



# HOW THE WORLD WORKS 2

A RESOURCE FOR TEACHERS

SUITABLE FOR TRANSITION YEAR GEOGRAPHY, HISTORY, ECONOMICS AND R.E.





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“We don’t have to engage in grand, heroic actions to participate in the process of change. Small acts, when multiplied by millions of people, can transform the world.”

Howard Zinn

## Overview

The unit provides students with the opportunity to explore how structures of poverty and inequality are maintained on a global level. Students will also consider the role that they play in the world and how they can help change the way the world works by assuming their responsibility as global citizens. A strong emphasis on audiovisual resources and active learning makes this a fun and accessible Transition Unit for all Transition Year students.



## Using our website

**Additional resources** to support some activities are available to download from the 'How The World Works' page on our website, [www.debtireland.org](http://www.debtireland.org)

The unit descriptor can also be found on our website.

## Acknowledgements

This Transition Unit was developed in accordance with the NCCA template and Guidelines on writing a Transition Unit.

*The second edition was updated by Rose Kelly and Sian Crowley.*

*Advice and support from Annette Honan, NCCA, is gratefully acknowledged.*

*Background research for this resource was originally conducted by Daniel Finn.*

Cover was designed by Éilís Murphy, [www.eilismurphy.com](http://www.eilismurphy.com)

# Resources

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There are many websites listed throughout this book. The following websites may be helpful resources to get you started:

## **Development Education**

▶ Teachers and Educators Section

[www.developmenteducation.ie](http://www.developmenteducation.ie)

## **Debt and Development Coalition**

▶ Education Section

[www.debtireland.org](http://www.debtireland.org)

## **Global Dimension – The world in your classroom**

[www.globaldimension.org.uk](http://www.globaldimension.org.uk)

## **Irish Aid**

▶ Teaching and Learning Section

[www.irishaid.ie](http://www.irishaid.ie)

## **UN Global Teaching and Learning Project**

[www.cyberschoolbus.un.org](http://www.cyberschoolbus.un.org)

## **BBC Learning**

[www.bbc.co.uk/learning](http://www.bbc.co.uk/learning)

## **One World**

[www.oneworld.org](http://www.oneworld.org)

## **Global Issues**

[www.globalissues.org](http://www.globalissues.org)

## **Econo...wha?**

▶ Suitable for older age-group or to deepen educator's learning

[www.econowha.ie](http://www.econowha.ie)

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# Introduction

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The resource materials in this pack are designed to support teaching the Transition Unit **How the World Works**. The unit aims to

- promote awareness about the causes of global inequalities
- create an understanding of how individuals and organisations can bring about change through their actions
- cultivate empathy towards people in the Global South linked to a sense of responsibility towards working to support justice

The materials can be adapted to accommodate the needs and interests of diverse student groups and also to draw on nearby resources and links, for example, local development agency speakers or campaigning groups. It is hoped that these materials will support active learning and develop students' abilities to reflect on their learning and on the skills they are developing through their learning.

If school facilities allow, there can be a substantial web-based element to the unit. Students can complete many activities online, in particular the sections requiring research and investigation.

## A cross-curricular approach

This Unit has links with a range of subject areas across both junior and senior cycle. It may benefit some schools and students to adopt a cross-curricular approach to teaching the Unit, with two or more teachers participating in its delivery. For example, the history teacher may wish to collaborate with a geography, economics or R.E. teacher.

## Advance planning

1. Read the Transition Unit Descriptor on our website to get an overall sense of what this Unit is about.
2. Make early contact with agencies or groups who can contribute to the learning in the Unit. For example, there may be someone from the local community involved in promoting fair trade or active in campaigning who would be willing to speak to the group.

Returned development workers are another possible resource. There may also be local or national events that can be incorporated, for example, international human rights day (Dec. 10<sup>th</sup>).

3. Ask students to get ready for this Unit by purchasing a journal or special notebook for use in class each day.



### A Note on Language

Throughout the document the terms 'North/South', or 'Global North/Global South' are mostly used, rather than 'First World/Third World' or 'Developed/Developing countries'. When we write about countries of the 'North' we are broadly describing countries in the continents of Europe, North America and Australia and when we write about countries of the 'South' we are broadly referring to countries in the continents of Africa, Asia and Latin America. None of these terms fully describe the diversity within our global society (for example, the terms North and South minimise inequalities within Northern and Southern societies). We use them as a short hand in a way that seeks not to imply superiority or inferiority between people.



# Part 1

## The Shape of our World

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“Injustice anywhere is a threat to justice everywhere.”

Martin Luther King Jr



<b>Activity 1.a</b>	<b>Activity 1.b</b>	<b>Activity 1.c</b>	<b>Activity 2.a</b>
<b>Activity 2.b</b>	<b>Activity 3.a</b>	<b>Activity 3.b</b>	<b>Activity 3.c</b>
<b>Activity 4</b>	<b>Activity 5</b>	<b>Activity 6</b>	

## Table quiz

### Aims

- to provide a light introduction to the unit and generate students' interest
- to stimulate thinking about global issues
- to provide some basic facts about world development

### Steps

1. Break up the class into small groups.
2. The teacher reads out the questions for each round (see Table Quiz Questions sheet) - there are 4 rounds with 4 questions in each round.
3. After each round, the teacher gives the answers to the questions, and encourages discussion. What answers surprised them? Why? The information sheet for teachers may also be useful in informing the discussion.

## Table Quiz

### Round 1 (multiple choice)

- Which country has the biggest population in Africa?
  - A) Nigeria
  - B) Kenya
  - C) South Africa
- How much money did the world's three richest men have in 2014?
  - A) \$55 billion
  - B) \$110 billion
  - C) \$220 billion
- Which country has the most internet users in the world?
  - A) China
  - B) USA
  - C) Japan
- Which of the following countries has the lowest life expectancy?
  - A) Malawi
  - B) Zambia
  - C) Afghanistan

### Round 2 (true or false)

- True or false – A third of the world's obese people live in the Global South.  
 T  F
- True or false – The cost of bailing out the banks has cost the people of Ireland over € 64 billion. That is 40% of Ireland's national income.  
 T  F
- True or false – 70% of people killed by natural disasters live in Africa or Asia.  
 T  F
- True or false – In 2014, the United States spent more on arms than any other country in the world.  
 T  F

### Round 3

- Which country makes half the world's clothes, half the world's computers, and three-quarters of the world's toys?  
\_\_\_\_\_
- The richest 85 people in the world own the same amount of money as what percentage of the world's population?
  - A) 10%
  - B) 25%
  - C) 50%
- People in the United States throw away two and a half million plastic bottles every hour. Calculate how many bottles are thrown away every week.  
\_\_\_\_\_
- How much of the world's carbon emissions have come from the richest 20% of the world's population?
  - A) 30%
  - B) 45%
  - C) 70%

### Round 4 (true or false)

- True or false – One in five of the world's population lives on less than \$1 a day.  
 T  F
- True or false – 1 in 6 deaths in Sub-Saharan Africa is due to malaria.  
 T  F
- True or false – A kiwi fruit flown from New Zealand to Ireland emits five times its own weight in greenhouse gases.  
 T  F
- True or false – The Irish government is the biggest giver of Overseas Development Aid in the world (that is, as a percentage of our overall budget).  
 T  F



## Answer Sheet

### Round 1

1. Nigeria. Nigeria has a population of 170 million people. Ireland had a population of 4.5 million in 2014. China and India have the biggest populations in the world (1.35 billion and 1.2 billion respectively).
2. \$ 220 billion.
3. China – but this figure represents less than half of the total population of China.\*
4. Malawi has an average life expectancy of 50 years; Zambia has an average life expectancy of 57 years; Afghanistan has a life expectancy of 60 years. In Malawi, infant mortality is very high and 11% of the population has HIV. People in Malawi are also at a major risk of highly infectious diseases such as hepatitis A, malaria and rabies.

### Round 2

1. True.
2. True.
3. False. 90% of people killed by natural disasters come from Africa or Asia.
4. True. In 2013, the USA accounted for 36% of world military spending (\$640 billion). In contrast, global spending on HIV/AIDs in 2013 was \$8.7 billion.

### Round 3

1. China.
2. 50%.
3. 420 million bottles per week.
4. 23 countries make up the 20% of the world's population that has contributed to 70% of carbon emissions since 1850.

### Round 4

1. True.
2. True.
3. True.
4. False. In 2013, Ireland was the 9<sup>th</sup> highest giver of aid out of the rich group of OECD countries.



### Extension activity

#### Examining internet usage\*

On Wikipedia you can view internet usage stats in ranked lists. You can view indexes according to the number of users (China currently tops this rank), or you can rank according to concentration (42% of the Chinese population have access to the internet). The highest concentration is currently 96.9% going right down to 0.8%.


Ask students to look at the ranking list and compare the countries at the top to the bottom.

Ask them:

- To discuss why they think some countries have a very high level of internet users and others do not.
- What the countries at the top of list have in common – and what do the countries towards the bottom of the list have in common?
- What about the countries in the middle? What does it tell us about global inequality?

Activity 1.a	<b>Activity 1.b</b>	Activity 1.c	Activity 2.a
Activity 2.b	Activity 3.a	Activity 3.b	Activity 3.c
Activity 4	Activity 5	Activity 6	

## Quiz inquiry!


 **NOTE:** This activity may be used as a follow-up to the quiz activity as a means of extending the learning. This can be done in class (within an hour), or can be given as an assignment to do outside of class time, with the follow-up being Part 2 and the next activity 'What A Web We Weave'.

### Aims

- To extend the learning from the quiz activity.
- To provide an opportunity for students to work collaboratively to discover and implement creative methods of communicating information to the wider audience.

### Steps:

1. Record the correct answers from the quiz on the board.
2. Each quiz group chooses a fact on which to focus.
3. Invite students to discuss them in their groups, including discussion of causes and consequences.
4. *Part 1:* Invite students to devise a creative and effective means of communicating these facts to the wider audience. For example, students could devise a mini-drama, a news report, a documentary style report, a series of images, a poem, a comic, or something else.
5. *Part 2:* Each group is invited to present their fact to the wider group. If the means of communication hasn't been completed at this stage, then the students can outline what their methodology is and present at another opportunity.

 **NOTE:** The activity can be concluded at this stage or the following activity may be used to extend the thought process and enhance the learning further.

Activity 1.a	Activity 1.b	<b>Activity 1.c</b>	Activity 2.a
Activity 2.b	Activity 3.a	Activity 3.b	Activity 3.c
Activity 4	Activity 5	Activity 6	

## What a web we weave!

### Aim

- To provide an opportunity for students to identify and illustrate links between social justice issues using concrete materials and an interactive process.

### Materials

- Ball of wool/string
- A4 sheets of paper (one for each group)
- Writing materials

### Steps

1. Students take position in their quiz groups around a cleared space in the room.
2. The ball of wool is placed in the centre. Paper and markers are given to each group.
3. Students are invited to write the fact and issue that they discussed on the piece of paper provided, and place it on the floor beside their group where it can be seen.
4. Students are invited to consider their fact and how it might be linked to any of the other facts they have heard about.

5. If a student identifies a connection, they pick up the wool and, while keeping hold of one end, throw the ball to the group with whom they see a connection, and explain the connection that they see.
6. This process continues with students explaining the reason for the connections made and on-going informal discussion as the activity progresses.

Activity 1.a	Activity 1.b	Activity 1.c	Activity 2.a
Activity 2.b	Activity 3.a	Activity 3.b	Activity 3.c
Activity 4	Activity 5	Activity 6	

## Who gets a fair share?

### Aims

- To illustrate how unevenly the world's resources are distributed
- To provide students with an experience of inequality

### Steps

1. Mark out 6 areas in the room to represent each of the following geographical areas: Europe, North America, Central and Latin America, Asia, Oceania, and Africa.
2. Explain to the group that they represent the world's population. They must now guess how many people should stand on each of the areas and divide themselves accordingly.
3. When the students have settled into place then show them the actual breakdown of population by region and help them to rearrange themselves according to the actual breakdown of population.

60%	Asians
14%	Africans
8%	Central/Latin Americans
12%	Europeans
5%	North Americans
1%	Oceania

In a class of 20 students this might roughly work out as follows:

12 Asians, 3 Africans, 2 Europeans, 1 North American, 2 Central/Latin Americans. Explain that just 1% of the world's population live in Oceania (Australia, New Zealand, etc.)

5. Then show the group 20 chocolate bars and explain that they represent all the food in the world. Ask each group to guess how many bars their groups/regions should get.
6. After each group has given their idea, divide the 20 bars of chocolate as follows:<sup>1</sup>

Asians – 5 chocolate bars

Africans – 2½ chocolate bars

Central/Latin Americans – 2 ½ bars of chocolate

Europeans – 5 chocolate bars

North Americans – 5 chocolate bars

### Discuss with your students

- Are you surprised by this?
- How do you feel about your share of the food?
- If the bars were divided equally, would everyone be satisfied?
- What have we learned from this activity?

### Ponder

If the world's population was reduced to a village of 100 people,

- 37 would live on less than \$2 a day
- 80 would live in sub-standard housing
- 76 would not be able to read or write
- 50 would be malnourished
- 33 would lack access to safe water
- 24 would have no electricity
- 1 would have a university degree
- 7 would have an internet connection

<sup>1</sup> These figures are not precise but intended to provide a rough picture of global food consumption. It's important that the students understand that the countries with the maximum food intake per person are mainly in the Global North (United States of America, Canada, Europe, Australia) but some are also found in the South (Argentina, Mexico, Kazakhstan etc) The countries with the minimum food intake are mainly Asian and African – India, Afghanistan, Burundi, Sudan, Ethiopia, Angola, etc. Students might be surprised to learn that Asia is becoming the continent most affected by hunger, in terms of actual numbers of hungry people. In India alone, 200 million people - that's 1 in 4 - remain hungry. 40% of the world's underweight children below the age of 5 are in India.

Activity 1.a	Activity 1.b	Activity 1.c	Activity 2.a
<b>Activity 2.b</b>	Activity 3.a	Activity 3.b	Activity 3.c
Activity 4	Activity 5	Activity 6	

## 'If the world was a village of 100 people'

from 80:20, *Development in an Unequal World*

Statement: If the world was reduced to 100 people	Answers
How many are women? How many are men?	52, 48
How many would live on less than \$1 a day?	16 and 37 on less than \$2
How many would live in poor housing?	80
How many would lack access to a safe water supply?	33
How many would have no electricity?	24
How many would be HIV positive?	1
How many would be unable to read?	67
How many do not have enough food to eat?	50
How many would have a university degree?	1



### Journal Work

At the end of each class ask the students to use their journals to help them reflect on what they have learned and how they have been affected by the issues explored in this class

*Ask the students to complete the following sentences in their journals...*

- The most interesting thing I learned today was...
- I also learned...
- I was surprised by...
- I'd like to find out more about...
- The main thing I will take away from today is...



