



CALLED TO ACTION

**A CATHOLIC SOCIAL TEACHING
AND COMMUNITY ORGANISING
TOOLKIT FOR SCHOOLS &
COLLEGES**

 **citizens**UK

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ABOUT CITIZENS UK

We are the UK's biggest, most diverse, and most effective people-powered alliance.

We bring together communities and local organisations to build a better, fairer society.

This toolkit is dedicated to the memory and prophetic work of the late Bishop Victor Guazzelli (1920-2004), who served as an auxiliary bishop of the Archdiocese of Westminster (1970-1996) and who worked closely with Neil Jameson and Bernadette Farrell to bring Community Organising to London in the late 1980s.

Foreword

Called to discipleship



He said to them, “Go into all the world and preach the gospel to all creation.” Mark 16:15

The call of the Lord is a call to action. It is also a call to discipleship, staying close to him in all that we do. The stories in this booklet need always to spring from our relationship with Jesus.

The work of Citizens UK, using the methodology of community organising, is rooted in the principles of justice and solidarity. I see Citizens UK’s work as an expression of our mission as Catholics. Through it we come to serve those on the fringes of our society, facing inequality and hardship.

I am always inspired when I see, or read, or hear inspiring stories of impassioned young people who care so much about the communities in which they live. I am proud of the young people in our Catholic schools and colleges as they embark on campaigns focussed on improving the lives of their neighbours in such practical ways.

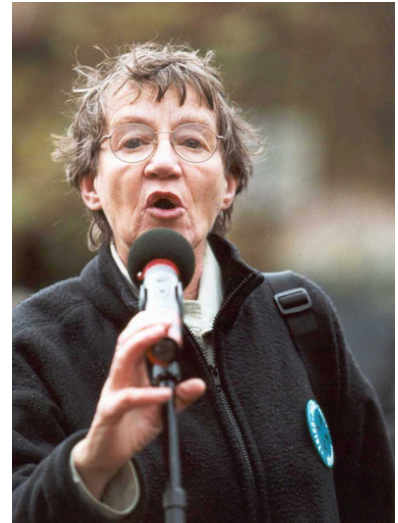
These pages show how community organising can be a powerful tool for social change, for promoting the common good. They show what Catholic Social Teaching is about: a call to action, rooted in prayer.

In this toolkit educators and youth ministers will find help and guidance as they encourage the young people in their care to take the first steps in changing the world. In the stories told here, all are encouraged to deepen their understanding of Catholic Social Teaching and put it into practice. Here, then, is a journey on which we are to embark towards a more just and equitable society, guided by faith, strengthened by hope, and united in charity and justice, as we strive to build communities in which all are valued, all are welcomed, and all are loved.

Cardinal Vincent Nichols, Archbishop of Westminster

Introduction

The world as it could be



I am delighted to see this very practical approach to Catholic Social Teaching being developed by Citizens UK.

Catholic Social Teaching is sometimes regarded as the best-kept secret of the Church. I consider myself very fortunate to have met it in both practical and academic ways during my school days and it has been a great influence in my life.

During my years as Headteacher of Saint Angela's School, in Forest Gate, I built on the tradition I had inherited from my own Ursuline school days. When I retired in 1993, I met Neil Jameson. At that time, he came to East London to introduce local communities to the concept of Community Organising. He particularly focused on the London boroughs of Hackney, Newham, Tower Hamlets, and Waltham Forest. Fortunately for us, Brentwood Diocese was one of Neil's co-sponsors and we quickly discovered how well his ideas coalesced with Catholic social teaching and practice.

Community organising is about bringing people together to win change. This means building community-led solutions to big and small problems that work for everyone.

I became involved with TELCO, the Founding Chapter of Citizens UK, from its infancy. Many other Catholics did too, especially those who had been members of movements such as the Young Christian Workers or the Jesuit Cell.

What we were agitated to consider, though, by Neil Jameson, was the need to work through a broad-based organisation open to everyone, from all backgrounds. And, as such, I soon began to discover the enrichment of working alongside people of other faiths and none who shared many of our ideals and were angry to bring about change.

Through community organising, leaders involved with Citizens UK work together to make change on the issues that matter, from campaigning for zebra crossings on dangerous roads, to reforming the immigration system, to the Living Wage campaign.

Our Catholic practice of “See, Judge, and Act” dovetailed easily with this notion of broad-based organising. Vatican II, in 1960, and our awareness of many other cultures finding a new home in our local parish churches, had made us less inward-looking. Today, thankfully more and more Catholic parishes and schools are becoming active in Citizens UK.

This collection of case studies, accompanied by a practical toolkit, is an active testament of schools’ and colleges’ involvement and engagement in community organising. It is also immensely practical showing that one size doesn’t fit all. The needs are vast, our experiences differ, and it is always good to start from where we are. Change begins with the very first step but often we don’t know where to begin, so a big thank you to those who have begun and by sharing their stories show the challenges and joys of making a difference.

Together, we can make change happen in the areas where we live - through our school and college communities - and we can experience the reality of what it means to be prophetic in our mission to build God’s Kingdom.

Sister Una McCreesh

Sister Una is an Ursuline sister living in East London and she has devoted her life to religion and teaching. She was Headteacher at Ursuline High School, Wimbledon and St Angela’s Ursuline School, Newham. She became a Founding Member of TELCO (Citizens UK’s first Chapter) and acted as Chair of Trustees to London Citizens for a number of years.



Call(ed) to action



Catholic Social Teaching is inspired by the Gospel, the life and ministry of Jesus, who came to liberate people from sin and its unjust social consequences. It is a call to action. It calls us to action.

Jesus was not born into a wealthy family, but a poor working family. He would have spent most of his young adult life in Nazareth working as a tekton (Mark 6:3), a craftsman, a worker in wood and stone. The life of Jesus forever confers dignity on an ordinary working life.

Catholic Social Teaching in the modern era began in 1891 when Pope Leo XIII wrote his letter, or encyclical, called *Rerum Novarum* (On Capital and Labour). The pope was responding to the degradations of working people and their families in the industrial age. He accused rich owners of treating their workers as no better than slaves. He insisted on dignity for all human beings, or their right to associate and organise for better conditions.

There then followed a sequence of encyclicals from successive popes which responded to the “signs of the times” in their era, right down to the most recent letter from Pope Francis, *Fratelli Tutti*, in which he warns against a culture of walls and a politics of division. He is concerned about the rise of individualism and the spread of what he calls the virus of indifference.

With Jesus as our role model, he calls us to a culture of encounter. “Isolation and withdrawal into one’s own interests,” he teaches, “are never the way to restore hope and bring about renewal. Rather it is closeness; it is the culture of encounter. Isolation, no; closeness, yes. Culture clash, no; culture of encounter, yes” (#30).

Like the Good Samaritan on the dangerous rocky road from Jerusalem to Jericho, we are called to be good neighbours, especially to the wounded ones, the people who live in precarious circumstances. We are called to restore dignity to those who are not flourishing.

But the Gospel calls us further. Pope Francis teaches that solidarity is more than just acts of compassion. The Gospel begins with compassion, but does not end there. Love insists on justice, on giving to people what they are entitled to in order to live decent lives. Love calls us to challenge the unjust policies and systems that create poverty and suffering in the first place.

In Fratelli Tutti, Pope Francis says, solidarity means “thinking and acting in terms of community, it means that the lives of all are prior to the appropriation of goods by a few. It means combatting the structural causes of poverty, inequality, lack of work and housing” (#116).

Catholic Social teaching, as we’ll see time and again in this inspiring toolkit, is about seeing what is going on, discerning what is of God and what is not of God, what is humanising and what is de-humanising, and then working together to act to make the changes to build a better community, a better world.

This is where a partnership with Citizens UK can be so helpful. For much of the history of the Church we have acted with compassion - helping the sick, the abandoned, the wounded ones by the side of the road - but we have not always challenged the causes of suffering, we’re not always sure how to act to bring about justice.

Citizens UK, with its experience of broad-based community organising, building local relationships and challenging those in power to make changes for the better, has much to teach us about the art of encounter, the building of a better world that more resembles the Kingdom of God.

