

Welcome!



Thurs Feb 2nd 2023

WWGS NTC Workshop: Global Citizenship Education & Financial Justice

Organisation: Financial Justice Ireland

Facilitators: Hilary and Thomas

Please sit in 5 groups of 4-7 ppl

Please fill in the feedback form while we gather



2. Who are we?

- ❑ FJI is a **financial justice** organisation
- ❑ It is our **30 year anniversary** this year!
- ❑ We are working towards a **fair global financial and economics system** that works for everyone and doesn't take the planet for granted
- ❑ We focus on the **root causes** of global inequality, not the symptoms
- ❑ Research, policy, campaigning, **education**



Intention

- ❑ You leave **excited** to explore FJI resources
- ❑ You feel **confident** to bring financial and economic justice to the classroom through GCE methodologies to explore the root causes of inequality & injustice
- ❑ You are **interested in staying connected** with each other and with us!

Layout

1. **Welcome** & introductions to FJI
2. **Getting below the surface** on financial and economic justice
 - a. *GCE and financial & economic justice*
 - b. *Tax and Debt*
 - c. *Progress and growth*
3. **Group activities**
 - a. *Equality/inequality*
 - b. *Development*
 - c. *Globalisation*
 - d. *Debt*
 - e. *Tax*
4. **Open Discussion**
5. **Wrap up**



In pairs please discuss the following

Getting below the surface on financial and economic justice

- Economic justice in the classroom - What are the main concerns or issues? In what context does debt, tax, redistribution, progress, growth, sustainability come up?
- How does Global Citizenship Education relate to financial and economic justice, do you think?



Getting below the surface on financial and economic justice - What is Global Citizenship Education?

Global Citizenship Education is:

- about teaching and learning through a **global justice** lens
- Allows students to explore the **knowledge, skills, attitudes** and **values** necessary to become global citizens
- Cultivates the key skills at **Junior** and **Senior** Cycle
- Facilitates students to take **action** for a more just and sustainable world
- Is a **lifelong process**
- involves engaging our **Head, Heart** and **Hands**.

Global Citizenship Education is not:

- Only about far away places and peoples
- Fundraising
- Just a focus for a particular day or week
- Just about the environment

In 2021, “**The Teaching Council's 'Céim' standards commit to embedding GCE in all Initial Teacher Education**” see [Irish Aid GCE strategy](#)

How does GCE relate to financial and economic justice?

We are **funded by Irish Aid's WorldWise Global Schools** to design and deliver GCE training and materials for post primary teachers and students to understand economic justice and the structural causes of global inequality and power relations.



Global Citizenship Education methodologies

- **are active learning, participatory instructional strategies**
- **That shift the role of the teacher**
- **And shift the role of the students**

From:	To:
> Teacher-centred classroom	> Learner-centred classroom
> Product-centred learning	> Process-centred learning
> Teacher as a transmitter of knowledge	> Teacher as an organiser of knowledge
> Teacher as a 'doer' for learners	> Teacher as an 'enabler'
> Subject-specific focus	> Holistic learning focus

From:	To:
> Passive recipients of knowledge	> Active and participatory learners
> Answering questions	> Asking questions
> Being spoon-fed	> Taking responsibility for their own learning
> Competing with one another	> Collaborating in their learning
> Wanting to have their own say	> Actively listening to the opinions of others
> Learning individual subjects	> Connecting their learning

[See WWGS on this](#)



Getting below the surface on financial and economic justice - Tax and Debt

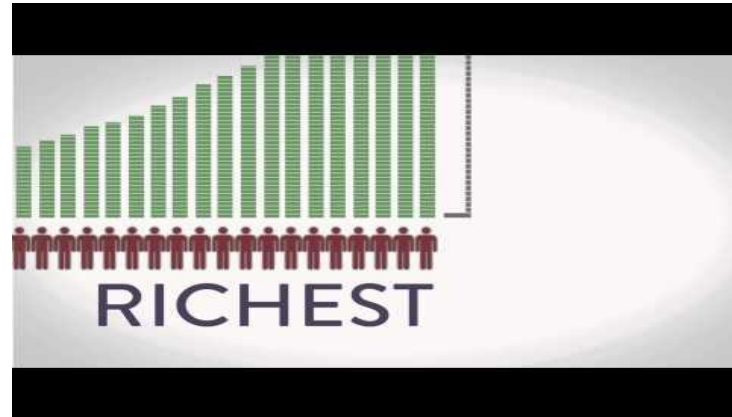
Why is it important and where do we want to get to?

