

INDEX

Development Education Exchange for Ireland

Autumn 2013

Austerity in Ireland: A Development Education Response?



AUSTERITY & DEVELOPMENT EDUCATION

EDITORIAL



Photo credit: iStock

Since Ireland's dramatic economic collapse in September 2008 we have witnessed and been part of tumultuous social and economic change. Civil Society has been put under great pressure. The Development Education sector continues to experience that pressure. Individually and in our collective professional efforts, we are experiencing the effect of Austerity.

So, the question this issue of INDEX asks is, "What are we doing in response?" What is the role of Development Education in Ireland at this time? As Ireland exits the bailout, how do we engage our learners in this opportunity to build awareness of the local-global interdependencies that have brought us to this moment in history? The articles in this issue urge us to pause and pay attention to this moment in our evolution as a community of practice. Do we need a shared vision as a sector? What would this be like? Do we understand the relevance of austerity, inequality and debt justice to our work? How do we make the global links to our learners' local reality? What can we do to reach out and show solidarity with other communities affected by economic crisis? Where can we find resources to begin exploring the issues connected to austerity?

Next year IDEA celebrates 10 years of supporting and advancing the Development Education sector in Ireland. We are proud to see the sector become stronger, more professional and more passionate each year. What will our reflections be in 2024 after another ten years? How do we want future Development Education practitioners to feel about the way we responded to "the Crisis"? Will they see it solely as a crisis? Or an opportunity that the DE sector grabbed with both hands to bring our message wider and further than we could ever have imagined.

We hope you enjoy reading INDEX. Please contact us if you would like to be part of the next issue.

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Front cover: *The Disobedient Prophet Is Slain by a Lion (1Kings 13:11–34)*, 1866, Doré's English Bible, Gustave Doré

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Development Education is an educational response to the challenges we face in today's complex and globalised world – it supports people to be aware of and understand their rights and responsibilities as global citizens and their potential to effect change for a more just and equal world.

Development Education does not promote the one right answer but a way of engaging with different perspectives on the world we share.

In one sentence **Development Education is... good education...** with a **global perspective**.

Editorial Committee: Siobhán Sleeman (IDEA), Roisin Boyle (Comhlámh), Meliosa Bracken (The DEBATE Project), Stephen McCloskey (CGE), Lydia McCarthy (Trócaire).

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Please contact info@ideaonline.ie to comment or to contribute to future issues.

A STRATEGY TO SHAPE THE FUTURE OF DEVELOPMENT EDUCATION ON THE ISLAND OF IRELAND?

BENJAMIN MALLON

PhD Researcher, St Patrick's College, Drumcondra (DCU)

ORGANISED by the Centre for Global Education
and the Irish Development Education

Association, 25th September saw a one
day seminar which drew together
a number of individuals and

organisations from across the
development education sector and
opened a dialogue on the potential
of a development education
strategy for the island of Ireland,
driven by the sector itself.

The opportunity of advancing
the vision and priorities of the sector
through a wider strategy appears

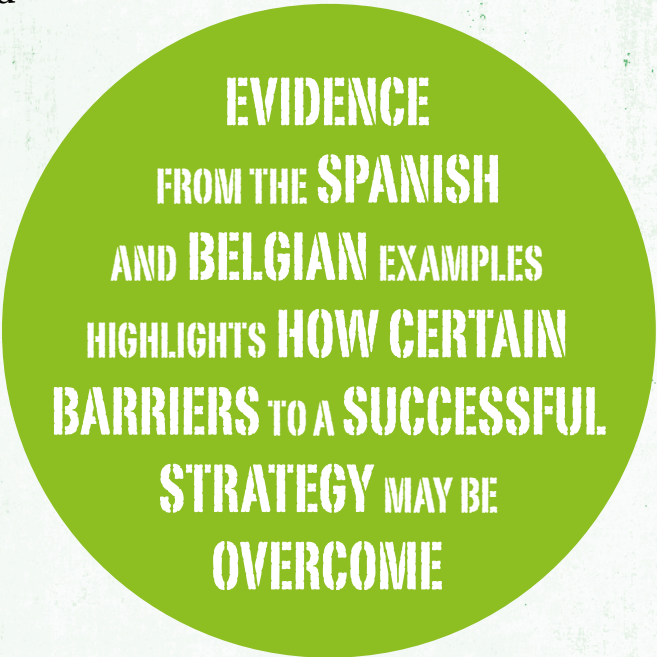
**AN ENDURING
STRENGTH OF THE
DEVELOPMENT EDUCATION
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INTO ANY APPROACH APPEARS
PARAMOUNT**