Raymond Friel OBE

Raymond Friel OBE has worked in Catholic settings in England since 1990, mostly in state secondary education, as a teacher of English, head of department, headteacher, National Leader of Education, General Secretary of the Catholic Independent Schools Conference, and CEO of two multi academy trusts. He is currently CEO of Caritas Social Action Network, the agency of the bishops’ conference dedicated to tackling poverty and enhancing social mission capacity in England and Wales.



CASE STUDIES

RELATIONSHIPS OF POWER: BUILDING SOLIDARITY TO IMPROVE MENTAL HEALTH SUPPORT

James Potter
Wimbledon College, Merton

For just as the body is one and has many members, and all the members of the body,
though many, are one body, so it is with Christ...
As it is, there are many members, yet one body. The eye cannot say to the hand,
'I have no need of you', nor again the head to the feet, 'I have no need of you.'...
there may be no dissension within the body, but the members may have the same care for one
another. If one member suffers, all suffer together with it;
if one member is honoured, all rejoice together with it.

1 Corinthians 12: 12;20-21;25-26

Wimbledon College - Mental Health - Building Power

Wimbledon College is a Jesuit all boys state secondary school. At the heart of our ethos is our motto "Men and Women for others", shared by Jesuit educational institutions across the world. As a school we are always looking at how we can more deeply and authentically live out this drive to put our faith into action "for the greater glory of God and the common Good". So when we heard that a local chapter of Citizens UK was looking to get established in our borough of Merton we enthusiastically got on board as founding members. This is where our journey of building power through building relationships began. At this stage we didn't have any expectations of where this would take us, but we knew that building these links with other organisations in our local community would help us to move beyond the walls of our school and help us to put our faith into action in concrete and enfolded ways in our local area.

Building Power through founding a local Citizens Chapter

Our fledgling Merton Citizens alliance quickly brought together a number of schools, Christian churches of a variety of denominations, the local YMCA and our local NHS Mental Health Care Trust. From very early meetings it became clear that there was a great deal of common ground and a great deal of energy generated by our diverse organisations from across our borough coming together with a commitment to work together for common goals. For us as a school it was both refreshing to be involved with other local organisations that were not solely focussed on education, and hugely motivating to not be an isolated lone voice, but to be part of a broad team, all with their own richness of experience representing people from all walks of life.

In our guideline of steps to social change, “Building Relationships” comes first, and it is an essential first step, but it is never something you move on from, continuing to build relationships has been a constant part of our story.

Building Power through focussing on an issue we had in common

From very early conversations it was clear that mental health was a topic that animated all of our organisations and getting our local NHS Mental Health Trust to join us from the beginning had a huge impact. Suddenly as schools we were having conversations with people in the NHS who we would never before had conversations with. The dynamic of the conversations was important too, it wasn't just lone complaints or issues being directed at a faceless email address, it was sitting down with people in the NHS to together better hear the voices of those on the ground and to think together about the best solutions to improve support. As an alliance we heard repeated similar stories of young people struggling to access mental health services they needed, as well as passion for our member organisations to be part of a solution of helping to provide more mental health support at grassroots levels to the people they encountered on a daily basis.

Building Power through our Merton Citizens Founding Assembly

Students from two of our schools bravely stood up and gave their personal testimonies at our Merton Citizens launch assembly, with a gathered crowd of over 200 local people including leaders in the local council and Clinical Commissioning Group (CCG - in charge of the decisions and finances of local mental health services and spending). Those students probably didn't realise what power they were wielding in that moment, and it possibly felt to them that their words might fall on deaf ears, that the issues were too big and systemic and nothing would change. If this were just a one-off event with them sharing their testimony, even with the assembled crowd of leaders and decision makers, perhaps they might have been right. The difference with the Citizens approach was our broad collaboration of committed organisations and the follow up. As well as the impact on the local council and CCG leaders in the room, these testimonies further inspired the gathered members of the Merton Citizens member organisations, it helped bring new leaders within our organisations to the fore, and galvanised us to continue organising ourselves and working hard together to make changes happen.

Building power with individual leaders

Following this founding assembly we held further meetings with local council leaders, members of the CCG and leaders in the NHS Mental Health Care trust. I do not think they were used to having meetings like these with such a diverse group of people including young people and adult representatives of a broad array of organisations from across the borough collaborating together. One of the things that really helped us build relationships in these meetings was the Citizens practice of starting meetings with a “rounds question” (giving each person in the meeting a chance to introduce themselves and express some of their personal experience).

With meeting about mental health our “rounds question” would often be “Why are you passionate about mental health?”. This gave us power through the diverse range of our assembled members sharing their personal experiences, but also helped us gain an often quite personal insight into these leaders' personal passion for the issue.

This mutual investment in the issue helped us to build positive relationships, that didn't feel like we were badgering these leaders by asking them about things they didn't want to hear, but built the relationships on an often quite personal mutual self-interest.

Building power through listening and bringing more people together

One of our next steps was to organise a mental health summit to bring together students and staff from even more local schools to listen to the voice of students and involve them in workshopping ideas for change. Again we invited local decision makers to this event to witness first hand these conversations and experience the weight of energy in the room and commitment to work together for change. We built relationships, respect, and power, by being committed, by not just raising an issue and hoping someone else might do something about it and then being disappointed if they didn't, but by continuing to organise, work and bring people together to move things forward.

Where it led us

There were certainly times when it felt things stalled in our project, that there was willingness, but that progressing this to actual change might not happen, and if we had been on our own as a school it may well have not born much fruit. However, thanks to our network, both in Merton and through the wider Citizens network, this work was taken up and progressed well beyond what we could have initially imagined. Locally our CCG increased funding for youth mental health and changed some of its access points for its services. Across South London, two other NHS Mental Health Care Trust came on board and helped launch a "South London Listens" project across 12 South London Boroughs, building many new powerful relationships and vastly expanding our fledgling work.

One of our early plans in Merton was to train people embedded in local communities as mental health ambassadors to offer support and advice in a grass roots way to people where they already go. This idea has snowballed into a "Be Well Champions" scheme, which sees the NHS partner with Citizens member organisations to train people in now over 50 "Be Well Hubs" across South London, with 12 Be Well hubs in our own borough of Merton. CAMHS waiting times had been a common issue raised, and now a CAMHS virtual waiting room has been developed to partly address this issue. Numerous other initiatives have grown out of further listening and multiple large-scale summits, thanks to the reach and power of Citizens networks across South London, to continue to build positive relationships and hold leaders to account.

Questions for reflection:

- What excites/energises you most about the possibility of building power to effect positive social change.
- What struck you most from this case study about the power of building relationships with other local organisations and institutions?
- What do you think might be some of the opportunities and some of the challenges for your school to be a force for change in your local community by going beyond yourselves and building relationships with other organisations?
- How do you think this case study relates to the scripture reading?
- Thinking beyond the borders of your school, what other local organisations and institutions might you be able to build relationships with?



EMBRACING DIVERSITY AND WELCOMING THE STRANGER

Victoria Rivett & Noorun Zaman
St Clare's Catholic Primary School, Birmingham

Above all, keep loving one another earnestly, since love covers a multitude of sins. Show hospitality to one another without grumbling. As each has received a gift, use it to serve one another, as good stewards of God's varied grace.

1 Peter 4:8-10

St Clare's is a Catholic Primary school where children, staff, and families work together to live a shared mission:

'We welcome everyone into our community in order to live, love and learn together in the light and example of the life of Christ'

In the Gospel of John, Jesus emphasises the importance of love and unity among His followers: "A new commandment I give to you, that you love one another: just as I have loved you, you also are to love one another. By this all people will know that you are my disciples, if you have love for one another" (John 13:34-35). This scripture underpins our mission at St Clare's, guiding us to welcome and embrace diversity, fostering a community where everyone is respected and valued.

We live in a world where diversity is often discussed whilst also being met with apprehension.

Our community is diverse with children, their families and our staff coming from around the world and starting our school in different year groups throughout the year.

Our Kingdom Builders are a group of children who work together with the support of staff to look for ways that they can change the world from what it is currently to what it should be.

As the children and staff engaged in a listening exercise, thinking about what we stand for as a community and how we can always strive to be more Christ-like, they felt it was important to listen to all children from within our school about the community we live in.

Throughout the listening campaign the theme of racism was raised many times with some children sharing stories from their own experiences.

