



**NYCI** National  
Youth  
Council  
of Ireland

# ‘DEAR POVERTY’



A resource exploring poverty through an **intersectional lens**



Developed by the  
**YOUNG PEOPLE'S  
COMMITTEE 2022-2023**  
in collaboration with the **Youth2030 Team**  
at the National Youth Council of Ireland.

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## Acknowledgement

The Young People's Committee would like to thank NYCI and the Youth 2030 Team for this opportunity. Special thanks to Fatima Halawa, Niamh Flynn, Eimear Manning, and Aaron Fallon for supporting and facilitating the group throughout their term. As well as facilitator, Kelvin Akpaloo who supported the group through a process of finding our voices, using creative tools, accumulating in spoken word poetry booklet.

Written by the YPC in collaboration with Niamh Flynn and Sally Daly.

Edited by Valerie Duffy and Alex Duffy.

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## Youth 2030

Youth 2030 is a Global Youth Work Programme funded by Irish Aid and run in consortia with Concern Worldwide, Trócaire, Maynooth University and with NYCI as its lead partner.

This programme is working to increase the integration and the spread of global youth work and development education in non-formal youth work education, youth organisations, educational institutions, and projects.

The aim is to create an empowering and clear policy and practice environment for global youth work at both a national, European, and global level. For more information, visit: <https://www.youth.ie/programmes/global-youth-work-and-development-education/>.



## Young People's Committee (YPC)

Since 2020, the Youth 2030 Global Youth Work Programme has connected and facilitated a group of young people in an annual programme supporting their engagement and youth participation in accessing global justice for all.

For more information, visit: <https://www.youth.ie/programmes/global-youth-work-and-development-education/young-peoples-committee/#1673365014332-6f9d8865-7b56>

The work of the committee aims to enhance young people's knowledge, understanding, critical thinking, and participation on global justice issues affecting Ireland and the world. The group also has the opportunity to review and advise on the relevant work of the Youth 2030 Global Youth Work programme and to lead projects based on global justice issues that matter to them.

The committee sits for a one-year term, after which the hope is, that members will apply the skills and competencies developed on the programme in other aspects of their lives, including additional projects they are involved in and platforms they have access to. Committee members can expect to end their term with a greater understanding of local and global justice issues; a better sense of how to think critically about information; an increase in competency skills relevant to the working world; and practical skills for advocacy and campaigning.

It is important that each new committee selects an issue to focus on, an idea that stems from within the committee itself. In 2022, on reviewing the United Nations Sustainable Development Goals (SDGs), the 2023 cohort chose to focus on exploring, understanding and enacting change in relation to SDG 1: No Poverty.

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# OVERVIEW

**Poverty is a complex and interconnected issue. Exploring the intersectional nature of poverty is a step towards understanding the root causes of poverty and tackling inequality.**

Young people aged 16–25 took on this challenge from September 2022, so that educators, volunteers, leaders, youth workers and youth work staff could open the conversation and remove misconceptions around poverty in their own youth groups. This is the work of young people who were members of the 2023 Young People's Committee, an initiative of the Youth 2030 Global Youth Work Programme based in the National Youth Council of Ireland (NYCI).

“

**POVERTY** is not the result of laziness or a lack of intelligence. It is the result of a man-made system designed to push people down so that others can benefit. It steals hopes, dreams and lives, and can only be eradicated when good people come together to make a positive change in the world.

**AISLING**

“

**DISCRIMINATION** is like a sheet of glass, trapping us in place, keeping us stationary. For some that sheet of glass is thicker than others. For some, breaking one sheet only makes another more visible. This is intersectionality.

**SHAUNA**



# FOREWORD

**Welcome to our resource!** This resource has been designed by young people for other young people, youth workers, educators and youth leaders to explore the concept of poverty through the lens of intersectionality, with the intention of contributing to achieving SDG 1: No Poverty.

## Why SDG 1: No Poverty?

We chose to focus on SDG 1: No Poverty because we wanted to review, reflect, recognise, analyse and identify our perspectives on poverty, as well as the biases we hold. Many different ideas of poverty exist, and we would like to offer the readers a chance to reflect on individual perspectives on poverty. Poverty is an issue affecting young people within our committee on a personal level, and we are also aware of the global injustices and inequalities that exist within local communities, and throughout the world. Young people are resilient to the challenges that poverty brings to them; this resource is evidence of that. We also see the need to bring the topic into the light so that it is named, and the shame associated with it is addressed.

## Young People's Committee

During our time on the Young People's Committee (YPC) we have had the opportunity to explore the topics of poverty and intersectionality. Now, we want to share the outcomes of our learnings through the creation of this resource with the aim of changing mindsets and shifting perspectives in relation to poverty. Our hope is that in using this resource you will empower young people to gain a deeper understanding of the complex nature of poverty, which is shaped by different and intersecting layers of identity. Following the growing knowledge and understanding of young people, youth workers, volunteers, and leaders on these topics, it is our vision that the impact of these learnings will have a ripple effect on learnings and actions of the wider community.





## Structure of the Resource

This resource is made in four parts:

1

**Part one** explores identity and how the layers of our identity intersect. This is what we understand as intersectionality. It is important to understand this before looking at how poverty intersects with identity to create specific outcomes.

2

**Part two** looks at how the YPC sees poverty and uses the process of case studies to explore the intersection of poverty with identity. The YPC utilised personal stories here to describe lived experiences, before going on to incorporate a global context in part three, and other ways to explore poverty.

3

**Part three** uses creative tools, in this case Spoken Word, to explore the concept itself and to delve into further personal experiences with poverty. Part three is accompanied by a poetry resource made by the YPC in the form of written poems, audio and video resources as a springboard for fellow young people to begin to explore what poverty means to them at a personal, local, national and global level.

4

**Part four** presents space to further resource the work. In the spirit of youth work as a practice that supports critical thinking skills, we have used a walking debate here to encourage healthy discussion.



### Invitation

In conclusion, we would like to invite young people, youth workers, educators, and youth leaders to consider and reflect on their current ideas and understandings of the root causes of poverty. We want people to consider the different ways in which people are affected by poverty, as well as recognising the visible and invisible aspects of poverty. We hope this resource supports young people in understanding how poverty can affect people from all kinds of backgrounds and sparks new thoughts in people that can contribute towards reducing judgement and preconceived ideas that people may have about those living in poverty.

We are working in solidarity with youth workers to empower young people through the demystification of poverty by sharing our lived experiences, raising awareness of the topic itself and exploring our own personal understanding of the intersectional nature of poverty. All in the hopes that the learning we do here will create a better world for the future.

# DEFINITION OF KEY TERMS

## Direct Provision

This is the system of accommodating people in the International Protection process. Communal accommodation centres are run on a for profit basis by private companies on behalf of the government. Residents of direct provision receive food and board as well as a weekly allowance of €38.80 for an adult and €29.80 per child and a medical card. The centres are mostly located in former hotels or other forms of communal housing. This system was originally set up in 2000 to be a short-term measure. However, many people end up having long stays in the centres while waiting to find out if their application for international protection has been granted. The average wait is 24 months, but some people have had to wait much longer than this for a decision to be made.<sup>1</sup>

## Ethnic Group

**Ethnic Group:** A group that regards itself or is regarded by others as a distinct community based on shared characteristics such as language, religion, nationality or traditions.

**Minority Ethnic:** Refers to a culture or ethnicity that is identifiably distinct from the ethnic majority. This may include people who have been long established in a country, people who are naturalised citizens, and people who are 2nd, 3rd, 4th or more generation.

**Majority Ethnic:** Refers to the predominant ethnic group in society.<sup>2</sup>

## Intersectionality

Intersectionality is defined as ‘the interaction between gender, race and other categories of difference in individual lives, social practices, institutional arrangements, and cultural ideologies and the outcomes of these interactions in terms of power’.<sup>3</sup> It was first used by Kimberle Crenshaw to explain how systems that re-enforce injustice (systems of oppression) overlap to create distinct experiences for people with multiple identity categories’.<sup>4</sup>

## Person of Colour

The term “person of colour” (POC) was originally used in the USA, but it is increasingly used by activists in the UK, Ireland and elsewhere. It is used to refer to anybody who is not white. It is seen by many as more empowering than the term “non-white” and “minority” (in Black and Minority Ethnic (BME) and Black, Asian and minority ethnic (BAME)) because it does not revolve around whiteness.<sup>5</sup>

## Queer

A term someone may use to describe their sexual orientation, gender identity or gender expression that does not conform to societal norms. Some LGBTQI+ people identify as ‘queer.’ This can indicate that while they are not heterosexual and/or cisgender, the labels gay, lesbian, bisexual and/or transgender do not work for them.

<sup>1</sup> This is adapted from the Tight Spaces resources, available at: <https://www.irishrefugeecouncil.ie/tight-spaces>.

