

ONE WORLD WEEK '14

THE WORLD YOUNG PEOPLE WANT

- CONNECTED, RESPECTED, EMPOWERED -

Poverty

 **Irish Aid**
Department of Foreign Affairs
An tAire Gnóthaí Eacnamaícha

trócaire
Working for a just world

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national youth council of Ireland
COMHAIRLE NAÍSIUNTA NA hÉIRE

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The **National Youth Council of Ireland** is the representative body for national voluntary youth work organisations in Ireland. Is é Comhairle Náisiúnta na nÓg an eargas ionadaíochta an óige in Éirinn. It represents and supports the interests of voluntary youth organisations and uses its collective experience to act on issues that impact on young people.

www.youth.ie

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The NYCI Development Education Programme is committed to promoting equality of outcome for all. An equality of outcome approach stresses the need to put actions and strategies in place so that everyone can participate fully and have an equal chance to achieve their goals.

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Introduction

Welcome to One World Week 2014! Our theme and educational resource pack this year addresses 'The World Young People Want: Connected, Respected, & Empowered'.

'The World Young People Want: Connected, Respected, & Empowered' was purposely chosen to link in with the global conversations that have been taking place exploring what it is people around the world would like to see happen in relation to their own development and to those of others less well off than themselves.

We use this theme also as it relates to the recently published Irish government policy framework for young people. Action 5 (Better outcomes, Brighter Future: 6) in particular contends that:

Children and young people should be supported and encouraged to play a full role in society recognising that they themselves, through their choices and determination, can heavily influence their own lives now and in the future. Measures are needed to create a society in which all children and young people are valued and respected for who they are, so that they can freely express their identity.

The aims are that all children and young people have a sense of their own identity, are free from discrimination and are part of positive networks of friends, family and community; furthermore, that they are civically engaged, socially and environmentally conscious, and are aware of their rights as well as being responsible and respectful of the law.

It is an exciting time for youth policy and practice in Ireland given the recently published National Policy Framework for Children and Young People (0-24 years) 2014-2020 called "Better Outcomes, Brighter Futures". A national youth strategy is currently being developed to implement the framework. In addition to this, a new National Strategy on Education for Sustainable Development in Ireland 2014-2020 has also just been published. All of these should work for young people in supporting their knowledge, rights, and engagement with key issues and structures affecting them.

This resource pack aims to support the exploration of key local, national and global issues to see and understand how we are linked together and how development education can assist us in knowing more about the world in which we live and supporting us all in whatever actions we may undertake to do something positive with this learning. Development education supports enhanced critical thinking skills and allows us to analyse what the reality of development might be and to ask why.

'The World Young People Want: Connected, Respected, & Empowered' can be explored in many different ways and this year, we do so under themes focusing on employment, environment, human rights, poverty, diversity and inequality, and community. The issues in the six documents include child labour, child soldiers, conflict, poverty, violence, food, power, the Millennium Development Goals, genocide, aid, trade, consumption, mobile technology, migration, justice, gender, fair trade, land, water, coffee, education, climate change, HIV and AIDS, asylum seekers, young people, homelessness, NGOs, austerity, debt, chocolate, cocoa, hunger, governance, work, discrimination, etc.

We have also produced a separate resource focusing on the rights of children and young people which is also available via www.oneworldweek.ie/resources

Through all of these education supports, we want to encourage young people to acknowledge what is challenging about their lives and the lives of others, to investigate what they can do, and to learn from others – within their own group, and from those of others regionally, nationally, and globally.

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One World Week

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, which coincides with the anniversary of the adoption of the UN Convention on the Rights of the Child.

During One World Week, young people learn about local, national and global justice issues and take action to bring about change. Each November, youth leaders, young people, youth organisations, and the wider public take part in One World Week activities. Youth groups all over the country do activities from the education pack and young people express their hopes, concerns, worries, anger and expectations about the world in which they live. Some organise public events, quizzes and debates, invite guest speakers or have intercultural evenings. Others undertake projects using the arts through film, drama, art and song. 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 is also celebrated in other European countries as Global Education Week. Young people throughout Europe examine development and justice issues and take action for change. The National Youth Council of Ireland (NYCI) is part of the Global Education Week network, coordinated by the North-South Centre of the Council of Europe.

Who are we?

The National Youth Council of Ireland (NYCI) is the representative body for national voluntary youth work organisations in Ireland. NYCI uses its collective experience to act on issues that impact on young people. It seeks to ensure that all young people are empowered to develop the skills and confidence to fully participate as active citizens in an inclusive society.

We hope that you have fun and success using this activity pack and we welcome any comments you wish to make on the activities or the outcomes from your events.

How to use the pack

This resource pack is one of six here to help you. It will give you ideas for discussion and ideas for follow up action. The resource contains a range of activities including games, role play, small and large group work activities, art-based activities and stories. A number of warm up games are included. Young people are encouraged to take action in various 'Action Ideas' in each section.

Each activity has a suggested age range. However, we recommend you read each activity and decide if it is appropriate to your group. Some activities can be split and the first part done with younger age-groups. 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 during the activities depending on your participants. Some issues may be sensitive among members of your group. Check through the full activity before doing it, and also be aware of the reactions among members of your group. There are fact boxes entitled 'Did You Know?' 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.

Change the activities to suit your group's needs. The important thing is to have everyone discussing and questioning what is happening in the world and how fair or unfair it is, greater understanding of the links between Ireland and developing countries and how young people can bring about change.

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There are six resource packs available for use under this year's 'The World Young People Want' and feel free to dip into any or all of them as appropriate to your youth activity and discussions.

Monitoring and evaluating our work

It is always important to monitor and evaluate what we do. Monitoring changes in attitudes and opinions among your group is crucial to measuring the impact of development education in youth work. An example of an activity which monitors such changes has been included at the beginning of the pack (Continuum). It is recommended that you do this with young people for any (or all) of the activities in this resource. Carrying out the evaluation before your programme to get a base-line and after to monitor changes will help you to gauge the influence of development education on the opinions and behaviour of the young people you work with. It will also assist you in deciding what follow up is required. We would appreciate your feedback on using the activities in this pack and any findings from your group!

Further information

The theme of this pack 'The World Young People Want' is a very broad theme which involves many issues, and is linked to people and places all over the world. Additional information is also provided within activities to enable you to run them. However, we have provided sources of further information and contact details to take your interest further at the end of the pack.

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 a number of terms and you should use the terms that you are comfortable with.

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Post 2015 & how young people can participate in global issues

Over the last few years, consultations, conversations, and policymaking on how to make the world a better place for everyone involving people from all walks of life, including young people, have been taking place around the world and particularly at the United Nations Headquarters in New York where all world governments come together to make global decisions for the world.

Back in 2000, world governments agreed a plan – eight [Millennium Development Goals](#) (reducing poverty rates, improving education and access to healthcare, etc.) to try to improve life for those living in the poorest parts of the world. These goals come to an end in 2015 and decisions must be taken and plans put in place for what will happen after 2015 something which is called the Post 2015 framework.

Enormous progress has been made towards achieving the Millennium Development Goals (MDGs). Global poverty continues to decline, more children than ever are attending primary school, child deaths have dropped dramatically, access to safe drinking water has greatly expanded, and targeted investments in fighting malaria, AIDS and tuberculosis have saved millions.

But the work is not yet completed.

This is why people are being consulted to hear their voices and ideas. To date, Governments, civil society, the private sector, academia and research institutions have contributed to the process. National consultations have taken place, as well as thematic consultations on issues such as inequalities, food security and access to water, which will be critical in a post-2015 era. An online platform — The World We Want 2015 — has connected people in a global conversation, while MY World, a survey seeking opinions on the issues that matter most, has engaged people from more than 190 countries.

The exciting thing about the new negotiations and discussions taking place is that the new goals from 2015 onwards will include all countries around the world and not just the poorest or those facing the most serious challenges. This means that Ireland together with each of the other countries will have a role to play and a responsibility to act.

Young people in Ireland have a key role in and the right to be involved in making the post 2015 goals and negotiations a success. Already, some young people have been involved in expressing their ideas and have been involved in negotiating what the new goals will look like.

But not every young person has heard about the process and not every young person has heard about the post 2015 goals.

The National Youth Council of Ireland together with others will work throughout 2014 and 2015 (the European Year of Development) to raise awareness about the new sustainable development goals and to support young people in learning about and having a voice in what are some of the most important negotiations, policies and actions of our time.

NYCI will be seeking to involve young people in its Youth Advisory Group and also to participate in consultations throughout the country.

If you or a young person you know would like to participate, please let us know via deved@nyci.ie or keep an eye on @nycinews and www.facebook.com/NationalYouthCouncil

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The Millennium Development Goals

What are the Millennium Development Goals? (Click on any of these for more info)



“The Millennium Development Goals have been the most successful global anti-poverty push in history,” according to Mr. Ban Ki-moon, Secretary General of the United Nations. “The MDGs have proven that focused global development objectives can make a profound difference.”

The eight goals were agreed by all countries at the UN Millennium Summit in 2000.

Highlights from the report on the MDGs in 2014 include:

- World poverty has been reduced by half since 1990
- Over 2.3 billion people gained access to improved sources of drinking water
- Countries have achieved gender parity in primary school
- “Great progress” has been made on political participation by women, access to technologies, reduction of average tariffs and debt relief
- Accelerated efforts, using available solutions, are required on MDG targets that are “slipping away from achievement by 2015.” These targets include increasing access to sanitation, and reducing child and maternal mortality
- Calls for efforts to end open defecation noting that 82% of people who practice open defecation live in middle-income, populous countries
- Upward trends of global carbon dioxide emissions and continuing deforestation, species extinction and scarce water resources
- If trends continue, the world will surpass MDG targets on hunger and malaria, tuberculosis and access to HIV
- Remarkable gains have been made in the fight against malaria and tuberculosis
- The hunger target is within reach
- Environmental sustainability is under severe threat
- Most maternal deaths are preventable, and progress in this area is falling short
- Access to antiretroviral therapy and knowledge about HIV prevention must expand
- There is less aid money overall, with the poorest countries most adversely affected

<http://www.un.org/millenniumgoals/2014%20MDG%20report/MDG%202014%20English%20web.pdf>

The United Nations is working with governments, civil society and other partners to build on the momentum generated by the MDGs, to craft an ambitious, yet realistic, agenda for the period after the MDG target date at the end of 2015. For more information on the MDGs go to:

<http://www.un.org/millenniumgoals/>

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THE WORLD'S BEST NEWS

Good News!

There is now a dedicated news section that tells us about the good news from progress made in global development and this can be accessed through Facebook -

<http://www.facebook.com/TheWorldsBestNews>

Check out Dóchas for more information. Dóchas is the association of Irish Non-Governmental Development Organisations. Dóchas provides a forum for consultation and co-operation between its members and helps them speak with a single voice on development issues.

<http://dochasnetwork.wordpress.com/2013/07/02/telling-the-good-news-stories-about-development/>

Twitter: www.twitter.com/Dochasnetwork

Facebook: <http://facebook.dochas.ie>

Remember: There are many different stories – positive and less positive from developing countries (as there are from developed countries) and even from within the same regions and provinces. For more information see:

<http://www.developmenteducation.ie/blog/2013/09/the-danger-of-single-stories-africa/> and

<http://www.theguardian.com/global-development/poverty-matters/2013/sep/16/academic-journals-development>

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Icebreakers / Warm Ups

INTRODUCTIONS

Have people pair up. Give the pairs 5 minutes to find out about each other and share vital information. Then have the people introduce their partners to the rest of the group.

Variation: "Silent Introductions" – same as above only the partners can't speak to each other. Partner receiving clues should write notes to self but should not give a response to the actor as to whether or not they understand the visual clues. Only those receiving clues can use pencil and paper.

DEAR DOLORES

Have everyone sit in a circle. One person begins by giving their name, plus an adjective that begins with the first letter of their name (e.g., Jolly Jim, Happy Holly). The next person repeats the person's name and adjective and then their own name the same way. Continue around the circle.

STRING NECKLACES

Tie a string or wool "necklace" around everyone's neck; the object of the game is to get as many strings as possible around your own neck by getting others to say "no" to questions you ask. When someone says "no" to you, she or he forfeits their necklace.

SENTENCE COMPLETION

Have the group introduce themselves by completing a low risk sentence. Examples: favorite food, animal, cartoon strip, musical group, funniest story you have ever heard, best joke, hobbies or interests, funniest relative, what would you like to do if you had two extra hours today, what would you would do if you won the lottery, etc.

TOSS A NAME

Standing in a circle, the person with the ball calls someone by name and tosses the ball to them. When the other person catches it, they say, "Thank you, _____" (the name of the person who threw it to him/her) and then calls upon another person to toss the ball to. After the balls have been tossed for a couple of minutes, start a second ball going at the same time, then a third, and finally a fourth.

HUMAN KNOT

Participants should stand shoulder to shoulder in a circle. Each person should put his/her right hand into the middle of the circle and join hands with someone across the circle (and not directly to his/her right or left). Each person then places their left hand into the circle and joins hands with a different person, and not the person directly to their left or right.

When the participants have their hands tangled, inform them they need to be untangled without ever breaking grips within the group. Note that there are three possible solutions: a circle, two interlocking circles, or two circles with a knot in it. Participants should not make sudden or large movements since they're all connected. Processing questions:

- Was this challenging? Why? Or why not?
- How did the group approach this task? What was done effectively? What could have been done more effectively?
- What role did you personally take in this exercise?
- For those who were facing out, and couldn't see what was happening, how did you feel?
- How could each of you have increased participation in this activity?

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GOSSIP

The group sits in a circle and Gossip begins with the facilitator sharing a secret with the person next in the circle. The secret is passed as each person shares it with the next person. In telling the secret, it may not be repeated twice to the same person (so the listener must get it all the first time.) When the secret is finally back to the facilitator, it is shared out loud. The facilitator then reads the original and a comparison is made.

IMPORTANT ITEM

Have each person bring something to the meeting that means something special to him or her, and then take turns telling about it. Could have people try to guess who items belong to.

