

Discovering Democracy:

A Resource for Young People in Fiji



LIVE & LEARN
Environmental Education



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Tailevu Province – Nakalawaca village, Naimasimasi village, Veinuqa village;

Ra Province – Tobu village, Vitawa village, Naivuvuni village;

Ba Province – Nailaga village, Sabeto village and Votua village;

Namosi Province – Veivatuloa village;

Serua Province – Vunibau village;

Naitasiri Province – Nakini village, Navuso village, Navatuvula village;

Lomaiviti Province – Bureta district;

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Contents



Introduction	4
Aim	5
Background.....	5
Who is this resource for?	5
How to use this resource	6
Opportunities for learning	8
Principles behind democracy	9
Human rights.....	14
The environment and sustainable development.....	19
Being an active citizen	22
Opportunities for action	25
Participation in the community.....	26
Establishing a youth group	28
Advocacy and communication.....	40
Reflect: monitoring and evaluation.....	44
Glossary	46
Useful resources	47
Feedback form	48

Introduction



Aim

This resource is designed to develop the capacities of young people so that they can be fully participating citizens in civil society with an understanding of and commitment to democracy, human rights and sustainable development.

Background

The need for this resource has been confirmed by research carried out by Live & Learn in 2007 in conjunction with a national peace building education program in Fiji.¹ Findings identified that extra measures are required to ensure that young people, who are often marginalised, vulnerable and under-represented in society, have the opportunity to be involved in decision-making. The Research of Aspirations and Perceptions on Building Grassroots Democracy in Fiji further supported these findings.²

A 2011 UNDP report considers young people in Fiji to be at particular risk due to racial division, political instability and unemployment.³ It is of vital importance that young people have the capacity and space to voice their views on these issues and have the political access needed to contribute to their solutions.

The Fijian government is committed to protecting and supporting children and young people. Fiji ratified the UN Convention on the Rights of the Child (CRC) in 1993. The four core principles of the CRC are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child.⁴ Since ratification, both government and others have advocated and introduced initiatives that have influenced law and policy reform that aligns with the standards of the CRC.

Fundamental to the CRC are the political and civil rights of children and young people.⁵ These rights form the bedrock of modern democracy. Further work needs to take place in order to ensure that children and young people are meaningfully engaged in civil and political life in Fiji. This resource hopes to contribute to the ongoing realisation of these rights.

Who is this resource for?

This document is designed for young people, aged 15–24 years of age as defined by the United Nations.⁶ It is hoped that this resource will assist in developing the knowledge and capacity of young people, both as individuals and collectively.

1 Live and Learn Environmental Education 2007, *Imagining Tomorrow: Helping Our Planet Earth for Peace action RAP report*, unpublished report.

2 Live and Learn Environmental Education 2010, *Building Grassroots Democracy in Fiji, The Research of Aspirations and Perceptions*, draft inception report, Fiji.

3 UNDP Pacific Centre 2011, *Urban youth in the Pacific: increasing resilience and reducing risk for involvement in crime and violence*, report, Suva, Fiji, accessed 12 September 2012 <http://www.undppc.org.fj/_resources/article/files/UrbanYouth_in_the_Pacific.pdf>.

4 More information about the CRC can be found here: http://www.unicef.org/crc/files/Rights_overview.pdf

5 For example the CRC includes the following: Name and nationality (Article 7), Preservation of identity (Article 8), Freedom of expression (Article 13), Freedom of thought, conscience and religion (Article 14), Freedom of association and of peaceful assembly (Article 15), Protection of privacy (Article 16), Access to appropriate information (Article 17)

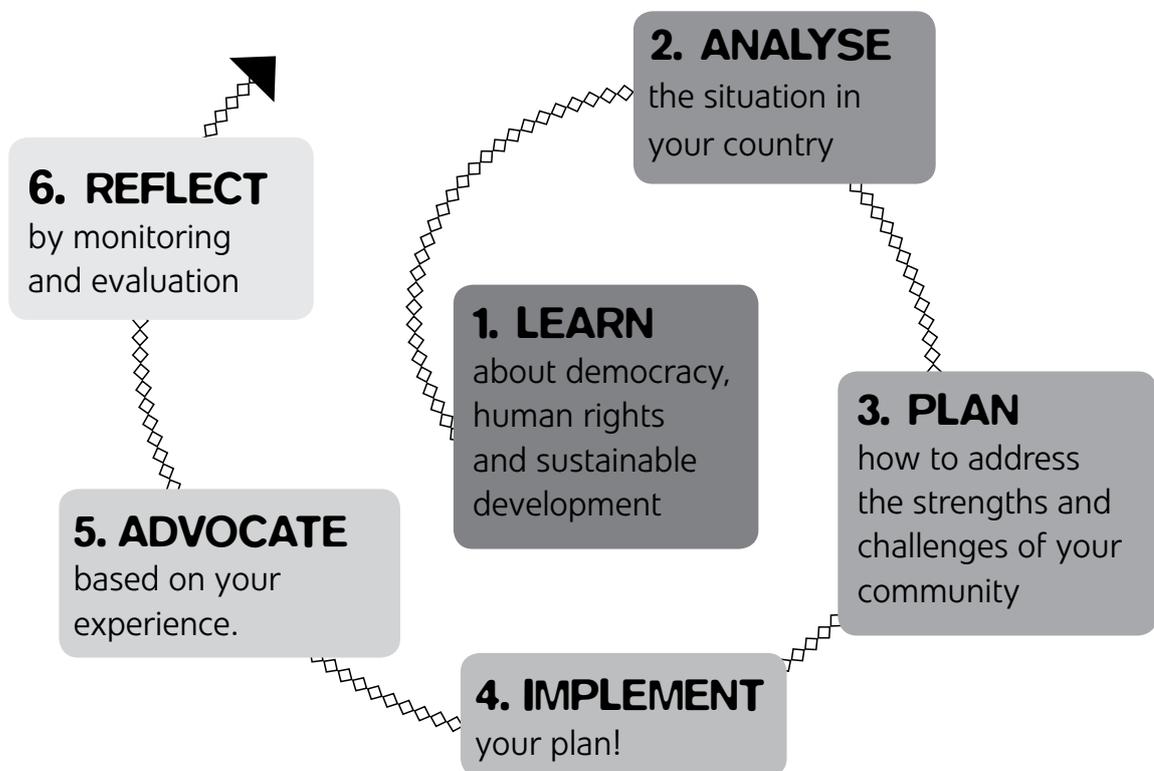
6 UNESCO 2012, United Nations, accessed 12 September 2012 <<http://www.unesco.org/new/en/social-and-human-sciences/themes/youth/>>.

How to use this resource

Each section of this resource will provide an opportunity to explore a stage of the action cycle shown below.

The action cycle suggests a way of working in order to contribute to the effective implementation of democracy, human rights and sustainable development in a community. Each box represents a different stage of the cycle. It is important to be aware of the link between each stage in order to work systematically through an identified issue. However, this is not the only way of working, and the action cycle should be adapted to suit your specific context.

You will see the action cycle referred to throughout this resource. This will assist you to link the different sections of the document to the various stages of the cycle. If you are confident in one stage, you can skip to another section. You can work through the action cycle at your own pace.



Action cycle stages	Document section
1. LEARN	Opportunities for learning
2. ANALYSE	Opportunities for learning
3. PLAN	Opportunities for action
4. IMPLEMENT	Opportunities for action
5. ADVOCATE	Opportunities for action
6. REFLECT	Opportunities for action

This document is broken into two major sections. The first section, called 'Opportunities for learning', provides an introduction to the ideas of democracy, human rights and sustainability. Under each area there are LEARN and ANALYSE sections. The LEARN section will provide background information on each area, while the ANALYSE section will provide focus questions, which can be explored using the learning circle method.

A learning circle is a method of participatory education that enables people to become more aware of their community's concerns. Participants of learning circles provide the content for discussion based on their views, experience, ideas, knowledge, interests and skills. At times you may have to find supplementary information to help provide a factual basis for your discussion. This discussion is the foundation for making decisions, developing plans and taking action.⁷

Key principles of the learning circle

In a strong and nurturing learning circle:

- everyone's contribution is valued and respected.
- the environment is safe and allows for each person to learn and share at an appropriate pace.
- the discussions, decision-making and teamwork is inclusive and participatory.
- the materials and information are locally sourced.
- the approach is strength-based and develops a sense of ownership.
- participants are encouraged to develop a range of skills, and build self-esteem and self-confidence.
- the approach is flexible and can be applied to a variety of situations and audiences (e.g. from formal training to adult vocational education).

The participants should feel:

- comfortable: to allow space for self-esteem and self-confidence building.
- relaxed: the atmosphere needs to be relaxed to help people think and speak easily.
- familiar: the participants need to get to know each other right from the beginning of the learning circle. This will break down barriers, aid in communication and build a sense of belonging that will encourage participatory learning for both women and men.

