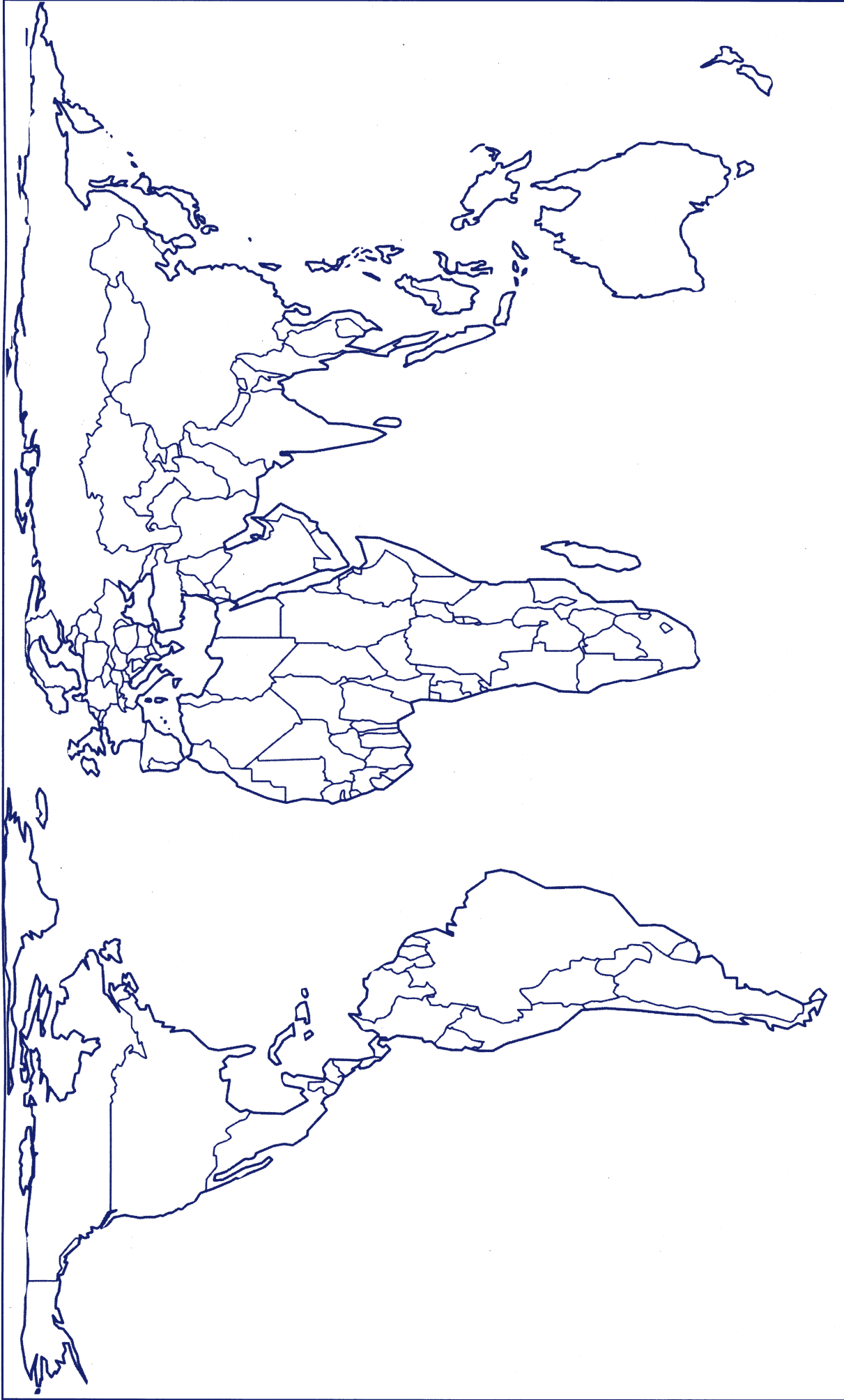


**CHILLED OUT
NOT
WORN OUT!**



Young People Around the World Beating Stress

A ONE WORLD WEEK EDUCATION PACK



Peters Projection maps show all countries of the world in their true size and location. Peters Projection maps are available from the Trócaire Resource Centre, from Amnesty or from your local One World Centre.



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Introduction

One World Week is a week of youth-led awareness raising, education and action that takes place throughout Ireland during the third week in November every year. During One World Week young people learn about local and global justice issues and take action to bring about change. One World Week has grown as an annual focus for development education in the youth sector since 1989 and is now part of the National Youth Development Education Programme.

During One World Week, groups all over the country do activities from the One

World Week education pack. Some organise public events, quizzes and debates, invite guest speakers or have multicultural evenings. Many groups publicly display the work they have done in preparation for One World Week, or lead other people in doing a public action.

One World Week is also celebrated in other European countries as Global Education Week. Young people throughout Europe will be exploring development and justice issues and taking action for change.

ONE WORLD WEEK 2004

One World Week is from the 15th to the 21st November 2004. The theme is Young People Around the World Beating Stress. This year is the fifteenth anniversary of the adoption of the UN Children's Convention on the Rights of the Child. This important instrument enshrines the rights of children to survive, develop, participate and be protected. Among the rights set out in the Convention are the right to education, the right to healthcare and the right to freedom from exploitation at work. Where young people do not enjoy these rights, they are at risk from stress. This resource explores these rights in Ireland and around the world, focusing on specific aspects of each right – access to quality education, sexual health and exploitation at work.

We live in a world where more than 100 million children do not have access to education, where 2.5 million children under 15 are living with HIV/AIDS, and where millions of workers, particularly children and young women, work long hours for low wages in dangerous conditions. But we also live in a world where young people are eager to learn, where young people educate their peers and the wider public about issues of concern to

them, and where young people take action to change the world.

The pack highlights the Millennium Development Goals (MDGs), a set of eight internationally agreed development targets adopted in the UN in 2000. Achievement of these Goals will go a long way towards effectively combating global poverty and to helping children and young people realise their potential.

The education pack contains activities, facts and statistics, case studies, information sources and action ideas to support youth leaders/workers in engaging young people in learning and action for local and global change. Activities include simulation games, role plays, art work, stories, ranking exercises, quizzes and group tasks. It is divided into four sections.

The first section explores young people's rights and responsibilities in the areas of health, education and employment. It challenges stereotypes of young people and highlights how they tackle the causes of stress.



Section two examines who is missing out on an education and the effect this has on their lives. Young people's stories from Ireland, Africa and Asia highlight the common and different causes of young people missing out. There is a particular focus on why girls are more likely to be missing an education, linking in to the first of all the MDG targets to be achieved – gender equality at all levels of education by 2005.

Young people explore sexual health from a justice perspective in section three. Myths and stereotypes about sexually transmitted infections (STIs) and HIV/AIDS are challenged. The global spread of HIV/AIDS and its effects on young people are examined. Examples of

young people educating others to prevent the spread of STIs and HIV/AIDS are presented.

Section Four investigates the exploitation of young people at work and the effect this has on their lives. As well as being an Olympic Year, 2004 is also the European Year of Education through Sport. This section focuses on the sportswear industry, particularly its links to the Olympic games, to demonstrate the stress that workers are put under to clothe athletes and the public alike.

This pack promotes the importance of education, both formal education and youth work, for children and young people to be able to enjoy their rights.

Guide for Leaders

The education pack is designed so that you have sufficient instructions, information and action ideas to run activities with your group. If you want to delve further into particular issues, suggestions are given for other sources of information including activity packs and websites.

You can start with the first activity and work your way through the pack. More realistically, you can pick and choose appropriate activities from the different sections that bring a global development perspective to the work you are already doing with your group.

Know your group! Sensitivity may be required when dealing with particular issues or themes. Be aware when using activities which explore issues that may directly or indirectly affect the young people you work with. If you are not sure, ask. Before using the activities, agree ground rules with the group.

The age-range for each activity is purely a guide. Use your judgement to decide if the activity is appropriate to your group. A number of the activities have different parts, some of which might suit younger age groups while the other part suits older age groups.

In designing the pack, efforts have been made to ensure that a minimum of preparation is required to run the activities. However, you should check in advance of the session whether you have all the materials to hand. Where extra material is required, indications are given as to where it can be acquired.

Throughout the pack, the expressions 'developing countries' and 'poor countries' are used. If the group you work with are more comfortable with the terms 'Third World' or 'Majority World' insert them instead.

**Aim**

to explore the causes of stress for young people and how they cope with stress

Age

12 years and over

Time

30 minutes

Materials

pens and paper

Warm-up**Silent Radar**

Everybody closes their eyes. One person is secretly designated to be silent. Participants move slowly around the room, calling out their own names. They look for the silent participant and when they find them, they link arms with them and stop calling. Keep going until everyone is silent.

Everyone opens their eyes.

Source: David Earl Platts (1996).
Playful Self-Discovery

What to do

In small groups, complete the following sentence with as many variations as possible:

I feel stressed when...

Repeat for the sentence:

I relieve stress by...

Allow ten minutes for this.

Explain that the groups have to choose five of the sentences that they think will be unique to their group. Each group calls out one of their sentences. If no other group has that listed, they get a point. The next group then has a go. Alternatively, ask the groups to choose 5 sentences that they think the other groups will have.

Keep playing for an agreed number of rounds. Add up the scores and declare a winner (if there is one!).

In the large group, ask if they were surprised by any of the statements. What types of stress were common to young people? What ways do young people cope with stress?

If a group of young people in Africa, Asia or Latin America were to do this exercise, what do you think they would list as their stresses? What ways would they relieve stress?



Aim

that participants begin to explore the ideas of rights and responsibilities

Age

6 years and over

Time

25 minutes

Materials

Paper or card of different colours cut into shapes, crayons, coat hangers or sticks, string

Action

Display the mobiles in the youth club or in a school, or in a public place such as a local church, shopping centre or library.

What to do

Everyone sits or stands in a circle. The leader begins by saying 'I am happy when...' and completes the sentence. For example, 'I am happy when I'm playing out of doors'. Each person around the circle has a go. If anyone has difficulty thinking of something, the others can help them.

Explain that we all have rights that contribute to us being happy and cared for. For example, we have the right to go to school or go to the doctor when we're sick. Our rights are protected in an important document called the UN Convention on the Rights of the Child. But we also have to behave in a way that allows others to enjoy their rights too. For example we should listen to what other people have to say.

Cut the coloured paper/card into a variety of disc shapes – for example, a flower, a sun or a coin. Give each participant a disc and crayons. On one side, ask them to draw something that makes them happy. On the reverse side, draw how we should behave so that we make others happy too. For example, "Playing makes me happy. I should include everyone in my games."

Collect the discs and attach the string. Make a mobile by arranging the hangers/sticks in a cross shape and hanging the discs from each arm.





