

**ONE WORLD WEEK '14**  
**THE WORLD YOUNG PEOPLE WANT**  
- CONNECTED, RESPECTED, EMPOWERED -

# Employment



# ONE WORLD WEEK '14

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

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

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

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## THE WORLD YOUNG PEOPLE WANT

- CONNECTED, RESPECTED, EMPOWERED -

### Table of Contents

<b>Introduction</b>			<b>4</b>
<b>One World Week 2013 and we want to hear from you</b>			<b>5</b>
<b>Millennium Development Goals</b>			<b>8</b>
<b>The World's Best News</b>			<b>9</b>
<b>Icebreakers / Warm Ups</b>			<b>10</b>
<b>Monitoring and Evaluation</b>			<b>12</b>
<b>Activity 1</b>	Young People and Work	Age: All ages	<b>13</b>
<b>Activity 2</b>	Running Costs	Age: 12 years upwards	<b>16</b>
<b>Activity 3</b>	Baz and Sonia	Age: 12 years upwards	<b>19</b>
<b>Activity 4</b>	Give Us a Gadget	Age: 12 years upwards	<b>22</b>
<b>Activity 5</b>	Race to the Bottom	Age: 12 years upwards	<b>24</b>
<b>Activity 6</b>	Let's March Against Child Labour	Age: All ages	<b>26</b>
<b>Activity 7</b>	Satisfaction Guaranteed	Age: 14 years upwards	<b>30</b>
<b>Activity 8</b>	Young and Out of Work	Age: 14 years upwards	<b>32</b>
<b>Activity 9</b>	Work and Debt	Age: 16 years upwards	<b>36</b>
<b>Activity 10</b>	Women on the Edge	Age: 12 years upwards	<b>40</b>
<b>Action Matrix</b>			<b>44</b>
<b>Video</b>			<b>45</b>
<b>Further Information</b>			<b>46</b>
<b>Useful Contacts</b>			<b>47</b>

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- CONNECTED, RESPECTED, EMPOWERED -

### Introduction

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

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

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

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

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

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

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

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

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

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

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## THE WORLD YOUNG PEOPLE WANT

- CONNECTED, RESPECTED, EMPOWERED -

### **One World Week**

One World Week is a week of youth-led awareness raising, education and action that takes place throughout Ireland during the third week in November every year, which coincides with the anniversary of the adoption of the UN Convention on the Rights of the Child.

During One World Week, young people learn about local, national and global justice issues and take action to bring about change. Each November, youth leaders, young people, youth organisations, and the wider public take part in One World Week activities. Youth groups all over the country do activities from the education pack and young people express their hopes, concerns, worries, anger and expectations about the world in which they live. Some organise public events, quizzes and debates, invite guest speakers or have intercultural evenings. Others undertake projects using the arts through film, drama, art and song. Many groups publicly display the work they have done in preparation for One World Week, or lead other people in doing a public action.

One World Week is also celebrated in other European countries as Global Education Week. Young people throughout Europe examine development and justice issues and take action for change. The National Youth Council of Ireland (NYCI) is part of the Global Education Week network, coordinated by the North-South Centre of the Council of Europe.

### **Who are we?**

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

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

### **How to use the pack**

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

Each activity has a suggested age range. However, we recommend you read each activity and decide if it is appropriate to your group. Some activities can be split and the first part done with younger age-groups. Each activity has some suggested questions for a final debrief with the group, but you may find it useful to check in with your groups more frequently during the activities depending on your participants. Some issues may be sensitive among members of your group. Check through the full activity before doing it, and also be aware of the reactions among members of your group. There are fact boxes entitled 'Did You Know?' which accompany many activities and include supporting information. You can read these aloud, copy and hand them out to participants or display them in your group. You can start with activity one and work your way through the pack. More realistically, you can pick and choose activities according to the interests of your group or the time and resources available.

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

# ONE WORLD WEEK '14

## THE WORLD YOUNG PEOPLE WANT

- CONNECTED, RESPECTED, EMPOWERED -

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

### **Monitoring and evaluating our work**

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

### **Further information**

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

### **A note on language and terminology:**

The term 'development education' is used consistently throughout this pack. Development education in youth work is sometimes referred to as 'global youth work'.

Readers may be familiar with the terms 'Third World', 'developing countries', 'majority world' or 'the Global South' to describe the economically poor countries of Africa, Asia and Latin America.

Conversely, the 'First World', the 'West' and the 'Global North' are used to describe the most industrialised countries of Europe and North America. This pack uses a number of terms and you should use the terms that you are comfortable with.

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# ONE WORLD WEEK '14

## THE WORLD YOUNG PEOPLE WANT

- CONNECTED, RESPECTED, EMPOWERED -

### **Post 2015 & how young people can participate in global issues**

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

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

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

But the work is not yet completed.

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

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

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

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

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

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

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

# ONE WORLD WEEK '14

## THE WORLD YOUNG PEOPLE WANT

- CONNECTED, RESPECTED, EMPOWERED -

### The Millennium Development Goals

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



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

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

Highlights from the report on the MDGs in 2014 include:

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

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

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

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



# ONE WORLD WEEK '14

## THE WORLD YOUNG PEOPLE WANT

- CONNECTED, RESPECTED, EMPOWERED -

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# THE WORLD'S BEST NEWS

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### **Good News!**

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

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

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

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

**Twitter:** [www.twitter.com/Dochasnetwork](http://www.twitter.com/Dochasnetwork)

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

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

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

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

# ONE WORLD WEEK '14

## THE WORLD YOUNG PEOPLE WANT

- CONNECTED, RESPECTED, EMPOWERED -

### Icebreakers / Warm Ups

#### INTRODUCTIONS

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

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

#### DEAR DOLORES

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

#### STRING NECKLACES

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

#### SENTENCE COMPLETION

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

#### TOSS A NAME

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

#### HUMAN KNOT

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

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

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

# ONE WORLD WEEK '14

## THE WORLD YOUNG PEOPLE WANT

- CONNECTED, RESPECTED, EMPOWERED -

### **GOSSIP**

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

### **IMPORTANT ITEM**

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

### **PAT ON THE BACK**

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

### **LIFELINES**

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

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

Materials: Small ball

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

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

### **ANIMAL FARM DIVIDING ACTIVITY**

Materials: Pre written index cards, blindfolds (optional)

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

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

# ONE WORLD WEEK '14

## THE WORLD YOUNG PEOPLE WANT

- CONNECTED, RESPECTED, EMPOWERED -

### Monitoring and Evaluation

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

#### WHAT TO DO

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

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

# ONE WORLD WEEK '14

## THE WORLD YOUNG PEOPLE WANT

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That young people explore the positive and negative attributes of children and young people working.



45 minutes



All ages



Large sheets of paper. Art materials. Job cards

### Suggested Jobs

- Delivering post
- Working in a factory
- Delivering milk
- Shining shoes
- Working on a farm
- Cleaning houses
- Caring for the elderly
- Accountant
- Singing and acting
- Pottery/woodwork
- Working in a pub
- Caring for the sick
- Cleaning cars
- Picking fruit
- Working in a shop
- Fighting wars
- Painting
- Running a business
- Cutting hair
- Teaching
- Scientist
- Mining
- Collecting rubbish

## 1. Young People and Work



For younger children, write out a series of jobs on cards. Suggestions are given in the box below. Add other jobs as appropriate. Stick up a large sheet of paper divided in two – adults/children. Shuffle the cards and hold them up one at a time. Ask the group if they think this job would be done by an adult or by a young person. The group decides if the card should be placed in the adult or child section. If the groups think the job would be done by both adults and children, the card can be placed between categories. At the end, ask:



- What other jobs do children and adults do?
- Why do children work?
- Is this positive?

For older age groups, break into two groups – A and B. Each group makes a list on all the different jobs that young people do, both in Ireland and in the developing countries. Mark the lists A and B. Now, ask for a volunteer from group A and give them one of the jobs from the list prepared by group B. They have to mime it for the members of their own team, who must guess what the job is. They have one minute to guess correctly. If they guess correctly they get a point. If they guess incorrectly, it is passed over to the other team to have an attempt. Now group B have their turn. Keep going until all the jobs have been mimed. If there is a large group, you could have more than two teams.

Display the two lists of jobs. Still in the two groups, give each group a large sheet of paper and markers or crayons. Ask them to imagine a young person who works. What age is s/he? What job is s/he doing? How does s/he feel about working? They draw the outline of the young person in the middle of the sheet of paper, leaving space outside and in for drawing. Inside the outline, write or draw all the positive benefits to the young person of working. Around it, write or draw all the bad effects work could have on that young person. After 15-20 minutes, display both posters and a volunteer from each group introduces it.



# ONE WORLD WEEK '14

## THE WORLD YOUNG PEOPLE WANT

- CONNECTED, RESPECTED, EMPOWERED -



- What are the two most positive and the two most negative things about work for young people?
- How does working affect the enjoyment of their rights by young people? In what types of jobs do young people suffer the most?
- What about people who are illegally employed both in Ireland and globally? Is there a way that their rights can be protected?
- What demands would they make on their governments if they had the chance?

