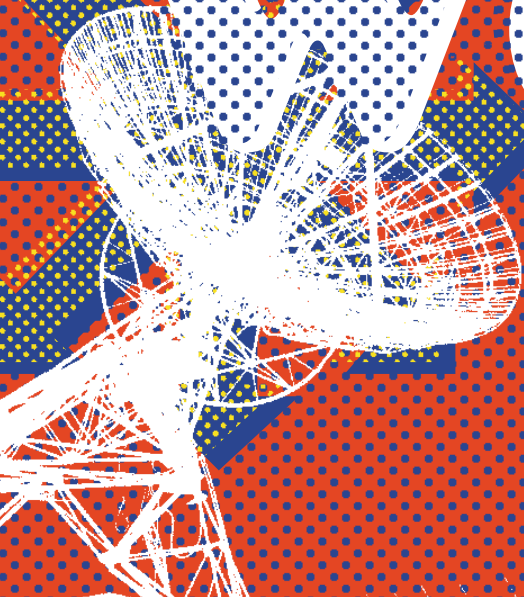


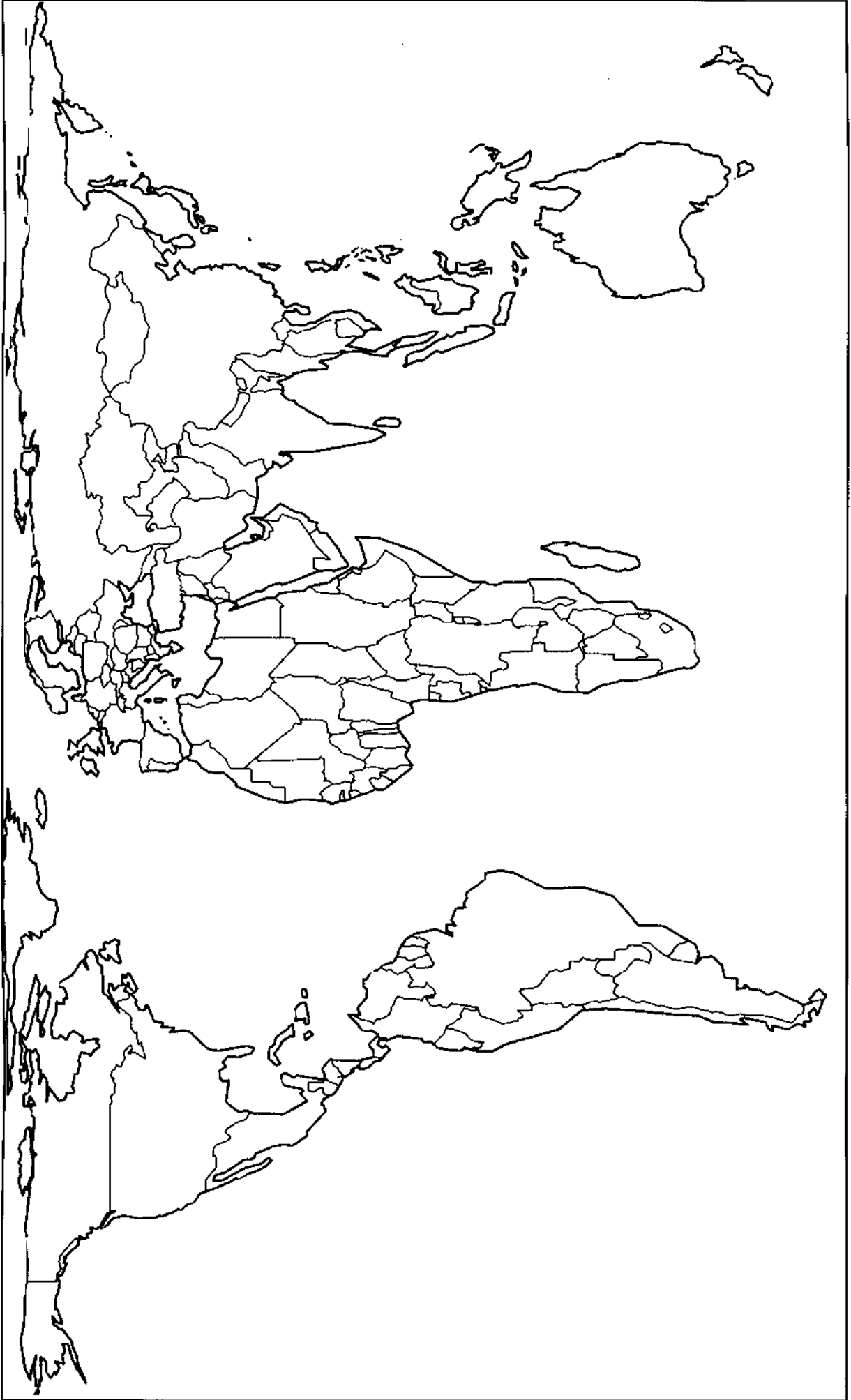


A One World Week Education Pack

big world

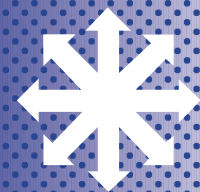
SMALL WORLD





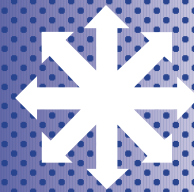
Peters' Projection portrays countries according to their true size and location. Source: Trocaire (2001). Trade and Globalisation: a resource for Geography.

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Introduction

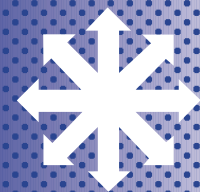


One World Week is a week of youth-led awareness raising, education and action that takes place throughout Ireland during the third week in November every year. During One World Week youth leaders, community workers, teachers, students and young people learn about local and global justice issues and take action to bring about change. Co-ordinated by the National Youth Council of Ireland, One World Week has grown as an annual focus for development education in the youth sector since 1985.

During One World Week, groups all over the country do activities from the One World Week activity pack. Some groups organise public events, quizzes and debates, invite guest speakers or have multicultural evenings. Many groups publicly display the work they have done in preparation for One World Week, or lead other people in doing a public action.

One World Week 2002

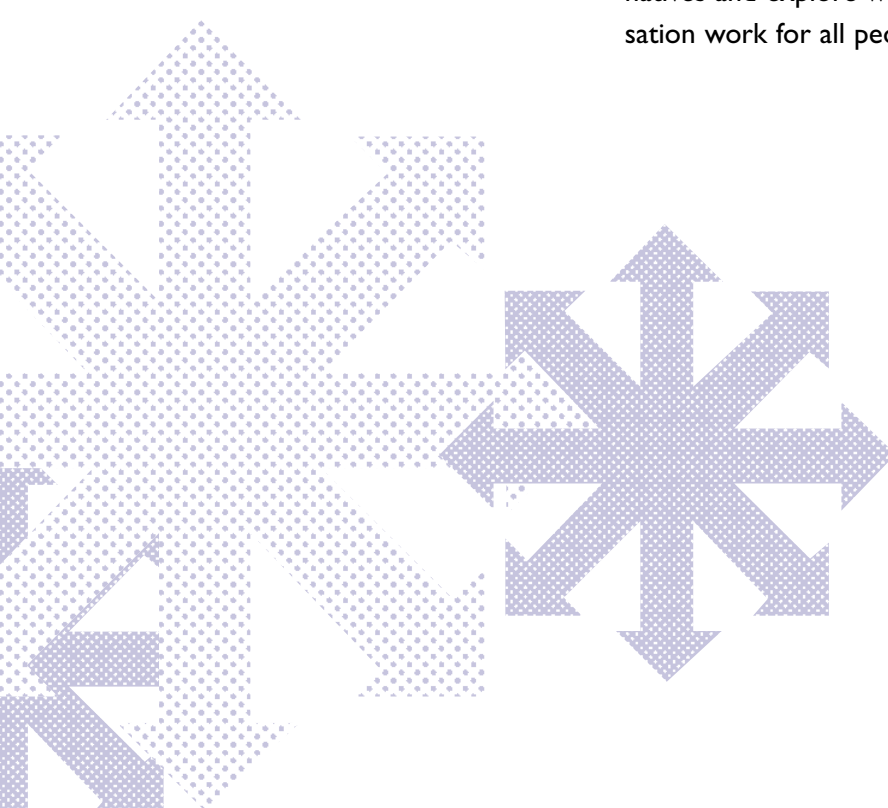
This year, One World Week is from the 18th to the 22nd of November. The theme of One World Week is globalisation. Along with the main theme, the pack introduces the idea of celebration of the world we live in and the voices of young people around the world. The events of September 11th have had a major impact on the way we all think about the world we live in. It is more important than ever to recognise the value and interdependence of people all over the world. Ireland has seen an enormous growth in the size of the economy over the last decade. Jobs have been created and the tide of emigration has been reversed. A trip to the local supermarket in Cork, Dublin, Belfast, Ennis or Athlone reveals a world of products. Young people have embraced new technology, such as the Internet and mobile phones, and use their increased spending power to buy global brands. But Ireland also has one of the highest levels of income inequality in the European Union. "Better-off households are gaining more from the boom than those that are less well off. The growing gap between rich and poor is damaging to society in a number of ways. It is linked to higher levels of relative poverty, it is unfair, it leads to poor social cohesion, alienation and it limits choice, diversity and the ability of those on low incomes to participate in society" (Combat Poverty Agency, 2000).



