national youth council of ireland
COMHAIRLE NÁISIÚNTA NA NÓG

BUILDING BACK BETTER:

YOUTH

POWER

AND

PLANET

DEVELOPMENT EDUCATION
GLOBAL CITIZENSHIP EDUCATION
RESOURCE PACK

National Youth Council of Ireland

The National Youth Council of Ireland (NYCI) is a national organisation and the representative body for voluntary youth organisations in Ireland. We use our collective expertise to act on issues that impact on young people. www.youth.ie

Youth 2030 - NYCI Development Education Programme

The National Youth Council of Ireland's Development Education Programme – Youth 2030 - strives towards increased integration, quality, and spread of Development Education in non-formal youth work education organisations, projects and structures; creating an enabling and coherent policy and practice environment for Development Education at both a national and European level; maximising capacity, collaboration, partnership, and coherence of DE partners to enhance the quality delivery, impact and communication of DE; and further integration and mainstreaming of quality DE in formal education curricula, programmes and structures. The programme is committed to promoting equality of outcome for all.

———

TERMS AND THINKING

GLOBALISATION

Globalisation is process of interaction and integration among people, companies, and governments worldwide. Globalization has accelerated since the 19th century due to advances in transportation and communication technology. This increase in global interactions has caused a growth in international trade and the exchange of ideas and culture. Globalization is primarily an economic process of interaction and integration that is associated with social and cultural aspects.

CAPITALISM

Capitalism is an economic system in which private individuals or businesses own capital goods. The production of goods and services is based on supply and demand in the general market

POST-DEVELOPMENT

Post-development theory revolves around the idea that development is a western construction in which the economic, social and political paraments of development are set by the west and are imposed on other countries to normalise and develop them in the image of the west. The idea that they are developed in the 'image' of the west shows that even when viewed as developed by western ideologies, this may not be the case for many under-developed countries.

LEAVE NO ONE BEHIND

Leave no one behind (LNOB) is the core promise of the 2030 Agenda for Sustainable Development and its Sustainable Development Goals (SDGs). It is a commitment of all UN Member States to eradicate poverty in all its forms, end discrimination and exclusion, and reduce the inequalities and vulnerabilities that leave people behind and undermine the potential of individuals and of humanity as a whole. Five factors are proposed as key to understanding who is being left behind and why: discrimination; place of residence; socio-economic status; governance; and vulnerability to shocks.

DEGROWTH

Degrowth is an idea that critiques the global capitalist system which pursues growth at all costs, causing human exploitation and environmental destruction. The degrowth movement of activists and researchers advocates for societies that prioritize social and ecological well-being instead of corporate profits, over-production and excess consumption. This requires radical redistribution, reduction in the material size of the global economy, and a shift in common values towards care, solidarity and autonomy. Degrowth means transforming societies to ensure environmental justice and a good life for all within planetary boundaries and to being the economy back into balance with the living world in a way that reduces inequality and improves human well-being. According to Jason Hickel, 'proponents of degrowth are clear that it is specifically high-income countries that need to degrow (or, more specifically, countries that exceed per capita fair-shares of planetary boundaries by a significant margin), not the rest of the world (https://www.tandfonline.com/doi/full/10.1080/14747731.2020.1812222).

HEGEMONY

The term "hegemony" refers to the leadership, dominance or great influence that one entity or group of people has over others. Historically, this term often referred to a city-state or country that exerted power over other city-states or countries indirectly rather than through military force. Modern uses of "hegemony" often refer to a group in a society having power over others within that society. Hegemony more often refers to the power of a single group in a society to essentially lead and dominate other groups in the society. For example, the wealthy class might be said to have hegemony over the poor because of its ability to use its money to influence many aspects of society and government. In international relations, hegemony refers to the ability of an actor with overwhelming capability to shape the international system through both coercive and non-coercive means.

GLOBAL YOUTH WORK

Global youth work is about discovering global issues with young people through non-formal education. The aim is to explore a young person's role in their local community, and within a globalised world. Global youth work aims to empower young people to develop the knowledge and skills to engage with these issues and explore their own values, beliefs, and connections with the wider world. Connecting with global youth work is simply identifying the significance, relevance or potential within your existing practice and linking to that.

AGENCY

Agency refers to the ability to shape one's life and there are a number of different dimensions. Individual agency is reflected in individual choices and the ability to influence one's life conditions and chances. The individual agency differs strongly within the society across age, gender, income, education, personal health status, position in social networks, and other dimensions. Collective agency refers to situations in which individuals pool their knowledge, skills, and resources, and act in concert to shape their future. Everyday agency refers to consumer and daily choices, and finally strategic agency refers to the capacity to affect the wider system change.

CONTENTS

Introduction

Section 1 – DEFINING POWER

Section 2 – SEEING POWER

Section 3 – CLAIMING POWER

Section 4 – ACTIVATING POWER

ONE WORLD WEEK INTRODUCTION

"The day the power of love overrules the love of power, the world will know peace." - Mahatma Gandhi

Welcome to the latest NYCI Resource for global educators, youth workers, development education and global citizenship education practitioners, trainers, activists, powerful people, changemakers of all shapes and sizes but in particular those working with the current generation of young people.
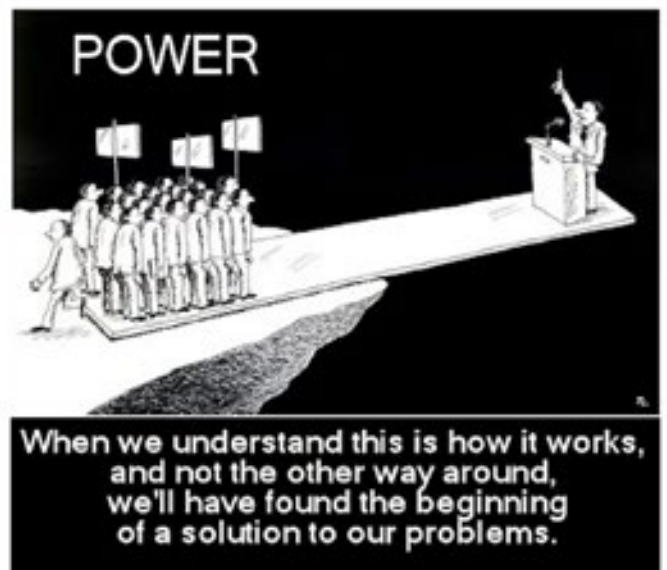
This One World Week resource is about **power**. The understanding of power in youth work is vitally important for the development of young people as they navigate through their lives and society. One of the main core values of youth work is empowerment. The road to empowerment for a young person can be a challenging, emotional, and a testing experience for both the young person and youth worker.

The aim of this resource is to support young people and youth workers in understanding power, seeing power, claiming power, and activating power.

Power is the capacity of an individual or group to influence the actions, beliefs, or behaviour of others. It can be seen as evil or unjust. It can be seen as good, positive, and transformative. It can be defined as a possession of control, authority or influence over others. It can also be defined as good and as something inherited, gained, or given for exercising values that will help, move, and empower others for the good of people and planet. Power inequalities have been in existence throughout the history of humanity and they are still very much present today in Ireland and throughout the World.

Throughout history, we have seen people make powerful choices that have resulted in powerful movements - Nelson Mandela, Greta Thunberg, Mary Robinson, Malala Yousafzai, and Rosa Parks. We have also seen 'people power' or social movements grow from one person or a group of people's quest to change something they felt to be unjust, unfair, and discriminatory.

Power is the capacity of an individual or group to influence the actions, beliefs, or behaviour of others.

POWER

When we understand this is how it works, and not the other way around, we'll have found the beginning of a solution to our problems.

Power inequalities have been in existence throughout the history of humanity and they are still very much present today in Ireland and throughout the World.

The lives of young people today are so interconnected and interdependent on the work of others globally, to provide the clothes we wear, the food we eat, and the technology we use. We are often not aware of the conditions of others and so can be removed or distant even though we are all part of the same global system with different privileges and opportunities to bring about change and live positive, healthy lives.

When considering globalisation and the contrasts between economically rich countries such as Ireland, Germany, or the US, and economically poorer countries such as Mali, Zambia, or Honduras, power is key to understanding the relationships and structures that have historically shaped the world – creating new opportunities but also negatively exploiting people and planet in the name of global capitalism and progression

ONE WORLD WEEK 2020

One World Week is a week of youth-led awareness raising, education, critical engagement with issues, and action. It coincides with and marks the anniversary of the adoption of the UN Convention on the Rights of the Child. During One World Week, young people learn about local, national, and global justice issues and take action to bring about change.

Some organise public events, webinars, quizzes and debates, invite guest speakers or have intercultural evenings. Others undertake projects using the arts: through film, drama, art and song. Many groups publicly display their work in preparation for One World Week or lead other people in undertaking a public action.

The National Youth Council of Ireland (NYCI) is part of the Global Education Week Network, coordinated by the North-South Centre of the Council of Europe. NYCI is a member of the European Youth Forum and manages the UN Youth Delegate Programme for Ireland. NYCI is also a member of Coalition 2030 which is an alliance of 100 civil society organisations - international and domestic NGOs - committed to and working towards upholding Ireland's commitment to achieving the sustainable development goals (SDGs) at home in Ireland and in over 50 countries by 2030.

Development education is at the core of One World Week. Development education is a lifelong 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 supports people to critically explore how global justice issues interlink with their everyday lives. Informed and engaged citizens are best placed to address complex social, cultural, economic, political, and environmental issues linked to development. Development education empowers people to analyse, reflect on and challenge at a local and global level, 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. Development education enables people to take action

locally and globally - ensuring that such action will contribute to desired transformations in the social, cultural, political and economic structures which affect their lives and the lives of others. By engaging with development education, learners develop the values, knowledge, skills and attitudes necessary to become active global citizens and advocate for change.

Irish Aid is the Government's official aid programme administered by the Department of Foreign Affairs and Trade, working on behalf of the Irish people to address poverty and hunger in some of the poorest countries in the world. Development education contributes to the realisation of Irish Aid's vision for a sustainable and just world, by providing an opportunity for people in Ireland to reflect on their roles and responsibilities as global citizens and by encouraging people to take action for a fairer and more sustainable future for all. Development education is a key part of Ireland's international policy – "A Better World" (2019) - https://www.irishaid.ie/media/irishaid/aboutus/abetterworldirelandspolicyforinternationaldevelopment/A-Better-World-Irelands-Policy-for-International-Development.pdf

One World Week and the National Youth Council of Ireland's Youth 2030 Development Education work feeds into Irish Aid's Strategic Goal which is:

People in Ireland are empowered to analyse and challenge the root causes and consequences of global hunger, poverty, injustice, inequality and climate change; inspiring and enabling them to become active global citizens in the creation of a fairer and more sustainable future for all, through the provision of quality Development Education.
(Irish Aid, 2017, Development Education Strategy 2017- 2023)

https://www.irishaid.ie/media/irishaid/allwebsitemedia/20newsandpublications/publicationpdfsenglish/Development-Education-Strategy-2017-2023.pdf

POWER: AN INTRODUCTION

Power is a multidimensional, complex force. It can be visible or invisible, and a negative or a positive force. It manifests itself in our private lives, in politics, in our culture, and even within us through internalised power dynamics.

It is important to remember though, that power is constantly being built and rebuilt as our society changes and people with/without power can change depending on beliefs, social movements, emergency situations (such as health pandemic, climate change, or political crisis), cultural shift in thinking or beliefs, what age you are, changing status in the community, poverty and access to resources, etc. By learning about power, we can grow our understanding of ourselves and others, whilst also gaining the competencies to empower.

Power is real, but conceptually slippery. Any individual or group of people has multiple relationships, in which they are more or less powerful. Nobody is entirely powerless: a mother has power over her children, but may be at the mercy of a violent male partner. Her children in turn have power over their younger siblings. Moreover, changing the distribution of power is not always a 'zero sum game': one person acquiring power need not require another person to lose power in equal measure
(Duncan Green, 2012, From Poverty to Power: 25)

...Power is at play in myriad places throughout the economy and society: in daily household decisions out who cares for the kids; in boss-versus-worker wage negotiations; in international trade and climate change talks; and in humanity's domination over other species on the planet. Wherever people are present, so too are power relations...
(Kate Raworth, 2017, Doughnut Economics)

Unequal power relations may also foster acute social conflict, political violence and insecurity. Power is dynamic, so individuals and groups may experience it differently from one moment or place to another. In order to identify opportunities, obstacles and risks for effective poverty reduction, human rights, conflict-prevention, peace- building and sustainable development it is important to understand how power works, who it benefits and how it can be changed.
(Pettit, 2013)

Hidden power

Visible power

Invisible power

Power: a Practical Guide for Facilitating Social Change Carnegie UK Trust

2019 HUMAN DEVELOPMENT REPORT – FOREWORD

The wave of demonstrations sweeping across countries is a clear sign that, for all our progress, something in our globalized society is not working.

Different triggers are bringing people onto the streets: the cost of a train ticket, the price of petrol, political demands for independence.

A connecting thread, though, is deep and rising frustration with inequalities.

Understanding how to address today's disquiet requires looking "Beyond Income, Beyond Averages and Beyond Today," as this Human Development Report sets out to do.

Too often, inequality is framed around economics, fed and measured by the notion that making money is the most important thing in life.

But societies are creaking under the strain of this assumption, and while people may protest to keep pennies in their pockets, power is the protagonist of this story: the power of the few; the powerlessness of many; and collective power of the people to demand change.

Going beyond income will require tackling entrenched interests—the social and political norms embedded deep within a nation's or a group's history and culture.

Looking beyond today, the 2019 Human Development Report articulates the rise of a new generation of inequalities.

Just as the gap in basic living standards is narrowing, with an unprecedented number of people in the world escaping poverty, hunger and disease, the abilities people will need to compete in the immediate future have evolved.

A new gap has opened, such as in tertiary education and access to broadband— opportunities once considered luxuries that are now considered critical to compete and belong, particularly in a knowledge economy, where an increasing number of young people are educated, connected and stuck with no ladder of choices to move up.

At the same time, climate change, gender inequality and violent conflict continue to drive and entrench basic and new inequalities alike. As the Human Development Report sets out, failure to address these systemic challenges will further entrench inequalities and consolidate the power and political dominance of the few.

What we are seeing today is the crest of a wave of inequality. What happens next comes down to choice. Just as inequality begins at birth, defines the freedom and opportunities of children, adults and elders, and permeates those of the next generation, so, too, policies to prevent inequalities can follow the lifecycle.

From pre−labour market investments in the health and nutrition of young children to in− and post−labour market investments around access to capital, minimum wages and social services, politicians and policymakers have a battery of choices that, if correctly combined for the context of each country or group, will translate into a lifelong investment in equality and sustainability.

Making those choices starts with a commitment to tackling the complexity of human development—to pushing the boundaries to help countries and communities realize the Sustainable Development Goals.

This is the mission at the heart of the United Nations Development Programme, working together with the 170 countries and territories we serve.

Some 40 years ago the founding father of human development, Professor Amartya Sen, asked a deceptively simple question: equality of what? He answered with equal simplicity: of the things we care about to build the future we aspire to.

Professor Sen's words help us to take a fresh look; to go beyond growth and markets to understand why people take to the streets in protest, and what leaders can do about it.

I would like to thank all those who have taken this journey of exploration with us over the past 12 months, and I encourage you to read on.

Globalisation has played a large role in changing how power manifests itself. Power now acts hugely on a global level. Consider for example, the power dynamics at play along the journey of the last item you bought (what were the materials needed, where did they come from, where was it made/how/by who, how did it get to where you live, who sold it to you, etc.)

Maybe it was an item of clothing, where the majority of garment workers in Bangladesh get paid ==£25 a month, working 15 hour days on average, 7 days a week in unsafe conditions.==

When you consider a €15 top from Penney's is broken down to, a garment worker receives 12c. Materials are worth around €4, but when you break down what a farmer gets for growing the cotton it is again a fraction of that. If the material is synthetic, it 99% of the time comes from a fossil-fuel source. This is not to say that both cotton and synthetic materials, such as polyester or elastane (which puts the stretch in our clothes) both cause huge environmental consequences.

LIFE IS SHORT. BUY THE DRESS.

We can understand power best when we look at it from multiple perspective and lenses, as being at the intersection of politics, economics, society and individuality, whether visible or invisible and through various actors, spaces and relationships. By doing so, working with power in development education means being capable of:

- assessing the multiple dimensions of power in a situation
- challenging negative powers that limit the growth and wellbeing of the young people we work with
- encouraging our young people to drive positive change through the power they hold
- supporting the marginalised young people we work with on their own journey
- developing power-sensitive projects and programmes in our youth work, being aware of our/your own power to bring about transformative change as a youth worker

(Adapted from Pettit, 2013)

Our power analysis looks at the four expressions of power we all hold:

- **Power over**, which is held **OVER** someone
- **Power to**, which is about the power **TO** act
- **Power with**, which is about the power of acting **WITH** a group, the group develop power as a united front, in solidarity, where they might not have much as an individual
- **Power within**, which refers to the power **WITHIN** us as individuals (sometimes linked with culture, religion, identity which can influence what is possible)

What does it mean to have power?