### Case Study

Rahim T. is a small, soft-spoken, 13 year old boy who lives with his aunt in a village in Chunya District in Southern Tanzania. His father died and his mother lives in a larger town in the same district. Rahim T. started working on mining sites over the weekends and during the school holidays, around the age of 11, because he was sometimes left at home alone without enough money or food to eat. He told Human Rights Watch, "My parents were not present at home. I saw my friends going there. I was hungry and in need of money so I decided to go there".

Rahim T. uses mercury, a highly toxic silvery liquid metal, to extract the gold at home. He mixes roughly half a tablespoon mercury with ground gold ore. He then stands a few metres away from an open flame where he burns the gold-mercury amalgam on a soda cap for about 15 minutes, releasing dangerous mercury vapour into the environment. Until our interview, no one had ever told him mercury can cause serious ill-health, including brain damage, and even death.

Soon after Rahim T. started mining, he was involved in a pit accident:

"I was digging with my colleague. I entered into a short pit. When I was digging he told me to come out, and when I was about to come out, the shaft collapsed on me, reaching the level of my chest...they started rescuing me by digging the pit and sent me to Chunya Hospital".

The accident knocked Rahim T. unconscious and caused internal injuries. He remained in the hospital for about a week and still occasionally feels pain in his waist when he sits. After the accident, he was scared of returning to the pits, but he felt he had no choice, explaining: "Whenever my aunt travels is when I go because I need something to sustain myself".

Mining, the type of work described by Rahim T. is one of the most hazardous forms of child labour. Thousands of children in Tanzania, some as young as 8 years old, risk serious injury and even death from work in this industry. Many children, especially orphans, lack basic necessities such as food, clothing, and shelter, and seek employment to support themselves and their relatives.

### **For more information:**

Read Human Rights Watch Report 2013 **Toxic Toil: Child Labor and Mercury Exposure in Tanzania's Small-Scale Gold Mines**

[http://www.hrw.org/sites/default/files/reports/tanzania0813\\_ForUpload\\_0.pdf](http://www.hrw.org/sites/default/files/reports/tanzania0813_ForUpload_0.pdf)

# ONE WORLD WEEK '14

## THE WORLD YOUNG PEOPLE WANT

- CONNECTED, RESPECTED, EMPOWERED -

### Face the Facts

#### Irish and International Legislation on Working Conditions for Children and Young People

#### Republic of Ireland

Protection of Young Persons (Employment) Act, 1996 states:

- No child can be employed under the age of 14.
- A child who is 14 may be employed to do light work during any period outside of the school term.
- A child who is over the age of 15 may be employed to do light work during school term time, provided that the hours of work do not exceed 8 hours in any week.
- A child cannot work more than 7 hours in any day or 35 hours in any week.
- During the period of the summer holidays, a child must not do any work for a period of at least 21 days.
- Work must not be harmful to the safety, health and development of the child.

#### Northern Ireland

Part XII of the Children (NI) Order 1995 states:

- No child under 13 years can be employed at all.
- No child who is at school can work before 7am or after 7pm or more than 2 hours on a school day.
- No child should be employed in street trading or any occupation that is likely to be injurious to his/her health or education.
- If you are over 15 you can work for up to 7 hours on a Saturday.
- If you are between 13 and 15 you can work for up to 5 hours on a Saturday.

#### International

The International Labour Organisation, a UN body which brings together Governments, Employers and Trade Unions, has two main conventions dealing with the issue of child labour.

- Convention 138 concerns the Minimum Age for Employment.
  - establishes a minimum age for admission to employment or work which is not less than the age of completion of compulsory education;
  - where economic development and educational facilities are not well developed, the minimum age is 14.
- Convention 182 concerns the Worst Forms of Child Labour.
  - defines a child as being under 18 years of age;
  - defines specific activities – slavery, prostitution, pornography and drug trade – as worst forms of child labour;
  - States must take immediate and effective measures to eliminate these worst forms;
  - States are to provide access to free basic education and training for all children removed from the above activities;
  - consideration must be given to the special situation of girls.

#### Article 32 of the UN Convention on the Rights of the Child states:

'State Parties recognise the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development'

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2.

## Running Costs



That young people will understand how their consumer choices in Ireland affect the lives of workers throughout the world.

- Ask the group to close their eyes. Read the paragraphs below - pausing to allow the group to imagine the situation. Discuss the reactions of the group afterwards.



20 - 30 minutes



12 years upwards

"Imagine that you are a 12 year old boy. You are walking home from school and a gang of boys slightly older than you start whistling and jeering as you pass by. You hear one comment: "Will ye look at yer man and the get up of him!". You don't know what's wrong. What could it be? You stop and look over at them. "I wouldn't be caught dead in trainers like that!" Another one shouts.

How do you feel? You look at their shoes. They are all wearing the latest brand of SNAKE runners. You look at your own. They are a lesser known brand but you like them. You bought them with money you had saved and they cost you €25. You could have bought the SNAKE trainers but they cost €125 and you didn't think they were worth it.

Besides you needed the money for other more important things. The gang of boys thinks they are cool and expect you to feel small. You think about it. How do you feel? You look at them all wearing the exact same trainers. You laugh and walk away".

*Now imagine that you are a young worker in a big shoe factory in China which makes sports trainers to sell to big companies such as SNAKE. You earn about €40 a month. You work for about 12 hours a day and often you are forced to do unpaid overtime so that you meet your targets. A lot of work goes into making each pair of shoes and the conditions in the factory are very bad. Shoe making is dirty work and involves dangerous chemicals - how does this affect you?*

*You hear that these shoes sell for over €100 a pair even though you are getting less than 40c for every pair that you make. You make fancy trainers but can only afford to wear a cheap pair of plastic sandals.*

*To match the salary of the boss of the SNAKE company you would have to work nine hours a day, 6 days a week for 15 centuries. How does this make you feel? Some workers tried to protest about the wages and were fired for 'causing trouble'. How do you feel?*

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- How did these stories make you feel?
- How are sports trainers/runner advertised?
- What are the effects of advertising on Irish young people?
- Billions are spent by companies such as Reebok, Puma, Adidas and Nike on advertising their sports trainers. Do companies have a duty towards workers in developing countries? Do you?
- What would you say to the stars that advertise the products of multinational companies?

The Broadcasting Authority of Ireland in June 2013 issued rules on food advertising to children where commercial communications shall not:

- Include celebrities or sports stars;
- Include programme characters;
- Include licensed characters e.g. characters and personalities from cinema releases;
- Contain health or nutrition claims;
- Include promotional offers;
- No more than 25% of sold advertising time and only one in four advertisements for High Fat, Salt and Sugar (HFSS) food are permissible across the broadcast day on radio and television services.

In determining whether a food is to be classified as HFSS, advertisers will use a Nutrient Profiling Model (<http://www.bai.ie/?p=3374> )

Should something similar be in place for other forms of advertising – including alcohol, sportswear and clothes?

Check out how much Nike spends on marketing its products and imagine how the money could be spent elsewhere:

- Nike's marketing budget is 2.4 billion dollars.
  - Nike spent over 800 million last year on non-traditional advertising alone
  - Nike spends over 10% of its sales on marketing
  - Many sporting events on TV features athletes wearing the Nike logo
  - Nike's digital marketing division alone has 200 employees
- <http://adcontrarian.blogspot.ie/2012/02/nikes-digital-revolution.html>

Nike does not own any of the factories where its shoes are produced; it contracts the work to various factory owners. Nike says it is in the business of "marketing" shoes, not making them.

<http://www.globalexchange.org/sweatfree/nike/faq>

4,000 striking staff at Nike's factory in the Cambodian capital of Phnom Penh in June 2013 were looking for an increase in monthly wages from \$74 to \$88 each. <http://rt.com/news/cambodia-nike-sabrina-strike-173/> US sportswear giant, Nike, is monitoring the situation but the company's stance on the issue is that the pay raise is the responsibility of the factory alone.

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### How much the logo cost...

The cost of some of the world's most recognizable company logos:

- 2012 London Olympics logo \$625,000
- Nike "Swoosh" \$35 (graphic design student)
- BP \$211,000,000 (advertising agency)
- Google \$0 (Co founder)
- Coca Cola \$0
- Twitter \$2-\$6
- Pepsi \$1,000,000

<http://www.highsnobiety.com/2012/08/15/the-cost-of-a-logo-nike-coca-cola-london-2012/>

### Action!

The Clean Clothes Campaign Ireland is a coalition and the Irish branch of a global alliance of organisations dedicated to improving the working conditions and supporting the empowerment of workers in the global garment industry.

Operating in 16 European countries with over 200 partners representing a broad spectrum of perspectives and interests, such as women's rights, consumer advocacy and poverty reduction the Clean Clothes Campaign lobbies companies and governments to effect change and offers direct solidarity support to workers as they fight for their rights and demand better working conditions.

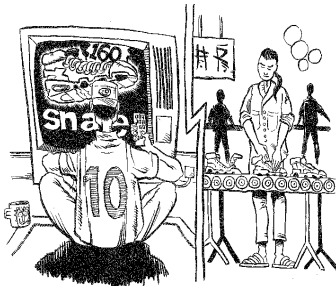
Clean Clothes Campaign Ireland are working together to:

- Raise public awareness and mobilise consumers.
- Pressure companies to take responsibility for workers' rights in the entirety of their supply chains.
- Campaign for governments to legislate on corporate responsibility and make a solid commitment towards implementing sustainable procurement practices.
- Support workers in their struggles for decent working conditions including speaker tours and urgent appeals.