Around the world too, the gap between rich and poor is widening. The number of people living on less than \$1 per day will grow by more than one-third by 2015. The richest three people in the world currently have more wealth than the 600 million poorest people. Companies have become more powerful than many nation states. While they bring much needed foreign investment to developing countries, these companies often put profits before the rights of workers or the countries in which they are located. Supermarkets in developed countries have set up global supply chains that ensure cheap produce from all over the world. But the people who grow the produce are dependent on the prices they get, which in most cases has fallen significantly over the last few decades. This erodes their ability to provide a basic standard of living for their families.

The Pack

This resource contains activities, information and action ideas that youth workers, youth leaders and others working with young people can use to raise awareness around these issues, and develop local and national strategies for dealing with the complexities involved. Through the use of simulation games, drama and role play, young people investigate what globalisation is, look deeper into the causes and consequences, imagine alternatives and explore what young people can do to make globalisation work for all people.





Aim

that young people will understand the way in which we are connected to, and depend on, people all over the world.

Age

8 years and over

Time

30 minutes

Materials

Markers, Photocopies of world map outline, Map of the world (Peters Projection* if available)

*Peters Projection maps show all countries of the world in their true size and location. Peters Projection maps are available in the Trócaire Resource Centre, from Amnesty or in your local One World centre.

What to do

Divide into small groups. Give each group a photocopy of the map outline. Ask the groups to discuss all the things that connect us as individuals to the rest of the world — at home, when we go out, in our youth group or school, when we shop.... The groups draw these items on their map, depending on where they think it comes from. Display the Peters Projection map on the wall. Groups can refer to it if they want to check the location of a particular country. Each group displays their completed map.

Were there any items that they weren't sure of the origin?

Does anybody in the group know? See which group has made the most links to different countries and declare them the winners. Ask if the groups are surprised at the numbers of ways we are linked to the rest of the world.

Read out the following quote:

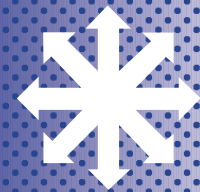
“Before you finish eating your breakfast this morning you’ve depended on half the world... We aren’t going to have peace on earth until we recognise this basic fact.”

Martin Luther King Jr. Source: Concern Briefing on World Trade (2002)

In pairs, ask the group to discuss the quote and what was meant by it.

Note for Leaders

For younger age groups it may be easier to prepare cards with common items on them and their countries of origin. The groups then have to match the item to the country of origin and colour it in on their maps, using the large map of the world to guide them. For example, bananas — Belize/Honduras, chocolate — Ghana/Brazil, tea — India, chips — Ireland, sugar — Dominica, coffee — Kenya/Brazil, rice — Thailand, cars — Japan/Korea, trainers — Vietnam/Indonesia, holidays — Spain/England/Ireland.



Aim

that young people express their own understanding of the concept of globalisation.

Age

All

Time

30 minutes

Materials

Newspapers, magazines, art materials, paper, copy of the statements.

Action

Why not display the posters in a public area? Libraries, supermarkets, churches and shopping centres are all good venues. Alternatively, organise a competition with the best poster receiving a prize. You may even be able to get some local sponsorship.

What you need to do

Use the statements for a moving debate. Place posters saying 'I agree' and 'I disagree' at opposite ends of the room. Bring the group into the middle of the room, read out one of the statements and ask the participants to move to the 'agree' or 'disagree' end depending on their opinion. If they are unsure, they can stay in the middle. Ask people on each side to justify their decision. If participants in the middle hear an argument they like, they can move to that side. Repeat with new statements.

Form small groups. Give each group a statement. Explain that the groups are to discuss the statement, whether they agree with it or not and how it relates to their understanding of how the world works today.

Using the newspapers/magazines and art materials, the groups should make posters to illustrate their understanding of the statement, or if they disagree with it an alternative to the statement. Display the posters.

Ask the large group to come up with their own definition of globalisation. Compare it with the definition given.

Globalisation describes the way in which people, goods, money and ideas are able to move around the world faster and cheaper than ever before. This is mostly due to better transport and technology and the fact that countries are more open to trading with one another.

Source: Trócaire (2001). Trade and Globalisation.

Concern Debates

The Concern debates have engaged young people in discussing world issues since 1984. For further information about the debates in your area, contact Concern at (01) 4177733 or debates@concern.ie.





Statements for Moving Debate



Corporations are more powerful than countries

If trade, communications and travel contribute to the widening gap between rich and poor people, we should just stop

There's never been a better time to be alive

You don't need to be healthy and educated to earn a living

When I go down to my local supermarket, I can tour the world

Rich countries are not responsible for poverty in developing countries

Everyone is better off in today's world

You and I can't do anything about the widening gap between the richest and poorest people in the world

Young people are more interested in football than nuclear war

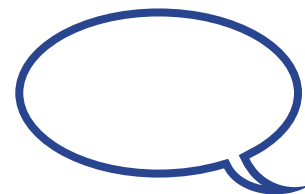
Foreign investment in poor countries is essential for development

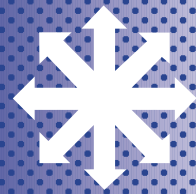
You only hear about poor countries when something bad happens

People who protest against corporate-led free trade are choking the only way out of poverty for the world's poor.

We need to protect our farmers against competition

Poor countries should be more responsible about protecting their environment





Aim

that young people explore the positive and negative effects of globalisation.

Age

All

Time

30 minutes

Materials

Old newspapers/magazines, flipchart paper, markers, glue

What you need to do

Begin by handing out copies of the 'Find someone who...' list. The participants have 5 minutes to complete the list. The winner is the person who interacted with the most other people.

Split into small groups. Give each group a sheet of flipchart paper and a marker. Explain that they are to draw a line down the middle of the paper and write positive on one side (at the top) and negative on the other. Share out the newspapers and magazines. The groups look for images, headlines or stories that highlight the increasing connections between people, locally and globally, and cut them out. The groups decide if the examples are positive or negative and stick them into the appropriate column. After 15 minutes, ask each group to present their displays. What issues have the displays in common? How were the positive issues similar? How were they different? What about the negative issues?

Find Someone Who...

- **Has travelled to another country.** Friend _____ Country _____
- **Is wearing something made in another country.** Friend _____ Country _____
- **Can draw the flag of another country.** Friend _____ Country _____
- **Can speak a few words in the language of another country.**
Friend _____ Country _____
- **Ate food recently that comes from another country.**
Friend _____ Country _____
- **Owns a CD or cassette with music from another country.**
Friend _____ Country _____
- **Has a friend or family member living in another country.**
Friend _____ Country _____
- **Can name a sportsperson from Asia, Africa or Latin America.**
Friend _____ Country _____
- **Has seen a news story recently about Asia, Africa or Latin America.**
Friend _____ Country _____





Aim

to explore young people's awareness of the world through music and to examine the effect of the opening up of markets on culture.

Age

All

Time

30 minutes

Materials

samples of music from different countries (available in most record shops in the World Music section or in your local library), map of world.

What you need to do:

Begin with a brainstorm on the types of music that the group listens to. Ask if any of the group knows where the music or the artist comes from. Ask them to mark all the places on a map of the world.

Explain that you are going to play some pieces of music. Ask the group to close their eyes and listen carefully. The group has to guess where the music comes from. Again each place is identified on the map. Ask if they liked the song. If they didn't guess correctly, ask if they are surprised about its origin.

Note to Leader

The Internet abounds with sites for downloading music. It is illegal to download copyrighted material, but there is also plenty of free music from around the world. For sources of world music on the web, a good starting point is www.worldmusic.net/listen or www.roughguides.com/music

Warm-ups

Room Stretch*

Break into groups of about 10 people. Explain that each group has to stretch from one side of the room to the other, only allowing particular parts of the body to touch the floor or walls. The groups can use all or some of the parts, but no more. When they are successful (for a count of 10), reduce the number of body parts and begin again.