Injustices were shared. And so the school moved to action.

The Kingdom Builders met with other children from a school across the city to work in collaboration with each other and they learnt about their own dignity and the importance of respecting the dignity of others. They looked for ways to tackle discrimination and then used the following five steps to create a video explaining to others how they could confidently meet anyone who was different to them. The steps are as follows:

- Step 1: Relax. Everyone has their own ideas and beliefs and that's ok! Celebrate who you are.
- Step 2: Tell your story. Each of us has our own unique experiences, and that's what makes us special. Don't be afraid to talk about yourself.
- Step 3: Be curious. Just like you, everyone else has their own story too. Listen to what they have to say and ask questions. It helps us learn and grow together.
- Step 4: Find common ground. Even though we're different, we often have things in common. Look for the things that connect us and build bridges of friendship.
- Step 5: Change your mind. It's okay to change what you think. Sometimes, new experiences can challenge our ideas and make us see the world differently. This is an important part of learning and growing!

We believe that by having open and respectful conversations, we can tackle racism and move closer to a world where everyone is respected.

Having conversations like these can be powerful and help you feel more connected to those around you!

Next steps: the children are working on a video to better explain this message to others so that it can be shared more widely. Some ideas they have had is to use the video to support Y6/Y7 transition and other multi-generational conversations so that people start to break down the barriers and talk to each other.

Subsequent listening campaigns both within school and around the local community helped our team of children develop their understanding of what children and families felt about the community they lived in. This also helped our team of Kingdom Builders to become aware of life outside and beyond their own school and home experiences. A deep empathy for others was cultivated from this exposure. The local residents were happy that someone was listening to them and wanted to find out more about how they could work with us in solidarity. Many residents felt their voices go unheard.

The work of the Kingdom Builders at St Clare's embodies the teachings of Christ, who said, "Truly I say to you, as you did it to one of the least of these my brothers, you did it to me" (Matthew 25:40).

By listening to and advocating for those who feel marginalised, our school community is living out the Gospel call to love and serve others. This practical approach guides our mission and inspires us to continue working towards a more inclusive and empathetic world, in the light and example of the life of Christ.

Questions for reflection:

- What do you already do that helps you welcome ‘the stranger’ in your school?
- How can we build structures within our schools where we challenge stereotypes and learn to embrace the diversity we have in our communities?
- As our world becomes more and more inward looking, how do we share our message of hope with others, showing that diversity is a blessing and a gift?



HELP US NOTICE: BEING THE EYES, EARS, AND OPEN HEART OF THE COMMUNITY

Andy Lewis
St Bonaventure's Catholic Secondary School, Newham

Be quick to hear, slow to speak, slow to anger

James 1:19

The principle of “See, Judge, and Act” has its origins in Thomas Aquinas’ work on the virtue of prudence. We need to pause to consider what is good or, in the sense of organising, what is important, what is the priority and where best to put our energies.

This cycle was proposed by Fr Joseph Cardijn, the Belgian founder of the Young Christian Workers, in the early 20th century. It was then cited by Pope John XXIII in *Mater et Magistra* (1961). The basic principle is that in any engagement with others, it is vital to ‘see’ the other as fully and completely as possible. You need to do your best to immerse yourself in their reality - and not take a predetermined solution to the situation. This is most important when considering those who may be deemed as the ‘oppressed’.

To see is also to listen, and they can be used interchangeably in this context. It is fundamentally based on being open, and ready to take on board the lived experiences and reality of human beings.

Schools are very human places. On any given school day - somewhere in the building - there will be the full range of emotions: laughter, tears, frustration, joy, anger, excitement. Those schools engaged in organising do not operate in a silo, apart and away from their local community. They do not see their sole function as ‘providing an education’, and it was a clear outcome from the Covid 19 pandemic, that schools are involved in so much more.

A listening school will always be asking “who, what, where, when and why” when presented with any issue. The VinFormation suggest these questions are key to “seeing”:

- What is happening?
- Who are the people involved?

- Who gains from this situation? Who loses?
- What is the situation doing to people?
- Why is it happening? Why does it continue?

Much has been written about the “See-Judge-Act” approach, but it is perhaps best paraphrased by Shepherd, “We see a problem in the world, discern what to do about it, and go into action.”

It must be remembered that even with the best intentions, what we see and hear is not always what we listen to or get sight of. We have preconceived agendas, ideas, interests and potential solutions. We notice some things, and we ignore others. To really listen, to really see, we need a real spirit of openness.

Case Study: St Bonaventure’s, London Borough of Newham

“The issues of the local community are the issues for the school” is a phrase I’ve used on many occasions. As most schools do, certainly in inner city areas, we have big fences and locked gates - but really as a community, we are always open.

Our senior staff know all the local shopkeepers, and many of the local families. This hasn’t happened by luck; rather, it’s happened - and is always happening - by design. We plan for it. We make it a core part of our school’s vision and structures.

We also pride ourselves on the pastoral care we offer our students and their families - we really do try to listen, and we really do try and see. We are always trying to read the ‘signs of the times’ - what are the challenges of the young people, the families, and the local community?

Newham is a vibrant and diverse borough. But it is also a borough that faces some of the most significant issues with homelessness, youth violence and poverty in the whole of the UK. This can’t be ignored by a genuinely Catholic community, and one that states it wants to improve the lives of the young people entrusted in their care.

Issues that we have addressed by organising have included students being kicked off the bus and even fined on their way to school for forgetting their ZIP Oyster, students feeling unsafe in parts of the borough in the evenings and weekends, their parents working multiple jobs and still not earning enough to live, and tackling the real issue of inadequate and unsuitable housing.

Many of us like to try and identify the problem to fix ourselves - we pick the cause and put in place our solution. However, listening is very different. When I arrived at St Bonaventure’s I was asking, ‘so what are the projects we do need to do?’. I soon realised that I simply needed to wait - to listen - to see - to be open - and to be ready.

Case Study Victories

One of our greatest wins of recent years was with the bus companies and Transport for London (TfL). The students worked to address a seemingly simple problem that even the previous headteacher couldn’t solve!

The situation was that there were 3 buses shared between two Catholic secondary schools. The St Bon's bus left at 3:30pm - just 5 minutes after the end of the day. The other 2 buses, came from our sister school, St Angela's and never stopped as they were full! This meant it was very difficult for students to get home. Try as the school might, there was never any solution to this.

A group of our then Year 8 students invited the bus company and TFL representatives to a round table meeting in school. They were quite shocked, when Tomas, a Year 8 boy, shook their hands and introduced himself as the chair, then introduced his time keeper, note taker and representatives - all Year 8s. Myself and our local TELCO organiser just sat back. They articulately and calmly outlined the problem, the impact it had on them as young people, and asked what their solutions were.

The problem was resolved within weeks. Bus timetables were amended - something we had been categorically told was "impossible" - and staff from the bus company came to monitor and observe, noting the overcrowding.

In terms of long term success, the bus company that runs the school route has since changed hands twice, but the 'deal' established by the Year 8 students has remained despite the change of contracts. The memory of these bus issues is long forgotten!

However, it wasn't just timings and overcrowding that caused problems.

Bus travel is so important to students in Catholic schools in London. It's free via the ZIP Oyster scheme, but there is a specified responsibility of bus drivers to ensure safe travel for students in uniform. Yet students discovered that this wasn't always being adhered to. Students were not being allowed on buses due to lost or damaged ZIP cards, and some even fined after being let on the bus by the driver by fare enforcement officers.

Again, our organiser team saw this as an opportunity to renew their relationships with TFL and the bus companies. Due to the established relationships and gravitas our student team had, again it was resolved quickly. We had fares cancelled, and training was put in place for drivers with a company that ran one route. The letter that the school issues when a student has lost their pass was re-written with a confidence of the young people knowing their rights to be able to travel safely to and from school.

When the ZIP Oyster was under threat, this team again joined in with the London-wide campaign and were featured on BBC London explaining why free bus travel is so important for young people. Again - they were victorious!