For more guidance on learning circles:

<http://www.livelearn.org/resources/learning-circles-guide>

TIPS

If you are exploring this resource with a group of people, activities are provided to help you further analyse the ideas presented.

The second section, called 'Opportunities for action', provides guidance on how young people can support democracy, human rights and sustainable development in their communities. There are various sections on how to PLAN, IMPLEMENT, REFLECT and ADVOCATE. These are also supported by practical activities.

This resource is also relevant to individual young people wanting to contribute to their communities. Read through the document and create opportunities to discuss these ideas with your friends and family. If you have an idea for a project, use the action cycle to guide your efforts.

Resources and a glossary are provided at the end of the document, offering further information about some of the sections and ideas.

⁷ Live & Learn Environmental Education 2007, *Learning Circles: Community Participatory Learning Guide*, manual, accessed 1 September 2012 <<http://www.livelearn.org/resources/learning-circles-guide>>.

Opportunities for learning



Learning outcomes

Participants will:

1. learn about democracy, human rights and sustainable development.
2. be able to analyse and explore what democracy, human rights and sustainable development look like in their community.

Principles behind democracy

LEARN

The term democracy means 'rule by the people'. It is a form of government where a constitution guarantees basic personal and political rights, fair and free elections, and independent courts of law.

Often *democracy* is defined in comparison to other types of government:

<i>Monarchy</i>	Government by a single ruler (king/queen or emperor)
<i>Aristocracy</i>	Government by noblemen (hereditary)
<i>Oligarchy</i>	Government by few persons
<i>Theocracy</i>	Government by God (religious leaders)
<i>Dictatorship</i>	Government by people who have seized power by force (military)

In order to be called a *democracy*, a country needs to fulfil some basic requirements. These include:

- guarantee of basic human rights to every individual person
- separation of powers between the institutions of the state, including government, parliament and courts of law
- freedom of opinion, speech, press and media
- religious liberty
- general and equal rights to vote
- good governance, including a focus on public interest and the absence of corruption.

These requirements need to be written down in a constitution, and must also be maintained in everyday life by politicians and authorities.

Democracy is not necessarily a perfect form of government, but other forms of government appear to produce less desirable results than democracy.⁸

⁸ United Nations n.d, United Nations, Geneva, accessed 2 September 2012, <<http://www.un.org/en/globalissues/democracy/>>.

ANALYSE

Using the learning circle approach, explore the following questions:

What is the history of democracy in Fiji?

This question provides an opportunity to understand how democracy started in Fiji. Explore the principles behind democracy, examples of where democracy has worked well in your community and where it has not worked well.

What roles and responsibilities do politicians and political parties have in upholding democracy?

This question should also explore what external pressures might compromise the responsibilities of politicians and why, and what citizens can do to ensure parliamentarians fulfil their responsibilities towards the people of Fiji. This includes discussion about the advantages and disadvantages of having party politics.

Who makes the law?

Governments and legislators are tasked with the responsibility of law making. This learning circle should look at what legislators should be considering when making the laws, and the role lobby groups have in this regard.

Should the courts be independent?

In a well-functioning democracy the courts are usually independent of political parties. This learning circle should consider why this is, and who is protected through this arrangement. This discussion should also examine whether the current government in Fiji has been influencing the courts, and if so, the implications of this. This Learning Circle should further explore what a fair trial is and why this is an integral part of the democratic process.

How does the law rule in Fiji today?

This learning circle should discuss to what extent people are equal before the law. The discussion should further examine whether the government always abides by its own laws.

Activity: Was that democracy?⁹

Learning outcome:

Understanding different styles of leadership and decision-making

Timing:

30 minutes

Materials:

- four situation cards (scenarios below)
- pens
- paper

What to do:

1. Explain some decision-making styles to the participants (see table below)

Decision-making style	Description
Authoritative	Decision-making powers are gained by birth or position in society.
Direct democracy	Everyone votes on an issue to make the decision.
Consensus	Group members arrive at a decision that everyone agrees on.
A representative democracy	An elected person, who represents a group of people, makes decisions.

2. Tell participants to imagine that they are all members of a community that has been experiencing a lot of youth crime, which has been linked to alcohol abuse. A decision needs to be made about whether alcohol should be sold in your community, in light of this problem.
3. Divide the participants into small groups and give each group a situation card. Each card should present one of the following scenarios and instructions:

The community elders

There is a group of elders in your community who often discuss problems when they arise. They have been asked to decide whether or not alcohol should be sold in the community.

Create a role-play: Discuss the issue as if you were the elders and vote on whether or not to sell alcohol in the community.

The Chief

The Chief has a leadership role in your community. He is ultimately responsible for deciding whether or not alcohol should be sold in the community.

Create a role-play: The Chief makes a decision without any consultation – one participant will need to act as the Chief in the group.

⁹ Adapted from: Live and Learn Environmental Education 2012, *Discovering Democracy: A guide for forming youth groups in Papua New Guinea*, manual, accessed 2 September 2012, <<http://www.livelearn.org/resources/discovering-democracy>>.

The community meeting

The elders in your community call a community meeting. Men, women and youth are invited to attend to decide whether or not alcohol should be sold in the community.

Create a role-play: Discuss the issue in a community meeting and arrive at a decision you all agree on without voting.

The elected decision-maker

One or two people in your community have been elected by the whole community to be the decision-makers. The community have asked them to decide whether or not alcohol should be sold in the community.

Create a role-play: As a group, choose one or more people as the decision-makers. These are people who the group feels adequately represent their views, and who are trusted to make a decision without having to come back to the community to discuss the issue.

4. Each group should discuss their card and develop a role-play of the situation. Give the groups 5–10 minutes to prepare.
5. After each of the role-plays, ask the following questions:
 - How was the decision made?
 - What leadership style was used?
 - How do you feel about how the decision was made? Was it fair? Did it take into account many points of view?
 - What are the strengths and weaknesses of the decision-making style used?
 - How can the decision-making style be improved?
6. Discuss whether there are situations when a certain type of decision-making style would be useful (e.g. governments would be hard to manage if decisions could only be made by asking everyone to vote on everything). Try to think up situations for as many of the styles as possible.

Activity: Democracy and traditional values

Learning outcome:

Linking democratic values to traditional values

Timing:

30 minutes

Materials:

- paper
- markers

What to do:

1. Write down the following principles of democracy on small pieces of paper: accountability, transparency, respect, inclusiveness, equality, participation, decentralised, impartiality.
2. Divide participants into eight groups. Spread the cards in the middle of the room.
3. Ask each group to pick a card and discuss how their principles of democracy link with traditional values. Groups should write down their discussion.
4. Allow time to present back to all participants.
5. Discuss:
 - What are some traditional values that are closely related to the democracy principles?
 - How have the democracy principles affected the lives of people in your community?
 - What lessons did you learn from this activity?

Human rights

LEARN

Human rights are often defined in different ways. Definitions include:

- The recognition and respect of people's dignity.
- A set of moral and legal guidelines that promote and protect values.
- The basic standards by which we can identify and measure inequality and fairness.
- Those rights associated with the Universal Declaration of Human Rights.

The process of countries committing to international human rights treaties involves:

- Signing international human rights treaties. Signing a treaty does not create a binding legal obligation, but does demonstrate the country's intent to examine the treaty domestically and consider ratifying it.
- Ratifying international human rights treaties. If a country chooses to ratify and 'become party' to a human rights treaty, that country is obliged to ensure that its domestic legislation complies with the treaty's provisions.
- Reservations and understandings. Reservations and understandings are statements made by countries at the end of a Convention, which limit some of their obligations under the terms of the treaty.
- Making international human rights treaties part of domestic law. Each country must create legislation that incorporates the articles of treaties that have been ratified. This process can differ according to each country's legal system.

Fiji has ratified the following universal human rights treaties¹⁰:

- Convention on the Elimination of Racial Discrimination (with some reservations)
- Convention on the Elimination of Discrimination against Women
- Convention on the Rights of the Child

ANALYSE

Using the learning circle approach, explore the following questions:

What are human rights?

This learning circle should explore human rights from a universal definition and from the perspective of Fijian culture. Discuss whether people have responsibilities as well as rights. See the summarised version of the Universal Declaration of Human Rights below and explore this in your discussion. ¹¹

How are human rights in Fiji protected?

What is Fiji's official position regarding supporting human rights and are these responsibilities being upheld? Particularly discuss women's and children's rights.

What is Fiji's record on upholding human rights?

Discuss what has been compromising human rights in the past two decades and what can be done towards improving Fiji's record on human rights.

¹⁰ Office of the High Commissioner for Human Rights 2012, *Universal Periodic Review – Fiji*, accessed 1 September 2012, <<http://www.ohchr.org/EN/HRBodies/UPR/Pages/FJsession7.aspx>>.