1. 2 hands; 8 feet; 2 bums; 2 knees
2. 2 hands; 4 feet; 2 bums
3. 1 hand; 1 forehead; 1 knee; 1 bum; 3 feet

*Source: Field Studies Centre, Derrygonnelly, Co. Fermanagh

Discussion suggestion

What types of music do you think young people in other countries listen to?

What languages and styles are the songs in?

How does the music we listen to compare to the music of our parents and grandparents?

Does this change the way we think about local music? How?



Aim

that participants explore how food comes from all over the world.

Age

10 years and older

Time

30 minutes

Materials

Regions of world posters, Map of world

Action

Find out about groups from different parts of the world that live in your area. Ask them why they left their homelands and why they chose Ireland. To make contact with different groups, contact your nearest One World Centre or Refugee Network. Organise a party and invite all the groups to attend. Ask them to bring some typical food from their country of origin. You could also have music or other activities from the different countries.

What you need to do

Form a circle with the leader in the middle. Everyone sits on the floor. Starting with the leader, everyone mentions a type of food you can buy in the supermarket and where it comes from. For example, tea from India, bananas from Belize or rashers from Ireland. If someone gets stuck, ask the group if they know where the foodstuff comes from. The leader then says 'I went to the supermarket and I bought tea from India, rashers from Ireland...', listing a number of the foods mentioned and their countries of origin. As each person's item is listed, they have to stand up and walk around the outside of the circle. When the leader calls 'dinner' everyone has to sit back down in the circle. The last person to sit down becomes the leader.

Bring in different foods or unusual fruits and ask the group where they come from. Split into small groups and give each group a food item. They have to create the story of how that food item arrived to them.

Stick posters showing the different regions of the world around the walls. Ask people to move to the region where their favourite food comes from. If people do not know what region their food comes from, ask the others if they know and show the country or region on the world map. Form new groups based on the regions people moved to. The groups discuss all the different foods they are familiar with from the countries in that region. What else do you know about the countries or region? Get feedback from each group.



Young coffee picker in Nicaragua.
Tony Galvin Allpix.



Aim

to explore how families are struggling to meet their basic needs in different parts of our globalised world.

Age

12 years and older

Time

45 minutes

Materials

Important stuff list, Hermosa's story and Angela's story, weekly budgets.

Note for Leader

Poverty is defined in a number of ways:

Absolute poverty means not having enough resources to satisfy the most basic human needs — food, clothing and shelter — in order to ensure continued survival.

Relative poverty means not having enough resources to participate in the ordinary living patterns, customs and activities of society. Though a person may have enough to survive, s/he may be poor relative to others in society.

Basic human needs are the things that we could not do without under any circumstance. They are our minimum requirements for life.

What you need to do

Think about a typical day. What basic necessities does it require? What luxuries do you allow yourself? Split into groups. Give each group a copy of the important stuff list (cut into strips) and ask them to rank the items according to what they think is most important to their lives. Each group feeds back their top and bottom priority.

Give each group a copy of either Angela's or Hermosa's story. The groups discuss what is a necessity and what is a luxury in each case. Ask the groups to consider the budgets. What choices do the women have to make to provide for their families? Ask each group to prepare a short drama to illustrate the choices the women are faced with. The groups present their drama.

Alternatively, ask some groups to prepare a drama and others to create a collage using old newspapers and magazines to show the choices the women have to make.

In the large group, discuss the following:

- How were the choices made by the two women similar?
- How were they different?
- What barriers are there to both women escaping poverty?

Angela's Story

Angela has two children, Emer and Seán. They live in a flat in Dublin. Angela does not work because she can't afford childcare. In a week, Angela spends €215 on all the household needs. For the same week she has an income of €154, leaving a deficit of €61. Angela has the constant worry of never having enough money to make ends meet and knowing that her children will grow up in poverty.



Important Stuff List

- Family
- A home that is warm and safe
- Healthy food
- A television and video
- Your own bedroom
- Pocket money every week
- Somewhere to play or hang out
- Mars bars, Coca Cola and crisps
- School books
- A CD player
- Protection from violence and abuse
- Medical care when necessary
- Roller blades/skate board
- A warm jacket
- The chance to express your opinion and be listened to
- Clean air and water
- Nike or Reebok trainers

Angela's Weekly Budget

Item	Cost (€)
Rent	35
Food	76
Clothes	24
Housekeeping	70
Education	1
Travel	9
Total	215

Source: Vincentian Partnership (2001).
'One Long Struggle': A study of low income families.

Hermosa's Story

Hermosa has three children and lives in a crowded, shared house. She works in a garment factory in El Salvador, making sports shirts and shorts for Adidas, Puma and Nike. She gets up at 4.30am each morning to collect water and prepare the children for school. Usually Hermosa works a 12 hour shift to try to make ends meet, for which she earns €0.60 per hour. She often does not get home until 8.15pm. Hermosa's income for the week is €52. This is not enough to cover the basic needs of her family. She has a weekly shortfall of €13. Sometimes Hermosa cannot afford to pay the rent.

Hermosa's Weekly Budget

Item	Cost (€)
Rent	13
Food	30
Health	3
Housekeeping	5
Education	6
Travel	8
Total	65

Source: Oxfam (2002). *Rigged Rules and Double Standards: Trade, globalisation and the fight against poverty.*





Aim

that young people explore how dependence on the export of primary agricultural commodities such as coffee, cocoa, cotton and bananas, keeps millions of people in poverty.

Age

12 years and over

Time

45 minutes

Materials

Flipchart paper, markers, set of photographs

What you need to do

Brainstorm on who is involved in the production and sale of food or clothes from grower to consumer. On a flipchart record the responses. List the responses under the following headings: producers; overheads; retail. Explain that producers can be farmers, labourers or growers. Overheads include importing/exporting, ripening/ processing and transport.

Split into small groups. Explain that a jar of coffee costs €2.50 in a supermarket, a bar of chocolate 60 cents, a banana 40 cents and a pair of jeans cost €50. In the groups, discuss how much of the money for each jar of coffee, bar of chocolate, banana or pair of jeans goes to the producers, on overheads and to the retailers. The groups divide up the final cost accordingly. When the groups have given their answers, reveal the correct breakdown. What was surprising about the share given to each? Was it fair?

Using the examples of coffee, bananas and chocolate ask the groups to discuss how the commodities we buy in the supermarket affect the individuals and communities who produce them.

In the large group, discuss

- Where does the food we eat come from?
- Have the types of food we eat changed in recent years. How?
- Is it fair that countries export food when the population doesn't have enough to eat?
- When there is not enough to go around, how do you think that would affect girls and boys, women and men, differently?

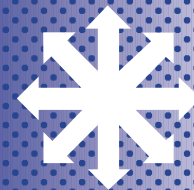
Warm-ups

Silent Chairs Game

Without talking, participants form three equal groups. Place a stack of chairs in the middle of the room. Hand out an instruction to each group. Explain that they have 5 minutes to complete their task. Repeat that no-one is allowed to talk during the exercise.

Instructions

- Place the chairs in a straight line.
- Place the chairs in a circle.
- Bring the chairs outside the room.



Coffee is one of the most valuable traded commodities in the world. Twenty-five million people in Asia, Africa, and Latin America depend on the production of coffee for a livelihood. These people are now in the middle of a major crisis. The price of coffee has declined by 70% in the last four years and many of these people are now struggling to make a living at all. Children are now missing an education because their parents can no longer afford the school fees, while coffee families across the developing world are finding it difficult to provide themselves with the things they need. Meanwhile the companies who make Nescafé and Maxwell House are making bumper profits while farmers are often getting less than the cost of producing the coffee in the first place.

Action

Write to Kraft [Maxwell House] and Nestlé [Nescafé] and demand they 'pay a fair price' to coffee producers.

Peter Brabeck-Letmathe
CEO

C/o Nestlé [Ireland]
3030 Lake Drive
Citywest Business Campus
Dublin 24

Roger Deromedi
President and Chief Executive
Officer,
Kraft Foods International
C/o Kraft Jacobs Suchard Ireland Ltd.
47 Pembroke Rd.
Dublin 4

Jar of Coffee €2.50

Producers (7%) 0.17; Overheads (66%) 1.65; Retail (27%) 0.68

Bar of Chocolate €0.60

Producers (4%) 0.03; Overheads (52%) 0.31; Retail (44%) 0.26

Banana €0.40

Producers (5%) 0.02; Overheads (61%) 0.24; Retail (34%) 0.14

Pair of Jeans €50

Producers (12%) 6; Overheads (34%) 17; Retail (54%) 27

Source: One World Centre for Northern Ireland (2001). Exploring Our World: Investigating Issues of Interdependence in the 21st Century.