<sup>2</sup> Taken from Transforming Hate in Youth Work Settings: <https://www.youth.ie/articles/transforming-hate-in-youth-work-settings/>.

<sup>3</sup> Davis, K., 2008:68, Intersectionality as buzzword: a sociology of science perspective on what makes a feminist theory useful <https://journals.sagepub.com/doi/10.1177/1464700108086364>.

<sup>4</sup> The Editors (2020). Kimberlé Crenshaw’s Intersectional Feminism. [online] JSTOR Daily. Available at: <https://daily.jstor.org/kimberle-crenshaws-intersectional-feminism/> Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. Stanford Law Review, 43(6), pp.1241–1299. doi:<https://doi.org/10.2307/1229039>.

<sup>5</sup> The Anti-Racist Educator: Person of Colour <https://www.theantiracisteducator.com/person-of-colour>.

Reclaiming this word has created a sense of empowerment but it is best not to assume everyone is comfortable with this word. Queer can be considered a slur and be used as an insult, so some LGBTQI+ people would be offended if they were called queer. Youth workers should never use the term queer for someone unless directed to by that person.<sup>6</sup>

### Person Seeking International Protection

Also referred to as an asylum seeker, this is a person seeking to be granted protection as a refugee outside their country of origin and is awaiting the determination of their status. If granted refugee status, the person is no longer an asylum seeker. In Ireland, the asylum process is a legal system which decides who qualifies as a refugee and who is then entitled to remain in Ireland and under its protection. Others that do not qualify as refugees may be granted subsidiary protection. Those who are Subsidiary Protection beneficiaries, as well as those granted Permission to Remain, cannot be deported. Those judged not to be refugees can be deported back to their home countries.<sup>7</sup>

### Poverty

The National Anti-Poverty Strategy (NAPS) published by government in 1997 adopted the following definition of poverty:

People are living in poverty if their income and resources (material, cultural and social) are so inadequate as to preclude them from having a standard of living that is regarded as acceptable by Irish society generally. As a result of inadequate income and resources, people may be excluded and marginalised from participating in activities that are considered the norm for other people in society.

Poverty is a complex social issue and there are many definitions of poverty, yet there is a wide understanding that poverty means more than a lack of income and not having the minimum income level to get the necessities of life.

It is importantly also associated with 'a lack of choice and power.' (Action Aid).

But poverty also means not having the opportunities and choices which open up a future – education, healthcare and human rights' (Trócaire). The UN includes 'hunger and malnutrition, limited access to education and other basic services, social discrimination and exclusion, as well as the lack of participation in decision-making', in their definition.

Research conducted by Barnardo's in Ireland highlights the impact of child poverty on long term outcomes, 'Research continues to demonstrate that the longer children live in poverty the worse an impact it has on their future outcomes, particularly health, education and employment.'<sup>8</sup>

### Race

'Race' is socially constructed and is a term that has been used historically to oppress people by placing some groups as superior to others based on skin colour and physical features.<sup>9</sup>

### Sustainable Development Goals

The 17 Sustainable Development Goals (SDGs) were agreed at the United Nations by 193 countries and states in 2015 with targets set to achieve them by 2030.<sup>10</sup> The SDGs represent the global community's (193 countries) voice. The SDG Framework is made up of 17 goals, 169 targets and 247 indicators that focus on overcoming global challenges in the areas of poverty, hunger, health, education, inequality, climate action, employment, peace, justice, life on land, life under water, and partnerships. While the SDGs are numbered, no one SDG is more important than the other. All 17 goals are interconnected, and each SDG can only be meaningfully achieved when all SDGs have been achieved.

6 Definition taken from access all areas; <https://www.youth.ie/wp-content/uploads/2022/10/Access-All-Areas-Full-Version-2022.pdf>.

7 This is adapted from the Tight Spaces resources, available at: <https://www.irishrefugeecouncil.ie/tight-spaces>.

8 Barnardos Responds to Child Poverty Statistics: <https://www.barnardos.ie/news/2021/december/barnardos-responds-to-child-poverty-statistics/>.

9 Taken from Transforming Hate in youth Work Settings: <https://www.youth.ie/articles/transforming-hate-in-youth-work-settings/>.

10 Transforming our world: the 2030 Agenda for Sustainable Development <https://sdgs.un.org/2030agenda>.



## SDG 1: No Poverty

This booklet will focus on Goal 1: End Poverty in all its forms everywhere.<sup>11</sup> Before 2019 poverty was declining, unfortunately, an estimated 71 million additional people have been pushed into poverty due to the Covid-19 pandemic.<sup>12</sup> Additional factors such as increased global conflicts and the rising impact of climate change, have worsened the problem. If current trends continue, it is estimated that 575 million people will still be living in extreme poverty by 2030.<sup>13</sup> Extreme poverty is defined as 'people living on less than \$1.90/day' according to the UN.<sup>14</sup> This is particularly worrying for young people who currently number 1.8 billion aged 10–24 living on the planet today – the largest ever in history. Decisions made in this generation will have knock-on consequences for future generations of young people.

### SDG 1: No Poverty Targets:

- By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day.
- By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions.
- Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable.
- By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including micro-finance.

11 Goal 1: End Poverty in all its forms everywhere Goal 1: End poverty in all its forms everywhere – United Nations Sustainable Development.

12 No Poverty: Why it Matters? [https://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/1\\_Why-It-Matters-2020.pdf](https://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/1_Why-It-Matters-2020.pdf).

13 Goal 1: Facts and Figures: <https://www.un.org/sustainabledevelopment/poverty/>.

14 Extreme Poverty UN [https://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/1\\_Why-It-Matters-2020.pdf](https://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/1_Why-It-Matters-2020.pdf).

- By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters.
- Ensure significant mobilisation of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions.
- Create sound policy frameworks at the national, regional and international levels, based on pro-poor and gender-sensitive development strategies, to support accelerated investment in poverty eradication actions.

### A National Lens on Poverty:

Although Ireland is meeting SDG 1: No Poverty Targets when ranked globally<sup>15</sup>, there are an estimated 170,000 children currently living below the poverty line. There are certain groups within Ireland, for which poverty has remained consistently high, despite overall income growth in the country, over the past thirty years. There have been consistent calls by rights focused organisations, including the Children's Rights Alliance to support children out of poverty through specific recommended social protection actions. These have yet to be adopted<sup>16</sup>.

**'Young people were more likely to be in consistent poverty than older people. In 2018, the consistent poverty rate was 7.7% for people under the age of 18, over four times higher than the rate of 1.7% for people aged 65 and over.'**

– Ireland's UN SDGs 2019 – Report on Indicators for Goal 1 No Poverty

15 Sustainable Development Report 2023 ([sdgindex.org](https://sdgindex.org))

16 Poverty, income inequality and living standards in Ireland: Third annual report ([esri.ie](https://esri.ie)) / Poverty, income inequality and living standards in Ireland: Third annual report | ESRI



# 1

## Part One: **Identity and Intersectionality**

## Identity:

Where we live and go to school, our access to resources, our needs, are all affected by different aspects of our identity. Importantly, our identity can impact on our physical and mental health too. Identity impacts our lives in ways that we often don't recognise. Different aspects of our identity include:

- Gender
- Ethnicity
- Age
- Ability
- Health status
- Socio-economic status
- Race
- Religious affiliation
- Sexual orientation
- Immigration status
- and other identities