**Watch:** The Asia Floor Wage <http://www.youtube.com/watch?v=ZTn8jD2GcRA>

**Follow on Twitter:** @cleanclothesire

<http://cleanclothescampaignireland.org/>





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## 3. Baz and Sonia



That young people explore their rights as workers and the very real connections which exist between young people working in Ireland and other parts of the world



30 - 40 minutes



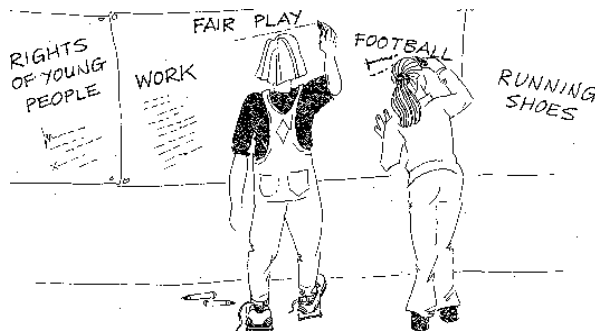
12 years upwards



Sheets of paper.  
Copies of the Fact box and Baz 'n' Sonia's stories for each group.  
Copies of the grid for each participant.  
Pens/markers.



- Form two groups. One group examines the Fact Sheet on 'Sonia's Story', the other on 'Baz's Story'. Each group discusses what they imagine their young person's life is like.
- After a few minutes, collect the sheets and give each person a copy of the Gridsheet. The two groups should now mingle trading information about their characters and writing the answers on their grid. Only one question per person! The first to fill in their grid is the winner!
- Discuss what surprised them about Baz and Sonia's stories. What similarities exist between Baz and Sonia? What more would you like to know about them? Are the stories realistic? Do the stories relate to their own experience? How can workers such as Baz and Sonia be protected?
- Talk about the issues of young people working. In what types of jobs do young people suffer the most? What about people who are illegally employed, on the 'black market', both in Ireland and globally - is there a way that their rights can be protected?
- What demands would they make of their governments if they had the chance?
- Get the two groups to come together to draw up a list of rights that all young people should have in the work place.



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### Child Labour Fact Box

Child labour is work that deprives girls and boys of their childhood, their potential and their dignity, and that is harmful to physical and mental development. Hazardous work can harm the health, safety or morals of children

World Day Against Child Labour takes place on 12 June each year

The global number of child labourers had declined from 222 million to 215 million, or 3%, over the period 2004-2008. There is concern now though that the global economic crisis could 'further brake' progress toward the goal of eliminating the worst forms of child labour by 2016. In Africa, one in four children aged 5-17 are child labourers. 68% work in areas such as agriculture, construction, domestic work or manufacturing

There are currently an estimated 12 million vulnerable children in India (up from around 11.3 million in 1991). They toil everywhere from stone quarries and carpet factories to rice mills. In addition, children are bought and sold into bonded slavery for the sex trade or to work as domestic servants. "Children as young as five years old are kept from school, forced to work seven days a week for up to 18 hours a day and end up with crippling injuries, respiratory disorders and chronic pain," according to the AVAAZ petition which has reached 1 million signatures

Child labour is driven by economic and social vulnerabilities including unemployment, ill health, disability and old age – encountered over the life cycle. An estimated 10.5 million children worldwide – most of them under age – are working as domestic workers in people's homes, in hazardous and sometimes slavery-like conditions. Six and a half million of these child labourers are aged between five and 14 years-old. More than 71% are girls

C182 - Worst Forms of Child Labour Convention, 1999 (No. 182) – Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour (Entry into force: 19 Nov 2000)

**Work as a factory labourer:** <http://www.playfair2012.org/game/>

**Hold up a red card to child labour:** <http://www.iloartworks.org/child-labour/red-card-to-child-labour/>

**Take Action:** <http://www.iloartworks.org/take-action/take-action-against-forced-labour/>

<http://www.ilo.org/ipec/Campaignandadvocacy/wdacl/2013/lang--en/index.htm>

<http://www.ilo.org/ipec/lang--en/index.htm#a2>

<http://www.iloartworks.org/child-labour/the-facts/>

[http://www.ilo.org/ipec/Informationresources/WCMS\\_178184/lang--en/index.htm](http://www.ilo.org/ipec/Informationresources/WCMS_178184/lang--en/index.htm)

<http://world.time.com/2013/08/29/in-india-hundreds-march-on-parliament-to-demand-end-to-child-labor/>

[http://ncpcr.gov.in/Reports/Magnitude\\_of\\_Child\\_Labour\\_in\\_India\\_An\\_Analysis\\_of\\_Official\\_Sources\\_of\\_Data\\_Draft.pdf](http://ncpcr.gov.in/Reports/Magnitude_of_Child_Labour_in_India_An_Analysis_of_Official_Sources_of_Data_Draft.pdf)

<http://e-activist.com/ea->

[action/action?ea.client.id=1786&ea.campaign.id=19168&ea.tracking.id=facebook](http://e-activist.com/ea-action/action?ea.client.id=1786&ea.campaign.id=19168&ea.tracking.id=facebook)

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### **BAZ'S STORY**

Baz is a 17 year old from Cork. He works in a supermarket during the weekend and his school holidays. The pay isn't great but he needs the cash. Baz loves sport, football in particular. He spends any spare cash on sports gear, especially tracksuits and trainers, but finds them really expensive. He wishes the sports factories would bring the prices down a bit! The clothes are mostly designed for young people, but they cost a fortune. Working in the supermarket is ok but the pay is really crap. Baz is sickened that the workers are paid so little when the supermarkets make so much profit. He only earns €8? Per hour. His friend Mary works full time in the supermarket, supporting her daughter, on almost the same salary. He wonders how she manages to make ends meet.

### **SONIA'S STORY**

Sonia is an 11 year old Indian girl who works for a football-exporting factory. Sonia stitches footballs in the dusty courtyard of her home in rural Punjab. Each ball carries the signatures of an English football team and the balls sell in the club's souvenir shops for €15. Some of the top football players earn in the region of €200,000 a week. Sonia, however, earns as little as 12c per ball and it takes her two and a half hours to stitch a ball – that's 4.8c an hour. She can't even afford to pay for a litre of milk with the money she's paid! She finds it difficult to manage this work and her school work which she loves, but she has to keep going. Sonia is the only person earning in her family because her father is seriously ill and her mother has been forced to give up work to care for her husband. Without their daughter's very small income, her family would not survive and Sonia herself might be forced into worse forms of child labour.

**Article 36:** *Children have the right to protection from all forms of exploitation including exploitation in the workplace.*

### **GRID**

#### **Ask about the character:**

What is your name? \_\_\_\_\_

Where do you work? \_\_\_\_\_

What type of work do you do? \_\_\_\_\_

Who is your employer? \_\_\_\_\_

How much do you earn an hour? \_\_\_\_\_

Is the work hard? \_\_\_\_\_

Do you enjoy the work? \_\_\_\_\_

Who profits most from your labour? \_\_\_\_\_

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4.

## Give Us a Gadget!



To explore the link between consumer demand for products and the exploitation of people.



45 minutes



12 years upwards



Copies of the role cards and the scenario. Flipchart and markers. Sticky notes. Blutac. Peters World Map if you have one



- Begin by asking who in the group owns a mobile phone? Do they know where their phones came from? Are all of the pieces from the same country? Can they point out any of the countries on the map?
- Divide the group into six teams. Give each team a role card and a copy of the scenario. After they have read it, give them five minutes to discuss how their group is important for the future of the Democratic Republic of Congo (DRC). The facilitator should write up the guiding questions. For every point the group wishes to make, they must write it on a sticky note, only one per note.
- When five minutes is up, ask each group to present one of its points by placing it on a flipchart page. Groups should explain what they wrote before placing it on the page. Continue to gather one item per group until none remain. As items are read aloud, the facilitator awards either 5 or 10 points, depending on how convincing they were. There are no points for repeating what another group already said. The group with the most points is declared the winner.



- Why is it important that your group exists?
- Who is benefitting by your group's existence?
- What might happen if your group ended/didn't exist?

**Debrief:** What are the problems in this scenario? Are there any groups that the DRC could do without? Is the situation fair? Who is suffering the most? Why is the situation continuing? What can we do as young people and consumers to help change the situation?

**Alternative:** Instead of asking the groups to write their answers down, encourage them to create a life size poster of the group they are representing. Encourage them to highlight how they see the group they are representing. Are they positive or negative? What might they look like or say? Would they be strong or weak? What would the other characters think about them? What is the impact they are having in the world?

