

A CSPE & Citizenship Resource

TROCAIRE
Working for a Just World

Exploring a number of key concepts through a global lens



Solidaridad





This icon is followed by an interesting and relevant quote.



This icon is followed by some interesting data/information on a related topic discussed.



This icon is followed by information explaining a particular Article from the Convention on the Rights of the Child.



This icon is followed by a link to a related website or to the CD Rom that is with this resource.



This icon is followed by suggestions of action projects from a global perspective.



This icon is followed by a link to the CSPE Curriculum in the Republic of Ireland, and the Citizenship Curriculum in Northern Ireland.

Reader's Page . . .

Organisation of the resource...

- The resource is divided up into what we call main text and sidebars! The main text contains the bulk of the information; this consists of country information, activities, personal stories from Nicaragua and so on.
- The sidebars contain quotations, examples, statistics, and other interesting information relevant to the main text. Dive into the sidebars as you wish! Why not flick through them page by page! They can give you a feel for the resource.



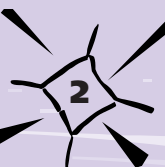
At the top of the sidebars you will notice icons. These indicate the type of information that is contained under the icons.

Beyond the resource...

- This resource is one aspect of the Trócaire Lenten pack, which includes posters, an RE resource and a presentation CD. These will be referred to during this resource, but feel free to use them in whatever way you deem appropriate.
- www.trocaire.org/Education **{We want your input}** Our Education website contains access to all of our other educational resources. We have updated the website to make it more interactive so that you can have your say. Please feel free to comment on our resources, or on any other aspect of Trócaire's educational work you have an interest in. Please see the "Send us your comments" section.

Citizenship - The Convention on the Rights of the Child.

The theme that runs through this resource is that of Children's Rights. The material examines Children's Rights using the case study of Nicaragua. Human Rights and social responsibilities underpin the central concepts in the curricula subjects of Citizenship in Northern Ireland and CSPE in the Republic. The Rights of the Child figure strongly in these subjects. In this context the resource has many direct links to the curricula in question. These links are referred to on page 3 of the resource and are also referred to in the sidebars throughout the resource.



Dear Friend,

Welcome to Trocaire's first ever dedicated Lenten resource for CSPE and Citizenship Studies. The theme of this resource is **'Solidarity'** and explores such concepts as **rights and responsibilities, diversity, interdependence, equality, social justice, development and democracy.** The following pages will introduce you to Trocaire's work in Nicaragua with a particular focus on partners working with children and young adults. The **UN Convention on the Rights of the Child**, which has been ratified by all countries except USA and Somalia, is used as a backdrop against which the lives and experiences of these young people are explored.

It is hoped that you will use this resource as part of your CSPE/Citizenship programme either now or in the future. Students may even consider basing their action project on the content of this resource. In this way they can contribute to the Trocaire vision of working for a just world.

Finally, the Trocaire education team are always available to assist with ideas and follow up information if required. Wishing you continued success in your work.

The Trocaire Education Team (Maynooth, Belfast and Cork)
www.trocaire.org/education



"The value of a man resides in what he gives and not in what he is capable of receiving"

Albert Einstein.



If the population of the world was just 100 people: 57 would be Asians, 21 Europeans, 14 from the Americas and 8 Africans. 6 would have 59% of the world's wealth, 80 would live in sub-standard housing, 70 would be illiterate, 50 would suffer from malnutrition, 1 would have higher education and 1 would own a computer.



Article 4—When a country signs the Convention on the Rights of the Child it takes on the responsibility to provide for the needs of all children equally.



www.hrw.org/children
This link provides lots of information about Children's Rights, and pays particular attention to how these rights have been violated.

Week	Activity	Purpose	CSPE/Citizenship Curriculum Link	Page No.
1&2	Human Rights Charades	To introduce the Convention on the Rights of the Child.	Rights & responsibilities for CSPE. Diversity & inclusion for Citizenship	p.6, p.7, p.8
3&4	Case Studies & Personal Stories	To give students an opportunity to learn about the lives of young people in Nicaragua; engage in a moving debate; and hold a Mock UN Summit.	Democracy, Interdependence & development for CSPE. Equality & Social Justice for Citizenship.	p.9, p.10
5	Trade Chain	This activity examines a history of trade between North and South. It poses questions of links between trade and child labour.	Rights & Responsibilities, Interdependence for CSPE. Equality & Social Justice for Citizenship.	p.11, p.12
6	Technology Zone!	This section contains details regards our CD Rom, video, website and our campaign for 2006.	The technology page will complement all the concepts covered in the resource.	p.16
7	V For Victory	Now it's time to look to the future and search for solutions. What way do you see the world? How can we achieve this?	Democracy, Development & Human Dignity for CSPE. Democracy in action for Citizenship.	p.13, p.14
8	What you can do!	A full page dedicated to ways that you can get involved....	Democracy & Development for CSPE.	p.15
9-12	Implementation of Action Project	Why not take one of the themes you encountered in this resource and use it for your Action Project!	All the links to the concepts above will be reflected in your action projects.	See sidebars on every page.

Nicaragua



"You make the road
by walking on it"
Nicaraguan Proverb.