## Exercise: Exploring the Different Layers of Identity

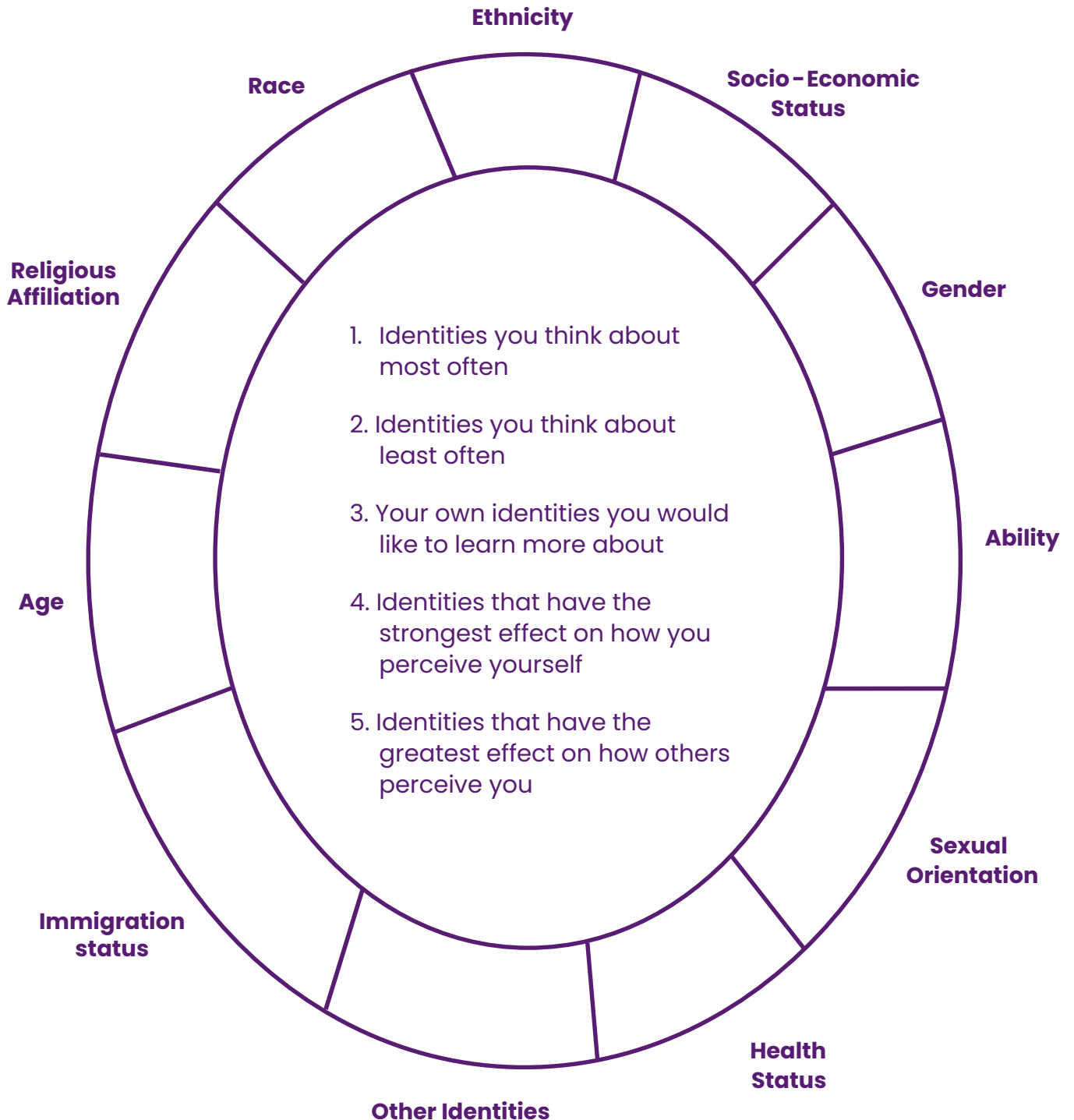
Here, the invitation is to engage with this exercise to consider the different aspects/layers of your identity, including aspects that are more hidden but that are nonetheless important. It is only by coming to understand the different layers of our identity that we can begin to understand how the different layers may intersect in different contexts e.g., when we enter a bus or any form of transport, or when we enter through a hospital door.

For this exercise, please read through all the questions in the middle of the wheel. Take a moment and put the question number that corresponds best in the relevant section. You might find that more than one question will correspond with a section at the outer part of the wheel.



# EXERCISE

## Exploring the Different Layers of Identity





## Exploring Intersectionality: A Reflective Moment

# WE CALL THE INTERSECTING OF DIFFERENT LAYERS OF OUR IDENTITY “INTERSECTIONALITY”.



Artwork by  
Monique Le

Dr Kimberlé Crenshaw first identified this concept, and her work showed us that gender, race, ethnicity, socio-economic status, sexual orientation and other identities we may have, all have a significant impact on our physical and mental health, and the truth is that no one identifies only as one identity.

Taking an intersectional approach means we are interested in how each and every part of a person's identity contributes to their current life situation, and how different parts of a person's identity can combine to influence outcomes.

It is the intersection of social identities that makes an individual who they are. Intersecting layers include all the categories explored above including age, gender identity, sexual orientation, ability, and other aspects of one's lived experiences. An individual's intersecting identity reflects larger experiences of exclusion or inclusion from systems.<sup>17</sup>

It is extremely important that we look into how each and every part of a person's identity contributes to their current life situation. It is also important to see how all of these identities come together in interacting with systems or structures, education, housing or health care. Adopting an 'intersectional lens' will help us better understand who someone is and how their layered identity interacts with outcomes in their life.<sup>18</sup>

Analyses that link individual experiences to broader structures and systems are crucial for revealing how power relations are shaped and influenced, and how these impact on people's lived experience.

Consider this case study from a member of the YPC as an example.

“

**'This year I have recognised that intersectionality can guide us to understanding that inequality in today's world has no single cause and needs an open mindset to tackling it'.**

**BARRY**

<sup>17</sup> SPOR Reflective Exercise: [https://www.mcmasterforum.org/docs/default-source/covidend/spor-resources/sporea\\_intersectionality-exercise.pdf?sfvrsn=afb59d5\\_10](https://www.mcmasterforum.org/docs/default-source/covidend/spor-resources/sporea_intersectionality-exercise.pdf?sfvrsn=afb59d5_10).

<sup>18</sup> Adapted from 'Intersectionality' by Kristin Kosluk; <https://www.youtube.com/watch?v=gN2ecPsg4xo>.



## IT WAS IN PRIMARY SCHOOL THAT I WAS FIRST MADE TO FEEL ASHAMED OF MY IDENTITY.

I was eight years old when I learned that being Queer was 'not normal' and 'unusual'. Whenever I was brave enough to mention the lack of LGBTQ+ representation on the curriculum, I was taken aside to be told that the teacher in question couldn't tell me about that sort of thing. I had to wait until I was older and more mature. This may have alleviated the stress put upon teachers to actually educate themselves in these matters, but I don't think they ever considered the sort of impact it would have on me. This rejection year after year only made me feel more and more invisible and ashamed. It took me a long time to unlearn the harmful and frankly dangerous ideals taught to me in primary school.

My youth group 'Up Cork' organised workshops, one of which discussed the Sustainable Development Goals through poetry writing and spoken word.

We were joined by young people from Lebanon and together, we brainstormed which of the SDGs we felt most strongly about. I chose to work with #4: Quality Education, and #10: Reducing Inequalities, and creating a poem I called 'My Truth', which discussed self-acceptance and the dangers of erasing LGBTQ+ identities within the education system. I had written poetry before but had never considered using it to discuss my queer identity before, but now writing about my experiences has helped me to find my voice and feel empowered.

I went on to found and chair a Gender Sexuality Alliance in my final year in school. I sat my Leaving Certificate in the summer and am now studying Engineering at the University of Limerick. I am now a writer and poet and use my writing to create the representation I needed in my youth.



### A reflective moment: What does your intersectionality look like and how does that impact on your life?

Use ONE or TWO of the following headings (these are all part of broader systems) (Education, Housing, Transport, Health, Family Income, Family, Employment, etc.) as starting points to consider the question:

Name three different aspects of your identity (explored on page 11) and consider how these affect outcomes in your life.

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# 2

## Part Two: **Poverty Intersecting with identity**



**Poverty is an issue that impacts on specific identity groups in particular ways.** Here we highlight some of these groups as a way of bringing attention to the specific factors informing poverty outcomes for certain sets of people.

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### **Poverty among those with long-term illness and disabilities**

The group in Irish society with the highest risk of poverty are those who are unable to work due to long-term illness or disability – 39.1 per cent of this group experience poverty. This group's at risk of poverty rate is eight times that of workers, three times that of the retired and three times that of children.

Further investment in disability services and grants are essential, and so too is the provision of an adequate weekly disability payment<sup>19</sup> to meet the daily cost of living.

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### **People seeking International Protection**

Direct Provision as a system has faced growing backlash over the past number of years, with critics highlighting the excessive waits in the processing of asylum applications, the previous inability to engage with employment, subsistence payments weekly of €38.80 per adult and €29.80 per child, and inappropriate living conditions. While failings in this system have been identified, plans for reform has been stalled, leaving a serious gap in terms of our ability to address poverty and inequality for people in this system.<sup>20</sup>

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### **Homelessness, Children and Poverty**

More than 236,000 children are experiencing poverty while almost 3,600 children have had their worlds “turned upside-down” due to homelessness, according to the Children's Rights Alliance (CRA).

CRA chief executive Tanya Ward said the number of children in poverty is more than the entire population of Kilkenny and Waterford combined “for whom poverty is seeping into every aspect of their life”.<sup>21</sup>

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### **Ethnic Minorities**

According to research carried out by the Irish Human Rights and Equality Commission, ethnic minorities in Ireland have additional challenges in accessing employment and progression in the labour market<sup>22</sup> as well as discrimination in relation to the housing market,<sup>23</sup> making this community more vulnerable to poverty.

