

Learning for a Just World

A global citizenship education
resource to support reflective
and active learning for First and
Second Year students



Irish Aid

An Roinn Gnóthaí Eachtracha agus Trádála
Department of Foreign Affairs and Trade

trócaire

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Cover Photo: Colourful decorations hang above the cramped and underprivileged narrow streets of Aida refugee camp in Bethlehem. Children have made these decorations out of plastic bottles to try and make their camp more beautiful despite the challenges of overcrowding, sewage, lack of electricity and clashes between Palestinian youth and Israeli military. Photo credit: Garry Walsh/Trócaire.

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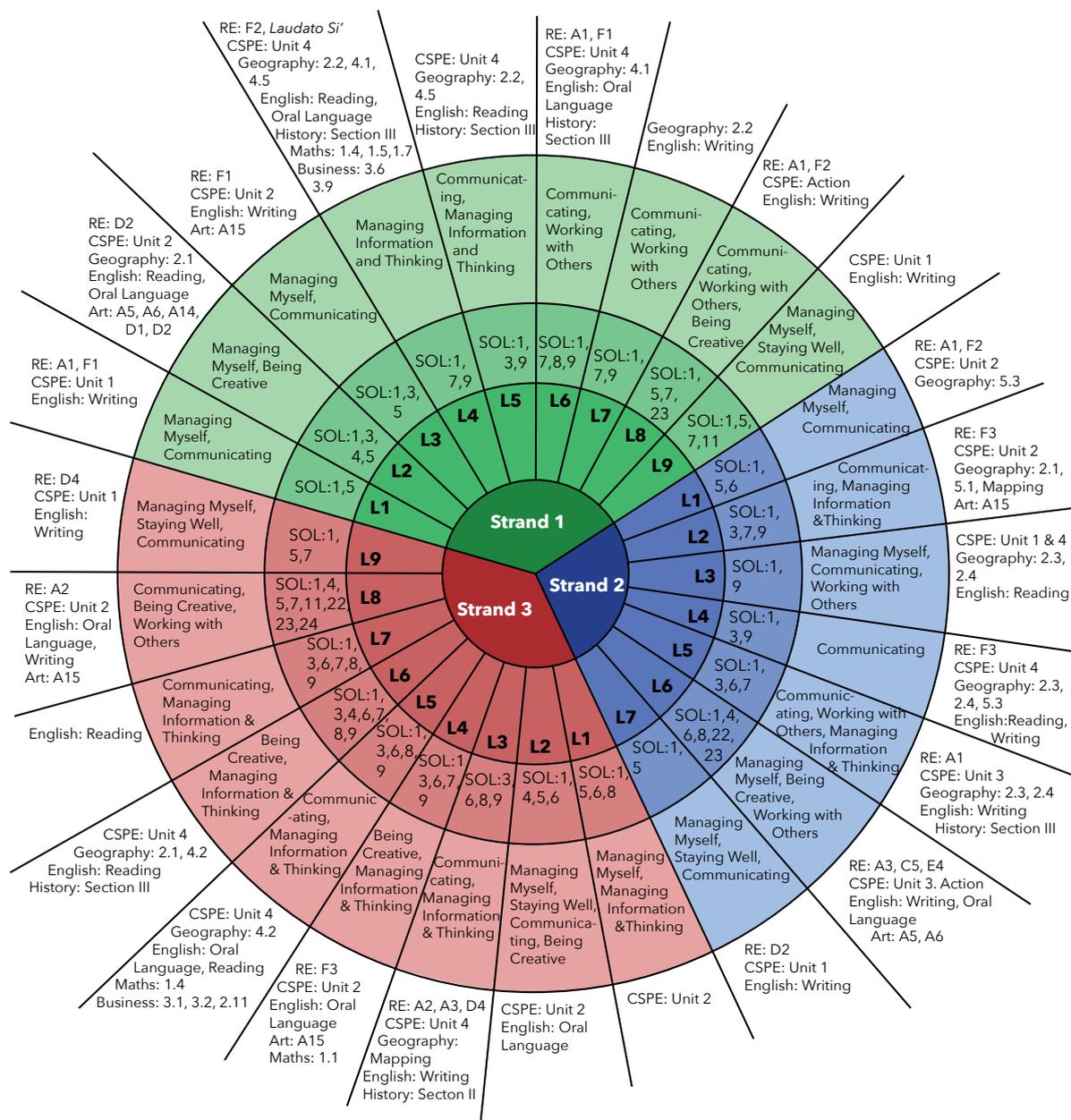
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Curriculum links

The links for each lesson, within the three strands, are highlighted in the diagram below, including:

- Statements of learning
- Key skills
- Subject links

Relevant Sustainable Development Goals (SDGs), and activities that support literacy and numeracy, will be highlighted at the beginning of each lesson.



INTRODUCTION

Welcome to Learning for a Just World, a module designed to support you in introducing development education (DE) in your school.

DE is an active and creative educational process to increase awareness and understanding of the world we live in. It challenges perceptions and stereotypes by encouraging optimism, participation and action for a just world. Trócaire's DE work engages children, young people and educators through a process of interaction, reflection and action. They are supported to make connections between their own lives and international social justice issues, and be empowered to make a positive difference in the world.

- **EXPLORE:** Bringing a justice perspective to creative and active learning.
- **THINK:** Nurturing imaginations by supporting students and educators to make connections between their own lives and social justice issues.
- **ACT:** Empowering people to take action.

Development Education for **Trócaire**



The module aims to:

- Increase awareness of poverty and injustice in the world and the structures that cause them
- Help students see the links across justice issues, both locally and globally
- Promote skills of critical thinking, ethical reasoning, social responsibility and reflective action

The module is grounded in values of human dignity, solidarity, equality and social justice, which are at the heart of development education and global citizenship.

Where does this module fit?

This module is designed to be delivered as part of the CSPE pillar of the Junior Cycle Wellbeing programme, through aiming for learners to feel connected to the wider world, to show care and respect for others, and to show resilience in the face of challenges.

https://ncca.ie/media/2487/wellbeingguidelines_forjunior_cycle.pdf

Many elements of this module may also be appropriate for use as a Development Education/ Global Citizenship unit in Transition Year.

The module is designed around three topics, which amount to twenty-five lessons. However, you may choose to use or adapt these lessons to fit within a shorter time frame. If used as part of a First and Second Year programme, consider the options in the box on the right.



Possible timetable arrangements

As a taster: two to three classes per week for ten to twelve weeks

In this scenario a double class with a single class would be the ideal timetable arrangement to facilitate group work, project work, guest speaker, etc.

OR

One class per week for one year

In this scenario the resource could be used as a citizenship education module or incorporated as part of Civic, Social and Political Education (CSPE).

OR

Student councils

Elements of this module could be used outside the classroom, such as during meetings of the student council, or other extra-curricular group in the school.

It could also be used in the context of preparing students for a special awareness day or week within a school.

HOW TO USE THIS RESOURCE

This module consists of three strands:

STRAND 1: Me and My World – this is foundational and should be studied before moving on to Strand 2 or 3.

STRAND 2: Belonging and Displacement

STRAND 3: Gender Equality

It is not envisaged that you would necessarily cover all strands or all the lessons within a strand. The module can be adapted to connect with social justice and human right activities that are of interest to your students. Therefore, the lessons are offered as a support for classroom planning rather than a set of topics to be followed in a prescribed manner. It is also hoped that these materials will support active teaching and learning, leading to reflective and meaningful action. In this context it is important for students to engage more deeply with topics that are of interest to them.

Advance planning

1. Read through the materials to get an overall sense of what this module is about.
2. Make early contact with individuals, agencies or groups who can contribute to the learning of this module. For example, you may be aware of someone who has worked for a development agency, with refugees or asylum seekers, or with a women's empowerment or support organisation. You may wish to bring your students to visit a relevant group or a place of interest such as the Irish Aid Centre, Dublin.
3. Check to see if you can access computers on occasion, as there are substantial web-based resources available for this module, and many student activities can be completed online.

KEY TERMS

The role of critical questioning

In leading classroom discussion, it helps to adopt a justice-centred and rights-based approach.

Justice-centred

A justice-centred approach leads one to questions such as:

Who has the power in this situation? Who does not? Who is responsible? Who suffers the consequences? Who benefits? Is that fair? How could the unfairness be stopped? Who has the power to change it?

Rights-based

It can be useful to remind students that all people have human rights, as embodied in the Universal Declaration of Human Rights (UDHR), the Convention on the Rights of the Child and other human rights declarations and conventions. This can guide discussions and prompt questions

such as: what rights are being denied in this situation? Does everyone have the same rights? How can different rights be balanced where there is an apparent conflict of rights? Who has the responsibility of protecting the rights of those who are denied their rights?

Why?

The most important question you can ask when exploring local or global justice issues is: why?

It's important not to settle for the first response to this question as this may not identify the root cause of the problem. In fact, the first response may point to the person directly impacted as the cause of the problem (in the example below, the child's parents).

Try using the five 'whys', as shown in this example:

Q: Why is the child in this story not able to go to school?

A: Because her parents are too poor to pay the fees and buy the school books and uniform she needs.

Q: Why are they too poor to pay for what she needs?

A: Because her father works on a sugar plantation and earns very little money.

Q: Why does he get such a poor wage?

A: Because the company he works for does not allow workers to join a trade union to negotiate a better wage.

Q: Why are they not allowed to join a trade union?

A: Because if they formed a union the plantation owners would have to consider their rights. It's better for the company not to have a union because then it can exploit the workers who are desperate for a job.

Q: Why doesn't the government provide free education for all the children?

A: Because the government has had to cut back spending on health, education and public services in order to pay back IMF loans. As a result, school fees were introduced.

According to the International Monetary Fund (imf.org), 'the IMF's primary purpose is to ensure the stability of the international monetary system – the system of exchange rates and international payments that enables countries (and their citizens) to transact with each other'. In practice, countries need to access funds from the IMF when they get into debt or are in economic crisis. The IMF typically enforces strict rules and guidelines for actions a country has to take to repay the loan and reduce their debts, including cuts to social services such as education.

Social justice

'Social justice is about making society function better – providing the support and tools to help turn lives around.'¹ Trócaire's work is guided by Catholic Social Teaching, which recognises the inherent dignity, worth and human rights of all people, as well as the importance of acting in solidarity with each other and in caring for our shared environment. To work towards social justice, Trócaire offers support regardless of race, gender, religion or politics. It works to address the structural causes of poverty, and the unjust global financial and political systems that hold the poorest people back. Trócaire also gives people in poor communities the skills and means to change their own lives, stand up to those in power, and demand their rights. Therefore, social justice relates to work locally, nationally and internationally, where, 'the inter-relatedness of the local and the global requires that issues be addressed at different levels to ensure appropriate solutions are identified and implemented'.²

Climate justice

In recent years, Trócaire has focused on 'climate injustice' and working for 'climate justice', because climate change is more than an environmental issue, it is a justice issue. Climate injustice refers to the fact that those who are being hit worst by climate change are the most vulnerable women, men and children in our world who have done the least to cause it.

Trócaire works with people in Africa, Asia and Latin America to support communities to adapt to changing climatic conditions. In Ireland, we work locally to raise awareness in the minds of Irish citizens of the daily struggle to survive faced by these communities. Achieving climate justice will not happen until wealthier nations recognise the injustice facing poorer nations.

Human rights

'The Universal Declaration of Human Rights [UDHR] is a milestone document in the history of human rights. Drafted by representatives from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected.'³

What are human rights?

'Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible. Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.'⁴ There are additional human rights conventions (legally binding human rights agreements that are part of international law) and protocols to conventions (an international agreement that changes or adds to a previous convention) that relate to specific circumstances and groups of people. For example, the 1951 Convention Relating to the Status of Refugees (also called the Geneva Convention), and the 1967 Protocol to the Convention. Article 1A(2) of the convention states that, 'a refugee is a person with a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion.' Refugees are entitled to a number of rights in their host country, including a right to work, a right to access the legal system, a right not to be

1. *Social Justice: Transforming Lives* (2012), p. 4, Social Justice and Disadvantaged Groups Division, UK Government. Available at: gov.uk/government/uploads/system/uploads/attachment_data/file/49515/social-justice-transforming-lives.pdf.
2. Social Justice Ireland website (2016). Available at: socialjustice.ie/content/about-us.
3. un.org/en/universal-declaration-human-rights/index.html.
4. United Nations OHCHR website (2016). Available at: ohchr.org/EN/Issues/Pages/WhatAreHumanRights.aspx.

sent back to their country/place of origin, a right to education and housing, and a right to freedom of religion.

Youth-friendly versions of the UDHR and the Convention on the Rights of the Child (UNCRC) are available from: youthdeved.ie/sites/youthdeved.ie/files/SettingOurSightsOnRights2014.pdf.

Trócaire's work on human rights includes campaigning in Ireland to demand action on human rights violations and acts of violence against human rights defenders. This video is about Berta Cáceres from Honduras, who was a

human rights and environmental rights activist, in particular defending the rights of indigenous Lenca people of Honduras: [youtube.com/watch?v=zh9Sn9oJR94](https://www.youtube.com/watch?v=zh9Sn9oJR94).

On 3 March 2016, Berta was murdered for her work defending human rights. Her death has prompted international outrage at the murderous treatment of campaigners in Honduras, as well as a flood of tributes to a prominent and courageous human rights defender. Trócaire set up an online action where over one thousand people signed a petition that was sent to the Honduran ambassador at the UN demanding that those guilty of her murder be brought to justice.

The Sustainable Development Goals (SDGs)



Source: globalgoals.org/resources

World leaders have committed to the Sustainable Development Goals (SDGs) to achieve three extraordinary things by 2030:

- End extreme poverty
- Fight inequality and injustice
- Fix climate change

The goals could get these things done. In all countries. For all people. So no one gets left behind. The goals are designed to stimulate action in areas of critical importance for humanity and the planet.

The Five Ps

- **People**
End poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.
- **Planet**
Protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.

- **Prosperity**
Ensure that all human beings can enjoy prosperous and fulfilling lives, and that economic, social and technological progress occurs in harmony with nature.
- **Peace**
Foster peaceful, just and inclusive societies that are free from fear and violence. There can be no sustainable development without peace, and no peace without sustainable development.
- **Partnership**
Mobilise the means required to implement this agenda through a revitalised global partnership for sustainable development, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable, and with the participation of all countries, all stakeholders and all people.

A crucial difference with the new SDGs, compared to the MDGs (Millennium Development Goals), is that they are meant to apply to all countries – including Ireland – meaning that they are **universal**. This has the potential to change everything. Ireland and Kenya were appointed to lead the negotiations towards the final agreement of the new SDGs.

‘Children, young women and men are critical agents of changes and will find in the new

global goals a platform to channel their infinite capacities for activism into the creation of a better world.’⁵

Global statistics – young people and the SDGs:

- 1 billion children worldwide are multi-dimensionally poor – without access to education, health, housing, nutrition, sanitation or water
- 356 million children are living in extreme poverty, forced to survive on less than \$1.90 a day, with an estimated two thirds of this number living in Sub-Saharan Africa
- Extreme poverty rates nearly doubled in the Middle East and North Africa between 2015 and 2018, from 3.8% to 7.2%, mostly because of crises in Syria and Yemen
- The World Bank estimates that Covid-19 will push an extra 150 million people into extreme poverty by the end of 2021

Note

The above information is sourced from:
[unicef.org](https://www.unicef.org)
[worldbank.org](https://www.worldbank.org)
[worldvision.org](https://www.worldvision.org)

LEARNING JOURNAL

A learning journal is created by the students to help them on their learning journey throughout the module. The journal allows students to identify what they have learned, what skills they have gained, and how the module has impacted on their attitudes, beliefs and behaviour. The journal can be in written, digital, audio or visual form. We recommend that students buy a specific notebook to use during this module.

There are reflection handouts and activities throughout that can be photocopied and pasted into the students' journals. The guided reflection activities focus on three areas:

1. Their learning during a module, with a focus on insights they have gained, questions they are still left with, and what it means for their lives now and for the future, and for their faith.
2. Their reflection on an action they have taken as part of the module.
3. Their personal development in relation to an initial baseline survey they will have completed in Lesson 1 in order to assess progression and impact.

It is recommended that students make entries to their journals at the end of each class or week using some of the prompts provided.

