



Global link

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MAKEPOVERTYHISTORY Edition

What is MAKE POVERTY HISTORY?

Today, the gap between the World's rich and poor is wider than ever. Global injustices such as poverty, Aids, malnutrition, conflict, and illiteracy remain rife.

World leaders promised, with the Millennium Development Goals, to halve global poverty by 2015. But despite this billions of people will continue to go hungry, children will not learn to read or write as they will not go to school, countries will still pay more on debts than they will on health and education, and poor countries will still be forced to accept trade rules that do not work in their favour.

However, 2005 is a year of unprecedented opportunity for people to come together in the biggest-ever global movement for change – the **Global Call to Action Against Poverty**. The MAKE POVERTY HISTORY campaign is the UK's contribution to this movement and, as there are a number of key meetings between world leaders being held in the UK this year, the UK will be leading the way for action.

Why MAKE POVERTY HISTORY is different

Firstly, MAKE POVERTY HISTORY is not an individual charity; it is a coalition that focuses the work of trade unions, existing charities, campaign groups and individuals. There have been many campaigns over recent years that highlight the injustices of poverty, such as the Jubilee Debt Campaign, Make Trade Fair, the Trade Justice Movement etc., but MAKE POVERTY HISTORY brings together the work of all these groups in the knowledge that a real difference can be made if we all work together.

Secondly, the MAKE POVERTY HISTORY campaign does not ask you for your money; it asks for your time. MAKE POVERTY HISTORY asks people to dedicate some of their time to demonstrate to world leaders

“like slavery and apartheid, poverty is not natural. It is man-made and it can be overcome and eradicated by human endeavour.”

Nelson Mandela

Please note our new address! Global Link provides support for teachers, students and community groups on a wide range of global, multicultural and development issues. Our resource centre is open 12 to 5:30pm, Tuesday, Wednesday and Thursday, and at other times by arrangement.

Global Link is not wheelchair accessible. However, we have secured the agreement of the City Library to use their space if you would like to view and borrow some of our resources. Please feel free to ring us before-hand and we can bring resources to you in the City Library.

that a real and lasting change is necessary. MAKE POVERTY HISTORY asks people to dedicate time to think about the suffering of those living in extreme poverty and to spend time raising awareness amongst other people and to encourage others to support the campaign.

What is MAKEPOVERTYHISTORY calling for?

The MAKE POVERTY HISTORY campaign states that poverty in the world's poorest countries is not sustained by chance or by nature, but by the actions of human beings – a view reiterated by Nelson Mandela, who has stated, “like slavery and apartheid, poverty is not natural. It is man-made and it can be



overcome and eradicated by human endeavour.”

The MAKE POVERTY HISTORY campaign believes there are three critical and inseparable areas that must be completely comprehensively addressed in order to bring a final and definite end to extreme poverty. These three inextricably linked areas are summarised as: *Trade Justice, Drop the Debt, More and Better Aid*. MAKE POVERTY HISTORY calls for reform on developed world policies on trade, aid and debt; MAKE POVERTY HISTORY calls for the governments in developed countries to stop stacking international development policies in their own favour and to implement transparent policies that will produce long term solutions.

It is extremely important that Trade Justice, Debt and Aid

are understood as inseparable parts of the whole – a breakthrough on one or two of the areas will not be enough to consign poverty to the history books.

What you can do

The MAKE POVERTY HISTORY campaign aims to encourage people to get involved in any way they can. A list of a few ideas to get you started follows:

- Wear a white band – especially on world white band day on 1 July and 13 September.
- Display a white band banner in your house or car windows.
- Join a crowd of hundreds of thousands of people in Edinburgh on Saturday 2nd July to rally the G8 to show them that the world is not prepared to tolerate extreme poverty anymore.
- Join Make Poverty History online at www.makepovertyhistory.org

- Sign an action card (available online and from supporting charities).
- Join a local Make Poverty History group to get involved in local awareness stunts and events (see the next section for more details).
- Write to Tony Blair, Gordon Brown or to your local MP to ask them to support the campaign.