attractive, yet not without challenge. Whilst such an approach may provide a space for furthering collaboration and collective action in meeting the shared responsibility of development, there are questions as to how drawing the various strands of development education together can be successfully achieved. An enduring strength of the development education sector on the island of Ireland is its diversity; translating this richness into any approach appears paramount. This would entail the creation of an inclusive process, which encompasses the range of perspectives of those involved within development education, both on the island of Ireland and beyond. Central to this would be the engagement of the marginalised voices and critical perspectives, so pivotal to the process of successful development education.

How might such a process be undertaken? Learning from the experiences and perceptions of those involved in the design and development of strategies in other regions holds huge potential. Evidence from the Spanish and Belgian examples highlights how certain barriers to a successful strategy may be overcome.

Furthermore, reflecting on the experiences of development education on the island of Ireland sheds light on some of the potential avenues for advancing a strategy.

Development education sits on the cusp of the key social, political and economic challenges of today. The creation of a development education strategy has potential, but also requires a process which holds true to the ideals of development education as shared by the individuals and collectives seeking to create a more equitable and socially just world.



**EVIDENCE
FROM THE SPANISH
AND BELGIAN EXAMPLES
HIGHLIGHTS HOW CERTAIN
BARRIERS TO A SUCCESSFUL
STRATEGY MAY BE
OVERCOME**

A CAUTIONARY TALE

THE TRUE COST OF AUSTERITY AND INEQUALITY IN EUROPE

MORINA O'NEILL (DDCI) in conversation with **JIM CLARKEN** (Oxfam)

THE GLOBAL FINANCIAL CRISIS has provided a new context for development education work in Ireland. In its report A Cautionary Tale: The True Cost of Austerity and Inequality in Europe, published in September 2013, Oxfam describes how European austerity programmes are dismantling the very mechanisms that are designed to reduce inequality and enable equitable growth in Europe.

This article features Morína O'Neill, Policy and Advocacy Officer, Debt and Development Coalition Ireland, in conversation with Jim Clarken, CEO of Oxfam Ireland, as they explore the relevance of the report to development education practitioners. Areas for discussion include linking the European debt to a global perspective, looking at how austerity policies are linked

OXFAM HAS SEEN THIS BEFORE. THE CURRENT AUSTERITY PROGRAMMES IN EUROPE BEAR A STRIKING RESEMBLANCE TO THE RUINOUS STRUCTURAL ADJUSTMENT POLICIES IMPOSED ON LATIN AMERICA, SOUTH-EAST ASIA AND SUB-SAHARAN AFRICA BY THE INTERNATIONAL MONETARY FUND (IMF) AND WORLD BANK IN THE 1980S AND 1990S.

to negative development outcomes, exploring what citizens can do, and what we can ask our governments to do to effect change.

The report offers a useful broad historical perspective on debt crises and the policy reforms that accompany the financial bail-outs today. Can you tell us why this historical evidence from Latin America, South East Asia and sub-Saharan Africa is important to bring to bear on the European experience?

Austerity measures which were introduced in Europe to balance the books following the €4.5 trillion bank bailout are instead causing more poverty and inequality that could last for the next two decades.

Oxfam has seen this before. The current austerity programmes in Europe bear a striking resemblance to the ruinous structural adjustment policies imposed on Latin America, South-East Asia and sub-Saharan Africa by the International Monetary Fund (IMF) and World Bank in the 1980s and 1990s.

Structural adjustment policies were not effective in ending the crises. They also had long-term negative impacts on poverty and inequality. Basic services, such as education and health, were cut or privatised, excluding the poorest and hitting women hardest. Economies were shattered and the poor continued getting poorer even when growth made a come-back.