To avoid the journal entries becoming tiring or formulaic, the teacher might wish to vary these prompts or offer the option of writing a

paragraph, creating an image or talking to their partner (pair and share) about their reflections. Ideas for reflection activities are offered throughout this module.

If this practice of reflection is developed as part of the ongoing learning process, then it will become easier for the students to engage in more detailed reflection at the end of each strand.

Although students are to be encouraged to make the journal their own, they should be advised that a teacher will periodically check to see that journal entries are being made.

The teacher may decide to award marks for the journals as part of the assessment.





STRAND ONE

ME AND MY WORLD

The aims of this strand are to:

- Help students think about themselves, their own lives, and how they are connected to the lives of people all over the world
- Challenge stereotypes and perceptions related to different people and places
- Begin to question the underlying structures that create and sustain poverty and inequality

Literacy: Vocabulary, listening and speaking skills, composing, self-evaluation

LESSON 1: HOPES AND EXPECTATIONS

Aim: To elicit from the students their hopes and expectations in studying this module

Materials: Handouts 1 and 2

Methodology

- Introduce the session by inviting students to participate in an activity that will encourage them to mix and get to know somebody new.
- Give out globingo worksheet.
- Invite students to circulate the room and question the people they do not know very well.
- Elicit the answers from the students and place them on the right-hand side of the board. Discuss the answers and ask students what they learned from doing the activity. How connected do they feel to the world outside their classroom?
- Explain the purpose of the module, and what you hope they will gain from the experience.
- Seek to understand how the students feel about the module, what they hope to learn and any questions they may have. What have the students learned already about the Global South* in primary school? Were they involved in projects related to the world around them?
- Following a class discussion, ask each student to complete Handout 2. Every student should keep their completed handout in their learning journal. This information can be used as a baseline to assess individual learning and progression throughout the module.

Note

- * Global North and Global South are terms used in this resource. Other resources/publications will use different terms, for example Majority (Global North) and Minority (Global South) World. When referring to the Global North we are broadly referring to countries in Europe, North America and Australia. When referring to the Global South we are referring to countries in Africa, Asia, South and Central America. Rich and poor can live side by side in both the Global North and the Global South.

Extension Activity

Divide the class into groups and give each group one of the following terms to discuss and brainstorm:

- Global North
- Global South
- Majority World
- Minority World

To guide the discussions and brainstorms, ask the students to address the five Ws – Who? What? When? Where? Why?

Invite each group to share their findings. Based on the findings, ask the groups to share the pros and cons of each term.

Which terms do they prefer?

Which terms are the least flawed?

Can they find any other terms that are used?



Handout 1

Find someone who ...

<p>Has travelled to another country</p> <p>Name of person:</p> <p>Answer:</p>	<p>Can name a capital city of a country in South America or Africa</p> <p>Name of person:</p> <p>Answer:</p>
<p>Is wearing something made in another country</p> <p>Name of person:</p> <p>Answer:</p>	<p>Likes music from another country</p> <p>Name of person:</p> <p>Answer:</p>
<p>Can speak a few words of another language</p> <p>Name of person:</p> <p>Answer:</p>	<p>Knows someone from Asia or knows someone who has been to Asia</p> <p>Name of person:</p> <p>Answer:</p>
<p>Has looked at a website about issues in another country</p> <p>Name of person:</p> <p>Answer:</p>	<p>Recently ate food from another country</p> <p>Name of person:</p> <p>Answer:</p>



Handout 2

My commitment to learning about the wider world

Things I already know about the Global South

What I'd like to find out about the Global South

Skills

Skills I have that can help me participate and contribute to this module. Give an example of when you may have used any of these skills in the past:

- Communicating
- Teamwork
- Research
- Presenting
- Writing
- Creative skills
- Listening and discussing
- Other

Skills I'd like to develop as part of this module. Explain how you hope to gain any of the skills below:

- Communicating
- Teamwork
- Research
- Presenting
- Writing
- Creative skills
- Listening and discussing
- Other

Action

Actions I have already taken on local or global issues, such as Fairtrade, the environment, human rights, justice, poverty, equality or other issues.

Actions I would like to take on global issues as part of this module

SDGs: 2 – Zero Hunger, 4 – Quality Education, 6 – Clean Water and Sanitation

Literacy: Vocabulary, listening and speaking skills, composing, analysis, self-evaluation



LESSON 2: IDENTITIES

Aim: To foster students' awareness of similarities and differences between young people here and in the wider world

Materials: Art materials, Handout 3

Methodology

Part one

Normal rules for group work apply in this activity and other activities throughout this resource, for example assigning roles such as timekeeper, notetaker(s) and spokesperson.

Split the class into small groups and ask them first to discuss and note down 'similarities' they have as a group. Tell them that these similarities must apply to everyone in the group, and ask them to focus on their interests and hobbies, getting them to think beyond what they can see (such as physical similarities). Ask the spokesperson from each group to read out the list.

Next, ask students to discuss and make note of 'differences' within the group. Again, tell them that these attributes must apply to everyone in the group, going beyond what they can see. Ask the spokesperson to read out the list and encourage the other groups to guess which classmate is being referred to.

Part two

Invite the students to imagine they are preparing to meet someone new. Ask them to write a personal profile in their journal about themselves. Here are some headings you can suggest: where I live, music I listen to, what I like to watch on TV, my family, what I like to do in my free time, what the most important thing in my life right now is, where I like to go on holidays, what I think of secondary school, what I miss about primary

school, what I'd like to change about the world, my hopes for my future.

'Me in a Shoebox' activity (creative activity on identity)

Each participant must bring in an empty shoebox. Provide the class with materials such as glue-sticks, coloured paper, pencils, markers, scissors, and other bits for decorating natural items (flower petals, leaves, for example), such as cotton wool, glitter glue, stickers, old magazines, wrapping paper, ribbons, buttons. Explain to the class that this is an activity about their own identity and how they share this with others, or how others see them. Ask them to visually represent the answers they wrote in their journal on the outside of the shoebox using the art materials. Finally, ask them to decorate the inside of the box to represent parts of their identity that are usually hidden from the outside world, but that are very important to them, such as their hopes, fears, interests and dreams. Invite those who are happy to do so to share their visible and hidden identities from their shoebox with the class.

Ask the students what they think the word 'stereotype' means. How does this activity about identity connect to how people stereotype others?

'A stereotype is based on a belief that all members of a given group share the same fixed personality traits or characteristics as a result of this group membership. When we stereotype people, we form an instant opinion of a person or a group of people which is often based on misinformation or incorrect attitudes or opinions.'⁶

Extension activity

Open up a conversation about how a personal profile written by a young person in the Global

6. *Spotlight on Stereotyping* (2011), The Equality Authority, p. 8.

South might be similar or different to theirs. Give out the profiles pictures of young people in Handout 3. Ask each student to draw a picture of themselves beside the photo they are given and to highlight some of the items from their personal profile beside their drawing. They then must imagine what the person in the photograph might include in a personal profile of themselves. What is the story of the person in the photo? They can write answers to these questions on the handout around the photo. After they have completed this activity, hand out the profiles that accompany each photo.

Debrief: Did they have ideas before the activity of what a young person might be like from these countries? What surprised them? What are the similarities between the profiles of the young

people in this activity and the students in this class? Are there any differences? Where do we get our information from about people in these countries?

- Alternatively watch 'Students in Malawi' (<https://vimeo.com/80988940>) and listen to the questions they have about Ireland. Do the students in Malawi have stereotypes of Ireland? What do their questions tell us about Malawi?

Note

These activities are adapted from WorldWise: 'Linking & Learning'



Photo 2: Amos, (twelve years old), Tharaka Nithi County, Kenya



Photo 1: Josienne (twenty-four years old), Rwanda

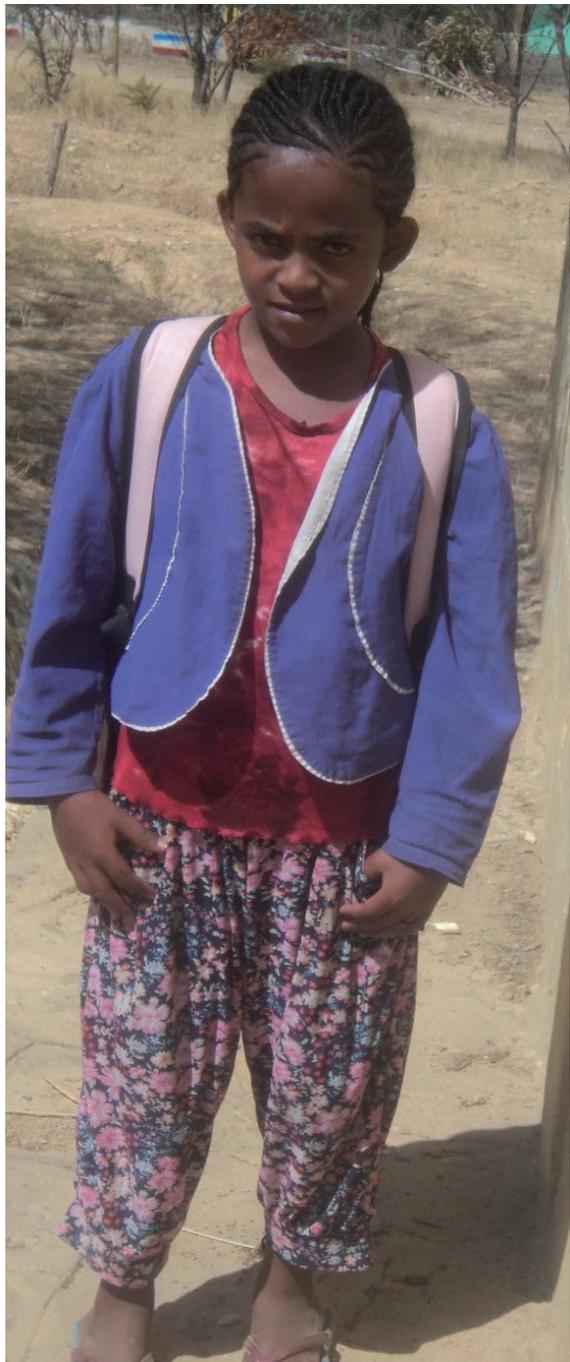


Photo 5: Mahlet (thirteen years old), Tigray, Northern Ethiopia



Photo 3: Fortune (eighteen years old – during Lent 2014), Malawi



Photo 4: Daniel (sixteen years old), Uganda

Photo 1: During Lent in 2004, Josienne appeared in homes and schools all over Ireland when her photograph adorned the front of the Trócaire box. Josienne's father, sister and two of her brothers were killed during the genocide in Rwanda. Josienne's mother and two other brothers survived, but in 2004 they were struggling to make ends meet, living off a small piece of land and constantly facing the threat of hunger. In 2015, eleven years after appearing on the Trócaire box, Josienne graduated from university in Kigali, Rwanda. 'I finished my bachelor degree in business management, specialising in accounting. Now I'm a graduate! When I look at the photograph now I think of all the progress I have made. I was in primary school back then and I feel very proud that I am now in university. It was amazing to think that people from a different country were interested in my family.'

Photo 3: Eighteen-year-old Fortune Kalolo was born in the village of Kanyera, Dedza, and lives in a very small house near her sister, Eliyeta. Fortune is a shy woman who goes quietly about her business. Her daily routine follows a similar pattern to others her age in the village. She has some land, a one-acre farm where she grows maize and ground nuts. Like the others in her village, she depends on the rain to grow her crops. Fortune is an early riser. 'When I get up in the morning at 6 a.m. I sweep my surroundings. Then I go and clean my plates at the river. From the river, I fetch water in a twenty-litre plastic pail (this water is for drinking and cooking only). I do this twice in a day, but in the mornings only. I also bath at the river and wash clothes in the river.'

Speaking about the water in the area, Fortune says: 'the water is not good at all. We just use the water as we have not had any other source.' Like others in the village she has been ill with diarrhoea as a result of the water. Speaking about growing food on her one-acre plot, Fortune says: 'for me it is difficult to keep the ground wet. It depends on the rain. I harvest twice. I eat the maize but I sell some ground nuts. Nowadays the rains are coming late and there is less rain.' When there is a food shortage she finds it difficult.

Fortune went to Standard Seven (roughly the equivalent of between Sixth Class and First Year) in school and can read and write. In her spare time she plays with the skipping rope and plays netball and fly. If she had more money she would buy relish to put on her food and buy 'soap and lotion' for her skin. On her hopes for her own future, Fortune says: 'I just pray that God helps me to stay alive. I have lots of plans and I hope God brings them to pass. My plans are to have a nice house and I don't want to have any shortages.'

Photo 4: Daniel is from a village in northern Uganda. In nearby Barlonyo, approximately four hundred people were massacred by the Lord's Resistance Army in 2004. Daniel appeared on the Trócaire box in 2012 and Trócaire staff met up with him again in Uganda in 2016. Colm from Trócaire said it was a great privilege to meet the young boy whose face already seemed so familiar to him. Since his story featured on the Lenten box four years ago, Daniel has continued his schooling and now attends a primary boarding school in nearby Lira. He still wants to be a doctor, just as he said in the video from four years ago. His mother Betty says how proud she is of her son. Emmanuel, who is Daniel's older brother, is also studying and wants to become a nurse.

Photo 2: My name is Amos. I was born on 6 October 2004. My favourite game is football. My favourite football player is Diego Costa. I make my own football. I get papers, fold them together. I get string and tie them around the papers. My favourite colour is red. I love cow's meat. I eat it once a month. I usually eat maize. I eat maize in the morning. I eat maize for supper. I love to read. I read after school. Maths and English are my favourite subjects. Charles is my best friend. I like to fetch water and read with Charles. I help my mother to farm. I like weeding. I would like to be a traffic policeman when I grow up, to help people. I would like to help kids get to school. I need to study hard to become a traffic policeman.

Photo 5: 'Life is good in Sebeya but when you are here, things are not complete. To live in Sebeya is good but there is a shortage of books, pens, paper and materials. I am in Grade Seven. My favourite subject is English. It is an international language so we can communicate together. I also learn Tigrinya, Amharic, physics, chemistry, maths, geography and civics. Every day I learn six subjects. Each week I shift classes, and attend in either the morning or the afternoon. I like all of my teachers. My best friend is Nigiste Tsegn. She is thirteen years old. We go to school together, spend time together and talk. It takes about thirty minutes to go to school. Because mid-semester is approaching, I tried to read my books on Saturday and I looked after the cows. On Monday I have three exams: two on Tuesday, two on Wednesday and one on Thursday. On Friday I will receive my exam results. It will help me and my teacher to know how I am learning. I like school; it is the centre of knowledge. If you are knowledgeable, you will grow. I would like to study medicine to be a doctor, a gynecologist, to protect women from problems.'

Mahlet's mother says: 'Mahlet is active and she gets the top grades in her class. She wants to continue learning until she finishes university. She loves learning. She says "I don't like looking after the cows and goats but I want to study hard". She asks us, "Why am I so small when I have a big mind?" We think there is a problem with her ears, as she doesn't hear everything. She doesn't hear two noises at once. I think she might not hear everything in class. We are happy that Mahlet is an active student and sociable and happy, but she worries about her height. "Why am I short?" she asks.'

SDGs: 10 – Reduced Inequalities, 16 – Peace, Justice and Strong Institutions

Literacy: Critical analysis, digital literacy, listening and speaking skills



LESSON 3: STEREOTYPES AND PERCEPTIONS

Aim: To encourage students to critically reflect on how stereotypes and perceptions shape how we think about people and places

Materials: Handout 4

Methodology

Part one

Ask students to think of three things they thought about secondary school before they started. Invite students to share and see how many are similar or different.

Now ask students to think of three things they were surprised to discover about their new school. How is it different than they expected?

Part two

Divide the class into small groups. Share a selection of pictures and/or photos that you have gathered from a range of sources with each group and ask the notetaker to write their first impression of each photo on a post-it. Alternatively, use the photographs on Handout 4. Invite the spokesperson to share their thoughts with the other groups. Are the first impressions the same or different?

Now open up the conversation. Ask students: do we all have similar first impressions? Why? What assumptions are we making about each photo? Did some photos create similar first impressions?

