

FormAction for ParticipAction

Citizen exercise
for power
and social
transformation

MOVILIZATION

ORGANIZATION

EMPOWERMENT

AWARENESS

SENSIBILIZATION

The power
inside
of me



A Fe y Alegría
proposal

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ALBOAN. ONG ALBOAN. NGO for international cooperation of the Jesuits in the Euskadi and Navarra.
Works for the construction of a global citizenship denounce the injustices that cause inequality in the world and build
a culture that promotes the common good and transform the structures that generate poverty locally and globally.

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FormAction for ParticipAction

Presentation

Undoubtedly, the proposal you have in your hands confirms that Fe y Alegría is a movement that learns not only for being today an intense flame resulting from the spark that Father José María Vélaz, and the students from Catholic University Andres Bello, Abraham, Patricia and her family, and the community of Catia tried 60 years ago in Caracas, Venezuela, but by their desire to collectively build thinking and proposals to not remain static, to walk in the direction of transformation in favor of integrity of people.

This document is a proposal for Training and Citizenship, which integrates content, elaborate strategies and methodologies made from the learning of the work process developed with young women/ men and youth, teachers, promoters, facilitators and companions of the FormAction; it is also a proposal that reflects the experience of ParticipAction, so we affirm that what we are presenting today is the result of a teamwork of shared methodologies after seeing and jointly read the life, feelings, reality, joys and pains of the protagonists of youth from experiences that serve to keep learning.

The proposal is an invitation to discover the treasures that everyone of us have inside. It is an invitation to work internally in our Movement of Integral Popular Education and Social Promotion, and with others. It is a contribution to recognize all of our personal and collective potential, to recognize and have our power in favor of the poor, in the exercise of their full citizenship as a contribution to its humanization.

It is an invitation to the commitment of Fe y Alegría that according to Father Ignacio Suñol, General Coordinator of the International Federation of Fe y Alegría "has not feared never look the exclusion and aim with hope to overcome the creation of dignified communities, culturally identified, and sustainable in peace and justice through study, work, and community life that from one's roots opens to the greater wealth of diversity."

We thank the women and men for their participation and contributions, especially to the team that collected the experience and learning that are the basis of discussion, reflection and collective construction of these roads of FormAction for ParticipAction. We also appreciate the cooperation of ALBOAN, in the process that has allowed us to have a Frame of Reference for the Social Promotion and Non-Formal Education, FormAction methodology and experience of the Organized Youth Initiative.

Silvio Gutiérrez Baca

Coordinador Programa

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Federación Internacional Fe y Alegría



A WAY TO GET TO THE POWER THAT IS WITHIN ME

Hi !! I am writing to tell you how I came step by step, to understand the incredible power has always been within me and how I committed to share with as many people as possible throughout my life.

Two years ago I was a teenager who was in the third year of high school in one of our schools of Fe y Alegria. I was feeling ready to succeed in life. I wanted to go far, to be a respected professional and able to help improve the lives of the people that I am making my history with. Well, actually, I'm still thinking and dreaming the same. Better yet, I'm doing it.

The first difference was participating in a meeting of reflection about our lives and contexts, that is our life and everything around us ... something we all saw but we could never actually see ... read, understand and feel.

From this starting point, I was involving myself in meetings of leadership, communicators, groups of art, culture and sport anyway ... I felt motivated to integrate to live more intensively, to enrich the experience of living these years of my adolescence and youth.

As you asked me at the youth meeting, Did a meeting to discuss the context that surrounds us could enrich you that much? Well the answer is yes, because after there I started thinking about the power not as I have done before, I began to understand that DEMOCRACY is informed participation, I began to see that the first step for many things I criticized started to change was my awareness and my ability to make decisions with others.

To be aware is because I recognize myself as a person with rights and mainly as a PERSON WITH THE RIGHT TO HAVE RIGHTS.

I know that in every country in every community including the experiences we live and the problems we face are different and you, from the rural community where they have been doing so much ... it may seem that our experience in the neighboring districts of our environment are very discreet, very small .. But as you have seen, we are planning more. And sooner than later you're going to see how we grow in awareness, we will be empowered, we will organize getting better and reaching more and more people ... and organizations.

I get excited thinking that throughout our lives, we will have prepared to actually exercise their citizenship and we will live more fully the democratic exercise.



Just as an example ... for me before, the violence coming increasingly growing around us was just a horrible bad luck, a situation that filled me with fear and that motivated me to dream of leaving the country, to go to a developed society... go far from what looked like a monster that was only increasingly growing and totally out of control...

Now, Have we solved this problem of violence? We wish! But you know we haven't! But something has changed ... we get together and make awareness in the people of school, the neighborhood, the authorities, we approach the trouble to understand and feel, to listen and start promoting solutions.

Now I want to tell you something that I have been involved that can encourage you to do a tour like mine for our lives first, and next to many others later This is the booklet that you're reading this.

From the different experiences we have had in countries with the work for the culture of peace, youth leadership, etc., a team has taken our learning and updated the training and participation proposal. The ideas were organized and enriched in consultation with teachers, outreach workers and of course, with boys and girls from different countries. What has emerged is a very practical guide to advance these reflections that are the key to have a clear awareness of the transformative power of an informed citizenry, empowered and encouraged to organize and mobilize for change and improve things that affect us.

Of course, a brochure, a guide, a book and an entire course if you want, as perfect and attractive it could be does not guarantee that we live that way toward participation. But I wanted to tell you that here is, as we say "the stone"(the key).

There are a number of steps, resources, recommendations, methodologies, dynamic well ... a lot of tools that give us clues to encourage reflection and action in our education centers.

For me this experience of finding in me soooo much power was extraordinary. I feel much stronger, much clearer about the world in which I live, what must change and how to do to feel the power to change things for people.

I know it's worth to start this path ... you will meet yourself first and then you will see with different eyes the world that was always there ... and that it needs our inner change to start changing.



There are some people misusing the power that moves us away from the culture of peace we deserve, which destroys the environment that limits our rights and drags us into poverty in every way. However, one thing that encourages me is when I see that history always has been taking steps to more humanity and that ordinary people increasingly is driving these changes.

I leave it in your hands so you use it in your training and participation as citizens. Also you have a disc that has many resources that may help you build your own meetings.

I say goodbye asking you please write me ... I want to know that you have also begun the journey to find the POWER that builds LIFE.

Your Friend.

FormAction for ParticipAction

A power citizen exercising for Social Transformation

For some years, in different places, Fe y Alegría has been making a way in citizen formation of children, adolescents and youth. Inside that road, the current proposal of FormAction for ParticipAction, which has its root in two previous experience of citizen formation. The first one "FormAction" was implemented in six Fe y Alegría from six different countries of Central America and the Caribbean during 2013 and 2014; the second one "ParticipAction" was implemented in Colombia in the same period. Both proposal were intended to promote youth leadership for public participation. Today, collecting learning from both experiences we put in your hands this new version as a methodological Path from popular education.

FROM WHERE HAVE WE BEEN WALKING...

We are Fe y Alegría: A Popular Education- Social promotion with incarnated spirituality Movement. We travel in 20 countries cooperating for the formation of people for the commitment with humanity, society and social justice.

This program has a starting point, the ethical and political commitment to social transformation... of the realities and poverty context. From this realities we feel and we want to face and contribute to overcoming the crisis of democracy and the urgency of taking over individually and jointly the society destination. We have a specific way to work "from below and from the south" (term adopted by the popular sectors in Latin America), that is, with the population sectors that have historically been excluded, marginalized and impoverished by the rest of the society. Looks for their emancipation, each one assume (from its capabilities) the responsibility in its immediate context (and in the case of the most distant youth through the tools offered by ICT) to recreate and transform it.

WHO ARE THE WALKER

This program is aimed at all those people and groups who want to have formation and citizen actions, however for purposes of presenting an example we've decided to dedicated this to adolescents and youth. For this reason, from now our redaction will be directed towards them.

We dedicated to you adolescents and youth "restless" for what happens in the world ; groups of young people who have a organizational experience (for example, from arts, sports or productive initiative) and want to keep growing the life option; this is also

directed to you teenagers and young people that have no knowledge or interest in the subject and it can be a opportunity to "dive" in the game.

We recommended organized in group to realize your own FormAction for ParticipAction. Groups can be heterogeneous (specially in case that groups come from formal education) that is, you should have participation of others from the community. The social transformation is not a exclusive responsibility for just a population group, it is a common task for everyone, in which each person bring something to the table from their skills and abilities.

In this case the challenge to supply places for reunions, dialogs and negotiations where is possible hear the others, understand their points of view, expose our own ideas in order to expand the comprehension of the challenges and opportunities that reality give us, but also taking a step further by establishing joint actions that contribute to the positive transformation of reality (personal, collective and social).