PAT ON THE BACK

Have everyone draw an outline of their hand on a sheet of paper, then tape it to their back. Have group members mingle and write things on everyone's back that tells them something positive.

LIFELINES

This exercise uses a huge sheet of paper with a long "lifeline" drawn across it. Each member marks dates on the line to represent the highs, lows, significant events, turning points, etc. of her/his life to date (can also project the future). Each date should be labeled to help explain it. Members of the group each share their dates with other members. The group may ask questions about each other's lifelines.

HOT CATEGORIES (variation on the classic "Freeze Tag")

Materials: Small ball

Start by tossing around the ball. As you are tossing, tell them that it has become very hot and if they hold it in their hands too long they will burn. They need to toss the ball as soon as they catch it.

Explain that while still tossing you will yell out a category. They will need to say something that relates to that category before they can toss the ball - if it takes them too long they are out. No Answers can be repeated. Each time a person is eliminated, start a new category. Do this as long as you want or until one person is left. Some sample categories: Types of magazines, Types of Candy, Cartoon Characters, soap opera characters, etc... you can also link the categories to the topics of the training or workshop.

ANIMAL FARM DIVIDING ACTIVITY

Materials: Pre written index cards, blindfolds (optional)

Give participants a card with the name of a farm animal, i.e. horse, chicken, rooster, lamb, dog, cat, etc. They may not tell or show their card to anyone. Tell them in order to find their group they must make the sound of the animal on the card and group themselves accordingly. Participants may or may not have their eyes closed or be blindfolded at the discretion of the facilitator.

Another Variation: Use other words/objects such as "boat" "lamb" "bells" or "ball". Participants must find their groups by humming a tune of a song that corresponds with their card (i.e. boat = row, row, row your boat, lamb = Mary had a Little Lamb, bells =jingle bells, ball =take me out to the ball game).

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Monitoring and Evaluation

- Aim:** To track learning over a period of time or a session
- Age:** All ages
- Time:** 10 minutes (or more if you want more in-depth comment)
- Material:** Large sheets of paper, blu tac or masking tape, markers

WHAT TO DO

Stick a large sheet of paper to the wall and divide into the amount of sessions you plan to facilitate. Use the example grid as a guideline. Explain to participants at the end of the session that they should decide how much they agree with the statements on the left of the grid. They should place an X in the area that best matches their opinion. Explain that each person can only vote once on each of the statements. For younger age groups, you can simply ask them one or two of the questions and record their answers. It is possible to do this after one session only, but it works best after a number of sessions.

		Session 1	Session 2	Session 3
I know something I didn't know when I came in today	Yes			
	Not sure			
	No			
I want to know more about this topic	Yes			
	Not sure			
	No			
I will try to find out more about this myself	Yes			
	Not sure			
	No			
I can see how this is relevant to my life in Ireland	Yes			
	Not sure			
	No			

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1. *What is Poverty?*



That by becoming more aware of their thoughts, feelings and beliefs about poverty, young people will develop a definition of poverty.



45 minutes



12 years upwards



Cards with definitions.
Flip chart and markers.
Art materials, paints, crayons, etc.

Alternatively, the groups can discuss all of the definitions and try to agree on a ranking order where each member of the group holding a definition positions him/herself along a line – 'Most Important' to 'Least Important' definition



- Using a flipchart and marker, the leader asks the group to BRAINSTORM ON THE WORD – "POVERTY".
- Write up all of the words that the group suggests.
- Break into groups of 3 or 4. Using colours, name each group.
- Give each group a card with a different definition of poverty on it. It is best if each member of the group has a copy of the definition. Ask them to discuss their definition and to create a short sketch, poem, song or picture to illustrate it. Allow 15 minutes preparation time.
- When ready EACH COLOUR GROUP PRESENTS THEIR SKETCH, song etc. to the full group and reads out the definition that they were given.
- Now create new 'MULTICOLOURED' groups so that each group contains one member from all of the colour groups. The new groups pool their definitions and each new group should choose the two definitions they agree with most giving reasons why. A group can decide, based on their own experience and learning, to create a new definition of poverty.
- Report back to the whole group, giving reasons for choices. How do these match with those points in the 'More about POVERTY' box?



Poverty is the lack of household income (or consumption). The World Bank measures income (or consumption) poverty using a poverty line of \$1.25 per day. Poverty is defined in different ways:

Absolute poverty means not having enough income to satisfy the most basic of human needs – food, clothing, shelter, water and sanitation, education and healthcare – in order to ensure continued survival. The concept of absolute poverty is not concerned with broader quality of life issues or with the overall level of inequality in society. The concept therefore fails to recognise that individuals have important social and cultural needs.

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, he/she may be poor relative to others in society.

<http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/poverty/>

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Definition Cards

Poverty is the pain and stress of always having to say no to your children	Being poor is not having a decent winter coat to keep you warm	Being poor means not being able to do what you want
Poverty is where millions of people die of starvation	A family is poor if it cannot afford to eat	Being poor means not being able to do what the majority of people in your youth group, class, housing estate, or community can do
Poverty is human suffering caused by malnutrition, poor or no housing, illiteracy and disease	Being poor is when you are seventeen and can never afford to go out	Poverty is being forced to settle down and give up your Traveller way of life. It is being told all the time that there is something wrong with being a Traveller

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More about POVERTY

There are several basic causes of extreme poverty. These include: adverse geographical conditions (isolation, poor climate, poor land and agriculture, lack of energy resources and vulnerability to floods and droughts); prolonged violent conflict and international sanctions; tyrant government and poor governance (corruption and misallocation of a country's resources); Gender and ethnic or social discrimination (social practices, legal rights, adverse geography); high fertility rates; and lack of access to land.

There are around 1.2 billion people in extreme poverty. Around 26 percent of those, mainly in sub-Saharan Africa, live in low-income countries as classified by the World Bank (below \$1,025 GDP per person in 2011). Another 58 percent, mainly in Asia, live in lower-middle-income countries (between \$1,026 and \$4,035 GDP per person) such as China, India, and Indonesia. Around 17 percent of the extreme poor live in upper-middle-income countries.

In April 2013, the World Bank set a new goal to end extreme poverty in a generation. The target is to have no more than 3 percent of the world's population subsisting on just \$1.25 a day by 2030. There are still 1.2 billion people who live in extreme poverty so meeting the target will be a monumental task.

Poverty may also be tied to a specific type of consumption; for example, people could be house poor or food poor or health poor. These dimensions of poverty often can be measured directly, for instance, by measuring malnutrition or literacy. The broadest approach to well-being (and poverty) focuses on the capability of the individual to function in society. Poor people often lack key capabilities; they may have inadequate income or education, or be in poor health, or feel powerless, or lack political freedoms.

There are four reasons to measure poverty:

1. To keep poor people on the agenda;
2. To be able to identify poor people and so to be able to target appropriate interventions;
3. To monitor and evaluate projects and policy interventions geared to poor people; and
4. To evaluate the effectiveness of institutions whose goal is to help poor people.

Sources:

<http://unsdsn.org/files/2013/01/121015-Profile-of-Extreme-Poverty.pdf>
<http://www.worldbank.org/en/topic/measuringpoverty/overview>
http://siteresources.worldbank.org/INTPA/Resources/429966-1259774805724/Poverty_Inequality_Handbook_Ch01.pdf

Check out St. Vincent de Paul's "Make Your Voice Heard" Campaign:

<http://www.svp.ie/Social-Justice/Make-Your-Voice-Heard.aspx>

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2.

Living in a Box

To create the opportunity for young people to empathise with people experiencing poverty in Ireland.



45 minutes



10 years upwards



One large photograph or poster.



NOSEY

MATCHBOX

The group stands in a circle. The leader puts a matchbox cover on the end of his/her nose! The matchbox is passed from nose to nose without the use of hands!



- Take a photo such as that shown. As an introduction to the drama that will follow, raise questions about the poster such as:
 - **WHO** are these people?
 - **WHY** are they sitting near a large cardboard box?
 - **HOW** are they related?
 - **WHY** is the boy smiling?
 - **WHO** is responsible for them being there?
- Then ask for three or four volunteers to create a freeze-frame of the photograph. Two participants play the characters in the photo and two can play the part of photographers.
- Encourage the photographers to arrange their 'subject' whatever way they like.
- **What** kind of photograph would make the front cover of the newspaper? When they have created the freeze-frame, hold the pose and stay silent for a few moments.
- Then tap each character gently on the shoulder and ask them how they feel now. **What are they thinking about?** Encourage the characters to verbalise their thoughts.
- Encourage members of the spectator group to question the characters about their feelings, thoughts, hopes and fears.
- Now ask the characters to come out of role and divide all participants into groups of four. Each group is to prepare a drama based on the photo

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and create a story about what happened before, during and after the photograph was taken.

- Conclude the session by asking the young people for feedback on what their experiences were during the activity. How did they feel about being poor and photographed? How did the photographers feel? How are poor people usually depicted by the media? What are the images we receive about the Developing World?

You could – do this activity outside or have a sleep out to get a sense of what it is like to be homeless.

Homelessness in Ireland

Homelessness is not just a housing or an accommodation issue. Social, economic, and individual factors also play a big role. It is generally a combination of factors that lead to a person becoming homeless. We know that there are recognised 'pathways into homelessness' - very often poverty plays a big part. But these pathways into homelessness can also include a crisis in a person's life, such as relationship breakdown, job loss, problems with drug or alcohol use or physical/mental health issues.

The European Typology of Homelessness and Housing Exclusion (ETHOS) classifies homelessness as:

- People who are roofless – people without shelter of any kind, who are sleeping rough, or who are staying in totally unacceptable conditions such as a car, a tent or a derelict building (squat).
- People who are houseless – people who have a place to sleep, but only on a temporary basis in institutions such as hospital or prison or an emergency shelter/hostel.
- People living in insecure housing – people who have insecure tenancies, who are at threat of eviction, who experience or are at threat of domestic violence.
- People living in inadequate housing – people living in unfit housing or living in extreme overcrowding

The first detailed count of Ireland's homeless population has revealed that 3,808 people were homeless on Census Night in 2011.

Almost exactly two thirds of the homeless population on Census Night – April 10, 2011 – were male. 457 of the homeless number (12 per cent) were aged 14 and under. Dublin accounted for about 62 per cent of the homeless population, at 2,375 – though the surrounding counties of Meath, Kildare and Wicklow recorded the lowest homeless population, at 32.

A study in 2013 found that the longer a young person remains homeless the more difficult it becomes for them to exit out of homelessness.

The process of remaining homeless can be characterised as an institutional circuit where they are constantly moving back and forth between hostels and places of detention.

All of the young people who remained homeless at the end of a recent study undertaken over a number of years had reported heavy or dependent drug use, which was described as the "double jeopardy of homelessness and drug use".

<http://www.thejournal.ie/homeless-population-of-ireland-586346-Sep2012/>

<http://www.mscireland.com/images/stories/JPIC/simon%20homelessness%20in%20ireland.pdf>

<http://www.irishtimes.com/news/social-affairs/young-people-who-get-out-of-homelessness-early-more-likely-to-stay-out-1.1459239>

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For more information on how to use photographs, check out the Dochas Code of Conduct <http://www.dochas.ie/Code/> where the guiding principles for the choices of images and messages are made based on: Respect for the dignity of the people concerned; Belief in the equality of all people; and Acceptance of the need to promote fairness, solidarity and justice.

Homelessness in Europe

At a roundtable meeting on homelessness during the Irish Presidency in March 2013, European Union Member States agreed six principles that will inform homelessness policy across Europe. These principles are:

Principle 1 (Develop and Share Knowledge and Best Practice)

Recognition of need to develop and share knowledge about homelessness so as to greatly improve the quality of homelessness responses at a national, regional, and local level.

Principle 2 (Core Elements for Response)

Acknowledge that housing-led approaches to homelessness which prioritise access to affordable, long-term stable housing solutions, are one of the most effective responses to homelessness. Also acknowledged that prevention is crucial.

Principle 3 (Funding)

An adequate level of funding to confront homelessness and enable continuous, high-quality provision of services, involving private investors, partnerships and collaborative approaches, if possible, should be provided. Better utilisation of EU financing instruments to combat homelessness should be encouraged.

Principle 4 (Common Reference Framework)

A comprehensive reference framework for homelessness can improve the capacity for data collection, comparison and analysis.

Principle 5 (Research, Innovation and Data Collection)

A better understanding of the homelessness phenomenon would result in improved, evidence-based policies and enhanced responses to homelessness. Research and ongoing development of knowledge, and innovative approaches to the problem are required.

Principle 6 (Implementation and Monitoring)

The development and implementation of national homelessness plans should be monitored and advice and expertise should be made available where required.

<http://eu2013.ie/news/news-items/20130301post-homelessnessroundtablepr/>

Check out this **interactive game** on Homelessness: <http://playspent.org/>

The Homeless World Cup

Team Ireland is organised by the Big Issue Street League. They mainly work with the Homeless, drug and alcohol dependant individuals in rehabilitation, ex-offenders, long-term unemployed with identified learning disabilities, refugees and asylum seekers.

<http://www.homelessworldcup.org/groups/ireland>

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3. *Work Hard and Get Rich?*



That young people learn that being poor often means working hard to survive.



30 minutes approx



10 years upwards



Large sheet, two chairs.
Optional: props, textile paints.

Alternatively, the leader could read out the entire story and ask the groups to prepare a silent drama/mime based on any part of it. The groups could extend their dramas to include other characters and other possible situations not mentioned in the story.



- Divide the participants into groups of four or five. Read the story overleaf. Explain that the group will now dramatise the story using 'freeze-frames'.
- Two people stand on chairs and hold the sheet up as a curtain. The first group goes behind the sheet to play some or all of the characters. Read Section One of the story (twice if necessary).
- The people behind the sheet choose something mentioned in the section and then arrange themselves into a frozen picture of it. When they are ready, the sheet is lowered and the audience guesses which part of the story the freeze-frame represents.
- When the audience has guessed correctly, the group returns to their seats and Group Two goes behind the curtain in order to dramatise Section Two. The game continues until the story is complete.