Aim

to challenge negative stereotypes surrounding young people

Age

12 years and over

Time

40 minutes

Materials

newspapers, scissors, glue, flipchart paper, copies of fact box

Action

Choose one or a number of different types of media. For example, TV, radio and newspapers. Over the course of a week, monitor the way in which young people are represented both in Ireland and in the developing world. Present your findings in a letter to the TV or radio stations or to the newspapers. If young people are presented positively, say so. If not, challenge them on it.

What to do

In pairs, participants make a list of what's good about being a young person in Ireland today and a list of what's not good about being a young person in Ireland today. Get feedback and ask if these are unique to Irish young people.

Collect copies of a range of different newspapers. Break into groups of four. Ask half the groups to find positive images and headlines about young people and the other half to find negative images and headlines about young people. Provide the groups with scissors, glue and flipchart paper to make a collage with the images and headlines. Give participants 20 minutes for this. The completed posters are put on the wall and discussed.

Ask if it was easy or difficult to find positive stories about young people? What about negative stories? Why do you think this is? How do you think this affects the way young people are viewed by adults in the community, nationally or internationally? How does it affect the way young people see themselves? Is this fair?

Hand out copies of the fact box 'On the One Hand..., On the Other Hand...'. In pairs read and discuss the facts. Ask what needs to be done to challenge the negative stereotyping of young people. What can you do?

On the One Hand...

Among young people in Ireland:

- More than 3 out of every 4 are concerned about the level of crime and street violence
- Four out of five young people drink alcohol and 15 is the average age at which they start
- "On a good night out", young people consume 8 drinks
- Almost 90% believe that drugs are freely available in Ireland
- Two thirds believe that Ireland is becoming more racist

On the Other Hand...

- Almost 70% of young people feel that Ireland is a good place to live
- Less than half of young people have tried drugs and only one in seven are regular drug users
- One in three young people in Ireland most admire their parents and over 80% live at home
- A majority of young people are interested in voting
- Most feel they eat a healthy, balanced diet
- Less than a quarter experience stress from friends or peers

Source: TNS mrbi/Irish Times (2003). Youth Poll.



Aim

to understand ways in which the rights and responsibilities of young people in Ireland and developing countries are linked.

Age

13 years or over

Time

45 minutes

Materials

A card for each participant, flipchart, markers.

Note to Leader

If there are an odd number of participants, have one group of three.

Warm-up

Improv

Break into groups of three. Give each group an object such as a shoe, a ball, a piece of card or a bag. They have to come up with as many uses for the object as they can in 2 minutes. The groups then have one minute each to present back to the big group.

What to do

Begin with a quick brainstorm on '10 things about... health'. Repeat for 'education' and 'work'. Record the ideas on the flipchart. Explain that every person has human rights that ensure we are all treated with dignity and respect.

Arrange the group sitting in a circle. Explain that when you call out health, education or work, one person starts and has to give an example of a right linked to it. For example, 'We all have the right to medicines when we are sick' or 'I have the right to go to school'. The next person gives another example and it keeps going until the participant can't give an example or repeats an earlier one. They are then in the middle and call out a new right.

Make photocopies of the cards and give a card to each person. Explain that the cards give examples of people doing activities that support or deny their, or other people's, rights. Participants walk around the room comparing their cards and pair off with someone whose activity card is linked to theirs.

In pairs, discuss what life is like for the young people on the cards. Allow 15 minutes for the pairs to prepare a short drama (1-2 minutes) to show the links between the two characters. In the large group, discuss the connections that were made.





Activity Cards

A young woman working a twelve hour day in a factory in Vietnam making trainers

A young person in Pakistan who has successfully campaigned with others to get the Government to train teachers for schools in rural areas

A 17 year old student in Belfast who works part-time in a supermarket to pay for his trainers

A child who falls behind in school because the school can't afford to provide her with a support teacher

A 15 year old boy who works in a banana plantation that supplies major supermarkets in Europe and North America

A young actor in Zambia who uses street theatre to educate children about HIV/AIDS

A twelve year old girl in Spain who orders a banana milkshake in a fast food restaurant

A 17 year old youth leader who wants to explore health issues with young people in their youth club

A nineteen year old woman in China who makes toys for Happy Meals

A boy who is barred from playing for the local football club because he is a Traveller

A young person in Ireland who joins a campaign to improve the working conditions in toy factories

A 16 year old Senegalese boy who is brought to Europe to play football but whose passport is held by a football agent



Aim

to investigate participants' knowledge of local and global inequality and to understand the importance of rights and responsibilities

Age

10 years and over

Time

45 minutes

Materials

A set of answer sheets for each group, pens and paper.

Note to Leader

Check to see if the questions are suitable for your group. If not, remove or replace with more suitable questions. Be creative! It may be necessary to explain what a billion is. A billion is 250 times the population of Ireland or 1,000 million.

What to do

Break into two teams. Explain that you are going to have a quiz. It is multiple choice and groups have to run up to the top of the room with the answer – A, B or C. The first team up with the correct answer makes a rule that the other team has to obey. With each subsequent question, the winning team makes a new rule and the old one ends. Before beginning the quiz, give the teams five minutes to make a list of rules. Collect the lists and give team one the list for team two and team two the list for team one. Remind participants that unsafe rules are not allowed. Explain that the teams will have 30 seconds to choose their answer and can only run up when the leader says 'go'. If the group is very large, split into three or more teams.

If necessary, suggest some rule to the group – stand/hop on one leg; can't talk; can only say rhubarb; or, must keep eyes closed.

When you have run the quiz, discuss what happened during the quiz. How did you feel when you got the answer correct? How were your rights affected by the rules of the game? How did you treat the other group? Was it fair?





Quiz

What region of the world has the most people?

- A. North America
- B. Asia**
- C. Africa

Asia has more than 60% of the world's people. Africa and Europe have similar sized populations (about 13% each).*

The number of people who survive on less than €1 a day is...

- A. 500 million
- B. 1 billion**
- C. 2 billion

The exact figure is 1.2 billion people. Almost 3 billion people live on less than €2 a day.*

How many children around the world do not have the chance to go to school each day?

- A. 100 million**
- B. 10 million
- C. 1 billion

A further 150 million children do not finish primary school.**

The annual cost of providing primary education to all children in the developing world is...

- A. €103 billion
- B. €55 billion
- C. €7 billion*****

To put it in perspective, €650 billion is spent annually on wars and defence.

How many children are working around the world?

- A. 50 million
 - B. 250 million**
 - C. 150 million
- About 80% of the work children do is unpaid.****

In Ireland, the minimum age at which you can work is...

- A. 13 years old
- B. 15 years old
- C. 14 years old**

In Northern Ireland, the minimum age for employment is 13 years old.*****

Where are most of the world's refugees?

- A. Europe and North America
- B. Asia and Africa**
- C. Latin America and Australia

Three quarters of the world's refugees are in Asia and Africa.*

If you are an asylum seeker in Ireland, you...

- A. cannot attend third level education (college)**
- B. cannot attend secondary school
- C. cannot attend primary school

Who is more likely to be out of school?

- A. Girls**
 - B. Both are equally likely
 - C. Boys
- 60% of children out of school are girls.

Which of the following statements is true?

- A. There are more golf courses than playgrounds in Ireland**
- B. Children in Ireland are less likely to be poor than adults
- C. There are 100 children living homeless in Ireland

Ireland has the second highest rate of child poverty in Europe. There are about 500 children living homeless in Ireland.*****

How many Travellers are there in Ireland?

- A. 7,000
- B. 17,000
- C. 27,000**

Travellers are recognised as an ethnic minority group in Ireland.

Most Travellers leave full time education by:

- A. 12 years of age
- B. 15 years of age**
- C. 18 years of age

*80:20 (2002). 80:20 – Development in an Unequal World.

**Global Campaign for Education (2004). The Killer Facts.

***One World Week (2003). Peace by Piece.

****DEFY (2001). All Work and No Play.

*****80:20 (2003). Getting It Right?



Aim

to introduce the Millennium Development Goals to young people

Age

13 years and over

Time

35 minutes

Materials

Flipchart sheets and markers,
MDG fact sheet

Action

Make copies of the declaration and display it in your youth club or in a public space.

Join up to the Trócaire Keep Our Word campaign and add your names to the thousands who are calling for action. Visit www.keepourword.org and pledge your support for the Millennium Development Goals.

Support the Dóchas 'It's Time to Deliver on Overseas Aid' campaign – see www.dochas.ie.

Contact Taoiseach Bertie Ahern to remind him of his decision to spend 0.7% of GNP on overseas aid by 2007. Tell him he needs to increase the aid budget substantially in 2005 to get it back on track. Explain to him that by meeting our aid commitments, we will be contributing to the overall achievement of the Millennium Development Goals.

Write to: An Taoiseach Bertie Ahern, Government Buildings, Upper Merrion Street, Dublin 2.

You can also ask your local TDs to support spending of 0.7% of GNP on aid by 2007. For names and contact details, call; Lo-call 1890 337889 or go to www.rte.ie/news/oireachtas.

In Northern Ireland, write to Mr Gordon Brown MP, Chancellor of the Exchequer, HM Treasury, 1 Horse Guards Road, London SW1A 2HQ. Congratulate him that the UK has committed to achieving 0.7% of GDP as overseas aid by 2013 and urge him to map out the annual increases that will ensure the target is met.

What to do

Ask if anyone in the group has heard of the MDGs. If so, what are they? In pairs, ask participants to brainstorm on what the initials MDG stand for. Award a point for each suggestion and two for particularly inventive suggestions. For example, Money Does Good or Must Dig the Garden. Who had the most suggestions? Explain that MDGs stand for Millennium Development Goals. Hand out the fact box on the MDGs.

Break into groups of three. Give each group a sheet of flipchart paper and markers. Explain that you are going to focus on Goals 2, 3 and 6 – achieve universal primary education; promote gender equality and empower women; and combat HIV/AIDS, malaria and other diseases.

Ask the groups to discuss the following:

- What would the world be like if the Millennium Development Goals were achieved?
- What effect would it have on people's health and education?
- Who has the power to make the Goals a reality?
- What do they need to do?
- What can young people do to ensure that the Millennium Development Goals are more than just words?

Allow 20 minutes for this. Record feedback from the groups on the flipchart.

Using the feedback as a guide, ask the participants to make a declaration that outlines what young people think is needed to achieve the Goals and what young people can do to achieve them. Compare the declaration with that done by young people in Kenya and Ireland as part of the Trócaire Pamoja project – visit www.pamoja.ie.



Millennium Development Goals

These are a set of Goals, which aim to combat hunger and poverty and improve education and health, especially for women, and protect the environment by 2015. The Goals were adopted by all the countries of the UN in 2000. Ireland was one of the first countries to sign up to the Goals.

