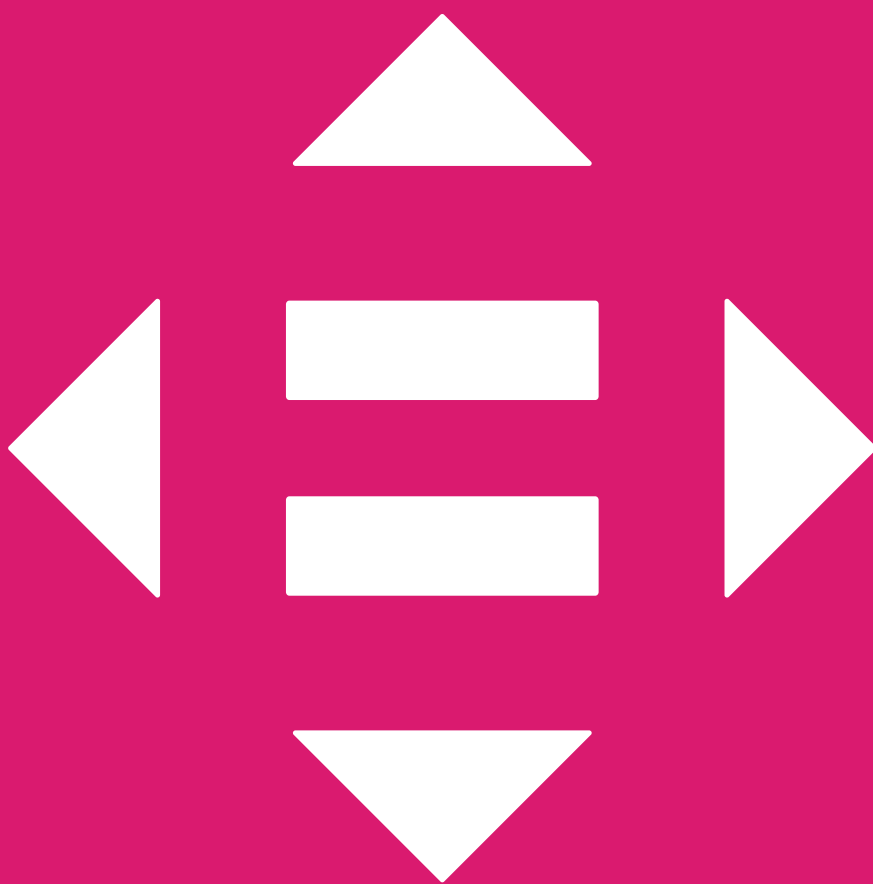


REDUCED INEQUALITIES

RESOURCE FOR TEACHERS AND FACILITATORS





Economic growth is not enough to reduce poverty if it is not inclusive of all people and communities, and if it does not involve all three dimensions of sustainable development: economic, social and environmental. To reduce inequality, government policies need to be universal, but pay particular attention to the needs of disadvantaged and marginalised populations.



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 the Global South, 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 71% of the world's millionaires live in Europe or North America - 40% alone live in the USA! (Suisse Global Wealth Report 2019)



The world's richest 1% collectively own 44% of global wealth (World Wealth Report 2019)



There is a 31 year gap in life expectancy globally. A child born today in the Central African Republic has a life expectancy of just 54 years, whereas in Japan life expectancy is on average 85 years (UN 2019)



Around 1 billion people globally live with a disability, with 80% of people with disabilities living in the Global South. People with disabilities are often the poorest in society. (WHO 2011)



Despite overall declines in maternal mortality in the Global South, women in rural areas are still up to three times more likely to die while giving birth than women living in urban centers (UN 2020)



Up to 30 per cent of income inequality is due to inequality within households, including between women and men. Women are also more likely than men to live below 50 per cent of the median income (UN 2020)