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- WHAT do you think is the most difficult thing about being a poor family?
- WHAT will happen if Mma Serowe dies or gets very sick?
- HOW could life improve for the Serowe family?
- DO poor people work hard in developing countries? In Ireland?
- WHAT do you think it is like to be poor in Ireland?

MMA SEROWE – Hard at Work

I am a woman originally from Lesotho but now living in the town of Nelspruit in the Eastern Transvaal of South Africa. My eldest daughter Patience works hard at her job in the city of Johannesburg, but the money she sends home is not enough and we don't get any support from the government. Patience works as a maid for a rich family and she only gets home to see her young baby Thuso once a month. I take care of Baby Thuso and my own two youngest - Chinwe aged 14 and Kitso aged 12.

Here is how I spend my day:

SECTION 1: In the morning I get up at four to make dough balls [fried bread] to sell in the market. Chinwe and Kitso help me make the dough balls and feed baby Thuso. Then they help me with washing the clothes. As well as washing all my family's clothes, to earn extra money I sometimes do the laundry for some of the teachers in the local school. We collect the clothes at seven in the morning and bring them back to our shack to wash. Washing all their clothes by hand is very hard work because the water is heavy and it is a long distance from the tap to our shack. It doesn't pay very well but it helps me put food on the table.

SECTION 2: At eight every morning we go to the market to buy flour to make porridge. I sell the dough balls while the children look for plastic bags which are used to make the baskets and hats we sell. Even Baby Thuso knows how to collect loose plastic. After we buy all the flour we can afford, we carry it home. It takes a long time because we can't afford the bus. I know that the children should be in school but there is nothing I can do. Kitso used to go to school, but the government stopped giving money to the school, and now the fees are too high for us. I feel sorry when I see Kitso chatting to her friends who are still at school. She loved learning and had plenty of ambitions for the future.

SECTION 3: In the afternoon I go out again looking for thrown-away food, so that the children can eat something besides porridge. Sometimes I find fruit and vegetables that have been thrown out by the rich folk, or a little bit of meat that some customer in a restaurant did not finish. Usually owners do not stop me from searching in the garbage but sometimes they shout or tell us we must leave. When Chinwe was small, she once asked me why I didn't tell the woman that we were hungry and maybe she would give us some of the food from her restaurant. I worry about Baby Thuso. He is always getting sick, and I am afraid he will not grow up strong because I cannot feed him properly.

SECTION 4: In the evenings we carry more water for washing ourselves, cooking the porridge, and soaking the laundry. Usually we are tired and it is very late, but if the meal was a satisfying one, we sing our favourite songs. When Patience comes home for her day off in the month, Baby Thuso never leaves her side. I am getting old, and I wonder who will take care of the children when I cannot. If Patience

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stops working, the family will starve, but if she keeps working, what will happen to the children? I try not to think of the future, but only of the day in front of me. I wonder why some neighbourhoods are poor and others are wealthy, but when Chinwe asks such questions I do not have any answer for her.

EXTRA ACTION SUGGESTIONS:

- Paint a sheet with a slogan developed from the story, a map of Mma Serowe's day, or a scene from the story.
- If you have the equipment, instead of freeze-frames, make video clips of each section.
- Draw a story board or cartoon sequence based on the story. This can be made a collective experience by assigning one frame to each person in the group.
- Have each person walk a good distance with a full bucket of water before the activity begins!

OR

- Have the young people go around the area looking for waste food which could be eaten. Could you feed a family on this? Look around for other waste products that you could recycle into something useful to sell.

OR

- Make a TV ad, Poster campaign, Radio advert or Newspaper advert promoting the fact that poor people are not lazy - that being poor often means working hard to survive.

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4. *Make Up Your Mind – Myths About Poverty*

That by exploring common myths, young people will learn the true causes of poverty.



35 minutes



14 years upwards



A large space. Two posters with "I agree" written on one and "I disagree" on the other. Blu tack. Photocopies of Soundbites.

get

- Brainstorm the main causes of POVERTY and record the responses of the group.
- Stick the 'AGREE', 'DISAGREE' posters on walls at opposite ends of the room. Stand on a chair in the middle of the room with the group around you. Explain that you will read out some statements. Those who agree with the statement move towards the poster that says 'I agree', those who disagree move to the opposite end of the room; those who are unsure stay in the middle. Explain that the object of the game is to raise discussion and that there are no right or wrong answers. To raise discussion ask those who 'agree' to defend their position and those who disagree to defend theirs. People at either ends of the room should try to persuade those in the middle to join them! Move to a new statement when discussion dies down or after a set period.

After 15 minutes of the game, divide participants into two groups and give each group a 'Soundbite' to read and discuss. Allow 10 minutes for group discussion. Both groups report back to the large group: Why do some poor people have large families? Why is there famine in the world?

STATEMENTS

Choose selection from:

- Unemployed people are lazy good-for-nothings. They could all jobs if they put their minds to it
- Nowadays everyone has opportunities to get on. All young people get a good education and go to college if they work hard
- If people are poor it is their own fault
- Women have achieved equality. All this talk of them being underdogs is rubbish
- It is only natural that some people are poor. God created the world that way and it will always be the same
- If people saved money instead of wasting it on drinking and gambling then they wouldn't be poor
- There is no real poverty in Ireland. Poverty exists in developing countries
- People who are born into richer families deserve to keep their wealth without being heavily taxed
- No wonder there is poverty and famine in poorer countries – there are just too many mouths to feed
- People are poor because they have too many babies – they don't know any better

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SOUNDBITES

AGREE

Poverty is not caused because there are too many people in the world. In fact the real reason that there is over-population in the world is because of poverty. Sometimes, in some parts of the world, having a large family makes good sense. Imagine if in Ireland there was no health service, no social welfare benefits, no pension for when you get old or sick and can no longer work. What would you do? In this situation a big family might be better able to take care of you.

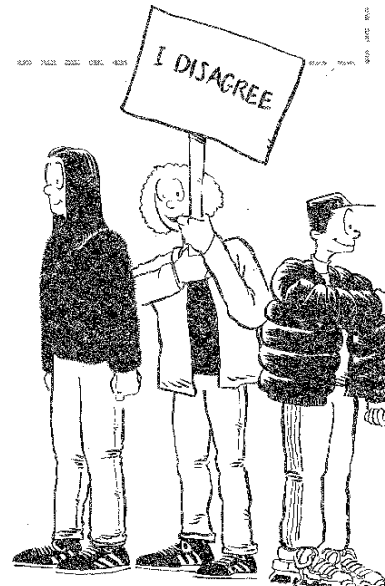
In some countries many children die before they reach the age of five because of poverty and disease and so women often have more and more children to make up for this. When wages are low, often the only way a family can survive is to send children out to work. Also, in many parts of the

world there are people who do not have proper access to contraception advice and family planning services.

DISAGREE

Famines do not have to happen. Many people worry that there is not enough food in the world to feed the large populations in the developing world. This is not true. We produce enough food for everyone on the planet - enough to feed over eight billion people. It is the way in which food is shared out that is the problem. Around 1.5 billion marginal farmers in the developing world live in virtual penury and yet, cattle in the industrialised world are reared in luxury, with a cow in the developed world receiving subsidies that amount to almost twice the annual income of an average Third World farmer.

During famines, people suffer and go hungry not because there is no food - but because they cannot afford it. In many countries in the developing world where there is hunger, the country is producing tons of food but not for local people. The food has to be sold to raise money to pay off debts and the interest on loans in order to satisfy the rich money lenders from the developed world.



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That young people will feel empowered to work for change by learning of examples of empowerment from home and abroad.



45 minutes



14 years upwards



Copies of 'Task sheets'

5. *Fighting Back Against Poverty*



- Divide the participants into two groups - A and B. Give GROUP A TASKSHEET A and GROUP B TASKSHEET B and ask them to read their sheets silently.
- Explain that you will give each group 20 minutes to come up with recommendations / suggestions / ideas that could bring about change in their community.
- Ask each group to list their problems and suggested solutions on poster paper and display on the walls. For feedback, each group selects a member to report back on their suggested action.
- After feedback, present the real life examples of communities who took action to bring about change. This can be done by reading out the passages or by forming two new groups to read and prepare dramas based on the stories.

TASKSHEET A: PERU

You live in a shanty town on the outskirts of a major city. You are living in a shack made of sheets of corrugated iron and you spend most days looking for odd jobs in order to feed your family. Most people in your community do not have any drains or proper sewage and very few people have piped water. You get your water from a well which is heavily polluted with sewage. You are afraid for the health of your children especially since many children in the area have been getting sick over past year.

You also face eviction (being thrown out of your house) all of the time because you are illegally using the area of ground where you live. You are also very concerned with the rise in crime. It is fast becoming a very dangerous place to live.

WHAT WILL YOU DO?

TASKSHEET B: IRELAND

You live in a large council estate which was built in the late sixties. Many of the houses are now in a bad condition and the community has been given a bad name because of the crime and drug problems which exist in the area. There are about 4,000 people living in this estate and unemployment is a big problem. There are not many recreational facilities on your estate and you have to travel far to get to a decent shopping centre. Life is hard and you would love things to be different.

WHAT WILL YOU DO?

the

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- Was it difficult to come up with solutions to very serious problems?
- What stopped you from being able to solve the problems?
- What were the main obstructions to your work?
- What else is needed to get rid of poverty?
- Ask the group if they know of any examples of communities taking action in their local area?
- Look at the 9 facts and figures on poverty in Ireland below. How do these compare with the issues and poverty faced by those in developing countries?

Here are **nine of the most interesting facts and figures on POVERTY** from a 2013 Central Statistics Study.

1. Without social welfare payments, half the country would be at risk of poverty

One of the most striking findings of the study was how social welfare payments are the only thing keeping a huge number of people out of poverty in Ireland. Without social welfare, **50.7 per cent of the population** would be at risk of poverty – a figure which has jumped more than 10 per cent over the past decade. Instead, the risk of poverty rate is at 16 per cent – still high, but not as dramatic as it would be without social transfers. Minister for Social Protection Joan Burton said the Survey on Income and Living Conditions (SILC) figures were a testimony to the importance of welfare in protecting the most vulnerable.

2. The number of people earning less than €11k a year has grown

SILC found that the number of people earning less than €11,000 a year grew in 2011. This figure is significant: it is 60 per cent of the median income, and it is used to measure the number of people who are **at risk of poverty** in Ireland. Ireland's figure grew from 14.7 per cent to **16 per cent** in just one year, which works out at 733,000 people according to [Social Justice Ireland](#). This means almost three quarters of a million people are living very close to the breadline.

3. Poverty has increased as the recession has dug in



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In 2008, Ireland's consistent poverty rate was 4.2 per cent. In 2011, it was 6.9 per cent. The figure **has risen every year since the recession began**, although the CSO points out that the slight increase for 2011 is not a statistically significant change. Being in consistent poverty means that a person has an income of 60 per cent below the median income, which translates as an income of €10,889 or less, and also lives in a household which lacks two or more basic necessities – such as being able to heat a home or afford a waterproof coat – from a list of eleven.

4. Despite this, income inequality actually dropped slightly in Ireland

Given the previous figures, this one may be unexpected. Despite the increase in poverty in Ireland, the distribution of income hasn't changed massively – in other words, rich people, poor people and the people in between still have pretty much the same share of income as they did in previous years. In fact, income inequality **went down slightly** in 2011. The Gini coefficient which measures inequality decreased ever so slightly in 2011, and Ireland's Gini figure is [very close to the EU average](#). This matters because inequality has been shown to have an effect on [everything from happiness to life expectancy](#) in a country.

5. People with third-level degrees have the most money

Unsurprisingly, SILC found that people with degrees have the **highest average income** at €33,244. At the opposite end of the scale, people renting cheap accommodation or rent free have the lowest income of all the categories at just €13,831 and are most at risk of poverty.

6. One quarter of the population is living in deprivation

The CSO found that almost exactly one quarter of people in Ireland don't have the money to afford at least two goods and services which are generally considered the norm for other people in society, putting them into the category of deprived. The figure has almost doubled in just five years after hitting a low of just 11.8 per cent in 2007. The acknowledged definition of deprivation means that someone **can't afford basics such as being able to heat their home**, buy presents for family or friends, have a warm coat or buy meat.

7. Buying furniture is not an option for a lot of people anymore



When it comes to not being able to afford the basics, the one that tops the poll is **furniture**: one in five people said they didn't have the money to replace worn-out furniture. The same amount of people were unable to afford a morning or evening out, while one in eight people were unable to afford heating at some stage in the past year.

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8. The average amount of disposable income in Ireland in 2011 was €21,440

The survey worked out the gross income per household, subtracted tax and social insurance contributions, and then divided it to get **the mean amount of disposable income per person**. This figure doesn't take into account other payments which have to be made – household bills, mortgage payments, food, transport, the cost of children, for example – but gives an indication of how much is left after statutory payments have been made.

9. One in seven of people at risk of poverty has a job

Social Justice Ireland noted that 14.2 per cent of people who are at risk of poverty (i.e. earning less than €11,000) have a job. **Men saw the biggest increase** with their risk of poverty rising two percentage points between 2010 and 2011, followed by students, people whose highest level of education attainment was from secondary school, and people living in households where no-one was at work.

(Images: Sam Boal/Mark Stedman/Photocall Ireland, Furniture photo via [Shutterstock](#))
<http://www.thejournal.ie/poverty-ireland-797645-Feb2013/>

Check out these organisations who fight daily to end Child Poverty:

The **Children's Rights Alliance** unites over 100 organisations working together to make Ireland one of the best places in the world to be a child. The UN Convention on the Rights of the Child is our guide to solve issues affecting children and young people, and to bring children's rights to the top of the political and legislative agenda. www.childrensrights.ie

Eurochild is a network of organisations and individuals working in and across Europe to improve the quality of life of children and young people. Eurochild relates its work to the United Nations Convention on the Rights of the Child. www.eurochild.org

The **European Anti-Poverty Network (EAPN)** is an independent network of non-governmental organisations (NGOs) and groups involved in the fight against poverty and social exclusion in the Member States of the European Union. www.eapn.eu

UNICEF works in 190 countries and territories to help children survive and thrive, from early childhood through adolescence. In addition to UNICEF's global presence, UNICEF is also represented in 22 EU Member States by UNICEF National Committees who are serving as the public face and dedicated voice of UNICEF and promote children's rights within their own country. www.unicef.ie

<http://www.childrensrights.ie/resources/international-experts-gather-dublin-end>

Poverty in Ireland

- The number of people in poverty has now reached a record level of 733,000.
- More than 232,000 children are now at risk of poverty (18.8% of all children, compared to 18.4% a year earlier).
- Even though the poverty line fell by more than 2% in a single year, the risk of poverty among the whole population grew from 14.7% to 16.0% in a single year.
- One in seven (14.2%) of all those at risk of poverty has a job.
- The social welfare system plays a critically important role in reducing poverty. Without social welfare payments 50.7% of the population would be at risk of poverty.
-

<http://www.socialjustice.ie/content/733000-people-poverty-points-major-failure-government-policy>

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6.

