Connecting Communities

A Practical Guide to Using Development Education in Community Settings

Published by **Lourdes Youth and Community Services Ltd.,2005**

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Edited by **Helena Browner**

Foreword

For almost 30 years, LYCS has been in a process of sourcing alternative and creative ways in which to promote community development in the North Inner City of Dublin. We are grounded in the philosophy that every person has the right to participate fully in their own, their community's and their country's development. An important part of our work involves the provision of opportunities for people to come together and explore the issues faced by their community and how they can be addressed. We have discovered that using a development education perspective in this work enables learners to begin to develop a broader analysis of the root causes of the issues they confront in their everyday lives, and to learn from the experiences of other communities across the world. It can also foster a sense of shared experience and solidarity, and a greater appreciation of diversity.

'Connecting Communities' was written and compiled as a resource for community-based learning, to enable those working in community settings to integrate development education into their practice. It draws on nearly 20 years of successfully implementing such approaches locally. The guide sets out examples of how areas such as housing, debt, drugs, health inequality, migration and racism can be explored from both local and global perspectives, and it attempts to deal with contexts of power and the global economy. An understanding of interconnecting experiences can, we believe, foster global approaches to tackling poverty and inequality.

The print edition of 'Connecting Communities' was published in 2005. In the years since then, it has been used by many community development and community education organisations as an aid to helping learners to strengthen their understanding of an increasingly complex and 'globalised' world.. LYCS is now pleased to present this web-based version of the original guide, up-dated to reflect many significant changes which have occurred since 2005 – both globally and in Ireland. We hope that this web-based guide will continue to provide the practical guidance and the inspiration of the original.

John Farrelly
Chairperson

Sarah Kelleher
Director

Lourdes Youth and Community Services

About LYCS

Lourdes Youth and Community Services (LYCS) is an integrated community development project based in Dublin's North East Inner City. Through its Adult Education and Youth Programmes, Creche and Community Training Centre, LYCS works with around 250 children, young people and adults weekly in the areas of education and training, social, cultural and recreational activity.

LYCS Adult Education programme is committed to individual and community development through education and collective action. The programme seeks to facilitate participants to identify their educational and social needs, to access resources to meet those needs and to effectively challenge any structures and systems which may inhibit their development.

About the guide

LYCS Adult Education Programme has been carrying out social analysis work with a development education perspective for almost 20 years. A number of years ago the programme began promoting development education among other local organizations through the provision of education and training, support, advice and resources. Through this outreach work LYCS identified a need for materials which would enable facilitators and tutors, inexperienced in the area of development education, to employ it more effectively in their work.

With financial support from Development Cooperation Ireland LYCS began work on this guide and on the development of accredited learning. The issues featured were chosen in the past by participants in our development education activities as issues of importance to the local community.

Most of the sessions here were originally devised as workshops or elements of development education courses; others have been developed in the process and piloted with a variety of groups – ranging from community workers undertaking a social analysis course to basic education students

Acknowledgements

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Finally, we would like to thank all those who've given us feedback on the handbook over the years, helping to deepen our understanding of what works in bringing development education into community education settings.

A note on sources

Sources are noted where possible in the text and otherwise in the form of footnotes which you will find at the end of each chapter.

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List of Handouts

List of Facilitator Sheets

Introduction

For over fifteen years, **Lourdes Youth and Community Services (LYCS)** has been using social analysis from a development education perspective as an educational tool. An important part of our mission is the provision of opportunities for collective education where people can come together to share experiences and, through that process, develop a better understanding of the world we live in and the forces that affect our lives. Understanding our world, as Brazilian educator Paulo Freire argued, is a first step towards changing it .[1]

What is development education?

Development education aims to link the experience of people in their local environment to that of people around the world, in particular the South (the countries of Asia, Africa and Latin America). In particular, it seeks to highlight issues of injustice and inequality that affect people in Ireland and the world. In this way we can find out what we have in common and learn to value our differences. We can also learn more about how, why and by whom decisions that affect our lives and communities are made. This knowledge can help us in taking action about inequalities we and others experience.

We use the terms 'South' 'Global South' and 'Southern' to refer to the countries of Africa, Asia and Latin America and the word 'North' to refer to the economically and politically powerful countries of North America, the European region, Japan, Australia and New Zealand. These terms are used instead of First World/Third World and Developed World/ Developing World, which may imply superiority and inferiority.

Development Education and Community Development

Development education and community development "share many core principles, such as equality, justice, empowerment and participation. They share a commitment to human- centred development, an understanding of the structural causes of poverty, radical educational models and a belief in action to bring about change. Given these similarities there is a strong rationale and much potential for greater collaboration between the two fields."[2]

While community development is primarily concerned with realities at local level, the root causes of the problems confronted on the ground everyday are often located outside of the community, in broader national and increasingly international economic and political contexts. This is where the global perspective of development education comes in. It gives us opportunities to develop an understanding of this broader picture and to learn from the strategies for change employed by other communities around the world.

However, for many projects busy confronting the harsh realities of everyday life in marginalised communities, this depth of analysis can seem

like a task that can only be an optional extra and conducted on an ad hoc or occasional basis. With this in mind, this handbook aims to share the experience of LYCS working with members of the community to analyse and act on issues that affect their lives and the lives of the peoples of the Global South. While not a blueprint, the handbook provides examples of how this can be done for those who want to use development education analysis in their work.

The workshops outlined in the guide are based on the shared principles of development education and community development. They represent the drawing together of different tools of analysis and methodologies, which have been found useful by participants in LYCS's development education programmes and in other learning programmes from Ireland and around the world.

Why the Global Perspective is Useful

Exploring issues confronting the community from a global as well as a local standpoint enables participants to reflect on their own lives, to compare their own situation with that of others, to understand better the root causes of problems and to learn from strategies used by other people and communities confronting similar problems. In practice, this often means that people feel less isolated both as individuals and as members of a community, and more able to take action.

Experiences from LYCS

- In exploring the causes and consequences of debt, participants who had felt that their indebtedness was down to their own bad money management discovered that it is a global problem for individuals and countries and concluded that the cycle of debt was rooted in inequality. They got in touch with the Money Advice and Budgeting Service and participated in a Jubilee Ireland event held to highlight the issue of unpayable debt in poorer countries.
- Women looking at the arrival of ethnic minorities in their community drew parallels between the experiences of these groups and their own experiences of exclusion, isolation and discrimination as women from the inner city, as women living in poverty and as lone parents. They gained an understanding of the forces creating global refugee flows and developed a sense of solidarity with others, especially groups such as migrants, refugees and Travellers.
- Participants on the ground as well community workers and trainers have explored how the global and local financial crisis came about and examined the workings of the IMF as an institution. They gained an understanding of the impact of IMF policies in the poorer countries of the world and of the strategies of resistance people in the Global South have used in response to those policies.

Unequal Ireland, Unequal World

Ireland has levels of economic inequality which are about average for a 'developed' country[1]. This means that there is a great concentration of wealth in the hands of a relatively small proportion of the population: in 2007, it was estimated that the richest 5% of the population held 40% of the total wealth[2]. The later years of the 'Celtic Tiger' were accompanied by some movement towards greater economic equality in Ireland. However, the current financial crisis has brought an increase in both deprivation and poverty, and the poorest individuals and communities are experiencing the worst effects of the financial crisis. Central Statistics Office data show that the 'deprivation rate' rose from 13.8% to 22.5% between 2006 and 2010, while income inequality rose sharply in 2010[3].

An examination of the global situation reveals a similar picture of inequality. Over the last 40 years, there has been major progress in many aspects of human development, so that there have been large improvements in global averages for life expectancy, income, school enrolment and literacy[4]. Despite this overall progress, huge inequalities remain, both between and within countries. In 2010, world life expectancy was 70 years, with the highest life expectancy that of Japan, at 83, but the lowest life expectancy, in Sierra Leone, was only 47[5]. In 2012, it was estimated that the poorer half of the world's population owned just 1% of global wealth, while the richest 10% owned 86%, and the richest 1% alone owned 46%[6]. The most recent World Bank figures indicate that 2.47 billion people, or 37% of the world's population, were living on less than $2 a day in 2008[7].

Educational Approach

The educational approach taken here involves a number of important principles:

Participation

- *The use of participatory methodologies that recognise people's individual and shared experiences as providing the basis for a deeper understanding of the forces and structures that shape our lives.*
- *The involvement of learners in deciding what they want to learn and in evaluating the usefulness of methodologies.*

Problem-Posing

A broadly problem-posing approach that involves putting our experiences up for question and analysis.

The Use of Different Tools of Analysis

The guide makes use of a number of different tools of analysis including Mastow's Hierarchy or Ladder of Needs, the Spidergram and Community Mapping.

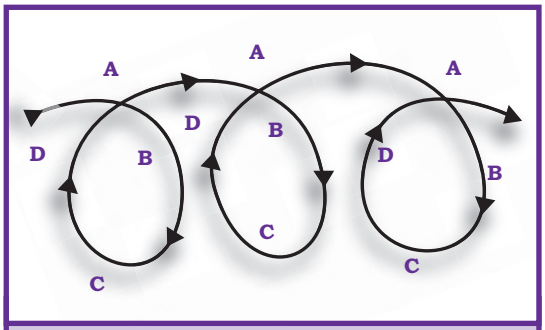
Recognition of Different Forms of Oppression

LYCS recognises that many people around the world experiencing inequality are further disadvantaged through gender, racial and other forms of oppression. Women's groups and networks, for example, have pointed out that women (and particularly women of colour) bear the brunt of the unequal system that we live in. As DAWN (Development Alternatives for Women in a New Era) have put it, they "constitute the majority of the poor, the underemployed and the economically and socially disadvantaged in most societies"[6]. This remains the reality. Specific workshops on exploring gender and racism are included, but it is also possible with any of the issues discussed to explore their impact on different groups, and the responses of different groups.

A Belief in Action to Bring about Change

The purpose of analysis is not simply knowledge for knowledge' sake but to explore how individual and collective circumstances can be changed. Suggestions for action on

various issues are included and of course groups will have their own solutions! The final workshop specifically addresses the question of power and the possibilities for affecting social change.



A. Individual and group knowledge and experience: The group starts by reflecting on individual and group experiences of an issue.

B. Community: The group begins to examine how the issue affects their community and questions such as why, what is being done, who is making decisions and what could be done.

C. Other communities in the world: The group looks at how the issue impacts on other communities in the poorer countries of the world.

D. Action: The group explores/plans what action can be taken on the issue at local and global levels.

A. The process of learning does not stop here but is potentially a continuous one with the group reflecting on new knowledge and experience gained.

Methodologies

There are guidelines for the use of tools of analysis in the relevant workshops. Other methodologies used include the use of video, photographs and:

Opening rounds: This is an introductory part to the session that allows participants to focus on being in the group or involved in the topic/task.

Brainstorm: This is a quick listing of first thoughts and reactions to an idea. It is useful at the beginning of a session to initiate thoughts to be worked out more fully. Have a large sheet of paper or flipchart ready to note responses. Encourage the group to be spontaneous by giving their first reactions quickly.

Role-play: This involves people acting out a situation. When the drama is over participants discuss what happened, their feelings, and how they see the role-play relating to real life. Role-play is a powerful learning tool that can bring up memories and strong reactions in us. It is important that people involved in a role-play are allowed to de-brief (discuss the experience and their feelings around it) and de-role (acknowledge that they are no longer playing a role) afterwards.

Some useful questions might be:

- ***How did it feel to play the characters?***
- ***How did you feel about the outcome?***
- ***How does it relate to real life?***
- ***Ask the rest of the group about what they observed in the role-play.***

Simulation game: This involves the group simulating a task or experience that can then be analysed. It should be remembered that like role-play, games are powerful and can elicit powerful responses.

Closing rounds: This is an ending that allows participants to have a final say about the session. It is a good time for an (albeit brief) evaluation such as "one thing I learned today…".

How to Use this Guide

There is really no limit to the issues that can be explored using social analysis from a development education perspective. In the radical adult education tradition 'really useful knowledge' can help us to understand the nature of our present conditions and how to improve and change them. Local participants chose the themes explored in this guide as 'live' issues affecting them and their community. The handbook attempts to bring these issues together with an exploration of power and a look at the current debate about globalisation and corporate power.

The issues will of course be relevant to many communities but it is important to note that the aim here is not to provide a blueprint but rather a how-to guide to exploring issues that are relevant to your particular group. Only your group can decide what is 'really useful knowledge' for them.

The guide is divided into 10 issue-based workshops, each of which contains a sample session or sessions exploring an issue from both a local and global perspective. However, you may want to adapt activities, add or subtract things, vary the timing or focus on particular aspects depending on the needs of your group. Go for it!

Each workshop contains:

- An introduction/brief explanation of the purpose and aim of the session
- The objectives of the session
- A list of the materials required
- A list of the activities involved with estimated times
- A description of each of the activities
- A 'Taking Action' section which focuses on taking action on the issue(s)
- A cartoon (not in Workshop 10)
- Ideas for further action
- Ideas for exploring things further
- Photocopyable handouts
- Facilitator Sheets for facilitators/tutors
- A resource guide

Some workshops contain important note: two parts. Both parts are necessary to cover the topic adequately.

A note on group size

This kind of group work benefits from a large group. The participation of 15 – 18 people brings a rich variety of experiences and ensures that no one has to work too hard! If the group is too small participants may find the work intense and tiring. Some of the activities (such as simulation games) require a fairly large number of participants for them to work effectively.

A note on timing

The sessions here do not take account of the time required to build a group. A new group will require time to get to know each other, to develop trust and to discuss content and evaluation. Any group requires maintenance. The facilitator must take account of the group's needs and adapt accordingly.

A note on evaluation

It is important that everyone has an opportunity to evaluate their learning and the usefulness of the work they've done. There are many different ways of evaluating. The facilitator should agree with the group how the learning will be measured. If you are using these sessions as one-offs, you could use the closing section to do an evaluation but it will necessarily be brief.

For more on evaluation see 'Developing Facilitation Skills,' 1995, by Patricia Prenderville (available from the Combat Poverty Agency and a number of other resource centres).

A note on the use of cartoons

9 of the 10 workshops contain a cartoon related to the issue being explored. Cartoons are valuable learning tools. They can contain a lot of information but are easily assimilated. They help to stimulate ideas and questions. They are often open to interpretation and provide a good basis for discussion of different viewpoints. They can be used as a brief stimulus or can be explored in greater detail.

Many of the cartoons here are used to underline or encapsulate a particular learning point.

A note under a cartoon suggests where in the session it might be most useful. You can photocopy the cartoon onto a transparency for use on an overhead projector or make a copy for everyone.

Ask the group what they see and what they think the cartoon is trying to say. Don't worry if there is no immediate response; cartoons can seem confusing at first glance because they contain a lot of information and people often expect to 'get it' immediately. It may be useful to have people look at the cartoon in pairs. It is important to understand that political cartoons are often designed to challenge our perspectives and can be ambiguous and open to different interpretations. You could get people to work in pairs or groups and compare different interpretations. How- ever, if you are using the session as timed here there will be a limited amount of time for this.

For more on cartoons and ideas for how to use them see 'Thin Black Lines: Political Cartoons and Development Education', 1988, by Colm Regan, Scott Sinclair and Martyn Turner (available from 80/20: Educating and Acting for a Better World).

A note on literacy

Many though not all of the activities here presume a certain level of literacy. However they can be adapted.

For activities designed specifically for groups working on reading and writing skills see 'Wider World: An Adult Learning Resource for Development Education', 2003 (published by and available from NALA, Trocaire and Clare Reading and Writing Scheme).

Dispelling Common Myths and Fears about Development Education

- ***Development education is only about the 'Third World'***

Development issues are relevant to all parts of the world. Development education is about understanding the interconnectedness of all our lives and of the social, economic and cultural issues that impact upon us. That understanding can enable us to participate more fully in how our lives, our communities and our world develop.

- ***Development education is one subject***

Rather than a subject, development education is a process and a perspective on the world. It can encompass learning about all kinds of things from geography to economics and history, but in a way that values the learner's experience of the world and encourages him or her to reflect on and analyse that experience.

Although there are many definitions of community development, it is generally recognised as a process whereby members of a community come together to identify their own needs and to plan and take action towards meeting those needs. This may involve engaging with institutions of power or working towards changing power structures to remove barriers that prevent members of a community from participating in the issues that affect their lives or from meeting their needs.

"Development Education is about increasing people's awareness and understanding of global issues and of the interdependence of different countries and parts of the world in relation to those issues. In particular it's about what sustains underdevelopment and what is needed to reach and sustain more equal development. It is an education based on reflection analysis and action at local and global level."

Dochas/Development Cooperation Ireland

- ***People have enough problems of their own and may feel powerless***

The problems confronting marginalised communities can sometimes seem overwhelming. Asking people to consider those experienced by the people of the South could be seen as an extra burden. However the sessions aim to allow participants to see issues as shared and change as always possible. In practice this creates the possibility of people feeling less isolated both as individuals and communities, and more able to take action.

The response of people worldwide to the December 2004 tsunami disaster in Asia and to the build up to and 2003 launch of war on Iraq are indications that people do indeed care about what's happening in other parts of the world and are prepared to act when they believe they can make a difference.

Perhaps most importantly, development education is not simply about problems. It draws attention to diversity of cultures, languages, relationships, worldviews and ways of living that reflect our common humanity. And it highlights the amazing resilience, creativity and adaptability of the world's people.

Frequently Asked Questions about Development Education

Don't I have to know a lot about global issues? There is such a thing as knowing enough. Each chapter contains Facilitator Sheets designed to equip you with background information on the topic. If you feel you'd like to know more you will find useful references in the resource guide at the end of each workshop. All resources are listed again in the general resource list.

How will I have time to explore the local and global aspects of an issue? The sessions are designed to give participants an opportunity to explore both their own experience of an issue and something of the wider global picture. Each group is different and some will require more time to focus on the local aspects of an issue. If the group needs more time you may have to break the session up into two parts.

How do I get people interested in issues that may seem far removed from their lives?

You do this by encouraging the group to choose issues that are of concern to them. Having an opportunity to explore their world in a participative group learning environment is a stimulating and rewarding experience for many people.

Introducing Development Education in your Group or Centre

There are many ways in which you and those you work with can get involved in development education: get involved in an event; host an event; link with another organisation or group; organise a workshop, seminar or course on development education issues; participate in a campaign; host a video showing and discussion.

Some useful tips

- The needs of the group or community are always the best starting point. Discuss the possibilities with your group – find out what would they like to explore.
- Get involved. There are many events and campaigns that may generate interest or that provide an opportunity to explore a particular issue, region or culture. However, remember you may have to adapt it to the needs of your group.
- Integrate development education into other areas. If your group is doing a women's studies programme, take a look at global women's issues or at women in a particular country. If your group is doing cookery, cook foods from around the world and take the opportunity to explore the lives of people in these regions. For computer learners, there are many development education and campaigning websites which can be explored, and so on.
- Make the link. Think about how an issue or event may link to your life and the lives of the people you work with.
- Promotion. Development education often needs a little introduction. It may be useful to produce your own literature (such as a flyer or poster) that helps to make an event or issue relevant. Putting up a flyer may not be enough - talk to people, tell them what it's about and encourage them to get involved.
- Make it real. Arrange a visit to a cultural centre, place of worship or other group or centre.
- Remember that our world is becoming increasingly interdependent and 'globalised' and increasingly unequal. From the food on our dinner plate to the clothes we wear to the issues we experience, there are many opportunities and possibilities for making connections with the wider world.
- As Ireland becomes more culturally diverse, an even richer variety of people are becoming involved in community-based groups and projects. This provides real opportunity for sharing and exploring our cultures, histories and ways of living as well as unequal relationships between North & South. A word of warning though, singling out people because they are of a minority culture may cause offence. Why should they alone share their culture and experiences? Intercultural development education is a shared process.

On the following page is a calendar of some annual events and International Days, which can provide the basis and opportunity for development education activities:

Month	Date	Event	Some organisations which may be able to help with ideas on global or international aspects
March	**Wk1/2:**	Fair Trade Fortnight	Fairtrade Mark Ireland
	8th:	International Women's Day	National Women's Council of Ireland (NWCI); Banulacht
	21st:	International Day Against Racism	NCCRI; Pavee Point Traveller Centre
April	**7th:**	World Health Day	
		Latin America Week	Latin America Solidarity Centre(LASC)
May	**1st:**	Labour Day	Trade Unions; ICTU Global Solidarity
	3rd:	World Press Freedom Day	
	15th:	International Day of Families	
June	**5th:**	World Earth Day	Sustainable Ireland
	20th:	World Refugee Day	Integrating Ireland; Comhlamh; ARASI; African Refugee Network
September	**8th:**	International Literacy Day	National Adult Literacy Agency (NALA)
	3rd Tues:	International Day of Peace	NGO Peace Alliance; Irish Anti-War Movement; Afri
October	**1st:**	International Day of Older Persons	
	16th:	World Food Day	Comhlamh
	17th:	International Day for the Elimination of Poverty	Trocaire; Concern; ADT
November	**Wk 1:**	Anti-Racist Workplace Week	NCCRI; Trade Unions
	9th:	International Day Against Fascism and Anti-Semitism	NCCRI
	Wk 3:	One World Week	National Youth Council of Ireland (NYCI) Development Edu. Programme
	20th:	Universal Children's Day	NYCI
	25th:	International Day Against Violence Against Women. *16 Days of Action Against Violence Against Women*	Women's Aid; Amnesty International
	29th:	International Day of Solidarity with the Palestinian People	Ireland Palestine Solidarity Campaign
December	**1st:**	World AIDS Day	AIDS Alliance; Concern
	2nd:	International Day for the Abolition of Slavery	Concern; NYCI Development Education Programme; Anti-Slavery International
	3rd:	International Day of Disabled Persons	
	10th:	World Human Rights Day	Amnesty International; LASC;
		End of 16 Days of Action Against Violence Against Women	Women's Aid

This cartoon could be used after the brainstorm to stimulate discussion on the distribution of the world's resources.

Workshop 1
Unequal Ireland, Unequal World

Introducing the Topic

Between the mid 1990s and 2008, Ireland experienced unprecedented wealth and job creation. More jobs were available and unemployment reached an all-time low of 3.9% in 2001. By September 2008 Ireland had officially fallen into recession, and levels of unemployment began to rise dramatically. Despite the huge wealth in Ireland during the boom years many groups and communities did not gain greatly. Why did this extra wealth not do more to eradicate poverty and inequality during the Celtic Tiger? In 2007, a Bank of Ireland report estimated that 5% of the population controlled 40% of Ireland's wealth. In 2008, over 14% of the population lived on less than €239.50 per single person per week. In 2006, the percentage of children living in consistent poverty actually increased. And while 100% of children from the 'higher professional' socio-economic group go to third level, only 27% of those from 'non-manual' backgrounds do. In fact this group (comprising mainly service industry workers) was the only socio-economic group which had less participation in third level in 2004 than in 1998.

Across the world too, the equality gap is growing ever wider. Despite huge poverty reduction in some areas, some parts of the world have become poorer since the 1980s and currently about 40% of the world's population – 2.6 billion people – live on less than $2 a day. As many as 75 million children around the world are unable to benefit from an even basic education. At the same time, the three richest people in the world own more wealth than that of 600 million of the world's poorest combined.

Aim of Workshop

The aim of this workshop is to explore the scale of inequality in Ireland and in the world and how inequality impacts on development.

Objectives

To enable participants to:

- Gain an insight into the scale of inequality in Ireland and the world
- Increase their knowledge of population and wealth distribution in the world
- Gain a basic understanding of the concepts of inequality and development
- Reflect on the impact of inequality
- Begin to explore development needs in their own community

Materials Needed for Workshop

- Flipchart paper and markers
- A photo pack such as 'Photospeak' or a collection of photos from newspapers, magazines, etc.
- Two copies of Handout 1
- Multiple copies of Handout 2
- 100 sweets
- Large sheet of paper with thought bubbles drawn on it

Workshop in Summary

1. **Introduction and opening exercise**
   15 mins
2. **Brainstorm:** advantages & disadvantages
   10 mins
3. **Game:** people and wealth distribution in the world
   20 mins
4. **Break**
   20 mins
5. **Photo exercise:** 'development'
   10 mins
6. **Group exercise:** what do people need for their development?
   10 mins
7. **Profiling:** advantage and disadvantage in education using handout 1
   35 mins
8. **Small group exercise:** development needs in your community
   20 mins
9. **Handout 2:** educational inequality in Ireland and the world
   10 mins
10. **Taking action:** closing exercise
    15 mins

Total: 3 hours

Workshop in Detail

1. Introduction and opening exercise

Explain that this session is about exploring inequality in the world. Ask the group to form two lines. Give the person at the top of each line a ball. Explain that they must pass the ball over their head to the person behind them. The second person must pass the ball between their legs to the person behind them. The third person must pass the ball over their head to the person behind them and so on. Do this until the ball gets to the back of the line and back up to the front again. The group that finishes first is the winner.

Before starting explain to one group that they must do this task while standing on one leg. The idea is for one group to have an advantage over the other. If you think this task is physically inappropriate for some people then try something else (e.g. one group has to do it with their eyes closed).

- Did you like the game? Why/why not?
- What happened?
- One group had an advantage so how did people feel about this?
- Does this happen in real life – i.e. that some groups have an advantage over others?

2. Brainstorm: *advantages and disadvantages*

Ask participants to think of areas of life where some people have advantages over others – for example, healthcare, access to education and income. Note people's responses on a flipchart under the headings 'Advantage' and 'Disadvantage'. Remind participants that this workshop is about exploring just how unequal the world is and how this impacts on people's development.

3. Game: *people and wealth in the world*

Tell the group that they represent the world's population, and that you have 100 sweets which represent the world's wealth. Divide the group in half. One half represents the poorer 50% of the world's population, the other half represent the richer 50% of the world's population. Give the poorer half 2 sweets and tell them that this is their share of the world's wealth. Based on a group of 10 people, the 1 person representing the richest 10% of the population gets 83 sweets. The other 5 people in the richer half of whole group share 15 sweets. If the group is larger this ratio can still be maintained explaining that even if mathematically incorrect, one person will represent the richest 10% for the sake of the activity.

Next ask people to 'consume their wealth' or in other words, eat their sweets. This will present problems for the half of the group with only 2 sweets and of course the person who has 83 sweets. Give the group a few minutes to respond to the request to consume their wealth, as they may start to give each other sweets, or fight for sweets or other responses.

Next, ask participants to get into smaller groups for discussion. In a group of 12 people you could have 4 groups of 3 people representing the richest 25%, second richest 25%, poorest 25% and second poorest 25%). Ask each group to discuss the following questions:

- ***Where do the richer people in the world live, and what kind of lives do they have?***
- ***Where do the poorer people in the world live, and what kind of lives do they have?***
- ***How did it feel to 'consume your wealth'?***
- ***Are you surprised about the distribution of wealth in the world?***
- ***How do you think the world became so unequal in terms of wealth?***
- ***Where would most people from Ireland be positioned in this exercise?***

Get feedback from each group. At this stage the facilitator could share the following information with the group.

- The figures used for this activity come from the 2010 Credit Suisse Global Wealth Report, http://piketty.pse.ens.fr/fichiers/enseig/ecoineg/EcoIneg_fichiers/DaviesShorrocks2010(CSGlobalWealthReport).pdf and were calculated by taking the wealth (possessions and money) of every adult in the world, minus their debts.
- One in 7 of the world's population lacks adequate food, water and sanitation.
- The three richest people in the world control more wealth than all 600 million people living in the world's poorest countries.
- The poorer half of the group represents mainly people from Africa and the poorer parts of Asia and Latin America.
- The person who got 83 sweets represents the world's super rich, who are found mainly in the US, Japan, Germany, China and other European countries. Only the very elite of some developing countries would be represented here.
- Most of the richer half represented people middle-class people in China and other middle income countries, and the average adult in richer countries such as Ireland.

4. Break

5. Photo exercise: *'development'*

Spread out photographs on the floor or table. Ask participants to think about the word 'development' and to choose a photo that says something for them about 'development'. When everyone (including you) has done this, give people an opportunity to say why they chose their photo. This will reveal different meanings and interpretations attached to the idea of development. Make some notes of these on the flipchart.

6. In threes: *what do people need*

for their development?

In groups of three, ask participants to think about the following:

- ***What do children need for their development?***
- ***What do adults need for their development?***

Encourage participants to think about basic needs such as food, shelter, play, education, love and happiness. Give each group some time to feedback to the larger group.

7. Profiling advantage and disadvantage in education

Explain that we are going to take a closer look at how the inequality we talked about earlier can affect people's development and the opportunities and rewards they get.

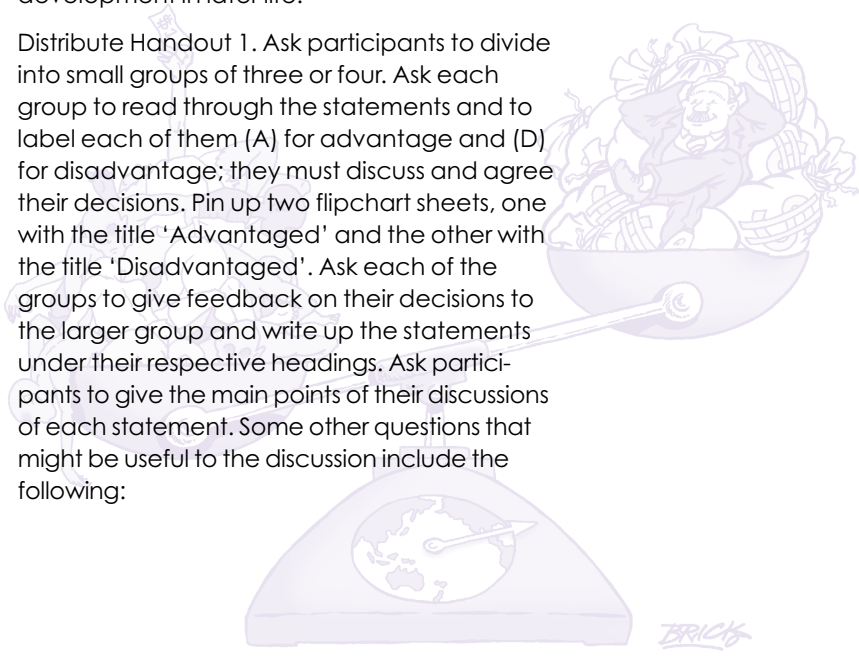
Explain to participants that you are going to draw a profile of someone studying for the Leaving Certificate who is disadvantaged and someone who is advantaged in our society. The profiles are very stereotypical (extreme) but they do highlight the fact that the circumstances into which we are born and in which we live can influence our development in later life.

Distribute Handout 1. Ask participants to divide into small groups of three or four. Ask each group to read through the statements and to label each of them (A) for advantage and (D) for disadvantage; they must discuss and agree their decisions. Pin up two flipchart sheets, one with the title 'Advantaged' and the other with the title 'Disadvantaged'. Ask each of the groups to give feedback on their decisions to the larger group and write up the statements under their respective headings. Ask participants to give the main points of their discussions of each statement. Some other questions that might be useful to the discussion include the following:

- ***Do you think the statements were true to life?***
- ***Do you think education is important? Why?***
- ***What does this kind of inequality mean for children from less well off communities?***
- ***How do you feel about this kind of inequality?***

8. Small group exercise:
what does this community need for its development?

Get the group to think of some problems or issues they see confronting their community (this will differ depending on the community but common examples may include lack of well paid jobs, early school leaving, lack of facilities for children and young people, poor quality school building and poor housing amongst others). Then ask the group to discuss what changes they think are needed to make the community a better place for the future (for example, new school, playgrounds, better housing, health clinic, homework clubs, etc.). Draw up a list of ten things that the community needs to assist its children to develop to their full potential.



9. Handout 2: *educational inequality*

Distribute the handout and read through it slowly (if possible members of the group could read a piece each). Allow time for people to respond and discuss the different facts.

10. Taking action: *closing exercise*

Lay out a large prepared sheet of paper with thought bubbles drawn on it. Ask the group to imagine that they are part of a world government. They have received the list of development needs written by the group earlier. What would they change to address inequality and help development in the world? Encourage people to think also about the things they've learned during the session and to say something about both Ireland and the wider world.

Ideas for Action

- Design a poster or series of posters or a graffiti wall highlighting inequality using the facts that people have learned and their responses. Invite local politicians in to view it and to answer questions on what they are doing to address inequality.

- Write to the Minister for Foreign Affairs asking why Ireland has cut its aid to the poorest countries in the world so drastically (by 18.9% in 2009) at the same time as it is giving billions in aid to failing banks. In 2010 Ireland reneged on its commitment to contribute 0.7% of its GNP to Overseas Development Aid by 2012, pushing the deadline forward to 2015.

- Find out more about and get involved in the Global Campaign for Education.

Exploring the Issue Further

- Other workshops in this Guide explore aspects of inequality in access to healthcare, housing, gender issues and racism.
- Explore how unfair global trade rules are impacting on the lives of people in the South (i.e. the developing world) and contributing to inequality in the world. There are a number of good simulation games available which make this learning interesting and fun (see Resource Guide at the end of this workshop).
- Explore how the burden of international debt in poorer countries is impacting on the lives of people and contributing to inequality in the world (See Workshop 2 Life and Debt).
- Explore how government policy impacts on inequality by analysing the most recent budgets. This is not as difficult as it may sound. The Local and Community Development Programme (LCDP) of the Department of Environment, Community and Local Government will be able to help you

Handout 1

Educational advantage & disadvantage in Ireland

Read and discuss the impact of the following statements with your group. Label the statements (A) for advantage and (D) for disadvantage in our society.

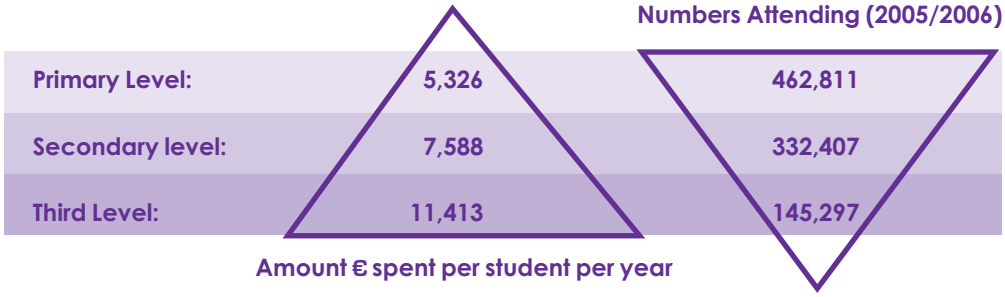
• No one in your family continued their education past the Leaving Certificate.	
• Your father is a teacher.	
• You are a Traveller and have attended a number of schools over the years. You find there are gaps in your education.	
• Your parents paid for teaching grinds in the subjects you found difficult in school.	
• You have younger brothers and sisters and your family needs you to go to work and bring home extra income.	
• You have your own bedroom - it's a warm place to study – and a computer.	
• You and your friends have formed study groups and have divided the workload in some subjects between you.	
• You share a bedroom with your sister and her eight-month-old baby. The baby goes to bed around 8pm so it's lights out then. You find it hard to concentrate in the family room with the TV on and everyone coming and going.	
• Your mother wants you to do well but doesn't always understand that studying takes time. With six people living in a three bedroom flat there always seems to be jobs to do and your help is needed more often than not.	
• Your parents have promised you a holiday when you finish your Leaving Certificate exams. You and your friends are very excited about it.	
• Your parents pay for you to have an exchange visit to France to improve your French.	
• Only one of your friends is bothered about the exams. You try to swap notes and compare sample exam questions but you are both feeling the pressure of the exams.	
• Some of your neighbours think you are getting beyond yourself because you are hoping to go to a third level college.	
• Your family and friends advise you which university is the best one to go to. One of your mother's friends arranges for you to meet with a college lecturer to talk about the course and the interview you have to do to get a place in college.	

Handout 2

Some facts on educational inequality in Ireland and the World

Ireland

- Ireland has a high rate of participation in education at all levels. However the education system is characterised by inequality and under-investment.
- Ireland's level of investment in education is one of the lowest in Europe.
- The state spends considerably more on the education of wealthy people than it does on the education of people from poorer backgrounds. While 80% of children from upper middle class backgrounds attend college, in some working class communities this figure is 10% or lower.



- Around 10,000 students leave school before completing the leaving certificate each year. The great majority of early school leavers are from poor backgrounds while graduates are mainly from middle and upper class families.
- Of the 22,000 travellers in Ireland, four out of ten live in temporary accommodation, many of them on the roadside. 40% are under the age of 15 and in 2006, only 0.8% of travellers had attained a third level education.
- Community-based second chance education, homework clubs, breakfast clubs and other initiatives have helped to combat educational inequality.

Poorer countries of the world

- Up to 67 million children worldwide are not enrolled in primary school. The vast majority of these are in Sub-Saharan Africa and South and West Asia.
- 55% of these children are girls.
- War and poverty are two of the main barriers to these children getting an education.
- In what the UN calls the Least Developed Countries (LDCs) only 32% of boys and 26% of girls attend secondary school.
- In Uganda, Malawi, Tanzania and Kenya school enrolment doubled when school fees were abolished.

Sources: Combat Poverty Agency; www.cori.ie; www.paveepoint.ie; Action Aid Ireland; UNESCO; Getting it Right (80/20 Educating and Acting for a Better World); Central Statistics Office.


DEBT
UNPAID
BILL
BRICKS
PAID
SAVINGS

Workshop 2
Life and Debt

Introducing the Topic

Personal debt is a problem that affects many in society. In most Western countries a majority of people have high levels of personal debt such as mortgages and car loans. In poorer communities, where low income, unemployment and educational disadvantage are common, many people find themselves in debt just to make ends meet. With Ireland in economic crisis, more and more people are experiencing debt problems.

National debt is the debt incurred by the government of a country. If it is high the government will want to reduce it. This is a huge problem for people in the countries of the South[i] where some governments spend more on paying their debts to banks than they do on healthcare, education and sanitation. Now the people of the world's richer countries, including Ireland, are finding that governments are diverting more funds into bailing out indebted banks and servicing national debt than spending on the population's welfare e.g. on health, education, social benefits and services.

Debt, or the threat of it, creates feelings of insecurity, powerlessness, fear and guilt.

Aim of Workshop

The purpose of this session is to give participants the opportunity to explore debt as a symptom of inequality around the world rather than as a personal failing.

Objectives

To enable participants to:

- List the causes and consequences of personal debt
- Identify any link between the causes and consequences of personal debt
- Access information on services aimed at helping people cope with, and get out of, personal debt
- Gain an insight into how government policy can impact on people experiencing poverty and debt
- Understand the impact national and personal debt can have on people in the South and how they are responding to it

Materials Needed for Workshop

- Flipchart and markers
- Blue - tack
- Multiple copies of Handout 3

i. See Introduction, page 9, for explanation of this term

Workshop in Summary

1. **Introduction and opening exercise:** what is your first memory of money?
   15 mins
2. **Brainstorm:** positive and negative words associated with money
   15 mins
3. **Role play Handout 3:** Jean's Story
   25 mins
4. **Read Maria's story**
   25 mins
5. **Break**
   30 mins
6. **Small group work:** what are the causes and consequences of debt?
   25 mins
7. **Exercise:** the cost of a child
   20 mins
8. **Taking action:** what can we do?
   15 mins
9. **Closing exercise:** 'One thing I learned today…'
   10 mins

Total: 3 hours

Workshop in Detail

1. Introduction and opening exercise

Introduce people to the purpose of the workshop. It is important to reassure participants that the workshop is not about exploring personal financial details. Ask the participants to think about the following question:

What is your first memory of money?

Ask for a general quick response to this question. This opener allows participants to ground themselves well in the topic and highlights how money can give choices and possibilities.

2. Brainstorm: *positive and negative words associated with money*

Ask the participants to think of positive and negative words that they associate with money. Divide a flipchart page in two putting 'Positive' words on one side and 'Negative' words on the other. If participants don't mention debt here, you should mention it.

3. Role Play: *Jean's Story*

Distribute Handout 3. Ask participants to role-play Jean's story in small groups, which can be less intimidating, or in the big group if they are willing. You should be aware that role plays can provoke powerful feelings and responses, so it's very important that participants have an opportunity to discuss their feelings afterwards.

4. Reading: *Maria's Story*

Ask if someone from the group would like to read it aloud. If not, you can do it. Ask people for their response to Maria's story. The following questions could be used for discussion:

- ***Why did Jean have to visit the moneylender?***
- ***Why did Maria have to visit the moneylender?***
- ***How do Jean's and Maria's stories compare?***
- ***Was it their fault that they were in debt?***

- ***Who do you see as responsible in each or both situations?***

Ask participants if they see any link between personal and national debt. Some of the following points may be useful:

When a person takes out a loan they are responsible for paying it back. In contrast to this, when the rulers of a country borrow money they are not directly responsible for paying it back. In many cases the rulers may have misused the borrowed money.

- Ordinary people may suffer cutbacks in public services such as healthcare, education and water provision so that their governments can pay back debts.
- Those who are poorest and in particular women bear the brunt of these cuts as they spend more time doing the unpaid work of caring for the sick, education of children, travelling to collect clean water, etc.

5. Break

6. Small group work: *what are the causes and consequences of debt?*

Divide the larger group into small groups of 4 or 5. Ask each group to answer two questions:

- ***What causes people to get into debt?***
- ***What happens when someone is in debt?***

For the feedback, display the causes and consequences of debt that the groups came up with. Ask the group to identify the similarities and differences between the causes and consequences. Look at how the consequences of debt can become causes in themselves of further debt.

7. Exercise: *the cost of a child*

This exercise is a useful way of exploring the gap between benefit payments and the cost of living in Ireland, and how this gap leaves many people particularly vulnerable to debt. If the group is interested in learning more about the debt crisis, you could show them a segment of one of the videos recommended in the Resource Guide instead.