GOALS

- 1** Eradicate extreme poverty and hunger
- 2** Achieve universal primary education
- 3** Promote gender equality and empower women (includes the target of achieving gender equality at all levels of education by 2005)
- 4** Reduce child mortality
- 5** Improve maternal health
- 6** Combat HIV/AIDS, malaria and other diseases
- 7** Ensure environmental sustainability (including access to safe drinking water)
- 8** Develop a global partnership for development (including dealing comprehensively with developing countries' debt problems)

All the Goals are equally important and they are all interrelated.

Progress has been made on achieving the Goals in some parts of the world, but other areas, particularly in sub-Saharan Africa, are falling behind.

For many people in the world, life conditions are worse than they were

at the beginning of the 1990s.

If we continue at the current rate of progress, hunger and poverty will not be halved in Africa until 2147.

The UN estimates that it will cost a further €40 billion every year to achieve all the Goals. For Ireland to keep its promise, the Government must double the aid budget by 2007.

Source: Trócaire (2003). Keep Our Word campaign; Dóchas (2004). It's Time to Deliver on Overseas Aid.



Aim

that participants investigate the links between their own life and that of a young person living in the developing world and the importance of education in their lives

Age

10 years and older

Time

45 minutes

Materials

paper, coloured pens/crayons, copies of Adiatou's story

What to do

Give each participant a sheet of paper and some pens or crayons. Ask them to think about a typical day in their life. What activities do they do during the day and at what times? On the sheet of paper, the participants draw a large circle. They divide the circle into segments, representing different parts of their day, and illustrate them. Segments could include time spent sleeping, at school, work or doing hobbies. Allow 10 minutes for this. Ask for volunteers to share their circles with the group.

Break into groups of four. Hand out a copy of Adiatou's story, a large sheet of paper and pens/crayons to each group and allow time for the groups to read the story. Explain that the groups are to imagine a typical day in the life of Adiatou. They then draw and illustrate the day circle as before. They have 15 minutes for this. One person from each group presents the day circle.

To assist the participants, write up the following sample discussion questions for display. What time does Adiatou get up/ go to bed at? How many meals does she eat a day? What work does she do? When does she do each of her chores? How does she feel?



If you are working with younger children, run the activity over two sessions. Instead of handing out a copy of Adiatou's story, illustrate it and show it to the group.

In the large group, discuss:

- What is similar between Adiatou's story and yours?
- What are the main differences?
- Would you like to swap places with Adiatou for a day? Why?
- What would be good about having Adiatou's life?
- What would you miss most?
- If you could, what would you change about your own day? Why?
- What one thing do you think Adiatou would change about her typical day? Why?



Adiatou's Story

My name is Adiatou Issaka and I am 12 years old. I live with my family in Niger. I don't go to the local school even though it's only a short distance away. I have never been taught to read or write. My younger brother enrolled in school two years ago. He's the first in our family to go. In the morning, when my brother walks to school, I am already hard at work. I spend most of my time, about 6 hours a day, pounding millet which is a kind of grain. Sometimes the work is very very hard because often I don't have water. Pounding millet is really hard. You need a lot of strength.

That's not my only task. I sweep the mud hut and compound where we live, go to the well for water, fetch

firewood and collect gandafoye leaves which are used to make the sauce we eat with our meals. Sometimes I sell kopto leaves (a kind of cabbage) that my older brother collects. I can make up to 300 francs a day (about €0.40).

I feel sad when my brother goes to school in the morning. He has taught me a few words of French. Sometimes he asks me to go to school with him, but I have to say no. My brother wants to be a teacher so he can share knowledge with everyone. I want to learn to read and write too. I think my mother and father would allow me to go to school if there was space there. But who would pound the millet?

Source: Global Campaign for Education (2004).

Education Instruments

- Article 26 of the UN Declaration of Human Rights states that everyone has the right to an education.
- In the UN Convention on the Rights of the Child, article 28 establishes children's right to free primary education.
- Goal 2 of the Millennium Development Goals sets 2015 as the target for achieving universal primary education. Goal 3 calls for equal access to all levels of education for girls and boys by 2005.



Aim

to explore how limited access to education affects choices later on in life and the importance of youth work in young peoples' lives.

Age

13 years and over

Time

45 minutes

Materials

section of Shane's story per group, copies of fact box on access to education in Ireland

Action

Find out about organisations in your area that support people to access education. A good place to start is the local library or community/youth information centre. Invite a speaker from a local organisation to speak to your group about the work they do and the impact it has locally.

What to do

Break into three groups and give each group a section of Shane's story. Explain that Shane is 16 years old and comes from Cork. Ask for a volunteer in each group to read the story. The groups should think about what is happening in the story. What opportunities does Shane have? What barriers does he face? How does he feel about his situation? Explain that they should present Shane's story as a short drama. Allow the groups 15 minutes to prepare.

Each group presents their drama. At a key moment, call freeze and the characters have to remain in position. The audience have to ask the characters questions in order to determine what is being represented and their feelings at that moment. Ask if anyone can suggest what's going to happen. After 5 minutes, move on to the next group.

Discuss the following:

- What barriers does Shane face to getting an education?
- Who has the power to remove these barriers?
- What opportunities has Shane had to access quality education?
- How do the barriers and opportunities presented to Shane by formal education (school and third level) differ from those offered by youth work?
- Hand out copies of the fact sheet on access to education in Ireland.
- Is Shane's experience similar or different to other young people in Ireland? Why?
- Do young people in developing countries face similar barriers and opportunities? Why?



Access to Education in Ireland

- 1 in 10 children leaving primary education have difficulty reading and writing and by 15 years old, 11% are able to complete only the most basic reading tasks.*
- Children in disadvantaged areas are three times more likely to have reading and writing problems.*
- Each year an estimated 1000 children drop out after primary school.*
- Nearly two thirds of Travellers leave school by 15 years of age having only completed primary education.**
- For people with a disability, almost half leave school with only primary education completed.**
- Almost two thirds of people with a disability left full time education at 18 years or under.**
- Asylum seekers in Ireland are not entitled to enrol in Third level education.

*Combat Poverty Agency (2003). Educational Disadvantage in Ireland.

**CSO. Census 2002.

Youth Work

- An estimated 200,000 young people are regularly involved in youth work in Ireland.
- They are involved in youth work because they want to be, not because they have to be.
- They are supported by 40,000 volunteers and 1,000 staff in youth organisations.
- There are a number of reasons why youth work is beneficial to young people:

young people enjoy themselves, while learning and developing themselves in the process;

young people have a wide range of programmes and activities to choose from depending on their interests;

youth work tackles real social issues locally and globally;

disadvantaged young people are provided with opportunities to learn and develop that specifically address their needs.





Shane's Story

One

Shane has two younger brothers who live with his father while Shane lives with his mother. Shane has been expelled twice from different schools, first when he was 12 years old and then when he was 15. In school, he would "lose the plot" in classes he didn't like. As a result of his behaviour he was referred to a counsellor. He was expelled before his Junior Certificate, but studied alone and "aced" his exams.

Shane did not want to leave school but he was having problems at home which affected the way

he thought and behaved. If a teacher, or somebody on the street, said something near him he presumed they were talking about him and he would react. The first school did have a counsellor whom he found helpful but in the other school, he thought it was a waste of time. A youth worker arranged for him to have a psychiatric assessment and he got the opportunity to see a counsellor. This helped him to deal with the paranoia which he often felt. His experiences have led him to believe that survival at school means keeping your head down and biting your tongue.

Two

Shane has been involved with Ógra Chorcaí youth clubs for about the last 8 years. In his youth club he is now a junior leader. He runs two groups and is part of the young leaders' forum. He has also achieved two Gaisce awards, which honour young people for contributing to their community and developing their skills. Shane helped to produce an anti-drugs video and took part in rowing and sailing activities, acted in a play with young people from two youth clubs, organised a soccer tournament and helped to run a summer scheme with other youth leaders.

Shane's involvement in youth work also led to his participation in a project entitled "New Young Europeans" to mark Cork's role as European

Capital of Culture in 2005. Six young people from Cork and 10 refugees and asylum-seekers took part and had their photographs and stories displayed on a large poster in the city centre.

Shane loves working in the youth club and says "if I didn't have the youth club I'd probably have run the streets doing something stupid". He says he would rather go to the youth club after work than go out. He is popular with the young people at the club because he is not too strict and can have a laugh with them. He only intervenes if things get out of hand. Although being a youth worker is considered unusual or different where he comes from, his friends respect him for what he does. They even came along to see him in a play in which he had to wear a pink power rangers suit and wear an afro!

Three

Shane was expelled from school twice for behaviour problems. After the second time he was expelled, Shane got sick with meningitis and spent a number of months in hospital. While in hospital he decided he would like to go back to complete his Leaving Certificate, but has been unable so far to find a school that will accept him.

Youth workers from Ógra Chorcaí arranged for tutors to help him and others in similar situations. However, these classes had to be stopped because not enough people were attending them.

Shane could not keep up the studying by himself so he had to pull out of the exams.

At the moment Shane is working as a plasterer. He doesn't like the work, but he needs the money. He wants to study youth work at college but needs the Leaving Certificate for this. Ógra Chorcaí is helping to find a school that will accept him but his previous record in school means he keeps getting refused. If he can't get a place in a school, he will have to do a preparatory course and then wait until he is 23 to study youth work as a mature student. One way or the other he is determined to get his qualification.



Aim

to explore who is missing an education in Ireland and around the world

Age

10 years and over

Time

40 minutes

Materials

Role cards, art materials, old newspapers/magazines, flipchart and markers

Note to leader

If there is an issue around access to education that is not represented in the role cards, add another role card from a particular situation or a mixture of different situations.

Action

Join 'School is the best place to work', a campaign run by the Alliance2015 network which seeks to eliminate all child labour through the provision of full time, quality education. Education is every child's right. Every year that a child attends school reduces the chance that they will end up in work that exploits them. To end child labour worldwide, all children must be guaranteed a full time formal education. Sign the petition to help ensure that every child is in school by 2015 at www.schoolisthebestplacetowork.org.

What to do

Divide participants into groups of three. Hand out a role card to each participant. Make extra copies as necessary. Ensure that all the role cards for at least one group are based in Ireland. Ask the groups to discuss their role cards and choose one to illustrate as a picture.

The groups should discuss:

- How does the character feel about missing school?
- Why are they out of school?
- How will missing school affect them in future?

Provide the groups with markers, crayons, paper, old newspapers and magazines, glue and scissors. Allow 20 minutes for this. The groups present back their pictures.

In the large group, ask who is missing out on an education? What did the people missing out have in common? What differences were there? Hand out copies of the 'Missing an Education' fact box.

Are the reasons people don't have access to education in Ireland similar or different to the reasons in developing countries? What are they?