These policies were a failure: a medicine that sought to cure the disease by killing the patient.



*Jim Clarken, CEO of Oxfam Ireland.
Photo credit: Oxfam Ireland*

**THESE
POLICIES
WERE A FAILURE:
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IT IS IMPORTANT FOR EUROPEAN LEADERS TO REMEMBER THAT MANY OF THE COUNTRIES IN LATIN AMERICA, SOUTH-EAST ASIA, AND SUB-SAHARAN AFRICA EVENTUALLY EMERGED FROM THE CRISIS BY APPLYING MEASURES THAT WERE CONTRARY TO THE POLICIES PROMOTED BY THE IMF.

It is important for European leaders to remember that many of the countries in Latin America, South-East Asia, and sub-Saharan Africa eventually emerged from the crisis by applying measures that were contrary to the policies promoted by the IMF. Recovery involved a bigger role for the state in the economy, such as increasing tax revenues, well-directed, progressive fiscal and industrial policies and increasing social spending.

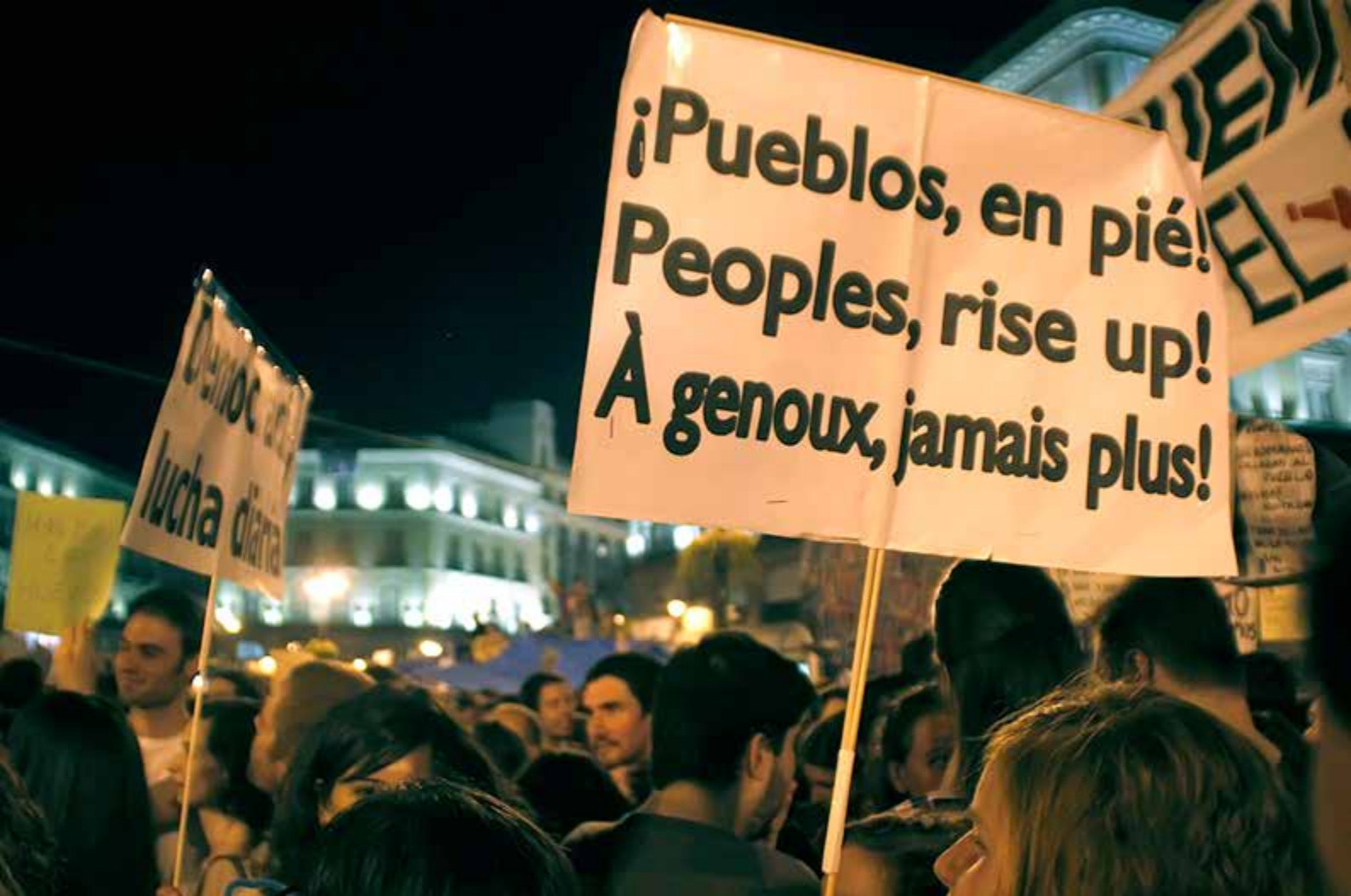
Could you describe briefly the case studies that have been produced to accompany the report? In the case of Ireland, could you draw out briefly the issues that echo the experiences of Southern countries?

