

A Rich Man's World?

A youth work resource on global issues affecting our lives



It is always important to monitor and evaluate our work. An activity to monitor such changes is included at the beginning of the pack. We would appreciate your feedback on using the activities and any findings from your group!

Each activity has a suggested age range. However, we recommend you read each activity and decide if it is appropriate to your group. Each activity has some suggested questions for a final debrief with the group, but you may find it useful to check in with your groups more frequently depending on participants. Some issues may be sensitive among the young people you work with. There are fact boxes which accompany many activities and include supporting information. You can read these aloud, copy and hand them out to participants or display them in your group. You can start with activity one and work your way through the pack. More realistically, you can pick and choose activities according to the interests of your group or the time and resources available.

The theme of this pack 'A Rich Man's World?' is a very broad theme, which involves many issues to do with poverty, education, employment and fair relationships between countries and people. Enough information is provided to enable you to run the activities. However, it is very likely that you may want to explore a particular issue in more depth, so we have also provided sources of further information and contact details to take your interest further. As a youth leader, you may find it useful to familiarise yourself with some background information about Ireland's current economic situation below.

Background to Ireland's current economic situation

Banks in Ireland, and in most countries, **make profit by lending money to people**, businesses (including other banks), and charging interest on these loans. Many people, organisations and even countries owe money to banks. A small amount of borrowing is normal in the world, however recently many countries - including Ireland - borrowed too much and are in a lot of debt. How did this happen?

In 2008, a number of international banks failed and this caused a **global recession**. Irish banks had borrowed large sums of money from other banks. The Irish banks then had large debts and little money to pay them back. Irish banks needed money more than ever but couldn't borrow more - a serious problem not just for the banks but the entire country as the government had to get involved to guarantee the money in the banks' customers' accounts.

Ireland has been a **member of the International Monetary Fund (IMF)** since 1957. One of the main roles of the IMF is to make loans to countries who need money, and to support policies to correct financial problems. In November 2010, the Irish government agreed to **ask the IMF and the EU for a loan**. This money was to be used to pay the banks' debts and pay for public services like health, education and social welfare. This loan is what's known as a 'bail-out'.

The total amount of the deal between Ireland and the EU/IMF was €85 billion. This is equivalent to a stadium, like Croke Park or Wembley, full with 85,000 fans. Imagine each fan was a millionaire. Their joint wealth is the total sum of the deal. It is made up of €35 billion for banks, and €50 billion for public services. **Ireland currently spends more than it has**, so the Government needs to reduce spending and increase income. At the time, the Irish government also produced a '**National Recovery Plan 2011 - 2014**' to help us do this. For example, it outlines how €10 billion needs to be cut from public spending by 2014 and €5 billion raised in income (taxes). This includes cuts to social welfare,

taxes on the lowest-paid workers, increases in university fees, a tax on property and water charges. The money will then be used to repay the loan and interest to those we borrowed from.

Some believe the main aim of the IMF is to help countries balance their budget, and it is not too concerned about the impact on the population. People in Ireland will now be 'paying' for mistakes of banks. However, many also believe that the loans were needed to avoid a complete crash in the economy, and things could have been worse without money from the EU/IMF. If they had not provided loans which also pay the salaries of nurses, police and teachers, and social welfare benefits such as the 'dole', disability payments and pensions, how would the government have paid? Where would the money have come from?

The IMF is widely criticised for attaching **very strict terms and conditions** to its loans. This means it usually won't agree loans until countries agree to implement certain policies. **Many countries in the Global South** have received loans from the IMF in the past. Even though, the divisions between countries in the Global North and Global South have become more blurred, as the same problems of large debt, poor economic performance and high levels of unemployment now affect people in countries all over the World; the experience of poverty is still very different between countries and people. Solidarity with those experiencing poverty and injustice worldwide is now needed more than ever.

Adapted from 'The IMF and Ireland: What We Can Learn From the Global South' (AFRI, December 2010) and 'A Global Justice Perspective on the Irish EU-IMF loans: Lessons from the Wider World' (Debt and Development Coalition, November 2010)

A note on language and terminology

The term 'development education' is used consistently throughout this pack. Development education in youth work is sometimes referred to as 'global youth work'. Readers may be familiar with the terms 'Third World', 'developing countries', 'majority world' or 'the Global South' to describe the economically poor countries of Africa, Asia and Latin America. Conversely, the 'First World', the 'West' and the 'Global North' are used to describe the most industrialised countries of Europe and North America. This pack uses the terms 'Global South' and 'Global North' but you should use the terms you are comfortable with.

**'One falling tree
makes a lot of noise,
but you don't hear a
forest growing'**

(a saying from Tibet)

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Zoning In



Aim: To assess how likely people are to take action for global justice

Age: 10+ **Time:** 20 minutes

Materials: masking tape, zones on paper to lay on the floor, copy of the statements

What to do: Mark out a grid with three areas on the floor. Explain that Zone A is... Zone B is... Zone C is.... Each participant stands behind the starting line. Explain that as you read out action statement, each person decides which zone best suits how they feel about it. When participants stand in their zone, ask for comments about why they are there.

Note to leader: If you have a large group of people you can make the starting line go all the way around the outside of the zones. You might find it helpful to have another person record the comments while you focus on the discussion.

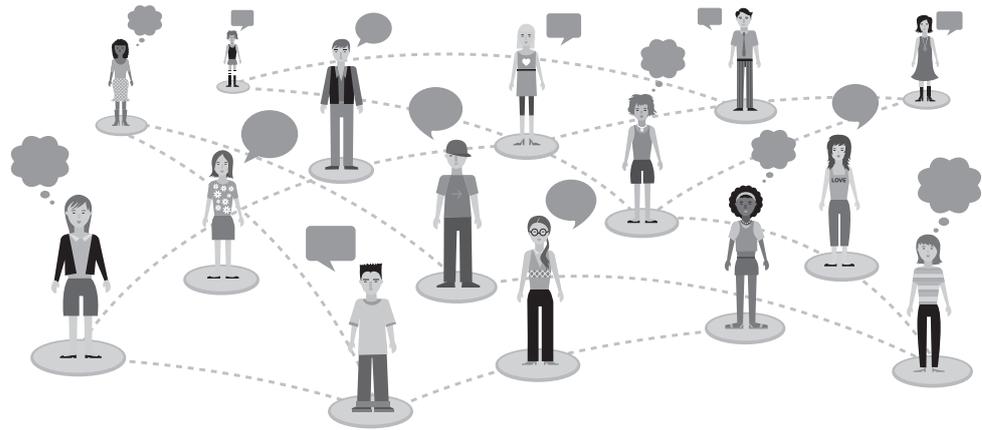
Starting Line	Starting Line		Starting Line
	Zone C:	I'd definitely do this	
	Zone B:	I'm willing to be convinced	
	Zone A:	I doubt I'd do it	
	Starting Line		

Recording template

I would	Number of people	Comments
Have a conversation with my friends about a global justice issue	A: B: C:	
Visit a developing country	A: B: C:	
Make a video/documentary about a justice issue	A: B: C:	
Support the Irish government to provide Overseas Aid	A: B: C:	
Buy fair trade products	A: B: C:	
Ask in a shop/ supermarket about where the products sold come from and conditions for producers	A: B: C:	
Write or email politicians to change unfair trade rules	A: B: C:	



How we're connected



Connections Quiz

activity
1

Aim: To begin to explore local and global connections and inequalities

Age: 10+ **Time:** 30 minutes

Materials: copy of the questions, A, B, C answer cards for each group, flipchart pad and markers, pen and paper if needed

What to do: Divide your group into teams of 4. Each team chooses a name for themselves. Hand out a set of A-B-C answer cards to each team. Explain that this is a multiple choice quiz. You will read out a question and 3 possible answers, the teams have one minute to decide what they think the right answer is.

Ask all teams to hold up their answer cards at the same time. Record the answers and move onto the next question. After the second round, read out the answers to the previous round. Award 10 points for correct answers. Continue the quiz until you finish the questions.

Q1 Which of these countries has never been colonised by another country?

- A - Ireland
- B - Zambia
- C - Holland**

Q3 Traveller men in Ireland live an average of how many years less than the general population?

- A - 15 Years¹**
- B - 10 Years
- C - 2 Years

Q2 Which of these countries has not had a famine in the last 200 years?

- A - England**
- B - Somalia
- C - Ireland

Q4 How many years would it take a Sri-Lankan clothing worker to earn the same salary as the CEO of Nike did in 2010?

- A - 14,000**
- B - 25
- C - 500

1 All Ireland Traveller Health Study, UCD 2010

Q5 What has been voted as the world's favourite food?

- A - Chocolate
- B - Pasta²**
- C - Potatoes

Q8 How many child labourers are there in the world?

- A - 218 Million**
- B - 80,000
- C - 4 Million

Q6 Which of these countries has the fewest women elected to parliament?

- A - Ireland**
- B - Rwanda³
- C - Cuba

Q9 Paternity leave means fathers would have time off on the birth of their child. Which EU country has paternity leave⁴?

- A - Ireland
- B - Germany
- C - Finland**

Q7 How many Millennium Development Goals are there?

- A - 10
- B - 8**
- C - 1

Q10 There are almost 7 billion people in the world. Approximately, how many own a mobile phone⁵?

- A - 1 billion
- B - 3 billion
- C - 5 billion**

Debrief: Ask if they were surprised by any of the answers? Does it paint a picture of a fair world? How might these questions show what we have in common with other countries? What ideas do they have for raising people's awareness of these situations?



Fact Box: In 2011 Rwanda had the highest percentage of women elected to Parliament in the world at over 55%. Ireland trails behind the African state with only 14.5%

Millennium Development Goals: The MDGs are a set of Goals the United Nations have created to give everyone in the world a chance to live a healthy life. All the MDGs are equally important and they are all linked. Progress has been made on achieving the goals in some parts of the world, but less in other regions. They are listed below. Could Ireland improve on some of them? Are there any issues which you think are missing?

- 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 (including access to safe drinking water)
- 8 Develop a global partnership for development (including dealing with developing countries' debt problems)

² Oxfam Global Food Survey - 2011

³ Inter-Parliamentary Union, Women in National Parliaments-2011

⁴ Source Eurobarometer, June 2011

⁵ World Health Organisation, June 2011

World Wide Web



Aim: To explore the interdependency between people and countries

Age: 12+ **Time:** 40 minutes

Materials: sticky labels, markers, string

What to do: Part 1: Split the group in two. Give half of them a label with a country and the others a label with a product. Those with a country need to find the matching product that comes from their country. When all of the partners have found each other, give them a couple of minutes to discuss three questions:

1. What else might this country be famous for?
2. What kind of food do they eat there?
3. How might this place be connected with another country?