THE SKYLINE... WHERE IS THE ROAD GOING

"Se hace Camino al andar..."
Antonio Machado

We walk to be adolescents/young people citizens committed locally and globally. We understand and act like citizens of the world from a specific place, our citizen commitment has a "local agenda" that integrates in it citizen subject from the "global agenda": we understand that what affect us locally also affect others around the world: our exercise of responsibility for our immediate environment is related with our global environment. Our reflections and actions as citizens are focused in the development of "human" we are always committed to our land and our society. We are "life keeper" citizens, we know our "human" and "environmental" rights, we act responsibly and defending those rights from everyone.

We walk into a civic exercise of power. All human beings have powers that can complement with others to work on the construction of the world we want to live in: a fairer, human and supportive world. That is why we need to recognize and educated our "power" to be directed to LIFE not to destruction; the power that is oriented to healthy and peaceful living with respect, not to the destruction of our relationships; the power of knowing that is possible create, build and fortify the Life of our land and our humanity.

Citizens with social transformation power. Social transformation requires citizens with social awareness and commitment. We need to feel and think the reality (social, economic, political and environmental), act to transform it. Te power of changing is in our feeling , thinking and personal acting, collectively and social. The Aymaras concept

of "good living" from Bolivia teach us that we can build alternative ways of relations and coexistence between us as humanity related to nature. Alternative Ways to look after life that are consciously and radically opposing to those approach of development that exclude us (because of our age, color of skin, political o religious convictions...) and are alternating balance of the planet and all that it contains.

The formative process we are going to be part of is not strange to us, on the contrary it imply from us an "internal movement" that leads us to recognize what we are, think, say and do; and an "external movement" that leads us to find ourselves from a perspective of complementarities with others to work around those interests that are common to us.

THE METHODOLOGICAL PROPOSAL

Intentionality

All this learning process is directed to the transformation of each one of us -individually and collectively- and the transformation of the reality we live in. Highlight the importance of expanding our "vision and personal action" to the "conscience and collective action" which invited us to work from ethical values that promotes and protect life and empower solidarity.

The formative process is thought from an approach of "capacities", which means that focused their intentions in empower, enable and make easier "that what the person or the social group is capable to be and do, to have a dignified, full and satisfying life attending your aspirations; that implies been able to choose the way to reach that life, and have guaranteed the possibilities to do so, and when it's not given, be prepared to make the necessary citizen action to demand those possibilities. (Nussbaum: 2012).

We want every citizen engagement to be based in the experiential and theoretical knowledge about selected social issues and human rights, from an gender approach. This commitment is expressed in the assumptions of individuals citizenship practices (visible); also it is expressed in collective actions formulated and implemented in the immediate relations territory of the participants

We want to do our citizen exercise going through the different relation levels we establish: (a) our personal level with ourselves; (b) our collective level, which means with our pares, neighbors, classmates, persons that are part of our neighborhood, and (c) from our widest level in society such as organizations and city, country and world movements. From the logic that we are all part of the alternatives for solution and coping the problems the current world is presenting.

- At the personal level- It's intended that each person be aware of their potentialities and capacities; deploying their capacity to feel- think the reality and from there they are increasingly coherent in the action (personal and collective).
- At the collective level- It's intended to make possible the community organization around proposals of concrete transformations (indented to the positive transformation of different violence manifestations) in immediate territories of relations from the participants (families, school, group of friends, neighborhood, zone-city) by using creativity and different resources and talents that can be provided for this purpose.
- At the social level- It's intended to make easier the advocacy capacity of the organized collectives (formally or informally) at the micro level (in everyday practices, ideas, and attitudes, power relations) at the macro level (in relation to decision-makers and the public policy and legislation). Is the materialization from the citizen exercise expressed in the real participation and advocacy of the collectives in society destiny and in the materialization of conditions for the "good living".

Walking Paths

Starting from the work experiences with young people in Central America, The Caribbean and Colombia we are using as a methodology the FormAction and ParticipAction approach. We'll be basing in Popular Education process of Sensitization, Awareness, Empowerment, Organization and Mobilization. We have organized Six working Path that will take us to develop a better powered citizen exercise. We are using the Path as a metaphor of walking toward the horizon

- The first path is emphasized in the **personal Process** we have as citizens.
- The second path is the **Sensitization...** the power to feel the reality;
- The third path is the **Awareness...** the power to think and dispute the reality;
- The forth path is the **Empowerment...** the power to transform the reality;
- The fifth path is the **Organization...** the power to transform the reality by organizing with others;
- The sixth path is **Mobilization...** the power of opinion and advocacy.

The six paths are arranged to be worked sequentially, to go forward from awareness and personal exercise of power to the collective consciousness and social impact. However, Paths can be worked independently, each one ends with a citizenship practice. This will allow each group to make the decision to work the path they think is necessary. Each path has an introductory part in which is emphasized the intention and some recommendations to consider.

The way to be followed in every Path is through five working guidelines:

The context guide.- This guide will contain exercises to feel and think the reality, which bring us at first to identify what is happening in our territory, what are we feeling about what is happening, why is that happening.

Personal level guide.- Exercises in this guide are focused on the personal development of each young person as a citizen.

Collective level guide.- This guide emphasized the group we are working with and the closest people we live to, our school, families and friends.

Society level guide.- This guide allow us to have a broader vision and do exercises that make us feeling and thinking to municipal, national and international levels.

Guide to Citizen practice.- in this guide are provided some guidelines for preparing and organizing citizens' initiatives. ¿What are we waiting at the end of the Road? We expect to develop accurate Citizens Practices that we are invited to assume in our daily lives.

In the guides will be addressed the process of popular education: sensitization, awareness, empowerment, organization and mobilization. Those process will be addressed through the development and ownership (individual and collective) ability, attitudes, knowledge, skills (citizen capacities). So you'll find a scheme with the following sections: Exercises to talk about feelings, emotions, sensitivity; exercises to think, analyzed, argue, discuss; exercises to develop decision-making.

In the guides is proposing a general structure to follow, they are guidelines so each group can complete and recreate it coming from the needs, interest and expertise of the participants. Each path has bibliographical resources, videos, songs, games, etc., where you can find some theoretical and teaching aids to facilitate the learning process. This is found on the CD.

FormAction

POPULAR EDUCATION PROCESSES FOR SOCIAL ACTION

Sensitization Process

It is the human and social process that inserts us with all our senses in the reality; thanks to the senses we get closer, know and understand the web of relationships that make up the complex world in which we live and coexist. Sensitization has the intention to make people to become aware of their reality and become sensitive to certain aspects that they have not consider previously. The Sensitization enable and empower the whole process of participation and caring attitude. (Fe y Alegria Colombia 2007)

Sensitized is to be with all the senses present in history, to direct them to the most important social transformation: people and their dignity. Educate our senses and that the senses move us to engage more and more. Here comes one of the first requirements for popular educators: be aware, that is, concerned with people and their situation; be related from the senses, letting emerge the different feelings that arise from the meeting: brothers/sisters empathy, anger at poverty, intolerance for injustice, solidarity to act together...

Sensitization moves us to be outraged ethically to reality, be in favor of the impoverished struggles and be against everything that excludes and violate the human dignity. We all require this process of awareness, we need to remain affectively and effectively linked to the people and their struggles.

Sensitization is a basic human contact process to really know what people in neighborhoods and communities live and feel. At this stage, young groups will learn what is the sensitization, through specific problems such as violence in the neighborhoods, obtaining more knowledge about what is happening in the neighborhood or community by getting closer to the people who live the problem of social violence (children / girls, adolescents, young adults / as).

Therefore, it is an existential stage to approach and related with people in the community. It is about young groups being inserted into the communities, into the experience of people, dialogue, listen, feel, perceive, intuit and connect empathically with people in the neighborhood or community as the only way to approach and establish such communication.

The fact that several of the young people that are involved in the project are from the neighborhood does not suppose beforehand that they already have that relationship and contact with people, much less with the problem of violence that they live daily and that they have learned to shut up or overlook it with strong indifference.

The insertion enables a "getting back in", for those who already live there, and a "enter" for those who do not live there. This contact with young people and adults who are living everyday situations of violence, either victims or perpetrators, will allow them to see them as people and not stereotyped as gang members, criminals, people of bad life. They will meet young people like them, people who feel, think, live and suffer the reality of poverty and violence.

The Awareness

Awareness is emerging from continuous dynamic to feel, think and act collectively on reality. It is not reduced to theoretical knowledge or focus on an analysis that fails to action. A person (or group of people) who becomes aware -without forgetting that nobody educates anyone but men and women become aware each other through their everyday work- is the one that:

- has been able to find the reason for being of things,
- his/her causes, why it occurs,
- how was originated, what causes it;
- This discovery is accompanied by a transformative praxis of political organization that enables such action.