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### **Irish Travellers**

Irish Travellers have the highest rates of acute poverty, the lowest employment rates and face some of the worst discrimination of six Traveller and Roma communities across Europe, according to EU's Fundamental Rights Agency. It finds 31 per cent of Irish Traveller households, including 28 per cent of those with children, are in acute poverty. Irish rates are the highest across the six nationalities in the report.<sup>24</sup> Poverty levels amongst Irish Travellers are much higher than within the general population, they find it hard to make ends meet, with many of them living in material deprivation.

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19 Poverty Focus 2022: Social Justice Ireland: <https://www.socialjustice.ie/publication/poverty-focus-2022>.

20 PEuropean Anti-Poverty Network Ireland: <https://www.eapn.ie/the-right-to-seek-asylum-eapn-ireland-poverty-watch-2022-extract/>

21 Child Poverty Monitor 2023: <https://www.childrensrights.ie/resources/child-poverty-monitor-2023>.

22 IHREC, ESRI, Ethnicity and Nationality in the Irish Labour Market. <https://www.ihrec.ie/app/uploads/2018/12/Ethnicity-and-Nationality-in-the-labour-market-20122018.pdf>.

23 Discrimination and Inequality in Housing in Ireland: <https://www.ihrec.ie/documents/discrimination-and-inequality-in-housing-in-ireland/>.

24 Roma and Travellers in Six Countries; EU's Fundamental Rights Agency (FRA) <https://fra.europa.eu/en/publication/2020/roma-travellers-survey>.



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## Women and Poverty

Women are at a higher risk of poverty than men are in Ireland. The risk of poverty for lone parents, where 84% of households are headed by women is also significant, with 50.1% of lone parent families with children under 18 experiencing deprivation and a quarter living in persistent poverty.<sup>25</sup> Much of women's poverty can be attributed to their unpaid work in the home, as they are carers to children and elderly relatives. However, there are also a lot of working women who are poor. A large proportion of the working poor<sup>26</sup> on low pay and minimum wages in Ireland are women.



**'My vision of this country is for Ireland to become a place where everyone is empowered to access justice irrespective of gender, colour, cultural background, physical or mental health disability.'**

**ABDULAI**



**'As someone who comes from a lower socio-economic background, having the opportunity to create this resource was an incredible experience, and I hope it encourages you to become engaged in tackling these issues.'**

**AI SLING**

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25 2017 Survey on Income and Living Conditions 2016. This compares to 21% in the general population.

26 'The latest data from the CSO Survey on Income and Living Conditions indicates that 5.8 per cent of people in employment were living in poverty in 2022. Over time poverty figures for the working poor have remained more-or-less static, reflecting a persistent problem with low earnings. However, in 2022 this number increased by 40 per cent to 133,565 compared to the previous year. This is a remarkable statistic, and it is important that policy better recognises and addresses this problem.' <https://www.socialjustice.ie/article/no-pathway-work-40-increase-working-poor#:~:text=The%20latest%20data%20from%20the,persistent%20problem%20with%20low%20earnings>.



## People of Colour: A note from the Young People's Committee

Although some people of colour come to Ireland to work in tech firms and in the pharma industry, which may support a high level of income, this is not the case for most people of colour. For many people of colour with low level or non-existent English and/or low levels of education, work in minimum wage jobs is the norm. In some cases, where a work permit is required, but hard to get, work in the underground economy is the only option. This makes a situation even more precarious, working from day to day, with no legal rights and depending on the employer to do the right thing. Unless a person of colour has a specific skill that is in high demand in Ireland, in which case it is easier to get a work permit, minimum wage work, is more the norm, even where someone has third level education.

Being impacted by conscious and unconscious bias when applying for jobs or in work is also a reality for people of colour<sup>27</sup>, and being disproportionately affected by an economic crisis, has also been a reality for people of colour. Both Irish and migrant people of colour face a lot of discrimination at a personal and systemic level, and even while accessing third-level education, lack of role models in positions of power can impact negatively on outcomes and personal expectations.

27 It is important to note here that racism at work is on the rise. New figures from the Irish Network Against Racism (INAR) show. Preliminary findings from their 2022 report found a record 69 cases were reported, up from 16 in 2021. Research by the European Union Agencies for Fundamental Rights found that when it comes to racist incidents in the workplace, Ireland ranked as one of the worst Europe-wide with a rate of 33%, compared to an average of 24%.

## In Context: Housing Crisis

The current housing crisis is adversely affecting people of colour and people who work in the underground economy. Once a person of colour finds themselves living in a precarious situation owing to a lack of financial stability, getting out of this situation can be extremely difficult. Trying to exit this level of poverty is hard for both migrants of colour and Irish people of colour, although migrants of colour have a much harder time due to immigration status, and their limited access to social welfare and/or housing supports.

Irish people of colour face a lot of discrimination in their daily lives and even when they get to third-level education it can be very difficult for them when they cannot see role models in positions of power. When they go out into the workforce, they face more barriers than white people (both Irish and non-Irish) when looking for work and in the workplace.<sup>28</sup>



28 Make Minority a Priority, NYC: <https://www.youth.ie/documents/makeminorityapriority-complete-research-final-0/>.

## Lived Experience Case Studies

Here, we get insight from the YPC on their lived experiences where different aspects of their identity are impacted by broader structures and systems to produce poverty outcomes.



### CASE STUDY ONE

## I COME FROM A WORKING-CLASS SINGLE PARENT HOUSEHOLD.

My mam worked three jobs to provide for me when I was growing up. We had debt collectors constantly calling the house and had to move in with friends because we couldn't afford our house after my da left. I have had family members in prison. I grew up in violence which led me to go into a survival mode mindset, so education became a secondary focus and I fell in with the 'wrong crowd'.

I saw the impact that coming from a working-class background can have on feelings for the future. I always felt judged by my 'posh' peers and always felt education was excluding and classist. Until I met a teacher who believed in me

and for the first time, I began to believe in myself. I went on to go to further education and graduated.

In recent years, I faced homelessness twice due to unsafe accommodation and domestic violence. With no family around, you feel hopeless and return to the survival mode instinct when your basic needs are under threat. My life experiences have undoubtedly shaped my perspective and as a person professionally and personally. Motivated by my experiences, I now strive to advocate for meaningful change and inspire others to believe in their own potential.

“

**'During thought-provoking discussions on the Sustainable Development Goals (SDGs), SDG 1: No Poverty resonated deeply, and I believe it forms the cornerstone for achieving progress across all other goals. Poverty alleviation and creating equitable opportunities are fundamental to building a better world for everyone.'**

**FATIMA**



## CASE STUDY TWO

### AS A PERSON WHO LIVED IN DIRECT PROVISION ACCOMMODATION CENTRES, I KNOW THE IMMENSE STRESS PEOPLE SEEKING INTERNATIONAL PROTECTION AMONGST THE INCREASING COST-OF-LIVING CRISIS ARE FACING.

People claiming asylum in Ireland can avail of 'direct provision' which includes accommodation, a medical card, food and an allowance of €38.80 for adults and 29.80 for children per week. Direct provision is designed as a temporary measure to support international protection (asylum) applicants while waiting for the International Protection Office (IPO) to process their application.

This payment constricts people's level of freedom, as many accommodation centres are in remote areas and leads to difficult decisions being made in relation to how money is spent. The rationale for this payment is that accommodation, a medical card and food is provided to people claiming asylum.<sup>29</sup> However, trying to access services is more difficult for people seeking refuge because they are discriminated against, disempowered and vulnerable. Most people don't have access to cooking facilities and are unable to cook for themselves and their families. Your choices are limited when living in direct provision accommodation, it can be very disruptive to education as you can be told you are moving with a short amount of notice to a different county. No control over your own life.

Limited access to income adds to a loss of dignity because people don't have the resources to take care of their families, there is no money for celebrating or excursions. Removing autonomy, putting people in total dependency.

People feel ashamed, trapped, and imprisoned. International Protection applicants are not eligible for any additional social welfare including child benefits, or job seeker allowance. Living alongside people who can afford days out with their families having, eating a dinner of their choice, driving a car or cycling a bike, affording to buy nice things for their children, like an ice cream is a stark comparison to the life of a person seeking asylum in Ireland. Not being able to afford the simplest of things is, to me, poverty.