Gioconda Belli is a Nicaraguan author and poet and was part of the Sandinista political movement. She became famous for the book 'The inhabited woman'.



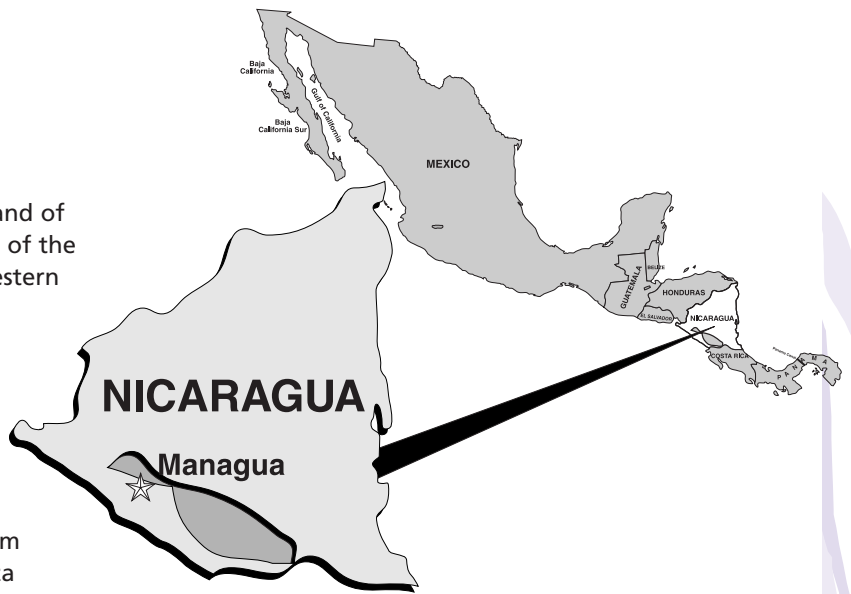
Article 6 - The State is obliged to ensure the survival and development of children.



www.nationmaster.com This is an excellent website containing interesting and up to date statistics about Nicaragua. Our CD Rom also contains a Powerpoint presentation on Nicaragua.



This section links directly with Development and Interdependence in CSPE and with Diversity and Inclusion in Citizenship.



Nicaragua, known as the 'land of lakes and volcanoes', is one of the poorest countries in the Western Hemisphere. Experiences of military dictatorship, civil war and natural disasters and government corruption have hindered its development.

Nicaragua was colonized and controlled by Spain from 1524 until 1838. The Somoza family, supported by the USA, ruled the country from 1937 to 1979, amassing huge personal wealth. Opposition to the regime started in the 1960s but accelerated when the Somozas pocketed international aid intended for people affected by the devastating earthquake of 1972. A rebel movement called the FSLN, or Sandinistas, began a guerrilla campaign which finally overthrew the Somozas in 1979. The new government under President Daniel Ortega nationalized the lands of the Somozas and established farming cooperatives. Illiteracy levels were reduced from 50% to 13% and the introduction of an immunization programme eliminated polio and reduced infant mortality to a $\frac{1}{3}$ of the rate it had been before the revolution.

The US government was alarmed that the Nicaraguans were setting a dangerous example to the region and in 1981 began a campaign of destabilization in Nicaragua – by suspending aid and funding counter-revolutionary groups known as the Contras. In 1985 the USA imposed a trade embargo that lasted five years and strangled Nicaragua's economy. By 1990, when the Sandinistas were defeated in elections as part of a peace agreement, Nicaragua's per capita income had fallen by 33.5% from its 1980 level. Since 1990 there has been a relatively stable democracy which has resulted in very limited economic growth, but also a growing inequality between the 'haves' and the 'have nots'. Hurricane Mitch devastated the country in 1998, killed thousands and caused billions of dollars worth of damage.

In 2005, Nicaragua's foreign debt was cancelled under the Heavily Indebted Poor Countries initiative. However, the money freed up has been partly used to pay off the internal debt within the country. This internal debt dates back to the time of the Sandinistas, when wealthy Nicaraguans had land confiscated during the land reforms of the 1980s. Under pressure from the USA, these people were repaid using government bonds with very high interest rates. These bonds are still being re-imbursed by the current government, swallowing up 25% of the national budget. For more detail on Nicaragua and Trócaire's campaign with young

people see

www.lent.ie



Facts on Nicaragua

Size: 129,494 km²

Population: 5,465,100.

Capital: Managua.

Currency: Cordoba.

Ethnic Groups: Mestizo (mixed European and Amerindian) 69%, European descent (mainly Spanish) 17%, Afronicaraguense; 9%, Indigenous groups (including Nicaraio, Miskitos, Ramas and Sumos) 5%.

Religion: Catholic 72.9%, Evangelical 15.1%, Moravian 1.5%, Episcopal 0.1%, other 1.9%, none 8.5%.

Languages: Spanish (official) 97.5%, Miskito 1.7%, other 0.8% (English and indigenous languages on the Atlantic coast).

Life Expectancy: 70 years.

GNP per capita: \$2,470.

Poverty Ranking: Ranked 118th poorest country in the world.

School Enrolment: Primary 82% Secondary 37%.

Government: Constitutional republic with elected president.