Fantastic Four



To explore ways that young people can participate to tackle global poverty.



45 minutes



10 years upwards



Set of role cards, fact boxes for older age groups, art materials, paper, markers, materials for superhero costumes (optional)



Remind the groups that you don't need to be a superhero to tackle global poverty. Every one of us has the power within us to participate in actions against global poverty

- Break into four groups. Each group gets one of the stories.
- Allow 5 minutes to read and think about the stories. Explain that they should imagine they have a superpower that would contribute to tackling the issue in their story. Each group chooses a superpower and a young superhero linked to their role. Allow a further 10 minutes for this. If you have time, provide art materials and encourage the groups to paint/draw their superhero or make superhero costumes.
- Now explain that they are to form new groups. Each group has representatives from the four groups – to tackle global poverty. The groups have 10 minutes to discuss how, working together, they can defeat the threat of global poverty. (Global poverty could be portrayed as the villain).
- Form the large group again. Ask:
 - What ideas for action did you come up with?
 - What impact would these actions have?
 - Do you need super powers to take these actions?
 - What can ordinary young people do?
 - Look at some of the statistics on aid, debt, trade and climate change. Does anything surprise the group or worry them?
 - If governments were superheroes, what should they do?



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ROLE CARDS

<p>TRADE</p> <p>My name is Manuel and I live with my family in Nicaragua in Central America. The coffee beans we grow on our farm are exported and end up in supermarkets in rich countries like Ireland. A few years ago the price of coffee fell so we now get less money for our crops. This means that we can't afford to buy enough food. I have had to give up school to work longer hours on the farm.</p>	<p>AID</p> <p>I am Elena. I am 12 years old and come from Uganda. During the day I help out on my family farm doing things like collecting water and taking care of the cattle. Even though this is hard work I enjoy it. People in my village would like to set up a night school for children like me so that we could get an education and learn better ways of looking after the farm. But they don't have enough money to do this.</p>
<p>DEBT</p> <p>My name is Daniel and I come from Zambia. Last year I got sick and needed medicine. However, the local health clinic had closed down due to a lack of doctors and medicine. The government wants to build hospitals and health clinics but they have to spend most of their money paying back huge loans to rich countries. We have already paid back more money than we ever borrowed. I wasn't even born when the loans were taken out.</p>	<p>CLIMATE CHANGE</p> <p>My name is Azra and I come from Bangladesh. Recently the number of storms, floods and typhoons in our country has increased. I've heard that it's because the world is warming up. During the last flood, people were forced to sleep on the roofs to avoid the water. The water was badly polluted and food and medicine were hard to find. There was a big increase in the number of mosquitoes, which carry malaria. Many people got ill and died. The water has gone down now, but I'm worried about the next one.</p>

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DID YOU KNOW?

AID	TRADE
<ul style="list-style-type: none"> All the rich countries of the UN agreed to spend 0.7% of their annual income on overseas aid but so far only the Netherlands, Sweden, Norway, Denmark and Luxembourg have reached the target. Ireland said in 2000 that it would reach the aid target by 2007 but this target will not now be reached. Rich countries who give aid often make demands about how the aid is used. For example, they may want markets opened up for their products or the privatisation of services such as electricity, healthcare or even education. This can have devastating results on poor people. 	<ul style="list-style-type: none"> Two of the biggest exports that developing countries have are agriculture and textile products. The World Trade Organisation puts pressure on developing countries to open up their markets to foreign companies and to stop making payments to local farmers. However, rich countries, such as the USA, EU countries and Japan, have actually increased payments to farmers. Rich countries also sell unwanted food in developing countries below the cost of production putting local farmers out of business.

DEBT

- 39 countries have qualified for, are eligible or potentially eligible and may wish to receive HIPC Initiative Assistance (as of March 2013). This means that they owe huge amounts of money to rich countries from loans that were given up to 30 years ago
- The total cost of providing assistance to the 39 countries that have been found eligible or potentially eligible for debt relief under the enhanced HIPC Initiative is estimated to be about \$76 billion in end-2011 net present value terms
- Since 2005, Ethiopia has been lent US\$ 5.6 billion, including US\$1.6bn by the World Bank, the bulk of this since the financial crisis in 2008. Although the IMF and World Bank say that Ethiopia is still at a low risk of debt distress, the debt created in recent years may lead them back into debt crisis.
- In 2013, the most highly indebted country was Japan whose GDP amounted to (US) \$ 5, 984 billion. Its debt amounted to 230 per cent of the size of its economy. Others in the recent top 10: Greece was in second place with a debt burden of 163 per cent of its \$ 255 billion GDP; Lebanon, 136 per cent of its \$ 41 billion GDP; Eritrea, GDP of \$ 31. 9 billion and the size of its debt was 134 per cent of that amount; Italy, 120% of its \$ 1980 billion GDP; Portugal, \$210 billion GDP, 107 per cent; and **Ireland, 105 per cent of \$204 billion GDP**
<http://www.imf.org/external/np/exr/facts/hipc.htm>
<http://www.nycaribnews.com/news.php?viewStory=3940>

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CLIMATE CHANGE

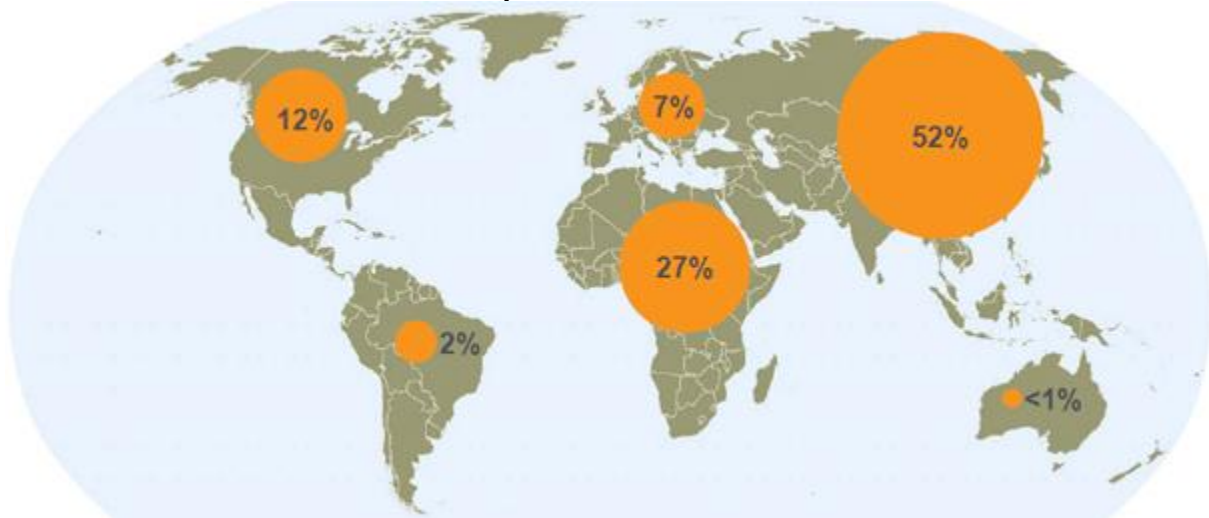
- The top 10 warmest years between 1880 and 2012 are: 2010, 2005, 1998, 2003, 2002, 2006, 2009, 2007, 2004, and 2012
- Almost half the world's population has lived through a disaster at some point in the past decade. Each year for the past decade, an average of 258 million people have lived through some kind of disaster – in total, this is the equivalent of almost half of the world's population
- According to the Red Cross, an average of 354 natural disasters occurred throughout the world each year from 1991 to 1999. Between 2000 and 2004, this figure more than doubled to an average of 728 natural disasters per year. And each year, the death toll from disasters is growing greater – from 84,570 in 1995 to 249,896 ten years later, according to the Organisation for Economic Co-operation and Development (OECD).
- Floods, hurricanes and droughts have increased dramatically over the last 20 years. From 1987 to 1998, the average number of climate-related disasters was 195. From 2000 to 2006, the average was 365, representing an increase of 87 per cent. Today, more than 70 per cent of disasters are related to our changing weather.
- Worldwide, more than two million people lost their lives in natural hazard events between 1980 and 2012 – most (60%) as a result of weather and climatological events and the remaining 40% due to geophysical events. Although natural catastrophes occur throughout the world, sadly that the probability of dying in a natural catastrophe is greatest amongst those living in developing and emerging countries, regardless of geographic region. For instance, a storm surge in Bangladesh claimed 300,000 lives in 1970, while an earthquake in China killed some 242,000 people in 1976. Other examples of major humanitarian tragedies caused by natural disasters include the 2004 tsunami in East Asia (220,000 fatalities), the tropical cyclone in Myanmar in 2008 (140,000) and the earthquake in Haiti in 2010 (222,000).
- A further concern in addition to the effect on the lives of people in emerging countries is that when the ratio of insured losses to overall losses in emerging and developing countries is examined, a huge gap in insurance cover is revealed. According to the World Bank's definition, this primarily concerns low and low-to-medium income economies (i.e. with Gross National Incomes (GNI) of less than US\$ 1,026 and US\$ 1,026–4,035 respectively). In the period 1980–2012, they accounted for 10% of overall losses compared with a mere 1% of insured losses worldwide. For every euro of destruction caused by a natural catastrophe in Asia, on average only eight cents was covered by insurance during this period, while the average for the same period was 40 cents on the American continent (North, Central and South America).
- An example of a recent extreme heat wave is the Russian heat wave of 2010, which had very significant adverse consequences. Preliminary estimates for the 2010 heat wave in Russia put the death toll at 55,000, annual crop failure at about 25 percent, burned areas at more than 1 million hectares, and economic losses at about US\$15 billion (1 percent gross domestic product (GDP)).
- In UN Secretary General Ban Ki Moon's words: 'The need to engage fully in disaster risk reduction has never been more pressing. Disaster risk reduction is about stronger building codes, sound land use planning, better early warning systems, environmental management and evacuation plans and, above all, education. It is about making communities and individuals aware of their risk to natural hazards and how they can reduce their vulnerability.'
- Ireland can expect warmer, stormier winters, summer droughts and crops such as potatoes could become increasingly difficult to grow.
- There is a worldwide campaign to draw people's attention to the affect a rise in temperatures by 2 & 4 degrees would have on the nations of the world. A world in which warming reaches 4°C above preindustrial levels (hereafter referred to as a 4°C world), would be one of unprecedented heat waves, severe drought, and major floods in many regions, with serious impacts on human systems, ecosystems, and associated services.
http://climatechange.worldbank.org/sites/default/files/Turn_Down_the_heat_Why_a_4_degree_centrigrade_warmer_world_must_be_avoided.pdf

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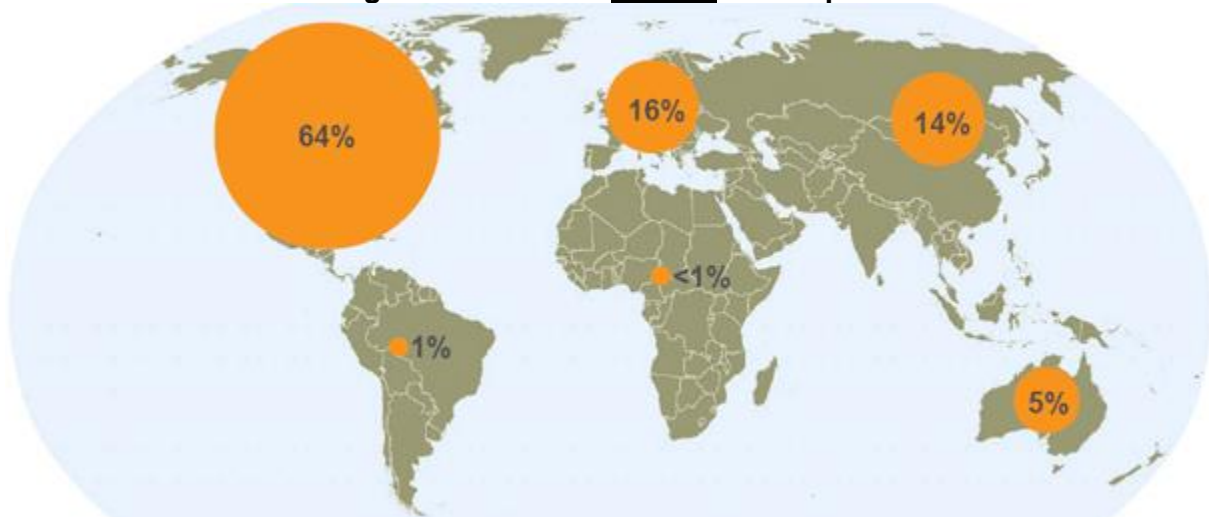
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Natural catastrophe fatalities were highest in developing and emerging countries in the period 1980–2012



Natural catastrophes worldwide 1980 – 2012
Percentage distribution of insured losses per continent



<http://www.munichre.com/en/reinsurance/topics-online/2013/02/risikomanagement/default.aspx>

In addition you could:

- Have a look at both maps separately. What stands out?
- Why might it be important to be insured against natural catastrophes?
- What might the consequences be for the world's poorer countries due to natural catastrophes?

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More information on DEBT

Measuring External Debt - External debt is a measure of the public and private debt that is owed to non-residents. This list is compiled by the CIA of nations with highest external debt.