Why? Could there be another impression of the same image? Have they ever had an experience of being wrong about a first impression? Have they ever had an experience of someone else having the wrong impression of them/their town/their school? How did that make them feel? Share some of the captions for the set of photos in Handout 4 if you are using these.

Move the conversation on and encourage the students to think about stereotypes they might have about people and places in the Global South. How does that affect how they think about those people and places? How are these stereotypes created and by whom? How might they feel meeting someone from the Global South?

Finish by discussing how the students can be aware of stereotypes as they progress through this module. Explain how the Dóchas Code of Conduct on Images and Messaging is an important guide that shows us how to be aware of stereotyping in images and messages, and how we can take steps to ensure we are representing people with dignity. The code is explained in this video: [youtube.com/watch?v=R7axxIPq4IQ](https://www.youtube.com/watch?v=R7axxIPq4IQ)

For more activities on the use of images and messages in development from the NYCI, go to: youthdeved.ie/sites/youthdeved.ie/files/Framing_Our_World_%282010%29.pdf



Handout 4



Photo 1



Photo 2



Photo 3



Photo 4



Photo 5



Photo 6



Photo 7



Photo 8



Handout 4

Captions for photographs (optional)

1. One-hundred-and-five-year-old Bibihal Uzbeki from Afghanistan rests in Opatovac refugee camp, Croatia.
2. Amy Colgan speaking at the Climate Justice Conference Maynooth in 2015.
3. Construction of the Israeli Separation Wall in the Cremisan Valley outside Bethlehem.
4. Lily O'Malley (four years old) from Dublin looking at one of the five hundred and fifty-two white ribbons hanging from the railings of Dublin's Merrion Square to commemorate each child who was killed during the 2014 conflict in Gaza and Israel.
5. Lulu Maseko from Trócaire's partner organisation CICONNECC in Malawi.
6. Mural in Estelí, Nicaragua, 2016.
7. Petul (eleven years old), a Syrian refugee, arrives in Preševó refugee centre.
8. Stop Climate Chaos March, Dublin 2015.

SDGs: 10 – Reduced Inequalities, 16 – Peace, Justice and Strong Institutions

Literacy: Digital literacy, critical analysis, synthesising, vocabulary, speaking and listening skills

Numeracy: Ranking, extrapolation, spatial awareness, analysis of data, communicating quantitatively, understanding trends, visual perception of number information



LESSON 4: GLOBAL INEQUALITIES

Aim: To raise awareness of how unequally world resources are distributed

Materials: Packet of biscuits, Handouts 5 and 6

Methodology

World population biscuit game

Ask the class to name the continents. Write the answers on A4 paper, one continent per sheet, and lay them on the ground around the classroom. Because of the low population in Antarctica the continents used in this game are: Australasia (also called Oceania), North America, Latin America, Europe, Asia and Africa.

Ask the class to imagine they are the whole population of the world. They must arrange themselves around the room, standing by the continents, so as to represent where the

population of the world lives. Then give them the answers so they can rearrange themselves as to where the population really lives. What is surprising? Why is the population so big in Asia?

Explain that the packet of thirty biscuits you are holding represents the wealth in the world. As well as money, ask them what wealth can bring to a country if it is distributed fairly. Try to elicit answers such as education, housing, healthcare, etc.

Go around to each continent and ask the people there how many biscuits out of the thirty they think they should get in a perfectly fair and equal world. Hand out the biscuits as requested. Then, starting with Australia and keeping North America and Asia last, reassign the biscuits to reflect the reality of how wealth is distributed around the world.

Continent	40 students	30 students	25 students	No. of biscuits (out of 30)
Australasia	1	1	1	1
Asia	24	18	15	10.5
Europe	3	3	2	7.5
Latin America	3	2	2	1
Africa	7	5	4	0.5
North America	2	1	1	9.5

*Please note that some of the figures have been rounded up or down to allow for full numbers.

Note

- Population statistics taken from <https://ourworldindata.org/world-population-growth>
- Wealth statistics taken from <https://www.credit-suisse.com/about-us/en/reports-research/global-wealth-report.html>

Follow-up questions:

- Does this distribution surprise you? What surprises you most?
- Do you think it's fair? Why? Why not?
- How do you think this distribution has changed since the year 2000? Why do you think this is?

Explain that, as part of this module, the students will have the opportunity to learn and find out more about our wider world, how people live today and how they can be involved in positive change.

Watch the video 'If the World Were 100 People'⁷ and ask the students to fill in the answers on Handout 5. Review the answers as a class and ask: what was surprising? What did they think about the closing question: 'If the world were one hundred people would we all fight harder for equality?'

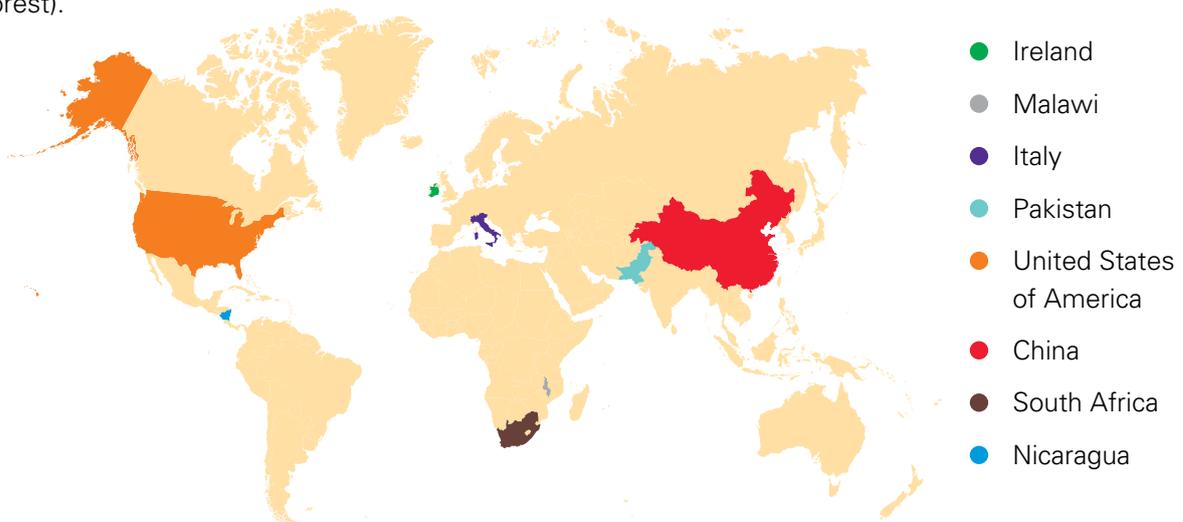
Video link: <https://www.youtube.com/watch?v=QFrqTFRy-LU>.

Handout 5 answers

Q1 = 50/50, Q2 = 15, Q3 = 56, Q4 = 1, Q5 = 23, Q6 = 13, Q7 = 44, Q8 = 75, Q9 = 7, Q10 = 14

Extension activity

Divide the class into three groups. Give each group the list of eight countries below and ask them to rank them in order, from the 'most developed' to the 'least developed' (or from the richest to the poorest).



- Ask each group to provide feedback on the results, and to explain how they decided on the ranking.
- Now give each group one of the sections from Handout 6. Ask them to take a few minutes to read the handout and then provide feedback to the rest of the group about the measurement tool they have been given, and how the eight countries are ranked using that measurement tool.
- What do they think are the most important things to measure when it comes to development? Do we need different measurement tools or should everyone use the same one?

Watch Hans Rosling's '200 Countries, 200 Years' video, which explains how countries have developed over the last two hundred years. What is being measured in the graph? (note for teacher: wealth and life expectancy) What were some of the factors that held back development? Which countries developed quickly and which ones developed slowly? Are there wealthy people in the poorer countries? Does wealth equal development?

Video link: [youtube.com/watch?v=jbkSRLYSojo](https://www.youtube.com/watch?v=jbkSRLYSojo).

7. Written and produced by Gabriel Reilich (2016) for GOOD, good.is.



Handout 5

What if the world were a village of one hundred people?

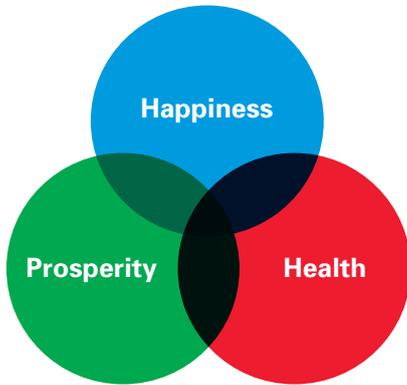
What would it look like?

Question	Answer
 <p>1. How many would be women? How many would be men?</p>	
 <p>2. How many would live on less than \$2 a day?</p>	
 <p>3. How many would make between \$2–\$10 a day?</p>	
 <p>4. How many people make more than \$90 a day?</p>	
 <p>5. How many would be without a home or shelter?</p>	
 <p>6. How many would lack access to a safe water supply?</p>	
 <p>7. How many would have access to the internet?</p>	
 <p>8. How many would have a mobile phone?</p>	
 <p>9. How many would attend university?</p>	
 <p>10. How many would be unable to read or write?</p>	



Handout 6: Section 1

Economic Measurement of 'Development' – Gross Domestic Product (GDP)



Indicators of Development

Which of these elements does GDP measure?

Measuring economic growth

There are three ways of measuring the value of production in a country:

1. **Output:** Adding up the value of all goods and services produced by each sector (agriculture and fisheries, industry and services).
2. **Income:** Adding up all the wages and salaries and profits associated with producing the goods and services.
3. **Expenditure:** Adding up the total value of expenditure on goods and services (e.g. how much people are buying).

Gross domestic product (GDP) is the monetary value of all the finished goods and services produced within a country's borders in a specific time period. GDP is a broad measurement of a nation's overall economic activity, or how much profit a country is making.



Source: <https://nldb.com/people/348/000105033/>

Simon Kuznets developed the GDP measurement in 1934 in the United States. Kuznets gave a warning that GDP cannot measure the welfare of a country, because it is just a measure of national income. Despite this, GDP has become the most common measure of the welfare of countries in the decades since Kuznets first developed it.

From 'most developed' to 'least developed'

Country	GDP in US\$ 2019
United States	21,433,226,000,000
China	14,279,937,470,000
Italy	2,003,576,150,000
South Africa	351,431,650,000
Ireland	388,698,710,000
Pakistan	278,221,910,000
Nicaragua	12,520,920,000
Malawi	7,666,700,000

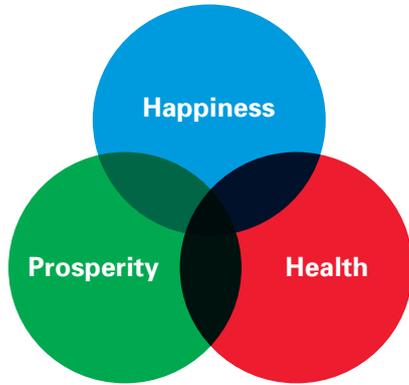
Note

Figures are the most up to date available from 2019. The onset on the Covid-19 pandemic in late 2019/early 2020 is expected to have a massive impact on these figures.



Handout 6: Section 2

Measure of Ecological 'Development' – Happy Planet Index (HPI)



Indicators of Development

Which of these elements does the Happy Planet Index measure?

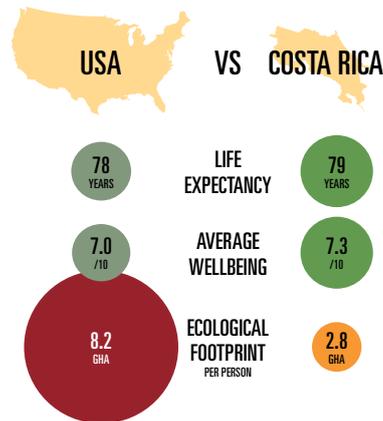
The Happy Planet Index = Experienced Well-Being x Life Expectancy x Ecological Footprint

Experienced well-being: imagine a ladder, where 0 represents the worst possible life and 10 the best possible life – what step are you on?

Life expectancy: life satisfaction and life expectancy.

Ecological footprint: this measures the amount of land required to sustain a country's consumption patterns per person. It includes the land required to provide the renewable resources people use (most importantly food and wood products), the area occupied by buildings, and the area required to absorb CO₂ emissions.

WHICH ECONOMY IS MORE EFFICIENT?



SEE HOW OTHER COUNTRIES COMPARE:
WWW.HAPPYPLANETINDEX.ORG

HAPPY
PLANET
INDEX

From 'most developed' to 'least developed'

Country	Happy Planet Rating
Nicaragua	38.7
Pakistan	31.5
Ireland	30.0
Italy	28.1
China	25.7
Malawi	22.1
United States	20.7
South Africa	15.9

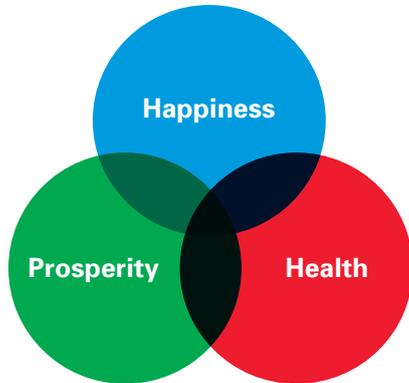
Note

Findings from happyplanetindex.org, 2016.



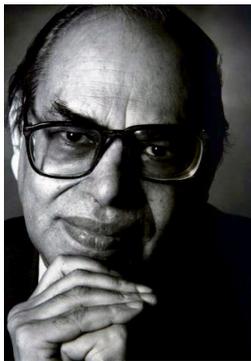
Handout 6: Section 3

Measure of Societal 'Development' – United Nations Human Development Index (HDI)



Indicators of Development

Which of these elements does HDI measure?



Source: <http://www.architectsofpeace.org/architects-of-peace/mahbub-ul-haq?page=2>

The three essential elements of development: 'for people to lead a long and healthy life, to acquire knowledge and, to have access to resources for a decent standard of living' (Mahbub ul Haq, an economist from Pakistan who worked to create the Human Development Report with the UN).

HDI basic common indicators of progress include improvement in:

- living standards
- health (average life expectancy)
- knowledge (average years of schooling and expected years of schooling)

From 'most developed' to 'least developed'

Country	HDI Rating
Ireland	0.955
United States	0.926
Italy	0.892
China	0.761
South Africa	0.709
Nicaragua	0.660
Pakistan	0.557
Malawi	0.483

Note

Findings from <http://hdr.undp.org/en/content/latest-human-development-index-ranking>

SDGs: 4 – Quality Education, 8 – Decent Work and Economic Growth, 13 – Climate Action, 17 – Partnerships for the Goals

Literacy: Comprehension, critical analysis, vocabulary, synthesising, reporting

Numeracy: Ranking



LESSON 5: PERSPECTIVES ON DEVELOPMENT

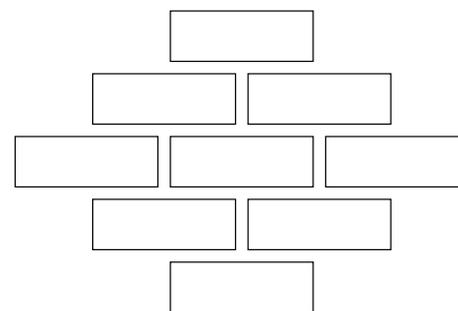
Aim: To explore different views of what development means

Materials: Handouts 7 and 8

Methodology

Divide the students into groups of four and distribute a set of statements (see Handout 7) to each group.

Ask them to discuss the statements and to rank them using a diamond ranking system (see diagram on the right). The most important statement(s) go at the top, the least important at the bottom, and other statements can be placed in the middle and given equal importance. There are ten statements, so one will have to be left out of the diagram. Students can also assign the terms 'social', 'economic' and 'sustainable' to the different definitions of development.



Diamond ranking system

Once this is complete, compare the top and bottom rankings of each group. What are the differences and similarities and why?

Invite the students to discuss the following questions:

- Are development and wealth the same thing? What is the main definition of development and progress in the media? How would they describe Ireland: developed, underdeveloped, developing? Why?
- How would the students feel if someone called their town underdeveloped? How would they feel if someone tried to 'develop' their town in a way they did not agree with? Does that happen in their town, in Ireland, in the Global South? What are the advantages and disadvantages of someone from outside working with a community to support its development?