Missing an Education

- 104 million children around the world do not have the opportunity to go to school, including 60 million girls.
- Another 150 million children will not complete their primary education.
- Right now, 879 million people (15 years or older) across the developing world cannot read or write.
- Among those missing out are:
 - Children and young people living in poverty
 - Girls and young women
 - Children and young people in conflict situations
 - Children and young people with disability
 - Children and young people affected or infected by HIV/AIDS
 - Child labourers and young people in exploitative work

Role Cards

Maurine

I'm 8 years old. I live in Kibera in Kenya with my mother. I attended nursery school when I was younger but I was forced to drop out when my father died. My mother couldn't afford to send me any more. I now work as a house help taking care of other children. I'm not happy with my life. I would love to return to school but I have to work, so this is unlikely. The money I get goes directly to my mother.*

Renu

I'm 11 years old. I come from Madhya Pradesh in India. I had to go out to work to pay off my family's debts. I woke at 7am and took my owner's cattle to the field. When I returned from the fields, I fed the cattle and took them back out at 5pm. After that, I would work in my owner's house. My mother and owner were approached by an organisation working in the area. The debt was paid off and I was able to go to school. I'd like to be a teacher one day.*

John

I'm 11 years old. I come from Nairobi, the capital of Kenya. I live with my family in one of the most deprived areas of the city. I had to drop out of school because my parents could not afford to pay school fees. In 2003, the Kenyan Government abolished school fees allowing an extra 1.3 million children to enrol in school. I was one of them.*

Paddy

I live in Dublin. My parents split up when I was 9. Since then we have not had enough money to get by. I dropped out of school at 12 to try and earn money. I found this impossible and I took to stealing. I recently came out of a correctional youth facility but as soon as I got out, I started stealing again. I know I'm ruining my future but I care more about my younger brothers and sisters who are still in school.**

Phulmani

I'm eight years old and I live in Nepal. There are nine in my family. Around here people like us are known as mushar – the mice eaters. We don't own any land and my parents work as labourers on local farms. We eat the grain that we get as compensation for harvesting it. I started school with the help of a local organisation but had to stop because the books cost too much. My parents would like me to go to school, but they are more determined to give my brother an education. Because he is a boy, they think he will get a better job in the future.

Ama

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

Kaliamani

I'm 13 years old. I come from Mumbai in India. I live with my mother and three younger brothers in a slum shack. My mother has AIDS. Two of my three younger brothers are HIV positive. I do the washing, caring and cooking for the family, while my mother works as a rag-picker. The pay isn't much but it helps us to buy food. I don't go to school. I know my mother worries about what will happen to me when she is gone. I will probably pick rags or get married as soon as possible.***

Patrick

I'm 14 years old and live on a halting site in Limerick. I have four brothers and three sisters. Another sister died when she was only a year old. Up to last year I went to school but my family were moved on from our site after local settled people made complaints to the Gardaí. Now I help my father to collect and sell scrap metal. In school I was in a class with younger children, which was horrible. I could just about read and write when I left but I'd like to learn more.*****

Jose

I'm from Angola. I'm 20 years old. I came to Ireland because of the conflict in Angola. Two years later, my application for asylum is still being processed. In the meantime I'm not allowed to work. I enquired about a third level course but was informed that asylum seekers were not eligible. It's very frustrating. All I can do is hang around the hostel or on the street.

Ciara

I'm 15 years old. I live with my mother, two sisters and two brothers in a housing estate in a rural town in Ireland. The nearest school is nearly two miles away. There's no public transport so I have to walk to school. At school, I get a hard time from other students as I can't afford new clothes or presents. Mum struggles to provide us with food, let alone books, exam fees and school trips. I'd like to study further but there's no way we can afford it. As soon as I have my Leaving Cert, I'll get a job so I can help Mum.**

Kevin

I'm 17 years old and live in Cavan. I have cerebral palsy and I'm confined to a wheelchair. I'm sitting the Leaving Certificate this year and want to study Science. I'll have to move away to study, but I need a full time personal assistant (PA). My family applied to the local authority for a grant but we were turned down. My parents can't afford to pay for a PA themselves so I don't know what to do. There are very few employment opportunities around here for people with a disability.

Shane

I'm 16 years old. I live in Cork. I was expelled from school because of behavioural problems, but I've since received psychiatric help. I'm active in youth work as a leader and want to become a youth worker. For this I need the Leaving Cert, but I've been refused a place in school because of my previous behaviour. My youth organisation has been great. They even tried to organise tutors for me, but this didn't work out. I'm determined to have the chance to study youth work.

**Aim**

to examine the causes and effects of children and young people missing an education and to identify possible solutions

Age

12 years and over

Time

45 minutes

Materials

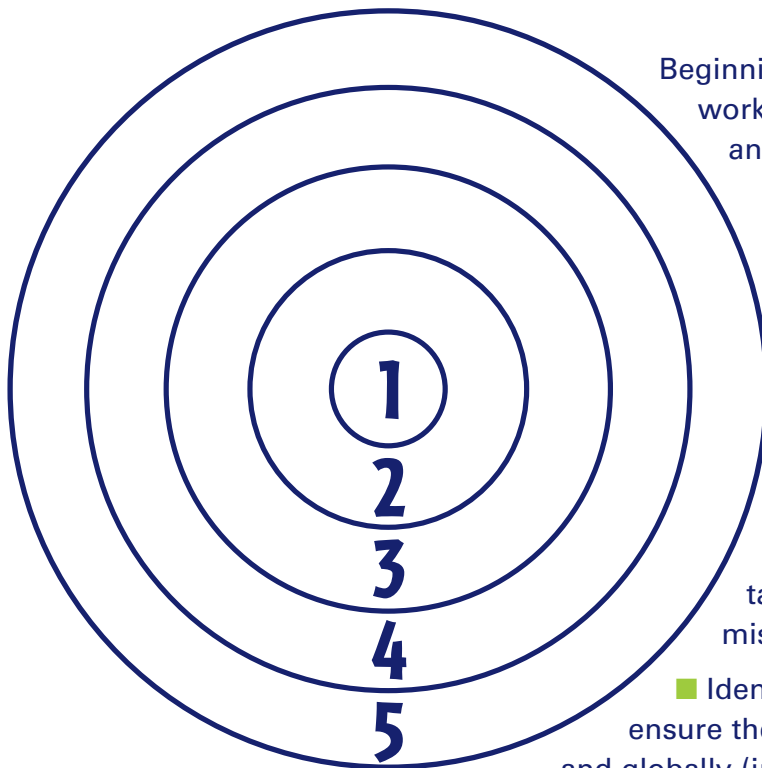
Flipchart sheets, set of role cards, markers

What to do

Begin with a brainstorm on who misses out on an education in Ireland and around the world. Why do people miss out on an education? Add to the list of factors (see box) and display the list prominently.

Form groups of three people. Give each group a large sheet of paper, markers and a role card from activity nine. Explain that they are to think about their character and to discuss what factors have led to them missing out on an education.

Ask the groups to draw a series of five circles – one out side the other (like a target) on the paper. Remind them to leave plenty of space between the circles for writing/drawing.



Beginning in the smallest circle and working outwards, the groups use words and/or drawings to:

- Represent their character;
- Give reasons why their character doesn't have (or didn't have) access to education;
- Show the effects that missing an education has had or will have on their lives;
- Suggest possible solutions to tackle the causes of young people missing an education;
- Identify who needs to take action to ensure the solutions are implemented locally and globally (individual, family, school/community, Government, international community...).

Allow 20 minutes in total for the exercise.



Warm-up

OGA (Nigerian Game)

Everybody stands in a circle. One person stands in the middle. They choose a participant at random and demonstrate a short action rapidly. For example, clapping their hands three times, kicking out their left foot twice and shaking their hips. The other person has to mirror the action exactly. If they do, the person remains in the middle and goes again. If not, they take over in the middle. Note: to mirror, the opposite hand or foot is used.

Source: Ifeoma Onyefulu (1999).
Ebele's Favourite: A book of African games.

In the large group, ask for volunteers to present back for each group. Discuss the following:

- What was common for the different characters that led to them missing out on an education?
- What was particular to different characters?
- Are there similar factors affecting access to education in Ireland and in developing countries?
- How does missing an education affect children and young people in later life?
- What was similar or different about the suggestions for tackling the problem of children and young people missing an education?
- What can we do to make a difference for children and young people missing an education?

Factors that Affect Access to Education

- Poverty
- Lack of family or community tradition in education
- Gender (girls are less likely to have access to education than boys)
- Not having enough to eat or not getting enough sleep
- Personal or family circumstances may prevent children and young people from accessing education (illness, young people as head of household)
- Exploitation (child labour, bonded labour)
- High participation costs of education (clothes, fees, books, travel)
- The education is not relevant to the culture or learning style of all learners
- The needs of particular minority groups are not addressed (Travellers, ethnic minorities, people with disability)



Aim

to examine the tasks that girls do as part of a normal day and the effect this has on their education

Age

8 years and older

Time

25 minutes

Materials

copies of 'daily tasks', paper and art materials

Note to Leader

This activity focuses on girls in India. If working with a group of boys, ask whether they think their own chores differ from those of girls.

What to do

Everyone sits on chairs in a circle with the leader standing outside the circle. One person begins by saying one task that they do during the day. This continues around the circle. The leader then says 'Each day I...' and calls out a number of the tasks mentioned while walking around the circle. When their task is mentioned, the participants get up and follow the leader. If the leader shouts 'Bed time' everyone has to sit on a chair. Whoever is left without a chair takes over as leader and the old leader takes over their task.

After five minutes, break into groups of four and hand out copies of the 'daily tasks for poor girls in rural India'. Give the groups paper and art materials and ask them to present the information visually. Allow 10 minutes for this. Ask the groups to feed back and ask what was similar or different about their own lives and those of the girls in India. What did they find surprising? Would it have been different if it had been boys in India? Why? How does this affect their opportunity to get an education?

Daily Tasks for Poor Girls in Rural India*

Always

- Sweeping, cleaning the house
- Washing utensils and clothes
- Lighting the fire and cooking
- Fetching water
- Going straight home after school
- Collecting fodder and fuel wood
- Washing up
- Collecting cow dung
- Feeding the cattle
- Caring for brothers and sisters

Sometimes

- Working in the fields
- Cleaning the school classroom
- Spreading mats and putting them away
- Getting water for teachers and making tea
- Grazing cattle and goats
- Doing odd jobs in the fields
- Leisure time

*Source: Educational Resource Unit, India (2003).



Aim

to explore why girls and young women are less likely to receive an education and the impact this has on their life choices

Age

12 years and over

Time

30 minutes

Materials

role cards

What to do

Form five groups (or pairs). Give each group a role card – girl, parents, teacher, Government and international organisation. Allow the groups 5 minutes to discuss their role. Explain that an international organisation working in the country has organised a meeting to find out why girls are not getting an education. Ask for a volunteer to chair the discussion. Each group should present their case to the large group as to whether the girl should have access to education. The chairperson then makes a decision based on the arguments. This should take 15 minutes. Which arguments were most persuasive?