Money
Land
Resource Rights
Economic

Information and Knowledge
Groups and Contacts
Voice and Authority
Political

POWER

Charisma
Courage
Personal Traits
Force/Persuasion
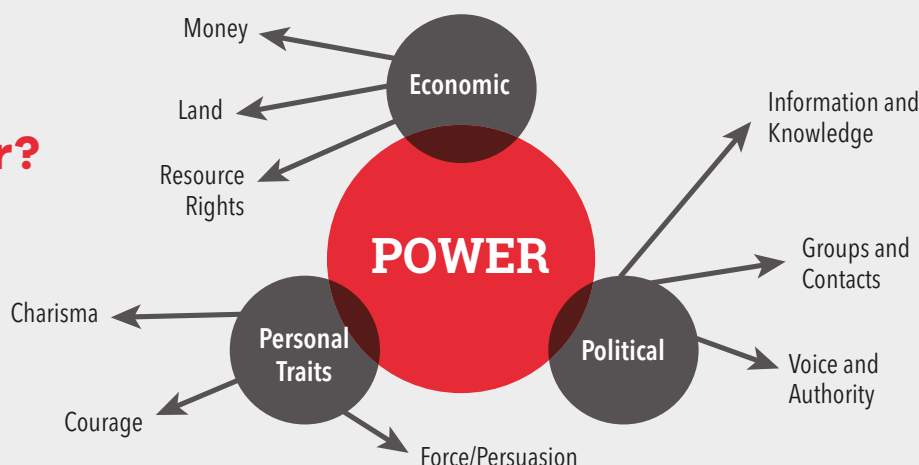
EXPRESSIONS OF POWER

POWER OVER

refers to something held by a person over another person or group through the use of formal authority and position to exercise control, lead, reward, discriminate, corrupt, and abuse. In politics, those who control resources and decision making have power over those without. When people are denied access to important resources like land, healthcare, and jobs, 'power over' perpetuates inequality, injustice and poverty.

POWER TO

refers to the unique potential of every person to shape his or her life and world. When based on mutual support, it opens up the possibilities of joint action, or 'power with'. This is them exercising a form of positive power. Development education is based on the belief that each individual has the power to make a difference.

POWER WITH

refers to finding common ground among different interests and building collective strength. Based on mutual support, solidarity and collaboration, 'power with' multiplies individual talents and knowledge. 'Power with' can help build bridges across different interests to transform or reduce social conflict and promote equitable relations. Advocacy groups seek allies and build coalitions drawing on the notion of 'power with'. A positive example of this could be the global climate change movement, or the global protests for Black Lives Matter sparked in the US.

POWER WITHIN

refers to our sense of self-worth and self-knowledge. It includes an ability to recognise individual differences while respecting others. 'Power within' is the capacity to imagine and have hope. It affirms the common human search for dignity and fulfilment. Many grassroots efforts use individual storytelling and reflection to help people affirm personal worth and recognise their 'power to' and 'power with'. Both these forms of power are referred to as agency – the ability to act and change the world. These forms of agency are not limited to any group of people, we all hold them and have the ability to use them – positively or negatively.

> **Washing one's hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral.**
> – Paulo Freire

POWER, CHANGE, AND ACTION – WHO'S INVOLVED...

If we are to know and to understand the systems and structures in which we all live and which determine how we might bring about change in our and the planet's circumstances (the rules, regulations, who is influential, how does business/everyday life get done, what is missing, what we want to change, address what is possible, what is new, etc), adopting a Systems Thinking Approach is valuable.

Duncan Green in his book 'How Change Happens' (2017), provides analysis of the change process as well as some ideas to take on board in our work as educational activists. 80:20 (a development education NGO) notes a number of propositions from Green's book including:

- Systems thinking implies complexity, there are no simple answers or solutions, therefore multiple strategies are needed and not just one.

- Links and alliances with a host of structures, organisations and institutions are vital, including those possible and appropriate with TNCs, multilateral institutions, churches etc.

- Activists need to be self-aware – aware of own prejudices and perspectives.

- Multiple perspectives are important in pursuing our agendas.

- Recognizing the central role of power – people's own inner power 'within'; power through organizing and joint action and institutional power across societies

80:20 also suggest that we should continue to ask questions about 'change':

- What kind of change is involved (individual attitudes, social norms, laws and policies, access to resources)?

- What precedents are there that we can learn from (positive deviance, history, current political and social tides)?

- Power analysis: who are the stakeholders and what kind of power is involved (look again—who have we forgotten?)

- What kind of approach makes sense for this change (traditional project, advocacy, multiple parallel experiments, fast feedback and rapid response)?

- What strategies are we going to try (delivering services, building the broader enabling environment, demonstration projects, convening and brokering, supporting local grassroots organizations, and advocacy)?

- Learning and course correction: how will we learn about the impact of our actions or changes in context (e.g. critical junctures)? Schedule regular time outs to take stock and adapt accordingly

Read more: https://developmenteducation.ie/blog/2017/02/exploring-change-a-review-of-how-change-happens-by-duncan-green/

CHANGE:
EVENTS, IDEAS, INGREDIENTS

SYSTEMS

INSTITUTIONS

ACTIVISIM

SYSTEMS: are complex; no simple cause and effect; our change models often simplistic; leads to failure and missed opportunities

CHANGE: normally slow and steady; often affected by sudden events; advance planning not always possible; need for diverse systems of change

POWER is central; resistance is normal; institutions, ideas and interests often oppose change; broad range of allies are important; avoid working only with *people like us*

SOCIAL CHANGE: has deep roots; shifts in social ideas and behaviour promote change; issue-based campaigns propel change

INTERNATIONAL CORPORATIONS: drive change; NGOs often confront them or cooperate with them: activists use law, campaigning, lobbying and public shaming to promote change

POLITICAL PARTIES, MEDIA, AND SOCIAL ACCOUNTABILITY INITIATIVES play a key role

INSTITUTIONS: appear permanent but the status quo far less fixed than appears; to survive institutions adapt and change

INTERNATIONAL SYSTEMS: a critical role: shapes ideas and change: many key human challenges require collective rather than individual action alone: building effective alliances is crucial

STATES: drive change; are not static; conflicts, bargaining and power changes affects them

LAW: is important for change and constantly changes itself: courts, police, customary and international law: often promotes human rights and challenges privilege and discrimination

CIVIC COALITIONS: promote change worldwide: tactics include boycotts, mass protests, blockades, strikes, civil disobedience

LEADERSHIP: is everywhere: especially among the world's poor; reinforces identity and cohesion: mobilises collective effort: offers inspiration and motivation: is often shaped by travel, struggle and conflict: faith-based leadership often pivotal

PROTEST MOVEMENTS: have been important historically: day-to-day campaigns of local groups e.g. trade unions, coops, consumer groups promote change: can limit excessive power

ADVOCACY: historically important (e.g. anti-slavery): can produce striking results

ACTIVISM: popular movements can help create public commitment: citizen action on many levels propels change: faith groups, neighbourhood associations, producer organisations, trade unions etc. affect change: they nourish vital trust and co-operation

CRITICAL JUNCTURES: opportunities and crises influence change: can highlight system failure and the need for change

Graphic: Infographic summary of How Change Happens as produced in 80:20 Development in an Unequal World, 7th Edition (2016), p.118 published by 80:20 Educating and Acting for a Better World

LIVING UNDER LOCKDOWN

2020 has seen an incredible and dramatic shift in how we live our lives in Ireland and across the globe. COVID-19 represents a global public health pandemic affecting everyone on the planet and globally we can find solidarity in this.

Yet it is experienced differently by us all. People living in poverty, those who are disabled, people of colour, women, LGBTI+ individuals, and the elderly for example are experiencing this pandemic unequally. Those living in the global south are more at risk than countries in the global north – even though COVID-19 does not discriminate.

We can think of more people we know here in Ireland who are experiencing this inequality: nurses paid just a living wage to work on the frontline, those in nursing homes or direct provision, those whose homes are not a safe space to be themselves fully. These issues are happening elsewhere around the world also, but in less wealthy countries often the scale of the issue is larger. As an unnamed Indian doctor quoted in The Daily Maverick (2020) worded it:

Social distancing is a privilege. It means you live in a house large enough to practice it. Hand washing is a privileged to. It means you have access to running water. Hand sanitisers are a privilege. It means you have money to buy them. Lockdowns are a privilege. It means you can afford to be at home. Most of the ways to ward the Corona off are accessible only to the affluent. In essence a disease that was spread by the rich, as they flew around the globe, will now kill millions of the poor. All of us who are practising social distancing and have imposed a lockdown on ourselves must appreciate how privileged we are.

According to Oxfam report on corporations during Covid-19:

- In the US, an estimated 27,000 meat packing workers have tested positive —one in nine employees— and more than 90 have died from COVID-19. The country's largest meat processing company, Tyson Foods, published a letter advocating against closing its factories, despite 8,500 of its employees testing positive for the virus.

- Ten of the world's largest apparel brands paid 74% of their profits (a total of $21 billion) to their shareholders in dividends and stock buybacks in 2019. This year 2.2 million workers in Bangladesh alone were affected when textile orders were cancelled. Factory shutdowns have lowered revenues in the country by an estimated $3 billion.

- In India, hundreds of tea plantation workers, many of them women, have gone unpaid as a result of the Covid-19 lockdown. At the same time, some of the largest Indian tea companies have boosted their profits or have been able to maintain profit margins by cutting costs.

- Mining operations in Peru have been kept open despite high risks of infection among their employees.

- Chevron announced cuts of 10-15% of its 45,000 global work force despite spending more cash on dividends and share buybacks during the first quarter of the year than they generated from core business.

- Nigeria's largest cement company, Dangote Cement, allegedly fired more than 3,000 staff without prior notice or due process while the company is still expected to pay 136% of its profits to shareholders in 2020.

Source: Oxfam: Power, Profits, and Pandemic (2020)
https://oxfamilibrary.openrepository.com/handle/10546/621044

Globalisation facilitates the rapid spread of viruses around the world. At the same time, concerted international action by policymakers, the private sector, civil society, and the scientific community can accelerate the identification of solutions.

The current crisis, including hostilities among major powers, raises the spectre of global conflict instead of global cooperation. It was Charles Kindleberger's thesis in 1929–1939 that the Great Depression was so severe because there was no global leader (or "hegemon") and no adequate cooperation among the major powers. The result, he argued, was a breakdown of the global monetary and trading system that paved the way to Nazi Germany and World War II.

As we move forward, the priority of every government must be to continue to contain and suppress the virus. As COVID-19 continues to infect a growing number of people in Africa, Latin America, the Caribbean, and South Asia, strengthening public health systems and providing access to personal protective equipment and large-scale testing is essential in the absence of a treatment or vaccine. Furthermore, international solidarity and partnerships are critical to address and prevent health, economic, and humanitarian crises and to avoid major setbacks on the SDGs in the short and long-term.

By Guillaume Lafortune, Finn Woelm, Grayson Fuller, and Alyson Marks - July 2020

http://www.ipsnews.net/2020/07/sdgs-covid-19-global-south-insights-sustainable-development-report-2020/

Power dynamics have also been challenged with governments and world leaders using their power to shut down cities, the ceasing of international travel, restriction of people moving freely around their communities, introducing new laws and policies, the wearing of masks. All of this has been done in order to control the spread of Covid-19 around the globe and protect people. This expression of power demonstrated by governments has been maintained and supported by collective civil obedience and a level of trust from people and communities around the world as everyone struggles to survive the pandemic.

However, the virus, public reactions to it, and government measures to control it are putting key human rights at risk and amplifying the importance of others. The pandemic illustrates that to protect some rights, others may need to be restricted when necessary, proportionately and for a finite period of time. This is largely good and comes from a place of protection of people. However, in the wrong hands, this enhanced 'power over' can put human rights at risk and can endanger democracy and reduce civil society space.

10 Principles for a Rights Based – Respecting Response To Covid-19

1. EVERYONE SHOULD BE AFFORDED DIGNITY AND BE TREATED EQUALLY
2. EVERYONE SHOULD BE ABLE TO ACCESS HEALTHCARE
3. EVERYONE SHOULD HAVE THE RIGHT TO CLEAN WATER
4. EVERYONE SHOULD BE SAFE
5. EVERYONE SHOULD BE ABLE TO THRIVE
6. EVERYONE SHOULD HAVE THE RIGHT TO SPEECH, ASSEMBLY AND ASSOCIATION AND BE PROTECTED
7. EVERYONE SHOULD HAVE THE RIGHT TO HAVE THEIR PRIVACY RESPECTED
8. EVERYONE SHOULD BE ABLE TO FLEE VIOLENCE OR OPPRESSION
9. EVERYONE SHOULD ENJOY RESPONSIBLE FREEDOM OF MOVEMENT
10. EVERYONE SHOULD BE ABLE TO LOOK FORWARD TO A FUTURE

https://stories.oxfamireland.org/10-rights-in-the-corona-crisis/

Drinking Water

- In 2017, 71% of the global population (5.3 billion people) used a safely managed drinking-water service – that is, one located on premises, available when needed, and free from contamination.

- 90% of the global population (6.8 billion people) used at least a basic service. A basic service is an improved drinking-water source within a round trip of 30 minutes to collect water.

- 785 million people lack even a basic drinking-water service, including 144 million people who are dependent on surface water.

- Globally, at least 2 billion people use a drinking water source contaminated with faeces.

- Contaminated water can transmit diseases such diarrhoea, cholera, dysentery, typhoid, and polio. Contaminated drinking water is estimated to cause 485 000 diarrhoeal deaths each year.

- By 2025, half of the world's population will be living in water-stressed areas.

- In least developed countries, 22% of health care facilities have no water service, 21% no sanitation service, and 22% no waste management service.

WHO - https://www.who.int/news-room/fact-sheets/detail/drinking-water

Worldwide, countries' capacity to tackle Covid-19 varies. Social distancing is not possible in shanty towns, direct provision, refugee camps or prisons, and there are other instances where choosing to socially distance or isolate mean not being able to put food on the table or provide for other basic needs. In other cases, if you end up in hospital it is not adequately prepared for an outbreak of Covid-19. For example, South Sudan had only four ventilators to cover a population of around eleven million in April 2020 (as a comparison there are more than a thousand ventilators in Ireland with a population of 5 million).

The current pandemic could also push over a quarter of a billion people into starvation without intervention (UN, 2020). Therefore, measures taken in response to the virus must respect human rights and consider those made most vulnerable by Covid-19. While this does not mean that life will be the same when trying to address a deadly pandemic, this does mean that restrictions on our human rights – though they may be necessary - must be proportionate to the aim of protecting public health and non-discrimination.

On the other side of the pandemic, we must strengthen and build strong working-class movements to challenge imperialism and neo-colonialism, reports Phethani Madzivhandila (a pan-Africanist historian and activist based in Azania, South Africa) in a piece she wrote looking at Fighting the Pandemic in the Global South.

The World Health Organisation said in April 2020 that there were fewer than 5,000 intensive care beds across 43 of Africa's 55 countries. This amounts to about five beds per million people, compared with about 4,000 beds per million in Europe. It was not only the lack of intensive care beds that this pandemic has revealed as a shortage in Africa; there were at least 10 countries in the continent which did not have ventilators at all.

Source: https://developmenteducation.ie/blog/2020/08/fighting-the-pandemic-in-the-global-south/

COVID-19:
Key considerations for donor agencies

Prioritise those furthest behind first

Support those most marginalised to protect themselves and stay resilient throughout the crisis. Engage well-placed community partners to analyse and design holistic responses that address key issues: food insecurity, loss of livelihoods, housing insecurity, and access to basic health services.

Localise and collaborate

Understand and adapt to the political dynamics at national and local levels, to identify where interventions can help to build positive solidarities that support those furthest behind. Adopt more adaptive, flexible, and collaborative approaches for organisations with substantive community ties. Be prepared for less short-term and more long-term measurable impact.

Establish firm foundations for comprehensive social protection

Link support for social protection with policies and investments across complementary sectors – infrastructure, education, health and nutrition. Prioritise disproportionately affected groups, such as children, informal workers, rural agricultural households, pastoralists, migrants, internal displaced persons (IDPs), and refugees.

