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# Good Change:

Young People and  
the Sustainable  
Development Goals

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# Development as **Good Change**

Chambers, R. (1997). *Whose Reality Counts? Putting the first last*. London: Intermediate Technology

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**SUSTAINABLE DEVELOPMENT GOALS**  
17 GOALS TO TRANSFORM OUR WORLD



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<https://www.youtube.com/watch?v=89tlnECFdQ4>



EXTREME POVERTY

# 1 NO POVERTY



5

\$1

\$10

\$100

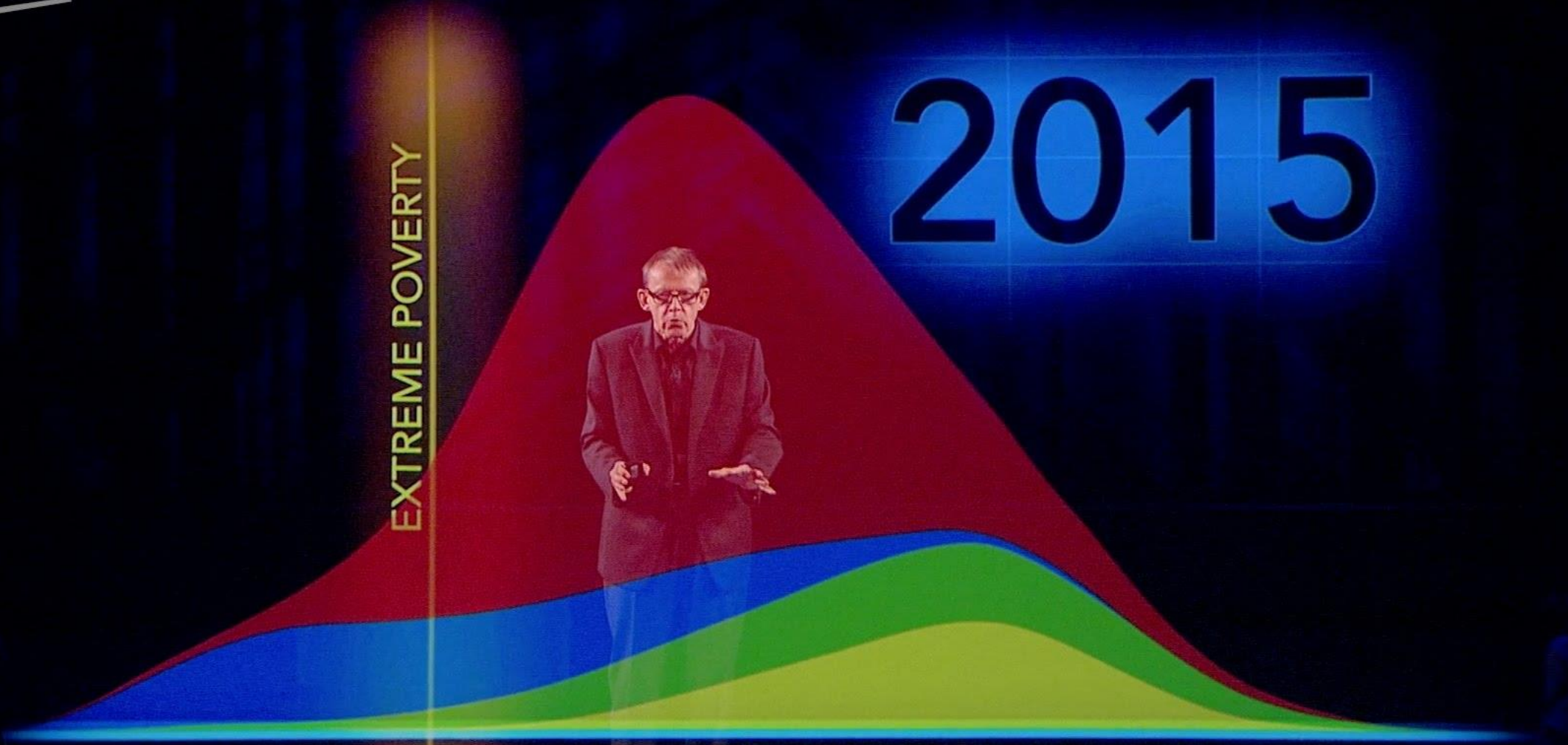
# 2015

EXTREME POVERTY

\$1

\$10

\$100







**QUIZ!**



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<http://17goals.org/quiz-level-1/>