Form a circle and ask each pair to call out their country and product along with the answer to one of the questions.

Part 2: Form a large circle with the pairs standing beside each other. Explain that they both now represent the country. One person starts by holding the end of the string and passing it to another person in the group; they must make a connection between their country and the one they pass it to. For example; "I'm Ireland and I'm passing it to America, because Irish people live there". Continue this until each person in the group has received the string and made a connection. To finish, the group task is to unravel the criss-cross connections without letting go of the string and form a new circle.

Debrief: Was it easy or difficult to make the connections? What did the connections mostly focus on? People or Products? Did any of the connections surprise you? How much do you think we rely on other countries for products?

Product	Country
Mobile Phone	China
Grapes	Spain
Cheddar cheese	Ireland
Car	Japan
Sports clothes	Sri Lanka
Disney toys	America
Football	England
Copper	Zambia
Swatch Watch	Switzerland
Ferrero Rocher	Italy

People, Places, Products



Aim: To visually represent how we are connected with people in other parts of the world

Age: 8+ **Time:** 30 minutes

Materials: transparent paper with maps pre traced, markers, peters map, old magazines & newspapers, scissors, glue, copy of the questions

What to do: Split into small groups of 4 or 5. Ask the groups to name countries:

- ➔ Where people you know are living
- ➔ Where your clothes, food and electronics come from
- ➔ That we have heard about in the news recently

Step 1: Display a world map for everybody to see. Give each group a copy of the traced map and a different coloured marker. Explain that they should answer the questions provided by colouring in each country they have a connection with. They can use the display map as a reference to find out where each country is located. When all the maps are complete, invite the groups to view the other maps and then layer them on top of each other. The visual display will show all of the similar and different connections that exist.

Debrief: How much are we linked to the rest of the world? What are the links? Why are these links important? How would your life be different if these links did not exist?

Step 2: Now ask the group to imagine that following a natural disaster, the Island of Ireland has become the only safe zone in the world. We can no longer import products and we have to rely on what we have on the island already. Give the groups a mixture of magazines and newspapers to create a collage that highlights the ways in which this would impact on their life. Would they be able to eat all of the same food? Wear the same clothes? Use the same technology? How would people run their cars, tractors and other machinery? They should think about the positives as well as the negative impacts on their life.

Note to leader: For younger age groups it might be easier to create cards with countries names and separate cards with products that come from these countries. The participants have to try and match the product with the country and place them on the map. Some examples are: Bananas from Honduras, Chocolate from Ghana, Coffee from Brazil, Cars from Japan.



Helpful Hint: By projecting a map of the world onto the wall you can tape the transparent paper over it to make it easier to trace the outline.

Note to leader: For younger groups, ask them to draw the item and place a piece of string connecting it to the country of origin.

Guess Who?



Aim: To examine similarities and differences between global cultures

Age: 10+ **Time:** 20 minutes

Materials: copy of the clue cards

What to do: Divide the group up into small teams. Each team appoints a reader. Hand each reader a copy of the clue cards. The reader calls out one clue at a time and the team must guess what country/culture they refer to. They can only have one guess per clue. When all teams are finished, gather around for a debrief on the activity.

Clue Cards

- My mother works as a community health worker
- We can be very competitive. We normally have to prove ourselves to be well respected in our community
- Family is really important to us
- My family are Catholics
- I live in a small housing unit with neighbours on both sides
- My older brother has finished school and is working with my Dad

Answer: Traveller culture

- 90% of the people in my country are Catholic
- Education is very important to us - in my country there is a 99% literacy rate
- We enjoy the outdoors and we especially love fishing
- For many years we lived under communism
- In Ireland we have got a good name as being very good workers although many complain that we like to keep to ourselves
- A few years ago we joined the EU

Answer: Polish

- Respect for elders is very important to me, traditionally I would never use the first name of anyone older than me, even to my older brothers and sisters
- My favourite food is agusi soup and a ground bean dish called moyin-moyin. Our food can often be quite spicy
- There are over 250 languages spoken in my country but English is the official language
- There have been civil wars in my country in the past and even today there can be terrible violence experienced by some people and I don't think it is safe to live there.
- Some people say we are very loud and even pushy or demanding
- My country is the most populated country in Africa

Answer: Nigerian

- I came to Ireland to work in the hotel industry
- I speak 3 languages fluently
- I love cricket
- I come from the largest democracy in the world
- I am Christian but most of my friends are Hindu or Muslim
- My country is famous for its movie industry

Answer: Indian

- ➔ I love the community where I live
- ➔ I used to go to Wexford on my holidays but the last three years I went to Benidorm
- ➔ People from outside my community slag my accent
- ➔ My Dad keeps pigeons
- ➔ I love Gaelic football - but not Hurling
- ➔ I hate being called a Jackeen

Answer: Dublin

- ➔ I work part-time in Super Valu
- ➔ I come from a country with an ancient history that has changed a lot in the last 60 years
- ➔ I hear a lot of racist remarks toward me on the streets which I find hard to take
- ➔ I came to Ireland to study English
- ➔ My home country has one of the strongest economies in the world
- ➔ I am an only child

Answer: Chinese

Debrief: Ask each reader to call out the clues and the answer. Ask the group if it was easy or difficult to guess where they were from? What gave it away? Were you surprised by any of the characteristics? Did they have any similarities with each other or with you?

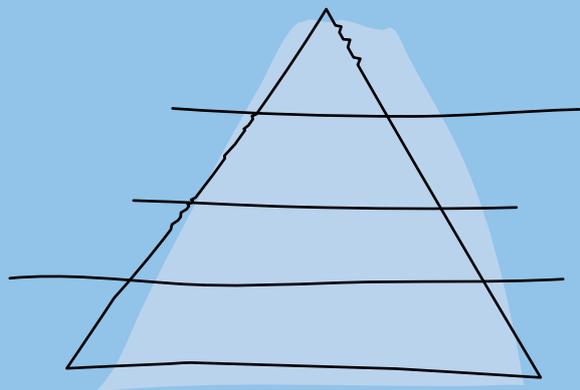
Note to leader: You can create your own cultural groups or, after trying the activity, ask the participants to develop their own and see if the group can guess who it is.

Warm Up: Participation Pyramid

Mark out a large triangle on the ground. Divide it into four sections, with the base section barely large enough to hold all the participants. The smallest section should hold only one person.

On the count of 3, participants enter the largest section. If anyone is touching the lines, they are out of the game. Repeat for the remaining sections until there is only one person left. Ask how they feel about being the winner. Ask if anyone chose to drop out during the game. Why?

Play the game in reverse. The winner is asked to move back down to the next section and to choose enough companions to fill the segment. Continue until you reach the largest section again. Occasionally ask people why they chose certain people over others, to join them. When finished, ask if they can think of any places or people who get left out of the "Game".



Where do you stand?



Aim: To encourage young people to express their understanding and experience of globalisation

Age: 10+ **Time:** 30 minutes

Materials: copy of the statements and definition, agree/disagree signs, blutac

What to do: Ask everybody to gather in the centre of the room. Display a sign on either end of the room "I Agree" and "I Disagree". Explain that when you read out a statement, each person should move to the area that suits their opinion best. If they are unsure and open to being convinced, they stand in the middle. They are free to move at any time if they change their mind.

The facilitator should ask a few people each time to justify their position and encourage them to try and convince the other people to join them.

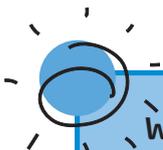
Statements

- ➔ We eat a wider variety of food than ever before
- ➔ Life is better for people today, than 50 years ago
- ➔ It's important to buy Irish products before imported ones
- ➔ I'd buy Irish even if it's more expensive
- ➔ If we welcome products from other countries we should also welcome their people
- ➔ Only for large companies investing in Ireland, we'd be in a bigger recession

Debrief: After the debate, read out the definition and ask for reactions. Does everyone in the world benefit equally from globalisation? Why is it this way? Apart from you and me, who else drives the process of globalisation forward?

Definition: Globalisation involves the rapid movement of money, ideas, products and people around the world; it has both positive and negative results and is driven by a demand from you and me for food, technology, medicine and money.

Note to leader: You might find it helpful if someone assists you with documenting the opinions of the group so you can focus on the discussion.



Warm Up: Bomb and Shield: Everyone walks around the space. Ask the group to think of one person (bomb) in the room, but not to indicate who they are thinking of. They must stay as far away as possible from this person. Now they think of another person (shield) and they try to move so that the shield is always between themselves and their bomb. At some point, call stop and see how successful people have been. **Variation:** everyone moves to try to keep the two people in a triangle shape with themselves.

The Distribution Game

Aim: To highlight inequalities in distribution of money, food and people around the world

Age: 10+ **Time:** 30 minutes

Materials: ten chairs, written continents and blu-tac

What to do: Write the names of the five continents on large labels and place them around the room. Place 10 chairs in the middle of the room and explain that each chair represents one unit of each item you will call out. The group task is to distribute the chairs between the continents to present the reality. Read out correct figures and change the positions of the chairs if necessary.

If there were 10... in the world, where would they be now?

10 People

10 Dollars

10 Refugees, Asylum Seekers and Displaced people

Debrief: How do you feel after this exercise? Were these figures surprising and why? Do you think people and wealth are fairly distributed? Why do you think most of the money is in the Global North? Why do you think most of the refugees are in the Global South? If you could change these figures, how would they look?

Topic	Asia	Europe America	North	Africa	South America & Caribbean
People	6	1	1	1	1
Dollars	1	3	4	1	1
Refugees	4	2	0	3	1

Note to leader: These figures are not exact as we cannot deal with fractions. The point of the activity is to highlight the unequal distribution around the world. For more information visit www.unhcr.org on the distribution of refugees



Did You Know?: Most people who are displaced because of war and famine cannot choose where to go. They most often flee to their nearest neighbouring country or safer area.



Warm-Up: Look up, Look down: In a circle, the group puts their heads down. Each person silently chooses another person they will look at when looking up. The leader says 'Go!' and everyone looks up. If they catch eyes with the person they chose, they are both out of the game.



How it works



Rich world, Poor world?