1. United States \$13,980 billion
2. European Union \$13,720 billion
3. United Kingdom \$8,981 billion
4. Germany \$4,713 billion
5. France \$4,698 billion
6. Japan \$2,441 billion
- 7. Ireland \$2,253 billion**
8. Norway \$2,232 billion
9. Italy \$2,223 billion
10. Spain \$2,166 billion

<http://www.investopedia.com/financial-edge/1011/10-most-indebted-nations.aspx>

GOVERNMENT DEBT TO GDP

Government debt as a percent of Gross Domestic Product (GDP), also known as debt-to-GDP ratio, is the amount of national debt a country has in percentage of its Gross Domestic Product. Basically, Government debt is the money owed by the central government to its creditors. There are two types of government debt: net and gross. **Gross debt** is the accumulation of outstanding government debt which may be in the form of government bonds, credit default swaps, currency swaps, special drawing rights, loans, insurance and pensions. **Net debt** is the difference between gross debt and the financial assets that government holds. The higher the debt-to-GDP ratio, the less likely the country will pay its debt back, and more likely the country is to default on its debt obligations.

<http://www.tradingeconomics.com/ireland/government-debt-to-gdp>

IRELAND GOVERNMENT DEBT TO GDP

Ireland recorded a Government Debt to GDP of 117.60 percent of the country's Gross Domestic Product in 2012. Government Debt To GDP in Ireland is reported by the Eurostat. Ireland Government Debt To GDP averaged 71.41 Percent from 1980 until 2012, reaching an all time high of 117.60 Percent in December of 2012 and a record low of 24.80 Percent in December of 2006. Generally, Government debt as a percent of GDP is used by investors to measure a country's ability to make future payments on its debt, thus affecting the country borrowing costs and government bond yields.

The International Monetary Fund (IMF)

The International Monetary Fund (IMF) has 188 member countries. It monitors the economies of its member countries, gives economic policy advice, and acts as the lender of last resort to borrowers who are then subject to loan policy conditions. In 2009, the G20 decided that the IMF should lead in responding to the financial and economic crisis, and committed to quadrupling the Fund's resources from US\$250 billion to US\$1 trillion.

The World Bank

The World Bank has 188 member countries. It provides financial and technical resources to Southern countries, and has a specific poverty reduction mandate. The World Bank Group works through five institutions, which have different roles. In 2012, the World Bank Group committed US\$ 52.6 billion in loans, grants, equity investments, and guarantees to its members and to private businesses. The governments that borrow from the World Bank are required to adopt policy changes in return for loan financing. Ireland became a member of both bodies in 1957.

http://www.debtireland.org/download/pdf/ddci_world_bank_imf_watch_2013.pdf

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That young people will understand the link between our consumer habits and poverty in the developing world.



40 minutes – 1 hour



12 years upwards

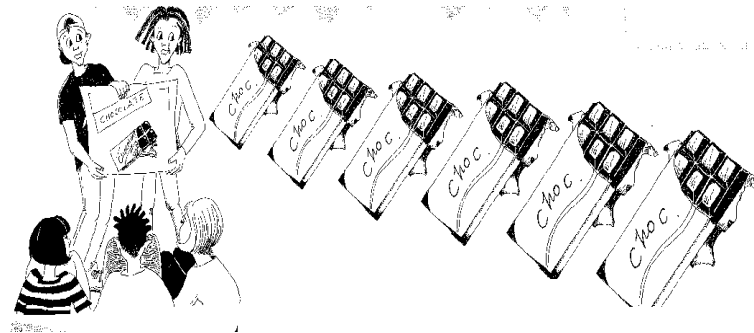


Photocopied sets of cards. Scissors. Glue and paper. Bars of fairly traded chocolate for distribution after the game (optional)

7. Chocolate Chain Reaction



- Brainstorm with the group on the word 'Chocolate'. Calculate how much the group spends every week on chocolate.
- Divide into groups of three or four.
- Cut out and shuffle the set of cards overleaf. Give a complete set to each group.
- Ask each group to rearrange their cards according to the order of circumstances which brings the bar of chocolate from the grower of the cocoa beans in Ghana to the consumer in Ireland.
- Allow time for feedback from each group and discussion after the activity.
- Look at some of the chocolate facts and the Did You Know Box. Is there anything that stands out for the group?
- What might be the consequences of poor weather and poor chocolate production for them and for those living in Ghana?
- What are the other development and global justice issues they see especially from the Did You Know Box?



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A box of chocolate facts

- Although cocoa is mainly grown in the poor countries of the South, the chocolate market is controlled by European and US multinational companies
- The global chocolate market stood at \$83.2 billion in 2010 and will reach an estimated \$98.3 billion by 2016.
- Africa, meanwhile, consumes only about 3% of the world's cocoa, despite the fact that more than 75% of the entire world's cocoa comes from West Africa. The Ivory Coast alone produces more than 35%, according to the International Cocoa Organization.
- The top ten global confectionery companies that manufacture some form of chocolate, by net confectionery sales value in 2012 (US\$ millions): **Mars Inc** (USA) 16,800; Mondelez International Inc (USA) 15,480; Barcel SA, division of Grupo Bimbo (Mexico) 14,095*; **Nestlé SA** (Switzerland) 12,808; Meiji Co Ltd (Japan) 12,428*; Hershey Foods Corp (USA) 6,460; Ferrero Group (Italy) 5,627; Chocoladenfabriken Lindt & Sprüngli AG (Switzerland) 2,791; August Storck KG (Germany) 2,272; Yildiz Holding (Turkey) 2,200 This includes production of non-confectionery items <http://www.icco.org/about-cocoa/chocolate-industry.html> The U.S. leads the North American market quite comfortably, with a market share of 86.3%. The UK boasts the largest demand in Europe, with a market share of 16.4%, followed closely by Germany's 15.9%.
- The 2010/2011 cocoa year was marked by a period of change, as supply was threatened due to the crisis in Côte d'Ivoire, which included a cocoa export ban and several months of uncertainty. Whilst this was resolved, it brought with it the highest cocoa prices for over 30 years and an unprecedented disruption to the market.
- The main contributors being Côte d'Ivoire and Ghana, the world's two largest cocoa producing countries. Africa has not failed to reinforce its status as the premier cocoa producing region, accounting for nearly 75% of world output
- The confectionary market in Ireland is worth in excess of **€625 million**, sugar confectionary accounting for approx 13%
- Ireland has the **highest per capita consumption of chocolate in the world**, with Irish consumers eating 11.2kg of chocolate confectionery each year
- Ireland's chocolate market is valued at approx E544 million, making it the twelfth biggest in Europe and the UK's biggest export market <http://www.shelflife.ie/article.aspx?id=22>
- Cadbury Ireland is expected to lead chocolate confectionery in 2012, with a 43% value share.
- The UK boasts the largest Fair Trade chocolate market in the world, tallying roughly \$760 million in sales of Fair Trade chocolate in 2011, with the U.S. Fair Trade market a distant second (registering \$175 million). In terms of market share, Fair Trade holds the largest percentage of the Irish market, where it accounts for 14% of chocolate sales.
- With Fair Trade firmly ensconced in the minds of chocolate manufacturers, the next step may well be in the arena of non-GMO (genetically modified organism) certification. Whole Foods Markets recently announced that, by 2018, it will demand all products sold in its U.S. and Canadian stores to carry a label indicating whether they contain GMOs, and a recent anniversary product from Endangered Species Chocolate (ESC) added a "Non-GMO Product" verification.
- Chocolate has its share of detractors, notably those who equate the products with rising obesity levels.
- 418 Kit Kat fingers are consumed world-wide every second of the day.

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<i>Munching a big bar of Guzzlegut Choccie!</i>	<i>Buy a bar of Guzzlegut from the supermarket.</i>	<i>Guzzlegut chocolate is produced at 'Madberrys' factory in Dublin.</i>	<i>Madberrys and other big chocolate companies control the chocolate market and import cocoa beans from Ghana at a very cheap price.</i>
<i>Ghana cannot afford to process its cocoa beans into chocolate for export because Europe charges high taxes for imports.</i>	<i>Countries like Ghana depend on the export of unprocessed cocoa beans even though they could make more if they could process themselves.</i>	<i>Small farmers only get a small fraction of money for their cocoa crops.</i>	<i>Prices of food in Ghana have gone up and many poor farmers find it hard to make ends meet.</i>
<i>Small farmers in Ghana take out loans to buy necessities.</i>	<i>Many small farmers in Ghana get into debt.</i>	<i>Many children in Ghana whose families farm cocoa beans go hungry.</i>	<i>Many children in Ghana live in poverty - 82 % of children attend school and a high % of the population do not have access to safe drinking water.</i>

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Did you know?

- Cocoa exports are an essential part of the economy; Ghana is the world's second-largest producer
- February 14th has been branded Chocolate Day in Ghana
- The world wants chocolate more than ever, and global demand for cocoa is up, but dryer weather is causing Ghana's production to decline. In addition, there is concern that the recent discovery of off-shore oil reserves in the country—which may lead to higher exchange rates and land and labour prices—will threaten the competitiveness of the cocoa sector, hurting farmers.
- Political pressure has so far ensured that cocoa producers receive a large share of the export prices, but there is no other mechanism in place to maintain high producer shares.
- Gendered work and social practices mean that women's contribution to cocoa production has long been under-valued, with women largely relegated to the position of unpaid family or casual labour. However, within the gender division of labour women do play an important role in certain activities that are increasingly recognised in the industry as critical to ensuring good yields and quality production. These are of increasing importance to consumer-focused brand name chocolate companies. Recognition and support for women's role could make an important contribution, both to the empowerment of women cocoa farmers and workers, but also to the future sustainability of quality cocoa sourcing.
- The governments of Ghana and the Ivory Coast lack the resources needed to properly investigate and prosecute employers who violate international labour laws. At the very least, they have agreed to work to eliminate what the International Labour Organisation (ILO) calls "the worst forms of child labour." These are defined as practices "likely to harm the health, safety or morals of children" and include the use of "hazardous tools" and any work that "interferes with schooling." Currently, the vast majority of children on West African cocoa farms endure "the worst forms of child labour" every day.
- Farmers in [Ghana](#), the second-biggest producer, will harvest 800,000 tons in 2013-14, Ecobank Transnational Inc., a Lome, Togo-based lender, said in its Aug. 29 report. That's down from the 850,000 tons in 2012-13 estimated by the London-based International Cocoa Organisation (ICCO). Ghana plans to cut by half the use of subsidized pesticides next season after government revenue fell, the country's Cocoa Board said.
- If the countries who grow the cocoa beans could process them into chocolate, they could earn a greater share of the money paid for each bar, and increase the incomes and living standards of their people. However this is made difficult for them because the European Union puts import taxes, or tariffs, on imported chocolate bars of 16% (as opposed to only 3% for unprocessed cocoa beans), meaning that imported chocolate bars would be more expensive for the consumer than those produced here.
- For Ghana, cocoa is the most important export crop - 8.2 percent of the country's GDP and 30 percent of total export earnings in 2010. Total production has increased from 450,000 tonnes in 2000 to 900,000 tonnes in 2010.
- All cocoa beans are sold to Licensed Buying Companies (LBCs) which in turn sell to the only one

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exporter in Ghana, the COCOBOD (Govt. Agency) or to domestic industries for local processing. Main export destinations: European Union, Japan and the United States.

- The sudden decrease in poverty levels for cocoa producers coincides with a period of favourable cocoa prices, yields, and production. The evident correlation between international market trends and Ghana production is also an indicator of the vulnerability of cocoa producers to external price shocks (Coulombe and Wodon 2007).
- Cocoa production in Ghana is based almost exclusively (90%) on smallholder farmers. About 700,000 households are growing cocoa mostly on plots of 2-3 ha with small plantations (ICCO, 2006).

<http://www.ifpri.org/blog/ghana-s-trouble-chocolate>

http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2278193

<http://www.foodispower.org/slavery-in-the-chocolate-industry/>

<http://www.bloomberg.com/news/2013-09-12/cocoa-shortage-seen-expanding-as-chocolate-sales-advance.html>

http://www.fao.org/fileadmin/templates/mafap/documents/technical_notes/GHANA/GHANA_Technical_Note_COCAO_EN_Apr2013.pdf

CHECK THIS OUT – The Story of Chocolate:

<http://www.thestoryofchocolate.com/About/content.cfm?ItemNumber=3730>

More FACTS READ: <http://www.itbhdg.com/english/cocoa-beans.php>

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8. *Defining Aid*



That young people explore their understanding of aid.



30 minutes – 1.5 hours



14 years upwards



Aid cards (adapted to suit participants). Flipchart and markers. Copies of fact boxes



- Before the game, make copies of the aid cards and cut them out.
- Using a flipchart and marker, ask the group to brainstorm on the word 'Aid'. Write up all the words that the group suggests.
- Break into groups of 3 or 4. Give each group a set of aid cards. Each group has 10 minutes to rank order the cards from the one that they most agree with to the one that they least agree with. A group can decide, based on their own experience and learning, to add their own statements about aid.
- The groups present their rankings, giving reasons for choices. Distribute copies of the fact boxes and discuss the facts presented.



- Does it surprise you that Ireland receives so much aid?
- If so, why? How do you think people in Ireland and developing countries respond to aid?
- Should aid to Ireland have priority over aid to developing countries? Why?
- What do you think the priorities of Irish Aid are?
- What should they be?

Optional:

Using the information in the Voluntary Aid box and the themes/ideas in the Aid Debate, divide the group in two and hold a debate about the importance of aid for the world today – one side in favour and one side against.

Following the debate, have a look at what Irish NGOs are doing in developing countries. What is the impression of the group? Did they realise that this is the type of work undertaken abroad by Irish NGOs? Is there anything that stands out for them based on what they can see? What message would they give to Irish NGOs based on what they have learned about their work?