Build the resilience of food systems

Increase the capacity of food systems to withstand shocks and safeguard sufficient, appropriate and accessible food for all. Support holistic responses, informed by diverse voices, which address nutrition through multi-sectoral approaches, including gender, food security, WASH, and social protection.

Lay the groundwork for transformative approaches in the immediate response

Ensure that short-term responses address vulnerabilities and are focused on meeting the needs of people and groups marginalised by multiple, intersecting inequalities. This can lay the groundwork for resilient systems in the recovery and post-crisis phases.

Coordinate with key actors and across sectors

Agencies and departments must work together to get money to where it is needed and improve efficiency of spending. Ensure messages are aligned and that governments and civil society groups work together. Forming regional alliances may ensure better coordinated responses.

Strengthen health systems

Focus on maintaining core essential services in health systems struggling to cope during the outbreak – including maternal and child health and essential immunisation programmes – so that no one is left behind. Engage community partners in strengthening basic services to meet longer term health needs.

https://opendocs.ids.ac.uk/opendocs/bitstream/handle/
20.500.12413/15619/Covid-19_Key_Considerations_for_a_Public_Health_
Response.pdf?sequence=1&isAllowed=y

COVID-19 economic vulnerability index

The European Investment Bank EIB COVID-19 Economic Vulnerability Index examines three main factors that influence the resilience of economies to the COVID-19 shock.

- **Quality of healthcare and age of the population.** Older societies and poorly functioning healthcare systems often make countries vulnerable to the health impacts of the pandemic.

- **Structure of the economy.** The variables include integration into global value chains, dependence on exports such as fuels, metals and ores, revenue from tourism, and remittances, or the money people send back to their countries of origin.

- **Exposure and ability to respond to shocks.** The shocks considered include the reversal of capital flows. Economies with large current account deficits not financed by foreign direct investments have to fund their remaining external financing needs through volatile capital flows, such as portfolio investment. These flows have declined sharply, particularly in developing and emerging markets. Other variables include the ability of countries to implement countercyclical fiscal policies, the strength of the banking sector and its capacity to support the recovery from the crisis.

Global Summary

The index shows that the economies of low-income countries are highly vulnerable to the COVID-19 pandemic. Half of low-income countries and 25% of middle-income countries face the highest risk of COVID-19. Unsurprisingly, higher-income countries generally have better coping capacities, even when hit by an unprecedented global shock. Of the countries facing the highest vulnerability to the crisis, only two – Antigua and Barbuda and the Bahamas – are high-income. Nonetheless, 56% of high-income countries face an intermediate level of risk, along with 63% of middle-income economies and half of the poorest countries.

Outside the European Union's immediate neighbourhood, sub-Saharan Africa, the Caribbean and the Pacific states are the most vulnerable regions

Around half of the countries in Africa, the Caribbean and the Pacific are among the most vulnerable, with almost all of the remainder falling into the intermediate vulnerability category. Latin America and Asia each have a small number of countries in the highest and lowest vulnerability groups, while most of the others exhibit intermediate vulnerability. This reflects the diversity of both regions, which are predominantly middle-income areas, but also contain both low- and high-income countries.

EIB, 2020, https://www.eib.org/attachments/thematic/the_eib_covid-19_economic_vulnerability_index_en.pdf

---

As Indian writer and activist Arundhati Roy writes, the power within this narrative is that "in the midst of this terrible despair, it offers us a chance to rethink the doomsday machine [capitalism] we have built for ourselves. Nothing could be worse than a return to normality".

Similarly, Naomi Klein, the Canadian social activist, discusses how in periods of huge social upheaval, like what we are living through this year in 2020 with Covid-19, huge changes in the structures of power can occur.

In times of crisis, seemingly impossible ideas suddenly become possible... But whose ideas? Sensible, fair ones, designed to keep as many people as possible safe, secure, and healthy? Or predatory ideas, designed to further enrich the already unimaginably wealthy while leaving the most vulnerable further exposed

It is vital we question decisions, who is making them; for what purpose; and who will benefit or lose out the most and why? We also need to recognise that we are all living through a global pandemic, affecting everyone. If we cannot work collectively to tackle the immediate life and death issue of Covid-19 and ongoing issues of global poverty, hunger, power dynamics, economic thought and neo-liberalism, wellbeing, etc, one wonders about how we will collectively agree and disagree on future issues affecting the security of our people and planet - particularly the climate crisis. What will it actually take to positively change the world?

2020 Human Development Perspectives: COVID-19 AND HUMAN DEVELOPMENT: Assessing the Crisis, Envisioning the Recovery - Executive Summary

The COVID-19 pandemic is unleashing a human development crisis. On some dimensions of human development, conditions today are equivalent to levels of deprivation last seen in the mid-1980s. But the crisis is hitting hard on all of human development's constitutive elements: income (with the largest contraction in economic activity since the Great Depression), health (directly causing a death toll over 300,000 and indirectly leading potentially to an additional 6,000 child deaths every day from preventable causes over the next 6 months) and education (with effective out-of-school rates – meaning, accounting for the inability to access the internet – in primary education expected to drop to the levels of actual rates of the mid-1980s levels). This, not counting less visible indirect effects, including increased domestic violence, yet to be fully documented.

The pandemic was superimposed on unresolved tensions between people and technology, between people and the planet, between the haves and the have-nots. These tensions were already shaping a new generation of inequalities—pertaining to enhanced capabilities, the new necessities of the 21st century, as defined in the 2019 Human Development Report. But the response to the crisis can shape how those tensions are addressed and whether inequalities in human development are reduced.

This note takes a capabilities approach to document the severity of the unfolding human development crisis. Such an approach implies an evaluative framework to assess the crisis and shape the policy response that emphasizes the potential for people to be and do what they aspire in life as opposed to material resources or economic activity. To assess the crisis, the note draws from original simulations that are based on an adjusted Human Development Index—with the education dimension modified to reflect the effects of school closures and mitigation measures—and that incorporate current projections of gross national income (GNI) per capita for 2020. The simulations suggest conditions today would correspond to a steep and unprecedented decline in human development. With almost 9 in 10 students out of school and deep recessions in most economies (including a 4 percent drop in GNI per capita worldwide), the decline in the index –reflecting a narrowing in capabilities-- would be equivalent to erasing all the progress in human development of the past six years. Importantly, if conditions in school access are restored, capabilities related to education would immediately bounce back – while the income dimension would follow the path of the economic recovery post-crisis. The simulations also show the importance of promoting equity in capabilities. In a scenario with more equitable internet access—where each country closes the gap with the leaders in its human development category—the decline in human development would be more than halved. This would be eminently affordable. In 2018 it was estimated that $100 billion would be needed to close the gap in internet access in low- and middle-income countries—or about 1 percent of the extraordinary fiscal programmes announced around the world so far.

The note suggests three principles to shape the response to the crisis:

- Look at the response through an equity lens. Countries, communities and groups already lagging in enhanced capabilities will be particularly affected, and leaving them further behind will have long-term impacts on human development.

- Focus on people's enhanced capabilities. This could reconcile apparent trade-offs between public health and economic activity (a means to the end of expanding capabilities) but would also help build resilience for future shocks.

- Follow a coherent multidimensional approach. Since the crisis has multiple interconnected dimensions (health, economic and several social aspects, decisions on the allocation of fiscal resources that can either further lock-in or break free from carbon intensive production and consumption), a systemic approach—rather than a sector-by-sector sequential approach—is essential. A recent survey conducted in 14 countries found that 71 percent of adults globally consider that climate change is as serious a crisis as COVID-19, with two-thirds supporting government actions to prioritise climate change during the recovery.

The United Nations has proposed a Framework for the immediate socioeconomic response, with which this note is fully consistent and meant to inform and further flesh out both the analysis of the crisis and possible responses.

Finally, the note also highlights the importance of collective action—at the community, country and global levels. And the response to this crisis is showing how people around the world are responding collectively. The adoption of social distancing behaviour—which in some cases started before formal policies were put in place—could not possibly be fully enforced. It depended on the voluntary cooperation of billions of people. And it was done in response to a shared global risk that brought to the fore as a priority something other than having economies grow more rapidly. If we needed proof of concept that humanity can respond collectively to a shared global challenge, we are now living through it.

Read 2020 Human Development Perspectives: COVID-19 AND HUMAN DEVELOPMENT: Assessing the Crisis, Envisioning the Recovery

http://hdr.undp.org/sites/default/files/covid-19_and_human_development_0.pdf

THE SUSTAINABLE DEVELOPMENT GOALS
– A Personal, Local, National, and Global Agenda

The Sustainable Development Goals (SDGs) are a new blueprint for the world and provide a unique opportunity to address the most urgent and fundamental needs of millions of people in Ireland and around the world.

The SDGs are the global community's response to the serious challenges facing our world today. Billions of people still live in extreme poverty and lack the basic requirements for a life of dignity, such as adequate food, access to clean water and sanitation, decent work and housing fit for human habitation. Human rights and human dignity are still not universally protected, and conflicts within and between countries continue to cause huge suffering across the world. Even in highly developed countries, economic growth has not delivered equitable prosperity. In too many countries vast inequalities remain, such as youth unemployment which is still very high. Full gender equality also remains to be achieved. Environmental threats also affect every country. Climate change, pollution and the loss of natural habitats undermine global prosperity and security by putting the world's food and freshwater supplies at risk, by increasing the severity of droughts and flooding, and by contributing to the spread of disease.
- Ireland's National Implementation Plan, 2018: 8

World leaders (including Ireland) have committed to achieving 17 Sustainable Development Goals or Global Goals between 2015 and 2030. From the diagram you will see that they cover many important issues of poverty, hunger, health, education, climate, equality, innovation, peace, and partnerships.

We live at a crucial time in world history, and looking at world events, challenges and opportunities through an economic, social, and environmental lens, it is clear that we cannot continue to do business as usual.

The Sustainable Development Goals promise a "universal, integrated and transformative vision for a better world" (Ban Ki-moon - former UN Secretary General). One of the key principles of the SDGs is that it pledges to "leave no one behind" and that every country should work to ensure the furthest behind are first to benefit.

As educators, activists, and ordinary members of society, we must remember that all issues are youth issues even though they may be experienced in different ways because of age, gender, advantage, geography, opportunity, etc. Of the 17 goals, 169 targets, 232 indicators, 68 indicators provide information directly relevant to youth and an additional 19 provide information highly relevant to youth. The SDGs have 44 child-related indicators.

The Sustainable Development Goals include targets (4.7 and 12.8) to ensure that, by 2030, people everywhere have the relevant information, education and awareness for sustainable development and lifestyles in harmony with nature.

The uniqueness of this universal agenda is that in every country in the world, some government, NGO, young person, educator and citizen is talking about or working on achieving the sustainable development goals. The transformative nature of the SDGs mean that groups, organisations, business, farmers, educators, civil society and colleagues who have had no reason to work together before will now find themselves shoulder to shoulder, collaborating to bring about positive change for people and for planet. It is therefore really important that young people and those who work with young people are aware of the SDGs and are involved in shaping the new normal that the SDGs can and hopefully will bring.

The capabilities approach and the 2030 Agenda for Sustainable Development

The dimensions of inequality in human development...are reflected in the 2030 Agenda for Sustainable Development and its accompanying Sustainable Development Goals (SDGs).

The global consensus around the SDGs represents an evolution from what the Millennium Development Goals considered "basic" or essential for developing countries by the end of the 20th century... The SDGs seek to reduce inequality in many forms. They not only aim to reduce inequality between and within countries (SDG 10) but also envision an absolute end to some deprivations: poverty in all its forms (SDG 1) and hunger (SDG 2). They also seek to extend some basic conditions to all people: healthy lives (SDG 3), quality education and lifelong learning opportunities (SDG 4), gender equality and empowerment for all women and girls (SDG 5), sustainable water and sanitation (SDG 6), sustainable reliable energy (SDG 7), decent jobs (SDG 8) and access to justice (SDG 16). Other goals aim to advance the provision of global public goods (such as climate stability).

As with any global approach, considering a specific set of dimensions has limitations. It does not address all dimensions of unfairness and injustice that might be important in particular places. However, the Report complements and cross-checks globally defined measures of inequality—based on objective data—with information on perceptions of inequality, with measures of inequality in subjective well-being and with some nationally defined measures.

Source:
http://hdr.undp.org/sites/default/files/hdr2019.pdf Page 25

In our new 5-year Strategic Plan (2018 – 2023), the National Youth Council of Ireland has committed to:

• Support the awareness and understanding of the sustainable development goals in partnership with our members to strengthen their role in influencing Ireland's responsibilities as a signatory – including to:

• Ensure the contribution of our members and the youth sector is recognised in Ireland's reporting on the sustainable development goals.

• Consult, inform, educate, and update the youth sector including young people about Ireland's responsibilities under the sustainable development goals and how these relate to their work.

• Demonstrate the benefits of all of our members pooling information, ideas and learning so as to achieve the SDGs in Ireland in terms of how we all do our work.

Youth engagement (policy and practice) and sustainable development is a key issue for young people because:

1. Young people have the right to participate in decisions shaping their present and future.

2. Young people are creative and motivated to bring about change.

3. It is young people who will be most impacted by how successful we are in meeting targets set out in the SDGs, the Paris Climate Agreement, and other local, national and global agreements and strategies.

4. Many young people are already aware of what is just and unjust and are making choices, participating in actions, and innovating with others, working towards a more sustainable future.

5. Sustainable development is important across all policy areas and it is important we all work together – the youth sector, the development sector, the environmental sector, etc to ensure we achieve the SDGs to secure the world for everyone and particularly those furthest behind.

6. In the interest of intergenerational solidarity, the onus is on all of us to represent and include the interests of future generations of young people.

HOW TO USE THIS RESOURCE

This resource explores the issue of power and the sustainable development goals. Please feel free to use the activities in this resource to explore human/youth/children's rights issues, particularly those in the news or issues that you have already been working on with your group.

Each activity has a suggested age range. However, we recommend you read each activity and decide if it is appropriate to your group.

Some issues may be sensitive among members of your group. Check through the full activity before choosing it and be aware of the reactions among members of your group.

This resource sets out to guide you through a series of activities that will support you/your group's activism in moving towards positive change. We would suggest that you work your way from Activity 1 through to the last activity.

Know your group: whilst we have gone some ways to making this resource as accessible as possible to most groups, educators and facilitators will have to adapt where appropriate depending on your group or context. We recommend giving yourself some preparation time before delivering a workshop. Knowing your own group and the context of your working space with them will give you the scope to adapt or organise the workshop to best support positive engagement and learning. The important thing is to have everyone discussing and questioning what is happening in the world and how fair or unfair it is and create a greater understanding of the links between Ireland and the world and how young people can bring about change.

**We hope that you have fun and success using this activity pack and we welcome any comments you wish to make on the activities or the outcomes from your events.
We would be delighted to hear from you at: Leo@nyci.ie**

DEFINING POWER?

" **EDUCATION IS THE MOST POWERFUL WEAPON WE CAN USE TO CHANGE THE WORLD**

- Nelson Mandela

- Power is our capacity to impact and influence our environment.

- Power is not only material, the result of having more money, social status, legal authority, maturity or strength; it is a state of mind, an attitude and a set of behaviours.

- Power is energy, neither good nor bad in nature but capable of good and bad depending on who is using it and for what purpose.

- Power is available to young people. How well they understand it, recognise it and use it may just determine the future of all life on this planet!

ACTIVITY 1

WHAT IS POWER?

The idea of this activity is to open up the conversation about power and develop a level of understanding which is complimented by the definition:

'Power is the capacity to impact and influence our environment'

Step 1: Brainstorm (and note down on paper):

Powerful people –

a) Brainstorm people who the group instinctively think of when they hear the expression "powerful people".

b) Now ask where does their power come from?

Powerful structures –

a) Brainstorm what comes to mind when you think of powerful structures in the world.

b) Where does their power come from?

Invite contributions and light discussion but don't go too deep into correcting or clarifying or theory.

Step 2: Share the definition of power with the group:

'Our capacity to influence and impact our environment'

Step 3: Go back to the brainstorms and consider the definition and how applicable it is in terms of:

- Capacity - skills, ability, resources, what you have at your disposal to take action.

- Influence and impact - what you want to happen.

- Environment – arena, place, space where the power is active.

For example: pick a powerful person from the brainstorm and discuss what 'capacity' they have, what 'influence and impact' they are trying to have and what 'environment' they usually are found.

Try to get a sense of whether the group are beginning to understand power and the definition.