Aim: To explore unfair trade, rules and sanctions which lead to unequal power situations facing the world's poorest

Age: 11+ **Time:** 45 minutes

Materials: copies of the statements below (cut from each other), flipcharts, balloons, two chairs, a whistle

What to do: Part 1 (15minutes) Ask participants to each blow up a balloon and place a statement in each one (there will be 20 balloons with two sets of 10 statements, though it doesn't matter how many participants you have). Set up the room so that there are two chairs next to each other with the balloons on the ground below them. All participants are at the opposite side of the room and divided into two teams. Each team has a captain. Participants of each team have to go to the chair, pick up a balloon with their hands, place it on the chair and burst it by sitting on it. They then find the piece of paper from the balloon, run back to their team and let the next person go. Half-way through the game, blow a whistle and give instructions to the captains. Explain that when the teams re-start, one of the teams must walk (not run). The other team can only use their left hand. The captains must make sure the rules are followed. If any rule is broken, that team has to stop playing for five seconds. Restart the game, and the first team to burst all 10 of their balloons is the winner.

Debrief: Was the game fair? Why/why not? Are there other times in life when different rules apply to different teams or people? When? Does this have a positive or negative effect? How did it feel to be captain? How did you implement the rules? Did others listen to the captain? Who might be the 'captain' in real life?

What to do: Part 2 (30minutes) The participants now go back to their groups. Each group should have a complete set of the 10 statements from the balloon game. Each statement has a reason why poverty exists in Ireland and globally. Ask each group to rank the reasons in order of importance. One group ranks reasons why they think poverty exists in Ireland, and one group ranks why they think poverty exists globally. Each group must discuss the ranking and reach consensus. After 15 minutes, allow the groups to look at each other's rankings and compare them.

Debrief: Ask participants to explain why they ranked some reasons high and some reasons low. Were the main reasons for poverty locally and poverty globally the same? What was different? Does poverty normally exist between countries, or between people within a country? Which groups of people are poor in many countries? Is there a link between poverty and inequality? What is it? Thinking back to the balloon game and the unfair rules, are there situations between countries and people when unfair rules or structures exist? What are they?

Education Lack of education is a big cause of poverty. Some children do not attend or finish school. Many people cannot read or write.

Employment Some communities have high levels of unemployment. In some places workers get low pay, work in bad conditions and receive no benefits, e.g. pension, healthcare.

Drugs Using drugs can be both a cause and a result of poverty. Where are drugs produced and consumed? How might that affect poverty in a country?

Corruption People and institutions can become involved in dishonest practices to benefit themselves. For example they may choose to ignore a law they don't like, or pay someone to help them break the rules.

Debt Ireland has a debt of about €113 billion. Some poor countries pay 5 times more in debt repayment than they receive in aid.

Politics Many people believe that the World has enough to provide for us all, and if political leaders wanted to end poverty, they could.

History The legacy of colonialism, slavery and war continues to keep some countries in poverty. The history of a country influences its present and its future.

Population and Health The world's population is 7 billion people and set to hit 10 billion by 2050. However people continue to die of preventable diseases every day such as HIV/AIDS and malaria.

External factors We are all affected by influences beyond our control. International organisations like the World Bank and the EU make decisions about how our country is run and the decisions we can make.

Climate Change The world's climate is changing. More droughts and flooding cause infrastructural damage (to buildings and roads) natural disasters, hunger and disease.

(Statements adapted from Illegitimate Debt, DDCl)



Did You Know? The cocaine markets of North America and Europe are fuelling the destruction of rain forests in Colombia, Peru, and Bolivia. In Colombia alone, the United Nations estimated that 240 square miles of land were under coca cultivation (for cocaine) in 2010. In Afghanistan, the cultivation of opium poppies for the global market for heroin has caused the same problem.



Fact box: In Ireland, child poverty is rising rapidly: In 2009, one child in every eleven children was living in consistent poverty. Consistent poverty means having lower income than average and also not being able to afford other resources such as home heating, new clothes or buying presents at least once a year. According to www.combatpoverty.ie, parental unemployment is the single biggest factor in child poverty. Globally there is an estimated 2.2 billion children worldwide. About one billion children, or every second child, live in poverty (www.globalissues.org 2010).

Taoiseach for a day



Aim: To explore how countries have to budget and prioritise spending

Age: 12+ **Time:** 40 minutes

Materials: flipchart, markers, copy of tables below, copies of role cards (if doing Part 2)

What to do: Split your group into 5 teams. Each team represents a different government department, and one team represents the Taoiseach's office. Hand out role-cards for each team. Read out the scenario to the whole group. Then, give each team ten minutes to come up with a budget for their department for the year, and reasons why their budget should be protected. If they think it will help, they can also make some suggestions from where money could be saved. Each group presents their budget to the Taoiseach. Based on the actual figures, the Taoiseach can accept their costs, or ask them to make changes. Remember the Taoiseach wants to make savings, and will welcome those ideas for saving money!

Next, if the government departments have to make changes, they work on the budget jointly between all the government departments. They have to try to find a solution which is acceptable to all. They then present the joint proposal to the Taoiseach. The winning group is the one which was closest to the actual figures.

Scenario: Ireland has a population of about 4.5 million people. The Irish government has a national debt of about €113 billion (July 2011). The government has a plan to cut €10 billion from its spending over 4 years. The government has approximately €57 billion to spend on health, education, social protection (welfare) and other costs, but needs to reduce the spending in order to keep money aside to re-pay the national debt. The Taoiseach has invited different government departments to negotiate their budget for the next 12 months. They should present their priorities, and how much they need, remembering that some cuts are necessary. The Taoiseach has the final say on what should be spent this year, and where savings might be made.

Taoiseach: You have a budget of €57 billion to spend for the next 12 months. The government also plans to cut about €10 billion from public spending over the next 4 years, so you need to make reductions in the budgets of different government departments. Do not tell the other government departments how much you have to spend, as you want them to come up with a set of priorities for their budget and ideas where you can save. You can decide to accept their proposal, or ask them to make changes.

(To help you make your decision on how much each department might get, look to the information in the Fact Box on Irish government spending in 2011)

Put simply, if the government had €100 - €36 would be spent on Social Protection, €25 on Health, €16 on Education, 70 cents on Children and Youth Affairs, and €22.30 on everything else

Department of Health: Your department works to ensure healthy individuals, families and communities and to put health at the centre of government policy. You aim to lead the development of high quality, fair and efficient health services. You have to fund hospitals, doctors' and nurses' salaries, research, drugs and medicine, as well as services for people with disabilities and mental health problems which is very relevant among the population, especially young people. Out of €57 billion, how much do you think your department deserves? Why?

Department of Children and Youth Affairs: Your department focuses on issues that affect children and young people, such as early childhood care and education, youth justice, child welfare and child protection. You also aim to increase and fund children and young people's participation, research on children and young people and youth work services including youth organisations, youth clubs and other facilities. These issues are crucial in your opinion as it is important to protect and promote children and young people. Out of €57 billion, how much do you think your department deserves? Why?

Department of Social Protection (Welfare): Your department is working to promote people's participation in society through the provision of income supports, employment programmes and other services. You have to budget for pensions, unemployment allowance, carer's allowances, child benefit and others to ensure that individuals and families do not fall into poverty. This is especially important during a recession, when more people are unemployed, and many people have less money. Parental unemployment is a big factor in child poverty in Ireland. Out of €57 billion, how much do you think your department deserves? Why?

Department of Education: Your department is responsible for all levels of education, including primary, secondary and third level. You see education as important as it helps individuals - especially young people - to reach their full potential and it contributes to the country's social and economic development. You need to budget for teachers' salaries, building and maintenance of schools and colleges, development of the education curriculum (one syllabus per subject) and providing for learners with special needs. You feel education is crucial in order to help young people find good employment. Out of €57 billion, how much do you think your department deserves? Why?

Debrief: Who was closest to the actual budget for Ireland in 2011? Who did the Taoiseach decide to fund? Did the Taoiseach manage to cut funding and save money? How did it feel to try to decide on the budget? Was this fair? How did each group feel about their 'allocation'? Is it the same for countries all over the World? What might they need to sacrifice or change to repay the debt? Who is likely to suffer most? If we don't have enough money, should we spend less or borrow more?



Fact Box: In 2011, the Irish government agreed on the actual budget as follows: Social Protection (€20.6 billion or 36%), Health (€14.1 billion or 25%), Education (€9¼ billion or 16%), Children and Youth Affairs (€404 million or 0.7%). Put simply, if the government had €100 - €36 would be spent on Social Protection, €25 on Health, €16 on Education and 70 cents on Children and Youth Affairs and €22.30 on everything else

(Source: Department of Finance, Revised Estimates for Public Services, 2011)



Fact Box: The national budget provides details of spending, income and tax every year. Public spending is funded through income received by Government (mainly through taxes) and recently through borrowing money. The Department of Finance begins working on forecasts for the budget months in advance. Then, discussions take place between the Minister for Finance and the Ministers of other Departments. Usually, these Ministers tell the Minister for Finance how much money their Department needs. The Minister for Finance then tells them how much is available, and negotiations get underway! In 2011, a new Department was established called the Department of Public Expenditure and Reform. The Minister of this Department will also influence budget negotiations.

With less money and high debts, negotiations are more challenging. From 2011, all EU member states must present an outline of their budget to the EU in April of each year. The final decision on the budget is with both Minister for Finance and Minister for Public Expenditure and Reform, and the Taoiseach. Other Government Ministers are informed before the budget is announced in Dáil Éireann in December. *(Source: Public Financial Procedures Document, Department of Finance)*

Dodgeball Bailout



Aim: To explore what it means to be in debt

Age: 8+ **Time:** 30 minutes

Materials: outdoor space, and a ball, rope or chalk

What to do: Part 1: In a room, or open space, place or draw a line down the centre of the space using a rope/chalk. Divide the group into two teams. Explain the rules of dodgeball: they have to throw the ball (football size) from one team to the next trying to hit an opponent before the ball bounces. If you're hit once, you have a personal debt and keep one arm behind your back. If you're hit a second time, you have a national debt hop on one leg (as well as keeping one arm behind your back). If you're hit a third time, you have to sit on the ground and are 'bankrupt'.

When sitting on the ground, the player can try to catch the ball with both hands. If they succeed, they shout 'bail-out!' and are back in the game.

Debrief: How did it feel to be burdened with 'debt' during the game? What is a debt? What sorts of debts exist (mortgage, car loan, credit cards etc.)? What does it mean to be bankrupt? And to receive a bail-out? Do you think rich or poor people have debts? Why? What about countries - do they have debts? If countries/people don't have enough money, where can they get it? Is it fair that they take loans and have debts? Who is affected? If countries or people get into debt, whose fault is it? Do you think it's wrong not to re-pay a loan?