Let us know! Email deved@nyci.ie

Watch this: Poverty & aid from Trocaire <http://www.youtube.com/watch?v=MFBxAfiXoww>

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AID CARDS

<p>Aid means charity. The best way to help poor people is to give them some money.</p>	<p>Aid means giving people the tools to be able to come up with their own solutions.</p>	<p>Aid made the Celtic Tiger and now Aid is rescuing us from it.</p>
<p>When you cut your knee and someone puts a plaster on it – that's aid.</p>	<p>Aid is stopping wars and helping refugees go home in safety.</p>	<p>Aid is about easing guilt.</p>
<p>Aid is about changing policies at world level so developing countries get a better deal.</p>	<p>Aid is all about fundraising actions and sending food to developing countries.</p>	<p>I don't buy a certain brand of coffee because I know the company treats its workers badly.</p>

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Fact Box: Aid to Ireland

A lot of the money Ireland receives from the EU is used to develop infrastructure, agriculture, education, training and industry. An example of this is Ireland's current [Rural Development Programme 2007-2013](#) (RDP) which benefits from €2.339 billion in EU funds and all of that money is used to help improve the quality of life in rural areas.

The European Social Fund provides aid to member states to support jobs, helping people get better jobs and ensuring fairer job opportunities for all EU citizens. It works by investing in Europe's human capital – its workers, its young people and all those seeking a job. Not only does it attempt to strengthen employment, but also works towards providing better education, giving a chance to all citizens and supporting better public services. **European Social Funding to Ireland: 2007-2013 comes to €375,362,370 and this figure doubles to €750,724,740 when state and private funding are included.** <http://ec.europa.eu/esf/main.jsp?catId=443&langId=en>

Due to the financial crisis, the Economic Adjustment Programme for Ireland was formally agreed in December 2010 with 'the Troika' which includes European Commission, the International Monetary Fund (IMF) and the European Central Bank (ECB). It includes a joint financing package of **€85 billion and covers the period 2010-2013.**

The Economic Adjustment Programme for Ireland includes a joint financing package of €85 billion with contributions from the EU/European Financial Stabilisation Mechanism (EFSM) (€22.5 billion), euro area Member States/European Financial Stability Facility (EFSF) €17.7 billion, bilateral contributions from the United Kingdom (€3.8 billion), Sweden (€0.6 billion) and Denmark (€0.4 billion) as well as funding from the IMF (€22.5 billion). Moreover, there is an Irish contribution through the Treasury cash buffer and investments of the National Pension Reserve Funds of €17.5 billion.

http://ec.europa.eu/economy_finance/assistance_eu_ms/ireland/index_en.htm

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Fact Box: Irish Government Aid

The official Irish Government overseas aid programme is called Irish Aid.

In 2013, the Government allocated €623 million to Ireland's aid programme. This is called Official Development Assistance (ODA). In 2012 this figure was €639 million. Over €514 million or 80% of this funding was managed by Irish Aid, a Division of the Department of Foreign Affairs and Trade. Our total aid expenditure in 2011 amounted to €657 million. This represented .52% of Gross National Product (GNP) or just over 5 cents in every €10 that the country produces. Over €520 million or 80% of this funding was managed by Irish Aid. The remainder, an estimated €136 million, was managed by other government departments.

In 2012, the Government allocated €639 million to Ireland's aid programme. This represents about 50 cent of every €100 of Ireland's national income. <http://www.dci.gov.ie/what-we-do/how-our-aid-works/where-the-money-goes/>

Key Facts - 2012

- Ireland's total aid expenditure in 2012 was: €628.90 million
- The aim of Ireland's aid programme is to **reduce poverty and hunger**, particularly in sub-Saharan Africa where the needs are greatest. It supports long term development and provides humanitarian assistance in over eighty of the world's poorest countries. Most of the funding is spent on **health and HIV and education services, agriculture and nutrition** programmes and on providing much-needed humanitarian assistance in **emergencies** situations.
- The Irish Aid programme is delivered by a variety of partners and organisations. In partner countries Irish Aid work closely with governments, local authorities and communities and also with a wide range of national and international Civil Society Organisations (CSOs) to contribute to the eradication of poverty, hunger and human rights violations. Irish Aid also gives significant support through the UN and EU, allowing them to engage at a global level and provide assistance to areas outside of partner countries.
- Ireland contributed 0.47% of GNP to Overseas Development Aid. 70% was delivered as Bilateral ODA - 30% as Multilateral ODA
- Over 80 countries benefitted from Irish Aid
- Over 80% of allocated Bilateral ODA was directed to Least Developed Countries while 85% went to Sub Saharan Africa
- One quarter of Ireland's ODA was delivered through non-governmental organisations
- Almost half of Bilateral ODA was delivered to Ireland's nine partner countries [our partner countries](#)
- Almost 60 % of Ireland's Bilateral ODA was directed to the key sectors of Agriculture, Health, Education, Governance and Social Infrastructure support

<http://irishaid.ie/media/irishaid/allwebsitemedia/20newsandpublications/publicationpdfsenglish/irish-aid-annual-report-2012-high-res.pdf>

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Voluntary Aid

Non-governmental organisations (NGOs) is a broad term used to describe a variety of independent organisations involved in different types of agendas in aid, development, welfare, education, etc.

Observers tend to identify three characteristics common to development or aid NGOs:

- They are directly or indirectly involved in development and humanitarian work
- They are separate from government and private for-profit organisations
- Their business is of a not-for-profit nature

It includes NGOs based in developed countries and NGOs based in developing countries. The main sources of funds for NGOs are government donations, private or individual donations and money given by private foundations or trusts. They vary in size and scale, from large multinational aid agencies with hundreds of millions at their disposal to smaller local community-based groups which only focus on a small number of projects and have limited resources.

There are three main areas of NGO work:

- The provision of direct support (such as food, medical assistance and shelter) which assists in overcoming the immediate consequences of an international crisis or a natural disaster. As well as this, NGOs provide short and long term financial and personal support for rehabilitation projects in education, health, agriculture, housing etc. Generally, NGOs have had more success in social service provision than in more complex and technical projects.
- Short and long term projects involved with 'local capacity building' including training local leaders, defending human rights and encouraging effective participation and the 'empowerment' of people who are directly affected by global poverty and inequality.
- Highlighting the causes and consequences of world inequality within 'developed' countries in order to stimulate and promote activism for real change. NGOs relate to the public in two principal ways **fundraising**, and **development education and campaigning**. Effort is often put into educating people not just on the realities of global poverty and inequality, but also on the reasons behind the persistence of these problems. NGOs are also involved in advocacy and lobbying for policy change.

http://www.developmenteducation.ie/issues-and-topics/debating-aid/_files/debating-aid-extract-05.pdf

Watch this short clip from Junior Chamber on Individual Social Responsibility

https://www.youtube.com/watch?v=gWff2Ne4v78&feature=youtube_gdata_player

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Some common themes or ideas in the Aid Debate

- We are all part of a bigger world picture and we are connected to others in a bewildering series of ways. These connections have implications (both positive and negative) and it is impossible for us to cut ourselves off from them (even if we wished) or to isolate ourselves from them. As a result, we have duties to others, even others we do not know and are unlikely to ever meet, for example, the duty to acknowledge that our actions (economic, environmental, military etc.) regularly impact on others and that we do not have the right to ignore such impacts
- We all have what are often termed 'negative and positive duties' – our negative duty is to ensure that whatever we do does not harm others (especially the poor and the weak) and if harm has been done, we have a positive duty to make reparation for it. Given the current international economic, political and social order which clearly and systematically benefits the rich world while hugely disadvantaging the poor world, we are all already deeply morally and causally involved. The argument goes that the 'long reach of injustice' must have an equally 'long reach of justice'.
- Rights come with duties. In claiming rights for ourselves we must accept the corresponding duties that accompany them, for example, the principle that the same rights apply equally to each and every person regardless. Therefore we have a duty to defend and promote the rights of all; either rights apply to everyone or the very concept of rights is meaningless.
- Self-interest. Some commentators argue that the traditional biblical stricture to 'love thy neighbour as thyself' means literally what it proclaims. Human thought, rationality and emotion go beyond the merely 'individual' and embrace some element of the 'universal' or bigger picture. This implies that we must give equal weight to the interests and needs of others as we would give to our own. While 'self interest' is a key motivating and ethical framework by which to live one's life, it is, nonetheless insufficient as all of us recognise interests and needs outside those of pure self-interest.
- Reasonable beings must act reasonably. Part of our condition as human beings – in fact the essence of being human - is our capacity to reason and to act 'reasonably' and to search for and constantly re-assess what 'reasonableness' means at any point in time or in any context. This essence places us under an obligation to others – we have a duty to 'go as far as we can reasonably go'

http://www.developmenteducation.ie/issues-and-topics/debating-aid/_files/debating-aid-extract-01.pdf

Optional: Discuss the common themes and ideas in the aid debate. Also, check out how Irish NGOs are contributing to the Millennium Development Goals. Does this have any effect on the groups thinking?

What are the Millennium Development Goals? (Click on any of these for more info)



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How Irish NGOs are contributing to the Millennium Development Goals

See list of a few of these examples below, grouped by Millennium Development Goal:

Goal 1: Eradicate extreme poverty and hunger	
Target 1.A: Halve, between 1990 and 2015, the proportion of people whose income is less than one dollar a day	<p>Concern piloted a social protection scheme in the slum areas of Nairobi, which is being replicated by the Kenyan government in Mombasa.</p> <p>Value Added In Africa works with African producers to move them from suppliers of raw materials to producers of high-quality goods for export, ensuring higher incomes for local communities.</p> <p>Irish NGO Addressing the Unaddressed is working in a slum in Kolkata to provide slum dwellers with a legal address, opening up opportunities for them to open bank accounts, register with the authorities and find legal employment. <i>“Four billion people are excluded from the rule of law, as the lack of a legal identity often prevents them from enjoying their rights as citizens. Setting up an addressing system is the first step towards tackling that issue.”</i></p> <p>Childfund Ireland helps women obtain micro-credits.</p>
Target 1.B: Achieve full and productive employment and decent work for all, including women and young people	<p>Christian Aid helped coffee growers in Nicaragua to form a fair trade co-operative, which now has a three-year contract to supply Irish company Bewleys.</p> <p>Oxfam Ireland is driving a national campaign to empower female food producers in Tanzania.</p> <p>The “Clean Clothes” campaign aims to raise awareness and mobilise consumers to pressurise manufacturers to take responsibility for workers’ rights.</p>
Target 1.C: Halve, between 1990 and 2015, the proportion of people who suffer from hunger	<p>Self Help Africa trains farmers in certified seed production in Ethiopia and Zambia, with incomes for seed growers rising to two or three times the average household income. (see video)</p> <p>Irish Aid and Irish NGOs help promote the ‘not so humble spud’ see this article</p> <p>Irish Aid helps Tanzanian milk farmers get their produce to markets.</p> <p>Shroom to grow: Helping women in Rwanda to thrive – with mushroom growing (Oxfam Ireland)</p>
Goal 2: Achieve universal primary education	
Target 2.A: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling	<p>About two thirds of all schoolgirls in Kajiado, Kenya, are absent from school on a regular basis. Research has indicated that this is largely due to insufficient sanitary facilities in the schools to address the needs of a menstruating girl. Irish NGO Aidlink has teamed up with Kenyan NGO the Girl Child Network in a programme to address this issue, by providing sanitary towels, as part of a broad programme to improve girls’ participation in education.</p> <p>Plan Ireland harnesses children’s energetic use of playground seesaws to supply clean water to primary school.</p> <p>The Mavambo Trust in Harare, Zimbabwe tackles school dropout rates among orphans and vulnerable children. The Accelerated Literacy and Numeracy programme, supported by the Congregation of the Most Holy Redeemer and funded by Misean Cara, will now be rolled out by UNICEF across 600 schools</p>

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	nationwide, meaning 40,000 children will be given a chance to catch up and re-enter mainstream education.
Goal 3: Promote gender equality and empower women	
Target 3.A: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015	<p>Oxfam's "Behind The Brands" campaign aims to get chocolate producers to address gender inequality in their production chain.</p> <p>In Uganda, Trócaire works closely with the Catholic Church in tackling very high rate of domestic violence. In 2012, 25,000 churches nationwide in Uganda were involved in a national domestic violence prevention campaign.</p>
Goal 4: Reduce child mortality	
Target 4.A: Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate	<p>World Vision uses mobile phone technologies to improve child and maternal health in Sierra Leone.</p> <p>Plan Ireland is pushing for child registration – without birth certificates, people cannot access national health and social security systems, or obtain land ownership certificates, bank loans, etc.</p> <p>Several Irish NGOs are working to provide services to some of the 270 million worldwide currently not reached by formal health systems.</p>
Goal 5: Improve maternal health	
Target 5.A: Reduce by three quarters, between 1990 and 2015, the maternal mortality ratio	<p>Trócaire strengthened a local advocacy group in Malawi, who successfully lobbied for a health centre to be re-opened.</p> <p>Irish maternity hospital twinning drastically reduces maternal mortality in Omdurman, Sudan.</p> <p>Plan Ireland is working to stamp out a cruel and dangerous custom – female genital cutting/mutilation.</p>
Target 5.B: Achieve, by 2015, universal access to reproductive health	<p>The Irish Family Planning Association supports the work of organisations such as the UN by campaigning for improved sexual and reproductive health for women around the world.</p> <p>Several Irish NGOs are providing funds and advice to grassroots organisations working to increase access to health services for marginalised communities, training health workers or by working with governments to shape international health policies.</p>
Goal 6: Combat HIV/AIDS, malaria and other diseases	
Target 6.A: Have halted by 2015 and begun to reverse the spread of HIV/AIDS	With Irish Government support, the sisters of Our Lady of the Apostles are running a programme in rural Tanzania, providing HIV and AIDS outreach services in 12 villages. Testing people for HIV and providing life saving ARVs for hundreds of people.
Target 6.B: Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it	See the programmes of NGOs in the Dóchas HIV and AIDS working group .
Target 6.C: Have halted	Irish Aid supports search for malaria vaccine