SDG10: REDUCED INEQUALITIES

Reduce inequality within and among countries

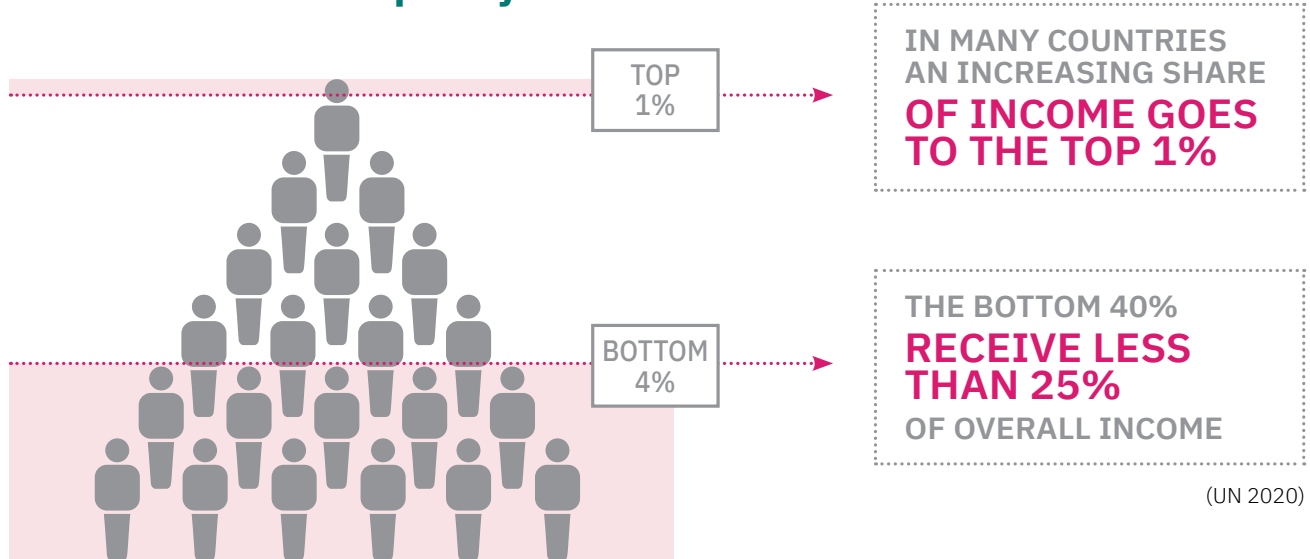
Some of the aims of this goal are to:

1. Strengthen the voices of those in the Global South 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>



Global Income Inequality



ACTIVITY ONE: Exploring Global Wealth

 40 minutes

Preparation

Arrange 10 tables in the middle of the classroom, move the rest of the furniture out of the way. You will need post-its and something to play music



Instructions

1. Tell students that each table represents 10% of the world's wealth. Choose 10 students to represent the world population

Part 1

2. Explain that world wealth has been distributed equally among all people and students should arrange themselves sitting on tables to represent this. Play some music while they get organised (like musical chairs!) There should be 1 person per table. Discuss: Is this realistic? Why/Why not?

Part 2

3. Ask for volunteers and assign 2 students to represent the top 1%. The top 1% are allowed to claim the wealth they think they control by placing post-it's on tables
4. If a table has been claimed, the person at that table must go to an unclaimed table and find some space to sit on it. When the top 1% are happy they should arrange themselves with their wealth in a way they feel comfortable! The rest of the work have to try fit on their remaining tables
5. There should be 8 tables claimed by the 1% (2 students) and 8 people on just 2 tables. Discuss how each section feel about the result
6. Discuss with the class how inequalities in wealth distribution are justified? What arguments are used by those in the 1%? What barriers might others feel are preventing them from getting a fair share?

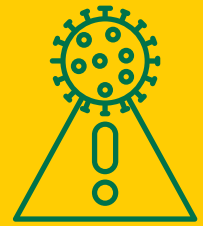
SUSTAINABLE DEVELOPMENT GOALS





COVID-19 and Increased Inequalities

Covid-19 is not effecting all sections of the global community equally. The poorest, most vulnerable in society are at a greater risk than ever of being left behind due to the lack of access to social protection, adequate healthcare, clean water, sanitation and food. Income losses as a result of COVID-19 are expected to exceed \$220 billion in the Global South while an estimated 55% of the global population have no access to social protection.



Of 736 million people living on less than \$1.90 a day, 413 million are in sub-Saharan Africa. In anticipation of crippling losses as infection rates increased many African countries implemented emergency economic policies to protect people and the economy. Nigeria provided \$52 - four months' worth of welfare payments in three areas of the country that had been placed in lockdown.

In Ethiopia the government relaxed rules for mobile banking and money transfers. The drop in consumer spending in Western countries has had a direct impact on employment in countries like Bangladesh, where garment workers suddenly lost their jobs as international retail chains pulled \$2.4 billion of business. While there is learning from China, Italy and Spain on how to survive the pandemic, low-income countries do not have the same resources and infrastructure to cope with the global pandemic.