### Useful websites

- Facts on development can be found on the **Development Education** website, [www.developmenteducation.ie](http://www.developmenteducation.ie)
- Take a look at the **International Food Policy** website, [www.ifpri.org](http://www.ifpri.org). This site contains lots of interesting information about global food consumption as well as the Global Hunger Index. The site includes an interactive map, PowerPoints and videos.

Activity 1.a	Activity 1.b	Activity 1.c	Activity 2.a
Activity 2.b	<b>Activity 3.a</b>	Activity 3.b	Activity 3.c
Activity 4	Activity 5	Activity 6	

## Analysing images

### Aims

- To encourage active and critical engagement with media images and reports, facilitating analytical and creative thinking and participative citizenship.

### Materials

- Set of media images. These can either be provided by the teacher or brought in by the students.
- Post-its, sheets of paper (these can be re-used scraps), pens/pencils/colouring materials.
- See our website for additional visual resources.



### Preparation of the space

- Images (one per table), post-its, sheets of paper and writing tools are placed on the tables.

### Steps

- Split class into small discussion groups at each table.
- Invite students to discuss the images on the tables and to record what they see and can tell from the image provided.
- Invite students to record what they don't know and can't tell from the images.
- One student at each table is given the role of recording, another student acts as the facilitator and another is the timekeeper.

- Students are encouraged to use the post-its, sheets of paper, and colours to doodle or make notes in order to bring out and develop their thinking. Following the discussion, feedback is received and discussed by the whole class group. The harvest from this feedback may be recorded on the whiteboard or flipchart either by the teacher or student volunteer.



**(NOTE:** *there is no need to be too prescriptive here as the exercise is in critical thinking and analysis and so provision needs to be made for enquiry and thinking outside the box. If it is apparent that any particular group is not progressing in the discussion, the teacher may make a comment or pose a question in order to prompt the discussion.*)

### Conclusion

- Groups give feedback.
- Teacher records the harvested feedback on the whiteboard.
- Students are encouraged to give the reasoning behind their questions. *(Note: The possible requirements or challenges in obtaining the information can be discussed as well as how challenges might be overcome.)*
- Discussion on where/when/how/why this investigative format might be useful.



Activity 1.a	Activity 1.b	Activity 1.c	Activity 2.a
Activity 2.b	Activity 3.a	<b>Activity 3.b</b>	Activity 3.c
Activity 4	Activity 5	Activity 6	



### Extension activity of 'Analysing images'

## Challenging stereotypes

### Aims

- To build on students' skills in interpreting visual images as explored in 'Analysing Images'.
- To challenge stereotypes and perceptions related to rich and poor countries.

### Materials

- Students are asked in advance to bring in pictures of people from Global South countries from newspapers or magazines.
- Alternatively, look at the 'How The World Works' page on our website for additional images.

### Preparation as in previous exercise.

### Steps

*Part 1:* Ask the groups to describe an image of Ireland and Irish people that people outside of Ireland might have. Ask what aspects are positive and what aspects are negative? Is it the complete picture? Invite the groups to share with the wider group.

*Part 2:* Distribute the images of people and countries of the Global South to the groups. Ask the students questions about the images relating to stereotypes to be discussed in their groups, for example:

- Where do you think the photograph was taken?
- What does the image tell you about the person in the image?
- What surprises you about the image? Why?
- Where do you get most of your impressions of the Global South from?
- Are they balanced? Are they fair?

To conclude, invite each group to share their answers with the group and perhaps have a broader conversation about stereotypes of poor countries.

Activity 1.a	Activity 1.b	Activity 1.c	Activity 2.a
Activity 2.b	Activity 3.a	Activity 3.b	<b>Activity 3.c</b>
Activity 4	Activity 5	Activity 6	

## Tracking the truth



**NOTE:** This activity works best as a follow-up to 'Analysing Images'.

### Aim

- To provide an opportunity for students to identify and critically discern causes and consequences of actions or events, the differences between these and the ways in which they are linked.

### Materials

You need 4 topical articles or comment pieces for this activity. Identify 4 reports of current global or development issues which you deem to be suitable for your class. We recommend looking at the following websites for pieces:

- The Guardian website has many different relevant sections, including World News, Development, Environment, and so on.
- Al Jazeera.
- The New York Times.

### Steps

- Organise students in small groups around tables.
- Explain that each group is a 'Triple T Team', ie, Tracking The Truth!
- Photocopies of the media reports are placed facedown on the tables and numbered 1 to 4.
- In turn, each group chooses a report.
- The groups task is to establish the truth or otherwise of the reports given and to identify any possible bias. For example, they should identify facts, opinions, speculations, feelings and so on.
- They have to come up with appropriate lines of enquiry and identify where and how these are best followed.
- Some pointers may be given. For example:
  - Who is the author of the report?
  - From where was it sourced?

- Is it from a newspaper? What kind of newspaper?
- Is it from a website? How do we know if we can trust the website?
- For whom was it written?
- When was it written?
- What is the perspective of the writer?
- Are there images accompanying it?
- How would you describe the language? What is the tone?
- Is it mainly factual or opinion?  
*And so on...*

### Conclusion

- Each small group reports back, explain their answers to the questions, and anything else that they discussed.
- They can be respectfully questioned by the other students.
- Record the findings of this activity on the board.

*Note: The findings may deal specifically with the reports examined but will also possibly include broader media reporting. This helps to provide a filter or lens through which media reports might be observed.*



### Journal Work

Ask the students to complete the following sentences in their journals.

- At the start of today's class I thought...
- Now I think...
- I was surprised by...
- The main thing I will take away from today is...

Activity 1.a	Activity 1.b	Activity 1.c	Activity 2.a
Activity 2.b	Activity 3.a	Activity 3.b	Activity 3.c
<b>Activity 4</b>	Activity 5	Activity 6	

## Using cartoons

There are lots of ways of using cartoons to explore issues related to development. Here are a few to get you started. Adapted from *80:20 Ireland in an Unequal World*.

- Working in pairs, each with their own cartoon, students might look at the cartoon without showing it to the other person. They then describe to each other what the cartoon is about and then compare the actual cartoons with their descriptions. How accurate was the description? What was left out? How is the cartoon different from the description offered?
- Or in small groups invite students to 'read' one or two cartoons and to consider:
  - What is the cartoon saying?
  - What different interpretations of the cartoon might there be?
  - What symbols are used?
  - Who are the characters?
  - What issue or theme does it raise?
- Display a selection of about 12 cartoons and ask the group to look at them. Working in pairs or threes, decide what main themes link them together. Another useful way to introduce a collection of cartoons is to ask people to choose three cartoons from those on display which they liked most, or which say most to them about the issues being discussed. They could mark these with a sticker with their name on it. They could then pair up with someone who has chosen the same cartoon(s) and discuss their choice. Did they see similar or different things in the same cartoons?



### Useful website

- **Development Education**

- Cartoons and Photos  
[www.developmenteducation.ie](http://www.developmenteducation.ie)



A selection of cartoons from [developmenteducation.ie](http://developmenteducation.ie) are available in PowerPoint format on our website.

“IF YOU GET, GIVE. IF YOU LEARN, TEACH.” *Maya Angelou*



## Teachers' Page

### The development compass rose – a tool for exploring issues

The development compass rose is a tool that encourages us to consider different viewpoints when studying any issue or place. The compass rose can be placed on any locality, photograph or case study.

It raises issues about people and their relationship to their environment, and considers how change and development should be sustainable for the future. Instead of North, South, East and West, the four main compass points represent:

- **N**atural/ecological questions
- **S**ocial and cultural questions
- **E**conomic questions
- **W**ho decides? Who benefits? Who has power?

The diagonal points highlight the relationship between the four main points. For instance, NE raises questions about how economic activity has an impact on the natural world; SE raises questions about the relationship between economic activity and people's lives. Questions that relate to all four compass points can be placed around the picture as illustrated below.

#### Steps

1. Use newspapers, magazines or the internet to collect a range of images that depict different issues and problems both locally and globally.
2. Explain, using examples, how the compass rose can be helpful in analysing a problem or issue.
3. Ask the students to form groups of three or four. Distribute the images, giving a different image to each small group. Ask each group to place their image on a large page and then to come up with questions using the compass rose.
4. Facilitate feedback on what the students have learned through this activity.

#### Natural

Where does the water come from?  
Is it clean?  
Is there always a supply of water?



#### Who Decides?

Who owns the tap?  
Can it be used all the time?  
If not who decides when the tap can be used?

#### Economic

Does she have to pay for it?  
How could she use her time if she didn't have to collect water?

#### Social

How far does she have to go?  
Who else is the water for?  
Is it usually women and girls who collect the water?

“EDUCATION IS THE MOST POWERFUL WEAPON WHICH YOU CAN USE TO CHANGE THE WORLD.” *Nelson Mandela*

Activity 1.a	Activity 1.b	Activity 1.c	Activity 2.a
Activity 2.b	Activity 3.a	Activity 3.b	Activity 3.c
Activity 4	Activity 5	Activity 6	

## Mapping our world

### Aims

- to encourage critical thinking about the ways maps represent the world and influence our perceptions
- to develop skills in using the internet as a source of information

### Steps

1. Show copies of different maps to the class (on our website). Ask the students to comment and say which maps they are familiar with and which maps appear strange.



### Discuss

- What surprised you about these different maps?
- Is there such a thing as a true map of the world? Can any map give a 100% accurate image of the world? (See Maps – background information, page 22)
- Would you agree that 'Every map presents a view of the world'?
- What view of the world is revealed when we take a careful look at the Mercator map?
- What have you learned from this?



**NOTE:** Internet access is needed for these activities

1. Students will then be divided into pairs, and their task is to use the internet to investigate different maps which present different information about our world.

2. Each group will be given a topic e.g human poverty, military spending, war deaths, life expectancy, youth literacy, carbon emissions, wealth, clean water, incidence of HIV, etc. Their task is to find out what is the global picture in relation to their given topic. A good website to start with is **www.worldmapper.org**
3. For the next activity, students will again work in pairs or in small groups and are given a particular country to investigate so that they can compare disparities and inequalities *within* individual countries. A mix of rich and poor countries should be used, including Ireland. In this instance they might try to find out
  - Proportion of the population with/without access to safe water
  - Proportion of population with access to primary/secondary and further education
  - Proportion of population with internet access, etc
  - Average income

An excellent place for finding such facts is *The State of the World's Children* report which can be googled at **www.unicef.org.publications**. Go to the appendix at the end of this report for country by country specific facts. See also the websites suggested below.

As a homework exercise, students could look for maps printed in textbooks, newspapers and published on news websites and to find out which map is most commonly used.

### Maps - background information

Because the Earth is a sphere, no map on a flat sheet can give a 100% accurate picture of the globe - all maps distort reality to some extent.

The Mercator Map was first devised by the Flemish cartographer Gerardus Mercator in 1569 - it is still the most commonly used rectangular map.

On the Mercator, places close to the North and South poles are proportionally larger than places nearer the equator. The Mercator Map is structured in a way that becomes more inaccurate the further away from the Equator it moves. Antarctica is usually omitted from the Mercator Map.

The distorting effect of the Mercator Map is often referred to as the "Greenland problem" - Greenland appears to be the same size as the entire continent of Africa, even though Africa is really 14 times larger than Greenland. In reality Mexico is larger than Alaska but on the Mercator it looks like Alaska is three times bigger than Mexico. On the Mercator map North America is significantly larger than Africa but in reality Africa is actually about the same size as the US and the former Soviet Union combined. Brazil appears to be the same size as Alaska, although it is actually five times larger.

The inaccuracy of the Mercator Map was pointed out as early as the 19th century.

In the 1970s, German Martin Peters launched the Peters Map as an alternative to the Mercator. The Peters Map is not a "true" map either - it is a flat, rectangular representation of a spherical world - but it is a useful corrective to the standard Mercator Map.



Powerpoint slides showing different maps can be found on our website.



### Useful websites

- **CIA – The World Factbook**  
[www.cia.gov](http://www.cia.gov)  
 ▶ Library ▶ Publications  
 ▶ The World Factbook.
- **World Mapper**  
 This site offers a fantastic selection of map on many topics; population, wealth distribution, education, health, etc.  
[www.worldmapper.org](http://www.worldmapper.org)
- **BBC Country Profiles**  
 Excellent country profiles  
[www.news.bbc.co.uk](http://www.news.bbc.co.uk)  
 ▶ Country Profiles
- **World Bank Poverty Facts**  
[www.worldbank.org](http://www.worldbank.org)  
 ▶ Poverty



### Extension activity

Sometimes students' knowledge of where countries are located is very limited. A fun way to redress this might be to give students a blank copy of Africa (such as the one on the following page) and then ask them to plot different countries. The teacher can provide a list of about 10 countries. Students can do this in pairs using either the internet or an atlas for help.

Some online quizzes can also be found at <http://lizardpoint.com/geography> and at [www.sporcle.com/games/world.php](http://www.sporcle.com/games/world.php)

# Map of Africa



Activity 1.a	Activity 1.b	Activity 1.c	Activity 2.a
Activity 2.b	Activity 3.a	Activity 3.b	Activity 3.c
Activity 4	Activity 5	Activity 6	

## Media representations of the Global South

### Aims

- To raise students' awareness that a variety of perspectives and ways of viewing the world exist.
- To develop students' skills in media literacy



**NOTE:** Internet access is needed for these activities

### Steps

1. Bring in a selection of Irish newspapers to the class and identify the lead stories in the newspapers on that day. Note these on the board for later reference.
2. Assign a different country to each pair of students, ensuring a mix of Northern and Southern countries, e.g. Kenya, Uganda, the Philippines, USA, UK, etc. Then ask each pair to use the internet to find out what is the lead story in their country today. See sites suggested below.
3. When each pair has noted the stories making news in their country, bring the class back together to note the different stories on the board. Discussion – What have you noticed about the different headlines? Are the big stories mainly about local or global issues? Are there any stories that are common to a number of countries/newspapers? Are there differences in the way they are reported?
4. As a follow up, the students might print off a photo or image from their chosen newspaper that strikes them and say – What is the photo about? What are the causes of what is happening in the photo? What are the solutions? How many people are affected by the issue in the photo? Are they affected locally, nationally or globally? How might this photo affect people in Ireland? Display these images around the class.



### Extension activity

During the coming week ask students to track the amount and type of coverage that is given to the Global South in a range of Irish newspapers.