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by 2015 and begun to reverse the incidence of malaria and other major diseases	Habitat for Humanity Ireland works with vulnerable communities in Zambia to improve access to simple, decent housing and water and sanitation facilities, the result of which has seen a reduction in incidences of malaria and other diseases.
Goal 7: Ensure environmental sustainability	
Target 7.A: Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources	<p>Irish NGO Just Forests works to raise awareness in Ireland of the links between consumer choices here and global deforestation.</p> <p>Irish Development NGOs work with marginalised communities across the globe to strengthen their resilience to the changes brought about by climate change, and in Ireland they campaign to reduce the Irish contribution to global warming.</p> <p>Trócaire works with organisations in Kenya to get their parliament to pass a climate law – which would make Kenya one of the first African countries to pass climate change legislation.</p> <p>Irish Aid helps communities combat soil erosion in Ethiopia.</p> <p>Green Schools works on challenges such as sustainable consumption, climate justice and sustainable development.</p>
Target 7.B: Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss	
Target 7.C: Halve, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation	<p>Progressio Ireland works with communities in Peru, that grow asparagus for the Irish market, to help them convince the authorities of the need for a better and fairer water management system.</p> <p>Habitat for Humanity Ireland works with vulnerable communities in Zambia to improve access to potable drinking water and basic sanitation which it views as a key component of adequate housing.</p>
Target 7.D: By 2020, to have achieved a significant improvement in the lives of at least 100 million slum dwellers	<p>See Addressing the Unaddressed (Goal 1)</p> <p>Habitat for Humanity Ireland works with vulnerable communities in peri-urban areas of Zambia to improve their living conditions which includes the provision of adequate housing and the attainment of land tenure rights.</p>
Goal 8: Develop a global partnership for development	
<p>Target 8.A: Develop an open, rule-based, predictable, non-discriminatory trading and financial system</p> <p>Target 8.B: Address the special needs of the least developed countries</p> <p>Target 8.C: Address the special needs of landlocked developing countries and small island developing States</p> <p>Target 8.D: Deal comprehensively with the debt problems of developing countries through national and international</p>	<p>MDG8 is different and distinct from all of the other goals. While Goals one to seven focus largely on developing countries, Goal 8 deals with global rules and international commitments.</p> <p>Irish NGOs, through campaigns such as “Act Now on 2015” are working to ensure Ireland honours its commitment to invest in overseas aid. They also campaign for a fairer trading system and tackling the debt burden under which so many countries suffer.</p> <p>Trócaire supports Demand Food Not Fuel – a campaign to end land grabs for bio-fuels.</p> <p>Christian Aid Ireland highlights that tax avoidance costs African countries more than they receive in overseas aid.</p> <p>Irish Aid helps improve port facilities in developing countries, to</p>

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measures in order to make debt sustainable in the long term	facilitate exports The Debt & Development Coalition campaigns in Ireland against unjust debts, where poor communities are made to pay for debts incurred by unwise lending policies.
Target 8.E: In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries	Organisations like Oxfam Ireland are campaigning for a change to trade rules and intellectual property rights to bring down the price of essential medicines.

<http://dochasnetwork.wordpress.com/2013/09/17/how-irish-ngos-are-contributing-to-the-millennium-development-goals/>

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That young people begin to explore the links between problems and people-centred solutions.



40 minutes



12 years upwards



Copies of the cards. A clear space. Paper and drawing materials (optional)



Before using this activity, check the suitability of the problem/solutions cards depicted for the group and adapt. Add your own. You can run a second round with blank problem and solution cards, based on the last discussion question

9. What's Your Problem?



- Before the activity, make photocopies of the problem/solution cards. Cut out the individual cards and shuffle them. Make enough copies so that everyone in the group has a card.
- Give each person a card, which they read. The participants then move around the room, trying to match the problems to solutions. When a person with a particular 'problem' finds an appropriate solution, they pair off. Continue this process until all the problems have found a solution. Briefly ask pairs to read their cards. Pairs with the same problem/solution should join together. If there is an odd number, ask some people to form groups of three.
- The groups discuss the problem and solution. They prepare a freeze frame (prepare a mime and freeze at a particular moment), a simple drawing/cartoon or a story to illustrate their scenario. They have 10 minutes to prepare this. Each group makes their presentation. In a circle, discuss how people felt when they found a solution to their problem. Was it the only solution or were there other options? For instance, did others come up with different solutions to the same problem: In reality, do people help each other like this? If so, in what sort of situations?



- What was the cause of the problem?
- Could it be fully solved?
- How did the people solve it?
- What other situations can you think of, where local people respond to local needs themselves?
- List the types of solutions that can help to solve different problems, e.g. someone to talk to, government action, money, etc.
- Are these problems similar to those experienced by young people in poorer countries? What might these problems be?
- How might they be solved? Can we do anything about their problems when still in Ireland?
- What are the main problems affecting people in our area?
- How might they be solved?

OPTIONAL:

Have a look at the definition of development education. Do you think it is helpful or important to know what is happening elsewhere in the world? Why?

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Problem and Solution Cards

Mary: My children have all grown up. I got together with some of the other women in our local women's development group and we decided to give one day a week each to provide a free childcare service. I'd like to give more time, but with rent increasing, I've had to get a part-time job in the local supermarket. I need the money.	Mark: I live with my family on a halting site. I left school because the people in my class were always slagging me off and the teachers didn't really take much interest in me. I'd like to get a job, but what chance have I when I don't read or write well?
Jenny: I am a single mother. I live on the fourth floor of a block of flats. I find it really hard to provide for my daughter on what I get on Social Welfare. What I'd like to do is go out to work, but I've no one to look after my child.	Sean: I would like to tell my parents that I'm gay, but they'd go ballistic. I get depressed sometimes thinking about it and I haven't been able to concentrate on doing my exams. If only I could tell someone.
Maureen: I work in a centre staffed by volunteers. We run courses in reading and writing for Travellers and settled adults. We also promote Traveller culture among the settled community. If we had more volunteers though, we could do so much more.	Monica: I came out 5 years ago and it made a huge difference to my life. Now I'm working at a centre where we offer support and advice to lesbian and gay young people. I'm amazed at the response. The trouble is finding money to keep the project going.
Kevin: I'll be doing the Leaving Certificate next year. After that I'd like to stay at home, but there are no jobs here. All my friends are leaving to try and get work in the city. There aren't enough of us left for the soccer team. It really annoys me when people talk about the Celtic Tiger and how well we're all doing. They should visit my village.	John: I've just started college. I'm staying on some friends' floor at the moment. It's impossible to get a flat - even a kip. Every time I ring up about a place, it's already gone or the price is too high. I think my friends are starting to get fed up with me staying with them.
Joan: I am a community development worker. My organisation works with people in rural communities to start businesses and create employment. We are trying to reverse the trend of people moving from the country to the city in search of work.	Julie: As Students' Welfare Officer, I try to help students solve their problems. My main concerns are student accommodation and lesbian and gay issues. I'm also a single mum, so I know how difficult it can be for some students.
Andy: I have been sleeping rough on the streets for 9 months now. I had been living in a small flat, but the landlord jacked up the rent. Turns out I had no tenant rights. I tried the hostels, but they were all full. It gets really cold at night.	Paul: I'm a politician. I meet my constituents each week and try to help them with their problems. Having a disability myself, I have a special interest in issues of disadvantage and equality.
Tom: In school we did a project on homelessness in Dublin. We were angered by what we found out, so a group of us decided to take action. We talked to local supermarkets and shopkeepers who agreed to donate food. Each evening, we go out and distribute the food to people who are sleeping rough. In the Winter we collect old blankets and give them out as well. I'd like to continue doing voluntary work.	Mohamed: I recently arrived in Ireland from the Sudan, where I was a doctor. I've received a lot of racist abuse from people who know nothing about me. I'd like to do some voluntary work, but where do I start looking?
Helen: I work in a youth club. As well as playing snooker and stuff, we encourage young people to relate their experiences with those of young people around the world, to take action against injustice.	

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“Development Education in youth work aims to support young people to increase their awareness and understanding of the interdependent and unequal world in which we live, through a process of interactive learning, debate, action and reflection. It challenges perceptions of the world and encourages young people to act for a more just and equal society at a national and an international level.” (www.youthdeved.ie)

How does development education fulfil the criteria of being ‘educational and developmental’?

- DE is about learning about different justice issues locally and globally, and how they are interconnected.
- Understanding how our actions affect others around the World.
- Allows young people to look beyond their own personal experiences and sheds new light on issues affecting them.
- Can start local and look global, or start global and look at local situations
- DE is not about imposing certain values, it’s about showing people HOW to think, not WHAT to think
- Sport, art, and drama are among the methodologies used in addition to discussion and debate

How Development Education can help – Irish Aid 2012

Development education seeks to promote and deepen understanding of issues relating to global poverty and development. Irish Aid’s engagement with development education is guided by their Development Education Strategy 2007-2015.

In 2012, Irish Aid expenditure for development education was approximately €3.2 million. Funding was made available through: a competitive annual grants call; results focused priority programmes; and development education award schemes. In addition, NGOs in receipt of long-term development programme grants from Irish Aid spent approximately €1.5 million on development education and public engagement initiatives in 2012. Strategic programmes were agreed in 2012 for a number of priority areas identified in the 2011 review of the Irish Aid Development Education Strategy. These included: post primary schools-based work; capacity building for the development education sector; online access to high quality development education resources; development education for 3rd level students in Irish universities.

All recipients of development education funding are required to provide a clear set of outcomes that they aim to achieve. Irish Aid ensures that public funds deliver on the objectives of the Development Education Strategy by measuring partners’ progress against these outcomes.

Highlights in 2012 included:

- Award of development education annual grants totalling over €1.5 million to non-governmental organisations, educational institutions and other civil society organisations
- Irish Aid Worldwide Global Schools: a comprehensive programme encompassing all of our support for post-primary schools based work
- Every student teacher, approximately 1,350 graduates in the five national Colleges of Education, had the opportunity to study development education and intercultural education as part of their training, through the Development Aid Intercultural Education (DICE) programme
- 7,000 young people participated in One World Week exploring the resilience of young people around the world

<http://irishaid.ie/media/irishaid/allwebsitemedia/20newsandpublications/publicationpdfsenglish/irish-aid-annual-report-2012-high-res.pdf>

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Did you know?

The skills that young people develop as a result of their involvement in **development education** activity in the non formal sector are among those cited by employers as key employability skills. The diagram below shows a clear correlation between the youth work and DE skills and employability skills.

Youth Work and DE Skills	Employability Skills
<ul style="list-style-type: none"> • Teamwork • Research • Confidence • Taking informed action • Communication • Open-mindedness to diversity • Cooperation • Leadership • Positive relationships • Decision making • Self esteem and sense of self • Networking • Critical understanding 	<ul style="list-style-type: none"> • Leadership (57%) • People Management and teamwork (51%) • Innovation and entrepreneurship (50%) • Communication (39%) • Adaptability and flexibility (39%) • Change management (35%) • Project management (19%) • Influencing (19%) • Decision making (17%) • Time management (14%)

Is there something you would like to have more information about? Let us know! deved@nyci.ie

#100Women: Join the conversation

Women around the world have achieved extraordinary things during the past century. But despite major steps forward in securing political, cultural and social rights, women everywhere face steep challenges compared to their male counterparts.

<http://www.bbc.co.uk/news/world-23888283>

TDs – to contact your local TD (Member of Parliament), see: www.kildarestreet.com/tds/

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10. What's Important?



That young people will explore some of the different priorities in aid.



30 minutes – 1 hour



10 years upwards



Flipchart. Markers. Paper cut into large circles. Map (optional)



Everyone stands in a circle, with one person in the centre. The point at someone in the circle and say 'zip' or 'zap'. If they say zip, the other person has to call out the name of the person on the left. If they say zap, the person calls out the name of the person on their right. If they say zip zap, everyone changes place. When someone makes a mistake, they take over in the centre.



- Divide up into small groups and give each group a paper circle. Explain that each group has €100 to give to help people in need.
- The groups have to decide how best to use the money and divide the circle accordingly. They should write the amount they will give on each section.
- Let each group make their presentation and stick the circles on the walls.



- Discuss the common points and the differences between the circles.
- What did the groups spend most money on?
- What did they spend least money on? Why?
- How were decisions arrived at by the groups?
- Is it possible to decide on what other people need without asking them?
- How would we go about asking?

Part 2

- On the map, locate Zambia – a country based in Sub Saharan Africa.
- Read out the short piece on Zambia.
- Distribute the fact boxes.
- What are the priorities of Irish Aid and of Concern in Zambia?
- How do they set out to achieve this?
- Do you think Irish Aid and Concern are successful?

Optional

- Looking at the Millennium Development Goals, what is the good news? What improvements need to be made? Why might these be important for everyone's future?
- Looking at Irish Aid priorities 2012, is there any priority that could be there or should not be there? Why?

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Zambia:

Population: **13.9 million**

Percentage of population living on less than \$1.25 per day: **68.5%**

UN HDI ranking: **163 out of 187 countries**

Zambia is one of the most politically stable and peaceful countries in Africa. However, it remains one of sub-Saharan Africa's poorest countries, despite impressive economic growth rates over the past five years. If current trends continue, Zambia is unlikely to achieve the first Millennium Development Goal to reduce by half the proportion of people living in poverty and hunger. Over two-thirds of the population still live below the poverty line, particularly those in rural areas, and 40% are unable to meet their basic needs. Malnutrition rates are also very high, with nearly half of all children showing signs of chronic malnutrition. Tackling the linked challenges of poverty, hunger and nutrition is the biggest challenge facing the country.

Irish Aid and Zambia Fact box

Zambia has been a partner and priority country for Irish Aid since 1980

In 2012, Irish Aid continued to support the implementation of Zambia's Social Protection Expansion Programme. The programme distributes a small cash payment of approximately €8 every month to vulnerable households. Although small, the money helps households to meet their basic needs like food, shelter and healthcare, and strengthens their ability to withstand crises.

Irish Aid provided support towards the development of the Scaling Up Nutrition- "First 1000 Most Critical Days Programme". This programme aims to reduce stunting, an effect of chronic malnutrition in children under two, from 47% to 30% over a five year period.