“

**Poverty is coming to a place where you think you will be safe and happy but only to be treated like a worthless human being.**

<sup>29</sup> Citizens Information: Direct Provision: <https://www.citizensinformation.ie/en/moving-country/asylum-seekers-and-refugees/services-for-asylum-seekers-in-ireland/direct-provision/#:-:text=A%20weekly%20payment%20of%20%E2%82%AC38.80%20per%20adult%20and%20%E2%82%AC29.80%20per%20child.>



## CASE STUDY TWO

Although poverty is not only about money, but also a lack of access to your human rights. People who are seeking refuge are facing pain and suffering due to loss of freedom and lack of space for self-development and personal growth. Poverty is a lack of justice, and a lack of being treated like a human being. Recently, I spoke to a single mum of four children who has been living in a Direct Provision centre in Letterkenny. She expressed her frustration and opinions on poverty,

***“Poverty is coming to a new country scared and not knowing or trusting anyone. Only to be put in accommodation where you have to share personal space with six or eight strangers that you don’t know. Poverty is feeling unsafe because you are sleeping in the same room with people you don’t know anything about. Poverty is always begging for scraps in a free world. Poverty is coming to a place where you think you will be safe and happy but only to be treated like a worthless human being. Poverty can be described in so many ways, but I think the new definition of poverty should just be ‘asylum seeker.’ ”***

People want to work but there are not enough job opportunities nearby to the centres, as most of the centres are located in the rural countryside with a lack of or in some cases, no public transport services. People’s education and experience is not recognised in Ireland. There is a lack

of opportunities to access education and training opportunities for jobs that are needed in society like nursing and technological skills. This is worsened by language barriers for many people. Although the right to work exists, there are long delays in accessing your work permit, this can hinder people living in direct provision centres chances of escaping poverty.

There are clauses to working such as you are only allowed to work 6 months after you have applied for international protection in Ireland.

The direct provision itself is a cause of poverty. “The only solution is to end direct provision. No human should ever need permission to stay anywhere, it’s a free world,” said a social worker. The current situation of inadequate welfare keeps people below the poverty line, as people need to pay for things related to their daily needs over the amount provided. The government published a white paper proposing their commitment to the ending of Direct Provision by 2024, but such commitment is currently unattainable as there has been statements that the proposed timeline is unrealistic due to the increased number of Ukrainian refugees arriving in Ireland.



### CASE STUDY THREE

## I'M A THIRD-YEAR SINGLE HONOURS LAW STUDENT, WHO CAME INTO COLLEGE THROUGH THE HEAR SCHEME<sup>30</sup> AND AM IN RECEIPT OF THE SPECIAL RATE SUSI.

From a very young age, I have faced many financial and social difficulties. My mother is 63 years old and has been lone parenting me since I was 7; my father lives in Morocco and cannot help us financially. When I was nine years old, we were homeless, this had a huge impact on me. Although we eventually found a place to live and life improved for us, unfortunately my mother began to suffer from serious health problems that make life very challenging for her, this means that I have to do everything I can to help her at home to support her.

I skipped Transition Year as we couldn't afford for me to spend an extra year in education. Then in my final year of secondary school, we were on the verge of becoming homeless again.

At the last minute, owing to my mother's bad health, she got medical priority just before our tenancy was due to terminate and we got our new home shortly afterwards.

I've always been fascinated by the law and have seen first-hand how it affects people in every area of their lives. Being a highly organised person who enjoys problem-solving and analysis, I felt that law was the degree that would suit me best. My dream of going to college was something that I thought would be very difficult owing to my family circumstances, but I worked very hard to get a good Leaving Cert and happily got a place at TCD School of Law. The HEAR Scheme and the SUSI Special Rate Grant were fundamental to enable me to go to 3rd level education.

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<sup>30</sup> HEAR Scheme: <https://www.citizensinformation.ie/en/education/third-level-education/applying-to-college/third-level-admissions-scheme-for-students-from-disadvantaged-backgrounds/>.

# EXERCISE

## Over to you, Youth Workers & Young People!



Consider these case studies which look at the intersection of poverty with other aspects of identity.

**Use ONE or TWO of the following headings (these are all part of broader systems) as starting points to consider the question:**

EDUCATION

HOUSING

TRANSPORT

EMPLOYMENT

FAMILY

FAMILY INCOME

HEALTH

1. What do you see as the most pressing issues facing young people in these case studies?
2. What do you think might be some of the long-term impacts of poverty on young people's lives, as identified here and how can we work to address these impacts?
3. How do you help young people build resilience and cope with the challenges they face due to poverty?
4. Have you noticed any differences in the way that young people from different minority groups experience poverty and its impacts?
5. Does poverty affect people differently? How might it affect young people living in the global south? How might it affect young people living in urban and in rural communities in Ireland?

**Note:** We are aware that there is a lack of sufficient data looking at the intersection of poverty with LGBTQ identities, and think that this needs further exploration:

6. Are you aware of the way that poverty impacts young people with an LGBTQ identity?



3

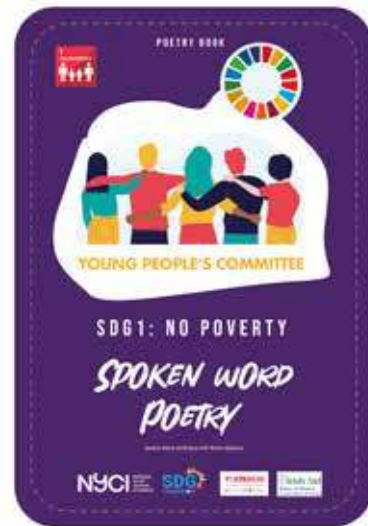
## Part Three: **Spoken Word**

## We would like to educate and enable conversations around poverty, encouraging people to analyse their own perceptions of poverty and intersectionality by sharing lived experiences of young people in Ireland's relationship with poverty.

Sharing our own experiences and telling our stories can help facilitate others in sharing their own experiences and debunk stereotypes.

We want to give young people space to discuss a topic that can be considered shameful, to make people feel seen and heard, to resource and empower young people in understanding the intersectionalities in their own lives and their relationship to poverty, especially those who have felt shame in the past. We hope this resource encourages people to listen to young people and validate their experiences.

Importantly, we also understand poverty as a global phenomenon, in line with the objectives of SDG 1, and have incorporated this understanding into our spoken word pieces. We know for instance that, on a global scale, women are disproportionately impacted by poverty, 'women have less social, economic and political power' due, in part, to having less paid work, fewer years and reduced access to education, and own less property.<sup>31</sup>



### Introduction to Spoken Word Booklet

Exploring complex topics can be creative, during our time on the Young People's Committee, we wrote spoken word poems to deep dive into what poverty is and how it impacts on us, and the world around us. You too as a user of this resource can be creative in your approach to bringing it to your community. Young people care about and want to play a role in tackling real-world/global issues through educating the wider community, contributing towards creating informed policies and highlighting the importance of achieving the SDGs.

### What is Spoken Word Poetry?

A Creative Method for Youth Workers to Empower Young People for Social Change.

Spoken word poetry is a powerful tool for artistic expression that combines elements of performance, storytelling, and poetry. It involves delivering impactful words with emotion, rhythm, cadence, and passion, often accompanied by body movements and gestures. Unlike traditional poetry, spoken word poetry is intended to be performed, with the aim of capturing the audience's attention and evoking an emotional response within the listener.



<sup>31</sup> Action Aid: Women's Rights: [https://actionaid.ie/womens-rights/?gad=1&gclid=CjwKCAjwivemBhBhEiwAJxNWN203tVHle7WoaklAdn4vMICy297Fw6-7n0KS12nHqJ7dAApZCB1KZhOcsqMQAvD\\_BwE](https://actionaid.ie/womens-rights/?gad=1&gclid=CjwKCAjwivemBhBhEiwAJxNWN203tVHle7WoaklAdn4vMICy297Fw6-7n0KS12nHqJ7dAApZCB1KZhOcsqMQAvD_BwE).

For young people, spoken word poetry is a valuable tool to express oneself, that can be used to facilitate and inspire action in relation to social issues by communicating in a way that is impactful to the listener. Spoken word poetry provides a platform to speak out, share personal experiences, and advocate for change, empowering voices via an artistic platform that otherwise may not be heard. This method allows young people to channel their emotions and thoughts into powerful words, instilling a sense of confidence and self-belief.

Youth workers play a crucial role in facilitating and empowering young people. Spoken word poetry can be incorporated into facilitated activities, workshops and programs. Youth workers prioritise creating safe and inclusive spaces, this environment paired with spoken word poetry can encourage self-expression and creativity in young people.

In essence, spoken word is an opportunity for young people and youth workers, to use creative skills to explore and express perspectives and opinions that challenge societal norms, raise awareness about critical issues, and create a sense of unity and empathy amongst their peers and communities.

### Three Steps to Empowerment using Spoken Word Poetry:



- 1 Expression and Catharsis (Release):** The primary objective is to encourage young people to explore and articulate their thoughts, feelings, and experiences through poetry. This process can be cathartic, allowing them to release pent-up emotions and find healing in creative expression.

Catharsis: 'the process of releasing strong emotions through a particular activity' (Cambridge Dictionary).



- 2 Amplifying Voices:** Spoken word poetry enables young people to amplify their voices on personal, local, national, and global issues that matter to them. Spoken word is an artistic communication tool that can raise awareness and provoke thoughts amongst peers and the wider community when given a meaningful platform. This can be supported by youth workers.