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# 17 PARTNERSHIPS FOR THE GOALS

Strengthen the means of implementation and revitalize the global partnership for sustainable development



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# Trump 'will definitely pull out of Paris climate change deal'

Warning comes from the former head of the US President's transition team at the Environmental Protection Agency

Tom Batchelor | Monday 30 January 2017 | [389 comments](#)



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The primary basis of global youth work is that of education for social change, making change in individuals, communities and global society...



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**global youth work** is informal education which starts from young people's everyday experiences, seeks to develop their understanding of the local and the global influences on their lives, and encourages positive action for change

DEA (2004) *Global Youth Work Training and Practice Manual*,  
London: Development Education Association

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*DEA Strategy 2004 – 2008* London: DEA

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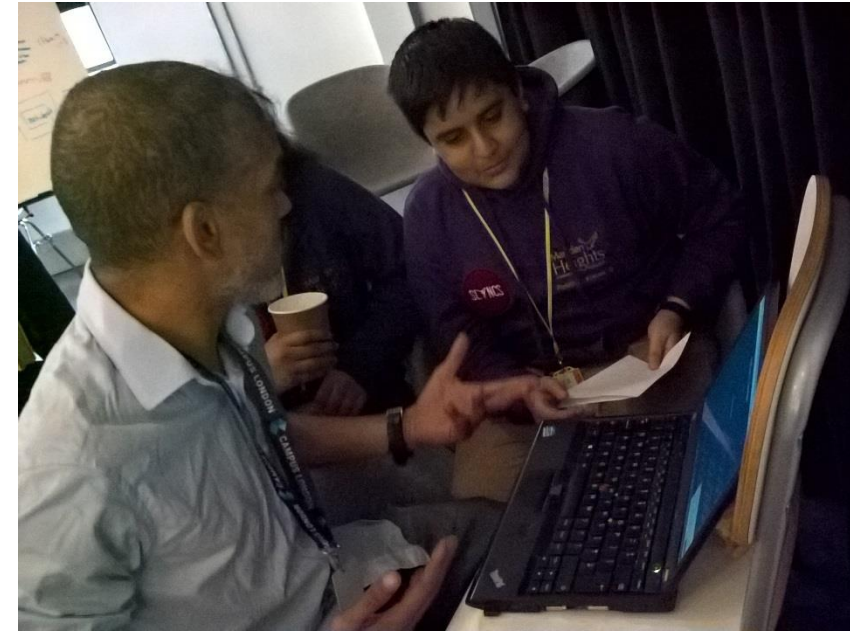


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‘in practice, in general, development education in Britain is still driven by fixed black and white binaries...’

Pardinaz-Solis, R. (2006) *A single voice from the South in the turbulent waters of the North* in *Development Education Journal*, Volume 12, No.3, London, DEA



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‘in practice, in general, development education in Britain is still driven by fixed black and white binaries of us [North, rich, more developed, educated with lots of answers] and them [South, poor, less developed, uneducated, in need of help]’

Pardinaz-Solis, R. (2006) *A single voice from the South in the turbulent waters of the North* in *Development Education Journal*, Volume 12, No.3, London, DEA



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fixed black and white binaries...

Black/white

Us/them

North/South

Rich/poor

Developed/developing

Educated/uneducated

All the answers/in need of help



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fixed black and white binaries...

‘...it is fair to say that the world has changed so much that the terms “developing countries” and “developed countries” have outlived their usefulness.’ Bill Gates



<http://www.gatesfoundation.org/Who-We-Are/Resources-and-Media/Annual-Letters-List/Annual-Letter-2014>

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fixed black and white binaries...

The World Bank no longer talks of 'the developing world'. From 2016 their World Development Indicators no longer distinguish between 'developed' countries and 'developing' countries.