Questions for reflection:

- **How can a school listen to its local community?** Are there existing relationships that can be developed into listening relationships, do you really want to hear and see from these connections? Are there ways to be more open to the community? If you host and if you invite, people will come, and people will talk, and they will tell you what they think, and what they like, and what worries them - are you ready to listen?
- **How can you read the signs?** Do you read the local news and take interest in the stories behind the headlines? Do you look at the local data? What does your school data suggest? FSM, safeguarding, requests for support.
- **How can this longer term work take place?** What are the generational issues that exist? There are no quick wins and fixes to some issues - and they have often affected children, parents and even grandparents. What are their stories? What can the school commit to recognising that staff and students will come and go - even if the issue doesn't?
- **How can you engage with local power holders?** What opportunities are there to build relationships with the local council, elected mayors, MPs etc? Is there a way to get officials involved in young people-led feedback sessions? Invite in for talks, ask for visits to Town Halls and council offices? How can you genuinely get to know the people behind the job role and public office title?
- **How do you put listening at the real heart of relationships?** Those that work in school are by their nature 'problem solvers and fixers' - but sometimes we don't always have a solution, or know the right one. Often we don't even really know the actual problem - we need to really listen, to really see, we need to be really open, and take our time. When we do - it can be transformational in our relationships, in our energy, in our commitment, and in our long term and outcome driven organising.



South London
citizens

www.citizensuk.org

LIVING IN THE LIGHT USING A COMMUNITY ORGANISING CYCLE OF ACTION FOR THE COMMON GOOD

Gráinne Byrd
Cardinal Newman Catholic School, Hove

God is light: there is no darkness in Him at all
If we say we are in union with God
While we are living in darkness,
We are lying because we are not living the truth.
But if we live our lives in the light,
As He is in the light,
We are in union with one another

1 John 1: 5-7

These lines from St John's gospel follow on from our school mission statement "God is love and he who lives in love lives in God, and God lives in him" 9 John 4:16. At Cardinal Newman Catholic School, we call this love "Caritas" and it is the golden thread that runs through everything we do. We are also guided by our school prayer, St John Henry Newman's "Mission of My Life". Every day we are reminded that we are created for "some definite service, " and that we are a "link in a chain, a bond of connections between persons". We are called to do God's work.

Speaking amidst the global pandemic, on 9 September 2020, Pope Francis called us to improve our "social love". He said: "The common good requires everyone's participation. If everyone contributes his or her part, and if no-one is left out, we can regenerate good relationships on the community, national and international level, and even in harmony with the environment".

Inspired by these words, Cardinal Newman Catholic School and Sixth Form College has been part of the Brighton & Hove alliance of Citizens UK since 2021. This is also the time when we explicitly introduced the language around the principles of Catholic Social Teaching into our school culture. In a relatively short time, our students have had a significant impact on the lives of people within our school and college community and in our wider community across the city. Furthermore, they have also understood why it is so important to act, in the context of Catholic Social Teaching.

After campaigning successfully for one of their friends, a displaced student from South Sudan to remain in the UK, a student commented that it did not matter what he did going forward, he would have saved someone's life. They saw how the alliance stood in solidarity with them, and worked with them for the common good.

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As a school, we first became involved in Citizens UK in the autumn term of 2021. Like many schools and colleges across the country, we found our students and their families struggling with mental health. We were invited to **organise**. In October 2021, an assembly was organised by Sebastian Chapleau, our Citizens UK community organiser, where representatives from across the city came to share their experiences. Testimonies were shared, friendships were formed with colleagues from across the city, and a campaign began to take shape. We had formed more “links on a chain” and taken our first tentative steps on a **community organising cycle of action**.

We needed to hear the voices of as many people as possible in our communities, so we returned to our respective institutions and conducted house meetings. This created the necessary environment for **listening**. Sebastian helped us at Newman by facilitating house meetings over Zoom for interested staff.

Everyone introduced themselves, said why they had come to the meeting, and expressed their concerns around mental health. It is fair to say that some colleagues found sharing their stories uncomfortable, but it really helped build understanding among us, and helped us identify our common aspirations and frustrations. We discovered that we all had stories about the challenges of receiving mental health support, not only for our students, but for their families and indeed our own families. Regardless of personal faith differences, everyone felt aligned with the school mission and the principles of Catholic Social Teaching, particularly to work together for the common good.

The next stage of the cycle of action is to plan. Working together with our partners in the alliance, we held regular meetings to plan the next steps. Guided by our Community Organisers, we broke the problem down into smaller winnable issues and met with the decision makers and people in power. We offered them solutions to help us deliver what we wanted. In community organising, these are called **asks**.

One year into the campaign, in November 2022, the alliance held an assembly where we addressed the leader of the council, Phelim Mac Cafferty and Dr Jane Padmore from the Sussex Partnership Foundation Trust. Assemblies are fun, energy filled events with music and testimonies from members of the alliance. In reviewing what had been achieved so far, we thanked Dr Padmore for the NHS Trust's work on a single point of access to make referrals easier for schools and families. With regards to the Council, we thanked them for allocating extra money from their budget to support the Schools Wellbeing Service and Mental Health Support Team. We used the torches on our phones to ask people who had been affected by mental health issues, and as the lights began to come on across the entire room, we had a visual representation of the extent of the problem.

We described ourselves as the “light in the darkness” called to action for the common good, and asked the council leaders to also be that light.

At the end of the assembly, we asked the Council to declare a mental health emergency, which they did in their December meeting, making it the first city in England to take this action.

The fourth step in social change is to **act**. Following a year of planning meetings and collaboration, we finished the year on a high. On 13th December 2023, with a change in council leadership, members of the Alliance brought props and donned Santa hats and tinsel to meet the new council leader at Hove Town Hall. We gathered briefly before the meeting to run through the action, and the script for the meeting. Young people spoke directly to Councillor Bella Sankey, informing her of their personal struggles and those of their friends. A cake was presented with a piece missing to represent those young people unable to access counselling due to the prohibitive cost. Cllr Sankey was visibly moved by the heartfelt testimonies of the young people, their solidarity with one another, and their ask for more school counsellors. The meeting ended joyfully with a rendition of our own social justice anthem “Mental health, mental health, hope is on its way” to the tune of Jingle Bells.

We were really buoyed by the positivity of the action and the relationships that we were building with the new Council. We began to plan more actions during Children’s Mental Health Week in February 2024 with a sense of building excitement. We organised 100s of students to have selfies taken in special photo frames, and we delivered thousands of specially designed valentine cards to Cllr Sankey. We were delighted that Cllr Sankey sent a colleague to Newman to meet our Mental Health ambassadors and try out the selfie frames!

Along with other members of the alliance, our mental health ambassadors were thrilled to be invited to the Town Hall again in mid-January to **negotiate** directly with Cllr Sankey and her deputy, Cllr Jacobs. We were well prepared with data that showed the impact of school based counselling from a study in Wales. Our young people spoke convincingly that a redirection of the council budget towards school based counselling now would result in savings on other support services in the future. We were overjoyed when Cllr Sankey responded positively to the proposal for a pilot project that would provide school based counselling for students in year 9 across Brighton and Hove.

After three years, our alliance had made a significant impact on the mental health support available to young people, not only in our school, but in all schools across the city. In practical terms, this means that Cardinal Newman will have 2.5 fully funded school based counsellors in 2024/25, which allows for much needed school funds to be redirected where they are most needed. We now begin again, this time focusing our efforts in improving mental health provision in colleges across the city.

A recurring motif in Cardinal Newman Catholic School’s involvement with Citizens UK is the repeated call to be “light in the darkness”. Working together collaboratively, we have challenged decision makers to be that light.

We have used the torches on mobile phones to demonstrate this in darkened halls across the city, and in parks at night. The illumination from so many torches is also a powerful reminder to all of us that collectively we can achieve so much when we work together. For those of us with faith, it is a reminder that we “walk in the light”.

Questions for reflection:

- Pope Francis says that when we work together for the common good, no-one is left out. Who are the people who are “left out” in your school/college and across your community? How do we know?
- Why are some people left out? How can we empower people to feel included?



FAITH IN ACTION: THE ‘FAIR FARES’ CAMPAIGN AND HOW CHRIST INSPIRES US TO ACT

Michael Thompson
St Thomas More Catholic High School, North Shields

Jesus is not the Lord of comfort, security and ease. Following Jesus demands a good dose of courage, a readiness to trade in the sofa for a pair of walking shoes and to set out on new and uncharted paths. [...] The times we live in do not call for young “couch potatoes” but for young people with shoes, or better, boots laced.