- 3 Catalysing Action:** Self-expression, through reflection and exploration of a topic can be the first step towards taking an action. Sharing spoken word pieces on social issues with a community can spark dialogue, drive change, and mobilise others to join their cause.

### Learning outcomes for young people engaging in spoken word poetry as an empowerment method include:

**Enhanced Communication Skills:** Participants improve their ability to convey their ideas and emotions in spoken and written form, as well as confidence building through public speaking.

**Empathy and Understanding:** Through listening to peer experiences, young people develop empathy and a deeper understanding of various social issues affecting communities.

**Leadership and Advocacy:** Spoken word poetry nurtures leadership qualities as participants advocate for the causes they believe in through their writing and performance, leading to community mobilisation and positive change.



## Poverty and Global Inequality

Having explored individual experiences of poverty through case study analyses in Part Two, we now invite you to consider poverty as a local and global phenomenon.

The spoken word exercise is an opportunity to work to empower young people to raise awareness about poverty and inspire action towards achieving SDGs Goal 1.

Using the earlier part of the resource as a prompt for your own personal inquiry, we invite you to consider some facts on global poverty to help you develop your spoken word piece.

What aspects of poverty are common to both local and global contexts?

### FACT SHEET

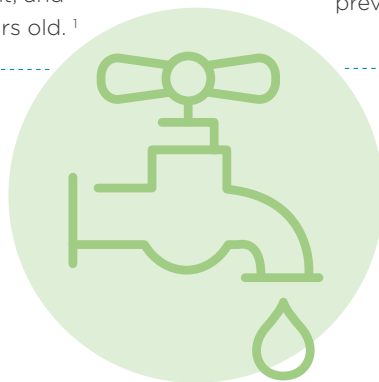
## POVERTY AND INEQUALITY

Based on a poverty line of €286.48 per week, **there are about 630,000 people living in poverty in Ireland** - that's 12.8% of the population. 97,013 (15.4%) are in employment, and 164,417 (26.1%) are under 16 years old.<sup>1</sup>



Worldwide, 644 million children under age 18 are classified as multidimensionally poor.

**One in three children is poor** compared with one in six adults<sup>3</sup>



**2.2 billion people worldwide have a near or distance vision impairment.**

The vision loss of over 1 billion people could have been prevented with adequate healthcare<sup>2</sup>



All of the global goals have suffered as a result of Covid-19. Since the pandemic began in 2020, at least **119 million more people are living in extreme poverty.**<sup>4</sup>

**771 million people** worldwide **don't have access to clean water** near their homes.

1.7 billion people don't have a decent toilet of their own.<sup>5</sup>



**Women and girls put in 12.5 billion hours of unpaid work every day.** This includes:

**direct caring** for children, the sick or elderly

**indirect caring**, such as cooking, cleaning, fetching fuel & water, and shopping<sup>6</sup>

**The life expectancy of Irish citizens is around 81 years.**

People in the Central African Republic have the world's lowest life expectancy at 53 years. The global average is 72 years.<sup>7</sup>



The **richest 1%** in the world **own 43%** of the world's wealth<sup>8</sup>



Global literacy rates have risen over the past 50 years. However, there are over **773 million people** on the planet **who are illiterate, and most are women.**<sup>9</sup>



<sup>1</sup> Social Justice Ireland (2021) | <sup>2</sup> WHO (2021) | <sup>3</sup> Global Multidimensional Poverty Index (2020) | <sup>4</sup> United Nations (2021) | <sup>5</sup> WHO/UNICEF (2021) | <sup>6</sup> Oxfam International (2020) | <sup>7</sup> UNESCO UIS (2021) | <sup>8</sup> Credit Suisse (2020) | <sup>9</sup> World Bank (2019)

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## Oxfam: Time to Care Report



### Time to care: Unpaid and underpaid care work and the global inequality crisis

**Publication date:** 20 January 2020

Economic inequality is out of control. In 2019, the world's billionaires, only 2,153 people, had more wealth than 4.6 billion people. This great divide is based on a flawed and sexist economic system that values the wealth of the privileged few, mostly men, more than the billions of hours of the most essential work – the unpaid and underpaid care work done primarily by women and girls around the world.

Tending to others, cooking, cleaning, fetching water and firewood are essential daily tasks for the wellbeing of societies, communities and the functioning of the economy. The heavy and unequal responsibility of care work perpetuates gender and economic inequalities.

This has to change. Governments around the world must act now to build a human economy that is feminist and values what truly matters to society, rather than fueling an endless pursuit of profit and wealth. Investing in national care systems to address the disproportionate responsibility for care work done by women and girls and introducing progressive taxation, including taxing wealth and legislating in favour of carers, are possible and crucial first steps.



# TIME TO CARE

The world's billionaires, only **2,153 PEOPLE** in 2019, have more wealth between them than **4.6 BILLION PEOPLE**.



The combined wealth of the world's 22 richest men is more than the wealth of all the women in Africa.



If you saved \$10,000 a day since the building of the pyramids in Egypt you would have only one-fifth the average fortune of the 5 richest billionaires.

The world's **RICHEST 1%** have more than twice as much wealth as **6.9 BILLION PEOPLE**.



The monetary value of **UNPAID CARE WORK** globally for women aged 15 and over is at least \$10.8 trillion annually –three times the size of the world's **TECH INDUSTRY**.



Taxing an additional 0.5% of the wealth of the richest 1% over the next 10 years is equal to investments needed to create:



**117 MILLION JOBS**

in education, health and elderly care and other sectors, and to close care deficits.

For more on the sources and methodology for these figures, see P. Espinoza (2020). Time to Care: Methodology Note. Oxfam. <https://dx.doi.org/10.21201/2020.5419> Source for data on billionaires is Forbes billionaires list 2019: <https://www.forbes.com/billionaires/#b91420e251c7> and on wealth inequality is Credit Suisse (2019). Annual Report 2019. <https://www.credit-suisse.com/about-us/en/reports-research/annual-reports.html>



## Spoken Word Poetry Method for the Sustainable Development Goals (SDGs)

**Focus on: SDG 1:** No Poverty. Participants create individual spoken word pieces first, and then come together to form a collective piece.

**Objective:** To empower young people to raise awareness about poverty and inspire action towards achieving SDGs Goal 1.

### Implementation Steps:

- 1. Education and Research:** Start by facilitating exploration, engagement and education around SDG 1 targets and ongoing research on the global poverty crisis. Support and encourage participants to focus on key aspects of personal interest (we always start where the young person is at, in youth work), arising and to conduct further research on the impact of poverty on individuals, families, and communities in relation to those key aspects.
- 2. Personal Reflection:** Give participants the opportunity to reflect on their own experiences with poverty; witnessing poverty in the world around them, personal economic/financial challenges arising for people, or the people close to them. Support people to write down, reflect personally and/or share these experiences within a supportive group setting.
- 3. Writing and Rehearsing:** Facilitate participants in writing their spoken word poetry pieces by focusing on the themes of poverty, inequality, and breaking the chains of systemic economic hardships. Writing can be facilitated by the use of vivid imagery and powerful metaphors.
- 4. Peer Feedback:** Organise a supportive environment for participants to share their poetry with each other, pointing out the moments of celebration as well as offering constructive feedback and encouragement to refine their performances.
- 5. Public Performance:** Provide opportunities for the participants to present their spoken word pieces to a larger audience, whether in school, community events, or through online platforms. This exposure will amplify their voices and raise awareness about SDG 1: No Poverty.
- 6. Call to Action:** Conclude the event with a call to action, encouraging the audience to take steps towards eradicating poverty in their own communities and supporting initiatives that promote sustainable economic growth.

Empowering young people by using spoken word poetry can highlight the transformative power of individual and collective voices advocating for social change, in the hopes of building a more just and equitable world.

In the next section, the YPC share their collective spoken word piece, developed as part of their exploration of poverty.



## The Young People's Committee Group Poem: 'Dear Poverty'

Dear Poverty,  
You are not necessary,  
Yet you cling onto humanity with such tenacity.  
Born from inequality and systemic oppression,  
Your grasp on the vulnerable leaves them in a constant recession.

Do you know who holds your chains?  
Those who profit from the pain.  
The ones who turn a blind eye,  
And let your victims suffer and die.

You prevent people's dreams,  
And tear apart communities at the seams.  
But we won't let you win,  
We'll fight until you're eradicated within.

Dear Poverty,  
you are not necessary,

And we wish more people took the time to understand your many root causes.  
But one day, we'll overcome you, completely.



# 4

## Part Four: **Activity Set on Poverty**





**Our intention is for this resource to be used as a starting point for enacting change, giving space to grow knowledge and understanding of poverty out loud is empowering as it overcomes silence.**

Where youth workers are empowered and resourced to bring the conversations to their groups and lead discussions on these topics, young people will feel supported in using their knowledge and understanding to make change. Bringing conversations about poverty into the community is the first step in considering possible solutions to alleviate poverty.