Our Irish case study outlines how Ireland's harsh austerity policies, imposed upon us following the former government's borrowing €67.5 billion to finance the budget and recapitalise the banks, have had a devastating impact on people.

By the beginning of 2013, Ireland had become the fifth most expensive country in the EU, with prices 17% above the European average. But government measures to tackle the deficit have brought many low paid workers deeper into the tax net, further reducing their ability to cope with rising costs.

With low levels of disposable income, rising mortgage arrears and the twin problems of youth unemployment and chronic long-term unemployment, Ireland is a very unequal country.

Almost everyone has been affected by the austerity measures imposed through the bail-out. But statistics suggest that the top tier of society has been hurt least. Those on the lowest incomes



A 15M Movement protest against austerity measures in Madrid, May 2011. © Miguel Parra

experienced a fall in disposable income of 18.6% in 2010, while those in the top bracket of income earners experienced a 4.1% rise in the same year.

Similar structural adjustment programmes imposed on Latin America, sub-Saharan Africa and South-East Asia led to stagnating incomes and rising poverty. In Indonesia, for example, it took 10 years to return to pre-crisis levels. In Latin America, the incomes of ordinary people were the same in the mid-1990s as they were in 1980. Meanwhile the share of income of the richest in society increased rapidly.

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**CITIZENS
AND CIVIL SOCIETY
ORGANISATIONS CAN
SPEAK OUT AGAINST THE
DISMANTLING OF MECHANISMS
THAT REDUCE INEQUALITY
AND ENABLE EQUITABLE
GROWTH**

In the report, Oxfam highlights that it is the most vulnerable people that are bearing the heaviest burden as the result of austerity policies. What can citizens and civil society organisations do to try to counter these policies?

Citizens and civil society organisations can speak out against the dismantling of mechanisms that reduce inequality and enable equitable growth. We can call for a path out of the crisis that delivers better outcomes for people, communities, and the environment.

European citizens can call on their leaders to invest in public services, guaranteeing and protecting high-quality essential services such as health and education, while developing social protection systems that enable the most vulnerable to lift themselves out of poverty. To protect the poorest people globally, governments should protect the EU and member states' overseas development aid budgets.

This can be paid for through the implementation of progressive tax reforms, including a tax on wealth stocks and a Financial Transaction Tax. Oxfam estimates that of the €14.3 trillion held by individuals in 52 tax havens around the globe, almost 5%, or €707bn, is sitting in Irish accounts.

Minister Noonan's comments, at the launch of the new Irish International Tax Strategy, about Ireland being 'part of the solution to a global tax challenge' and the publication of the Irish International Tax Strategy are steps in the right direction – provided it is now followed by decisive action putting an end to tax dodging which hurts people at home and in developing countries.

That report states that, in relation to European debt, 'unsustainable debt is unpayable, and requires a

fair and transparent arbitration process that might include a comprehensive restructuring or cancellation of the debt’, learning from previous debt crises in other regions. How does Oxfam see this issue of unsustainable debt as a challenge to equitable development, and what should governments do about it here in Europe?