Ask what the likely impact of the decision will be on the girl in terms of health and employment opportunities. Is this fair? What can be done to allow girls to go to school?

Action

Join in the Global Action Week 2005 organised by the Global Campaign for Education (GCE). The theme of Global Action Week (2005) will focus on empowering women and girls through education, which is the first target for the UN Millennium Development Goals (see activity six). This target will be missed by some 88 countries. The GCE wants to hold governments and international agencies accountable for their failure to achieve the goal, to make them make up for lost time by committing the money, and implementing the policies needed to make it happen now. For further details of Global Action Week 2005 and how you can participate, visit the website www.campaignforeducation.org

GLOBAL CAMPAIGN FOR

EDUCATION

Note to Leader

Fewer girls go to school than boys due to: poverty; girls have too much to do at home; son preference; early marriage; the cost of going to school; and limited employment opportunities for women.

Education Instruments

Goal 3 of the Millennium Development Goals on gender equality and empowerment of women includes the target of achieving gender equality at all levels of education by 2005.



Role Cards

Girl

I'm up at six every morning to light the fire and cook. Then I have to fetch water. I bring a meal at midday to my parents. My parents say that they can't afford to educate me. Anyway, they say I'll be getting married soon so my husband will provide for me. But I don't want that. My younger brother will start school soon. I dream of going to school and getting an education. Then I'd become a teacher and help other girls to realise their potential.

Government

We are proud of our education record. Under this Government, we have built schools and made education free. However many parents did not get an education so they don't send their daughters to school. There's very little we can do about it. Most people are living in poverty. Education for girls is not a priority to them. A major problem we face is that there aren't enough teachers. We've asked the international community for support, but while big on words they don't back it up with money.

Parents

It is a daily struggle just to put food on the table. We both have to work long hours so we need our daughter to stay at home and mind the younger children. Otherwise who will cook their meals and clean the house? Of course we'd like her to be educated, but it would be easier to do so if she was a boy. They can earn far more money. She'll be getting married soon, so our investment in her education would only benefit her husband's family.

International Organisation

We are a large international organisation that works in Africa, Asia and Latin America. We strongly believe that educating girls is essential if countries are to effectively tackle poverty. Currently girls are less likely to receive an education than boys and we have the figures to prove it. Educating girls reduces the incidence of HIV/AIDS, reduces malnutrition and increases food availability. We understand that families are living with poverty and that there are cultural barriers to girl's education, but the longer it's left the worse things will get.

Teacher

The Government says that education is free, but the parents have to pay for a uniform, for school books and for exams. I sympathise with the parents but I also need to be paid. There have been some incidents recently of girls being attacked on the long walk home from school. Parents reacted by removing their daughters from the school. There should be more local schools. This will require more teachers, paid properly, to replace the ones who have left due to illness, such as HIV or malaria, or to seek other work.

Region	No. out of school	% Girls
Sub-Saharan Africa	44 million	53
Latin America and Caribbean	2 million	55
South Asia	32 million	66
World	104 million	57

Source: Global Campaign for Education (2004). Learning to Survive.



Note to Leader

This section is not intended as a substitute for a sexual health education programme. The activities, information and actions provide a local and global justice perspective on issues relating to sexually transmitted infections and HIV/AIDS. If you would like information or training opportunities on running a sexual health programme, contact the National Youth Health Programme in NYCI, your local Health Board or your nearest Sexual Health Centre (see useful addresses section).

Aim

to explore young people's knowledge of sexual health around the world.

Age

13 years and over

Time

30 minutes

Materials

True and False sheets for each team, set of questions

What to do

Break into teams of three or four people. Label each team A, B, C and so on. Give each team a sheet marked 'True' and a sheet marked 'False'.

Alternatively use the symbols ✓ or ✗. Explain that you are going to call out a statement. The groups have 30 seconds to decide whether it is true or false. You then ask each team to hold up the appropriate sheet at the same time. Read out the correct answer, and if there is one, the explanation after each statement. At the end announce which team has the most correct answers. In the large group ask what statements surprised them and why.

True and False Statements

- STI stands for Sad Teenage Infection

False

STI stands for Sexually Transmitted Infection

- Some STIs have long-term health effects

True

STIs can be cured with medicine, but some can have long-term effects. For example, chlamydia can cause infertility in women

- You can't catch an STI the first time you have sex

False

- The only reason to use a condom is to prevent pregnancy

False

It also reduces the risk of infections such as chlamydia or HIV

- HIV and AIDS are not the same thing.

True

HIV (Human Immunodeficiency Virus) is a virus that damages the body's immune system. AIDS (Acquired Immune Deficiency Syndrome) is the late stage of HIV infection



True and False Statements

- The only way of getting HIV is through unsafe sex

False

Unlike STIs, HIV can also be passed on through drug and needle use, blood transfusions and blood products and mother to child transmission in breast milk

- You can tell if someone has HIV because they look tired and ill

False

You cannot tell if someone has HIV on the basis of how they look. It can take ten years for the onset of symptoms.

- Young people are most at risk of HIV infection

True

The age range of people most affected by HIV is 15-24 year olds.

- Every day 2000 young people become infected with HIV/AIDS

False

Approximately 8000 young people are infected with HIV each day.

- 40 million people worldwide are living with HIV/AIDS

True

- There is no cure for AIDS

True

There is no cure but new medicines can help people feel healthier and live longer

- World AIDS Day is held on 1 December

True

- People in rich countries who have HIV/AIDS live healthier and longer lives

True

People in rich countries have better access to AIDS drugs and health care systems. In Sub-Saharan Africa, only 1% of people infected have access to AIDS drugs and many do not have access to basic healthcare.

- The World AIDS Day international symbol of AIDS awareness is a black ribbon

False

A red ribbon

- Young people are doing nothing to prevent the spread of STIs or HIV/AIDS

False

Young people are informing their friends and peers about sexual health in peer education programmes in Ireland and in developing countries.

- There is a strong link between access to education and the prevention of HIV/AIDS

True

Education is the strongest weapon for halting the spread of HIV/AIDS. If every child completed primary school, at least 7 million new cases of HIV would be prevented over a decade. Education also helps people living with HIV/AIDS to live longer, healthier lives.



Aim

that participants discuss their own prejudices and values around HIV/AIDS and to highlight that anyone can be HIV positive

Age

13 years and over

Time

20 minutes

Materials

hat or bag, set of character cards, pens and paper, fact box on STIs and HIV/AIDS

Note to Leader

It is important to challenge any discrimination that arises in this activity. Agree ground rules in advance of using the activity.

What to do

Begin by discussing STIs and HIV/AIDS. What are they? How are they spread?

Make a set of character cards, ensuring one for each participant, and put them in a hat or bag. Participants take one each, but keep it secret. Explain that they are to move around the room, introducing themselves as their character. Some of the characters are HIV positive and others aren't. Each time they meet someone, they decide if they think the person is HIV positive. After five minutes, ask each person to make their list of the people they met that they believe have HIV/AIDS. Get feedback, one choice at a time, from participants. Now explain that the game is over.

In the large group, ask if there was agreement between the participants on who was most likely to have HIV/AIDS. Which choices surprised them? How did they feel if others thought they had HIV? What factors led to them making their choices? Do the choices reflect fact or prejudices/stereotypes about people with HIV/AIDS? Make the point that anyone can be HIV positive. Read out the facts on STIs and HIV in the fact box.

Explain that while everyone has prejudices, when the prejudices are used as the basis for how we treat people, it leads to discrimination.

Which forms of discrimination towards people with HIV are obvious and which ones are hidden?

Do you think there are differences in the way people with HIV/AIDS are treated in Ireland and in developing countries?

How can these forms of discrimination be challenged?





Character Cards

- A scout or guide
- A prostitute
- A young unemployed woman
- A haemophiliac
- A business man
- A Traveller
- A priest
- A gay teenager
- A teacher
- A drug addict
- A doctor
- A youth leader

STIs and HIV/AIDS Fact Box

- A Sexually Transmitted Infection (STI) is an infection passed from one person to another during sexual intercourse. Examples include chlamydia and gonorrhoea.
- STIs can be cured with medicines, but some can have long-term effects, e.g. chlamydia can cause infertility in women
- HIV (Human Immunodeficiency Virus) is a virus that damages the body's defence system.
- AIDS (Acquired Immune Deficiency Syndrome) is the late stage of HIV infection. People who have AIDS become weaker and eventually die because their bodies are more susceptible to a wide variety of illnesses.
- You cannot tell if someone has HIV by the way they look. The onset of AIDS can take 10 years or more.
- People who have Sexually Transmitted Infections (STIs) have a greater risk of being infected with HIV.
- HIV is transmitted through sexual contact, blood transfusions, injection drug use or from mother to baby.
- HIV is not transmitted by everyday contact such as hugging, shaking hands, using swimming pools or sharing cups.
- There is no cure for AIDS but recently developed medicines called anti-retroviral drugs (ARV) can help a person with HIV/AIDS to stay healthier for longer periods of time.
- The "ABC" slogan – Abstain, Be faithful, use a Condom – is the main message of many HIV prevention programmes.



Aim

that participants learn which parts of the world are most affected by HIV/AIDS

Age

13 years and over

Time

30 minutes

Materials

enlarged photocopies of the world map outline or a large map of the world (Peters Projection map if available), symbols representing people (40 per group), blue tack, glue, scissors

Action

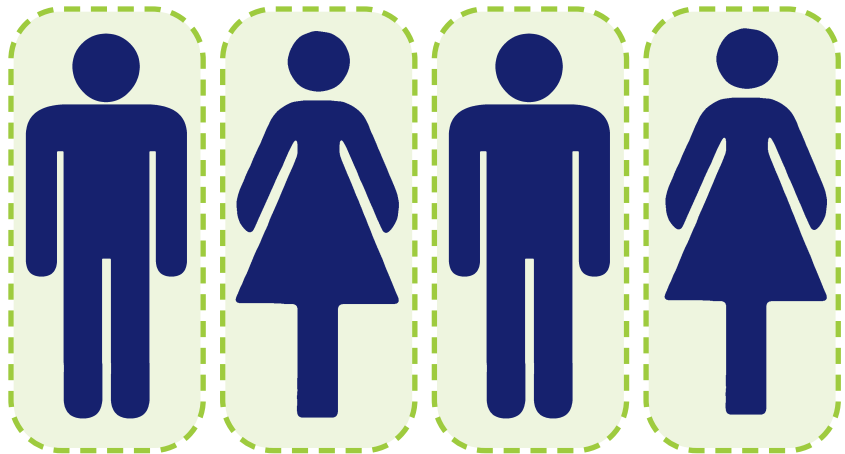
Join the "Lesson for Life" Global Campaign organised by the Global Movement for Children (GMfC) to mark World AIDS Day 2004. The Lesson for Life is a global campaign that will be organised in 100 000 schools and youth groups in 50 countries worldwide on or around World AIDS Day: December 1, 2004. You can participate by organising a workshop and undertaking an action in support of young people affected by HIV/AIDS. For further information and resources, including an activity pack, check out the GMfC website www.gmf.org/hivaids.