Convention on the Rights of the Child

2006 will mark the 16th anniversary of the signing of the **Convention on the Rights of the Child**. The Convention is the most universally accepted human rights instrument in history – it has been ratified by every country in the world except two – USA and Somalia – and uniquely places children centre-stage in the quest for the universal application of human rights. By ratifying this instrument, national governments have committed themselves to protecting and ensuring children's rights and they have agreed to hold themselves accountable for this commitment before the international community.

Nicaragua has signed up to this Convention and in its own constitution has built in special protections for young people, in particular with regard to child labour. The Nicaraguan constitution states – "Child Labour that can affect normal childhood development or interfere with the obligatory school year is prohibited. Children and adolescents shall be protected against any form of economic social exploitation." This extract follows on from Article 32 of the Convention.

Enclosed in the Lenten Pack is a poster that outlines The Convention on the Rights of the Child. This poster should be referred to throughout the resource. The first activity is dedicated to The Convention on the Rights of the Child. By engaging in this activity, students will familiarise themselves with their rights and this should serve to equip and empower them as they proceed through the material.



"Education is the ability to listen to almost anything without losing your temper or your self-confidence"

Robert Frost.



Only two countries – USA & Somalia – have not ratified the Convention on the Rights of the Child.



Article 27—Every child has a right to a standard of living adequate for their physical, mental, spiritual, moral and social development.



www.unicef.org/crc/monitoring.htm This link provides interesting information on how different countries are monitored with regard to their commitments to the Convention on the Rights of the Child.



Why not ask a local TD or MP to come and speak to the class about how they represent the citizens in promoting the Convention on the Rights of the Child at home and abroad.

What Trócaire is doing

Trócaire's Central America Regional Office, based in Honduras, supports local non-governmental organisations in Nicaragua and other Central American countries. The main types of project that Trócaire partners are involved in are:

Human Rights

Groups who work to ensure that children and adults are aware of their civil and political rights and that these rights are respected. **Dos Generaciones** is a training centre for children who work on a dump in Managua. The centre aims to educate children and their mothers with a view to getting alternative employment. Another partner organisation is **NATRAS** which has a network throughout Nicaragua to support child workers and educate them about their rights. They campaign to raise awareness of child sex abuse and provide technical training. **Cesesma** is a group which promotes and defends the rights of children and young people, through processes of awareness-raising, reflection and action in partnership with rural children and young people, and other members of the community. Trócaire has provided funding for Cesesma's Rural Youth Theatre, where children come together to write and produce dramas to educate the community on various issues – for example child labour.

Building Democracy

This includes projects that provide people with training on how to negotiate with local government offices in deciding the priorities for government spending and how to monitor government expenditure. It also involves training for groups that negotiate with governments at national level and with international organisations such as the World Bank and the International Monetary Fund at an international level.

Promoting sustainable rural development

Trócaire supports groups involved in training farmers on how to introduce new crops and farming techniques in order to make their farms more productive.

ACTIVITY 1: HUMAN RIGHTS CHARADES



"We need to think of the future and the planet we are going to leave to our children"
Kofi Annan.



Why not create your own Convention as an Action Project? What Rights would you and your class come up with? Why not express these Rights through Art?



Article 2 -Young people have the right to express their opinions and to have these taken into account.



www.unicef.org.crc
This links directly to the section of the Unicef website that is dedicated to The Convention on the Rights of the Child.



This activity is linked with the Rights and Responsibilities concept in CSPE & with Diversity & Inclusion, Democracy and Active Participation in Citizenship.



AIM
That young people will understand the different types of rights contained in the Children's Convention.



TIME
30 - 40 minutes



AGE
12 and upwards



YOU NEED
Copies of the Rights Cards on Pages 7 & 8 – these cards sum up the different rights in the Children's Convention. Four posters written as follows:

1. What we need to survive (Survival Rights)
2. What we need to grow and develop (Development Rights)
3. What we need protection from (Protection Rights)
4. What we need to take part or participate in society (Participation Rights)

The poster enclosed has a full list of Children's Rights

WHAT YOU NEED TO DO

- Step 1** Explain to the students that The Convention on the Rights of the Child can be broken up into Four Categories. These are Survival Rights, Development Rights, Protection Rights, and Participation Rights. See Answers section below on what role cards (page 7 & 8) fall in what categories.
- Step 2** Place one of the posters in each corner of the room. Explain that you are going to play a game of charades. Each person will take a turn to pick a card and mime out the right shown on that card. If the group is large, get people to work in pairs or make more cards from the Children's Convention.
- Step 3** The group then has to decide what is being acted out and what type of right it is, e.g. food is a survival right, safety from violence is a protection right, etc. When the groups have reached a decision they send the actor to the relevant corner of the room.
- Step 4** When all participants are standing under one of the four posters, ask each of the four corner groups to sit down and make a list of the types of rights in their group.
- Step 5** Use a flipchart to bring all of the four lists together into one 'Convention' or Charter.

Follow Up Activity

What are the main differences between the four sections?
Which rights are the most important?
Are you receiving most/all of your rights? Why/why not?
Display the Children's Convention and go through the rights contained in it and place under four headings.

