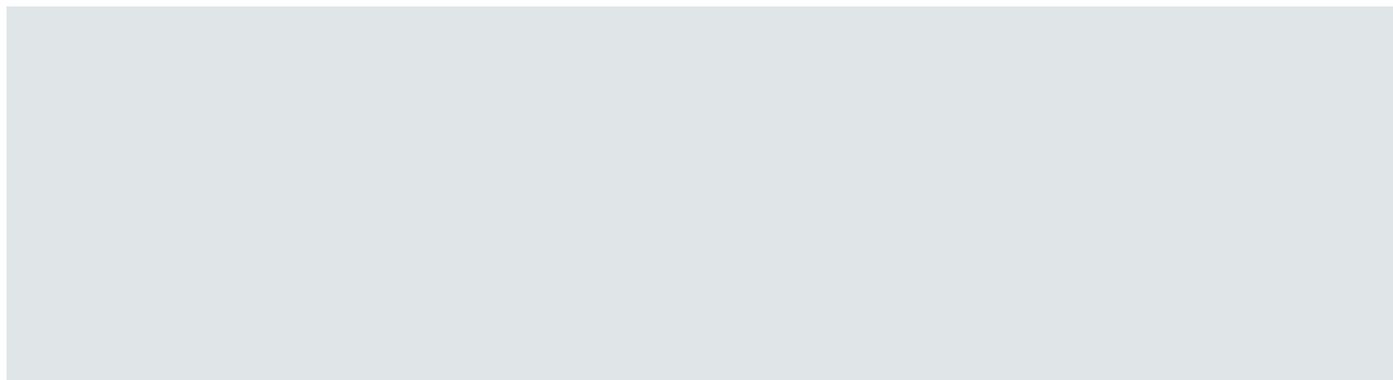
6. When I hear the word Africa I think of...



7. This makes me feel...



8. Most of my learning about Africa comes from...



On a scale of 1-10, 1 being poor and 10 being excellent please rate your knowledge by circling one of the numbers in relation to the following statements...there is no right or wrong answer so just mark what you think or feel best reflects your knowledge. We will carry out the same exercise at the end of the course to contrast increases or decreases in your learning.

I am able to.....

1.1 Identify a number of key poverty issues on a global and local scale and the link between both, and the impact that poverty has in their own or surrounding areas.

1 2 3 4 5 6 7 8 9 10

1.2 Identify a range of countries afflicted by poverty as well as a number of other countries they might not normally associate with poverty.

1 2 3 4 5 6 7 8 9 10

1.3 Examine and discuss differences in poverty at local and global levels and consider poverty concepts such as 'relative', 'absolute' and 'extreme'.

1 2 3 4 5 6 7 8 9 10

1.4 Articulate how poverty can affect people in their daily lives at a local and global scale.

1 2 3 4 5 6 7 8 9 10

2.1 Demonstrate a greater emotional understanding and maturity regarding poverty by talking about the issues in a thoughtful manner.

1 2 3 4 5 6 7 8 9 10

2.2 Articulate to others issues facing people in poverty areas on a daily basis.

1 2 3 4 5 6 7 8 9 10

3.1 Identify actions to help address poverty by examining poverty within a human rights context.

1 2 3 4 5 6 7 8 9 10

3.2 Identify ways in which they can promote awareness of poverty to others.

1 2 3 4 5 6 7 8 9 10

4.1 Contrast and compare my daily existence with that of others in poverty areas in relation to areas such as health, education, services, rights, environment, etc and understand the differences by considering imbalance in power and wealth on local and global scale.

1 2 3 4 5 6 7 8 9 10

4.2 Alter my behaviour to take account of the differences by highlighting changes I will make in my own life or identifying actions that could help to bring about change.

1 2 3 4 5 6 7 8 9 10

5.1 Organise a Local Action Project to increase awareness of poverty related issue among an identified target group.

1 2 3 4 5 6 7 8 9 10

I think or believe I will be able to

6.1 Better understand diversity by examining countries and regions affected by poverty.

1 2 3 4 5 6 7 8 9 10

6.2 Increase my knowledge of poverty and in doing so affect my perception of others.

1 2 3 4 5 6 7 8 9 10

6.3 Better able to understand and appreciate my role and the responsibilities I have in relation to creating greater awareness of poverty among others and understand how I have the power to create change.

1 2 3 4 5 6 7 8 9 10

6.4 Organise and be part of a local project presentation with a public audience made up of peers, family, friends and other interested parties numbering between 25 and 50.

1 2 3 4 5 6 7 8 9 10

What a 'Typical' OCN Network Earth Training Course for Young People looks like: Level 2 with 6 credits; 10 sessions of 3 hours

Session 1: Teambuilding/Ice-breakers/Contract

Background to the programme
Name games
All change game
Images and introductions
Hopes/Fears
Contract
Overview of course
First thoughts on project (record a baseline: Knowledge Assessment Form)
Introduction to perceptions: F Word activity and images. Open to new perspectives.

Session 2: Interdependence

Warm up: Human Knot
Map and pebbles exercise
Wombat
What's my area got to do with the rest of the world?
Brainstorm issues affecting young people in (their) area on post-its
Plot on a local/global vend diagram in small groups
Complete OCN task 3

Session 3: Global Inequality

Lithuanian Listening Exercise
Biscuit game and power point
Complete OCN task 4
Miniature Earth
Complete OCN task 5
Ball resources game
Millennium Development Goals: what are these?

Session 4: Issue Exploration

Ice-breaker:
Vote on the top 3 issues from the previous brainstorm (Session 2)
Pick one and do the pyramid *OCN task 1*
Do why-why-why chain *OCN task 2*
Word web
Issue Tree
Explore range of actions that can be taken

Session 5: Democracy and Active Participation

What does it mean to be an active citizen? Good/Bad citizen
A range of tools for whatever issue comes up: Moving debate, presentations, drama/frozen images/art etc.
Present a range of action ideas
Human Rights Auction

Session 6: Residential: Young people and power for change

Watch Severn Suzuki

Complete **task 6**

Make a wish.....

Power and making a difference: who has power ranking exercise

What does power look like? Frozen images.

How do you get power?

Session 7: Planning campaign

Decide on action and develop action plan

Complete OCN **Task 7**

Action Project must:

- have a clear objective
- Make a change
- Be peer led and have a peer education aspect
- Raise awareness of a local/global justice issue

Session 8: Action project ongoing

Running a project

Submit this for OCN **Task 8**

Session 9: Reflecting on the campaign

Evaluate learning using moving debate or other methods.

Do another baseline (what do you think of project now)

Assess impact that project has had: vox pops OCN **task 9**

Identify further actions to be taken in relation to the campaign

Session 10: 'Shared Learning Platform'

Presentation and sharing on project by the group

Evaluation of whole course.