What to do

Divide into groups. Give each group a copy of the map outline and a set of symbols. Each symbol represents 1 million people. Symbols can be cut in half to represent 1/2 million people.

Explain that there are 40 million people worldwide living with HIV/AIDS. Ask the groups to think about where these people live in the world. Each group sticks the appropriate number of symbols on the different regions of the world on their map.

Feed back to the large group and compare results. Call out the correct figures for each region and ask participants to stick the right number of symbols on the large map.



In the large group, discuss:

- Which parts of the world are most affected by HIV/AIDS?
- What surprised people about the numbers of people infected around the world?
- What effects will HIV have on these regions?



Adults and Children Living with HIV/AIDS

Region	People with HIV/AIDS
Africa	28 million
Asia	7 million
Latin America and the Caribbean	2 million
Eastern Europe and Central Asia	1½ million
Western Europe	½ million
North America	1 million
Total	40 million

Note to Leader

The figures shown are an estimate for each region. Eastern Europe and Central Asia are considered one region for the purposes of collecting the data. Although HIV is new to Asia, its spread is fastest in this region. For the most up to date figures, visit www.unaids.org/en/resources/epidemiology; then click on 'Report on the Global AIDS Epidemic'.

HIV/AIDS Globally

- 40 million people are HIV-positive or have AIDS worldwide, including 2.5 million children under 15 years
- 90% of HIV-positive people live in developing countries
- There are more than 13 million children orphaned by AIDS worldwide
- In the Central African Republic, 107 schools have been closed because so many of their teachers have died or been affected by HIV/AIDS
- Every day, approximately 8000 young people become infected with HIV/AIDS
- Sub-Saharan Africa has the greatest number of people living with HIV/AIDS. This is followed by South-East Asia, Latin America, Eastern Europe and Central Asia

Source: UNAIDS (2004).

**Aim**

that participants explore why there is unequal access to drugs for treating HIV/AIDS in poor and rich countries

Age

12 years and over

Time

40 minutes

Materials

sheets of yellow, blue and white paper cut into tokens, set of role cards, fact sheet for each participant

What to do

Break into three groups – yellow, blue and white. Give the Yellow group a set of 16 yellow tokens and the Blue group a set of 16 blue tokens. The White group has a set of 20 white tokens marked with a red cross. Explain that the Yellow and Blue groups have to collect as many of the white tokens as possible. Participants move around the room trading with the people they meet. Secretly explain to the White group that they should accept each blue token for a white one, but that they need four yellow tokens for a white one. They should only reveal this to whoever they are trading with. Play the game for five minutes. Ask what happened during the game. How did you feel?

Give each group a role card – the Yellow group gets 'Poor Country', the Blue group gets 'Rich Country' and the White group gets 'Drugs Company'. Explain that access to medicines that strengthen the body's defences against HIV and drugs that cure common illnesses can help a person with HIV/AIDS to stay healthier longer and to live longer. Give the groups a chance to read their role cards and ask them to imagine how their character feels about the availability of drugs to combat HIV/AIDS. Now explain that they are to prepare a short radio or TV news item that presents the point of view of their character. Allow 20 minutes for this. Each group presents their news item which should last no longer than 3 minutes.

In the large group, ask which group made the strongest case. Hand out copies of the 'access to medicine' fact box. Is the situation fair? If not, who has the power to change it? What needs to happen to ensure that AIDS drugs are distributed fairly? Allow a few minutes for the participants to read it.





Access to Medicine

- People with HIV/AIDS in rich countries can live longer and remain healthier because they have access to treatment and AIDS drugs, which are provided by their governments for free.
- In developing countries, people with HIV/AIDS die earlier because they have no access to HIV treatments or to basic healthcare.
- In developing countries, the average annual spending on healthcare per person with HIV/AIDS is €8.
- HIV/AIDS treatment is available to people in rich countries which costs between €8,000 and €12,000 per person per year.
- In 2001, drugs companies in South Africa sued the Government and other organisations for ignoring their patents and making cheap drugs available to the millions of citizens with HIV/AIDS.
- The court concluded that the right to human dignity was more important than the right to property (patents) and ruled against the drugs companies.

Source: Council of Europe (2002). Compass. A Manual on Human Rights Education with Young People.

Role Cards

Poor Country

Like many other people in your country, you have lost members of your family to AIDS. You have heard about medicines that can extend the length and quality of life for people with HIV/AIDS. However, they're not available except in the big cities. With so few doctors, it can take years to be treated. Even where they are available, they are far too expensive to afford. Without the medicines, there will soon be no-one to tend the fields, teach in the schools or even treat people who are sick.

Rich Country

You are HIV positive. Some people in your country have HIV/AIDS. You know that new medicines can extend the length and quality of life for people with HIV/AIDS. You expect these medicines to be made freely available because your government can afford to buy and distribute them. This will contribute to a healthier workforce and greater security. You feel sorry for people in poor countries who can't get the drugs, but it's not your problem.

Drugs Company

You are the director of a large drugs company. You have invested large amounts of money to develop a new generation of drugs that significantly improve the lives of people with HIV/AIDS. Naturally you want to get a return for your investment so you can develop new drugs. That's why the price is so high. The rich countries can pay for the drugs, the poor countries can't. Rights don't come into it. It's just economics!



Aim

that participants understand the impact of HIV/AIDS on young people

Age

14 years and over

Time

40 minutes

Materials

sets of impact cards, sets of role cards, flipchart, markers, blue tack or sellotape

What to do

Break into groups of four. Hand out a set of cards to each group. Explain that the cards describe the impact of HIV/AIDS on the lives of young people. Ask each group to rank the cards from what they believe is the biggest impact to the least impact. Get feedback from the groups. Get agreement on the five biggest impacts for young people. Write down the top five on large sheets. Stick these up on the wall.

Give each group a set of role cards. If possible, use different coloured paper for each set or mark them set A, B, C and so on. Allow the groups ten minutes to discuss them. For each character stick the card on the poster which they feel will have the biggest impact on them. When all the cards are up, see if there was agreement between the groups. If not, why?

Action

Watch the "Positive Youth" HIV/AIDS education video. The video, which comes with an education pack, is aimed at 15 – 19 year olds and addresses topics such as sexual health, stigma and discrimination, access to treatment and global actions to fight HIV/AIDS. For more information, contact either Concern or Dublin AIDS Alliance (see the useful addresses section of this pack).

Discuss the similarities and differences between the impact of HIV/AIDS on young people in developing countries and young people in richer countries.

What is needed improve the lives of these young people?

Who has the power to take action to improve their lives? What can we do?

Impact Cards for young people infected or affected by HIV/AIDS

I get sick more often and miss a lot of school

My parents are too sick to work, so we have very little money

I often feel stressed, lonely, sad or angry

All the teachers in my school have died from AIDS or are caring for sick relatives

I can't afford the drugs that I need to remain healthy

I have to drop out of school and get a job in order to support my family

I want to have a boy/girlfriend, like my other friends, but I'm too scared to tell someone

There is no one to replace the doctors and nurses who have AIDS

I don't get enough food to eat because there are so few people to grow it

I get bullied by other young people because I am HIV positive

I end up spending most of my time caring for others



Role Cards

Maria

I live in London and found out that I was HIV positive when I was quite young. When my doctor told me I felt both sad and angry but I was glad that she told me the truth. I take 15 tablets a day; some are the size of a 2p coin. They are difficult to take but I've got used to it. Even if I get the flu I have to be admitted to hospital because it could lead to something like a chest infection. I've learnt to live with my illness but now and again I do get down about it.*

Ben

I thought that HIV and AIDS would never affect me. However when I was 19, my partner Dave told me that he had AIDS. I did not get the disease but I have learnt how to protect myself from it and to treat people who have HIV with respect.*

Justina

When my mother became very ill, I would help her to have a bath, eat, go to the toilet and do her hair. When she was in hospital, I visited her in the morning at 7.30am and then left for school at 8.15am. When I came home from school my sister and brother would be waiting for me in the house. I made dinner and then visited Mum in hospital.

Julia

I am 13 and live in South Africa. I have attended my local school since I was 5 and I like it very much. However over the last five years, four of the teachers in my school have died from AIDS and they are finding it difficult to replace them. The number of students in my class has grown and there are not enough teachers to have classes everyday.

Kate

My name is Kate and I found out that I was HIV positive 3 years ago. I was put on medication shortly after I was diagnosed and I now look as healthy as any of my friends. Having HIV has changed my life but I think I'm a better person than before. I have travelled a lot and I am now training to be a computer programmer. I sometimes feel sad about my illness but I feel optimistic about the future.*

Paul

I was 14 when my uncle died of AIDS. When a youth leader asked me how my uncle had died, I smiled cheerfully and said "I don't really know". Inside however I felt really sad and angry and I had to fight to stop the tears. I felt that I couldn't tell anyone that he had died of AIDS. I think that children have a right to know about a relative's illness but that they need help to understand it and not feel afraid or sad.*

Lena

I live in Addis Ababa in Ethiopia. Both my parents have died of AIDS. I have had to leave school and get a job as a domestic worker to help feed my brothers and sisters. I work long hours and my employers will not allow me to join a union. I tried to change jobs, but my employer refused to let me go.

Yoweri

I am a 12 year old Ugandan boy. A lot of people in my village are living with, or have died of, AIDS. I take part in dramas and classes at my local church to teach me and the other young people in the village about the risk of AIDS. We also learn about how important it is to care for those in the community who are sick and to treat them with respect.

Kaliamani

I'm 13 years old. I come from Mumbai in India. I live with my mother and three younger brothers in a slum shack. My mother has AIDS. Two of my brothers are HIV positive. I do the washing, caring and cooking for the family, while my mother works as a rag-picker. The pay isn't much but it helps us to buy food. I don't go to school. I know my mother worries about what will happen to me when she is gone. I will probably pick rags or get married as soon as possible.***

Mint

I am 10 years old and I live in Thailand. I have HIV. I used to get upset at school because the older children would mock me and tell the others not to play with me. This has got better recently as people are learning more about the disease. My mother and I both go to the local hospital for treatment and we get free drugs specially made for our disease. This means that my mother is well enough to get a job.**

Charles

I live in the Chongwe region of Zambia. Both my parents died from AIDS so my grandmother takes care of me and my five brothers and sisters. Money is tight so I had to leave school to work on a local farm. A few months ago a volunteer from a local community centre began coming to our home to support the family. This has made things a bit easier. They also gave us food and seeds to plant so I am hoping to return to school soon. When I have the time, I like to take part in football matches with other young people in my village.