### Useful newspaper websites

Students might find some of the following sites might be of use:

- **Al Jazeera** <http://www.aljazeera.com>  
Al Jazeera is a global media outlet based in Doha. Its online news reach cover the Middle East, Africa and Global South countries which are typically excluded from mainstream Western media.
- **Filipino Reporter** [www.filipinoreporter.us](http://www.filipinoreporter.us)  
A weekly newspaper published in the Philippines.
- **Mindanao Times** [www.mindanaotimes.net](http://www.mindanaotimes.net)  
A daily newspaper published in the Philippines.
- **Daily Nation Kenya** [www.nation.co.ke](http://www.nation.co.ke)  
A daily newspaper published in Kenya.
- **Daily Monitor Uganda** [www.monitor.co.ug](http://www.monitor.co.ug)  
Ugandan daily newspaper.
- **The Zimbabwean** [www.thezimbabwean.co.uk](http://www.thezimbabwean.co.uk)  
A weekly paper published in Zimbabwe
- **The New Internationalist** <http://newint.org>  
Independent reporter of global social justice and sustainable development.
- **The New York Times** [www.nytimes.com](http://www.nytimes.com)
- **The Guardian** [www.theguardian.com](http://www.theguardian.com)



## Reflecting on Part 1

### Questions for Journal Work



You have now reached the end of the first part of this transition unit. This is a good time to invite students to reflect on what they have learned and how they have been affected by the issues explored thus far.

#### Possible questions you can use...

- What I liked most about doing this transition unit so far is ...
- What I found difficult was...
- One important thing I've learned is...
- I'd like to find out more about...
- The skills I'm developing are...
- One thing I've learned about myself is..

#### On a scale of 1-10 this is how I would rate my participation so far...

- I expressed my opinion freely
- I listened well and showed respect for the opinions of others
- I was willing to change my mind
- I asked critical questions
- I tried to see things from a variety of perspectives
- I was open to change
- I helped other members of my class learn



# Part 2

## The causes and consequences of global inequality

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“We remind the leaders of the world’s richest, most powerful nations that in truth, the North owes the South. The wealth of the North has been accumulated largely at the expense of the South – our land, our forests and waters, our labour, our communities, our economies, our cultures, our governments, our freedom, our lives.”

Jubilee South — Network of Southern Justice Movements

<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3.a</b>	<b>Activity 3.b</b>
<b>Activity 4</b>	<b>Activity 5</b>	<b>Activity 6.a</b>	<b>Activity 6.b</b>
<b>Activity 6.c</b>	<b>Activity 7</b>	<b>Activity 8</b>	<b>Activity 9</b>

## Ranking game

### Aims

- To provide an opportunity for students to discuss their perceptions of global poverty and inequality.
- To encourage students to think critically about the causes and consequences of global poverty and inequality.

### Steps

1. Cut out the cards (one set for each group of 3-4 students).

2. Divide the students into small groups giving each group a set of cards.
3. Ask students to read and discuss the cards slowly. Each card gives one possible reason why global poverty continues.
4. Ask students to rank the reasons in order of importance. They must share their reasons with the group and reach a consensus in order to do this.
5. When each group has agreed their list then check to see whether there is a consensus amongst the whole class. Encourage students to give reasons supporting why they have ranked certain cards high or low.



<p><b>Climate Change</b> The world's climate has been changing. Poorer countries are suffering most as a result of this with more droughts and flooding than ever before.</p>	<p><b>Wars</b> Conflict is a major cause of poverty. \$1.7 trillion was spent globally in 2014 on arms.</p>
<p><b>History</b> The historical legacy of slavery and colonialism still continues to keep many countries poor.</p>	<p><b>Corruption</b> A small number of people in some countries have taken the majority of the wealth.</p>
<p><b>Rising Populations</b> The world's population is growing too fast. It is estimated to reach 10 billion by 2050.</p>	<p><b>Politics</b> There is a lack of political will to end poverty. World leaders could do it if they wanted to.</p>
<p><b>Debt</b> The poorest countries in the world pay over \$100 million per day in debt repayments.</p>	<p><b>Gender Inequality</b> Women and girls often face gender-based discrimination that puts them at increased risk of poverty, violence, poor education, and health concerns. This is a global problem.</p>
<p>Write another reason here...</p>	<p>Write another reason here...</p>

Activity 1	<b>Activity 2</b>	Activity 3.a	Activity 3.b
Activity 4	Activity 5	Activity 6.a	Activity 6.b
Activity 6.c	Activity 7	Activity 8	Activity 9

## The Trading Game

### Aims

- To enable students to experience how unfair some unequal trading relationships are.
- To generate interest and discussion about the world trading system in an enjoyable way.

### Introduction

The Trading Game helps to show how trade affects the prosperity of a country - both positively and negatively. It is a fun and exciting introduction to the issues of trade, and increases understanding of some very complex relationships through role-play. It is an excellent activity for introducing students to the basic issues that determine how the gap between rich and poor nations is maintained.

In the game, students work in groups, representing different countries. Each country is given different resources (represented by scissors, sheets of paper, etc.) They must use their resources to produce different items and when they present them to the 'Bank' they are given money. The aim of the game is to make as much money as possible.

Some preparation is required in advance of running the game. All you need to help you in planning and playing the game can be found on the Christian Aid website at [learn.christianaid.org.uk](http://learn.christianaid.org.uk)

Debriefing questions that can be used at the end of the game are also available at the above link.

If your students enjoy the trading game you might like to try out other fun and interactive simulation games which explore real life global issues. A range can be downloaded from the Christian Aid website [http://learn.christianaid.org.uk/YouthLeaderResources/trading\\_game.aspx](http://learn.christianaid.org.uk/YouthLeaderResources/trading_game.aspx)

**The Chocolate Trade Game** - Simulation game about fair trade.

**The Paper Bag Game** - Simulation game about poverty.

**The Poverty Challenge** - Simulation game about poverty and sustainable development.

**Trade rules!** - Simulation game about trade rules.

**Trading trainers** - Simulation game about labour and fair wages.

Activity 1	Activity 2	<b>Activity 3.a</b>	Activity 3.b
Activity 4	Activity 5	Activity 6.a	Activity 6.b
Activity 6.c	Activity 7	Activity 8	Activity 9

## The legacy of the past

### Aims

- To provide a historical perspective on contemporary global inequalities.
- To help students see the link between current North/South inequalities and past injustices.

The following pages provide some stimulus materials from which you can choose, depending on your students' interests.

A student worksheet and word-search are provided over the following pages. This activity has been adapted from [www.antislavery.org](http://www.antislavery.org).

Alternatively your students might like to read and discuss some poems that raise similar themes.



### Useful websites

A range of activities are available on the web to help teachers in exploring the history of colonialism and its legacy today.

- Anti-Slavery International is one useful source for classroom activities <http://www.antislavery.org>
- The Understanding Slavery Partnership also provides useful education resources <http://www.understandingslavery.com/learningresources/>

## Part 1: What do these terms mean?

Either in pairs, or small groups discuss or and agree the meaning of these words  
You might get help by using a dictionary, a reference book or a computer.

**1. Africans:**

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**2. Carnival:**

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**3. Colonisation:**

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**4. Pan-Africanism:**

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**5. Colonialism:**

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**6. Reparation:**

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**7. Diaspora:**

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**8. Discrimination:**

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**9. Cotton:**

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**10. Mass Movement:**

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**11. Freetown:**

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Activity 1	Activity 2	Activity 3.a	Activity 3.b
Activity 4	Activity 5	Activity 6.a	Activity 6.b
Activity 6.c	Activity 7	Activity 8	Activity 9



## Legacy of the past worksheet

### Fill in the blanks using the words suggested at the end

1. Africans were kidnapped from the West African coast, enslaved and transported by Europeans to the Caribbean. \_\_\_\_\_ was established as the capital city of Sierra Leone which became a British Crown colony in 1808. The country gained independence from Britain in 1961, after 150 years under British colonization and has since been subject to abject poverty and a twelve year long civil war. Enslaved Africans were taken to Europe, the Caribbean and the Americas where they now make up a \_\_\_\_\_ community.
2. Much of the British, French and American industry, shipping, naval development and banking was directly or indirectly grounded in the enslaved labour of \_\_\_\_\_. From the late 1600s to the 1800s, the majority of major agricultural exports in western-dominated world trade were produced by enslaved Africans. For example, without this labour, it is unlikely there would have been a successful British and U.S. textile industry, which depended on slave-produced \_\_\_\_\_.
3. The End of the Slave Trade Act 1807 abolished British participation in the slave trade but did not end the practice of slavery in the colonies. Slavery was abolished in the Southern USA in 1865. To celebrate the emancipation of enslaved Africans the African people living in the Caribbean began to host elaborate \_\_\_\_\_ borrowing from European traditions but with a strong African influence. This was to celebrate not only their freedom, but also to maintain some of the African dances, and songs which they had been denied from practising during enslavement. This event is practised annually in all of the Caribbean islands and the version in London has become Europe's biggest street festival.
4. Some people believe that the African community should receive a form of compensation called \_\_\_\_\_ from the governments that were engaged in the enslavement of African people. After the abolition of slavery, plantation owners were paid £20 million for the loss of their property and the emancipated Africans received nothing to help them make a new start in life. Historical economist James Marketti estimates the value of the labour taken from enslaved African Americans from 1790-1860 to be, depending on historical assumptions, from \$7 billion to \$40 billion.

5. At the 1884 Berlin Conference, Africa was divided amongst the European powers who argued that this process of \_\_\_\_\_ would ensure that the African “natives” would become civilised, stop practices like slavery and become good Christians. \_\_\_\_\_ was in fact a ploy to extract valuable natural resources from Africa in order to continue the economic growth that Europe and the United States of America had become accustomed to as a result of slavery. Ghana was the first state to gain its independence in 1957 and Zimbabwe the last state in 1980. As a result most African states are only 50 years old and many of the ensuing problems faced by modern Africa directly stem from the process of \_\_\_\_\_.
6. The abolition of the Transatlantic Slave Trade came about for a number of reasons. Fundamentally the enslaved Africans’ continuous revolts and fight for their freedom led to a decline in profitability of the Transatlantic Slave Trade. They were supported by a \_\_\_\_\_ which included ordinary people and women. This was significant as women were not allowed to vote, but used their economic power to boycott sugar made by enslaved Africans and organised the signing of mass petitions. This was the first example of public campaigning and has been adopted as a benchmark for present campaigns on a number of issues.
7. One of the legacies of the Transatlantic Slave Trade has been the systematic \_\_\_\_\_ faced by people of African descent in the countries where their ancestor were enslaved. In the United States of America, African-Americans were not allowed to vote till the 1965 Voting Rights Act was passed. They were segregated in ghettos and unable to attend certain schools or universities. \_\_\_\_\_, however is not a historical notion and still exists. Even today, census figures in the U.S. show the average income of black families to be in the range of 55-61% that of the white average family income.
8. The concept of \_\_\_\_\_ grew out of 19th century efforts to end slavery and the slave trade. The onset of colonialism also spurred Black people worldwide to realise that they faced common problems, and that it would be to their benefit to work together in an effort to solve these problems. This concept resulted in the creation of the Organisation for African Unity (now the African Union) which works on the same model as the European Union.

**WORDS**

- Africans
- Pan-Africanism
- Diaspora
- Mass Movement
- Carnival
- Colonialism
- Discrimination
- Freetown
- Colonisation
- Reparation
- Cotton

*Some of these words might appear twice in the text.*

This exercise has been adapted from [http://old.antislavery.org/breakingthesilence/main/PickandMix/08\\_Legacies\\_Activity\\_2.doc](http://old.antislavery.org/breakingthesilence/main/PickandMix/08_Legacies_Activity_2.doc)



Activity 1	Activity 2	Activity 3.a	Activity 3.b
<b>Activity 4</b>	Activity 5	Activity 6.a	Activity 6.b
Activity 6.c	Activity 7	Activity 8	Activity 9



## Poetry pages

### Checking Out Me History

by John Agard

Dem tell me  
Dem tell me  
Wha dem want to tell me

Bandage up me eye with me own history  
Blind me to me own identity

Dem tell me bout 1066 and all dat  
dem tell me bout Dick Whittington and he cat  
But Toussaint L'Ouverture  
no dem never tell me bout dat

Toussaint  
a slave  
with vision  
lick back  
Napoleon  
battalion  
and first Black  
Republic born  
Toussaint de thorn  
to the French  
Toussaint de beacon  
of de Haitian Revolution

Dem tell me bout de man who discover de balloon  
and de cow who jump over de moon  
Dem tell me bout de dish run away with de spoon  
but dem never tell me bout Nanny de maroon

Nanny  
See-far woman  
of mountain dream  
fire-woman struggle  
hopeful stream  
to freedom river

Dem tell me bout Lord Nelson and Waterloo  
but dem never tell me bout Shaka de great Zulu

Dem tell me bout Columbus and 1942  
but what happen to de Caribs and de Arawaks too

Dem tell me bout Florence Nightingale and she lamp  
and how Robin Hood used to camp  
Dem tell me bout ole King Cole was a merry ole soul  
but dem never tell me bout Mary Seacole

From Jamaica  
she travel far  
to the Crimean War  
she volunteer to go  
and even when de British said no  
she still brave the Russian snow  
a healing star  
among the wounded  
a yellow sunrise  
to the dying

Dem tell me  
Dem tell me wha dem want to tell me  
But now I checking out me own history  
I carving out me identity

#### Some information to help you in reading this poem:

- Toussaint L'Ouverture, rarely mentioned in school books, was a slave who led an army that defeated forces sent by Napoleon.
- Nanny was a national heroine of Jamaica. She led runaway slaves to establish a free colony in the hills of Jamaica.
- Caribs – the tribe from whom the Caribbean got its name.
- Mary Seacole was the Jamaican nurse who put her skills to use in the Crimean War (1853-6) but did not receive the acclaim that Florence Nightingale did.



## Poetry page

### I, Too

by Langston Hughes (1902-1967)

I, too, sing America.  
I am the darker brother.  
They send me to eat in the kitchen  
When company comes,  
But I laugh,  
And eat well,  
And grow strong.

Tomorrow,  
I'll be at the table  
When company comes.  
Nobody'll dare  
Say to me,  
"Eat in the kitchen,"  
Then.

Besides,  
They'll see how beautiful I am  
And be ashamed—

I, too, am America

### Some questions about these poems...

1. What is the theme of these poems?
2. What do they have in common?
3. Why were the poets inspired to write them?
4. What do the characters tell us about their own identities through the poems?