Action

Lobby your youth organisation, or school canteen, to stock fair trade products. Fairtrade ensures that Third World Producers get a fair deal for their produce, and you get the quality and taste you deserve. Buying products with the Fairtrade Mark is a simple way for all of us to make a difference.

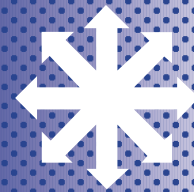


For more information check out the website www.fair-mark.org or contact:

Fairtrade Mark Ireland, Carmichael House, North Brunswick Street, Dublin 7.

Tel/Fax + 353 1 475 3515 Email info@fair-mark.org





Aim

to examine the impact that subsidies for farmers in developed countries have on farmers in developing countries.

Age

12 years and over

Time

30 minutes

Materials

A set of role cards for each group

Action

The Comhlámh Action Network www.comhlamh.org campaigns for world trade policies that ensure the food security of developing country populations. Unjust trading rules are a major contributory factor to the fact that 800 million people are starving in developing countries.

If you would like to join the campaign, please write to Commissioner Franz Fischler and Minister Joe Walsh expressing your concerns with the current trading rules.

Write to:

Minister Joe Walsh
Department of Agriculture and Food,
Agriculture House,
Kildare Street,
Dublin 2, Ireland.

Franz Fischler
Commissioner for Agriculture, Rural
Development and Fisheries,
European Commission
200, Rue de la Loi,
B-1049, Belgium.

What you need to do

Break into groups of five and give a set of role cards to each group. Explain that a woman farmer in Namibia has found that she can no longer sell her milk to the local dairy and she wants to find out why. When the groups have completed the role-play, bring everyone together and ask how the woman feels. Has she been fairly treated by the other characters?

In the large group, discuss

- If all the characters got together to try to find a fair solution for everyone, what might be done?

Food Security

Food security is where people, at all times, have access to safe and nutritious food for a healthy, active life.

The majority of people in poor countries rely on agriculture to survive. In Ghana 59% of workers are involved in agriculture. In Ireland 14% of workers are involved in agriculture, while in the UK it is 2%. Political and economic decisions taken to support farmers in rich countries can have disastrous effects on farmers in poor countries. In particular it affects people's ability to have physical and economic access to sufficient safe and nutritious food for an active and healthy life.

"The policies of economic globalisation... stress food production for export rather than for local consumption. Small farmers, who had once fed themselves and their communities are forced from their land and replaced by large-scale agribusiness that produce high-profit luxury goods, such as cotton, beef, flowers and exotic vegetables for export to wealthy nations".

The agricultural policy of the European Union contributes in a large way to poverty in developing countries. "To clear our beef mountains and other [agricultural] surpluses, the EU sells food abroad below the cost of production. In the countries where these food mountains are dumped, local farmers — who may be over 70% of the workforce — lose their markets and their livelihoods.

For their countries, [the dumping of food surpluses] leads to further dependence upon imported food and results in greater susceptibility to food shortages. It denies poor countries their most viable route out of poverty".

International Forum on Globalisation (2002). Does Globalisation Help the Poor?



Role Cards

Small Farmer in Namibia

You are a woman farmer in Namibia, a poor country in Southern Africa. You have four children and live in a remote area, five hours walk from the nearest market town. You have a herd of dairy cattle and you sell milk to a dairy in the town. Or at least you did until recently. A month ago, the dairy stopped buying your milk. You want to know why the dairy is not buying your milk as now you have to survive on a quarter of the income you had before. Your youngest child cries from hunger and you don't know how you are going to pay school fees for the other three.

European Farmer

You are struggling to survive on your farm, which has been in your family for generations. You are competing with farms that just get bigger and bigger all the time. That means they can produce food cheaper than you can. You work very hard, but it is difficult to make ends meet. You are considering selling your farm to your neighbour, who owns a bigger farm. If you could only get a high enough price from the Government for your extra milk, you could stay on the farm.

Namibian Dairy Manager

You used to buy milk from farmers in the locality, but now you can buy imported milk from Europe at half the price of local milk. Local people couldn't possibly sell their milk at such a low price — they wouldn't even earn enough to feed their cows! You are sad to turn away local farmers, but there is nothing you can do. A South African company has set up a dairy down the road and they are buying European milk. If you want to stay in business, you'll have to do the same.

Minister for Agriculture, a European Country

You are under pressure. There is an election soon and the farmers have said that they won't vote for your party unless you help them sell their goods at high prices. The problem is that there is too much food being produced in Europe. You decide to use taxpayers' money to pay your farmers a high price for their food. Then you sell the food at very low prices in Third World countries, where farmers can produce food a lot more cheaply than European farmers. The taxpayer doesn't know what you are doing with their money, the farmers are happy and you get re-elected — perfect!

European Consumer

You have to keep your household bills down as your three children are growing up and need all sorts of things. Your eldest is going to University and that costs a lot of money. There's an election coming up and you have written to the Minister for Agriculture saying that you will vote for him if he promises he will try to bring down the price of food. You are a bit suspicious of the way all the fruit and vegetables in the supermarket look so perfect, but don't taste much of anything. You wonder if we'd all be better off paying a bit more for healthy food.

Source: Trócaire (2001). Trade and Globalisation.



**Aim**

that young people explore the role technology can play in reducing or maintaining poverty.

Age

All

Time

30 minutes

Materials

Regions of world posters, pens and paper, markers

What you need to do

Everyone stands in a circle. Tell the participants to sit down if... and call out an activity that people do or are doing. For example, ... you are wearing brown shoes, ... you eat breakfast in the morning, ... you like Kylie etc. When everyone is sitting, ask everyone to stand again. Finish with the following statements. Sit down if you use the Internet. Sit down if you use mobile phones.

Stick up posters around the walls showing the following regions: Africa, Asia, Latin America, Europe, North America and Australia/New Zealand. Divide the participants into small groups. If there were only 100 people in the world, where would they live? Each group discusses their answers on a sheet, before writing their answers on the relevant poster using a different coloured marker. Read out the real answers. Which group comes closest? Repeat the procedure for Internet users and again for mobile phone users.

In the large group, discuss the following:

- How often do you use the Internet? Where do you use it?
- What about mobile phones?
- Do some languages dominate the Internet? Which ones?
- What effect does this have on young people's access to information?

Action

Visit your local library. In small groups, do an Internet search on a number of topics chosen by the group.

Do a survey of young people in your youth group or school. What do they use the Internet for? What do they use mobiles for?



Region	Population* (% 2001)	Internet Users* (% users 2000)	Mobile Phones* (% users 2000)
Africa	13	1	2
Asia	61	28	33
Latin America	8	5	8
Europe	12	28	39
North America	5	36	16
Australia/NZ	1	2	2

Phones, the Internet and the Global Picture

Over 80% of the world's population still lack the most basic communication technologies. There are more telephone lines in Manhattan than there are in the whole of sub-Saharan Africa*.

The least developed countries in the world have 10.6% of the world's population but only 0.3% of the world's Internet users.

In Africa, the number of mobile phone users rose from just over 600,000 in 1995 to more than 15 million in 2000.

Just three countries, China, Japan and Korea account for three in every four Internet users in Asia.

Asia has 28% of the world's Internet users and 33% of the world's mobile phone users, but Internet access is limited to only 3% and mobile phones to only 6% of people in Asia.

About one in five people in Ireland used the Internet in 2000. In the UK three people in ten used the Internet in 2000. This compares with two thirds of people in Ireland having mobile phones and three-quarters in the UK.

* Source: 80:20 (2002). 80:20 Development in an Unequal World.

* Source: International Telecommunications Union (2002). World Telecommunication Report. Mobile





Aim

that participants explore who benefits and who loses from increasing global interdependence.

Age

14 years and over

Time

45 minutes

Materials

'Pop. Idle' role cards, table for 'panel'

What you need to do

Ask for three volunteers to act as a panel. They sit behind the table at the top of the room. Split the remainder into pairs and give each a role card. Allow the pairs a couple of minutes to read their cards. Explain that the panel is going to decide who among the characters should be eliminated according to whether they win or lose out in today's increasingly interdependent world. In each round they can only ask five of the pairs to convince them they should remain. They can choose to ask the same pairs in subsequent rounds. The pairs have one minute to convince the panel, based on the information on their cards. In each round, the panel can eliminate a maximum of two people. They have to give their reasons!