Put the items for a child of up to 6 years old on a flipchart page and ask the participants to say how much they think each item costs. Compare their estimates with the estimates included here. Ask the group if they were surpirsed by any of the costs – were they less or more than they had estimated? Are there items not listed? Compare these costs with the current child benefit payment.

Facilitator Note: These figures were calculated in November 2009 by Barnardos in their 'Cost of a Child Briefing Paper'. They estimated two sets of costs, one a 'Basic Minimum Standard' and one 'Modest but Adequate'. These figures are the 'Basic Minimum Standard' figures for a child from 0-6 years.

Item Per Week	Cost
Food	€17.72
Clothes	€9.19
Education	€0.93
Personal Care	€5.87
Household Items	€2.53
Fuel	€1.07
Outings/holidays	€0.45
Pocket money/ presents/toys	€1.79
Total	€39.55

The 2012 Child Benefit payment is €140 per month or €32.30 per week which does not cover even the most basic costs of raising a child at 2009 prices. If you are on social welfare, you might be eligible for an increase of €14.90 for a 'qualified child' or €29.80 if you are a lone parent or if you have a 'qualified adult' dependent on you. Either of these additional

payments will just bring you over the threshold but still leave little room for even modest extra costs. Many low income families do not qualify for these allowances.

Allow time for people to respond to this information.

8. Taking action

Ask participants what they think can be done at global, local and individual levels. Put their responses on the flipchart. Make sure that people know where they can go for help with money worries (i.e. Money Advice and Budgeting Service) and campaigns against the debt crisis here in Ireland (See Facilitator Sheet 3 for an explanation of the global debt crisis). You could also make suggestions such as the idea of a basic income for all children (recommended by CORI Justice). The group could decide on some realistic action that they could take. The following are some suggestions.

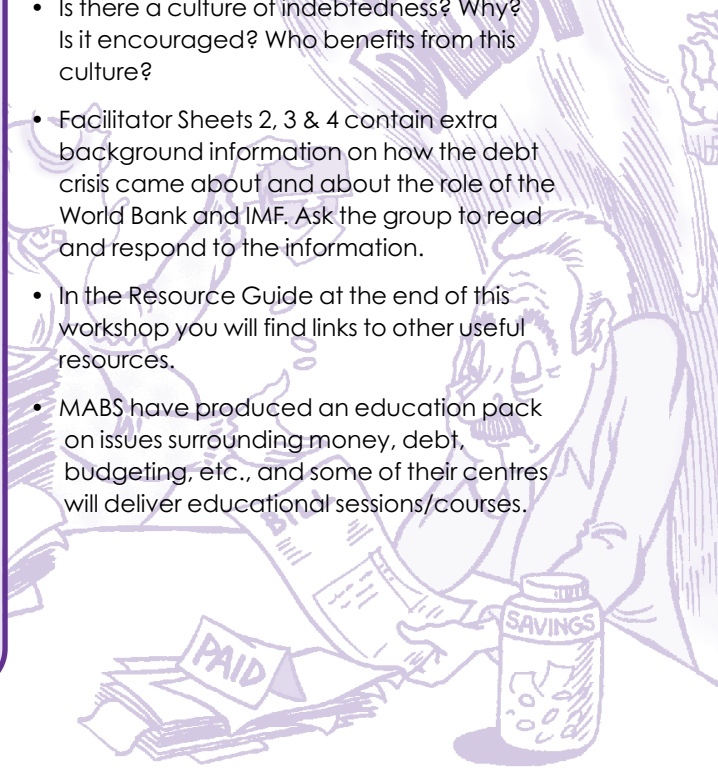
Ideas for Action

- Invite the Money Advice and Budgeting Service (MABS)to do a presentation to your group on the work that they do.
- Invite politicians to come to your centre to discuss the banking bailout, the resulting cutbacks and the impact this is having.
- Do some analysis of the most recent budget to see how it impacts on different groups of people.
- Write a letter to the Department of Foreign Affairs asking what Ireland is doing to assist heavily indebted countries.
- Get in touch with the Debt and Development Coalition to find out about campaign activities the group can get involved in. They may also be able to help with finding a speaker from the Philippines or other country experiencing debt problems, who would be willing to share their knowledge with the group.
- Create a display of information highlighting the issue of debt for your centre, local library, or other public place.
- Contact an educational or campaigning group in the Philippines to exchange information.

Exploring the Issue Further

This issue will mean different things to different people. If you have the opportunity you could explore the following questions in more depth:

- When is debt useful and when is it harmful?
- Is debt different for poor versus rich people? If so, how?
- Is debt different for men versus women? If so, how?
- Is there a culture of indebtedness? Why? Is it encouraged? Who benefits from this culture?
- Facilitator Sheets 2, 3 & 4 contain extra background information on how the debt crisis came about and about the role of the World Bank and IMF. Ask the group to read and respond to the information.
- In the Resource Guide at the end of this workshop you will find links to other useful resources.
- MABS have produced an education pack on issues surrounding money, debt, budgeting, etc., and some of their centres will deliver educational sessions/courses.



Handout 3 Role Play

Jean's Story: A Very Easy Loan!

Scene 1: The Community Centre

Jean: I'm worried about Christmas. I just don't know how I'm going to get the kids presents. It's really getting to me. I dread the whole thing.

Pat: I told you before what to do. You know where you can get an easy loan. Borrow e500 for presents and pay a bit back every month. You'll have to hand over your children's allowance book but it's the only way.

Jean: Maybe. But don't those moneylenders charge a lot of interest? I've heard it's very hard to pay them back.

Pat: It's not that difficult. I borrowed money for school uniforms for the kids this year. Okay, so it costs a bit to pay it back but it was either that or no uniforms for the kids. And I was able to get a top-up when I needed it.

Jean: Yes you're right. Give me the name of your Mrs. Whatever-her-name.

Scene 2: The Moneylender

Moneybags: So you want to borrow e500? It's difficult coming up to Christmas. I've my regular clients to take care of. Everyone wants to borrow this time of year. I'd have to make a special case for you and I'll need the children's allowance book as security.

Jean: I'd do anything not to let the children down. Christmas is everything to them.

Moneybags: Well, I'll call up to your flat on the last Friday of every month to collect the repayments and that costs e5 a time. You can borrow e500 and pay me back at e65 a month for ten months. How does that sound?

Jean: e50 or is it e65 a month? Yeah great!

Moneybags: Okay, I'll be up this Friday for the first payment. What's your address?

Adapted from: Making Connections, Banulacht, 1994.

Maria's Story

Maria used to live in the rich woodlands that once surrounded Butuan, the capital town of the Southern Philippines. Today she, her husband and their five children live in a rented hut in the city. Large timber companies came and felled the forests, bringing work and money to the people who lived there. But the logging firms were greedy and soon the wood supplies grew scarce and the logging firms moved out. The forest has almost gone now and thousands of Maria's neighbours have also had to move to Butuan to find work.

During the 1980s, the Philippine Government, under President Marcos, got into deep debt. To honour these debts the country had harsh policies forced on it by international lenders, foreign governments, big commercial banks, the International Monetary Fund and the World Bank. These included the removal of subsidies on items such as food, buses and cooking fuel.

For Maria life is hard and getting harder. Her husband was a timber worker but is now unemployed and she is the sole provider for the family. To continue the street trading with which she keeps her family going, Maria must borrow money. The home made rice cakes she sells at the bus station require little equipment to produce but she needs money to buy ingredients and fuel.

When the banks were unwilling to lend Maria and her fellow traders money, they went to a moneylender. They found that every day, for each four pesos borrowed they had to pay one peso in interest. The tiny profit for a days work was swallowed up in repayments. A bad day's selling triggered a spiral of debt. How could they make ends meet?

Adapted from: Making Connections, Banulacht, 1994.

Facilitator Sheet 1

Philippines fact file

Geography

The Philippines is a country made up of over 7,000 islands located in South-East Asia. The climate is hot – tropical in the North and equatorial in the South. The country grows and exports mainly coconut, sugar, timber and fruit.

History

The Philippines has over 60 different indigenous groups as well as people of Malaysian, Indonesian, Chinese and Spanish origin. It was first inhabited an estimated 30,000 years ago by peoples from the Asian mainland. Next came waves of immigrants from Indonesia, then Malaya and later the Islamic Makdum people (around 1380). The explorer Ferdinand Magellan and his cohorts arrived in 1521, precipitating over 400 years of colonisation (the country was named after Philip II of Spain).

Independence

A Filipino independence movement grew in the 19th Century and Filipinos fought alongside the Americans in 1898 during the Spanish-American War. The Spanish were defeated but instead of winning its independence the Philippines was bought out by the USA for $20 million. It finally achieved political independence in 1946.

Politics

The Philippines was ruled by the infamous military dictatorship of Ferdinand Marcos for over twenty years until his regime was overthrown after a period of popular unrest. Under Marcos the national debt of the Philippines grew enormously. He, his wife Imelda, and their associates are estimated to have pocketed a third of all loans to the country. Before he was forced out of office in 1986, Marcos's personal wealth was thought to be in the region of $10 billion. Since returning from exile in the 1990s, the family have re-entered politics and in May 2010 Imelda Marcos was elected to congress.

Corruption overthrown

Since the overthrow of Marcos, Filipino democracy has been plagued by attempted military coups, continued corruption and human rights abuse, a high level of debt and conflict between government and separatist groups objecting to the presence of US military bases. Ordinary Filipinos organised the world's first Drop the Debt campaign and overthrew corrupt President Joseph Estrada in 2001, although many feel his successor Gloria Arroyo was also grossly corrupt.

Daily life

The Philippines has a population of 90 million with 65% living in urban areas. With almost 33% of the population living below the official poverty line, life in the cities is tough for many. Hundreds of thousands live in slums and are dependent on 'informal' work such as scavenging in landfills. Other common work includes home-based or sweatshop labour, domestic services and construction. The Philippines has a very high school enrolment rate (80% combined gross enrolment ratio in education) and adult literacy rate (93%) but investment in education is still low. An estimated 3.5 million Filipino children are classified as child labourers, helping their families to survive.

National debt

The Philippines national debt is over $72.27 billion (Source: CIA World Factbook, December 2011 est.) or $693 per person, in a country where 41.5% of people live on less than $2 a day (World Bank, 2009). The Government spends more on paying back its debt than it does on health and education. While 2.2% of the 2010 budget was allocated to health, 22% was allocated to debt repayment. Both NGOs and World Bank officials accept that most of the national debt was borrowed by the Marcos dictatorship.

Facilitator Sheet 2

The debt crisis in the Global South

70s The oil producing countries form a cartel* and push up the price of oil. They make a fortune and put it in Western banks. Flooded with cash the banks set out to use it to make more money by pushing cheap loans on any country they can persuade to take one. The money is often spent on under researched, unrealistic projects or wasted by dictators. The poor rarely benefit from the loans.

80s New economic policies in the West send interest rates sky high. This is disastrous because loans are not cheap any more. More disaster - the prices of imports poor countries buy (e.g. oil) rise and the prices of exports they sell (e.g. crops) fall drastically.

90s The poorest countries fall deeper and deeper into debt. High interest levels mean that countries end up owing more at the end than they did at the start. Some countries end up having to take out new loans to pay the interest on old ones.

00s In 2005 the Make Poverty History coalition and other groups campaigned at the G8 summit in Edinburgh and '100% cancellation' was promised. Five years on, only 10% of the total debt owed by low income countries has been dropped. Although small, this debt relief has had some positive impacts. For instance, in ten African countries that had debts cancelled, there has been an average increase of around 40% on education spending, and a massive 70% on healthcare. However, for every $1 developing countries receive from developed countries in aid, they still return $5 in debt repayments. A 2010 IMF report states that the global recession has only worsened the situation for developing countries. While the money involved is small compared to the trillions of dollars spent in bank bailouts, the impact is devastating. European countries such as Ireland are now implemeting their own 'adjustment' programmes meaning huge cutbacks in public spending on health, welfare, education and aid, affecting ordinary people and the poorest of the world.

*** Cartel is an informal group of businesses that maintain prices at a high level and control production.**

Adapted from Life or Debt, Debt and Development Coalition Ireland, 2001.

Facilitator Sheet 3

Who are the World Bank and the IMF?

The World Bank and the International Monetary Fund (IMF) are closely linked organisations set up towards the end of the Second World War to enhance international trade and financial co-operation.

The World Bank

The function of the World Bank was largely to aid the reconstruction of Europe after the Second World War through the provision of long-term loans. Its remit was later extended to aiding the 'development' of poorer countries by giving loans.

International Monetary Fund (IMF)

The role of the IMF was to ensure global financial stability by giving short-term loans to countries experiencing budget problems or trade deficits (more money being spent on imports than earned by exports). The IMF reschedules the debts of poor countries in return for the implementation of a Structural Adjustment Programme (SAP). SAP usually means freezes on wage increases, cuts in public spending, selling off public services, and opening the country up to multinational investors.

Growing criticism

The two institutions have come in for growing criticism since the 1970s. Critics argue that some of their neoliberal economic policies have increased poverty (especially in Sub-Saharan Africa) and contributed to the displacement of indigenous people and environmental destruction. The IMF and World Bank are now major creditors of poorer countries of the South. According to debt campaigners 30,000 people are dying as a result of poverty each day in the South yet many countries are forced to spend more on debt repayments to both banks and international institutions than they spend on health care or education.

As a direct result of debt, the health of millions of people has deteriorated, life expectancy has decreased and school enrolments have declined dramatically as fees for healthcare and schools have been introduced. In recent years, large-scale protests and demonstrations against these policies have taken place in countries across the world and in particular outside the annual meetings of the IMF and World Bank. In July 2005 the Make Poverty History Campaign targeted the G8 Summit in Gleneagles, Scotland. Huge publicity and protests were followed by an agreement to 'forgive' some of the debt of the world's poorest countries. However critics pointed out that apart from not going nearly far enough, this debt 'forgiveness' is tied to the same conditions of structural adjustment policy, which have caused poverty and inequality to increase.

Sources: Debt and Development Coalition Ireland, Jubilee Research, No-Nonsense Guide to Globalisation.

This cartoon is useful for stimulating broad discussion on housing issues and government housing policy.

Workshop 3
Home Sweet Home

Introducing the Topic

All over the world millions of people lack the security, privacy and comfort of a decent home. They live in dilapidated flat complexes, in hostels, in makeshift huts, in rundown modern estates, in refugee camps, in overcrowded squatter settlements, in shantytowns or on the street. Many suffer ill health and stress and may live in constant fear of eviction, violence, disease or even death.

Shelter is a fundamental right under the United Nations Declaration of Human Rights and under the European Covenant of Social and Political Rights. The United Nations declared 1987 International Year of Shelter for the Homeless to mark the start of a campaign that ran until the year 2000. Today the global housing crisis remains. According to the UN, almost one billion people now live in the world's slums.

Aim of Workshop

This workshop sets out to explore the human need for the security of a home, as well as to examine the scale of the global housing crisis and its impact on people. It also looks at how people can challenge government housing policy and create their own solutions.

Objectives

To enable participants to

- Reflect on the value of home in meeting human needs for shelter, security, good health, etc.
- Gain insight into the scale of the housing crisis in Ireland and globally
- Gain insight into housing conditions in the South.[i]
- Explore innovative solutions to housing problems
- Map the housing situation in their own community
- Plan action on housing needs in their own community or elsewhere

Materials Needed for Workshop

- Flipchart and markers
- One red and one yellow sheet of paper for each participant
- Handout 4, Part I and Part II
- Handout 5

Workshop in Summary

1. **Introduction and opening exercise:** a sound sculpture of 'Home'
   20 mins
2. **Brainstorm:** Maslow's hierarchy or ladder of needs. What needs does 'Home' fulfil?
   20 mins
3. **Small group work:** mapping housing in your community
   35 mins
4. **Break**
   30 mins
5. **Quiz:** the scale of the housing crisis in Ireland and globally
   20 mins
6. **Housing solutions:** using Handout 4, Part I and Part II
   30 mins
7. **Taking action:** what can we do?
   15 mins
8. **Closing exercise:** read *The Cooking Pots* story from Handout 5
   10 mins

Total: 3 hours

Workshop in Detail

1. Introduction and opening exercise: *sound sculpture of 'home'*

Begin by explaining the purpose of the session. Then ask participants to create a sound sculpture of 'home'. This exercise should give people a chance to reflect on what 'home' means to them. Ask each person to think of a sound they associate with 'home', for example, the zip of a remote control, the ticking of a clock, a dog barking, a snatch of dialogue. Ask each participant to move one by one into the centre of the room, repeating their sound continuously. By the time everyone is in the centre of the room there should be quite a racket! When finished give everyone a chance to say how they felt about the exercise: what, if any, feelings or impressions were evoked for them?

2. Brainstorm: *Maslow's hierarchy or ladder of needs*

Brainstorm the idea of 'home' placing the groups' responses on a flipchart. Pin this up where everyone can see it. Using Facilitator Sheet 5 draw Maslow's ladder of needs on the flipchart. Use the ideas from the brainstorm to identify the needs that a home can fulfil, (e.g. shelter, security, health, self-expression).Explain each step on the ladder as you go up the hierarchy of needs. Ask participants if they think that all housing can be called 'home'. Are there needs that are threatened by poor housing? For example, a person housed in an area where drug dealing is common place, or someone living on the side of the road, may not feel that they, or their family, are secure. Alternatively, this exercise could be done in small groups. If you have time you could also look here at the different concepts of home in different cultures. For example, to a settled person a caravan is likely to be seen as nothing more than a holiday home, whereas for a Traveller, it may represent the means by which they can live a nomadic lifestyle. There are a number of photo packs that you could use to do this; see the Resource Guide at the end of this workshop.

3. Small group work: *mapping housing in your community*

Divide the large group into smaller groups of four or five. Ask each group to draw a map, on flipchart or other paper, of their community, indicating the different types of housing there (e.g. public, private, apartments, flat complexes, hostels, halting sites, etc.). Ask each group to discuss and indicate which type of housing they see as best and worst for fulfilling the needs discussed above. This will raise issues about poor housing and facilities in the community. It's important to remember that some participants maybe in poor or crisis housing situations themselves and may want to discuss it. Allow time also for the group to give feedback on what improvements they'd like to see in the area. Document these on the flipchart. Mention that they will be looking at some alternatives later. You may need to refer people to services (see Resource Guide) you could also suggest bringing in someone from the local authority to whom the group could express general concerns.

4. Break

5. Quiz: *the scale of the housing crisis in Ireland and around the world*

Explain that the quiz is not a competition but just a way of hearing some of the many facts about the global housing crisis. Give each participant a red and a yellow piece of paper. Red indicates true and yellow indicates false. Using Facilitator Sheet 8, ask people to indicate whether they think the answer to each question in the quiz is true or false using the red and yellow sheets of paper. After participants have given their answer support the correct answer with information following the quiz questions on Facilitator Sheet 8. Ask the participants to discuss their response to the information given on the housing crisis both in Ireland and around the world.

6. Housing solutions: *true stories from around the world*

People around the world have come up with alternative solutions to their housing needs that challenge, bypass or force a change in government policy. Handout 4 contains some examples from Ireland, Britain, Brazil and India. Give each group one scenario (Handout 4, Part I) and ask them to come up with a possible solution(s) to the housing problem. Allow each group to feedback to the larger group on what the problem was and what, if any, potential solutions they had. Next give each group the next part of their scenario (Handout 4, Part II) and give the groups a chance to discuss the outcome in each situation.

7. Taking action: *what can we do?*

From the earlier exercise looking at housing in the community, people will have talked about some of the changes or improvements they would like to see in terms of housing in their area. Plan with the group how they can have these opinions heard. They may like to make a presentation to the local authority or to a local development agency or worker. Make sure people know where to go for help with housing situation, e.g. local authority housing officer, local representatives, or housing associations such as Threshold, Simon, Focus Ireland; contact details are in the Resource Guide. Many areas also have Local Development Plans, which are part of the National Development Plan. Information on plans for your area is available from the local authority and local development agencies and perhaps local projects. See Facilitator Sheet 7 for more information on the government housing policy in Ireland.

8. Closing exercise: *Handout 5: The Cooking Pots*

Distribute Handout 5. Read it out loud and ask participants to reflect on the story and to briefly give any comments on the story.

Ideas for Action

- Refer anyone with special needs on to the local authority, housing association, local representatives.

- Invite someone from the local authority to hear the group's views on housing or to answer questions. The group will need time to prepare for this. It is not the ideal way to deal with individual cases so the group should discuss the more general situation and issues they would like to raise.

Participants in LYCS presented their opinions on the relationship between the community and the local authority and on what they would like to see change to a representative of the local authority. They also prepared and asked a series of questions on housing policy such as why houses are left empty for long periods and why there is no rent control.

- Invite someone from a housing charity to discuss housing rights and share the group's local knowledge with them.

- Conduct a more in depth community mapping exercise, highlighting problems and opportunities (such as boarded up and empty buildings) and lobby the local authority and local representatives with the information.

- Find out more about groups like MST in Brazil and Sparc in India (see Facilitator Sheet 6 for background information).

- Do a photographic project on housing in the community and organise an exhibition.

- Join or start a housing action campaign.

- Take part in the Simon Community's campaign to make housing a right under Irish law.

Exploring Things Further

- Explore attitudes to and issues for people who are experiencing homelessness.
- Explore the impact of housing problems on women and children and explore the central role of women in developing the housing solutions described above.
- Watch a movie or video, which gives an insight into housing and living conditions in Brazil (see the Resource Guide). All of the ones mentioned here have subtitles, which will present a problem for people with literacy difficulties. You could read subtitles aloud.

Handout 4 (Part I)

Posing the Housing Problem

St Ultan's, Dublin

The residents of St Ultan's were tenants of the local authority, Dublin Corporation (now Dublin City Council). The corporation had sold off their building to a private developer. The developer planned to knock down the 33 flat block and build a multi-million pound apartment complex. The tenants now faced eviction and rehousing.Some were unhappy with their prospective new homes. For others, this would mean an indefinite stay in a hostel.

Southern Brazil

Brazil is one of the biggest economies in the world but is also one of the most unequal. About 20% live below the national poverty line and 16 million survive in extreme poverty. (World Bank) There is huge inequality in terms of land use, with much land taken up with growing export crops instead of sustaining local people.

In the early 1960s the Governor offered peasants in the state of Rio Grande do Sul unused land from large estates. A military coup in 1964 put an end to this. The land was given back to the rich landowners and the peasants were forced off. The landless had few options, but to leave Brazil, to travel far to the hot and humid Amazon or to invade the land reservations of the indigenous people. Many simply camped on roadsides.

Mumbai, India

In Mumbai, 8 million of the 20 million inhabitants are slum dwellers. Whole families, known as Pavement Dwellers, live in makeshift shelters on the footpaths and make their living on the street. For years they have faced regular demolition of their homes by the city authorities.

Yoker, Glasgow

The residents of a block of tenement flats in Yoker, Glasgow, lived in terrible conditions. The roof leaked, windows were falling out, plaster was falling from the walls and floorboards were rotten. The back walls were coming away and had to be held in place by huge wooden props. Electric wiring was old and most flats had no hot water and only one socket. The flats were freezing, damp and dangerous and they were getting worse.

The residents continually asked for repairs to be done but their landlord lived far away and didn't seem to care. He never agreed to have major repairs done.

Handout 4 (Part II)

Housing Solutions

St Ultan's, Dublin

A number of residents refused to move and barricaded themselves into their flats. Helped by other local residents and local activists and representatives, they mounted a permanent picket to prevent bailiffs from entering. They organised a public meeting to highlight the issue and build support. Local shops helped out with food and people tooted their car horns in support. After three weeks the local authority agreed to buy back the building and to refurbish the flats.

Source: Residents of St. Ultans. See also Evening Herald 21 June 1999 for example.

Southern Brazil

The Landless Workers Movement (MST) was formed in 1985 when hundreds of landless people got together, took over an unused plantation in the south of Brazil and set up a co-operative community there. They gained title to the land in 1987. Since then hundreds and thousands of families occupied and gained title to unused land. They created strong communities with food co-ops, small agricultural industries, schools and literacy programmes. For many their incomes are much improved. MST used to their advantage a part of the Brazilian constitution which states that land that is not being farmed can be used for 'social purposes', but it has taken this kind of campaigning and action to get this principle put into practice.

However their success has come at a cost. Despite the fact that the law is on their side, thousands of people died as a result of this struggle, in clashes with police and landowners.

Sources: www.mst.org; www.christianaid.org.uk; Cutting the Wire: The Story of the Landless Peasant Movement in Brazil, Sue Branford and Jan Rocha 2002.

Mumbai, India

In response they formed collectives such as the National Association of Slum Dwellers. They began by organising picnics to vacant lands in the city. The picnics provided an opportunity to survey these lands. They checked out who owned the land, whether they were serviced by water and electricity and whether there were schools, health centres and opportunities for work nearby.

With their homework done the people were more confident in dealing with the state. Next they started savings groups for housing, learned construction skills and began to build a movement focused on gaining secure shelter for the poor of the city. They translated their dream homes into life-size models.

Now they have a voice and are able to negotiate with the city authorities rather than just be at their mercy. These days many people are resettled in secure housing in strong communities. Even though it's been a long struggle the pavement and slum dwellers believe that standing together and helping each other ensures that one day all of them will have a decent home.

Source: Society for the promotion of Area ResourceCentres - www.sparcindia.org. December, 2003

Yoker, Glasgow

The desperate residents began a rent strike. After a couple of months their landlord hit back, serving everyone with eviction notices. The tenants approached the housing charity Shelter for advice and together they spoke to Glasgow District Council. The council agreed to order the landlord to carry out repairs. But still nothing was done. Shelter suggested that the residents should form a housing association and try and buy the tenements so that they could repair them themselves. That's how Yoker Housing Association was born.

It was a difficult struggle. It took some time to find out who the real landlord was, but when they did they travelled to London to meet him. He didn't want to sell or to repair the flats. The determined residents said that the landlord was getting rich from other people's misery and demonstrated outside his house. They went to parliament and got their MP to ask questions about the landlord in the House of Commons. He agreed to sell and the tenants bought. That was just the beginning though. They got money from the council to do repairs and to landscape the area. They learned how to work with architects and builders, how to understand plans and surveys and how to look after thousands of pounds. Since then they have built their own housing estate, community centre and enterprise units, and all employing local labour too!

Source: Doorways, Save the Children, 1987

Handout 5

The Cooking Pots *By D, A Big Issue Poet*

Once upon a time there was a very poor village where the people lived in need of even the most basic things such as food and clothes. Life was very hard and the occasional penny that was left over was so rare and such a small amount that it was hardly worth saving. After all, what use is one penny in a pot? But the people of this village did not mind being so poor because they had a good wise ruler who they knew would soon release them from their poverty and bring them all food, fine clothes and houses to live in. For many years they knew this and watched as their wise ruler got on with running the country. They waited patiently for him to decide to give them their rightful inheritance. As they waited their children grew stunted with hunger, their backs grew bent with the toil and their bodies grew weak with sickness. "Soon", they whispered, "Soon we will be given what we have waited so long for."

Year after year, season after season, they waited to be given the life they deserved…until one day, the wisp of a thought, the spirit of an idea came and spoke to them. This idea said, "Why wait to be given what you can create yourselves?" But the people scoffed and said "Don't be so foolish! What can we do when we have so little. What use is one penny in the pot?" "Ah!" said the idea, "But you have each other, therefore you have knowledge, you have unity and you have hundreds of pennies in your pot!" And so it was that the idea came to live with them… A pot was placed in the shack of one of the villagers and each day the women of the village (for is it not always the women who watch the pennies?) came and put in anything they could spare, sometimes a penny, sometimes two and sometimes nothing at all. It all depended on their luck of the day.

As they met in the shack they would gossip and talk. (For do not women always gossip and talk?) One would say "My little boy has grown out of his shoes and I don't know what to do". To which another would say "My son has just grown out of a pair which would fit your boy, you may have them". A second woman would say "The roof of my shack is leaking and I don't know how to mend it", to which another would reply, "I mended my roof last week I'll come and show you how".

And so their knowledge and unity grew, as did the money in the pot. What had begun as one person's penny, lonely in the bottom of the pot on the first day, soon multiplied and increased a thousand fold as more people came to join it. When a woman came with a problem that could not be solved by the other women, she would be given money from the pot to pay for any medicine or to buy food when she had been robbed or whatever needed doing. She would pay the pot back little by little by saving more carefully or working a little harder. They trusted each other because they helped each other, and anyway they all knew each other, so that any betrayal of trust would not go unnoticed or unforgotten. All this they had done themselves. All the thousands of pounds in the pot was created by them with the spark of an idea to set it going.

But now it was time for the idea to speak again, "You have unity and knowledge and you have the power of the money in the pot, perhaps it's time to give a little of that knowledge to your ruler, it seems he is sorely in need of it!!" The people frowned at this and said "What can we possibly give our ruler that he already doesn't have?". "But," said the idea, "each time you ask for a proper home your ruler says that it cannot be done until more is

found out about the scale of the problem and the shape of the solution. This is the knowledge that only you have!" So, the villagers went from shack to shack, counting how many people lived there and how much land there was. Then they realised that because it was their village they knew exactly the number of people who were in need and precisely where the solution could be built. So they took some of the money from the pot and gave it to the men with the skills and said "Help us to build a house". And with their knowledge of what materials were best suited to the type of land, and what people from the village needed from a home, they built the perfect house. One that they would all be happy to live in if it were theirs, rather than the type that their ruler thought they would prefer.

Finally, the people went to their ruler and asked for their homes to be built. The ruler listened because he had heard of these poor people who had saved many thousands of pounds; money was the one thing he really respected. But as usual he told them "No we cannot just go ahead and build your houses, as we do not yet know the scale of the problem or the shape of the solution, so it's not that simple". But the people replied "Oh but it is that simple. We know the scale of the problem and we know the shape of the solution". They handed him their carefully tabulated statistics and their perfectly drawn up plans along with an invitation to come and view their beautiful new house. Well!! What was the ruler to do when faced with a rich group of people who had done the work for him that he could never have achieved alone? Suffice to say, the houses were built.

I'm not going to say that they lived happily ever after, because that would be just a fairy-tale, but the villagers do have their own ideal homes and their own food on the table and their own clothes on their backs…. Which is more than most of us can say!! Oh, and this is a TRUE story.

Source:
www.theinclusivecity.org/resources/stories_main.htm

Facilitator Sheet 4

Maslow's hierarchy or ladder of needs

Maslow argued that every person must have certain needs met in order to be happy and reach their full potential as human beings. These range from basic survival needs to needs for self-respect and being yourself. If we don't have our most basic needs met, the chances of meeting the other needs are pretty slim.

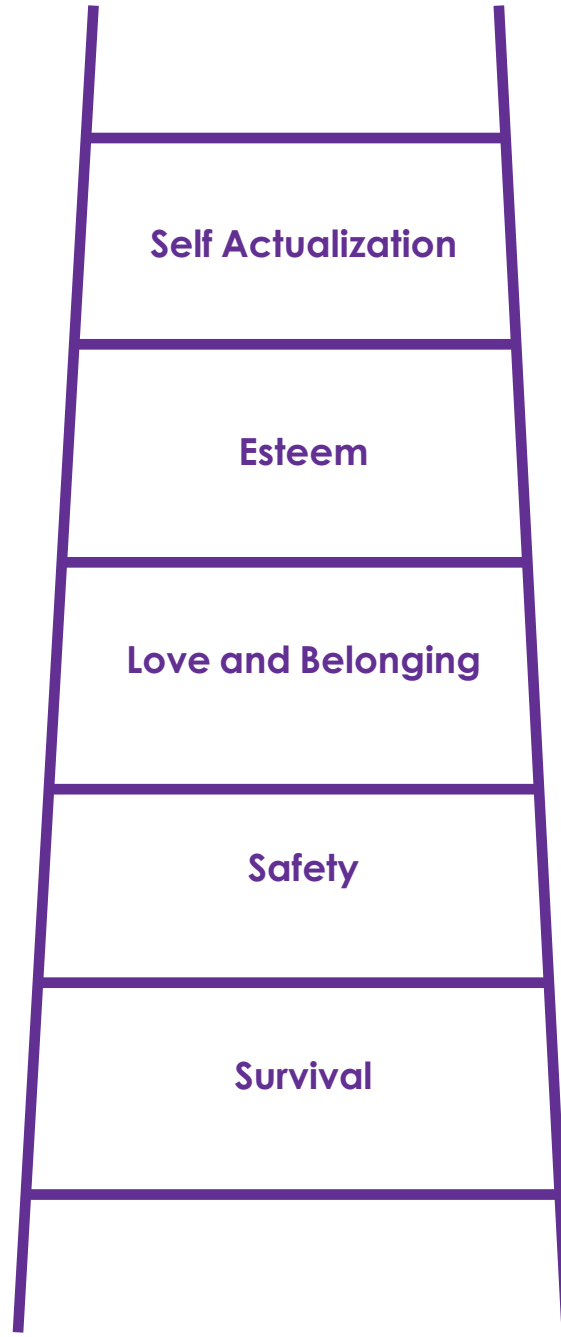
Survival: We cannot survive unless our physical need for air, food and shelter are met.

Safety: We all need to feel secure, to have some level of stability in our lives and to live free from fear.

Love and belonging: We all need love, affection and friendship.

Esteem: We all need self-respect, a sense of achievement and recognition from others.

Self-actualisation: If the above needs are fulfilled then we have a better chance to grow, fulfill our dreams and reach our full potential.



Source: Maslow, Abraham H., Motivation and Personality, 2nd edition, New York, Harper and Row, 1970.

Facilitator Sheet 5

Brazil factfile

Geography

The South American country of Brazil is enormous, the fifth largest country in the world. It occupies almost half of the continent and borders nearly every country on it. The climate varies from tropical to semi-desert interior areas.Most famously Brazil is home to the Amazon region with its huge rainforest. The Amazon is the world's longest river and the region contains 40% of the world's remaining tropical rainforest. The country's main exports include iron, oil, soya beans, sugar, meat, aircraft and cars.

History

There were an estimated five million indigenous Indians living in the region when Portuguese explorers arrived in 1500. The Portuguese king began to send settlers, claimed the territory and divided the coastal areas into 'captaincies', which he gave to his friends.The colonisers began to grow sugar and to use the indigenous population as slaves on their plantations.The capture and sale of slaves soon became one of the country's most lucrative trades. During the 17th Century, African slaves replaced Indians on the plantations and in the newly discovered gold mines. Resistance to slavery was ongoing and communities of runaway slaves were common. In 1822, the son of Portugal's Prince Regent declared Brazil independent. Busy fighting Napoleon, the Portuguese could do nothing and Brazil became independent without bloodshed. In 1888, the abolition of slavery was followed by a huge wave of immigration. Italians, Germans and Japanese came to work on the sugar and coffee plantations. In 1889, a military coup backed by rich coffee growers precipitated almost 100 years of military rule.

Politics

Despite military oppression, Brazil witnessed the growth of popular movements of resistance through the 1970s and 1980s. The people won democracy in 1985 and a new democratic constitution in 1988. The constitution defines the civil rights of all citizens. In 2003 the Worker's Party came to power in Brazil. Together with Russia, India and China Brazil is now one of the world's rising economic powers - otherwise known as BRIC nations. Although poverty has decreased considerably (from 35.8% in 2003 to 21.4% in 2009), extreme inequality in income and land distribution still persist. In 2009 the poorest 10% of the population owned just 1.2% of the wealth, while the richest 10% owned 42.5%. Additionally, 16 million live in severe poverty. Much of Brazil's economic growth is based on increasing exports of agricultural produce such as soybean, sugar, and coffee which has meant that tropical rainforest is still being cut down at an alarming rate. It has been recognized that it is particularly Brazil's indigenous (.4%) and Afro-Brazilian population (more than 50%) who are most marginalized and have benefitted the least from economic growth.

Daily life

Brazil has a population of 203 million people speaking Portuguese and 130 indigenous languages. While it has vast rural areas, huge levels of industrialisation have lead to 87% of people living in the cities. For a significant proportion of the population daily life is a struggle on less than $2 a day. Where there is no work in industry, construction or services, people try to scratch out a living in street trading, shoe shining and other forms of 'informal' work. Many people live in the shantytowns or 'favelas', which surround most cities. The spirit of resistance is strong though. Brazil's poor and marginalized indigenous and Afro-Brazilian population have suffered centuries of exploitation and oppression but continue to fight for their rights. So do millions of landless peasants and workers.

Sources: UN Human Development Report 2002; Christian Aid, www.christianaid.org.uk; Movimento dos Sem Terra (MST), www.mst.org; Latin America Bureau, www.lab.org.uk

Facilitator Sheet 6

Government housing policy

- The most noticeable thing about government housing policy is that it **concentrates on the idea of private ownership** over all other types of tenure. Ireland has a high rate of home ownership; almost 80% of all permanent private households are in this category. In many other European countries it is more usual for many people to rent, either privately or from voluntary housing associations, and sometimes at rent controlled rates. In the Netherlands for example 53% of people own their own home whilst one third of all housing stock is owned by Voluntary Housing Associations[1].
- In the **1940's, 70% of all houses built were built by Local Authorities**, In 1985 this had dropped but was still at 27%[2]. During the 'Celtic Tiger' years there was a massive increase in the numbers of houses built, however the vast majority was private rather than social housing[3]. Although 20% of privately constructed housing stock was intended for social and affordable housing through the *Part V* provision of the *Planning and Development Act 2000*, less than 3% was actually used in this way[4].
- During the boom house prices in Ireland rose at unprecedented rates. Price hikes meant large and sometimes spectacular profits for investors and banks. However they also meant a huge increase in debt for many homeowners. In August 2012 the Central Bank of Ireland announced that almost 130,000 mortgages are in arrears of some kind, and there has been a large increase in the number of homes repossessed by lending institutions.[5]
- There were about 230,000 vacant dwellings around Ireland at the time of Census 2011 while at the same time, 98,318 households on the waiting list for social housing.
- Approximately 92,000 people in private rented accommodation were in receipt of state assistance to pay their rent (Rent Supplement) in 2012. Since 2009 the government has significantly cut this subsidy, contributing to homelessness and forcing people into substandard accommodation (Focus Ireland, November 2012). Although the State essentially diverts €500 million via rent supplement into the hands of private landlords, there has been very little pressure on them to maintain properties. In 2010 one in five rental properties inspected failed to meet minimum legal standards. In 2013 this minimum standard will improve, but unless the levels of inspections and prosecutions of rogue landlords increases, tenants may continue to lose out.
- Fewer than 10% of Irish households currently live in **social housing** (Local Authority or Voluntary Housing Association rental) and it seems likely this figure may drop further. Grant Aid to Voluntary Housing Associations to fund house building has largely been stopped and the *Housing (Miscellaneous Provisions) Act 2009* has effectively signalled the end of Local Authority building programmes. Instead social housing in the future will be managed through three party arrangements involving Local Authorities, Private Landlords and Tenants.
- Some urban housing estates, mainly in Dublin but also in Limerick, have been selected for **'regeneration' funded by Public Private Partnership (PPP)** through which public land is handed over to private developers in return for social housing units and community facilities. In 2008, the developer responsible for the regeneration of a number of Dublin estates pulled out of these partnerships claiming the current economic climate had rendered these projects "unvi-

- able"[10].

Although Dublin City Council at the time committed to ensuring regeneration continued, there has been no progress to date in these areas despite sustained pressure from community organisations and networks including the ***Tenants First Movement***. The residents of another estate earmarked for regeneration, Dolphin's House, have been campaigning since 2010 about the appalling conditions there, which include damp, mould and sewage invasion, and claim the State is currently in breach of its obligations under the European Charter of Social Rights.

Facilitator Sheet 7

Quiz: the scale of the housing crisis in Ireland and around the World

Ask participants to use their red and yellow sheets of paper to answer true or false for the following statements:

1 There are almost 50,000 families or households on the local authority housing list in Ireland.

False.
2012 figures show that there are approxi mately 98,000 households on the waiting list for social housing.

2 500 million people live in slums worldwide.

False.
The figure is actually closer to one billion according to the UN. The number of people living in slums and generally hazardous shelter keeps increasing as people move to the cities in search of work and better lives.

3 There are approximately 1,000 people homeless in Dublin.

False.
In the 2011 Census 2,375 homeless people were counted in the capital.

4 All homeless people live on the streets or in hostels and B&Bs.

False.
Being homeless means having no home. People may stay with family or friends, in a women's refuge, in an abandoned car, in a camp or wherever they can find shelter.

5 Under the UN Declaration of Human Rights, everyone has the right to adequate accommodation.

True.
Ireland and most other countries in the world have signed this declaration.

6 In Ireland local authorities are obliged to house the homeless.

False.
Under the 1988 Housing Act local authorities were given the power to assist people in finding accommodation but they are not obliged to house people.

7 In India hundreds of thousands of families live on the footpaths of cities.

True.
Many have moved from the countryside and find themselves with nowhere to live when they reach the city. They make shelter out of whatever they can find on the street and are called pavement dwellers.