The answer so far to European debt has been an austerity-only approach which has actually increased inequality and stunted growth. Since the financial crisis, many of the countries deeply affected by austerity measures have seen one of two impacts: either the richest tenth of the population has seen their share of total income increase, or the poorest tenth has seen their share decrease. In some cases both impacts occurred.

European leaders should learn from the painful experience of people in Latin America, South East Asia and Africa in the 1980s and 90s. They should recognise that unsustainable debt requires a fair and transparent arbitration process that might include a comprehensive restructuring or cancellation of the debt; and secondly that the sooner the spiral of rising debt is addressed, by member states and the EU, the better.

It’s time to ease up on austerity policies that focus on balancing the budgets and reducing deficits in the hope they will restore market confidence, lead to job creation and renew economies. That hasn’t happened and there’s a growing consensus that austerity alone cannot be the answer. European governments have a chance to learn from past mistakes and to choose instead a path of inclusive growth that delivers better outcomes for people, communities and the environment.

**THE ANSWER
SO FAR TO EUROPEAN
DEBT HAS BEEN AN
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INEQUALITY AND
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**THE SOONER THE
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BY MEMBER STATES AND
THE EU, THE BETTER**

THE REFLECTIVE PRACTITIONER

BUILDING OUR CAPACITY AS EDUCATORS

Participants of the IDEA/Debt and Development Coalition training “Understanding Debt as a Development Education and Justice Issue” held on October 3rd share their reflections on how it has impacted their work.

THE FACILITATORS WERE GREAT — THEY STAYED ON TOPIC. DEBT IS SUCH A QUAGMIRE AND CAN BE DIVISIVE

“BEFORE THE TRAINING I was unsure of what the relevance of our current debt crisis was in relation to Development Education and not sure if I was competent enough to understand the complexities of the local never mind global financial situation. Following the training I now feel that I have a clearer understanding of the issues, more confidence to begin to properly address the issue of debt in development education with the young people along with an eagerness to gain more knowledge of who we really are in debt to.”

*Feidhlim Ó Seasnáin,
Youth for Sustainable Development
Coordinator, ECO-UNESCO*

UNDERSTANDING **DEBT** AS
A DEVELOPMENT EDUCATION
AND JUSTICE ISSUE



Jubilee South Debt Justice
Activist, Manila, Philippines

“I used to side-step the connection between debt and development because I found it too intimidating. This training showed me, that collectively, we know and understand much more than we think. It provided a really useful learning tool and learning experience in one. The facilitators were great – they stayed on topic. Debt is such a quagmire and can be divisive. They also made what seems so complicated, simple to comprehend and share with others.”

*Mary Hanlon,
Development Education Officer, Plan Ireland*

“Having worked in DE for a number of years, I was delighted to note that we had finally reached a position where debt cancellation was widely accepted as a prerequisite for sustainable development... in the Global South. This was an uncontroversial position within DE community, and there was a significant sense of support for civil society groups organising around debt cancellation in Southern countries, regardless of their government’s policy on the issue.

It was baffling then, in the context of the IMF’s arrival in Ireland in 2010, bearing an almost identical policy prescription to the one we had fought against in the Global South, to find that these perspectives and analyses were not applied so readily at home. This workshop was a welcome opportunity to learn, share, and to build opportunities for solidarity in our common struggle against the violent impact of odious debt. We have a lot to learn, and the DDCI did a wonderful job in making the connections.”

*Vicky Donnelly,
Education Worker, Galway One World Centre*

**WE HAVE
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CONNECTIONS**

FIONA DUNNE, ICTU



THE FIGHT FOR DECENT WORK

THIS YEAR, the centenary of the 1913 Dublin Lockout, decent work has a particular resonance for Irish Trade unions. This was when workers were fighting for better working conditions and wages, the right to be in a union and for that union to bargain collectively to progress their interests and advance their conditions, all at a time when Dublin had the worst slums, rates of infant mortality and living conditions in Europe.

Yet 100 years on and facing the ravages of austerity, the struggle to achieve Decent Work remains, with workers around the world facing similar problems, albeit at vastly different scales, of unsafe work practices, casual labour, precarious employment and lower wages.