<https://datahelpdesk.worldbank.org/knowledgebase/articles/906519-world-bank-country-and-lending-groups>



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fixed black and white binaries...

Previously these were the countries in the top third (developed) and bottom two-thirds (developing) of gross national income (GNI) per capita globally.



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fixed black and white binaries...

Countries which bore few similarities with each other culturally and socially were lumped together and classed in either low, lower-middle, upper-middle or high income economic categories for the Bank's convenience.

<http://blogs.worldbank.org/opendata/should-we-continue-use-term-developing-world>

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fixed black and white binaries...

The implication of the terms developing and developed countries is that there is a linear process wherein all other nations are striving to emulate Europe, Northern America, Japan, Australia and New Zealand.

<http://blogs.worldbank.org/opendata/should-we-continue-use-term-developing-world>

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‘Any category that lumps China and the Democratic Republic of Congo together confuses more than it clarifies.’

<http://www.gatesfoundation.org/Who-We-Are/Resources-and-Media/Annual-Letters-List/Annual-Letter-2014>

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## **‘the North-South lens is blurred, cracked, and warped’**

Instead of looking for differences between young women and men, their countries and cultures, global youth work views young women and men through a ‘commonalities lens’. It focuses on shared experiences, ‘creating solidarity and the space to learn from one another as equals’.

### **A North-South lens divides and alienates.**

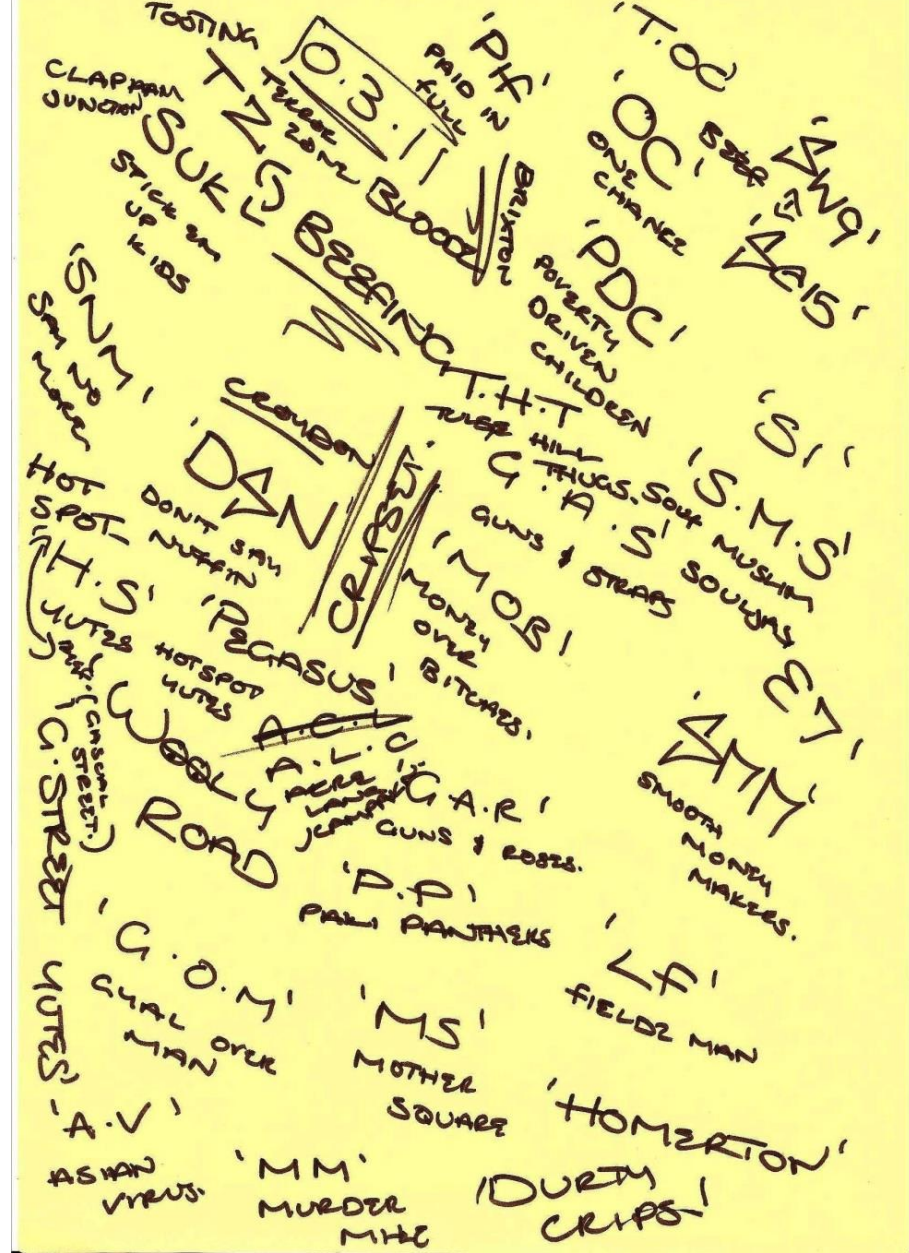
Tinker, J. (2007) *Should We Dump the North-South Lens?* [http://www.comminit.com/drum\\_beat\\_401.html](http://www.comminit.com/drum_beat_401.html)  
accessed 16.35, 24 July 2007