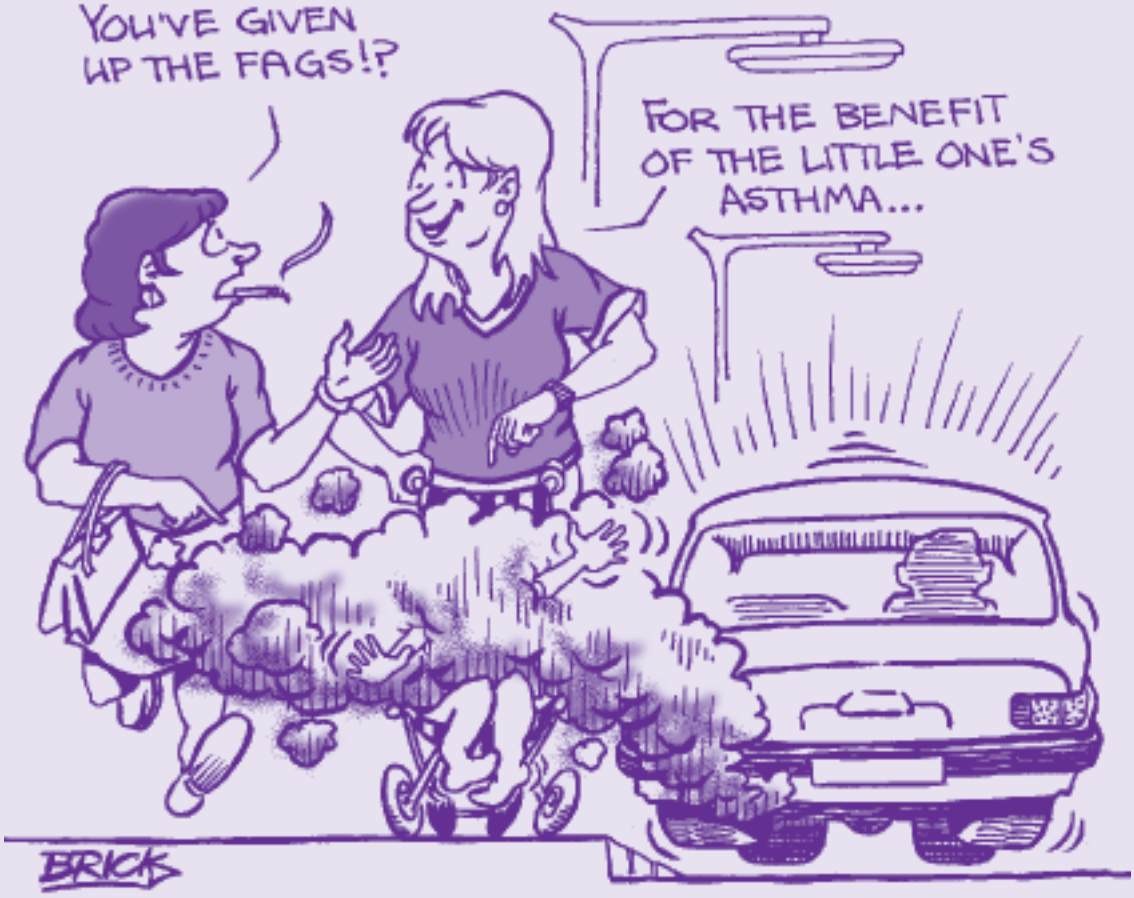
8 There are an estimated 40 million street children in Latin America.

True.
Many of these children run away from home because of being abused or abandoned and others because there is no one at home who can look after them

9 Most of the world's refugees find new homes in Europe.

False.
Almost 15% do. Most of the 15 million refugees in the world live either in temporary accommodation (such as refugee camps) in their own countries or in neighbouring countries.

Facilitator Note: For more information on Brazil and India see Facilitator Sheet 6 and the Resource Guide at the end of this workshop. For more information on refugees see Workshop 8.


YOU'VE GIVEN UP THE FAGS!?
FOR THE BENEFIT OF THE LITTLE ONE'S ASTHMA...
BRICK

Workshop 4
Your Health is Your Wealth

Introducing the Topic

'Your health is your wealth', the old saying goes but unfortunately, the less wealth you have the more likely you are to be unhealthy. This is true right across the world. According to the UN, millions are suffering the consequences of poor nutrition, bad housing, dirty water, war and disease. On top of this, both in Ireland and across the world, many people also have to face unequal access to healthcare. The speed and quality of care you receive often depends on your ability to pay. In many Southern[i] countries years of poverty and more recently the effects of IMF Structural Adjustment Programmes have meant that large sections of the population have no access to healthcare at all. This is especially true in Africa. Health and access to healthcare is a matter of life and death.

Aim of Workshop

The purpose of this session is to explore the relationship between health and inequality and to identify ways in which inequality can be challenged and access improved.

Objectives

To enable participants to

- Identify their attitudes and behaviours in relation to their personal health
- Gain a basic understanding of the relationship between health and inequality
- Identify health issues in their own community and what might be done to address these issues
- Gain insight into the relationship between health and inequality in Africa
- Access information on health rights and services

Materials Needed for Workshop

- Flipchart Paper and Markers
- Paper for participants to write/draw on
- Markers or colouring pencils
- Handouts 6 and 7
- One sign/sheet of paper saying 'I agree' and one saying 'I disagree'

i See Introduction for an explanation of this term

Workshop in Summary

1. **Introduction and opening exercise:** Name one thing you do for yourself that is healthy and one that is unhealthy
   10 Mins
2. **Spidergram:** what do we need to have good health?
   20 mins
3. **Handout 6:** health issues in your community
   20 min
4. **Handout 7:** health issues in the Global South
   35 mins
5. **Walking Debate:** fact or fiction, myths about health in Africa
   25 mins
6. **Break**
   25 mins
7. **Small group work:** what is the relationship between poverty and health?
   20 mins
8. **Taking action:** what can we do?
   15 mins
9. **Closing exercise:** making care labels
   10 mins

Total: 3 hours

Workshop in Detail

1. Introduction and opening exercise

Explain the purpose of the session and ask people to think of something that they do for themselves that is healthy and something that is unhealthy. This opener will begin to focus people on their own health and suggests that each individual can have influence over aspects of their health.

2. Spidergram

A spidergram is a simple but creative way of getting ideas down on paper. Creating a spidergram in small groups will allow people to explore the different elements that contribute to good health (e.g. housing, nutrition, lack of stress, etc.). Ask the participants how they think these elements can relate to each other. For example, having decent housing will mean less stress and good healthy food and decent housing will mean visiting the doctor less, etc. You will need to allow a little time to explain what a spidergram is (see Facilitator Sheet 9). Ask each small group to feed back to the larger group.

3. Handouts 6: *health issues in your community*

Distribute Handout 6. Divide the group and ask each smaller group to fill in what they believe are the most important health issues in their community in order of priority. Next ask the groups to describe the issue as they see it, and to identify what they see as some of the causes or roots of each issue. Lastly, ask each group to fill in what they think is being done about each issue. For example, are there any community projects or services addressing it in any way? What do you think can be done? Allow people to feedback their responses.

4. Handout 7: *health issues in the Global South*

Ask the groups to fill in Handout 7 on health issues and barriers in the Global South. This one is less detailed than the first since people will have more knowledge of their own community than of the South.

- ***What do you think are the main health issues in the countries of the South?***
- ***What do you think might be barriers to addressing these issues?***
- ***What do you think can be done?***

Facilitator Note: People's perception of health issues in the South will probably reveal some misconceptions and prejudices about Africa. Some of the most common myths are explored in the next exercise.

5. Exercise: *myths about health in Africa*

This exercise tackles some myths about people's health on the continent of Africa. Begin this exercise by asking the group to identify the African continent on a map and remind people that Africa is a continent containing over 50 countries made up of diverse peoples, cultures, religions, geography, weather and levels of wealth.

When you have done this, pin the two sheets of paper with 'I agree' and 'I disagree' on them at opposite ends of the room. Explain that you are going to read out statements (from Facilitator Sheet 10) and that people should walk to one or other of the signs depending on how they feel about a statement. When they are in position ask participants to say why they agree or disagree with the statement. If they are unsure, or feel a statement is too complex to say, they may want to stand in the middle. If you have time, and if you feel it's appropriate, you could ask people to try and persuade others over to their part of the room.

Facilitator Note: The last statement poses the question of whether health is about being personally responsible. Pose it like all the others but save the information below it until after the group has discussed the topic in this next exercise.

6. Break

7.Group discussion: *the relationship between poverty and health*

Divide the group in two and ask each group to discuss one of the topics:

(a) What does it mean for your health if you are poor?

(b) What does it mean if you are wealthy?

Ask each group to get one person to record the main points on flipchart paper. Alternatively, you could record it as you take the feedback.

8. Taking action

Participants have identified some of the health issues in their own community and some of the services that are currently addressing these issues. Anyone with specific health worries should be referred appropriately. Have health promotion and information leaflets that people can take away with them, including information on health entitlements.

Several organisations are involved in campaigning for the fulfillment of the UN Millennium Development Goals.[1] These 8 goals pledge to tackle world hunger, poverty, diseases and inequality by 2015. They were agreed by 189 countries at the UN Millennium Summit in September 2000. Although progress towards these goals has been significant in some areas, it does not look likely that all the targets will be met because the poorest are being left behind. Now many NGOs are campaigning for governments to keep their word on the commitments they made and seeking to influence what happens when the Millennium Development Goals framework expires in 2015. The group could find out more about the Millenium Development Goals listed on the next page. See the Resource Guide at the end of this workshop for details.

9 Closing Round

'One thing I learned in today's workshop that surprised me…'

Alternatively, if you have time ask participants to make a care label for themselves, and one for the people of Africa, similar to labels that appear on clothes. Encourage them to draw symbols and pictures as well as words. It may be useful to have some examples with you; you could copy these from your own clothes labels.

Ideas for Action

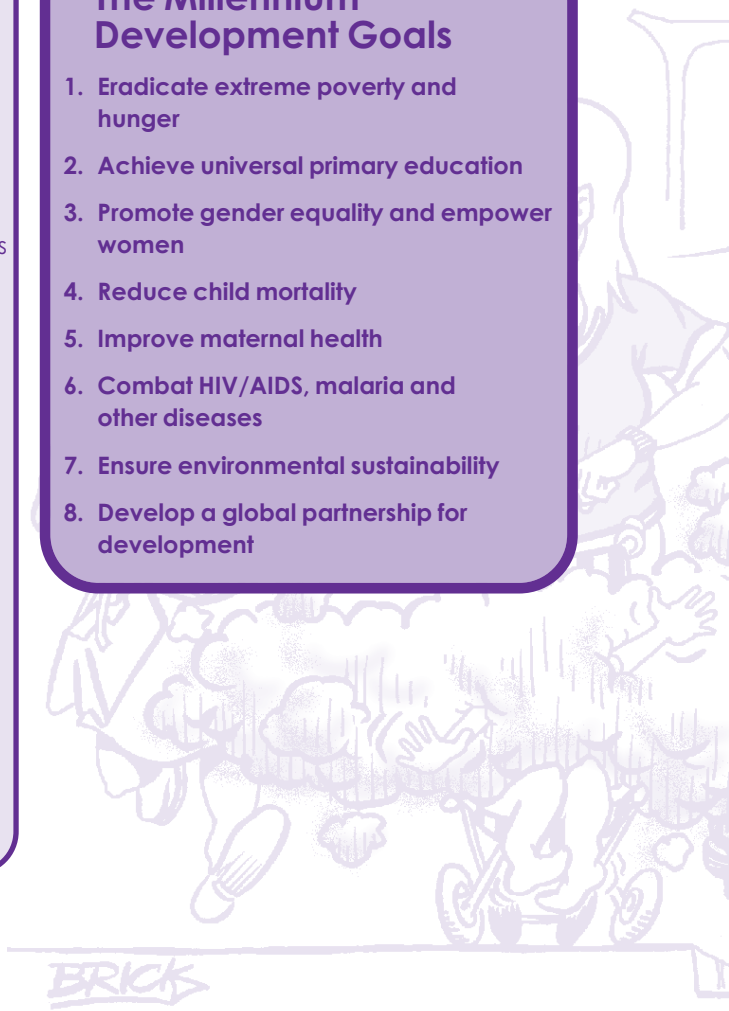
- Refer anyone with specific needs on to an appropriate service.
- Invite someone from your local health service to hear the group's views on health and access or to answer questions. The group will need time to prepare for this. *Facilitator Note: It is better to discuss general cases and issues rather than specific cases in this situation.*
- Conduct a survey of local people's views on their access to health care and present the findings to health workers in the area.
- Select a country in Africa and find out more about community health projects that are addressing health issues in innovative ways.
- Design user-friendly posters that inform people of their rights and the services available.
- Invite a panel of politicians and health officials to debate health inequality.
- Lobby local politicians and TDs on the health issue with letters and/or a delegation.

Exploring Things Further

- Explore attitudes to and issues for people who are living with HIV/AIDS.
- Explore the impact of health inequality on women as individuals and as carers.
- Explore the role that women are playing in addressing health inequalities in their communities.
- Find out more about the problems of health inequality and access for members of the travelling community and/or for refugees and asylum-seekers (see Resource Guide).

The Millennium Development Goals

1. **Eradicate extreme poverty and hunger**
2. **Achieve universal primary education**
3. **Promote gender equality and empower women**
4. **Reduce child mortality**
5. **Improve maternal health**
6. **Combat HIV/AIDS, malaria and other diseases**
7. **Ensure environmental sustainability**
8. **Develop a global partnership for development**



Handout 6

Health issues in your community

Issue	Description	Causes/roots	What's being done?	What can be done?

Handout 7

Health issues in the Global South

What do you think are the main health issues in the countries of the South and what do you think can be done about them?

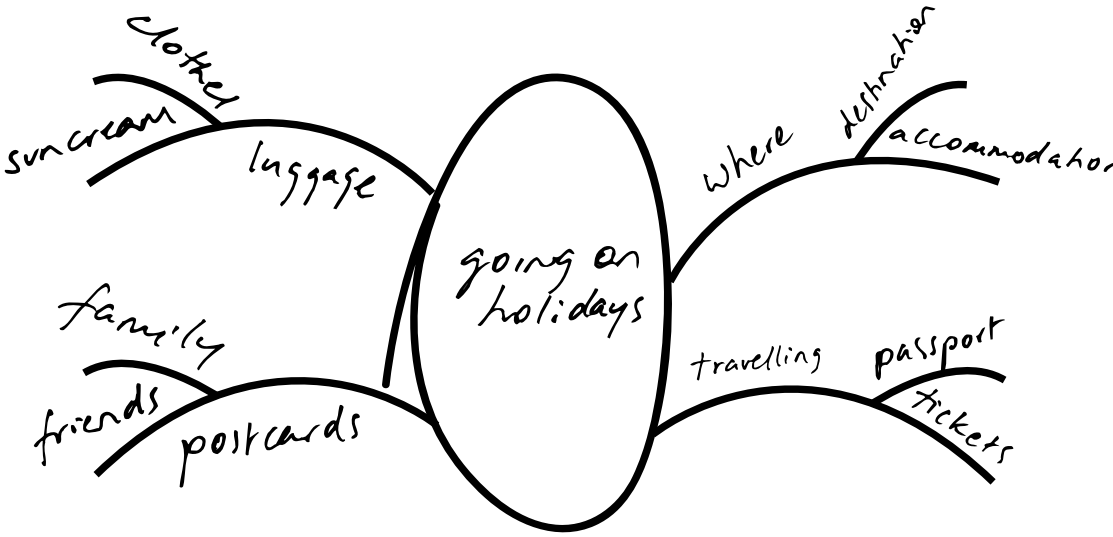
Issues	Description	What can be done?

Facilitator Sheet 8

What is a spidergram?

A spidergram is a simple but creative way of getting ideas down on paper. It can be used for making a list or exploring a subject. It can allow you see the different elements of a subject and from there you can explore the relationship between different elements.

To create a spidergram simply place the main idea or topic you want to look at in the centre of the paper and draw a circle around it. This is the spider's body. Then draw a leg for each related idea. You can draw feet for further related ideas.



Facilitator Sheet 9

Fact or fiction: exploring myths about health in Africa

1. Lack of rain is what causes people to die of hunger in Africa.

Fiction. Drought is common in parts of Africa. But it is those who have been poor for a long time who will die in these conditions. They are already weak from poor nutrition, poor health and hard work. Often, when there is a famine, food is being exported because countries have to earn money to pay off their debts to the World Bank. Growing crops like coffee and fruit for export means that small farmers have been pushed onto the worst land and often out of business. Wages for agricultural labourers are so bad that people find it difficult to survive.

2. People in Africa have too many children.

Fiction. If the problem were too many people then the Dutch, whose country is densely populated, would go hungry and the people of Senegal, which is very sparsely populated, would not be poor. Families need children to work in order to survive. One of the reasons why the birth rate is high in many African countries is because many children don't survive birth and early childhood.

3. People in Africa die younger than people in Ireland.

Fact. Irish people can expect to live at least until they are 77 (for a man) or 81 1/2 (for a woman). By contrast, the average life expectancy in Africa is 57 years, ranging from 47 in Sierra Leone to 75 in Libya [2].

4. African governments are always corrupt.

Fiction. Corruption is a problem in Africa like it is in many countries (including Ireland). However, there are other reasons why African countries often have little money to spend on healthcare; more than half spend more on debt repayments than on health for their citizens. African governments spend an average of $14 a year per person on debt repayments and just $5 on healthcare. Since the World Bank and the International Monetary Fund forced African countries to re-organise their economies so that they could pay back their debts, many have had to introduce user fees for health clinics and hospitals. This means that many people cannot afford to see a doctor or have treatment.

5. Many Africans die of preventable diseases.

Fact. Malaria is the biggest killer in Africa causing almost one million deaths per year. Other big killers include HIV/AIDS and TB. Many Governments cannot afford medicines that would help in the fight against these diseases because of the high prices charged by pharmaceutical companies. One third of all children suffer from malnutrition making them more vulnerable to disease. While Ireland suffers from some of the same health issues people here are more likely to die of cancer or heart disease.

6. Africa is a poor continent with no resources and everyone is poor.

Fiction. Africa has reserves of diamonds, platinum, oil, gas and timber. Companies in the North own much of these reserves of wealth and often the profit goes out of the country without benefiting the average person. Like the countries on every other continent, African countries have both rich and poor. However, most of the poorest countries in the world are in Africa and 69% of people in Sub Saharan Africa live on less than $2 a day (2008).

7. Being healthy is all about looking after yourself.

Fiction. Of course there is truth in this. However, many studies show that people living in poverty have more health problems and are more likely to die younger that those who are not. There are many factors which make it more difficult for people to live healthy lives: not being able to afford the best food, not having money to see a doctor, living in bad housing, living in traffic heavy polluted inner city areas, the stress that can go with these issues and so on. It is estimated that up to 60% of deaths globally are caused by social factors rather than lifestyle choices, in other words by the effects of poverty and inequality.

Facilitator Note: See Workshop 2 Life and Debt for more on the World Bank, the International Monetary Fund and Structural Adjustment Programmes.

Source: United Nations Development Programme; World Health Organisation; African Development Education Network.

Facilitator Sheet 10

Africa profile

Geography

The African continent is large enough to contain Argentina, China, Europe, India, New Zealand and the USA together. It is made up of 53 countries with over 1,000 different languages. Christianity is the largest religion followed by Islam though many traditional religions are also practiced. Africa is home to tropical rainforests, vast deserts, mountains and fertile grasslands and is rich with natural resources including oil, gas, gold, diamonds, timber and copper. The continent is divided by the equator and has a mostly tropical climate.

History

Africa is the birthplace of humanity. It was also the birthplace of agriculture and the first alphabet and was home to important ancient civilisations such as Egypt, Nubia (present day Ethiopia), Ghana and the Muslim Empire of Mali. North Africa was conquered by the Romans around 146 BC and the first waves of Arab Islamic invasions began in the 7th Century.

The Portuguese were the first Europeans to invade Africa in the 15th Century during what Europeans call the Age of Discovery. African empires and city-states were destroyed by the early European and Arabian powers. The slave trade from which they gained huge wealth resulted in an estimated 10 million Africans being taken from their homelands. In 1884 the main European powers began a scramble to divide Africa between them and by 1920 every square mile of the continent except for Ethiopia, Liberia and the Union of South Africa was under colonial rule.

The independence movement developed primarily in Ghana and became widespread after 1950 as different peoples and regions fought to overthrow the colonial powers. In the 1960s, 31 countries south of the Sahara became independent and there were huge increases in school enrolment and some industrialisation. The colonial legacy was one of fragmentation; boundaries between countries were drawn arbitrarily without regard to the cultural affiliations of the people or to suit local elites. Some of the countries created were arguably too small to be viable and many found themselves with a legacy of conflict. During the 1970s, the cold war placed African countries in the power struggle between the US and the Soviet Union and the continent was the site of a number of proxy wars between the two superpowers.

Daily life

There is often an impression that everyone in Africa is poor and lives off the land. It is true that many people live a life of subsistence agriculture, but many also live in major cities and towns. As well as agriculture, people work in mining, forestry, trading and the oil industry. However, 69% of people in Sub Saharan Africa live on less than $2 a day (2008).

Politics

Africa experienced the emergence of 47 new countries in just 35 years - between 1945 and 1980. Emerging from colonialism, these countries soon realised their political and economic weakness and sought to build unity among themselves in order to cooperate, resist interference from the more powerful countries and strengthen their voice in the world. The leaders of 30 countries set up the Organisation for African Unity (OAU) in 1963. This organization, which became the African Union (AU) in 2002, has played a role in diffusing conflict over borders inherited from colonialism. However, Africa has seen more than 30 wars since 1970, the vast majority of them internal or civil wars.

As with all modern wars, the primary victims of these conflicts are civilians – the vast majority women and children. The beneficiaries have been, among others, the international arms industry. As the authors of one book commented: "Strangely, the violence tearing Africa apart spares the interests of the major transnational firms and businesses, which however extreme the conflict and killing, are in most cases continuing to exploit local natural resources in complete security. Let us be honest: In many cases war persists because it is profitable. As Kofi Annan has pointed out, the natural resources of Liberia, Angola, Sierra Leone and other countries feed internal conflict and profit international arms dealers.[3]

Many Africans have endured years of one party and military rule. However a sea change in the 1990s saw many countries hold multi-party elections. Nonetheless conflict still rages in the Democratic Republic of Congo, in Sudan, in Somalia and in many other parts of the continent.

Debt

During the 1970s, many African countries were encouraged to borrow from western banks, which were flush with cash from the oil boom. With changing economic circumstances, huge interest rates became unpayable for most of these countries. The World Bank and IMF introduced Structural Adjustment Programmes – a set of conditions under which a country's debt could be rescheduled. These conditions included reducing public spending on social services such as health and education, privatisation of state owned companies, the export of raw materials at low prices and opening up to investment by multi-national corporations – all to generate dollars to pay rich creditors back their debts. The IMF and World Bank ordered SAPs countries to emphasise exports to earn the dollars needed for debt repayment. As a result the most fertile land is often used to grow tobacco, cotton and other crops for export. Food crops such as beans and cassava are not given support and small farmers are forced off the land. These harsh policies have hit the people of Africa hard. Many countries are forced to spend more on debt repayments than they do on healthcare or education for their citizens. Meanwhile debts continue to grow.

Sources: Africa the Facts, New Internationalist Issue no.326, August 2000; 80: 20 Development in an Unequal World; www.africaaction.org; BBC World Service, The Story of Africa.

Notes & References

1 United Nations Development Programme Human Development Report 2003: *Millenium Development Goals: A compact among nations to end human poverty*. New York, Oxford University Press. See also Human Development Reports from other years.

2 UNICEF(2012) The State of the World's Children 2012 (New York: UNICEF) pp. 88-91 http://www.unicef.org/sowc2012/statistics.php

3 Cited in *Peace in Africa – the Key to Development* in Colm Regan (ed), 2002, *80:20 development in an unequal world, 80:20 Educating and Acting for a Better World and Teachers in Development Education,* pg. 246

This cartoon strip, depicting worklife through the ages, can be used as an alternative to the history of work exercise.

Workshop 5
Hard Labour

Introducing the Topic

In order to survive in this world we have to make a living. For many years in Ireland this meant working the land. Here, the numbers on the land are dwindling but vast numbers of the world's people continue to survive on subsistence farming.[i] For most of us in Ireland work means having a job and getting wages or getting by on welfare. Much of the work we do everyday goes unrecognised and is often unpaid.

Aim of Workshop

The purpose of Part 1, the first of these two sessions on work, is to explore and value the part that the majority plays in the economy through their work, whether paid or unpaid.

Part 2 of this workshop focuses on the working lives of people in the Global South.[ii] It also looks at how we can respond to work related issues in our lives.

Workshop 5 Part 1

Objectives

To enable participants to

- Understand the meaning of work and explore its value
- Understand the meaning of 'economy' and the part that we play in it
- Understand patterns of work as part of the development of human history
- Explore patterns of work in their own community and how they may have changed over time

Materials Needed for Workshop

- Flipchart paper and markers
- Handout 8

i Subsistence farming is farming which provides enough for a family to live on but with little or nothing left over.
ii See Introduction page 9 for an explanation of this term.

Part 1 in Summary

1. **Introduction and opening exercise:** charades on the theme of work
   20 mins
2. **Brainstorm 'economy'**
   15 mins
3. **Exercise:** pricing it
   20 mins
4. **Exercise:** history of work
   30 mins
5. **Break**
   25 mins
6. **Time line exercise:** history of work in your community
   30 mins
7. **Closing exercise:** poem
   10 mins

Total: 2 hours 30 mins

Part 1 in Detail

1. Introduction and opening exercise

Explain the purpose of the session. Invite participants to start the session with a game of charades on the theme of work. Ask participants to each think about a type of work and then ask them to mime it in turn. The rest of the group must guess what they are miming. If participants focus solely on job related work, suggest examples of unpaid work such as work in the home, care of children, elderly and those with a disability and volunteer work, and discuss why it is that when we think of work we tend to think of paid work.

2. Brainstorm: *'economy'*

Ask participants to say any words or phrases that spring to mind when they think of the word 'economy' while you write them up on the flipchart. Pin up the results of the brainstorm. Participants may well come with ideas of men in suits, banks, etc. Discuss the fact that as well as contributing to the economy by producing things, providing services, buying things and paying taxes, people also contribute in a more hidden way with unpaid work.

Briefly explain the historic meaning of the word 'economy': it comes from the Greek word 'oikonomia' meaning household management. It generally means the wealth and resources of a community; whether we work inside or outside the home we all play a part in it.

3. Exercise: *pricing it*

It is common for us not to value the work that we do, particularly if this work is unpaid. This can be especially so for women working in the home and for people experiencing unemployment. Ask participants to jot down all the jobs they do in the average day. Next ask them to price each job at the going rate (or at least at the minimum hourly rate), and add up the total. Participants may want to confer and seek help with this task. Generally they will find that if they were paid at the going rate for what they do, they'd be worth quite a bit!

4. Exercise: *history of work*

You will need a copy of the set of historical events on Handout 8. Spread out the slips of paper with each event on a table or on the floor, along with a couple of sheets of flipchart paper. Arrange slips of paper with the dates as given on the handout. Ask the group to gather round and to rearrange the dates so that they match the correct event and are in chronological order. They can then stick them to flipchart paper using blu -tack. Use Facilitator Sheet 12 to show the chronology of events. Discuss what the daily life of a family might have looked like in each period – what work had to be done to ensure survival. This exercise will give people an opportunity to reflect on the fact that how we work and how we survive is not an inevitable thing. Societies' ways of living have developed over time and have developed differently in different places.

In particular, you should highlight the rise of industrial society when huge numbers of families moved from the land to the towns and cities. What changes did this bring about for families (e.g. work and homelife became separate, now dependant on a wage rather than on producing food from the land)? What was the impact for men, for women and for children?

As an alternative to this exercise you could use the cartoon that depicts the changing way of life for families over time.

5. Break

6. Timeline

Brainstorm the following question with participants: what type of work would people have done in your area in the past? In some areas this will be very obvious, e.g. docklands, mill, mining, farming, etc. If the answer to the above question is not obvious, you could brainstorm the following with participants:

- ***How would you find out about the work people did in the past?***
- ***How did your parents, grandparents, great-grandparents survive?***

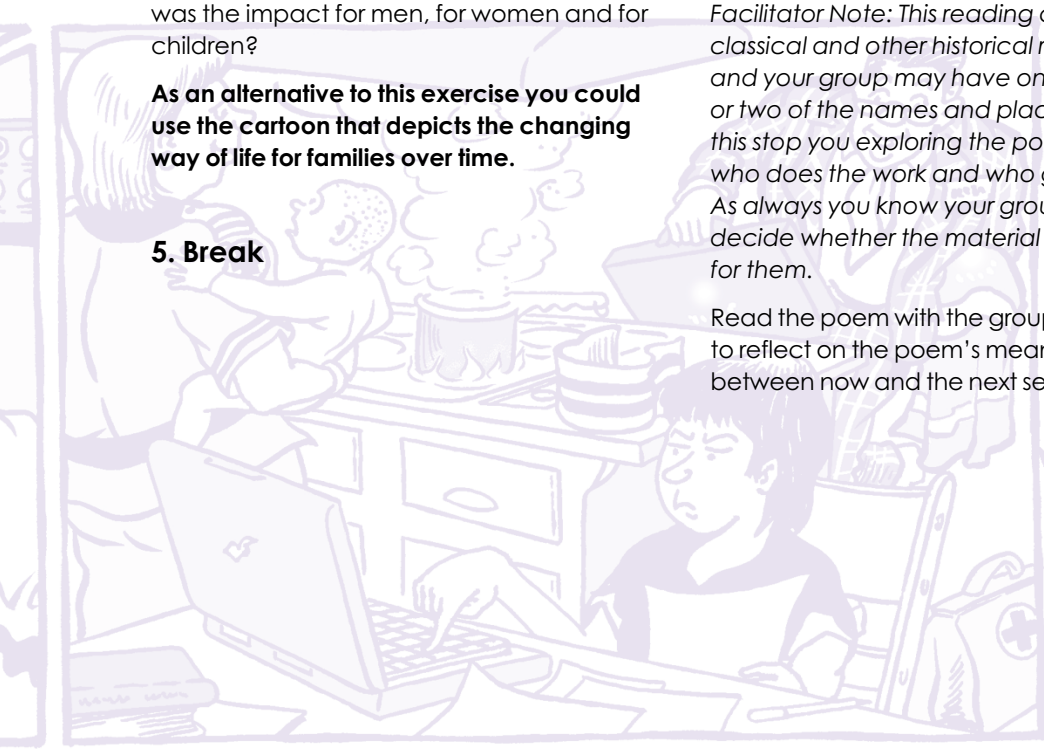
In small groups ask participants to draw up a timeline of work in their area using words, pictures and symbols. Ask them to think especially about changes in the last ten years or so. How has the employment situation changed? Allow the groups to feedback their ideas. Ask participants if they think working life for people in their community has improved or not.

7. Closing Exercise

Distribute Handout 9, the poem *Questions From A Worker Who Reads* by Bertolt Brecht.

Facilitator Note: This reading contains a lot of classical and other historical references. You and your group may have only heard of one or two of the names and places but don't let this stop you exploring the poem's question: who does the work and who gets the credit? As always you know your group and should decide whether the material is suitable for them.

Read the poem with the group. Ask participants to reflect on the poem's meaning to them between now and the next session on work.



Handout 8

History of human work

Try to match the dates with historical events:

BCE = Before the Common Era (a multi-faith way of referring to BC or Before Christ)

Dates	Historical Events
30,000BCE – 8,000BCE	Roman Empire
1445CE	First agricultural societies
1880	First alphabets
400-1500CE	Edison invents the light bulb
27BCE – 315CE	People survive by foraging or hunting, gathering and fishing
1913	Galileo observes the moon with a telescope and proves the earth is round
3,000BCEMiddle ages	Europeans lived under a system called feudalism, where the majority of people were serfs - tenants on a piece of land, tied to a landlord master for life
10,000BCE – 3,500BCE	Gutenburg invents the printing press
1947	Industrial revolution begins in Britain; peasants are moved off the land to work in the new factories
1609CE	The first phone call
1770sCE	Invention of the motorcar and movies
1877	Henry Ford opens the first mass production plant
1890-1900	The first computer
1973	Invention of the Internet
1983	First mobile phones sold

Handout 9

Questions from a worker who reads By Bertolt Brecht

Who built Thebes of the seven gates?
In the books you will find the names of kings
Did the kings haul up the lumps of rock?
And Babylon, many times demolished
Who raised it up so many times? In what houses
Of gold glittering Lima did the builders live?
Where, the evening that the Wall of China was finished
Did the masons go? Great Rome
Is full of triumphal arches. Who erected them? Over whom
Did the Caesars triumph? Had Byzantium, much praised in song
Only palaces for its inhabitants? Even in fabled Atlantis
The night the ocean engulfed it
The drowning still bawled for their slaves.

The young Alexander conquered India.
Was he alone?
Caesar beat the Gauls.
Did he not even have a cook with him?
Philip of Spain wept when his armada
Went down. Was he the only one to weep?
Frederick the Second won the Seven Years War. Who
Else won it?

Every page a victory.
Who cooked the feast for the victors?
Every ten years a great man.
Who paid the bill?

So many reports.
So many questions.

Source: Bertolt Brecht: Poems 1913 - 1956. Edited by John Willet and Ralph Manheim, London, Methuin, 1987.

Facilitator Sheet 11

Handout 1: Answers

30,000BCE – 8,000BCE
People survive by foraging or hunting, gathering and fishing

10,000BCE – 3,500BCE
First agricultural societies

3,000BCE
First alphabets

27BCE – 315CE
Roman Empire

Middle ages 400-1500CE
Europeans lived under a system called feudalism, where the majority of people were serfs - tenants on a piece of land, tied to a landlord master for life

1445CE
Gutenburg invents the printing press

1609CE
Galileo observes the moon with a telescope and proves the earth is round

1770sCE
Industrial revolution begins in Britain, peasants are moved off the land to work in the new factories

1877
The first phone call

1880
Edison invents the light bulb

1890-1900
Invention of the motorcar and movies

1913
Henry Ford opens the first mass production plant

1947
The first computer

1973
Invention of the Internet

1983
First mobile phones sold

Facilitator Sheet 12

Below are some general dates in Irish history, which may help you with relating the history of work to an Irish context and with producing a time line of work in the local community. Many more could have been included!

1840s	The Great Famine and resulting mass emigration
1850s – 1880s	The Land War. The Land League was set up to "win back the land of Ireland for the people of Ireland". The British Government set up the Irish Land Commission to buy land on behalf of tenant farmers and pay it back in the form of land annuities over the space of 40-50 years.
Late 1800s	Industrialisation spreads, especially in Belfast, with textile production, shipbuilding, transport and engineering
1913	Dublin Lockout
1914	Outbreak of World War I
1916	Easter Rising
1922	Independence from Great Britain for 26 counties and the partition of the island
1929	Shannon hydro-electricity plant is completed. It enables the new state to start producing its own electricity.
1930s	'Economic War' between Ireland and Britain
1939	Outbreak of World War II; in Ireland these years were known as the 'Emergency' and foodstuffs were rationed
1946	Rural electrification scheme begins, bringing electricity to the countryside. It continues until 1979
1960s	Taoiseach Sean Lemass introduces a new economic policy that uses incentives to attract foreign industries. More jobs become available and some emigrants return
1970s	End of the Civil Service Marriage Bar. Introduction of deserted wives benefit and single mothers' allowance
1980s	Recession, unemployment, mass emigration
1995 - 2008	Celtic Tiger
2008+	Global financial crisis, recession, property market collapse, banking crisis and bail outs, rising unemployment and public spending cutbacks.

Workshop 5 Part 2

Objectives

To enable participants to

- Gain an insight into work life in the South
- Understand the difference between the formal and informal economy
- Gain an understanding of the lives of those working in the informal economy in Latin America
- Reflect on the possibilities for improved working lives in the future

Materials Needed for Workshop

- Flipchart and markers
- Copy of the Trading Trainers Game on Facilitator Sheet 14
- Materials needed for the game are listed at the beginning
- Copies of Handout 10

Part 2 in Summary

1. **Introduction and opening exercise**
   10 mins
2. **Brief input on work in the South**
   10 mins
3. **Group discussion: informal work**
   15 mins
4. **Trading Trainers Game**
   1hr 10 mins
5. **Break**
   25 mins
6. **Image theatre exercise**
   20 mins
7. **Role play: factory floor** – optional
   20 mins
8. **Taking action**
   20 mins
9. **Closing exercise:** My dream job or work
   5 mins

   Total: 3hours 10 minutes
   (including optional role play)

Part 2 in Detail

1. Introduction and opening exercise

Reintroduce Brecht's poem that you read together at the end of the last workshop on the theme of work. Briefly discuss participants' responses to the poem: who does the work and who gets the credit for the work in the poem?

Explain to participants that this session will look at the working lives of people in the South. Ask participants what they think people in the countries of the South do to make a living. Write responses on the flipchart.

2. Work in the developing world

Remind participants about the history of human work exercise. Work has developed in different ways in different parts of the world. This has happened for lots of reasons, for example, climate: the Inuit live in the Arctic and fish, hunt and trade in a frozen landscape. For the countries of the South, Colonialism[i] had a big impact on the development of their economies. Much of their natural wealth and people (slavery) were taken and used to create wealth in the North. While most people in the North work in industry and services, 40% of the world's population are small farmers. However, in order to pay off external debts, many countries have been forced to increase the amount of land given over to 'Cash Cropping' (crops grown exclusively for export); for more on the debt issue see Workshop 2 Life and Debt. This has meant the clearing of small farms to make way for large mechanised farms, forcing vast numbers of people off the land and into cities. In many cities unemployment is high and families make their living through informal work, often insecure and badly paid. There are no social security benefits in many countries.

3. Group discussion: *formal and informal work*

Ask participants if they have heard of informal work. What do we call this kind of work in Ireland? The group may come up with 'the black economy', 'piece work' and 'nixers'. Ask participants if they themselves have experience, or know people who have experience, of working in the informal sector? What are some of the problems with this kind of work? Some examples are insecurity, low wages, no sick pay or other benefits, no trade union, etc.

4. The Trading Trainers Game

Explain to the group that they are going to play a game that will give us insight into the lives of people in a shantytown in a Latin American city. In Latin America millions of people survive by doing informal and 'piece' work.

See Facilitator Sheet 14 for instructions.

Be clear when the game is over and participants are no longer playing a role. Give everyone an opportunity to debrief and discuss how they felt in their role:

- ***How did they feel about working in this way?***
- ***Did anything surprise them?***
- ***Could violence and crime be justified in this situation? Why/Why not?***

i. Colonialism was practiced by Spain, Portugal, Britain, France and the Netherlands in the Americas from the 15th Century onwards and later extended to almost all of Africa and Asia. Germany, Belgium and Italy were also involved in colonialism. It involved these countries settling their people and taking political and economic control of these lands. Many of the colonised countries fought for independence and there are now very few colonies left. See Workshop 9 'One Race, the Human Race' for more on colonialism. Ireland has also experienced colonialism.

- ***Do participants see any links with their own experience?***
- ***How did people manage to make the most number of shoes?***
- ***Did they make a production line, with each person doing a different part of the overall job?***

Henry Ford used this method in his car manufacturing plants and it's now called Fordism. His idea was to organise the tasks in the factory in such a way as to get the most cars made in the shortest possible time. This meant each person doing the same action over and over again.

- ***What do you think are the advantages of that for the employer?***
- ***What about the workers?***

Facilitator Note: As an alternative you could use 'The Paper Bag Game' produced by Christian Aid which gives a similar opportunity to explore the working lives of pavement dwelling families in India.

5. Break

6. Image theatre exercise

Divide the group into pairs. Ask that each pair 'sculpt' themselves into an image of boss and worker. When everyone has done that, go around each pair in turn and get them to display their 'sculpture'. Ask the rest of the group what they think the image is saying. Then ask the pair what they were trying to show in their sculpture. Leave a little time at the end for general comments.

- ***Did the images have anything in common?***
- ***Did any images in particular stand out? Why?***

7. Role play

Facilitator Note: This exercise need only be done if time allows.

Ask for six volunteers from the group to act out a role-play. Remember some people can feel pressurised or embarrassed at the prospect of a role-play. Do not pressurise people to take part. You can volunteer yourself if needs be. Cut out the role cards on Handout 10 and give them out to the six volunteers. Explain the scenario (also on Handout 10).

Role-plays can bring up strong feelings and memories for people. Allow the volunteers to debrief afterwards and to come out of their role. See introduction, page 12 for more on role-play.

8. Taking Action

Ask participants to identify the main work related issues in their community. They may come up with issues such as low pay, bad working conditions, childcare needs, cutbacks in government employment schemes and umemployment. List these on the flipchart.

- ***What can workers do in the face of bad pay and conditions?***
- ***How has the community responded to some of the other issues?***
- ***What do the group feel they can do about them?***

These are of course huge issues. It's possible the group may feel that they can do nothing. One suggestion could be to document the issues and send a copy to local politicians asking what they are doing about them. They could also ask them what regulations exist in Ireland to stop retailers selling products that are made under 'sweatshop' conditions. They may like to produce a leaflet or other material for their centre or community, highlighting these products and the conditions under which they are made. There are other ideas for action at the end of the workshop.

Ideas for Action

❂ Refer anyone with specific needs on to an appropriate service such as a local employment service or a trade union.

❂ Invite someone from the Trade Union movement in to speak to the group. The group may want to discuss their rights as workers, why they should or should not join a trade union, how to go about joining one or organising one in the workplace. The group may need time to prepare for this.

❂ Invite someone from a local unemployment resource centre in to talk about their services. Many centres also provide training in job seeking skills and information on rights.

❂ Find out more about the history of work in the local area. Participants could conduct research among family members, older residents of the community, the local history or folklore project, parish records, local businesses that have been around for a long time, etc. The results could form part of an exhibition.

❂ Invite someone from a refugee or asylum seeker community in to speak about the right to work, which is denied, to refugees and asylum seekers.

❂ Find out about the experiences of migrant workers in Ireland by contacting a trade union or migrant rights centre.

❂ Visit a Traveller project where people can learn more about working life in the Travelling community.

❂ Explore your shopping basket: where are the clothes you buy coming from and how are they made? Ask retailers if they know how their products are made and if they are made under standards set out by the International Labour Organisation (ILO).