The process of "awareness", defined as the process by which people achieve greater awareness of both the sociocultural reality that shapes their lives and of their capacity to transform that reality.

This involves praxis, understood as the dialectical relationship between action and reflection. Freire proposes a praxis approach of education in which the reflection lies in the action and critical reflection is based on the practice "(Gerhardt, 1993).

Therefore what we are looking that all our educational and social actions are a chance to reflect and act on the reality that we want to transform, not stay in a lot of information and just knowledge of technical learning about health, education, culture, production, etc., but linking knowledge to critical reflection and continuous action on what we want to transform.

Awareness leads to a take a position, it is an ongoing process. How do you get aware, not only from the analysis but also from the action. Take consciousness is getting involve. People nowadays know a lot and analyze very little, they have a lot of knowledge but little discerning. You can learn and can inform, but not get involved. Is necessary the information about the reality in which we want to get engage and make us elves relevant questions about the reality in which we want to intervene. Now, the process of awareness is from the people that are working, not ignore that it comes from

them, and the questions are theirs. That people think, analyze, discern and decide, is necessary to believe in citizenship status.

The social transformation cannot be given only in the theoretical and individual consciousness nor only in social practice. Awareness is thought that guides concrete action to bring about change in the dehumanizing situation. No any changes, nor change by change, but one that is done with others and for the benefit of all, supportive action and able to transform the existent conditions of marginalization, exclusion and impoverishment, so we can live in greater freedom (Peñalongo 1997).

Awareness is given from the problematización, through it, we come to "realize" to "feel affected" to "feel moved" to "be motivated to commit". The popular educator can problematizar through different ways that make possible to reveal the dimension of a problem, situation or event, to reveal the consequences and the causes. This is necessary because we have become used to live with these problematic situations and to leave the situation as it exists, prevailing over a magical, uncritical, passive and fatalistic consciousness. One of the pedagogical means to problematizar is the analysis of reality, why are we like this? can we be otherwise? the situation we live in what aspects of life affects us? what are the consequences that bring us these situations we live? etc.

Similarly, artistic expressions as a pedagogical ways to question: theater, film, painting, drawings, puppets, murals, etc., each of these expressions can be used with the intention of revealing the causes and consequences of a problem, possible solutions, the different attitudes of people, etc. Is it necessary to problematizar? Yes, because the magic, passive and fatalistic consciousness imposes and generates on people and in us strong attitudes of dependency and passivity.

The Empowerment

For Fe y Alegria to educate is to help each person learn to know, understand and value themselves in order to fully develop all their talents and do their mission in life with others. This is the sense of empowerment: to train the learner to being subject of itself, change of ideas or preconceptions established as truths that actually are not, and to the extent of its own transformation contributes to the transformation of society.

The empowerment to which we refer to is always intended to social transformation, there is not a matter of the power of knowledge, of deciding, of organizing for the special recognition and personal interests, but to transform situations that are affecting the population. It is the power of the united group for the struggles and demands of the community. Marco Raul Mejia, notes the importance of bio-power, a power that is in favor of life and globalization of solidarity vs free marketing globalization. The

management of power is going in that direction, the fundamental criteria is whether that power is collective and addressing to the power in favor of life of impoverished. The issue of power in popular education is key, because it believes in the impoverished and their power; the excluded may be the subjects of their own history and be able to transform it, realizing that the story is not finished or determined, but the story can be unbuilt and built.

Empowering who and of what? The person first is empowered, when it recognize their skills and capabilities ... then, as a citizen joins others and becomes a social actor ... social actors, groups, collectives, social networks are empowered when they perform actions to transform on specific issues, for example, public services, the right to education, health, the environment, the rights of children, etc. Empowering is to have the power to do things and transform them, we can look at this power in different dimensions of life of the people: the power to know, think, decide, organize, engage, mobilize, resolve, plan, implement and evaluate, etc. The power is to have capacity to do things, decide what you want to transform and act towards this transformation. This is the political power of citizens and should be exercised as engaged citizens and demand ethics and transparency in the power wielded by the rulers.

In a transformative practice to generate empowerment (in people and the group) must be given a serious and steady work against attitudes, so it is important to create/facilitate exercises, reflections, dialogues where we can realize that:

The attitudes that go in the direction of the dependency, for example: passive-demand, that others think for us; that others solve and decide for us, denial of conflicts; indifference, apathy, distrust, fulfill what they ask us and not having initiatives. Ranging attitudes towards transformative and committed autonomy that implies free, active and responsible participation; ability to make decisions and assume, solving difficulties, obstacles, conflicts, with a high level of communication, caring attitude; willing to transformation processes according to the objectives.

In Fe y Alegría, our empowerment is to democratic participation. We understand democracy as a culture, a way of being and acting that penetrate the mind and heart, it becomes relationships participatory, cooperatives and solidarity in all areas of life and human action. We promote genuine participation, which means the decentralization, the distribution of power and recognition of the rights and duties of every human being. (International Federation of Fe y Alegría, 2001)

The organization

The organization is a key process, makes it easier for groups to achieve the goals that were raised. Popular Education in the organization is essential as part of empowerment

that people is having, whether students or groups in neighborhoods. The organization is the concrete expression of wanting to change something. It is organized for a goal and have styles of organization: hierarchical: it obeys and fulfill the tasks; and participatory by assemblies and councils; participatory with collegiate decisions, temporary and permanent decisions, etc.

Fey Alegria in 2001 Congress emphasizes the importance of the organization: "If we see the past and those processes in which the bets have been for the disadvantaged, we can realize that you cannot take anything that wants to reach a goal, if the community is not organized. So we are committed to further strengthen the organization, depending on the interests and needs raised by residents of these communities themselves, as in the encounter with the other, to obtain common goals, we are sure and convinced, the person is made."

Every action requires a minimum of organization, the group, to achieve their goals they have set, needs to be organized. It is usually part of a "take charge" of the tasks involved in the action, who will doing what, when and with what resources. The distribution of tasks is essential in the organization; responsibility comes to life in the person who is responsible for that task. You could say that they are shared responsibilities in a common task. People interact and share what they are achieving in their respective responsibilities. When the organization is bigger it requires a minimal structure that enables an orderly way to perform large tasks an organizational structure, a flow chart that graphically make visible the main tasks that become departments or areas, depending on the size of the organization. In these areas of work roles and functions are defined.

What are the basic elements to get organized?: goals to be achieved, the work plan, the distribution of tasks and responsibilities: coordination, participation, communication, cooperation, decision-making, consensus. The organization of a group is matched to the processes of sensitization and awareness. It does not look in isolation.

Mobilization

So far we have been presenting the different processes that are commonly given in any action focused on popular education. But none of them could transcend if not they are not linked to a particular socio-political action and the action, likewise, would be fragmented and without direction if it's not linked to each of the processes mentioned before. What if we had a good community action without the awareness of the problems you are facing? What would well-organized actions be without a sensitive human approach to people in the community? The action is intentioned to generate change and this requires a good preparation and qualification of the action itself, the process of sensitization, awareness, empowerment and organization give that foundation.

From popular education, the action is directed, as we have said redundantly, to the transformation of the reality of poverty and therefore linked to public spaces, from more micro space of neighborhood or community, to spaces that are to other broader levels municipal, national, regional and global. It is in this space where we can exercise our rights as citizens mobilizing our resources, that is where we learn to exercise our civic responsibility individually and collectively.

What actions? all those that us to transform the reality of poverty and exclusion, action for social, economic, political claims. There is much demand and so there is much to take responsibility for: education, environment, health, housing, food, public safety, etc.

For the FormAction Program the priority is the citizen role of adolescents and youth in building a culture of peace against violence in neighborhoods and communities. This citizen action from a gender perspective.

Summarizing, the commitment to contribute to the transformation of realities of poverty, exclusion, discrimination leads to an individual and collective implementation of knowledge and processes: to know how to feel, let it affect me, to know how to thinking, to know how to question, analyze, decide, know how to organize myself how to act and participate. The commitment is given in the action, mobilization, there cannot be, from the popular education, a commitment that has no impact on the transforming action.



Roads of FormAction for ParticipAction

PATH 1
THE POWER INSIDE OF ME

PATH 2
SENSITIZATION

PATH 3
AWARENESS

PATH 4
EMPOWERMENT

PATH 5
ORGANIZATION

PATH 6
MOBILIZATION



THE POWER INSIDE OF ME

"Commitment is making the decision to work for the poor causes . To get there you have to let the reality of the impoverished hit you, , be touched and affected by it. Hence it arises the ethical indignation that moves me to the commitment".