It has long been recognised that workers have rights and trade union rights are clearly recognised within the *UN Declaration on Human Rights Article 23* (UNDHR). The Decent Work Agenda was developed as a theme by the International Labour Organisation (ILO) in 1999, and has been agreed to by the international community as a primary policy goal. It acts as the key focus

DECENT
WORK IS DEFINED
AS WORK CARRIED OUT
IN CONDITIONS OF "FREEDOM,
EQUITY, SECURITY AND
HUMAN DIGNITY"

Illustration credit: iStock

for the trade union movement's lobbying and campaigning activities. Decent Work is defined as work carried out in conditions of "freedom, equity, security and human dignity". It essentially encompasses all the elements of the trade union movement's struggle since its establishment, is core to their work and the values they promote and is present in all activities from the pursuit of collective bargaining, negotiating decent wage rates, protecting workers from gross exploitation and unfair dismissals, to ensuring work is carried out in conditions of good health and safety practice.

Inequality and income gaps are widening, not just in countries of the global south, but also for the global north and it is crucial that our members learn about the key players and influencers of our globalised world. Our Global Solidarity Programme raises awareness not only through development education but also by encouraging worker-to-worker contact, establishing links and relationships, providing capacity building opportunities and welcoming visiting delegations. Our members are very active in a range of campaigns supported by Congress including the employment support programme for workers with disabilities in Tanzania, Uganda, Rwanda and Ethiopia. In our Justice for Colombia campaign we directly fund human rights lawyers to defend trade unionists unfairly imprisoned. We partner with international trade union centres to build capacity among trade unionists in Burma.

In a globalised world which is in a race to the bottom for some workers, we in the trade union movement need to foster international solidarity and build stronger relationships. We must remember that our struggle is a global struggle and workers have similar issues whether they are in Ireland or Bangladesh. Jim Larkin's slogan "An injury to one is the concern of all" reminds us that the achievement of Decent Work must be a struggle in which we all actively participate.



IT IS
CRUCIAL THAT
OUR MEMBERS LEARN
ABOUT THE KEY PLAYERS
AND INFLUENCERS OF
OUR GLOBALISED
WORLD

IDEA NEWS

A CRISIS WORTH CHALLENGING

ELAINE MAHON, IDEA

SINCE summer 2013 IDEA has been coordinating a development education project called '**Challenging the Crisis – Promoting Global Justice and Citizens' Engagement in a Time of**

Uncertainty'. The project, funded under the European Commission's 'DEAR' grants programme

(Development Education and Awareness

Raising), is a 3-year initiative running until

April 2016 targeting young adults, with

partners in six European countries: Greece, Ireland, Italy, Portugal, Slovenia and Spain.

The project partner countries are all experiencing high levels of indebtedness, youth unemployment and other challenges brought about by large-scale recession. This

innovative project aims to understand and

build on the experiences of those worst hit by the crisis in those countries – young adults – and engage

them in challenging the crisis to promote solidarity between people and places at home, at European level and globally within the beyond 2015 framework.

As part of its first phase workshops with young adults are currently taking place across all partner countries to introduce the Project and bring a global perspective to the current challenges many young people are facing. In early 2014 a survey of young people's attitudes towards global justice will also

THIS INNOVATIVE
PROJECT AIMS TO
UNDERSTAND AND BUILD
ON THE EXPERIENCES OF THOSE
WORST HIT BY THE CRISIS
– YOUNG ADULTS

take place across the 6 countries. Following this, the Project activities will be led by the young people themselves and a small group of Project 'champions' will be recruited in each country to roll-out further Project activities and ultimately lead a joint Europe-wide advocacy campaign. The young people will take this message to international development NGOs, civil society, media and policy-makers, as well as their peers.

For now you can keep up to date on the Project on the IDEA website or on Facebook www.facebook.com/challengingthecrisis If you are interested in hearing more about the Project or inviting IDEA to run a workshop on 'Challenging the Crisis' with those you work with, please contact the Project Coordinator elaine@ideaonline.ie



Participants of IDEA's Challenging the Crisis seminars. Photo credit: IDEA

NEWS FROM IDEA

FRANK GEARY, IDEA DIRECTOR

CAPACITY

IDEA's capacity development programme has supported members in organisational management, quality and impact and networking. Recent events have included training and



seminars on governance and results based frameworks in development education. We continue to raise the voice of the sector and develop an enabling environment for development education in Ireland.