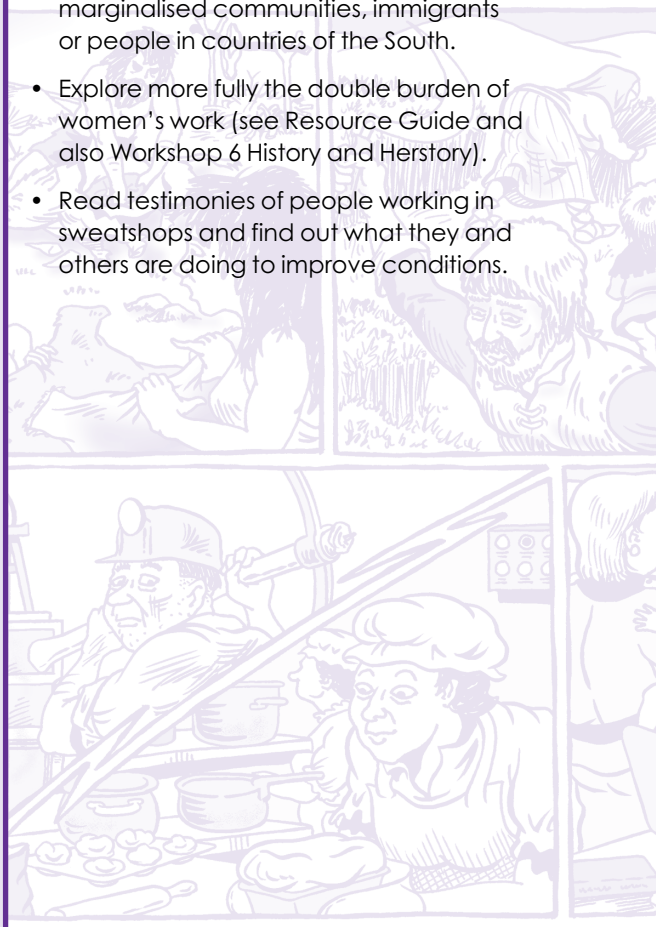
❂ Show a video on sweatshop labour (see Resource Guide) to others in your community.

❂ Get involved in an anti sweatshop/ labour rights campaign (see Resource Guide).

❂ Design user-friendly posters highlighting the issue of sweatshop and child labour.

Exploring Things Further

- Draw more links between people working in the informal economy: people in marginalised communities, immigrants or people in countries of the South.
- Explore more fully the double burden of women's work (see Resource Guide and also Workshop 6 History and Herstory).
- Read testimonies of people working in sweatshops and find out what they and others are doing to improve conditions.



Handout 10

Role Play: Factory Floor

This role play is set on a factory floor. Six women work together on a machine. The women work hard for the minimum wage. The manager constantly tries to bully them into working faster. He says he's going to introduce targets and if they are not met people will not get their Christmas bonus. This is causing a lot of stress for the women and conflict between them. Each of them depends on the others in order to get the work done. Maggie, one of the women, has called a lunchtime meeting for them to discuss and agree on what they are going to do. The boss will interrupt before the end of the meeting to demand an answer.
You can use tables and chairs for props.

Jean:

Jean has four kids who have big expectations for Christmas. She is anxious to work faster and please the boss.

Pauline:

Pauline is the oldest worker in the group. She is very worried that she won't be able to keep up if the pace of work gets any faster.

Maggie:

Maggie has three kids. Even though she's worried about the Christmas bonus, she feels that they work hard enough anyway and that the faster they work the more the boss will ask for.

Michelle and Jackie:

Michelle and Jackie are upset at the fact that they are all fighting and that they don't have the laughs that they used to.They don't know what to do.

Cecile:

Cecile is an immigrant worker. She agrees with Maggie. In her experience the boss always asks for more. She is on a work permit though and she's afraid that if she causes any trouble the boss will sack her and then she'll be deported.

The manager

The manager is determined to impress the factory owner by getting the women to work faster and increase output. He has already threatened to remove the Christmas bonus for those who don't reach his new targets.

Facilitator Sheet 13

The Trading Trainers Game

This is a simulation game that aims to give participants insight into how families living in a shanty town in Latin America are forced to make their living.

Required resources for this game:

- Floor or table space for each family group
- About 100 sheets of A4 sized paper (use scrap if possible)
- 7 cardboard shoe 'models' or templates
- Six of each trademark: A, B and C
- 10 pairs of scissors
- 10 pencils
- 16 felt tip pens (just 2 colours, 8 of each)
- Role cards for each group
- Money: 100 x 10 inti notes
  50 x 50 inti notes
  40 x 100 inti notes
  15 x 500 inti notes
- Large diagram of the three different shoe types
- A whistle or bell

Roles

Ideally there should be six family groups made up of at least two people:

- Mercado Central market trader (1- 3 people)
- Money lenders (1-2 people)
- Cost of living collectors (1–2 people)

The facilitator leads the game. You could play one of the other roles; however, this will make it more difficult for you to observe what's going on in the game.

Setting up

- Prior to the session, prepare the money by cutting out pieces of paper similar in size to our own banknotes and writing the name and denominations of the currency on them.
- Similarly prepare the shoe and trade mark 'models' or 'templates' by cutting out, sticking onto cardboard and cutting out again.
- Similarly prepare an envelope with materials and role cards for each family or other role.
- Arrange the room so that each family has table or floor space in which to work. The market stall needs a separate table if possible slightly away from the families.

Materials should be divided as follows:

Gutierrez and Vargas families

One set each of the following:

- Trade marks A and C
- 1 model training shoe
- 2 scissors
- 4 pieces of paper
- 2 pencils
- 15 x 10 inti notes
- 3 x 50 inti notes
- 1 'family workshop' role card

Hernadez and Robles families

One set each of the following:

- Trade marks A and B
- 1 model training shoe
- 2 scissors
- 2 pieces of paper
- 1 pencil
- 10 x 10 inti notes
- 2 x 50 inti notes
- 1 felt pen
- 1 'family workshop' role card

Gomez and Garcia families

One set each of the following:

- Trade mark A
- I model training shoe
- 1 scissors
- 1 piece of paper
- 1 pencil
- 5 x 10 inti notes
- 1 x 50 inti notes
- 1 'family workshop' role card

Mercado Central (market)

- 50 sheets of paper
- 2 x trade mark B
- 4 x trademark C
- 12 felt tip pens
- 10 x 10 inti notes
- 20 x 50 inti notes
- 30 x 100 inti notes
- 10 x 500 inti notes
- 1 role card
- 1 model training shoe

Money Lender

- 10 x 10 inti notes
- 10 x 50 inti notes
- 10 x 100 inti notes
- 5 x 500 inti notes
- 1 role card
- 1 felt pen

Cost of Living Collector

- 1 role card
- 1 felt pen

Game Leader

- Instructions
- Whistle or bell
- Large sheet of paper showing shoe types

Introducing the game

(i) Explain that the group is about to participate in a simulation game that will give an idea of how some families in the South make their living. The game is set in an imaginary shanty town or 'favela' in Latin America. Most of the group will be in family groups who make training shoes for a living. Families sell their trainers at the market stall (the Mercado Central), where they can also buy extra materials. They can make three different brands of training shoe that are shown on the diagram. The aim is to make enough money to pay the rent, buy food and send your children to school. There is also a rent collector(s) and moneylender(s) who will visit each family.

(ii) Divide the group into the different roles/family groups and give each their role card and equipment. Give a few minutes for people/groups to read their role cards. Check that everyone understands their role. Explain that only equipment provided in the envelopes may be used. Illegal equipment may be confiscated. Remind the families that the shoes they make must be in matching pairs with a proper trademark. The market may not accept their shoes if the are of poor quality.

(iii) Introduce the moneylender(s). Explain that they are here to help if people need money to get their business off the ground.

(iv) Introduce the cost of living collector(s), explaining that they will be around every week to collect money for rent, food, clothing and other bills. If a family falls behind in their payments that means they have not bought enough food and could well be starving. The game leader may send a player to the cemetery in these circumstances as they may have died of malnutrition or illness. Once in the cemetery a player must stop playing their role and become an observer.

(v) Explain that during the game five minutes will equal one week in the life of the shanty town. Each new week will be indicated by the whistle or bell. The game will last six weeks or 30 minutes.

(vi) When the players hear another signal (e.g. two whistle blows or bell rings) they should stop and listen as there will be an important announcement that may affect their business.

(vii) Check that everyone understands the game and sound the signal for week one.

During the game

- Keep an eye on the time and remember to sound the signal at the end of each five minutes. At the end of each ten minutes use the other signal and explain that because of inflation rises, prices are doubling.
- Check in with the cost of living collector(s) and the money lenders as the game proceeds. If a family is falling behind with their payments they will be encouraged to borrow from the money lender. You could send in the bailiffs to remove equipment as payment or in dire circumstances you could order a family to be evicted for rent arrears.
- If a family has fallen behind on payments, notify them that they have not bought any food for X weeks. As a result one family member is sick and needs urgent and expensive medical treatment or has died and must be sent to the cemetery.
- You could announce that in order to pay interest on its international debt, the government has removed subsidies on food. Food and rent prices increase immediately.
- Keep an eye on the market too. If it is receiving more of one type of shoe, you may want to announce a price change.
- News may come in that a particular shoe has become very fashionable and therefore demand has increased and prices offered for that type have doubled. Or that the government has had to drop import taxes on trainers. As a result cheap imports from another country are flooding in and the market is halving the price it is willing to pay.

Debriefing after the game

This is in some ways the most important part of the game where people can reflect on the experience and draw out the learning gained. Begin by checking with each 'family' how they fared in the game.

- ***How much money do they have?***
- ***How much did they owe?***
- ***Did any family manage to make ends meet? Why? Why not?***
- ***How did it feel to be in this position?***
- ***How did people react to the changes in inflation?***
- ***What did they think the inflation was caused by?***
- ***Who was in control?***
- ***How did the cost of living collector(s) and moneylender(s) do?***
- ***Remember to ask them how they felt in their role and what they observed.***
- ***Did any of the families help each other to survive? Why/Why not?***
- ***How did families organise their work?***

Some important points to draw out:

• Often people have little control over what is making them poor.

• The situation of people in many poor countries has been worsened by the conditions of repayment of national debt to the World Bank and other banking institutions in wealthier countries. It has also been worsened by unfair terms of trade which require poorer countries to remove taxes on imports which may protect locally produced goods, while cheaper mass produced goods from the richer North undercut local producers and make export more difficult.

• Families were being encouraged to compete with each other, rather that to work together, when co-operation may have been more in their interest.

Peru, debt and inflation

The Trading Trainers Game is based upon the experiences of a youth worker living in Peru. Peru is one of the most indebted countries in Latin America. In 1990, the World Bank, the IMF and the American Development Bank advised the Peruvian Government to make changes to the economy in order to make debt repayments. Government food subsidies (which help keep prices down) were removed and the price of gas, electricity, transport, water and telephone calls were raised. Overnight the number of Peruvian people living in poverty doubled and families found it almost impossible to make ends meet. In mid 1992 the minimum wage in Peru was $72 per month but it was estimated that a minimum of $350 a month was needed to make ends meet. At that time, 90% of Peruvians earned below the minimum wage and had no access to social welfare or health benefits.

The currency used in this game, the inti, is one of the shortest-lived currencies in history. When first introduced in Peru in 1986, 500,000 intis would have bought a nice penthouse flat in the capital city Lima – by 1991 it would only buy a cheese sandwich. It was a victim of hyper-inflation, when inflation goes wildly out of control and where prices change by the hour and money spirals towards worthlessness. In one week in August 1990, the price of gasoline went up by 3,039%. Potatoes, carrots, milk and beans went up 320 – 360%. The rich were able to continue business using US dollars, but the poor had to survive in any way they could. People in Mexico, Bolivia and Argentina have similar experiences. Stories (which may or may not be true) of these times include the time people discovered that it was cheaper to use money as toilet paper than to buy toilet paper.

Peru experienced an economic boom in the 2000s, and in 2011 Peru was said to have one of the world's fastest-growing economies. Much of this growth is reliant on foreign corporations exploiting mineral wealth. Both external debt and poverty have steadily decreased, but 30% of its total population is still poor. The lives of people in the country have hardly improved, and indigenous people in the Andes and Amazon regions are protesting as mines, dams and oil fields are destroying their ancestral lands.

Role cards

Family Workshop

You are a family living in a shanty town in a Latin American city. You make training shoes in a small workshop for a living.

You have certain materials in order to make the shoes. If you need more materials you may buy them from the Mercado Central (market) at the current prices. Prices are subject to sudden change. You must USE ONLY MATERIAL BELONGING TO THE GAME.

To make the shoes you cut out paper shoe shapes using the model training shoe and add a trade mark by tracing it around the trade mark template.

The market will only accept shoes of good quality that come in pairs (i.e. a right and a left shoe!) and will pay you the current price for the brand of shoes you have made.

Every week you have to buy food and pay rent, at the current prices. For the purpose of the game, a week is five minutes. A cost of living collector will come every five minutes to collect this money. If you need to borrow money pay bills or buy extra materials, a money lender will be available.

Watch out for the special signal that might indicate a rise in inflation or rent. When you hear this signal stop what you are doing and listen carefully.

Your aims are:

- to make enough money to feed and cloth your family and pay the rent.
- to make some extra money to send your kids to school, pay medical bills, build your own house, etc.

Mercado Central (Central Market)

In the market there are many buyers and sellers. For the purpose of the game all of them are represented by you.

You sell paper (in reality it would be leather) and other raw materials to families that need them. You also buy completed training shoes from them at the going rate. To be acceptable the training shoes must (a) be in pairs and (b) match the shoe model very closely. Suggested prices are shown on the table below. In your country there are serious problems with inflation. Every two weeks (i.e. every time you hear the special signal from the group leader), the prices change. You may want to make a price list for display showing the current prices. Cross out and change each time the prices change.

If you start to receive too many of one brand of shoe, you may want to alter the price paid for it or increase what you're willing to pay for another brand. Ask the game leader to make an announcement.

Buying	**Weeks 1&2**	**Weeks 3&4**	**Weeks 5&6**
Shoe A	50	80	120
Shoe B	50	90	130
Shoe C	50	100	150
Selling			
Trade mark	50	100	200
Felt tip pen	50	100	200
1 sheet paper	50	100	200
Scissors	50	100	200

Money lender

You lend money to people who need it, at high rates of interest. Your aim is to make as much money as possible. Be persuasive!

You may need to offer very good terms to begin with to encourage people to borrow- for example, low interest for the first week (or 5 minutes). Insist on loans being paid back. If people cannot pay you back then give them more time but raise the interest. Inflation is very high and you don't know what you're money will be worth tomorrow so you need to charge enough to make a profit.

Example: Offer to lend 100 intis for a week (5 minutes) for 10% interest. You should be paid back 110 intis. If you are not paid back offer to give them another week but this time at 50% interest. That means you are owed 110 for the first week plus 55 intis in interest for the second week: 165 intis in total.

Feel free to accept payment 'in kind' such as shoes or equipment that you can sell on to another family or at the market.

Keep a record of who owes what.

Family	Loan amount	Amount paid back
Gutierrez		
Vargas		
Hernandez		
Robles		
Gomez		
Garcia		

Cost of Living Collector

You represent all the people who sell things to the average family: food, clothing, electricity, water, rent etc. You collect this money from each family each week. For the purpose of the game each week is 5 minutes. However because of inflation prices regularly increase. Every time the game leader gives the signal prices double. Prices may also change following other announcements by the game leader.

The starting price is 100 intis per week.

Keep a record of how much each family has paid. If a family hasn't paid for two weeks or more inform the game leader.

Week	1	2	3	4	5	6
Gutierrez						
Vargas						
Hernandez						
Robles						
Gomez						
Garcia						

Source: The Trading Trainers Game. Christian Aid and CAFOD, 1992.

This cartoon is useful for stimulating discussion on gender roles and stereotypes.
It could be used before the Jobs for the Boys exercise.

Workshop 6
History and Herstory

Introducing the Topic

There are many inequalities in the world - in income levels, education, health, access to power and decision making, to mention just some. These inequalities affect both men and women. However, women are more likely to be poor, more likely to suffer ill health, more likely to be educationally disadvantaged and more likely to suffer violence simply as a result of their sex. They generally earn less and hold fewer positions of power and influence and find their contribution and opinions less valued.

Aim of Workshop

The purpose of this session is to explore the gender roles of women and men, and the impact these roles can have on a person's development.

Facilitator Note:

In any group learning environment it is important to create a safe and open climate for discussion, where people feel they can express their thoughts and feelings without adverse criticism. However gender training challenges the oppression of women and is therefore controversial. Some people may feel uncomfortable, threatened or defensive. Working with a group of both men and women will undoubtedly bring a richness to the discussion, however it is possible that some will not feel safe working in this way. This session is designed as an introduction to gender – for those who have little awareness of it. Whether you choose to work with a mixed sex group will depend on a number of factors: how much experience of group work the group has, what level of trust and respect exists in the group, and whether the group has some awareness of gender as a concept.

Objectives

To enable participants to

- Understand the difference between sex and gender
- Understand that gender roles are learnt (social and cultural constructs)
- Gain insight into the impact these roles can have on the lives of women and men

Materials Needed for Workshop

- Flipchart and markers
- Copies of Handouts 11, 12 & 13

Workshop in Summary

1. **Introduction and opening exercise:** when do you first remember being aware of being a girl or boy?
   15 mins
2. **Brief input:** the difference between sex and gender
   10 mins
3. **Quiz:** statements about sex and gender
   20 mins
4. **Exercise:** jobs for the boys
   15 mins
5. **Break**
   20 mins
6. **Small group work:** what it would be like in your family and your community if all the women went away for a month?
   20 mins
7. **Women in the world factsheet**
   20 mins
8. **Early messages exercise:** what did you learn about being a girl or boy?
   25 mins
9. **Visioning exercise:** a world of gender equality
   25 mins
10. **Closing exercise:** What do you like about being a woman or man? Or what do you like about the opposite sex?
    10 mins

Total: 3 hours

Workshop in Detail

1. Introduction and opening exercise

Ask participants to think about and say what their earliest memories are of being aware that they were a girl or a boy.

2. The difference between gender and sex

Explain that obviously we are born with certain characteristics as girls and boys, but that we also begin learning as soon as we are born what it means to be a girl or a boy in our society. Our sex is determined by our biology; the learned stuff is called gender.

"People are born female and male, but learn to be girls and boys who grow into women and men. They are taught what appropriate behaviour and attitudes, roles and activities are for them. This learned behaviour is what makes up gender identity and determines gender."

Oxfam Gender Training Manual, 1994

3. Quiz

Tell participants that we are going to look at some statements and see if they refer to sex or gender. You could use Handout 11 to do this. When you photocopy, cover the answers at the bottom of the page. Alternatively put the statements on a flipchart beforehand. Go through each statement and mark whether people think it relates to sex (S) or gender (G). Allow the space for people to debate each and explain why. If necessary go though all the statements at the end indicating the correct answers. Some useful questions and ideas for discussion might be:

- ***Did any of the statements surprise you?***
- ***Do the statements tell you that gender is inborn or learned?***
- ***Gender roles vary greatly between different cultures, societies and times in history.***

4. Exercise: *jobs for the boys*

Give everyone a copy of Handout 12. Tell participants that this is not a quiz and there are no right or wrong answers. Ask participants to tick whether they think each job and each activity is carried out mainly by men or women. It is important that people are encouraged to do this quickly (in two minutes or so), you are looking for first impressions rather than thought out answers. These first impressions often reveal the ideas that we have learned about gender roles.

Collect and shuffle the handouts and then give them out again so that each person has someone else's. Ask people to indicate the answer on their sheet and mark the total number for each job and each activity on the flipchart.

It would be useful to bring out the following points in the discussion:

- The contradictions between roles and activities - for example, the activity is often done by women while the role is seen as men's. An exception to this is the woman's role as housewife, which includes budgeting and planning yet these are often seen as men's activities. Similarly the head of a household is usually assumed to be the man yet women are generally the people who take care of the household. In some societies 50% of households have no man around most of the time.
- Farmers are generally assumed to be men but women do most agricultural work in the world (though less so in Ireland). Could that be because men generally own and inherit land and control the finances and the crop?
- It seems that where there is money, power or status attached to a role and where it is performed outside the home, men are more likely to be seen in that role.
- Although some roles are dominated by one sex, this is very much changing. There are male (especially in mental health) nurses and there are plenty of female accountants. However generally the most senior jobs - even in professions dominated by women - are occupied by men. There are more men staying at home though this is still unusual.

5. Break

6. Small group exercise

Divide participants into groups of three or four and ask them to imagine what life would be like in their family and their community if all the women went away for a month. Allow each group to feedback. This will highlight the fact that women play varied and vital roles in family and community life – roles that are very much undervalued.

7. The world's women factsheet

Distribute copies of Handout 13. Take turns reading out the facts or if necessary read them out yourself. Either way go though the facts slowly so that people have time to absorb the information. Give participants an opportunity to comment or anything that strikes or surprises them. At the end ask the group how they feel about the facts here and what they mean for women in the world.

8. Exercise: *early messages*

Pose the following questions:

- ***Do you think that women's roles are undervalued? If so, why?***
- ***How did we learn these roles?***

Ask participants to think about how they learned about being a boy or a girl. Distribute Handout 14. Ask participants to finish the sentences on it. When they've finished ask people how they felt about the exercise; let people know that they do not have to share anything they are not comfortable sharing. Exercises that encourage us to reflect on our childhood experiences can bring up strong feelings. Ask participants if they agree with all the things they were taught about being a girl or boy. Why? Why not?

9. Visioning exercise

Place paper, paints, felt tips chalk etc on the floor. Explain to the group that you are all going to do a relaxation exercise and try to envisage what the world would look like if men and women were equal. You will find a description of a relaxation exercise in Workshop 10. If you do not feel comfortable or experienced with this type of exercise you could use one of the many recordings that are available. Just ask people when they are relaxed to think about this gender equal world, what would be different about it, what would end, what are the possibilities, etc. Encourage the group to use the materials to express their thoughts and ideas. Allow time for people to say something about what they've done.

10. Closing exercise

Pose the question: What do you like about being a woman or a man? Or what do you like about the opposite sex?

Apart from the obvious jokes, people may also be tempted to compare the sexes (e.g. I like men because they gossip less than women). Encourage participants to simply say what they like about the opposite sex. If some find it hard to think of something suggest that they think of people in their own life, family, friends, etc.

Ideas for Action

- Discussing gender issues can bring up strong emotions in people. Refer anyone who needs specialist assistance on to an appropriate service.
- Find out about the different networks and organisations offering support, information and education to women and men and on issues that effect them. The group could invite someone from the National Women's Council of Ireland or other women's organisation, or from a men's network, to speak on an issue.
- Invite Comhlámh, Latin America Solidarity Centre or other organisation to do an input on the experiences of women in a developing country or on an issue that is impacting on them.
- Design posters depicting an average day in a women's life (e.g. housewife, paid worker, etc.) to highlight the important and varied roles that women play in society. Or design posters that highlight the inequalities and discrimination that women experience.
- Create a leaflet or small booklet detailing some of the myths and realities you see surrounding women and men and distribute.
- Organise an exchange visit with a group of Traveller women or a group of migrant women to share experiences and exchange information.
- Create a graffiti wall that includes negative words and slang terms that are used to describe women and/or men. Paint out the negative language and replace it with positive terms.
- Get involved in campaigns on issues which impact greatly on women's lives - for example campaigns around childcare, community employment, deportations, reproductive rights.

❂ Organise or participate in an event for International Women's Day (8th March).

❂ Find out more about agreements, campaigns and legal instruments that can contribute to bringing about equality for women - for example CEDAW (Convention on the Elimination of Discrimination Against Women), The National Plan for Women, The Beijing Platform, The UN Declaration of Human Rights, etc. Women's organisations such as the NWCI and Banulacht will be able to help with information.

Exploring Things Further

- This chapter provides an introduction to gender issues. There are many other exercises and games which are useful for exploring things in greater depth. See the Resource Guide for some useful material.
- Choose an area such as health or education that the group feels is important and explore and compare the needs and issues for women and men.
- Choose an issue that the group feels is important and explore its impact on women in their community and on women in the Global South.
- Find out about the history of the women's movement in Ireland and internationally.
- Do an analysis of advertisements, soap operas or films to explore how women and men are represented in them (e.g. images of the ideal woman/man, sex sells, gender roles, etc.).
- Explore the meaning of concepts such as 'sexism' and 'oppression'.
- Use poetry, novels and feminist writings to explore things further (see Resource Guide for some ideas).
- Do some research into the origins of International Women's Day.

Handout 11

Statements about sex and gender

Mark (S) beside a statement if you think it refers to sex and (G) if you think it refers to gender.

1. Women give birth to babies, men don't.	
2. Little girls are gentle, boys are tough.	
3. Men talk, women gossip.	
4. Men's voices break at puberty, women's don't.	
5. In ancient Egypt men stayed at home and did weaving. Women handled family business. Women inherited property, men did not.	
6. In one study of 224 cultures, there were five in which men did all the cooking and 36 in which women did all the house building.	
7. Women can breastfeed babies, men can bottle-feed them.	
8. Women need to be protected, men do not.	

Cover the answers while photocopying

Answers

1. (S) 2. (G) 3. (G) 4. (S) 5. (G) 6. (G) 7. (S) 8.(G)

Adapted from Oxfam Gender Training Manual, Pg 89.

Handout 12

Jobs for the Boys Exercise

Tick as quickly as possible whether you think each **role** is mainly filled by men or women.

ROLES	Men	Women
Farmer		
Tailor		
Accountant		
Housewife		
Nurse		
Community leader		
Head of the family		
Breadwinner		
Psychologist		
Chef		
Politician		

Tick as quickly as possible whether you think each **activity** is mainly conducted by men or women.

ACTIVITIES	Men	Women
Cooking		
Sewing		
Budgeting		
Planning		
Operating machinery		
Planting vegetables		
Making decisions		
Listening and supporting		
Talking		
Heavy lifting		

Adapted from Oxfam Gender Training Manual, pg 169 - 173

Handout 13

Women in the World factsheet

Did you know?

- ***Women are 51% of the world's population***
- ***They do 66% of the world's working hours***
- ***They earn 10% of the world's income and***
- ***They own less than 1% of the world's wealth***

UN Women's Conference, 1985 [1]

The bad news is that not that much has changed since 1985:

- Two-thirds of the world's poorest people are women.
- The majority of people in the world who cannot read and write are women.
- 75 million children in the world are not attending school. 55% of them are girls.
- Only 19% of the world's members of parliament are women.
- Half a million women die each year from complications related to pregnancy and childbirth. Almost of all them are in the Global South.
- 2 million girls between the ages of 5 and 15 are coerced, abducted, sold or trafficked into the illegal sex market each year.
- At least 1 out of every 3 women around the world has been beaten, coerced into sex or otherwise abused in their lifetime.
- Between 100 and 140 million girls and women worldwide have been subjected some form of female genital mutilation.

Handout 14

Early Messages Exercise

When I was younger, the messages I got about

School

From my mother

From other women such as my granny, sister, aunty

From my father or other men such as my brother, grandfather, uncle

Work for women

From my mother

From other women such as my granny, sister, aunty

From my father or other men such as my brother, grandfather, uncle

Work for men

From my mother

From other women such as my granny, sister, aunty

From my father or other men such as my brother, grandfather, uncle

Marriage, relationships and having children

From my mother

From other women such as my granny, sister, aunty

From other women such as my granny, sister, aunty

From my father or other men such as my brother, grandfather, uncle

From my father or other men such as my brother, grandfather, uncle

The way I should look and behave

From my mother

If I had a daughter I would tell her

From other women such as my granny, sister, aunty

From my father or other men such as my brother, grandfather, uncle

If I had a son I would tell him

I wish they had told me

From my mother

Notes & References

1 UN Women's Conference 1985.

This cartoon highlights the many people involved in the drug trade including the poor farmers for whom it is the main source of income. It could be used along with Handout 15 Supply and demand.

Workshop 7
The Drugs Trail

Introducing the Topic

Drug misuse and its attendant problems have been an issue for urban communities in Ireland for many years. This is a problem shared by many communities across the world. The subject of drugs is an emotive one, especially where the problems of misuse are very visible. The illegal drugs 'industry' is enormous. The United Nations Office on Drugs and Crime (UNODC) estimate that criminal proceeds are likely to have amounted to around $2.1 Trillion or 3.6% of global GDP in 2009 alone[1]. UN figures indicate that about 200 million people use illicit drugs at least once in any given year. It is also estimated that there are between 16 and 38 million problem drug users worldwide. Legal drugs such as tobacco, alcohol and prescription drugs also represent huge profits to multinational corporations and tax revenue to governments. However, many social and health problems are also caused by the misuse of these drugs. And while drug misuse affects all strata of society, its deepest effects are felt in the poorest and most marginalised communities. The 2011 UN World Drug Report found that Ireland has one of the highest levels of drugs-related deaths in the EU[2].

Over one and a half million people in the poor South American Andean Amazon region alone are thought to be dependent on coca production (the main ingredient in cocaine) for their livelihood. However, the peasants who cultivate the leaf reap only 1% of the profit of the trade and even the Latin American drug cartels only reap 13-25% of the profit.[24] So just who is benefiting from the global drugs trade and what's stopping farmers from making a living in some other way.

Aim of Workshop

The aim of this chapter is to give participants an opportunity to explore the use of drugs in their community in a wider social context and to examine some underlying causes of both the production of illegal drugs and their misuse.

Facilitator note: This workshop contains a lot of activity and its fast pace may not suit every group. You could consider breaking the workshop into two parts.

Objectives

To enable participants to

- Reflect on the differences and similarities of legal and illegal drugs
- Explore the nature and causes of drug misuse in their own community
- Gain an insight into the global supply chain of illegal drugs
- Understand some of the development issues involved in the production of illegal drugs in the Global South
- Consider possible solutions to the drug misuse issue

Materials Needed for Workshop

- Flipchart and markers
- Drawing paper and pencils felt tip pens/ colouring pencils or paint, etc.
- Enlarged copy of the world map, page 183
- Handout 15
- Handout 16
- Two copies of Facilitator Sheet 18
- Several coloured stickers for everyone
- Two large sheets of blank paper

Workshop in Summary

1. **Introduction and opening exercise**
   5 mins
2. **Brainstorm:** drugs
   5 mins
3. **Legal, illegal, good, bad and dangerous drugs**
   20 mins
4. **Small group activity:** drugs in your community
   25 mins
5. **Break**
   20 mins
6. **World map:** where are drugs coming from?
   10 mins
7. **Small group activity:** mapping out the drugs trail
   15 mins
8. **Handout 15:** supply and demand
   10 mins
9. **Role play:** who's responsible?
   30 mins
10. **Handout 16:** Marco's story
    10 mins
11. **Taking action:** ranking exercise - responses to the drugs issue
    25 mins
12. **Closing exercise**
    5 mins

Total: 3 hours

Workshop in Detail

1. Introduction and opening exercise

Explain the purpose of the session. Ask people what they like to do to have a good time.

2. Brainstorm: *'drugs'*

Brainstorm 'drugs' on a sheet of flipchart paper and then pin it up. People may focus on illegal drugs. For now just leave it to the group without adding anything yourself.

3. Legal, illegal, good, bad and dangerous drugs

Using two large sheets of paper ask the group to list all the drugs they can think of under the headings legal and illegal. You could do this on the floor or on a wall; ask participants to gather around. If the group does not mention drugs such as alcohol, tobacco, caffeine or medicines such as painkillers, anti-biotics, etc., you should prompt them. Some people may reject the idea that alcohol or caffeine is a drug. If so you could give people a definition of the term such as the one by Galen that defines a drug as a substance which acts on the body to bring about a change, as opposed to food which increases the substance of the body.

Give each participant some yellow and some blue stickers and ask them to place a yellow sticker beside the names of drugs they think are generally good and a blue one beside those they think are generally bad. Lastly ask them to place a red sticker beside those they see as most dangerous. Discuss differences in viewpoints – for example that heroin is dangerous while alcohol is not. It might be useful to point out that tobacco is the most dangerous drug in terms of the deaths it causes. Ask people to identify who makes money from legal drugs and from illegal drugs.

4. Small group activity

Divide participants into groups of four and ask them to discuss these questions. Are drugs a problem in this community? What drugs? How? What is their impact? Give each group some flipchart paper and ask them to draw how they see the impact on the person, the family and the community. Encourage them to use pictures and symbols, though they can of course use words as well. What do you think are the causes of this problem? Allow groups to feedback on the whole exercise. Note on the flipchart the causes as people see them and pin this up for use later.

5. Break

6. World map

Place a map of the world on the floor or wall. Ask participants to gather around and identify where they think illicit drugs are being produced and coming from. Using Facilitator Sheets 15 & 16 outline the main drug producing regions in the world. Explain that you will focus on cocaine, which comes from the leaves of the coca plant grown mainly in regions of Colombia, Peru and Bolivia by small farmers.

7. Small group activity

In small groups ask participants to list all of the people they think are involved in the illegal drug trade and to draw their own drug trail – a roadmap from a user in Ireland to the South American farmer, (for example street dealers, drug traffickers in Ireland, South American drug cartels).

8. Handout 15: *Supply and demand*

Distribute Handout 15: Supply and Demand and read it. Discuss who is making the money along the trail.

9. Role play: *who's responsible?*

The role play is designed to give people an insight into some of the different players in the illegal drug trade and to discuss their different levels of power and responsibility. Read the instructions for the role play on Facilitator Sheet 16 carefully beforehand.

10. Reading: *Marco's Story*

Distribute copies of Handout 16. Ask for a volunteer to read the story or otherwise read out the story yourself. Ask people for their responses to the story - in particular, do people see any similarities between Marco's story and experiences in their own community? The story mentions that parents have discussed changes that need to take place outside the favelas. What do participants think these changes might be?

11. Taking action: *ranking exercise*

Divide the group into two and give each smaller group a copy of the ranking statements on Facilitator Sheet 18 and a sheet of flipchart paper. Ask each group to arrange the statements in order of importance as they see it on the flipchart. When they are satisfied they have ranked them in the way they want they can stick the statements on with blue-tack. Get each group to pin up their list and feedback on why they ranked them in this way.

Ask the group to choose one or two of the ranking statements and discuss what actions they can take around these issues. For example the group may decide to lobby ministers or TDs with letters or to get involved with a campaign around trade justice issues (see Resource Guide).

12. Closing exercise

Do a round of the group asking people to share something new they learned today.

Ideas for Action

❂ Find out more about the lives of people in Peru, Bolivia and Colombia and other parts of Latin America by inviting a speaker from the Latin America Solidarity Centre or other campaigning group.

❂ Take them on a tour of your area and give them an insight into the drugs issue in your community. This is something the group may need to prepare for beforehand.

Staff and participants in LYCS have hosted visits and shared experiences with people from Colombia, Brazil and Chiapas in Mexico.

❂ Map out the activities and facilities available to young people in the area and identify the gaps.

❂ Conduct or organise a survey of young people in your area to find out their attitudes towards drugs and the alternative activities available to them in the area. You could present these findings to local community and youth groups, politicians and agencies.

LYCS Youth Programme organised such a survey, which was conducted with local young people by local young people. The findings were presented to the Minister for Children and used to strengthen calls for more resources for local youth.

❂ Organise an exhibition depicting the drugs trail from South America to Ireland, as well as the lives of the coca farmers and the possibilities for alternatives.

❂ Find out more and get involved in campaigns for Trade Justice which are trying to lobby the Government to make world trade more fair and give farmers like those in the Andean Amazon region an opportunity to develop viable alternative livelihoods.

❂ Find out more and get involved in campaigns on the activities of the Multi-National Pharmaceutical companies in the developing world such as the over pricing of life saving drugs, the use of illegal clinical trials and the dumping of banned medicines.

❂ Find out more and get involved in campaigns on the negative impact of the IMF's Structural Adjustment Programmes (now called Poverty Reduction Programmes) on the poor in Latin America. For some basic details on the IMF see Workshop 2 Life and Debt.

Exploring Things Further

There are many questions surrounding the drugs issue which could be explored further such as:

- Why some drugs are legal and others illegal, some socially acceptable and some not?
- What are the responses of different governments to issues of drug misuse and how well are they working?

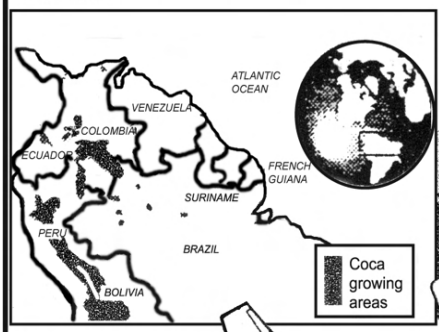
You and your group could also

- Explore the impact of drug misuse on the individual, the family and the wider community.
- Discuss Ireland's 'drink culture' (advantages, disadvantages, causes, etc).
- Explore some of the criticisms of the activities of pharmaceutical companies in the Global South (such as the high prices charged for life saving drugs or the dumping of medicines that have been banned in industrialised countries).
- Explore the question of promotion, advertising and marketing of legal drugs such as alcohol,tobacco, over the counter drugs and prescription drugs such as anti-depressants.
- Explore in greater depth the lives of people in Peru, Bolivia and Colombia (see Resource Guide) and the development of their reliance on coca production .
- Find out more about the issues facing the favela communities in South American cities.

Handout 15

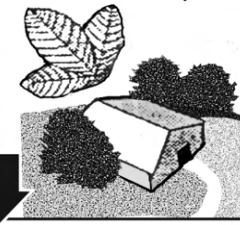
Supply and Demand

Cocaine comes from the leaves of the coca plant which grows mainly in Bolivia, Colombia and Peru. Local people have always chewed the leaves to ward off tiredness and hunger. The farmers grow coca plants because they and local businesses cannot afford to depend on other crops. The world price of other crops, textiles or raw materials may fall so there is a strong incentive to grow and trade coca.



Processing the leaves

1 The first stage of processing normally takes place in factories near the growing area. The leaves are soaked for four days in dilute sulphuric acid. The liquid is drained off and mixed with lime, petrol and other chemicals to make coca paste (unrefined cocaine). About half of this is smoked locally.



2 The remaining paste is normally taken to a laboratory, where the paste is refined into a crystalline powder, cocaine hydrochloride: cocaine proper. This is now ready for export.

Smuggling

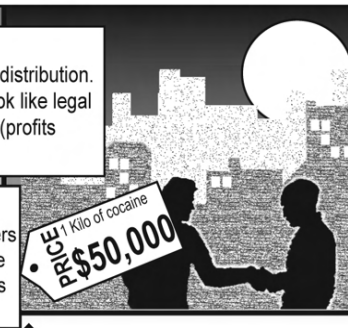
Mules tape packets of cocaine to their bodies under their clothes, or hide packets in their luggage. Some swallow cocaine-filled condoms and wait for them to pass through the body when at their destination.

About 75% of exported cocaine goes to the US. Most of the rest comes to Europe mainly via Spain and Portugal. It is carried by couriers ('mules') on commercial flights or hidden on private aircraft or boats. A recent survey showed that most couriers were unaware of the stiff penalties they face if caught importing drugs. In 1990 there were 390 seizures of cocaine by British Customs and Excise.

MIAMI AIRPORT CUSTOMS FILES

Distribution

The cocaine is delivered to a pre-arranged site to await distribution. Distributors often work through 'front companies' that look like legal companies and through which the money is 'laundered' (profits declared to be from legal business).

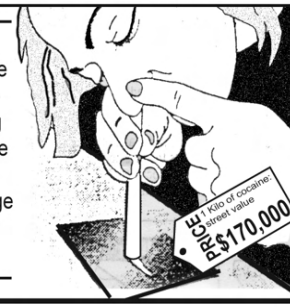


Dealing

Dealers work alone or in networks. Some sell many drugs, others only one. Some use drugs, others only sell them. Some cocaine is converted into 'crack': a substance that can be smoked. It has a faster effect than cocaine but lasts a shorter time.

The user

Cocaine is usually taken by sniffing it up the nostrils where it is absorbed into the blood-stream. The user experiences a stimulating effect and a lifted mood. It is very expensive (1g costs about £80-£100) so many users have severe financial problems. Taking large doses can induce paranoia and panic and deep depression sets in between doses.



Experts agree that the main dangers from drug taking are:

- Taking different drugs at the same time (especially alcohol with other depressants) can lead to overdose and death.
- Taking too much.
- Accidents while intoxicated by any drug.
- Sharing injection equipment without sterilising it.

Note: these figures date from 2,000. Accurate figures are notoriously difficult to find because prices are variable. The tendency in recent years is for prices to fall. However while current prices will be lower than those printed here, the proportions relating to who gets what share remain relevant.

Handout 16

Marco's Story

Marco lives in the Vila Prudente – a shanty town (or favela) in Sao Paulo in Brazil. His mother works as a cleaner for two families in a wealthy part of the city. Marco's father lost his job in an ice cream factory when new machinery was introduced. He looked for other work but without skills he found it impossible to find anything. Some days he just sits inside the house but often the noise from the four youngest children drives him out into the street. On these days he ends up in the bar with his friends. When he returns home there is often a row between him and Marco's mother about money.

Marco has now left school to try and earn some money. He goes out onto the main road, which runs by the favela. At the traffic lights he washes the windscreens of cars waiting in the traffic. Some drivers pay him. Others simply drive off when the lights change. Sometimes he tries to sell gum and peanuts to the drivers but often the cars are travelling too fast to stop.

In the evening Marco meets up with his friends. They fly kites they have made themselves from rubbish. Marco knows there is drug dealing going on in the favela. He sees the men gathered in doorways. Sometimes the police swoop into the area. Marco and his friends signal with their kites if they see the police approaching. They earn a little money this way. Marco has now been offered money to deliver the drugs to different people in the favela. He knows he could earn more money than his parents could ever hope to.

A group of parents has been meeting to discuss the drug problem, which they see as the result of poverty, unemployment and the lack of facilities for young people. As one woman argued "if you have no money, no job and you are young, you can be tempted to rob or push drugs". In Sao Paulo more people are involved in distributing and selling drugs than are in the car industry, which employs forty thousand people. Many people hooked on crack cocaine become involved with drug traffickers to supply themselves with the drug.

Now the group of parents has to decide how best they can deal with the problems of drugs in their area. Suggestions include setting up a place for young people to meet for recreation and for providing some kind of training to young people who have left school early. The training might be in carpentry or electrical skills, which would help them to earn an income. The parents have also talked about the changes, which need to take place outside the favela.

Adapted from 'Open Veins of Latin America', Latin America Week 2000, Latin America Solidarity Centre.