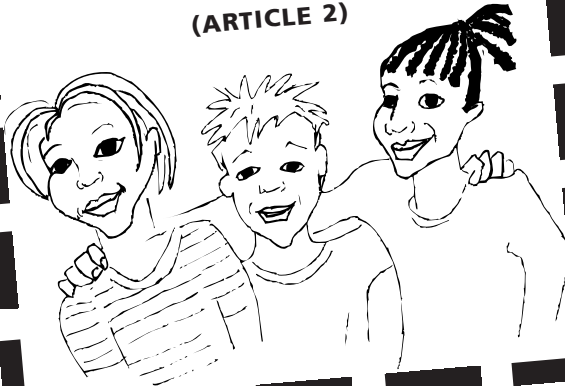
Answers Section:

Survival Rights: C, L.
Development Rights: A, G, N.
Protection Rights: F, I, J, M.
Participation Rights: B, D, E, H.



A

THE RIGHT TO
EQUALITY
(ARTICLE 2)



B



THE STATE MUST
ENSURE THAT ALL
CHILDREN RECEIVE
THEIR RIGHTS
(ARTICLE 8)

C



THE RIGHT TO
A FAMILY
(ARTICLE 5)

D

FREEDOM OF
SPEECH/EXPRESSION
(ARTICLE 12)



E



THE RIGHT TO A NAME
AND NATIONALITY
(ARTICLE 7)

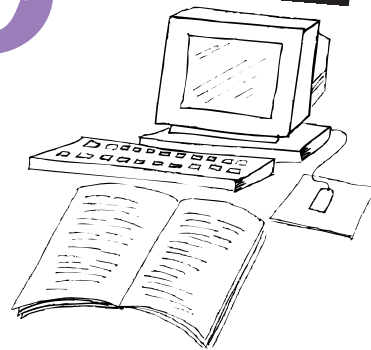
F

I WISH I WAS
IN SCHOOL!

THE RIGHT TO
FREEDOM FROM
CHILD LABOUR
(ARTICLE 32)



G



THE RIGHT TO
INFORMATION
(ARTICLE 13)

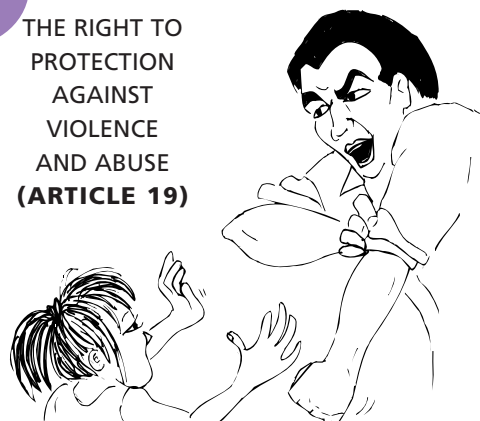
H



THE RIGHT TO
MEET WITH OTHERS
AND TO FORM GROUPS
(ARTICLE 15)

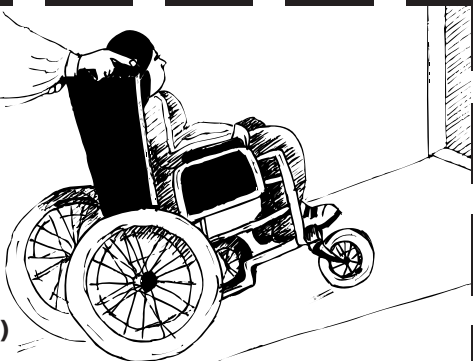
I

THE RIGHT TO
PROTECTION
AGAINST
VIOLENCE
AND ABUSE
(ARTICLE 19)



J

THE
RIGHT TO
EXTRA
CARE
IF YOU
HAVE
SPECIAL
NEEDS
(ARTICLE 23)



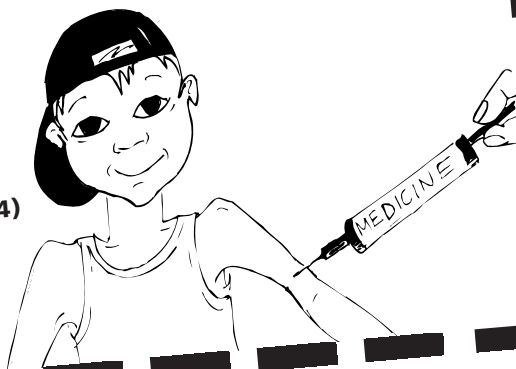
K

THE RIGHT TO
GO TO SCHOOL AND TO LEARN
(ARTICLE 28)



L

THE
RIGHT TO
HEALTH
CARE
(ARTICLE 24)



N

THE
RIGHT TO
REST,
LEISURE
AND PLAY
(ARTICLE 31)



M

THE RIGHT NOT TO
TAKE PART IN
ARMED CONFLICT
(ARTICLE 38)



Case Studies



Trócaire works with a number of partners in Nicaragua. Two of these partners are Natras and Cesesma. These organisations promote Children's Rights. They do this by empowering young people to go out and talk to other young people about their Rights-Peer Education. This is a powerful and successful way of learning.



www.cesesma.org. This website provides information on the work of Cesesma - one of Trócaire's partners in Nicaragua. Cesesma do fantastic work on Peer Education and Children's Rights. Why not Log On and find out! You might get some good ideas for your action project!