P. Fernando Cardenal, sj



Path Presentation

The power inside of me

At the end of this road you'll find out the Power you have as a citizen with rights to transform yourself and your environment; that you have a identity, a history and you are able of make a history with others.

Some questions you can make yourself to begin this road are: What is Power?; Am I aware of the fact that being a subject of rights is a basic power we have as citizens? What are my powers?

Have you ever wondered what are the elements of a capacity (skills, abilities, knowledge) ?, Have you noticed that when we combine the Power and the abilities, skills and knowledge we have more ability to participate and influence in everyday life's dynamics?

We hope that at the end of the road you have achieved a Citizen awareness, focusing on the personal level: where you recognize yourself as a subject of rights and responsibilities (and the ability to transform myself and transform other) with Right to have Rights and enjoy them.

The circle of care, my body as the first territory of rights, the first citizen space where we live, feel, think, decide and act as citizens.



Discuss what we know. Discuss what we feel.

Start with the participants in a discussion on topics of interest that are part of everyday conversations. The context in which I live ... my family, school, street, neighborhood or community, social networks, etc. I lead the dialogue to issues that bring up situations and realities that affect my daily life, example, talk about football or base ball teams, insecurities, celebrity jokes, school grades, and others. That means create a trust atmosphere that allows everybody to express feelings and emotions.

Generating questions:

- What can I/we say about the situation around me/us?
- How do I/we look at me/us in this context?
- What we feel about this reality (me-us)?



Information about this reality through the news

Previously cut news from newspapers and take it as input to develop a mural or a billboard in pairs or groups (depending on group size).

Use the brainstorming technique to produce the mural with the name "A Look at our environment through the eyes of young people" or "A look at our environment through the eyes of women" (depending on the group).

Finally we conclude that we are not separate from our environment. We are a Feelingthinking bodies, which means that there is no separation between us and the environment. Every person is his/her environment, and his/her environment is every person.

Reflexion generating questions:

- How do I look in this context?
- The problems experienced in the context, do they have something to do with my personal life?
- Why is my body my being, my first territory of rights?

RECURSOS

Este material viene incluido en CD



My history as a citizen with rights. I am a responsible and committed to life person.



To Feel / exercises to activate the senses, emotions, feelings.

Do a role play. Everyone imagines to be a citizen in society. His personality, his origin, age, education, profession, age in which he lives.

Reflective dialogue:

- How do we feel when we recognize ourselves as citizens with rights?
- What feelings does this reflection generate on us?
- What do we the most on that person role?
- What I did not like of that person role?



To Think / exercises to ask, analyze causes and consequences, debate, contrast.

I give a format or an image of the human figure to answer individually. Who am I? How do I look ?, How do others see me? normally they answered, marital status, etc. but rarely the essence of the person is discovered.

Reflection Reading: Have I asked who you are?

I generate thoughtful dialogue about the potential well, the weight of the wound and that people learn and grow every day.

Question for discussion .. Have I asked you if you're a young a citizen with rights, responsible and committed to life?



To Decide / exercises to analyze options, the importance of personal choice and collective decision. The power to service.

I can generate a debate with the four quadrants Johari (Johari window)

Ended with a thoughtful dialogue about emotions, feelings generated in the exercises and how we all have the power and the ability to exercise changes.

What decisions do I need to take for my own personal growth? What decisions I want to make to grow as a citizen?

We have rights and responsibilities.

Exercises with personal memory and local history to identify how people have gained their rights, such as rights to have a land; neighborhood - locally.



To Feel / exercises to activate the senses, emotions, feelings.

By generating questions or any other dynamic I open space for participants to share and express their values, fears, beliefs and ways to work together in building a culture of peace.

Reflection: What feelings did the dynamic generate on us, what emotions surfaced?



To Think / exercises to ask, analyze causes and consequences, debate, contrast.

In a circle and using a ball and a rope, thread or hemp we move around the room and the person that pull says one fact or situation in which people in the neighborhood or community has achieved some right, and so on...

Reflection on the importance of fighting and working for the rights; situations are interrelated; the network represents the work of everyone in the search for solutions to problems.

Question, Has a family member or someone I know participated in the struggle for the human rights in the neighborhood or community?



To Decide / exercises to analyze options, the importance of personal choice and collective decision. The power to service.

Presentation of a musical video: La Perla (Calle 13)

Reflection on the video content, how we relate it to our community or neighborhood?

- Why we have come to situations like those presented in the video?
- What decisions have been taken in the video about the neighborhood?
- What kind of decisions can be taken to be changing?

The history of the struggle of social and civil political organizations, for the claim of human rights with the corresponding implication.



To Feel / exercises to activate the senses, emotions, feelings.

Through the technique of "Blind, deaf and dumb" (Ciega, sorda y muda) with the Shakira song as a background or any song. Ask the group to reflect on what motivates that music, what is our opinion about negative attitudes towards the fight of human rights.



To Think / exercises to ask, analyze causes and consequences, debate, contrast.

Through some techniques to "recover the historical memory" try to recover characters or important groups in our country who have contributed to society from the struggle and defense of democratic, social, environmental, rights.

We can make an album of citizens in the history of my country.

Why were they important?

Why is my role model?



To Decide / exercises to analyze options, the importance of personal choice and collective decision. The power to service.

Question for discussion ... Do I imagine myself as a citizen contributing to the transformation of the Society?

Imagine the future ... write a story imagining the most important decisions you will make along with a group, organization or collective.

Debate after hearing the different stories.

What is our place in history: challenges of the present - future
Being young man and woman today, what's the point today?



Choose citizen action

We brainstormed about different issues that affect us as adolescents and youth. Select the two problems that have been repeated the most for an exercise of Citizen Awareness of these issues.



Learn to identify, analyze and propose

With the technique "problem tree" and the technique "change in behavior" I create a debate for the prioritization of the problems identified.

Reflections: Why do we see such situations as normal ?, why there is not a change in behavior?

I provoke a reflection on the characterization of the context in a participatory and realistic way, some reasons that justified the causes and consequences.

With the technique of objective tree and then with the technique of "individual interview or public consultation" I analyze the need to address questions from participants, find and fix with the participants the main difficulties and / or problems.

We discuss and analyze the rights that are being affected by these problems.

- a) We identify the rights that are violating in such issues.
- b) Why are those rights being affected / violated?
- c) What should the state do to reinstate those rights?
- d) What should we do as young citizens to assert that right?

Think of a creative way to present our public awareness of those rights.

**SENSIBILIZATION...
FEEL THE REALITY.
A HUMAN POWER
THAT FEELS.**



"The teaching of ethics, implies an ethical discourse in line with the ethical testimony from the popular educator. He cannot claim to change the consciousness of people and social reality without having had a transformation in his own life".

P. Fernando Cardenal, sj



Path Presentation

Sensitization

The intent of this path is to understand that a committed citizen is involved with all his/her senses and affectivity in daily reality (local and global). We are sentient beings, yet we have become used to the daily social issues, so we have closed our senses and stop listening, looking and feeling.

That's why we wonder, why we feel the need to change what destroys, takes off life and violent us? Am I sensitive to the social reality of marginalization, exclusion, violence or injustice? Is this allows me to be a young man or a young woman with human power that feels? How do I look at the context in relation to the culture of peace and the violence?

Citizen practice in this path is focused on the emotional / ethical awareness of the manifestations of violence in our context, for this we recommend: Visits to the neighborhood / community and hear, feel, see, smell the different manifestations of violence that occur in families, on the street, in the neighborhood, etc.

01

CONTEXT

Violent situations that affect us all (neighborhood, city, country).
How we live violent situations.



Discuss what we know. Discuss what we feel

We use the technique of "brainstorming with Cards" on the different manifestations of violence that occur daily in family, school, neighborhood, country. Set different examples.

Discusses about these realities of violence.



Information about this reality through the news

One day we give the task of seeking news of violence on the Internet, radio, TV. Then we share the different news we saw, heard and read.

We organize news by category, example: types of violence, who perform violence, who are the victims, where the violence occurs.

What is striking us the most? What are the feelings that cause us to see so many reports of violence?

Let's do a different exercise Now we are the journalists and we want to present to the world news that talk about the culture of peace, conflict resolution, the re-encounters, cohabitation agreements, the joy of living and playing in our streets, etc.

What is the most striking about this exercise?

RECURSOS

Este material viene incluido en CD



How situations of violence affect men and women.
Humans, are we violent by nature?



To Feel / exercises to activate the senses, emotions, feelings.

The different situations of violence addressed in the context, how are they affecting us in our personal lives.