Tell friends and family about the campaign and the underlying issues.

MAKE POVERTY HISTORY – Local Action

There are a series of events that have taken place already, or are due to take place in the near future, in the Lancaster area to raise awareness of the MAKEPOVERTYHISTORY campaign. There are also several MAKE POVERTY HISTORY groups that have been set-up throughout the country to coordinate campaign work on a local

KEY DATES:

January – public launch of MAKEPOVERTYHISTORY

4 – 5 February – G7 Finance ministers meeting, London

1 – 13 March – Fairtrade Fortnight (Fairtrade Foundation is a member of MAKEPOVERTYHISTORY)

11 March – Comic Relief’s Red Nose Day: Make Poverty History focus

April – report of Tony Blair’s Commission for Africa

10 – 16 April – People’s Week of Action for Trade Justice

26 – 30 April – Global Campaign for Education Week of Action

16 May – World Debt Day

1 July – worldwide white band day

2 July – mass rally in Edinburgh before the G8

6 – 8 July, G8 Summit, Gleneagles, Scotland

13 – 20 July anniversary of Live Aid

11 – 15 September – UN General Assembly Special Summit on the Millennium Development Goals

13 September world white band day 2

December – WTO Ministerial Meeting, Hong Kong, and EU Council Summit, UK

level.
Lancaster and Morecambe MAKE POVERTY HISTORY Group is working to coordinate events in and around Lancaster and Morecambe. The group is run

by volunteers and they are looking for people to get involved and to come forward with suggestions on activities and campaigns that can be organised. They have a website which can be visited

at www.virtual-lancaster.net/mph. The website contains information about the work of the group and allows you to get in contact with them. You can email the group at lan.mor.mph@gmail.com

MAKEPOVERTYHISTORY IN THE CLASSROOM

If you are interested in bringing the issues behind MAKEPOVERTYHISTORY into the classroom there are numerous resources available to help you do so. See page 4 for a review of some excellent **trade simulation games** that enable participants to understand how international trade rules keep some countries poor and others rich.

Global Link has developed a **G8 Summit Simulation**. Our staff and volunteers can assist a whole year group to look at how the G8 nations might respond to poverty in Africa. Contact Ruth Davies for details: r.davies@globallink.org.uk, 01524 36201.

We also have a range of teaching packs, books and videos on trade, aid and debt issues. Or log onto the website addresses below, where you will find useful information ranging from lesson and tutorial plans, to videos and CDs.

www.makepovertyhistory.org/education.html
www.christianaid.org.uk/learn
www.oxfam.org.uk/coolplanet
www.cafod.org.uk/resources/schoolsteachers
www.actionaid.org.uk/schools
www.sendmyfriend.org



Global Citizenship for the Foundation stage

What is the global dimension?
How do we incorporate it into the Foundation stage?
What are the links to the Early Learning Goals?

This session is for anyone working with 3-5 year olds in the voluntary or formal sectors.
We will look at how to build on and develop traditional work in Early Years settings,
view new resources

and introduce the **Telling Stories Project**
11 July 4.30-6.30, Venue in Lancaster TBA
(this session will also run in Preston please contact me for details)
Places are free but please email/phone to book
r.davies@globallink.org.uk 01524 36201

Trade Simulation Games

Simulation games are a great way for people to learn - we use them a lot to introduce ideas about Fair Trade, poverty, development and trade issues. Players get a taste of how these issues affect real people. Most games have lots of different roles and are therefore ideal for mixed age/ability groups. They work well in both community and school settings. Players quickly find out that the real world - which the game simulates - is 'not fair' and we are always impressed by the ingenuity of their responses! At the end of the game it's important to debrief - to talk about how the players felt, and how the game reflects the real world.

Here are some of our favourites - all these can be borrowed from Global Link, and we can help you run them if you want.