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**Fact Box:** Since 1996 in the Democratic Republic of Congo over 5.5 million people have been killed, that's over 40,000 every month and over 2 million have been displaced from their homes and villages. For more information and useful videos for discussion visit [www.raisehopeforcongo.org](http://www.raisehopeforcongo.org)

### Congo Conflict Minerals

**Scenario:** In the Democratic Republic of Congo (DRC) there are illegal mines being dug by companies and militia soldiers who want to make as much money as possible. The rebel soldiers force people to work for little or no wages and in dangerous conditions. Many of the people carrying guns and fighting are children and young people who have been taken from their families. Because of the fighting and abuse by militias, the DRC is one of the most dangerous places in the world to be a woman. There are groups working to stop these illegal mines, but their lives are constantly in danger. When the minerals are extracted they are transported to neighbouring countries and sent overseas to be turned into technology products.

### Players

**The Governments of the Rich countries** – You need to ensure that there is plenty of work for your citizens. This is important because they need money to buy products. If they stop buying, you can't get the tax money you need to pay for services like education and health. Buying products keeps people happy and they will be less likely to cause trouble.

**Congolese Community Organisations** - Including students, faith groups, youth groups and women's groups who see the harm that illegal mining and corruption is doing to your country and people. You want illegal practices to stop and for your government to control all of the mines so that people are treated fairly and your country can earn money from selling its precious minerals like copper, gold, coltan and tin.

**International Human Rights Groups** – You try to raise awareness of the injustices which exist in the Congo. You want to pressurise the governments of the world, especially the rich ones, to help stop the exploitation of workers and children. You believe that, it would be easier to stop the war, if the governments and citizens of other countries stopped buying these products that use child soldier and forced labour.

**Corrupt Army Officials** – You don't earn much money in your job. You can make extra by allowing the rebels to move through borders without being stopped and searched. Sometimes you make them pay you a tax which you keep for yourself. You don't ask to see the ID for people passing through checkpoints, even when you know they have children carrying guns.

**Electronics companies** – You exist to make money. You produce high quality products such as laptops and mobile phones. You sell most of your products in the rich countries where people can buy them for more money. You want to keep your customers happy and when enough of them ask for something, you usually listen to them and change what you can.



# ONE WORLD WEEK '14

THE WORLD YOUNG PEOPLE WANT

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To explore the effect of corporate-led globalisation on countries' and workers' rights.



45 minutes



12 years upwards



Rights cards for each team.  
Flipchart and marker. A copy of the scenario.  
A copy of the TNC factsheet

## 5. Race to the Bottom



- Split the group into 4 — 6 teams, depending on numbers (minimum 2 on each team). Explain that one team represents a corporation, and the other teams each represent a country. Give each country a set of the rights cards and explain that these represent the rights that all the people of the country are entitled to. Read out the scenario and begin playing. Teams can name their country and 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 corporation.
- The 'corporation' decides which bid is the most attractive — In the event of a tie, the leader of the corporation chooses and informs the facilitator (youth leader) who removes that right card from ALL the groups. The winning bid is noted by the facilitator and the corporation is said to favour that country. In subsequent rounds, it is up to the other teams to convince the corporation to change its mind. Between each bidding round, give the teams a couple of minutes to discuss strategy. After three or four rounds, announce which country has been awarded the factory.

**Scenario:** A Transnational Corporation (TNC) is considering setting up a factory in a country in the Global South. It is looking for the best deal to maximise profits. A meeting has been arranged with the heads of state of a number of potential sites. In return for favourable conditions, the corporation will bring jobs and investment into the economy.

**Debrief:** What happened during the game? How did you feel when you won or lost the round? Was the outcome satisfactory? How did the winning team feel they did in protecting their rights? Was it worth it? In real life, where is this scenario being played out? In Ireland? In the Global South?

Explain that the game is now over. Mix the teams. In plenary, read out the Transnational Corporations' fact sheet (or parts of) and discuss what is positive / negative about TNCs for people in developed and developing countries?

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## RIGHTS CARDS

<b>Form Unions</b>	<b>Childcare Facilities</b>
<b>Minimum Wage</b>	<b>Safe Working Conditions</b>
<b>Sick Pay</b>	<b>Paid Holidays</b>
<b>Free Transport to work</b>	<b>Contract to prevent unfair dismissal</b>
<b>Normal working hours</b>	<b>Toilet Breaks</b>
<b>Paid overtime</b>	<b>Has to follow strict environmental regulations</b>

### Fact Box: Transnational Corporations (TNCs)

- Transnational Corporations (TNCs) are enterprises which own or control production or service facilities outside the country in which they are based
- TNCs can influence what we eat, buy and wear through huge advertising campaigns
- Almost 1,000 companies – including some of the world’s best known brands – have chosen Ireland as their European headquarters, such as the TNCs Facebook, Yahoo, eBay, Kellogg’s, and Google
- Many TNCs locate in Ireland because of the low tax rate for corporations. Because TNCs have many branches, they can locate in different countries to pay less tax
- Protestors at the Glastonbury music festival in 2011 inflated a 20-foot balloon that read “U Pay Your Tax 2” during U2’s performance. U2 as a business is registered in Holland, and pay taxes there. Some people feel they should pay all their taxes in Ireland

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## 6. Let's March Against Child Labour

To explore how different types of work affect children and young people's rights.



30 minutes



All ages



Role cards for each participant.  
Large space



- Brainstorm on the rights that children and young people need in order to survive, grow and participate. Line everyone up in a straight line across the room. Give each participant a role card. From the list of rights, choose one and read it out. Each person considers whether they think their character would be able to exercise the particular right. For example, 'you have the right to go to school' or 'you have the right to protection from violence'. If yes, then they should take a large step forward. If yes, but they are limited in their choices, the participant takes a baby step forward. If no, then don't move. Keep going until all the rights are mentioned. It may be necessary to add a few extra statements of your own. Ask individual participants to read out their role card. Ask the following: How do you feel about where you have ended up? Why did you make particular choices? How did it feel when you passed others by/others passed you by?
- Ask where other participants with the same role card ended up.



- Which types of work allow children to enjoy their rights?
- Which don't? Why do particular types of work prevent children from enjoying their rights?

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It may be necessary to have a list of rights statements already, particularly with younger age groups. Some examples are:

<ul style="list-style-type: none"> <li>• I can go to school</li> <li>• I can speak out about things that affect me</li> <li>• I am protected from violence</li> <li>• I can play games</li> <li>• I have a family</li> <li>• I can meet my friends</li> </ul>	<ul style="list-style-type: none"> <li>• I can get information that I need</li> <li>• I can earn a fair wage</li> <li>• I am happy</li> <li>• I am able to go to secondary school</li> <li>• I will be well looked after if I get sick</li> </ul>
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### ROLE CARDS

**Nihal:** I am 8 years old and come from Pakistan. Last year, I was sent to work in the village carpet factory. I work a fourteen-hour day and sleep beside the loom. If I complain, the boss beats me. My fingers are always being cut by the loom. I am very unhappy.

**Marvin:** I am 14 and come from Nicaragua. I work all day from 5.30am shining shoes and earn £6.00 a day. My mother uses the money to buy food for me and my two brothers and three sisters. I'm going to go to school soon, even though I'll only be able to work half the day.

**Manuel:** I am 13 years old. I come from Colombia. Two years ago, I was abducted from my village to join rebels who are fighting against the Colombian government. Two of my friends who were taken with me have died after stepping on mines. I'm scared to escape, as those who try get beaten. I miss my family.

**Ama:** I am 10 years old. I come from Mozambique in Southern Africa. I look after my younger brother and sister while my mother and father work in the fields. I clean the house and start preparing the food. When my parents and my older brother, who is at school, come home in the evenings I help my mother to get the dinner ready and clean up afterwards.

**Paul:** I am 15 years old and come from Galway. I work packing shelves in a supermarket. I work evening and early morning shifts. I find it hard to stay awake in class but I need the money so I can afford good clothes. My parents are happy because I don't ask for pocket money.

**Chandra:** I am 14 years old and I come from Nepal. My family is very poor and I work on a tea estate. I have to walk an hour and a quarter to reach the estate. I work from 8am to 4pm. I have to pick at least 10kg tea each day, for which I receive 21 p. I also do other jobs such as fetching tea and water. I have to provide my own tools and don't get paid when I am sick. I dream about going to school, but I don't even have enough clothes or food, so school is impossible.

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## THE WORLD YOUNG PEOPLE WANT

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**Xi Li:** I am thirteen and I come from China. I make toys, which end up in shops in the West. I work twelve hours a day with small parts. The glue and paint smells terrible and I often feel ill. If I complain, I get hit or docked wages. I don't have time to play with toys.

**Dara:** I am 14 years old and I live in Ireland. My parents have a farm and I work evenings, weekends and holidays, helping my Dad with the farm work. During the summer, the hours are long and I feel tired. I don't get much time to play football with my local club.

**Nadia:** I am seventeen and come from Ukraine. A man came to my house and told my mother he could get me a visa for the West and a good job cleaning houses. I came on a truck with twenty other girls. When I arrived in Ireland, I was put to work on the streets as a prostitute. I complained but he threatened to tell my mother I am a prostitute. I couldn't bear the shame. He holds onto my identification documents.

**Ranjeet:** I am 14 and live in Delhi, India. I work as a domestic maid for a rich family. I work from early morning to late evening Monday to Saturday, cleaning, washing, cooking and looking after the young children. The family treats me quite well giving me food and a room. The money I get goes to my family. On Sundays, I go to a free local school.