Before people can take action that makes meaningful and lasting change people need an opportunity to understand the problem itself, in this case poverty and how it affects you at a personal level. Youth-led change using young people's skills and passions through conscious, informed youth worker support is a powerful force.

## Moving Debate Activity



# WALKING DEBATE

### Aim of Activity:

- To deepen understanding of the concepts of absolute and relative poverty in an Irish and global context.
- To provide an opportunity for all students to form and express their opinion based on rational argument.

### Resources:

Use images to open up the topic, keep the Dochas Guide to Ethical Communication in mind.

- Poverty statements.
- Marker/ball to use as microphone.
- Blu-tac.
- Space!

**Time:** 40 minutes

### Instructions:

1. Be sure that you clear enough space at the top of your room. Stick up the 'I strongly agree' and 'I strongly disagree' posters at either end of a room.
2. Ask the group to stand up in the middle of the room.
3. Explain that you will read out some statements about poverty.
4. Those who agree with the statement move towards the poster that says 'I strongly agree'; those who disagree move to the opposite end of the room towards the poster 'I strongly disagree'; those who are unsure stay in the middle of the two posters.
5. Start the debate with a light-hearted statement, something that young people will respond to.
6. Explain that the objective of the game is to raise discussion and that everyone's position is important. During discussion ask the students to think again about the concepts of absolute and relative poverty.
7. To ensure each student is heard inform students that they are only allowed to speak when they hold the 'Microphone'.
8. To raise discussion, ask those who 'agree' to defend their position and those who disagree to defend theirs. People at either end of the room should try to persuade those in the middle, or on the opposite side, to join them or even just to move a step or two closer. It is important that students realise that they may change their mind.

9. Each student must pass to someone in the middle or on the opposite side of the debate.
10. Move to a new statement when the discussion dies down or after a set period.
11. Bring students back into the middle of the room before moving on to a new statement.

**Note:** This activity has been adapted from Counted Out by Sandra Gowan (2002) CDVEC Curriculum Development Unit and Combat Poverty Agency.

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## STATEMENTS:

- Living in poverty dictates your choices.
- Living in poverty dictates your food choices.
- Poverty is only about having enough food to eat.
- Poverty only exists in some countries.
- There are 'rich countries' and 'poor countries' and that's just the way it is.
- Holidays are a luxury.
- We can only support people in Ireland or internationally.
- All young people get the same education.
- Some people just don't want to learn and 'drop out' early.
- Going to football training, the disco or the cinema are extras in life.
- Giving people the items that they need is better than the money to buy what they want.
- Everyone has the same starting point in life.
- Everyone has an equal chance of earning the same amount of money.
- School trips are only for people who can afford them.
- People who pay private health insurance deserve better health treatment than those who don't.
- People move to Ireland because they want to take advantage of our system.
- There wouldn't be as many poor people if they weren't given so much from social welfare.
- It would be a fairer system if people who earned more money, paid more taxes.



# Q & A

Young people answer the following questions in their learning journal:

**THE MAIN SKILLS I'VE DEVELOPED... ?**

**SOME THINGS I'VE LEARNED ABOUT MYSELF... ?**

**SOME THINGS I'VE LEARNED ABOUT OTHER PEOPLE... ?**

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### Notes from YPC to support the facilitator with the walking debate discussion.

#### About Poverty:

Poverty is a systemic issue that requires collective action and systemic change to address it.

Poverty negatively affects individuals' health, education, and overall well-being, perpetuating a cycle of disadvantage and inequality.

Poverty is often caused by factors outside of an individual's control, such as economic policies, structural inequalities, and discrimination.

Poverty is a human rights issue, and everyone has the right to a decent standard of living, including access to adequate housing, healthcare, and education.

Poverty disproportionately affects marginalised communities, including women, children, people with disabilities, and ethnic minorities.

#### Poverty and Disability:

People with disabilities are more likely to experience poverty and financial hardship due to a range of barriers, including discrimination, inaccessible workplaces, and inadequate social welfare programs.

Disability-related expenses, such as medical bills and assistive devices, can place an additional financial burden on people with disabilities and their families, contributing to poverty and inequality.

Disability does not necessarily lead to poverty, and many people with disabilities are able to achieve financial stability and success through education, training, and employment opportunities.

People with disabilities have the right to be treated like everyone else.

Support for people with disabilities needs an empowerment first approach.

People with disabilities are valuable members of our communities who contribute to the economy and society in meaningful ways.

## Poverty and Transport:

Lack of access to affordable and reliable transportation can make it difficult for people living in poverty to access education, employment, and healthcare.

Transportation costs can be a significant financial burden for low-income households, especially in areas with limited public transportation options.

Improving access to affordable and reliable transportation can be an effective strategy for reducing poverty and promoting economic mobility.

Transportation policies and investments need to prioritise the needs of low-income communities, including improved access to public transportation and targeted subsidies for low-income households.

A lack of access to public transport can contribute to social isolation, which can lead to negative impacts on peoples' mental health and therefore peoples' ability to earn a living.

## Poverty and People of Colour:

People of colour and other minority groups experience poverty and financial hardship due to systemic racism, discrimination, and structural inequality.

Reducing poverty and promoting economic mobility requires addressing racial and ethnic inequalities in education and employment. As well as access to affordable housing and healthcare.

Addressing poverty and racial inequality requires a comprehensive approach that includes addressing systemic issues like discrimination.

Promoting diversity and inclusion in all areas of society, especially in relation to employer hiring practices, is key to accessing income for marginalised communities.

Anti-poverty policies and programmes must be designed with the needs and experiences of minority communities in mind, including culturally sensitive services and targeted outreach efforts.

## Poverty and LGBTQ:

LGBTQIA+ individuals are more likely to experience poverty and financial hardship due to discrimination, social stigma, and lack of legal protections.

Reducing poverty amongst LGBTQIA+ individuals requires addressing discrimination in education, employment, and housing, as well as improving access to healthcare and social services.

Anti-poverty programs and services should be designed to be inclusive of LGBTQIA+ individuals and families, with targeted outreach efforts and culturally sensitive services.

Addressing poverty and promoting economic mobility requires a comprehensive approach that includes addressing the unique needs and experiences of LGBTQIA+ individuals and families.

## Poverty and Housing:

Lack of access to affordable and adequate housing can contribute to poverty and financial hardship, as housing costs are a significant expense for most households.

Addressing housing affordability requires a comprehensive approach that includes increasing the supply of affordable housing, improving access to social housing, and addressing discrimination in the rental and housing markets.

Improving access to stable and affordable housing can have a positive impact on other areas of life, including education, employment, and health.

Anti-poverty policies and programmes need to prioritise the needs of low-income households, including addressing the unique housing needs of families, students, seniors, and individuals with disabilities.

## MEMBERS OF THE YOUNG PEOPLE'S COMMITTEE 2022-2023

### **Abdulai**

Abdulai is currently studying Law (LLB Hons). Abdulai grew up in Freetown Sierra Leone, and has experience of seeking asylum in Ireland, and living in a Direct Provision centre as part of that process. He is a passionate youth and migrant activist – advocating for the rights of all people to be respected, promoted, and protected with dignity and compassion. He is currently a Community Link Worker Supporting Ukrainian and International Protection Children, Families, and Young People.

### **Aisling**

Aisling is from Tipperary and is currently studying Law with Politics in UCD. She is an avid volunteer and has been involved in youth and climate activism at local, national, and international levels. She is the current chairperson of the UCD Politics and International Relations Society and the Law College Officer of UCD Students' Union. She is also NYCI's Representative to the European Youth Forum.

### **Aoife**

Aoife is studying for a Masters in Politics at Queen's University Belfast. With a passion for justice growing up, she is interested in all things democracy and creating opportunities for young people to get involved with making change.

### **Barry**

Barry is studying Political Science and Geography. His main passion is access to education, having entered Trinity through the Trinity Access Programme. He also strives to see people's human rights met and create equality across our society. He is a firm believer in the power of young voices and being a part of this committee has reconfirmed this.

### **Chris**

Chris is passionate about youth activism, books and politics. His focuses are on issues surrounding poverty and how to incorporate youth voices into high-level discussions and solutions.

### **Emikeh**

Emikeh has been a member of many different Youth Clubs, which have helped her learn leadership skills as well as how to influence and be intuitive in her activism. She brings a deepened awareness to issues that affect young people to the spaces she works in.

### **Fatima**

Fatima grew up in Sudan and has been living in Ireland for nearly 5 years. Fatima strives to be part of solutions that encourage, aid, and support young people to make positive environmental change. Collaborating with exceptional individuals who share her passions is where she feels most enriched.