We are using the human figure technique to work the personal level. Draw a silhouette in a notebook or on a flip chart ... on the head what I think about these situations, in the heart what I feel, on the skin what shakes me, in a hand what I cannot do, in the other hand what I can do, on the right foot a cause which I am willing to work for, in the left foot what do I need to transform.

Exchanged between couples or make a gallery to exhibit the figures.



To Think / exercises to ask, analyze causes and consequences, debate, contrast.

Reading on the ecological model of Violence

How affect me these violence situations as a woman, how affect me as a man;

How affect my identity and roles.



To Decide / exercises to analyze options, the importance of personal choice and collective decision. The power to service.

Write a letter to myself when I have 40 years: what I want to do with myself, how do I need to work my feelings and emotions to be a young person or a young citizen committed to life and human rights.

Emphasis on us as young

Dialogue of the passive, afraid and indifferent individual to violence

And what happen with us as young people facing this reality of violence.



To Feel / exercises to activate the senses, emotions, feelings.

In this guide we will address the issue of violence from "our being young" point of view.

In the context guide we brought news of violence in general, now in this time to look for news of violence and youth.

Bring photos of newspapers, magazines, news etc ... Let's fill a space on the floor or the wall of these pictures and news where young people are involved in violence, either as victims or perpetrators.

what are we feeling ?, What strikes us?



To Think / exercises to ask, analyze causes and consequences, debate, contrast.

Let's think, Are we violent by nature? (example of the moral fiber of experiments with monkeys). Why do we become violent?

With this question, let's interview people we know closely or in social networks.

With the information found, let's make a debate.



To Decide / exercises to analyze options, the importance of personal choice and collective decision. The power to service.

Consider the following statements:

Passive, fearful, indifferent to violence youth.

Violent youth.

Young people who don't listen just impose ideas.

Young people able to transform.

Young people able to feel, think and act differently.

Young people with ability to listen, respectful of others' opinions.

We have the opportunity to write our history ... what kind of young people we want to be ...? Let's write the Decalogue of youth: 10 principles to be a different young person / the rights of a peaceful young.

Our neighborhood / community. Young people who live in the community. Present and future. The right to life and not to destruction.



To Feel / exercises to activate the senses, emotions, feelings.

What I like the most about my community, neighborhood or street. Beautiful experiences and remember sad experiences in my neighborhood / community.

-write songs, poetry, draw pictures

After we share the feeling and emotions and put them in a big paper heart.



To Think / exercises to ask, analyze causes and consequences, debate, contrast.

Our neighborhood:-

Collect data from what our families know. (Testimonials).

History of the neighborhood ... o we know how was our neighborhood or community, how people lived, what characteristics identified that place?

Present. How do we live in the neighborhood / community the young people.



To Decide / exercises to analyze options, the importance of personal choice and collective decision. The power to service.

Right to life and to pacific neighborhoods / communities.-

Others have decided what should be our neighborhood / community

We as young ... how do we want our neighborhood to be?

Imagine two completely different scenarios. Imagine the future of life to our neighborhoods / communities.

Hear, feel, see, smell the different manifestations of violence that occur in families, in the streets, in the neighborhood, etc.



Choose citizen action

Let's think... how to approach people in the neighborhood / community to talk about the neighborhood and the reality of violence, particularly of young people.

For this approach let's think and define:

How are we doing it? Applying / Engaging our senses:

See / I observe the different situations of violence

I hear phrases, how people talk to each other

Smell the feelings of people (fear, shame, dread, etc.)

Taste the different flavors of that reality

I touch symbolically these situations

And we prepare our visit with a work plan. When, who, what sectors etc.

Note: it is not a diagnosis is an approach to reality, IT IS AN EXPERIENCE , A MEETING.



Mobilize / implementation of the action / during the action, monitor.

Share / talk to people in the community, teachers, young leaders and adult community leaders, organizations, etc.

Walking through the streets, walking around the school.



AWARENESS ... POWER TO THINK AND FEEL REALITY

"There is no road towards
peace; peace is the road".

Mahatma Ghandi



Path Presentation

Awareness

Dare to think differently, to realize that what seems "natural" or "it has always been so" may also be changed.

Remember that we are citizens in relation, we learn to discuss our complementary and different points of view with the people we coexist with. We are Feeling-thinking beings who combine reason and love, body and heart to construct reality.

Questions for the path:

The reality we live every day, does it define us? What it seems "natural" and everyday things has always been like this? it will always be like this? Or you can see differently, feel differently, think differently and act differently?

Why is everything happening? The thought, is also a power that I require as a citizen?

In this path ... Choose with your group a situation of violence in which you would like make changes.

Through research known causes and consequences of the violent situation you chose. Dialogue and contrast between what happens at local, national and world level.

At the end of the road of our citizenship practice: Presentation of a critical analysis of the reality of violence that outrages us and reaffirm our right to live in a free territory free from such expressions.

Selection of violence issues we want to address in our citizenship practice.



Exercise consensus

Select three manifestations of violence in the neighborhood, town
To get to decide, make an exercise of pros and cons the group found to work each of the manifestations of violence.
In weighing pros and cons decide as a group, or, vote



We get information through the news

This time the news will be focused on the kind of violence we decided to work with.

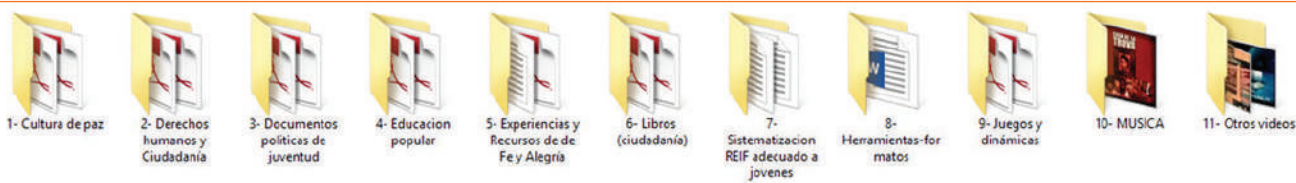
Bring newspaper clippings and magazines about the problem of violence selected by the group.

Make a bulletin board

Analyze... how often that happens, who are the victims, who are the perpetrators
Why is this problem happening ...

RECURSOS

Este material viene incluido en CD



My personal story in a context of violence. Our families are also affected by the realities of violence



To Feel / exercises to activate the senses, emotions, feelings.

In my family history (main and extended family), I remember times when the type of violence I've selected has been given.

Make an exercise with soft music and guided imagery where each participant enters his memories.

What feelings and emotions do we have?



To Think / exercises to ask, analyze causes and consequences, debate, contrast

Analyze and reflect personally

Questions for discussion:

How have we learned to be violent?

Have we been trained to learn to live together, dialogue and hear?

Readings/video about the learning of violence in everyday life.

Reading of the 4 principles of "Good Living" from Bolivia



To Decide / exercises to analyze options, the importance of personal choice and collective decision. The power to service.

With the oppressed theater technique:

A group represents a scene of violence (the type of violence they selected). Two other groups analyze the scene and make proposals to change that situation.

Group A analyzes and make a proposal from the education point of view

The B group analyzes and make a proposal from the social point of view

The reality of violence and the rights/duties of teenagers and young people.



To Feel / exercises to activate the senses, emotions, feelings.

We look for songs and videos that present the problems we chose.

Then look and listen to them

What are the phrases that attract our attention the most?

What emotions cause us as young people to hear those songs?



To Think / exercises to ask, analyze causes and consequences, debate, contrast

What do we know about that type of violence ?.

Let's read different papers about that type of violence.

What new things we have learned about it?

The reality of violence and the rights/duties of teenagers and young

How violence limits the aspirations and rights of young people?



To Decide / exercises to analyze options, the importance of personal choice and collective decision. The power to service.

The power of social participation and responsibility of young people facing violence

How young are builders of a culture of coexistence and dialogue rather than a culture of violence?

Let's introduce three alternatives and express what decisions must be taken for each of them. Be creative with games and dynamics.

The social fabric of our communities /neighborhood: coexistence, dialogue relationship. The rupture of the social fabric, the lack of "co-existence", the imposition of strength over dialogue.

The right to peaceful societies.



To Feel / exercises to activate the senses, emotions, feelings.

Through the future and taking into account the prioritized problems, work the future of my community and how I want the society in which I live today to be.

Use current map of the neighborhood, town, village.

What makes me feel as a woman to see that different society?

What makes me feel as a man to see that different society?



To Think / exercises to ask, analyze causes and consequences, debate, contrast.

To understand the phenomenon of violence let's study the patriarchal model of violence.

Structural analysis of the causes and consequences of violence, in two dimensions: socioeconomic and patriarchal.