Invite the students to develop their own definition of development in their smaller groups, and to create a visual representation of that for display in a common area of the school.

Extension activity

Give out Handout 8 with comments on 'development' by thinkers, writers and activists. Ask students to answer the questions below:

- Which comments do you agree with the most, or find most interesting?
- Are these people coming from an economic, social justice, environmental or human rights perspective, or a mixture of a number of these?

Ask students to research one person on this handout that interests them, and to provide feedback to the rest of the group about what they learned about their life and work.



Handout 7

Statements to explore different views of development

DEVELOPMENT ...

IS ABOUT EVERYONE HAVING MOBILES, CARS, LAPTOPS, ETC.



MEANS EVERYONE HAS ACCESS TO EDUCATION



MEANS PEOPLE ARE NOT AFRAID TO SPEAK OUT



IS ABOUT POWER BEING SHARED EQUALLY



IS ABOUT THE JOBS AND WEALTH THAT IT PRODUCES



IS ABOUT HAVING GOOD TRANSPORT



MEANS REDUCING OUR CARBON FOOTPRINT



IS ABOUT MAKING SURE THAT POVERTY AND HUNGER ARE ELIMINATED



MEANS BEING ABLE TO LIVE IN PEACE



MEANS SUPPORTING COMMUNITIES TO LEAD THEIR OWN DEVELOPMENT





Handout 8

A. Vandana Shiva

An Indian philosopher and thinker who acts to protect the natural environment and suggests sustainable ways of living.



According to Vandana Shiva, 'development should not only be about making money, but about quality of life, and the health of the natural world and the people that live on it. To achieve this type of development we need to support local farming that uses traditional methods, without chemicals and large industrial farms. This will also support culture to thrive, and people to have control over their lives and their food: "the art of money making is not the art of living."' ⁸

B. Mary Robinson

An Irish political figure and activist who works to combat climate change and to achieve human rights for everybody.



The Sustainable Development Goals (SDGs) were adopted on 25 September 2015. The seventeen goals apply to all countries and will last until 2030. They were created to address global inequalities and issues such as climate change. According to Mary Robinson, the SDGs remind us how connected we all are, because each country can take action to achieve the goals, and each country also needs others to take action. Over the next fifteen years, we need to ensure that we leave a world for future generations that is safe, where people live in dignity, and where the earth is protected for everybody. ⁹

C. Nelson Mandela

Former South African president and Nobel Prize awardee.

Mandela was an anti-apartheid revolutionary and Nobel Peace Prize laureate, whose words inspired many of today's leaders from the aid world and beyond. His comments on education, global health and poverty included: 'Education is the most powerful weapon which you can use to change the world', and, 'No country can really develop unless its citizens are educated.'



D. Jeffrey Sachs

An expert in economics from the USA.



According to Jeffrey Sachs, it will be more difficult for countries to develop their economies over the coming years due to climate change. This is because many regions will be hit by environmental 'shocks' such as heat waves, droughts and floods. This will force people to migrate and leave their homes. However, new types of technology could help to fight the effects of climate change, and the negative impact on economic development. ¹⁰

E. Archbishop Óscar Romero

'Peace is a product of justice and love.'



Archbishop Óscar Romero became the voice of oppressed people through his powerful work for justice during the 1970s. He rallied against the political and military human rights abuses of its own citizens and this work ultimately cost him his life.

In 1979, Trócaire began funding the El Salvador Human Rights Commission, which was founded by the Archbishop in response to the shocking murder of eight thousand people. Trócaire continues to fund human rights work across Central America to this day. Archbishop Romero consistently denounced the terrorisation of the people, advocating for social and economic reforms. His murder in 1979 was a reprisal for his unflinching defence of human rights. Pope Francis canonised Archbishop Óscar Romero on 14 October 2018 in the Vatican in Rome.

8. *The Sunday Times*, 6 July 2014.

9. Mary Robinson Foundation on Climate Justice Website (2015): mrfcj.org/resources/statement-from-mary-robinson-adaption-sdgs/.

10. Foreign Affairs Magazine website (2012). Available at: foreignaffairs.com/reviews/review-essay/government-geography-and-growth.

SDGs: 4 – Quality Education, 10 – Reduced Inequalities

Literacy: Comprehension, critical analysis, extrapolation, vocabulary, composing, listening and speaking skills

Numeracy: Analysis of data, spatial awareness, communicating quantitatively, understanding trends



LESSON 6: POVERTY AND INEQUALITY

Aim: To develop empathy amongst the students and to raise awareness of the impacts of poverty and inequality.

Materials: Handouts 9 and 10, a large clear space

Methodology

'Giant Steps' activity

Distribute a role card (Handout 9) to each student and ask them to read it carefully and to enter that role. They should think about who they are, where they live, their family, what kind of life they have and so on. Ensure that students understand their role before beginning the activity. The same role card can be given to a number of students so that every student has a card.

Ask students to stand in character at the back of the room in a single row with their backs to the wall. They should not share their role card with the other students at this stage. If there is not enough space to allow everyone to participate, explain that some people can be observers and help ask the debrief questions.

Explain that you are going to read out a number of statements (see top of next page). After each statement is read out, the students can take a **giant step** if their character can do the action or if the statement fully applies to them, a **baby step** if they can do it with difficulty or if the statement applies to them a little bit, and **no steps** if they can't do it at all.

At this point, it is important to point out to the students that the aim of the activity is not to reach the other side of the room first (or at all), but to experience life for their character. You may also want to highlight that they may not see the answer explicitly in the profile they have been given, but need to imagine what that person's life is like in order to decide if they can take a step forward or not.

Begin to read out the statements. Allow time for the students to reflect on the statement and then to move or not. As the statements are read, the students should begin to spread out throughout the room, with some taking giant steps and others hardly moving at all.

When all the statements have been read out, ask each student to stay in character and explain who they are and what statements particularly applied to them. How do they feel as that character?

Statements

I have been to primary school.

I can speak out about rules that affect me.

I could go to university.

I can choose what subjects to study.

I can play games or sports or rest every day.

I can live with my parents.

I can learn to speak my own language at school.

When I am older I can get a good job.

I live in a safe and secure environment.

I am paid a fair wage.

I am free to express my opinions without fear.

I feel I am in control of my own life.

Part two

It is very important that you de-role the students once the activity is completed. This can be simply achieved by asking the students to shake their hands and 'shake out' their characters.

Hold a class discussion to explore some of the following: who got furthest along the way? Why? How did you feel when you took a giant step/ couldn't move (angry, happy, sad, etc.)? Why? How did you feel when others were moving at a slower/faster pace than you? Why?

Additional questions

What are the basic human rights or needs that we all share? Distribute Handout 10, which contains a youth-friendly version of the Universal Declaration of Human Rights, and discuss how these rights applied to the roles in this activity.

Choose one character. Discuss what could be done so that they could fully enjoy their rights. Who has the power to bring about this change?

Extension activity

Ask the following questions:

- What are the main obstacles to development that people face in their lives?
- Do you agree or disagree that where you are born determines your chances in life?
- Why do you think such differences of opportunity exist in Ireland and in other countries?

Ask the students to research the situation for young people from the countries in this activity, looking at education. Use the Human Development Index Country Profiles (hdr.undp.org/en/countries), focusing on the education section, and compare and contrast statistics from the different countries in this activity. What do the statistics tell you?



Handout 9

Sabah: You are an asylum seeker from Syria. Your parents have been killed and your uncle has brought you to Ireland with his family. You are all waiting to be told by the Irish Government whether you can stay. You are Muslim.

Áine: You live with your mother and sister. Your hobby is woodwork. You would like to do this for your Junior Cycle but the subject is not taught in the girl's secondary school you attend.

Patrick: You live in a caravan on a halting site with your family. You have been to four primary schools, each in a different town. Now that you are twelve, you don't want to go to school anymore. Travellers have their own language called Cant or Gammon.

Lin: You live in Hong Kong where your mother has many business interests. You live in a large apartment and go to a private school. You go to both piano and violin lessons.

Niamh: You live in Cork with your parents, your two brothers and your sister. Your house is big and you all have your own bedrooms, which you think is great because you have lots of study to do for your exams. You are planning to go to university next year where you would like to study computer science.

Kandeshie: You live in Namibia and have just moved into a new house in the capital city, Windhoek. Your father has been promoted and now has a good job with the government. He is even talking about sending you to a new school in South Africa where you will get a much better education.

Paulo: You are eight years old and live in Rio de Janeiro, Brazil. Every day you work by selling peanuts on the street. You live in a small house with your family, but sometimes because of the rows at home you spend the night on the cathedral steps. You have been to school a few times, but have had to work so it became pointless going back.

Maya: You are fifteen years old and living in the Bronx area of New York. Your mother is a single parent and tries to make ends meet by cleaning houses and living on welfare. Your neighbourhood is pretty dangerous and you don't feel safe at night. You work hard at school, but it's difficult when the school is run down and overcrowded. You want to go to college but can't see how you will be able to finance it.

Wang Jing: You are a young Chinese woman working in the garment industry making clothes for the European market. The massive demand for new fashions in Europe creates a very busy and stressful work environment for you. You have to work very fast, because you are paid per item you make. You are not allowed to take any breaks and you work long hours. You do not receive a fair wage, which makes it difficult to provide for your family. You are afraid to speak out in case you lose your job.



Handout 10

Universal Declaration of Human Rights (1948) (Youth version)

- 1) **We Are All Born Free and Equal**
We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
- 2) **Don't Discriminate**
These rights belong to everybody, whatever our differences.
- 3) **The Right to Life**
We all have the right to life, and to live in freedom and safety.
- 4) **No Slavery**
Nobody has any right to make us a slave. We cannot make anyone our slave.
- 5) **No Torture**
Nobody has any right to hurt us or to torture us.
- 6) **You Have Rights No Matter Where You Go**
I am a person just like you!
- 7) **We're All Equal Before the Law**
The law is the same for everyone. It must treat us all fairly.
- 8) **Your Human Rights Are Protected by Law**
We can all ask for the law to help us when we are not treated fairly.
- 9) **No Unfair Detainment**
Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.
- 10) **The Right to Trial**
If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.
- 11) **We're Always Innocent Till Proven Guilty**
Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.
- 12) **The Right to Privacy**
Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.
- 13) **Freedom to Move**
We all have the right to go where we want in our own country and to travel as we wish.
- 14) **The Right to Seek a Safe Place to Live**
If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
- 15) **Right to a Nationality**
We all have the right to belong to a country.

- 16) **Marriage and Family**
Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
- 17) **The Right to Your Own Things**
Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
- 18) **Freedom of Thought**
We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.
- 19) **Freedom of Expression**
We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.
- 20) **The Right to Public Assembly**
We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
- 21) **The Right to Democracy**
We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.
- 22) **Social Security**
We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.
- 23) **Workers' Rights**
Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.
- 24) **The Right to Play**
We all have the right to rest from work and to relax.
- 25) **Food and Shelter for All**
We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.
- 26) **The Right to Education**
Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.
- 27) **Copyright**
Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.
- 28) **A Fair and Free World**
There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.
- 29) **Responsibility**
We have a duty to other people, and we should protect their rights and freedoms.
- 30) **No One Can Take Away Your Human Rights**

Source: youthforhumanrights.ie/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html

SDGs: 1 – No Poverty

Literacy: Critical analysis, vocabulary, composing, listening and speaking skills, synthesising



LESSON 7: POVERTY

Aim: To encourage the students to critically examine why poverty exists and what some of the root causes are

Materials: Handout 11

Methodology

Using the 'Problem/Solution Tree' template, complete a problem tree on the theme of 'poverty' with the whole class. Ask the class to think about the causes (the roots) of poverty at local, national and international levels, encouraging them to apply the 'Five Whys' methodology (see page 8). Then ask the class to name some of the effects of poverty (the branches). Ask students to recall the 'Giant

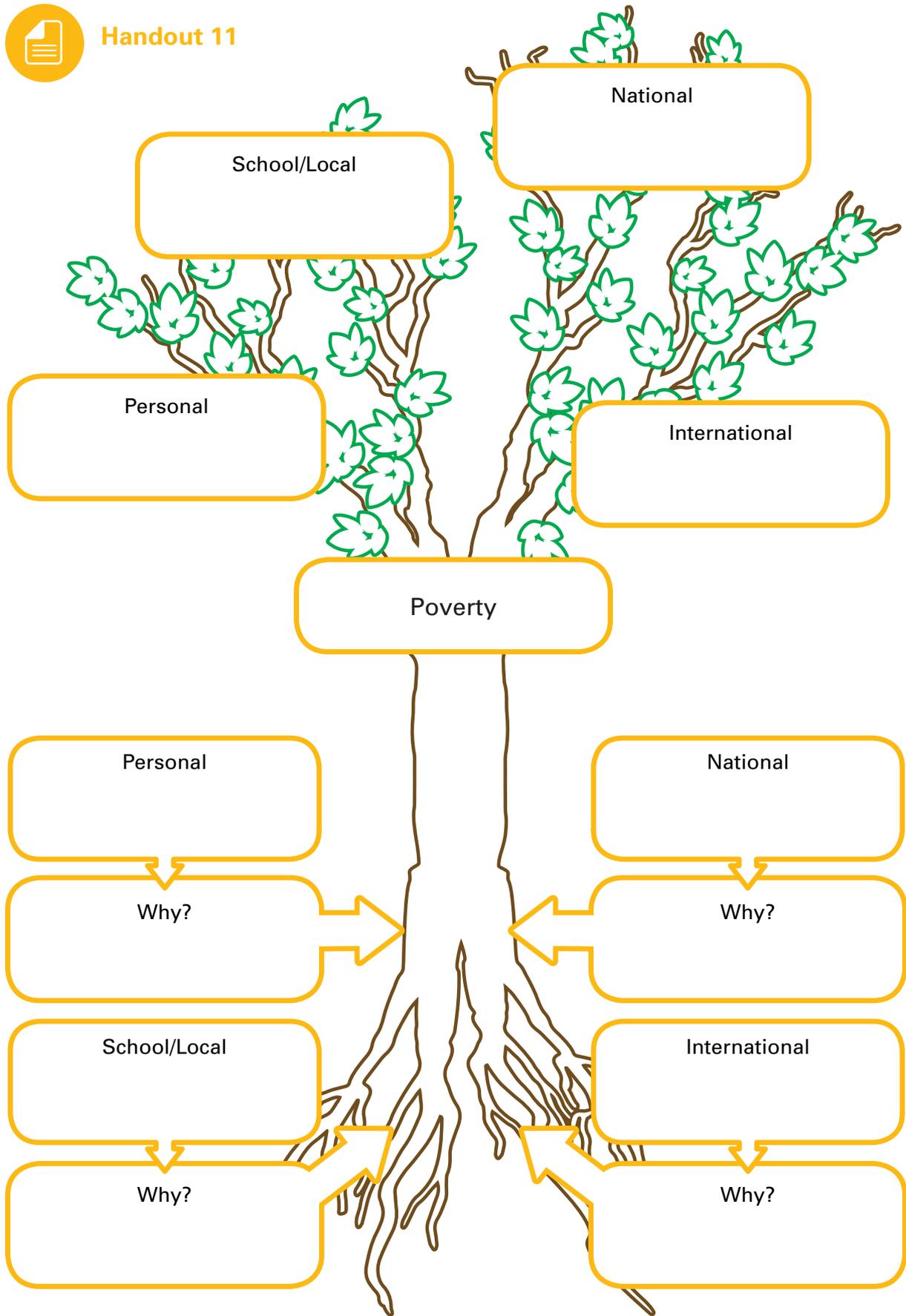
Steps' activity and call out some of the impacts or effects of poverty. How did poverty prevent some of the characters from making steps forward?

Now divide the class into smaller groups. Give each group a handout of the tree template and explain that this time they are to create a solution tree, where the roots are the solutions and the branches are the effects or outcomes of these solutions. They can look back to the problem tree and turn the causes of poverty into solutions if they wish. Circulate around the room to facilitate this method.

Invite each group to show their tree and explain it to the class.



Handout 11



Literacy: Critical analysis, composing, speaking and listening skills, designing a plan, digital literacy (evaluating web resources)

Numeracy: Ranking



LESSON 8: TAKE ACTION

Action: Help your students to complete an action project on a social justice issue they care about by discussing the questions below in groups. Ask them to choose one issue and use the action planning tools in Handout 12 to assist them in planning an action:

- What is the issue that concerns you and why?
- What are the causes of the problem?
- What are the effects? How does it affect people? How does it affect the planet? Who is most affected and why?
- Who has the power to do something to change the situation?
- Who are the groups or individuals working to change the situation?