**Amalia:** I am 12 years old. I crossed the border to the USA from Mexico with my family last year. I work with my parents and two older brothers on a large plantation, spraying crops and removing weeds. The hours are long, we earn very little and the dust and spray cause me to cough a lot. Sometimes I go to school, but often I don't get the chance — we're just too busy.

**Nelson:** I am ten and come from Peru. I work with my Uncle, who makes gold jewellery for tourists. I mix the ore with mercury and the gold can then be extracted. Often, the mixture splashes on my body. I work from seven in the morning to six in the evening. I get Sundays off and I like to play football.

**Anne:** I am 15 and work in a small paper factory in my home town of Carlow. I work from 3.30-5.30pm, either packing paper into boxes or using a large machine to cut it into lengths. I earn £30 a week. I haven't told my parents about the job. It's very dusty in the factory and I cough a lot. I get tired at school, but I don't want to miss work.

**Martin:** I am 17, with the Leaving Certificate this year. I work as a kitchen porter in a restaurant in the local town 15 miles away. My hours are from 6 - 11.30pm. I get £25 a night. I burnt my hand on a hot pan a few months ago. It hurt a lot and I had to go to hospital. I missed a month of work but got no money for it.



# ONE WORLD WEEK '14

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### 11 Facts About Sweatshops

1. A sweatshop is defined by the U.S. Department of Labour as a factory that violates 2 or more labor laws.
2. Sweatshops often have poor working conditions, unfair wages, unreasonable hours, child labor, and a lack of benefits for workers.
3. In developing countries, an estimated 250 million children ages 5-14 are forced to work.
4. America has stronger labour laws than most undeveloped countries, but it is not free of sweatshops. Many slip under the radar of the U.S. Department of Labour.
5. Products that commonly come from sweatshops are shoes, clothing, rugs, coffee, chocolate, toys, and bananas.
6. A study showed that doubling the salary of sweatshop workers would only increase the consumer cost of an item by 1.8 percent, while consumers would be willing to pay 15 percent more to know a product did not come from a sweatshop.
7. Sweatshops do not alleviate poverty. The people who are forced to work must spend the majority of their paycheck on food for their families to survive.
8. According to the United States National Labour Committee, women sewing National Basketball Association jerseys make 24 cents per garment that will eventually sell for \$140.
9. Men and women alike are subjected to verbal, physical, and sexual abuse in factories from their managers and supervisors. They are sometimes trapped in the factory and forced to work overnight or across multiple shifts.
10. In 2000, more than 11,000 sweatshops in the U.S. violated the minimum wage and overtime laws, while over 16,000 had broken health and safety laws.
11. Because women make up 85-90 percent of sweatshop workers, employers force them to take birth control and routine pregnancy tests to avoid supporting maternity leave or providing appropriate health benefits.

<http://www.dosomething.org/tipsandtools/11-facts-about-sweatshops>

**Watch:** Garment workers in Bangladesh have been clashing with police in some of the biggest demonstrations over low wages that the country has seen in months (September 2013). The unrest broke out as the police tried to disperse protesters who had blocked a main highway in Narayanganj, which is near Dhaka, the capital. Al Jazeera's Maher Sattar reports from Dhaka.  
[http://www.youtube.com/watch?v=DUQBgsE4bT4&feature=youtu.be&utm\\_source=buffer&utm\\_campaign=Buffer&utm\\_content=buffer5a7f6&utm\\_medium=twitter](http://www.youtube.com/watch?v=DUQBgsE4bT4&feature=youtu.be&utm_source=buffer&utm_campaign=Buffer&utm_content=buffer5a7f6&utm_medium=twitter)

# ONE WORLD WEEK '14

## THE WORLD YOUNG PEOPLE WANT

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## 7. Satisfaction Guaranteed

To name and discuss the advantages/qualities to be gained from paid employment and whether it is possible to have some of these qualities without having a job, and how.



Give each group of 3 or 4 a copy of 'Satisfaction Guaranteed?'. Ask them to complete it by ranking from one to eight, using the list provided, what they see as the most important qualities/ advantages of having a paid job (1= most important, 2= less important etc.). The descriptions explain each quality/advantage. They may wish to add their own quality/advantage to the list provided. Each group must agree a ranking to represent them. Write up the results from each group on a flip-chart for everyone to see.



30 minutes

Now ask each group to name three qualities/advantages that they could have if they were not in paid employment and how this is possible. Write these up on the flip-chart also.



14 years upwards

### OPTION 2

Instead of using the list provided, ask the group to come up with their own ideas about the advantages to having a paid job (i.e. do a brainstorm). This list can then be used for the ranking activity as described above. For example other possible advantages may be fame, job satisfaction, ability to support a family, lifestyle, skills, training, etc.



Flipchart paper.  
Pens. A copy of 'Satisfaction Guaranteed?' for each participant

- Remember that the ranking will reflect a certain set of values held by the group.
- Now, ask each group to explain why they ranked one thing over another and ask the groups to comment on these rankings.
- Discuss where they think these values may have come from and why might other people have different values.
- Discuss why they left out certain qualities/advantages for people not in paid work.

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## SATISFACTION GUARANTEED?

		Rank
<b>Friendship</b>	Most people meet and make friends at work	
<b>Money</b>	Most people have a job because they need an income. A job often brings in more money than social welfare	
<b>Identity</b>	Most paid work gives people an identity, because many people describe themselves by what they do e.g. 'I'm a sales rep', 'I'm a floor manager', 'I'm a farmer', etc.	
<b>Glamour</b>	An income may allow you to buy expensive clothes, a car or get your hair cut and styled regularly	
<b>Purpose</b>	Paid employment gives you a purpose, a reason for getting up in the morning and doing things	
<b>Travel</b>	Paid employment may allow you travel on the job or give you an income which allows you to have a foreign holiday	
<b>Independence</b>	Paid work allows you to have an income of your own and the freedom to do with it what you want. You no longer rely on others for all your physical needs e.g. food, clothes, a home, etc.	
<b>Other</b>	<hr/> <hr/>	

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## 8. Young and Out of Work

To explore the causes of unemployment and how being unemployed affects a young person.



40 minutes



14 years upwards



Pens. Paper and props. One copy of 'Young and out of work' for each group (recorder and video)

### Follow Up

The soundbites could be used as motions for debate.

If this activity has worked well with your group, you may wish to perform it as part of a public event on the issue of work during One World Week.

Alternatively, the group may wish to record it and get in touch with a local radio station or newspaper

- Divide the group into two or more smaller groups. Tell each group that they are going to present either a short TV news item or a newspaper article on 'Young People and Unemployment in Ireland'. They may want to use the sound bites given as well as their own ideas. They should try to make this a human interest report, one that will catch the public's attention. Give the team 20 minutes to prepare their reports, which should not be more than 3 minutes long. They might want to include the following elements in their reports:
  - a catchy headline
  - an introduction to the story
  - a special report from an organisation for the unemployed an interview with a couple of the following:
    1. *young person migrating from the west of Ireland looking for a job*
    2. *a young woman trying to get back into the work force after having her first child*
    3. *a young person from an area of high unemployment*
    4. *a community worker*
    5. *a young person not originally from Ireland*
    6. *a person with a disability*

The teams don't have to use all the information provided, and could be encouraged to invent other characters to suit their needs.

- Each group acts out their news item.



- Discuss what young unemployed people can do with their time. How can they get proper recognition for the work they do that is voluntary? What can the government do to support this?
- One of the best ways of opening up this issue for discussion would be to invite somebody in to talk to the group perhaps an unemployed person or community worker from the area.

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### Unemployment in Ireland

Fact: Unemployment fell to 292,000 in the first quarter of 2013, representing a decrease of 29,900 over the previous 12 months. The unemployment rate is currently 13.7% down from 14.9% in April 2012.

Fact: The number of people who have been unemployed for over a year stands at over 196,000.

Fact: Just over 29,000 individuals in the 15-24 year age group had been unemployed for 12 months or more in Q2 2011. This represented 40% of the total unemployed in this age group, a substantially lower incidence of long-term unemployment than observed among older age groups – for example almost 60% of the unemployed aged 25-44 were long term unemployed, as were 65% of those aged 45 years or older.

Fact: The lower incidence of long-term among young people relative to older groups may be due to higher rates of labour force withdrawal following a period of unemployment. Among young people, labour force withdrawal can entail returns to education as well as emigration, which is known to be higher among younger people (Central Statistics Office, 2012b).

Fact: The share of long-term in total unemployment is generally higher among males, and this is also true for males aged 15-24.