Did You Know?: A bailout is loaning or giving money to a company, a country, or an individual in order to try save it from bankruptcy or total failure.

Part 2: Read this letter about household debt aloud to your group (leave out the details at the end).

"As I write this letter I am hoping that sleep can provide me with some escape from the anxiety and pain that the economic situation is causing me and my family. Until recently I have been able to pay for my home and provide for my young children. The part-time job I had has completely finished, and I have found myself and my loved ones having to cope with a new torment - hunger. Today I have had nothing to give my children only bread and cereal. My dole payment is completely paying the mortgage and my savings are gone. I dread what each day will bring."

(adapted from Letter to the Editor, Irish Times, Friday 26 August 2011 sent from Kerry, Ireland)

Debrief: What country do you think the person who wrote this letter is from? Do you think this ever happens in Ireland? Why/why not? How does this letter make you feel?

Alternative: Divide group into two teams to play a short game of any team sport. One team is 'Global North' and one is 'Global South'. The rules must always favour the Global North team. At half-time, the teams swap names, so the 'Global South' players are now 'Global North' players and get to experience the advantages. The referee can introduce arbitrary and unfair rules. After the game, ask if the players enjoyed the game. Were the rules fair? Are there unfair rules in other aspects of our lives and in the world?

Heroes or Villains?



Aim: To reflect on different types of power in the world and learn about international organisations

Age: 10+ **Time:** 60 minutes

Materials: large sheets of paper, markers (or any art supplies, such as paints etc), a copy of each of the 5 information cards

What to do: In two separate teams, ask participants to brainstorm a list of who has power in the world today. They have five minutes and can name people, organisations or countries and write down a final list of 10. Then, bring the teams together to share answers. One at a time, they call out one from their list. Each answer is written up on a flipchart. As the teams read out each of their answers they are awarded points. If a team gives an answer that the other team has also written down, each team receives 5 points. If a team has an answer that the other team doesn't have, they receive 10 points. The winning team has the most points at the end! If there is a question over the power actually held by one of the suggestions, the team has to justify their choice. The youth leader has the final say!

Debrief: Reflect on the most common answers. What types of power do these people, organisations and countries have? Why do they have it? Are their powers positive or negative?

What to do: Divide participants into 5 smaller groups. Hand out the information cards on 5 of the largest international organisations - the European Union (EU), International Monetary Fund (IMF), World Bank, World Trade Organisation (WTO) and United Nations (UN). Ask participants to read their card and to think which cartoon or movie character the organisation is similar to. The leader could display the following questions on a flipchart to prompt the discussion. What characteristics does the organisation have? What are its strengths and weaknesses? What do you like/dislike about it? Ask participants to draw their character and display the flaws and qualities on their drawing. Display the drawings around the room and invite the group to look at them all.

Debrief: Do we see the organisations as heroes or villains? Is it easy to decide? What is good about them? What would we like to change about them? Are they portrayed as male or female? Do you think the organisations are ruled by men, women or both in reality?



Action Idea! Create life-size versions of the characters with any art materials you have and display them in your youth club. Invite your family and friends to come see them, and learn about the organisations.

Information cards:

The **European Union (EU)** is a partnership between 27 European countries. It was created after World War II to avoid conflict in Europe by promoting cooperation. Ireland joined in 1973. The EU has a single European currency, the EURO, and the EU population is about 500 million. The EU aims to create a single Europe-wide market in which people, goods, services, and money move freely. The EU is the world's largest donor of international aid. The EU is very strong in policies related to fisheries, agriculture and international trade. Some policies disadvantage countries in the Global South as they create unfair rules which benefit EU producers.

The **International Monetary Fund (IMF)** has 187 member countries working for global cooperation in finance and economics. The aim is to promote trade, employment and economic growth. The IMF was set up in 1944, based in Washington D.C. The IMF has high influence in world affairs and some say it is dominated by Western countries: the USA has the largest vote. The IMF encourages economic policies which promote the free market and private companies. The IMF can influence governments to cut public spending, e.g. in health and education, in order to pay back loans. Some say the IMF responds to problems rather than preventing them.

The **World Bank**, based in Washington D.C., was founded in 1944 to rebuild economies after World War II. Its aim is to tackle world poverty. It provides loans and technical advice to countries in the Global South. The World Bank has 187 member governments but the most powerful are 'the G8' (see Fact Box). Each country is a shareholder of the Bank, and each country has shares based roughly on the size of its economy. The USA holds 16% of votes, followed by Japan, Germany, the UK and France. The World Bank is the biggest lender of loans in the World and attaches policy conditions to countries borrowing money from it.

(adapted from How the World Works & Illegitimate Debt, Debt and Development Coalition Ireland).

The **World Trade Organisation (WTO)** is a forum where countries agree trade rules. The WTO was created in 1995. It currently has 153 member governments and is based in Geneva, Switzerland. In theory, all countries have an equal voice at the WTO. However, in reality rich countries can dominate because they can afford to send many trade experts to meetings to fight for their interests. Trade negotiations called the Doha Development Agenda (or Doha Round) started in 2001 to enhance development and participation of poorer countries. However, the negotiation has led to much disagreement between Global North and South regarding imports, exports, prices and produce *(adapted from Trade and Globalisation, Trócaire)*

The **United Nations (UN)** was established in 1945 and has 192 members. It aims to promote peace, and coordinate actions to tackle global poverty, hunger, disease and illiteracy. It has many agencies working on different issues, such as UNICEF promoting the rights of children. The General Assembly in New York is a forum where countries debate issues. Its Secretary-General is Mr. Ban Ki-moon from the Republic of Korea. The UN Security Council aims to keep international peace. It has five permanent members (China, France, Russia, the UK and USA) and ten members are elected for two years. The 5 permanent members all have the power of veto, meaning they can each block any proposal. Some criticise the UN as being slow to react and having limited power to protect civilians during conflicts.

White Gold



Aim: To explore unfair trade, rules and sanctions which lead to disadvantages for the world's poorest people

Age: 12+ **Time:** 40 minutes

Materials: copies of Moussa's story and one copy of each role card

What to do: Explain that there is a World Trade Organisation (WTO) meeting today. The government of Mali is sending a representative and has also invited Moussa - a cotton farmer from Mali - to tell his story to the other countries. He hopes that Moussa's story will highlight the unfair rules in the cotton trade. Read out Moussa's Story to the whole group.

Split players into teams and distribute the role cards. The role cards of the EU, USA, WTO and the clothes producer should have a minimum of 2 people playing the role. They can confer together. This would represent the reality of richer and more powerful countries and organisations who send more officials to WTO meetings to represent their interests. Each character from Mali is represented by one person, but they can discuss together.

Allow each group 10 minutes to discuss their role in relation to the story. A volunteer from each group will act as their spokesperson. The volunteers sit in a circle in the centre of the room. The others sit around them. Explain that the WTO will chair the discussions, introduce its work and then invite each character to introduce themselves and give their opinion of what the injustice is (or isn't). Allow one minute per person. After the initial presentations, open the debate. After 10 minutes, allow a short break for each team to discuss their final strategy. Allow 5 more minutes before calling an end to the meeting. Form the large group again.

Note to leader: you can act as the chair if needed and be part of the WTO team

Debrief: How did you get on in the negotiations? How were you treated by the other parties? Was the result fair for your group? Is the situation fair? Who has power to change it and what should they do? What can we do? Why should we care?

Moussa's Story 'White Gold' Cotton is crucial to the economy of Mali, giving it the nickname 'white gold'. Three million farmers in Mali grow cotton as a 'cash crop' which means that they sell it for profit. Cotton farmers, like Moussa, can produce three tonnes of cotton per year for \$322, less than \$1 a day. Farmers from Mali feel let down by the cotton trade system. Internationally, they see the main problem as subsidies, which are payments made to farmers in the EU, USA and other rich countries for producing cotton. It gives those farmers a basic salary so they can afford to sell their cotton for a lower price. Cotton from the EU and USA is now cheaper than cotton from Mali, so Moussa cannot compete. The World Trade Organisation members have promised to end cotton subsidies, but continue to pay them. At WTO meetings each country has one vote. Today the government of Mali has decided to buy an extra plane ticket to bring Moussa to the talks so that he can communicate the demands of cotton farmers in Mali directly to the WTO.



Did You Know?: The EU pays cotton farmers the largest subsidies, about \$2.50 per pound of cotton. The USA gives less per farmer, but about \$818 million per year. EU subsidies are \$250 million per annum.

Mali Government official. Cotton is Mali's 'white gold'. At its peak in 2003, cotton farming employed 3 million people and was 38% of national income. Cotton is cheaper to produce in Mali but subsidies from rich countries' governments prevent farmers getting a fair price. You rarely come to WTO meetings, but today your boss has sent you to accompany Moussa, a farmer. You also work with other countries known as the "Cotton 4" or C4 (Benin, Burkina Faso, Chad and Mali) to challenge unfair trade rules. Mali receives aid from the EU which is welcome, but no substitute for fair trade rules.

Moussa, cotton farmer from Mali. You have been brought to this meeting to explain how difficult it is for cotton farmers in Mali to earn a living. You earn less than \$1 a day. You grow other crops to feed you, your wife and 4 young children. You are angry that you must work so many hours for something that is decreasing in value, because rich countries pay subsidies to their cotton farmers. Clothing companies will always look for cheap produce. If you sell any cheaper you will be working for free and unable to live. You may have to leave cotton farming and look for work elsewhere.

USA government official. You are here with a team of USA government officials. The USA is the world's biggest exporter of cotton, and gives cotton farmers subsidies to produce it. In 2005, you agreed - with other WTO members - to reform the cotton trade and stop paying subsidies. However you are still paying high subsidies to cotton farmers. Other major cotton producers (EU, China, India) also subsidise their production.

World Trade Organisation (WTO) official. You work for the WTO in Geneva, and facilitate rule-making for countries trading with each other. The 'Doha Development Round' of world trade talks started in 2001 to ensure trade did not undermine global development. In 2005, the WTO members promised to phase-out US and EU cotton subsidies. However since then, the World's major economies have paid \$40 billion subsidies to cotton farmers. As chair of the meeting, you need to find a solution that is acceptable to all.