Understanding the key drivers of financial flows around the world.

How do we begin to build critical awareness and engagement with the international architecture of tax, debt and trade in the classroom?

A shared understanding that we can't deal with issues of poverty and inequality without addressing these issues and Ireland's role in them.

What do we mean by Financial Flows....?



Getting below the surface on financial and economic justice - Tax and Debt

Questions for us to consider:

How did we get here?

What are the historical reasons underpinning current global inequalities and dynamics of power between the global North and global South.

Why do some countries, and some people within those countries, benefit more than others?

Who makes the rules?

How do our financial systems work?

What institutions have the power within these financial systems?

Why do some countries have more powerful voices within these institutions than others?



Getting below the surface on financial and economic justice - Tax and Debt

What is the role of tax?

Why is tax a justice issue?

How does international tax avoidance work?

How should we decide where our tax take comes from?

What is the role of debt?

How does it relate to colonial legacies and power dynamics between countries?

“Debt is the slavery of the free”

When is debt illegitimate or odious?

What solutions are being proposed?

EU - Common Consolidated Corporate Tax Base

UN - Global Tax Body



Getting below the surface on financial and economic justice - Progress and growth

How do we measure progress towards our ‘ideal communities’?

- The main tools used to compare countries measure healthy *economies*, not healthy *societies*
- Gross Domestic Product (GDP) is a key ‘macroeconomic indicator’
- GDP measures the total output of the economy - a *gross tally of products and services bought and sold, with no distinctions between transactions that add to well-being, and those that diminish it.*
- GDP is useful for capturing growth, and the idea that if the economy is doing well the benefits will eventually trickle down to benefit all in society.

What are some problems with the GDP approach to measuring progress and growth?



Getting below the surface on financial and economic justice - Progress and growth

General problems with GDP

- **Ignores care work** & the non-market economy of household and community
- **Counts social harms as positive** (e.g. pollution) - GDP increases with polluting activities and then again with clean-ups
- **Doesn't discriminate between activities which are positive and negative for wellbeing**
- GDP **assumes** that every monetary transaction adds to well-being, by definition.
- GDP treats **crime** as economic gain.
- GDP treats the depletion of **natural capital** as income
- GDP **takes no account** of income *distribution* (average does not equal typical!)
- Presents this enormous gain at the top as a bounty to all.

Specific problems in Ireland

- Our GDP is artificially inflated because of transfer pricing (more in week 3) - companies booking profits here but they don't actually benefit Ireland. Discrepancy between GDP and consumption ('Leprechaun economics')



What are other tools we could use to measure progress and growth besides GDP?

- **UN Human Development Index:** tracks 3 dimensions: life expectancy, education, standard of living (gross national income per capita). Does not capture income inequality/poverty/gender inequality.
- **Sustainable Development Goals:** 17 goals, 169 targets. ‘Global Goals’ – all countries produce comparable data. See SJI’s SDG monitor.
- **Genuine Progress Indicator:** uses 26 indicators, strong environmental/ecological dimension.
- **Gross National Happiness (Bhutan):** 4 pillars, 9 domains (Sustainable, equitable economic development, good governance, preservation of culture, preservation of environment)
- **GINI Co-efficient:** ratio that captures income inequality. More equal societies see huge positive effects across healthcare, happiness, more effective growth.
- **The doughnut/ ‘Doughnut economics’** – Kate Raworth. Uses social and planetary boundaries.