Fact: Back in April 1993 – 20 years ago, 132,102 people were registered as being long term unemployed of which 27,004, or over 20% were under 25 years of age. In 2013, this percentage figure is double the amount it was in 1993

### Soundbites

- Trade unions in this country don't really care about the unemployed. They are more interested in protecting those people who are lucky enough to have jobs, whatever the cost.
- I was hoping to get a job at a local factory when I left school, like my brother, but since they pulled production out of the country, both of us have been unemployed
- I left school when I finished my Junior Certificate. Since then I have been doing a bit of painting and decorating but I have had no full time work
- I am tired of going from one training course to another with no real prospect of getting full time employment
- You can't expect much job creation in a country that gives grants to business to buy machinery and taxes employees and their labour
- We need to rethink the way we look at work. Some people work 40 hours or longer a week and have no leisure time. Others have plenty of time but no money to enjoy it. If people were prepared to job share then more people would have both an income and leisure time
- Sometimes being unemployed is the hardest job of all. You spend your time searching for information, queuing in the dole office and health clinic, telling and retelling your personal details, looking for work and juggling you money. The work and stress of unemployment doesn't go away at 5.00pm – it stays with you 24 hours of the day
- As far as I am concerned Government and EU policies have ruined this area. The small farms can't compete and the system is set up to support the big farms



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### Youth Unemployment Worldwide

There are **14 million young people economically inactive\*** in the EU at present, that's equal to the population of the 7 smallest member states. In Ireland alone we have a **26.6% youth unemployment rate** and almost **30,000 under 25s on the live register for a year or more**

The numbers of young people aged 15-24 emigrating in the year to April 2013 was an estimated 34,800. Over the same period overall numbers emigrating increased to 89,000 - the highest level since the start of the crisis in 2008. A significant increase in the numbers aged 25-44 emigrating to 41,000 was also recorded.

24.6 per cent (21,900) of emigrants went to the UK while 17.3 per cent (15,400) went to Australia. An estimated 177,000 young people aged 15-24 have emigrated since 2008.

The global youth unemployment rate continues to rise and is projected to reach 12.8 per cent by 2018. According to the [ILO's Global Employment Trends for Youth 2013](#) report, an estimated 73.4 million young people – 12.6 per cent – are expected to be out of work in 2013, close to the levels reached at the peak of the economic crisis in 2009. This is an increase of 3.5 million between 2007 and 2013.

The highest regional youth unemployment rate in 2012 is registered in the Middle East, where 28.3 per cent were out of work – more than one in four economically active young people. On current projections, this is expected to rise to 30 per cent in 2018.

North Africa is also experiencing a very high youth unemployment rate – 23.7 per cent in 2012.

Secure jobs that were once the norm for previous generations – at least in advanced economies – have become less easily accessible for today's youth. The growth of temporary and part-time work, in particular since the height of the global economic crisis, suggests that such work is often the only option for young workers.

The number of NEET's in advanced economies – those neither in employment, nor education or training is growing and stands at one in six – putting them at risk of labour market and social exclusion.

Behind this worsening figure, the report shows persistent unemployment, a proliferation of temporary jobs and growing youth discouragement in advanced economies; and poor quality, informal, subsistence jobs in developing countries.

<http://www.welfare.ie/en/pressoffice/Pages/pr180713.aspx>

<http://www.youth.ie/nyci/Youth-unemployment-more-investment-not-more-statements>

<http://www.youth.ie/nyci/Emigration-increase-highlights-need-action>

<http://www.inou.ie/press/2013/09/04/longterm/>

A World that Works? NYCI, 1994

[http://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS\\_212848/lang--en/index.htm](http://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_212848/lang--en/index.htm)

<http://www.ilo.org/global/research/global-reports/global-employment-trends/youth/2013/lang--en/index.htm>

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An agreement on the **Youth Guarantee** Initiative which will provide up to €8 billion for jobs, training and education for Europe's under 25s was reached by EU Member States during Ireland's EU Presidency. Check out the National Youth Council's information sheet on what a youth guarantee might mean for young Irish people [http://www.youth.ie/sites/youth.ie/files/NYCI\\_051\\_A4\\_accessible.pdf](http://www.youth.ie/sites/youth.ie/files/NYCI_051_A4_accessible.pdf)

Outcomes from **EU Youth Conference** in Lithuania:

[https://europa.eu/youth/sites/eac-eyf/files/SD3-2%20-%20Joint%20Conclusions%20of%20the%20EU%20Youth%20Conference%20in%20Lithuania\\_FINAL.pdf](https://europa.eu/youth/sites/eac-eyf/files/SD3-2%20-%20Joint%20Conclusions%20of%20the%20EU%20Youth%20Conference%20in%20Lithuania_FINAL.pdf)

### NYCI's Emigration Report 2013

The NYCI report on youth emigration 'Time to Go?' is available at [http://www.youth.ie/youth\\_emigration](http://www.youth.ie/youth_emigration)

#### Recommendations as a result of this report include:

- Give an existing Minister responsibility for emigration policy and for responding to and connecting with the Irish abroad.
- Government should develop and implement a strategy for emigrants.
- Fund an existing agency that operates in the Republic of Ireland to provide assistance to prospective emigrants intending to emigrate.
- Ensure centralised data collection on emigrants to inform the development of a policy response.
- Launch a campaign to promote foreign languages at second level and third level education.
- Department of Social Protection, and Department of Foreign Affairs and Trade to collaborate in the creation and maintenance of a portal site which would function to map and direct the user to existing websites providing information at a local level.
- Promotion of Internships, Work Placements or Employment Opportunities Abroad.

<http://www.youth.ie/nyci/Emigration-increase-highlights-need-action>

**'Challenging the Crisis – Promoting Global Justice and Citizens'** Engagement in a Time of Uncertainty' is a 3-year development education project taking place from 2013-16 across six EU countries. The project is being led by the Irish Development Education Association (IDEA) in collaboration with partners Fair Trade Hellas (Greece), CIPSI 'Coordinamento di Iniziative Popolari di Solidarietà Internazionale' (Italy), Fondazione Culturale Responsabilità Etica (Italy), Instituto Marquês de Valle Flôr (Portugal), SLOGA (Slovenia) and Fundación Economistas sin Fronteras (Spain).

- The project seeks to re-engage and empower European citizens to become agents of change.
- The youth-led advocacy network will contribute to a constructive public dialogue on the post-MDG framework. It aims to ensure that any possible solutions to inequality and injustice, particularly within the post MDG reality, have a distinctively global dimension, providing space for Europeans to take action.
- The project will also seek to develop links with the media for debate and reflection on global aspects of the financial crisis, to contribute to broader understanding of global development issues.
- A European Citizens Initiative campaign – initiated by young people from highly indebted countries – will be used as a powerful way to influence global efforts towards and beyond 2015.
- Download more detailed information on the project and its activities here: [http://www.ideaonline.ie/sites/default/files/challenging\\_the\\_crisis\\_overview.pdf](http://www.ideaonline.ie/sites/default/files/challenging_the_crisis_overview.pdf)
- Contact IDEA (contacts at back of this resource)

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## 9. Work and Debt

For the group to understand that unemployment causes people to get into debt (i.e. to owe money) and that national debt causes unemployment.



### PART ONE

- Ask everyone in the group to stand up. Then read out the following list. If any item applies to them or others they live with, ask them to sit down.
  1. They have mortgages
  2. They have a bank overdraft or loan
  3. They use a credit card
  4. They are buying their own car and repaying on a monthly basis
  5. They have borrowed money from family and friends and have not paid it back yet
  6. They have used cash for gold or pawnbrokers in the recent past
  7. They have not fully paid their bills – telephone, electricity, tv licence, school tuition, gym, etc.



30 minutes



16 years upwards



Photocopies as an information sheet or as a basis for discussion

- Explain that everyone is sitting down because they have one thing in common – they are all in debt in some way. Lead the group through the following questions and write the responses up so that parallels can be drawn later between personal, national and international debt
- What might cause you to have problems with repaying your debt (long-term illness, redundancy, increases in interest rates on loans, being in school, family emergency, etc.)?
- Who in Irish society is most likely to be in debt?
- How is it or how might you imagine being in debt to someone else might make you feel? How might it affect you or others on a daily basis? Would this be different if someone owed the debt to you?
- What could you sacrifice, change, or do to be able to repay your debt (find part-time work, have no holiday, cut back on food and heating, go to a pawn broker or money lender or bank manager, etc.)?
- When a family is in debt, who is likely to suffer most and how? How can the government and banks and others (who are they?) help out those who are most in debt?

### Part Two

Governments also experience debt, particularly Developing Countries

- What might cause governments (Ireland and developing countries) to have problems repaying debt (increases in interest rates, increase in cost of imports, fall in exports, pressure from other EU countries and global organisations, etc.)?
- Is there a difference between what an Irish government may have to repay and a developing country? Why might there be a difference? Would it be easier in Ireland or in a developing country? Why?

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- What could Irish and developing country government sacrifice, change or do to be able to repay the debt (cut public spending on health, education, social welfare, training schemes, roads, etc. and produce more goods for export)? What might be some of the choices governments have to make – between the Irish person and their international commitments? Do they have a choice?
- Who is most likely to suffer (jobs in teaching, people on low pay, young people, unemployed people, the elderly, the sick, etc.)? In Ireland and in developing countries? Would the situation be similar do you think?
- What has austerity meant for you and others in your community? If you had a chance to tell the Taoiseach about debt in your community what would you say?
- If you were Taoiseach, what would you do?