¹¹ Adapted from: OHCHR 2004, *Teaching Human Rights – Practical Activities for primary and secondary schools*, manual, accessed 29 August 2012, <<http://www.ohchr.org/Documents/Publications/ABCCoveren.pdf>>.

Universal Declaration of Human Rights (1948)¹²

Article 1

When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.

Article 2

Everyone can claim the following rights, despite:

- a different sex
- a different skin colour
- speaking a different language
- thinking different things
- believing in another religion
- owning more or less
- being born in another social group
- coming from another country.

It also makes no difference whether the country you live in is independent or not.

Article 3

You have the right to live, and to live in freedom and safety.

Article 4

Nobody has the right to treat you as his or her slave and you should not make anyone your slave.

Article 5

Nobody has the right to torture you.

Article 6

You should be legally protected in the same way everywhere, and like everyone else.

Article 7

The law is the same for everyone; it should be applied in the same way to all.

Article 8

You should be able to ask for legal help when the rights your country grants you are not respected.

Article 9

Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly or without a good reason.

Article 10

If you must go on trial this should be done in public. The people who try you should not let themselves be influenced by others.

Article 11

You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.

Article 12

You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.

Article 13

You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.

Article 14

If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you yourself do not respect what is written here.

Article 15

You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to another country if you wish.

Article 16

As soon as a person is legally entitled, he or she has the right to marry and have a family. Neither the colour of your skin nor the country you come from nor your religion should be impediments to doing this. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The Government of your country should protect your family and its members.

¹² Source: OHCHR 2004, ABC - Teaching Human Rights: Practical Activities for Primary and secondary Schools (online) available: <http://www.ohchr.org/Documents/Publications/ABCannexesen.pdf>

Article 17

You have the right to own things and nobody has the right to take these from you without a good reason.

Article 18

You have the right to profess your religion freely, to change it, and to practise it either on your own or with other people.

Article 19

You have the right to think what you want, and to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas – also with people from any other country.

Article 20

You have the right to organise peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.

Article 21

You have the right to take part in your country's political affairs either by belonging to the Government yourself or by choosing politicians who have the same ideas as you. Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.

Article 22

The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) that are offered to you and to all the men and women in your country.

Article 23

You have the right to work, to be free to choose your work, and to get a salary that allows you to live and support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.

Article 24

Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.

Article 25

You have the right to have whatever you need so that you and your family: do not fall ill; do not go hungry; have clothes and a house; and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help. Both a mother who is going to have a baby and her baby should get special help. All children have the same rights, whether or not the mother is married.

Article 26

You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as you wish. At school, you should be able to develop all your talents and you should be taught to get on with others, whatever their race, their religion or the country they come from. Your parents have the right to choose how and what you will be taught at school.

Article 27

You have the right to share in your community's arts and sciences, and in any good they do. Your works as an artist, a writer or a scientist should be protected, and you should be able to benefit from them.

Article 28

To make sure that your rights will be respected, there must be an 'order' that can protect them. This 'order' should be local and worldwide.

Article 29

You have duties towards the community within which your personality can fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.

Article 30

No society and no human being in any part of the world should act in such a way as to destroy the rights that you have just been reading about.

Activity: Our human rights tree?¹³

Summary:

Human rights are the rights we are all born with. Sometimes we forget that they are linked to our everyday lives. We all have a responsibility to help make human rights a reality.

Learning outcomes:

- Improved level of human rights knowledge
- Recognising the link between human rights and everyday living

Timing:

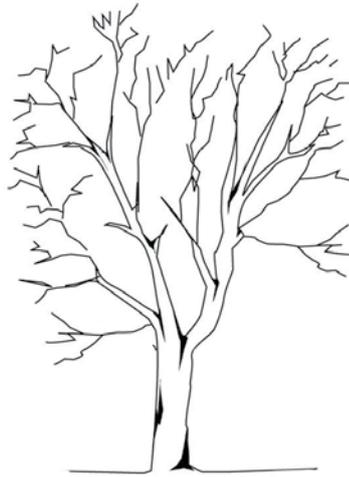
45 minutes

Materials:

- paper
- markers

What to do:

1. Draw and show participants a large picture of a sick tree:



2. Ask participants:

- What do you notice in this picture?
- What do you think has happened to the tree?
- Can this tree recover?
- What do you need to do to help this tree recover?

3. Discussion: The human rights tree appears sick and unhealthy and is not able to provide any shelter, shade or food for the community who rely on it. It is alive, but it is not thriving. If we know how to care for this tree and tend to its needs we can help it thrive and grow. The tree represents our community and its people. In order for people to thrive, they need the opportunity to live and grow and be cared for. They need to know about their basic human rights. We need to understand the rights that each and every person is entitled to regardless of their gender, age, status, culture or religion. Through awareness, education and support we can help each other thrive and grow into something great.
4. Explain to the participants that they are going to help this tree recover. Ask participants to choose a partner.
5. Give each pair a blank piece of paper and ask them to draw an outline of a leaf on the paper. Ask them to think about what human rights mean to them. Have them discuss and then write a word or sentence or draw a picture on the blank leaf, showing what human rights means to them.

¹³ Adapted from: Live and Learn Environmental Education 2012, *Discovering Democracy: A guide for forming youth groups in Papua New Guinea*, manual, accessed 2 September 2012, <<http://www.livelearn.org/resources/discovering-democracy>>.

6. Ask participants to come back as a group and have each pair read out the words or describe the pictures they have drawn on their leaves.
7. Lead a whole-group discussion about what has been shared.
 - Are some of the ideas the same? Why is this?
 - Are there any ideas you don't understand?
 - Did the men come up with different ideas to the women?
8. Ask participants to stick their leaves on the human rights tree. Explain that they may choose to stick their leaves on the branches (providing shade and shelter), on the ground (decomposing and nourishing the earth) or on the roots (providing support and stability).
9. Conclude by explaining to participants that, just like the tree, which now looks healthy due to their help, they too can make a difference in their community. By knowing and understanding human rights, individuals are equipped with tools to nourish and help the lives of others.

The environment and sustainable development

LEARN

Sustainable development is a difficult concept to define as it is continually evolving. Sustainable development is generally thought to have three components: environment, society and economy. These three areas are intertwined. For example, a healthy, prosperous society relies on a healthy environment to provide food and resources, safe drinking water and clean air for its citizens. The idea rejects the contention that environmental casualties are inevitable and acceptable consequences of economic development. Thus, sustainability is a way of thinking about a future in which environmental, societal and economic considerations are balanced in the pursuit of development and improved quality of life.¹⁴

ANALYSE

Using the learning circle approach, explore the following questions:

Is access to natural resources a human right?

This question should explore whether access to resources such as water and food are human rights. If so, how should governments and communities ensure all people are able to meet their basic needs?

How does the government ensure benefits from environmental resources are distributed fairly to all people in society?

This learning circle should explore how environmental resources can be fairly distributed in Fiji, how these resources are best governed and under what principles.

Who is responsible for the sustainable use of environmental resources?

This discussion should highlight examples of natural assets that are managed well and what types of partnerships (between government, civil society and the community) are needed for best practice in managing natural resources.

¹⁴ UNESCO Education Sector 2012, *Education for Sustainable Development*, manual, accessed 10 September 2012, <<http://unesdoc.unesco.org/images/0021/002163/216383e.pdf>>.

Activity: What is 'sustainable development'?¹⁵

Learning outcome:

Developing a clearer understanding of 'sustainable development'

Timing:

30 minutes

Materials:

- paper
- markers
- sticky tape

What to do:

1. Explain to participants that people cannot work towards effective and sustainable development within their community without a clear understanding of what 'sustainable development' means.
2. Present the most commonly used definition of sustainable development to participants:
'Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.' (Brundtland Commission 1987)¹⁶
3. Ask the workshop participants to discuss this definition critically, asking questions such as:
 - Do you think this is the most appropriate definition?
 - What is meant by the term 'development'?
 - How could the term 'development' mean different things to different people?
 - Do you think this definition is overlooking any important concepts?
4. Ask everyone to write down a definition of sustainable development in their own words and then share their ideas with others.
5. Discuss the participants' definitions of sustainable development. Ask about the pros and cons of the definitions and look at ways they can be improved. Consider what principles the definitions are grounded in and the consequences of implementing sustainable development under those definitions. Consider whether the definitions would be improved if they also focused on the need to protect the environment for the environment's sake.

¹⁵ Adapted from: Live and Learn Environmental Education 2012, *Discovering Democracy: A guide for forming youth groups in Papua New Guinea*, manual, accessed 2 September 2012, <<http://www.livelearn.org/resources/discovering-democracy>>.