Covid at a glance: Impact on People

49 million

Estimated number of people who could be pushed into extreme poverty in 2020 (World Bank)

265 million

Estimated number of people that could be pushed to the brink of starvation (WFP)

305 million

Number of jobs expected to be lost worldwide in the second quarter of 2020 (ILO)

1 billion

Approximate number of people living in densely-populated slums and informal settlements in cities, at high risk of infection (UN-Habitat)


(UN 2020)



SOME USEFUL DEFINITIONS

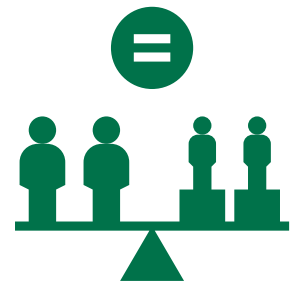
- **Inequality** – not being equal in terms of rights, opportunities and access to resources. This can appear in many forms in all parts of the world
- **Justice** – a concern for the way that people are treated and acting in a way to bring about equality between peoples. For Concern, working with people overseas is an act of social justice rather than of charity
- **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

ACTIVITY TWO: Equality Vs Equity and Fairness

 25 minutes

Imagine you were to give everyone in the class the exact same pair of shoes. Will the same shoes fit everyone? What is the better option - giving everyone the exact same pair of shoes or a pair of shoes in their own size?

Using the definitions and graphic below discuss – which concept best represents the notion of fairness?



Instructions

1. Show the equality graphic first (hide the captions). Is this situation fair? What does the fence represent? Who/What put it there? How would you fix it to make it fairer?
2. Show the equity graphic. Is this situation better? What has changed? What supports might this person have received?
3. Display the captions for the graphics and talk through the definitions below with the class

Only through treating people equitably can we achieve equality. Equity should be the process we use while equality is the desired outcome



EQUALITY

VS.



EQUITY

Equality means that everyone gets the same things regardless of circumstances. It's based on the assumption that everyone benefits from the same support

Equity means that people are given support based on their particular needs and circumstances. Equity takes into account issues such as race, gender and religion and supports members of society who are underrepresented or disadvantaged



Read about and discuss the concept of affirmative action

Established in the early 1960s this idea was introduced in the US to redress racial discrimination in hiring policies. Today many firms and educational institutions have diversity officers and hiring practices in place to ensure representation of people of colour, women or people with disabilities among their workforce. There is much debate about the success of such policies and practices and often is reduced to meeting a 'quota' in a workforce.



Debate it!

In relation to equality/equity debate this motion:

For women to access leadership positions, gender quotas must be implemented

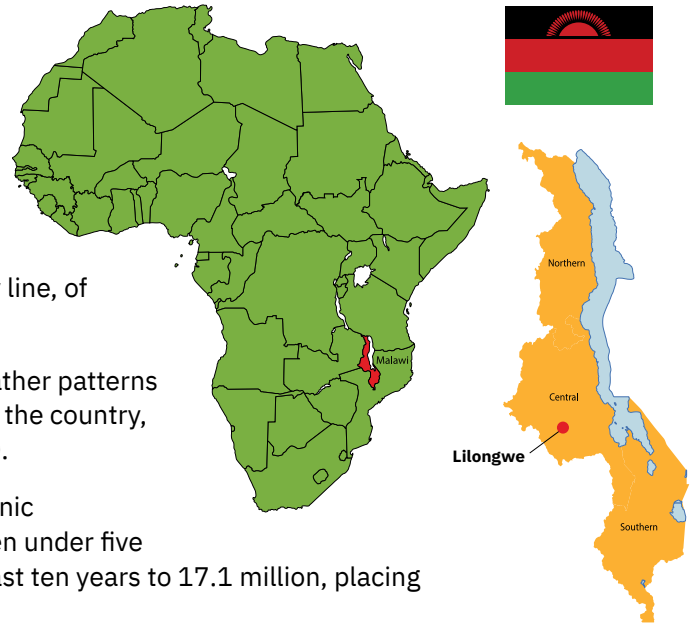
INEQUALITY IN MALAWI

Malawi is ranked 171 out of 188 in the Human Development Index.

More than 50% of Malawians are living below the poverty line, of which an estimated 20% are living in extreme poverty.

Climatic shocks such as drought, flooding and strong weather patterns are a regular occurrence. In March 2019, Cyclone Idai hit the country, directly affecting almost one million people and killing 60.

The country was already suffering from high rates of chronic malnutrition, with a stunting rate of 37.1% among children under five years. Malawi's population has grown by 35% over the past ten years to 17.1 million, placing huge stress on land and crop production.



What is Concern Doing?

In 2018 Concern helped 8,898 households from 1,445 villages improve their food and nutrition security through conservation agriculture, seed distribution and crop diversification advice and services.

Another programme focuses on helping households build resilience, and adapt and cope with climate change, thereby breaking the cycle of need for humanitarian responses. Concern's 'graduation' programme provides financial support to families, linked in with the village savings and loans groups. It also provides training in business skills. A second group of 855 beneficiaries has now enrolled in the second phase of the programme.