### **Austerity & Inequality 2013 – Oxfam Ireland**

- After 14 years of spectacular economic growth, the Irish economy entered one of the deepest recessions in the Eurozone.
- House prices plummeted and banks stopped lending, as the international financial crisis brought an end to the cheap, plentiful credit.
- The government was forced to turn to the European Central Bank, the European Commission and the International Monetary Fund (known as the Troika) for €67.5 billion to finance the budget and recapitalise its banks.
- By the beginning of 2013, Ireland had become the 5<sup>th</sup> most expensive country in the EU, with prices 17% above the European average. Since 2008, the government has introduced an array of welfare cuts and tax increases that have driven more and more people into debt and poverty. A survey in 2012 found that 4 in 10 people were left with €100 or less each month after their bills were paid. As of the last quarter of 2012, 18.16% of all mortgages were in arrears.
- Unemployment in Ireland has risen from 4.2% in 2007 to 13.7% in April 2013.
- Youth unemployment and long term unemployment are big problems in Ireland and as a result, many of Ireland's young people have or are planning to emigrate.
- Income inequality in Ireland is 4 times the OECD average.
- Countries in Latin America, South East Asia and Sub-Saharan Africa experienced harsh financial, economic, and currency crises during the 1980s and 1990s. All received the same remedy from the IMF and the World Bank. A structural adjustment package, in which countries received financial help from the IMF and the World Bank only after agreeing to adopt a range of economic policies, including public spending cuts, the nationalisation of private debt, reduction of public sector wages, decentralisation of collective bargaining, and a debt management model in which repayments to creditors of commercial banks took precedence over ensuring social and economic recovery.

For more information, contact Oxfam Ireland - Call +353 (0)1 672 7662 (ROI)

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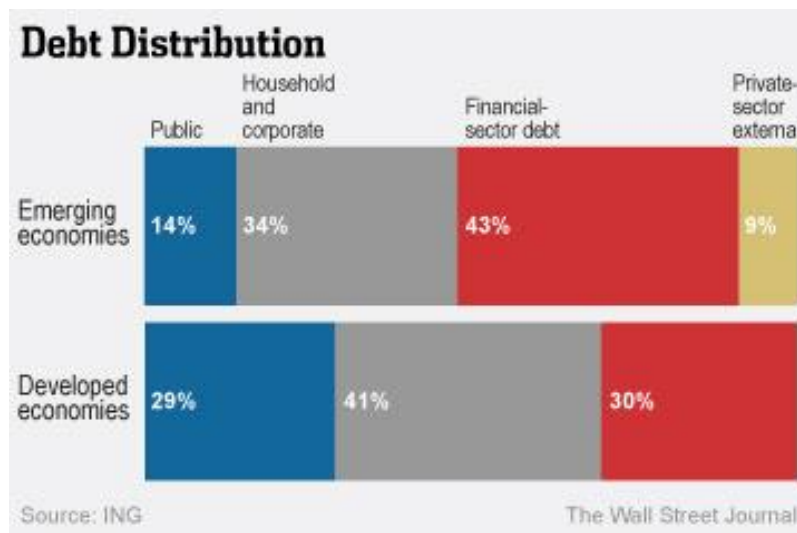
- CONNECTED, RESPECTED, EMPOWERED -

### Fact Box

**\$223.3 trillion:** The total indebtedness of the world, including all parts of the public and private sectors, amounting to 313% of global gross domestic product.

Debt in developed economies amounted to \$157 trillion, or 376% of GDP. Emerging-market debt totalled \$66.3 trillion at the end of 2012, or 224% of GDP.

Per-capita indebtedness is still just \$11,621 in emerging economies (and rises to \$12,808 if you exclude the two largest populations, China and India). For developed economies, it's \$170,401. The U.S. alone has total per-capita indebtedness of \$176,833, including all public and private debt.



Source: [WSJ](#)

Debt does not always have to be seen as a dirty word. A rise in indebtedness may be because of improvements in technology and the globalization of trade, human labour and finance. Debt becomes an issue when the cost of servicing the debt exceeds the countries income/a borrower's long-term ability to make payments and often when rapid growth of debt and/or lack of adequate transparency disguises creditworthiness issues. Debt is "a huge issue" for developing countries, which have been hit hard by the financial crisis.

During the 1970's, the banks who needed to use surplus money, gave huge loans to Developing Countries at very low interest rates. In the early 80's, interest rates soared and these countries found it nearly impossible to pay back the loans. At the same time, the prices of the things they produced – sugar, coffee, cotton, copper and rubber fell on the world market and so they couldn't make much money to repay their loans and to run their countries.

The IMF (International Monetary Fund) demands that indebted countries introduce a range of measures including reducing government spending on health, education and food subsidies. This has had devastating effects especially on women and children. [A major chunk of the debt owed by 32 countries,](#)



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mostly in sub-Saharan Africa, was eliminated by the heavily indebted poor countries (HIPC) initiative of the World Bank and IMF.

But many poor countries in Asia and Latin America (for example, Jamaica and El Salvador) did not have debts written off because their income per capita was too high to meet the IMF and World Bank criteria. Others, such as Bangladesh, did not qualify for cancellation because their debts were seen as sustainable.

Other problems came with the strings attached by the World Bank and IMF as a condition of debt cancellations. As economist Jeffrey Sachs said, it's "**belt-tightening for people who cannot afford belts**". Developing countries spent years repaying billions of dollars in loans, many of which had been accumulated during the Cold War under corrupt regimes. Years later, these debts became a serious impediment to poverty reduction and economic development in many poor countries. Governments began taking on new loans to repay old ones and many countries ended up spending more each year to service debt payments than they did on health and education combined. Wealthy countries and international financial institutions have taken action to relieve debt burdens in many of the most impoverished countries, but debt burdens remain an issue for two main reasons:

- First, not all poor countries were able to benefit from the first two rounds of debt cancellation. Some countries, for example, were excluded from the original HIPC deal because they had done a relatively good job in managing their debts. Today, these countries still spend a significant portion of their resources servicing their debt. In 2010, for example, Lesotho spent \$34.5 million paying its creditors. Kenya spent \$398 million servicing its debt, equivalent to a quarter of the official development assistance it received the same year. In 2011, the World Bank and IMF announced that the HIPC scheme was coming to an end. Except for the ten countries still eligible to go through HIPC, there is now no international process in place for dealing with government debt crisis.
- A second, emerging challenge is that a significant number of countries which benefited from the first rounds of debt cancellation are now accumulating new debts. The World Bank and IMF estimate that well over half of the countries that were included in HIPC and MDRI are now under high or moderate risk to incur unsustainable debt levels. One reason for this is that many countries are facing shortfalls of promised development assistance. Additionally, an increasing percentage of the aid is being given as loans now instead of grants. Compounding these shortfalls of aid has been the economic stress on developing countries as a result of the financial crisis and growing costs for essential imports like fuel and fertilizers. More countries have been forced to take out new loans and often reach out to new donors such as China, who tend to offer loans with less favorable interest rates. In addition, the private sector is playing an increasing role as a lender to developing countries, but there is often very little information available to monitor such debts. Only half of low income countries report on privately-owned foreign debt, and among these, the average debt is over 15% of GDP. Combined, these trends suggest that the number of countries incurring unsustainable debt levels will increase. Based on IMF and World Bank predictions, relative foreign debt payments for impoverished countries may increase by as much as one third over the next few years. Some impoverished countries, such as Ethiopia, Mozambique and Niger, could be spending as much of their government revenue on foreign debt payments in a few years as they were before debt relief.

<http://www.theguardian.com/global-development/poverty-matters/2012/may/15/developing-world-of-debt>

<http://data.worldbank.org/sites/default/files/ids-2013.pdf>

[http://www.dochas.ie/Shared/Files/2/Trocaire\\_White\\_Paper\\_Submission\\_2012.pdf](http://www.dochas.ie/Shared/Files/2/Trocaire_White_Paper_Submission_2012.pdf)

<http://www.globalissues.org/article/26/poverty-facts-and-stats>

<http://blogs.wsj.com/economics/2013/05/11/number-of-the-week-total-world-debt-load-at-313-of-gdp/>

<http://eurodad.org/1544376/>

<http://www.one.org/c/international/issue/1116/>

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## 10. Women on the Edge



That young people understand why women experience poverty to a greater degree than men.



30 minutes



12 years upwards



Photocopies of sentences (optional). Paper and markers



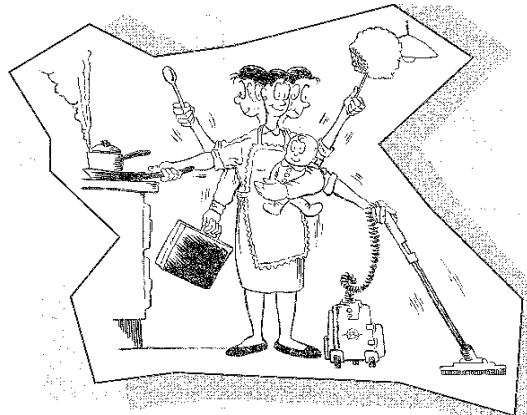
Everyone sits in a circle. Leader starts a story stopping at some dramatic moment. The next person to the left or right takes over the story until everyone has had a turn



- Explain to participants that the purpose of the exercise is to identify the effects of poverty on women. Divide the group into two teams. Explain that you will read a sentence that contains a fact about women and both teams should finish the sentence by describing what happens to women because of the fact.
- Both teams can then share their completed statements by reading them out or writing them on posters and displaying them around the room.
- This activity can be done orally, discussed in groups, or answers written on a work sheet. Extra facts contained in the fact box can be distributed to the groups.