- Is there any action being taken in your new school during the year to address the issue?
- What can an ordinary person do?
- What might you and your classmates do?



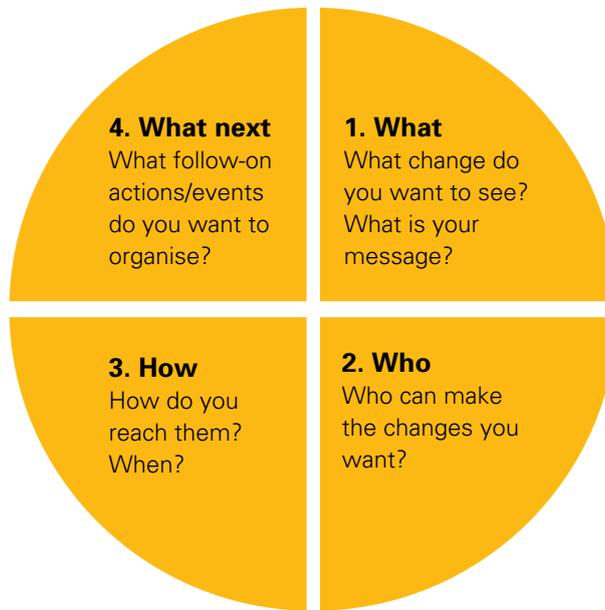
Note

Reference the explanation of Social Justice on page 9.



Handout 12
Action planning tools

Four steps to success



Action planning matrix

	Low impact	Medium impact	High impact
A simple action			
An action that needs some work			
An action that needs a lot of work			

Literacy: Critical analysis, composing, self-evaluation



LESSON 9: REFLECTION



Me & My World (Complete in two classes)

Part 1: Learning

Write the below prompts on flip-chart paper and place them around the room. Give students post-its and ask them to write responses to each sentence. Some students and classes will benefit from an initial brainstorm to generate ideas for this activity.

Ask students to look back at their learning journals and see if they have achieved what they wanted to learn, and what skills they wanted to gain during this part of the module. Read out the answers and discuss what they would like to learn more about/do in Part 2 of the module. Encourage students to fill in their learning journals as homework.

- A fact I learned ...

- Something I found interesting ...

- Something that surprised me ...

- Something I found difficult or challenging ...

- Something I learned about myself ...

- A question I'm left with ...

- How did I participate ... (did I speak up in class, did I listen, did I take notes, did I work well as part of a group? What other skills did I use?)

- How does all this connect with your faith/beliefs?

Part 2 and 3 can then be answered in the learning journals.

Part 2: Action

- What action did I take?
- What was the aim of the action?
- What did the action achieve?

Part 3: Progression as an extension

- Reflecting on 'Me and My World', do you now think or feel differently than you did at the beginning of the module? Please explain.
- What new knowledge have you gained about the Global South?
- Have you gained new skills? How did you use these skills?



STRAND TWO

BELONGING AND DISPLACEMENT

The aims of this strand are to:

- Explore the concepts of identity and belonging
- Introduce the students to the experiences of displaced peoples
- Foster understanding and empathy amongst the students for those who are displaced

SDG: 3 – Good Health & Wellbeing, 4 – Quality Education, 5 – Gender Equality, 10 – Reduced Inequalities

Literacy: Critical analysis, speaking and listening skills, vocabulary

Numeracy: Spatial awareness



LESSON 1: IDENTITY AND BELONGING

Aim: To explore with the students the importance of identity and belonging

Materials: Handout 13

Methodology

Distribute an identity card (found in Handout 13) to each student. There are more of some cards than others. Students must find someone from their own group and stay together. Groups that have natural links can join up.

Ask what it felt like to be left out, or to be part of a big group? Then ask what groups they think they are part of, and what are most important to them. Why is this group important to you? How does it feel to belong to this group? How would you feel if you could no longer belong to this group?

Now move the discussion on and ask students to reflect individually on what it felt like to leave primary school. What did they have to leave behind (both tangible and intangible)? What do they miss? What was it like to move to a new school? What did they find most challenging? What did they find helpful in terms of settling in to a new place?

Although as humans we may adapt and live in very different circumstances, our sense of belonging and of loss when circumstances change is something we all share. Explain to the students that during this strand they will explore what it is like to be displaced, to be moved away from the people and places you love and forced to leave it all behind.

Note

This activity is adapted from 'Spotlight on Stereotyping', by the Equality Authority.



Handout 13

Identity cards

Culture	Culture	Culture	Culture	Culture
Friendship	Friendship	Friendship	Friendship	Friendship
Facebook	Facebook	Facebook	Gender	Gender
Gender	Family	Nationality	Nationality	School
School	School	Religion	Youth Club	Youth Club
Neighbourhood	Neighbourhood	Neighbourhood	Sports Club	Sports Club
Sports Club	School	School	Gender	Gender

Note

When using cards with a smaller number of students, it is possible that a student may end up on their own. Please adjust number of cards if necessary to avoid this happening.

SDG: 10 – Reduced Inequalities, 16 – Peace, Justice and Strong Institutions

Literacy: Critical analysis, listening and speaking, composing, vocabulary, extrapolation, digital literacy (evaluating web resources and using map searches)

Numeracy: Spatial awareness, working with graphical information



LESSON 2: EXPERIENCES OF DISPLACEMENT

Aim: To enable students to discuss different experiences of displacement through imagery.

Materials: Handout 14, a Peters Projection map of the world

Methodology

Divide the class into small groups and provide each one with a selection of photos. Ask students to discuss and agree on three things they think the people in the photo might be thinking or feeling.

Now ask the group to select one photo and place it in the middle of a large piece of paper. Encourage the group to write down any questions they have about the photo. The students must then create a caption for the photo – encourage them to think about the kind of caption it might be – for use in a newspaper,

a tabloid, a charity advertisement, a schoolbook, or anything of their choosing. Remind them of the Dóchas Code of Conduct on Images and Messages, and the video that they watched during lesson three of strand one of this resource. Ask them to follow this code and try to use a 'justice' approach when representing the people in the photo.

Invite the students to display their photo, caption and questions. Now inform the students of the country where each photo has been taken. Ask them to locate it on the world map.

Extension activity

Show them the Trócaire 'This is Our Exodus' video (vimeo.com/144731317) and ask if they think this video follows the Dóchas Code of Messaging and Imaging. Map out the journeys people in the video are taking together on the world map.



Handout 14



Photo 1



Photo 2



Photo 3



Photo 4



Photo 5

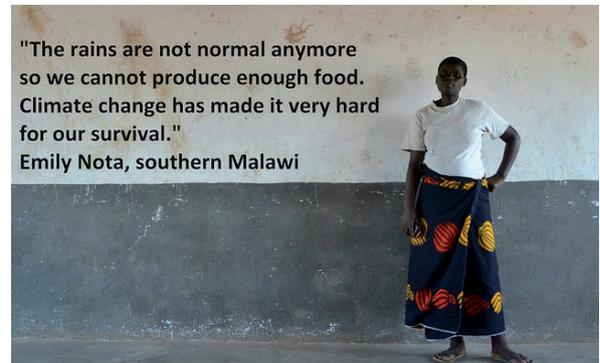


Photo 6



Photo 7



Photo 8



Photo 9



Photo 10



Photo 11



Photo 12



Photo 13



Photo 14



Photo 15



Photo 16



Handout 14 Captions

Photo 1: Ali from Iraq walking to Syria

Photo 2: Anthony (sixteen years old) and Amos (eleven years old), Kenya; their father migrated for work due to the effects of climate change

Photo 3: Bibihal Uzbeki, Afghanistan, one hundred and five years old in Opatovac camp, Croatia

Photo 4: Checkpoint at Hebron, Palestine

Photo 5: Children in Khakhwa village, Malawi, using a water pump funded by Trócaire

Photo 6: Emily Nota, Southern Malawi

Photo 7: Ireen Maliko, Malawi, beside the tree she climbed to escape floods

Photo 8: Lana Mizacata and her son in Preševo refugee centre, Serbia

Photo 9: Lulu Maseko, who works on climate change in Malawi with a Trócaire partner

Photo 10: Mary Belo, from Chikwawa in Southern Malawi, an area effected by climate change

Photo 11: Midiia (twenty-five years old), Syria, in Preševo refugee centre, Serbia

Photo 12: Petul (eleven years old), Syria, in Preševo refugee centre, Serbia

Photo 13: Refugees at the Berkasavo border between Serbia and Croatia

Photo 14: Sore feet, Preševo refugee centre in Serbia

Photo 15: Teresina Karima farming her land during drought in Kenya

Photo 16: Young refugees registering in Preševo refugee camp, Serbia

SDG: 10 – Reduced Inequalities, 13 – Climate Action, 16 – Peace, Justice and Strong Institutions

Literacy: Critical analysis, listening and speaking, vocabulary, extrapolation, digital literacy



LESSON 3: TERMINOLOGY OF DISPLACEMENT

Aim: Students will be able to explain different terminology and definitions related to displaced people

Materials: Handouts 15 and 16

Methodology

Explain to the students that they are going to watch an animation called 'Leaving Home: The Stories of Brigit and Sami'. They must watch the animation closely, and think about the following:

- The difference between someone who chooses to leave their home and someone who is forced to leave their home
- The similarities and differences between Sami's story and Brigit's story

The video can be viewed here: vimeo.com/235509432

Show the Brigit and Sami animation and ask the students to complete Handout 15.

Arrange the students into small groups (families) of four or five. It is sometimes difficult to develop empathy for people in a situation that is so different from what we are used to in Ireland. This activity is designed to encourage students to put themselves in the situation of a farming family living in rural Syria. The statements in Set A on Handout 16 are about rural to urban migration within Syria, the Set B statements are about making the decision to leave Syria and seek refuge abroad.

Explain that the statements are based on real-life experiences of people in Syria. After each

statement in Set A, the young people must decide if they would stay in their homes or leave to find a better life in the city. After the fifth statement, all are forced to leave and go to the cities. The five statements in Set B are about having to leave Syria.

Go through the debrief questions and facilitate a discussion on each one. Allow the students to dictate the tempo of this discussion, and focus on the questions they wish to discuss further.

Debrief questions

1. How many people decided to leave at any point before they were forced to leave? How many people didn't leave?
2. If you left, what was it from the statements that convinced you?
3. Was it a difficult decision to make? If so, why?
4. What factors would have resulted in you making a different decision?
5. What causes of the conflict are evident in the statements?
6. Can you think of any other causes of the conflict in Syria that don't come up in the statements?

For more activities designed to explore the issue of refugees with young people, check out the NYCI resource 'Global Rights, Noble Goals': youth.ie/Global_Rights_Resource.



Handout 15

Leaving Home – The Stories of Brigit and Sami

1) Using arrows, match up the correct pairs.

A person who has moved from one place to another, either through choice or necessity

A person who has been forced to leave their own country and seek safety in another country

A person who is asking the government of another country to officially recognise them as a refugee and allow them to stay

People forced to flee to other parts of their own country

Internally Displaced Person (IDP)

Asylum Seeker

Refugee

Migrant

2) What is the name of the international agreement that protects the rights of refugees?



The most important rule contained in this agreement is that **people should not have to return to their home country if they are still in danger.**

3) How are Sami and Brigit's stories similar?

-
-

4) How are Sami and Brigit's stories different?

-
-

5) If you were in the same position as Sami's family, what do you think you would do? Think about the 'stay or go' activity you have already completed.

Answer:



Handout 16

Stay or Go: Statement Set A – Rural Syria

STATEMENT 1 | Your family lives in the Al-Hasakah Governorate, a key agricultural area in northeastern Syria. You make a living by growing crops and keeping livestock (sheep). The main crops you grow are cotton and wheat. You have been struggling due to a lack of rain over the past few years. Yet, the harvest still brings in enough money for food and to send your three children to school. Do you stay or do you go?

STATEMENT 2 | Drought continues to happen every year. Government investment in dams and irrigation ensures enough water for crops and livestock. General farming costs are rising. The amount of money left over for extras like education and healthcare is very small. Do you stay or do you go?

STATEMENT 3 | The worst drought for many years affects your area. All your fields have been planted, but water is scarce and you are going to lose money on your harvest. You must work on neighbouring farms as a labourer to earn some extra money to make ends meet. There will be no school for your children this year. The government promises to help, but nothing has happened yet. Do you stay or do you go?

STATEMENT 4 | The drought continues. The government has cancelled the fuel subsidies that you relied on to help with irrigation and transport. Fuel prices have increased by 250 per cent almost overnight. You plan to join with your neighbour to share costs and help each other with planting, harvest and other farming jobs. The government promises to provide financial help as soon as possible, but nothing has arrived yet. There is not enough food to eat, so meal sizes are much smaller than usual. Do you stay or do you go?

STATEMENT 5 | The drought has become devastating. The government has created a fund for the support of agricultural production. It is a very small amount of money and only available to landowners with title deeds. You have no title deeds for the land you farm, and so have no right to government support. Your family and your neighbours are starving. There are elections this year, but there is no point in voting as nothing will change. You decide to leave and go to Damascus to seek work. Your brother and his family decide to leave as well.

Stay or Go: Statement Set B – Urban Syria

STATEMENT 1 | You arrive in the Ghouta suburb of Damascus to scenes of chaos and despair. Many tens of thousands of rural Syrians have made the journey to the city before you. They have joined the many people who have sought safety and a better life in Syrian cities. Many of these people come from other parts of Syria and further afield places like Iraq. You rent a plot of land for about \$30 a month where you live in a Bedouin-style woollen tent, but you need to find work to earn money. Do you stay or do you go?

STATEMENT 2 | Your children find work on nearby urban farms. You sometimes get work as a porter or construction worker. Money is tight, but you are surviving on the plot of land that you rent. Many of the people who live in the area are angry. They talk about heading into the main square to join the protests that have started to take place. You don't feel that strongly about the government, but can't live like this anymore. Violent clashes sometimes break out at these protests and you fear for the safety of your family. Do you stay or do you go?

STATEMENT 3 | The government has had enough of the spreading protests. They have sent in security forces to crack down on the demonstrators calling for democracy and change. Your brother, who moved to Damascus at the same time as you, gets arrested by the security forces. He is beaten in prison before being released. You agree with the protests, and feel that democracy and change will make Syria a better place for your children to live. Yet, you wonder what it will take to achieve that. Some of your neighbours support the government and you argue with them constantly. Do you stay or do you go?

STATEMENT 4 | Things are much worse. The protesters started to pick up guns to defend themselves from the security forces and drive them away. The government has promised to crush what they call 'foreign-backed terrorism'. You don't go to the protests, but the violence is spreading to your area. You hear gunshots all the time. Some men have asked you to join the fight and have threatened you if you don't. You worry about who will look after your family if something happens to you. Money is running out as there is now no work anywhere. War and violence have spread to all parts of Syria. Your brother wants to go to Lebanon, but you have heard stories about how tough it is to get there. Do you stay or do you go?

STATEMENT 5 | Chaos is everywhere. The shells fall and the bullets fly all day, every day. It is no longer safe to be outdoors. Your brother left for Lebanon, but you don't know if he and his family made it. You had to move your family to a basement to hide from the bombs which have destroyed most of the buildings. You get some supplies from aid workers, but most times it is too dangerous for them to get to you. When you are out looking for food one day, you meet a friend. She says her family is going to make a run for the Turkish border. They think they know how to get there, but it is high risk. Do you stay or do you go?

SDG: 10 – Reduced Inequalities, 16 – Peace, Justice and Strong Institutions

Literacy: Comprehension, critical analysis, listening and speaking, vocabulary, digital literacy



LESSON 4: LIFE AS A DISPLACED PERSON

Aim: To help students imagine life as a displaced person

Materials: Handouts 17 and 18

Methodology

Students read or listen to the Benjamin Zephaniah poem 'We Refugees' (see Handout 17). Divide the class into small groups and ask them to discuss and record their responses to the following questions:

- What examples of oppression does the poet give?
- What reasons does he give for why people might become refugees?
- Why does he say: 'We can all be refugees'? Do you agree? Why? Why not?
- Are there any particular images/lines that appeal to you and why?