European Union (EU) official The EU is the world's largest trading block, and one of the key players in the WTO. You are here with a team of EU officials to negotiate trade policy representing the 27 EU member states. For you, the development of trade helps all economies and it is good to agree joint rules. Cotton subsidies support the local economy in Spain and Greece and allow the EU to compete in international markets. You also provide aid to Mali of €559.3 million (about \$800 million) between 2008-2013.

Clothes producer and factory owner, Italy You have come to this meeting because you like to get cotton from cheap sources and want to know why in some countries it is more expensive than others. You have a very competitive business and always try to make more profit. The lower the price you pay for cotton, the better. You would be glad to convince the farmer from Mali to sell his cotton to your company for cheaper than other American and European farmers.

'Until the lions have their historians', says an African proverb, 'tales of hunting will always glorify the hunter'. The same is true of tales about international trade." (UNDP, HDR, 2005)



Fact Box on Mali:

- ➔ Population (2008): 12.7 million
- ➔ HDI (Human Development Index¹) ranking: 178th (out of 182 countries)
- ➔ Life expectancy at birth: 48.1 years
- ➔ Population living on less than \$2 dollars per day: 77.1%
- ➔ Adult illiteracy rate: 73.8% of over 15 year olds



Did You Know?: Fairtrade guarantees fair prices to over 7.5 million people in the Global South. Ireland has 45 officially recognised Fairtrade towns and cities, and 29 seeking to become Fairtrade.



Action Idea! Want to become a Fairtrade town, school or organisation? Check out: http://fairtrade.ie/get_involved/fairtrade_towns.html

(adapted from 'Same Old Story' (More Power to Youth, NYCI)). Information on the cotton trade from The Great Cotton Stitch-up, Fairtrade Foundation UK, 2010)

1 The HDI is set by the UN and based on three indicators: Life expectancy at birth, adult literacy rate, and GDP per capita

Race to the Bottom



Aim: To explore the effect of corporate-led globalisation on countries' and workers' rights

Age: 12+ **Time:** 45 minutes

Materials: rights cards for each team, flipchart and marker, a copy of the scenario, a copy of the TNC factsheet

What to do: Split the group into 4 – 6 teams, depending on numbers (minimum 2 on each team). Explain that one team represents a corporation, and the other teams each represent a country. Give each country a set of the rights cards and explain that these represent the rights that all the people of the country are entitled to. Read out the scenario and begin playing. Teams can name their country and decide which of the rights they would be prepared to do without in order to get the corporation to locate its factory there. They also choose which rights they are not prepared to give up. Each team then makes a bid for the factory by silently offering up one of their rights cards to the corporation.

The 'corporation' decides which bid is the most attractive – In the event of a tie, the leader of the corporation chooses and informs the facilitator (youth leader) who removes that right card from ALL the groups. The winning bid is noted by the facilitator and the corporation is said to favour that country. In subsequent rounds, it is up to the other teams to convince the corporation to change its mind. Between each bidding round, give the teams a couple of minutes to discuss strategy. After three or four rounds, announce which country has been awarded the factory.

Scenario: A Transnational Corporation (TNC) is considering setting up a factory in a country in the Global South. It is looking for the best deal to maximise profits. A meeting has been arranged with the heads of state of a number of potential sites. In return for favourable conditions, the corporation will bring jobs and investment into the economy.

Debrief: What happened during the game? How did you feel when you won or lost the round? Was the outcome satisfactory? How did the winning team feel they did in protecting their rights? Was it worth it? In real life, where is this scenario being played out? In Ireland? In the Global South?

Explain that the game is now over. Mix the teams. In plenary, read out the Transnational Corporations' fact sheet (or parts of) and discuss what is positive / negative about TNCs for people in developed and developing countries?

Rights Cards

Form Unions	Childcare facilities
Minimum Wage	Safe Working Conditions
Sick Pay	Paid Holidays
Free transport to work	Contract to prevent unfair dismissal
Normal working hours	Toilet breaks
Paid overtime	Has to follow strict environmental regulations



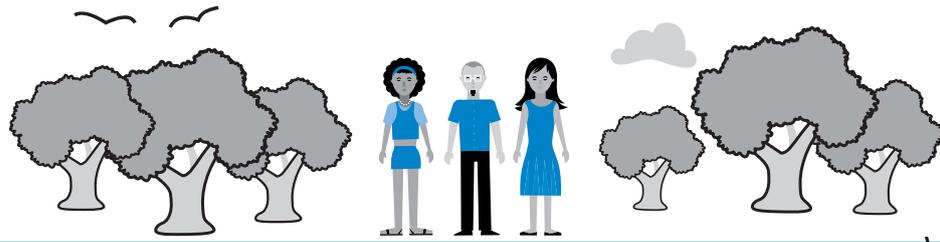
Fact Box: Transnational Corporations (TNCs)

- Transnational Corporations (TNCs) are enterprises which own or control production or service facilities outside the country in which they are based
- TNCs can influence what we eat, buy and wear through huge advertising campaigns
- Almost 1,000 companies - including some of the world's best known brands - have chosen Ireland as their European headquarters, such as the TNCs Facebook, Yahoo, eBay, Kellogg's, and Google
- Many TNCs locate in Ireland because of the low tax rate for corporations. Because TNCs have many branches, they can locate in different countries to pay less tax
- Protestors at the Glastonbury music festival in 2011 inflated a 20-foot balloon that read "U Pay Your Tax 2" during U2's performance. U2 as a business is registered in Holland, and pay taxes there. Some people feel they should pay all their taxes in Ireland

(Facts on Ireland from www.idaireland.com, August 2011)



How it Affects Us



Give Us a Gadget!



Aim: To explore the link between consumer demand for products and the exploitation of people

Age: 12+ **Time:** 45 minutes

Materials: copy of the role cards and scenario, flipchart and marker, sticky notes, blutac, Peters World map if you have one

What to do: Begin by asking who in the group owns a mobile phone? Do they know where their phones came from? Are all of the pieces from the same country? Can they point out any of the countries on the map?

Divide the group into six teams. Give each team a role card and a copy of the scenario. After they have read it, give them five minutes to discuss how their group is important for the future of the Democratic Republic of Congo (DRC). The facilitator should write up the guiding questions. For every point the group wishes to make, they must write it on a sticky note, only one per note.

When five minutes is up, ask each group to present one of its points by placing it on a flipchart page. Groups should explain what they wrote before placing it on the page. Continue to gather one item per group until none remain. As items are read aloud, the facilitator awards either 5 or 10 points, depending on how convincing they were. There are no points for repeating what another group already said. The group with the most points is declared the winner.

Guiding Questions:

- ➔ Why is it important that your group exists?
- ➔ Who is benefitting by your group's existence?
- ➔ What might happen if your group ended/didn't exist?

Debrief: What are the problems in this scenario? Are there any groups that the DRC could do without? Is the situation fair? Who is suffering the most? Why is the situation continuing? What can we do as young people and consumers to help change the situation?

Alternative: Instead of asking the groups to write their answers down, encourage them to create a life size poster of the group they are representing. Encourage them to highlight how they see the group they are representing. Are they positive or negative? What might they look like or say? Would they be strong or weak? What would the other characters think about them? What is the impact they are having in the world?



Fact Box: Since 1996 in the Democratic Republic of Congo over 5.5 million people have been killed, that's over 40,000 every month and over 2 million have been displaced from their homes and villages. For more information and useful videos for discussion visit www.raisehopeforcongo.org

Congo Conflict Minerals

Scenario: In the Democratic Republic of Congo (DRC) there are illegal mines being dug by companies and militia soldiers who want to make as much money as possible. The rebel soldiers force people to work for little or no wages and in dangerous conditions. Many of the people carrying guns and fighting are children and young people who have been taken from their families. Because of the fighting and abuse by militias, the DRC is one of the most dangerous places in the world to be a woman. There are groups working to stop these illegal mines, but their lives are constantly in danger. When the minerals are extracted they are transported to neighbouring countries and sent overseas to be turned into technology products.

Players

The Governments of the Rich countries - You need to ensure that there is plenty of work for your citizens. This is important because they need money to buy products. If they stop buying, you can't get the tax money you need to pay for services like education and health. Buying products keeps people happy and they will be less likely to cause trouble.

Congolese Community Organisations - Including students, faith groups, youth groups and women's groups who see the harm that illegal mining and corruption is doing to your country and people. You want illegal practices to stop and for your government to control all of the mines so that people are treated fairly and your country can earn money from selling its precious minerals like copper, gold, coltan and tin.

International Human Rights Groups - You try to raise awareness of the injustices which exist in the Congo. You want to pressurise the governments of the world, especially the rich ones, to help stop the exploitation of workers and children. You believe that, it would be easier to stop the war, if the governments and citizens of other countries stopped buying these products that use child soldier and forced labour.

Corrupt Army Officials - You don't earn much money in your job. You can make extra by allowing the rebels to move through borders without being stopped and searched. Sometimes you make them pay you a tax which you keep for yourself. You don't ask to see the ID for people passing through checkpoints, even when you know they have children carrying guns.

Electronics companies - You exist to make money. You produce high quality products such as laptops and mobile phones. You sell most of your products in the rich countries where people can buy them for more money. You want to keep your customers happy and when enough of them ask for something, you usually listen to them and change what you can.

Fair Play



Aim: To raise awareness of the unfair conditions for workers making sports-wear products

Age: 10+ **Time:** 50 minutes

Materials: copies of the quiz, pens, paper, markers

What to do: Part 1 (20 minutes): Create pairs and give them some paper and markers. Allocate one minute for them to list as many sportswear companies as they can. Capture all of the names on one flipchart page. Ask them if they know where these companies are based? Where do the clothes get made? How much would the company director get paid and how much would the person making the clothes get paid? Distribute a copy of the mini quiz and give the groups five minutes to answer as many questions as they can.

After the quiz, reveal the correct answers and share the “Who Gets What” and “In a Day’s Work” information and ask them what they think about it? Continue with the debrief questions.

Mini Quiz* (Source: *Labour Behind the Label*)

1) In which countries are most trainers (runners) produced?
a) Europe
b) USA
c) Asian countries such as China, Vietnam and Indonesia

2) How much did Adidas pay to the London 2012 Olympic Games in order to become its official sportswear partner?
a) €23 million
b) €113 million
c) €1.1 billion

3) The International Olympic Committee requires that suppliers of Olympic branded goods do not use child labour or forced labour.
True/False

4) What is an average amount of overtime workers in a sportswear factory in China often work in a month?
a) 100 hours
b) 160 hours
c) 36 hours

5) What percentage of workers in the sportswear industry are women?
a) 75%
b) 96%
c) 68%

6) What is the minimum wage of a garment worker in Indonesia?
a) €80 per month
b) €120 per month
c) €160 per month

7) How much did Mark Parker, CEO of Nike earn in total in 2008?
a) €2.8 million
b) €5.5 million
c) €9.9 million

Debrief: After the quiz, ask if people are surprised by any of the answers? Do they think everyone involved is getting fair play? Could the companies afford to pay the garment workers more? What do they think can be done to change this situation? Who should do it?