"We want them to know that the voice is the most powerful tool. The voice is the only thing we have"
Lisabeth Sevilla Palacios.



Why not undertake a Peer Education programme as an action project? Peer Education is where young people share their life experiences and teach each other about their Rights. Young people in Nicaragua are doing this as we speak.

This is Pedro Garcia. He is 11 years old. He works on the La Chureca dump in Managua (see map p4). In this photo he is looking for aluminium. There are 5 children in his family. Pedro works 2/3 hours per day and goes to school from 12—3 pm. He is in fifth grade and is learning to read and write. He wants to go to secondary school and to continue on to university. Pedro's father says that it is not good to have many dreams because they cannot afford them. 147 families live on the dump. There are 930 people living on the dump. Another 900 come to work on the dump everyday from outside, so the total work force is over 1,800! There are more people working on the dump at Christmas and Easter as there is more and better rubbish due to holiday celebrations. Pedro is told not to dream. Why would Pedro's father tell him not to dream?



This is Jamie. He is 9 years old. Jamie is a child labourer on a coffee plantations in Los Placeres, Nicaragua. Jamie is used to work on the coffee plants because he is small and is better at collecting the beans. But this is very hard work for a 9 year old! Jamie's mother also works on the coffee plantations. She works long hours. Sometimes she has to work on other plantations which means she leaves at 2am and is not back until 5 pm. She then has to feed and look after her family and may not get to bed until 12 at night! The family eats rice and beans but the price of beans has gone up so they cannot always afford them. Jamie wants to be a school teacher but if he is to go to secondary school he needs to travel on a bus that costs 24 cordobas per day. His mother only earns 29 cordobas per day. So he will not be able to go. Should Jamie be able to go to secondary school? Who decides whether or not Jamie gets to live his dream?



This is Lisabeth Sevilla Palacios. She is 17 years old. She is from the village of Jinotega which is 3.5 hours from Managua. Lisabeth used to get up at 5am before school to sell bread to help her parents make ends meet. She would make 100 pieces of bread every morning. After her morning's work she went to school. After school she went back to the streets to sell the rest of her pieces of bread left over from the morning. On average she made less than \$1 per day. She gave all the money to her mother. Her father is a poorly paid farm labourer. Now Lisabeth works as an 'animator' for Natras. This means she works with child labourers and tells them about their rights! Natras gives young people like Lisabeth an opportunity to share their experiences and to help other young people. Unfortunately Lisabeth is living in a very poor country that faces many challenges. In a country with such high unemployment young people like Lisabeth face many challenges in finding work.





These activities have strong links with the Democracy, Interdependence and Development concepts in CSPE; there are links to the Equality and Social Justice concepts in the Citizenship curriculum.



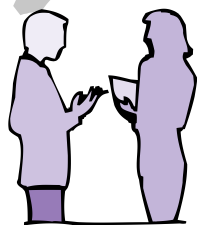
"Service to others is the rent you pay for your room here on earth"
Muhammad Ali.



Article 30 - Children of minorities and indigenous groups have the right to practise and enjoy their culture and language.



Why not use the activities on this page as part of your CSPE action project. You could use the Moving Debate process to get agreement on your topic! Or, why not conduct a Mock Summit as part of an action project. Maybe you could have it as part of an awareness day in your school! You could decide on some real issues to take Action on!



DISCUSS

You will need:

A copy of the stories from Page 9; the photos of the young people on the previous page. These can be found on the CD Rom that is enclosed with this resource pack.

Ask the students to read the stories on page 9 and look at the pictures on the CD Rom:

- What struck you when you saw the pictures?
- How do you think the children feel?
- What are the effects of their lifestyles on their lives - short term & long term effects?
- Look at the poster of the Convention of the Rights of the Child; what rights have been abused or upheld?
- What do you think of Peer Education - young people sharing life experiences and teaching each other about their Rights?
- How could you do Peer Education?



Karen (8), Aden Fernando (8)

MOVING DEBATE

Make 3 large signs stating:

Agree

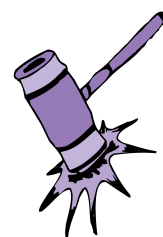
Disagree

Not Sure

Place the signs at different positions in your classroom. Read out the following statements and ask your students to move to the sign they most agree with.

- Statements -

- Most children in the world today know their Rights.
- Poverty in Nicaragua doesn't affect me, it's not my problem.
- Working is a good experience for children.
- There will always be rich and poor people.
- Poverty, Education, Trade and child labour are all linked together.
- My voice can make a difference.



With each statement, ask students to give reasons why they chose their particular position. Encourage dialogue /debate among students to persuade those who don't share their opinion to change sides.

MOCK UN SUMMIT

Theme of Summit – Child Labour & Fair Trade.

Hold your own class summit.

Divide class into 3 groups.

Group 1 will represent rich countries e.g. USA, U.K. & Ireland.

Group 2 will represent some Developing Countries like Nicaragua & Ethiopia.

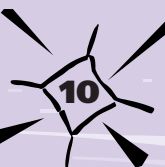
Group 3 Different NGOs – These agencies want to abolish Child Labour and implement Fair Trade rules e.g. Trócaire.