After four or five rounds, declare the game over. Who benefited and who lost out? Did being male or female make a difference? Ask anyone who didn't get the chance to read out their cards. Ask them to move to one end of the room if they consider their characters to benefit or lose out from globalisation. How were decisions of the panel made? Did the participants agree with the decision of the panel? Why?

Note to Leader

If the group is small, the cards could be handed out individually. Alternatively if the group is very large, groups of three or four could be used instead of pairs.

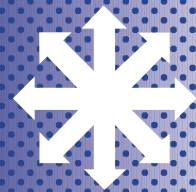
Role Cards

Kashi* (boy)

I am 12 years old and live in Zambia. I work with my parents on a farm that grows flowers for the European market. Maybe it's because I'm young, but I don't understand why all the good land is used for flowers while we don't seem to have enough to eat. The flowers don't even taste nice.

Ibyang* (boy)

I am 18 and live in the Philippines. I have had a mobile phone for over a year and mainly use it to text my friends. I think texting is fun and exciting. I moved to Manila, the capital, six months ago and I've been able to stay in touch with my family and friends back home. Without the mobile, I'd be very lonely.

**Role Cards****Nyai*** (boy)

I am 12 years old and live in Indonesia. I live with my parents and brother in Jakarta. Our house is beside the railway track and shudders when a train roars past. My father works for a clothing company, making clothes for GAP and Docker. But we have to make do with clothes my mother makes. She stays at home because she can't find work. Father's worried they'll let people go from the factory. He works long hours but only earns 55 cents each day. My parents try their best to provide us with a good home, but they struggle.

Emer (girl)

I am 9 and I live with my Mum and brother in a two bedroom flat in Dublin. There's not much to do around here after school but sit in and watch telly. Mum tries really hard to provide us with enough to eat and decent clothes but you can see the strain on her face. In winter we have to wear extra clothes in the house to keep warm.

Augustina* (girl)

I live in Mexico and I'm a Mazahua Indian. I am 15 years old and work making rag dolls dressed in typical costumes. The money we earn from our traditional crafts helps our community to keep our traditional customs and way of life. The tourists don't want our dolls anymore because they can buy Barbie for almost the same price. Even people here in Mexico want the Barbie dolls because they see them on television.

Sovana** (girl)

I am 21 years old. I work making clothes in Phnom Penh, the capital of Cambodia. I earn the equivalent of US\$55 a month which includes overtime. I come from a small village where I earned about US\$12 each month. In the countryside we have more freedom but no money. In the factory we have no freedom but we have money to send back to our families.

Khali* (boy)

I am 20 years old and come from Bangladesh. I moved to Seoul, South Korea, two years ago to work in construction. With the money I earn, I'm able to send most of it home to my family. I'm helping to put my three brothers and four sisters through university. I'll stay for another two years and then go home.

Patrick (boy)

I live on a halting site with my family. There are seven of us in one caravan. Growing up, we moved around a lot so I got to see different towns. Now I am 12 years old, so I don't go to school any more. At home we speak the Traveller language, Gammon/Cant. We don't have running water but last year I got a mobile phone.

*From CAFOD (2001). *The Rough Guide to Globalisation*.

**From Oxfam (2002). *Rigged Rules and Double Standards: trade, globalisation and the fight against poverty*.





Role Cards

Iris *** (girl)

I am 15 and I live in Peru. My mother and father have to work very hard in the fields. I had to look after my younger sisters and brothers, collect firewood and travel far every day to fetch water, so I couldn't attend school. I had to wait until my sisters and brothers grew up and I could walk them to and from school. That is why I started when I was 8 and felt very ashamed because I was the oldest student.

Mehedi (boy)

I am 13 years old and live in Dhaka, the capital city of Bangladesh with my little brother and my parents. My father used to own a small weaving factory to make wedding saris and life was good. But when our government signed for free trade in 1996, along with other goods Indian saris started to come to the market. Our saris were much better quality, but the price of the Indian saris was cheaper, so my father lost business and eventually had to closedown his factory.

Mel (girl)

I live with my parents, my two brothers and sister in Armagh. I have my own bedroom where I can study in peace for my exams. I want to go to college next year to study computers. In school I am a member of the justice and peace group. We won a prize for a project we did on India.

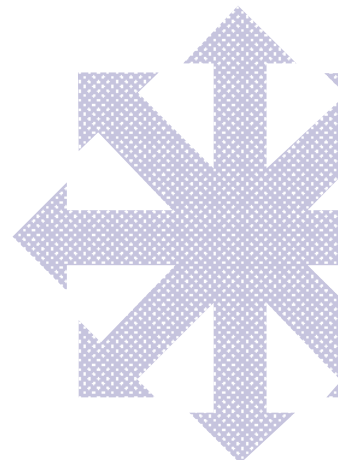
Laurinda (girl)

I am 15 years old and live in Kuito, a town in Angola. On Valentine's Day 1999, I was a passenger on a civilian truck, when we hit a landmine. The explosion killed 20 people and I lost both my legs below the knee. This happens a lot in my country. The fighters in Angola's civil war pay for the landmines through the sale of diamonds — we call them blood diamonds.

***From ActionAid Alliance(2001).Women's Education: the hope for the future.



Trócaire. Young farmer in Rwanda.





Aim

that young people explore the effect of global trade rules on people's lives.

Age

12 years and over

Time

25 minutes

Materials

Scrap paper (such as old newspapers or magazines), copies of WTO fact box.

Suggested Rules

- The other team lose half their paper.
- Only people with brown eyes can make paper balls.
- The other team only get €50 for each ball
- The other team only get to make balls for one minute.

What to do

Split the group into two teams. Explain that the teams have to complete a task. The first team to complete the task is the winner. They then get to make a rule that the losing team has to obey. The task is then repeated. The winning team then gets to make a new rule for their opponents. After four rounds, count up the total and declare one team 'Top Traders'. Bring the two teams together. Ask what happened during the game? How did the teams feel? Was it fair? Why? Does this happen in real life? Who makes the rules for trade? Explain that the game is over and mix the participants.

Ask if anyone has heard of the World Trade Organisation (WTO). Hand out copies of the WTO fact box. In groups of three discuss how the WTO works. Each group should come up with an alternative wording for the acronym WTO that reflects the way they act. For example, Wealthy Traders Only.

Note to Leader

After each round, the existing rule is cancelled. Be careful to ensure that the rules respect the safety of participants. Leave it to participants to figure out that the size of the balls isn't important.

The Task

Give each team a pile of scrap paper, such as old newspapers and magazines. Explain that each team has to make paper balls that can be traded for money at the end of each round. Each round lasts two minutes. The paper balls are worth €100 each, irrespective of size.

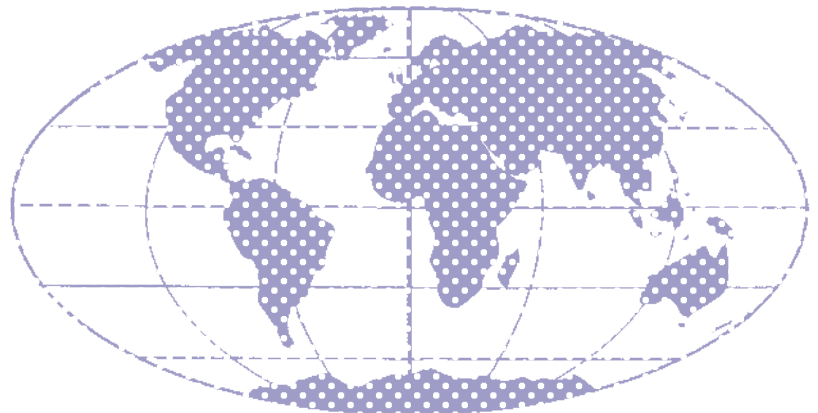




About the WTO

- The World Trade Organisation (WTO) is a forum where countries agree trade rules. The WTO was created on 1 January 1995.
- Currently, 144 countries are members of the WTO.
- Many developing countries joined the WTO (and its predecessor GATT) because rich countries appeared to be ready to open their markets to the two strongest developing country exports: textiles and agricultural products.
- Rich countries were able to create loopholes in the rules to prevent competition from poor countries for these industries. For example, they promised to reduce support to their farmers, but rich countries now actually spend more supporting their farmers than they did in 1995.
- Farmers in the US receive \$20,000 in subsidies from the US Government, while farmers in the EU also receive large subsidies.
- They compete on national markets in the Philippines with farmers earning only \$200 per year.
- There are around 3,000 meetings per year at the WTO in Geneva. Poor countries often cannot afford to go to many meetings. Japan has 25 negotiators at the WTO, Bangladesh has just one and 29 of the poorest countries have none.
- As the rules tend to be written by the richer and more powerful countries, they work in their favour.
- Rich countries ensure their corporations can enter and trade in poor countries, while poor countries are not allowed to protect their domestic industries, which are vital for long-term development.
- The concerns of poor countries are overlooked, such as the right of the poor to cheap medicines or sufficiently healthy food.