Answers: Q.1 = C, Q. 2 = B, Q. 3 = False, Q. 4 = B, Q. 5 = A, Q. 6 = A, Q. 7 = B

Part 2 (30 minutes): Create groups of about four people. Explain that the groups have been commissioned by a leading sportswear company to advertise their brands. What the company doesn't know is that the advertising agency is secretly supportive of workers in developing countries. Their task is to design an advert that shows the true way in which the brand is produced and shows the motives of the sportswear company. The presentations should be no longer than three minutes. Give the groups 20 minutes to prepare their presentations.

They can present it as:

A jingle (a short catchy song)

A poster

A storyboard (a series of cartoons outlining the story of an advert)

A drama

Who Gets What?

- ➔ David Beckham was paid €28 million in 2010 by Adidas
- ➔ Tiger Woods was sponsored by NIKE among others and received €48 million in 2010
- ➔ Usain Bolt, the world's fastest man is sponsored by Puma. He's getting around €32 Million over three years
- ➔ Caroline Wozniacki, Tennis star earned over €6 million from NIKE & Head in 2010

In a Day's Work:

- ➔ Workers worked 12 hour shifts, 7 days a week during busy periods.
- ➔ Workers had to stitch 4 shirts per minute for €0.25 an hour.
- ➔ Workers earned about €2.50 per day making €75 running shoes.
- ➔ Workers have forced overtime at busy periods; in one case, 45 hours in one week.



Did You Know?: Captain Charles Boycott was a land rent collector in County Mayo just before the famine. He would not lower the rent of the poor tenants so they refused to pay him. This action became known as a boycott.



Action Idea! Ahead of the London Olympics in 2012, choose an athlete that you will follow. Find out who their sponsors are and where their sports gear is made. Check their track record in dealing with workers rights. Create life-size cut outs to display your findings. You can find some information at www.playfair2012.org

(Source: Oxfam, Global Unions and Clean Clothes Campaign (2004). Play Fair at the Olympics)

Water Ways



Aim: To explore the environmental, social and economic issues relating to water

Age: 12+ **Time:** 50 minutes

Materials: copy of role cards, paper and pens

What to do: Part 1: Divide participants into 5 groups. Read out the scenario and give each of the groups a role card, paper and pens. Explain that they have been invited to a meeting in Government Buildings to discuss the issue with the Department.

Give each group enough time to discuss their role and come up with some arguments for or against the project. Encourage them to think of as many arguments as possible. The facilitator acts as the government department and calls the meeting to order. Have each group outline their arguments to the government department. At the end, decide which group made the most convincing argument.

The scenario: Dublin City Council (DCC) plans to pipe water from Lough Derg on the River Shannon to the greater Dublin area. This is because the demand for water is almost higher than the supply available. DCC are planning to create a new reservoir in County Offaly which will hold the water until it is needed. The reservoir will also act as an eco-park providing education and leisure activities for groups.

Community Group: You represent the local communities around Lough Derg. You believe that they want to disturb your beautiful environment with big machines, noise and traffic for those up in Dublin who waste too much of their water. That's hardly your fault, now is it? Why is it that your community has to suffer because of the wastefulness of others? They'll take your water and your environment will never look the same again. It's just not fair.

Local Politician: You and your family have been representing the needs of this community for 3 generations. If anyone has an idea of what's good for this community, it's you. You own some land in the area that the building will take place. You've heard that there are people opposed to it but they're small in number and don't understand the situation. You see a great opportunity for the community that will help the unemployed and bring money to the region.

Angling Group: Your initial reaction was one of shock. This area is renowned for its fishing. In fact, people from all over the world visit just to fish the rivers and lakes. You have questions that still need to be answered - will the construction stir up silt and choke the rivers? Will the river plant life and nurseries be destroyed? Can they guarantee the river won't get polluted? What effect will construction have on the tourists who come to fish? You don't want to cause trouble, but until you get answers, you're not happy for this to happen.

Dublin City Council: The fact of the matter is that, due to urban sprawl and large development in the greater Dublin region, we are facing very serious water shortages in the years ahead. Demand is growing higher than the supply at an alarming rate and there is no time to wait. After much research, you have decided that piping water from Lough Derg to Dublin via Offaly is the most effective and productive thing to do. The piping project and the eco-park in Offaly will guarantee employment in that area for years to come.

Environmental Group: You think this is a crazy idea. You know that anywhere between 30% and 65% of the water in the Dublin area is lost because of leaky pipes. So instead of fixing them, they want to pump more water through so that that can be lost too? No way. What about changing sea water to drinking water? There's more water in the sea than the lakes.

Debrief: Did you reach an agreement? What was the main barrier to doing this? Who owns the water that falls from the sky? Do you think it's fair that people should have to buy water when reservoir levels are low? What are the reasons for low water levels? Who benefits when we waste water?



Fact Box: The Irish Government intends to introduce water charges by 2014 as a way of reducing the amount of water being wasted and to help pay for the maintenance of Ireland's water system.

Note to Leader: Part one of this activity is adapted from a Water Debate by ECO-UNESCO. The DCC water project is factual; the role cards represent possible interest groups for the purpose of this activity.

Part 2: Read out the case study below and ask for people's reactions. Do they think this is a fair situation? Who are the winners and losers in this story? Why do you think the World Bank would insist on privatizing water? What is the result of this for the people of El Alto?

Case Study: In 2005, the Bolivian city of El Alto, with 800,000 poor indigenous people, began to protest at the privatisation of water which left 200,000 people without access to water. A company named 'Suez' imposed a \$500 connection fee. Most people here are living on less than \$1 a day. The water was privatized because the World Bank insisted, before it gave a loan to Bolivia, it had to be done. When the Bolivian Government tried to stop the privatization, they were told they'd be sued for millions of dollars. (Source: Latin American Solidarity Centre, Dublin)

The Ups and Downs

Aim: To explore why some people have more opportunities than others

Age: 10+ **Time:** 30 minutes

Materials: copy of the grid, something for each person to mark their place, copy of the crossroads cards, copy of the role cards, dice

What to do: Divide into small groups and distribute a role card to each person. Try and ensure there is a spread of roles in each group. Give each group a set for Snakes and Ladders and explain the following rules. You are representing the character on your role card. Play the game as normal until you land at a crossroads. If this happens, you pick a crossroads card, read it aloud and the group must decide if the answer is Yes or No. They should give a reason for their decision. Yes moves forward 6 places, No moves back 6 places. The winner is the person who reaches the end first.

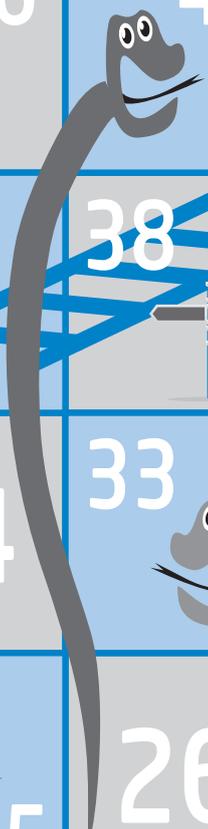
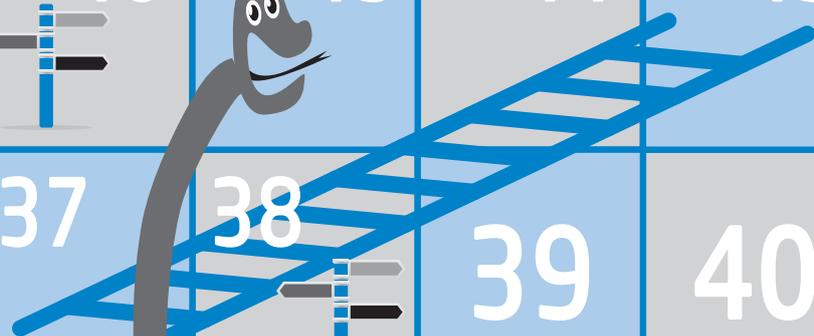
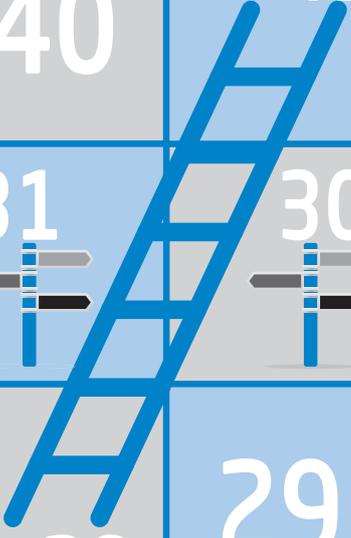
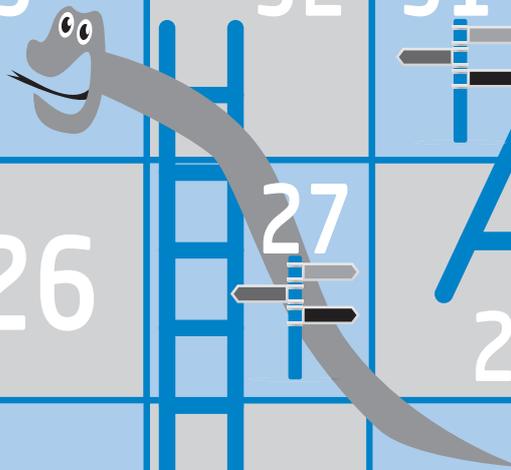
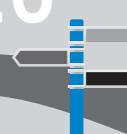
Crossroads Cards

- ➔ Would this person have enough food to eat every day?
- ➔ Could this person finish school?
- ➔ Does this person live in a safe environment?
- ➔ Can this person have fun with their friends?
- ➔ Can this person buy sweets when they want them?
- ➔ Can this person go on holidays away from home?
- ➔ Does this person have access to clean drinking water?
- ➔ Can this person get emergency medical care when they need it?