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# commonalities lens



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TOOTING  
CLAPPAN JUNCTION  
SUKS  
SPICE ON UP KIDS  
SUNNY  
HOT SPOT  
H.S.  
LUTZ HOTSPOT LUTZ  
WOLLY ROAD  
G.O.M.  
A.V.  
PAID IN FULL  
T.N.S BLOOD  
BEEFING  
DAN  
P.C.A.S.U.S.  
WOLLY ROAD  
G.A.R.  
P.P.  
G.O.M.  
A.V.  
'PH'  
'OC'  
'PDC'  
'S.I.  
'S.M.S.  
'A.T.T.  
'L.F.  
'HOMERTON'  
'IDURM CRIPS'  
POVERTY DRIVEN CHILDREN  
RISE HILL  
GUNS & STRAPS  
MONEY ONE BITTERS.  
SMOOTH MONEY MAKES.  
FIELDZ MAN  
MOTHER SQUARE  
MURDER MHC  
MURDER MHC



3 ~ KACHADON ~  
SIRGRADANT

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I LIKED THE DVD  
AND SEEING HOW I  
WOT OTHER GANGS  
MOVE.



The information  
The reality  
The seriousness  
STUART !!



LISTENING  
2  
OVR PPL

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# commonalities lens

Identifying and sorting some of the root causes behind the young London women's involvement in gangs, gun and knife crime in the UK, in relation to young people in Central America

<sup>1</sup> disclosure procedures were followed

To get respect	71%
To be part of the family	50%
Asylum from poverty	50%
Basic Needs	43%
Alternative to home	36%
Survival	36%
Neighbourhood = Gang	36%
Tomboy	36%
Revenge	29%
Hatred	29%
For power	29%
To be same as the men	29%
Pressurised to join	21%
Asylum from abuse	21%
Sex object	21%
To be like the girls in the neighbourhood	21%
Availability of weapons	14%
To scare and rob	14%
Protection of neighbourhood	14%
Not drugs	7%
Rape	7% <sup>11</sup>
Race war	7%
Other	7%
To kill	0%
Asylum from repression	0%
Backlash to persecution	0%

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## Young people as agents of sustainable developmental change.

Chambers (1997) helps place global youth work as a participatory approach to learning and sustainable developmental action. It is the realities of young marginalised young women and men globally that count. Global youth work reflects Chambers' 'primacy of the personal' (p.189) as a 'vision as practice' methodology of alternative people-centred development to facilitate 'good change' (p.237) flowing from 'personal decisions and action'

Chambers, R. (1997). *Whose Reality Counts? Putting the first last*. London: Intermediate Technology

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## Young people as agents of sustainable developmental change.

Young women and men and their organisations are empowered to realise their potential (Thomas, 2000 and Korten, 1990) as transformative agents of global and community development, 'solving their own problems individually or through local organisations and networks' (Thomas 2000, p.782).