Facilitator Sheet 14

Coca production and the cocaine trade

- The coca leaf (from which cocaine is made) has been chewed by people in Latin America for centuries to stave off pain hunger and tiredness. It is seen by many as a sacred plant with many medicinal uses.
- The small-scale production of coca for traditional local consumption only developed in to a highly organized cocaine business in the 20th Century. As a result coca growing has expanded throughout large areas of Peru, Bolivia and Colombia. Much of the illegal trade in cocaine now passes through Mexico.
- It has been a key source of income and employment in a part of the world where many people live in deep poverty. However Latin America only reaps a small percentage of the retail value of the trade and the peasant farmers only about 1%. Hence the crop does not alleviate the poverty in which they live. Even the profits made by Latin American drug cartels are expatriated to bank accounts in Miami, the Cayman Islands, Panama and other Tax havens
- Coca is an easy crop to produce. The plant thrives on steep mountains and in poor soil and produces 3-4 yields of leaves each year, depending on the variety and climate. The production of cocaine is not difficult. Most of the chemicals involved are easily obtained legally.
- Coca eradication programmes sponsored by the US government have not succeeded in eradicating cocaine. Coca is grown in remote mountainous areas making manual eradication difficult. The US has experimented with spraying herbicides from the air. But these herbicides have destroyed other crops, poisoned lakes, streams and livestock and caused serious health problems for the people who live in the area, (including dermatogical and respiratory problems as well as temporary blindness in children). The lives of 1.5 million people in the Andean-Amazon region are directly dependant on coca cultivation. Thus the economic situation of poor communities has meant that eradication in one area just shifts the problem to another and coca production continues to be relatively stable there. Even though there has been some decrease in land use for coca it has not affected world supply of cocaine as seen by the falling price for the product.

Alternatives to coca production

- Farmers will continue to grow coca as long as it remains the source of a guaranteed income. The best way to reduce coca production is one that makes growing other crops or non-agricultural work more viable. This can only succeed with proper infrastructure (roads, water, electricity), technical assistance, a guaranteed supply of seeds and fertilisers and financial support. In the past the coca crop has been eradicated before another crop has established an alternative income for farmers.
- The European Union has supported programmes aimed at encouraging farmers to voluntarily end coca growing through crop substitution. These work by providing agricultural and industrial assistance as well as support in the creation of health centres and electricity and drinking water supplies. However critics argue that cash cropping or growing vast quantities of a crop for the export market encourages the consolidation of land into fewer hands as bigger landowners buy out small farmers. Farmers stop growing food crops and more food must be imported. Income from cash cropping is vulnerable to price fluctuations on the world market and coca remains a safer bet for a secure livelihood.
- The US has concentrated on a military approach to fight what they call the 'war on drugs'. Colombia is one of the largest recipi-

ents of US military aid, receiving around $7 billion in military and anti-drug-operations aid since 1999. Many of the brigades of the Colombian Army that receive this aid have themselves been accused of drug trafficking and have been involved in serious human rights abuses. Critics argue that the policy is in reality a counter insurgency (anti-guerrilla) policy aimed at defeating left wing guerilla movements rather than an anti-drugs strategy. While coca is grown in some areas controlled by guerillas, they do not control the production of cocaine and its global distribution. Even if the guerillas were defeated, farmers would continue to grow coca because there is no viable alternative. The military brigades involved in the drug trade would continue to do likewise. Critics say that ultimately the war on drugs has been a complete failure and the alternative is to turn military spending into development spending.

The role of the IMF, World Bank and World Trade Organisation

The countries of Latin America, struggling to repay their national debts, have adopted IMF Structural Adjustment Programmes over recent years. These programmes involve the 'opening up' of economies to international investment (dropping trade tariffs on imported goods, cutting government subsidies on locally produced goods and privatising state services and industries) lowering taxes and cutting funding of public services such as health and education. In return their debts are rescheduled and/or new loans are given.

According to the WTO, placing taxes on imported goods in order to ensure that they do not undercut the price of local goods or the subsidising of local goods is a barrier to free trade. When the agricultural sector in Colombia was 'opened up' in the 1990's, the country was flooded with cheap grains from the US. Colombian farmers found they could not sell their produce since it was more expensive than imports. The result was a collapse in the whole agricultural sector. At the same time user fees were being introduced for schools and for healthcare. During the same period coca cultivation in Colombia grew hugely.

Despite the WTO rules and the push to get poorer countries to drop protective tariffs and subsidies , the US and EU (through the Common Agricultural Policy) continue to provide their agricultural sector with massive subsidies (see Workshop 2 Life and Debt for more information on the IMF, World Bank and WTO).

"[the drug trade] is intimately linked to poverty, inequitable land distribution, conflict and unjust international trade which deny communities the opportunity to make a decent living by legal means."

Andy Atkins: In *Trocaire Development Review Journal*, 1996

Sources: Open Veins of Latin America. Latin America Week 2000; www.trocaire.ie; www.waronwant.org; Latin American Bureau; No-nonsense Guide to Globalisation.

Facilitator Sheet 15

Colombia fact-file

Geography

Colombia is located in the northern tip of South America. Its population of 45 million is a mixture of indigenous Indian, European and African descent. The vast majority of people speak Spanish, though there are also over 90 indigenous languages spoken. Colombia is the fourth largest country in South America and has coasts on both the Pacific and the Caribbean. It has an equatorial climate, is home to parts of the Andes Mountains and the Amazon River and has considerable rain forest. Colombia's major exports include oil, coal, coffee, nickel cut flowers, gold, bananas.

History

The area that became Colombia was inhabited for many centuries by indigenous Indians including the Tayrona, Sinu, Muisca and Quimbaya tribes. The Spanish first arrived in 1499 and by 1530 much of present day Colombia had been conquered by them. The indigenous people originally tolerated the Spanish but rebelled when the colonists began to enslave them and take their lands. Independence was achieved in 1810 under the leadership of Simon Bolivar.

Since independence Colombia has been racked by periods of conflict and civil war. The years between 1948 and 1958 were known as La Violencia (the violence) during which close to 300,000 Colombians died while the Conservative and Liberal parties battled it out for power. This period came to an end after the signing of the agreement of the National Front in which the Liberal and Conservative parties agreed to alternate power every 4 years. However, this period gave rise to the formation of left wing guerrilla movements and peasant self-defence groups in 1964 (FARC and the ELN) that began fighting for greater equality in a country where most of the population lived in desperate poverty. In response right wing paramilitary were set up by the government under a decree in 1965 and Law 48 of 1968.

Following a decline in the value of coffee exports, drugs were seen as a lucrative alternative source of wealth. Coca was processed by new 'narcotics landowners' who sponsored right wing paramilitaries to direct force against anyone opposing the emerging drug cartels.

Politics

The conflict in Colombia is ongoing and can only be understood in the context of its socio-economic roots. Colombia is an enormously unequal country in an enormously unequal continent. Just 0.1% of all rural landowners own 47% of all rural lands whilst 2.4 million farmers live on and own just 3.3% of all the rural land. According to the Colombian government's own figures 45.5% of the population live in poverty on less than 100 euros a month and 16.4% live in extreme poverty on less than 40 euros a month.

Guerrilla groups who claim to fight for the interests of the poor continue to fight the closely linked military and right wing paramilitary groups. Colombia is one of the most dangerous countries in the world. The homicide rate stands at approximately 25,000 per year. Figures for deaths in combat are difficult to calculate accurately.

According to human rights organizations, right wing paramilitary groups were responsible for 70% of human rights abuses in Colombia and receive support from the army and police. Paramilitary targets include human rights workers, trade unionists and peasants suspected of supporting left wing guerrillas as well as street children and other marginalized groups. More recently the army is seen as increasingly responsible for abuses since the supposed demobilization of many paramilitary groups.

Since the 1990s the Colombian economy has undergone radical World Bank/IMF led liberalization. Many industries and public services have been privatised , subsidies have been eliminated, interest rates have been raised and public services cut. Although Colombia is seen as an economic success in terms of steady growth rates, it is the only major country in Latin America in which the gap between rich and poor has increased in recent years, according to a 2010 Washington Post analysis. Additionally its poverty reduction rate has lagged behind most other major Latin American economies.

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Daily life

Daily life in Colombia depends largely on what region you live in and what social class you are from. There is huge diversity of lifestyles and culture, from those of indigenous tribes in the Amazon, Afro-Colombians in the Pacific rainforests and the majority of mixed race 'mestizos' who live in cities along the Andean highlands. Many richer Colombians have close cultural ties with the US and Europe through migration and travel. Poor Colombians however (30% live below the international poverty line), struggle to survive unemployment (9%) or underemployment. Many people are underemployed, working in the informal sector, e.g. which includes anything from street trading to drug trafficking. Despite these challenges, Colombia is renowned for its vibrant and diverse culture. At almost any time a festival is happening in Colombia and tourist numbers to this scenic country are rising.

Facilitator Sheet 16

Role play – who's responsible?

The aim of this role play is to explore the issue of responsibility in the global drug trade.

The scene

A courtroom. A number of people are to be questioned by a panel of judges, in order to decide who is responsible for the sale of cocaine on the streets of Ireland to young people.

John O'Reilly has been arrested in possession of e10,000 worth of cocaine and in the act of dealing. He will be the first to take the stand. In his defence his lawyer has called the other witnesses.

Getting ready

Ask 2-3 participants to volunteer to play the part of judges. The judges will need a copy of each of the role cards in order to prepare questions. Divide the remaining participants into four groups. Give each group a role card and explain that they can now assume the identity of that person and should prepare arguments for their defence. Each group should nominate one person to take the stand in the role of the character. The judges can cross-examine them for a maximum of three minutes. At the end the judges must pass their judgement – who do they think is responsible and why?

Notes for the leader:

- Your role is to observe and note anything you think is interesting. Keep an eye on time and keep things moving.
- Do not intervene unless you think it's necessary.
- Role plays can bring up strong feelings in people. It is important that at the end you invite the whole group to comment on their feelings and reactions to what happened and to acknowledge that they are no longer in role. You should also discuss who they feel is guilty and why and what insights they may have gained. You should mention things you have noted if they have not already been.
- The goal is not necessarily to come to any conclusion but to gain an insight into the many and complex dynamics contributing to the drug trade.
- You may have to explain terms such as the IMF (International Monetary Fund). See Workshop 2 Life and Debt for an explanation.

The characters

John O'Reilly – Drug Dealer from Dublin or other Irish city or town

In court for possession of cocaine with a street value of €10,000, John is an addict himself. He dropped out of school at 12 years of age and since then has spent most of his days on the streets. His parents both have drug and alcohol problems too. He has been in trouble before for petty theft. This is his first serious offence.

Pedro – a small farmer in Theandes, Peru, with a wife and eight children

Pedro grows coca and has been doing so since 1984 when he could no longer get enough money to support his wife and family through coffee production. Coca is a hardy fast-growing plant that can yield several harvests each year. As an average coca farmer Pedro can earn $100 a month. This enables him to send two of the children to secondary school and to invest a little money in machinery for the farm. Without the coca plant, Pedro and his family risk hunger.

Manuel Garcia – Drug dealer in Peru

Manuel runs a processing factory that refines the coca plant into cocaine ready for export. He has several hundred small farmers working for him in producing coca plants. He pays the farmers more than they would get from other crops. The refined cocaine is exported mainly to North America and Europe. Manuel lodges some of the money he makes in a bank in Miami, Florida.

President of Peru

Successive presidents have implemented International Monetary Fund plans to rescue the economy from debt and high inflation. This policy has accelerated the poverty of the Peruvian population. Of the total population of 29 million, nearly 39% live below the national poverty line. Against this backdrop the production of coca thrives. With falling prices for other crops, the coca plant offers the best hope of a livelihood to many poor farmers. The export of semi-processed cocaine brings $2 billion in to the country annually. Although successive presidents have pledged to fight the illegal drug trade, corruption in the legal and law enforcement agencies largely prevents this. The US is giving Peru military aid for the war on drugs and opposes decriminalisation of the trade.

Adapted from 'Open Veins of Latin America', Latin America Week 2000, Latin America Solidarity Centre.

Facilitator Sheet 17

Ranking exercise statements

Give copies of all nine statements to each small group. You will need to photocopy them and cut them up beforehand or print the statements on to strips of flipchart paper. Ask participants to rank the statements in order of importance – i.e. to place at the top the most important policy to effectively reduce the drug trade. Discuss differences between the rankings. Are there other policies participants think would be more effective in reducing the drugs trade?

Increase the sentences for drug offenders

Support alternative development programmes for peasant farmers to enable them to make a living from other crops

Address the causes of drug misuse in Europe and the US

Make drug use a social rather than a criminal issue

Publicise the risks of drug taking more effectively

Reduce the gap between rich and poor in the growing countries

Notes & References

1 Estimating Illicit Financial Flows Resulting from Drug Trafficking and Other Transnational Organized Crimes

http://www.unodc.org/documents/data-and-analysis/Studies/Illicit_financial_flows_2011_web.pdf

2 UNODC World Drug Report 2011

http://www.unodc.org/documents/data-and-analysis/WDR2011/WDR2011-web.pdf

3 http://www.washingtonpost.com/wpdyn/content/article/2010/04/18/AR2010041803090.html


HOW ABOUT THAT, COLM, YOU'VE A LITTLE FRENCH, MAURITIAN AND ZULU IN YOU...
ACME FAMILY TREES
IRELAND FOR THE IRISH

Workshop 8
People on the Move

Introducing the Topic

Migration has been a part of human history since the first human beings began moving out of Africa at least 60,000 years ago. Movements of peoples such as the Romans, Vikings, Normans and English have become part of and shaped Irish history and lore. The Irish too are known for their migration – what Mary Robinson called the Irish Diaspora is made up of over 20 million people across the globe from Britain and the US to Australia and South America. Irish songs and stories are full of often painful references to the forced emigration of people – from famine, poverty, war and unemployment.

Over thousands of years human beings have moved in search of food, a more hospitable climate, safety, work, or just in a spirit of adventure. The 20th century saw the movement of people like never before. The development of mass transportation and communication facilitated this enormously. Most people who migrate to richer countries do so to gain a better standard of living. Some also flee from war or persecution - about 15 million of the estimated 175 million people living outside their country of origin are refugees in other countries and a further 28 million are displaced within their own country[1].

Meanwhile, it has been argued that Europe is becoming a 'fortress' to non-EU nationals. Europe has an aging population and needs workers and Europeans are having fewer children, yet many immigration laws are being tightened. The debate around immigration is framed in terms of 'problem' or 'threat' and immigrants emerge as scapegoats for society's ills.

Aim of the Workshop

The aim of this workshop is to give participants an opportunity to explore migration as a global and historical phenomenon, to trace the history of migration to and from their own country and to reflect on the impact of migration on the host country, those left behind and the migrants themselves. This workshop is divided into two parts: the first looks at the meaning and causes of migration and the Irish experience; the second looks at the global refugee crisis and the experiences of refugees and asylum seekers in Ireland.

Workshop 8 Part 1

Objectives

To enable participants to

- Understand the meaning of migration and related terms
- Explore the Irish experience of migration
- Increase their understanding of immigration into Ireland
- Examine the causes of migration

Materials Needed for Workshop

- Flipchart paper and markers/felt tip pens/colouring pencils, etc.
- Copy of Christy Moore's song 'Missing You' on CD or cassette
- CD or cassette player
- Copies of Handouts 17 & 18
- Very long sheet of paper or several sheets stuck together for the timeline exercise (see notes on creating a timeline)
- Several sets of 'cards' from the Reasons for Migration exercise
- Paper for notes on song 'Missing You'.

Part 1 in Summary

1. **Introduction and opening exercise:** what's in a name?
   10 mins
2. **Brainstorm:** migration
   10 mins
3. **Music:** Christy Moore, *Missing You*
   10 mins
4. **Handout 17:** songs our exiles sang
   15 min
5. **Migration and your community**
   20 mins
6. **Timeline exercise:** migration from Ireland
   25 mins
7. **Break**
   30 mins
8. **Timeline:** migration into Ireland
   15 mins
9. **Input:** recent immigration into Ireland
   15 mins
10. **Reasons for migration exercise**
    15 mins
11. **Handout 18:** reading from the *Grapes of Wrath*
    10 mins
12. **Closing round:**
    'one thing I love about my home country…'
    5 mins

Total time: 3 hours

Part 1 Detail

1. Introduction and opening exercise

Explain that human beings have been on the move for thousands of years and that in this session we are going to explore why that is so. We will also look at Ireland's experience of migration and the big issues of migration in the world today. We begin by looking at our names and where they come from. Names are very important to our identity. Do a round of the group asking each person to say what their names mean and where it comes from. Why were they given that name? Were they named after someone? It can be first or surnames or both.

Names often reveal histories of migration too, so for example, many Irish names reveal English, Scots, French (Norman) or wider influences. Some people may not know the origins of their name. You could ask people to ask family about the origins of their name, before the session. Some interesting examples of the origin of Irish names include the following: the name Doyle comes from the Irish O' Dubhghaill meaning 'dark foreigner', the name Walsh originally meant 'Welshman' and the name Lynch is translated from the Irish O' Loinsigh meaning 'seafarer' or 'exile'. The origin of names can be researched quite easily on the internet.

2. Brainstorm: *What is 'migration'?*

Give people an opportunity to brainstorm words they associate with the term 'migration'. People may be unfamiliar with the word migration but they will likely know words such as emigration and immigration. They may have some negative associations with immigration. Just note all their ideas and make sure that people are clear on the different types of migration – immigration, emigration, and internal migration.

3. Music: '*Missing You' by Christy Moore*

Before playing the song give people paper and pen and ask them to listen closely to the words and to note what type of migration they think the song is referring to and to jot down or draw anything that strikes them. Play the song and ask participants for their responses.

4. Handout 17: *songs our exiles sang*

Distribute the handout and read through some of the lyrics.

- ***What are the songs about?***
- ***What emotions are expressed in the songs?***
- ***All these songs are about the emigration of Irish people or immigration of Irish people into other lands. Why did Irish people move?***

Divide a sheet of flipchart into two columns with the following headings:

(a) reasons Irish people migrated; and
(b) reasons other people migrate.

Write up the reasons that arise from the songs and music in the first column, for example, famine, poverty, political situations, looking for work, etc. Then ask the group if they know of any other reasons people moved within the country or left Ireland.

5. Small group exercise: *migration in your community*

Ask participants to discuss, in pairs or threes, their own and/or their family's experience of migration. Many Irish people have parents or grandparents who migrated from the country-side or the islands, or family who emigrated to different parts of the world. Allow some time for feedback and then divide participants into small groups of four or five. Ask each group to draw a rough map of their community and to place on the map signs of migration to and from their community. People may immediately think of obvious signs of recent immigration such as ethnic shops, restaurants and accommodation centres for asylum-seekers. Remind them to think also of signs and place-names, places of worship and graveyards, migrant support centres or projects, docksides, memorials (such as the various famine memorials around the country), etc. Allow time for feedback. This exercise may again generate discussion on refugees and asylum-seekers. Let people know that they will be looking at this more closely in the second session; for now the focus is on migration in general.

6. Timeline: *emigration*

How to create a timeline (see Facilitator Sheet 19 for sample):

• You will need a very long sheet of paper or several sheets stuck together.

• You can create the timeline horizontally or vertically. Simply draw a line and enter the dates where you want to begin and end (for example beginning with the arrival of the Gaels and ending in the present).

• There is no need to include all the data here. Include some dates and detail that will prompt your group, for example the Famine and the 1980s. The group can add details as they discuss times when people came or went from Ireland.

• It would be useful to enter immigration and emigration on different sides of the line, or to colour code them.

• Lay your timeline sheet on the floor or pin it along the wall. Ask people to mark times when Irish people left in big numbers. The obvious times are before during and after the Famine, the 1930s-1960s and the 1980s when high unemployment resulted in large numbers leaving to look for work abroad.

The discussion should focus on the following:

- What were the effects of emigration on communities in Ireland?

  People who have not experienced emigr-tion may find this a difficult question. Some of the effects included young people leaving, depopulation of towns and villages and schools, businesses and services closing down because of insufficient numbers using them.

- What might have been the effects on people who left/how do you think they felt in the new country (remember the song we listened to earlier)?
- What did these migrants contribute to their adopted countries?

7. Break

8. Timeline: *immigration*

Ireland for a number of years experienced unprecedented immigration. Although more people are still coming to Ireland than leaving, many migrants are now returning home and increasing numbers of Irish people are being forced to leave to look for work abroad. Other migrants are choosing to stay in Ireland, having made lives for themselves here. Why do you think these changes have occurred? This discussion is likely to bring to up questions about the unemployment crisis and some myths about immigration. The panel on the jobs and the migration debate in Facilitator sheet 20 offers some thoughts on this. Encourage people to hold specific questions on welfare entitlements of refugees and asylum-seekers for the second session.

- ***Who has been coming to Ireland in recent years?***
- ***Are these the first migrants into Ireland?***
- ***Can you think of any other groups of people who've come to Ireland over the years? What about way back?***

People may remember the Vietnamese 'boat' people, Jewish people, Hungarians after the Hungarian revolution in 1956, or Chileans after the military coup in 1973. They may be aware of the large number of Italian people who have settled here. Earlier still they may mention the Vikings, Danes, Norsemen, Normans and English. Many of these came as part of invading armies but settled and mixed with the existing population. Don't forget that Irish emigrants and their children have returned in large numbers at certain times. You should prompt people if they don't think of these. Also remember that sometimes people migrate within their own country. For example, Travellers have a nomadic culture dating back to at least the 12th Century and people often move from the country to the city or back and forth across borders (such as the border with Northern Ireland). Where can this sort of migration be added to the timeline?

9. Input: *recent immigration to Ireland*

Make copies of the information on Facilitator Sheet 20 or photocopy it onto transparencies for use on an overhead projector. Simplify the information if necessary. Allow an opportunity for people to comment. Is this what they expected? What surprised them? People are often surprised to discover that asylum-seekers and refugees represent a minority of immigrants. Why do they have such a different impression (perhaps due to media coverage)?

10. Exercise: *reasons for migration*

Photocopy, cutout and prepare a set of cards from Facilitator Sheet 21 for each small group beforehand. The aim of the activity is to examine the different reasons that cause people to migrate. Divide participants into groups of three and give each group a set of cards. Ask the groups to sort their cards into two categories: (a) forced and (b) voluntary migrants. Ask the groups to feedback their choices to the wider group.

- ***Why did they designate people as forced or voluntary migrants?***
- ***How do they think people feel about being forced to migrate?***

It would be useful to point out that according to the International Organisation of Migration, there are an estimated 214 million migrants worldwide (1 in every 33 people).

11. Reading: *from 'The Grapes of Wrath'*

Distribute the story and get someone to read it aloud or read it yourself. Ask people to react to the story:

- ***Why did these people move?***
- ***Did they have any choice? Why? Why not?***

12. Closing round

Do a round of the group asking participants

to say one thing they love about their home country.

Handout 17

Songs our exiles sang

Missing You (Christy Moore)

In nineteen hundred and eighty six
There's not much for a chipie but swinging a pick
And you can't live on love and on love alone
So you sail cross the ocean
Away cross the foam
To where you're a paddy, you're a biddy, you're a mick
Good for nothin but stackin a brick
Your best mate's a spade and he carries a hod
Two workhorses heavily shod

Oh I'm missing you, I'd give all for the price of a flight
Oh I'm missing you, under Piccadilly's neon

Who did you murder and are you a spy
I'm just fond of a drink helps me laugh helps me cry
Now I just drink red biddy for a permanent high
I laugh a lot less and I'll cry 'til I die

All ye young people now take my advice
Before crossing the ocean you'd better think twice
Cause you can't live without love without love alone
The proof's around London in the nobody zone
Where the summer is fine but the winter's a fridge
Wrapped up in old blankets under Charing Cross Bridge
And I'll never go home now because of the shame
Of the misfits reflection in a shop window pane

Ramblin' Paddies (Pete St John)

We are working in the Irish Bars in Boston
In the California Bistros and in Dixies Rising Sun
In the lonely Aussie outback
And the crowded pubs of London
('cos) we are God's own Ramblin Paddies on the run

And all the time a visit home is on the cards
That's the wish of every Ramblin Son
So we'll mark it in the diary
Maybe next year if we're lucky
'cos we're God's own Ramblin Paddies on the run

Ramblin Rose or Ramblin paddy
Don't forget to call the mammy
Sure we're God's own Ramblin Paddies on the run

Some of us are here because we want to be
And others because work at home there's none
And for others still its in their blood
To ramble round forever
'cos we're God's own Ramblin Paddies on the run

We have families back in Ireland, and God Bless 'em
Sure their worrying over us is never done
So we write a white lie letter
Saying things could not be better
For God's own Ramblin Paddies on the run

The Old Bog Road (Teresa Brayton)

My feet are here on Broadway
This blessed harvest morn
But oh! The ache that's in my heart
For the spot where I was born
My weary hands are blistered
Through work in cold and heat!
And oh! To swing a scythe once more
Through a field of Irish wheat
Had I the chance to wander back
Or own a kings abode
I'd sooner see the Hawthorn tree
By the Old Bog Road

When I was young and restless
My mind was ill at ease
Through dreaming of America
And the gold beyond the seas
Oh sorrow rake their money
'Tis hard to find the same
And what's the world to any man
If no-one speaks his name
I've had my day and here I am
A - building bricks per load
A long three thousand miles away
From the Old Bog Road

My mother died last springtime
When Erin's fields were green
The neighbours said her waking
Was the finest ever seen
There were snowdrops and primroses
Piled high above her bed
And Ferns Church was crowded
When her funeral mass was read
And here was I on Broadway
A - building bricks per load
When they carried out her coffin
Down the Old Bog Road

Handout 18

From *The Grapes of Wrath* by John Steinbeck

Background to the story

Steinbeck's famous novel tells the story of an American migrant family in the 1930s and their search for work and a place to live. The small farmers of Oklahoma had grown the same crop – cotton – year after year, weakening the soil. Ultimately the soil broke and turned to dust. This combined with the harsh economic climate of the depression era forced the mass migration of thousands, many westwards to California.

All over Oklahoma the tractors came and the people had to go. The owners of the land came first. They felt the dry earth with their fingers. The tenant farmers watched unhappily from their doorways. Then the owner men drove their cars into the yards and spoke out of their car windows. In the open doors, the women looked out and behind them stood the children. The women and children watched their men talking to the owner men.

Some of the owner men were kind and some of them were hard and afraid. They all said the same thing. "The Bank owns the land. This land's poor. You know that. And the land's getting poorer. The dust flies away. And cotton robs the soil, takes the life out of it."

The tenant farmers nodded. They knew all this. Maybe if they stayed, next year would be a good year. "We can't be certain. And we've got to pay our debts to the Bank" said the owner men. The farmers looked down. "What do you want us to do? We're half starved now. The kids are hungry all the time. Our clothes are old and torn."

"The tenant system won't work anymore" replied the owner men. "You small farmers must go. One man on a tractor can take the place of twelve or fourteen families. We pay the man a wage, one wage, and take the crop. We have to do it" "But you'll kill the land with cotton". "We know. We've got to take the cotton before the land dies. Then we'll sell the land."

"But what'll happen to us? How'll we eat?" "You've got to get off the land." "Grampa took this land from the Indians. I was born here. Our children were born in this house. It's our land. It's ours because we've been born on it, worked it, died on it. That makes us the owners of the land."

"Your wrong. The Bank owns it. You'll have to go." "But if we go, where'll we go? How? We've got no money." "We're sorry. But you're on land that isn't yours. Why don't you go west to California? There's work there and it never gets cold. There's peaches and pears in Spring and later there's cotton. There's always some kind of crop to pick in California. Why don't you go there?"

The owner men started their cars and moved away. "Where'll we go?" the women asked. "We don't know. We don't know." The children crowded round the women in the houses. "What are we going to do Ma? Where're we going to go?" "We don't know yet. Go out and play. But don't go near your father. He's thinking about things."

Facilitator Sheet 18

Sample timeline of migration and Ireland

700BCE
Celts arrive from parts of Britain and France. They become known as Gaels

600-700CE
Missionaries such as Colmcille and Brendan travel to the British Isles establishing monasteries

800CE
Vikings and Danes begin invading

1169
Strongbow arrives beginning 800 years of English rule in Ireland

1500-1600+
Plantation of Ulster with settlers from Scotland and England

1649
Cromwell arrives and forces some of the population to move west of the Shannon. Cromwell has thousands of Irish transported to the West Indies as indentured labourers

1685-1705
Hugenot refugees flee religious persecution in France and settle in Ireland

1790
First US census records 44,000 Irish born residents

1798
United Irishmen flee to the US after the failure of the rebellion

1820-1830
50,000 Irish people emigrate to the US

1830-1840
237,000 Irish people emigrate to the US

1840-1850 (includes the Famine years)
Est. 1 million people leave Ireland during the Famine years

1900-1960
Hundreds of thousands of Irish continue to emigrate mostly to Britain and the US in search of work

World War II
Ireland accepts only a handful of refugees in the aftermath of war and the Nazi Holocaust

1956
530 Hungarian refugees from the Hungarian uprising against the Stalinist regime come to Ireland

1960s and 1970s
Some Irish emigrants return home as the economic situation improves

1973/74
Ireland accepts 120 Chilean refugees from the military coup. Ireland joins the EEC but it doesn't result in any significant immigration

1979
212 Vietnamese refugees known as 'boat people' (after their method of escape from Vietnam), come to Ireland. With family reunification and births the Vietnamese community now numbers around 800

1980s
Thousands of Irish emigrate each year as unemployment rises

1985
Ireland accepts 29 people of the Baha'I faith as refugees from persecution in Iran

1988-89
70,600 people or approximately 2% of the population emigrate in this year alone

1992
178 Bosnian refugees fleeing the Balkan war arrive in Ireland. The population now numbers just over 1,000

Mid 1990s-2007/8
Thousands of Irish emigrants return home as around half a million more jobs become available. 200,000+ foreign immigrants come to Ireland. An increased number of people seek asylum in Ireland as the number of wars and conflicts increase (examples where huge numbers of refugees were created include conflicts in the Balkans, Rwanda, Burundi, Congo, Iraq, Afghanistan and Somalia).

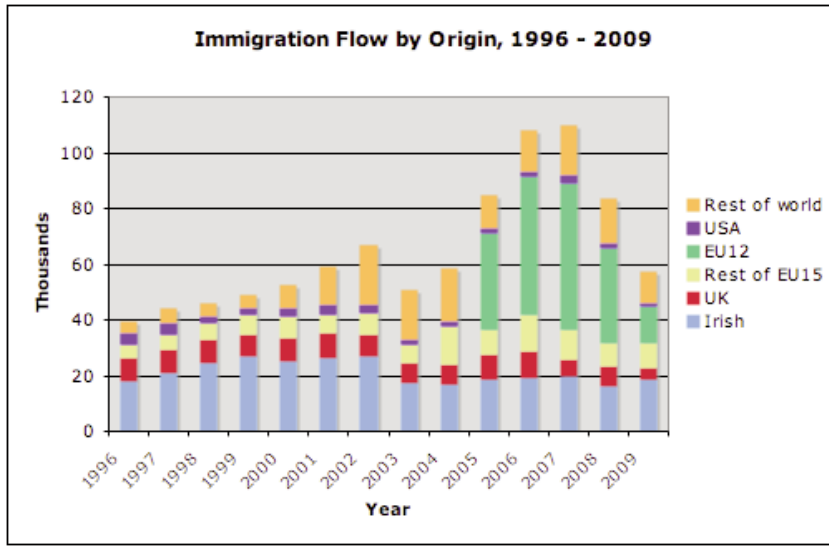
2007/8 - Present
Global recession and rising unemployment forces many who came to Ireland for work to return home and Irish people to begin emigrating again.

Facilitator Sheet 19

Recent Migration Trends

"The number of emigrants from the State in the year to April 2009 is estimated to have increased by over 40% from 45,300 to 65,100, while the number of immigrants continued to decline over the same period, from 83,800 to 57,3200. These combined changes have resulted in a return to net outward migration for Ireland (-7,800) for the first time since 1995."

- Central Statistics Office, CSO Pop & Migration Estimates April 2009



Migrants, the recession and unemployment - some points to consider.

- People tend to migrate to areas where there is work and from areas of unemployment.
- Migrants do not cause unemployment. It is the availability of employment that comes first, then immigration. For example Ireland in the 1950's had high unemployment and virtually no immigrants (in fact many Irish people emigrated looking for work). In the 2000s, we had high levels of immigration yet jobs were plentiful.
- Since 2007, there has been a big decrease in the number of migrants coming to Ireland. The number of PPS numbers issued to non-Irish nationals went down by nearly 66% in 2009 and 2010.
- Many migrants are here to stay. They have made their lives here, raised children here and consider Ireland to be their home.
- It has been estimated that migrants contribute €3.7 billion to the Irish economy each year, through taxes and PRSI, work permit fees, immigration registration fees, higher education fees and spending their wages.
- Migrants are being made unemployed at a faster rate than Irish people. Many of them work in the sectors hit hardest by the recession for example construction, hospitality and retail. Whereas Irish workers saw unemployment rising to 12%, the unemployment rate of non-Irish

nationals increased to 17.2% in the third quarter of 2009. Of all the groups in the Irish labour market, migrants from the new EU member states have been hit the hardest with an unemployment rate reaching almost 20%.

- Some unscrupulous employers may try to pay as little as possible but this is not the fault of migrants who are trying to make a living and support their families.
- A 2009 study by the ESRI and the Equality Authority found that migrant workers with similar skills and experience were less likely to be called for interview by employers based on the name given on the CV; i.e. foreign-sounding names were significantly less likely to secure interviews than Irish-sounding names.

Why migrants can be more vulnerable than the general population.

- Migrants everywhere are more likely than the general population to be doing '3D' jobs – i.e. the 'dirty, difficult and dangerous' work.

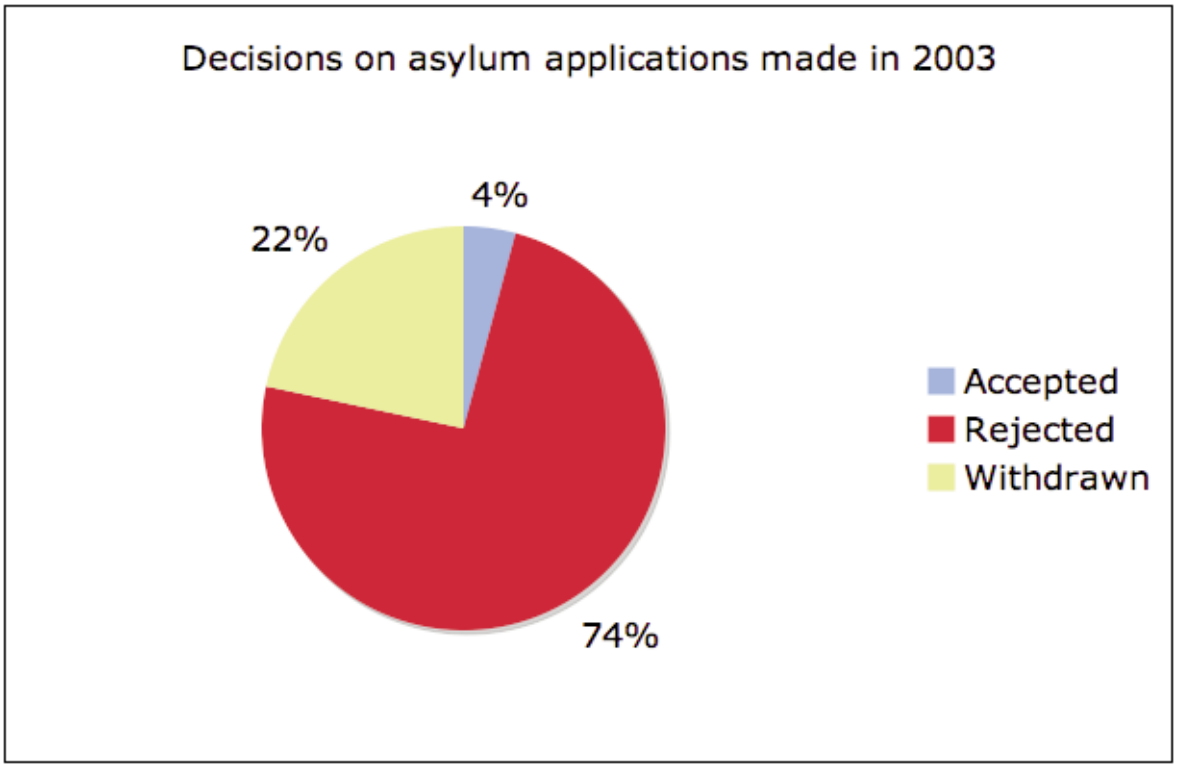
Migrants can experience exclusion for many reasons:

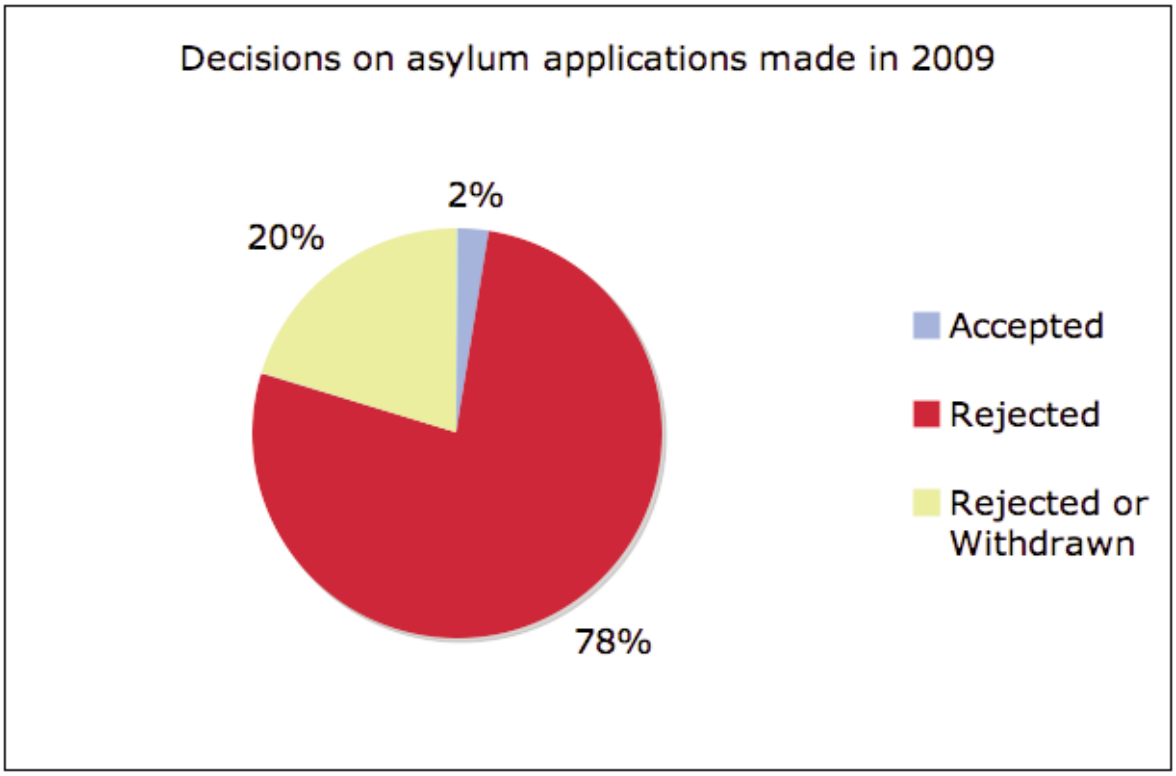
- Difficulties in understanding and communicating in English.
- Trying to navigate different systems (such as the education system or the health service).
- Racism and discrimination.
- Being socially isolated (for example live in domestic workers or asylum-seekers living in hostels).
- Not having family around to help out.

Ireland has the lowest rate of granting refugee status in the EU.

"The government has made 14 positive recommendations to grant refugee status to asylum seekers this year out of 1,014 cases, new figures show. The UN refugee agency (UNHCR) last night criticised the acceptance rates as "low" and said it would engage with the authorities….The acceptance rate of 1.38%, which was overseen by the Office of the Refugee Applications Commissioner (ORAC), ranks Ireland at the bottom of the EU league for granting protection."

Irish Times, July 10th 2010 (reporting ORAC figures from Jan-May 2010)





Sources: 'Facts about Migrant Workers in Ireland.' Migrant Rights Centre of Ireland, 2010; CSO; Trinity Immigration Initiative; RIA; ORAC.

Facilitator Sheet 20

Reasons for migration

Sadeq is a dentist from Iraq. He and his wife and children fled Bagdad 1 year after the US/British invasion, to escape the violence in the city. They were refused admission to Syria and spent 3 years living in a refugee camp on the border. The UNHCR helped them to be allowed resettle in Ireland.

Siobhan is from Northern Ireland and is a Catholic. She married a Protestant and went to live with her new husband's parents in a part of Belfast where the population is mostly Protestant. Siobhan and her husband were sent threatening letters saying that Protestants and Catholics should not marry. They were continually harassed and in the end decided to move to London.

Donal is a carpenter. He left Ireland with his wife and children in 1991 after being unemployed for three years. The family travelled to the United States where they had friends who would help them find accommodation and work. In 2002, the family decided to move back to Ireland. Donal is now unemployed again and is considering emigrating to Canada

Sade is 13 years old and from Nigeria. Her father was an outspoken journalist who regularly criticised the military rulers. Her mother was shot dead in an attempt on her father's life outside their home. When this happened, Sade was sent with an escort to safety in London where a cousin had agreed to look after her.

Martin is a Traveller. He and his family are traders who move from town to town during the spring and summer selling carpets and tools. They used to trade horses but farmers no longer use horses so much so the business isn't there. The family usually stays in one place for the winter so that the children can go to school.

Maria is from the Philippines. She and her family used to live in the rich woodlands of Butuan where her husband worked for a logging company. After a few years the logging company had felled all the trees but had not replaced them. The family's livelihood was destroyed and they and hundreds of their neighbours moved to the capital Manila in search of work.