Katia (10), Dora Maria (Katia's mother)

Each group has to research information on their particular country or organisation to support their position. Design visual aids to represent yourselves - country profiles, facts + figures, flag, organisation logo, aims etc.

The main task is for the NGOs to encourage rich nations to implement Fair Trade rules and to abolish Child Labour.



ACTIVITY 2: THE TRADE CHAIN



AIM
This is a challenging and worthwhile activity that examines some of the root cause of our existing trade rules



TIME
30 – 40 minutes



AGE
12 and upwards



YOU NEED
Copy and cut out one set of the 'Trade Chain' cards (page 12) for each group of 2 / 3 students.



246 million children in the world are child labourers. 73 million of these are less than 10 years old.



www.ILO.org/childlabour

This is the International Labour Organisation website. This is a UN organization that work on Labour Rights.



Article 19 - Young people have the right to protection from maltreatment and it is the responsibility of the State to ensure this right.



Why not find out if your school stocks Fair Trade products? Is your community part of a Fair Trade town/city? Why not join the campaign, or start one if it does not exist?



"Be the change you want to see in the world!"

Mahatma Gandhi.

Activity

- Step 1 Divide the class into groups of two or three people.
- Step 2 Give each group a set of the 'Trade Chain' cards on page 12.
- Step 3 Explain key concepts and terms on the cards, such as: primary products; commodities; processing of agricultural products; taxes/tariffs on imports; agricultural subsidies; dumping; loopholes in rules etc (See notes for teacher below).
- Step 4 Read out the following introductory statement:

"Free trade between countries is, in theory, a very good thing. If there is no international trade, countries have to produce all the goods they need within their own borders. If countries trade with each other, each specialising in the things they are best at producing, everyone wins. Let's see what happens in reality...."

- Step 4 Tell the students that the cards describe trade between developing countries and developed countries from the end of the colonial era to the present. They have to put the cards in order.
- Step 6 When one group thinks they have the correct order, they compare with a neighbouring group.
- Step 7 Note that the first and last cards are marked as such.
- Step 8 When all the groups have had enough time to work on the sequence, ask one group to read out their first three cards in the order they believe is correct. Note that all cards have letters for ease of reference when sequencing them.
- Step 9 If another group thinks the first group has it wrong, they can say what card they think comes next and why.
- Step 10 Continue until the sequence has been put in order. The correct order is: A,F,D,H,B,E,C,I,G.
- Step 11 Ask students what pieces of information most interested them. Discuss these as a class.



Notes For Teacher Notes Notes Notes Notes

Trade liberalisation

A political philosophy that says market forces should, as far as possible, be unregulated with minimal interference by governments.

Transnational Corporations (TNCs)

TNCs are companies that carry out business in more than one country. Trade liberalisation allows them to maximise profits by sourcing labour and raw materials where these are cheapest and selling their goods in many markets.

Subsidy

A government payment aimed at helping people afford to buy things. In some countries, governments give farmers subsidies towards seeds, transports, fertiliser etc. This lowers their cost of production.

Dumping

This happens when goods are sold on a market at a price lower than their cost of production.

Food Security

This means that all people, at all

times, have physical and economic access to sufficient safe and nutritious food for an active and healthy life.

Tariff

A border tax on imported and exported goods that raises their price.

Trade barrier

Regulations such as quotas, embargoes, tariffs and technical standards, that are used by governments to restrict imports from and exports to other countries.

ACTIVITY 2: THE TRADE CHAIN



The steep decline in coffee prices has destroyed the lives of many of the 25 million coffee producers in the world. This price decline put pressure on producers to cut labour costs by using child labour. (ILO Report March 2004)



Article 32 - Children have the right to protection from all forms of exploitation, including exploitation in the workplace.



This activity can be directly linked to the concepts of Rights and Responsibilities and Interdependence in the CSPE Curriculum. There are also strong links with the Equality & Social Justice concept in the Citizenship curriculum



www.globalexchange.org/campaigns/cafta/
This link focuses on the WTO and CAFTA. CAFTA is the Trade agreement between the USA and Central America. This agreement is key to the future of Nicaragua.

A: First card

When colonisation ended in the 1950s and 1960s, most developing countries were still producing the primary products their colonial masters had demanded – such as tea, coffee, sugar and copper – and exporting them to richer countries. Poor countries realised that they could get a better price if they processed and then exported these products. Coffee is one of Nicaragua's key exports. Other important export products are shrimp & lobster, tobacco, beef, sugar, bananas, gold & timber.

E

In the early 1990's, a lifeline was offered to developing countries like Nicaragua, or so they thought. The World Trade Organisation (WTO) was set up in 1995 to increase free trade between countries. This replaced an earlier organisation called the GATT (General Agreement on Tariffs and Trade). Poor countries joined up, thinking that they would have an equal say in making the rules. They expected to be able to sell their agricultural products and textiles in rich countries' markets. On top of this, Hurricane Mitch devastated Nicaragua in 1998, killed thousands and caused billions of dollars worth of damage.

F

Richer countries saw this coming however. They allowed raw materials from developing countries into their markets duty free, but slapped high taxes on the products that were processed, like orange juice, instant coffee and ...