You can hear Langston Hughes reading his poem **I, Too** and verbalizing his thoughts about it on [www.youtube.com/watch?v=4CUKyVrhPgM](http://www.youtube.com/watch?v=4CUKyVrhPgM)

Activity 1	Activity 2	Activity 3.a	Activity 3.b
Activity 4	<b>Activity 5</b>	Activity 6.a	Activity 6.b
Activity 6.c	Activity 7	Activity 8	Activity 9

## The Global Debt Crisis

### Aims

- to develop understanding of the debt crisis and its effects.
- to promote skills of debate and analysis.

### Steps

1. Start by asking the whole class a few questions about personal debt: e.g. is anybody here in debt (who to, how does it feel?); is anybody here owed debts (who by, how does it feel?).
2. Divide students into groups of two or three. Give them the statements from the **Debt Diamond exercise**, cut up into strips; ask them to read through them and then arrange the statements in a diamond pattern, with the one they most strongly agree with at the top, the next two in a row below them, then the next three, the next two, and the one they least agree with, or most strongly disagree with, at the bottom.  
Initially, ask the students to do this exercise thinking about Ireland. Then ask them to redo the exercise thinking about countries in the Global South. Does this change things?
3. Ask each group to feed back about their decisions and their discussion. You can use the notes provided to give background information on the statements. If time permits, groups could be asked whether they wish to revise their diamond rankings in light of the new information.
4. To conclude this lesson you may also watch and listen to some US based campaigners opinions on debt cancellation.  
<http://www.jubileeusa.org/resources/audiovideo/cdf07.html>

*The Debt Diamond exercise has been adapted from the Jubilee Debt Campaign.*



### Useful websites on this topic

- <http://www.debtireland.org>
- <http://www.jubileedebtcampaign.org>



## Debt Diamond Statement Cards



It is always morally wrong not to repay a debt.

Debt is the result of bad planning and corruption. Governments shouldn't be allowed to get away with creating bad debts.

Global South countries should pay off their debts regardless of the consequences.

Global North countries should pay off their debts regardless of the consequences.

Women are most affected by debt burdens.

The debt crisis is a major cause of social unrest and war.

Debt is a cause of environmental damage.

We can't get rid of poverty or inequality without debt cancellation.

When governments and banks give loans, they should only have to think about profits that can be made – it's not their responsibility to think about the long-term consequences for the country taking the loans.

Today's generations of indebted people should not be held responsible for the mistakes of those who went before.

If countries adopt the economic policies of international experts and lenders (such as the IMF, World Bank or ECB), their problems will be solved.

Fill in your own...



## Debt information (facilitator's notes)

### It is always morally wrong not to repay a debt.

- Individuals and companies default on debts all the time: we call it bankruptcy. The law allows companies which are in debt to declare themselves bankrupt, have the slate wiped clean, and the individuals involved can start again.

### Debt is the result of bad planning and corruption. Governments shouldn't be allowed to get away with creating bad debts.

- There is no doubt that some regimes in some countries have been corrupt, but many issues arise here. Is it fair to punish all for the crimes of the few? Many countries had honest governments. As well as the corrupt, there are also corrupters who pay bribes, or facilitate unethical gain through overseeing dodgy lending. Western banks sometimes knowingly accept the corruptly gained money. Are these people not also responsible? It costs money and time to build up institutions that prevent corruption. Governments should be held accountable for the decisions they make while in power, and so should financial regulators, and anyone in power positions who oversees this decision-making.

### Global South countries should pay off their debts regardless of the consequences.

- The consequences of doing so are worth considering. Some countries will never be able to get out of debt, or build adequate infrastructure and services if they are forced to make their debt repayments.

### Women are most affected by debt burdens.

- More than 1 billion people live in poverty on less than ¢ 1 a day; 70% of these are women. Women tend to be affected by spending cuts or lack of services more than men. Boys are often educated before girls; women needing basic health care during pregnancy and birth often do not have any access to it. Lack of clean water and sanitation has a greater impact on women; they are usually the ones who have to fetch and carry water supplies.

### The debt crisis is a major cause of social unrest and war.

- As countries become poorer because of debts, one route that people take is protest and sometimes violence. This may escalate into civil war, and even to cross-war borders.

### Debt is a cause of environmental damage.

- Poor countries desperately need to earn foreign currency to pay off their debts. The only way of earning this money is to exploit, often in an unsustainable manner, their natural resources, so we see over-intense farming of cash crops, allowing companies logging rights thereby destroying forests, etc.

### We can't get rid of poverty or inequality without debt cancellation.

- For every US\$ 1 given in aid to poor countries, more than US\$ 5 is paid back to lenders in debt service. This is a cycle that will never end unless we find a way to reduce or eliminate the debts of some poor countries.

### When governments and banks give loans, they should only have to think about profits that can be made – it's not their responsibility to think about the long-term consequences for the country taking the loans.

- Governments and banks, particularly in rich countries, have often done very well out of the loans they gave to poor countries, winning political influence or lucrative contracts. Many loans financed useless or overpriced projects. Private banks or rich governments gave loans or credits without ensuring that the project was useful or affordable.

### Today's generations of indebted people should not be held responsible for the mistakes of those who went before.

- Sometimes corrupt dictators who took out large loans have fled or been deposed, but it is the present governments – and indeed the present poor people – who are left to pick up the tab. In an Irish context, this statement is also worth debating.

### If countries adopt the economic policies of international experts and lenders (such as the IMF, World Bank or ECB), their problems will be solved.

- The policy conditions put on countries that borrow from lending institutions such as the IMF and World Bank often have detrimental effects on those countries. IMF policies have prevented countries in West Africa from developing their health care systems adequately, making countries like Sierra Leone and Liberia highly susceptible to the Ebola outbreak in 2014. Life expectancy in Sierra Leone is 45 years, one of the worst in the world.

Activity 1	Activity 2	Activity 3.a	Activity 3.b
Activity 4	Activity 5	<b>Activity 6.a</b>	Activity 6.b
Activity 6.c	Activity 7	Activity 8	Activity 9

## So how did we get into this mess?

### Aim

- to help students gain an understanding of events which led up to the debt crisis.

### Background information:

Made by the Oscar-winning director Anthony Minghella, this short clip gives a powerfully personal face to the debt crisis. It was filmed in Nairobi, Kenya, with a small team of local actors. The video opens with an African family scratching a living in various low-paid jobs. At day's end, the family members pool their meagre earnings. Leaving their house they are transported - by the magic of film - to Waterloo Bridge in London and thence to a suburban street. Here they knock on the doors of strangers, handing them money, telling them 'this is the money we owe you'. *"I am only a filmmaker," says Minghella. "I'm the least qualified person to talk about world debt. But if someone who obviously didn't have enough money to live on knocked on my door and said, 'Here's some money,' I'd say, 'No thanks, I don't want it.' But that is what we do every day by doing nothing about the unpayable debts of poor countries."*

### Steps

- Watch and listen to 'Hole in the Bucket' (3 mins) or you can find at on the website of Jubilee Debt Campaign, [www.jubileedebtcampaign.org.uk](http://www.jubileedebtcampaign.org.uk).
- Having listened to the song ask the students to form groups of three. Each group has a copy of the lyrics of *Hole in the Bucket* and a set of questions. One person's job is to read the lyrics of the poem while the others listen, a second person will act as facilitator (reading the questions below and ensuring that everyone gets a chance to contribute their ideas) and the third person's job is to take notes and report back for the group.

- When they have finished the task invite different students to report back from the groups.
- Staying in their groups, circulate a copy of **What is Debt?** (p40) handout to each group and give them the task of reading each paragraph and discussing the main points.



Check out our website for a PowerPoint slide show '**Debt Crisis Explained**'.

Conclude with general discussion and agree questions for journal work.



## Hole in the Bucket - lyrics

*Money, money, money, money...  
Nothing but money*

My family borrowed money from someone we never met  
And every day we save up the little bits that we get  
Just wanna live a simple life and sing a simple song  
But there's a hole in the bucket; something's gone wrong

When we started out, they told us one thing:  
That they could help us out of all the problems we're seeing  
Problems brought about by colonial wars  
And giant corporations who'd be opening their stores

They said: "Move to the city to work in factories,  
Where you can make the products we're selling overseas;  
We're sure you're gonna like all the earnings we'll send  
But did we tell you about the kajillion dollar rent?"

Working fingers to flesh and the bone  
Just to try to keep up with the interest alone  
But still we keep paying to even up the score  
But every day they come back and they pile up some more.

Cos there's a hole in the bucket...  
We can make it right...  
(End): There's a hole in the bucket; something's gone wrong.

Credit: [www.jubileedebtcampaign.org.uk/education](http://www.jubileedebtcampaign.org.uk/education)

### Questions for group discussion

1. What are your reactions (feelings and thoughts) to the video and song?
2. Read the lyrics slowly and then discuss what is the key message?
3. The songwriter uses the image of a hole in a bucket to describe the problem. Do you think this is a good image? Could you come up with any other images that would also describe the situation?



## Student Worksheet

### What is debt?

In its simplest form, debt is credit. When someone offers you instant credit, they are offering you instant debt. When someone lends you 50 euro, you owe them 50 euro. You are 50 euro in debt to them. In the commercial and business world, people borrow money and have to pay it back with interest. For example, if I lend you 100 euro at 10% interest, you will owe me 110 euro. The higher the interest rate, the more you will owe. So remember, if someone wants to give you credit, what they're really saying is that they will sell you something, or lend you money, but they will want more back in return.

But what happens when you can't repay? You simply have to pay more interest, take out another loan to repay the first one, sell things to make the money, or go without. The poorest people often have to repay debt at the highest prices, and can't afford to buy food and other essentials.

Adapted from [www.jubileedebtcampaign.org.uk](http://www.jubileedebtcampaign.org.uk)

### Why is it an international issue?

Just like people, countries borrow money, and some of the poorest countries borrowed money in the 1970s when interest rates were low. But interest rates have increased and the poor countries can't afford to pay back the interest on their loans, never mind the loans themselves. Because of this, they simply owe more each year and have slipped further into debt. The richer countries and institutions like the International Monetary Fund and World Bank, also offered the poorer countries more loans to 'help' them pay off their debt, thus putting them further into debt.



John Simpson, BBC journalist, said: *'We have piled a mountain of debt on the poorest and most vulnerable countries in the world: countries which, on the other side of the ledger, we regard as being most in need of our assistance. It has become the modern equivalent of slavery.'*

### Life and debt

There is no doubt about it: poverty and debt are linked. Because of debt, some of the poorest countries in the world are paying rich countries far more in debt repayments than they are getting in aid. Southern countries are paying around US\$100 million per day in debt repayments. Thanks to campaigning, some poor countries have had vitally important debt cancellation. But the world's poorest countries still owe hundreds of billions of dollars to rich countries, banks and international institutions like the International Monetary Fund and the World Bank.



Activity 1	Activity 2	Activity 3.a	Activity 3.b
Activity 4	Activity 5	Activity 6.a	Activity 6.b
Activity 6.c	Activity 7	Activity 8	Activity 9



## Global South debt timeline

**1940s, 50s, 60s: Independence** – Many Southern countries gain independence from colonialism and took loans to develop their economies.

**The Cold War** – The US and their allies & USSR lend recklessly to Southern countries to buy political alliances.

**1973: The Oil Crisis** – Oil producing countries increased their prices, made lots of profits, and deposited the cash in Western banks. Western banks lent recklessly and massively to Southern countries. Southern countries' debt spiraled from US\$ 70 billion in 1970 to US\$ 580 billion in 1980.

**Late 1970s** – Southern countries dealt a triple blow by global economy – an unprecedented rise in interest rates; a huge reduction in the prices of their commodities (like copper and coffee); another increase in the price of oil. This meant Southern countries were receiving less money than ever but paying out more.

**1982: The Debt Crisis** – Mexico threatens to default on its debts – the global debt crisis is exposed. Lenders reschedule Mexico's debt.

**1980s: Campaigning** – The Debt cancellation campaigning movement springs up in countries around the world.

**1996: First Debt cancellation** – After much pressure the G8 countries agree to launch the Highly Indebted Poor Country Initiative (HIPC). Certain Southern countries are allowed cancellation of some debts owed to governments and lenders. But participating countries have to implement 'policy conditions' (usually tough changes to their economies) in order to qualify. Meeting these conditions often took over 6 years.

**1999: Second Debt Cancellation** – The G8 countries agree to include some more countries in the HIPC scheme. Campaigners still say that the scheme does not help enough.

**2006: Third Debt Cancellation** – The G8 countries agree to additional debt cancellation for countries that have completed HIPC through a scheme called the Multi-lateral Debt Relief Initiative (MDRI). The HIPC and MDRI schemes will cancel over US\$ 120 billion once they are fully implemented.

**2006 - 2013: Illegitimate Debt Cancellation Campaign** – The external debt of Southern countries is almost US\$ 5 trillion. Campaigners continue to call for the cancellation of all unjust debts of Southern countries so that lenders are held to account for giving bad loans.



## Global North debt timeline

**2006: Housing bubble** peaks in US

**September 2008: US subprime crisis and stock market collapse.** *Subprime* means making loans to people who may have difficulty making the repayment schedule. The *stock market collapse* meant that there was not enough money circulating in the US banking system, and between US banks and banks all over the world. This triggered a global crisis.

**September 29<sup>th</sup> 2008: Irish Blanket Bank Guarantee** – the Irish Government guarantees all bank deposits in 6 Irish banks.

**December 2008: Nationalisation** – The Irish Government puts €1.5 billion into Anglo Irish Bank in return for a 75% stake, effectively nationalising it. This means that the government owned it.

**October 2008: Major financial crisis in Iceland.** British, German and other countries start bailing out their banks. Iceland, Pakistan, Hungary, Russia, Serbia and Ukraine request financial aid from the IMF. This is unprecedented in Global North countries.

**The Recession: 2009** – Credit tightens, sales fall, job losses rise. Global recession predicted Ireland's first austerity budget

**February 2009: Civil Unrest in Ireland** – 120,000 Irish people demonstrate against cutbacks, which are linked to repaying Ireland's massive banking debts.

**2010: Greece threatens to default** – Greece's credit rating is lowered, and lenders stop lending, which creates possibility of a default. *Default* means the failure or refusal to repay one's debts. This sparks speculation that other EU countries (Ireland, Spain, Portugal, Italy) may default.

**May 2010: financial aid for Greece** – EU leaders and IMF agree a financial aid package for Greece and a €750 billion bailout fund amid fears that further defaults would cause insolvency in virtually every European bank and bring down the euro. *Insolvency* means lacking the cash within the banks to repay debts and pay out to customers.