Step 4: Now invite the groups to think of examples of people who fulfil as many of the following list of types of power as possible across the world (they can be positive or negative examples).w

Types of power

- Legitimate power – a position gives you the right to lead or be in charge

- Reward power – the ability to give something of value (money, praise, grades, etc)

- Expert power – high levels of knowledge, experience and expertise

- Personality power – charisma and influential ability

- Connection power – access to powerful people and structures

- Information power – particular access to information that others don't have

- Dialogue power – ability to persuade and influence through words

- Group power – when everyone is behind a decision or course of action

- Punishment power – the ability to use punishment or the threat of punishment to persuade someone to act a certain way

- Moral power – a strong vibe of ethical leadership, very visible values and morals can be used to influence people to behave in certain ways

Step 5: Discuss how the biggest issues facing the world connect with these types of power in positive and negative ways. E.g. poverty, war, climate, employment, racism, covid-19, hunger, etc.

The final discussion might be about how many young people they can think of for these examples of types of power and whether this is relevant to the efforts of young people to be part of the change that is required within something like the SDGs?

DECISIONS DECISIONS

With great power comes... great responsibility

An easy and short activity to invite people to explore where they are instinctively drawn to when they are forced to think about power in a binary way.

Step 1: Would you rather...

Statements are read out with two options. Participants must choose one. Light discussion is okay throughout and will be substantive at the end.

Step 2: Invite the group to consider the statement,

with great power comes great responsibility

and what that means. Ask them to think about the impact of the binary decisions and whether they are all 'good Vs bad' and if not, how do you decide which is the best choice? Consider what it might be like being a member of government faced with similar options.

Share the definition of power we are using in this resource:

Power is our capacity to impact and influence our environment and explore how it might inform the decision making.

Statements

Would you rather:

- Be president of Ireland **OR** President of the USA
- Super strength **OR** Flying
- Stop all war **OR** End all hunger
- Electric cars for all **OR** free public transport for all
- Be a great speaker **OR** be a great writer
- Free solar panels on all homes **OR** Free internet in all homes

- No more air travel **OR** No more petrol/diesel vehicles
- Clean water forever **OR** Clean air forever
- Save the bees **OR** save the whales
- Fund space exploration **OR** deep-sea exploration
- Be a famous musician **OR** a famous actor
- More playgrounds **OR** more sports centres
- Scrap social media **OR** scrap streaming channels (Netflix, etc)

Absolute power: power and corruption

"Power tends to corrupt, and absolute power corrupts absolutely."
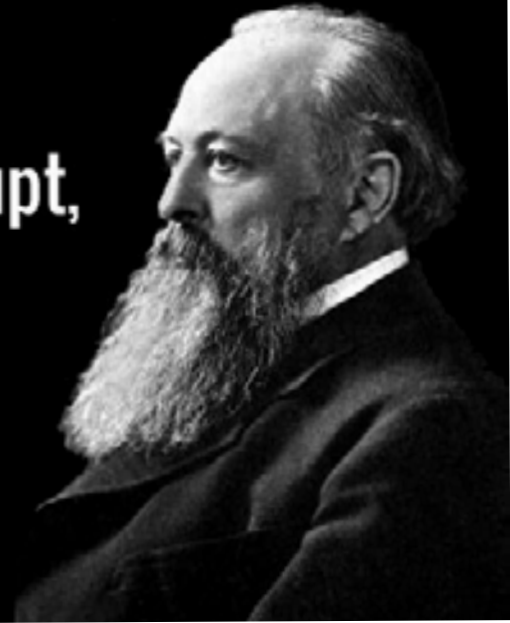
"**Some of those that work forces are the same that burn crosses**

Rage Against The Machine

The power paradox: Does absolute power corrupt absolutely?

When leaders cross the line, we often blame power. As Lord Acton famously expressed it, "power tends to corrupt and absolute power corrupts absolutely."

As humans elevate in power, or in the social-class ladder, we are more likely to violate the rules of the road, to lie, to cheat, to steal, abuse our role and position, and to communicate in rude, profane and disrespectful ways. Absolute power does indeed corrupt absolutely. The experience of power destroys the skills that gain us power in the first place.

The very practices that enable us to rise in power vanish in our experience of power. We gain and maintain power through empathy but lose our focus on others in our experience of power. We gain and maintain power through giving, but act in self-gratifying and often greedy ways when feeling powerful. Dignifying others with expressions of gratitude is essential to enduring power, but once feeling powerful we become rude and offensive.

The costs of diminished empathy and the moral sentiments are considerable. We lose the passions that give rise to the various forms of altruism and cooperation that are vital to enduring power. The less powerful are more likely to find themselves around more powerful people who are disconnected to their concerns—a source of stress that accompanies states of powerlessness.

In this corrupting influence of power, we lose perhaps the strongest, most reliable source of meaning and happiness in life: empathy, compassion, gratitude, and elevation and the acts of altruism they inspire are powerful determinants of enduring happiness and good health. In directing our attention to our own desires and interests, feelings of power actually undermine our own self-interest. And most relate to Lord Acton's power corrupts thesis, this diminishing of the moral sentiments sets in motion a cascade of outward abuses of power.

Thirty-two of the world's largest companies stand to see their profits jump by $109 billion more in 2020 as the Covid-19 pandemic lays bare an economic model that delivers profits for the wealthiest on the back of the poorest, according to a new Oxfam report.

Source: Oxfam: Power, Profits, and Pandemic (2020) - https://oxfamilibrary.openrepository.com/handle/10546/621044

ACTIVITY 3

PERCEPTIONS OF POWER

The idea of this activity is to facilitate exploration of the way people see power based on events that happen and how we react or respond to the person who is associated with the event but also connected to us.

Step 1: Imagine that you enter a room with people in it that you know in varying degrees. Encourage participants to really visualise the moment as much as they can.

It is the day after something has happened that you are associated with.

Consider the following 3 questions:

a) **What is the environment?** Describe the setting where you might be. Where are you; how is the location significant to the situation; is it familiar, comfortable, friendly or perhaps hostile, official, uncomfortable?

b) **How do you see yourself in the situation?** What's happening in your mind, your body, your spirit? Are you in control, nervous, anxious, joyful, calm, sweating, rapid heartbeat, excited, overwhelmed, flustered?

c) **How do others see you in the situation?** What are they thinking, feeling, wondering? Do you imagine or expect praise, judgement, understanding, questions, envy, disinterest, applause, shared joy, compassion, anger, solidarity, sympathy, empathy?

Step 2: Put people into small groups and give them a couple of situations and they can work through the three questions. They might also think of another situation from their own experience that could be interesting to consider also.

You enter a room the day after……

- You have been given a promotion from among your team
- You have won a gold medal in a national sports event
- You have been arrested on suspected drug charges
- You have won a substantial amount of money in the lottery
- A group of people from you know have drowned in the sea trying to flee to safety from a war

- You have been officially reprimanded for aggressive behaviour towards a peer
- You have been awarded the highest score in a test
- Your video went viral on TikTok
- You have been selected to represent the group in an important international event
- You have joined a new group and have a physical disability which the rest of the group are not used to
- Your country of origin has been bombed by western allied forces
- Someone has shared a private message you sent a friend that you are questioning your sexual orientation
- A new law has been passed which discriminates against your religious beliefs
- Hateful graffiti was discovered in the area which refers to your community
- Your sibling was in the local news for their involvement in a well-known local gang
- You have joined a work team and you are the only woman in the group
- You were involved in a protest that relates to an issue which nobody else in the group agrees with
- You made an official complaint to the boss about discrimination in the organisation

Step 3: After groups give feedback on their small group work, open a general discussion about power in these scenarios. Where does 'power' feature in the situation?

Think of the positive impact, negative impact, individual impact, group impact.

What might change after this situation occurs for the person in the spotlight? Think about status, relationships, rank, growth, development, behaviour.

Enquire about any feelings or emotions that emerged for any of the situations.

SEEING POWER

> " **THE MOST COMMON WAY PEOPLE GIVE UP THEIR POWER IS BY THINKING THEY DON'T HAVE ANY** - Alice Walker

In order to understand power, we must recognise it. We must see where it operates across all of the structures and arenas where decisions are being made about the present and the future.
We must understand how people in certain positions have opportunities to use the power that comes with status.
We must appreciate that young people occupy arenas where power is available, where power is generated, where power can be wielded!

Traditional ideas about power do not always apply in our modern world and when we think about power in terms of our 'capacity to impact and influence our environments' and consider the environments where young people spend time, there is a very real opportunity to have an impact and influence, on young peoples' terms!

THE GLOBAL POWER OF YOUNG PEOPLE & YOUTH WORK

Young people today are more connected globally than ever before

Their positional power has shifted from local, national, to global. For a global youth worker, it is essential that we fully recognise the global context in which young people's lives exist. Being able to place the lives of young people in the context of a global society, making the connections between the personal, local and global issues is an important process to the development of good, quality youth work.

The Five Faces of Globalisation

- Economic: Trade, economics, transnational corporations (Nike, Gap, Nestle, etc)

- Environmental: Carbon emissions, ozone layer, rain forest, water, global warming, flooding, quality of air, etc

- Cultural: People's way of life, food, beauty and body image, music, media, internet

- Technological: all means of communication that brings the world together – internet, mobile phones, technology, newspapers, magazines, air travel, etc

- Political: Democracy, right and wrong, world views, world order, what is and what is not human rights abuse, UN, etc

On a daily basis young people are influenced and make choices by these five faces of globalisation, and directly or indirectly, economics, environment, culture, technology and politics influence young people's actions at a personal, local, national and global level. Momodou calls these PLiNGs.

In the diagram, Momodou places young people at the centre where good quality global youth work/development education supports ongoing critical consciousness and critical thinking and supports young people to take action to create a more just world for themselves and others.

The idea is to explore position power within the context of PLiNG (personal, local, national, global) and to appreciate how positive change has greater potential to be effective when we understand how position power works.

Five Faces or Globalisation & PLiNGs

Personal
Local
National
Global

Dr. Momodou Sallah
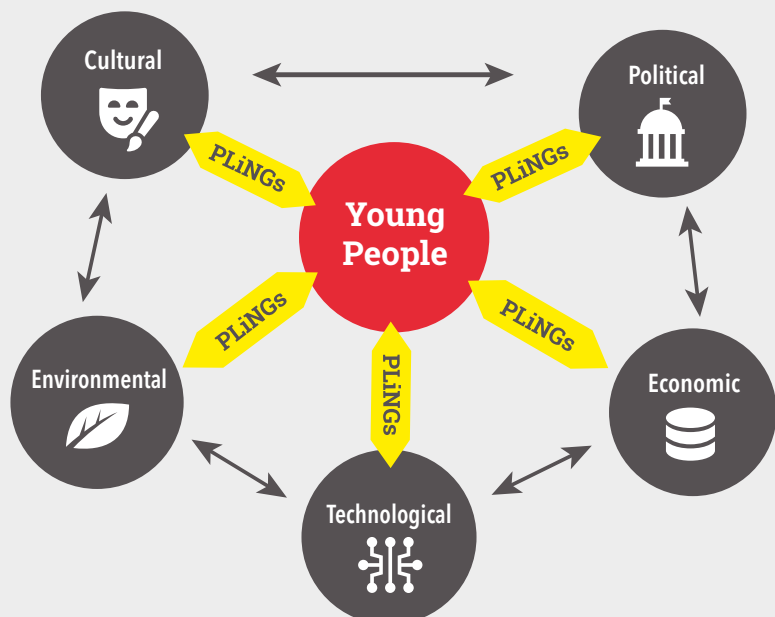
POSITIONAL POWER AND PLiNGs

What is 'position power' - position power is external. It takes its legitimacy from other people. It is outsourced power. It is connected to roles with status, authority, hierarchy and rank which are often bestowed by way of voting or promotion or other means whereby your elevation depends on others.

Step 1: Top 5 brainstorm:

Create small groups of participants and invite them to give their brainstorm top 5 answers for each category below.

Think about roles, positions, ranks, etc that have power attached to them and also the arena where that position power plays out.

E.g. UN chief, media personality, business guru Politics, media platforms, business world

Ask each group to give feedback from one category to the main group.

Step 2: Open up a conversation with the following as potential prompts:

- How does someone get positional power? (call out some examples)
- Are there any young people in these positions of power? (If not, why not?)
- What are the impacts and influences that these positions can have in the arenas? (positive and negative). Perhaps reference Covid-19 and how position power had an impact and influence at different levels and in different arenas.

Step 3: Break into groups again.

Give each group 3 big issues and ask them to consider examples of effective and ineffective responses to these issues from the different positions of power at each level of PLiNG. Issue options: any SDG, Covid lockdown, local flooding, illegal drugs, youth unemployment, digital rights, racism.

Share thoughts, insights, reactions in plenary.

Categories

1. Personal positions:
(positions of power in personal life)
E.g. oldest child, gang leader, bill payer.

Arenas/environments:
(places where that position plays out)
family, gang group/community, home

2. Local positions:
(positions of power in local life)
E.g. Garda, football coach, politician

Arenas/environments:
(places where the position plays out)
community, sports club, council

3. National positions:
(positions of power in national life)
E.g. President, CEO, celebrity

Arenas/environments:
(places where the position plays out)
politics, business, arts

4. Global positions:
(positions of power in global life)
E.g. UN chief, media personality, business guru

Arenas/environments:
(places where the position plays out)
Politics, media platforms, business world

Powerful

Strongly
against
you

Strongly
with
you
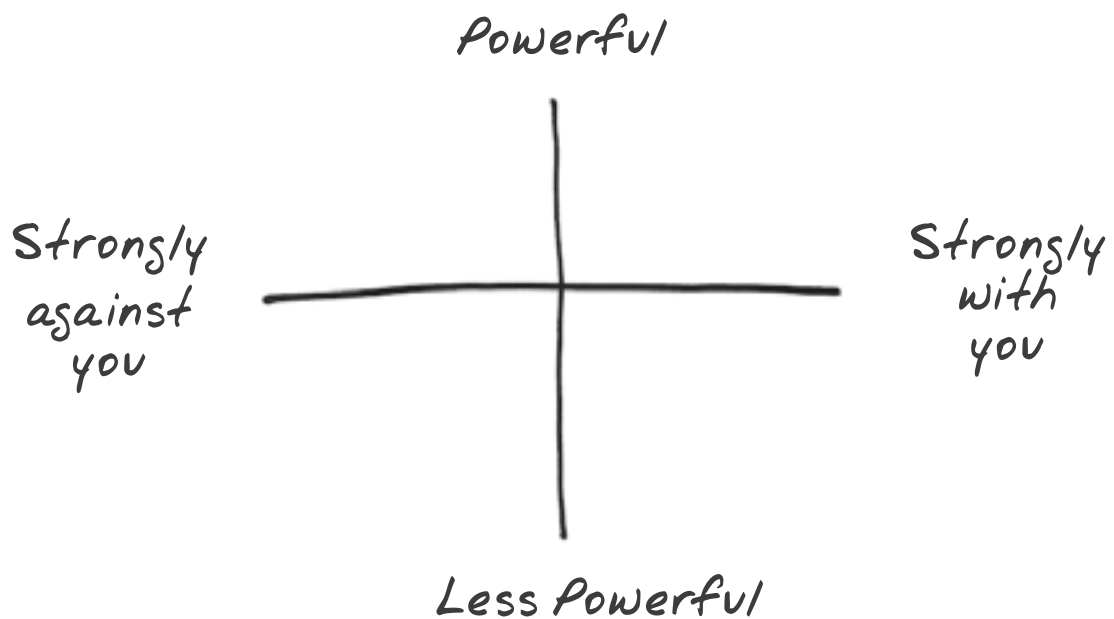
Less Powerful

Step 4: Final activity – power mapping

Show the image of power mapping with powerful – less powerful and strongly with you and strongly against you on each axis.

- Invite the group to pick an issue that is having a negative impact locally.

- Make a list of the people in positions of power who have a role to play.

- Now map those people onto the power map as honestly as you can.

- Refer to resource on activism for more on this: https://www.youth.ie/documents/activism-the-sdgs-and-youth/

Step 5: Final thoughts – reference 'personal power' and its relevance to position power as the important and valuable counterbalance.

Find the personal power activity in this resource on page 44.