Thomas, A. (2000) 'Development as practice in a liberal capitalist world, *Journal of International Development*, Vol. 12, No. 6, 773-787, John Wiley and Sons  
Korten, D. (1995) 'Steps Toward People Centred Development: Vision and Strategies', in Heyzer, N., Riker, J.V. and Quizon, A.B. (eds.) *Government-NGO relations in Asia: prospects and challenges for people-centred development*, pp.165-189

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## Young people as agents of sustainable developmental change.

Korten (1995, p.188) argues that in the context of interconnected globalising processes, peoples' organisations, the building blocks of a 'just, sustainable and inclusive society', need to be 'global as well as local' forming coalitions and alliances to build a 'global movement for change'.

Korten, D. (1995) 'Steps Toward People Centred Development: Vision and Strategies', in Heyzer, N., Riker, J.V. and Quizon, A.B. (eds.) Government-NGO relations in Asia: prospects and challenges for people-centred development, pp.165-189

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## Young people as agents of sustainable developmental change.

Alliance building, locally and globally addressing issues of equality and justice, is a critical feature of the global Black perspective of global youth work developed by Joseph et al (2002, p.15), 'from colonial and hierarchical relationships of the past to democratic partnerships of the future.'

Joseph, J., Akpokavi, K. B., Chauhan, V., Cummins, V. (2002) Towards Global Democracy - An Exploration of Black Perspectives in Global Youth Work, London, DEA

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Choose an SDG

What is the local and global background to the issue?

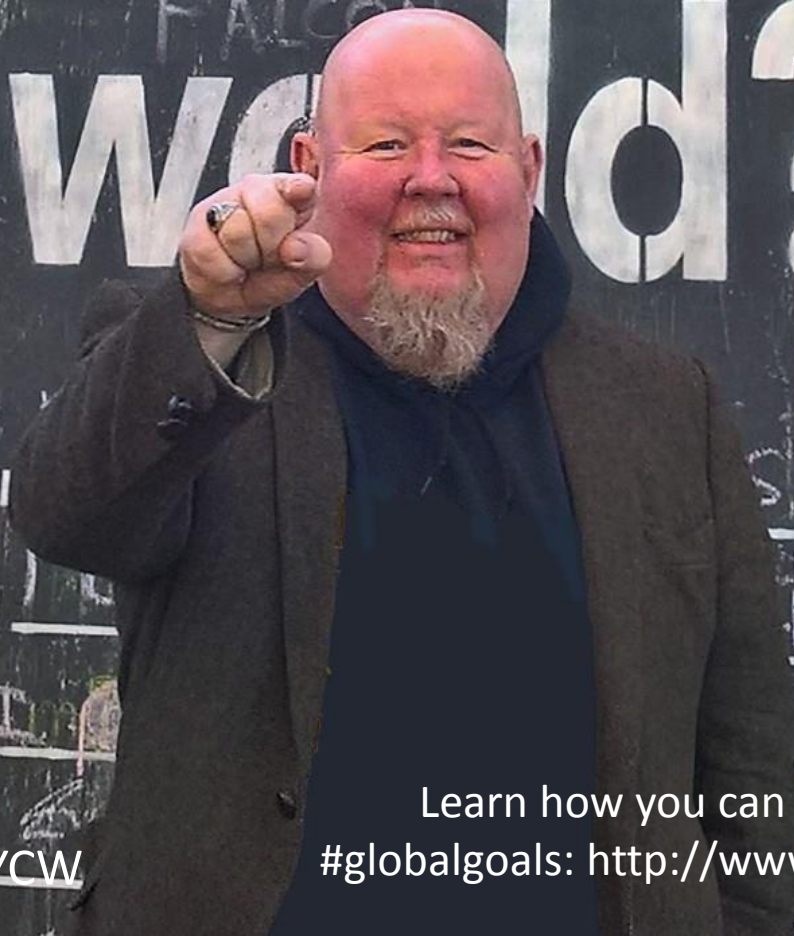
What elements of commonalities can you identify?