**September 2010** – The Irish Central Bank announces that the Anglo Irish Bank bailout alone will cost people in Ireland € 35 billion. The total cost of the banking crisis is € 64 billion.

**December 2010: The Troika** – Ireland signs up to EU-IMF loan Agreement. The word *Troika* refers to European Central Bank (ECB), the International Monetary Fund (IMF) and the European Union (EU).

**February 2013: Government bonds** – The Irish government closes down Anglo Irish Bank completely, and changes its remaining debt into government bonds. These will be paid over average of 34 years. The first payment on principal of the Anglo debt will be paid in 2038, the last payment in 2053.

**2011 – 2053 Ireland repaying bank debts.**

### Questions:

1. How many years into the future is 2053?
2. What age will you be in 2053?
3. How do you feel about people repaying these bank debts in the future?



## Debt timeline activity



“Must we starve our children to pay our debts?” **Julius Nyerere**, former President of Tanzania.

*This activity includes assignments to be done by groups outside of class time.*

### Materials

Photocopies of the debt timelines.

### Aims

- To enable the students to become knowledgeable in specific aspects of the history of debt.
- To equip the students with the tools to investigate issues of social justice, curricular topics and current affair issues.

### Research Task

#### Steps

1. After reading through the debt timelines, students select areas for research. According to areas of interest, arrange students into small groups (no less than two, no more than four if possible).
2. Each group, except one, is tasked with a particular landmark on the timeline to research in more depth. Try to avoid two groups doubling up on the same landmark. The purpose of the research activity is to equip students to become witnesses for that era.
3. The group that hasn't selected an era for research is given the task of developing questions pertaining to the landmarks chosen by the other groups. Their role is to act as investigators. *The research for this activity will need to be done outside of class time.*

*(Note: In the small groups one person can act as a witness with the others supporting with research and moral support. Alternatively there can be several witnesses representing different interests. The particular characters chosen present the witness account is left to the discretion and imagination of the students.)*

## Progression of activity

### Bearing Witness

#### Preparation

Arrange the room with an area provided for witnesses to take the stand and seats arranged for the rest of the students to listen and observe. An area with table and chairs can be set up for the investigative team.

#### Materials

The witness groups may use any materials, including PowerPoint or poster/chart presentation, in making their case, about what happened during their era.

#### Steps

1. Taking turns, each group takes the stand and presents their witness report of their chosen era.
2. The investigative team then questions the witnesses. The purpose of this is not to put the witnesses under pressure, but more to draw out the information. It is not a competition but rather an exercise in collaborative learning. Witnesses are only to give facts as discovered, or considered opinion. They are not allowed to 'make things up'!

Activity 1	Activity 2	Activity 3.a	Activity 3.b
Activity 4	Activity 5	Activity 6.a	Activity 6.b
Activity 6.c	Activity 7	Activity 8	Activity 9

## Who was Thomas Sankara? Watch and Discuss



*"We think that debt has to be seen from the standpoint of its origins. Debt's origins come from colonialism's origins. Those who lend us money are those who had colonized us before. They are those who used to manage our states and economies."*

**Thomas Sankara**, Call of Freedom Speech, 1987.

Thomas Sankara was a revolutionary and was the President of Burkina Faso from 1983 until 1987. This is a speech he made at the Organisation of African Unity, in Addis Ababa, the capital city of Ethiopia, in 1987. Watch the videos and then discuss the questions. For more background information on Sankara, visit the *How The World Works* resource page on our website.



**Video links:** Type 'Thomas Sankara, Call of Freedom, Addis Ababa' into Youtube. There are 2 videos; Part 1 and Part 2. Watching Part 1 is adequate.

### Questions

1. What is Thomas Sankara's argument?
2. What is his point of view?
3. Sankara was assassinated a number of weeks after this speech was made. Why do you think this was?
4. Do you have any other observations about the video?
5. What are the links between what Sankara is talking about in the video, and the issues that arose from the Debt timeline activity?
6. Are there any links between what happened in Burkina Faso and what has happened in Ireland?

Activity 1	Activity 2	Activity 3.a	Activity 3.b
Activity 4	Activity 5	Activity 6.a	Activity 6.b
Activity 6.c	<b>Activity 7</b>	Activity 8	Activity 9

## Trade and Investment - A Race to the Bottom?

### Aim

- to explore the human rights issues that arise in the context of global trade.

### Scenario:

A transnational corporation (TNC) is considering setting up a factory in a Southern country. It is looking for the best way to maximise profits. A meeting has been arranged with representatives of a number of countries where they are considering locating their factory. Your country desperately needs jobs and investment in the economy. But how far are you prepared to go to win them over?

### Steps:

- Split the class into 4-6 groups, depending on numbers. One team represents the TNC. All the other teams represent a country. Give the teams a country name or let them choose their own. Give each country team a set of Rights Cards and explain that these represent the rights that all the people of their country are entitled to.
- Read out the scenario and begin playing. Each country must decide which of the rights they would be prepared to do without in order to get the corporation to locate its factory there. They also choose which rights they are not prepared to give up. Each team then makes a bid for the factory by silently offering up one of their rights cards to the TNC representatives. It's important that each team/country does not see what the other country/team is offering.

- The Corporation decides which bid is the most attractive - in the event of a tie the leader of the TNC team decides arbitrarily. The winning bid is announced.
- In follow up rounds, it is up to the other teams to convince the corporation to change its mind. Between each bidding round, allow time for each team to discuss strategy. Finally, the TNC announces which country has been awarded the factory.
- Open up discussion: What happened during the game? Was the outcome satisfactory? Was it worth it for the winning country? Read the TNCs fact-sheet.

This exercise has been adapted from the National Youth Council of Ireland:  
[www.youthdeved.ie](http://www.youthdeved.ie)



- Watch **The Great Trade Robbery** – a short animated film [www.worlddevelopmentmovement.org/greattraderobbery/index.htm](http://www.worlddevelopmentmovement.org/greattraderobbery/index.htm)
- Or **The Luckiest Nut in the World** – [www.youtube.com/watch?v=jtIYyuJjACw](https://www.youtube.com/watch?v=jtIYyuJjACw)



## Rights Cards



FORM UNIONS

CHILD CARE FACILITIES

MINIMUM WAGE

SAFE WORKING CONDITIONS

SICK PAY

PAID HOLIDAYS

FREE TRANSPORT TO WORK

CONTRACT TO PREVENT  
UNFAIR DISMISSAL

NORMAL WORKING HOURS

TOILET BREAKS

PAID OVERTIME

CORPORATION'S TAXES TO  
PAY FOR SOCIAL BENEFITS  
FOR WORKERS



## Transnational Corporations (TNCs) Factsheet

TNCs are companies that have branches in a number of different countries. They often bring huge amounts of investment and modern technologies to the countries in which they operate, and so are usually welcomed.

- Of the 100 largest economies in the world, 51 are TNCs.
- At least 65 million people are directly employed by TNCs throughout the world.
- According to the World Bank, TNCs control 70% of world trade.
- Most of the profits made by TNCs in poor countries are sent back to their “base” country.
- As countries compete with each other to attract foreign investment, many have relaxed their minimum wage protection.
- In addition to low wages there are sometimes weak trade-union rights and lack of social insurance provision (such as sick leave, maternity leave), which helps to keep down labour costs and creates vulnerability.



Activity 1	Activity 2	Activity 3.a	Activity 3.b
Activity 4	Activity 5	Activity 6.a	Activity 6.b
Activity 6.c	Activity 7	<b>Activity 8</b>	Activity 9

## Who has the power? Let's freeze it!

### Aim

- to inform students about the most powerful institutions in the world economy.

### Steps

- Begin by asking the class to explain what is meant by the term G8. Can they name the eight countries that comprise this powerful group? Write the names of the G8 member states (Britain, France, Canada, USA, Russia, Japan, Italy, Germany) on the board or a flip-chart.
- Ask the class to say what they know about these countries, and what they have in common. For example, Britain, France, Russia and USA are nuclear powers; all the G8 members are major industrial economies, except Russia; they also have a lot of influence over the decisions of powerful international financial institutions such as the World Bank and International Monetary Fund (IMF); Britain, France, Russia and USA have permanent seats on the UN security council.
- Similarly ask the students what they know about the World Bank and the IMF.
  - Explain that when it comes to decisions that affect them, Southern countries are usually not at the table where those decisions are made. Nor do they have much say in the conditions that are attached to loans or Aid that they badly need (See Mali case study).

- Ask the students to form small groups (3-4). They are now going to create a freeze frame depicting the relationship of power that exists between rich and poor countries. A freeze frame is like a photo where people take on different poses to convey a message. Their task is to create a freeze frame and prepare to show it to the class.
- When each group is ready then the teacher invites groups to show a selection of the freeze frames. As each image is held, the other students can suggest what it is saying or ask questions about it.
- Conclude the activity with a discussion on how they felt in the different roles and what they have learned from doing the freeze frames.



As an extension to this lesson, students might look at a selection of cartoons and discuss the message about power and global relationships that they convey.



Samples on website from [www.developmenteducation.ie](http://www.developmenteducation.ie)







## Malawi Case Study

Based on DDCI and Trócaire's joint report 'Financial Vulnerability in Malawi', authored by Dr. Sheila Killian in September 2014.

### Definition: *Financial vulnerability*

Financial vulnerability refers to fragility or instability within a country's economy, which leaves the country open, to a dangerous degree, to serious adverse consequences in the event of some incident or situation, which is outside the control of the government.

**Malawi** is a land-locked country in the southern region of Africa, with a population of 15 million. It has one of the lowest incomes per person in the world. 90% of the population live in rural areas. Life expectancy is about 55 years, and the country has a very high rate of infant mortality, about 4%.

A combination of poor economic factors creates a vulnerability that makes the challenge of addressing poverty, inequality, and health issues very difficult. These factors include high sovereign debt, poor financial infrastructure, a badly organised tax system and aid dependence, among others.

Malawi gained independence from Britain in 1964. During the 1970s the country experienced a population explosion. Western banks, governments and institutions all lent large amounts to the country. At the start of the 1980s, the debt rapidly increased when interest rates rose, whilst the price of the country's exports such as tobacco and tea fell. Malawi experienced a famine in the 1980s, and drought during the 1990s. Today, a third of poor children in Malawi do not start primary school, and very few complete even basic schooling. Devastating poverty, malnutrition, widening inequality, susceptibility to drought, and the spread of highly infectious diseases all remain serious problems.

Malawi is a heavily indebted country. It was granted some debt relief by the International Monetary Fund (IMF) and World Bank (WB) in 1999. However this came with strict legal conditions. These conditions included privatising state owned enterprises, leaving Malawi unable to protect itself during a food crisis which occurred a few years later. Read the box titled 'Jubilee Debt Campaign on policy conditionality' to understand why. The country received further loans from the IMF in 2012.

The Irish government can act to support Malawi, by advocating for further debt relief, and by organising a tax treaty with Malawi which would make it easier for Malawi to develop its industries. Ireland could also seek to assist Malawi in expanding its banking system, as less than 20% of people in Malawi have bank accounts or use the banking system.

Ireland could also use its influence in a positive way by advocating for fairer treaties and agreements with Malawi, within the global organisations Ireland is a member of, such as the Organisation for Economic Cooperation and Development (OECD), the EU, WB, and IMF. Ireland should play its part in supporting Malawi to achieve greater financial justice.

### Jubilee Debt Campaign on Policy Conditionality

"One reason Malawi took so long to get debt relief was due to the strict conditions for getting debt cancellation. Malawi was forced to privatise state-owned enterprises. This included the agricultural marketing board, which had stored crops and provided subsidised fertiliser to small farmers. The IMF and World Bank pushed the Malawian government to privatise, end agricultural subsidies and sell grain stocks in order to reduce government deficits and because they were seen as a 'distortion of trade'. In 2001/02, and again in 2004/05, the removal of support for farmers and selling of grain stocks combined with drought to create serious food crises. Thousands of people died and millions suffered. Drought had also reduced the harvest in 1991/1992 but the resulting famine was much less severe, due to greater government intervention. In the early 2000s, food shortages forced the government to import maize at a cost much greater than the original agricultural subsidies."

Jubilee Debt Campaign (2012).



### For Teachers...

Learn more about tax justice, and find activities for the classroom, see our education resource 'Accounting for Justice' available on our website.

## The World Bank

### What is the World Bank?

The World Bank Group was founded in 1944 to rebuild Northern economies after World War II. It is made up of five institutions, each of which has a different role.

The aim of the World Bank is to tackle world poverty. It operates by providing loans and technical assistance to Southern countries. Traditionally, the World Bank financed large infrastructure projects, but now it also funds social projects in the area of health and education.

### How the World Bank Works

The World Bank is funded by its member countries, and also by the interest paid on loans it gives to Southern countries. A country's influence in the World Bank is determined by the amount of money it pays in. The more money a member country pays in, the greater its influence over decision-making. The most powerful members are the G8 countries who have the most seats on the board of directors at the World Bank.

The World Bank has 188 member governments. Each member government is a shareholder of the Bank, and the number of shares a country has is based roughly on the size of its economy. High-income countries hold over 60% of voting power in the World Bank. Middle-income countries – including global powers such as India, China, and Brazil – hold only one third of the votes. Low-income countries hold just 6%, averaged across different arms of the World Bank. The head of the World Bank is usually appointed by the United States, government through a secretive process.



### The World Bank's Impact

The World Bank has a big impact on people living in indebted countries. It is the biggest lender, committing \$65.6 billion in loans, grants, investments and guarantees to its members and private businesses in 2014. (World Bank Annual Report 2014).

The loans to Southern countries come with policy conditions attached to them. This means that in order to get loans countries must agree to make changes such as privatization of public services with political conditions such as tackling corruption.



### Watch

'The Luckiest Nut in the World', made for Oxfam, available on YouTube.

## The International Monetary Fund (IMF)

### What is the IMF?

The IMF was created in 1944, with the aim of creating global economic stability and improved global economic cooperation. The IMF has 188 countries as members.

The IMF focuses on large-scale economic and financial issues. It surveys national economic policies, and discourages policies it believes have negative effects on the world economy, or the economies of other member countries. It provides short-term loans and advisory and economic assistance to Southern countries. However, more recently, the IMF began issuing longer-term loans. These loans are attached to a set of policy changes, which must be implemented if the loan is to be released.

### How the IMF works

The IMF is funded by its member countries, which pay a subscription when they join. This amount is decided by the size of the country's economy, which also determines the size of their vote in the IMF. Thus, the US has 17% of the votes, while countries of the whole African continent have only 6% of the vote. Ireland has 0.5% of a vote the IMF. The richer the country, the bigger the vote. Rich countries also dominate day-to-day decision-making procedures.