The power of social participation and responsibility of schools and social organizations and communities.



To Decide / exercises to analyze options, the importance of personal choice and collective decision. The power to service

With elaborate dreams I specify that I require to fulfill that dream. What alliances do I have to do to carry it out. I start to build the lifeline

Participatory research on the type of selected violence in a municipal, national and Latin American level . Research on a gender approach
Social Research is also a citizen Practice



Organizing / planning actions, organizing resources, time, responsibilities.

Prepare research questions,
Organized three commissions:

- the commission of social researchers for the neighborhood or community
- the commission of social researchers for organizations and municipality/ municipal government
- the commission of social researchers on a regional and Latin American level

Read some statistics on violence in Latin America
Agree on a work schedule.



Mobilize / implementation of the action / during the action, monitor.

Conducting research for 2 weeks
Each committee processes the information from the team
Each committee drafted the results found
Sharing the results of commissions
Analysis of contrasts ... between the local, municipal and Latin American trends
Look for some techniques or exercises for the analysis of reality.



Evaluate/reflect the action

How do we feel to have done the research?
How do we feel when contrasting the local to the national and Latin American?
What did impact us the most?
How do young women/men face these situations of violence? What would we do differently? What would we do again?



EMPOWERMENT... THE POWER TO TRANSFORM

"Education is helping to know yourself, understand and value ourselves to fully develop all the talents and carry out the mission in life with others. This is the sense of empowerment: empowering the learner to be his own subject, able to engage to the transformation of society".

*Federación Internacional
de Fe y Alegría, 2001*



Path Presentation

Empowerment

Deepen in what is Empowerment.

Being empowered is to make a personal and group path for:

- Recognize that we have power to live and build life versus a power that destroys, hurts and divides.
- Recognize the power we have as citizens to make our rights count in equity and equality between men and women.
- Exercise our power to change situations that exclude us, marginalize and violate our rights as human beings.

In this path our intention is ...

Analyze what is power, personal power and collective power, from gender equality approach.

Advance in knowledge and positive exercise of powers to transform reality.

At the end of the road in our urban practice.

Share through the art and our conscientizing word power the results of the investigation.

The power is educated? Is there growth in power? You can mould the power to transform and change? Do we have power as citizens? The power, is it something that comes out or grows from within from our root?

Citizens exercise of Power in favor of participation and the development of local capacity to reduce violence

Local citizens' experiences in the construction of spaces for dialogue, coexistence and peace.

This guide our context analysis will be focused on look different testimonies, experiences of individuals, groups, organizations that have worked in favor of building a culture of peace, coexistence and dialogue.



Discuss what we know. Discuss what we feel.

On a personal level ... Do we know someone who has changed his way of dealing or reduce violence? How did he/she do? (family violence, school violence, violence among friends, violence by drug problems or alcoholism)

At school, in the neighborhood ... Do we know some group or collective who have made a proposal to confront violence situations. How did they do that?



Information about this reality through the news

Prepare a newsletter (either radio, newspaper or TV).

Imagine that we are a group of reporters that go after good and healthy news.

Imagine interviewed gang members who have rehabilitated, families where there are no domestic violence, schools where bullying has been eradicated, etc.

RECURSOS

Este material viene incluido en CD



Gender and power. Fears I have as a man. Fears I have as a woman. How to overcome fears and insecurities to be an actor for change in situations of violence at the local level ?



To Feel / exercises to activate the senses, emotions, feelings

Awareness of the power, its dimensions

Me, as a woman / Me as a man. I make a reflection about my difficulties and my courage to face the fear. I can use different techniques, for example a drawing, a story, a song, a letter, etc.

Which feelings, reactions, attitudes makes me fear? How do I feel to resolve situations where I have had much fear?



To Think / exercises to ask, analyze causes and consequences, debate, contrast

Sentences for discussion...

- I am a young person and I have power in favor of life and against destruction and violence.
- I am a young person and I have power of dominance over fellow and women. The strength and Power to master make me feel more man or woman.
- I am a young person and I have the power to say my word and defend my dignity (facing men and/ or women who hurt me physically or psychologically)
- My power is at the service of others and others, my power is to create and generate good relations. I have the power to dialogue, to understand points of views different to mine, to reach agreements.



To Decide / exercises to analyze options, the importance of personal choice and collective decision. The power to service

How could I face the others domain power on me? Let's Imagine different ways to confront the domain power that others have had over me. What decisions as a woman or man do I want to take to grow as an empowered for life, dialogue, coexistence and peace?

Leadership of young woman and young man in social and political affairs.



To Feel / exercises to activate the senses, emotions, feelings

Search different dynamics or games to work on homogeneous and heterogeneous groups by sex, about the exercise of power.

How do we feel when we recognize our experiences as young facing the power? Are the experiences we've had similar for women and men?



To Think / exercises to ask, analyze causes and consequences, debate, contrast.

Reflection on the social and political power and its impact on young people.

The social and political power of youth as organized citizens.

Our relationships in the group, in couples

Positive powers

- What are the forms of power we see every day among us?
- Leadership from young woman and young man in the social and political affairs? Like?
- What is the power that young women and young men have and how they handle it?



To Decide / exercises to analyze options, the importance of personal choice and collective decision. The power to service

How we have faced actions, decisions and events that dominate us or discriminate as exercise of power domain?

Youth rights.

We are young social actors of change and we make a difference against violence in our neighborhoods / communities.



To Feel / exercises to activate the senses, emotions, feelings.

Sociodrama about the social fabric of the community in two scenes:

a) The social fabric of our communities/neighborhoods: coexistence, dialogue and relationship. b) The breakdown of the social fabric, the lack of "co-exist" the imposition of strength/violence over dialogue.

What feelings is this sociodrama generating in us?



To Think / exercises to ask, analyze causes and consequences, debate, contrast.

Collective power. Experiences of adolescents and youth citizens power. Citizenship and the exercise of the right of youth to live in peaceful societies.

Participation from new ways of exercising power and towards a culture of peace.

Participation of young women and men in the community/neighborhood promoting a culture of respect and coexistence.



To Decide / exercises to analyze options, the importance of personal choice and collective decision. The power to service

How to move towards a youthful citizen participation that goes beyond the use of domain power. We are young actors of social change and we make a difference against violence in our neighborhoods / communities. How to move from relations and equal participation in social and political spheres.

Artistic and cultural performing , in media with the results from the investigation.
Preparation of community spaces to share research findings.



Choose citizen action.

Exercise of citizenship of youth through artistic and communication media. The power to express their conscientizing word, their rights and possible ways of solution.



Organizing / planning actions, organizing resources, time, responsibilities

Produce small sketch or drama about the power and citizenship relating to non-violence and peace culture, to be transmitted by radio stations or base stations based on the results of social research

Organizing and producing artistic events as skits, songs, murals, among others, related to the power and the non-violence. Related to the results of social research.



Mobilize / implementation of the action / during the action, monitor

The day or days agreed to perform our civic action we consider:

- Have a team to coordinate the action
- The responsibilities of each working committee
- Have a team of journalists to cover the action taken
- Logistics, resources necessary for their implementation



Evaluate/reflect the action

- One day meeting to share the learning
- How we feel women about having communicated our word?
- How we feel men about having communicated our word?
- How the citizen action taken made us grow in our citizen power in favor of a culture of peace

Analizar en qué
participan las J

Deporte: participan
equipo deport
basketbo

Cultural: Baile, Canto, P

Politico: Asumiendo Carga
Organizaciones.

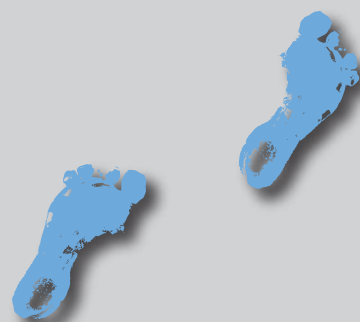
Social: Apoyo en diferen
Comunitarios, edu

- Inserción de las J
diferentes cargos

THE POWER OF ORGANIZATION

There is no true word that is not at
the same time a praxis. Thus, to
speak a true word is to transform
the world.

Pablo Freire



Path Presentation Organization

Together we are more. The importance of the collective to ...
Just look around you "all requires organization"

The word organization

- Being part of something ...
- Take part and feel part of ...
- A person acts because of feeling
- Individual recognition is part of different social processes and different groups, including being part of the family

Questions for the road...

Social transformation, does it require an organized power?
Power of organization? When we are organized we make
stronger our citizens power?

To transform the realities of violence is required to join forces that is why it's important to join or create civil and social organizations for the Culture of Peace. The organization through cyberspace and social networks.



