REDUCED INEQUALITIES

EDUCATION RESOURCE FOR TEACHERS AND FACILITATORS

Active Citizenship Unit 2018

Concern worldwide

REDUCED INEQUALITIES

EDUCATION RESOURCE

SUSTAINABLE DEVELOPMENT GOALS
17 GOALS TO TRANSFORM OUR WORLD

There is growing consensus that economic growth is not enough to reduce poverty if it is not inclusive of all people and communities, and if it does not involve the three dimensions of sustainable development: economic, social and environmental. To reduce inequality, governments policies need to be be universal, paying attention to the needs of disadvantaged and marginalised populations.

In our world today inequality is an all too obvious reality; this may be manifested in a lack of opportunities in jobs and education for certain groups in society, huge differences in incomes between people or a lack of access to basic things needed to live a healthy and happy life.

Concern is working to tackle the causes and consequences of inequalities in developing countries, but it is something which exists in every country and community all over the world. In this resource, you will find activities to explore SDG 10 with your students and actions to take as a school community.

INEQUALITY FACTS:

More than 70% of the world's millionaires live in Europe or North America (43% alone live in the USA!) *Credit Suisse Global Weather Report 2017*

The world's richest 1% of people own 50% of the whole world's global wealth. This has increased since the 2008 global recession. *Credit Suisse Global Wealth Report 2017*

Around 1 billion people globally live with a disability, with 80% of disabled people living in developing countries. Disabled people are often the poorest in society. *WHO 2011*

There is a 37 year gap in life expectancy globally. A person born in Sierra Leone is on average is expected to live to 50 years old, whereas in Japan life expectancy is on average 87 years. *WHO 2017*

SDG10: REDUCED INEQUALITIES

Reduce inequality within and among countries

The aim of SDG10 is to reduce global inequality at all levels and reduce all types of global inequality. Some of the aims of this goal are to:

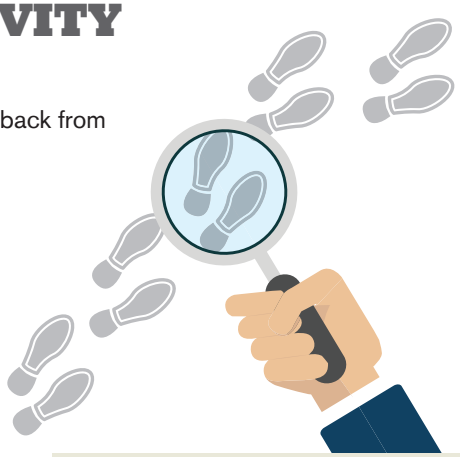
1. Strengthen the voices of developing countries in global decision making
2. Empower and promote the social, economic and political inclusion of all
3. Ensure equal opportunity through laws and policies

To find out the complete aims of SDG 10 visit **https://sustainabledevelopment.un.org/sdg10**

TEACHER/ FACILITATOR ACTIVITY

Activity 1: Inequality big steps [25 minutes]

Use this activity to explore how inequalities in societies can hold people back from achieving their potential or accessing their basic human rights.



NEED:

- A copy of the stories from page four and five for each group
- Statements to read aloud (at the bottom of this page)
- A footprint for each student
- A projector to display the statements on the screen

ROOM:

- A clear space so that students can move with ease

INSTRUCTIONS:

1. Divide students into pairs and give a story to each group.
2. Ask them to read through their profile to get an idea of who they are supposed to be. Ask them to step into this persons shoes and assume this character.
3. Next, ask all students to line up as if they are in a race. Explain to the students that for every statement they believe is true for their character, they will move their footprint forward one step.
4. Read each statement giving students time to make a decision as to whether they should move forward or not.
5. At the end, you may wish to ask all students to read out their profiles so that other students can get an idea of who they are all supposed to be and why each group has finished in a different place.

DEBRIEF QUESTIONS TO CONSIDER:

- What do they think the finishing line represents?
- Is there a difference between age, geographic locations, gender, etc.?
- Is anyone at the finishing line?
- Where did you end up? How does it feel?

Extra extra!

You could ask students to find out more about the country their person in the story is living as either homework before the activity to immerse them more, or as a consolidation activity afterwards!