Aisling used to live in a small village in Co. Tipperary. Two years ago she moved to study in a college in Dublin.

Pawel is a construction worker from Poland. He moved to Ireland in 2005 when Poland became part of the EU because he heard that jobs were plentiful. Pawel was laid off in 2008 and has returned to Poland where he hopes to go back to education.

Marek is originally from Romania and has lived and worked in Ireland for the past 7 years. He set up a web design company 2 years ago with some Irish friends. He has applied for citizenship and hopes to bring his wife and child to live with him if successful

Adapted from Refugees: We left Because We Had To, Refugee Council, 1996.

Workshop 8 Part 2

Objectives

To enable participants to

- Explore some of the causes of migration flows in the world today
- Understand the meaning of terms refugee, asylum-seeker, economic migrant and internally displaced person
- Understand the different categories of migrants and their status in Ireland
- Gain an insight into the experience of being forced to flee

Materials Needed for Workshop

- Flipchart and markers
- Enlarged copy of the world map and list of conflicting zones, page 183
- Copies of Handout 19
- Copies of Handout 20
- Slips of red, green and white paper
- Stickers that can be used as name badges (e.g. address labels)

Part 2 in Summary

1. **Introduction**
   5 mins
2. **Brainstorm:** what is a refugee?
   10 mins
3. **Input:** what is a refugee?
   15 mins
4. **Refugee quiz**
   10 mins
5. **World map:** where are refugees coming from?
   10 mins
6. **Handout 20:** FAQs
   20 mins
7. **Break**
   20 mins
8. **The 'Packing Your Bags' game**
   50 mins
9. **Taking action on the issues**
   15 mins
10. **Closing exercise:** 'Something new I learned today …'
    10 mins

Total: 2 hours 45 minutes

Part 2 in Detail

1. Introduction

Explain that following on from the last session about migration, in this session we are going to explore the question of forced migration. Refugees are the product of forced migration.

2. Brainstorm

Brainstorm the term 'Refugee' and write up all the responses given on the flipchart. Pick out the elements of the brainstorm that correspond to the definition in the Handout 19, such as, that refugees are fleeing and that they are outside their own country.

3. Input: *what is a refugee?*

Distribute Handout 19 to explain the meaning of the term refugee. You should explain that the right to seek protection from persecution in another country is a human right and is guaranteed by the Geneva Convention, which has been signed by most countries in the world including Ireland. This right was introduced in the aftermath of the Second World War during which millions of Jewish people, many gypsies, communists, trade unionists, disabled and gay people were murdered in Nazi concentration camps. You should also explain the terms asylum-seeker, programme refugee and internally displaced person.

4. Quiz: *refugees*

Let participants know that this is not a competition. It is another way of getting across information and it highlights the fact that the messages we get from the media about refugees are often confused and distorted. The quiz is in a true or false format. Give each participant a red and a green slip of paper and ask them to hold up the red slip if they believe a statement is true and the green if they believe it is false. Read out the quiz questions on Facilitator Sheet 22. Give the correct answer after each question and discuss as you go along what surprised or didn't surprise people.

5. Map: *the global refugee crisis*

Encourage participants to gather round and look at an enlarged copy of the world map. You will find a list of current conflict zones on the back and will be able to point out some of the many places that are producing refugees. Give people an opportunity to comment and to ask questions. You do not have to know the answers to questions. You and the group could do some research as part of another session or project. The first thing that is noticeable is the sheer amount of countries where there are problems. There is a brief overview of the history of refugees on Facilitator Sheet 23.

6. Handout 20: *FAQs*

Participants may have questions about how refugees and asylum-seekers are treated in Ireland and may have incorrect information about their welfare entitlements and rights. They may also have a certain amount of hostility towards these groups. It is important that you create a safe space for people to express these views. People will be honest and open if they feel they can express their views without being criticised for them. However it is equally important that incorrect information is corrected and that hostile views are challenged with alternative ones. In any group there will be different opinions and people will challenge each other. Your job is to help this happen in a respectful and constructive manner. See Handout 20 for details of entitlements and rights and the facilitation guidelines in the Introduction.

7. Break

8. Game: *packing your bags*

Facilitator Note: This game requires two facilitators. It works best when facilitated with someone who is an asylum-seeker or refugee. It lends authenticity and for many people it will be their first time meeting such a person. For details of organisations that can help you with this see the Resource Guide at the end of the chapter. If the person you are working with

has experience of working with groups, it may be best for them to lead the game. They should play the part of the immigration officer while you play one of the other roles.

See Facilitator Sheet 24 for instructions on preparing, playing and de-briefing after the game.

9. Taking action

Now that the group has more of an understanding of the causes of refugee flows and some of the issues facing asylum-seekers they may want to look at what can be done. Ask the group to think about what would need to change in the world for the forced displacement of people to end. The question of migration goes to the heart of issues such as human rights and justice in the world today. War is the greatest cause of refugee flows, poverty the primary reason for economic migration. Next ask the group what they think can be done in Ireland to address these issues and to support migrants. There are many ways in which people can action; by sharing the information they have learned with their friends and family; by supporting campaigns against war and poverty and for trade or debt justice; by meeting and showing support for a group of migrants, etc.

10. Closing exercise

Do a round of the group asking participants to say something new they learned today.

Ideas for Action

- Arrange to visit a centre for asylum-seekers. A group may be willing to meet you or to engage in a joint project.
- Invite a speakerfrom Integrating Ireland, Migrant Rights Centre of Ireland or another group to tell the group more about the issues, or about a specific country or region.
- Organise an event for World Refugee Day (June 20).
- Find out what your centre and other community facilities are doing to make migrants welcome. Make your centre more welcome for migrants (for example by displaying the word welcome in different languages).
- Map out the different cultures represented in your community and put the results on display.
- Get involved in campaigns or groups that support asylum-seekers and refugees or that work on the bigger issues such as war and poverty which force people to migrate against their will.

Exploring the Issue Further

- Pick a region or country and find out more about what has lead to the creation of refugees.
- Facilitator sheet 25 contains background information on Nigeria – a country from which many asylum-seekers have come to Ireland. This will give the group some insight into why people have and continue to leave Nigeria.
- Women and children make up a majority of the world's refugees. Find out more about why this is and the specific problems that they face.
- Trace the origin of family names using the internet or other resources.
- Find out more about the experiences of a group of programme refugees who settled in Ireland in the past: information about the situation in their country, how they are integrating into Irish society and any problems they are confronting.

  Find out about the Jewish community in Ireland and its history.
- Carry out a survey of media reports on refugees, asylum-seekers and other migrants. Collect newspaper reports over a period of time. Analyse the way that issues are reported. Go through the reports and mark facts and opinions. Do the articles contain a lot of opinion or fact? Is there exaggeration or emotive language? Is the coverage negative?
- Find out more about the Universal Declaration of Human Rights and organisations that are working to uphold these rights.

Handout 19

Understanding the terminology of migration

A **refugee** is a person who is forced to leave his or her own country and is unable to return because of a well founded fear of persecution for reasons of their race, religion, membership of a particular social group or political opinion. According to the United Nations High Commission for Refugees (UNHCR), there are currently 15.2 million refugees in the world.

The right to freedom from persecution is recognised by the UN Universal Declaration of Human Rights.

A person in this position has the right to seek protection in another country by applying to be recognised as a refugee under the Geneva Convention of 1951. Once a person is recognised as a refugee they have virtually the same rights as a citizen of that country.

An **asylum-seeker** is a person who is seeking to be recognised as a refugee under the Geneva Convention. An asylum-seeker has the right to stay in the country while their application for asylum is being processed.

A **programme refugee** is a person recognised as a refugee but who, rather than having made his or her own way to a safe country, has been invited by the government. Governments in consultation with the UNHCR sometimes agree to accept a certain number of refugees from a particular war or conflict situation. Examples of Programme Refugees in Ireland include Bosnians who were fleeing war in the Balkans in the early 1990s, Vietnamese people escaping conflict in 1979 and Kosavars fleeing the Balkan region in 1999. In 2005 Ireland committed to an annual resettlement quota of 200 programme refugees with the UN Refugee Agency. Since then, this has included refugees invited from Myanmar/Burma, Iran, Sudan and Congo.

An **economic migrant** is a person who voluntarily migrates in order to work. Migrant workers from outside the European Economic Area (EU countries plus Iceland, Liechtenstein and Norway) coming to Ireland must hold a work visa or their employers must hold a work permit to allow them to take up employment. Because of the rapid growth in jobs during the Celtic Tiger years, Ireland had been actively recruiting workers from outside the EU to fill labour shortages. There were also many immigrant workers from the new EU countries. A considerable proportion of this immigration into Ireland was a result of inviting people to work here.

An **undocumented migrant** is a person who does not have permission to reside in a country. This can happen for a number of different reasons including redundancy, leaving an exploitative employer, non renewal of a work permit, overstaying a visa or administrative error on the part of the state. Migrant workers and support organisations successfully campaigned for a new system that allows some chance for undocumented workers to become legal again.

An **internally displaced person** is a person who has had to flee their home because of war or human rights abuses but who has not crossed an international border.

Humanitarian leave to remain can be granted by the minister for Justice Equality and Law Reform to people who do not fully meet the requirements of the definition of a refugee. Such a person may be allowed to remain in the state for humanitarian reasons such as the danger in their home country, or the fact that they have family here. Leave to remain is granted on a temporary basis and is reviewed after a certain period of time.

Handout 20

Frequently asked questions about refugees and asylum-seekers

Are there 'floods' of refugees and asylum-seekers arriving in Ireland? Asylum-seekers are a relatively small proportion of the total migration into Ireland in recent years. There are currently 5,098 people residing in reception centres for asylum-seekers, over one third, of which are children (2012). In 2011 there were a mere 1,250 new applications for asylum in Ireland (many of which will be refused) compared with 83,000 entry visa applications (92% of which were granted).

Why are refugees and asylum-seekers coming here? The UN refugee agency estimates that some 43.3 million people were forcibly displaced worldwide at the end of 2009, the highest number of people uprooted by conflict and persecution since the mid-1990s. Many of these people are displaced within their own countries or neighboring countries. Conflict, war and human rights abuses are the main causes of these movements of people. The vast majority of the world's refugees continue to seek asylum in a neighbouring country or within their region. For example, 25% of the worlds refugees are from Afghanistan (2.9 million) and almost 1.7m of these are in Pakistan.

Developing countries host 80% of the world's refugees. Less than 16% of the world's refugees ever make their way to Europe and Ireland takes only a small proportion of these.

Does Ireland have to take refugees and asylum-seekers? Yes. The right to asylum is guaranteed under the Geneva Convention of 1951, to which Ireland is a signatory, and under the UN Universal Declaration of Human Rights (Article 14 says "Everyone has the right to seek and enjoy in other countries, asylum from persecution"). Irish citizens enjoy the same right.

Are refugees and asylum-seekers taking advantage of our welfare system? Asylum-seekers have actually been removed from the normal welfare system and receive a payment of €19.10 per week (2012) along with full board accommodation in centres across Ireland. They are generally housed in hostels and reception centres and have no choice about where they live. Parents receive a payment of €9.60 per child. Asylum-seekers are not treated more favorably than Irish citizens and are not, for instance, given assistance towards the costs of cars, bicycles, mobile phones or socialising.

Are refugees and asylum-seekers taking our jobs and houses? Asylum-seekers are forbidden from working and are not entitled to local authority housing. The small number who are granted refugee status (less than 5% of those who applied in recent years) are entitled to much the same rights as Irish citizens, including going on a local authority housing list and the right to work. There are many asylum-seekers who work as volunteers in community and refugee projects while they wait for their asylum application to be assessed. A person granted humanitarian leave to remain is also entitled to work and to apply for housing.

Are refugees and asylum-seekers causing crime and public health problems? No. The Gardaí have dismissed the idea of a crime wave among asylum-seekers. To label a whole community because of the crimes of a few is inaccurate. Asylum-seekers are also the victims of crime, including sometimes violent assault and harassment. There is a comprehensive voluntary health screening system in Ireland for asylum-seekers and there has been a high uptake of this service.

Are most asylum-seekers bogus? The asylum process is a long and difficult one involving application forms and a series of interviews. Some asylum seekers are found not to have met the definition of refugee contained in the Geneva Convention. However the use of the term 'bogus' ignores the fact that many people, even though they may not qualify for refugee status under the terms of the Geneva Convention, are forced to leave their country of origin because of dire political, social or economic circumstances.

Source: NCCRI; UNHCR.

Facilitator Sheet 21

Migration quiz

Read out the following statements asking the group to indicate wheather they think each statement is true or false.

1. 500 million people live outside their country of birth.

False: This figure is estimated at 192 million. This represents about 3% of the world's population. Some 1.2 million Irish born citizens live outside of Ireland.

2. During the boom, the vast major ity of immigrants after rerturning Irish, were asylum seekers.

False: In 2002, for example, around 11,500 people sought asylum in Ireland, out of a total inflow of approx. 47,500.

3 Ireland has the largest number of foreigners in relation to popu-lation in the industrialised world.

False: 10-12% of the population is made up of foreigners (with almost a third from the UK). This compares with 25% in Australia, 20% in Canada, 18% in Latvia and 12% in Spain.

4. People from European countries have more rights in Ireland than others.

True: People from EEA states and Switzerland have the right to enter, live and work in Ireland. People from other countries have far fewer rights.

5. Most of the world's refugees are in Europe.

False: Only 16% of the World's refugees are in Europe. Most refugees cross the nearest border to safety. The vast majority of the World's refugees are in Asia and Africa, often in some of the World's poorest countries. The countries hosting the most refugees in the World are Pakistan (1.7 million) and Iran (1 million).

6. There are 10 million refugees in the world.

False: The United Nations High Commission for refugees estimates that there are currently over 43.3 million people who are victims of forced displacement.

7. Most refugees in Ireland are illegal immigrants.

False: Once someone applies for asylum they automatically have a legal status. There is no such thing as an 'illegal asylum-seeker' or 'illegal refugee'.

Facilitator Sheet 22

Refugees in history

There are more refugees in the world in recent decades than at any time in history. The vast majority are in poor countries. Many of them lack the basics in life: clean water, food and shelter.

Throughout history people have been forced to become refugees. Many religious books describe stories of refugees. In the bible, for example, the Book of Exodus tells the story of the escape of the Jewish people from bondage in Egypt. In the New Testament, Mary, Joseph and the infant Jesus were also forced to flee to escape the persecution of King Herod.

Wars, religious persecution and political persecution have forced millions to become refugees over the centuries. Here are just some examples:

- In medieval Europe, Jews faced persecution and were expelled from many kingdoms.
- In the 16th and 17th Centuries Protestants were persecuted in Europe.
- The Balkan wars of 1912-1913 forced many Greeks, Bulgarians and Turks to become refugees.
- The First World War (1914-1918) created over 6 million refugees.
- Over 65,000 refugees – Jews and political opponents of the Nazis - had fled Nazi Germany by the end of 1933. By the end of the Second World War, over 30 million people were refugees or internally displaced.
- There are over 4.7 million Palestinian refugees living across the Middle East from a conflict that has been going on for over 50 years.
- Until the 1970s most of the world's refugees came from European countries. This changed as more and more people fled from poor and unstable countries in Africa, Asia and South America.
- Excluding refugees from Palestine, the top ten countries that produced the largest numbers of refugees up to 2009 are: Afganistan, Iraq, Somalia, Democratic Republic of Congo, Myanmar, Colombia, Sudan, Vietnam, Eritera and Serbia.

Source: UNHCR; Refugees We Left Because We Had To, The Refugee Council; To Feel at Home, UNHCR

Facilitator Sheet 23

The packing your bags game

Preparation

Read the game instructions and discuss with your co-facilitator.

Materials

- One sticker for each person in the group, each with a job or role written on it (e.g. teacher, bricklayer, pregnant woman, doctor, shopkeeper, journalist etc)
- Pens and paper
- Map of the world to show people where they've travelled to

Instructions

1. Explain to participants that they are going to take part in a game designed to give them an insight into the experience of being forced to flee and seek asylum.

2. Give each participant a sticker with a job or role written on it and encourage them to think of themselves in this role.

3. Welcome participants to the free city of Dublin (or wherever the session is taking place). Explain that the Irish Government has been deposed by a military coup. This is why participants will have heard only military music when they switched on their TVs and radios this morning. Only this part of Dublin and a few other towns in Ireland are safe. Everyone in the room is a paid up member of the Government party or a relative of a party member, and as such their lives are in danger. The new military regime is a particularly harsh one, and any opponents are being imprisoned, tortured or even killed. Some members of the ex-government have been killed.

4. After 2 minutes to think about this situation, the group is told that the army is approaching this area and that it is no longer safe for them. Fortunately a local bus company is offering its last bus out of town for people in danger. The bus is leaving for Wexford, still a free town, in five minutes. Each member of the group may take one small bag with five items only in it. Give everyone pen and paper; they have two minutes to decide on and write down their five items.

5. After two minutes the bus leaves. One of the facilitators takes the role of the bus driver, who asks to see everyone's list of items. Everyone must pay e 500 or an item of equivalent value.

6. The bus arrives in Wexford, but by now the army has already reached the town and it is not safe. The group is now going to have to leave the country. Allow a moment for this to sink in.

7. One of the facilitators takes the role of a boat captain. His ship is shortly to leave for the North African coast. He tells them that he will face a fine of e 2,000 if he is found to be carrying illegal immigrants. Therefore he demands payment from everyone of e 1,000 or equivalent.

8. After three days the boat arrives in Morocco. Anyone who brought food or water (or cigarettes!) with them must cross these items off their list.

9. In Morocco the group meet an Irish priest who tells them that it is not safe for them here. The Moroccan Government has established diplomatic relations with the new military government in Ireland and cannot be seen protecting dissidents. The group is likely to be sent back into danger. Fortunately the priest introduces the group to an agent who can help.

10. One of the facilitators takes the role of the agent, who takes one item off each person and puts them on a flight. Once the flight arrives, the agent tells them they are on their own and they should not mention at any cost how they were helped to get here.

11. Explain to the group that they have now arrived in _____ (capital of country of origin of facilitator). Ask them if they know where they are and, if not, tell them. The group is told to line up in a queue to see the immigration officer. Remind them of why they had to leave their first their hometown, then Wexford, then Morocco. Remind them also that they have a fear of persecution in Ireland and that they have every right to seek asylum, but they must declare this immediately upon arrival at Immigration.

12. One facilitator takes the role of the immigration officer. He/she questions the first person in the queue in their own language (or language other than English) for best effect. The first person is understandably likely to become a little flustered. Stop after a little of this and explain that this is the first barrier people face upon arrival into a new country – trying to make themselves understood. Then he/she continues in English. Each person is questioned in turn and either held for deportation or given refugee status. They are asked questions such as the following: Why are you here? Do you have a passport (on their list of items)? Do you have money to support yourself? Do you want to work here (this is not allowed and will result in deportation)? Do you have any proof that you are being persecuted? You have come here because of our famous economic boom and want to sponge off our welfare system? You are pregnant and just want a _____ born baby? Some people may be a little uncomfortable or nervous. Encourage and prompt people if necessary but do not pressurize them.

13. After everyone has been questioned, no one speaks until one by one everyone pulls off their sticker and states their real name. This allows everyone to acknowledge that the game is over and to come out of character.

14. The facilitators explain that this has been a game/role play based on the process of seeking asylum in Ireland. For the purpose of the game the process has been condensed. In reality the immigration officer can only decide whether or not someone should be allowed to enter the country. It is the department of Justice Equality and Law Reform that makes decisions on refugee status, and this involves a lengthy procedure, sometimes up to four years. This means a very long and uncertain wait for asylum-seekers.

15. Get the group's feedback on what it was like to go through the process. It is important to allow plenty of time for discussion, as this is where much of the learning is gained. Make sure to have facts relating to the role play at your fingertips.

Some useful questions

- ***What were their feelings while playing the game? What where the difficulties and frustrations? What did they do or not do? (e.g. lie, remember to claim asylum immediately)***
- ***What do people have left in their bags? Can they start a new life with this?***
- ***How do they feel starting a new life in a strange country without knowing the language or culture?***

See Introduction for more on role-plays and simulation games.

Adapted from material produced by A Part of Ireland Now Project

Facilitator Sheet 24

Nigeria factfile

Geography

Nigeria is Africa's most populous country – home to almost 162 million people. Located on the West Coast of sub-Saharan Africa, the landscape ranges from mangrove swampland along the coast, to tropical rainforest in the North. Part of the Sahara desert extends into the extreme north of the country. The climate is tropical. Nigeria's most valuable resource is oil and it also produces natural gas and coal. The main food crops are yams, cassava, rice and maize and export crops include cocoa, coffee and rubber. There are 250 different ethnic groups including Yoruba, Ibo and Hausa Fulani. Apart from the official language English, many other languages are spoken including Ibo, Hausa, Yoruba and French

History

The earliest identifiable culture in Nigeria was the Nok people, skilled artisans whose region was also likely the source of the Bantu group of languages spoken widely in Sub Saharan Africa. Over two millennia, and particularly between the 11th Century and European conquest in the late 19th Century, a number of important city states and kingdoms developed. These prosperous societies had trading links with each other and with the societies of North Africa, as Muslim merchants crossed the Sahara with camel caravans. From 1500-1800 the Northern part of present day Nigeria was part of first the Songhai Empire which extended from Mali and later the Dynasty of Borno. This led to a blossoming of Islamic culture and learning in the region. At the end of the 18th Century Fulani religious leaders in the north created a single Islamic state thus separating themselves off from the Tribes in the South.

Portuguese explorers arrived off the coast of modern day Nigeria in 1470. Soon European powers were exchanging spirits, cloth, metal goods and guns for slaves along the coast. Slavery had existed in various forms here for centuries as it did in most parts of the medieval and ancient world. With the increased demand for slaves in the new European colonies of the Americas however, the volume, the profits and the brutality expanded hugely. As many as 11 or 12 million of the estimated 18 million or more slaves transported from Africa since 1500 came from West and Central Africa.

The consequences of the slave trade were devastating, not only reducing the population but fostering war and exploitation. While slavery was abolished in the early 19th Century, Britain began aggressive military expansion into the country. Ideas of scientific racism, used to justify slavery now justified the exclusion of educated Africans from the colonial administration civil service. The British ensured that ethnic and religious regional divisions were reinforced. Chiefs became the agents of their political rule often creating hostility and resentment. In each region one tribal group dominated, leading to inter regional rivalries and fostering tensions between dominant and minority groups within each region.

Resistance to colonialism took many forms, including women's resistance to taxation, which led to major regional revolts in the late 1920s and late 1940s. Independence was gained in 1960. But political resistance came from regionally based political leaders, and Nigeria remained an uneasy federation of distinct regions

Corrupt elections, political infighting and the widening of the gap between rich and poor caused much protest. In 1966, a coup led to the installation of the first in a series of military regimes. Civil war ignited when Igbo leaders in the east declared a separate republic of Biafra. In the 1970s, rises in oil prices brought a boom, but a combination of corruption, mismanagement and global recession left the country debt ridden and its economy shattered. Hopes for peace and democracy were shattered in 1993 when free and fair elections were annulled by the military. Political crisis led to the seizing of power by the notorious General Abacha, who held tight the

reins of power until 1998. Under his rule thousands of labour union leaders, pro-democracy activists, human rights advocates and other opponents were imprisoned indefinitely. Efforts by different ethnic groups to secure greater independence and some control over natural resources in their regions was brutally suppressed. In November 1995, Abacha's regime hanged writer and environmental activist Ken Saro Wiwa and eight other leaders of the Ogoni people, in spite of public and global concerns about the legality of their conviction.

Politics today

Nigeria returned to civilan rule in 1999 after years of military dictatorship. The country continues to experience ethnic and religious violence which killed more than 13,500 people between 1999 and 2009. Much of the violence is rooted in a struggle to control oil and other resources in a country where masses of people live in extreme poverty.

According to Human Rights Watch (Report 2009), widespread poverty and poor governance have created an environment where militant groups can thrive. The government's amnesty for armed militants in the oil-rich Niger Delta and proposal to give communities a 10% stake in government oil ventures bought some respite but failed to address the corruption, political sponsorship of violence and environmental ruin that underlie the violence.

While anti-corruption efforts have made limited gains, the governing elite continues to squander the country's oil wealth which could be used to improve the lives of ordinary Nigerians. Elections continue to be marred by violence, vote-rigging and fraud. Members of the security forces and police (who killed more than 10,000 Nigerians between 2000 and 2008) have not been held accountable. Government policies discriminate against "non-indigenes" - people who cannot trace their ancestry to what are said to be the original inhabitants of an area.

Twelve states in northern Nigeria continue to apply Sharia law. Sentences such as the death penalty, amputations and floggings continue to be handed down although all death sentences in recent years have been overturned. Standards of evidence in the Sharia codes discriminate against women (particularly in adultery cases) and consensual homosexual sex is punishable by death.

Daily life and culture

While there are many large cities - Lagos, for example, has a population of over 10 million and is the second largest city in Africa after Cairo - just over half the population live in rural areas, most relying on subsistence farming for a living. However with widespread poverty the struggle for survival takes up daily life. Unemployment is estimated at 20%. Many public sector workers have experienced long delays in the payment of their wages.

With its range of people and languages Nigeria has a vibrant culture. The streets are alive with markets and the sounds of Juju, Afrobeat and Reggae. Nigeria gave birth to world-renowned musician Fela Kuti and to King Sunny Ade and Sade and also to award winning writers Wole Soyaka, Chinua Achebe and Ben Okri.

Debt and poverty

Poverty in Nigeria has increased hugely since the 1980s - 64% of the population lives on less than $1.25 a day, the international poverty line. Despite great oil wealth, the Nigerian people are paying the price for the corruption, misappropriation of oil revenues and mismanagement of successive rulers. The World Bank sponsored structural adjustment programme has failed. After securing some debt relief in 2005, Nigeria's external debt stands at $4.2 billion. Debt repayments are made at the expense of health care and education. 64% of children enrol at primary level and on average, spend over 6.5 years in school. A wealthy urban child averages around 10 years, while poor rural Hausa girls average less than six months in school. Average life expectancy at birth in 2008 was 48 years.

Sources: Human Rights Watch 2009 Report

Notes & References

1 http://www.unhcr.org.uk/about-us/key-facts-and-figures.html

This cartoon can be used as part of the exercise on Responses to Discrimination.

Workshop 9
The Human Race

Introducing the Topic

Racism means discriminating against people on the basis of their skin colour, ethic origin or nationality. It is based on the false assumption that there are different races of people, some of which are inherently superior to others. This idea grew widespread at the time of colonialism and slavery and was used to justify the domination of parts of the world by some nations.

Racism is not new to Ireland. The Travelling Community and other ethnic minorities have experienced it for decades. Nor is anti-racism new: consider the Anti-Apartheid Movement, the Traveller Movement or the activities of activists down through the years.

However, racism in Ireland appears to be on the increase. The number of recorded racist incidents is rising. Most take place in public places - on the streets and in shops, pubs and banks - and are targeted against black and ethnic minorities including Roma, black Africans, black Irish people, Travellers and Asian people. But racism is much more than individual acts of discrimination. Racism also pervades the structures of our society, such as schools, government, church and media. Many of society's institutions and organisations work in a way that systematically favours some people and discriminates against others. In this way, a person's access to resources, their life chances and opportunity to make decisions about their own lives can be affected.

Many people can be anxious when approaching the issue of racism, feeling that they are ill equipped to deal with what might come up. Of course it is a huge area of study and of practice in both activism and training. However a trained and experienced facilitator should not be afraid to approach this issue. After all if you don't, who will? It is likely that racism is an issue that already concerns you and that you are already trying to address in some way.

It is important though to have an understanding of the phenomenon of racism. There are a number of training for trainers programmes that you can access (see Resource Guide). Such programmes will give you an opportunity to explore your own attitudes, to understand the nature of racism and explore ways of challenging racist ideas. Many people think that racism is simply a matter of attitudes and that if people were to change their attitudes then it would disappear. It is a little more complicated than that. Attitudes are an important component of racism but there are two other important components: behaviour and ideology. See Facilitator Sheets 27 and 28 for more information.

Aim of Workshop

The aim of this workshop is to give participants an opportunity to reflect on the effects of discrimination and to explore the nature and origins of racism and how it works to discriminate against people. This workshop is divided into two three-hour parts.

Workshop 9 Part 1

Objectives

To enable participants to

- Understand the concept of racism and its different elements
- Reflect on the experience of discrimination

Materials Needed for Workshop

- Flipchart and markers
- Handout 21
- Facilitator Sheet 26
- Handout 22

Part 1 in Summary

1. **Introduction and opening exercise:** making assumptions
   10 mins
2. **Exercise:** exploring prejudice and stereotyping: Island/Photo exercise
   40 mins
3. **Brainstorm:** some common stereotypes
   20 mins
4. **Identifying who is discriminated against in our society**
   15 mins
5. **Break**
   25 mins
6. **Pair work:** discrimination & you
   30 mins
7. **Small group exercise:** how do people respond to discrimination? How do people justify discrimination?
   35 mins
8. **Closing exercise:** 'One word to describe today's session...'
   5 mins

Total: 3 hours

Part 1 in Detail

1. Introduction and opening exercise: *making assumptions*

Explain that the purpose of the session is to look at what racism is and how it works. We begin by looking at some of the ideas we have about people who are different from ourselves and at how we got those ideas. Ask participants to turn to the person beside them and say one thing they know about the person by the way they look or behave. Participants should then say if the assumption made is true or false. Ask people to share their reasons for thinking so. Highlight the point that in our daily lives we can make assumptions about people all the time.

Facilitator Note: There should be a level of trust operating in the group for this exercise.

2. Exploring Prejudice and Stereotyping

Option (A): The island exercise

This exercise aims to give people an opportunity to explore the way in which we can make assumptions or fill in the blanks about people based on values, attitudes and previous experiences, even though we know little about them. We pre-judge them. You will find instructions for the exercise on Facilitator Sheet 26.

Option (B): Photo exercise

For the photo exercise you will need a copy of NCCRI's training for trainers pack. This is only available to those who have completed their training course; see the Resource Guide at the end of this workshop for contact details.

Place the photos on the walls around the room. Divide the group into pairs and ask each pair to move around the room looking at the photos and making a note of what they think each persons name is, where they are from and what they do for a living. All of the

pairs can do this at the same time. Give people about 10 minutes. When the group has come back together, go to the first photo and ask people who they thought it was. Next give the real information about the person in the photo. Are they surprised? Ask participants what made them choose the information they noted down. Continue with the rest of the photos.

In both of these exercises, a key point of learning is how we all fill in the blanks or make assumptions about people; we prejudge them before knowing them. This is called prejudice. These assumptions are often based on the ideas about different groups of people that we already have in our heads. Often we prejudge people on the basis of stereotypes.

3. Brainstorming: *some common stereotypes*

On the flip chart give participants a definition of prejudice and one of stereotype; see Facilitator Sheet 27 for definitions. Ask the group to choose some common stereotypes that they are familiar with - for example, Irish people, young people, inner city people, country people - and brainstorm each one. After each brainstorm, get the group to analyse the stereotype:

- ***Is the sterotype largely positive or negative?***
- ***Is this a true picture?***
- ***Does it apply to everyone?***
- ***Who does it leave out?***
- ***Are stereotypes a good or bad thing? Why?***

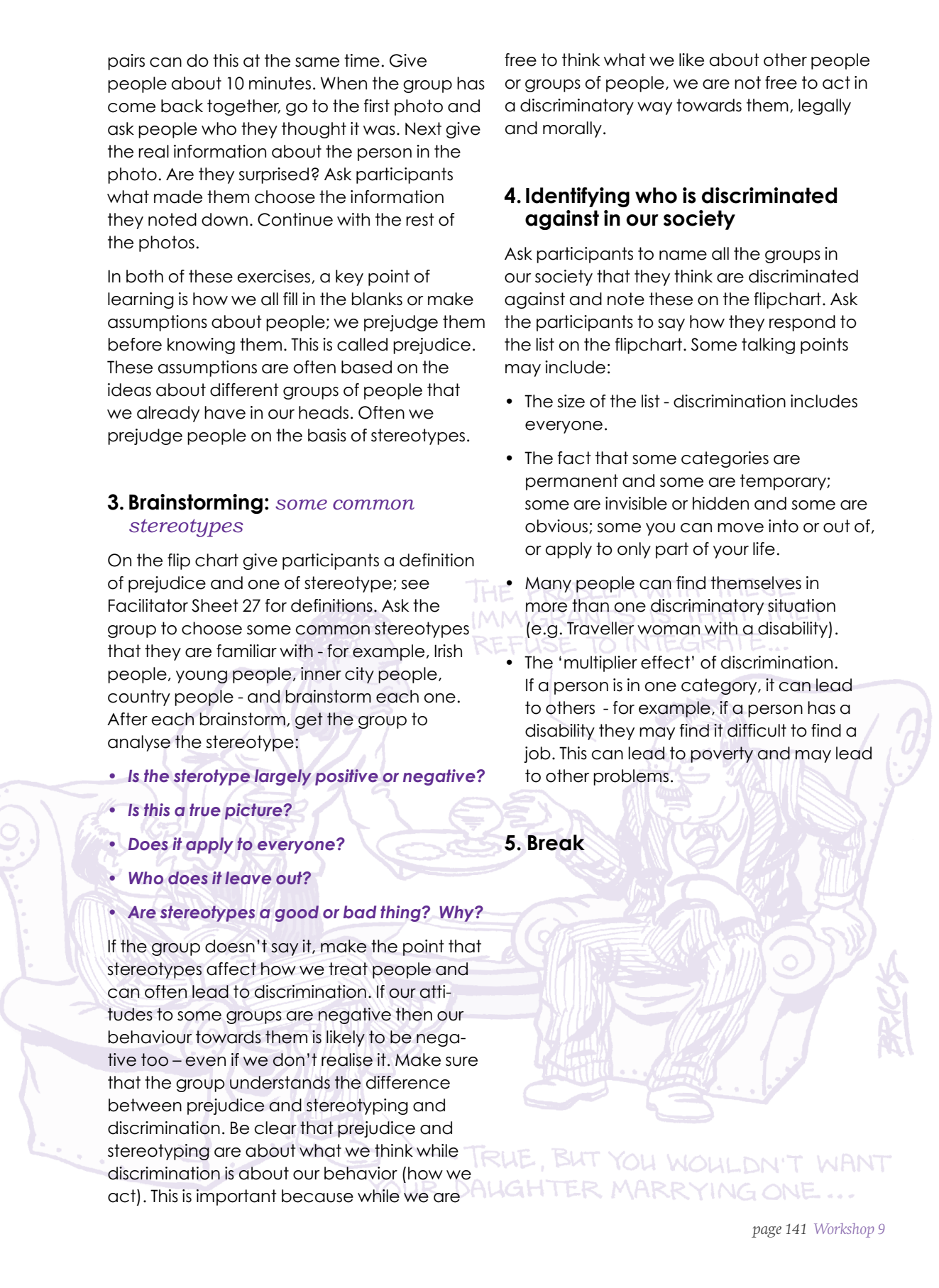
If the group doesn't say it, make the point that stereotypes affect how we treat people and can often lead to discrimination. If our attitudes to some groups are negative then our behaviour towards them is likely to be negative too – even if we don't realise it. Make sure that the group understands the difference between prejudice and stereotyping and discrimination. Be clear that prejudice and stereotyping are about what we think while discrimination is about our behavior (how we act). This is important because while we are free to think what we like about other people or groups of people, we are not free to act in a discriminatory way towards them, legally and morally.

4. Identifying who is discriminated against in our society

Ask participants to name all the groups in our society that they think are discriminated against and note these on the flipchart. Ask the participants to say how they respond to the list on the flipchart. Some talking points may include:

- The size of the list - discrimination includes everyone.
- The fact that some categories are permanent and some are temporary; some are invisible or hidden and some are obvious; some you can move into or out of, or apply to only part of your life.
- Many people can find themselves in more than one discriminatory situation (e.g. Traveller woman with a disability).
- The 'multiplier effect' of discrimination. If a person is in one category, it can lead to others - for example, if a person has a disability they may find it difficult to find a job. This can lead to poverty and may lead to other problems.

5. Break



6. Pair Work: *discrimination & you!*

Divide the group into pairs and ask each to share

(a) a time when they felt discriminated against;

(b) a time when they discriminated.

An example of discriminating from within the family can be an easy one to recall (for example treating a teenage boy differently to a teenage girl, based perhaps on the idea that boys are better able to look after themselves). Write the following questions on a flipchart and ask participants to discuss the questions that apply to them with their partner:

- ***Who was discriminating in the situation?***
- ***What power did the person discriminating have?***
- ***How did you feel when you were discriminated against?***
- ***How did you feel when you discriminated against someone?***
- ***How did you respond to being discriminated against?***
- ***How did you respond when you discriminated against someone?***

Check in with the pairs to make sure that they are moving onto each question and each person. When the pairs have answered the questions, ask them to share their experience with the wider group. Record the feedback under the headings effects/responses and power.

Facilitator Note: Some people may find these questions uncomfortable and remember strong feelings can come up. Remind people that they need only share what they feel okay about sharing and that we have all been discriminated against and discriminating in one way or another.

7. Group discussion

How do people respond to or protect themselves from discrimination (sometimes called cushions) and how do people justify discrimination (sometimes called shutters)?

Ask people to remain in their groups of four. Ask participants to describe the strategies people use to protect themselves from discrimination. It would be useful to reflect on the experiences discussed in the earlier exercise. Note their responses on the flipchart. Some common strategies that people use include avoiding the situation, joking, being aloof or standoffish, getting angry and fighting back, running away or forming support groups with other people who experience the same form of discrimination. Point out that sometimes other groups interpret these very common and understandable strategies differently. The notes below should help.

Show participants the cartoon from the beginning of this workshop. You could make a copy for everyone or photocopy it onto a transparency for use on an overhead projector. The cartoon illustrates a common attitude towards immigrants and ethnic minorities – that the problem of integration is theirs not ours. Ask participants to describe what they see. What do they think the cartoonist is trying to say? What other justifications do people commonly use for discrimination? For example, they are different and like to stick to their own kind (even though we may know nothing about particular people and cultures) or they should learn about 'our' culture (many of them do, does this mean they should reject or forget their own?).

Copy and cut out the information on Handout 22. Each group should get four piles – actions, interpretations, justifications and realities. Each pile should be mixed up. Ask the groups to rearrange the scenarios in ways they think explain the reaction to discrimination, the justifications and the interpretations of it.

8. Closing exercise

'One word I would use to describe today's session is …'

Handout 21

The island exercise

It has been decided to send a group of people to a recently discovered island where they will live an isolated existence for the next 50 years, in order to create a new society.

The following 20 have volunteered but the ship can only take 12 people. Which 12 would you choose? (Please note – nothing dreadful happens to those who stay behind!)

1. **Shop Steward in a factory**
2. **Shop assistant – aged 19**
3. **Nigerian doctor**
4. **Old woman with a walking stick**
5. **Ex-TD**
6. **Traveller woman**
7. **Black professional footballer**
8. **Army sergeant – aged 50**
9. **Peace campaigner**
10. **Barman**
11. **School cook**
12. **Pregnant school teacher**
13. **Bosnian refugee**
14. **Jazz musician**
15. **Settled Traveller**
16. **Gay nurse**
17. **Physics graduate**
18. **Bank clerk who is in a wheelchair**
19. **Youth worker**
20. **Unemployed teenager**

Source: Training for Transformation Book 4; OSDC Ltd.

Handout 22

Responding to discrimination

Action	Interpretation	Justification	Reality
Forming communities, support groups etc. Living with people of the same culture/ethnic origin, etc. Immigrants and other minority groups often congregate in the same neighbourhoods such as the Irish in London's Kilburn.	Wanting to stick to their own kind. Taking over neighbourhoods.	They don't want to integrate. They want to take over the neighbourhood and push 'us' out. They'll bring all their families and friends. Eventually they'll take over the country.	Immigrants often live in neighbourhoods where the rent is cheapest because they earn little and/or because they have families to help out back home. Every human being needs to feel a sense of belonging and community, to speak their language, enjoy their culture, practice their religion, find the kind of foods they like and are used to. In cities all over the world people have created communities based on their nationality, culture, identity. New York for example has always had Irish neighbourhoods, Little Italy, Chinatown, etc. This does not mean that people do not want to integrate.
Fighting back	Might be seen as aggressive or being ungrateful to the host culture.	They are troublemakers. They are 'uppity'. They are a violent people or culture. Who do they think they are? They live in our country and should live in our way.	Immigrants and other minorities often experience physical and verbal abuse, a denial of rights, a difficulty in accessing services. People have always organised to stand up for the rights they have and to win rights that others enjoy. Slaves in America fought for the abolition of slavery, Irish people fought for religious and political freedom, marginalised communities fight for rights and resources. Sometimes people have felt the need to defend their families, homes and communities.

Action	Interpretation	Justification	Reality
Integrate and preserve own culture.	A good thing	There are too many of these people and they are taking over.	Many different ethnic minorities have successfully integrated into Irish society over the years. Ireland has had politicians, musicians, footballers, doctors from different religious backgrounds. Discrimination makes integration more difficult. Asylum-seekers in particular find it difficult to become part of society because they are forced to live in accommodation centres and are not allowed to work. This means they have few opportunities to meet and get to know Irish people.However, the 2005 case of Olukunle Elukanlo shows that even with these difficulties asylum seekers and refugees are becoming part of Irish society. Kunle was a school student whose application for asylum was rejected. He was deported to Nigeria, but campaigning by his friends, classmates and teachers resulted in him being brought back to Ireland – the country he now considers home. In 2008, Kunle was granted leave to remain.
Joking: How many of us have told and laughed at 'Paddy Irish Man' jokes which portray the Irish as being stupid?	Might be seen as not caring or as saying the prejudices or stereotypes contained in a joke are true.	It's only humour. These people are prepared to laugh at themselves so why shouldn't we.	People can be afraid of being considered to have no sense of humour, of being 'politically correct' or of taking something too seriously. They may think this is a part of the new culture.
Closing off or withdrawing	Being stand offish, not wanting to mix	Immigrants want the freedom to 'live' their own culture but are not prepared to 'live' ours.	People have to adapt to a new culture and may be afraid of losing their own.
Avoiding the situation	Not wanting to mix or integrate	Immigrants don't want to integrate, they just want to stick to their own kind.	Immigrants are afraid of experiencing discrimination, of physical or verbal abuse, humiliation, etc.