Pope Francis to the young people, World Youth Day 2016

Following his resurrection, Christ implored his followers to “go and make disciples of all nations” (Matthew 28:19) and this challenge is not realised without demonstrating to others the values that Jesus shared throughout his ministry. We are called to recognise the dignity of our brothers and sisters; fight for equity for the marginalised; and condemn greed and injustice. As Pope Francis concluded at the World Youth Day vigil in Kraków, there is “no room for bench-warmers” in a world where there is so much to do.

This rallying cry encourages us as Christians for the need to take action when we spot injustice in society; when an issue is uncovered we are compelled to do something about it because faith is nothing without putting it into action as Christ calls us to do. Doing nothing is not an option.

Young people in North Tyneside knew they had to act when they recognised an issue with their bus fares moving from Year 11 into Lower Sixth at St Thomas More Catholic High School. After paying a child fare every day to get to school, the pupils found themselves being charged an adult fare to attend Sixth Form – in spite of the fact they were attending the same institution, were being taught by the same teachers in the same classrooms, and in many cases were attending with their younger siblings who were paying a cheaper fare for the same journey.

These young people decided that something had to change, and so they began a listening campaign to hear more deeply from the Sixth Form community to find out if others were struggling with this too. They found that many were.

There were students who often got off the bus early because they couldn't afford to travel the extra stop, and stories of students who couldn't afford school supplies because their families were paying for public transport. Many of our students struggle to fund Sixth Form, particularly when it comes to buying equipment and resources they need for their studies. We have many students who live on the poverty line and paying an adult's fare when they are still a child has a huge effect on them.

Young people want to have the independence of getting public transport, and not having to rely on parents and carers to drive them. There is also a huge cost to driving lessons which many young people simply cannot afford. As well as this, our students wanted to get public transport because of concerns around the environment. Care for the environment is rooted in Pope Francis's *Laudato Si* and taking public transport has a huge impact on carbon emissions.

The listening also revealed how young people were trying to work part-time and were also affected. One of the students told the group that they worked 4-hour shifts on some weeknight evenings but had to take the bus to get there. At the time, the minimum wage for a 16-17 year old was just £4.35 per hour. Paying an adult fare could cost £3.30 per day for travel within one zone and up to £4.40 per day if you were travelling across two zones. This meant that for a day's travel, they could be spending 25% of their shift earnings just to cover transport costs.

Many of our Sixth Form students want to start earning their own money and begin to gain some financial independence. Catholic Social Teaching values the dignity and right of everybody to work, and wants to see all our young people flourish whether in their studies, or in whatever work can enable them to do. Students were discouraged from working when they were often having to pay 25% of their shift earnings to simply get to and from their job.

The final surprise that emerged from our listening was the discovery that this was only an issue on Arriva buses, as the other companies in the area - Go North East and Stagecoach - were already charging a flat fare of £1 per journey for all 16-19 year olds.

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What did the listening reveal?

Zac said: "I have to work for 3 hours to pay for 1 week of bus fares. I usually only work about 4 or 5 hours. Obviously, quite a big proportion of that is going on bus fares which isn't fair at all."

Aaryn said: "To get to school and back I pay £2 (on the scholars' bus). If I have a sixth period, I have to get the 308 (Arriva) and this costs £2.20-2.30 for a single journey. This means just for 5 days at school I pay at least £10 just for transport. I have a part-time job as a maths tutor (1 hour a week), and get paid £10. This gives me some income, however the bus fares are eating into that significantly."

And so, the campaign was born - students wanted Arriva to pay fairer fares for 16-19 year olds in line with under-16s and the other bus companies.

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When thinking of taking action, the first step was to make their voices heard. After answering many online surveys about public transport, the students jumped at the chance to be involved in a consultation with Transport North East. They shared passionately the injustice they felt and challenged those who set bus fares to take their issue seriously. In this space, they could appeal to the self-interest of the bus companies by giving a warning that many of their friends simply refuse to use public transport because of the prohibitive cost.

This meeting was a win, because two months later, the Bus Service Improvement Plan was released with a call for “Under-19 single tickets [to] be introduced region wide at a target fare of £1.20”. Our students were elated... but there was still much work to be done: students needed a seat at the decision-making table. However, they simply didn’t have the power nor the visibility to compel anyone to act. The students tried different ways of getting in touch with Arriva but heard nothing for months and months.

Students re-analysed the power and appealed to an ally of Tyne & Wear Citizens - the Mayor for the North of Tyne Combined Authority, Mr Jamie Driscoll. This relationship came off the back of a successful Mayoral Election Assembly in 2019 and it turned out to be key in the advancement of our campaign.

The Mayor was happy to support the campaign, and he committed to contacting Arriva on the students’ behalf to convene a meeting. He also agreed that they could use his column space in The Journal, one of our regional newspapers, and so students wrote an article outlining the campaign so far. Driscoll’s support was well received, and pushed us one step closer – Arriva were willing, but we just couldn’t pin down a date.

The students decided the best form of action was to meet Arriva at their offices; they marched to the headquarters in Newcastle on the morning of 12th July 2022. The plan was to dress up in their parents’ work clothes to symbolise how they were being treated when getting the bus - as if they were fully working adults. The students wrote nursery rhymes with rewritten lyrics (crowd pleasers included “my wages on the bus go bye, bye, bye...” and “if you’re charged adult fare, clap your hands!”).

The students may not have been welcomed into a meeting had they taken angry and abrasive action. Instead, following the example of Jesus as he organised and sent out his disciples in Luke’s Gospel, they took peaceful and well-humoured action to spark a different kind of reaction. Our students sang songs, dressed up and marched peacefully, whilst still taking control of the agenda of the meeting, and knowing their facts well in advance.

When the five students who were going to be attending the meeting entered the meeting room, they got to work rearranging the table and chairs and we were soon sitting in a circle ready to begin. It was such a privilege to watch the students in action - sharing their story and looking for answers.

The confidence that grew in them over the months of campaigning was evident. When they first started, they had no idea they would end up working with the Mayor or chairing a highly anticipated meeting with the Commercial Director of a major bus company. Just as Jesus stood up and spoke out against the hypocrisy and injustice of his day (Luke 4:16-31), by sharing their stories and testimony, our students used their voices to be heard.

The meeting was a success and cheaper fares were on the way pending money from central Government; funding which Arriva promised they would advocate for. Through all of the conversations, the stories of the students at St Thomas More were at the forefront, and in May 2023, all North Eastern bus companies announced the 'Get Around for a Pound' scheme which was to guarantee a £1 single bus fare for all under-22s in the region. Since then an extra 3.6 million journeys have taken place on buses by young people, contributing £18m of social and economic benefits to the region.

Students were overjoyed to see their commitment to the preferential option for the poor, as well as to creation and our environment, pay off. Their hard work and momentum saw an injustice listened to and rectified by people in power. Young people in the North East can now afford to use public transport thereby gaining independence, allowing them to get to part-time jobs, and ultimately allowing them to live their lives to the full in the way that Christ calls them to.

Questions for reflection:

- What action have your students recently taken against an injustice either in or outside of your school, and was it effective?
- Would Christ encourage us to be audacious and create tension with people in power? Is there a place for agitative action to right an injustice?
- How can you use humour in your action?
- Think about how you might stage a public action about an issue that you face in your school. What might you do to get the attention of people in power?



REJOICING IN THE LIGHT: A FAIR DAY'S WORK FOR A FAIR DAY'S PAY

Nathan Chan & Caroline Verdant
St Antony's Catholic Primary School, Newham

Finally, brothers and sisters, rejoice! Strive for full restoration, encourage one another, be of one mind, live in peace. And the God of love and peace will be with you.

2 Corinthians 13:11

St Antony's Catholic Primary School Forest Gate is located in the London Borough of Newham and is in one of the most deprived areas in London.

The accreditation of London City Airport to become a Real Living Wage Employer was, and still is, significant for our school, because of the number of low paid parents both in the school and parish community. After carrying out a listening in both our school and parish we realised that half of our young people had parents and/or family members who are on low pay and working more than one job. As a faith school we knew that something had to be done for our community.