The Chocolate Game

This game, designed by Christian Aid for Y5 and above, shows how small cocoa farmers can work really hard and yet end up earning little or nothing. Fair Trade farmers are protected from seasonal variations and always receive a fair price for their crop. In turn, consumers in rich countries can help by creating a demand for Fair Trade chocolate.

The farmers 'grow' cocoa by cutting out beans from paper, which they sell to chocolate companies, who in turn make chocolate bars by cutting

them out of paper. Supermarkets buy the bars and sell them to consumers. Watch out for black pod disease which can destroy your crop! Why can't the Fair Trade company make more bars? Why can't the farmers build a factory to make chocolate?

Trading Trainers

Players quickly find out that the real world - which the game simulates - is 'not fair'.

This game - for ages 11 upwards - developed by CAFOD is set in a South American country experiencing hyper inflation. Most of the players are in small family workshops and assemble trainers to earn money. They need to buy the raw materials for the trainers and also pay for their living expenses from their wages. As prices rise, this becomes more and more difficult no matter how hard the families work.

The families make trainers by cutting them out of paper- but may not be able to sell them if the quality is poor. There are different brands which the families can choose to make- but you never know which brand will suddenly become unfashionable! Families who cannot afford to pay their living expenses may borrow money from the money lender- or may go hungry and eventually die.

The game highlights how the fluctuations of world market prices and fashions can have devastating consequences for workers in the producing countries, as well as the exploitation that persists in the production of goods for Western shops.

Trade Rules!

This is a CAFOD/Christian Aid game, suitable for ages 16+. Players represent different countries who produce and sell different commodities and goods- as usual by drawing around templates and cutting them out. Their aim, as well as selling what they produce, is to buy air tickets so they can send representatives to the World Trade Organisation. Unfortunately the poorer countries can only send one representative each- if that- and so when the rules governing international trade are made, they often favour the rich countries. Any country which breaks the rules has sanctions imposed on them- they are banned from selling anything. Players quickly discover how international trade rules protect the interests of the rich countries at the expense of the poor.

The Trading Game

This is an old classic but still very appropriate to the current world situation. Players are divided into the 'industrialised' countries having access to scissors, rules, compasses as well as

some raw materials while the poor countries only have access to the raw materials represented by paper. Players have to produce

'goods' to sell on the international market by cutting out circles, triangles and squares. The game aptly highlights declining

terms of trade and the power of the industrialised countries to influence those terms in their own favour.

Telling Stories

This project for 3-5 year olds is well underway now in 5 different settings in Lancashire and South Cumbria.

Each month the children are visited by the project worker who tells a traditional story from somewhere in the world.

Each time we look at where the story comes from using a giant tactile globe, which is rolled around the group. We talk about where we are in the world and how we would get from where we are to where the story comes from....could we walk there? How long would it take on a boat?... on an aeroplane?...in a submarine? In this way the children start to experience the world as a whole place, with their home connected to the

other places they see pictures of or hear about. In each setting the children also have a poster of a satellite photo of the world, labelled **This is our home** and **We all live here**.

The stories are chosen because they illustrate themes relevant to global citizenship (as developed in the Oxfam curriculum) and are linked to the Early Learning Goals. Themes such as living things and their needs, sense of social justice, taking care of things, and co-operation. The story is told with the help of visual aids – or the children participate by, for example, 'making' the magic tree that speaks in the story.

Staff are provided with a copy of the story so they can retell it and suggestions for extension activi-

ties - such as seed sprouting to illustrate how important water is.

“..the children were all spellbound and re-enacted the story later in the week..”

“...good use of props...”

“..children listened exceptionally well..”

“..this is a really good initiative..”

Feedback has been very positive:

If your school/nursery would like to be involved in the Autumn term contact Ruth Davies

r.davies@globalink.org.uk 01524 36201.

School Linking - What? Why? and How?

A conference to explore issues around global and school linking

Looking at reasons for linking and practical activities for primary and secondary schools, as well as advice on how to set up and maintain a link.