### The impact of the IMF

The IMF often acts as a 'gatekeeper' to debt relief and aid. As a powerful voice on macroeconomic conditions, failure to gain IMF approval can lead to donors withholding aid and loans. Southern governments also have to agree to implement IMF policy conditions before they can avail of World Bank services, and vice versa. The World Bank and IMF often co-operate with each other in deciding policy conditions.

The World Bank and IMF are often present at G8 meetings because of their powerful roles in international economic decisions.



### Watch

'How do the WTO, World Bank, and IMF work?', Susan George, for Big Picture Channel, available on YouTube.

### How Ireland is represented at the World Bank and IMF

- Ireland's Minister for Finance is Governor for Ireland at the World Bank Group (WBG) and the IMF. Most decision-making is delegated to a Board of 24 Executive Directors based at the WBG's headquarters in Washington.
- Ireland is part of a constituency made up of Canada, Ireland, and 11 Caribbean countries.
- In the World Bank, Ireland's representative is a Canadian Executive Director, who represents the other countries in the Constituency Office.
- In the IMF, Ireland is represented by a different Canadian Executive Director.
- Each year, the World Bank and IMF governors and officials have joint Spring and Autumn meetings.

Activity 1	Activity 2	Activity 3.a	Activity 3.b
Activity 4	Activity 5	Activity 6.a	Activity 6.b
Activity 6.c	Activity 7	Activity 8	Activity 9

## Aid - No Strings Attached?

### Aims

- to inform students about key issues surrounding aid from rich to poor countries.
- to encourage debate and participation by students.

### Background Box

Southern countries receive 'aid' from Northern countries through loans and grants. Loans given by big financial institutions - such as the World Bank and IMF - are given based on a set of changes which the Southern government commits to making in its economy. These changes are called policy conditions and are often tough economic policies like privatisation for example. Southern countries also receive grants from Northern governments, the UN and the EU.

These don't usually come with policy conditions like privatisation, but if a country is failing to implement World Bank and IMF policy conditions, these donors can sometimes hold back their funds until they fulfill the conditions.

Many Northern governments 'tie' their funds to agreements with Southern countries by making Southern governments purchase goods and services from their countries with the money. This denies Southern businesses of this investment.

### Steps

1. Divide the class into three groups and give each group a role card (if the class is large, it may be necessary to divide students into 6 groups, with each role card being given to two groups).
2. After reading out the three role cards (Loadasdash Aid Programme Staff, Brokesville Citizens' Campaigning Group and Government of Brokesville), give each group the Spending Cards and tell them they have to decide what they think the aid money should be spent on.
3. Each group should appoint a spokesperson. When the groups are ready to present their arguments, the spokespeople should speak in this order: Loadasdash Aid Programme Staff first, the Brokesville Citizens' Campaigning Group second and finally, the Government of Brokesville should explain what they have decided to spend the money on, and why.
4. A discussion about aid can then be opened up. Should rich countries give aid to poor countries? What conditions should be attached to the aid - if any? What should the money be spent on? Should rich countries cut back on aid when they are facing their own economic difficulties?

### For Homework

Look up the websites of some well known Irish aid agencies to find out what they are doing both overseas and at home. Read real stories about how the Irish government's aid programme is supporting communities [www.irishaid.ie](http://www.irishaid.ie).

### OR

Prepare a debate on the motion - Aid is not the answer to fighting poverty. The case for and against Aid is set out in *80:20 Development in an Unequal World*, Chapter 6.



## Role Cards



### **Loadsadosh Aid Programme Staff**

You work on the foreign aid programme of Loadsadosh, a rich Northern country. This year, Loadsadosh has donated €95 million to Brokesville, a poor country. You have been sent to Brokesville to advise the government on how the aid should be spent. You want to support projects that will benefit the people of Brokesville. But you are under pressure from politicians at home who don't see why Loadsadosh should be giving money to other countries instead of spending it on its own people. They want to see some of the money from the foreign aid programme going back into the Loadsadosh economy.



### **Brokesville Citizens' Campaigning Group**

You are a group of activists set up to lobby the government of Brokesville, your country. You want to see the money Brokesville has received from Loadsadosh (€95 million) spent in a way that is best for the long-term interests of the people of the country. You are concerned that in the past, your government did not use Aid for the benefit of the poorest people.



### **Government of Brokesville**

You are the government of Brokesville, a country struggling to lift itself out of poverty. You want to spend the €95 million in aid money you have received from Loadsadosh in a way that benefits your people the most. But you also have to be careful to listen respectfully to the advisers from Loadsadosh who have come over to work on the foreign aid programme – if the donor isn't happy, there may not be as much aid money next year, or you may be cut off altogether.



## Spending Cards



### Land irrigation scheme

This project will open up new areas of Brokesville for farming, and should increase food production by 10% every year.

**COST - €30 MILLION**



### Food imports

Loadsadosh has produced more food than it needs this year – its farmers are willing to sell the surplus to Brokesville, which would cover 20% of its needs for this year.

**COST - €30 MILLION**



### Inter-city Highway

A new four-lane highway linking the capital city of Brokesville with its main port would cut journey times from 5 to 2½ hours. The road construction project will create 5,000 jobs for local workers, but it will require the skills and technology of a construction company from Loadsadosh, Roads R Us.

**COST - €25 MILLION**



### Infant healthcare project

Brokesville needs money to build a network of medical centres around the country that will improve healthcare for children. This project would reduce the high rate of infant mortality, and also provide employment for doctors and nurses trained in Brokesville, many of whom have been leaving the country to work abroad.

**COST - €40 MILLION**



### Hydro-electric Dam

If a dam is built across the biggest river in Brokesville, the power generated should cover up to 5% of the country's energy needs. Plans have been drawn up by Dam It, a company from Loadsadosh that specializes in dam construction. They say they will need to import their own workers for the project. An organisation representing indigenous people in the region where the dam would be built says that it will force 10,000 people to move to cities where there is no work for them. Environmental groups are also worried about the impact of the dam on their local environment.

**COST - €40 MILLION**



### Science education

Brokesville has a shortage of workers with a background in science and has to bring in experts from abroad for high-tech projects. The Department of Education has drawn up a plan to create a new third-level science institute. Once it is up and running, it will produce 1,000 science graduates every year, and work with Brokesville companies on research into new technologies. The Department also believes it will slow down the "brain drain" of skilled people who leave Brokesville every year.

**COST - €25 MILLION**



## Some facts about Aid

1. In 2013, global aid levels reached €101 billion – an all time high (OECD).
2. Global military expenditure in 2013 was €1.2 trillion (Global Issues).
3. Contrary to what many people think, more money goes from the South to the North than vice versa – each year Southern countries lose over US\$ 160 billion through certain types of tax dodging by multi-national companies.
4. In 1970, the UN set a target for rich countries to give at least 0.7% of their Gross National Income as aid - only 5 countries have met the target so far (Norway, Sweden, Denmark, Luxemburg, UK).
5. The Global Financial Integrity Organisation estimates that € 755 billion left Global South countries in 2013 via illicit financial flows – money that is illegally earned, transferred or spent.
6. Unfortunately, many countries count loans to southern countries as aid. For example, from 2008 – 2013, France increased its lending to southern countries by 400% and counted this as aid! Luckily, Ireland does not do this.
7. Often small amounts of money can make a big difference, for example, UNICEF say that 2 cents will allow UNICEF to purify up to 10 litres of water, enabling children to drink and wash safely and 10 cents will provide 1 dose of vaccine to immunize a child against polio.
8. Some countries give 'tied' aid – money that must be used to buy goods and services from the donor country. Tied aid accounted for approximately €1.4 billion of the EU's aid budget to Southern countries in 2012.
9. Ireland has a much better record on tied aid – none of Ireland's aid is tied. But some of the worst offending countries for tying their aid are Germany, the Netherlands, Portugal, Austria and Italy.
10. In 2013, Ireland ranks the 9<sup>th</sup> highest giver of aid among the rich OECD countries. But remember, the majority of countries, including Ireland, are still not meeting their aid spending commitment.



## Reflecting on Part 2

### Questions for Journal Work



You have now reached the end of the second part of this transition unit. This is a good time to invite students to reflect on what they have learned and the skills they have developed.

#### Possible questions you can use...

- What I liked most about recent activities...
- What I found difficult was...
- One important thing I've learned ...
- My thinking has changed about...
- The skills I'm developing are...
- Another thing I've learned about myself is..

#### On a scale of 1-10 this is how I would rate my participation so far...

- I expressed my opinion freely
- I listened well and showed respect for the opinions of others
- I was willing to change my mind
- I asked critical questions
- I tried to see things from a variety of perspectives
- I was open to change
- I helped other members of my class learn

## Mini-Project

### Mini-Project Work

#### Aims

- To provide students with the opportunity to investigate some questions/topics of interest to them.
- To develop students' skills in researching, processing and presenting information.

#### Steps

1. Inform students that they are required to research and present a mini-project on a topic of interest related to the issues explored in recent weeks. They will be working in groups.
2. Circulate the project proposal sheet and ask students to fill it in individually.
3. Gather up the project proposals and collate them into groups according to different topics/interests.
4. These can be used to form small groups of 3-4 around common areas of interest/common questions.
5. Then in groups ask students to agree how they are going to work together, who will do what and their deadlines. Some questions that they might consider at this stage are:
  - What are the key questions that we want to answer? In other words, what do we want to find out?
  - What 2-3 questions are of most interest to the group?
  - Then decide (a) who will do what? (b) which resources should we use? (e.g. websites, CDs, email, library, telephone, personal contacts) (c) what are our deadlines? The planning clock will help with this.

- Each person will research a particular question, and while doing so, keep an eye out for information of relevance to other group members.
- When the groups have completed their investigations a date is set to teach each topic. Each group is given 3-5 minutes to teach their topic to the rest of the class.

#### Resources needed

- Project Proposal Worksheet
- Planning Clock
- Topic worksheets related to researching specific issues – DEBT, TRADE and AID
- Peer assessment of topics presented

Mini-Project



## Mini-Project Proposal Worksheet

*My project proposal*

The topic I would like to do a project on is

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My reasons for choosing this topic are...

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I'm looking forward to finding out ....

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Name: \_\_\_\_\_



To plan your mini-project fill in dates for completion in the circles on the planning clock.

Names of group members:

**1. What do I know already?**

Interests, experience, class notes, etc.

**11. Presentation Day**

Enjoy teaching your topic!

**10. Bringing it all together**

Finalise who will do what when you teach your topic

**9. Evaluate**

What are we happy with?  
What shall we change and why?

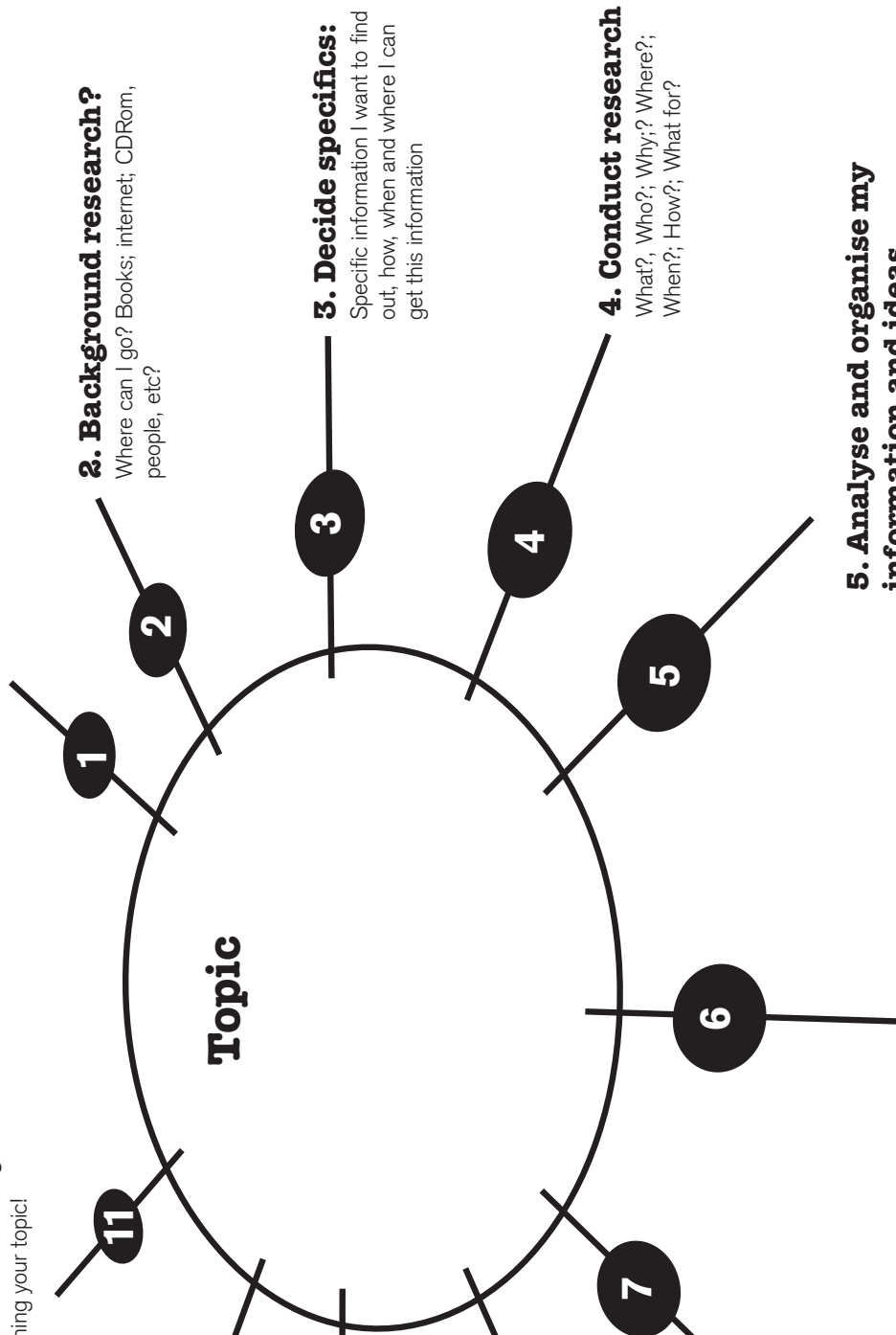
**8. Prepare your presentation**

Think of yourselves as teaching your topic to your classmates.  
Make it as interesting as possible

**7. Plan how to present the ideas**

Consult with your team members.  
Agree what you want to say to your class and how best to present it.