Sign up for our Econowha for teachers course, training in economic literacy for post primary teachers @4.30-6pm Thurs 2nd, 9th, 16th March 2023



20 minute group activity- each group completes one activity relating to one of the following themes

1. Equality/inequality
2. Development
3. Globalisation
4. Debt
5. Tax

Steps

1. Please sit in 5 groups of 4-7 ppl
2. Volunteer group facilitator reads out the instructions for your group activity in your groups handout
3. Your group completes the steps of the exercise
4. Your group discusses the following
 - a. The challenges and opportunities of running this activity in your classroom
 - b. How does this activity relate to the principles of GCE?
 - c. How does this activity support your students to get below the surface to understand the root causes of inequality?



Exercises are from our resources which are available here after the session

- **Equality/inequality** - HTWW p35 'causes of inequality' ranking exercise
 - i. Pg 34,35 in
https://www.financialjustice.ie/assets/files/pdf/px4181_hww3_v5_final.pdf
- **Development** - 'drivers of development' exercise
 - i. Pg 16,17,18 in
https://www.financialjustice.ie/assets/files/pdf/from_grassroots_to_government_embedding_financial_justice_in_the_leaving_cert_politics_and_society_curriculum.pdf
- **Globalisation** - defining globalisation exercise
 - i. Pg 7,8,9 in
https://www.financialjustice.ie/assets/files/pdf/from_grassroots_to_government_embedding_financial_justice_in_the_leaving_cert_politics_and_society_curriculum.pdf
- **Debt** - debt diamond ranking exercise -
 - i. Pg 34-35 in
https://www.financialjustice.ie/assets/files/pdf/from_grassroots_to_government_embedding_financial_justice_in_the_leaving_cert_politics_and_society_curriculum.pdf
 - ii. pg. 36-37 (Debt information, Teachers Notes for exercise)
- **Tax** - Why tax -
Pg 62 in
https://www.financialjustice.ie/assets/files/pdf/px4181_hww3_v5_final.pdf
 - + pg. 73, 74, 75 here:
https://www.financialjustice.ie/assets/files/pdf/from_grassroots_to_government_embedding_financial_justice_in_the_leaving_cert_politics_and_society_curriculum.pdf

Links to our post primary resources

1. **LCA 'A New Point of View'** - Leaving Cert Applied Mathematical Applications
 - a. https://www.financialjustice.ie/learn/lca_maths_new-point-of-view/
2. **LCA 'New Perspectives'** - LCA Social Education Teacher Guide
 - a. <https://www.financialjustice.ie/learn/new-perspectives-lca-social-education-teacher-guide/>
3. NBAU - JC Business Studies resource - '**Not Business as Usual**' - Junior Cycle Business Studies
 - a. <https://www.financialjustice.ie/learn/not-business-as-usual/>
4. JC Maths resource - '**We Can Solve It!**' - Junior Cycle Maths
 - a. <https://www.financialjustice.ie/learn/we-can-solve-it/>
5. HTWW - '**How the World Works**' resource third edition - Transition Year Module
 - a. <https://www.financialjustice.ie/learn/how-the-world-works/>
6. G2G - '**From Grassroots to Government**' Resource Senior Cycle Politics and Society
 - a. https://www.financialjustice.ie/assets/files/pdf/from_grassroots_to_government_embedding_financial_justice_in_the_leaving_cert_politics_and_society_curriculum.pdf

Getting below the surface on financial and economic justice - Open Discussion (20 min)

- If our overall goal is to generate critical consciousness and active global citizenship in relation to economic and financial justice, how would you embed these materials in your education work? What support would you need?
- How does the lived experiences of economic injustice, poverty, inequality emerge in the classroom? How can we relate GCE approaches to these lived experiences? (Consider the head, the heart, the hands)