*Avert (1999): Why Me? Young people living with HIV and AIDS

**Observer Supplement (2004): Children and HIV/AIDS supplement



Aim

to highlight the importance of youth-led education for the prevention of STIs and HIV/AIDS

Age

14 years and over

Time

45 minutes

Materials

Copies of case studies, paper, markers/crayons, old magazines

Action

Display posters or use other events organised by your youth organisation to perform the song or drama for other young people.

Take part in the Voices of Youth/Lesson for Life discussion board in the run up to World AIDS Day, 1st December. Voices of Youth is an internet discussion forum for young people all over the world hosted by UNICEF. For the two weeks before World AIDS Day there will be an ongoing discussion on the Lesson for Life. See www.unicef.org/voy.

Contact your nearest Sexual Health Centre to learn about peer education programmes near you. Invite a speaker/trainer from the programme to talk with your group about the work they do. Ask about any global links they have.

What to do

Divide participants into small groups. Give each group one of the case studies on youth-led sexual health education. The groups spend five minutes discussing the messages that the young people are sharing and the methods they are using to get their message across. The groups feed back.

Discuss what the different programmes have in common. How do they differ?

Why is it important that young people take action?

What kind of support might young people need to do this work?

Now explain that the groups have been asked to raise awareness about sexual health for young people. Each group has to design a poster, drama, poem or RAP song. Half the groups should focus on promoting sexual health among young people in a developing country; the other groups should focus on young people in Ireland. Share out the materials as appropriate.

Groups should consider the following:

What is the main message of your poster/song/drama?

What information/images/slogans will you include?

Allow approx 30 minutes for this. The groups then present their work. Ask the large group to consider what the most effective method(s) for getting the message across was. This can be done by using the clapometer, i.e. which method or group gets the biggest clap or cheer from the large group.



Case Studies

Kenya

Kennedy is a young Kenyan living in Kibera, Nairobi. He lost both his parents to AIDS at the age of 10. Having experienced first hand how AIDS is destroying families, Kennedy is determined to stay healthy himself and to teach other young people how to avoid HIV infection. He belongs to a club that passes on information through group talks, sports, plays and concerts. With half of the children in Kibera not attending school, these are effective ways of getting the message across. Kennedy also plays for a local football team which uses football as an opportunity to pass on information about HIV and AIDS. At half-time, Kennedy and his team invite opponents over for a chat about girls, relationships, safe sex and HIV infection.

Source: Global Movement for Children: Lessons for Life Activity Pack

South Africa

All over Africa, young members of the World Association of Girl Guides and Girl Scouts are taking action to fight the spread of HIV/AIDS within their own communities and to provide care and support to those affected by it. In South Africa, where 900 people under the age of 25 become infected with HIV every day, Girl Guides are working to tackle discrimination towards people with HIV/AIDS. Guides have learnt about the UN Convention on the Rights of the Child and write positive responses to negative media reports about HIV. Guides also raise awareness by sending badges to community leaders and famous people, with a letter asking them to wear the badge and to explain why they are wearing it. According to Sinethemba, aged 11: "I have learnt to be confident, open and supportive of people with HIV and AIDS".

Source: World Association of Girl Guides and Girl Scouts: HIV/AIDS Fighting Ignorance and Fear

Ireland

Between 1999 and 2003, there were 100 new cases of HIV infection in Ireland among young people under the age of 19. Approximately 706 young people under the age of 19 contracted an STI in the same period. A programme in Cork run by the Alliance Sexual Health Centre seeks to reverse this trend. It trains and supports young 16-21 year olds to educate other young people about their sexual health. The young people use a variety of methods to get their message across including posters, stickers and T-shirts. They also share their knowledge in schools and in youth and community groups as well as informally among their friends and peers. Young people learn to value themselves, to develop their self-esteem and to be assertive. A wide range of young people, including a group with disabilities, have taken part in the project. According to Tara, a 17 year old peer educator: "...because I am young, the pupils can be open with me and often raise issues they may not be comfortable talking about with their teachers".

Guatemala

Carina Lopez, a young person from Guatemala, is a member of a youth theatre group called Iqui Balam. This group puts on performances about HIV and AIDS for teenagers and street children in Guatemala City. "We use comedy because it is a way to speak to young people" explains Carina. "When we speak directly about the topic, they get bored. It is better to talk about it with laughter so that they understand what we are telling them." In one performance, Carina plays a house that is about to be invaded by HIV. For Carina it is important to fight the spread of HIV in her country but also to change attitudes towards people who have already been infected with the virus. She has seen young people with HIV who have to face the future without the support of their families and communities because of fears about the disease.

Source: Global Movement for Children (2004). Lessons for Life Activity Pack



Aim

that participants explore the types of work that children and young people do and the effect that this has on them.

Age

8 years and over

Time

30 minutes

Materials

Large sheets of paper, job cards, pens and paper

Action

Carry out a survey in your youth club, school or community of the jobs young people do and whether young people feel they are treated fairly at work.

Contact the Irish Congress of Trade Unions (see useful addresses) to find out the rights of young people in work.

What to do

For younger age groups write out a series of jobs on cards that children or young people do. Suggestions are given below. Stick up a large sheet of paper divided in two – adults/young people. Shuffle the cards and hold them up one at a time. Ask the group if the job is done by adults or young people. The group decides to place the card on either the adult or young people side. If they think the job is done by both, the card can be placed in the middle. Ask the group if it is good or bad that children and young people work. Should children and young people have the right to work? If so, what other rights have to be protected too?

For older age groups, break into two groups – A and B. Give each group a pen and paper. They make a list of all the different jobs that children and young people do, both in Ireland and in developing countries. The groups clearly mark their sheets A or B. Collect the lists.

Ask for a volunteer from group A. Choose one of the jobs from list B and explain that they have to mime it to their own team mates who have to guess the job. If they are correct, they get two points. If incorrect, it gets handed over to the other team for one point. Group B then goes. Keep going until all the jobs have been mimed. Add up the scores and declare a winner. If there is a large group, you can have more than two teams.

In the large group, ask what is positive and negative about young people working. How does working affect the other rights that children and young people have?

Source: DEFY (2001). All Work and No Play.

Note to Leader

Possible jobs are:

- Shining shoes
- Singing/acting
- Working in a pub
- Caring for sick or elderly
- Cleaning cars
- Picking fruit
- Working in factory
- Packing groceries
- Working on farms
- Gardening
- Mining
- Carrying heavy loads
- Cutting hair
- Babysitting
- Recycling rubbish
- Stitching footballs
- Fighting wars
- Working in fast food restaurant



Aim

that young people explore how working affects a young person's education

Age

10 years and over

Time

30 minutes

Materials

'Factory' and 'School' posters, large space

What to do

Before the activity, write 'employer' on two labels/post-its, 'teacher' on two labels/post-its, 'parent' on two labels/post-its and 'young person' on the remainder. Ensure there is one for everyone in the group. If the group has less than 12 people, reduce the numbers of employers (and teachers or parents if necessary) to one. Hand the labels/post-its out at random.

At one end of the room or space, place the 'factory' poster. At the other end place the school poster. The 'employers' have to tag young people. If they are tagged, they go to the 'factory' end. If the teachers tag the young people, they go to the 'school' end of the room. Parents can try to block the employers but cannot touch them. The teachers can release the young people from the factory by crawling through their legs. Likewise the employers can capture the young people from school by tagging them with both hands. However, if the employer tags the teacher, they remain frozen for 30 seconds. Begin the game and play until all the young people are in the school or factory. If there is no winner, end the game after 10 minutes.

Bring the groups together. Ask what happened? How did the different groups feel when the young people were in the factory or the school? Begin with the young people, the employers the parents and then the teachers.

Now explain that the game is over. Participants stand up, remove their labels and bin them. Everyone should sit in a different place.

- Why would a child or young person be working rather than in education?
- Why would employers try to take young people from school?
- Where does it happen? Does it happen in Ireland?
- In what other ways might working affect a child or young person's education?
- What effect will this have on their lives?
- What can young people, parents or teachers do to prevent young people being exploited at work?
- What role does education have in tackling exploitation at work?
- Who else has the power to tackle exploitation of young people at work?



Aim

that participants analyse the methods used by sportswear companies to persuade young people to buy their brands

Age

12 years and over

Time

Part one – 20 minutes;
Part two – 40 minutes

Materials

Flipchart paper, markers, old newspaper and magazines, copies of 'The Real Price of Sportswear' factbox, copies of discussion box.

Action

Visit your local sportswear shop and check what brands they sell. Check the labels to see where they're made. Ask the manager if they are aware of where the products they sell are made and what conditions are like where they are made. Ask if they have a policy about sourcing their products. Encourage them to find out about the working conditions in the factories where the clothing and footwear is made.

Note to Leader

Leading sportswear companies include Asics, Adidas, Fila, Kappa, Lotto, Mizuno, New Balance, Nike, Puma, Reebok and Umbro.

What to do

Part One (20 minutes)

In pairs, participants make a list of as many sportswear companies as they can. Which pair had the biggest list? Get feedback from all the pairs, one company at a time.

Now form groups of three or four participants. Give each group a copy of the discussion box. Explain that the groups should have a discussion on sportswear, using the questions as a guide. Allow 10 minutes for this.

Discussion Box

- What makes young people wear particular sportswear brands?
- How do sportswear companies try to get you to buy their brands?
- How much do you pay for your sports wear (for example, t-shirt, tracksuit, cap or trainers)?
- Where do you think they are made?

Hand out copies of the fact sheet on 'The Real Price of Sportswear'. Give the groups five minutes to read and discuss it.

Part Two (40 minutes)

Explain that the groups have been commissioned by a leading sportswear company to advertise their brands. What the company doesn't know is that the advertising agency is secretly supportive of workers in developing countries. Their task is to design an advert that shows the true way in which the brand is produced and shows the motives of the sportswear company. They can present it as:

- A jingle (a short catchy song)
- A poster
- A storyboard (a series of cartoons outlining the story of an advert)
- A drama

The presentations should be no longer than three minutes. Give the groups 25 minutes to prepare their presentations.

In the large group, ask if it is fair for sportswear companies to promote their products as they do. Similarly, ask if it is fair for workers who make the brands to endure the working conditions. If not, ask who has the power to stop the exploitation? Brainstorm on actions that would improve the situation. Could any of the actions be done by the group?



The Real Price of Sportswear

Sportswear companies sign sponsorship deals with famous sportsmen and women to advertise their brands.