- WHY do you think women are more likely to be poor than men?
- WHAT are the things that keep women poor?
- HOW can women improve their situation?
- WHAT changes need to take place in Ireland so that women will not be poor?
- WHAT changes need to take place in the so that women will be poor?



to world not

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### Sentences

- 64% of illiterate people in the world are women...and because of this...
- Women earn less than men for doing the same work...and because of this...
- A lot of women's time is spent on house work, caring for children, elderly or sick relatives...and because of this...
- The majority of single parents in Ireland are women...and because of this...
- Women are not paid for working full-time in the home...and because of this...
- Many women do not have enough information about family planning...and because of this...
- Most part-time workers in Ireland are women...and because of this...
- 70% of women do all of the farm work in Africa...and because of this...
- Many women depend on their husband's income...and because of this...
- In many families, responsibilities are not shared equally between partners...and because of this...
- There are fewer women than men in politics and in government...and because of this...
- Women hold 24% of senior management roles globally...and because of this...
- Many low paid jobs are done by women e.g. bar work, sewing machinists, cleaning, catering, hairdressing, waitressing...and because of this...
- Irish women hold 30% of the total management positions...and because of this...
- Most of the training opportunities and support for farmers in Africa are given to men...and because of this...

### Make up your own sentences based on some of the information in the Fact Box:

#### Fact Box

- Girls are at a higher risk of dying before the age of 5 than boys
- More girls than boys drop out from school in developing countries
- Around the world, two-thirds of adults who are illiterate are female, meaning that there are 493 million women unable to read and write.
- 54 of the 76 million illiterate young women come from nine countries, most in south and west Asia and Sub-Saharan Africa and not necessarily those with high rates of adult illiteracy: India (where almost 30 million young women are illiterate), Pakistan, Nigeria, Ethiopia, Bangladesh, the Democratic Republic of Congo, the United Republic of Tanzania, Egypt and Burkina Faso.

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- The scale of illiteracy among youth also represents an enormous challenge; an estimated 122 million youth globally are illiterate, of which young women represent 60.7%.
- More men than women use the Internet: globally, 37% of all women are online, compared with 41% of all men. This corresponds to 1.3 billion women and 1.5 billion men.
- The number of women working in science and technology research remains low in most countries.
- Female-headed households are as successful as male-headed households in generating income from their animals, although they tend to own smaller numbers of animals, probably because of labour constraints.
- On average, women are paid less than men even for equivalent jobs and comparable levels of education and experience.
- In most regions women and girls still lag behind in education: this is particularly acute in rural areas, where female household heads sometimes have less than half the years of education of their male counterparts.
- In developing countries for which data are available, between 10 percent and 20 percent of all land holders are women.
- Women make up less than 21 percent of parliamentarians worldwide. At the pace registered during the last 15 years, it will take nearly 40 years to reach the parity zone.
- Some of the key obstacles to women's empowerment are threats and acts of violence against women. The prevention and reduction of all forms of violence and abuse—and protection against their specific manifestations, including trafficking in human beings, torture, organized crime, the press-gang of children, drug-related criminality, sexual abuse and labour exploitation—should be at the heart of any agenda
- If women had the same access to land, technology, financial services, education, and markets as men, yields on women's farms could increase from 20 percent to 30 percent, which would feed between 100 million and 150 million more people—children, women, and men who would otherwise go hungry.

<http://www.americanprogress.org/issues/poverty/news/2013/03/11/56097/gender-equality-and-womens-empowerment-are-key-to-addressing-global-poverty/>

[http://www.hiiraan.com/news4/2013/Sept/41051/10\\_countries\\_with\\_the\\_worst\\_literacy\\_rates\\_in\\_the\\_world.aspx](http://www.hiiraan.com/news4/2013/Sept/41051/10_countries_with_the_worst_literacy_rates_in_the_world.aspx)

<http://www.unesco.org/new/en/education/themes/education-building-blocks/literacy/resources/statistics/>

[http://www.upi.com/Top\\_News/US/2013/07/23/World-Bank-African-women-must-get-land-rights/UPI-45881374616045/](http://www.upi.com/Top_News/US/2013/07/23/World-Bank-African-women-must-get-land-rights/UPI-45881374616045/)

<http://www.itu.int/en/ITU-D/Statistics/Documents/facts/ICTFactsFigures2013.pdf>

<http://www.fao.org/sofa/gender/key-facts/en/>

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## **#100Women: Join the conversation**

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

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

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



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### ***ACTION MATRIX***

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

Remember to:

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

	<b>High Effect</b>	<b>Medium Effect</b>	<b>Low Effect</b>
<b>Simple</b>			
<b>Needs some work</b>			
<b>Quite tough</b>			

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

When you've decided on an action:

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

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# VIDEO

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

<b>What is development education:</b>	<a href="http://www.youtube.com/watch?v=9B_bZnWvAtI">http://www.youtube.com/watch?v=9B_bZnWvAtI</a>
<b>One World, One Future Irish Aid Policy:</b>	<a href="http://www.youtube.com/watch?v=IL9gQhHZRno#t=21">http://www.youtube.com/watch?v=IL9gQhHZRno#t=21</a>
<b>How many slaves work for you?:</b>	<a href="http://slaveryfootprint.org/">http://slaveryfootprint.org/</a>
<b>Using statistics:</b>	<a href="http://www.youtube.com/watch?v=jbkSRLYSojo">http://www.youtube.com/watch?v=jbkSRLYSojo</a>
<b>Young people &amp; Mental Health:</b>	<a href="http://vimeo.com/14447992">http://vimeo.com/14447992</a>
<b>Condomise:</b>	<a href="http://www.developmenteeducation.ie/video-animations/condomise-africa.html">http://www.developmenteeducation.ie/video-animations/condomise-africa.html</a>
<b>What do you think about Africa?:</b>	<a href="http://www.youtube.com/watch?v=H9wIajDj9b4">http://www.youtube.com/watch?v=H9wIajDj9b4</a>
<b>A wage you can live from:</b>	<a href="http://www.youtube.com/watch?v=3Z3otLe6aik#t=59">http://www.youtube.com/watch?v=3Z3otLe6aik#t=59</a>
<b>Game:</b>	<a href="http://www.playfair2012.org/game/">http://www.playfair2012.org/game/</a>
<b>Dying for a Bargain:</b>	<a href="http://www.bbc.co.uk/news/world-asia-24200485">http://www.bbc.co.uk/news/world-asia-24200485</a>
<b>Young People &amp; their future</b>	<a href="http://vimeo.com/73959823">http://vimeo.com/73959823</a>
<b>Story of Stuff:</b>	<a href="http://www.youtube.com/watch?v=9GorgroigqM">http://www.youtube.com/watch?v=9GorgroigqM</a>
<b>Story of Solutions:</b>	<a href="http://www.youtube.com/watch?v=cpkRvc-sOKk">http://www.youtube.com/watch?v=cpkRvc-sOKk</a>
<b>Story of Bottled Water:</b>	<a href="http://www.youtube.com/watch?v=Se12y9hSOM0#t=25">http://www.youtube.com/watch?v=Se12y9hSOM0#t=25</a>
<b>Your morning Latte:</b>	<a href="http://www.upworthy.com/if-you-drink-coffee-heres-a-fact-you-need-to-wake-up-to?c=utw1&amp;utm_content=buffer1b5a3&amp;utm_source=buffer&amp;utm_medium=twitter&amp;utm_campaign=Buffer">http://www.upworthy.com/if-you-drink-coffee-heres-a-fact-you-need-to-wake-up-to?c=utw1&amp;utm_content=buffer1b5a3&amp;utm_source=buffer&amp;utm_medium=twitter&amp;utm_campaign=Buffer</a>
<b>Social Good Summit (Multiple films):</b>	<a href="http://new.livestream.com/Mashable/sgs2013/videos/30716465">http://new.livestream.com/Mashable/sgs2013/videos/30716465</a>
<b>Cartoons</b>	<a href="http://www.developmenteeducation.ie/cartoons-and-photos/cartoons/">http://www.developmenteeducation.ie/cartoons-and-photos/cartoons/</a>

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### Key website for further information

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

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

### Some additional websites:

[www.concern.net/get-involved](http://www.concern.net/get-involved)

– campaigns and action ideas for young people and youth groups

[www.trocaire.org/education](http://www.trocaire.org/education)

– activities, campaigns and actions for young people and educators

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

– campaigns, non-formal education

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

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

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

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

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

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

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

– resources, activities, and actions

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

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

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

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

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

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

<http://worldwewant.ie/>

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

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

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

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

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

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### Contacts

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Facebook: [www.facebook.com/NationalYouthCouncil](http://www.facebook.com/NationalYouthCouncil)

Twitter: [www.twitter.com/nycinews](http://www.twitter.com/nycinews)

## NYCI Development Education Programme

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