How might young people in your community make links with young people elsewhere in the world to take action on this?

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# How will you change the world?

## World?



then more  
create  
give back  
ensure  
protect those  
without a voice  
take divisions

I will  
I will  
I will

I will  
I will evolve  
I will built a time  
I will volunteer  
I will love  
I will helpful  
I will respected  
I will respect

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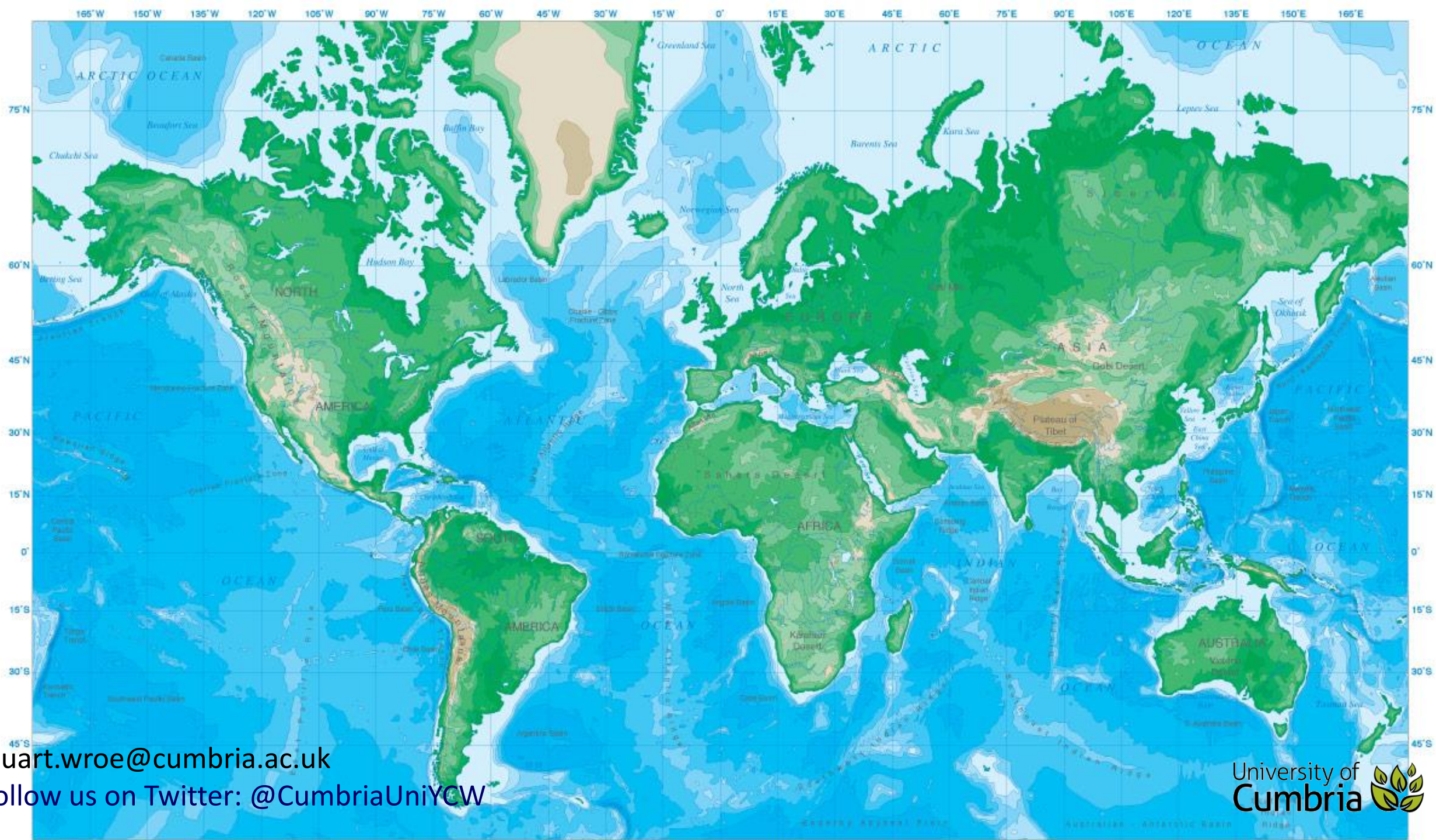
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# It's upside down....