Sports Star	Sport	Company	Deal
David Beckham	Football	Adidas	€131 million (over lifetime)
Venus Williams	Tennis	Reebok	€31 million over 5 years
Grant Hill	Basketball	Fila	€5.7 million per year ('97-'04)
Marion Jones	Athletics	Nike	€650,000 per year
Michael Phelps	Swimming	Speedo	€240,000 per year

The companies can afford to pay these men and women large amounts of money in sponsorship because:

- The global market for sportswear goods was worth more than €47 billion in 2002 (€33 billion for clothing and €14 billion for footwear)
- Sportswear goods are made in factories from Bulgaria to China, Honduras to Indonesia (90% of footwear made in China, Indonesia and Vietnam)
- Millions of people, mainly women, work long hours for low wages in difficult conditions (Chinese workers earn as little as €10 per month during slow periods)
- Workers often lack the most basic employment protection such as the right to join or form trade unions
- Young people are particularly vulnerable to exploitation in this manner because they are often not aware of their rights and can be intimidated more easily

In some factories:

- workers worked 12 hour shifts, 7 days a week during busy periods.
- workers had to stitch 4 shirts per minute for €0.25 an hour.
- workers earned about €2.50 per day making €75 running shoes.
- workers have forced overtime at busy periods; in one case, 45 hours in one week.

Source: Oxfam, Global Unions and Clean Clothes Campaign (2004). Play Fair at the Olympics



Aim

that participants explore links between the Olympics movement and exploitation of workers

Age

10 years and over

Time

Part one – 30 minutes;
Part two – 20 minutes

Materials

flipchart paper, markers/crayons, copies of fact sheet on fair play at the Olympics (one for every two participants), information on flag colours, strips of material, old newspapers and magazines (optional)

Note to Leader

Sources of flags include atlases (available from the library) or charts in school suppliers. The website www.flags.net contains all the world's flags.

If necessary, choose countries in advance of the session and download the flags.

Remember to say that this activity is not about rubbishing the Olympics.

What to do

Part One (30 minutes)

In the large group, ask how many in the group watched the Olympics. Which sports or athletes did they like most? Explain that the Olympic motto is '*Citius, Altius, Fortius*' which is Latin for 'Faster, Higher, Stronger'.

Form six smaller groups and give each group a copy of the fact sheet 'Fair Play at the Olympics'. Allow five minutes for this. Explain that the groups are to make t-shirts. Designate each group a region of the world and give them pieces of flipchart paper that they fold in half. A hole is cut for the head at the folded end. If available, use a map of the world to help choose countries in each region. Explain that they have 15 minutes to make as many t-shirts as they can. The t-shirts will be sold for €50 each.

Decorate the t-shirts on front with flags of countries in Asia, Africa, North America, Latin America, Europe and Australia/New Zealand. Decorate on the back with a new Olympic slogan (in English rather than Latin) that highlights the reality for people who make sportswear. Groups have a short fashion show to present their t-shirts. Now explain that each group will only get 25 cents for each t-shirt produced. Ask if this is fair. Why?

Part Two (20 minutes)

Now explain that you are going to have a race. Mark out a course which suits the venue. Either line everyone up (particularly if you do it out of doors) or ask for one representative from each group to take part. Explain that the race is over two laps. Depending on where they represent, give the participants the following instructions:

- Africa – legs tied together at knees
- Asia – blindfolded
- North America – head start (half way down course)
- Europe – group works in relay
- Australia/New Zealand – head start (one third way down course)
- Latin America – walk/run backwards

When one team finishes, stop the race. Participants remain where they are but can remove blindfolds or untie legs. Ask how the different participants felt during the game, beginning with the winner. Was the game fair? Why? Explain that the game is over.



Action

Find out about the follow-up to Oxfam, Irish Congress of Trade Unions and SIPTU's campaign, Play Fair at the Olympics. Further details are available at www.oxfamireland.org; www.ictuglobalsolidarity.org; www.fairolympics.org.

Write to the International Olympic Committee (IOC). Ask them to:

- Use their influence to ensure workers who make sportswear that carries the Olympic emblem work for fair wages in safe conditions and can form and join unions;
- Strengthen the Olympic Charter to specifically include a commitment to protect workers' rights;
- Make workers' rights central to marketing deals that they make with sportswear companies.

Send the letters to: Jacques Rogge President, International Olympic Committee, Chateau de Vidy, 1007 Lausanne, Switzerland.

Copy the letter to Pat Hickey President, Olympic Council of Ireland, 27 Mespil Road, Dublin 4. Tell him that you are delighted that the Olympic Council of Ireland (OCI) are supporting the campaign and urge him to use their influence to get the IOC to support it.

In the large group, discuss the following:

- Why are workers in some countries treated better than in others?
- Which countries do sportswear companies choose to have their sportswear made in? Why?
- What should the Olympic movement do to help the workers who make the sportswear?
- What can we do?

Fair Play at the Olympics

- The Athens Olympics was watched by an estimated global audience of 4 billion people.
- By December 2003, sponsorship revenues at the Olympics had reached €525 million or about 25% of the overall Games budget.
- Adidas was the official sponsor of sports clothing for uniforms at the games.
- Mizuno supplied the International Olympic Committee with their official clothing for all Olympic events.
- Many more companies paid royalty fees to include the Olympic emblem on their merchandise – amounting to €55 million by the end of 2003.
- The Olympic Charter says “Olympism... seeks to create a way of life based on... a respect for universal fundamental ethical principles. Any association whatsoever between an Olympic emblem and products or services is prohibited if such association is incompatible with the fundamental principles of the Olympic Charter.”
- The sportswear industry is making millions of Euros from their association with the Olympics and with Olympics branded clothing.
- Many sportswear companies have their products made in developing countries.
- Sales are boosted in an Olympic year, adding to the pressure that hundreds of thousands of workers face across the world to work longer, cheaper and faster.
- The monthly statutory minimum wage in Ireland is €1,213; in the US it is €730; a sewing machine operator in Bangladesh earns €15 per month; in Honduras workers earn an average of €114.

Source: Oxfam, Global Unions and Clean Clothes Campaign (2004). Play Fair at the Olympics; Irish Independent (2004). Intuition.



Websites

www.campaignforeducation.org

- information and reports on the Global Campaign for Education.

www.cpa.ie

- facts, figures, stories and pictures about poverty and educational disadvantage in Ireland.

www.developmenteducation.ie

- information, facts and figures on a wide range of development and justice issues.

www.globallinks.org.uk

- ActionAid site aimed at 7-14 year olds that promotes global citizenship.

www.ictuglobalsolidarity.org

- information, statistics and actions on a range of development issues from the Irish Congress of Trade Unions.

www.unaids.org

- up to date figures on the global spread of HIV/AIDS.

Resources

Concern and Dublin AIDS Alliance (2004). Positive Youth. HIV and Aids Education.

- a video and education pack that highlights HIV and AIDS education in Ireland and Zambia.

Council of Europe (2002). Compass. A Manual on Human Rights Education Training with Young People.

- activities and information on education, sexual health and workers' rights.

DEFY (2001). All Work and No Play

- activities, information and action ideas on young people and exploitation at work.

80:20 (2002). 80:20, Development in an Unequal World.

- a good source of information and images on a wide range of development and justice issues, including education, sexual health and workers' rights.

80:20 (2003). Getting it Right?

- facts and figures on human rights in Ireland today.

Global movement for Children (2004). Lesson for Life Activity Pack.

- activities and information linked to World AIDS Day, 1st December.

Oxfam, Global Unions and Clean Clothes Campaign (2004). Play Fair at the Olympics Report.

- background information on conditions for workers in the sportswear industry.

NYCI (2004), Spiced Up – Resource Book for Working with Young Women

- activities and information dealing with gender issues including sexual health

To obtain these resources, see the useful addresses section.



Useful Addresses

Development Education Programme

C/o National Youth Council of Ireland (NYCI)
3 Montague Street, Dublin 2
Tel: 353 1 478 4122
Email: deved@nyci.ie
Web: www.youthdeved.ie

ActionAid Ireland

Unity Buildings,
16/17 Lr. O'Connell Street, Dublin 1
Tel: 353 1 878 7911
Email: info@actionaidireland.org
Web: www.actionaidireland.org

Concern

52-55 Lr. Camden Street, Dublin 2
Tel: 353 1 475 4162
Email: info@concern.ie
Web: www.concern.ie

Trócaire

Maynooth, Co. Kildare
Tel: 353 1 629 3333
Email: info@trocaire.ie
Web: www.trocaire.org

Resource Centre
12 Cathedral Street, Dublin 1
Tel/Fax: 353 1 874 3875
Email: info@cs.trocaire.org

50 King Street, Belfast BT1 6AD
Tel: 028 90 808030
Email: info@bl.trocaire.org

9 Cook Street, Cork
Tel: 353 21 427 5622
Email: info@ck.trocaire.org

Oxfam Ireland

9 Burgh Quay, Dublin 2
Tel: 353 1 672 7662
Email: oxireland@oxfam.ie
Web: www.oxfamireland.org

52-54 Dublin Road, Belfast BT2 7HN
Tel: 02890 230 220
Email: oxfam@oxfamni.org.uk

Irish Congress of Trade Unions (ICTU)

31-32 Parnell Square, Dublin 1
Tel: 353 1 889 7777
Email: congress@ictu.ie
Web: www.ictuglobalsolidarity.ie

Northern Ireland Committee ICTU
3 Crescent Gardens, Belfast BT7 1NS
Email: alisa.keane@ictuni.ie

Amnesty International Irish Section

48 Fleet Street, Dublin 2
Tel: 353 1 677 6361
Email: info@amnesty.ie
Web: www.amnesty.ie

Development Education Unit

Development Cooperation Ireland
Bishop's Square, Redmond's Hill, Dublin 2
Tel: 353 1 478 9456
Email: info@dci.gov.ie
Web: www.dci.gov.ie

Irish Family Planning Association

Solomans House,
42A Pearse Street, Dublin 2
Tel: 1850 49 50 51

Dublin AIDS Alliance

EIRU Centre, 53 Parnell Square, Dublin 1
Tel: 01 873 3799

AIDS West

Ozanam House, St Augustine Street,
Galway
Tel: 091 566 266

Alliance Sexual Health Centre

16 Peter's Street, Cork City
Tel: 353 21 4275837
Helpline: 021 4276676
Email: alliance@eircom.net

AIDS Help North West

Mount Southwell, Letterkenny, Co Donegal
Tel: 074 912 5500

AIDS Helpline Belfast

Tel: 0800 137 437

80:20

St. Cronan's BNS, Vevay Road,
Bray, Co. Wicklow
Tel: 353 1 2860487
Email: info@8020.ie
Web: www.developmenteducation.ie

One World Centre for Northern Ireland

4 Lr. Crescent, Belfast BT7 1NR
Tel: 028 90241879
Email: info@owcni.org.uk
Web: www.owcni.org.uk

Galway One World Centre

Top Floor, the Halls, Quay Street, Galway
Tel: 353 91 530590
Email: gowc@iol.ie

Kerry Action for Development Education

11 Denny Street, Tralee, Co. Kerry
Tel: 353 66 7181358
Email: kade@eircom.net
Web: www.kade.ie

Waterford One World Centre

Meeting House Lane, Waterford
Tel: 353 51 873064
Email: wdcentre@eircom.net
Web: www.worlddevelopmentcentre.com

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