¹⁶ World Commission on Environment and Development, 1987, *Our Common Future*, report, accessed 22 August 2012, <http://conspect.nl/pdf/Our_Common_Future-Brundtland_Report_1987.pdf>.

Activity: Sustainability tree¹⁷

Learning outcome:

Developing an understanding of the benefits of sustainable development

Timing:

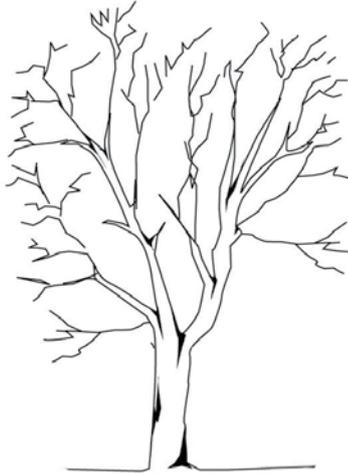
40 minutes

Materials:

- markers
- sticky tape
- paper

What to do:

1. Draw a picture of a tree on a large piece of paper. Display the picture so that the whole group can see it.



2. Divide the group into smaller groups and ask each group to think of actions that can be taken in their communities to promote sustainable development. To prompt thinking and discussion, ask:
 - What actions might be needed to make sustainable development work in your community?
 - What can be done, individually or as a community, to achieve this?
 - Who else might need to take action and what might that action be?
3. Groups should discuss these points and then, using the paper provided, draw and cut out tree roots. On each root they should write one thing that may be done to achieve sustainable development. They should then stick the roots to the bottom of the tree.
4. Discuss the benefits of sustainable development. To prompt thought and discussion, ask:
 - What good things come from sustainable development?
 - How does the environment benefit?
 - How does our society or economy benefit?
5. Ask each group to draw a piece of fruit on a sheet of paper and cut it out, then on the fruit write one good thing that comes from sustainable development. Attach the fruits to the tree.
6. Discuss the changes to the tree and use this as the basis for starting to plan and think about what everyone can start to do for their community.

¹⁷ Adapted from: Live and Learn Environmental Education 2012, *Discovering Democracy: A guide for forming youth groups in Papua New Guinea*, manual, accessed 2 September 2012, <<http://www.livelearn.org/resources/discovering-democracy>>.

Being an active citizen

LEARN

Research has shown that extra measures are required to ensure young people in Fiji have the opportunity to be included and involved in decision-making in the community. It is of vital importance that young people have the capacity and space to voice their views on issues that are important to them and that they have the political access needed to contribute to solutions. Not only will participation benefit young people, it will also allow communities to develop, both now and in the future.

ANALYSE

Using the learning circle approach, explore the following questions:

How can young people influence government action?

This question is an opportunity to discuss ways in which people try to influence each other. Discussion should focus on how to build alliances within the community, the government and with parliamentarians.

How do government and political parties respond to new issues?

This question should explore how new issues emerge and who sets the agenda.

How can young people work with the media and how can the media influence governments and political parties?

Discuss the importance of media freedom and freedom of speech and how this is linked to the protection of democracy.



Activity: Community knot

Learning outcome:

- Understanding the importance of communication in solving problems
- Recognise that no matter who a project is trying to help, the solutions need to include the voices of those who are seeking help

Timing:

40 minutes

What to do:

1. Find an open space outside or inside.
2. Ask one of the participants to turn around so that he or she cannot observe what the participants are doing. Call this person the 'outsider'.
3. Tell the rest of the participants to stand in a circle and hold hands.
4. Ask the participants to tangle themselves, without releasing their hands from each other, to create a knot.
5. Ask the outsider to turn around. Tell him or her to untangle the knot by only giving verbal directions to the participants.
6. The participants should keep quiet and not let go of each other's hands. The participants should only do what the outsider asks and nothing more. Do this for a few minutes.
7. The group should be struggling to get themselves out of the knot. Ask the outsider to stop giving directions and instead ask the participants to talk among themselves in order to try to untangle the knot.
8. Once untangled, ask the participants the following questions:
 - Was it as easy for the outsider to untangle the knot?
 - If not, why?
 - Why was it easier for the group to release the knot?
 - Who is the best person to solve the problem? The people it is affecting or the outsider?

Activity: A vision for action

Learning outcome:

Developing a vision for communities based on democracy, human rights and sustainable development.

Timing:

50 minutes

Materials:

- paper
- markers

What to do:

1. Provide each participant with some paper and markers. Ask everyone to find his or her own space to work individually.
2. Based on the information gained about democracy, human rights and sustainable development, ask participants to draw their vision of what these ideas might look like in practice in their community. Allow 20 minutes to complete this task.
3. Now divide the participants into small groups and have them discuss what their individual visions looked like for their communities. Ask people to think about the similarities and differences between the visions, but remind them not to judge.
4. Now ask the groups to choose one common vision in their group and discuss what can be done to achieve this vision. Ask the following questions: Who is responsible for implementing this vision? Can we help to make this vision a reality? If so, how? What do we need to achieve this? Do we know people who can help? What can we each do?
5. Ask each group to take notes of their discussion and then share them with the entire group.
6. Encourage people to use this vision exercise as a start to developing a project in their community.

Opportunities for action



Participants will be able to:

1. Plan how they can address the challenges of their community
2. Implement plans systematically and efficiently
3. Learn about advocacy and how to engage with media
4. Reflect on, monitor and evaluate the effects of their projects.

Participation in the community

CASE STUDY

Through the 'Building Grassroots Democracy in Fiji' project run by Live and Learn Environmental Education, young people from 28 rural and remote village communities and settlements have been engaged in mobilising actions focused on community natural resource management. Through this initiative, young people have drawn on traditional conservation practices to improve the management of natural resources. They have sought guidance from community elders on integrating traditional practices into natural resource management. This initiative provided young people with the opportunity to actively participate in the decision-making process within their communities.

Participation is 'the process of sharing decisions which affect one's life and the life of the community in which one lives. It is a means by which democracy is built and it is a standard against which democracies should be measured'.¹⁸ Children and young people can play a central and lasting role in democracy and sustainable development if their participation is taken seriously and if communities recognise their developing competencies and strengths. As expressed by one Fijian, 'Our young people are our hope in keeping these traditional practices, values and beliefs alive and sustaining our land and all its resources for future generations. This cannot be successfully achieved unless there is a concerted effort from community elders as well.'¹⁹

Being meaningfully engaged in community life looks different in different contexts. Participation will also look different based on the interests of young people. This is because young people are not a homogenous group. They vary according to multiple factors. Participation should provide equal opportunities for all, regardless of age, race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status (or those of his or her parents/guardians). It is important that youth participation does not reinforce existing patterns of discrimination and exclusion. Remember that there are multiple ways for young people to contribute to the community and these efforts should be supported and encouraged.

¹⁸ Hart, R 1992, *Children's Participation: From Tokenism to Citizenship*, UNICEF International Child Development Centre, accessed 25 August 2012 < http://www.unicef-irc.org/publications/pdf/childrens_participation.pdf >.

¹⁹ Live and Learn Environmental Education 2010, *Building Grassroots Democracy in Fiji, The Research of Aspirations and Perceptions*, draft inception report, Fiji.

Activity: Reflecting on strengths

Learning outcome:

- Encourages participants to focus on each other's strengths
- Develops an understanding that everyone has something to contribute

Timing:

30 minutes

Materials:

- paper cut into the shape of a flower with five petals
- pens

What to do:

1. Ask everyone to sit in a circle.
2. Give each participant a paper flower and pen.
3. Ask each participant to write their name in the middle of the flower, then on two of the petals, have them write down two strengths or virtues they possess.
4. Now have everyone give their flower to the person sitting next to them.
5. Participants should now think about the person whose flower they have and write down a virtue or quality that makes this person special. Keep on passing the flowers around the circle until all the petals have been filled in.
6. Return the flowers to the original people and give everyone a few minutes to contemplate the qualities written on their flower.
7. Discuss:
 - What did you learn from this activity?
 - How would your identified strengths contribute to the development of your community?
 - Do you think everyone has something to contribute?
 - How can we make sure that everyone is included in a supportive and non-discriminative way?

Establishing a youth group

CASE STUDY

A youth group in the northern part of Vanua Levu has made some significant changes in the past three years. As a result of awareness training and capacity building, youth members are now able to: work closely with village elders and parents to better recognize traditional structures in the village; adhere to rules of the village; regularly attend village meetings; and, voice their views on matters concerning them.