**Kevin (He/Him)**

Kevin recently finished his undergraduate degree in History and Politics and has just started a Masters degree in International Public Policy and Diplomacy in University College Cork. Previously, Kevin served as the disability representative of UCC for two years. With an interest in international relations and a knowledge of several foreign languages, Kevin hopes to be a diplomat in the future.

**Mary**

Mary currently works with adults with physical and intellectual disabilities in the Dublin area. She is a recent graduate from Trinity College Dublin with an MPhil in Race, Ethnicity and Conflict. She is passionate about increasing awareness on intersectionality and inclusion. She is dedicated to driving positive change and making a lasting impact in any projects that she is involved in.

**Sarah**

Sarah is a law student at Trinity College Dublin. She entered college through the HEAR program, and thus is interested in socioeconomic rights, especially making college more accessible and inclusive for all. She is interested in legislation and policy. She aspires to eventually work within the educational sector by shaping policies that enhance access to third-level education for students from any background.

**Scott**

Scott has worked in the area of youth advocacy for a number of years, across a variety of different organisations. He has been a youth advisor for SpunOut, GOAL and Plan Ireland. He is also a member of the Community Foundation for Ireland's Youth Advisory Panel, which assesses grant applications for organisations which work with young people.

**Shauna (They/Them)**

Shauna is a young writer and an activist. They enjoy exploring the link between spoken word and youth activism. They are passionate about LGBTQIA+ issues and gender equality. They have written a range of poetry and prose on these topics, some of which have been published by journals and organisations such as the Spiritus Mundi Review and the Irish Museum of Literature as well as being staged in the Cork Everyman Theatre.

**Sibéal (she/her)**

Sibéal works to ensure that everyone has an equal opportunity to be heard and to make a positive impact, particularly through the Irish language and the universal language of music. She is passionate about having a meaningful impact as youth on youth work and wider society. She is looking forward to developing and incorporating her skills from this committee into her community going forward.



# ADDITIONAL RESOURCES

## Understanding Poverty

- New Insights on Poverty: New Insights on Poverty Hans Rosling TED Talk.

## Sustainable Development Goals

- UN Sustainable Development Goals.
- Sustainable Development Goal 1: No Poverty.
- United Nations Development Programme (UNDP) SDG 1: No Poverty.
- Goal 1: End poverty in all its forms everywhere – United Nations Sustainable Development.
- SDG Summit 2023 Political Declaration | United Nations.
- Goal 1: No Poverty – The Global Goals.
- United Nations & International Analysis – Coalition 2030 (ireland2030.org).
- Government of Ireland gov.ie – Sustainable Development Goals (www.gov.ie).
- Measuring Ireland's Progress: Sustainable Progress Index 2023 | Social Justice Ireland.

## National Youth Council of Ireland

- National Youth Council of Ireland Resources.
- Meaningful Inclusion of Youth in the Voluntary National Review Process: Lessons from the High-Level Political Forum.
- 'Leaving No One Behind' ...and why it's important NYCI.

## Understanding Intersectionality

'Intersectionality as buzzword: a sociology of science perspective on what makes a feminist theory useful' Davis, K. 2008 [Article].

The Editors (2020). Kimberlé Crenshaw's Intersectional Feminism. [online] JSTOR Daily. Available at: <https://daily.jstor.org/kimberle-crenshaws-intersectional-feminism/>.

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. Stanford Law Review, 43(6), pp.1241–1299. doi:<https://doi.org/10.2307/1229039>.

- Intersectionality Activities The Safe Zone Project.
- What is intersectionality? Peter Hopkins Video.
- What is Intersectionality? Intersectional Analysis Explained in Five Minutes.
- Intersectionality and health explained.
- The Urgency of Intersectionality | Kimberlé Crenshaw.
- Kimberle Crenshaw on Intersectionality | The Big Idea.
- Kimberlé Crenshaw at Ted + Animation.

## Resources for Undertaking Inclusive Youth Work:

- <https://www.youth.ie/wp-content/uploads/2009/10/Equality-Inclusion-Intercultural-Resources-2020.pdf>.

## Highlighting Intersectional Youth Work:

- **Toolkit for intersectional movement building (Young Friends of the Earth Europe):** This resource brings together intersectionality and climate justice with a series of practical tips, information and activities. Although it is in a climate justice context, there is plenty on intersectionality clearly laid out in this resource. [www.youngfoe.ie/assets/files/pdf/toolkit\\_for\\_intersectional\\_movement\\_building.pdf](http://www.youngfoe.ie/assets/files/pdf/toolkit_for_intersectional_movement_building.pdf).

- **Underpinning Principles: Intersectionality (SALTO Youth):** a short overview of intersectionality, it's roots and an exercise to consider from SALTO Youth. <https://www.salto-youth.net/rc/inclusion/archive/archive-resources/inclusiongroups/inclusionethnicminorities/InclusionIntersectionality/>.
- **Martin Beanz Ward on Intersectionality:** Comedian Martin Beanz Ward speaks about why an understanding of intersectionality is important as a tool to challenge oppression and discrimination. As an LGBT man who is also a Traveller (an indigenous group of people from Ireland with a distinct language, culture and customs), he argues that there is great potential for the LGBT community to act as a unifying force across the multiple identity issues that exist within the community. He identifies the potential in acknowledging LGBT intersectional identities to fight oppression. [www.facebook.com/LjubljanaPride/videos/1664268776941565/UzpfSTY4MDE5NjA1NjoxMDE1NjU1NzQ4NDg1NjA1Nw/](http://www.facebook.com/LjubljanaPride/videos/1664268776941565/UzpfSTY4MDE5NjA1NjoxMDE1NjU1NzQ4NDg1NjA1Nw/).
- **IGLYO: Norm Criticism Toolkit:** This is a good activity resource that combines knowledge sharing with activities side-by-side, by learning and then practicing this resource. [https://issuu.com/iglyo/docs/norm\\_criticism\\_toolkit/1](https://issuu.com/iglyo/docs/norm_criticism_toolkit/1).
- **LGBT Asylum: Three Stories:** This video is in a US context; however it gives a good understanding of LGBTQI+ asylum seeking. Not in the context of sympathy or 51 viewing the countries these came from as 'different', but to understand individual experience. LGBT Asylum: Three Stories.
- **IGLYO: Intersectionality Toolkit:** This is a practical guide for both individual activists and organisations to learn more about Intersectionality and its principles, and to provide a selection of activities to explore practice around inclusiveness. <https://www.iglyo.com/resources/intersectionality-toolkit>.
- **Youth workers as agents for change (SALTO Youth):** This article by Riikka Jalonen and Farkhanda Chaudhry encourages us to recall the radical traditions of youth work so that we can support young people to understand the unequal power structures in society and in understanding what they can do if they want to challenge the sociopolitical status quo. <https://educationaltoolsportal.eu/en/tools-for-learning/youth-workers-agents-change>.

# APPENDIX

## My Truth

My truth...  
Too young to discuss  
In my place of learning  
As though I am not real.  
I am not valid.  
Not appropriate.

The lowest roof,  
Weight upon my shoulders.  
And I don't understand.  
I don't understand.

So, I put my thoughts to paper  
And I scream into the void.

I hold the sky  
Every day, upon my shoulders.  
My heart aches.  
And I don't understand.  
I don't.

So fingers dance over rainbow letters  
And characters like me skip across the well-read pages.  
My fingerprints mark her words,  
And her story marks my heart.

But my muscles strain  
Under the weight of it.  
And I scream into the void.  
And I don't understand.  
I can't.

So let my heart be strong.  
Let me lift the sky.  
Let me understand  
Let my truth be mine.

Let me put my thoughts to paper.  
I will scream into the void.  
My truth.  
Because who knows me more than I?



## **Spoken Word Prompts (Questions & Prompts)**

### **WHAT DOES POVERTY LOOK LIKE?**

Tall, looming, thin/large/ bossy? Poverty is.....

### **WHAT PERSONALITY DOES IT HAVE?**

Is it loud, aggressive, quiet, is it the elephant in the room, is it a quiet mouse that sneaks around?

### **WHAT IS OUR RELATIONSHIP WITH IT?**

A close friend, someone we have a relationship, someone we want to ignore. How do we feel towards it?

### **WHEN DO THEY ARRIVE?**

Do they come every day or on special occasions? Do we meet them on the street, in shops, in school?

### **WHAT DO THEY SAY TO YOU?**

When they arrive, what do they say?

### **WHAT DO YOU TURN TO SAY TO POVERTY?**

How do you respond to this character?

### **WHAT IS YOUR FINAL MESSAGE TO POVERTY?**





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Council  
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**YOUTH2030**  
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Rialtas na hÉireann  
Government of Ireland

**CONCERN**  
worldwide

**Maynooth University**  
National University  
of Ireland Maynooth

**trócaire**



 **Irish Aid**  
Rialtas na hÉireann  
Government of Ireland