In partnership with Citizens UK the school sought Living Wage accreditation of London City Airport, because of its iconic status in the borough, with a vast number of employees who work there being from Newham; this was also a way to strengthen community partnerships with other iconic employers.

We used a community organising tool called a power analysis to find out who the decision makers were at the airport and how best to target them.

We decided that the young people in our school could amplify the voice of the community with regard to the injustice of low pay; this was done through workshops led by our community organiser as well as through the Performing Arts - thanks to the music provision in our school, a song was written on the plight of low pay called 'Realise'. This song was used to highlight the issues around inadequate pay and was written alongside the children and staff of the school and with the collaboration of MC DDE.

In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in Heaven - Matthew 5:16

This verse captures what we try to do, our efforts to use performing arts to raise awareness and serve the community, reflecting their faith and commitment to glorifying God through their actions.

So, the aim was to perform the song for London City Airport but they refused (very strongly) to have the children perform. However, shortly after our request, they offered us a meeting with the Corporate Affairs Director. We took a selection of pupils from the Student Council to be at the table of the decision makers. Soon after this meeting, London City Airport came to us in Forest Gate, and the children were finally able to perform their song and convince them to become accredited Living Wage employers!

As a result of this work, our students are now more confident and have gained many skills, such as public speaking, agenda writing, and giving testimonies in front of audiences. They also understand what it means to serve through their faith and are now able to identify issues that affect them and their communities.

Through the process of getting London City Airport accredited, we found that the work we are doing aligns with the school's curriculum and educational goals, which are to serve the community and use faith to care for our neighbours, who feel that they have no voice.

Central to this journey has been the school's strong foundation in Catholic faith, which guides our values, initiatives and community engagements.

Our school has been able to leverage the Living Wage accreditation of London City Airport to influence other employers in the borough to do the right thing and accredit: these employers include Tate and Lyle Sugars, The London Borough of Newham, and EXCEL London. We have also been part of making the Royal Docks a Living Wage Place.

Questions for reflection:

- How can you use your gifts and talents to affect change?
- How can you have fun making change?

THE TOOLKIT

5 (+1) STEPS TO SOCIAL CHANGE



Step 1: build your power. Without power, you will fail. This means: build your team within your institution. Think about those institutions in your local area that you could reach out to. At this stage, focus on building relationships.

Step 2: listen to your community. Find out what people care about and who the leaders are that could join your team. Do this relationally so that those involved get to talk to each other and get to know each other. Avoid faceless activities like surveys.

Step 3: turn nebulous problems (e.g. safety) into specific issues (e.g. broken lights near the entrance to your local park). Develop a power analysis so you know who is responsible for the issues that you care about. Find out their name. Find out how much power they have so that you can build more power than they have.

Step 4: things rarely change unless you take action. The main purpose of an action is to get recognition for your group and your cause. Think about the action(s) that you can take in order for your target to recognise you and, eventually, agree to meet with you. Unless you enter the 'negotiating room', your voice will remain unheard.

Step 5: time to negotiate. Build your team. Be prepared: write a script. Agree roles. Agree what you are willing to compromise on: a compromise is better than nothing.

Step 6: if successful in Step 5, think about what went well and why. Think about your next steps to 'seal the deal'. A commitment isn't a win: a win can only be celebrated once things have actually changed. Until you get to that point, hold the line and keep things accountable.

If unsuccessful in Step 5, think about what didn't work and why. Usually, it's because you weren't powerful enough. Go back to some of the previous steps and aim to increase your power before you take action again.

STEP 1

BUILDING POWER

COMMUNITY MAPPING

Institutions/groups that
we know well

Institutions/groups that
we work with well

Institutions/groups that we
don't know well

Institutions/groups that
we don't work with well

Knowing - and working with - other institutions/groups within your local neighbourhood and, eventually, town/city, is key. It enables you to build relationships and strengthens your ability to act on issues your community cares about.

Using this tool, you can plot the institutions/groups within your community and develop plans to move them into the 'institutions/groups that we work well with' quadrant.

Find out which institutions, across your neighbourhood, your students and families are already connected to. Use that as a way to build connections. After all, you care about the same young people and families so you might as well work together to be more effective!

LISTENING

121s

We use phones and social media to talk to others, but that doesn't always help us know them well. It's important to have real conversations with people and learn about who they are - we call these talks "121s."

In 121s, we take our time (usually 30-45 minutes, but can also be shorter if done within lessons, assemblies, etc.) to share stories about what's important to us and what has made us who we are. We want to understand what motivates people and what they care about. When we talk about our own interests and listen to others, we start caring about them. Our interests grow and include more people. We want people to talk about and act on their interests - it makes us broader, deeper, more connected people.

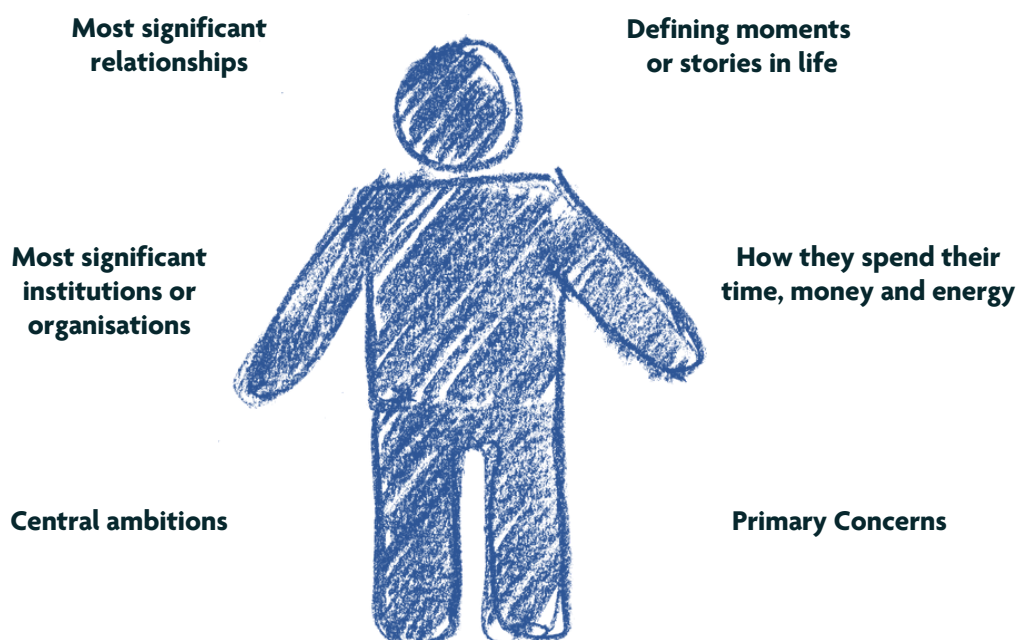
What is/isn't a 121?

It's not about...

- Chatting
- Selling
- Counselling
- Interviews
- Social Media

A good 121 is about...

- A relational conversation (30-45 minutes)
- You and the other person - finding common interest
- Sharing your roots, motivations, story, ambitions
- Two-way
- Face-to-face



HOUSE MEETINGS

Once we have found out what people care about, we bring them together to share their stories in a 'House Meeting'.

House meetings are guided conversations of 5 to 15 people for approximately 30-45 minutes.

Purpose:

- Share stories
- Discover shared issues
- Test the issues we have heard in our 121s
- Find potential leaders
- Build collective relationships



Format:

- Invite a few people to a 30-45-minute meeting. Make this a very inviting process: have coffee/tea ready, some cakes, etc.
- Introduce the meeting and share what you're hoping to achieve (i.e. inviting people to share their thoughts and experiences in relation to a chosen theme). Get everyone to share, in turn. You'll soon see that private thoughts quickly become shared pains. People will soon see how their story relates to someone else's story.
- Once everyone has spoken, summarise what you've heard (make sure you take some notes so you don't forget). Then, invite people to share some realistic solutions.
- Tell people that those stories shared and the solutions put forward will be brought to another meeting in a few weeks to start planning some practical actions.

NEIGHBOURHOOD WALK

Doing research to make sure we have all the facts of an issue is an important part of our cycle of action. We can do research online but it's good to find fun, creative and energising ways of doing it, too.