“ We felt that the biggest motivating factor was that the support from the village elders, our parents. We also appreciate the fact that now, when we raise our concerns, it is heard and considered by the elders. A good example is when we requested to use the old building. It [the building] was first requested by the health group, but when we requested it during the village meeting, the elders considered our point of view and offered the building to us. This decision alone boosted the morale within the group ”

– Youth President

“ During the village meeting, there is a time given to us to present. We are not only reporting, we are also given the opportunity to have a say when a certain law is made during the village meeting. This is because we know that [there is] a level of trust from the elders and the young people. ”

– Male Youth Representative

“ The main idea of sending youth back to school [is important] for we know that education births new ideas and that is something that can help the village in few years time. We would like them [the youth] to come back with new ideas that will help... ”

– Village Headman

Establishing a community-based youth group is one way to create a space through which the voice of young people can be developed and heard. It is a platform that can be used to encourage participation in the democratic process at a local, provincial and national level. This section provides guidance for young people who would like to establish a youth group.

Starting a youth group may involve a number of different people in the community. Young people themselves can initiate a youth group. In some cases, the village headman, a religious leader or any community member can also call young people together to set up and organise a youth group. For this reason, it is important to be aware of those in the community who are interested in supporting a youth group. Working collaboratively with older members of the community is extremely important and will help to enhance the work of the youth group in the future.

Once a youth group has been initiated, the following steps can help organise the group and ensure it works effectively:²⁰

1. Setting a collective vision and goals.
2. Developing guidelines for the operation of the group.
3. Organising a membership structure.
4. Identifying and organising projects.
5. Collaborating with others.
6. Managing finances appropriately.

More detailed guidance is provided below.

1. Setting a collective vision and goals.

Developing a vision and goals at the initial stage of organising a youth group is very important. This provides a sense of direction and keeps members focused on why they are there.

A vision is a brief description of what the youth group is aspiring to in the future. Developing a shared vision involves the group's collective thoughts. A vision should be informed by knowledge and analysis and should articulate the changes your group wants to bring about for young people and the community in the long term.

Goals should describe what practical contribution or actions will be made to fulfil the vision in the short term. These actions should be easy to measure. The success of the youth group can be assessed and monitored by reflecting on the progress of fulfilling these goals.

2. Developing guidelines for the operation of the group.

Developing a code of conduct

It is useful to develop a code of conduct. This can be a document outlining the values and standards that are expected of members of the youth group. The code of conduct can be developed by the members themselves. It is important to consider the principles for protection and participation, including equity and non-marginalisation.

This is also an opportunity to ensure accountability within the youth group, including clarifying organisational management, project implementation, financial management, and complaints procedures regarding both external and internal members. A good code of conduct should provide clear mechanisms for implementation and compliance checks.

²⁰ Adapted from: Live and Learn Environmental Education 2012, *Discovering Democracy: A guide for forming youth groups in Papua New Guinea*, manual, accessed 2 September 2012, <<http://www.livelearn.org/resources/discovering-democracy>>.

Organising successful meetings

Productive and effective meetings are vital to working as a team and achieving results. Below are some basic steps that help to make meetings productive:

Planning and preparation: before the meeting, identify the purpose, objectives, agenda and participants.

Communication: choose a time that is convenient for most people who want to attend the meeting, and send an invitation providing all of the details, including time, location and purpose.

Location: when picking a venue, ensure that it is accessible, culturally-appropriate, safe, and large enough for all participants.

Facilitation: Find someone to lead the meeting who will help to keep the discussion focused and timely and who will ensure that everyone is included appropriately. Be sure to give the facilitator notice and time to prepare.

Share: Ask different people to help with all the different aspects of organising a meeting.

During the meeting

- Arrange seating in an inclusive way, so that everyone can see one another – circles are best for this, although they are not suitable for all groups.
- Welcome everyone as they arrive and find out who they are. Start the meeting by asking everyone to introduce themselves.
- Make sure people know how the meeting will work. For example, explain how decisions will be made and what kind of behaviour is acceptable.
- Agree on an agenda. You might have prepared a rough proposal or agenda, if so, ask everyone to check and add to it. Agree on a time to finish and when to have breaks. Have regular breaks to revive people, especially if the meeting is very long. Make sure everyone can see the agenda – display it on a large sheet of paper. You can cross off points as they are dealt with, providing a visual reminder that you are getting things done.
- Take one point at a time, and ensure the group doesn't stray from that point until it has been dealt with. Ensure that someone is taking notes about all of the points being covered.
- Don't let the same people take on all the work. Encourage everyone to volunteer for tasks and roles. It can help if the more experienced members of the group offer to share their skills and experience.
- Encourage participation at all times so that everyone can get involved and contribute to the meeting.
- Try to keep discussions positive, but don't ignore conflict – deal with it before it grows.

Ending the meeting

- Make sure the meeting finishes on time, or get everyone's agreement to continue.
- Pass round a list for people to add their contact details to, so that you can send out minutes and inform people about future meetings.
- Decide on a date, time and venue for the next meeting. You might also want to decide on points to be discussed at the next meeting.
- Remember to thank everyone for turning up and contributing.
- It can be nice to follow the meeting with an informal social activity such as sharing a meal or going to a café. Think about any special needs – not everyone drinks alcohol, or you might have vegetarians or vegans in your group, and so on. Try to choose an inclusive venue or activity.

After the meeting

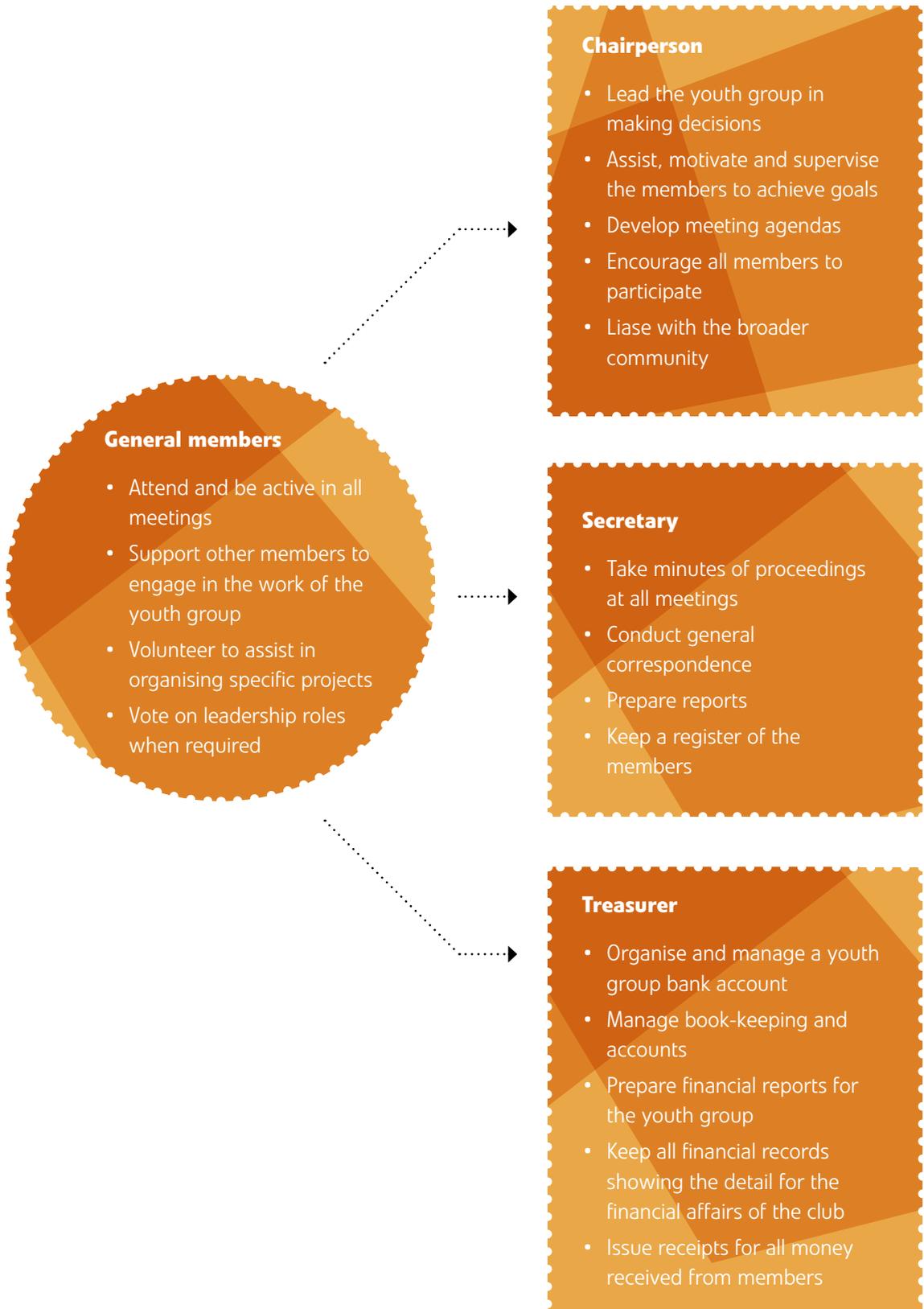
- Send minutes to everyone who was at the meeting and don't forget those people who could not make it, but would like to be kept informed. In the minutes, be sure to thank people for their contributions.
- Evaluating your meetings can help to improve them. It's a good idea to leave a few minutes at the end of every agenda and ask the group what went well and what needs to be improved.
- In a community or settlement, it is important that minutes or issues discussed in the youth group are reported to authorities such as the village council meeting or to the advisory councilor. Through these authorities, issues and concerns can be taken up to the district level, where government ministry representatives would attend.