Facilitator Sheet 25

Notes on the island exercise

Explain that participants will receive a list of 20 people from whom they will select 12 people. These 12 people will live in isolation for the next 50 years, establishing a new society on a recently discovered island. All 20 people on the list have volunteered to go forward. Form groups of four to five participants and give each person a copy of Handout 21. Participants in each group should first study the list and choose 12 people whom they think should go forward to live on the island. Ask them to make notes on their sheet of their reasons or criteria for selecting people. After 8-10 minutes, ask the groups to come to a consensus on who should go and who should stay behind, and to make a note of their reasons/criteria. Bring the whole group together and ask each small group to feedback one person that they chose and their criteria for doing so. Note these in two columns on flipchart paper. Take the feedback in turns like this so as not to limit participation of those who feedback last. After completing the list and hearing the criteria, discuss their decisions as a whole group.

You will find that people make choices from different sets of values. Participants usually feel that they have been logical and have decided on the basis of 'sensible' criteria, such as skills and balance. The group has to survive and therefore must have skills and an ability to reproduce themselves. However, little is actually known about people's skills and even less about their reproductive abilities!

Assumptions, stereotypes and prejudges will surface. Some participants may leave the nurse behind because of their prejudice against gays. Others may leave the manager behind because their experience of managers has not been good. Others may leave the old woman with the walking stick, but is she 55 or 75 years old? Some may say they are leaving her out 'for her own good', but she could be among the most physically and mentally fit of the whole group.

Some participants may argue that there is not enough information and therefore they cannot do the exercise. A helpful response from the facilitator is that they are right but that in reality we make choices all the time based on limited amounts of information and this is part of what we are exploring in this session. Before finishing, ask participants to share, in as much or as little as they are comfortable with, their experience of the exercise with the group.

Facilitator Sheet 26

Understanding racism

Racism contains attitudinal, behavioural and ideological components.

Personal attitudes

Prejudice: Prejudging someone on the basis of insufficient information. Can be positive or negative.

Stereotyping: Applying characteristics uniformly to a group and assuming that everyone that belongs to that group has the same characteristics – for example, assuming that all Irish people like to drink heavily unlike other nationalities or groupings.

Behaviour

Discrimination: Treating a person or group of people differently on the basis of assumptions, stereotypes or prejudices.

Scapegoating: Assigning blame or failure to people or groups rather than placing it where it actually belongs – for example, the idea that refugees are responsible for a housing crisis when they are not the people responsible for housing policy.

What makes racism different to other forms of discrimination?

Racism is a reality because many people believe and act as if there are many different races and that some are intrinsically better than or superior to others. This is the ideology of superiority and it is based on false assumptions. Science and more recently genetics have shown that there is in fact only one race – the human race - and that there is more genetic difference between two people of the same colour or ethnic origin than between two people of different origins.

So where did this idea come from?

The end of the 15th Century brought the beginning of what has been known, in Europe, as the Age of Discovery or the Age of Exploration. In the centuries that followed the most powerful states in Europe begin conquering the lands of North and South America, Africa and Asia. The colonial powers began portraying the peoples of these countries as backward and uncivilized and in need of the civilising influence of the coloniser. The first histories of Ireland produced in Elizabethan England portrayed the Irish as barbarians and criticised their laws, religion, poets, hairstyles and dress. They claimed that resistance to being colonised was evidence of the 'naturally' violent ways of the Irish. The first English slave-raiding expedition set off for West Africa in 1562 with the backing of Queen Elizabeth I. The development of the slave trade gave a huge impetus to racism as the Europeans tried to justify their terrible treatment of their African victims. The first of many discriminatory laws against black people in England was passed in 1596. In the 18th and 19th Centuries, scientific ideas of race were put forward. These ideas argued that white peoples were naturally superior to other 'races' and that Africans were sub-human. 'Race science' has now been totally discredited (Giddens 2001).

Institutional Racism

Many people who have experienced racism have done so in the street, shops, pubs etc. Institutional racism leads to sometimes more hidden but serious forms of discrimination. It takes place when the services provided by an institution (e.g. school, government department, bank) meets the needs of the majority culture and does not take account of the needs of ethnic minorities. This means that the results or outcomes of that service for people from ethnic minorities are often worse than those for someone from the majority culture. For example, a child who's first language is not that of the school is likely to need language training in order to have the same opportunity to learn as other children.

Sources: Information gathered from NCCRI; Training for Transformation Book 4; Pavee@iol.ie; Nothing but the Same Old Story: The Roots of Anti-Irish Racism

Workshop 9 Part 2

Objectives

To enable participants to

- Gain insight into the history of colonialism and slavery and the origins of racism
- Understand the difference between individual and institutional racism

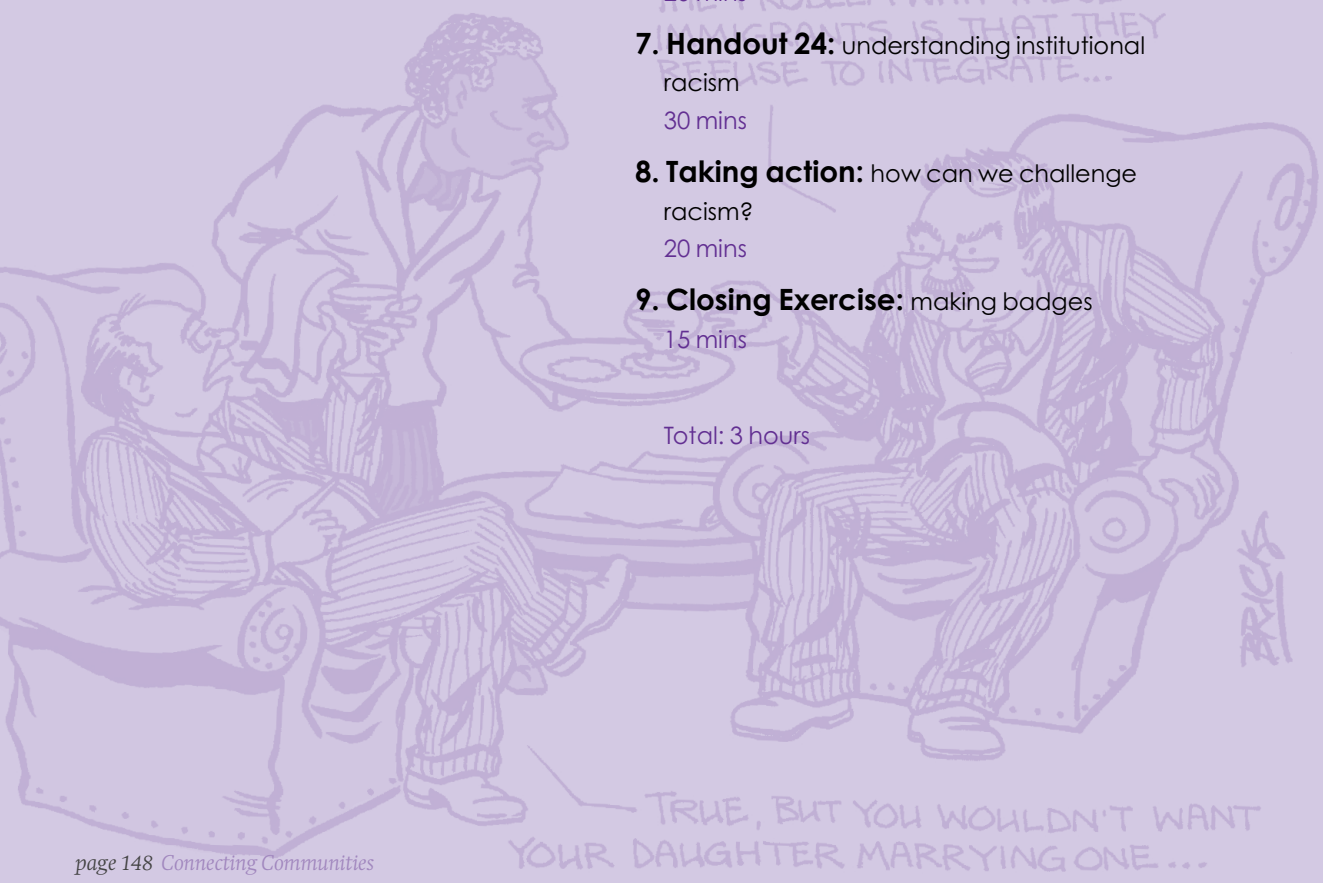
Materials Needed for Workshop

- Enlarged and photocopied images from the gallery of anti-Irish racism
- Facilitator Sheet 28
- Copies of Handouts 23 & 24
- 'Post-its' for making labels

Part 2 in Summary

1. **Opening exercise:** gallery of anti-Irish racism - quotes and images
   25 mins
2. **Brainstorm:** early messages
   25 mins
3. **Diagram:** the components of racism
   10mins
4. **Break**
   20 mins
5. **Handout 23:** colonialism and slavery
   15 mins
6. **Small group discussion:** who has the power to discriminate?
   20 mins
7. **Handout 24:** understanding institutional racism
   30 mins
8. **Taking action:** how can we challenge racism?
   20 mins
9. **Closing Exercise:** making badges
   15 mins

Total: 3 hours



Part 2 in Detail

1. Opening Exercise: *gallery of anti-irish racism images*

Photocopy and display the images and quotes from the gallery around the room, page 150 - 151. Allow participants time to walk around the room and study the images. Ask participants to respond to the following questions:

- ***How do they feel about the images?***
- ***What affect do they think these images had on how Irish people were perceived?***
- ***What affect do they think it had on Irish people living in Britain?***

2. Brainstorm: *early messages*

Divide participants into groups of four or five and give each group a piece of flipchart paper and some markers. Ask people to think about what were the earliest messages they received about (a) black people and (b) Travellers. Ask participants to think about where these messages came from. People may not always be sure who or where from they actually got a message but just encourage them to think of ideas they had when they were young rather than more recently. It might be useful to have some props here that could stimulate people's memories (for example, golliwogs or other old toys, books or pictures; Trocaire boxes that recall the idea of 'giving a penny for the black babies'. You can also discuss after the exercise the fact that minority cultures were usually not represented in schoolbooks and other materials). Suggest the obvious places like school, stories, songs, toys, family, church, etc. Points for discussion should include: Are the messages largely positive or negative? Are there similarities between the two lists? Why is this? Do you think the lists represent a stereotype(s)?

3. Diagram: *the components of racism.*

Draw the diagram on Facilitator Sheet 28 onto a flipchart or large piece of paper. Remind the group of the different aspects of racism that we spoke about in the last session: prejudice and stereotyping that emerges from our attitudes to people, discrimination, etc. Ask participants to think about the difference between these terms. Describe the diagram to the group: the head contains attitudes, values and beliefs. These are the ideas we have about other individuals and groups. The arms and legs, which can kick and punch, are the acts of discrimination. The backbone is the ideology of superiority, which has been around for quite a long time and informs our values and attitudes. Racist ideology says that there are different races and that some (in particular white) are superior to others. After the break there will be a chance to look at where this idea came from.

4. Break

5. Handout 23: *colonialism and slavery*

Distribute the handout and ask people to read the bullet points in turn or if necessary read it yourself. There is a lot of information to take in so go through it slowly, checking with participants if they were aware of this history and allowing them to comment. It would be useful to have a world map to indicate some of the places mentioned and to illustrate the points in the slavery triangle.

The second part of the handout contains four quotes with different perspectives on the period.

6. Identifying who has the power to discriminate

Using the recorded material from the previous session, ask participants in threes to identify people or groups who have a lot of power to discriminate against others. Give people an opportunity to feedback and record any ideas on the flipchart.

It is important to understand that different people have different levels of power to discriminate. The most visible forms of discrimination can be very damaging. However, more hidden forms of discrimination can have very serious effects on the experiences of whole groups of people and on their life chances. Organisations and institutions of the state (such as schools, social services and the police) can have enormous power to discriminate against people. For example, schools may have lower expectations of children from certain groups or the curriculum may not take the needs and life experiences of such children into account. This often affects the educational outcomes for these children. Another example is when police may deal differently with certain people because of assumptions made about a group to which they belong (for example, in Britain black and Asian men are much more likely to be stopped and search by the Police).[1] This is called institutional discrimination.

7. Handout 24:
Understanding institutional racism

Institutions have a lot of power to discriminate. The stories here show some of the serious effects that institutional racism can have. Distribute the handout and read together the story describing the death of Stephen Lawrence. Ask the group for their responses to the story:

- ***How were the police guilty of racism?***

The second piece contains memories from two Travellers about their experiences at school. Read out the quotes and ask participants to give their reaction.

- ***In what way was the teacher and/or school guilty of racism?***
- ***Can people identify with these experiences?***
- ***How do the stories differ?***

Racism in the case of Stephen Lawrence was arguably more explicit but the experiences of segregation and low expectations at school have contributed to severe educational disadvantage and low literacy levels among the Traveller population.

8. Taking action:
how can we challenge racism?

Ask participants to talk in threes for a few moments about how we can challenge racism (the group has been working in pairs and threes a lot during these sessions so you may want to get them working with different people). Allow people a chance to feedback. People may find this difficult; in reality, challenging racism can be difficult. However, there are a number of ways in which we can challenge racism in our daily life: by rejecting racist jokes or insults (simply by saying we don't like them, for example); by challenging incorrect information – having done sessions on migration and racism, participants are now armed with information that other people may not have; or by talking about the issues and sharing what we have learned with others. If you have time participants could role-play, challenging the racist statements below. In threes, one person should play the person making a racist statement, one the person challenging it and one the observer. These roles can be rotated. The first person should make their statement and argue their point while the challenger argues back and tries to convince the other of their point of view. The observer should note what is effective and what isn't. The group can use as many statements as there is time for. Take a few moments to see how the exercise was for people.

Some racist statements:

What are we going to do about the refugee problem?

I'm not racist but I wouldn't want to be friends with a black person.

I've got to know you so well I don't see you as a coloured person any more.

Travellers are all trouble-makers.

immigrants are only here to sponge off our welfare system.

Own town/area is too small to support a centre for refugees – if one comes he'll want to bring 20 relatives in later.

Refugees are responsible for the fact that there are homeless Irish people.

9. Closing exercise

Make a badge or poster that supports Travellers, refugees or other minority group or that makes an anti-racist statement. Pin these up around the room.

Ideas for Action

- Find out about the origins of and organise or participate in an event for International Day against Racism (March 21) or for International Day Against Fascism and Anti-Semitism (November 9).
- Paint a mural or message in your centre designed to make minorities feel welcome.
- Organise or host an exhibition on racism.
- Suggest or input into an anti-racism policy in your centre.
- Discuss and if possible respond to racist incidents in your centre or community (for example by showing support and solidarity, holding a paint out of racist graffiti).
- Support or get involved in campaigns against racism or in support of minority groups.

Exploring the Issue further

- Explore the concept of white, settled 'privilege'.
- Facilitator Sheet 29 could serve as an introduction to South Africa – the experi ence of Apartheid there has a lot to teach us about the nature and impact of racism and the struggle against it.
- Explore the concept of culture, and reflect on Irish and other cultures.
- Discuss the possibility of setting up an intercultural group, where cultural similarities and differences can be explored and celebrated.

Some materials listed in the Resource Guide will help you with these.

"[The Famine] is a punishment from God for an idle, ungrateful and rebellious country; an indolent and un-self-reliant people. The Irish are suffering from an affliction of God's providence."

Charles Trevelyan, Assistant Secretary to Her Majesty's Treasury, 1847. (Knighted in 1848, for overseeing famine relief)

" The great obstacle to tranquility in Ireland is the national character – the character of the masses, of the middle classes, of the senators of Ireland… When Ireland acts according to the principles of civilised man, then she can be ruled by the laws of civilised man"

The Times, London, 1846

"THE MISSING LINK: A creature manifestly between the gorilla and the Negro is to be met with in some of the lowest districts of London and Liverpool by adventurous explorers. It comes from Ireland, whence it has contrived to migrate; it belongs in fact to a tribe of Irish savages: the lowest species of Irish yahoo. When conversing with its kind it talks a sort of gibberish. It is, moreover, a climbing animal, and may sometimes be seen ascending a ladder laden with a hod of bricks."

Punch magazine, London, 1862

"This would be a grand land if only every Irishman would kill a Negro, and be hanged for it. I find this sentiment generally approved – sometimes with the qualification that they want Irish and Negroes for servants, not being able to get any other."

English historian Edward Freeman who was influenced by pseudo-scientific theories of race on a visit to America in 1881.

THE FENIAN-PEST.

HIBERNIA. "O MY DEAR SISTER, WHAT *ARE* WE TO DO WITH THESE TROUBLESOME PEOPLE?"
BRITANNIA. "TRY ISOLATION FIRST, MY DEAR, AND THEN———"

This 1866 cartoon from British publication Punch shows 'Britannia' stamping on rebellion and protecting 'Hibernia' (Ireland) from the Fenians. The illustrator, Sir John Tenniel was taken on by Punch after the previous illustrator left in protest over the paper's anti-Catholic views. Pic: Punch archive.

TWO FORCES.

Tenniel shows Britannia protecting Hibernia and wielding the sword of justice against the Irish Land League, 1881. Many of the League's leaders including Parnell had recently been arrested. Pic: Punch archive.

Handout 23

Colonialism and slavery

• In 1492 Christopher Columbus began a journey on behalf of the Spanish crown to discover a new route to the Far East. Instead he 'found' America. Within years the Spanish had conquered the Americas.

• British, Dutch, Portuguese and French colonisers followed the Spanish to the Americas taking over and fencing off the lands and bringing death and destruction to the indigenous people and their ways of life. When the Spanish arrived in the Americas, for example, the population of the Aztec (Mexico), Inca (Peru) and Maya (Guatemala) civilisations was between 70 and 90 million. But 150 years later it was only 3 1/2 million.

• During the 18th and 19th centuries there was an expansion of European control in America, Asia and Africa. This period too saw a huge expansion of the slave trade. Slavery had always existed but now it was being done on an industrial scale. By 1820, approximately 12 million Africans had been transported against their will to the Americas. More than 1 in 10, travelling in terrible conditions, died on the way.

• In what was known as the slavery triangle, British ships brought cloth, metal goods, guns and rum to the West Coast of Africa. There, in exchange they bought people who were then transported to North and South America and the Caribbean where they were sold at auctions to plantation (or large farm) owners and forced to work the land for 15, 16 and even 18 hour days. Then the merchants brought tobacco, sugar and cotton back to Europe. The cities of Liverpool and Bristol grew very wealthy from this trade.

• How could this terrible treatment of other human beings be justified? Scientific ideas about race were put forward which were used to justify slavery and the European nations' rule over large parts of the world. The ideas argued that white peoples were superior and Africans were not fully human. These ideas have now been totally discredited (Giddens 2001). In biological terms, there are no 'races' but rather a range of physical variations in human beings.

• Colonialism and Slavery provided raw materials and free labour to the colonising nations. It helped industry and wealth to develop in these countries while leaving the colonised countries underdeveloped.

• Slaves and colonised peoples were not simply victims but fought for their liberty. Haiti became the first to win independence – through a slave revolt - in 1804. By the 1970s most colonies had fought for and won independence.

Some quotes

"History books teach that Indians were murderers. Is it murder to fight in self-defence? Indians killed white men, because white men took their lands, ruined their hunting grounds, burned their forests, destroyed their buffalo. White men penned our people in reservations then took away the reservations. White men who rise to protect their property are called patriots – Indians who do the same are called murderers.

White men call Indians thieves – and yet we lived in frail skin lodges and needed no locks or iron bars. White men call Indians savages. What is civilisation? Its marks are a noble religion and philosophy, original arts, stirring music, rich story and legend. We had these…."

Grand Council of Fire of American Indians, 1927

"(Each African captive) is marked with a red-hot iron, imprinting the mark of the French, English or Dutch companies, so that each nation may distinguish its own. Care is taken that the women, as tenderest, be not burnt too hard."

A French 17th Century account of branding

"We come among them as members of a superior race, and servants of a Government that desires to elevate the more degraded portions of the human family."

David Livingstone, Scottish Missionary (1813 – 1873)

"We have something more important than guns. We have truth and justice …and time on our side"

Mahatma Gandhi

Sources: Teaching Development Issues, Section 2, Colonialism. Manchester DEP, 1986; Southern Perspectives on Development Series, Vol.2, Colonialism and its Legacy. Manchester DEP, 1996; Chris Harman People's History of the World,1999; Anthony Giddens, Sociology, 2001.

Handout 24

Understanding institutional racism

Institutional racism occurs when social institutions such as health boards, schools, government departments, NGOs, or police forces discriminate against people on the basis of colour, ethnic origin or nationality. The institution fails to provide an appropriate service to people because of their colour, ethnic origin or nationality. This can happen because the institution fails to take account of the needs of such groups or because certain expectations of such groups are dominant in the organisation.

The death of Stephen Lawrence

In 1993 a black teenager named Stephen Lawrence was killed in a racist attack by five white youths as he waited at a bus stop in South London with a friend. In an unprovoked attack, Stephen was stabbed twice and left on the pavement to die. No one was ever convicted of the crime. Stephen's parents were angry and campaigned for a public enquiry into how the police and criminal justice system handled the case. The MacPherson enquiry found that the investigation was mishandled from the beginning. Both the police force and the criminal justice system were guilty of institutional racism.

Police arriving at the scene of the crime made little effort to pursue the attackers. They made an assumption that Stephen and his friend were involved in a street brawl rather than being victims of an unprovoked racist attack. Their first move was to question his friend about this rather than to take Stephen immediately to hospital. They displayed a lack of respect for his parents and refused to give them information to which they were entitled. Police surveillance of the suspects was badly organised and was carried out with a 'lack of urgency'. The police and the criminal justice system failed. They assumed that Stephen and his friend were criminals rather than victims because they were young black men.

Source: MacPherson Report, 1999; Sociology, Giddens, 2001.

- ***What is your reaction to the story?***
- ***Can you understand why Stephen's parents were angry?***
- ***In what way were the police guilty of racism?***

Memories of school

These are some of the memories of two Travellers of their experiences at school:

"…she [the teacher] gave us a bunch of questions, twenty, then she took all our history books off us, you had to know your stuff, history was my favourite subject, still is today, I remember doing it and the next day, your man [school inspector] comes in at about 11, introduced himself, all the papers were handed in, he marked them off, pretty straightforward and the prize was a pen, and also a star, and I remember doing it and I got the highest score, which was one hundred out of one hundred and went up, received my prize, came back down, he gave me back my score sheet, and marked it excellent, so I was proud as punch, I had said to myself I'm going to bring this home to my mother now, anyways he had left and your one Mrs__ came down, first took the sheet off me, then took the star off the sheet, then took the pen away and said to me, I don't know how you did it but I know you cheated and I remember saying to her even though I was only a kid at the time; I couldn't have cheated because I out did everyone else and she said, I don't want to hear about it…"

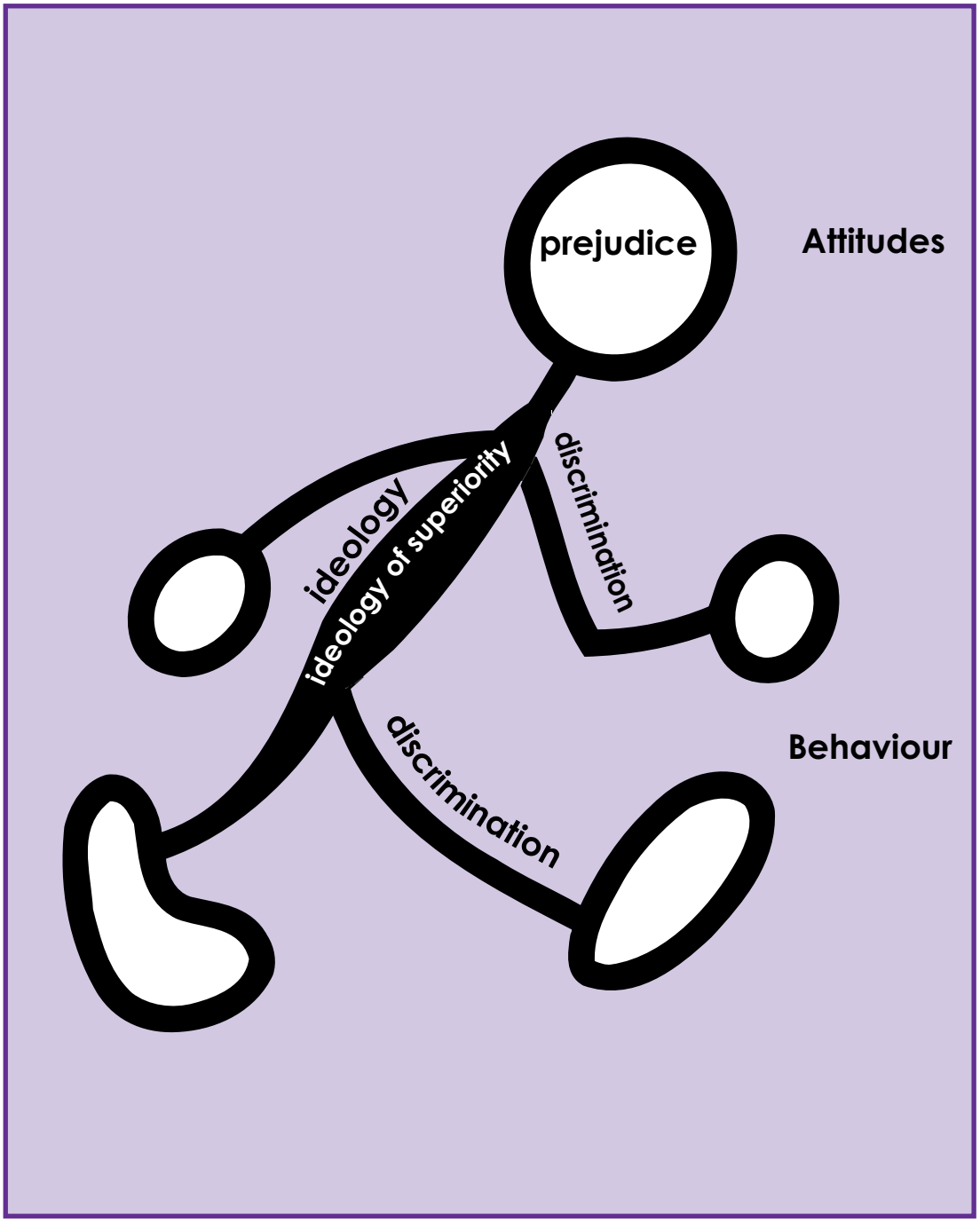
"..there was one school, the last one I went to, it would have had the segregated class. But my mother wouldn't allow us go into that one, she wanted us to go in to the mainstream…She told the teacher she just didn't want to because like there was four year olds in with twelve year olds, in the same class, so she wouldn't allow that, like what education would you get…"

Source: Pavee Point, personal testimonies

- ***What is your reaction to the stories?***
- ***In what way do you think the school/teacher was racist?***
- ***Do you think other people have experienced similar problems at school?***

Facilitator Sheet 27

The components of racism



Facilitator Sheet 28

South Africa profile

Geography

The Republic of South Africa is a large country, covering the southern part of the African continent. Weather along the south coast is temperate and many parts of South Africa are dry and sunny, though the East and North East have a more tropical climate. South Africa's major industries include mining, finance, insurance and food processing. The country is rich in gold, platinum and diamonds. It is a diverse country, home to white people of mainly British and Afrikaner (originally Dutch) descent, significant Jewish and Indian populations as well as the majority (79%) black population, made up of a number of different cultures. Reflecting this diversity there are 11 official languages: Zulu, Xhosa, Ndebele, Afrikaans, Pedi, English, Tswana, Sotho, Tsonga, Swati and Venda.

History

Remains of the earliest human beings (dating back to 50,000BCE) have been found in southern Africa. The area was home to the San and Khoikhoi peoples and later Bantu-speaking farmers and herdsmen who had slowly drifted down from west central Africa. In the late 15th and early 16th Centuries the Khoisan and Bantu-speaking peoples established trade with Portuguese explorers. In the mid 17th Century, Dutch traders established a permanent settlement on the site of present day Cape Town. The Dutch began to push northwards and soon encountered revolt from the Khiokhoi. However by the 18th Century the Khoikhoi had been devastated by war and disease and the Dutch were engaged in warfare with the Xhosa people.

In 1795 the British seized control of the Cape and the Dutch (Boers) began what became known as 'the Great Trek', a migration away from this area of British rule. Meanwhile conflict was raging between indigenous tribes. The 'difaqane' ('forced migration' in Sotho) or 'mfeqane' (the 'crushing' in Zulu) initiated by the Zulu chief Shaka was a time of huge upheaval and suffering. The Zulus put up great resistance to the Boers but eventually succumbed to their greater firepower. Two Anglo-Boer wars ensued fuelled by the discovery of and desire for control over first diamonds, and later gold. The British famously adopted 'scorched earth' tactics and imprisoned Boer women and children in the first concentration camps.

Apartheid

When the self-governing Union of South Africa was established in 1910 legislation restricting the rights of blacks was introduced, laying the foundations for Apartheid. From 1948 onwards the Afrikaner dominated National Party expanded this legislation into a system of unique racial segregation and discrimination. Every individual was classified by groupings such as 'Whites,' 'Blacks' and 'Coloureds' and race determined where you could work, live, learn and even pray. Under Apartheid, blacks were denied the right to vote or own property, their freedom of movement was restricted and they were forcibly re-located to 'homelands' where they lacked the means to make a living. Many were forced to migrate to the cities in search of work where they were grouped in 'townships', which had no infrastructure.

Resistance against Apartheid grew in the form of strikes, protest, public disobedience and the formation of political movements such as Inkatha and the ANC (African National Congress). International support for the rights of the black majority population grew after the massacre of 69 people including children by police at a demonstration in Sharpeville in March 1960 (of which International Day Against Racism is a commemoration) and the imprisonment of ANC leaders including Nelson Mandela.

The South African regime became increasingly isolated as resistance continued and an international economic and cultural boycott began to hit. Irish Dunnes Stores workers famously went on strike after being sacked for

refusing to handle South African oranges in solidarity with the oppressed majority in South Africa. Eventually in 1989 the South African currency – the Rand – collapsed, new president FW DeKlerk repealed all Apartheid laws, released political prisoners and negotiations on the
formation of a multi-racial government began. Free elections in 1994 resulted in a landslide victory for the ANC and Nelson Mandela became president.

Politics

The ANC continues to hold power in South Africa under President Jacob Zuma. The inequalities of the Apartheid era have not disappeared. High unemployment and inequality, privatisation and the AIDS crisis have lead to increasing dissatisfaction with the government. Over 5 million South Africans are living with HIV and AIDS. The government finally agreed to the provision of anti-retroviral drugs in late 2003 after pressure from activists and campaigners. These campaigners along with the Landless People's Movement and The Anti-Privatisation Forum have protested against the government's policies, which they say have been encouraged by the dictates of the IMF and World Bank.

Daily life

Diversity is a key feature of South Africa. There are 11 official languages, community leaders include rabbis and chieftains, rugby players and returned exiles. But inequality is also a key feature. Housing ranges from mud huts to palatial gated homes with swimming pools. Conditions in townships such as Soweto, where many people lack basic services such as sanitation, stand in stark contrast to white middle class neighbourhoods.

The white minority retains its position of economic privilege and power. Overall, 31% of the population live on $2 a day or less (World Bank, 2009). The vast majority of these are black, although there are reports that poverty among a small proportion of the minority white population is growing. The black population experiences a high level of unemployment and low wages. Despite some land reform 85% of land still remains under white ownership, while 18 million black South Africans eke out a living on the remainder. Increased casualisation of work and disregard for labour laws is common.

South Africa has had a remarkably peaceful transition from the horrors of apartheid. There was much joy and pride surrounding the hosting of the 2010 World Cup, but there was also much protest and dissent at the cost of such an event to ordinary South Africans while deep poverty still exists.

Sources: Human Development Report South Africa 2003; www.africaaction.org resources/South Africa; US Library of Congress Country Studies; BBC News Online, Country Profiles; www.waronwant.org South Africa Profile.

Notes & References

1 institutional discrimination..


TAX THE
PROFESSIONALS
SAYS
I T G W U
INCREASE
CHILDREN
TAX ALLOWANCE

Workshop 10
We the People

Introducing the Topic

"The poor will always be with us" and "society will always have it's 'haves' and 'have nots'" are commonly heard phrases. With the pain caused to ordinary people by the global financial meltdown and bailout of the banks, it seems that we are further from equality than ever. However millions of people across the world refuse to accept this. From the protests at Wall Street in New York to the pensioners revolt against cuts to the medical card scheme here in Ireland, people have demonstrated their outrage. It is easy to feel disheartened that cutbacks to vital services and bailouts continue. Yet throughout history people have acted together to make the world a better place for themselves and others, struggling for democracy, the right to vote, land, decent working conditions and pay, human rights and justice.

Since the late 1990s, there has been a revival of social protest and the emergence of major movements for global justice and equality and against capitalism, environmental destruction and war. People have been campaigning for rights to land, peace, housing, pensions, welfare, work, healthcare and for a voice in the decisions that affect their lives. Millions have acted against poverty and debt, privatisation, racism, oppression and the exploitation of people and planet. Across the world people are debating the nature of our world and proposing alternative visions for a peaceful, just and sustainable future.

Aim of Workshop

The aim of these two parts is to give participants an opportunity to reflect on struggles for social change that have and are taking place, and to explore their own capacity to affect change. It is also an opportunity to reflect on the issues, both local and global, that they have been learning about and on how they might share this learning with others.

Workshop 10 Part 1

Objectives

To enable participants to

- Explore their understanding of power in society and where it is concentrated
- Reflect on their own power to affect change
- Understand how they might plan a campaign for change

Materials Needed for Workshop

- Flipchart and markers
- Handout 25
- Handout 26
- Photospeak pack or other set of photographs (see Resource Guide)

Part 1 in Summary

1. Opening exercise: images of power
15 mins

2. Exercise: who's got the power?
parts (a), (b) & optional (c)
60 mins

3. Break
25 mins

4. Reflection exercise using Handout 25
30 mins

5. Taking action:
handout 26, planning a campaign
40 mins

6. Closing exercise
10 mins

Total: 3 hours

Part 1 in Detail

1. Opening exercise

Spread out a large selection of photographs on the floor in the middle of the group. You could choose these photos from 'Photospeak' or make up a selection of your own from newspapers, magazines, etc. Explain that the purpose of the session is to explore who's got the power to change things in society. Ask participants to take a good look at the photographs and to choose one that says something about power to them. You should choose one too. When everyone has done this, do a round of the group giving everyone a chance to say something about their photo and why they chose it.

2. Who's got the power?

(a) Identifying the power holders

Ask each person to list on paper the major power holders in their area, these could be individuals, groups, organisations, government bodies, politicians, etc. Ask participants to form groups of five or six people. Each person lists the power holders they thought of and then the group draws up a list together. Then, in the large group, all the lists are displayed. Ask the large group to agree a shortlist of eight to ten major power holders. Each of the power holders is written in large print on an A3 sheet of flipchart paper. Ask volunteers to come forward and hold up one of the sheets.

(b) Ranking the power holders

Invite one of the rest of the group to rank the power holders from the most to the least powerful and explain why they made this choice. Ask others if they agree or disagree with this ranking. Anyone who disagrees can rearrange them. This can be done several times. Ask participants to consider why people are making different choices. During the discussion you could raise points such as:

- ***the difficulty of comparing different types of power;***
- ***the fact that individuals often perceive power differently from the standpoint of their own life experiences.***

Depending on the time available the exercise can stop here, ideally continue on to the next stage.

(c) Connecting the 'power holders'

People stand again with the A3 sheets and the rest of the group is asked to move the 'power holders' around, placing those whose powers are connected together. For example:

- ***Who stands together?***
- ***Who props up whom?***
- ***Who is the power behind the scenes?***

Allow the discussion to flow as things progress. Ask volunteers to describe how they experienced the exercise and to share any insight they gained.

This exercise is adapted from 'Partners Companion to Training for Transformation', Maureen Sheehy, 2001.

3. Break

4. Reflection exercise

Ask participants to think about a time when they did or said something worthwhile, something they felt made a difference. Give everyone a copy of Handout 25 and ask them to try and recall as much detail as they can. When they have done this ask people to share their experience with the person next to them. There is no need to take feedback from everyone; though it is possible that some participants may want to say something. The purpose of the exercise is to give people an opportunity to reflect on their own power.

5. Small group exercise: *planning a local campaign*

Give each person a copy of Handout 26 and divide people into smaller groups of four or five. Each group should read the scenario on the handout and discuss what they think they should do. The groups can then begin planning a campaign. Make sure each group has a sheet of flipchart paper to record details of their campaign.

6. Closing exercise

Ask participants to respond to the following question:

- ***What makes you feel strong/powerful in your own life?***

Handout 25

A story of change

Recall a time when you did something worthwhile, when you felt you made a difference. This can be something big or small: in your work; community or personal life; for yourself or others; on your own or with others. The important thing is that you feel it was worthwhile. Think about the following: what happened, who was involved, how did you feel and what did you learn?

- ***What was it?***

- ***What were you trying to achieve?***

- ***Was there anyone else involved?***

- ***What obstacles did you meet?***

- ***How did you get around them?***

- ***How did you feel?***

- ***What did you learn from the experience?***

Handout 26

Seeds of change, planning a campaign

You are a small group of residents in a local area. There are many young people of differing ages but no play areas or facilities for them. You are aware that some people in the area are angry because of children playing football against their walls and some of the elderly people are afraid of teenagers hanging around in groups in the evening. You feel that something needs to be done about the lack of facilities for young people on the estate.

You have come together to talk about the issue and see what can be done.

Some questions you might want to address:

- ***What exactly is the issue?***
- ***What do people think about the issue and about what should be done?***
- ***What do the children and young people think?***
- ***How will you find out?***
- ***How will you get people involved?***
- ***Will it cost money to put people's ideas into action?***
- ***Where will you get it?***
- ***Can you foresee any opposition?***
- ***Who else will you need to talk to?***
- ***Who may be able to help?***
- ***How will you get support for your campaign?***
- ***What do you want to achieve and when?***
- ***What else do you think is important?***

Workshop 10 Part 2

Objectives

To enable participants to

- Consider some struggles for change in the past and present
- Gain some knowledge of the global justice movement, the issues which have generated it and the response of people in other parts of the world
- Reflect on their own learning and on their own vision of the world they would like to see

Materials Needed for Workshop

- Enlarged copies (preferably laser copied for best results) of the images from the gallery – to be placed around the walls of the room
- Large blank sheet of paper pinned to the wall
- Details of each of the sessions/topics that the group has explored
- Copy of the video 'Global Village or Global Pillage' (available from LYCS)
- TV and video player
- Paper, paints, paintbrushes or other materials such as colouring pens/pencils, chalks, etc.

Part 2 in Summary

1. **Opening exercise:**
   gallery – images of people power
   25 mins
2. **Brainstorm:** what we have explored in the previous sessions?
   20 mins
3. **Video and discussion**
   45 mins
4. **Break**
   20 mins
5. **Visioning exercise**
   60 mins
6. **Closing exercise**
   10 mins

Total: 3 hours

Part 2 in Detail

1. Opening exercise:
gallery - images of people power

Copy and pin up the image. You could add more of your own, gathered from newspapers and magazines. It is also possible to download images from some activist websites (see General Resource List) and resource centres may have posters which could be used. Take the group on a walk around the gallery of images displayed on the walls (if the group is large you could split into fours or fives). Explain that the photos are all of events where ordinary people have tried to change something, to make the world a better place for themselves and others. Ask people for their responses to the photos:

- ***What do they see happening?***
- ***Are they familiar with any of these events?***

- ***Why do they think people are taking this action?***

Invite people to write a word or symbol that says something about how they feel about the photos, on the blank sheet.

2. Brainstorm: *looking back*

Recall with the group the various topics they have been exploring in these sessions. Note each of these on separate sheets of large paper. Encourage the group to recall what aspects of each they've looked at and write these under the relevant heading. Tell the group that they will be using this in an exercise after the break. During the break you should pin the sheets around the walls.

3. Video: *'Global Village or Global Pillage'*

The video shows a worker who has lost her job when her company decides to move production from the US to Mexico. Asked to train the workers who would in future do her job she discovers them living in miserable conditions and earning a fraction of what she did. The second part of the video shows inspiring examples of struggles and campaigns against sweatshop labour and for decent working conditions. The video is 28 minutes long leaving plenty of time for discussion afterwards. 'Global Village or Global Pillage makes two arguments. Firstly that people around the world are being pitted against each other in a 'race to the bottom' as companies look for cheaper labour and greater profits. Secondly that this process can only be reversed through global solidarity. The video makers propose what they call the Lilliput Strategy – from the Lilliputians tying up Gulliver with hundreds of pieces of thread. It would be useful to discuss the groups view of the usefulness of this strategy. Facilitator Sheet 30 contains background information on globalisation and the World Trade Organisation which may help you and participants to understand more about what is driving the 'race to the bottom' described in the video.

4. Break

5. Visioning exercise

Having reviewed some of the things they have explored and learned up to now this exercise gives participants an opportunity to move from looking at the world as it is to imagining the world as they would like it to be.

It would be useful to start the visioning process with some relaxation; then to ask people to move straight into drawing/painting their vision. Facilitator Sheet 31 provides a step-by-step guide to doing a relaxation exercise with the group and to moving into the visioning exercise. You could pre-record your own voice reading this at an appropriate pace if you prefer.