Source: Trócaire (2001). Trade and Globalisation: A Resource for Geography





Aim

to explore the effect of corporation-led globalisation on countries and people's rights.

Age

12 years and older

Time

45 minutes

Materials

a set of rights cards for each team (or country), flipchart and marker (to keep score after each round), a copy of the scenario, copies of TNC factsheet.

Scenario

A Transnational Corporation (TNC) is considering setting up a factory in a developing country. 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 TNC will bring jobs and investment in the economy.

What you need to do

Before the activity, prepare the rights cards. Split the group into 4 — 6 teams, depending on numbers. Explain that each team represents a country. Either assign a country name to each team or let them choose their own. Give each team 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 (or ask for a volunteer to represent the corporation) and begin playing. If the group is small, you could hand out the cards to individuals or pairs.

Teams 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. The 'corporation' decides which bid is the most attractive — in the event of a tie the leader chooses arbitrarily — and removes that right card from ALL the groups. The winning bid is noted 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 six rounds, announce which country has been awarded the factory.

Still in teams, discuss:

- 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 developing world?
- Explain that the game is now over. Mix the teams. In plenary, read out the fact Trans-National Corporations' and discuss:
- What is positive and what is negative about TNCs for people in developed and developing countries?





Trans-national Corporations (TNCs)

- TNCs are companies that have branches in a number of different countries. They often bring huge amounts of investment and modern technologies to the countries in which they operate, and so are usually welcomed.
- Of the 100 largest economies in the world, 51 are TNCs
- At least 65 million people are directly employed by TNCs throughout the world
- According to the World Bank, TNCs control 70% of world trade.
- The profits made by TNCs in poor countries are sent back to their 'base' country
- As developing countries compete against each other to attract foreign investment, many have relaxed their minimum wage protection.
- Associated with low wages are often poor conditions of employment, weak trade-union rights and lack of social-insurance provision, which helps to keep down labour costs and creates vulnerability.
- Women in particular have been drawn into this type of employment.
- Irish TNCs include Guinness, Smurfit, Independent Newspapers and Fyffes.

Rights Cards

Form unions	Child care 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	Corporation taxes to pay for social benefits for workers



Aim

to explore how globalisation of trade has led to the exploitation of women in developing countries.

Age

12 years and over

Time

45 minutes

Materials

Role cards

Free Trade Zones

- Free Trade Zones allow employers to import materials to be worked on and to export them again without paying tax.
- Free Trade Zones first appeared in Shannon in the 1960's;
- Zones are sealed off, often behind high fences, to avoid smuggling;
- Governments attract companies by subsidising factory buildings, providing telecommunications and guaranteeing a cheap, uncomplaining labour force;
- Most of the workers in the Free Trade Zones are women.

What you need to do

Form three equal groups. Give one of the role cards to each group. Explain that a large transnational clothing company has recently set up a factory in Globalia in a Free Trade Zone. Because of previous bad press, they are very image conscious. A recent series of reports have questioned the treatment of workers in their factories and so they have asked for a meeting with a representative of the government of Globalia. They have also requested that a workers' representative is present. Read out the explanation of free trade zones. Give the groups 10 minutes to read their cards and to discuss whether free trade zones exploit workers and what should be done. Bring the groups together and ask them to introduce themselves. Ask the question, should free trade zones be more closely controlled by Governments? The groups should justify their positions. The other groups can ask questions. After 20 minutes, end the game and get the groups to derole.

Discuss the following

How did it feel to be the worker, the manager or the government during the game? What do you think about free trade zones? How are certain groups exploited in free trade zones? Are there similar work situations at home? How can governments guarantee a cheap uncomplaining workforce?

Note to Leader

This activity looks at a situation where women in particular are exploited. If the group is large, split it in two or three. Give out the role cards and run the activity in each of the groups. At the end, bring the groups together and ask if the outcomes were similar.





Role Cards

Marketing and Public Relations Manager, 'Cool Clothes'

- You are a large multinational company working in textiles and garment production, with bases in Europe, the USA, Asia and Central America;
- The company has worked very hard on its public image and uses the slogan 'Everybody Matters' in its advertising;
- You have recently developed a company code of practice which you enforce yourself;
- You don't permit trade unions;
- By locating your factories in poor countries, you provide sorely needed jobs for local people and income for the host country.

Worker in the Export Processing Zone in Globalia

- You are Rosa Maria Mendoza and work stitching clothes for 'Cool Clothes';
- The work is hard, you have to meet a quota each day and it's very repetitive;
- The light is poor in the factory and when you have to work overtime, your eyes get very sore;
- Jobs are scarce in the area and you badly need the money to feed your family, though the pay is bad;
- Over the past five years, your workload has almost doubled but pay has remained almost the same;
- When you are sick, you have to turn up anyway or you will be fired;
- You rarely speak to the supervisors, who stand around to make sure you are working as hard as you can;
- You get two breaks a day to go to the toilet and lunch is often eaten at your work station;
- Some of the other women have been talking about forming a trade union but you are scared that you would be sacked if the supervisors found out.

Minister for Trade, Government of Globalia

- You are proud of the companies you have attracted to your country;
- There are now almost 100 companies in Free Trade Zones in Globalia providing much needed jobs;
- As a poor country you must do all you can to attract foreign investment;
- There is a lot of competition from neighbouring countries to attract the companies;
- You offer special tax incentives and excellent communication lines;
- A job in a Free Trade Zone is highly sought after and there are many people trying to work there;
- Most of the workers are young women, as they are the quickest and easiest to manage;
- Once the Free Trade Zone has been set up, you let the company run itself and don't interfere;
- The alternative to Free Trade Zones is a return to mass unemployment.

Source: ICTU (2000). *Global Solidarity: a Development Education Resource for Irish Trade Unions*

**Aim**

that young people explore the global effects of mobile phones production

Age

12 years and over

Time

45 minutes

Materials

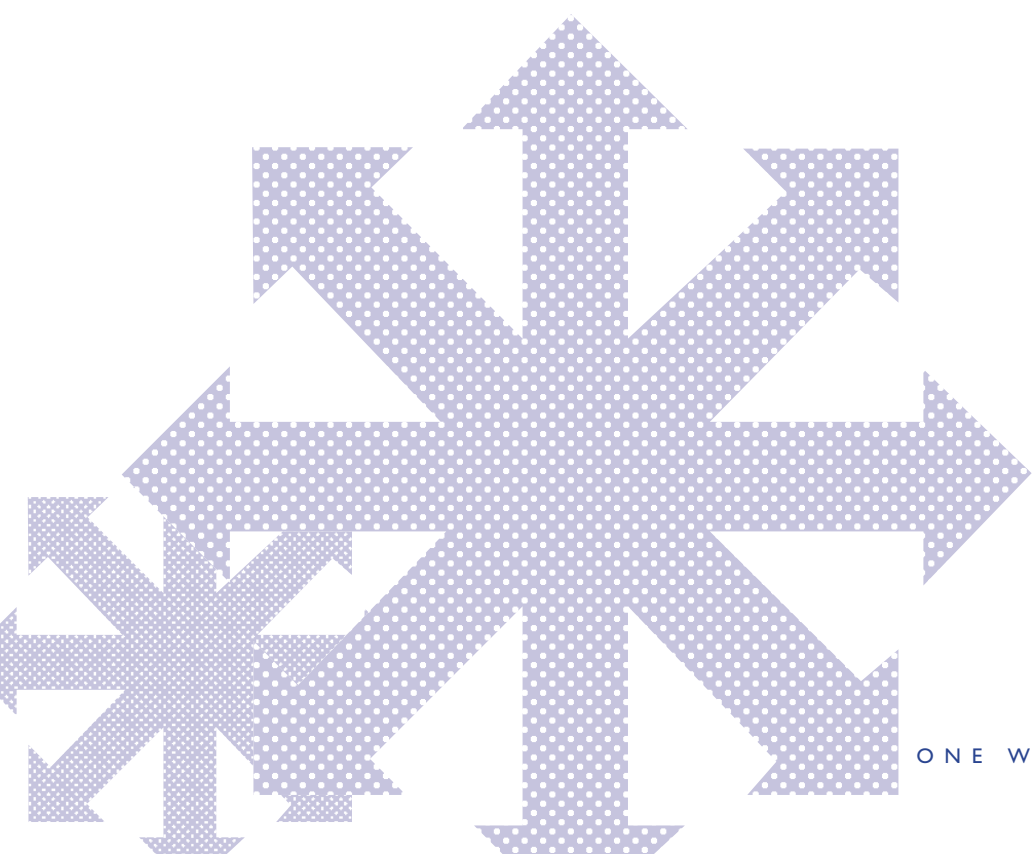
Set of role cards for each group, flipchart and markers

What you need to do

Begin by asking who in the group has a mobile phone. Brainstorm on what is good and what is bad about mobile phones. Record all the responses. Split into five equal groups. Give copies of ONE of the role cards to each group. Each group has five minutes to read their card and discuss how mobile phones are relevant to the character.