Watch this Unicef video where Syrian children share their experiences: [youtube.com/watch?v=jyscRA5CY68](https://www.youtube.com/watch?v=jyscRA5CY68).

Ask students to note:

- What are the children saying?
- What is the impact of displacement on their lives?
- Are these similar to your understanding of displacement? (Lesson 3)

Extension activity

Once a decision has been made to leave and become refugees, often there is very little

choice as to where refugees can go. A common misconception is that most refugees ultimately try to make their way to countries in the Global North. This is not true; in fact, most refugees go only as far as they need to in order to feel safe, then stop.

Copy and distribute Handout 18 to the same groups, containing the flags of ten countries that currently host refugees and people in refugee-like situations. If appropriate, distribute scissors and ask the students to cut out the flags and give a set to each group. Ask the students to rank the countries in order of how many refugees they think are currently hosted in each country, from the largest to the smallest.

Correct order:

Turkey – 3,579,531

Pakistan – 1,419,606

Uganda – 1,359,464

Germany – 1,146,685

Iran – 979,435

Bangladesh – 854,782

United Kingdom – 133,094

Norway – 53,888

Ireland – 7,800

New Zealand – 2,747

Data source: <https://www.unhcr.org/5ee200e37.pdf>



Handout 17

We Refugees

I come from a musical place
Where they shoot me for my song
And my brother has been tortured
By my brother in my land.

I come from a beautiful place
Where they hate my shade of skin
They don't like the way I pray
And they ban free poetry.

I come from a beautiful place
Where girls cannot go to school
There you are told what to believe
And even young boys must grow beards.

I come from a great old forest
I think it is now a field
And the people I once knew
Are not there now.

We can all be refugees
Nobody is safe,
All it takes is a mad leader
Or no rain to bring forth food,
We can all be refugees
We can all be told to go,
We can be hated by someone
For being someone.

I come from a beautiful place
Where the valley floods each year
And each year the hurricane tells us
That we must keep moving on.

I come from an ancient place
All my family were born there
And I would like to go there
But I really want to live.

I come from a sunny, sandy place
Where tourists go to darken skin
And dealers like to sell guns there
I just can't tell you what's the price.

I am told I have no country now
I am told I am a lie
I am told that modern history books
May forget my name.

We can all be refugees
Sometimes it only takes a day,
Sometimes it only takes a handshake
Or a paper that is signed.

We all came from refugees
Nobody simply just appeared,
Nobody's here without a struggle,
And why should we live in fear
Of the weather or the troubles?
We all came here from somewhere.

Note

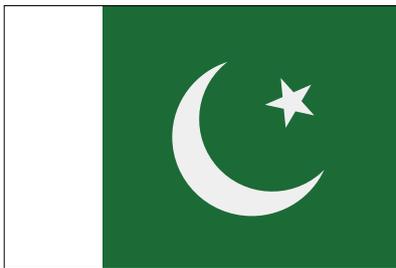
This poem was written by Benjamin Zephaniah and appeared in his book *Wicked World*, published by Puffin. Used with permission.



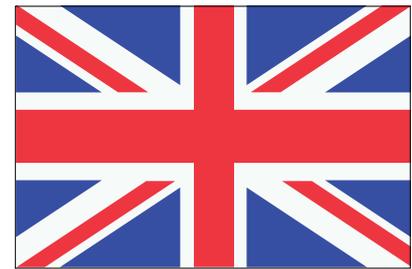
Turkey



Bangladesh



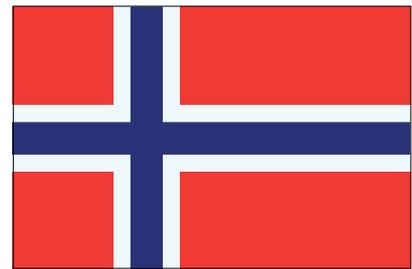
Pakistan



United Kingdom



Uganda



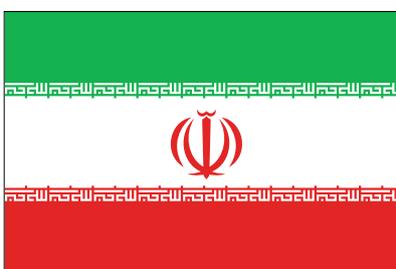
Norway



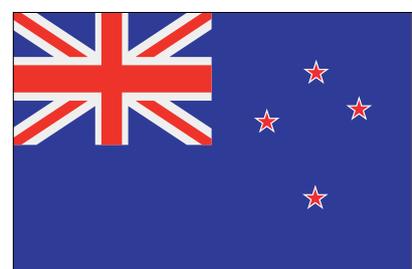
Germany



Ireland



Iran



New Zealand

SDG: 10 – Reduced Inequalities, 16 – Peace, Justice and Strong Institutions

Literacy: Comprehension, critical analysis, listening and speaking, vocabulary, composing, synthesising

Numeracy: Spatial awareness



LESSON 5: RIGHTS AND RESPONSIBILITIES

Aim: To examine the rights and responsibilities of countries and citizens in relation to displaced people

Materials: Handouts 19 and 20

Methodology

Arrange students into groups. Ask groups to discuss and agree the five most important rights they have as human beings. Remind them of the 'Giant Steps' activity in lesson six of strand one, where they looked at the United Nations Declaration of Human Rights (UNDHR). To highlight the fact that people often have other rights in relation to specific circumstances, ask students if they know of any rights that are specifically related to children. Show them the United Nations Convention on the Rights of the Child (UNCRC) on Handout 19, and ask them to identify any key differences between the two documents.

Invite a notetaker to record the discussion and write group responses on the board.

Now ask students to consider what a responsibility means to them. What are their responsibilities? What are the school's responsibilities? What is the government's responsibility? Ask each group to come up with two suggestions for each, recorded by the notetaker.

Ask the notetaker from each group to feedback to the whole class.

To illustrate the connection between rights and responsibilities, hold a walking debate using the statements below. If students are not familiar with this methodology, explain first how it works. It may be useful to go over the definitions from lesson three in strand two.

Walking debate statements

- All displaced people should have legal papers, passports and physical proof of their stories if they are genuine.
- Most displaced people are uneducated and are just looking for money from the government.
- Asylum seekers should not be allowed to work until their legal case has been approved, even though this may take a few years.
- Ireland should take in a much higher number of displaced people.
- As many people who live in Ireland are struggling with financial problems, we should decrease the number of displaced people we take in.

Provide each group with a copy of Handout 20. Ask them to complete the task on the handout, taking into consideration their discussions so far in this lesson.

Once completed, ask the students to feedback and discuss. Once completed, show the following video on the UN Refugee Convention of 1951: youtu.be/i5fnRd2_gB4



Handout 19

United Nations Convention on the Rights of the Child (UNCRC)



1
DEFINITION OF A CHILD
A child is any person under the age of 18.



2
NO DISCRIMINATION
All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.



3
BEST INTERESTS OF THE CHILD
When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.



4
MAKING RIGHTS REAL
Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.



5
FAMILY GUIDANCE AS CHILDREN DEVELOP
Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.



6
LIFE, SURVIVAL AND DEVELOPMENT
Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.



7
NAME AND NATIONALITY
Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.



8
IDENTITY
Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.



9
KEEPING FAMILIES TOGETHER
Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.



10
CONTACT WITH PARENTS ACROSS COUNTRIES
If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.



11
PROTECTION FROM KIDNAPPING
Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.



12
RESPECT FOR CHILDREN'S VIEWS
Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.



13
SHARING THOUGHTS FREELY
Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.



14
FREEDOM OF THOUGHT AND RELIGION
Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.



15
SETTING UP OR JOINING GROUPS
Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.



16
PROTECTION OF PRIVACY
Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.



17
ACCESS TO INFORMATION
Children have the right to get information from the internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.



18
RESPONSIBILITY OF PARENTS
Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.



19
PROTECTION FROM VIOLENCE
Governments must protect children from violence, abuse and being neglected by anyone who looks after them.



20
CHILDREN WITHOUT FAMILIES
Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.



21
CHILDREN WHO ARE ADOPTED
When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.



22 Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.



23 Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.



24 Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.



25 Every child who has been placed somewhere away from home - for their care, protection or health - should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be.



26 Governments should provide money or other support to help children from poor families.



27 Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.



28 Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.



29 Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.



30 Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.



31 Every child has the right to rest, relax, play and to take part in cultural and creative activities.



32 Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.



33 Governments must protect children from taking, making, carrying or selling harmful drugs.



34 The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.



35 Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of).



36 Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention.



37 Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.



38 Children have the right to be protected during war. No child under 15 can join the army or take part in war.



39 Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity.



40 Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.



41 If the laws of a country protect children's rights better than this Convention, then those laws should be used.



42 Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.



43-54 These articles explain how governments, the United Nations - including the Committee on the Rights of the Child and UNICEF - and other organisations work to make sure all children enjoy all their rights.



Handout 20

Imagine you were present during the creation of the UNCHR Refugee Rights Charter in 1951. Your task is to draw up a list of specific rights that you believe a refugee should be entitled to.

The 1951 Convention relating to the Status of Refugees is the key legal document in defining who is a refugee, their rights and the legal obligations of states for their care. However, some countries differ in their treatment of asylum seekers in key areas such as the right to work.



My Refugee Rights Charter

I believe that these are the rights of every world refugee, alongside their rights we all share as human beings:

Signed: _____

SDG: 10 – Reduced Inequalities, 16 – Peace, Justice and Strong Institutions

Literacy: Critical analysis, listening and speaking, design and planning, synthesising, composing, digital literacy (evaluating web resources and using social sites)



LESSON 6: TAKE ACTION

Action: Connect and speak out

Consider the following suggestions as a class; discuss others and then select one action you would like to take, having learned and reflected on the issue of displaced people.

1. Find out what groups are working in your area or in Ireland with migrant groups, asylum seekers or refugees. Invite a guest speaker to visit your class to answer some of your questions. They might speak at your assembly or during Justice, Peace and Integrity of Creation (JPIC) week in your school.
2. Are there students in your school whose parents were born in other places and who came to live in your area from a different part of Ireland or from another country? Are there students in your school who belong to different faiths and cultures? Are there students in your school who were born outside Ireland and who have moved to make their lives here? What can you learn by listening and talking with them? What can you do to celebrate diversity and intercultural learning in your school?
3. Find out what campaigning groups are working to address the rights of refugees in crisis at the moment. Consider lending your support to that campaign and encouraging your wider school to become involved.
4. Illustrate Benjamin Zephaniah's poem (see page 54). Using your own illustrations as a class, or images from media sources (internet, newspaper, etc.), visually represent the poem's message. Bring your creativity to life: consider adding music, PowerPoint or Prezi to make your illustration as engaging as possible. Seek permission to display your illustration in a prominent area of your school.
5. Is there another action you as a class would like to take?

SDG: 10 – Reduced Inequalities, 13 - Climate Action, 16 – Peace, Justice and Strong Institutions

Literacy: Critical analysis, composing, self-evaluation



LESSON 7: REFLECTION



Belonging and Displacement

Part 1: Learning

Ask each student to create a drawing of a journey that a person or family has to take because they are forced to flee, either because of conflict and war, or because of the effects of climate change. Alternatively, they can draw their own journey if this is something they experienced. In the drawing, the students can write answers to the questions below at different places along the journey. The drawing can also represent the journey of their learning and reflection during this module.

- A fact I learned ...
- Something I found interesting ...
- Something that surprised me ...
- Something I found difficult or challenging ...
- Something I learned about myself ...
- A question I'm left with ...
- How did I participate ... (did I speak up in class, did I listen, did I take notes, did I work well as part of a group? What other skills did I use?)
- How does all this connect with your faith/beliefs?

Part 2 and 3 can then be completed in the learning journals.

Part 2: Action

- What action did I take?
- What was the aim of the action?
- What did the action achieve?

Part 3: Progression as an extension

- Reflecting on 'Belonging and Displacement', do you now think or feel differently than you did at the beginning of the module? Please explain.
- What new knowledge have you gained about the Global South?
- Have you gained new skills? How did you use these skills?



STRAND THREE

GENDER AND EQUALITY

The aims of this strand are to:

- Explore gender equality
- Examine different experiences of discrimination on the basis of gender
- Foster understanding of the causes and impacts of gender discrimination, particularly as it affects girls and women in the Global South

Please note: In exploring gender with your students, regardless of the gender make-up of the group, we strongly recommend that you:

- Create a positive environment where all students can contribute and where views and opinions are respected.
- Make it clear that gender-based jokes and discriminatory remarks will not be allowed in the classroom.
- Continue to remind your students that gender not only refers to women or men but to the relationship and power dynamics between both.
- Encourage all to explore that while gender inequalities hurt everyone, discrimination consistently deprives girls and women of power and access to resources. It is therefore essential to discuss the consequences of this for women and girls. If your students are having difficulty understanding gender inequality and injustice, it may help to begin by discussing another issue such as race, class or age.

SDG: 5 – Gender Equality, 10 – Reduced Inequalities

Literacy: Critical analysis, speaking and listening, synthesising, reporting



LESSON 1: GENDER STEREOTYPES

Aim: To distinguish between fact and opinion and to raise awareness of gender stereotypes

Methodology

Tell students you are going to read some statements out loud. In pairs, their task is to discuss and write down whether they believe each statement is a fact or opinion

Statements:

- Green is a colour
- Girls like pink
- Apples are round
- Apples taste good
- Boys don't cry
- Mothers are better parents
- Women give birth
- Women cry easily
- Men are stronger than women
- Little boys are tough; little girls are gentle
- Men's voices break at puberty, women's do not

Encourage students to discuss, listen and be open to changing their mind. Following a discussion about each statement, inform students of the correct answer.

Now divide the board in two, with the headings: Boys and Girls. Ask students to call out words or associations they have with both. What might boys say if they were part of the class (if in an all-girls school)?

Follow on with a discussion about what it means to be a boy and what it means to be a girl. Ask students if they believe these stereotypes have positive and negative impacts on people. What do the students agree and disagree on?

Explain to students that gender roles and stereotypes are something we learn and are taught throughout our lives – we are not born with them. We are born with our sex which makes us either male or female. So the good news is that gender roles are not fixed; if we challenge the negative stereotypes, they can change!

In pairs, encourage students to discuss and note what, in their opinion, are some of the most negative and damaging stereotypes for boys and girls. Why? What might these stereotypes prevent boys or girls doing that could be positive? Or what could they promote that could be negative? Ask if students know of any people in the media, in public life, or in their own life that challenge gender stereotypes. It might be useful to offer some examples here: 'A woman's place is in the home'; 'It's ok for boys to be rough and to physically fight ...'

As homework, students ask three people they know (e.g. friends, family, youth group): what do you think are some of the most damaging or negative stereotypes for boys and girls? Why? Ask them to write answers in their learning journal to provide feedback at the next class.

SDG: 5 – Gender Equality, 10 – Reduced Inequalities

Literacy: Critical analysis, listening and speaking, composing, vocabulary



LESSON 2: POWER

Aim: To guide participants towards understanding the concept of power, different types of power, and how power influences our decisions and choices

Materials: Four flip charts to tape to the wall in different parts of the room, Handouts 21 and 22 and a camera or camera phone

Methodology

Part 1: Ask the students to close their eyes for a minute and guide them by saying: ‘Now in your mind, try to imagine power. What does power look like to you? What images come into your mind? Now please open your eyes.’

Ask: ‘What was it that you imagined when you closed your eyes?’ After several students have described what they saw, arrange the students into groups of three or four and distribute Handouts 21 and 22 to each group. Discuss the four different types of power with the whole class, then ask them to look at each picture and decide what type of power is being portrayed in each case.

Ask each group to feedback their answers, and encourage a discussion if the groups come up with different answers.

Solution: (accept alternative answers if the students can provide a strong enough argument to justify their choice)

Picture A = Power over others

Picture B = Power to act

Picture C = Power with others

Picture D = Power within me

Highlight some key points; for example, that power can be used positively and negatively, and that power is not in limited supply. One person

having power does not mean they must take power away from another person. Everyone can have power. Ask how they see power connecting to what they have done already in the module, and with gender equality?

Once a consensus is reached, give each group an A3 sheet of paper, and ask them to draw a new picture which represents one of the forms of power, but from a context they are familiar with (e.g. home, club, friends).