C

However, they soon discovered that the days of unequal trading were not over because the rules of the WTO were written by rich countries. Poor countries had to allow goods from rich countries into their markets, but the EU and US used loopholes in the rules to keep poor countries' products out and to continue to protect their own industries. But the real winners at the WTO are not actually countries ...

D

... cotton clothes or leather shoes. Rich countries therefore made sure that poor countries continued to produce primary products. In the early 1970s, this wasn't too bad – prices of commodities were high and stable. Then, disaster struck. Prices of goods such as coffee, tea, cocoa and minerals started to tumble and ...

I

... they are Transnational Corporations (TNCs). TNCs are global businesses. They put pressure on their own governments to make rules at the WTO that will allow them to make profits worldwide. For example, on July 27th 2005, the House of Representatives approved the Central America-Dominican Republic-United States Free Trade Agreement, CAFTA. Based on the failed model of the North American Free Trade Agreement (NAFTA), CAFTA will expand corporate rights over some of the poorest countries in the region, including Guatemala, Nicaragua, El Salvador, Costa Rica, Honduras, and the Dominican Republic.

H

...they kept on falling. By the 1980s, poor countries weren't just facing barriers in getting into rich country markets - rich countries had begun to dump their subsidised agricultural products on poor countries' markets. In 1985 the USA imposed a trade embargo that lasted five years and strangled Nicaragua's economy.

B

Another example is when the EU dumped beef on Southern African markets. The EU bought beef from European farmers at a high price and then sold it in South Africa at a very low price. This below-cost selling wiped out the beef farmers in Namibia, who used to sell their beef in South Africa.

G: LAST CARD

A new round of talks has taken place at the WTO. Developing countries are determined to stand up to the richer countries. The most recent WTO meeting took place in Hong Kong in December 2005. Some of the issues that need to be central to the debate at the WTO are as follows:

- Trade rules must protect the poor rather than the profits of TNCs;
- Poor countries must be able to take part in all debates on rules;
- Rich countries must open their markets to poor countries' exports.

ACTIVITY 3: V FOR VICTORY!



This Activity is an exciting way of exploring methods of taking action. The students get to use their creative side and imagine a new world!



30 – 40 minutes



12 and upwards



Copy of handout on page 14



Article 22 - If you ever become a Refugee you are entitled to special protection.



"Optimism is the faith that leads to achievement. Nothing can be done without hope or confidence"
Helen Keller.



Carry out a survey on people's knowledge of the Convention on the Rights of the Child. You could use Nicaragua as a case study when discussing the issues with others and when informing people of your findings.



There are 112,540 illegal child workers in Nicaragua. This is 44% of the total number of working children.



There are strong curriculum links in this activity with Democracy in Action for Citizenship and with Democracy, Development and Human Dignity for CSPE.

WHAT YOU NEED TO DO

Part One – Divide into groups of four/five

- Step 1 Each group draws a big 'V' on a blank page. On the outside of one line they write or draw in the main events which they think are likely to happen in the world up to the year 2015. These can be personal, national or global events and should include both positive and negative events.
- Step 2 Next, each group marks along the outside of the other side their 'Preferred Future', i.e. what events they would like to see happen in the world up to the year 2015.
- Step 3 Finally, each group suggests how to 'fill in the gap', i.e. the things which need to change in their personal lives and both locally and globally, so that the Probable Future and the Preferred Futures can be closer to each other.
- Step 4 Take feedback from the groups.

Hints for the Teacher

- The images in the middle of the V on the next page are suggestions from a group of young students from a developing country when they did a similar exercise. This may be useful in providing suggestions to the students to get them started!
- During the exercise suggest the following questions to the students.
What can you do?
What can be done locally?
What can be done globally?
- Refer to the "Did you know?" facts as you proceed with the exercise. These may help the students recap on some of what they have learned.

Follow up Activity

- Ask the students to discuss the suggestions in the middle of the V. How could they be used for an Action project?



ACTIVITY 3: V FOR VICTORY!

66

"I am enough of an artist to draw freely upon my imagination. Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world"
Albert Einstein.



Secondary School enrolment in Ireland is 93%. In Nicaragua it is 37%.



Article 2— All children are entitled to all rights and therefore the State must protect the child without discrimination.



www.cspe.ie/
For official information and guidelines on carrying out an action project, log on to this website.

PROBABLE FUTURE

PREFERRED FUTURE



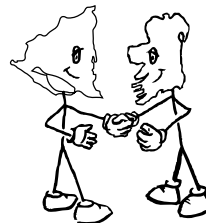
freedom of the press



women and men building a better world



kicking out the World Bank and debt



Developed and developing countries linked as equals



Did You Know?

In Ireland drinking water availability is 100% whereas in Nicaragua it is 77%

Did You Know?

82% of the Nicaraguan Population lives on less than \$1 per day

Did You Know?

The Irish government spends 5.65% of it's budget on education, compared to Nicaragua's 2.6%

Did You Know?

42% of the Nicaraguan population is under 15 years old

"My name is Pedro Garcia and I am from Nicaragua. I am eleven years old. Every day I go to work with my father in the city dump in Managua, the capital city of Nicaragua. There I search among the rubbish for anything I can sell. I have a dream that someday I will go to university and maybe even become a teacher. But my father says that we cannot afford dreams."