Wrapping up



*****Take our resources from our stall at the fair*****

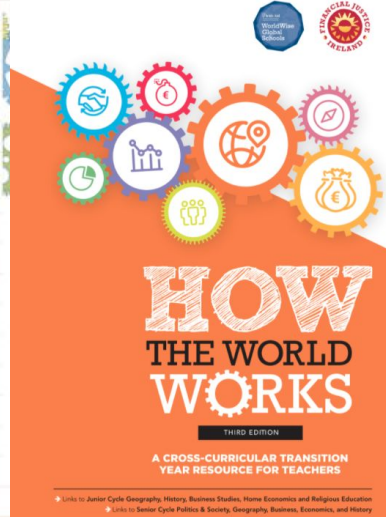
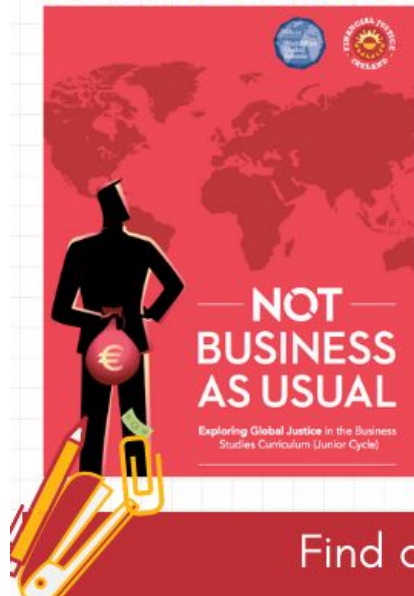


GLOBAL JUSTICE IN THE CLASSROOM

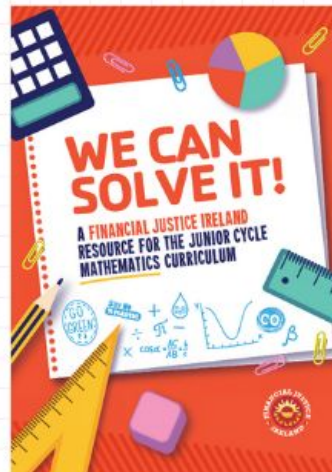
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Economics & R.E.