KEY INFORMATION:

- Moving forward represents having access to information/services/rights. The further ahead a person is, the more advantaged they are
- The finishing line represents an ideal society where all people have everything they need to thrive

- I have enough to eat
- I have a loving family
- I can choose to continue my studies or join any profession I would like to
- I am safe from harm
- I have a place to call home
- I can marry or be in a relationship with whom I choose
- I can have fun with my friends
- I am treated the same as my peers

ACTIVITY ONE
RESOURCES TO PHOTOCOPY

STORIES TO PHOTOCOPY

MY NAME IS DANIEL and I'm thirteen years old and I live with my family in the San Martin neighbourhood of Port-au-Prince, Haiti. I will never forget January 2010 – it will stay in my memory all my life. My brother and father were out for the day looking for work. I got back from the market, when suddenly everything started to shake. It was an earthquake. This isn't unusual in Haiti, however this one was different – it sounded like a huge roar. I ran outside and the whole neighbourhood was falling apart before my eyes like dominos. We were left with a blanket and a few pots.

The aftermath was confusing – the football pitch was opened and all we could do was find a patch and settle down for the night. We didn't know where my father and brother were. The few days after that we went out looking for them. We also went looking for a water source. Even though we didn't have a great deal before, this was completely different. All our belongings were gone. My school was gone. It took over a year before we could live in a house again - the city is still being rebuilt. There was a storm last year, but our house survived – many other people weren't as lucky. Haiti is still prone to earthquakes and hurricanes so we worry that this could happen to us in the future.

MY NAME IS MAARYAM, I am 16 years old and come from Damascus in Syria. Life before the war was good – I enjoyed going to school, spending time with my friends. I wanted to study maths at university when I finished school. My dad had a good job as an engineer and I lived with my parents, two brothers and sister in a house in a nice neighbourhood. When the war first started, it was just protests. I wasn't really sure what was going on as my parents tried to protect us from things. We knew not to go near the protests. As things progressed, life got more dangerous and we went out less. My parents stopped myself and my younger brothers from going to school. My eldest sister left university. At night we could hear bombing and gun fire. Food became scarce and the life we had before was disappearing before our eyes.

Eventually, we had to leave our city behind. We went into the countryside to our family's home. One day, not long after, my parents decided we needed to leave our country behind. We are now living in a refugee camp in Turkey and have been here for three years. Life in the camp is very different, and very difficult. It was a big change. There aren't enough toilet and hygiene facilities for everyone, medical supplies are in short supply and I still haven't been able to go back to school. My younger brothers may have a chance of going back to school soon but it's too late for me. I recently got married – my husband is a good man, but I still am getting to know him. My parents said it was the best thing to do to protect me.

MY NAME IS YOUSEF and I come from Damascus in Syria. I am thirteen years old. Life before the war was good – I enjoyed going to school, spending time with my friends…all the usual stuff! My dad had a good job as a doctor and I lived with my parents, two sisters in a house in the city. When the war first started I didn't really know it was a war. As things progressed, life changed a lot. My parents stopped us all from going to school. At night we could hear bombing and gun fire. Food became scarce and the life we had before was disappearing before our eyes.

One day, a year in, my parents decided we needed to leave our country behind. We are now living in a refugee camp in Turkey and have been here for three years. Life in the camp is very different, and very difficult. It was a big change. I still haven't been able to go back to school. It's so boring here and my parents are really sad. I just want to go back home but I don't know if we ever can.

ACTIVITY ONE
RESOURCES TO PHOTOCOPY (CONTINUED)

STORIES TO PHOTOCOPY

MY NAME IS ASMAA, I am 12 years old and I live in Nsanje District in the south of Malawi. I live with my family on a small farm which grows rice and maize. After harvest, we sell some of our yield at the market. I love market days- the hustle and the bustle! I wake up every day at 4.30am and do my chores in our home. This includes starting the fire and collecting water. I hate this job as I have to walk for an hour to go to the river, and then have to climb down the bank which is dangerous. Also, there are snakes in the grass so you had to be really careful! My brother used to tease me that they would eat me, which scared me when I was younger but I know he is only kidding.