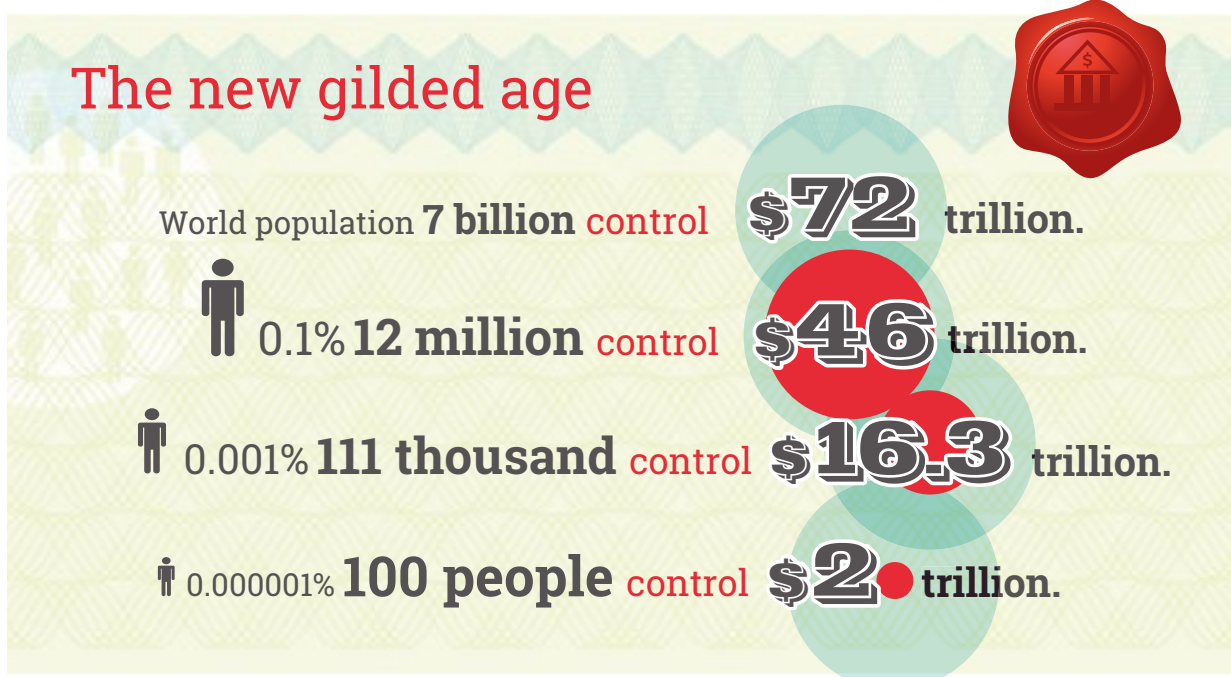# THE POWER OF MULTINATIONAL CORPORATIONS

As the influence of multinational corporations over public policy continues, the key challenge for those campaigning for social, economic, and environmental justice is how this power can be redistributed back into the hands of ordinary people.

Democracy is being undermined by the power and influence of transnational corporations that gain by taking away from others, and it is not possible to ignore the unethical authority that these corporate entities exert on society. Corporate lobbying is influencing policy decisions at the Irish, European, and global levels. Where we also see power being exerted over the 'global south' by the richer 'global north', for example in the form of high import duties.

It is no coincidence that the rise in size of transnational corporations and concentration of power in the hands of a small number of corporations and people has broadly paralleled the growth in levels of inequality, widespread environmental degradation, and the undermining of essential public services across the world. The combination of greed and power often spin out of control and challenge the enforceable rule of law and society. When exercised by giant multinational corporations that escape the discipline of the nation-state, the potential for harm becomes infinite in nature.

Multinationals have the monetary power to employ solicitors, accountants, tax advisors and anyone else to

The new gilded age

World population **7 billion** control **$72** trillion.

0.1% **12 million** control **$46** trillion.

0.001% **111 thousand** control **$16.3** trillion.

0.000001% **100 people** control **$2** trillion.

help them avoid paying tax (legally) to retain as much profit for themselves as possible.

It is important that we engage with this issue or, as individuals and corporations become richer, it will be an increasing challenge to end global poverty or meet the broader UN Sustainable Development Goals.

Changing policy and approach means taking power back from the super-rich and creating a fairer, more just planet for all. As we can see in Sallah's PLiNGs, young people are placed at the centre of many of these global corporations through globalisation. It is important therefore, to empower young people to realise the power they hold within to change the system, the power that we all hold as a collective. That we will all understand that what we buy, what food we eat, what clothes we wear, and so much more can influence whether multinational corporations still hold such power and determine how we all live in ten years time.

✳ CLIMATE LOBBYING MEANS SPENDING TO DELAY, CONTROL OR BLOCK POLICIES TO TACKLE CLIMATE CHANGE

OIL FIRMS SPEND MILLIONS ON CLIMATE LOBBYING EVERY YEAR

Annual expenditure on climate lobbbying by oil and gas companies

$53M — bp
$49M — Shell
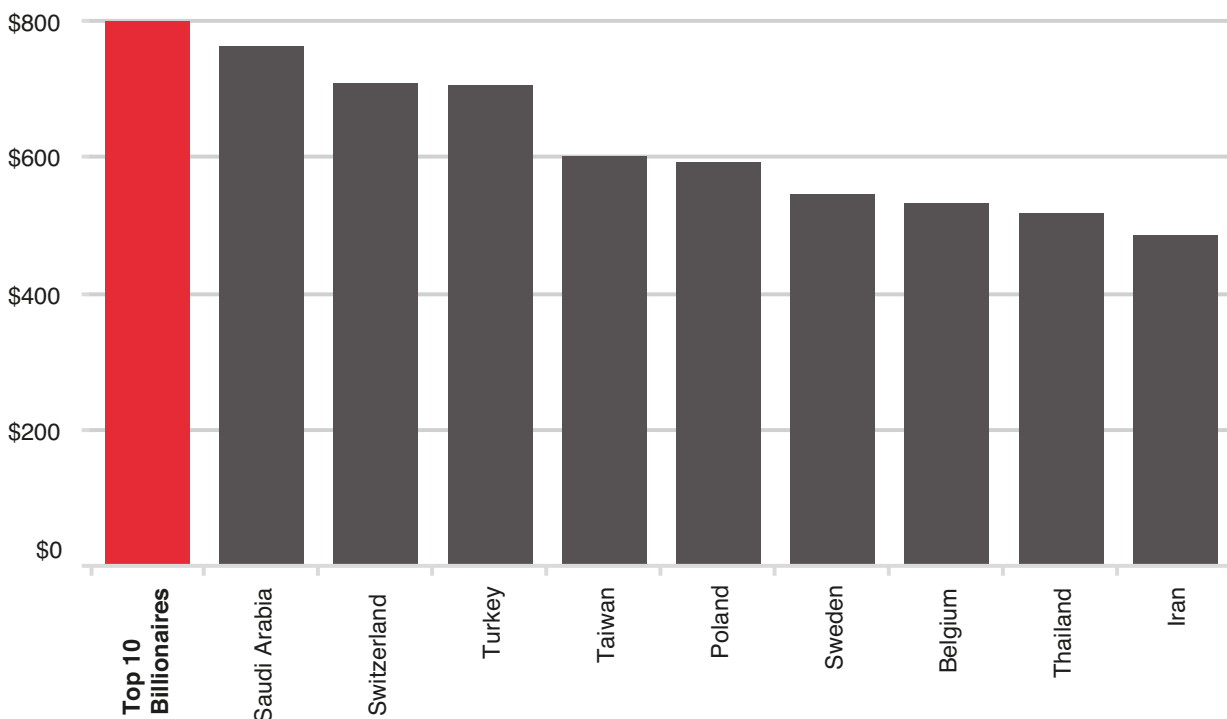$41M — ExonMobil
$29M — Chevron
$29M — TOTAL
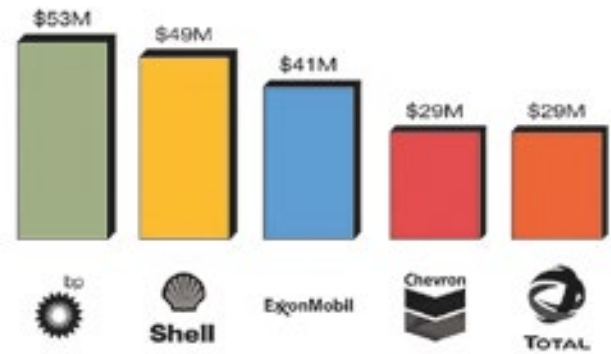
@FUTUREEARTH   INFLUENCEMAP VIA FORBES & STATISTA 2019

10 men have as much wealth as many countries

Top 10 global billionaires' combined assets versus select county GDPs, $ billions, 2019

Source: IPS analysis of Forbes' 2019 Billionaire list and IMF 2019 Gross Domestic Product Projections

Top 10 Corporations That Control Almost Everything You Buy

https://nutritionreview.org/2014/07/top-10-corporations-that-control-almost-everything-you-buy/

IMPACT AND INFLUENCE IN YOUTH ARENAS

The idea of this activity is to explore and identify where we SEE youth power having an impact in non-traditional arenas.

In recent times we have seen positive examples of young people taking their rightful place in decision making spaces such as a young person sitting on the Climate & Biodiversity Strategic Policy Committee of a Local Authority in Co. Wicklow or the UN Youth Delegates, EU Youth Delegates, Climate Ambassadors etc.

However, young people are wise enough to know that political arenas or board rooms are not the exclusive domains of impact and influence when it comes to highlighting important issues that require action for change.

Introduce the group to the MMR tool:

Motivation – Method – Reaction

Step 1: Shine a light

Think of an issue that needs to be highlighted for positive change (anything from the broad issue of SDG awareness to a local issue of the imminent deportation of a local child who is undocumented. Examples of issues – global debt, role of corporations, degrowth and covid-19, street children and homelessness, Fairtrade, war, famine, climate change, young people in a refugee camp, oil leak in the ocean, education, etc).

Step 2: MMR

- **Motivation** – what is your motivation for doing something about this issue? (individual and group) This is VERY important because it challenges you to think about justice, rights and solidarity alongside the emotive drive of "this is wrong!"

- **Method** – What type of activity or activities will you undertake to highlight the issue?

- **Reaction** – What reaction are you looking for as a result of your action? Think about who is the target of your action. E.g. SDG awareness is potentially a whole of society audience whereas deportation might be targeted at politicians and a ministry as an urgent priority.

Step 3: Reflect and review

- How did it go?

- What were the positives?

- What were some of drawbacks?

- What were some of the interesting discussions along the way?

- What next?

OR…

If this doesn't feel doable, let's prove that it is already happening and making a HUGE difference across the world!

Step 4: 3 examples of arenas where young people can have an impact on their own terms.

Your first challenge! Find as many examples of issue-based activity for each of these as you can and feel the Youth Power within each one. Try to capture the global picture, not just Irish or European. For example, young climate activists in Columbia organising local communities against deforestation.

Public domain	Social Media/Online	The Arts
Protests	Art graphics	Music
Art/Graffiti	Petitions	Movies
Occupy	Videos	Poetry
Marches	Articles	Visual art
Street theatre	Online communities	Theatre
Public rallies	Campaigns	Podcast

Step 5: Your second challenge! Get a group together, choose an issue that is important for you and do your MMR!!

Close with a conversation about examples from the lists that you have prepared. Perhaps create a set of links for some examples and share them with the group.

Framing Power – Perspective Tools

The framing of power with young people is an important starting point on this journey.

We can understand power best when we look at it from multiple perspective and lenses, as being at the intersection of politics, economics, society and individuality, whether visible or invisible and through various actors, spaces and relationships.

By doing so, working with power in development education means being capable of:

- Assessing the multiple dimensions of power in a situation

- Challenging negative powers that limit the growth and wellbeing of young people

- Encouraging young people to drive positive change through the power they hold

- Supporting marginalised young people on their own journey

- Developing power-sensitive projects and programmes in youth work

- Being aware of your own power to bring about transformative change as a youth worker

- Being aware of the global power dynamics that create the world we live in, and how we can work towards a more equal world.

The Perspective Taking Tool is a valuable asset for a youth worker and young people who are trying to get a healthy perspective or trying to unpack a complex narrative like power.

Each element of the tool becomes useful when it is used to enhance a conversation, inform an analysis, or when a standpoint is being developed on a critical issue.

A Frame

Think about the context

Consider what is outside the frame

what do you see, what do others want you to see, what is not there?

Glasses

Using multiple perspectives

Using a different point of view Seeing through others eyes

Satellite

Take an overview

Seeing the world connections

Looking at worldwide trends

Using a Global perspective

Weighing Scales

When considering the consequence of an action that may be taken on an issue...

- How much help?

- How much harm?

Microscope

Consider the details of an issue...

- Look at it closely

- Zoom in to see more

Mirror

If you could see yourself reacting to an issue...

- How do you see it affecting YOU, your thoughts and feelings?

- What would your action look like to YOU?

Filter

When considering narratives on an issue...

- Removing the agendas and propaganda

- Filtering the misinformation and manipulation

Youth POWER fest

The idea of this activity is to explore the creative possibilities for how you can see power building in the spaces where people gather to be inspired, stimulated, informed and entertained. Impact and influence can be generated through organised events like festivals which carry a unique power in their own right.

Step 1: Youth power festival!

You have been given the challenge of developing your very own youth power festival.

For the purpose of this activity, the festival will be an online event held over two days.

Brief: To design a timetable of content and activities which will primarily aim to inform, engage and inspire young people to activate their power for positive change.

It is up to YOU what will be included in your festival programme. Let there be no limits to your imagination!

Things to consider:

- Who is your audience?
- How will they participate?
- What is the best time/days for an event?
- Will you have different activities for different groups?

- How will you make sure the event is inclusive?
- Will you involve stakeholders like politicians, decision makers, activists?
- Will activities cater for different tastes and interests? E.g. music, art, interviews, panel discussions, debates, spoken word, storytelling, learning activities, Q&A, etc
- Will activities be interactive and fun?

You must create a festival programme which includes the following details: (feel free to go full creative and do your own design!)

- When: Day and time of activity
- Who: Who will feature?
- What: What is the nature of the activity?
- Description: Give an outline of the activity as a motivation promo for people to tune in.
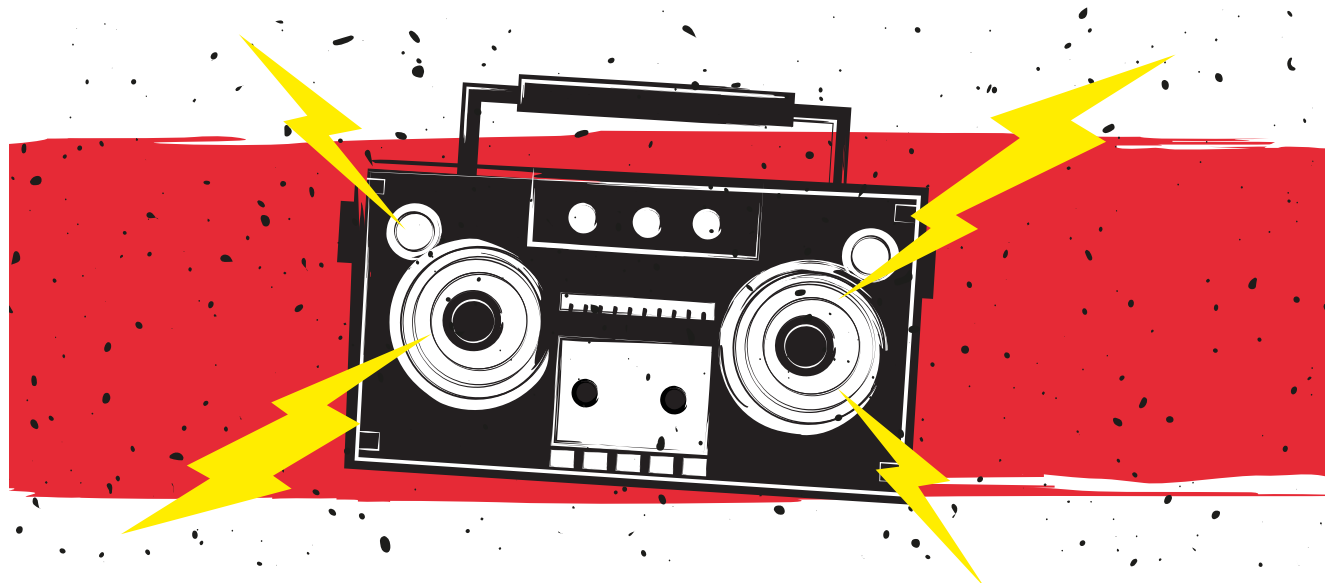
INTERGENERATIONAL POWER FESTIVAL 2020

FRIDAY:

8pm Festival launch with special guests Mary Robinson and David Attenborough

Performing on the night: Rage Against the Machine with Greta Thunberg, Wyvern Lingo, Lawriii Craic and Beyoncé.

10.30pm FRIDAY NIGHT FEELS

Spoken word with Natalya O' Flaherty and Emmet Kirwan

Interview with Bulelani Mfaco about Direct Provision in Ireland

12.00 MIDNIGHT TWITCH CHATS

Join us on Twitch for some gaming and some chats with activist gamers!

SATURDAY:

6am TOP O' THE MORNIN TO YIS!