Discuss what we know. Discuss what we feel

Is there any organization in my neighborhood, community and country?

Are any of these organizations working for peace, against violence?

How is the organization in my community, neighborhood, country?

What kind of role the organization plays in my neighborhood, community and country?



We get information...

What we see in the media about organizations and networks on favor of the culture of peace against Nonviolence?

What are the issues on which

- Newspaper clippings
- Tv news (if you have)

Organize with this information a map of the organization that occurs around and build an analysis of reality from those notes

RECURSOS

Este material viene incluido en CD





To Feel / exercises to activate the senses, emotions, feelings

Do I have any feeling for the organization?

Let's remember our childhood experiences about the games we played

How we organized? What do I feel remembering those game moments?



To Think / exercises to ask, analyze causes and consequences, debate, contrast

- What draws my attention of the organization?
- What do you like the least about the organization?
- Do I feel represented, Am I a part of that power that arises from the organization that is in my neighborhood, community, country?



To Decide / exercises to analyze options, the importance of personal choice and collective decision. The power to service

Since a space for personal reflection:

- Do I participate in some type of social organization?
- What is my job in the organization?
- What should I do, what is my role in the organization?
- If I'm not, what can I do to belong to some organization?

Using the map built on the organization in the Guide 1 (in the context) propose that displaying it each participant, using a picture of himself, located himself on the map in their relation condition with the power they have on them.



To Feel / exercises to activate the senses, emotions, feelings

We have been working for some time as a group, this is already the beginning for an organization.

What feelings has caused me to be part of this group?

You can bring up a metaphor as that which says that "a swallow does not make a summer" (to rescue the collective power)

It may also be the story of the flight of geese: to remember that we are a flock flying, which has the aspiration to get to that warm place where the young can grow healthy and strong, but getting there requires fly against the wind and that means that everyone assumes a place on the flight and that we release us leadership (the tip) for anyone to wear in the process.



To Think / exercises to ask, analyze causes and consequences, debate, contrast

In order to run a group, organization or network, it requires shared leadership, so we stop to reflect on that issue.

Leadership and teamwork.

Development of organizational capabilities to transform

Key elements for the organization: communication, coordination, cooperation and trust.

Through a drama, singing or dancing, identify the types of leadership



To Decide / exercises to analyze options, the importance of personal choice and collective decision. The power to service

I look for games in the cooperative games manual that take to implement the decision making



To Feel / exercises to activate the senses, emotions, feelings

With the loop dynamic... two loops together in the middle and tied at each end to a person, child, young, adult, elderly ... each person is pulling for his/her side, then they discuss to see who wins and then dialogue you see who wins ... then we dialogue on how were the forces and why it was not better to join to do.



To Think / exercises to ask, analyze causes and consequences, debate, contrast

Reflection on the kinds of social and civil organization (women, youth, social, etc). The right to organized participation.

Citizens exercise of power requires different forms of organization and networks to make changes from the smallest to those with greater national and international impact.

Importance of organization for community development

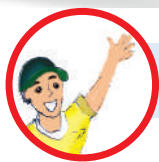
How the organization help to the issue of violence in the neighborhood/community? What's beyond my organization? Do we have common points? Can we make common agenda: issues, actions, etc.?

Can we make a network that brings together more than one organization is in the neighborhood, the community and country?



To Decide / exercises to analyze options, the importance of personal choice and collective decision. The power to service

Let's think ... what is the way we should follow to strengthen us as a group and join different movements, organizations and networks that struggle against violence in favor of a culture of peace?



Choose citizen action.

Towards a public policy of youth.

We join (or articulated) to groups that promote the defense of the rights of youth (focused on the creation of some kind of organization, network or add/integrate to other organizations)

Right to a organized citizen participation



Organizing / planning actions, organizing resources, time and responsibilities.

- Consultations
- Create opportunities for inter sectorial dialogue
- Binding literature review to youth
- Revision of the legal framework of youth
- Development of an initial draft of youth public policy



Mobilize / implementation of the action / during the action, monitor.

- Identify opportunities for inter sectorial dialogue to discuss the martyr document
- Reconstruct the proposal
- Forum
- Tables
- Talks



Evaluate/reflect the action

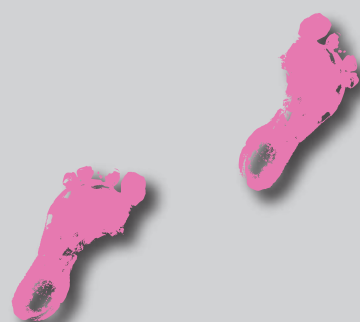
What were the main lessons we had from this citizen's practice?
Let's evaluate our ability to organize with others.



MOBILIZATION ... THE POWER TO INFLUENCE

"The collective action that seeks to develop the potential of individuals and communities to assist in the transformation of society, in building a more just, participatory, sustainable and united world ... and therefore seeks to influence in the improvement of quality of economic, social, cultural and political conditions of the life of individuals and communities"

*Federación Internacional
de Fe y Alegría, 2009.*



Path Presentation

Mobilization

In this last phase of the formative process we will perform our civic action in 3 different levels of incidence:

- a. Collectively, that is, with those with whom we share daily and more closely, like our family, group of friends, school or neighborhood;
- b. Society Level, with the organizations (formal and informal) that are part of our community or village, town or city;
- c. "Cyber" level, those we are building thanks to new information and communications technology, which has no geographical boundaries so we approach other people and other realities of the world that we have worry about and take part and action.

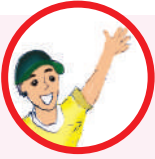
Questions for the road...

Public Action ... is it our space to exercise as citizens our power of social transformation? What is the public?

Mobilize in any public action to ... move public opinion, move social consciousness, move/influence to achieve small, medium and large changes.

citizen practice 1

COLLECTIVE LEVEL



Choose citizen action

In this first citizen practice, we are invited and encouraged to talk facing the most urgent situations that arise in our places of closest relationship (family, group of friends, school and neighborhood). The questions that may arouse our reflection can be, among others, what must change in our environment so we can live better? What is the violence manifestation that we have naturalized the most? who is affected the most by this situation, why? In which of these manifestations of violence do we have the ability to influence in its transformation? Whom we can go to get a better understanding of this manifestation of violence?



Personal level/ collective level

This moment brings us to question about emotions, feelings and thoughts that come to us from all we discovered. To allow dialogue, we can consider the following questions, among others we can think:

- What are the feelings that this reality causes in us (individually and collectively)? Why?
- What are the consequences this situation creates in me and the closest people with whom I share life?
- What are the effects that this situation creates in men and women? If it's different, what are the reasons?
- What is the immediate commitment that I can take to begin to transform this reality?

We share personal reflections and make a synthesis of how this issue affects us as young men and women.

We also write how we can contribute as organized youth to change this reality (we can brainstorm)



Think/argue

We will give a further step in the understanding of the situation we choose. To do this, we will:

- Search different laws, decrees and other normative documents in which the rights of individuals are safeguarded (or nature if the case), that we believe are being violated in this situation.
- Investigate in government agencies and social organizations, what kind of initiatives, projects or programs are they leading to address the causes or effects of the situation we analyze.



Organizing / planning actions, organizing resources, time and responsibilities

It's time to design our plan of action, that is, to build an organized route that allows us to get where we want to go. For this, let us start with an overview of the different information we discussed about the violence that occurs in our immediate context (for example, to facilitate this point we can make a gallery of different elaborated texts)

Then we will plan, propose, among other more or less, the following questions to take into prior account to the action:

- What are we going to do?
- Why are we going to do so?
- To whom it is directed the action?
- What is our creative approach?
- Who coordinate the action?
- What fees are necessary / who does what?
- When are we going to do so?
- In what place or places?
- What resources do we need? What is the budget we need? How and where you're going to get it?
- What other people or organizations can be invited to participate in this initiative? (Example, as part of the coordinating team or participants at the time of implementation of the action)
- What are the tools that we will use to make the record of our action?
- What are the criteria we use to evaluate our citizen action?

After the session, we have written our citizen action plan.



Mobilize / implementation of the action / during the action, monitor.

This is the time of our citizen action. Consider, among others, the following elements:

- To avoid that we forget some detail of our citizens' action, we can create a checklist with the most important issues.
- Make the agenda of citizen action (at least with the description of the most important moments, the responsible and time) it will tell us what will happen in our action developing minute by minute.
- If it's possible, perform a preliminary action test in order to prevent possible mishaps and how to overcome them.