My brothers and father don't really have any chores to do, and don't help very often. My brother just has to wake up and go to school. I go to school at 6am and I would love to be a community health worker when I'm older and help people keep healthy! I don't know if this will happen though. Girls get married when they are quite young – sometimes they are teenagers. If a girl gets married when she is still at school, she has to stop going as she is expected to stay at home, cook, clean, grow food, collect water and have babies. I am treated differently to my brothers and sometimes they are treated better than me

MY NAME IS SEAN and I am 17 years old. I live in Dublin. I used to live with my mam and sister, but now I live between different friends' houses. My mum got sick of me – I got involved with a gang when I was 12 years old and eventually ended up dealing drugs for them. We never had any money growing up and it was great to be finally earning my own cash. My mam didn't see it this way though and she was always on my back – especially when I used to skip school. Eventually she stopped though. I think she gave up.

I have been in and out of youth detention centres – because I'm nearly 18, next time it'll be prison for me. My friends always have my back though, and I have theirs. There are other gangs who have it in for us so we have to keep together. I don't know what my future will hold but I'd like to be able to have a place I can call home soon.

MY NAME IS GLORIA, I am 13 and I live in Galway. I am originally from the Democratic Republic of Congo. Life was hard there, and we had to flee because of the violence. I live in a direct provision centre because my family are seeking asylum here in Ireland. Our direct provision centre is very crowded – it used to be a hotel. Imagine living in a hotel! It's not the fun it sounds. My mother, father, two little sisters and I live in one room – they are quite noisy and it makes sleeping at night and doing homework difficult.

I have a group of friends at school who know where I live, but I am embarrassed to tell anyone else in case I get bullied. I can't have friends over to visit because it is against the rules. We have breakfast, lunch and dinner in the canteen – I miss my mother's cooking and food from home, as she is not allowed to use the kitchen. When I am older I would love to be a social worker to help children who are in difficult positions, but my mother and father said that we won't have enough money to send me to university as asylum seekers have to pay the full cost of the fees. I hope we will be granted refugee status soon as it would mean we could get on with our lives and that I could go to university.

KEY TERMINOLOGY

- **Inequality** – not being equal in terms of rights, opportunities and access to resources. This can appear in many forms in all parts of the world
- **Justice** – a concern for the way that people are treated and acting in a way to bring about equality between peoples. For Concern, working with people overseas is an act of justice rather than of charity
- **Fair** – treating people without discrimination or favouritism
- **Opportunity** – a set of circumstances making it possible to do something. Sometimes just the very community a person is born into may make it almost impossible to have access to certain things, or live in a way that they want to
- **Direct Provision** – Centres across Ireland where individuals and families live whilst waiting for their asylum applications to be processed

CONCERN AND EQUALITY

We often take school for granted, but in some places around the world there may be few opportunities to go to school, especially for girls.

This could be because of the cost, a lack of schools or the need for another income in the house. However completing 12 years of quality education has been shown to reduce poverty, increase chances of a healthy life, boost gender equality and promote peace – all of which tackles inequalities!

Pictured Right: Dandora IV prep school, Nairobi - Concern supports students in the school by offering teacher training as well as supporting the local community in understanding the importance of keeping students in school, especially girls. Photo: Lauren Wright/Concern Worldwide, July 2018.

IN KENYA, Concern's education programme is working with communities in Nairobi and in the north of the country in Marsabit to increase the right to free and compulsory education so that children and young people can finish school.

- In Nairobi, Kenya's capital city, 60% of the population live in the informal settlements (or slums) where many schools are classed as 'informal' so they receive no government funding
- This means they have inadequate facilities and often charge a fees to operate
- Also, because schools are unofficial students cannot sit state exams in them
- All of these issues, on top of students living in poor conditions, make succeeding in school a big challenge for students
- Concern works with schools to assist them gain official status so that they get the funding they need, as well as working with communities to encourage them to put education as a priority and training and mentoring for teachers

TEACHER/ FACILITATOR ACTIVITY

Activity 2: Unequal Access [25 minutes]

Use this activity to visually show how inequalities can reduce opportunities.
The bin activity could be used alone as a start to a lesson on inequalities.