3. Organising a membership structure.

- Developing a membership structure for a youth group helps to determine the relationship between all participants and how they should operate within the group to ensure consistency and sustainability. This might involve electing a chairperson, secretary and treasurer.
- Choosing a chairperson, secretary and treasurer is a significant activity during the establishment of a youth group. A chairperson must be a good facilitator and communicator. The chairperson should be confident, logical, encouraging and constructive. People sometimes choose community leaders based on education level, hierarchy or wealth. Some of these factors are important, but this may not be the best way of ensuring good leadership within the group.
- Choosing a secretary can be based on level of literacy, being responsible and having an eye for detail, while choosing a treasurer can be based on numeracy, transparency and trustworthiness.
- It is important to involve younger youth members in leadership roles as a means of building capacity. For example, in Nakalawaca, Tailevu, leaders of a youth group rotate every month. This practice is designed to build leadership skills and a sense of responsibility within the group.
- Here is a list of some of the possible responsibilities of members of a youth group:

Group responsibilities

The members of a youth group should be representative of different tribes, cultures and ages within a community. Therefore, the structure will look different according to the demographics and interest of the community.



Activity: Exploring structures

Learning outcome:

- Understanding people's perceptions of leadership and structures in the community
- Knowing that everyone has a significant role to play in the community

Timing:

50 minutes

Materials:

- three leaves
- three twigs
- twelve rocks

What to do:

1. Divide the participants into three groups.
2. Hand out the materials to each group (one leaf, one twig and four rocks per group), explaining that each object represents a different group in society: family, youth groups and community.
3. Ask participants to arrange the objects to show the way they think the hierarchy should be. Encourage the groups to discuss how to arrange the objects to show the structure and the way they function in the three different settings. Explain that any of the objects can be moved or placed on top of others or side-by-side, but that all objects must be involved.
4. Stop the groups after 10 minutes and ask them to explain their arrangements.
5. Discussion:
 - How does being in authority influence the way we make decisions?
 - As a member of a community, consider where you are currently positioned in your community. How does that affect the way you conduct yourself in the village? What about in your youth group or family?
 - What did we learn from this activity?

4. Identifying and organising projects.

A youth group cannot achieve all of its goals at once, so it is important to select an area to concentrate on, based on the capacity of the youth group. A SWOT exercise is a useful tool for understanding your group's capacity. SWOT stands for the *strengths* and *weaknesses* within your youth group, as well as the factors outside your group that offer *opportunities* or pose *threats*. The basic SWOT questions to ask yourself or your youth group are:²¹

SWOT analysis

Internal factors	Strengths What does your youth group do well? Do you have ways of measuring whether you are achieving your goals?	Weaknesses What could you do better? What measures could you take to improve what you do?
External factors	Opportunities What are the factors outside the group that could help you do better?	Threats What are the factors outside the group that might be a barrier to you doing better?

After the SWOT analysis, the next thing to do is to make a strategic plan, taking into account the group's capacity. A strategic plan will articulate how you are going to achieve the goals of the youth group. Once the strategic plan is in place, come up with an action plan. An action plan can consist of the following elements:

Activities: Which activities need to be undertaken in order to achieve your goals? When, where and by whom?

Required input: What do you need? Human resources? Financial or material resources? Time?

Expected output: What do we expect to achieve? What will be the result of the specific activities and inputs to the group?

Effects: What effect will the action or activity have on the stakeholders, and perhaps also the group members?

Indicators: How will the achievements of the objectives or goals be measured?

Timeline: When will you conduct certain activities? When do you expect results? When will you measure the expected effects?

The next thing to do is to implement your group's action plan. This is the time when members will learn by doing, by discovery and by being confronted with the problems, their causes and effects. This is the time to get really involved and make decisions about how to tackle the problems.

5. Collaborating with others.

You are more likely to achieve the changes you want for your community if you work with other groups that also want to make a difference. Your networks or partnerships should be based on common values and clarity of roles and responsibilities.

Below are some activities that will help to explore how to communicate effectively and deal with conflict, which can arise when working with others.

²¹ Adapted from: Network Learning 2012, *Problem solving: SWOTs & Strategic Plans*, accessed 28 August 2012, <<http://www.networklearning.org>>.

Activity: Open communication²²

Learning outcome:

Understanding what is meant by open communication and how this can be practised when communicating internally or externally

Timing:

40 minutes

Materials:

- paper
- markers
- sticky tape and glue

What to do:

1. Ask participants to explain how they communicate information in their community, how the communication takes place between different groups and how information is communicated between individuals and groups. Some participants may be willing to explain how information is communicated in their local areas.
2. Also ask participants which topics people communicate about in their community. Write down the responses so everyone can see them.
3. Divide the participants into small groups. Ask each group to sort the topics into two categories: information that is only meant for certain people in the community and information that is regarded as public information.
4. Ask the groups to explain their categorisations and explore the reasons why some information is for certain people and why other information is open to the general community.
5. Participants should identify groups and organisations that they might like to communicate with on various issues. They should identify the appropriate communication methods.
6. Participants should identify what limitations there may be when they communicate certain types of information. Ask them to explain how they can overcome these barriers.

²² Adapted from: Live and Learn Environmental Education 2012, *Discovering Democracy: A guide for forming youth groups in Papua New Guinea*, manual, accessed 2 September 2012, <<http://www.livelearn.org/resources/discovering-democracy>>.

Activity: What is conflict?²³

Learning outcome:

The ability to explain, identify and deal with conflict

Timing:

90 minutes

Materials:

- paper
- markers

What to do:

1. Write the word CONFLICT in the middle of the paper and ask the following questions:
 - What does the word 'conflict' mean to you?
 - What are some causes of conflict?
 - What types of conflict do we face in our daily life?
2. Explain that people respond to conflict in different ways. Discuss some of the ways outlined in the table below:

Responses to conflict	Characteristics
Avoiding	Pretending nothing has happened after a conflict situation
Fight	Using an aggressive voice and sometimes violence
Problem-solving	Directly expressing your feelings to the other person and working together to come up with a solution

3. Divide participants into three groups and assign each group with one of the responses to conflict described above. Ask each group to organise a role-play that demonstrates their response. They can choose any topic for the conflict, or you could suggest an issue that involves marginalisation, discrimination, gender or sustainable development.
4. After each group has performed, lead a whole-group discussion on the role-plays:
 - Would you use different responses to different people in different situations?
 - Which response is the best? Why?
 - Why is it useful to know what response style you use most often?
5. Ask participants to think about the way conflicts have been dealt with traditionally in their community. Has this changed in more recent times? Discuss these differences and their benefits and weaknesses.
6. Conclude by explaining that disagreements need to be carefully managed before they escalate to the point of conflict. We should show an understanding of our differences and communicate openly.

²³ Adapted from: Live & Learn Environmental Education 2009, *Imagining Tomorrow*, manual, accessed 28 August 2012, <<http://www.livelearn.org/sites/default/files/docs/Games%20-%20Imagining%20Tomorrow.pdf>>.

6. Managing finances appropriately.

A 'sustainable' youth group is one that functions effectively in the way it delivers its projects. A youth group has to work at preserving its existence. One way to do this is by acting in ways that will ensure a continued flow of financial support from the public and any other potential supporters, including government or non-government organisations.

Your youth group might not be at this stage yet – that is okay. You might not need money to achieve your goals. If finances do become a part of your project implementation, however, it is important to ensure that thorough planning is done.

The following activities will help you explore budgeting and fundraising.

Activity: Creating a budget²⁴

Learning outcome:

Creating basic budgets for a youth group or project

Timing:

45 minutes

Materials:

- paper
- markers
- rulers

What to do:

1. As a group, brainstorm the main activities that your youth group is likely to undertake in a month. List these on a piece of paper that is visible to all, and select at least three priority activities.
2. Use the activity budget form below and estimate the costs involved in each of the selected activities.

No.	Activity/Item	Unit	Cost	Budget	Total

3. Now develop a monthly budget based on these activities. Include all of the activity costs, as well as any other ongoing costs that the youth group incurs on a monthly basis, such as bank fees. Try to think of as many expenses as possible.
4. Discuss and allow the group to make adjustments to their costs if necessary.
5. Remind everyone that an annual budget works in a similar way to a monthly budget. It should include all the information from the monthly budgets and should also take into account any yearly payments that need to be made.