One way is to do a Neighbourhood Walk as it helps with listening outside of your school or college. It enables people to experience - together - what it's like to live in your local area.

Walking around the neighbourhood as a group enables you to share stories and think of ways to improve your community.


You can also - maybe later on - organise a Neighbourhood Walk with decision makers to give students, teachers and parents/carers a chance to find discuss solutions to issues... together.



STEP 3

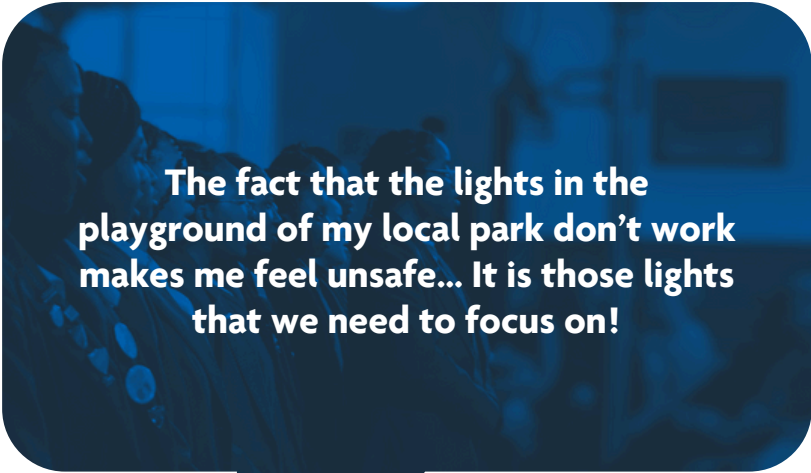
STRATEGISING

PROBLEMS VS. ISSUES



I don't feel safe... I'm really worried... I wish my neighbourhood was safer.

NON-SPECIFIC



The fact that the lights in the playground of my local park don't work makes me feel unsafe... It is those lights that we need to focus on!

SPECIFIC

When thinking about what you want to address, it's key that you move away from 'Problems' and focus on specific 'Issues'. Problems are vast and hard to define. Issues are specific, tangible, and, importantly, more winnable. Be clear about the specific issues you're trying to address!

POWER ANALYSIS

“You get as much justice as you have the power to compel.” **Thucydides**

When thinking about developing your campaign, it's key that you work out where power lies.

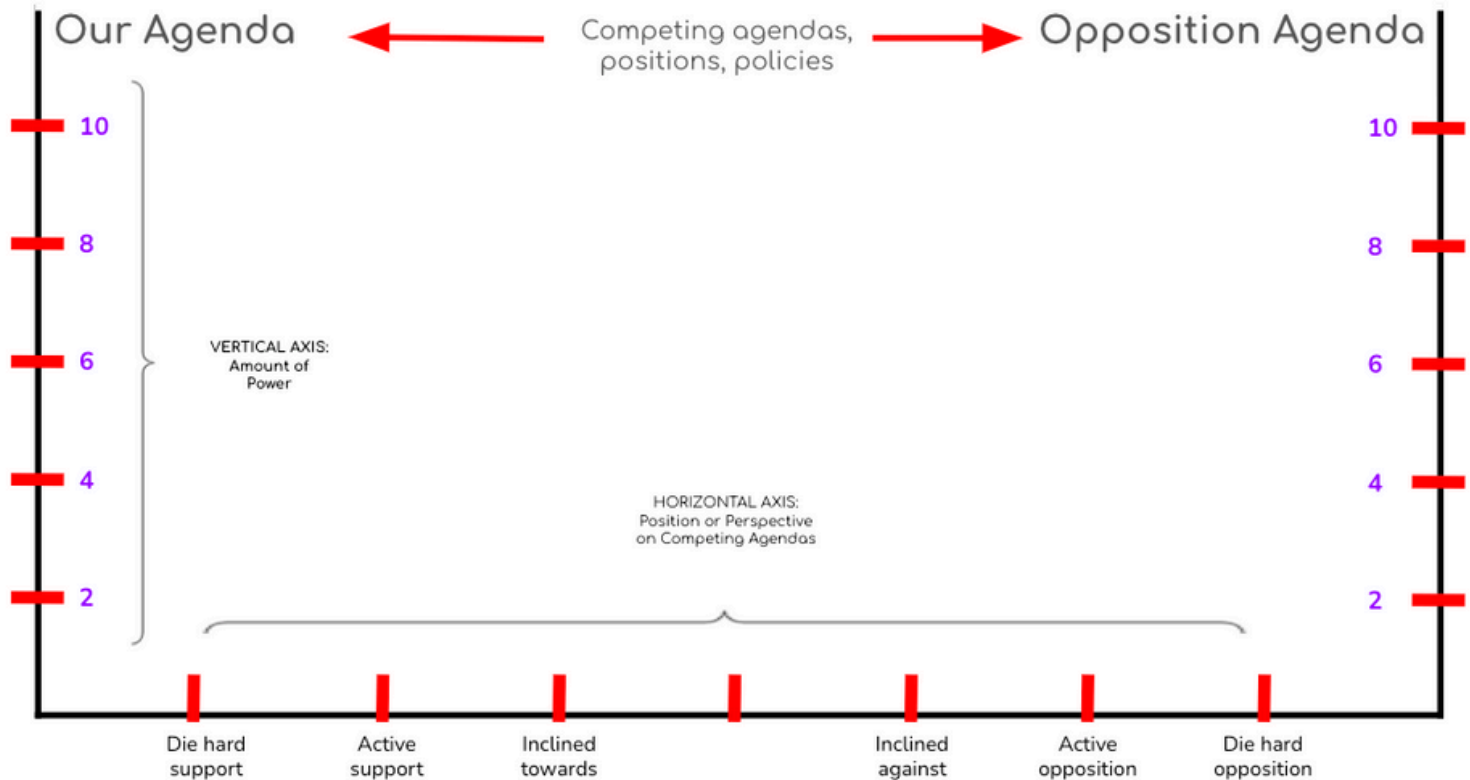
How much power do you have? Who is on your team? What influence do/can they have?

Who is the key person/group that you need to influence in order to win? How much power do they have? What do you need to do in order to be more powerful than them?

When thinking power, it's key that you understand who the key influencers are. Remember that things evolve all the time: someone can be influential today, but not tomorrow. Someone may have supported you yesterday, but maybe not today.

Place your group on the grid and identify key influencers who can play a key role to enable you to win. Getting them to support you, once you know where they stand, will be one of your key aims. Also identify the link(s) that already exist(s) between some of those people and how you can use that to your advantage.

Make sure to also take into account the people and/or groups which may push against you and who may have competing priorities. How will you be stronger than them? Or, ideally, how will you get them on your side?



This tool was made widely accessible thanks to the work of American Organiser Jane McAlevey.

STEP 4

TAKING ACTION

THE ACTION IS IN THE REACTION

Once we have built our team, listened, strategised, and asked but not got the change we want... we take public action! Actions are intentional and they happen in order to eventually build a relationship with decision makers. The actions we take are influenced by the reactions we seek from power holders.

Why do we take action?

First of all, we want them to recognise us.

Once they've recognised us, we want them to respect us.

Once they have shown us the respect we deserve, we seek to meet with them to negotiate and build accountable relationships.

Key ingredients of a good action:

Personalisation: It targets the right person/people (i.e. the decision makers who can influence the change you seek. Targeting 'the council', or 'the company' will get you nowhere. People make decisions, not organisations as a whole).

Focused on the reaction: what will get your target to respond to you? What will agitate them? All this is based on your understanding of their self-interest.

Creativity: if it's not fun, people won't enjoy it! Also, do things which you're used to (things that are within your experience) but which may take your target out of their comfort zone. Singing, dressing up, etc. are great ways to enjoy yourself.

Kindness: ultimately, we need to model what we stand for. We are firm, accountable, but also kind. Relationships with power holders are rarely built through actions where unkind behaviours are displayed.

Courage: we have to be clear that what we stand for is right. It sometimes takes courage to challenge the status quo.

Tension: very rarely do things change without tension. We have to be comfortable with that, otherwise we'll never win.

Never forget:

Turnout: an action with 2 people won't create the reaction that you need to get a meeting with a key decision-maker. 90% of an action is in its turnout.