Live from the sunny seaside of Greystones with the Happy Pear dudes reminding us that food is power!!

8am MINDFUL MORNING

Sister Stan leads us in a mindful morning meditation with the Dalai Lama

10am SATURDAY STORYTIME

Michael D Higgins and Chimamanda Ngozi Adichie share some stories with us from the biodiversity rich surroundings of the Phoenix Park.

11.30 ARTIVISM

Banksy gives us a master class in Artivism!

1.00 LUNCHTIME FOOD FOR THOUGHT

We will be chatting with 'Our Table' Dublin about how food can be a powerful tool for important conversations.

3pm AFTERNOON ANARCHY

Extinction Rebellion join us to share their unique story of how they decided to take a rebellious path in their activism on climate.

5pm ON YER BIKE!

As we head home from work, tune in to this livestream of cyclists from around Ireland trying to navigate their way through the cities, towns and villages on their way home! Sustainable transport is part of the change!

7pm FIGHT THE POWER GIG

Not to be missed this will be a live gig of our favourite activist artists who have been fighting the power since day one!

Hozier, Sinead O'Connor, Public Enemy, Imelda May, Tolu Makay, Farah Elle, Bjork, Stormzy, Lauryn Hill.

11pm TUCKING US IN OR WINDING US UP?!

Some late-night comedy with Dave Chapelle and Tommy Tiernan

2am REVOLUTION RADIO

Una Mullally hosts a special late-night radio show with some surprise guests, phone in's and topical conversations about the power of youth to change the world!

MUSIC • ART • CULTURE • COMEDY

Example programme

(*note* these are examples. Do feel free to google the suggestions and find out more about these legends!)

The power of an image

Human culture is a visual culture. From cave paintings to selfies, we have always used images to tell stories about our lives, experiences and understanding of the world.

These images are particularly potent when they not only depict but instruct us about social norms – when they shape attitudes and behaviour on everything from the role of women to ideas about autonomy.

But the idea that a picture "never lies" is a powerful – and inaccurate – experience. For they do not always tell the whole story. And the fact that images may be strategically constructed, manipulated or chosen carefully to convey an impression, can often go unnoticed by the people looking at them.

This is a problem, because images tap into a fundamental element of human reasoning. They have a resonant power to stir strong emotions – of fear, dislike, distrust, love, hate, and everything in between.

But we do not need to look for exceptional circumstances to find images having political power.

Images of migrants have been used to promote anti-immigration stances

Images of stranded polar bears are used to promote environmental policies

Images of homeless refugees are used to counter government policies to house refugees

Altering of images of peaceful protests with violent elements

Seeing through people

All of these are examples of images being chosen to convey specific messages. They can also be carefully constructed, such as when the British Prime Minister, Boris Johnson, spoke in front of ranks of uniformed police officers – a setting which may have been planned to enforce an image of power and strength.

President Donald Trump constantly uses images on social media to create an impression of a certain kind of success, power, and leadership. He also appears to be ever mindful of the image he portrays, putting great effort into his stance and gestures, and displays of presidential power.

The use of symbolism is widespread in the political sphere, as political actors seek to harness the power of social media for impression management. Such devices also prove effective, with even the simplest facial expression able to have a profound impact on people's perceptions.

Activists too have learned to harness the power of visual communication. Images denoting solidarity and collective action have been used by campaigns like #BlackLivesMatter and #MeToo to show how social media, and its potential for the co-creation of compelling visual montages, permits new forms of public political expression.

But despite campaigns attempting to tap into the political currency of pictures, different content forms elicit different emotional responses. The challenge for protest movements is to develop a consistent, interconnected theme, and to be aware of their audience and differences in reception.

Visual political communication has become increasingly important over recent years. It is central to the politics of reality and illusion and plays an important role in the phenomenon of populist rhetoric. Visuals are thus central to the politics of our time, for good or ill, with the power to stimulate emotions and elicit engagement – among an often disengaged and apathetic society

Dóchas Code of Conduct on Images and Messages

In 2007, Dóchas members adopted a Code of Conduct on Images and Messages.

The Dóchas Code offers a set of guiding principles that can assist organisations in their decision-making about which images and messages to choose in their communication while maintaining full respect for human dignity.

By signing the Code, Development NGOs commit to a set of principles, ensuring that they will avoid stereotypical or sensational images. The adoption of the Code means that aid agencies will choose images and messages that represent the full complexity of the situations in which they work, and that they will seek the permission of the people portrayed in the photos they use.

GUIDING PRINCIPLES

Choices of images and messages will be made based on the paramount principles of:

- Respect for the **dignity** of the people concerned;
- Belief in the **equality** of all people;
- Acceptance of the need to promote **fairness, solidarity and justice**.

For more information please visit https://dochas.ie/about-the-code

FAKE NEWS & FACT CHECKING

When dealing and exploring global issues and social movements, getting to the facts and recognising fake news is vitally important.

FANTASTIC MEDIA

LIVE

FAKE NEWS

BREAKING:
MIRACLE HOUSEHOLD COVID CURE

OUR HEALTH EXPERT REVEALS ALL

23.04 ▲ 20.20   The healing power of bleach... what you need to know... this is UNbelievable!

How to identify fake news

No matter what the source of your news, it's important to always be a little critical. Every news source has an agenda, whether it's to make money, attract more readers or advance a particular point of view. When in doubt, never assume a story is true just because someone's published it on a decent-looking website.

Although there's no definitive test for fake news, here are a few steps you can take to lower your risk of being duped:

- Always be wary of "clickbait" headlines that are deliberately misleading or sensationalist. Remember that not all clickbait leads to fake news, but almost all fake news will appear as clickbait.

- Fake news will usually be about famous (or infamous) people doing unbelievable things. Always be sceptical about any news story that revolves around major celebrities or big political figures acting strangely or promoting a particular agenda.

- If you don't recognise a news source, don't automatically trust it. Take some time to look

around the site and see how many of their other stories are bizarre or unbelievable. When dealing and exploring global issues such as Migration, Poverty, Climate Change, etc, getting to the facts and recognising fake news is vitally important.

- If you doubt a story, try googling any quotes or figures used. You can also search to see if any other websites are running the story: in today's world, news travels fast and if the story is true it won't be long turning up on other, more familiar websites.

- Never believe a story just because you want it to be true - fake news stories are often targeted at people based on their likes or interests.

- Try not to share news stories on social media unless you're fairly sure they're accurate. It's better to take a little time to check things out rather than spread fake news to your followers.

- In order to combat fake news, fact checking what we are reading is important. One way to check the source is using The International Fact-Checking Network. This is a code of principles that companies and organisations must sign to commit that their platforms are trustworthy and factual.

CLAIMING POWER

> " **WHEN I DARE TO BE POWERFUL, TO USE MY STRENGTH IN THE SERVICE OF MY VISION, THEN IT BECOMES LESS AND LESS IMPORTANT WHETHER I AM AFRAID** – Audre Lorde

Power is only powerful when we feel it! In this section we want to support young people as they build an understanding that power is not only in the hands of those who are in positions of authority. Young people should not be waiting around for someone to give them power or facilitate their access to power.

Power can be claimed. Personal power is available to all young people. It can be nurtured, cultivated and used for good. The power of storytelling is available to young people if they claim it, if they use it positively and purposefully. Perhaps most important of all is the realisation that young people's collective power is invincible!

ACTIVITY 7

PERSONAL POWER

The idea of this activity is to build an understanding of the importance and relevance of personal power. For young people who generally have less access to 'positional power' their personal power becomes all the more important when it comes to having an impact or influence.

Definition – personal power is a combination of the unique personality traits, abilities, talents, life experiences, emotional and social intelligence that each of us brings to the table. It is an inner feeling of power that is maintained regardless of what happens to us.

Step 1: Personal power pie!

Draw a pie shape and identify 6 different sections (slices).

Break into 6 groups and give each group one section to work on.

1. Give examples of how people manage life's day to day challenges. **Resilience**

2. Give examples of how people get through when things are going particularly crap in life and the challenges or difficulties are not just daily stresses. **Support**

3. Give examples of how people manage and learn from feedback and criticism in a healthy way. **Reflection**

4. Give examples of how people manage and work through difficult moods and emotions. **Awareness**

5. Give examples of how people benefit from a meaningful friendship. **Connection**

6. Give examples of what gives people's life a sense of purpose. What gets them out of bed every morning? **Purpose**

Step 2: Invite each group to share and then have a short conversation about what they think of the slices and how it relates to personal power. What struck them from their own group and other feedback?

There is a nice opportunity here to invite participants to use the graphic in their own time to check in with their own personal power and perhaps identify areas that need work?

Step 3: Personal Power scenarios

Below are a set of scenarios where personal power becomes useful and relevant.

Break into groups and give some scenarios to discuss or share a scenario with full group and discuss.

It is important to recognise that personal power does not require position power to have influence or impact BUT of course it enhances the potential effectiveness of position power.

**Remember personal power only works when you are self-aware and believe in yourself.

Feel free to add your own or to invite the group to give examples.

How does personal power have value in these situations?

- A young person is speaking at the UN
- A female student teacher on her first day in an all-boys secondary school
- A young person is speaking to a Government committee about climate & biodiversity
- A young wheelchair user arrives at a train station and the lift is out of order
- A lecturer dismisses the opinion of a student in front of the class
- A young person witnesses racist behaviour on public transport
- A young person is being trolled online for their support of BLM
- A young person is giving a speech to local Councillors about the impact of Covid-19
- A young person responds to the "leader" of a friends group who proposes that you all sample a new illegal drug at the weekend.
- A young person sees a friend on social media supporting hate speech.
- In an online discussion about gender issues, someone starts slagging a young person's appearance
- A young person is talking to a group of psychologists & psychotherapists about youth mental health

- A young person is speaking to local businesses about the sustainable development goals
- A young person is discussing marriage equality with a veteran politician who disagrees with it.
- A young person is delivering a workshop about cyber bullying to a group of primary school children are not really paying attention.
- A young person is discussing illegal working conditions with their employer
- A young person who is passionate about climate change is told by her uncle that the student strikes are nonsense and they should stay in school and get an education.

Step 4: If time permits, discuss examples of people who have high levels of personal power and those who have low levels of personal power and how that can have an impact. E.g. Mary Robinson or Nelson Mandela as good examples of people whose high level of personal power was strongly linked to their journey through positional power.

Contrast with Donald Trump who has a high level of positional power but we don't see many examples of how he has developed a healthy level of personal power and therefore his use of positional power is not so mindful?

Or Greta Thunberg who had no positional power whatsoever and yet her personal power became such a force that she was invited into powerful arenas and relied on her personal power and a belief in herself to have an impact in those spaces.

Reiterate that personal power is linked to our personality, character traits and the meaning we take from life experiences. It can always be developed and will always enhance positional power.

There is a constant risk in modern activism to pursue the position power and neglect the development of personal power. The fallout from this can be harmful.

Social capital – Setting sail

The understanding of a young person's social capital can be an important tool in seeing, claiming and activating their personal power, development, and empowerment

Social capital can be defined as 'the bulk of social interactions, networks and network opportunities that either people or communities have within a specific environment. This environment is characterised by a commonality of mutual trust and reciprocity and informed by specific norms and values.'

There are different types of social capital which are important in different situations, or moments in our life. These types are shaped through:

- The types of networks (similar or diverse, outward or inward looking)
- Specific and shared norms and values
- The type of community (location, interest, identity, faith, etc.)
- Power and economic resources available

Young people engage with others through a variety of associations forming many different types of networks. Sometimes each of these networks has different sets of norms, trust and reciprocity.

When we look at power and in particular to the powerless, our social capital is vitally important in understanding how we can navigate young people to a place of power and empowerment.

Social networks are not only important in terms of emotional support but also crucial in giving young people more opportunities, choice and power.

The Harbour

The 'Harbour' can be a safe space but also for many young people a place where they feel trapped. The social capital is more static and young people tend to interact with each other, and similar young people. Networks are based upon their immediate locale of the street, local park and home. These tight networks are often small, static in nature and engage in a narrow range of activities.

It is also characterised by a more 'protective/narrow trust, which is more inward looking. Reciprocity is characterised by an immediate or even no sense of return. The neighbourhood is a place to socialise but these young people quite often don't feel that they belong to the neighbourhood, but rather feel quite detached from it. Their outlook in life tends to be more restricted and often less optimistic with a feeling that their own actions would have little impact on their life course. Their future aspirations tended to be unrelated to present skills and competences.
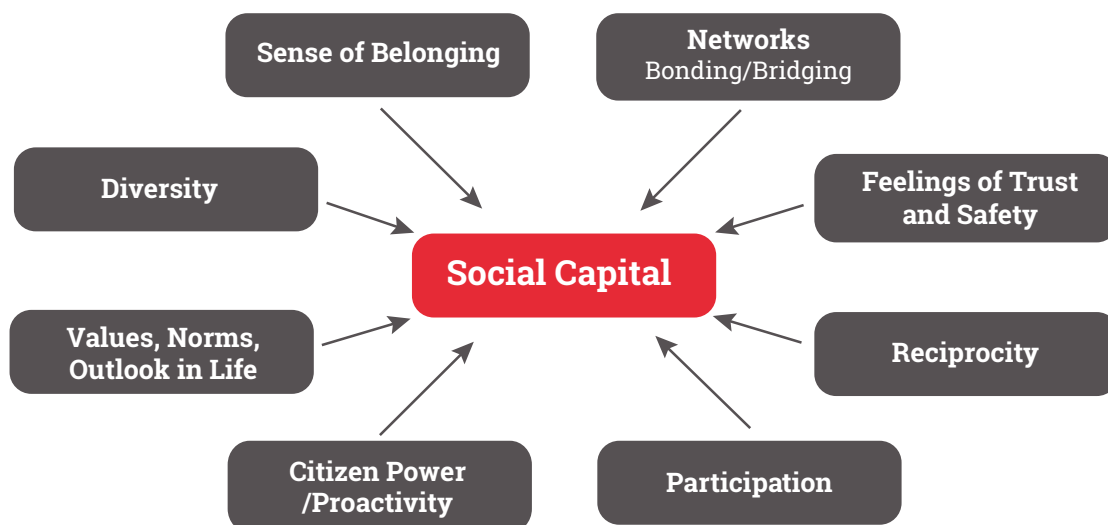
Reference: Young People and Social Capital - Thilo Boeck, Jennie Fleming, Hazel Kemshall – De Montfort University Leicester

However this fails to explore how such decisions are made over time, the pathways young people take into and out of risk and the social and structural contexts in which these happen.
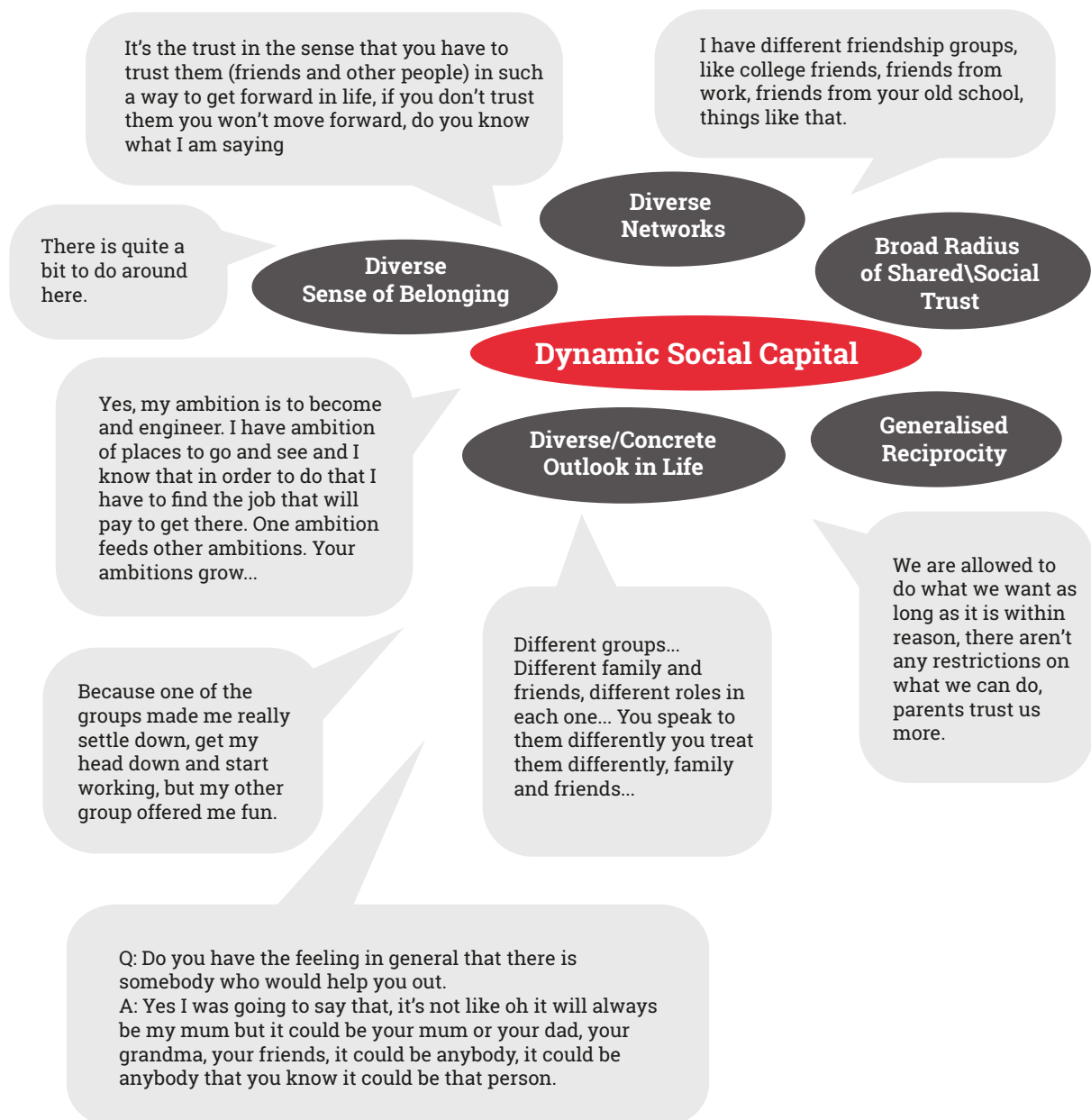
...there aren't many places to go ...just hang around the streets with my friends.