POLICY

IDEA and many of our members made submissions to the Department of Education and Skills on the National Strategy on Education for Sustainable Development. Following an excellent consultation event with IDEA members, we are making submissions to the National Council for Curriculum and Assessment on the draft Junior Cycle CSPE short course. Partnership and collaboration are the heart of IDEA, and the involvement of IDEA members is essential for our shared work. Recent partnership events include a seminar with the Centre for Global Education discussing national strategies for development education, and training with Debt and Development Coalition Ireland on exploring debt in educational contexts.

**PARTNERSHIP
AND COLLABORATION
ARE THE HEART OF IDEA, AND
THE INVOLVEMENT OF IDEA
MEMBERS IS ESSENTIAL.
FOR OUR SHARED
WORK.**

EUROPE

The DEEEP initiative is developing new and innovative connections between civil society organisations, social movements and citizens globally. DEEEP focuses on development education's aim to support active citizenship and citizenship empowerment. Through building a global citizens movement DEEEP builds local to global connections with the belief that global issues require global answers. IDEA is a member of the DEEEP management group and a partner in the project. During the coming years we will strengthen connections between the Irish development education sector with DEEEP and global citizen's movements.

INTRODUCING “AN AUDIT OF DEVELOPMENT EDUCATION RESOURCES”

CIARA REGAN

AS PART of our 2012 work programme

www.DevelopmentEducation.ie completed an audit of Development Education (DE) resources produced in Ireland from 2000-2012. This audit was carried out as part of a broader agenda of building an annotated online database of such resources.

The audit was launched on the developmenteducation.ie website in 2013 and provides a general overview of the DE resources produced during this period. It is a useful tool for DE practitioners to identify available resources by theme/sector, as well as identifying where there may be gaps and opportunities to produce new resources. The audit is also a valuable reference point for research, action projects and as baseline data for the sector.

THREE KEY FINDINGS

- The quality of DE resources has improved greatly.
- Formal sector is most serviced (mainly junior cycle, post primary).
- Weaknesses exist in resource coverage thematically (For example, only 2% of resources from the last 10 years have focused specifically on the issue of women and gender).

THREE KEY RECOMMENDATIONS

- There is a need for a national database to service the on-going demand for resources (and to make these resources available and accessible).
- More research is required to assess the actual use of resources and their impact among a diversity of sectors and users.
- There needs to be a greater focus on the development topics and education content of the resources produced, with less emphasis on using the resources for organisational or fundraising purposes.

The audit can be accessed and downloaded from
www.DevelopmentEducation.ie/audit



DevelopmentEducation.ie

Check out DevelopmentEducation.ie for

- Online version of An Irish Development Education Resources Audit (2013)
- Map of regional libraries and resource centres around the country
- Consumption animations (parts 1 and 2) plus activities and educator supports
- Teacher guides to using the site

DevelopmentEducation.ie is a key online reference point for development education in Ireland, is managed by a consortium of 6 NGOs (Aidlink, Concern Worldwide, IDEA, Self-Help Africa, Trócaire and 80:20 Educating and Acting for a Better World) and is co-financed by Irish Aid.