²⁴ Adapted from: Live and Learn Environmental Education 2012, *Discovering Democracy: A guide for forming youth groups in Papua New Guinea*, manual, accessed 2 September 2012, <<http://www.livelearn.org/resources/discovering-democracy>>.

Activity: Fundraising²⁵

Learning outcome:

The ability to identify the types of fundraising events that are most suitable their community

Timing:

30 minutes

Materials:

- paper
- markers

What to do:

1. In small groups, brainstorm the different fundraising options that can be carried out in the community.
2. Identify at least two ideas that could be undertaken within the youth group. Consider the following:
 - The amount of work that would be required to organise the event.
 - The relevance of the activity to the whole community.
 - The potential of it being successful and raising some money.
3. Ask the participants to plan how the fundraiser could be carried out, including deciding on a time, date, the resources required and how the event could be coordinated.
4. Once all groups have completed their planning, ask them to share their plans with the rest of the participants. Other participants can make comments on the different ideas and plans. This can be useful, as other participants may identify areas that have been overlooked.

²⁵ Adapted from: Live and Learn Environmental Education 2012, *Discovering Democracy: A guide for forming youth groups in Papua New Guinea*, manual, accessed 2 September 2012, <<http://www.livelearn.org/resources/discovering-democracy>>.

Advocacy and communication

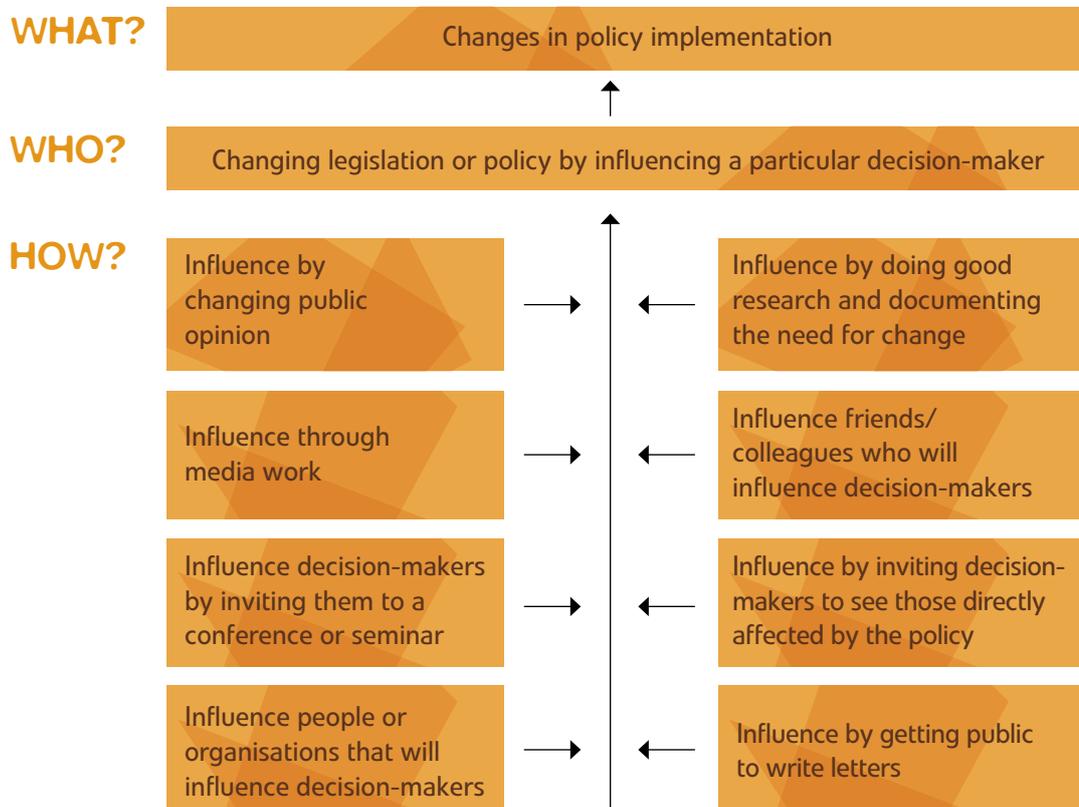
CASE STUDY

A youth group from the south of Viti Levu actively actively participates in decision-making processes in the village. The youth group meets every Tuesday to discuss ideas and plan for activities. To build capacity of its members, leadership roles are rotated every month. The youth group has since been recognised for its members' active participation in village activities and are highly regarded by the village elders. One activity was to develop an organic farm with support from village elders.

Advocacy is a set of organised activities designed to influence the policies and actions of others to achieve positive changes in people's lives, based on experience and knowledge of working directly with communities. You or your youth group cannot bring about all the changes you want to make to improve your community alone. People's rights are often violated through a combination of complex processes at local, national, regional and international levels. You need to be able to influence those responsible to ensure that they meet their obligations under local and national law. Based on evidence from your experience and your commitment to your community, you can play a key role in bringing about changes in policy, legislation and practice that will have a lasting impact on people's lives.

The following diagram demonstrates what, who and how advocacy can work to make a change:²⁶

Pathways of influence



²⁶ Gosling, L 2003, *Toolkits: A practical guide to planning, monitoring, evaluation and assessment*, Save the Children, London.

Many of the advocacy activities suggested above require good communication skills. When trying to communicate a message, it is beneficial for you or your youth group to plan and prepare. Developing a communication plan is similar to developing a project plan (see the section above on Identifying and organising projects). The following steps can help you to develop a communication plan.²⁷

Develop clear, specific and measurable objectives. Your communications activity is not an end in itself but should serve and be aligned with your individual or group objectives and goals. Ask yourself what you can do within your communications to help your group achieve its goals.

Identify and understand your target audience. Your target audience includes the people who you want to get your message across to in order to achieve your project goals. The best audiences to target in order to achieve an objective may not always be the most obvious ones.

Develop your message. To maximise impact you should summarise your message in three key points, which can be constantly repeated and adapted. Communication is all about storytelling: use interesting narrative, human stories and engaging imagery.

Identify tools and activities. Understand what kind of media is accessible to you and what will be most effective for your particular message and audience. Ensure that you tailor your tools and activities to the amount of time and the human and financial resources available. Also develop a timeline to ensure that your work is organised.

Once you start implementing your communication plan you will have opportunities to interact with different kinds of media. Here are some tips to remember when taking part in the following:

A radio interview:

Prepare by knowing who your audience might be.

- Design and provide questions for the interviewer well in advance of the interview.
- During the interview, be clear about the points your target audience should know. Use polite, respectful language.
- Speak clearly, slowly and using language that is simple and easy for listeners to understand.
- Listen carefully to the questions asked by the interviewer and ask him/her to rephrase it if something is not clear.
- Do not give long explanations: keep to the point and stay focused.
- If you are not confident to answer the question, you can say 'I cannot answer that question right now' or 'I am not in a position to answer that at the moment'.
- Avoid long pauses and mannerisms such as voice hesitations like umm, oh, eh, ah, etc.

²⁷ Adapted from: Overseas Development Institute 2012, *How to write a communication strategy*, document, accessed 30 August 2012, <<http://www.odi.org.uk/resources/docs/6369.pdf>>

A news article or press release:

- Cite quotes from relevant individuals as evidence. Use a formal or semi-formal tone but ensure that the language is accessible to the public.
- Do not use jargon or acronyms.
- The first sentence should clearly articulate the main point of the written piece.
- Sentences should be short and clear and only introduce or explain one idea at a time. Write facts – never assume, and ensure you can identify the source.

A TV interview:

Ensure you know the angle of the story being captured so you can provide relevant information. Ask whether the interview will be live or recorded – if it is recorded, you may be allowed multiple attempts at answering the questions.

- Speak clearly and more slowly than usual.
- Vary your tone – it needs to match your message.
- Talk to the interviewer and make eye contact with them. Try to ignore the microphone and camera.

As well as the traditional forms of media, there are also many different kinds of online or social media, including blogs, podcasts, microblogs, social networking and online video and photo sharing. These tools can be used as part of your communication strategy to:

- raise public awareness of your purpose and goals
- raise funds for your cause
- reach new supporters build a community of passionate champions
- get people to take action
- advance your youth group's mission.

In any communication work, it is important to remember that this is an opportunity to significantly influence individuals. This can be used both positively and negatively. Use the next activity to explore this idea further.

Activity: Reporting the news²⁸

Learning outcome:

Ability to critically review the media

Timing:

45 minutes

Materials:

- newspapers
- paper
- markers

What to do:

1. Distribute the newspapers to the participants. Ask them to read through and choose a selection of articles.
2. Divide the participants into small groups to discuss the articles they have found. Ask them to think about the following questions:
 - Is the article objective?
 - Does it encourage discrimination and marginalisation? Why? How?
 - How could the article be written to make it more objective?
3. Ask each group to present one of the stories to the entire group so that everyone can discuss the techniques used by the media to influence the way we think about things.