You just can't. you just can't, you can't trust nobody at all, at all except for your mum...

Strong/Static Networks

Restricted Sense of Belonging

Small Radius of Protective Trust

I think it is better to just take each day as it is and see what happens.

Static Social Capital

Restricted Outlook in Life

Immediate Reciprocity

I don't like having to take risks. I don't like having to go out of my way to do things.

Yes life for today and not for tomorrow.

Q: What to you think you'll be doing in a year's time?
A: F*** knows.
Q: Next week?
A: Dunno. Slopping out.

It is hard to aim here. I am not thinking about it anymore because when I get back to reality if really pees me off.

The Navigation

To 'navigate' means that the social capital is more dynamic and young people tend to interact with different groups of other young people and adults. Networks are based upon their school, neighbourhood, identity groups, sport groups etc. The diverse networks are varied and dynamic in nature and engage in a varied range of activities with more choice in how to spend the free time. Trust is more about feeling comfortable with each other and a sense of camaraderie. Reciprocity is characterised by generalised and positive sense of return. Friends are more diverse within the family and school environment. This combined with a more supportive neighbourhood environment and seeing themselves as part of the school community and other alternative communities and groups creates the necessary field for young people to develop bridging social capital.

...we are all alike, because we like to go out and have a good time together... We know the same people, we hang around the same area, we like the same things, we like the same...- clothes. I don't know, some people I can't trust, some people I cant.

What can be done? Expanding 5 interconnected areas in which this might happen:

1. **Diversification of networks:** Enhance networks of support and interaction. Discuss with young people, who is supporting them? Who is important to them? Explore ways for young people to meet and interact with new people and groups, different from their immediate locale of street, school and family.

2. **Enlargement of trust:** Explore with young people who they trust and the meaning of trust. Work towards establishing strong trusting relationships within safe environments. Do they only trust a small number of people? How will they be able to take the risk to trust new people?

3. **New, more focused outlook in life:** How do they see their future? Do they think they can influence their future? This is about working with them in building their self-confidence, relating it to new networks and new trusting relationships. Work with young people to discover their unique skills and thus enhance their aspirations by encouraging them to take the risk of change.

4. **Alternative self and sense of belonging:** How do they see themselves? As active or passive? If they feel trapped, work in building up resilience, setting positive goals with a sense of achievement. Can they see themselves differently from how they are now?

5. **Generalisation of reciprocity:** Do they feel that they give and never get anything back? Do they always expect an immediate return? Do they feel that it is worth contributing to their groups, communities, society? Work with young people in participative ways to engage with others, work towards change in their neighbourhoods, communities or other groups. Encourage them to do things with other people.

It's the trust in the sense that you have to trust them (friends and other people) in such a way to get forward in life, if you don't trust them you won't move forward, do you know what I am saying

I have different friendship groups, like college friends, friends from work, friends from your old school, things like that.

There is quite a bit to do around here.

Diverse Networks

Diverse Sense of Belonging

Broad Radius of Shared\Social Trust

Dynamic Social Capital

Yes, my ambition is to become and engineer. I have ambition of places to go and see and I know that in order to do that I have to find the job that will pay to get there. One ambition feeds other ambitions. Your ambitions grow...

Diverse/Concrete Outlook in Life

Generalised Reciprocity

We are allowed to do what we want as long as it is within reason, there aren't any restrictions on what we can do, parents trust us more.

Because one of the groups made me really settle down, get my head down and start working, but my other group offered me fun.

Different groups... Different family and friends, different roles in each one... You speak to them differently you treat them differently, family and friends...

Q: Do you have the feeling in general that there is somebody who would help you out.
A: Yes I was going to say that, it's not like oh it will always be my mum but it could be your mum or your dad, your grandma, your friends, it could be anybody, it could be anybody that you know it could be that person.

ACTIVITY 8
NARRATIVE POWER

THE POWER OF THE STORY

The idea of this workshop is to support participants to appreciate the significance and potential of storytelling as a powerful part of how they promote change and also to provide guidance on how to make the most impact with their storytelling.

Step 1: Yes/no question - Can story telling change the world?

If you think about any issue in the world today, someone – somewhere and somehow - is telling a story about it. Whether it's in newspapers, radio, TV, online, posters, billboards, products, books, songs, movies, poems, chats in a café, etc. Sometimes we have to wonder if the stories are true or fake? (Check out developmentedication. ie for a great infographic on this issue https://developmenteducation.ie/features/what-the-fact/)

We want you to think about the stories that YOU can tell and how they have the power to change things for the better.

Here are 6 principles that will help us to frame our stories and give them the potential to influence and have impact

- **Together we have power** – stories of individual actions matter but, stories of collective action increase the impact.

- **There is more than enough for everyone** – our stories must remind people that we do NOT have to fight for resources on this planet, we DO need to think about how we distribute them fairly.

- **We can lead with compassion** – we need to tell stories about caring for each other and nature. Our shared future is at the heart of our leadership approach, it doesn't have to be conflict stories all of the time.

- **There is always space for positivity** - Anger, rage, frustration all have a role to play but we must share the stories of positivity as the building blocks for change.

- **We all belong** - We are all here, we are all in the story, yet some are excluded, oppressed, dehumanised. Our stories must show how we all belong.

- **Curiosity is a strength** – Our stories must be brave and radical enough to imagine a completely different future.

Think about how these principles are found in the activism or changemaking that you are involved in or the examples that are shared throughout this resource.

Step 2: Be a good ancestor challenge!

We would like you to create your own story for one of the principles BUT with a bit of a twist!

We would like you to **imagine that you are far into the future** and you are sharing the stories of this time with your community. The same intro will be used for each story but you will create your own narrative from the heading of your choice.

"It was a great moment of change. Our ancestors found themselves at a turning point which is hard to imagine right now but so important to remember. There was great pain and suffering across the globe, many people without food, without shelter, without clean water. The land and many of its species were in great danger because humans at that time saw everything as a tool for their own fulfilment. They extracted and destroyed almost to the point of no return! Some leaders in those times used these things called "bombs" to obliterate people and places around the world because power was associated with strength and authority back then. This must seem unbelievable to you as we sit here but these were dark times. However, the reason we are sitting here today is because some of our ancestors used their power to change the course of the story of humans, this is what they did……"

Your group must finish their story using one of the following headings as a guide for how things changed because….

- **"Together they had power"** - tell a story of how people came together and what they did to shift the world from a path of destruction to one of regeneration (the SDGs play their part!)

- **"There was more than enough for everyone"** - tell a story of how people began to appreciate that there was abundance on planet earth and by changing our ways we flourished.

- **"They led with compassion"** - tell a story of how 'leave no-one behind' became the expression that drove every decision during the change.

- **"There was space for positivity"** - tell a story of how laughter and humour and love were a critical part of the change.

- **"Everyone belonged"** - tell a story of how white supremacy was overcome as a predominant and destructive force in the world and how that changed.

- **"Curiosity was a strength"** - tell a story about how the innovation and wild, radical ideas shaped a new adventure for the human race away from extraction and destruction.

There are many resources and supports for story telling out there so we encourage you to consider equipping participants with supplementary material that might enhance their capacity to undertake this activity.
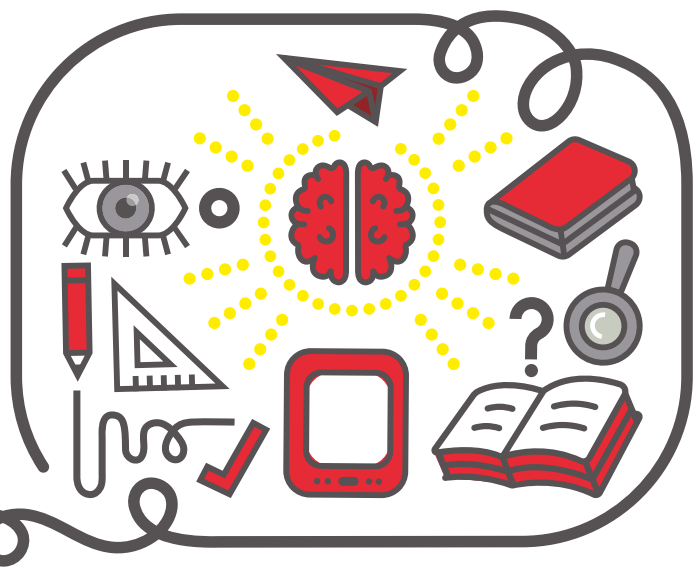
COLLECTIVE POWER

DISCOVER THE ECOSYSTEM, FIND YOUR TRIBE, AND BUILD YOUR TRIBE!

The idea of this activity is to support young people who realise that the potential for having a positive impact or influence is amplified by working together. When groups are motivated to give some attention to harnessing all of the talents, abilities, characteristics, passion, their collective power becomes a force for change!

An ecosystem is a network or group living in a community that is connected through their environment. A person's ecosystem includes everything from our community, our town, our country, to the entire planet.

Deepa Iyer has given us a wonderful framework for exploring the roles within a group of changemakers. We would like to support you in discovering which roles are present within the individuals of a group and how it looks when the roles are combined in the collective.

Step 1: Take a moment to think about any group that you are involved in, whether for changemaking activities or not. Scan through all of the people in the group, picture them in your mind and then scan through the ten roles. Even with the basic detail of the role, there is no doubt that some associations are very clear to you. Now think about yourself, scan again, what is jumping out for you?

Not all of us can (or should) play each of these roles. We might also find ourselves falling into different roles depending on personal and external circumstances. Or, we might be observers and supporters from the side from time to time.

An effective, healthy, and sustainable social change ecosystem requires different actors to play these roles, and often, at different times.

To build collective power for change we must commit ourselves to understanding the unique ecosystem of our own tribe. The time and energy spent doing the following reflection exercise will have a direct impact on the development and ultimate effectiveness of your campaign for change.

Our recommendation is that time is made for the reflection work on an individual basis and then group discussion can follow where a sharing of results will provide a fruitful basis for harnessing that collective power!

Mapping Our Roles in a Social Change Ecosystem

Created by Deepa Iyer (Solidarity iIs and Building Movement Project) Available for individual and organisational use attribution.

Weavers · Guides · Experimenters · Storytellers · Frontline responders · Healers · Visionaries · Disruptors · Builders · Caregivers

Equity
Inclusion
Liberation
Justice
Solidarity
Resiliency
Interdependency

THE ROLES

Weavers: I see the through-lines of connectivity between people, places, organizations, ideas, and movements.

Experimenters: I innovate, pioneer, and invent. I take risks and course-correct as needed.

Frontline responders: I address community crises by gathering and organizing resources, networks, and messages.

Visionaries: I imagine and generate our boldest possibilities, hopes and dreams, and remind us of our direction.

Builders: I develop, organise, and implement ideas, practices, people, and resources in service of a collective vision.

Caregivers: I nurture and nourish the people around me by creating and sustaining a community of care, joy, and connection.

Disruptors: I take uncomfortable and risky actions to shake up the status quo, to raise awareness, and to build power.

Healers: I recognize and tend to the generational and current traumas caused by oppressive systems, institutions, policies, and practices.

Storytellers: I craft and share our community stories, cultures, experiences, histories, and possibilities through art, music, media, and movement.

Guides: I teach, counsel, and advise, using my gifts of well-earned discernment and wisdom.

**Note before you start. All of the roles have value, there is no hierarchy and no role is cooler than another! Try not to allow yourself to be drawn straight to roles that you want to be or wish you were. Give it time and see what your start point is before pursuing roles that you are motivated to develop.

Step 2: Reflection guide

- Reflect on the values in the middle of the map. Circle the ones that connect with you and/or add more. You can also choose to write in a particular issue, campaign, or crisis that calls you to take action (i.e. COVID-19, solidarity with Black communities, SDGs, campaign for climate justice, end direct provision, Fairtrade, fighting inequalities across the World, ending global hunger).

- Locate yourself on the map and put your name inside the circles that you find yourself playing most frequently. Add other circles if needed and label them with roles (not job titles). Recognise that you can be playing multiple roles, and that these roles can even shift depending on the context.

- What role(s) do you feel comfortable and natural playing, and why? What role(s) make you come alive, and why? Are there any differences between these two responses for you to explore?

- What is the impact of playing these roles on you - physically, energetically, emotionally, or spiritually? What/who sustains you?

- In your role(s), how often do you vision and dream? What is the effect of repetition and redundancy, or compromise and sacrifice in the roles you play?

- How does your role connect to your privilege and power? For example, are there roles where you might be taking too much space (or not enough)? Which roles provide positional authority and power and what are the effects?

- What story emerges about you when you review the map and your reflections?

- How could you stretch yourself? Where can you take bolder risks?

Step 3: My ecosystem

- Who is in your ecosystem? What roles do they play? Start with your immediate ecosystem (usually your own group), and then zoom out to include mentors, supporters, and colleagues outside of your group.

- The middle circle in the map identifies the values of the communities and the world we seek to create. Which resonate with your ecosystem and why? How does your ecosystem create the conditions for justice, liberation, solidarity and inclusion to be realized?

- What observations emerge about your team, organization, network, or movement when you review the complete ecosystem, and your role in it?

- An effective, healthy, and sustainable social change ecosystem requires people playing diverse roles. Is your map imbalanced in any way? If so, how could the ecosystem provide support, alter objectives, or course correct?

- Often, social change ecosystems are prone to maintaining cultures of overwork, productivity, and performance at the cost of individual well-being and long-term sustainability. Does the mapping process provide insights into the culture of your ecosystem? Are there roles that need to be strengthened in order to cultivate a more sustainable culture?

This activity very much connects with the following section and we would encourage groups to use the following section as the launchpad for action, after all of the preparation work has been done!

Cognitive biases

Cognitive bias is an umbrella term that refers to the systematic ways in which the context and framing of information influence our judgment and decision-making.

When you are making judgments and decisions about the world around you, you like to think that you are objective, logical, and capable of taking in and evaluating all the information that is available to you. Unfortunately, these biases sometimes trip us up, leading to poor decisions and bad judgments.

Understanding cognitive biases is an important step in becoming a change maker!

There are many kinds of cognitive biases that influence individuals differently, but their common characteristic is that they lead to judgment and decision-making that deviates from rational objectivity.

A cognitive bias is a type of error in thinking that occurs when people are processing and interpreting information in the world around them. The human brain is powerful but subject to limitations. Cognitive biases are often a result of your brain's attempt to simplify information processing. There are rules of thumb that help you make sense of the world and reach decisions with relative speed.

Fundamental Attribution Error
We judge others on their personality or fundamental character, but we judge ourselves on the situation.

Mary is late for class; she's lazy. You're late to class; it was a bad morning.

Self-Serving Bias
Our failures are situational, but our successes are our responsibility.

You won that award due to hard work rather than help or luck. Meanwhile, you failed an exam because you hadn't gotten enough sleep.

In-Group Favoritism
We favor people who are in our in-group as opposed to an out-group

Ben is in your youth club, so you like Ben more than Jack.

False Consensus
We believe more people agree with us than is actually the case.