June 14, 9.30-5

Preston, County Hall

Details from laura.gosney@lgec.org.uk

Welcome to the window on World Religious Festivals

In this issue we will be looking at Buddhism. I have taken information from various websites and tried my best to reference them, so as to avoid claiming this piece as entirely my own!!

As usual, I wish you *Happy Reading* and I invite you to write in any comments you might have.

Buddhism began about 523 B.C.E. and the historical Buddha, **Shakyamuni Buddha**, was a Hindu from northern India. Buddha literally means 'one who is awake' and has become enlightened. Buddhism is a path of practices to develop insight into the true nature of reality. There are approximately 362 million Buddhists in the world. There are many different forms of Buddhism, which developed and grew as it spread from India and Nepal throughout Asia. The three main forms or "vehicles" are Theravada (sometimes known as Hinayana), Mahayana and Tantrayana (also known as Vajrayana).. The "bible" of Buddhism is the "Tripitaka", or Three Baskets, formed of the Sutta (Sutras of the Buddha), Vinaya (precepts for the Sangha or spiritual community), and the Abhidhamma (higher teachings, or analytical writings about the higher states). The oldest extant manuscripts date to the first century B.C.E. (http://www.support4learning.org.uk/shap/index_t.htm).

Practices such as meditation are means of changing oneself by developing the qualities of awareness, wisdom and compassion. The methods developed within the Buddhist tradition over thousands of years are an incredible resource for all those wishing to follow the path towards Enlightenment or Buddhahood (www.amidabuddha.org). Because Buddhism does not include the idea of worshipping a God, some people do not describe it as a religion. The basic teachings of Buddhism are straightforward and practical: nothing is permanent; actions have consequences (**Karma**) and change is possible. Buddhism addresses itself to all people irrespective of race, nationality, or gender. It teaches meditation as the way to understand and integrate the teachings into one's life and to develop the desirable qualities of awareness, wisdom and compassion.

The foundation of Buddhism are the Four Noble Truths:

1. **Dhukka:** The world and all existence is full of suffering
2. **Trsna:** The root of suffering is craving or clinging to the wrong things; searching to find stability in a shifting world is the wrong way
3. **Nirvana:** It is possible to find an end to suffering. If desire can be removed, then suffering will be ended
4. **The Noble Eightfold**

Path through which desire can be removed: Right Views, Right Thoughts, Right Speech, Right Conduct, Right Livelihood, Right Effort, Right Mindfulness, Right Concentration

Festivals play a big part in the lives of many Buddhists. Most Buddhists, with the exception of the Japanese, use the Lunar calendar. The dates of Buddhist festivals and the way they are celebrated vary from country to country, and between Buddhist traditions.

Wesak is the most important of the Buddhist festivals and is celebrated on the full moon in May, which this year in the UK is on the 22nd. It celebrates the Buddha's birthday, and, for some Buddhists, also marks his birth and death.

The festival is celebrated with much colour and gaiety. Homes may be cleaned and decorated. In Thailand, for example, special Wesak lanterns are made of paper and wood, and often there a large ceremonial releases of caged birds.

In many countries during the festival, Buddhists will visit their local temple for services and teaching, and will give offerings to the monks of food, candles and flowers. Chanting and praying are an important part of Wesak. The 'Bathing the Buddha' ceremony is also often included. Water is poured over the shoulders of the Buddha and serves as a reminder to purify the mind from greed, hatred and

ignorance. Chinese Buddhists incorporate elements of their country's culture into their religious celebrations like the traditional dancing dragons. Gifts are taken to an altar as

an offering. This shows respect and gratitude to the Buddha for his life and teachings. If there is food it is usually vegetarian as Buddhists try not to harm animals.

(<http://www.bbc.co.uk/religion/religions/buddhism/holydays/wesak2.shtml>).