Reflection: Remind the participants that the media's role is to inform us and sometimes things aren't reported objectively. Point out that the media does get it right too, and try to find examples of objective reporting.

²⁸ Adapted from: Live and Learn Environmental Education 2012, *Discovering Democracy: A guide for forming youth groups in Papua New Guinea*, manual, accessed 2 September 2012, <<http://www.livelearn.org/resources/discovering-democracy>>.

Reflect: monitoring and evaluation

CASE STUDY

A settlement in interior Vanua Levu

For many years the people of the settlement have had to make lease payments, sometimes double the amount, to both the landowners and the iTaukei Land Trust Board (an independent body outside the control of government. It administers all iTaukei land “for the benefit of iTaukei landowners”). Consequently, the communities have struggled to secure land tenure and it has created a sense of insecurity and uncertainty. The people of the settlement rely on subsistence, rice and cattle farming as a means for survival, which relies on access to land.

Young people (through the Building Grassroots Democracy in Fiji action) have been actively involved in influencing decisions on land rights and are working towards building a secure future. Due to the advocacy work young people in this settlement, government now monitors land lease payments and ensures they are to be paid to one party only (iTaukei Land Trust Board). The community also now enjoys the privilege of having a longer-term lease agreement to live in the settlement.

Whether you are developing a project as an individual or as a youth group, you will need to understand if and how you are making a difference. Monitoring, evaluation, learning and feedback will help you to assess and make any necessary changes to your work in order to improve your effectiveness. These things will also ensure that you are accountable for your actions and will help you to hold others to account for theirs. Together, they are key elements of any successful project.

Monitoring is the ongoing collection of relevant data. It helps you to know whether your project is ‘on track’ or not. If the results are not what you expected, do not get discouraged. Recognise your successes and adapt a new plan addressing the challenges.

Evaluation can take place at certain times throughout the project, but not as often as monitoring. Evaluations use the data you collected during monitoring to compare how things are now with how they were when you began, and so to what extent you have achieved your objectives and goals. Identification of these lessons will help you with future planning.

Learning is the process of reflecting on and drawing conclusions from the information you have gathered about your work and its impact. The knowledge gained can help inform your future choices and decisions. Your youth group needs to be committed to developing a learning culture if this does not already exist. Learning takes time and resources. It requires a willingness to acknowledge mistakes, and a readiness to change if need be.

Feedback is the process of learning from your work and communicating the results to the various stakeholders within and outside of your youth group. This is a key way to demonstrate your accountability. Feedback can stimulate changes that will improve the way in which you work and your effectiveness. It can provide examples of good practice to be shared with others, and can inform your advocacy work.

There are many learning and feedback frameworks that can be used for monitoring and evaluating projects. Whatever system you use, make sure it has a clear purpose, a plan for collecting data, allows time to analyse the results and includes ways to communicate them to stakeholders. You need to ensure that your monitoring and evaluation system provides the right kind of information about how your activities are affecting your community.

Your monitoring and evaluation system should: ²⁹

- be informed by knowledge and analysis of your community
- be included at every stage of the action cycle ensure information is disaggregated by age, gender and other relevant categories include both quantitative and qualitative information recognise unexpected changes as a result of your activities
- involve children and young people in drawing up questions, monitoring systems, collecting and analysing data, but also carefully consider ethical issues and ensure children's best interests and protection are considered at all times.
- involve a range of stakeholders, taking into account issues of power, discrimination and access use multiple sources of information to draw conclusions, such as research, observation, data etc. disseminate and share your results strategically.

²⁹ Gosling, L 2003, *Toolkits: A practical guide to planning, monitoring, evaluation and assessment*, Save the Children, London.

Glossary

advocacy

Advocacy is a set of organised activities designed to influence the policies and actions of others in order to achieve positive changes in people's lives, based on the experience and knowledge of working directly with communities.

democracy

A government ruled by the people, either directly or through elected representatives.

environment

The resources and ecosystems that sustain and interact with communities.

evaluation

An assessment at a particular point in time that can have different purposes, but is based on the assessment of predefined objectives and often undertaken by external researchers in order to ensure independence.

human rights

The inherent value and dignity that all people are entitled to. Human rights standards are contained in internationally agreed human rights instruments.

learning circles

A method of participatory education that allows people to become more aware of their community's concerns.

marginalisation

A way of separating a person or people from the rest of society by removing them from social relations and preventing them from full participation in any activity.

monitoring

The systematic and continuous collection and analysis of information about the progress of a project or program over time.

participation

Having the opportunity to express a view, influence decision-making and achieve change.

stakeholders

Groups of people, including children, individuals, institutions or government bodies, who may have an interest or involvement in a project. There are differences in the roles and responsibilities of all stakeholders, their access to and control over resources and the part they play in decision-making.

sustainable development

Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Useful resources

Child and youth participation

Hart, R 1992, *Children's Participation: From Tokenism to Citizenship*, UNICEF International Child Development Centre, accessed 25 August 2012 <http://www.unicef-irc.org/publications/pdf/childrens_participation.pdf>.

Save the Children 2005, *Practice Standards in Child Participation*, online resource, accessed 23 August 2012, <<http://www.crin.org/docs/SC%20Participation%20Practice%20Standards%20English%20FINAL.pdf>>.

Human rights

Live & Learn Environmental Education 2012, *Educate. Advocate. Connect*, online manual, accessed 7 September 2012, <<http://www.livelearn.org/resources/environment-and-human-rights-facilitators-manual>>.

Office of the High Commissioner for Human Rights 2012, *Universal Periodic Review – Fiji*, accessed 1 September 2012, <<http://www.ohchr.org/EN/HRBodies/UPR/Pages/FJsession7.aspx>>.

OHCHR 2004, *Teaching Human Rights – Practical Activities for primary and secondary schools*, manual, accessed 29 August 2012, <<http://www.ohchr.org/Documents/Publications/ABCCoveren.pdf>>.

UNICEF 2012, *A fact sheet: a summary of the rights under the Convention on the Rights of the Child*, online document, accessed 2 September 2012, <http://www.unicef.org/crc/files/Rights_overview.pdf>.

Ideas for team-building activities

Live & Learn Environmental Education 2007, *Learning Circles: Community Participatory Learning Guide*, manual, accessed 1 September 2012 <<http://www.livelearn.org/resources/learning-circles-guide>>.

Live & Learn Environmental Education 2009, *Imagining Tomorrow*, manual, accessed 28 August 2012, <<http://www.livelearn.org/sites/default/files/docs/Games%20-%20Imagining%20Tomorrow.pdf>>.

Learning circles

Live & Learn Environmental Education 2007, *Learning Circles: Community Participatory Learning Guide*, manual, accessed 1 September 2012 <<http://www.livelearn.org/resources/learning-circles-guide>>.

Managing projects

Eldaw, M 2012, *A Beginner's Guide to NGO Financial Capacity*, online manual, accessed 1 September 2012, <<http://www.networklearning.org>>

Network Learning 2012, *Problem solving: SWOTs & Strategic Plans*, accessed 28 August 2012, <<http://www.networklearning.org>>.

Overseas Development Institute 2012, *How to write a communication strategy*, document, accessed 30 August 2012, <<http://www.odi.org.uk/resources/docs/6369.pdf>>.

Socialbrite 2012, *Tutorials on Social Media*, accessed 10 September 2012, <<http://www.socialbrite.org/sharing-center/tutorials/>>.

Monitoring and evaluation

Gosling, L 2003, *Toolkits: A practical guide to planning, monitoring, evaluation and assessment*, Save the Children, London.

Sustainable development

UNESCO Education Sector 2012, *Education for Sustainable Development*, manual, accessed 10 September 2012, <<http://unesdoc.unesco.org/images/0021/002163/216383e.pdf>>.

World Commission on Environment and Development, 1987, *Our Common Future*, report, accessed 22 August 2012, <http://conspect.nl/pdf/Our_Common_Future-Brundtland_Report_1987.pdf>.

Feedback form

Please help us to improve this resource. Let us know what you think by answering the questions below and sending your responses to us. We suggest you photocopy this form or write/type out the questions and your responses. You can fax or mail this form to the Live & Learn office listed on the inside front cover, or you can provide feedback via email: resources@livelearn.org

Your name and location:.....

Organisation or community:.....

Contact details (optional):

Briefly explain how you used this guide (e.g. in a youth group, as a youth worker, in a school or as an NGO worker?).

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Is this guide easy to follow? (If not please tell us what was not clear.)

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Was there information that you think was missing?

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How could this guide be improved?

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Please list any other comments or suggestions below:

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