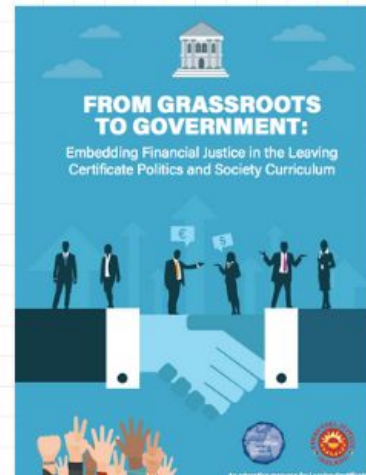
JC Business Studies



JC Maths



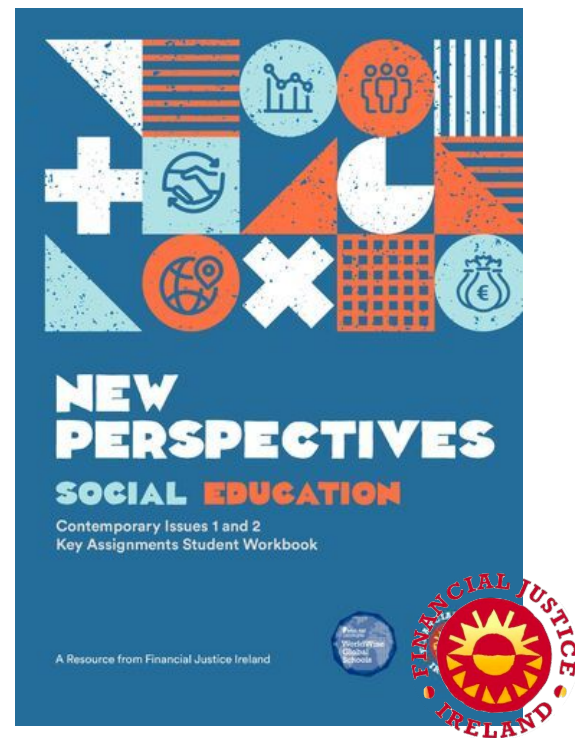
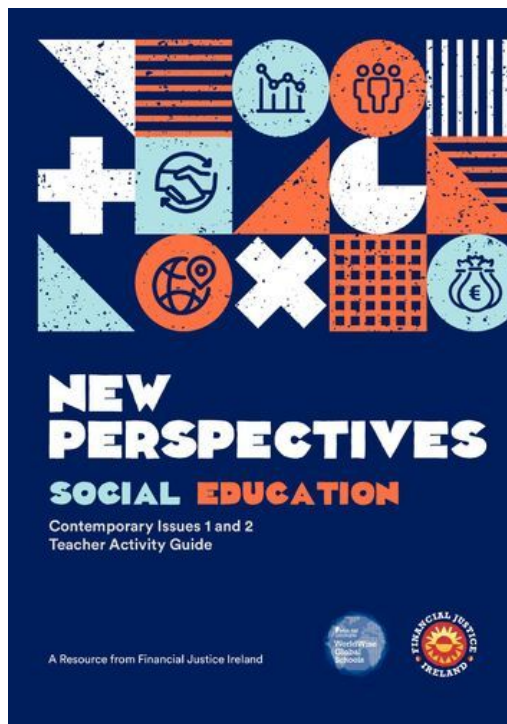
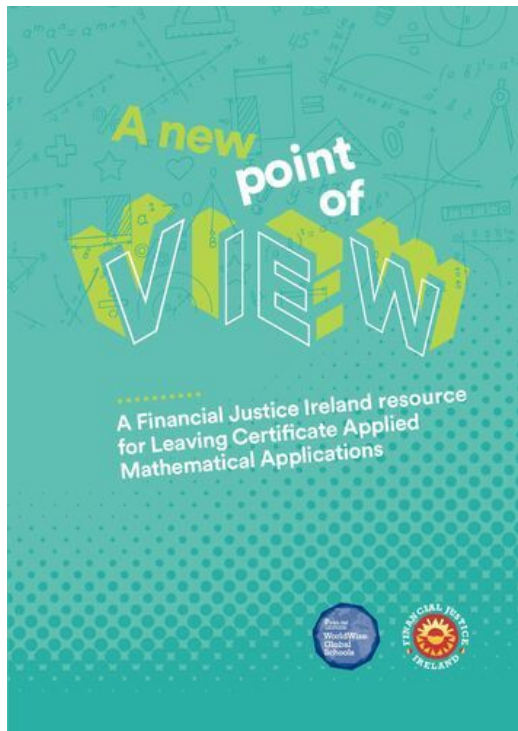
LC Politics & Society



Find out more at <https://www.financialjustice.ie/>



Stay tuned for our next batch of printed Leaving Cert Applied: Maths, Social resources - see website for digital version



We can post you resources!

Request here

<https://www.financialjustice.ie/learn/order-resource-booklets/>

Or here

bit.ly/in_the_post

- Suggested donation of 5 euro to cover P+P
- Please be patient :)



Crossword, games, Infographics and more, take some time to explore our website...

Name: _____

Complete the crossword puzzle below

Across

- Capital of Zambia
- Set of political-economic policies that aim to reduce government budget deficits through spending cuts &/or tax increases
- The transfer of ownership, property or business from the government to the private sector
- The third-most-consumed industrial metal in the world, after iron and aluminium
- The failure to repay a debt, including interest or principal, on a loan or security
- Debt _____. The process of paying back interest and principal on debt obligations
- _____ interest: Interest on interest

Created using the Crossword Maker on TheTeachersCorner.net

Down

- A % of a loan balance paid to the lender periodically for the privilege of using their money
- _____ Falls: Waterfall in Zambia, named after a former Queen of Britain
- Flying bird on Zambian flag that symbolises freedom
- In this system, the law of supply and demand (rather than a central government) regulates production and labour
- Landlocked African country that borders Angola, The Democratic Republic of Congo, Malawi, Mozambique and Tanzania
- Political-economic control by one power over a dependent area or people
- Its mission is to promote global economic growth, financial stability, encourage international trade, and reduce poverty

Publicly funded vaccine research has been privatised and monopolised by the pharmaceutical industry

Since 2010, the pharmaceutical industry has spent more on lobbying than on vaccine research. The industry has also used its political influence to block vaccine research and development.

MANUFACTURED ANYWHERE **BLOCKED BY RICHER COUNTRIES**

Low-income countries are calling for intellectual property rights on vaccine patents to be waived or the WTO in March last year.