Explain that you are going to form new groups, so that each character is present in the new group. It may be necessary to double up some of the characters. The reporter then begins to interview all the characters in their group. After the interviews have finished, the groups spend five minutes discussing the following: Who is responsible for the conditions under which mobile phones are produced? Who can do something about it?

The reporter then feeds back to the large group in a style of the group's choosing. For example, they could present it as a radio/TV piece with quotes from each character, or as a studio discussion.





Only a Mobile?

Mobile phones contain gold from South Africa or Russia, copper from Chile or Papua New Guinea, nickel from Canada and coltan (tantalum) from Australia, Brazil, Canada and the Democratic Republic of Congo (DRC).

The antenna for your mobile may come from Hong Kong, the circuit board from Malaysia, the speaker and battery from China, the computer chips from Japan or Germany. The little screen may be from South Korea and the keypad from Taiwan. The finished mobile is assembled in places like Ireland, Germany or Mexico.

Mobile phone companies may also be involved in other activities that undermine people's rights.

- Sony invests in countries with oppressive regimes
- Siemens builds nuclear power stations and is involved in controversial projects like the Narmada River dam in India
- Ericsson makes radars for combat aircraft
- Nokia manufactures anti-aircraft systems
- Samsung and NEC make rocket and missile guidance systems for the military

Source: Save the Children UK. Rightangle.

Action

- Ask the manufacturers of mobile phones if they have a code of practice for workers. Request a copy and compare it with the International Labour Organisation (ILO) core labour standards, available at www.ilo.org. Ask how they ensure the code of practice is followed by the factories that make and assemble their phones.
- Contact mobile phone manufacturers to ask what their policy is on buying coltan from the Democratic Republic of Congo. What checks do they run on who they buy it from?
- Explore ways of reusing or recycling old mobile phones. Contact your local council to ask about facilities for recycling the mobiles. If they are not available, ask the council to set them up.
- Oxfam are running a "bRing bRing Appeal" for old mobiles. The phones are refurbished for use in countries with emerging mobile networks, while also generating money for Oxfam's work in developing countries. Why not set up a collection point in your youth club or in a prominent place in your local community. Bring the phones to any Oxfam shop or O2 centre, marking it "bRing bRing Appeal". Remember to remove the SIM card before disposing of the phone.



Role Cards

Young Mobile Phone User in Ireland

You have been asked to do an interview for 'Youth View', the youth culture programme. You have had a mobile phone for the past three years. Now you can't live without it. You have to have a part-time job to pay for the phone and bills. You mainly use the mobile to text your friends. You're not sure where your phone was made.

Public Relations Officer for Mobile Phone Company

Your company is a major European mobile phone player. Your phones consistently come out on top in consumer surveys of mobiles. The key to your success is providing stylish phones, full of technology, at affordable prices. To keep prices down, you get the parts from a wide variety of sources mainly in Asia and Africa, before assembling them in Mexico where labour costs are lower. You are delighted to showcase your company on 'Youth View'.

Young Person in Democratic Republic of Congo (DRC)

There has been a civil war in your country for some years and tens of thousands have been killed. Your family was thrown off their land at gunpoint. Now you and your father have to work in the coltan mine. The work is very hard and you hardly earn enough to provide one decent meal a day for your family. Coltan is the raw material for tantalum, a metal that is essential in mobile phones. In your country, fighters in the civil war sell the coltan to pay for guns. Some day you'd like to own a mobile phone. You're surprised that someone from the television wants to interview you but you are eager to tell your story.

Worker in a Mexican Factory

You work in the San Caetano free trade zone* near Mexico City. You assemble parts for mobile phones. The different bits come in from all over the world. The hours are long and conditions are cramped, but with overtime you earn twice what people outside the zone earn. Two of your fellow workers who were pregnant were made to work standing up until they resigned. Others who have tried to form trade unions have also been sacked. You have agreed to be interviewed for 'Youth View' as long as you can't be identified.

Young Reporter in Ireland

You are a reporter for a youth TV/radio programme. You have been asked to make a documentary on mobile phones. You want to investigate the link between mobile phones, war in Africa and workers' rights in Latin America. But you want to present a balanced report, so you also wish to find out how mobile phones bring people closer together. The following are sample questions for interview:

- How are mobile phones relevant to your life?
- What is good and bad about mobile phones?
- What contribution do you think mobiles make to under/development?

*See activity thirteen for explanation of free trade zone.





Aim

that young people explore ways to promote responsible globalisation at a local, national and international level.

Age

14 and over

Time

30 minutes

Materials

Flipchart, markers, copies of 'Another World is Possible...' factsheet.

What you need to do

Break into small groups (three or four people). Explain that each group should discuss what should be done to ensure that all people, at home and around the world, benefit from increased communication, trade and movement of people. The groups have to come up with at least three ways that individuals, governments and corporations can act responsibly on behalf of all the world's people. They have 20 minutes to do this.

Get feedback, one point at a time from each group, on each of the levels of responsibility. Stick the completed charters on the wall.

Another World is Possible...

- The World Social Forum was set up as a counterpoint to the World Economic Forum, a meeting of world political and business leaders to agree globalisation policies.
- The World Social Forum was held in Porto Alegre, Brazil, in February 2002. More than 60,000 people attended and among the speakers was Mary Robinson, the UN High Commissioner for Human Rights.
- The World Social Forum provides the opportunity to reflect on the best ways to promote the values of justice, solidarity and democratic participation at a global level.
- Proposals and strategies were formulated to counter the globalisation policies being promoted at the World Economic Forum in New York.
- Following on from the World Social Forum, a European Social Forum will be held in Italy in November 2002.



Aim

to explore actions to challenge injustice that are active rather than passive

Age

15 years and over

Time

45 minutes

Materials

Blank cards (or post-its), markers, flip chart sheets, blu-tack

Note for Leader

Protest involves speaking out. Examples are speeches, statements, vigils, letters to the editor, letters to politicians, marches, petitions, pickets, banners, leaflets, street theatre, demonstrations, radio interviews, music and song.

Non Co-operation is not being involved in the system. Examples include boycotts, strikes, withholding payments, lockouts, setting up alternative markets, organisation of alternative transport, withdrawal from a group or organisation and work-to-rule.

Intervention is getting in the way and blocking the normal running of a system. Examples include blockades, fasting, obstructing, sabotage, occupation, and sit-ins.

Source: DEFY (1995). Young People Imagine...

What you need to do

Begin with a short game. Divide the group in two. One group sits on the floor, linking each other's arms tightly, in peaceful protest. The second group is the police whose aim is to move the protestors on. They may in no way hurt those sitting. They try lifting, gently dragging, etc. Remind them that there are TV cameras watching. The sitting group let their bodies be limp, except for their clasped arms. They do not argue.

In small groups, the participants begin by brainstorming:

What kinds of non-violent action do young people take within their family or among their friends when they feel they are treated unfairly?... sulk, stop talking, stop cleaning their room, avoid, play music loudly etc.

What kinds of non-violent action do adults (parents, teachers, youth leaders...) take when they have a disagreement with young people?... grounding, reduce pocket money, detention, prevent from participating etc.

What types of non-violent action exist in the wider society? If necessary, prompt the group with recent or current examples such as 'Reclaim the Streets' in Dublin, 'Anti-Globalisation Demonstrations' in Genoa and Seattle and Anti-Dump/Incinerator/Mobile Phone Masts around the country. Each type of action should be written on a separate card. Bring the groups back together and explain that there are three different ways to group non-violent action. Put up three posters on the wall, labelled Protest, Non Co-operation and Intervention respectively. The groups stick their action cards on the appropriate poster. Ask if there are any other actions that have not been mentioned and include them. Discuss how effective non-violent action can be. Which types are relevant or appropriate?





Aim

to demonstrate that people can achieve change, locally and globally by joining together to protest about injustice.