**6. Share your ideas with the group and agree overall conclusions**



**2. Background research?**

Where can I go? Books; internet; CDRom, people, etc?

**3. Decide specifics:**

Specific information I want to find out; how, when and where I can get this information

**4. Conduct research**

What?, Who?; Why?; Where?; When?; How?; What for?

**5. Analyse and organise my information and ideas**

What are my main ideas? Have I the evidence to back them up?



## Source sheets

# Debt

### Some points to get you started:

- Large debt payment burdens have dramatic impacts on poverty and inequality. In sub-Saharan Africa, the number of people living in extreme poverty (on less than \$1.25 a day) increased from 205 million in 1981 to 330 million by 1993 (JDC).
- Pakistan's debt was largely run up in periods of military rule, and includes World Bank loans to build flood protection defenses which actually increased flooding. Pakistan received bailout loans in 30 out of the last 42 years (JDC, 2014).
- Lending booms to impoverished countries come and go in cycles. Ghana's external debt payments are predicted by the IMF and World Bank to increase from 12% of government income in 2014 to 25% by 2023. If the West African country suffers one economic shock, debt payments would increase to 37% of income. If the country experiences lower economic growth over the next decade, payments would rise to 50% of government income.
- Since 1970, the Jamaican government has actually repaid more money overseas (\$19.8 billion) than it has been lent (\$18.5 billion), due to the high interest attached to the loans. The government is still said today to owe \$7.8 billion in external debt (JDC).
- In Latvia, Portugal and Ireland, debt crises arose because private banks lent money and fuelled bubbles that burst when the lending from their foreign counterparts stopped. Governments bailed out the banks, which in Portugal and Ireland soon created a high government-owned debt.

### What do I want to find out?

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**Watch:**  
**Toxic Debt – Jubilee Debt Campaign** Youtube.com

### Some information sources:

- **Debt and Development Coalition** [www.debtireland.org](http://www.debtireland.org)  
Lots of information and resources on debt justice.
- **Jubilee Debt Campaign** [www.jubileedebtcampaign.org.uk](http://www.jubileedebtcampaign.org.uk)  
Another great organisation who provide lots of facts and information about debt justice.
- **Committee for the Abolition of Third World Debt (CADTM)** [www.dactm.org/debt](http://www.dactm.org/debt)

### The most interesting think I learned was...

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## Source sheets

# Trade

### Some points to get you started:

- For many countries in the global south, trade has the potential to support their economies in a way that will reduce poverty and inequality. It can also expose their economies to risk and insecurity that they are unable to control. Dominance by foreign multinational corporations is a serious problem.
- Trade deals affect many aspects of people's lives, no matter where we live. There are trade deals about food, water, shelter, energy health, education, land, transport, communications and knowledge.
- When countries of the Global South remove barriers to trade with rich countries, their local producers have to compete with highly subsidized imports, which can undercut their own produce.
- International trade is worth €7.5 million a minute, poor countries only account for 0.4% of this trade – half the share they had in 1980 (Christian Aid).

### What do I want to find out?

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### Some information sources:

- **World Development Movement** <http://www.wdm.org.uk/trade>  
WDM campaigns for economic justice and an end to poverty. Their website has an excellent section on trade.
- **A Fairer World Youth** <http://youth.afaierworld.org/>  
Links and stories about fairer trade.
- **Fair Trade** [www.fairtrade.ie](http://www.fairtrade.ie)  
Resources, stories, and links on fair trade.
- **Proudly Made in Africa** <http://www.proudlymadeinafrica.org/>  
Explains and promotes sustainable products in Africa.
- **BBC Schools; Pages on Trade, Development and Health** [www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)  
See the Geography Section for an introduction to trade.

### The most interesting think I learned was...

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## Source sheets

# Aid

### Some points to get you started:

- The Commitment to Development Index (CDI) ranks some of the world's richest countries based on their dedication to policies that benefit poor nations. Ireland ranked 7<sup>th</sup> out of 27 countries in 2013. Ireland's strongest contributions to the development of poor countries was through its foreign aid, low emissions, and contributions to UN peacekeeping operations (Centre for Global Development).
- Ireland provided € 94 million in emergency and recovery aid in response to global crises, including the 2013 typhoon in the Philippines, the Syrian humanitarian crisis, and the on-going conflict in Central African Republic (Irish Aid).
- International aid has supported the eradication of extreme poverty and hunger. The proportion of undernourished people in developing regions decreased from 23.2% in 1992 to 14.9% in 2012. However, 1 in 8 people in the world today remain hungry and chronically undernourished (Irish Aid).
- It is clear that while aid is important, it is not the solution to eradicating hunger and extreme poverty. Long-term solutions for poor countries include the ability to raise revenue through industry and trade, the write-down of crippling debts, and in some cases, better governance and leadership within countries.

### What do I want to find out?

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### Watch:

'Aid for Africa? No Thanks' TED talk by Andrew Mwenda

[http://www.ted.com/talks/andrew\\_mwenda\\_takes\\_a\\_new\\_look\\_at\\_africa?language=en](http://www.ted.com/talks/andrew_mwenda_takes_a_new_look_at_africa?language=en)

### Some information sources:

- **Irish Aid** [www.irishaid.ie](http://www.irishaid.ie)  
Official website of Ireland's Official Development Assistance programme.
- **BBC Schools** [www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)
- **Oxfam** [Oxfam.org.uk/coolplanet/](http://Oxfam.org.uk/coolplanet/)  
Oxfam resources for youth on fair trade, debt and aid.

### The most interesting thing I learned was...

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Mini-Project



# Mini-Project Proposal Worksheet

(To be used by students as they listen to each others presentations)

Topic

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Presented by

---

The main messages presented were...

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The best aspect of the project or presentation was... (and say why)

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One thing I learned...

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A question I'm left with is...

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Assessed by \_\_\_\_\_ Class \_\_\_\_\_





# Part 3

## Another world is possible

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“If you’ve come here to help me, you’re wasting your time. But if you’ve come because your liberation is bound up with mine, then let us work together.”

Australian Aboriginal Elder Lilla Watson

## Activity 1

## Activity 2

## Activity 3

## Activity 4

## What values are at work?

### Aims

- To raise awareness about personal values and how they influence us.
- To help students recognise values that operate in making political and economic decisions.

### Steps

1. Invite students to share their understanding of the word 'Values' and to give examples of some values that people might have. For example, one person might place a very high value on honesty and that person would feel very uncomfortable telling a lie. Another person might value home and like spending time at home, etc.
2. Share a definition of the word 'Values' with the class and discuss it.

*Sample definition:*

Values are deeply held beliefs about what is good, right, and appropriate. Values are deep-seated and remain constant over time. We accumulate our values from childhood based on teachings and observations of our parents, teachers, religious leaders, and other influential and powerful people. Our values guide and motivate our actions.



### 3. Journal Work

Invite students to use their journal to write down a list of their own personal values. They may or may not wish to share this with each other.

4. Looking at the state of the world and thinking about all that the students have learned so far, ask them to complete the following sentence in pairs.

- 'I think the values that guide and motivate decisions in politics and economics are ...'

Various (and conflicting) responses might be offered by different pairs such as - wealth, profits, greed, justice, fairness, equality, respect, sustainable development, etc.

Ask the students to explain and justify their choice by giving examples or stories.

## Activity 1

## Activity 2

## Activity 3

## Activity 4

## Different religious perspectives on poverty

### Aims

- To develop an understanding of different religious perspectives on wealth, poverty and inequality.
- To provide an opportunity to explore how personal religious beliefs might influence a commitment to justice.

### Steps

1. Explain to the class that they will be exploring what different religions have to say about wealth, poverty and inequality. Begin by asking the students to suggest what the Christian view might be. Some quotes from the New Testament might be helpful, such as St Paul's description of how the first followers of Jesus lived: *'No one claimed that any of his possessions was his own, but they shared everything they had... There were no needy persons among them.'* Acts 4: 32-34
2. After some initial discussion invite the students to select a religious tradition and investigate what it has to say. They might select from one of the world's major religions – Christianity, Islam, Judaism, Buddhism, Hinduism or any other faith.



Students can use the internet to help in this search.

- [http://www.bbc.co.uk/learning/subjects/religious\\_studies.shtml](http://www.bbc.co.uk/learning/subjects/religious_studies.shtml) - excellent source of information on different religious beliefs
  - [www.islamic-relief.com/uk/poverty\\_debt.htm](http://www.islamic-relief.com/uk/poverty_debt.htm) - Islamic relief website
  - [www.eljc.org/mph/MPHJC\\_ed\\_pack\\_big.pdf](http://www.eljc.org/mph/MPHJC_ed_pack_big.pdf) Jewish Coalition
  - **Social Justice** [www.socialjustice.ie](http://www.socialjustice.ie) Catholic Social Thought
  - **Education for Justice** [www.educationforjustice.org](http://www.educationforjustice.org)
  - **Caritas** [www.caritas.org.au/learn/schools](http://www.caritas.org.au/learn/schools)
3. Agree questions in advance that everyone will try to find the answers to, such as
    - What does this religion say about wealth and poverty?
    - Can you find any relevant quotes or evidence to illustrate this view?
    - What are its followers asked to do?
    - Can you find any examples of followers of this religion working to eradicate poverty and promote justice?
  4. When all the evidence is collected, the students can share their findings in small groups. This will work best if students who have researched different religions are in each small group.
  5. It might be possible to invite representatives from different religious traditions to come to the class to discuss these questions with the students.

## Activity 1

## Activity 2

## Activity 3

## Activity 4

## Just imagine...

### Aim

- To help students imagine the possibility of a world in which everyone's basic human needs and rights were provided.

### Steps

- Begin by showing students a series of images of people in different parts of the world. Many development websites will have such images. These images might be presented in PowerPoint slides, without commentary.
- Alternatively, ask the students to close their eyes and imagine they are flying above the world on a carpet and looking down on different places and people. Guide their journey mentioning some of the sights, smells and sounds that might be below.
- Use this opening exercise as a means to create awareness about the common humanity that we all share and the fact that wherever a person happens to be born they have the same, needs, rights and dreams.
- Then pose the question - What would it cost to provide everyone on the planet with their basic needs? What are these needs? Do you think it might be possible?
- After some discussion, give the students the task of finding out how much it would cost to provide the following for everyone in the Global South who is currently denied these things:
  - safe water for all
  - access to primary education
  - immunisation against childhood diseases
  - access to prenatal care
  - treatment for AIDS/HIV
  - and students might come up with others.
- Students can research this information in pairs and when they have come up with some figures, share them in small groups.
- Then write \$64 billion (that's \$64,000,000,000) on the board. This is the cost of the bank bailout for Irish banks (Irish Independent June 12<sup>th</sup> 2010). Invite the students to discuss how that same amount of money could be spent to eradicate poverty using the data they have gathered.
- Conclude by asking 'Why was so much money found so quickly to rescue the world's banks when much less money is needed to rescue the world's poorest people from hunger and disease?'



### Journal Work

In your journal write your reactions (your thoughts and feelings) to today's class.



## Activity 1

## Activity 2

## Activity 3

## Activity 4

## If we ruled the world

### Aims

- To help students imagine how things could be different.
- To develop a sense of their own power to influence change.

### Steps

1. Remind students of the previous discussion about values and how values motivate and guide our actions.
2. Ask them to imagine that they are world leaders and their first task is to agree a set of core values and principles that they will use to govern their decisions (both nationally and internationally).

The teacher might begin by suggesting samples or inviting students to offer some ideas to get the ball rolling. Write these on the board.

#### If we ruled the world...

Children's and teenagers' needs would be our first priority. We would protect the environment from further destruction...

3. In small groups ask them to come up with their own Charter entitled 'If we ruled the world.'
4. When they have completed this task gather the suggestions from the different groups on the board.

5. Conclude this activity by reminding the students that politicians represent us, and we can influence how they act. Sometimes they need to be reminded of what is important. And sometimes they need to be reminded of promises and commitments they have made (Two examples worth mentioning - the Irish government's promise to increase Overseas Development Assistance to 0.7% of GNP by 2015 and the Millennium Development Goals).



### Journal Work

In your journal write your reactions (your thoughts and feelings) to today's class. Then complete the sentence:

- One thing I've decided is...



# Part 4

## Taking Action

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“If you are neutral in situations of injustice, you have chosen the side of the oppressor.”

Archbishop Desmond Tutu

## Activity 1

## Activity 2

## Activity 3

## Activity 4

## More power to youth

### Aim

- To help students examine the power they possess to influence change

### Steps

- The students sit in a circle, start with one person and move to the left, allowing everyone to complete the sentence 'Power is...' Keep going until everyone has added something, e.g. electricity, guns, voting, having money, skiing down a mountain, being an adult/young person/politician ...
- Brainstorm with the group what things are necessary for a happy life – for example, you might need a home, food, clothes, friends, to feel protected and safe, medicines when you are sick, and so on. Discuss how the more your needs are met the more you can take charge of your world and exercise power. For example, someone who has not been educated might not be able to exercise their power to vote. Or if someone is hungry all their energy might be consumed with simply surviving.



### Journal Work

- In their journals ask them to write down the following statements and then say whether they agree or not with each one, and why
  - I have the power to create change
  - I feel I have influence in my family
  - People listen when I make suggestions
  - People make decisions on my behalf
  - I have the same opportunities as other young people in the world
  - I get the respect I deserve
  - If I want really something, I can make it happen
- Allow time for students to reflect on these questions and then facilitate a class discussion on how the students experience power.



## Activity 1

## Activity 2

## Activity 3

## Activity 4

## What makes you feel like taking action?

For an action to be successful it is vital that it arises from an issue of genuine interest and concern to the students. This is an activity for generating issues of concern amongst the students.

### Aim

- To help them decide how they can best direct their power and energy towards meaningful action for justice

### Steps

1. Reflecting on all that has been done in this class during recent weeks, ask students to think about issues that make them 'want to blow their top'.
2. Encourage students to relate this question back to some of the issues that they have been exploring together during this Transition Unit.
3. Make a list. Then invite the class to say what could be done to improve the situation in each case.
4. The most popular issues can then be ranked and analysed using the *Issue Ranking Worksheet* before choosing a particular course of action agreed by the class. If the class decides upon a couple of different actions that's fine too, but it will require a bit more organising!
5. Students can be reminded that one way of bringing about change is by educating people about what is happening. Therefore organising an awareness event within their school or local community can be a good place to start. They might want to think of creative and original ways to convey their message.