Roles

- ➔ A young male Traveller from Dublin attending a local school
- ➔ A 10 year old boy from Democratic Republic of Congo (DRC) who was taken by the rebel army to be a child soldier
- ➔ A teenage boy living in Ireland as an asylum seeker and without parents
- ➔ A Nigerian boy who is chairperson of a group of young people taking action to improve the health of young people in his school and community
- ➔ A young girl from Brazil who is in a wheelchair
- ➔ An elected teenage member of a National Youth Parliament in Ireland (Dáil na nÓg)

Debrief: Which character won your game? Where did they come from? Who came last? Were you sent backwards or forwards at any point? Was this fair on you? Was it easier for some people to reach the top? Is this realistic? Why do some people have better opportunities than others?

END	46 	45 	44	43	42 
36	37	38 	39	40	41 
35 	34	33 	32	31 	30 
24 	25 	26	27 	28	29
23 	22	21	20	19	18 
12	13 	14	15	16 	17 
11	10	9 	8	7 	6
START	1	2	3	4 	5

How much to live?

Aim: To explore how families are struggling to meet their basic needs in different parts of the world

Age: 12+ **Time:** 1 hour

Materials: flipchart, markers, copy of tables below

What to do: Create 3 groups of participants - one group is living in an Irish city, one in rural Ireland and one in Zambia. Ask them to think about a typical day and what they would need in each place. Think about food, shelter, transport, and so on. Give them the blank table copied, and ask them to guess the weekly amount spent on each item. All families are average family sizes for their country. The families in Ireland have two adults, and two children (aged 10 and 15). The family in Zambia has two adults and four children. Allow 10 minutes for this, and then hand out the actual price tables. Ask the groups to compare their estimates and the actual costs, as well as the difference between budgets of families in Ireland and Zambia.

Minimum essential budget: Cost of living in Ireland and Zambia of average family per week

EXPENSES in €	Family in city (Ireland)	Family in rural Ireland	Family in city (Lusaka), Zambia ¹
Food	€132.87	€157.72	€30.17 (K196,125)
Household fuel/heating	€38.47	€42.34	€6.78 (K44,100)
Educational costs	€21.40	€22.38	€7.69 (K50,000)
Health/Hygiene/Personal care	€38.25	€35.00	€7.15 (K46,482)
Transport	€51.19	€113.18	€9.17 (K59,630 ²)
Communications	€27.82	€27.82	€3.07 (K20,000 ³)
TOTAL	€310	€398.44	€64.03
Weekly income for single adult on minimum wage	€354.06	€354.06	€29.50 (K191,775)

(Source: For Ireland: Vincentian Partnership for Social Justice, 2009 http://www.budgeting.ie/images/stories/Publications/Minimum_Essential_Budgets_for_Households_in_Rural_Areas.pdf; and ; For Zambia: (July 2009) based on figures from Jesuit Centre for Theological Reflection <http://www.jctr.org.zm/>)

Note to leader: Photocopy the table (blanking out the actual amounts) and distribute this version to the participants'

Debrief: What struck you most about the actual costs? What choices have to be made in order to provide for everyone in the families in Ireland and Zambia? What choices would you make? Would the costs change much if there was only one adult at home? Or if there were more children? What money is left for savings, or a treat? What happens in emergencies? Where else might the families receive income - the government, charities, families, friends, or as loans?



Fact Box: In addition the Irish families would be entitled to Family Income Supplement of about €8,600 per year (about €170 extra per week), as well as Child Benefit (children's allowance) of about €280 per month (€70 per week) for two children. (Source: www.welfare.ie)

1 The currency of Zambia is Kwacha. The exchange rate is based on a rate of 6,500 Kwacha to €1 between June - September 2009.

2 Including public transport and one 40 litre petrol fill in a car
3 Estimate of costs based on input from Zambian youth workers involved in the NYCI youth workers exchange



Taking it Further!



Alternative Futures



Aim: To explore the link between consumer demand for products and the exploitation of people

Age: 12+ **Time:** 40 minutes

Materials: flipchart paper, markers, copy of 'Alternative Futures' poster from Zambian youth

What to do: In groups of 3-4, draw a large 'V' on a flipchart. On the far side of the left line, write or draw in the main events which are likely to happen during our lifetime for the next 30 years until 2041. These can be personal, national or global events and should include both positive and negative elements. This is the '**Probable Future**'. Next, on the far side of the right-line of the 'V', draw or write their '**Preferred Future**', i.e. what events you would like to see happen in the world during our lifetime. Finally, each group suggests how to 'bridge the gap' - this means things which will need to change in their personal lives and in the world so that the Preferred Future can be reached. Allow the groups to look at each others' and feedback.

Now display the 'Alternative Futures' poster and explain that it shows ideas from Zambian youth. Lead the group in comparing this to the world that they themselves imagined - both the 'probable world', the 'preferred world' and how to bridge the gap. What are the most common themes: education, employment, drug and alcohol abuse, etc?

Debrief: What are the differences and similarities between our ideas and the Zambian group's ideas? What surprises you about them? Why are there differences and similarities? Are the Zambian solutions similar to our solutions?



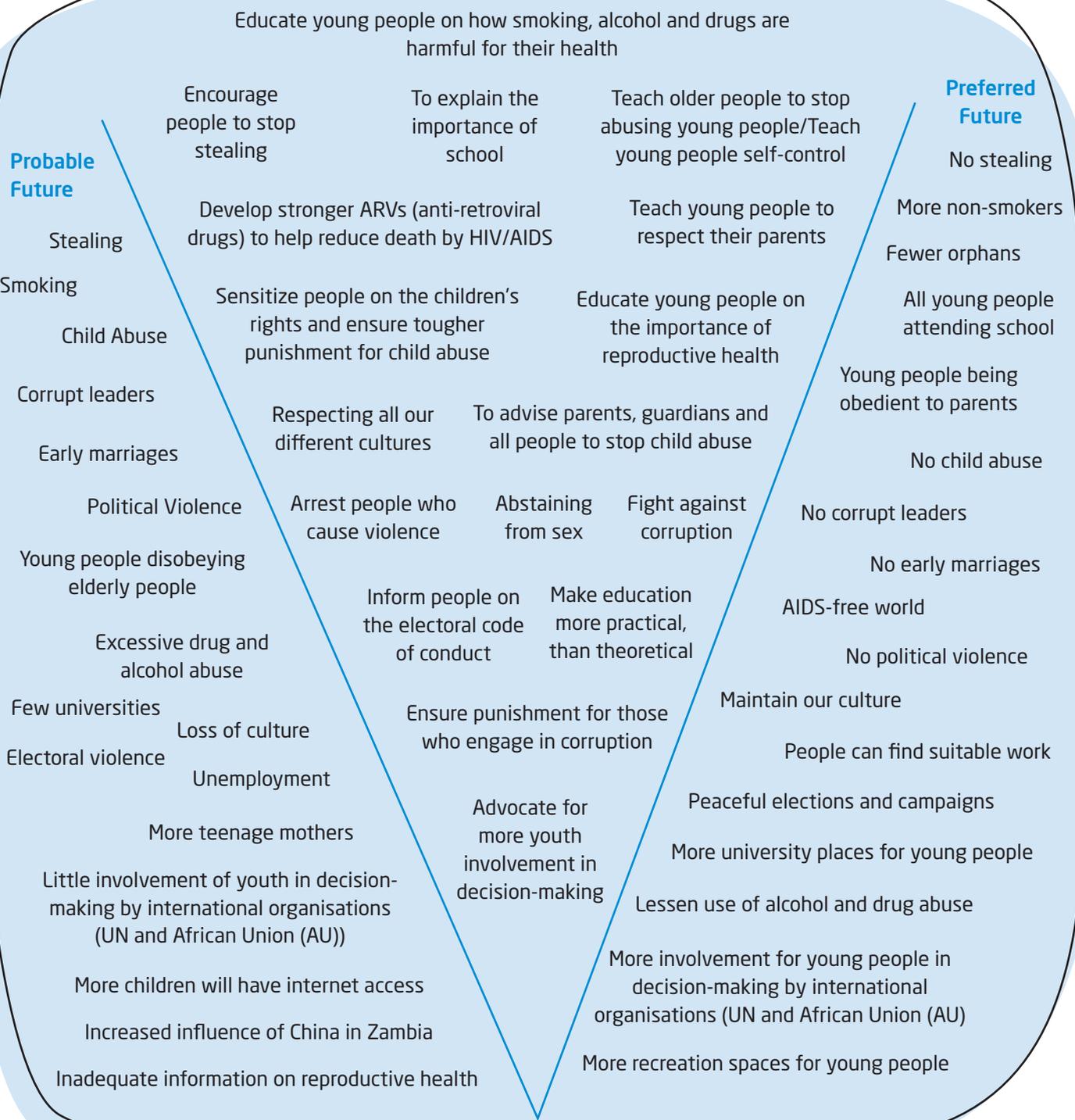
Action Idea! Look at the solutions and ideas you identified which would help to bring about an alternative future:

- ➔ Identify the issue that you and your youth group feel most strongly about. It may directly affect your group, or young people in the Global South, or both.
- ➔ Get informed through research and examining the causes and effects of the problem.
- ➔ Invite a speaker from an organisation working on the issue to speak to your group (see Contacts at the back of this resource). Find out more about actions or campaigns which you can get involved in.
- ➔ Organise an event in your local community to raise awareness about the issue; write to decision-makers who may be able to make a difference; or organise a public walk or march. Make an action plan and timeframe for what you would like to do and identify any risks or challenges you may face. Let NYCI know what you do, and send us your story to put on our website.

(Adapted from 'Young People Imagine', NYCI and with thanks to leaders and young people from Barefeet theatre and Zambia Youth Workers Initiative)

Responses from Zambian youth

What needs to happen



Action Idea! Create a 'Digi-tale' using your 'Alternative Future' ideas. Create human sculptures or freeze-frames of the 3 scenarios: Probable, Preferred and what needs to be happen. Take digital pictures of your story. Then make a two-minute short film using the photos and narrate the story if possible. Send your stories to NYCI and we will upload them on our website together with stories from youth organisations in Zambia. All you need is a digital camera, a voice recording device (such as a mobile phone), and a basic computer. See www.youthdeved.ie for an example.

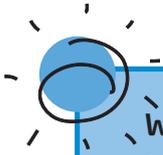
Me, the Activist?



Aim: To explore what types of action we can take as a youth group

Age: 12+ **Time:** 45 minutes

Materials: case studies



Warm-Up: One volunteer is selected. The rest of the group lie on the floor face down linking arms together in a circle. The volunteer tries to pull one person out of the circle. When they succeed, that person joins the volunteer and they both now have to pull another person from the circle. The game ends when only one person is left.