Age

All

Time

45 minutes

Materials

Copies of 'Land for Life' and 'Resistance isn't Futile' fact sheets, flipchart and markers, newspapers/magazines, art materials

Action

At the meeting of the G8 — USA, UK, France, Germany, Italy, Canada, Japan and Russia — in Genoa in July 2001 (see the 'Resistance isn't Futile' fact sheet), the G8 committed to help poor countries to provide an education for all its citizens that were determined to do so but did not have the needed finance. So far they haven't lived up to their promises. You can help to keep up the pressure by logging on to the Global Campaign for Education website and filling in an email campaign postcard today at <http://www.campaignforeducation.org/EN/ecard.shtml> or contact ACTION-AID Ireland at 01 8787911.

What you need to do

Brainstorm on events, at home or abroad, where people have come together to protest about an issue? Who was protesting? Why?

Form small groups. Read out the Campaigning for Justice text. Explain that each group is to discuss a campaign or protest that they know about. What type of protest was it? Where and why did it happen? Who took part in the protest? What might the other side say? They then have to design a poster that highlights the protest. The posters can include headlines, images and/or drawings to illustrate the issue. Each group presents their poster. What do the groups like about the protests shown? Was there anything they didn't agree with in any of the protests? If they were to campaign on that issue, what would they do?

Alternatively, hand out copies of the fact sheets. Using the examples provided, design posters to support the action of the people involved.

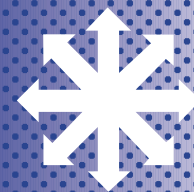
Campaigning for Justice

Worldwide, people are joining together to campaign for change.

Thousands of landless people in Brazil have gone on long marches for the right to land. Using the Internet, people can learn about these protests and link up and work for justice. Twenty four million people signed the International Jubilee 2000 petition for debt cancellation for poor countries. Huge protests such as those at World Trade Organisation (WTO) meetings have made world leaders pay attention to issues like debt, poverty, environment, human rights and fair trade.

Many global campaigns have been successful: rich countries have cancelled some of the poorest countries' debts and a global ban on landmines has been achieved. Some protestors use violence to try to achieve change. However, it is important to ask whether violence is the right way to create a better world.

Source: Trócaire (2001), Trade and Globalisation



Global Justice/Local Justice

Resistance isn't Futile

In 1999, more than 5,000 villagers occupied the World Bank funded Pak Mun dam site in Thailand. The villagers were protesting against the destruction of their fisheries, their livelihoods and their communities caused by the dam.

In Ireland in 1999, the Jubilee Campaign to cancel Third World debt sent over 850,000 postcards signed by the Irish people to the G7 Summit in Cologne, Germany calling for debt cancellation.

In December 1999, around 50,000 people gathered in Seattle, Washington to protest the third annual ministerial meeting of the World Trade Organisation (WTO).

In 2000, more than 50,000 farmers gathered in Bangalore (in the south of India) to protest against the WTO and corporate control of agriculture. Seven years earlier half a million Indian

farmers had converged on Bangalore to voice their opposition to the forerunner of the WTO, the General Agreement on Trade and Tariffs.

Also in 2000, more than 5,000 people protested against the policies of the World Bank and the International Monetary Fund (IMF) in Okinawa, Japan.

In July 2001, around 300,000 people from around the world converged on Genoa, Italy to protest the globalisation policies being discussed at a meeting of the Group of Eight (G8) countries — USA, UK, France, Germany, Italy, Canada, Japan and Russia.

Around 300,000 protesters marched in Barcelona at a summit of European Union leaders in March 2002. They were protesting against the free trade policies of the EU and in support of workers' rights.

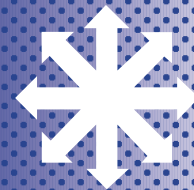
Land for Life

On the island of Mindanao in the Philippines, land is rich, fertile and plentiful. In 1995, under an agrarian reform programme, 137 landless families in the Mapalad co-operative were awarded 144 hectares of privately owned land. When they attempted to claim the land, the landowner used physical force to prevent them. The farmers' attempts to change this fell on deaf ears, so 18 of the farmers resorted to going on hunger strike. After 30 days the President relented and the farmers were reawarded most of their land. The landowner objected and the decision was overturned in the courts. The farmers refused to give up. The struggle of the Mapalad farmers was supported by a campaign organised by Trócaire in

Ireland, where more than 10,000 postcards were sent to President Estrada of the Philippines in support of Mapalad farmers. The campaign generated widespread media coverage both in the Philippines and internationally. The Mapalad farming families were awarded 19 hectares of land in late 2001. Although only a tiny fraction of their original entitlement, it is a vital step in recognising their right to land. Campaign pressure played an important role in achieving the political decision.

The determination displayed by the Mapalad community, led to the wife of the landowner giving a further 47 hectares to the farmers upon the death of her husband in 2001.







Useful Addresses

One World Week

C/o National Youth Council of Ireland (NYCI)
3 Montague Street, Dublin 2
Tel: 353 | 478 4122
Fax: 353 | 478 3974
Email: oww@nyci.ie
Web: www.youth.ie/programmes/oww

ACTIONAID Ireland

Unity Buildings, 16/17 Lr. O'Connell Street, Dublin 1
Tel: 353 | 878 7911
Fax: 353 | 878 6245
Email: info@actionaidireland.org
Web: www.actionaidireland.org

Concern

52-55 Lr. Camden Street, Dublin 2
Tel: 353 | 475 4162
Fax: 353 | 475 7362
Email: info@concern.ie
Web: www.concern.ie

Christian Aid Ireland

17 Clanwilliam Terrace, Dublin 2
Tel: 353 | 611 0801
Fax: 353 | 661 0949
Email: caidroi@iol.ie
Web: www.christian-aid.ie

48 Elmwood Avenue, Belfast BT9 6AZ
Tel: 04890 381 204
Fax: 04890 381 737
Email: mboden@christian-aid.org

Trócaire

Maynooth, Co. Kildare
Tel: 353 | 629 3333
Fax: 353 | 629 0661
Email: info@trocaire.ie
Web: www.trocaire.org

Resource Centre

12 Cathedral Street, Dublin 1
Tel/Fax: 353 | 874 3875
Email: info@cs.trocaire.org

50 King Street, Belfast BT1 6AD

Tel: 048 90 808030
Fax: 048 90 808031
Email: info@bl.trocaire.org

9 Cook Street, Cork

Tel: 353 21 427 5622
Fax: 353 21 427 1874
Email: info@ck.trocaire.org

Oxfam Ireland

9 Burgh Quay, Dublin 2
Tel: 353 | 672 7662
Fax: 353 | 672 7680
Email: oxireland@oxfam.ie
Web: www.oxfam.org

52-54 Dublin Road, Belfast BT2 7HN

Tel: 04890 230 220
Fax: 04890 237 771
Email: oxfam@oxfamni.org.uk

Irish Congress of Trade Unions (ICTU)

31-32 Parnell Square, Dublin 1
Tel: 353 | 889 7777
Fax: 353 | 887 2012
Email: congress@ictu.ie
Web: www.ictu.ie

National Committee for Development Education (NCDE)

Bishop's Square, Redmond's Hill, Dublin 2
Tel: 353 | 478 9456
Fax: 353 | 478 0466
Email: info@ncde.ie
Web: www.ncde.ie

Useful Sources of Information

80:20 *Educating and Acting for a Better World (2002)*. 80:20 *Development in an Unequal World*.

Statistics, information and opinion on a wide range of issues linked to globalisation.

Trócaire (2001). *"Bread and Bombs" - an educational resource on War and Afghanistan for Post Primary teachers*.

Information and activities on war and Afghanistan, conflict and globalisation.

Concern (2002). *Trade — What's the Deal? Development Issues Factsheet*.

Facts, figures and actions on global trade.

Christian Aid (2001). *Trade for Life*.

Activities on trade and globalisation.

Comhlámh (2001). *Act Now: A Manual for Campaigning on Development Issues*.

Interesting Websites linked to Globalisation*

See useful addresses for websites of development organisations.

www.corpwatch.org and www.corporatewatch.org.uk

Independent watchdogs monitoring large corporations.

www.cleanclothes.org

Organisation aiming to improve working conditions in the global garment industry.

www.nologo.org

Transnational Corporations, campaigns, branding, links.

www.oneworld.org

Links to over 200 organisations.

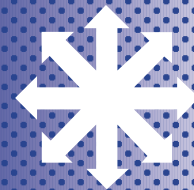
*Source: Trócaire (2001). *Trade and Globalisation: A Resource for Geography*.

www.developmenteducationireland.org

General development education site.



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