'Everybody likes that!'

Spotlight Effect
We overestimate how much people are paying attention to our behavior and appearance.

Pamela is worried everyone's going to notice my bad hair day. Nobody notices Pamela.

Halo Effect
If you see a person as having a positive trait, that positive impression will spill over into their other traits. (This also works for negative traits.)

Mark could never be racist; he's too nice!

Just-World Hypothesis
We tend to believe the world is just; therefore, we assume acts of injustice are deserved.

Molly's bag was stolen because she was mean to Pamela about her hair and had bad karma.

Naïve Realism
We believe that we observe objective reality and that other people are irrational, uninformed, or biased.

"I see the world as it really is – other people are dumb"

Naïve Cynicism
We believe that we observe objective reality and that other people have a higher egocentric bias than they actually do in their intentions/actions

"The only reason this person is doing something nice is to get something out of me".

Belief Bias
We judge an argument's strength not by how strongly it supports the conclusion but how plausible the conclusion is in our own minds.

Ben mentions his supporting theory about your conspiracy theory, which you adopt wholeheartedly despite the fact he has very little evidence for it.

ACTIVATING POWER

> **" POWER CONCEDES NOTHING WITHOUT A DEMAND**
> – Frederick Douglas

Activating power is the ultimate goal of this resource.
Our intention is to support young people and their allies in the development of their capacity to take action in a considered, concerted and sustainable way as they pursue positive change. Taking action does not always guarantee the result you are looking for but it is absolutely 100% more useful than doing nothing!

Our message to young people is – The youth right now are the truth right now! You didn't create any of the systems of oppression and destruction on earth so you absolutely don't have to accept them!

ACTION POWER TEMPLATE

The idea is to provide a practical illustration of how power relates to change making when a plan is used to support the flow of activities.

This is a framework which becomes a tool for any individual or group to be able to use the Four Elements of Power and pursue a change agenda. The idea is for it to be practical and accessible. It becomes more effective when activities from the preceding sections of the resource have been used.

Step 1: Here is where we presume you are at...

- You have group.

- You understand your collective power.

- You are aware of how power operates in the world of changemaking and young people.

- You WANT to make change.

    1. We see something that needs to change.

    2. We relate the issue to existing important and recognised frameworks (SDGs, UNCRC, UDHR, EU Youth Goals, BOBF) which validate the need for change and provide a language to frame it in terms of the personal, local, national and global.

    3. We define the issue and try to be specific about what needs to change in so far as the impact and influence that WE can have at this time.

    4. We check in using the 4 Elements:

        a) **Defining power:** remind ourselves of the definition of power - "our capacity to impact and influence our environment" and how it relates to the issue we want to work on. We map out our own capacity which might include, resources, allies, knowledge, expertise, ecosystem roles, time etc etc.

        b) **Seeing power:** We consider the environments/arenas that are at play in this issue and where decision making power is situated, who are the key actors and what are the channels into that space.

        c) **Claiming power:** We identify the influence and impact that is required for the change to occur. We identify a set of creative and dynamic potential actions and activities that will bring the influence and impact to bear on the targets (society/decision makers etc). We identify roles and responsibilities for the group within the range of actions that are agreed and considering our ecosystem roles.

        d) **Activating power:** We agree a plan of action and activate the plan.

    5. We set a timeline to analyse the outcomes of the action and consider what next.

Step 2: What follows are some examples which we hope will illustrate the flow of the template and we encourage you to set challenges for groups to experience the framework and see its relevance and potential.

You might want to challenge your group by setting up the framework as a template with some parts already completed from the examples below and others left empty, the activity is then about completing the empty sections and seeing how it all flows together.

Ultimately the idea is to provide groups with a sense of their own capacity to identify issues that are important to them and use the framework to pursue a change agenda with confidence and purpose.

For example:

A local issue regarding a playground

1. We need a new and upgraded playground that is accessible to all of the community particularly including children with mobility challenges.

2. Where would we find this issue within the list of frameworks? E.g. local, national, global policy relating to playgrounds, children with mobility challenges, the right to play, the use of land, health and well-being, etc. Try to name the specific relationship between the issue and the policies/laws/agreements in place, e.g. SDGs, UNCRC, Healthy Ireland, etc

3. Defining the issue with some more detail beyond "we need a playground!" It needs to be designed, funded and built AND it needs community involvement in the process. What roles can YOU play in this?

4. (i) Define: Resources, allies, knowledge, expertise, time……. easy to map this when you think about committees, fundraising, lobbying, commissioning designs, etc

   (ii) Arena: County Council and officials, Cllrs, maybe TDs??? Also, the Community – public pressure and support, etc

   (iii) Claiming: Meetings, petitions, lobbying, press releases, social media campaign…

   (iv) Activating: Launch campaign…vision statement..

5. How did we get on?

Other potential examples/ challenges:

- We want everyone to know about the SDGs

- We want everyone to have the right to wear trousers in our secondary school

- We want the Gardai to stop harassing us on the streets

- We want to show solidarity with young people in Palestine

- We want the Council to ban pesticides

- We want to end world poverty

- We want housing to be a human right

- We want to ban single use plastic

- We want hate speech laws in Ireland

- We want to challenge racism in a WhatsApp group

- We want to activate rights for young people in the workplace

- We want to promote and incentivise the Circular Economy in Ireland

- We want cleaner oceans, rivers, and lakes

- We want to get the Vote at 16yrs of age

- We want to end Direct Provision

We really would love for this resource to emPOWER young people to recognise the power that is available to them so that they can feel that change is something that they can pursue in their own right rather than waiting around for others to do it for them.

The power of self-care

"Self-care is how you take your power back." – Lalah Delia

You don't have to always be producing and doing to be valuable and worthy as an activist.

There will always be someone who is supposedly "better" than you at something or "worse" than you at something else. Comparing yourself to other activists is a trap and will make you miserable!

Never feel guilty about taking time off to catch up on school, family, friends or personal matters.

It's ok to be a "young person" too!! Don't get caught up in having to perform like an adult all of the time. Go to gigs, movies, parties, fall in love, do the things that make your heart sing!

You have the right to say "no" and draw boundaries.

Don't be a martyr! Your health, security and well-being are important if you want to be an activist for the duration of the change you are looking for. Sacrificing your whole self to a cause is not the highest form of activism.

When things get rough
(which they most likely will)

Take a breather - you can't give more than you have available to you at any time. Taking a break can recharge and rejuvenate you!

Refocus on the things that are important alongside the activism - they sustain the best version of you.

Chat and connect with others who have been there and done it and burned out along the way! Their wisdom will be soooo useful and helpful. You are not the first to face this moment.

Self-care means different things to different people. What is important is to find what works for you.
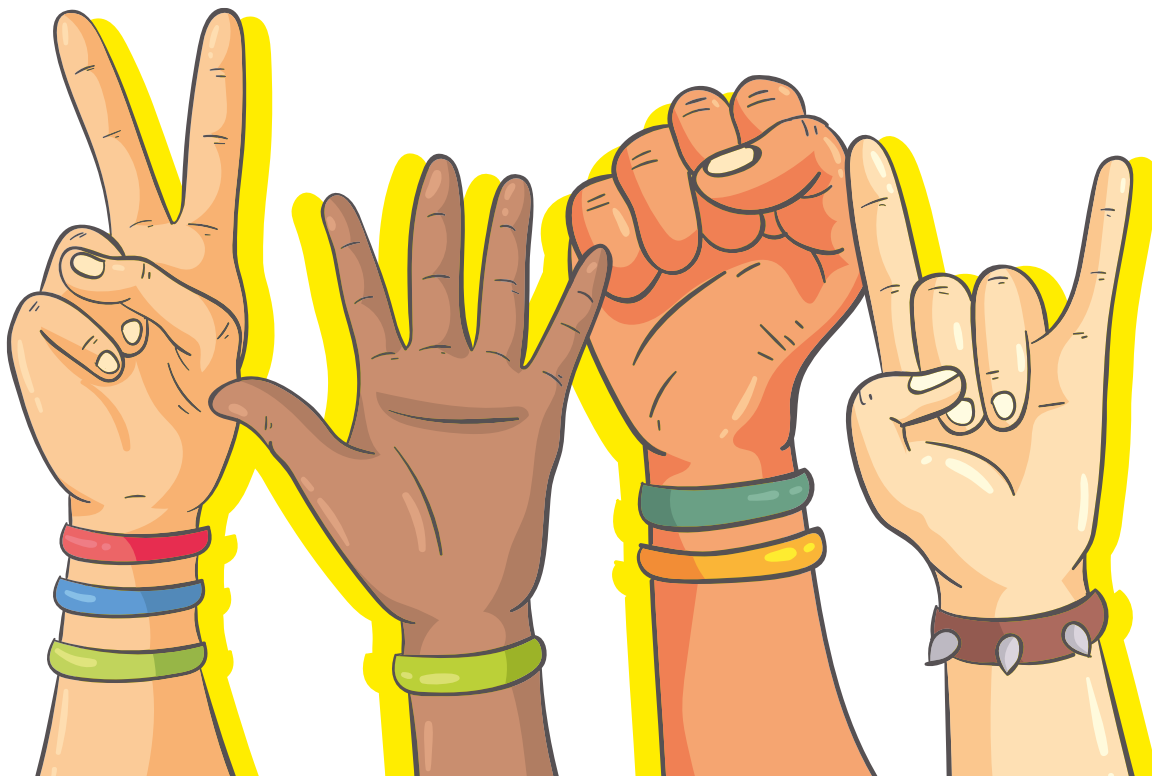
SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

6 CLEAN WATER AND SANITATION

7 AFFORDABLE AND CLEAN ENERGY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

14 LIFE BELOW WATER

15 LIFE ON LAND

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS

SUSTAINABLE DEVELOPMENT GOALS

LIST OF CONTACTS

NATIONAL YOUTH COUNCIL OF IRELAND

3 Montague Street, Dublin 2, Ireland
Tel: +353 (0)1 478 4122
Email: info@nyci.ie
Web: www.youth.ie

NYCI YOUTH 2030 DEVELOPMENT EDUCATION PROGRAMME

Email: Valerie@nyci.ie
Web: www.youth.ie
Facebook: www.facebook.com/NationalYouthCouncil
Twitter: @nycinews #Youth2030 #SDGs
Instagram: oneworldweekireland

Action Aid Ireland
T: +353 1 878 7911
E: info@actionaid.ie
W: http://www.actionaid.ie/

Coalition 2030
T: @Coalition2030IR
W: www.ireland2030.org/

ECO-UNESCO
T: + 353 1 662 5491
E: Info@ecounesco.ie
W: www.ecounesco.ie

Action from Ireland (Afri)
T: +353 1 882 7581
E: afri@iol.ie
W: http://www.afri.ie

Comhlámh
T: +353 1 478 3490
E: info@comhlamh.org
W: www.comhlamh.org

EIL Intercultural Learning
T: +353 (1) 21 455 1535
E: info@eilireland.org
W: www.eilireland.org

Africa Centre
T: +353 1 865 6951
E: info@africacentre.ie
W: www.africacentre.ie

Concern Worldwide
T: +353 1 417 7700
E: info@concern.ie
W: www.concern.ie

Fairtrade Ireland
T: +353 1 475 3515
E: info@fairtrade.ie
W: www.fairtrade.ie

All Together in Dignity – ATD Fourth World Ireland
T: +353 1 8558191
E: mark@atd-fourthworld.org
W: www.atdireland.ie

Crosscare
T: +353 1 836 0011
E: info@crosscare.ie
W: www.crosscare.ie

Financial Justice Ireland
T: +353 1 617 4835
E: campaign@financialjustice.ie
W: www.financialjustice.ie

Amnesty International Ireland
T: +353 1 863 8300
E: info@amnesty.ie
W: http://www.amnesty.ie

DevelopmentEducation.ie
T: +353 1 286 0487
E: tony@developmenteducation.ie
W: www.developmenteducation.ie

Fridays for Futures Ireland
W: www.fridaysforfuture.ie/
E: info@fridaysforfuture.ie
saoi@fridaysforfuture.ie

BeLonG To
T: +353 1 670 6223
E: info@belongto.org
W: www.belongto.org

Development Perspectives
T: +353 41 980 1005
E: bobby@developmentperspectives.ie
W: www.developmentperspectives.ie

Friends of the Earth
T: +353 1 639 4652
E: info@foe.ie
W: www.foe.ie

Brighter Communities
T: +353 21 462 1748
E: info@brightercommunities.org
W: www.brightercommunities.org

DICE Project (Development and Intercultural Education)
W: www.diceproject.ie

Galway One World Centre
T: +353 91 530590
E: info@galwayowc.org
W: www.galwayowc.org

Centre for Global Education
T: +44 28 90241879
E: info@centreforglobaleducation.com
W: www.centreforglobaleducation.com

Dóchas
T: +353 1 4053801
E: info@dochas.ie
W: www.dochas.ie

GOAL
T: +353 1 2809779
E: info@goal.ie
W: www.goal.ie

Gorta-Self Help Africa
T: +353 01 677 8880
E: info@selfhelpafrica.org
W: www.selfhelpafrica.org/ie

IDEA (The Irish Development Education Association)
T: +353 1 661 8831
E: info@ideaonline.ie
W: www.ideaonline.ie

Irish Aid
T: +353 1 408 2000
E: developmenteducation@dfa.ie
W: www.irishaid.gov.ie

Irish Congress of Trade Unions (ICTU)
T: +353 1 889 7777
E: congress@ictu.ie
W: www.ictu.ie

Irish Environmental Network
T: 01 8780116
E: office@ien.ie
W: www.ien.ie

Irish Environmental Pillar
T: 01 8780116
E: office@ien.ie
W: www.environmentalpillar.ie

Irish Girl Guides
T: +353 1 668 3898
E: info@irishgirlguides.ie
W: www.irishgirlguides.ie

Irish Red Cross Youth
T: +353 1 642 4600
E: info@redcross.ie
W: www.redcross.ie

LASC – Latin America Solidarity Centre
T: +353 1 676 0435
E: info@lasc.ie
W: www.lasc.ie

Léargas
T: +353 1 887 1260
E: info@leargas.ie
W: www.leargas.ie

Liberties College
T: +353 1 454 0044
E: info@liberties.cdetb.ie
W: www.ibertiescollege.ie

Lourdes Youth and Community Services (LYCS)
T: +353 1 836 3416
E: lycs@lycs.ie
W: www.lycs.ie

Maynooth University
T: +353 1 708 3743
E: appliedsocialstudies@nuim.ie
W: www.maynoothuniversity.ie/applied-so-cial-studies

Migrant Rights Centre Ireland
T: +353 1 889 7570
E: info@mrci.ie
W: www.mrci.ie

One Foundation
T: +353 1 808 8800
E: info@onefoundation.ie
W: www.onefoundation.ie

OXFAM Ireland
T: +353 1 672 7662
E: info@oxfamireland.org
W: www.oxfamireland.org

Pavee Point Travellers' Centre
T: +353 1 878 0255
E: info@pavee.ie
W: www.paveepoint.ie

Plan Ireland
T: +353 1 659 9601
E: info@plan.ie
W: www.plan.ie

SARI
T: + 353 1 873 5077
E: info@sari.ie
W: www.sari.ie

Scouting Ireland
T: +353 1 495 6300
E: questions@scouts.ie
W: www.scouts.ie

Spun Out
T: +353 1 675 3554
E: info@spunout.ie
W: www.spunout.ie

Stop Climate Chaos
T: +353 1 639 4653
E: info@stopclimatechaos.ie
W: www.stopclimatechaos.ie

Tearfund
T: +353 1 878 3200
E: enquiries@tearfund.ie
W: www.tearfund.ie

Trócaire
T: +353 1 629 3333
E: info@trocaire.ie
W: www.trocaire.org

UNICEF Ireland
T: +353 1 878 3000
E: info@unicef.ie
W: www.unicef.ie

Voluntary Service International (VSI)
T: +353 1 855 1011
E: info@vsi.ie
W: www.vsi.ie

World Vision Ireland
T: +353-1-498 0800
E: ireland@wvi.org
W: www.worldvision.ie

YMCA Ireland
T: +353 21 487 7770
E: admin@ymca-ireland.net
W: www.ymca-ireland.net

Young Friends of the Earth
T: +353 1 639 4652
E: youngfoe@foe.ie
W: www.youngfoe.ie

Young Social Innovators
T: +353 1 645 8030
W: www.youngsocialinnovators.org

Youth Work Ireland
T: +353 1 858 4500
E: info@youthworkireland.ie
W: www.youthworkireland.ie

80:20 Educating and Acting for a Better World
T: +353 1 2860487
E: info@8020.ie
W: www.8020.ie

NOTES

NOTES