RESOURCE REVIEW

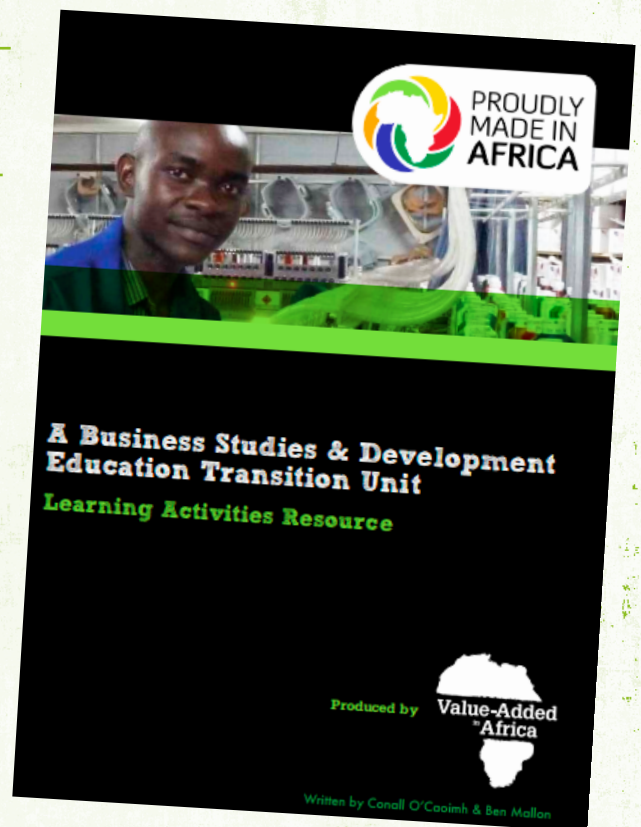
“A BUSINESS STUDIES AND DEVELOPMENT EDUCATION TRANSITION UNIT”

BY PAUL CRON

St Columba's College, Dublin.

THIS is an excellent, practical resource for teaching pupils about Ireland's relationship with particular African countries. Pupils will learn more about these countries and about how they are linked to Ireland by trade. Perspectives of people in these countries are explored, as well as how individuals in these countries have overcome barriers to forming successful businesses. Pupils are then challenged to put this knowledge into action by acting responsibly.

Within the resource are 14 core learning activities, 3 extension activities and 2 literacy activities arranged over 58 pages. Each activity clearly outlines the aims, key skills and online sources. The resource is full of useful ideas, resources and practical teaching methodologies which are highly varied and guaranteed



**THE RESOURCE
INVOLVES PUPILS IN
ANALYSIS, PROBLEM
SOLVING, BUSINESS
PLANNING AND ROLE PLAY
ALL RELATED TO REAL LIFE
SITUATIONS**

to stimulate and inspire pupils. The resource is aimed at Transition Year (TY) pupils, however, much of the material is relevant for Junior and Senior Cycle classes. There are also a number of cross-curricular links that will assist in keeping the pupils interested. The resource gives useful plans for use in the classroom and in assessing pupils in creative ways, for example, a learner portfolio.

The 14 core learning activities are divided into 4 sections. The first section deals with local and global perspectives on trade. The concept of value chains and supply chains



Left: Michelle Hardiman of VAA with Sally Sawaya of Meru Herbs, Oct 2013. Right: Africa Day 2013 Raffle Prize. Photo credit: VAA.

are explored. Pupils are asked to research, to critically analyse and to problem solve. There is a useful group trading activity to reinforce what has been learnt. The second section introduces a trade and development project. It looks at the changes in the beef industry in Ireland and in Africa and the development of a 'Smart Economy'. It helps to develop research and presentation skills as well as peer assessment. Section three looks at how various challenges have been overcome. The resource involves pupils in analysis, problem solving, business planning and role

play all related to real life situations. This section also looks at the Fair Trade and Cooperative movements as well as gender perspectives on trade. The fourth section challenges pupils to think critically and creatively by creating policies that will encourage corporate and social responsibility.

The extension activities give the opportunity for some pupils to delve deeper into areas that interest them and to apply some of their knowledge to real life scenarios. The literary activities at the end of the resource are very useful in terms of assessing in a creative way whether or not the learning outcomes have been achieved.

This is an invaluable module for delivery in TY but is also a model of how a course should be resourced, accompanied by methodologies of teaching and assessment.



Left: Former VAA Intern Anne-Claire Pacteau at Africa Day 2013. Right: Some of the products that VAA promote. Photo credit: VAA.

About VAA

Value Added in Africa is an Irish and UK based not-for-profit organisation which works to build sustainable channels into market for African-made retail-ready products. We facilitate trade- linking sub-Saharan African SMEs and European retailers. We focus on processed goods because they contribute most to reducing poverty in Africa.

Visit the website www.ProudlyMadeinAfrica.org or facebook page for more updates.



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