Irish Aid also provided support to UNICEF to implement an innovative pilot project to introduce the use of micronutrient powders, also known as "sprinkles", for controlling iron deficiency anaemia in young children

Irish Aid supports civil society organisations engaging in advocacy on social and economic rights particularly those working on issues affecting access and retention of girls in schools such as child marriages, teen pregnancies and child protection. They also target vulnerable households, particularly female headed households and those affected by HIV and AIDS.

Education as one of the most effective and sustainable ways of helping people lift themselves out of poverty continued to be a significant part of Irish Aid's programme in 2012

Development results supported by Ireland

- There was a **2%** drop in poverty levels between 2006 and 2010
- Over **93%** of Zambian children now go on to secondary school. This is an increase of nearly **10%** since 2010
- **400,000** people have access to clean and safe drinking water and sanitation facilities thanks to Irish Aid's programme in Northern Province

<http://irishaid.ie/media/irishaid/allwebsitemedia/20newsandpublications/publicationpdfsenglish/irish-aid-annual-report-2012-high-res.pdf>

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Concern Worldwide and Zambia Fact box

Concern Worldwide began working in Zambia in 2002 when they responded to the 2001/2002 drought.

Since then, Concern Worldwide has been working to reduce poverty in rural households in Zambia through targeting vulnerable rural households and ensuring that the needs and rights of the extreme poor are addressed. Concern does this through focusing on Food Income and Markets; Integrated Poverty Reduction and Women Empowerment Programme (IPRWEPP); Realigning Agriculture to Improve Nutrition (RAIN); Conservation Agriculture; and their HIV and AIDS Programme.

Concern Zambia implements programmes in Western and Central Provinces.

In Western Province, the focus is on building up the extreme poor to improve food security and nutrition and working to improve the situation of women. Concentration is on building the capacity of government, the traditional authorities and other service providers to address the needs of the extreme poor, who are in remote areas of the province. Changing attitudes regarding the position of women and creating an understanding of the significant impact of gender based violence will be an important area of work.

In Central Province, Concern continues to work on the project on 'Realigning Agriculture to Integrate Nutrition' (RAIN) that looks at how traditional livelihoods and food security programmes can address under-nutrition.

Concern Worldwide in Zambia also works with smallholder and marginal farmers in Western Province, providing them with assistance through district farmers' associations and local partners. Throughout their overall programme in Zambia, Concern Worldwide work with community representatives to plan programmes that meet the needs identified by communities themselves

They also work in partnership with other organisations in Zambia who are committed to tackling poverty

https://www.concern.net/sites/www.concern.net/files/media/resource/zambia-annual-plan-2013_0.pdf

POVERTY IS...

Poverty is the lack of household income (or consumption). The World Bank measures income (or consumption) poverty using a poverty line of \$1.25 per day.

Poverty is defined in different ways:

Absolute poverty means not having enough income to satisfy the most basic of human needs – food, clothing, shelter, water and sanitation, education and healthcare – in order to ensure continued survival. The concept of absolute poverty is not concerned with broader quality of life issues or with the overall level of inequality in society. The concept therefore fails to recognise that individuals have important social and cultural needs.

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, he/she may be poor relative to others in society.

<http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/poverty/>

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Case Study



Changing lives with small cash transfers

In 2004, the Zambian Government, with support from Ireland and other donors, launched a social cash transfer programme. Under the programme, vulnerable families receive €8 each month – not a lot but enough to make a real difference. The households which receive assistance are the poorest within their communities, usually those without adults who are able to work. This includes elderly people and families affected by HIV and AIDS, often with grandparents supporting orphans.

Over 50,000 households across six of Zambia's ten provinces are enrolled in the programme, reaching approximately 250,000 people. Significant results are being seen including families now having more food, better school attendance by children and more households owning small animals.

We are supporting national social protection programmes because we recognise that cash payments and other supports can make a huge difference to the lives of very poor people. Such small but regular supports help ensure that vulnerable families have enough to eat, and once their basic needs are met, are able to save and plan for the future.

"I used to depend on well wishers to give me food but I can now hire people to till land in my maize field. I also afford to buy maize seed and fertilizers. I usually have enough food for my family," said Elina Tembo, 87, Katete district.

Irish Aid Priorities in 2012

Hunger
Environment
Gender Equality
Governance
Health
Education

<http://irishaid.ie/media/irishaid/allwebsitemedia/20newsandpublications/publicationpdfsenglish/irish-aid-annual-report-2012-high-res.pdf>

Watch this: One World, One Future Irish Aid Policy:

<http://www.youtube.com/watch?v=IL9gQhHZRno#t=21>

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Progress on the Millennium Development Goals

The Millennium Development Goals (MDGs) are the eight international development goals adopted by world leaders at the United Nations for the period 2000 to 2015. The statistics on progress made which we use here are based on the UN MDG Report 2013.

1. Eradicate Extreme Poverty and Hunger

The world has achieved a 50% reduction in the proportion of people in extreme poverty five years ahead of schedule, with the proportion of people living on less than \$1.25 a day falling from 47 per cent in 1990 to 22 per cent in 2010. About 700 million fewer people lived in conditions of extreme poverty in 2010 than in 1990. However, despite this impressive achievement at the global level, 1.2 billion people are still living in extreme poverty and the numbers of hungry people remain high at 870 million. One in three people in the world lack essential vitamins and micronutrients.

2. Achieve universal primary education

Developing countries have made impressive strides in expanding access to primary education, with the enrolment rate growing from 83 per cent in 2000 to 90 per cent in 2011. While 57 million children of primary school age were out of school in 2011, this represented a decline of almost half, from 102 million, in 2000. However, despite these impressive efforts, progress over the last decade has slowed considerably. At the current rate, the world is unlikely to meet the target of universal primary education by 2015. In addition, globally 123 million young people aged 15 to 24 lack basic reading and writing skills; 61 per cent of them are young women.

3. Promote gender equality and empower women

Progress has been made towards addressing gender equality and women's empowerment, including equal access of girls and boys to education, but much more targeted action is needed in many regions. In the education sector, while gender parity is close to being achieved at primary level, only 2 out of 130 countries have achieved that target at all levels of education. In the employment sector, globally, 40 out of 100 wage-earning jobs in the non-agricultural sector are held by women, however in every developing region, women tend to hold less secure jobs than men, with fewer social benefits. In terms of political representation, the average share of women members in parliaments worldwide is just over 20 per cent.

4. Reduce child mortality

Impressive gains have been made in child survival. Since 1990, the child mortality rate has dropped by 41 per cent; 14,000 fewer children are dying each day. However, in 2011, 6.9 million children under age five died —mostly from preventable diseases. To reach the global target, of a reduction by two thirds, more effort will be required. Despite steep challenges, a number of countries with very high rates of child mortality in 1990 have defied the odds, showing that progress for all children is within our grasp. Bangladesh and Liberia, for example, have achieved reductions in under-five mortality of at least two thirds since 1990. Ethiopia, Madagascar, Malawi, Niger and Rwanda in sub-Saharan Africa, and Bhutan and Nepal in Southern Asia, have seen reductions of at least 60 per cent.

5. Improve maternal health

Maternal mortality has declined by nearly half since 1990, from 400 maternal deaths per 100,000 live births in 1990 to 210 in 2010. However, this still falls far short of the MDG target of reducing the ratio by three quarters. All regions have made progress, with the highest reductions in Eastern Asia, Northern Africa and Southern Asia. Meeting the MDG target will require accelerated interventions, including improved access to emergency obstetric care, assistance from skilled health personnel at delivery and the provision of antiretroviral therapy to all pregnant women who need it. Only half of pregnant women in developing regions receive the recommended minimum of four antenatal care visits and some 140 million

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women worldwide who are married or in a relationship say they would like to delay or avoid pregnancy, but are not using contraception.

6. Combat HIV and AIDS, malaria and other diseases

The incidence of HIV is declining steadily in most regions. Worldwide, the number of people newly infected with HIV continues to fall, dropping 21 per cent from 2001 to 2011. Universal access to antiretroviral therapy is within reach, but will require sustained political support. Between 2000 and 2010, mortality rates from malaria fell by more than 25 per cent globally, but renewed commitment is needed to sustain gains. The world is on its way to halting the spread and reversing the incidence of tuberculosis. Death rates from tuberculosis at the global level and in several regions are likely to be halved by 2015, compared to 1990 levels.

7. Ensure environmental sustainability

Many countries across all regions have shown remarkable progress in reducing the proportion of urban slum dwellers between 2000 and 2010. Over 200 million slum dwellers benefitted from improved living conditions. In addition, more than 2.1 billion people have gained access to improved drinking water sources since 1990, exceeding the MDG target. However, a strong push is needed to ensure that the MDG target in relation to sanitation is met by 2015. Major progress is required to improve environmental sustainability. The growth in global emissions of carbon dioxide (CO₂) is accelerating, and emissions today are more than 46 per cent higher than their 1990 level. Forests continue to be lost at an alarming rate while birds, mammals and other species are heading for extinction at an ever faster rate.

8. Develop a global partnership for development

In 2012, global Official Development Assistance (ODA) stood at \$126 billion – this represents 0.29 per cent of donors combined gross national income in 2012, a drop from 0.32 per cent in 2010. Ireland continues to be ranked among the best in the world in terms of the quality and effectiveness of our aid. The trade climate continues to improve for developing and least developed countries in terms of duty-free access. Eighty-three per cent of least developed country exports enter developed countries duty free. Debt service ratios are also improving and stand at one quarter of their 2000 level. Globally, mobile phone subscriptions continue to grow dramatically, reaching near-saturation in developed countries and opening up previously unforeseen opportunities across the developing world. Access to the internet continues to increase but more progress is needed in the developing world.

<http://irishaid.ie/media/irishaid/allwebsitemedia/20newsandpublications/publicationpdfsenglish/irish-aid-annual-report-2012-high-res.pdf>

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ACTION MATRIX

Hand out post-its and ask everyone to write down an idea for an action they could take to raise awareness of the injustice issues that affect them and other young people in the World.

Remember to:

<ul style="list-style-type: none"> • Think about which issue you want to address most • Think about the local issue that affects people globally • See what you can do to address or do something about this issue • Identify the right people to ask for advice 	<ul style="list-style-type: none"> • Use one post-it per idea • Think big and start small • Think about what you want to happen • Be realistic • Use the skills of the people and organisations around you
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Then hand up all the post-its and draw up the following matrix on flipchart paper:

	High Effect	Medium Effect	Low Effect
Simple			
Needs some work			
Quite tough			

Now ask people to take a random post-it from the pile and read it out to the rest of the group and ask where to put it on the matrix. After all the actions are on the chart, as a group decide on what action you think is best for you.

When you've decided on an action:

- Give everyone a task
- Create a timeline
- Let people know what's going on
- Make it fun
- Record what happens
- From there, begin to make your plans on implementing your plan...

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VIDEO

Please check films in advance to ensure age appropriateness for your group

What is development education:	http://www.youtube.com/watch?v=9B_bZnWvAtI
One World, One Future Irish Aid Policy:	http://www.youtube.com/watch?v=IL9gQhHZRno#t=21
What is school?:	http://www.youtube.com/watch?v=kWv72ZQRnY4
Using statistics:	http://www.youtube.com/watch?v=jbkSRLYSojo
Do we know what poverty is?:	http://www.whypoverty.net/en/all-about/poor-us/
The Girl Effect – Part 1:	http://www.girleffect.org/why-girls/#&panel1-2
The Girl Effect – Part 2:	http://www.girleffect.org/why-girls/#&panel1-1
What do you think about Africa?:	http://www.youtube.com/watch?v=H9wIajDj9b4
What has Aid ever done for anyone?:	http://www.youtube.com/watch?v=AlKaNJzHdF0
Social Good Summit (multiple films):	http://new.livestream.com/Mashable/sqs2013/videos/30716465
Dying for a Bargain:	http://www.bbc.co.uk/news/world-asia-24200485
Story of Stuff:	http://www.youtube.com/watch?v=9GorgroigqM
Story of Solutions:	http://www.youtube.com/watch?v=cpkRvc-sOKk
Story of Bottled Water:	http://www.youtube.com/watch?v=Se12y9hSOM0#t=25
Poverty Animation:	http://www.developmenteducation.ie/video-animations/poverty.html
Condomise:	http://www.developmenteducation.ie/video-animations/condomise-africa.html
Your morning Latte:	http://www.upworthy.com/if-you-drink-coffee-heres-a-fact-you-need-to-wake-up-to?c=utw1&utm_content=buffer1b5a3&utm_source=buffer&utm_medium=twitter&utm_campaign=Buffer
Cartoons:	http://www.developmenteducation.ie/cartoons-and-photos/cartoons/

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Key website for further information

www.developmenteducation.ie

- methodologies, activities, information, cartoons, film, facts and figures on all development and justice issues

Some additional websites:

www.concern.net/get-involved

- campaigns and action ideas for young people and youth groups

www.trocaire.org/education

- activities, campaigns and actions for young people and educators

www.goal.ie

- campaigns, non formal education

www.oxfam.ie

- campaigning ideas on a range of justice issues including trade, the arms trade, education and extreme poverty

www.actionaidireland.org

- links to a wide variety of information sources on development and justice issues

www.christianaid.ie/

- activities, campaigns and ideas for action for young people and groups

www.selfhelpafrica.org

- resources, activities, and actions

<http://www.amnesty.ie/>

- speakers, resources, events, campaigns for young people and educators

<http://www.redcross.ie/home/>

- activities, events, programme, campaigns, youth service working with young people

<http://www.un.org/millenniumgoals/news.shtml>

Up to date information on the Millennium Development Goals and Post 2015 Sustainable Development Agenda.

<http://worldwewant.ie/>

The World We Want is a collaborative campaign by [Dóchas](#) along with [The Wheel](#) and [Claiming Our Future](#).

<http://www.worldwewant2015.org/>

The World We Want will gather the priorities of people from every corner of the world and help build a collective vision that will be used directly by the United Nations and World Leaders to plan a new development agenda launching in 2015, one that is based on the aspirations of all citizens!

<http://www.myworld2015.org/>

MY World is a global survey for citizens led by the United Nations and partners. It aims to capture people's voices, priorities and views, so that global leaders can be informed as they begin the process of defining the new development agenda for the world.

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