Can you afford to dream?

Do you think your dreams will ever become a reality?



"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has"

Margaret Mead,
anthropologist.

ACTIVITY 4: FROM DREAMS TO REALITY



AIM
This activity aims to link young people in Nicaragua and Ireland around their rights



TIME
The action can be taken in one class period or more.



AGE
All ages



YOU NEED
Copies of the blank Dreams card provided by Trócaire and digital camera or camera phone with PC

This activity, *From Dreams to Reality*, aims to make connections and build solidarity between young people in Nicaragua and young people in Ireland, exploring children's dreams for the future through the medium of art and photography. Young people in Nicaragua will also take this action and an online gallery will display the work. The artwork from this project will be sent to Nicaragua and will be used by Trócaire's partner organisations as a tool to put pressure on the government there to deliver free and quality education for all children as part of a national campaign.



Each Lent, Trócaire asks people to take action in solidarity with people in developing countries. These actions can be anything from signing a postcard to attending a meeting or marching with us on the streets! This year we explore the notion that developed and developing countries can be linked as equals, as mentioned in Activity 3.

WHAT YOU NEED TO DO

- Step 1 Ask the students to list their aspirations for the future. These could be hopes and dreams for themselves and their families or for the wider world.
- Step 2 The students choose up to 3 aspirations they wish to concentrate on and uses photography or art to try to best represent each

Photo: Students take a photo with a digital camera or camera phone of something that they think represents each hope or dream.

Art: Students make a drawing/cartoon of each dream.
- Step 3 Hand out the copies of the Trocaire Dreams card to each student. Each student explores the Rights of the Child listed on these cards and links them to their three aspirations. They then select their preferred image, based on this reflection, to send to young people in Nicaragua. The chosen art/photo is transferred to the blank dreams cards. Extra dreams cards available from Trocaire.
- Step 4 Students send their cards (with drawing/photo, name and address) to:
Northern Ireland: Trócaire, 50 King St, Belfast, BT1 6AD
Republic of Ireland: Trócaire, Maynooth, Co. Kildare
Email your work to dreams@trocaire.ie

Young people in Nicaragua will also take part in this project, by sending their dreams to Trócaire. An online gallery will be set up on www.trocaire.org, where students can view their work and the work of others.



Why not do the activity on this page as part of your action project. Get your school on board and have it as part of a solidarity, awareness raising and/or fundraising event.

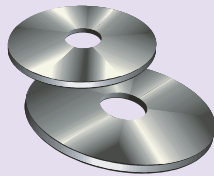
CD Section

Your educational CD ROM with this Resource.

In response to a growing number of requests from both teachers and more increasingly students, we have changed the format of the CD ROM to include a number of powerpoint presentations relating to each of the resource booklets, and also a general presentation for use in school assemblies and general talks. Irish and Spanish language translations are also included along with an additional folder of photographs, that can be printed out for display and general classroom use.

There are 9 folders -

- pre-school folder
- junior/ KS1 primary
- senior/KS2 primary
- Assembly/General presentation
- Irish presentation



Spanish presentation

Post primary Religious Studies

Post primary Citizenship/CSPE

General Folder

Video Section

This year we have created a Video/DVD in addition to our other Lenten materials. The footage used for this video was taken during the summer of 2005. The images are of children from Esteli in Nicaragua. These children are exposed to different forms of child labour. This resource can be used as a supplement to the written materials and the CD. It is an effective tool in creating an environment that is conducive to open discussion amongst the students. This will further enhance your students capabilities to explore issues that may be a focus for their action projects. Video available from Trócaire. Contact details below.

LOG ON to our new Website @ www.trocaire.org/Education.

Our website is packed full of information:

- All of our most recent resources are now available to **download** directly from our website. This is just one of many new initiatives on our Education website.
- We have set up a **Teen Zone** for you and your classmates. View the MDG TV ads and see all your favourite musicians and celebrities support the MakePovertyHistory campaign!
- Find out all about our Pamoja programme! Click on the link to our dedicated Pamoja website - Pamoja is a Human Rights programme that we run with Senior School Students.
- Send us your comments! Click on our new link and **Send us your Comments**. Any feedback you have would be appreciated!

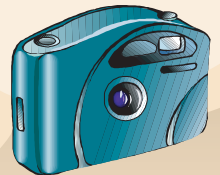
DREAMS are something we all have – dreams about our future, our families, our happiness, and our education. If you were only allowed have one dream, what would it be? In Nicaragua, dreaming is not something everyone can afford to do.

This Lent, Trócaire's *From Dreams to Reality* project will link young people in Ireland and in Nicaragua in solidarity. They will look at their dreams and aspirations, see how they relate to the Convention on the Rights of the Child, and portray one of their dreams using art/photography.

Why not use technology to take part in this project – take digital photographs of your dream with a digital camera/camera phone and send them to Trócaire (more details on page 15).



Why not do an action project based on the *From Dreams to Reality* solidarity project, using a digital camera/camera phone as suggested above. Technology can be used to act in solidarity with those most in need. Come up with your own innovative ideas!



Resource Centres

Maynooth

Maynooth, Co. Kildare.

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TROCAIRE

The Irish Catholic Agency for World Development