Part 2: Divide the class into four groups and give each group one of the four types of power: power within, power over, power with, and power to. Now ask each group to come up with three ‘freeze frames’ that tell a story representing the type of power they have been given. To create a freeze frame they must use their bodies to create a silent frozen image, as if the action in a play or scene is frozen, like in a photograph or video frame. They can show the beginning, middle and end of the story in the three freeze frames. Ask each group to come to the top of the class to showcase their freeze frames and the rest of the class must guess the type of power and the story they are representing. If students are happy for photographs to be taken, the freeze frames can be documented for inclusion in an information display on the concept of power, types of power, and the connection between power and the injustices explored in this module.

Extension activity

Ask participants to write the following two sentences in their learning journal:

I feel I have power with or when ...

I feel I lack power with or when ...

Ask students to individually answer each of these questions, thinking about at least two

experiences and situations in their own lives where they feel they have power, and where they feel they lack power.

Ask students to discuss their answers in pairs and then ask each pair to provide feedback on one example of having power and one example of lacking power.

To debrief, ask the group: what we can learn from this activity? Highlight that we all have power, and one person having power does not mean that someone else has to have no power. Ask: what do you think are the consequences of feeling a lack of power? Record the responses and return to these throughout the gender strand. Summarise by highlighting that we all

have certain circumstances in which we feel powerful and those in which we feel powerless. Understanding our own experiences of power can help us to use our power more positively with others.

Note

This lesson has been adapted from activities in 'SASA! Faith: A Training Manual to Prepare Everyone Involved in SASA! Faith', developed by Trócaire and Raising Voices, Kampala (2016).



Handout 21
Types of power

Power within me is the strength that comes from inside ourselves to positively influence our own lives and the lives of others. This positive power can be used to confront the negative uses of power in our communities and the world.

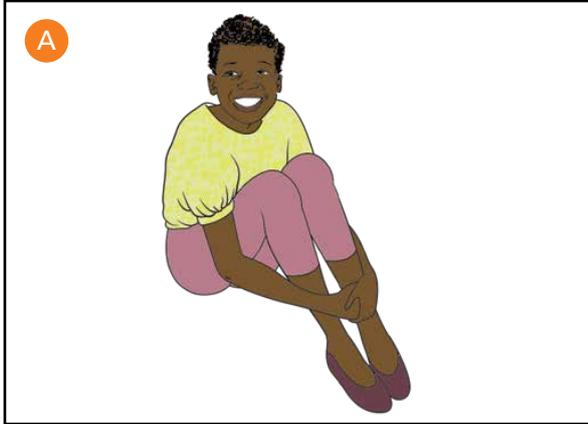
Power over others is the power that one person or group uses to control another person or group. This can happen in a number of ways, including direct violence, or indirectly through following community beliefs and practices that place men as superior to women; for example, allowing only men to own land in a community.

Power with others means the power felt when two or more people come together and offer each other support in the face of injustice. This includes joining our power with individuals, as well as groups, to respond to injustice with positive energy and support.

Power to act is the actions that individuals and groups use to create change. This power draws on the belief and energy that exists within individuals and groups, and is linked to **power with**, and **power within**.



Handout 22
Drawings of power



Power within me



Power over others



Power with others



Power to act for change

Note

These images are found in raisingvoices.org/sasa/download-sasa/ in the 'start' section.

SDG: 4 – Quality Education, 5 – Gender Equality, 10 – Reduced Inequalities

Literacy: Word identification, vocabulary, comprehension



LESSON 3: WOMEN IN POLITICS

Aim: To understand the current situation regarding the representation of women in politics in different countries around the world

Materials: Handout 23

Methodology

Split the students into small groups and distribute the handout and scissors. Ask each group to rank the countries from those with most female representation in national parliaments (similar to Dáil Éireann in Ireland) to those with the least female representation. Groups can use a map to locate the country if they are unfamiliar with them.

After ten minutes, ask the groups to report their top and bottom countries. What criteria did they consider when making these selections? Did they make any assumptions about the countries, such as wealth, religion, geographic location?

Reveal the correct answers, highlighting some of the main points. Ask young people which stats they found most surprising. Hold a discussion about gender quotas in politics. Ask the students to find out what is meant by a gender quota, and where they have been used. What are the short-term and long-term benefits and consequences of gender quotas?

An excellent website to find out information is: unwomen.org

Country	Per cent of women in national parliaments	World Ranking (/189)
Rwanda	61.3%	1
Nicaragua	47.3%	6
United Kingdom	33.9%	38
China	24.9%	73
United States of America	23.6%	81
Ireland	22.5%	86
Indonesia	20.4%	100
Sierra Leone	12.3%	152
Japan	9.9%	163
Qatar	9.8%	164

Source: <https://data.ipu.org/women-ranking?month=6&year=2020>



Rwanda



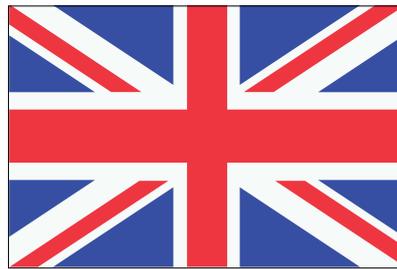
Ireland



Nicaragua



Indonesia



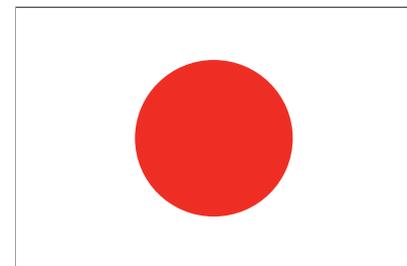
United Kingdom



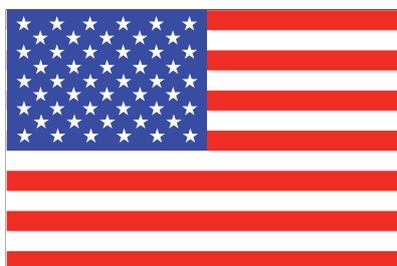
Sierra Leone



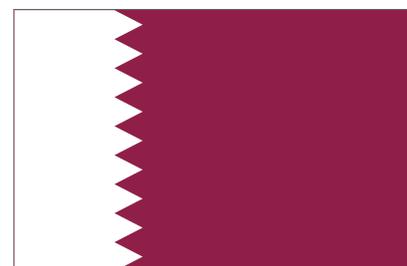
China



Japan



United States of America



Qatar

SDG: 5 – Gender Equality, 10 – Reduced Inequalities

Literacy: Extrapolation, synthesising, vocabulary, critical analysis, listening and speaking, digital literacy (evaluating web resources)

Numeracy: Arithmetic, understanding patterns and sequences, ability to organise mathematical information



LESSON 4: MEDIA AUDIT

Aim: To highlight how the media represents men and women, and to explore its influence over our own images of men and women

Materials: Handout 24

Methodology

There are two options for this activity. If you have access to the internet, encourage students to select a variety of daily newspapers, including broadsheets and tabloids. Alternatively, bring a selection of newspapers into the classroom and distribute.

In small groups, ask students to go through the paper they have and look at each photograph and article and complete the handout. Encourage students to look at every page and section of the paper (i.e. travel, sport, business).

Discuss the findings. Who presented most? What are they doing? Who are the journalists and photographers? Do the photos reflect reality? Do all the papers have the same approach? What else have students noticed? Encourage students to distinguish between fact and stereotype, and how women are represented in the media. For example, are women associated with certain types of issues or themes?

Following the audit, ask students for their response. Are they surprised by what they

found? Does it matter? Is there parity in terms of numbers of men and women represented? Are women represented more in certain sections or in relation to certain issues/themes? Is there a difference in the colours used for representation of different genders? Is there a difference in the clothing worn and angles used for different genders? Extend the conversation to discuss other media: TV, social media, magazines. Are they different? In what way? What messages does the representation send to the reader? Does gender representation in media impact on how you, or we as a society think and act? How could this be improved?

Extension activity

Assign each group with either 'man' or 'woman' and ask the group to act as the photography editor of a newspaper. Encourage them to develop a list of five photos they would like to appear in the newspaper the following day, photos that reflect reality and challenge gender stereotypes. As students explore this further, be aware of other types of discrimination that are present: often when women are represented, it is still a very narrow group of women (white, young, thin, able-bodied, for example, in fashion magazines)? Can the group identify stereotypes or discrimination against women in other media formats such as TV, film and social media?



Handout 24
A media audit

Using one newspaper, fill out the sheet below to record the number of times men and women appear in the photos, the captions, headlines and the stories, and what they are doing.

NEWS

Name of newspaper: _____

	Men	Women
Total number of men/ women excluding photographers/journalists		
What are they doing? What issues or stories are they represented in? What is this messaging telling the reader?		
Total number of photographers/journalists that are men/women		

LESSON 5: THE INNER CIRCLE

Aim: To explore how gender discrimination excludes women from fully participating in society and achieving their full potential

Materials: Handout 25, flip-chart paper and markers

Video: youtu.be/OqG3PMEWAcI

Time: 40 mins

Distribute the character cards among the group. Allow time for participants to familiarise themselves with their character without sharing with others. Ask the participants to stand in a circle. Explain that you are going to read out a number of statements. After each statement is read out, participants should take a step into the circle if the statement is true for their character/ community – then everyone claps for them. As you read out the next statement, characters should move into or out of the circle if the statement applies to them.

Step into the circle if the following statement applies to you:

1. I will likely finish my secondary education
2. I don't have to worry about my health or wellbeing
3. I can marry who I choose, when I choose
4. I will choose when to have children and how many children I will have
5. I have good self-esteem
6. I can make decisions that will affect my life without interference
7. I will receive equal pay for equal work compared to someone of the opposite sex
8. It is unlikely that I will be a victim of physical or sexual violence from a partner
9. I will have full control over my finances without interference
10. It is possible that I could become a senior manager or boss of a company
11. Men and women are seen as equals in my community

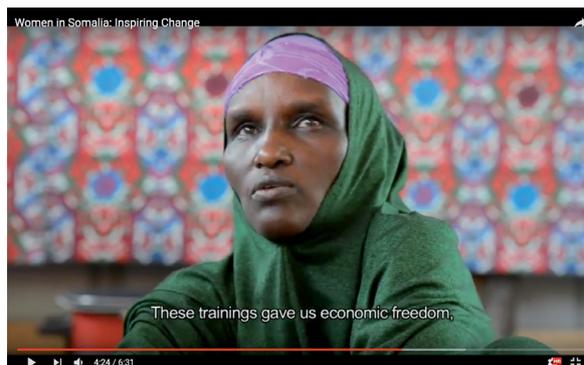
Questions to explore in the debrief

- Who was included most? How did it feel?
- For others, how did it feel when you couldn't take a step in?
- Was any character excluded from every opportunity? How did this feel?
- Why do you think such differences of opportunity exist between men and women in different countries?

Hawa's story

Watch the video (youtu.be/OqG3PMEWAcI) about Trócaire's women's empowerment programme in Somalia and consider the following questions:

- What's inspiring about Hawa's story?
- Does she live up to gender stereotypes?



Hawa Abdi, Dollow Women's Group Representative, Somalia.



Handout 25
Character cards

HAWA (FEMALE, 14), SOMALIA

You never had the opportunity to attend school. While your brother went to the local primary school, you stayed back to tend the goats. Your father has informed you that he has arranged a husband for you. He plans for you to leave home once your period starts.

GEBREMICHAEL (MALE, 18), ETHIOPIA

You live at home with your parents and until recently you didn't have a steady job. As a daily labourer, you can earn 75 Birr (€2.50) a day (females earn 45 Birr) for a twelve-hour shift. You recently joined the beekeeping cooperative, which is owned equally by its ten male and ten female members. All decisions are made together.

HILDA (FEMALE, 19), NICARAGUA

You were fifteen when you had your daughter Bahiona. After some negotiating with your husband you joined the new women's group in your community, but you have very low self-esteem and are embarrassed to talk in case you say the wrong thing. People in the community don't like the group. They say you are doing bad things and that you are lazy.

CLAIRE (FEMALE, 17), IRELAND

Your mother was a nurse and even though you have been getting high grades and would like to become a doctor, your family are encouraging you to following in her footsteps. You have recently started training every day as it keeps you fit and helps to control your weight. You are saving your money to get lip fillers, so you can have that Instagram pout.

JOHN (MALE, 16), IRELAND

You live in the countryside on your family farm. Your dad has a thriving milking business and he is planning to buy you a car for Christmas. Your mum has always been a housewife, she does all the cooking and cleaning, while you do man's work out on the farm after school. You are an excellent rugby player and popular among your peers.

NOELLA (FEMALE, 18), DEMOCRATIC REPUBLIC OF CONGO

You met your husband when he came to your town for medical treatment. His wife left him and he needed help to look after his children. Your family were paid one goat as your bride price when you were sixteen. After a year the first wife returned and you both now live in separate dwellings but in the same locality. You recently saved enough maize to buy a motorbike, but your husband sold it and bought you some clothes with the money.

BATI (FEMALE, 40), INDIA

You get up at 3 a.m., clean the oven, and light the fire to heat the water for bathing, sweep, fetch water and cook breakfast. You go to the field to work until 5 p.m. Although your workload is exhausting and sometimes makes you ill, you accept it as women's burden. You have been elected to the local council, but must ask permission from your husband to attend meetings. Recently he has asked you to stop participating in so many meetings.

WILLIAM (MALE, 55), USA

You attended private school and one of the best universities in the world. You are fascinated by computers and started your own company, which has been very successful. You are a very driven person and worked hard to improve your business. You are married with three children. You have made a lot of money and have a lot of influence worldwide.

FADIA (FEMALE, 15), SIERRA LEONE

Your parents, sisters and you were lucky to escape the mudslide in your city. Your home was destroyed along with all your possessions. You are currently six months pregnant, which means you are not allowed to go to school. You spend the day with the other young mothers in your community, but you miss school as you were a good student.

BOSTON (MALE, 34), MALAWI

You are the chief of the village. As part of your status, you have three wives. Your boys will all complete their schooling, while the girls attend for the first three years only. In your community, a husband and wife do not walk together side by side in public as this is a sign of weakness on the part of the man. It indicates that he is under his woman's control.

DORA (FEMALE, 37), SIERRA LEONE

You never got to go to school. Two years ago your sister died, so it's your responsibility to take care of her three children, along with your own two children. You had to ask your husband's permission to join the women's farming group but he has been supportive and he sees the benefits the group has for your family. You now have more money to provide nutritious food for your children.

SDG: 5 – Gender Equality, 10 – Reduced Inequalities

Literacy: Extrapolation, vocabulary, synthesising, speaking and listening, critical evaluation, digital literacy (evaluating web resources)

Numeracy: Spatial awareness, visual perception of number information



LESSON 6: GLOBAL MOVEMENT FOR GENDER EQUALITY

Aim: To foster an understanding of the historical steps taken to achieve gender equality and the current local to global actions and mechanisms

Materials: Handouts 26, 27 and 28, A4 sheets with key dates written on each, four sheets of flip-chart paper with grid, blu-tack, scissors

Methodology

Part 1: Explain that there has been a global movement for gender equality and highlight some of the key points along this journey:

1800s – The suffragette movement (women’s right to vote)

1948 – The Universal Declaration of Human Rights states everyone is equal

1973 – The ban on married women working in the civil service in Ireland was lifted

1979 – CEDAW (Convention on the Elimination of All Forms of Discrimination Against Women) was adopted by the United Nations. This is regarded as an important bill of rights for women globally

2000 – World leaders agree the Millennium Development Goals (MDGs) that lasted until 2015, including Goal 3: To Promote Gender Equality and Empower Women

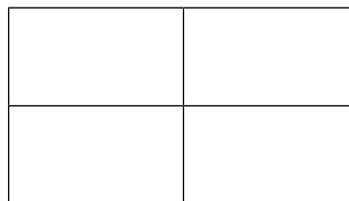
2014 – Launch of the United Nations HeForShe Campaign for Gender Equality.

2015 – The new Sustainable Development Goals (SDGs), or global goals, were agreed. These will last until 2030, and include Goal 5: Gender Equality

Place a sheet with each of these dates in chronological order around the classroom and invite students to move around the classroom, standing by the key dates. Ask them: what would life have been like in Ireland and in other parts of the world for girls and women during these

times? What is life like now for girls and women? What are their hopes for the future? How do they think they can contribute to the new global goals?