NEED:

- A Bin
- Scrap paper/worksheets (maybe ones that are going to be thrown out anyway)
- SDG cards

ROOM:

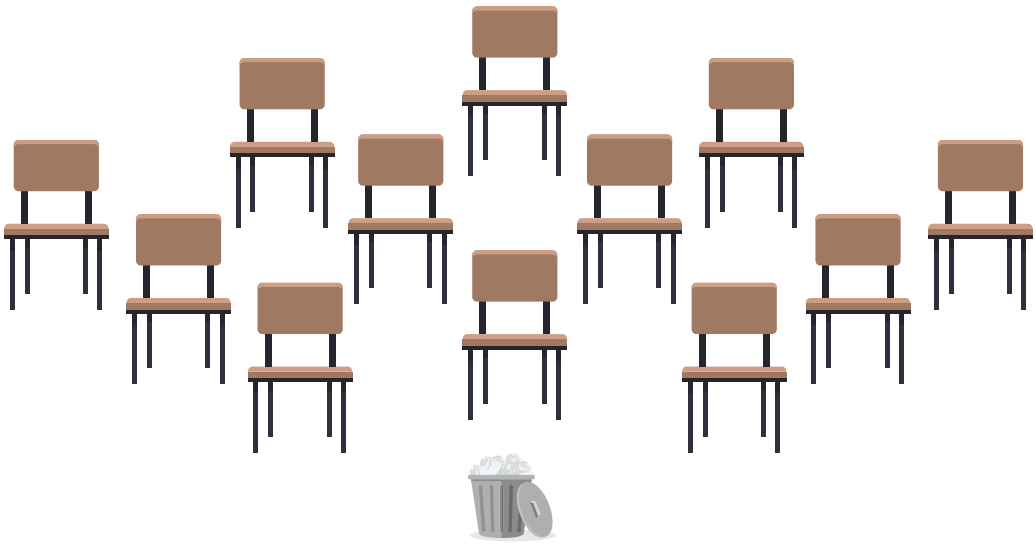
- Try to arrange the room so that students are seated in a semi-circle with three or four rows of chairs
- Place the bin in the middle of the semi-circle (in the place where a person presenting would stand)

INSTRUCTIONS:

1. First, give each student a piece of paper and ask them to screw up their paper into a ball.
2. Then, ask the students to remain seated but to throw the paper into the bin from their seat. The aim is to get their paper into the bin. You could ask students to do this row by row so that they can follow their paper ball more easily.
3. Ask the students which of them found it easier to get their paper into the bin. Students who are closer to the bin have the most chance of getting their paper in the bin – they are the most advantaged.
4. Tell them that this layout reflects the world around us – what does the bin represent (opportunities)? What did the different rows represent (different levels of opportunity in society)? How did it feel to do this task from your position? Why do some people have more opportunities than others?
5. Next, break the students into groups of around four. Give each group an SDG card omitting the SDG11 card (or one of the SDGs written on paper if you don't have the cards).
6. Ask them to brainstorm all the ways in which achieving this SDG would help them to access opportunities, rights and overcome inequalities
7. Finally, ask students to share one or two of their ideas to the whole group

DEBRIEF QUESTIONS TO CONSIDER:

- Why do inequalities exist in the world?
- Do we always recognise how advantaged/disadvantaged we may be?
- What can we do to raise awareness of global and local inequalities?



TEACHER/ FACILITATOR ACTIVITY

Activity 3: Letter to my past self [10-20 minutes]

Use this activity to encourage students to think about how inequalities could be overcome in the world, and reflect on the world they live in now. This could be used as a main activity in a lesson, or as a plenary activity.

NEED:

- Pen
- Paper/Postcards

INSTRUCTIONS:

- Ask students to close their eyes and imagine that they are now in the year 2050. The world has changed and has become a much more equal place
- They are going to write a letter or postcard to themselves in the current year to tell them about what it's like to live in 2050
- They should consider the following:
  1. What was it like to live in their current year (looking back)
  2. What is it like now?
  3. In what ways are people more equal and how has this improved peoples lives?
  4. What happened to make the world more equal and what can their past selves do to help this?
- You may wish to ask if any of the students want to share their letter/postcard

Three top tips to take action on SDG10!

1. Run an awareness campaign in school about an equality issue which people face nationally and internationally
2. Fundraise in your community for our projects which aim to tackle root causes of inequality
3. Contact us and organise a workshop for your classes to explore the impact of inequality on people's lives in the countries we work in

GET IN TOUCH!

- Contact concern to take part in a workshop: **schools@concern.net**
- Follow us on twitter **@concernactive**, and tweet us to tell us about any actions you have taken to work towards SDG10