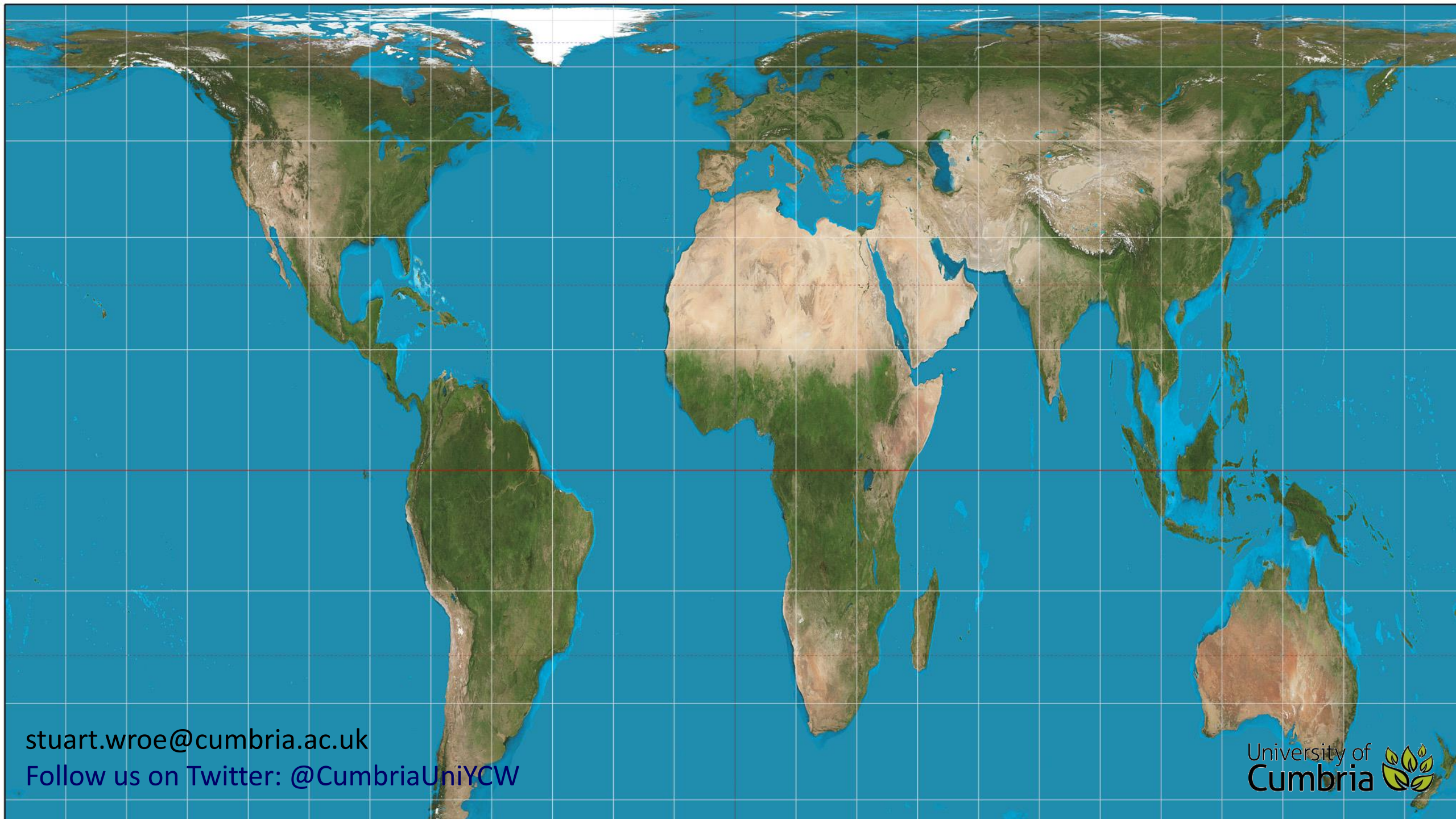
<https://www.youtube.com/watch?v=vVX-PrBRtTY>