PROPOSAL FOR THE WTO IN MARCH LAST YEAR

A proposal for the intellectual property rights on vaccine patents to be waived or the WTO in March last year.

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A proposal for the intellectual property rights on vaccine patents to be waived or the WTO in March last year.

ONE PERSON EVERY SECOND with the majority of the poorest countries now to go a single dose.

14% of the world's total population now have received a COVID-19 vaccine.

53% of the most promising vaccines.

\$10,000 A YEAR Millions of people died in the early 2000s because pharmaceutical monopolies had priced essential medicines for the HIV/AIDS care at up to \$10,000 a year.

1 in 10 during 2021.

\$2.15 in the case of the AstraZeneca vaccine.

\$5.25 for the same drug.

75% of all COVID-19 cases while 130 nations HADN'T RECEIVED A SINGLE DOSE.

9 in 10 people in up to 70 low-income countries will not have access to vaccines by 2022.

1 in 10 PEOPLE by the end of 2021.

\$19 BILLION Pfizer is expected to earn in revenue from the vaccine in 2021 with a profit margin estimated at between 60 and 80%.

4% of government total income (revenue) in 2014 is an estimated 33% in 2020.

9% Due to high interest rates, some companies are making up to 9% of their revenue from interest on debt.

SOVEREIGN DEBT REPAYMENTS

64 low-income countries spent more on SOVEREIGN DEBT REPAYMENTS than on HEALTHCARE.

The 121 low-income and middle-income countries spent an average of **10.7%** of government revenue on PUBLIC HEALTH systems in 2019, compared with **12.2%** on repaying FOREIGN DEBTS.

ZAMBIA

As five years, public expenditure has averaged **1.1%** of government's budget.

In the meantime, during this same period, debt servicing alone accounted for **70.3%** of government revenues.

From 2014 to 2020 when the COVID-19 pandemic hit Zambia, Zambia's external debt payments increased substantially from **4%** of government total income (revenue) in 2014 to an estimated **33%** in 2020.

In the COVID-19 pandemic, spending **IMES MORE REPAYING DEBTS** rather than on healthcare.

FINANCIAL JUSTICE IRELAND

Due to high interest rates, some companies are making up to 9% of their revenue from interest on debt.

External debt is owed by leaders, who have failed to suspend them during covid-19.

Plain English Economics Teaching Aids - explore our website...

FINANCIAL JUSTICE IRELAND

How and why did the Bretton Woods institutions emerge?

A 'Plain English Economics' Classroom Resource for Post-Primary Schools

This Plain English Economics resource has also been developed with funding from Irish Aid's WorldWide Global Schools, WorldWide Global Schools is the national programme for Global Citizenship Education (GCE) for post-primary schools in Ireland. The ideas, opinions and comments on this website are entirely the responsibility of its authors and do not necessarily represent or reflect the views of Global Schools and/or Irish Aid policy.

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THE GLOBAL DEBT CRISIS

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THE NIXON SHOCK

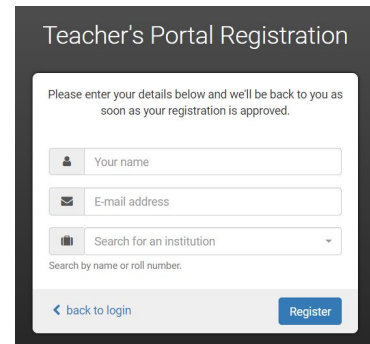
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Teachers Portal on our Website

- Register and then create a profile
- Password-protected
- Access to all recordings
- Resources searchable based on cycle, subject, type (e.g. video)
- Invitation to join community of practice to communicate with other teachers teaching global justice / development education
- Sign up today! Link in follow up email.



Teacher's Portal Registration

Please enter your details below and we'll be back to you as soon as your registration is approved.

Search by name or roll number.

[← back to login](#) [Register](#)

Coming soon...

- **Climate and Economics resource** pilot and launch Spring '23
- Financial Justice **Walking Tour booklet** launch 'Spring '23
- **Econo-wha for Teachers** Spring '23
- Sign up to our **newsletter** for more information

Please complete our feedback form and share your contact details



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