Stories: make your action authentic. Get people experiencing injustice to speak for themselves and get them to share testimonies.

Press coverage: this enables you to get your message out to a wider audience and it helps make your work even more public.

Finally, an effective action is one which develops leaders, strengthens relationships, and, ultimately, makes you more powerful.



STEP 5

NEGOTIATING

NEGOTIATION

Key components of a good negation

1. Work out who has **power in the meeting?** Disorganised people have less power. Organised people have more power.
2. What **motivates the people** you are working with? And what is the self interest of the decision makers? How can you appeal to them? Put yourself in their shoes.
3. **Allocate roles:** chair, timekeeper, note taker, tough negotiator, soft negotiator
4. **Work together** (as an alliance of diverse people) and ensure that everyone agrees at key stages of the negotiation.
5. **Make sure you role-play beforehand and then evaluate** your negotiation, learn and think about how you could improve.
6. **Be prepared to compromise** to stay in negotiation; compromise your terms but not your values.
7. **Have a plan**, and maybe two fall back plans-the aim being to keep talking and negotiating.
8. **Develop relationships**- introduce yourselves; explain who you are and who you are negotiating for.
9. **There is always a time limit**; don't run out of time before an agreement. Reschedule another meeting if you can.
10. **Achieving a deal is vital** if you want to build a better world. The more power you have, the more ambitious you can be in your deals and objectives.



STEP 6

EVALUATING AND DEVELOPING ACCOUNTABILITY

EVALUATION

“Movement activists don’t believe in critical evaluation and charismatic leaders avoid it, never allowing their charisma to be critiqued. Modern organising lives and dies with the quality of our collective evaluations.”

Ed Chambers

FEELINGS

We want to know how people feel after our actions. People will come back and get involved further if an action made them feel good!

LOGISTICS

Sound, visuals, access. Did the practical aspects of our action help or hinder people to participate? How inclusive are we?

WHO DID WELL?

Recognising people is key. As people grow in confidence, our work becomes more and more ambitious.

Every action should stretch people: some people will speak publicly for the first time, some will negotiate with public officials in ways they’ve not done before, others will help with the logistics. Every part of an action should be an opportunity for people to grow.

DID WE ACHIEVE OUR AIMS?

What was the purpose of our action? What reactions did we aim for? Did we achieve our aims? If so, what was it that enabled us to succeed? If not, what are the learning points?

POWER

Did we demonstrate our power well enough? The more people we bring, the more power we demonstrate: what was our turnout like? Who did well? How did they manage to bring a large turnout? Who needs to do better? As we hold ourselves accountable, we show that we care!

RELATIONSHIPS

Our primary aim is to build relationships of trust between people. Did our action enable people to strengthen relationships?

ACCOUNTABILITY WITH POWER

How will we ensure that the deals struck (if any) are followed through? Did we agree some clear next steps, including a further meeting to review progress in a few weeks/months? Will we get an article in the local press? Did we take a photo of the action with the key decision makers showing their commitment to work with us? Did we publish photos/videos on social media?

SUMMARY AND PLANNING AHEAD

STEP 1 - BUILD YOUR TEAM	STEP 2 - LISTEN	STEP 3 - MOVE FROM PROBLEMS TO ISSUES
<p>How will you build your team?</p> <p>How can you use relational meetings to identify who in your community is hungry for change?</p> <p>How will you make your team diverse so it represents as many parts of your community as possible?</p> <p>Will you involve people from across your local area?</p> <p>What training will be involved to get people ready?</p>	<p>What training will people need before starting?</p> <p>How will you launch your listening?</p> <p>How will you listen to people (e.g. house meetings, 1:1s, Assemblies, etc.)?</p> <p>Remember that a listening campaign is about identifying people with stories; it's not about statistics.</p>	<p>What training will people need before starting?</p> <p>After your listening, work out what the main theme(s) is/are.</p> <p>What will you start with?</p> <p>How much capacity do you have to take one or more themes?</p> <p>Turn vast problems into specific issues so you can start thinking of practical solutions (and who you'll need to 'target' to bring about change).</p>
STEP 4 - TAKE ACTION	STEP 5 - NEGOTIATE	STEP 6 - EVALUATE AND HOLD TO ACCOUNT
<p>What training will people need before starting?</p> <p>Do you have a precise set of proposals to address the issue you want to change? What action(s) will you take to get a reaction from key decision makers?</p> <p>How will you aim to build a relationship with key decision makers so you can eventually negotiate with them?</p>	<p>What training will people need before starting?</p> <p>Once you've got a seat at the table of power, who will be part of the negotiating team?</p> <p>How will your team demonstrate its power? How will you plan the meeting in a way that enables you to be clear about your asks?</p> <p>What is your plan B, in case plan A doesn't work?</p> <p>What are you willing to compromise on?</p> <p>How will you make sure that your next steps include a further meeting to ensure that the conversation doesn't stop and to make sure you can review progress after a few weeks/months?</p>	<p>Once you've negotiated, how do you let your community know?</p> <p>How do you celebrate if you've won?</p> <p>If you've lost, what do you do to make sure you don't lose momentum and further build your power to eventually win?</p> <p>Who did well?</p> <p>What worked well?</p> <p>What could have been better?</p> <p>What are your next steps?</p> <p>What is our plan to ensure that decisions made, and agreements reached, are followed through?</p> <p>Did we agree another meeting to review the situation with power holders?</p>

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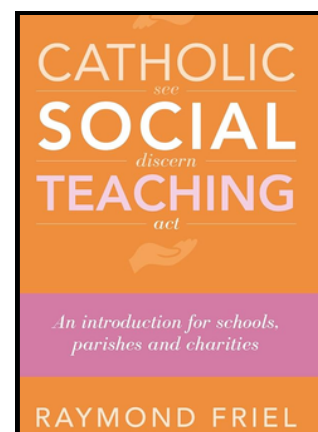
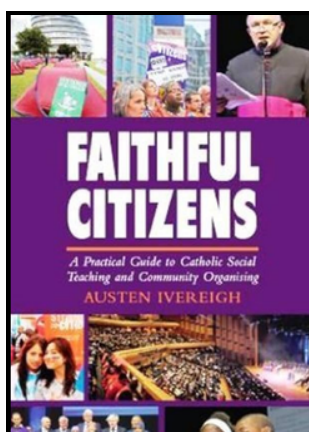
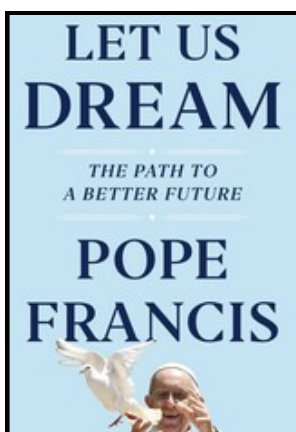
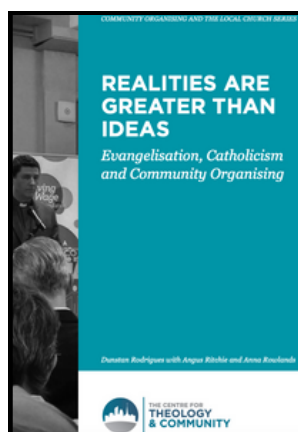
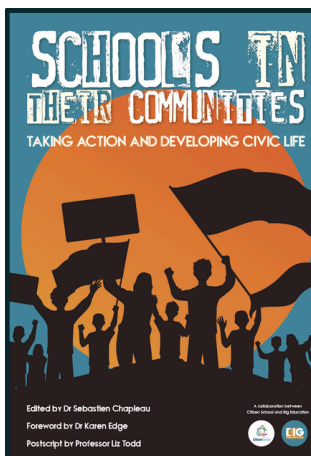
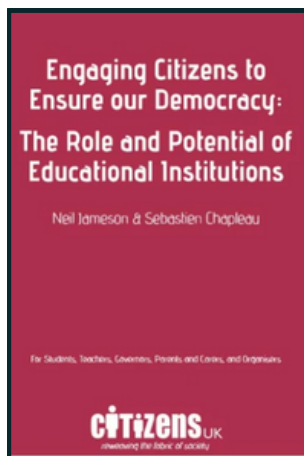


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