- The estimated date for the action, the whole group should arrive to the venue before to organize the details (atmosphere of the place, soundcheck, receiving invited guests, etc.)
- Remember to keep adequate visual and anecdotal records of citizen action (we can do an interview with one of the attendants to know their point of views and reflections off the action we are taking)



Evaluate/reflect the action

Some days after the implementation of our citizen action get together to assess what was done, based on the evaluation criteria that are set out in the planning. Highlight the elements that allowed the action and recognize those where we must improve.

Think about what comes after what has been done ?, and define, in the light of the conclusions of this exercise, the individual and collective commitments that are going to lead us to improve our citizen action.



Somes texts for motivate your reflections

- José María Vélaz's will i available on:
<http://www.fyazonacentral.org.ve/html/archivos/celebracion-fya/2010/testamento-padre-velaz.pdf>
- Calle 13's song Latinoamerica available on:
<https://www.youtube.com/watch?v=4KCaP4Y6lkE>
- Marta Gómez: Basilio's song available on:
<https://www.youtube.com/watch?v=yMzgZpJ5z6U>
- Hessel, S.'s book (2010). Indignaos
- Dinámica el Barómetro de los valores (version's available on)
<http://escolapau.uab.cat/img/programas/educacion/publicacion002e.pdf>
- Eduardo Galeano's script: Para qué sirve la utopía
- Ejemplo de una matriz de planeación de una acción ciudadana (some basics elements for having in ypu mind)
- Lists for chek in example
- Diary example for citizenship actions

citizen practice 2

SOCIETY LEVEL



Choose citizen action

On this occasion, we will design a public practice to affect in those areas in which we are hardly related to, but that we know from our own surroundings. To facilitate the process of reflection before the action, we propose to make 3 maps: past, present and future of our possible place (territory) of incidence.

It is important to clarify that in the maps are located not only natural or geographical characteristics, but also include all other information we have of the problem: what we like and dislike, places that generate us securities and insecurities, people and institutions that are present (doing what they do in it), and others that we consider important. In this process we can continue to include new data that other people provide us about the territory.

To paint each of the maps, we recommend taking into account:

- a. Map of the present: Let's paint the geographical area in which we want to influence: where is it?, does it have limits?, Who are the actors (individuals and institutions) that are part of it?, what are its main strengths?, what forms of violence are more sensitive in it?, what are the most significant places are?
- b. Map of the past: we paint what we know about the territory past: what were the first areas that were built?, where the first settlers came?, which manifestations of violence do we know that existed in the past?, which places were the most significant? Who were the most recognized people, what did they do?
- c. Map of the future: we paint how we dream that territory will be in 10 years. Recommendation: let's dream with your feet on the ground. How do we want this territory to be?, What actors (individuals and institutions) are part of it and what characterizes them?, what places are important and why? which manifestations of violence have been transformed, how do we think That happened?

When we finish painting the maps, let's talk, among others, about the following questions:

- How much do we know our territory and its social and political dynamics?, What should we know that we do not know?

- Do we find ourselves in the maps ?, What role and responsibilities do we assign to us on the map?
- Who are the principal actors that are located on the map ?, why these actors are important ?, what roles and functions do we recognize in them?
- What forms of violence persist in the maps of past and present ?, why this situation occurs?

At the end of this exercise, we try to agree what is the manifestation of violence on which we want influence and who will we convene to reflect and plan citizen action.



Consider context data on this theme of reality we chose

To deepen the understanding of the chosen manifestation of violence, invite to our meeting place people and institutions that are part of our territory and that may be interested in participating in the design process and implementation of citizen action.

Share and dialogue with the guest from the elaborate maps and include new information arising.

Among all participants we especially analyze the manifestation of violence chosen, determining at the end, what should be contribution that we will give for processing.



Personal level/ Collective level

For this moment of personal and collective reflection, we propose to go to meet our neighbors to ask them what they think and feel about the manifestation of violence chosen.

If we dare to do this, remember previously, agree the way approach and dialogue with them. Should we do an interview ?, Should we do a community meeting ? should we participate in a meeting - planned- in our community to present reflections ...

Remember that it is important that all people with whom we spoke about this form of violence, are invited to make a commitment (individual) to transform it, so in the areas of dialogue we must insist that each and everyone can help in the transformation, from what we are and have.

At the end, we analyze the new information arising from this exercise and drafted the main conclusions.



Think/argue

Deeping in the data that characterize the manifestation of violence that we chose and emphasized the existing policies to address this situation at the municipal level. We investigate which are the institutions that have responsibility in safeguarding the most violated rights by this manifestation of violence and we visit one or two of these institutions to ask what plans, programs or projects that they are doing to address the negative effects it produces in the community, and to prevent its escalation.

We report what we found and analyzed.



Organizing / planning actions, organizing resources, time and responsibilities

Together, that is, with the people and institutions who attended our call to join this process, we will make the planning exercise. To do this, we return to the questions posed in public practice 1 (collectively), however, we'll include the learning that emerged in the process of assessment and evaluation of it.



Mobilize / implementation of the action / during the action, monitor.

We carry out the citizen action. We seek dialogue with some of the participants to give us their opinion on the action taken.

Evaluate/reflect the action

Some days after the implementation of our citizen action, we should meet to assess, based on the evaluation criteria set out in the planning and what was done.

We highlight the elements that allowed the action and we recognize those where we must improve.

We think about what comes after what has been done ?, and define, in the light of the conclusions of this exercise, individual and collective commitments that lead us to improve our citizen action.

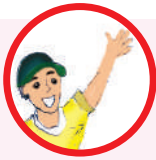


Somes texts for motivate your reflections

- Libro: Hessel, S. (2011). Comprometeos
- Eduardo Galeano (2010) Ojalá seamos dignos de tu desesperada esperanza. Disponible en <http://www.cubadebate.cu/opinion/2010/09/12/los-caminos-del-viento/#.VSNFqeFBe38>

citizen practice 3

CYBER LEVEL



Choose citizen action

The starting point that we propose in this last public practice is exploring some of the citizen events that occur, especially on the web.

First, we dialogue, if we are also citizens on the web and describe how this new citizenship is given how does it happen ?, What are its characteristics ?, Who brings and for what ?, among others we can think .

Secondly, let's search on the web, among others, some of the expressions that emerge from citizens who dared to "do something", contributing to the transformation of an intolerable situation that exists in the world:

- Musical Production "Pára la guerra nada" directed by Marta Gomez: <https://www.youtube.com/watch?v=GBF1sEqGzGw>
- Free of conflict technology :
<https://www.youtube.com/watch?v=HmKQqAVu7DM>
- Change: We make change happens: <http://changeamericas.com/>
- "Respira Paz" Breath peace Campaign: <http://respirapaz.com/>
- To put ourselves in a refugee shoes: <http://www.contravientoymare.org/>

Let's include, to the above proposals, those that we know.

Let's dialogue facing the opportunities of citizen action offered by new information and communications technology, do we want also to influence using them ?, with which tools are we counting?, what possibilities these tools enable us to influence?



Consider context data on this theme of reality we chose

We inquire with our comrades in which conflict situation we can influence using the tools offered by new information and communications technology.

We prioritize those that are within our reach and define what we want to do, why and for what.



Nivel personal / Nivel colectivo

Among all the people involved in this process we will write "the Decalogue care anywhere" in this text we will express our commitments to the care that we have with others and with ourselves on the web. In the process of writing we may question facing the ethics that moves in the network and the dangers to which we are exposed when we forget to take care and be careful.

We are committed to the implementation and dissemination of our Decalogue.



Think/argue

We return to what we want to do, we verify its importance and validity. We explore in the web the different experiences that have taken place in the world and that are related to our interest in acting.

We reflect on the options we have to add others in our initiative. We summoned and dialogue with them and we present what we have built around the problems and The way we consider the most effective to address it. We got feedback from all and we will conclude by defining what we want to do.



Organizing / planning actions, organizing resources, time and responsibilities

We organize for action. If our action required of preparatory work we have considered and included in the schedule.

We distribute the duties required and delimit the time required to prepare and implement the action.



Mobilize / implementation of the action / during the action, monitor.

We drove our citizen action to the mechanism that we define. We try to track what is happening after its execution.

Evaluate/reflect the action

How can we evaluate what we do on the web ?, What are the possibilities we have to assess our level of impact on the web?

Collectively define at the end of this stage of the learning process, What we want to keep doing? what role and what responsibilities are we willing to assume in the short, medium and long term to give projection (and life) to learning and discovery we made in this process?

Do we believe that we have lessons to share with other young people of the world? if so, how could we share it? If we consider important we can organize ourselves to socialize.



We will build alternatives for relations and coexistence between him and her as a united humanity to nature.

Tomado del "Buen Vivir de los Aymaras"



ALBOAN



FEDERACIÓN INTERNACIONAL
Fe y Alegría

Movimiento de Educación Popular Integral y Promoción Social