### Useful resources:

A useful resource for planning and delivering an event or action is available in the Young Social Innovators planning workbook [www.youngsocialinnovators.ie/resources/](http://www.youngsocialinnovators.ie/resources/)

Another useful resource is *Get Global! A skills-based approach to active global citizenship*, Action Aid, CAFOD, Christian Aid, Oxfam, Save the Children, DFID available at - <http://www.actionaid.org.uk/schoolsandyoung/getglobal/>



## Issue ranking worksheet

<b>ISSUES</b> 	How much does it affect me?	How much does it affect other people?	How unfair is it?	How urgent is it to act now?	Are there practical actions we can take to change the situation?	How interested am I in taking action on this issue?	<b>T O T A L</b>
	5=a lot 1=not much	5=a lot 1=not much	5=a lot 1=not much	5=a lot 1=not much	5=a lot 1=not much	5=a lot 1=not much	
<b>Out top choice is:</b>							

Adapted from Get Global! A skills-based approach to active global citizenship, Action aid, CAFOD, Christian Aid, Oxfam, Save the Children, DFID, p 92.

Activity 1

Activity 2

Activity 3

Activity 4

## Ready for action!

Following the previous activities, a strong consensus may already be emerging among the students regarding an issue of common concern and an action that might be pursued. If the students are not in agreement the following steps can be taken.

1. Agree the three most popular suggestions for action and write them on the board.
2. Invite three people to volunteer to make the case for each action. Each person must say why the issue is worth taking action on, how they think it could be interesting and enjoyable to work on this issue, and suggest ideas for action that could be taken.
3. Following further discussion the class is now faced with selecting one action. This could be done by consensus, by a vote or by putting all the issues in a hat. Once the decision is made the students should agree that they are committed to working on this issue together.
4. When an issue has been agreed it may still be necessary to agree exactly what steps will be involved in taking action and how to make sure the action is successful in achieving change. Concept mapping or mind mapping can be helpful in identifying different aspects of the action which need to be attended to. The four step action planning grid (next page) may also be useful with your students.



## Linking our learning to Action

### A checklist of questions for teachers to ask students to consider when linking learning to action

#### Choosing our Issue:

- What would you like the issue of focus to be? What makes you most passionate?
- Why are you choosing this issue? Why is it important to you?
- Does it address a significant cause of injustice?

#### What is our level of understanding?

- Have you explored the range of perspectives involved in the issue?
- What additional information do you need?
- How can you find this out?
- Are your sources of information credible, reliable and up to date?

#### Why are we taking action and how?

- Why are you taking action? What do you want to change?
- What is your goal for the action?
- Is it achievable?
- What connects you to the issue?
- Who are you targeting as supporters?
- Why do you want to inspire them?
- What actions do you want them to take?
- Will these actions influence change? What other options for action are there?
- What is the key, simple message for your campaign?
- How do you create different styles of messages for different groups?

#### What are the challenges to our action?

- What influence do you have?
- What opposition or pitfalls are there to this? (in our school and beyond)
- What is your degree of commitment? Are you passionate enough? Are you prepared to commit time to this?

#### How will we take the action?

- What methods or tactics will you use?
- Are the methods appropriate to the age-group of our class?
- What negative or positive consequences might there be to your approach?
- How do you maximise the positive impact?
- What resources do you need?
- What roles are involved? What tasks need to be done? Do we need a coordinator or drivers of the campaign?
- How can you be inclusive and build collective momentum?
- How will you measure your success? What would success look like?

#### After the Action, let's .....

- evaluate the action
- decide how to share our findings or learning
- plan what to do next
- Celebrate!



## Four Step Action Planning

(Adapted from Get Global! A skills-based approach to active global citizenship Action Aid)

<p style="text-align: center;"><b>Issue</b></p> <p style="text-align: center;">What is the situation?</p>
<p style="text-align: center;"><b>Objectives</b></p> <p style="text-align: center;">What do we want to happen?</p>
<p style="text-align: center;"><b>Action</b></p> <p style="text-align: center;">What are we going to do?</p>
<p style="text-align: center;"><b>Evidence</b></p> <p style="text-align: center;">How will we know if we are successful</p>

 Student journal questions before taking our Action

*Our Action*

---

The class decided to take action on...

---

---

Our reasons for choosing this action are...

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---

We hope that our action will ...

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---

---

I'm looking forward to....

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## Student journal questions after completing our Action

*Student name:* \_\_\_\_\_

Tasks I completed as part of the action project...

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---

Skills I used were...

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---

One thing I really enjoyed doing was...

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---

The thing I least liked doing was...

---

---

Something that surprised me was...

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---

The most important thing I learned was...

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---

I think our action made a difference because....

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## Student's Evaluation of Transition Unit

Title of transition unit \_\_\_\_\_

*Please complete the following sentences*

1. The thing I most enjoyed about this transition unit was....

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---

---

2. The most interesting thing I learned was....

---

---

---

3. This will be useful because...

---

---

---

4. The thing I least enjoyed about this transition unit was...

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---

5. The things I found most difficult were...

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---

6. If this transition unit was being taught to another group of students what changes, if any, would you suggest to make it better?

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Activity 1

Activity 2

Activity 3

Activity 4

## And finally...

A creative approach to reflecting on the overall impact of this Transition Unit can be taken with the following activity

### This activity is called 'Rucksack'

#### Steps

- Ask students to draw themselves going home with a rucksack on their back. The rucksack contains all the things they would like to carry with them at the end of this transition unit.
- They should consider everything they have learnt and want to keep. Things may include ideas, new ways of seeing things, skills, feelings, values, etc.
- The picture can also show things lying on the ground - things that they want to leave behind. These might include things like old ideas, difficult moments, etc.

Source: Council of Europe website [www.eycb.coe.int/compass/en/chapter\\_1](http://www.eycb.coe.int/compass/en/chapter_1)

## Glossary and Definitions

### Acronyms & Abbreviations

- ACP** - African, Caribbean and Pacific countries
- BWI** - Bretton Woods Institutions (International Monetary Fund & World Bank)
- CAP** - Common Agricultural Policy
- ECB** - European Central Bank
- EPAs** - Economic Partnership Agreements
- EU** - European Union
- GATS** - General Agreement on Trade in Services
- G8** - Group of Eight (most powerful countries Canada, France, Germany, Italy, Japan, Russia, UK, USA.)
- HIPC** - Heavily Indebted Poor Countries
- ICB** - Irish Central Bank
- IDA** - International Development Association (part of the World Bank)
- ILO** - International Labour Organisation
- IMF** - International Monetary Fund
- LDCs** - Least Developed Countries
- MDGs** - Millennium Development Goals
- NGO** - Non-Government Organisation
- OECD** - Organisation for Economic Co-operation and Development (includes wealthy countries)
- SADC** - Southern African Development Community
- UN** - United Nations
- UNCTAD** - United Nations Conference on Trade and Development
- UNDP** - United Nations Development Programme
- WTO** - World Trade Organisation

### Useful Definitions

**Aid** – Providing assistance to those in need. All Southern countries need more money to be able to reduce poverty, provide healthcare, education and services for their citizens.

**Austerity** - A policy of lower spending, involving cutbacks or reductions in the amounts of benefits and public services provided. Austerity policies are often used by governments to reduce their debts.

**Bailout** - The word used for giving financial support to a company or country which faces serious financial difficulty or bankruptcy.

**Balance of Trade** – the financial difference between imports and exports.

**Bilateral Aid** – Aid given from one country to another.

**Bilateral Loans** – A loan from one country to another country.

**Capital or Principal** - The initial amount of the loan.

**Cause and Consequence** - In terms of development issues, it is very important to understand the difference between the *causes* and *consequences* of global inequality and injustice. Often we tend to focus on the *consequences* of injustice, for example poverty, starvation, no access to health services or safe drinking water, and so on. It is important to promote awareness of these issues – but we will never change them, and make the world a better, safer place for everyone, unless we look at what causes them in the first place. *Causes* tend to be structural controls, like poor governance, trade agreements, or policy conditionalities attached to sovereign loans. Global social justice work has to strive to change the causes of global inequality, not just treat to consequences.

**Colonisation** - This is taking over of one territory by another territory. It includes the acquisition of people and land, the exploitation of people and land, and the upholding and spreading out of power and control into the taken territory. It is characterised by an imbalance of power in the relationship between the coloniser and the colonised, who are typically an indigenous population. The European colonial period occurred from the 16th century onwards, during which a number of European powers established colonies in Asia, Africa, and the Americas.

Commercial Loans – the creditor is a private financial institution, such as a bank.

Conditions or Strings – Actions or policies that a country must take or implement in order to qualify for debt relief or aid from some institutions.

Debt – Owning money.

Debt Relief – Debt Relief may take the form of cancellation, rescheduling, refinancing or re-organisation.

Debt cancellation is relief from the burden of repaying both the principle and interest on past loans.

Debt rescheduling or re-organisation is a form of relief by which the dates on which principal or interest payments are due are delayed or rearranged.

Debt Service - Interest plus repayments of principal.

Default - The failure to fulfill an obligation to repay a debt.

Disbursement - Payment of principal from creditor to debtor.

Environmental Debt – In agreement that all citizens of the world have an equal right to the global commons of the world's resources of air and sea; those consuming more than their share – particularly of the atmosphere's capacity to absorb carbon dioxide without irreversible damage to the environment – owe a debt to the rest of the world. This is a debt owed by the rich, overwhelmingly living in financial creditor countries, to the poor who largely inhabit the so-called debtor countries. This massive unacknowledged debt puts the financial debts of the South into a very different perspective.

Exports – goods which are sold to other countries.

Fair Trade - An alternative approach to conventional international trade. It is a trading partnership which aims at sustainable development for excluded and disadvantaged producers. It seeks to do this by providing better trading conditions, by awareness raising and by campaigning.

Free Trade - Trade without intervention from governments. Prices and products are determined by market forces of supply and demand.

Globalisation - The growing interdependence and interconnectedness of the modern world through increased flows of goods, services, capital, people and information. The process is driven by technological advances and reductions in the costs of integrated transactions, which spread technology and ideas, raise the share of trade in world production and increase the mobility of capital.

Gross Domestic Product -The total value of goods and services produced within a country.

Gross National Income - Previously known as Gross National Product, Gross National Income comprises the total value of goods and services produced within a country (i.e. its Gross Domestic Product), together with its income received from other countries (notably interest and dividends), less similar payments made to other countries.

Illegal Debt - This is where the legal procedures of the recipient country have not been followed. For example, the loan requires (but did not receive) authorisation by parliament or the executive, or the signatory was not authorised to sign.

Illegitimate Debt - This is the issue of lender liability. If poor countries are paying debts that they not only are not able to pay, but also in many cases should not pay, these are illegitimate debts.

IMF (International Monetary Fund) - established in 1945 as the central institution of the international monetary system. Based in Washington DC, USA.

Imports – goods which are bought from other countries.

Interest - Payment from debtor to creditor as the price of the loan.

Least Developed Country - Those countries assessed as having particularly severe long-term constraints to development. Inclusion on the list of Least Developed Countries is now assessed on two main criteria: economic diversity and quality of life.

MDRI (Multilateral Debt Relief Initiative) – the debt cancellation initiative that came out of 2005 G8 meetings.

Millennium Development Goals - The anti-poverty targets adopted by every member of the United Nations. Each country has until 2015 to meet them.

Multilateral Aid – Aid given by a group of countries such as the European Union or United Nations or through institutions such as the World Bank.

Multilateral Loans – A loan between an international financing institution, such as the World Bank or Inter-American Development Bank and a country.

NGO (Non-Government Organisation) - These are private non-profit making bodies which are active in development work.

Odious Debt – Odious debt arises from loans which should never have been extended in the first place because of the oppressive, tyrannous or corrupt nature of the regime to which they were granted. Sometimes known as ‘odious lending’.

Official Loans – the creditor is a government or multilateral institution.

Onerous Debt - Debts are recognised as being unenforceable if their terms are unreasonable. This could be applicable to some sovereign debt, especially in cases where the borrower could be considered to have had no choice in their financial circumstances but to accept the terms of the loan.

OPEC (Organisation of the Petroleum Exporting Countries) - is an example where countries that sell the same product (petroleum) form an alliance.

Paris Club – An informal group of 19 creditor countries that negotiate as a bloc, behind closed doors, with individual poor countries that approach them over debt crisis. Deals only with bilateral debts, ie those being paid direct to the countries and not to multilateral organisations like the World Bank.

Poverty Reduction Strategies - Prepared by developing country governments in collaboration with the World Bank and International Monetary Fund as well as civil society and development partners. These documents describe the country’s macroeconomic, structural and social policies and programmes to promote growth and reduce poverty, as well as associated external financing needs and major sources of financing.

Recession - A period of temporary economic decline during which trade and industrial activity are reduced, generally identified by a fall in GDP in two successive quarters.

Rescheduling - Changing the terms of the loan, often to allow a longer repayment period.

Trade – Buying or selling items or services. At the moment, the rules of international trading are unfair and in favour of countries in the northern hemisphere.

Trade Alliance – Often countries join together and create trade agreements and alliances. The European Union is an example of a trade alliance.

Troika - The Troika is the name given to the three institutions that Ireland made the so-called ‘bailout agreement with in November 2010. They are the International Monetary Fund IMF, the European Commission, and the European Central Bank (ECB).

UN (United Nations) - an international organisation established immediately after World War II. It replaced the League of Nations. In 1945, when the UN was founded, there were 51 members; 192 nations are now members.

UNICEF (United Nations Children’s Fund) - A UN special agency responsible for programs to aid education and the health of children and mothers in developing countries.

Unsustainable Debt - Where a debt may be legal and used for the benefit of the people and in isolation its terms are not overly onerous, it may nevertheless be unpayable because of the overall level of indebtedness of the country relative to its debt-servicing capacity.

Voluntary Aid – Aid sent through voluntary organisations and charities also known as Non-Government Organisations.

WHO (The World Health Organisation) - Public-health agency of the UN, established in Geneva in 1948 to succeed two earlier agencies. Its mandate is to promote “the highest possible level of health” in all peoples.

World Bank – The world’s biggest development organisation, providing low-interest loans and grants to developing countries. Established in 1945 and based in Washington DC, USA.

**This glossary was adapted from the Jubilee  
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([www.jubileedebtcampaign.org.uk](http://www.jubileedebtcampaign.org.uk))**





The People's Purse is a campaign for global debt and tax justice.  
To find out more, visit DDCI's website



Debt and Development Coalition Ireland  
Unit F5,  
Spade Enterprise Centre,  
North King Street,  
Dublin 7  
Ireland

Phone: +353 1 6174835

Email: [hello@debtireland.org](mailto:hello@debtireland.org)

Website: [www.debtireland.org](http://www.debtireland.org)

 [facebook.com/DebtIreland](https://facebook.com/DebtIreland)

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