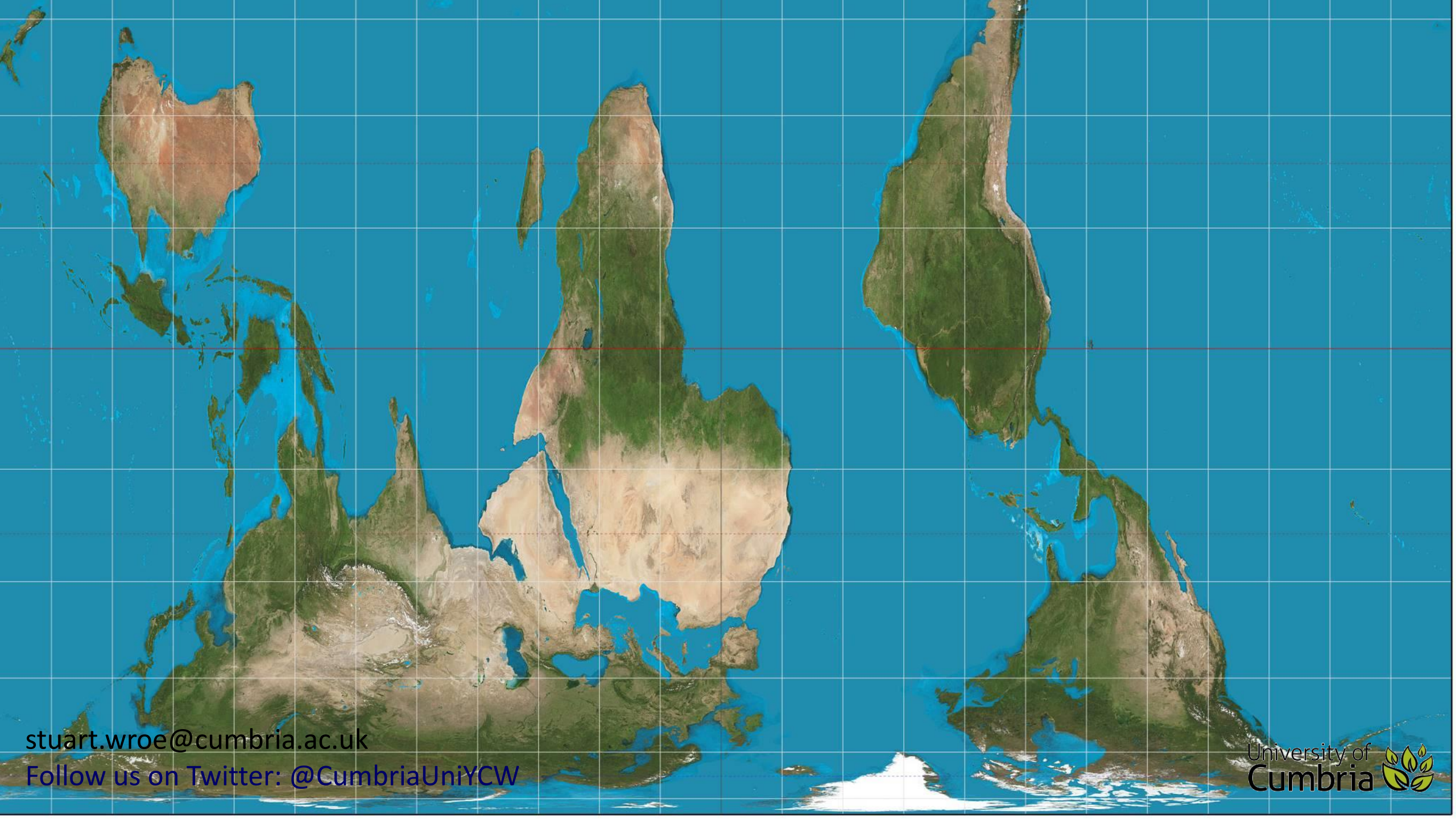
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