Article by Sara Nobili

Refugee week 20th to 26th June

By Sara Nobili, *Escape to Safety* Education Worker. *Refugee Week* is a UK wide festival that celebrates the great contribution made by refugees to UK life and society. It began in 1997 to promote understanding of why people become refugees, and to raise awareness about the enormous economic and cultural contributions that refugees have made to British society. Every year hundreds of arts, cultural and educational events are organised across the UK. In the north west, one of the events that should not be missed is the outdoor *Exodus Festival* which is taking place on 18th June at Hulme Park, Manchester (for more info visit http://www.can.uk.com/exodus/exodus_about.htm)

The theme for *Refugee Week* this year is persecution, as part of the current three-year theme of global causes of forced migration and displacement. According to the organisers of *Refugee Week*, it is important to raise awareness

of persecution as a key factor in the creation of refugees, and to help people to understand what it might mean to be a victim of persecution where there is no adequate protection by people in authority. This helps to counteract the common misconception that refugees are people who leave their countries out of choice in search of a better life.

No one wants to be a refugee in a strange land, but sometimes people have to run from their homes because there are facing torture, imprisonment or even death. People who are persecuted are faced with no choice but to flee and only a tiny proportion of these people come to the UK. Contrary to common belief the UK, which is one of the richest countries in the world, hosts less than 2% of the world's refugees. That is about 270,000 in total. Of every 1000 people in the UK, 4 are refugees - not exactly an 'invasion' as the press and politicians would want us to believe! In addition to understand-

ing why refugees need to be offered sanctuary, we need to recognize their contributions. Instead of asking what they take from Britain, we need to ask what they have given and offer to this country. While the UK has shortages in many professions, including doctors, nurses and teachers, there are qualified and experienced refugee professionals who cannot practice their professions here because of the expense and bureaucracy involved. Many asylum seekers and refugees are well-educated and highly qualified, and almost all have some level of education (Department of Work and Pensions, 2003). More than 1,000 medically qualified refugees are recorded on the British Medical Association's database, but as few as 69 are employed in the health service. It costs £2,500 to allow a refugee doctor to practice in the UK. It costs £250,000 to train a doctor from scratch. Many refugees have academic or teaching qualifications. 754

refugee teachers are registered with London-based agencies alone (Refugee Teachers Task Force, September 2004).

Although it is important to guard against an impression that only successful refugees deserve our support, there is no doubt that the skills and experience that many refugees have provided have en-

riched our society. In the end, instead of asking why people come to the UK, why they don't go to neighbouring countries, we should ask why they had to leave their countries, their families and their homes. And we should open up more opportunities to refugees. As a human rights expert said, "The lesson of history is that immigrants and refugees can bring significant

benefits, economic and cultural. While public debate on this issue is yet again dominated by proposed legislation to impose even tighter restrictions, it is a lesson that appears to have been lost."

Dates for your Diary

June 14 th	School Linking conference in Preston. Details: laura.gosney@lgec.org.uk
June 7 th –July 3 rd	<i>Throne of Weapons</i> — sculpture made from decommissioned weapons collected after the civil war in Mozambique. UK tour including Manchester Museum, University of Manchester and Anglican Cathedral, Liverpool
June 18 th	Exodus Festival in Hulme Park, Manchester. An outdoor festival to celebrate Refugee Week with live music and dance performances from refugee groups. Details: www.can.uk.com/exodus/exodus_about.htm
June 20 th –26 th	Refugee Week
June 30 th	Global Link AGM at the Friends Meeting House
1 July	Worldwide white band day as part of MAKEPOVERTYHISTORY campaign
July 2 nd	MAKEPOVERTYHISTORY mass rally in Edinburgh preceding G8 Summit Details: www.makepovertyhistory.org and www.virtual-lancaster.net/mph .
July 6 th –8 th	G8 Summit, Gleneagles, Scotland
July 11 th	Early Years training session in Lancaster. Details: Ruth Davies, Global Link
July 12 th	Early Years training in Preston- as above.