Note to leader: This game can get quite physical so either warn those who might not want to play, or ask people to take it easy!

Debrief: Did you enjoy the game? Why/why not? What did it remind you of? Why? What kind of action might it be? What do you think makes people take action? What makes you take action? You could ask participants to complete the sentence: 'I act when I'm happy/afraid/angry/inspired, etc.'

What to do (30 minutes) In several teams (or pairs), ask participants to think about how young people are viewed in society. Ask each to focus on a different group, e.g. Police, Media, Teachers, Government, Youth Workers, and Companies (clothing and music industry). Give them five minutes to come up with at least three suggestions of the opinions held by those groups about young people. Then ask participants to share some opinions. Were they largely positive or negative? Why? Are the opinions fair or unfair? Are they based on how young people behave/act? Or stereotypes? Do you think opinions about young people in the Global South would be similar?

In the same teams, hand out the case studies. Ask them to read the cards and consider the following questions: What type of action are the young people taking? Is there a risk to this type of action? What is the impact of the action?

Debrief: Feedback in the large group. What did you learn from this activity? Do you think the actions were positive or negative? Did the young people achieve their aim? What do you think adults' opinion of the action would be? Why? Think back to the opinions held about young people. What power do we have as young people, students, workers and consumers? What changes can we bring about locally and globally? How?



Did You Know?: 26 November 2011 is Buy Nothing Day in the UK and Ireland. The idea is to stop and make us think about what and how much we buy affects the environment and its producers, especially in the Global South. We think you can also use the day to take lots of different types of actions - you could decide to only buy local produce for a day, or you could give up your mobile phone for a day. You could organise a swap day for clothes, books and music. 2011 is the European Year of Volunteering so you could help someone for a day! Lots of ways to take action, and maybe do without something we're used to.

Egypt - Revolution

The 'Arab Spring' was a wave of protests against authoritarian governments in Arab countries during 2011. Revolutions have occurred in Egypt, Libya and Tunisia, and many protests across the Middle East. Young people who feel excluded from how their country is run, and lack opportunities in education and employment, were very involved. For example, the unemployment rate in Egypt for those below 30 was at 25%. Social media such as Twitter and Facebook greatly aided the organisation of the demonstrations. The President of Egypt resigned after almost 30 years in power and was put on trial for abusing power and conspiring to kill protestors, as early clashes between protestors and the army caused hundreds of deaths. *(the Economist, February 2011)*

Honduras - Community activists

In a community called 'La Confianza', young people are active leaders in a struggle to reclaim their land. There are 3,500 families who have no access to land to grow food and earn a living. Land in Honduras has always been owned by a rich minority. But in 2009, the government was overthrown by the military and things have gotten worse with evictions and threats from the wealthy landowners. Juan and Rudy are two young men involved in the campaign. At the age of 23, Rudy founded an agricultural cooperative, which works to produce food and cultivate the land. In January 2011, Juan was kidnapped and tortured because of his role. Since his escape, he lives in great danger, receiving constant death threats on his mobile phone and at his home. Juan and Rudy say that international solidarity keeps them motivated to continue their struggle. *(Source: Trócaire)*

Nepal - Raising awareness

More than 10,000 girls work in a form of slavery in Nepal. They are called 'Kamalari girls'. Urmila was six years old when she was sent to work as a house-girl to pay a loan her parents borrowed to buy medicine. She worked for 12 years without earning a single penny. In 2008 Urmila's landlady finally let her go home for a visit, and she escaped for good. Urmila is now President of the Kamalari Girls' Forum, who raise awareness about trafficking and the Kamalari system through rallies and plays performed in villages. The Kamalari Girls' Forum rescue girls who are still living as slaves and help send them to school. *(Source: Plan Ireland)*

Ireland - Representing young people

Dáil na nÓg means "youth parliament" and is a chance for young people to represent the views of all Irish children at national level. Every young person aged 12-18 in Ireland has the right to be represented. Local decision makers listen to young people representing their views locally at City/County Comhairlí na nÓg (councils). Some delegates are then elected to represent the views of young people in their area at the annual national forum. Find out more at www.dailnanog.ie

UK - Planned march

In August 2011, while trying to arrest him, the police in London shot and killed a young man called Mark Duggan. The community organised a peaceful march of 300 people to the local police station after his death to ask for information about the circumstances of his death and 'justice' for his family. However some people joined the crowd and started to attack police property. Soon after a riot began which spread to several areas of the country in the following days. Shops, businesses and homes were broken into by people stealing. Many buildings were destroyed through fires and vandalism. People were killed during violent clashes. Mark's family released a statement which said they were "deeply distressed by the disorder affecting so many communities across the country". *(Source BBC News)*

Survey of local attitudes

Aim: That young people become aware of attitudes in their community, and identify ideas that they feel strongly about and want to act on

Age: 14+ **Time:** Variable

Materials: copies of the survey form

What to do: Invite your group to carry out a survey of attitudes and opinions in their community. You should decide how many people to interview so as to get a good sample of the community; how to question a mixture of adults and young people, and people from different communities; how many interviews each can do - it is probably best to carry this out in pairs; and by when the forms are to be filled and brought back to the group.

Plan the questions of the survey. The young people can use the questions suggested here, any questions from the 'Connections Quiz' or 'Fair Play' activities in this pack, or their own suggestions. Is there a topic you would like to have people's opinions on? Remember doing a survey is a great way to find an issue that people care about or feel needs urgent action. In pairs, practice how to fill out the survey. Then, off you go to do it in your community!

After completing the surveys, bring together the results on large sheets. Some of the questions look for a 'right' answer, so you could also count how many of the respondents got the question right. However, some of the questions ask the respondents to agree/disagree with a statement. In that case, record how many people agreed/disagreed with the statement. Display the data on a large poster or flipchart, and include some of the comments people made to decorate the results.

Taking it a bit further: Prepare the results as a report and get it covered in the local newspaper/radio/local bulletin. Re-do the survey in 6 months time to see if people's attitudes have changed. Don't forget: Make sure you let us know about your survey and results!
Contact deved@nyci.ie

Debrief: Did you enjoy carrying out the survey? Why/why not? Which answers surprised you? Which did not? Do you think certain groups of people responded in the same way to some questions, e.g. based on age, gender, where they live etc. Why?



Did You Know?: Finance Minister Michael Noonan has suggested that to get out of recession, we need to spend more money and buy more things (June 2011). Only 1% of what is purchased in North America is in use 6 months after it was bought. Do you think it's the same in Ireland? Do we need more 'stuff'? Watch 'the Story of Stuff' (on Youtube) to find out more.



Action Idea! Visit www.actnowon2015.ie. Contact your local TD to encourage Ireland to keep its overseas aid promise. Watch the video of the public survey carried out 'Street Interview - Ireland and Overseas Aid' on Youtube

Suggested questions for the survey are below:

1. How much do you think the Irish government is currently spending on overseas aid (as a proportion of Ireland's income)?

- A - 0.5% B - 5% C - 15%

Fact: In Ireland, we currently spend 0.5% of GNI income - 50 cent out of every €100 - on overseas aid

2. It is important to continue to help people in developing countries, given the economic problems in Europe. Do you agree or disagree?

- Agree Disagree Don't know

Fact: In September 2010, 95% of Irish people still agree it is important to help people in developing countries, 85% of Europeans agree

Why? _____

3. Do you think Ireland would recover from recession better with or without the help of other countries and organisations such as the EU and the International Monetary Fund (IMF)?

- Easier with help Better off working alone
 Don't know

Fact: In May 2011, 22% of Europeans think that the EU is the institution best placed to take effective action against the economic crisis; 20% of Europeans think their national government is best, and 15% think the IMF is the best institution to deal with the crisis

Why? _____

4. Do you think that you can play a role in protecting the environment in Ireland?

- Yes No Don't know

Fact: In May 2011, 96% of Irish people feel that they can play a role in protecting the environment

How? _____

5. Can you tell me the country in which any of your clothes were made?

- Yes No Don't know

Fact: In Ireland, 42% of people never check the origin of products and services they buy; 41% do check

Name the country: _____

6. Would you be willing to pay more for products which are made in Ireland?

- Yes No Don't know

Fact: In September 2010, 39% of Irish people said they would be willing to pay more for goods produced in Ireland, and 39% said they would be willing to pay more for goods produced in developing countries to support people living in these countries (Eurobarometer, September 2010:

Why? _____

7. Have you heard of the UN's Millennium Development Goals?

- Yes No Don't know

Fact: There are 8 Millennium Development Goals. See 'Connections Quiz' for a full list.

Do you know how many there are? Could you name one? _____

8. Do you think in Ireland we care more about our needs as individuals, or our country's needs?

- Care more about our needs
 Care more about our country's needs
 Don't know

(Source for Fact 1: Dóchas. All other facts from Eurobarometer (www.ec.europa.eu/public_opinion))

Why? _____

Contacts

Irish Aid, Department of Foreign Affairs

Head Office Limerick
Development Education Unit
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Limerick
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E: developmenteducation@dfa.ie
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Act Now on 2015

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Amnesty International Irish Section

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W: www.amnesty.ie

Centre for Global Education

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W: www.comhlamh.org

Concern

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T: +353 1 4177700
E: info@concern.net
W: www.concern.net

Congolese Anti-Poverty Network (CAPN)

W: www.congoapn.org/

Dáil na nÓg

W: www.dailnanog.ie

Debt and Development Coalition Ireland

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W: www.debtireland.org

Dóchas

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W: www.dochas.ie

Fairtrade Ireland

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W: www.fairtrade.ie

Galway One World Centre

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E: info@galwayowc.org
W: www.galwayowc.org

IDEA - the Irish Development Education Association

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E: ideaonline@eircom.net
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Kerry Action for Development Education

11 Denny Street, Tralee, Co. Kerry
T: +353 66 7181358
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W: www.kade.ie

LASC - Latin America Solidarity Centre

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W: www.lasc.ie

OXFAM Ireland

9 Burgh Quay, Dublin 2.
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E: info@oxfamireland.org
W: www.oxfamireland.org

Pavee Point Travellers' Centre

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W: www.paveepoint.ie

Plan Ireland

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W: plan.ie

Re-dress / Clean Clothes Campaign

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W: www.re-dress.ie

Trócaire

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W: www.trocaire.org

Waterford One World Centre

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www.youthdeved.ie
www.developmenteducation.ie



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Irish Aid
Department of Foreign Affairs
An Roinn Gnóthaí Eachtracha

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