You should allow people at least 25 minutes to draw or paint. When everyone is finished ask participants to come back into the larger group and to tell people about their painting. They should share only what they feel comfortable sharing.

Pin the paintings to the wall and discuss with the group how they might like to share the work they have done with other people. They might like to exhibit the paintings and other work in their centre or other venue. They could develop a drama piece or role-play around some of the learning and invite others to a performance of it. They could have the paintings printed onto postcards or posters and send them to relevant people in power such as TD's, Ministers, MEP's or Global Institutions. They could also create placards, banners or creative pieces for demonstrations and other events. It is important that the group have something to show for the work they have done, a forum in which to share their views and a sense that the learning they have undertaken is a form of action in itself.

6. Closing exercise

Ask each member of the group to say something about what the learning has meant for them and what being in the group has meant for them.

Facilitator Sheet 29

Globalisation and the World Trade Organisation (WTO)

What is globalisation?

In recent years more and more people have been talking about globalisation. There is much debate about the meaning and nature of globalisation but in general it refers to the growing interdependence between different peoples, regions and countries in the world. From the clothes we wear to the food we eat our connections with the rest of the world are growing. When the big economies in the world have problems so do we. We are connected but in very unequal ways – the gap between rich and poor people in both developing and developed countries is growing steadily.

Protest

People have been protesting across the world against what they see as corporate led globalization. They say that rich and powerful corporations have too much influence over governments and global institutions and that their search for bigger profits is having a devastating impact on people's livelihoods and rights, and the environment. Big business argues that nothing should interfere with trade not even regulations like protective tariffs, taxation, environmental legislation and labour laws, etc. This is often called the free trade agenda or the neo-liberal economic agenda and it is dominating worldwide. Critics say that trade rules should be oriented towards protecting people's rights and decent livelihoods and the environment in which we live, rather than ensuring greater profits for already rich corporations.

In 1999 the World Trade Organisation (WTO) talks in Seattle USA ended early when thousands of protestors blockaded the talks and delegates from the poorer Southern countries walked out. The protestors were diverse, from US steelworkers to farmers, environmental and human rights activists. They argued that the WTO is privileging the rights of corporations over the rights of people, promoting a 'race to the bottom' where protections for workers and the environment can be ignored and even dismantled. Since Seattle, meetings of the WTO, the IMF, World Bank and meetings of governments such as the G8 and EU summits have attracted large-scale protest.

What is the WTO?

The World Trade Organisation was set up in 1995 as a successor to the General Agreement on Tariffs and Trade. Its role is to regulate world trade through a set of rules agreed by its member countries. Trade representatives meet every so often to discuss and agree to measures to reduce barriers to trade. Decisions made by the WTO are binding and can override laws in member countries.

The WTO states that the goal of the institution is 'to improve the welfare of the people's of the member countries'. So why have its policies produced huge protest? Critics including development organizations, church groups and academics say it is for a number of reasons. Firstly they point to WTO policies which have meant that poor countries are unable to compete with more industrialized countries. Secondly, laws which force companies to prevent or clean up environmental damage, meet minimum labour standards (like wages and working conditions) and take account of the needs of indigenous people are being rolled back. Lastly, even things which are necessary for survival such as water, medicine and seeds are becoming the property of private companies, and are therefore only available to those who can afford to pay. Big business favours government policies such as low corporation taxes, wage restraint and privatisation of services. This has lead to an increase in casual, low paid work and a smaller pool of resources from the tax pot, which could be invested in public services such as childcare, health and education.

The WTO's general agreement of Trade in Services is an agreement to open up services that have traditionally been provided by government through peoples taxes, to private companies. This involves the selling off or privatisation of 160 public services such as water, waste disposal, postal services, education, health and libraries and further undermines the whole notion of public services for public good and accessible to everyone regardless of their ability to pay.

The WTO argues that 'free trade' is the way out of poverty but for much of the world but it would appear not to be working.

See Workshop 2, Life and Debt and Workshop 7, The Drugs Trail for more on the WTO, IMF and World Bank.

Sources: Anthony Giddens, Sociology, 2002; No-Nonsense Guide to Globalisation, 2001; WTO History Project www.depts.washington.edu/wtohist; www.globalexchange.org; www.tradejustice.ie; www.corpwatch.org.uk

Facilitator Sheet 30

Relaxation and visioning exercise

What you will need:

- A tape or CD of some gentle relaxing music
- A recording of yourself guiding people through the exercise if necessary
- Painting materials and paper ready in the centre of the group so that people can quietly begin when the time comes

Relaxation

Step 1: Switch on the music

Step 2: Invite participants to take part in a relaxation exercise from which they will move on to doing a bit of painting. Some people may feel a little self-conscious initially. Reassure people that it is okay to cough or shift around during the exercise, the aim is for everyone to feel more relaxed not less so!

Step 3: Instructions for participants:

Sit comfortably on your chair, with your feet both flat on the ground. Place your hands on your lap. You can lie on the floor if you wish. Close your eyes if you are comfortable doing so. Become aware of your breathing. Breathe slowly in for three seconds, 1..2..3.., hold on to your breath for a moment, and then breathe out slowly for three seconds, 1..2..3.. Continue to breath slowly in and out and focusing on the movement of air in and out of your body. Try to leave any stress or tension, anything that is worrying outside the door for the next while. Continuing to breathe in 1..2..3.. hold it and out 1..2..3.., breathing in calmness and relaxation and breathing out any stress or tension.

We are going to move through the different areas of our body and tense and relax them. There are some areas in our body where we hold stress, for you it might be your neck and shoulder or your back or your arms and legs. If anyone has an injury or a part of their body they know is sensitive, you can ignore the tensing and relaxing of that area, and focus on your breathing, joining in again when we move on to the next area of the body.

Remember to continue breathing in slowly 1..2..3.. hold it and out 1..2..3.. We will begin with our feet.

Curl up your toes so they are tight and bent for three 1..2..3.. and relax them. Do this again, and relax them. Do this a third time and relax. By tensing and relaxing the muscles in this way we are releasing the tension from the body.

Flex your feet upwards towards your upper body 1..2..3.. and relax your feet. Again, flex 1..2..3.. and relax 1..2..3.. and a third time and relax your feet.

Flex your calf muscles, the muscles in the back of your legs, as if you are walking in high shoes 1..2..3.. and relax them. Flex your leg muscles and relax. And again flex and relax.

Push your knees together as tight as you can 2..3.. and relax them 1..2..3.. Push your knees together until you feel the tightness up your thighs and relax them. And a third time, tense and relax. Your legs should begin to feel a little bit heavier, this is a sign that your body is gradually relaxing. Let the floor take the weight of your relaxed legs.

Clench the muscles in your bum together, your sitting muscles, 1..2..3.. and relax them 1..2..3… Clench them and relax them. And again, clench and relax them.

We are going to move into the stomach and back areas. These are areas where some people hold a lot of tension. Only tighten the muscles as far as you are comfortable with or leave this bit out altogether if these are problem areas for you.

Pull your stomach muscles in, as if you are buttoning a pair of tight trouser, 1..2..3.. and relax them 1..2..3.. Pull the muscles in your tummy in and relax them. And again, tense and relax.

Tighten the muscles in your upper back by pushing your shoulder blades together, this pushes your chest out, squeeze the muscles for three and relax them for three counts. Squeeze and relax. Squeeze and relax.

Hunch your shoulder up towards your ears as high as you can and relax your shoulders…

Moving on to the arms. Clench your fists tight and relax your hands…

Flex the muscles in your arms as if you are Popeye showing them off and relax the muscles...

Your arms should be feeling a little bit heavier.

Moving on to the muscles in your neck. Again this can be a sensitive area. Leave it out altogether or do the exercise very gently if this is a problem area for you.

Very gently roll you head over to one shoulder, hold it there for 1..2..3.. counts, roll your head back, looking up to the ceiling for three counts, gently roll your head on to the other shoulder three counts and then roll your head forward for three counts. This can be repeated if you wish.

We are going to focus on the muscles in our face. Scrunch your face up tight for three counts and relax your face…

Clench your teeth and jaw for three counts and relax your teeth and jaw…

Raise your eyebrows towards your hairline for three counts and relax your eyebrows…

With your eyes closed, imagine that you are watching someone climbing a ladder, look at them put their foot on the first rung of the ladder, and the second, and the third. They move up the ladder until they are so high you can no longer see. Repeat this starting at the bottom of the ladder again…

With the tensing and relaxing of the muscles in your body you have let the tension and stress go, your body should feel relaxed and heavy. Let the floor and the chair take your body weight.

Step 4: Further instructions for participants

Become aware of your breathing again, breathing in 1..2..3.. and breathing out 1..2..3.. Slowly become aware of the noises both inside and outside the room. In your own time open your eyes and come back to the room.

Moving into the visioning exercise

Make sure to have the music continuing to preserve the mood of relaxation.

When the relaxation exercise is almost over ask people to once again recall what they have been exploring over the course of their sessions. They have looked at some big issues that are confronting people today both in their own community and the world. When they are ready to, they should take some paper and markers, paints, etc., get into a comfortable position and begin to draw or paint some of the things that come to mind.

- ***How do they see the issues in the world today?***
- ***What kind of world would they like to see in the future?***
- ***What would it look like and feel like?***

It might be useful to reassure people that this is not about drawing ability but simply a way of expressing ourselves

Let people know when they have a few minutes left.

Ask people to finish up and come back into the group with their paintings.

Gallery of Images -People Power

Dublin Tax March, 1979: Hundreds of thousands march to demand a fairer taxation system for working people. Photo: SIPTU

Members of the MNL housing movement in Brazil attend the 5th World Social Forum in January 2005. The movement is made up of 'favelados' – people living in the favelas or shanty towns of Brazil's cities. They are for decent housing conditions.

Photo: Rory Hearne

2004: Turkish workers in Ireland demand justice having been grossly and systematically underpaid by their employer, a Turkish company working for the Irish state. Photo: Paula Geraghty

2004: Residents of St Michael's Estate in Inchicore, Dublin protest at city council offices about the dumping of a redevelopment plan for the area, which they had been involved in developing. Photo: Rita Fagin

February 15, 2003: Over 100,000 in Dublin and millions across the world demonstrate against the impending war on Iraq by the United States, Britain and others.
Photo: Helena Mc Neill

Villagers in India protest outside a coca cola plant about the serious environmental problems linked to the company's activities.
Photo: indiaresource.org

Notes & References

Appendices

Index of Notes & References

Introduction

1 See for example: Paulo Freire (1996) *Pedagogy of the Oppressed*. London Penguin and Paulo Freire (1997) *Pedagogy of Hope: Reliving Pedagogy of the Oppressed.* New York, Continuum.

2 Maureen Bassett and Liz Hayes (1998) *Worlds Apart, Same Issues: Promoting Interchange between Development Education and Community Development*. Dublin NCDE.

3 United Nations Development Programme, Human Development Report 2003, *Millenium Development Goals: A compact among nations to end human poverty*. New York, Oxford University Press.

4 *'What is Poverty?'* Combat Poverty Agency Student Factsheet. According to Poverty Briefings, measuring income poverty alone 23.4 % of Irish children are living in households on less than 60% of median income. As on www.combatpoverty.ie, 29 April 2005.

5 Current world bank figures suggest the figure is at least 2.733 million (www.worldbank.org/data). However there is considerable debate about the figures.Critics argue that the World Bank is using an inaccurate and misleading measure of purchasing power, which ultimately underestimates the scale and horror of global poverty and allows the institution to claim that its policies are working. See for example S.G. Reddy and T.W. Pogge (2003) *How not to Count the Poor* on Columbia University's website www.columbia.edu; Alan B.Krueger '*UN aims to cut poverty in half as experts wonder how to measure it*'. New York Times, February 3, 2005 and www.globalissues.org, Global Poverty Facts and Stats.

6 Cited in *Making Connections: Women Developing Links for Change*, Dublin, Banulacht, 1994.

Workshop 1

7 See for example *One Long Struggle: A Study of Low Income Families*, Vincentian Partnership for Social Justice, 2001; Combat Poverty Agency, Living in Poverty Briefings on www.combatpoverty.ie.

8 See note 3.

9 Valerie Duffy and Colm Regan (2003). *Getting it Right?* 80:20 Educating and Acting for a Better World.

10 *What is Poverty? Factsheet*. As on www.combatpoverty.ie, 29 April 2005.

11 Valerie Duffy and Colm Regan (2003). The participation rates for some areas have improved in recent times - see *A Review of Higher Education Participation in 2003.* Higher Education Authority, Dublin, 2005.

12 See note *5* on World Bank figures. See also www.christainaid.org.uk whose campaigns section notes that income per person in the poorest countries in Africa has fallen by a quarter in the last 20 years. See also Mark Weisbrot (et al), The Scorecard on Globalisation 1980 – 2000: Twenty years of Diminished Progress, Centre for Economic Policy and Research, August 2001.

13 See the Global Campaign for Education website: www.campaignforeducation.org. (as of 17 February 2005).

14 See for example www.christianaid.org.uk/campaign/trade/basics. *Equality, New Internationalist Magazine,* 364, January/February 2004 gives another measure of the huge gap – the richest 15 of the world's people receive as much as the poorest 57%.

15 Equality, New Internationalist Magazine, Issue no.364,January/February 2004.

16 *Achieving Inclusion. Policies to Ensure Economic Development Social Equity and Sustainability*. CORI Justice Commission, 2003.

Workshop 3

17 UN Habitat Global Report on Human Settlement, 2003.

Workshop 4

18 United Nations Development Programme Human Development Report 2003: *Millenium Development Goals: A compact among nations to end human poverty*. New York, Oxford University Press. See also Human Development Reports from other years.

19 Cited in *Peace in Africa – the Key to Development* in Colm Regan (ed), 2002, *80:20 development in an unequal world, 80:20 Educating and Acting for a Better World and Teachers in Development Education,* pg. 246.

Workshop 6

20 "The informal slogan of the Decade of Women became 'women do two-thirds of the world's work, receive 10% of the world's income and own 1% of the means of production'". Professor Richard H. Robbins in Global Problems and the Culture of Capitalism, Boston, Allyn and Bacon, 1999, pg. 354.

Workshop 7

21 United Nations Development Programme Human Development Report 1999: *Globalisation with a Human Face*, New York, Oxford University Press.

22 As reported in 'Illegal drugs trade hits new high as users total 200 million' by Jason Burke,The Observer, March 13, 2005.

23 This figure is based on anecdotal evidence from the number of stars placed on the local Christmas tree last year. The stars represent loved ones who have died as a result of drugs. Recording drug-related deaths is complex. A project responding to the drugs issue has received funding to research drug related deaths.

24 *Open Veins of Latin America.* Latin America Week 2000. Latin America Solidarity Centre.

Workshop 8

25 As on www.unhcr.ch, 5th March 2005.

26 www.news.bbc.co.uk, 17th June 2004, 'World's Tally of Refugees Falls',.

Workshop 9

27 www.nccri.com, press release, September 2004.

General Resource List

All resources are listed here in alphabetical order under the heading of the workshop they appear in, and according to the type of resource they are. The 'Resource Guide' sections throughout the handbook may contain more detail on individual resources and where they can be sourced.

Introduction

Developing Facilitation Skills: A Handbook for Group Facilitators. Patricia Prenderville, Combat Poverty Agency, 1995.

Thin Black Lines: Political Cartoons and Development Education. Colm Regan, Scott Sinclair and Martyn Turner, Birmingham, Development Education Centre, 1988.

Wider World: An Adult Learning Resource for Development Education, NALA, Trocaire and Clare Reading and Writing Scheme, 2003.

Workshop 1
Unequal Ireland, Unequal World

Educational resources

Counted Out: Challenging Poverty and Social Exclusion. CDVEC Curriculum Development Unit and Combat Poverty Agency, Dublin, Folens, 2002.

80:20 Development in an Unequal World. Colm Regan (ed), 80:20 Educating and Acting for a Better World and Teachers in Development Education. 2002.

Equality. New Internationalist Magazine Issue No. 364, January/February 2004.

Fair Shares. Combat Poverty Agency, 1998.

Getting it Right? Valerie Duffy and Colm Regan, 80:20 Educating and Acting for a Better World, 2003.

Left Outside: An Educational Resource on Poverty in Ireland. Combat Poverty Agency, 2005.

What is Poverty? Combat Poverty leaflet downloadable from website.

The Chocolate Trade Game. Christian Aid, 2001.

The Coffee Trade Game. Oxfam, 1994.

The Trading Game. Christian Aid, 1998.

The Truth about Bananas: An Information and Activity Pack on the Global Banana Trade. Bananalink and Bananawatch, 2000

The World Has Got Enough. One World Week Education Pack, DEFY, 1999.

Training for Transformation Books 1-3. London, ITDG Publishing, 1999.

Further reading

After the Ball. Fintan O' Toole Dublin, Tasc at New Island, 2003.

Workshop 2 Life and Debt

Educational resources

Life or Debt Education Pack. Debt and Development Coalition Ireland, 2000.

Looking at the economy through Women's Eyes: A facilitators guide for economic literacy. Banulacht, 2004.

Making Connections: Women Developing Links for Change. Banulacht, 1994.

More World, Less Bank. New Internationalist Magazine: Issue No. 365, March, 2004.

No-Nonsense Guide to Globalisation. New Internationalist, No Nonsense Guide Series, 2001.

Rethinking Globalisation: Teaching for Justice in an Unjust World. Bill Bigelow and Bob Peterson (eds), Rethinking Schools, 2002

Video resources

A Matter of Interest. Christian Aid.

Drop the Debt. Jubilee Debt Campaign.

Who Runs the World: People Before Profit. Christian Aid

Banking on Life and Debt. Mary Knoll

Further reading

A Fate Worse than Debt, Susan George, London, Pelican, 1988.

Deeper than debt: Economic Globalisation and the Poor. George Ann Potter 2000, London, Latin America Bureau.

Your Money or Your Life: The Tyranny of Global Finance. Eric Toussaint, London, Pluto Press. 1999

Workshop 3 Home Sweet Home

Educational resources

Combating Homelessness. Education Pack, Simon Community of Ireland, 2001.

Doorways. Save the Children,

The Pavee Pack: Ireland, Cultural Diversity and Travellers. Pavee Publications, 2001

Homes: An Active Learning Pack for 6-12 year olds. Save the Children, 1995.

Photospeak. Photographic pack. Partners in Faith, 2004.

Primary Topic Posters: Homes. Oxfam, 1998.

Video Resources

Central Station. Colombia Trista, 1998.

City of God. Miramax, 2002 (130mins).

Further reading

State of the World's Cities 2004/2005. UN Habitat Programme, New York, Oxford University Press, 2004.

UN Habitat Global Report on Human Settlement, New New York Oxford University Press, 2003.

2 Communities in Transition. 1 Model of Excellence in the Making: Excellent Practice Recommendations from the work of Transition Groups on regeneration Projects in St Michael's Estate and Fatima Mansions in Dublin. Dublin City Council, Fatima Mansions Regeneration Board, and St Michael's Estate Task Force. Dublin, 2005.

The Ballymun Housing Transition Programme (CAFTA). Fiodhna Callanan, unpublished, 2005

Cutting the Wire: The Story of the Landless Movement in Brazil. Branford, Sue & Rocha, Jan, Latin America Bureau, London, 2002.

Workshop 4 Your Health is your Wealth

Educational resources

Big Pharma: Making a Killing, New Internationalist Magazine, Issue No. 362, November/December 2003.

From the Personal to the Political: A Women's Education Workbook, Aontas, 1991.

Health Hazard: How the System makes us Sick, New Internationalist Magazine, Issue No.331, January/February 2001.

HIV/AIDS and development: A key Human Security Issue, 80:20 Development in an Unequal World, Colm Regan (Ed.), 80:20 Educating and Acting for a Better World and Teachers in Development Education, 2002.

Living with Poverty and Poor Health, briefing based on the study 'Against All Odds: Family Life on a Low Income', Combat Poverty Agency, 2002.

The New Well Being through Group Work Book, Health Education Department, Western Health Board now Health Services Executive, Western Area, 2004

Further reading

How the Other Half Dies: The Real Reasons for World Hunger. Susan George, London, Penguin Books, 1986.

Inside the Third World: The Anatomy of Poverty. Paul Harrison, London, Penguin Politics, 1990.

Workshop 5 Hard Labour

From the Personal to the Political: A Women's Education Workbook, Aontas, 1991.

Looking at the economy through Women's Eyes: A facilitators guide for economic literacy. Banulacht, 2004.

Making Connections: Women Developing Links for Change. Banulacht, 1994.

The Paper Bag Game. Christian Aid, 2003.

The Truth about Bananas: An Information and Activity Pack on the Global Banana Trade. Bananalink and Bananawatch, 2000

Rethinking Globalization: Teaching for Justice in an Unjust World. Bill Bigelow and Bob Peterson (eds), Rethinking Schools Ltd.,2002

Video Resources

Bread and Roses. Directed by Ken Loach. Lion Gate Films, 2001, (106 mins).

Race to the Bottom. Textile workers in Bangladesh and Ireland. ICTU/Esperanza Productions, 2003.

Roger and Me. Directed by Michael Moore, 1989, (91 mins).

Sweating for a T-Shirt. Global Exchange 1999.

(24 mins).

The Des Bishop Work Experience. Series, RTE, 2004.

Further reading

80:20 development in an unequal world. Colm Regan (ed), Dublin 80:20 Educating and Acting for a Better World and Teachers in Development Education, 2002.

Global Woman: Nannies, Maids and Sex Workers in the New Economy. Barbara Ehrenreich and Arlie Russell Hochschold, London, Granta, 2003.

Nickle and Dimed: Undercover in Low-wage USA. Barbara Ehrenreich, London, Granta, 2002.

Workshop 6 History and Herstory

Educational resources

Being a Man. Patrick Fanning & Matthew McKay. New Harbinger. Publications Inc., 1993.

I know why the Caged Bird Sings. Maya Angelou, London, Virago Press, 1997.

Making Connections: Women Developing Links for Change. Banulacht, 1994.

The Colour Purple. Alice Walker London, The Women's Press, 1983.

The Gender Agenda. Gender Training Network, 1999.

The Oxfam Gender Training Manual. Oxfam, 1995.

Video resources

• *Taking Liberties*. Scripted and produced by women working with the North Leitrim Women's Centre, 2004. 45 mins. (contact 071 9856220).

• *Sli na mBan/The Road of Women*. Website that arose from a series of videos made about Irish Women Activists. You can download clips from the videos or request them by e-mail, www.tallgirlshorts.net/theroadofwomen

• *To Beijing and Back*. Irish Women and the 4th UN World Conference on Women. Esperanza Productions/NCDE, 1995

Further reading

Global Woman: Nannies, Maids and Sex Workers in the New Economy. Barbara Ehrenreich and Arlie Russell Hochschold, London, Granta, 2003.

Masculinities. R.W. Connell, Oxford, Blackwell Publications, 1995.

Workshop 7 The Drugs Trail

Educational resources

Big Pharma: Making a Killing, New Internationalist Magazine, Issue No. 362, November 2003.

Fala Favela: A photo and activity pack on life in a shanty town. CAFOD,

Open Veins of Latin America. Latin America Week, Latin America Solidarity Centre, 2000.

Video resources

City of God. Miramax, 2002 (130mins).

Maria Full of Grace. HBO Films, 2004

Further reading

Colombia: A Guide to the People, Politics and Culture. In Focus Series, London, Latin America Bureau, 1996.

Inside Colombia: Drugs, Democracy and War. Grace Livingstone, London, Latin America Bureau, 2003.

Rethinking the War on Drugs in Ireland. Tim Murphy, Undercurrents Series, Cork University Press, 1996.

The Heart of the War in Colombia. Constanza Ardila Galvis 1999.

Workshop 8 People on the Move

Educational resources

People on the Move 2. Dublin, Concern, 1999.

Refugees: We Left Because We Had To, London, Refugee Council, 1996.

Why Do They Have to Fight: Refugee children's stories from Bosnia, Kurdistan, Somalia and Sri Lanka. London, Refugee Council, 1998.

The Pavee Pack. Ireland: Cultural Diversity and Travellers. Dublin, Pavee Publications, 2001.

Further reading

Global Woman: Nannies, Maids and Sex Workers in the New Economy. Barbara Ehrenreich and Arlie Russell Hochschold, London, Granta, 2003

Thinking the Unthinkable: The Immigration Myth Exposed. Nigel Harris, London, I.B. Tauris, 2002.

No Nonsense Guide to International Migration. New Internationalist, No-Nonsense Guide Series, 2001.

Workshop 9 One Race, the Human Race

Educational resources

Anti-Racism Information Pack. Equality and Anti-Racism Subcommittee of the Community Development Support Programmes, 2004.

Anti Racism and Intercultural Training for Trainers. Awareness raising: A One Day Programme, NCCRI, 2004.

Intercultural Learning T-Kit (No.4), Council of Europe and European Commission, Strasbourg, 2000. Downloadable from www.training-youth.net.

Ireland: All Different, All Equal – an Anti-Racism and Equality Education Pack. National Youth Council of Ireland, 1995.

Irish Travellers - Challenging the Myths, Leaflet, ITM, Pavee Point, National Traveller Women's Forum and NCCRI, 2003.

Nothing but the same old story: The Roots of Anti-Irish Racism in Britain. Liz Curtis, Sasta, Belfast, 1998.

Training for Transformation: A Handbook for Community Workers, Book 4, ITDG Publishing, London, 1999.

Travellers Resource Pack. Pavee Publications, 2000.

What me a racist? European Commission, 1998.

Video resources

A Class Divided. Concord film and video council (www.concordvideo.co.uk).

Bend it like Beckham, 2002.

Echoes from the Street: A Community Fights Racism and Inequality. Dublin, Inner City Renewal Group and African Educative Festivities, 2001.

Roots, TY Mini Series based on the book by Alex Haley.

Further reading

How Racism came to Ireland. Bill Rolston and Michael Shannon, Belfast, Beyond the Pale Publications, 2002.

Racism and Anti- Racism in Ireland Ronit Lentin and Robbie Mc Veigh (eds), Belfast, Beyond the Pale Publications, 2002.

Sociology, 4th Edition Anthony Giddens, Cambridge, Polity Press, 2001.

Staying Power: The History of Black People in Britain. Peter Fryer, London, Pluto Press, 1984.

The Specificity of Irish Racism, Race and Class, No. 33, Vol. 4, Robbie Mc Veigh, London, Institute of Race Relations, 1992.

Workshop 10 We the People

Educational resources

Big World Small World: Understanding the Effects of Globalisation. One World Week education pack. NYCI, 2002.

Living in Hope: Community Challenges to Globalisation. London, Zed Books, 2002.

Rethinking Globalisation: Teaching for Justice in an Unjust World. Bill Bigelow and Bob Peterson, Washington, Rethinking Schools Ltd., 2002.

Video resources

Global Village or Global Pillage: How people around the world are challenging corporate globalisation. Jeremy Brecher, 1999, 28mins.

Further reading

No-Nonsense Guide to Globalisation. New Internationalist, No Nonsense Guide Series, 2001.

Globalize This! The Battle Against the World Trade Organisation and Corporate Rule. Kevin Danaher and Roger Burbach, Global Exchange, 2000.

United Nations Development Programme Human Development Report 1999: Globalisation with a Human Face, New York, Oxford University Press.

Deeper than Debt: Economic Globalisation and the Poor. George Ann Potter, London, Latin America Bureau, 2000.

Useful Addresses & Websites

www.developmenteducationireland.ie

British Development Education Association: www.dea.org

Unicef. www.unicef.org., produces the State of the World's Children Reports.

Centre for Migration Studies at University College Cork: http://migration.ucc.ie

Bread for the World Institute: www.bread.org, produces reports on world hunger that are accessible and which often include ideas for action.

United Nations Human Development Reports: www.hdr.undp.org

United Nations High Commissioner for Refugees: www.hdr.undp.org

State of the World's Women Reports: www.unhcr.ch

New Internationalist Magazine online: www.newint.org

The Third World Network: www.twnside.org.sg

DAWN (Development Alternatives for Women in a New Era): www.dawn.org, a network of women scholars and activists from the South.

www.arab.net, information and resources on the Arab world.

www.protest.net, covers protest events world-wide and includes an activists handbook.

The Ruckus Society: www.ruckus.org, ideas on peaceful resistance including non-violent civil disobedience.

Human Rights Watch: www.humanrightswatch.org

www.derechos.org, youth oriented human rights website

www.oneworld.net, huge online network of organisations working for social justice.

Focus on the Global South: www.focusweb.org. Thailand based organisation.

www.rethinkingschools.org, includes some thought provoking articles and teaching ideas.

A note on internet sources

There is a vast array of useful information and resources on the World Wide Web. However there is also much less useful and sometimes out of date or inaccurate information. If in doubt check out who is behind the website, when it was last updated and check your information with several different sources.

80:20 Educating and Acting for a Better World
St Cronan's Boys National School
Vevay Road, Bray , Co Wicklow
Ph: 01 2860487
E-mail: info@8020.ie

Action Aid Ireland
Unity Buildings, 16/17 Lower O'Connell Street, Dublin 1
Ph: 01 8787911
Website: www.actionaidireland.org

Afri (Action from Ireland)
134 Phibsboro Road, Dublin 7
Ph: 01 8827563
Website: www.afri.buzz.org
Campaigns on issues of hunger, the arms trade and militarisation

African Refugee Network
90 Meath Street, Dublin 8
Ph: 01 4734523

Aids Alliance Dublin
53 Parnell Square West, Dublin 1
Ph: 01 8733799

Amnesty International
Sean Mc Bride House. 48 Fleet Street, Dublin 2
Ph: 01 6776361
Website: www.amnesty.ie

Association of Refugees and Asylum Seekers in Ireland (ARASI)
213 North Circular Road , Dublin 7

Banulacht
175a Phibsboro Road, Dublin 7
Ph: 01 8827378
E-mail: banulach@iol.ie
Banulacht carries out educational campaigning, lobbying and research work on issues affecting women in Ireland and worldwide.

Cairde
19 Belvedere Place, Dublin 1
Ph: 01 8552111
Website: www.cairde.ie
Working to reduce health inequalities among ethnic minorities

Christian Aid Ireland
17 Clanwilliam Terrace, Grand Canal Quay, Dublin 2
Ph: 01 6110801
Website: www.christian-aid.org

Combat Poverty Agency
Bridgewater Centre, Conyngham Road
Islandbridge, Dublin 8
Ph: 01 6706746
Website: www.combatpoverty.ie

Comhlamh: Development Workers in Global Solidarity
10 Upr Camden St, Dublin 2
Ph: 01 4783490
Website: www.comhlamh.org

Community Action Network
24 Gardiner Place, Dublin 1
Ph: 01 8788005
Website: www.canaction.ie

Community Workers Co-Op
Unit 4 , Tuam Road Centre, Galway
Ph: 091 779030
Website: www.cwc.ie

Concern
52-55 Camden St, Dublin 2
Ph: 01 4177700
Website: www.concern.ie

Development Goals
All Hallows College, Dublin 9
Ph: 01 8571828
Website: www.debtireland.org

Development Studies Centre
Kimmage Manor, Dublin 12
Ph: 01 4064386
Website: www.dsckim.ie

Dublin Citywide Drugs Crisis Campaign
175 North Strand Road, Dublin 1
Ph: 01 8365090

Equality Authority
2 Clonmel St, Dublin 2
Ph: 014173333
Website: www.equality.ie

Fairtrade Mark Ireland
Carmichael House, North Brunswick Street, Dublin 7
Ph: 01 4753515
Website: www.fairtrade.ie

Focus Ireland
14a Eustace Street, Dublin 2
Ph: 01 6712555
Website:

Immigrant Council of Ireland
2 St Andrew's Street, Dublin 2
Ph: 01 6740200
Website: www.immigrantcouncil.ie

Integrating Ireland
10 Upr Camden St , Dublin 2
Ph: 01 4783490

International Famine Centre
University College Cork, 8 Grenville Place , Cork
Ph: 021 4903158
Website: www.ucc.ie/famine

Irish Anti-War Movement
PO Box 9260, Dublin 1
Ph: 01 8727912
Website: www.irishantiwar.org

Irish Congress of Trade Unions
31/32 Parnell Square, Dublin 1
Ph: 01 8897777
Website: www.ictu.ie

Irish Council for Civil Liberties (ICCL)
40 –41 Lower Dominick Street, Dublin 1
Ph: 01 8783136
Website: www.iccl.ie

Irish Refugee Council
88 Capel St , Dublin 1
Ph: 01 8730042
Website: www.irishrefugeecouncil.ie

Irish Traveller Movement
4 Eustace St, Dublin 2
Ph: 01 6796577
Website: www.itmtrav.com

Jubilee Debt Campaign
Grayston Centre, 28 Charles Square,
London, NW6 HT

Latin America Solidarity Centre (LASC)
5 Merrion Row, Dublin 2
Ph: 01 6760435

Migrant Rights Centre
3 Beresford Place, Dublin 1
Ph: 01 8881355
Website: www.mrci.ie

National Consultative Committee on Racism and Interculturalism (NCCRI)
3rd floor, Jervis house, Jervis St, Dublin 1
Ph: 01 8588000
Website: www.nccri.ie

National Federation of Simon Communities
St Andrew's House, 28-30 Exchequer Street, Dublin 2
Ph: 01 6711606
Website:

National Women's Council of Ireland
9 Marlborough Court, Marlborough Street, Dubln 1
Ph: 01 8787248
Website: www.nwci.ie

National Youth Council of Ireland (NYCI)
3 Montague Street , Dublin 2
Ph: 01 4784122
Website: www.youthdeved.ie

NGO Peace Alliance
E-mail: ngopa@eircom.net
Website: www.ngopeacealliance.com

Northern Ireland Council for Ethnic Minorities (NICEM)
3rd Floor, Ascot House, 24 – 31 Shaftsbury,
Belfast BT3 7DB
Ph: 028 90238645
Website: www.nicem.org.uk

Oxfam
9 Burgh Quay, Dublin 2
Ph: 01 6727662
Website: www.oxfamireland.ie

Pavee Point Traveller Centre
46 North Great Charles St, Dublin 1
Ph: 01 8780255
Website: www.paveepoint.ie

Refugee Information Service
27 Annamoe Terrace, Cabra, Dublin 7
Ph: 01 8382740
or
Canavan House, Nun's Island, Galway
Ph: 091 532850
Website: www.ris.ie

Spiritan Asylum Services (SPIRASI)
213 North Circular Road, Dublin 7
Ph: 01 8389664
Website: www.spirasi.ie

Sustainable Ireland
St Michael and John's, 15-19 Essex Street West
Dublin 8
Ph: 01 6746396
Website: www.sustainable.ie

Threshold Housing Advice and Research Centre
21 Stoneybatter, Dublin 7
Ph: 01 6786096
Website: www.threshold.ie

Trocaire
Maynooth, Co Kildare
Ph: 01 6293333
Website: www.trocaire.org

Vincentian Refugee Centre
St Peter's Church, Phibsboro, Dublin 7
Ph: 01 8102580
Website: www.stpetersphibsboro.ie

Women's Aid
47 Old Cabra Road, Dublin 7
Ph: 01 8684721
Freephone Helpline 1800341900
Website: www.womensaid.ie

Women's Human Rights Alliance
175a Phibsboro Road, Dublin 7
Ph: (Galway) 091 764 372

Libraries, Resource and One World Centres that have development education or other resources for sale or loan

Development Studies Library, UCD
Belfield, Dublin 4
Ph: 01 7167560
Website:
www.ucd.ie/~library/collections/devstud.html

Galway One World Centre
Top Floor. The Halls, Quay Street, Galway
Ph: 091 530590
E-mail: GalwayOWC@hotmail.com

Kerry Action For Development Education (KADE)
11 Denny Street, Tralee, Co Kerry
Ph: 066 7181358
E-mail: kade@eircom.net

National Adult Literacy Agency (NALA)
76 Lower Gardiner Street, Dublin 1
Ph: 01 8554332
Website: www.nala.ie

Trocaire Resource Centres
12 Cathedral Street, Dublin 1
Ph: 01 8743875
or
9 Cook Street, Cork
Ph: 021 4275622
Website: www.trocaire.org

Laois Development Education Centre
Apt 3, 84 Main Street, Portlaois, Co Laois
Ph: 0502 82720
E-mail: admin@mdep.iol.ie

World Development Centre
Meeting House Lane, Waterford
Ph: 051 873064
E-mail: wdcentre@eircom.net

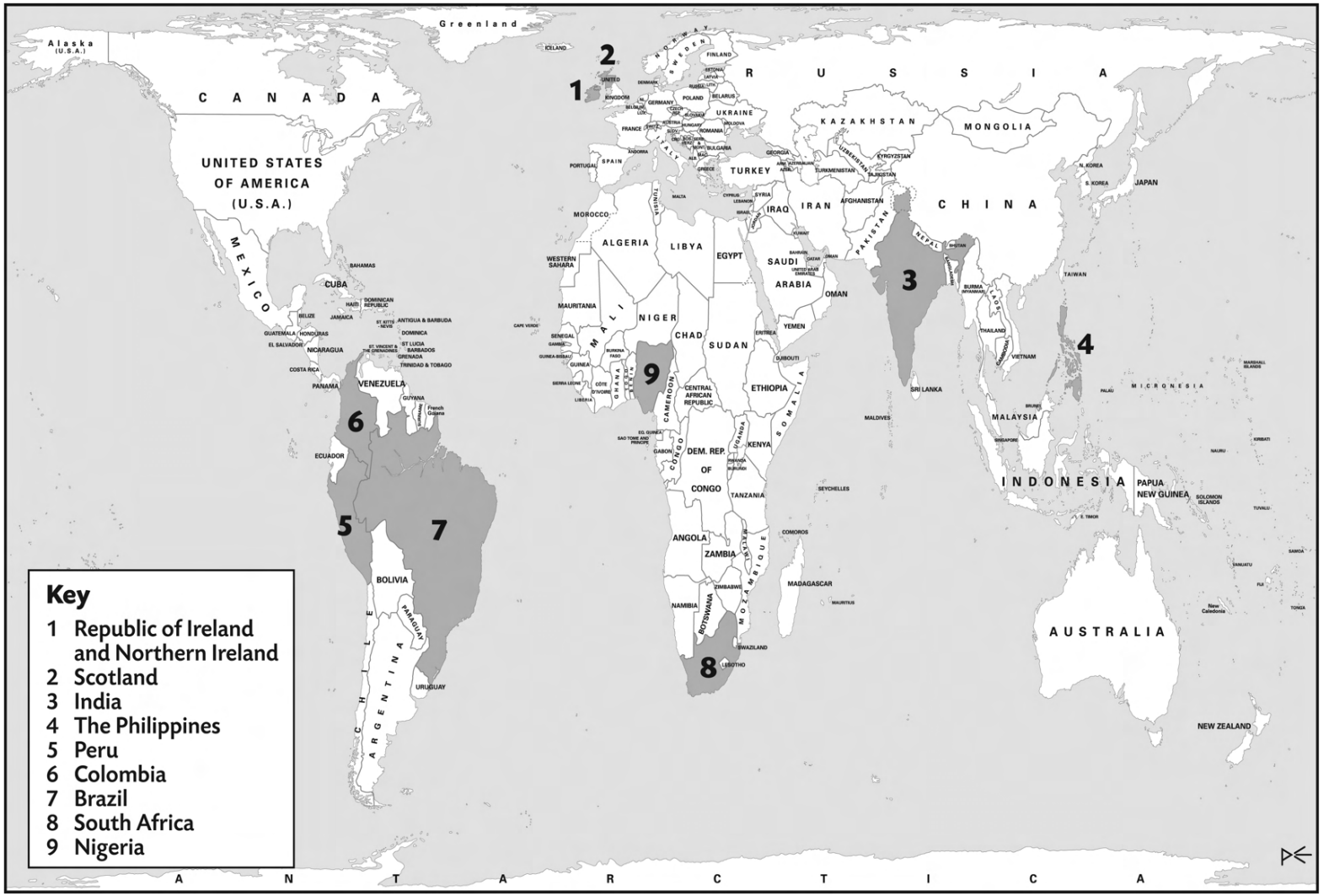
Midwest Development Education Centre
Block 7, CBS Primary School, Sexton, Limerick
Ph: 061 311155
E-mail: bates@indigo.ie

One World Centre (NI)
Lower Crescent, Belfast BT7 1NR
Ph: 048 90241879
E-mail: owc@belfast.dec.org

Using this guide with NCVA/FETAC Modules in Development Education

LYCS has devised two NCVA/FETAC modules in development education. The modules are at Level 4 (formerly Level 1) and Level 5 (formerly Level 2). Material in this guide is useful for some of the Specific Learning Outcomes in the modules. If you are interested in delivering the modules with a group please contact LYCS, Adult Education Programme.

World Map



Peter's Projection wall maps are available from New Internationalist Magazine www.newint.org

The following places experience conflict of some kind (www.crisisgroup.org, September 2005). Many of them have and continue to produce refugees:

Afghanistan
Chechnya
Democratic Republic of Congo
Iraq
Israel
Palestinian Territories
Sri Lanka
Sudan
Turkey
Northern Ireland
Yemen
Zimbabwe
Burundi
Indonesia
Kyrgzstan
Macedonia
Moldova
Bosnia-Hercegovina
North/South Korea
Albania
Algeria
Angola
Armenia
Azerbaijan
Basque Country
Belarus
Bangladesh
Bolivia
Central African Republic
Chad
China
Colombia
Cote d'Ivoire
Cyprus
Ecuador
Ethiopia
Eritrea
Egypt
Georgia
Guinea
Guinea Bissau
Haiti
India
Iran
Kashmir
Kazakhstan
Kosovo
Lebanon
Liberia
Mauritania
Myanmar
Nepal
Nigeria
Pakistan
Papua New Guinea
the Philippines
Rwanda
Saudi Arabia
Serbia and Montenegro
Sierra Leone
Swaziland
Syria
Taiwan Strait
Tajikistan
Thailand
Togo
Turkmenistan
Uganda
Ukraine
Uzbekistan
Venezuela
Western Sahara