Juanita Kamwana and her daughter Jessie hold soap and Covid-19 fliers they received from Concern to help prevent the spread of Covid-19. Lilongwe, Malawi. Photo: Concern Worldwide 2020

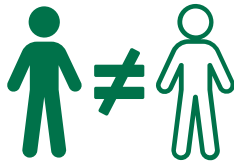


Above: Concern employee Judith Cent distributing soap to the Health Surveillance Assistants (HSAs) and Community Health Volunteers (CHVs) to distribute among the community. Photo: Concern Worldwide 2020

Left: Esime Jenala is a lead farmer in Chituke village, Mangochi District, helping to spread the message of conservation Agriculture. Concern has been carrying out Conservation Agriculture programming in Malawi since 2012, with the assistance of Accenture Ireland. Photo: Kieran McConville / Concern Worldwide 2018

ACTIVITY THREE: Unequal Access

 40 minutes



Preparation:

- Use a bin or large box
- 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)

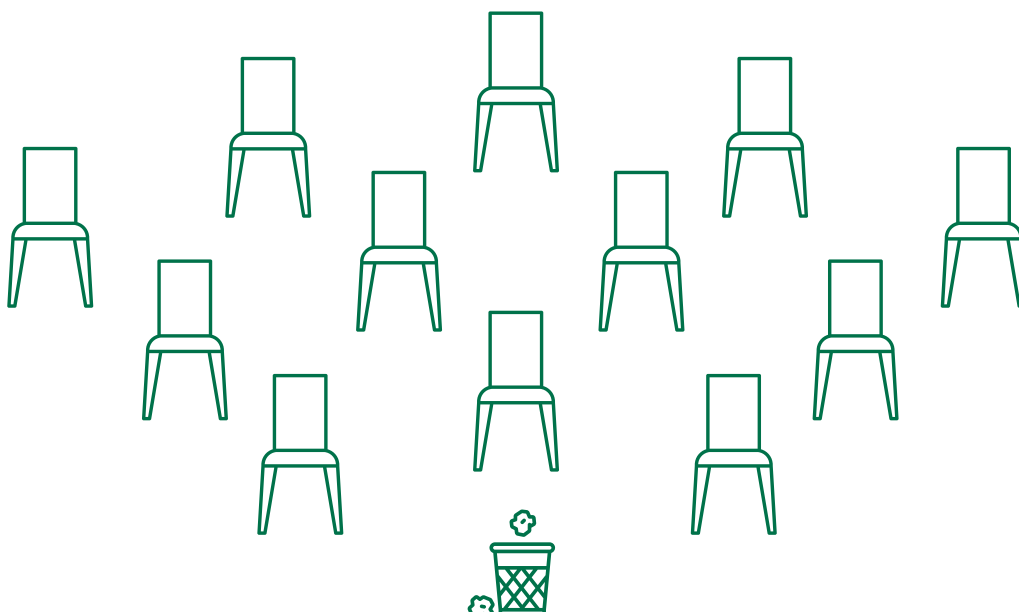
Instructions:

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 approx four. Give each group an SDG card omitting the SDG10 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. Ask students to share one or two of their ideas with the whole class
8. 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
9. 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:
 - What was it like to live in their current year e.g. looking back on 2020
 - What is it like now?
 - In what ways are people more equal and how has this improved peoples lives?
 - What happened to make the world more equal and what can their past selves do to help this?
 - You may ask if any of the students want to share their letter/postcard

Follow-up questions to consider:

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





Inequality must be addressed here in Ireland as well as the Global South

Inequality can present itself in many forms; economic, race, sex, gender, gender identity, sexual orientation, class, religion, age or physical disability. We cannot make the planet better for all if people are excluded from opportunities, services, and the chance for a better life.



We must recognise that in today's world we are all interconnected. By taking action and reducing inequalities we are actively empowering all members of society and ensuring those in the Global South to have a say in important policies and issues on the global stage.

SPEAK ACT DO

Speak, Act, Do is a programme to support students and teachers in taking action on important global issues which impact our world!

Choose a topic, do your research, organise two actions (a Concern action and a local action) to address a global justice issue and then share this with other schools at our Agents of Change event!

Visit our website to find our simple guide to Speak Act Do or email schools@concern.net to find out more.

Below are a few ideas about how you can get involved!



Concern actions

- Design a poster or piece of media about inequalities in one of the countries that Concern works in
- Choose one of the UN Days and hold an event to highlight this issue in your school and on social media
- Look at global inequality movements and promote and support one which focuses on an area of equality appropriate for you and your school

Local Actions

- Run an awareness campaign in school about an equality issue which people face nationally and internationally
- Fundraise in your community for our projects which aim to tackle root causes of inequality
- Organise a debate about an inequality issue in your school, invite guest speakers and publicise it!