Part 2: Divide the class into four groups and give each group a piece of flip-chart paper divided with marker into four sections as per the illustration below.



Give Handout 26 to each group. Ask each group to choose four articles and represent the meaning of each of the articles they have chosen by creating drawings in each section of their flip-chart paper. They should think about how the articles relate to their lives, to Ireland and to the wider world. When completed, each group can present back to the class in order to share their understanding of CEDAW, and the relevance of the convention today.

Then give Handout 27 with the SDGs to each group. Ask them to match the SDGs with the CEDAW articles by sticking an SDG to the relevant articles. Promote discussion about how the global movement for gender equality keeps building, with older conventions becoming the base for newer goals such as the SDGs, so that they can be combined to create a stronger movement for change.

Watch Trócaire’s video ‘Women in Somalia’, focusing on education and health, as an example of action for gender equality: [youtube.com/watch?v=OqG3PMEWAcl&feature=youtu.be](https://www.youtube.com/watch?v=OqG3PMEWAcl&feature=youtu.be)
Duration: 6 minutes, 30 seconds

For more stories online, check out the following links:

- The Girl Effect, United Nations Foundation:
[youtube.com/watch?v=sp4Wa2fcUsQ](https://www.youtube.com/watch?v=sp4Wa2fcUsQ)
Duration: 3 minutes
- Women and Development in Africa, Self Help Africa: [youtube.com/watch?v=QOIBK9BwKk](https://www.youtube.com/watch?v=QOIBK9BwKk)
Duration: 3 minutes
- The Smart Thing to Do, Harvard University:
[youtube.com/watch?v=hdOcjKsUqOI](https://www.youtube.com/watch?v=hdOcjKsUqOI)
Duration: 20 minutes

Extension activity

Divide the class into groups and give out Handout 28, with information on gender equality in Ireland and Rwanda, linking different aspects to the SDGs. Ask the groups to come up with steps to work towards gender equality in both countries.



Handout 26

CEDAW (Convention on the Elimination of All Forms of Discrimination Against Women)

Shortened version

Article 1: Defines discrimination against women

Article 2: Encourages states to condemn and legally protect against discrimination

Article 3: Encourages states to take special temporary measures to accelerate equality

Article 4: Encourages states to take action to guarantee women's rights

Article 5: Cultural practices, common responsibility for childrearing

Article 6: Trafficking of women

Article 7: End to discrimination in political life

Article 8: Right of women to represent governments

Article 9: Equality regarding nationality on marriage/nationality of children

Article 10: Equality in education

Article 11: Equality in employment

Article 12: Health – limited free healthcare

Article 13: Family benefits, bank loans, recreational activities

Article 14: Rural women

Article 15: Equality before the law

Article 16: Equality regarding marriage rights

Article 17: Establishment of CEDAW evaluation committee

Article 18: Establishment of schedule of reporting to the Committee

Note

Adapted from Maeve Taylor's CEDAW and the Beijing Platform for Action.

Full version

Article 1: Definition of 'discrimination against women'

Discrimination against women includes any distinction, exclusion or restriction made on the basis of sex that has the effect or purpose of impairing or nullifying women's enjoyment of

human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. This is irrespective of their marital status, on a basis of equality of men and women.

Article 2: Duty of States

States agree to pursue by all appropriate means a policy of eliminating discrimination against women, undertaking to take concrete steps to eliminate discriminatory laws, policies and practices in the national legal framework.

Article 3: Equality

States shall take all appropriate measures to ensure the full development and advancement of women so as to guarantee them the enjoyment of human rights and fundamental freedoms on a basis of equality with men. This is in all fields, but in particular the political, social, economic and cultural fields.

Article 4: Special measures

States are allowed to adopt temporary special measures to accelerate de facto equality for women until the objectives of equality of opportunity and treatment have been achieved. States are allowed to adopt special measures aimed at protecting maternity.

Article 5: Stereotyping and cultural prejudices

States shall take appropriate measures to eliminate stereotyping, prejudices and discriminatory cultural practices. States shall also ensure that family education includes a proper understanding of maternity as a social function and the recognition of the roles of men and women in the upbringing of their children.

Article 6: Trafficking and prostitution

States shall take all measures to stop all forms of trafficking and the exploitation and prostitution of women.

Article 7: Political and public life

States shall ensure that women have equal rights with men to vote, hold public office and participate in civil society.

Article 8: Participation at the international level

States shall ensure that women are allowed to represent their governments at the international level and to participate in the work of international organisations.

Article 9: Nationality

States shall grant women equal rights with men to acquire, change or retain their nationality and also equal rights in respect of their children's nationality.

Article 10: Education

States shall ensure that women have equal rights with men in education, including equal access to schools, vocational training, curricula and educational resources. States shall eliminate stereotypes of the roles of women and men through revising school materials and teaching methods.

Article 11: Employment

States shall ensure that women have the same opportunities as men in employment, promotion, training, equal remuneration, social security and safe working conditions. Women must also be protected in respect of pregnancy, maternity and marital status.

Article 12: Health

States shall ensure that women have equal rights with men to access to healthcare services.

Article 13: Economic and social benefits

States shall ensure that women have equal rights with men to family benefits, bank loans and other forms of financial credit. Women must also be allowed to participate equally in recreational activities, sports and all aspects of cultural life.

Article 14: Rural women

States shall take all appropriate measures to eliminate discrimination against women in rural areas so that they can participate in and benefit from healthcare, education, social security, development planning, etc., equally with men.

Article 15: Equality before the law

States shall ensure that women and men are treated equally before the law. Women have the same legal right to enter contracts, own property and choose their place of residence.

Article 16: Marriage and family life

States shall ensure that women have equal rights with men in relation to marriage and as parents, as well as in respect of other aspects of family life.

Articles 17–24

These articles describe the composition and procedures of the CEDAW Committee, the relationship between CEDAW and national and international legislation, and the obligation of states to take all steps necessary to implement CEDAW in full.

Articles 25–30

These articles describe the general administrative procedures concerning enforcement of CEDAW, ratification and entering reservations.



Handout 27

Sustainable Development Goals (SDGs)



Note

Image sourced from: globalgoals.org/resources



Handout 28

Gender equality in Ireland and Rwanda

SDG: 5 – Gender Equality, which relates to all the sections below. Other relevant SDGs have been highlighted. Can you think of any more that are relevant?

Gender Equality in Ireland and Rwanda

IRELAND	RWANDA
1. Women in politics (SDG 10 – Reduced Inequalities, SDG 16 – Peace and Justice)	
<p>Out of 160 TDs elected to Dáil Éireann in 2020, 36 are women (22.5%).¹¹ The Taoiseach, Micheál Martin, and all other previous taoisigh, have been men.¹²</p> <p>In 2020, out of the 49 members of the Seanad only 15 members were women (just over 30%).¹³</p> <p>The current and ninth President of Ireland is Michael D. Higgins.¹⁴</p> <p>Out of the previous 8 presidents, 2 have been women.¹⁵</p>	<p>In 2018, women claimed 49 of the 80 contested seats, representing a 61.3% female presence in parliament.¹⁶</p> <p>Rwanda is currently the only country with a female majority in the national parliament.¹⁷</p> <p>The current president of Rwanda is a man, Paul Kagame. All previous 5 presidents have been men. The current prime minister is a man, Édouard Ngirente, and 1 out of the previous 10 prime ministers was a woman.</p>
2. Women in work (SDG 1 – No Poverty, SDG 8 – Good Jobs and Economic Growth)	
<p>Estimated national income per person (female) is \$44,917.</p> <p>Estimated national income per person (male) is \$66,587.¹⁸</p> <p>Only one in nine CEOs in large enterprises in Ireland in 2019 were women. The overall composition of Boards of Directors was 80% male and 20% female.¹⁹</p> <p>36 of 160 (23%) seats in the Dáil Éireann / House of Representatives are held by women. According to the Section on State Funding of Political Parties and Gender Balance of the Electoral Act 1997, as amended in 2012, political parties will lose 50% of their state funding unless at least 30% of the candidates were women and is set to rise to 40% in 2020.²⁰</p> <p>In 2013, 60.2% of all employees on low pay (less than €11.45 an hour) were women.²¹</p>	<p>Estimated national income per person (female) is \$1,708.</p> <p>Estimated national income per person (male) is \$2,218.²²</p> <p>Only 5.9% of directors of public boards are women, and 26.8% of members of public boards are women.²³</p>

3. Women in education (SDG 4 – Quality Education)	
<p>Expected years of schooling for a female (years) is 18.9.</p> <p>Expected years of schooling for a male (years) is 18.7.²⁴</p> <p>Women are more likely to have a third-level qualification, with over half (55.3%) of women aged 25–34 having a third-level qualification in 2013 compared to just 42.7% of men in this age group.²⁵</p> <p>Female students outnumber males in business, administration and law but it’s still very much a man’s world when it comes to the top jobs in these sectors. The vast majority (85%) of graduates in engineering, manufacturing and construction in 2012 were male, while over three-quarters of graduates in the education, health and welfare sectors were female.²⁶</p>	<p>Expected years of schooling, female (years) is 11.2.</p> <p>Expected years of schooling, male (years) is 11.2.²⁷</p> <p>Women’s literacy rates are lower than their male counterparts (60% and 70% respectively).²⁸</p> <p>Attendance at secondary school for males is 14.7%.</p> <p>Attendance at secondary school for females is 15.6%.²⁹</p> <p>Although girls’ attendance at school exceeds that of boys, women are more likely to live in poverty than men.³⁰</p>
4. Women, health and well-being (SDG 3 – Good Health)	
<p>Ireland has the highest childcare costs in the European Union (National Women’s Council 2015).³¹</p> <p>Women are entitled to 26 weeks or 182 days maternity leave, and 16 weeks unpaid leave. Women who work are entitled to maternity benefit that is paid by the state, €230 a week, and employers can choose to continue paying the salary, minus the state maternity benefit.³²</p> <p>Maternal mortality ratio (deaths per 100,000 live births) is 9.³³</p> <p>In 2014, 1 in 4 women experienced physical and sexual violence from a male partner, and 79% of women in Ireland never disclosed serious physical or sexual violence by a partner to anyone.³⁴</p>	<p>Employers provide 60% of wages during maternity leave, which last 84 days.³⁵</p> <p>Maternal mortality ratio (deaths per 100,000 live births) is 320.³⁶</p> <p>Violence against women remains a challenge in Rwanda. While the number of reported gender-based violence cases reduced from 5,358 cases in 2008 to 1,071 cases in 2012, gender-based violence (GBV) remains underreported, so the official statistics only reveal part of the problem.³⁷</p>

11. <https://www.irishtimes.com/news/politics/the-shape-of-the-33rd-d%C3%A1il-gender-and-age-1.4172965>

12. <http://oireachtas.ie/members-hist/default.asp?housetype=0&HouseNum=32&disp=mem>

13. <https://womenforelection.ie/26th-seanad-election-results/>

14. president.ie/en/the-president/michael-d-higgins

15. worldpresidentsdb.com/list/countries/ireland/

16. https://data.ipu.org/content/rwanda?chamber_id=13513

17. africa.unwomen.org/en/where-we-are/eastern-and-southern-africa/rwanda

18. hdr.undp.org/en/countries/profiles/IRL

19. <https://www.cso.ie/en/releasesandpublications/er/gbb/genderbalanceinbusinesssurvey2019/>

20. <https://www.idea.int/data-tools/data/gender-quotas/country-view/143/35>

21. www.neroinstitute.net/sites/default/files/research/2019/qeo_spring_2016_compressed.pdf

22. hdr.undp.org/en/countries/profiles/RWA

23. issafrica.org/iss-today/does-the-dominance-of-women-in-rwandas-parliament-signify-real-change

24. <http://hdr.undp.org/en/countries/profiles/IRL>

25. <http://hdr.undp.org/en/countries/profiles/IRL>

26. ec.europa.eu/ireland/about-us/the-eu-and-irish-women_en

27. ec.europa.eu/ireland/ireland_in_the_eu/impact_of_eu_on_irish_women/index_en.htm

28. africa.unwomen.org/en/where-we-are/eastern-and-southern-africa/rwanda.unicef.org/infobycountry/rwanda_statistics.html

29. gov.uk/government/uploads/system/uploads/attachment_data/file/412396/Rwanda-Summary.pdf

30. nwcsi.ie/images/uploads/Womens_Human_Rights_Alliance_Submission_to_Irelands_List_of_Issues_October_2015.pdf

31. citizensinformation.ie/en/social_welfare/social_welfare_payments/social_welfare_payments_to_families_and_children/maternity_benefit.html#62fd2

32. hdr.undp.org/en/countries/profiles/IRL

33. safeireland.ie/wp-content/uploads/National-Domestic-Violence-Service-Statistics-2014.pdf

34. reports.weforum.org/global-gender-gap-report-2015/economies/#economy=RWA

35. hdr.undp.org/en/countries/profiles/RWA

36. hdr.undp.org/en/countries/profiles/RWA

37. africa.unwomen.org/en/where-we-are/eastern-and-southern-africa/rwanda

SDG: 5 – Gender Equality, 10 – Reduced Inequalities

Literacy: Listening and speaking, critical analysis, synthesising, digital literacy (evaluating web resources, using social sites, microblogging), design and planning



LESSON 7: TAKE ACTION

Action: Celebrate gender equality

International Women’s Day takes place every year on 8 March. Take this opportunity to celebrate gender equality in your school. For great ideas, visit internationalwomensday.com.

Here are just some ideas:

Past and present

In preparation for an awareness-raising day, your students could do some home-based research. Encourage them to interview female and male members of their wider family unit; explore what it was like to be a man/woman in the past (their mother’s/grandmother’s time) and how they see things have changed. Collate these findings and make them available to the school.

Special guests from the community

Are there people within the students’ local community that could come to the school to speak about gender equality or the family? It may be a member of a student’s family, one involved in a local organisation, or an immigrant with a different view of gender equality.

The alternative view

Referring to the media audit activity (page 68), the students could display in the school their own alternative images of women and men, girls and boys.

Poster competition

Use the day to run a poster competition in the school for First Year classes. The theme can be decided by your students and should be related to gender equality.

The world view

Use information and research that students have compiled to create a visual display of gender inequalities and advancements in recent times. Create a fact sheet to complement the display.

School mural

Create a mural in the school based on the Malala Yousafzai’s quotes: ‘Education is education and it’s the right of every human being.’ ‘Let us remember: One book, one pen, one child, and one teacher, can change the world.’ Malala Yousafzai stood up for the right to education for girls and was shot by the Taliban. Read her story here: malala.org/malalas-story

Contact your politicians

Contact your local and national politicians and ask them what they are doing to support gender equality in Ireland.

Tweet support for the SDGs (the global goals)

Focusing on the goals that relate to gender, such as SDG 4 – Quality Education, SDG 5 – Gender Equality, and SDG 10 – Reduced Inequalities, tweet your support for these goals, for example using the below hashtags and connecting with @Trócaire:

- #sdgssaturday
- #globalgoals
- #deved
- #sdgsyouth



SDG: 5 – Gender Equality, 10 – Reduced Inequalities

Literacy: Critical analysis, composing, self-evaluation



LESSON 8: REFLECTION



Gender and Equality

Split the students into groups of four or five and ask them to draw an outline of one person lying down on a large piece of paper. Ask the students to answer the following questions on post-it notes and place them on the group outline in an appropriate place (e.g. head, heart, hands, feet).

- A fact I learned ...
- Something I found interesting ...
- Something that surprised me ...
- Something I found difficult or challenging ...
- Something I learned about myself ...
- A question I'm left with ...
- How did I participate ... (did I speak up in class, did I listen, did I take notes, did I work well as part of a group? What other skills did I use?)
- How does all this connect with your faith/beliefs?

Part 2 and 3 can then be completed in the learning journals.

Part 2: Action

- What action did I take?
- What was the aim of the action?
- What did the action achieve?

Part 3: Progression as an extension

- Reflecting on 'Gender and Equality', do you now think or feel differently than you did at the beginning of the module? Please explain.
- What new knowledge have you gained about the Global South?
- Have you gained any new skills? How did you use these skills?

