



# NEW PERSPECTIVES

## SOCIAL EDUCATION

Contemporary Issues 1 and 2  
Teacher Activity Guide

A Resource from Financial Justice Ireland





**Financial Justice Ireland (originally called Debt and Development Coalition Ireland) is a global financial justice organisation.**

We want a fair and just society for everyone. We want a financial system that serves the needs of all people and does not take the planet for granted. We were set up in 1993 as a response to the debt crisis in the global South. Since that time, we have continued to lobby and campaign for sovereign debt relief, while examining different ways the structure of the international financial system can perpetuate poverty and inequality.

In 2018, our 25th anniversary, we changed our name to better reflect our expanded areas of work. As well as working in solidarity with the Global South, we also raise awareness of how these financial issues affect people in Ireland. Through our Global Citizenship Education (GCE, also known as Development Education) programme, we critically engage people to understand the structural causes of global inequality and power relations. We aim to empower people in Ireland to take informed action for greater economic justice globally.

**To find out more about us please visit [www.financialjustice.ie](http://www.financialjustice.ie)**

### Acknowledgements

This resource was conceptualised by Éilís Ryan who carried out preliminary stakeholder engagement to assess the LCA landscape and where a resource such as this might best be placed. It was written by Meaghan Carmody. Much of it is inspired by our 'How the World Works' resource, created on foot of much stakeholder engagement in the post-primary sector. Thanks as always to WorldWise Global Schools who have provided consistent support to bring this resource to fruition.

We would also like to thank Pauline Keogh and Janine Brennan who piloted the resource and gave excellent feedback, as well as Valerie Lewis and Rachell Farrell who provided feedback along the way. We would also like to thank Teresa Cushen, and Natalie Tighe who provided their thoughts at the early stages of resource development.

Design and print by [www.pixelpress.ie](http://www.pixelpress.ie)

Published by Financial Justice Ireland in Dublin, 2021.



**This project has been undertaken with funding from Irish Aid's WorldWise Global Schools. Irish Aid's WorldWise Global Schools is the national programme for Global Citizenship Education (GCE) for post-primary schools in Ireland.**

It is funded by Irish Aid and implemented by a consortium of organisations: Self Help Africa, Concern Worldwide and the City of Dublin Education and Training Board Curriculum Development Unit. The programme was set up in 2013 as the key channel through which Irish Aid support for GCE in post-primary schools is to be coordinated. Their aim is to increase the number of post-primary schools engaging in quality global citizenship education by providing a broad range of supports.

**You can find out more about WorldWise Global Schools and the work they do at [www.worldwiseschools.ie](http://www.worldwiseschools.ie).**

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## BACKGROUND

Financial Justice Ireland believes that in order to bring about a world free from poverty and inequality we first need a just and sustainable financial system. Achieving and preserving a fair financial system will require the action of informed citizens and governments. Citizens must feel confident in their **understanding** of how the financial system works, and confident that alternatives exist. They must have the **knowledge** and **skills** to take action that will influence the shape of the financial system, and they must be able to **hold decision-makers to account** about the ways the financial system affects their lives, and those of people throughout the world.

## RATIONALE

The formal education sector at LCA level provides an opportunity to incorporate critical financial education in the curriculum and cocurricular activities at a crucial time in the life of the student when they are beginning to understand the nature of the world and their role in transforming it. The development of the student's **interaction** and **engagement** with the world around them is of the utmost importance to us, and we believe that that is reflected in this resource.

## SCOPE

This resource focuses on the Contemporary Issues modules of Leaving Cert Applied (LCA) Social Education. It explores Module 3 - Contemporary Issues 1, which must be undertaken in LCA Year 1. Secondly it explores Module 5 - Contemporary Issues 2, which must be undertaken in Year 2. It aims to prepare LCA Social Education students to engage with issues relevant to them that impact on their community, their country and the wider world.

Financial Justice Ireland acknowledges the wealth of information on teaching LCA Social Education already in circulation, for example the excellent Professional Development Service for Teachers resource, 'Rising to the Challenge', and strives to add to that canon with this resource; a contribution rooted in global citizenship education as applied to equality, financial justice and active citizenship.

The activities included here concern the creation and distribution of wealth and resources, the role of the state, tax, trade, aid and the international financial system to reflect Financial Justice Ireland's own subject expertise and focus on financial justice. Our work and approach is rooted in Global Citizenship Education.

## EDUCATIONAL PHILOSOPHY

The approach is firmly **student-centred**. Each activity begins with the student's own experience and/or interests. They are then supported to explore this issue in a local context before moving to the national. In most cases, the issue is extrapolated to the global in order to facilitate development of global justice literacy.

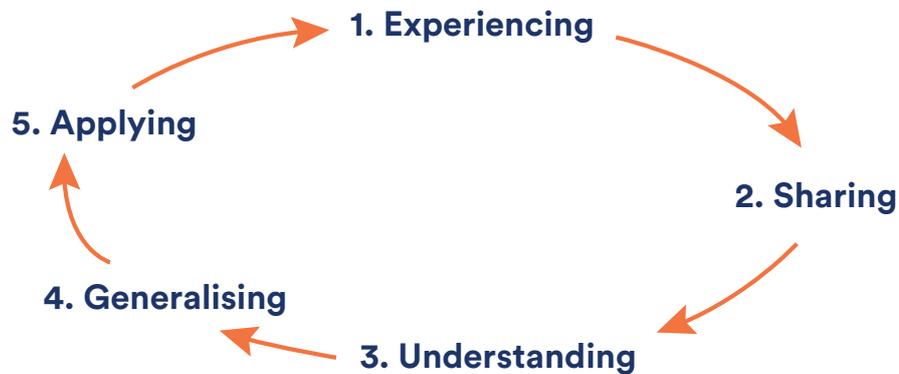
As well as a student-centred approach, this resource promotes a **community-centred approach**, as students are supported to investigate issues of significant relevance to their local community. Real-world, **relevant situations** are employed throughout in order to engage students as much as possible, and also to increase the likelihood of students connecting their work to their own experiences in the communities.

As much as is practical, **direct purposeful or concrete experiences** are employed to create a truly active or experiential experience for the learner. That said, each activity incorporates a range of teaching methodologies in order to **cater for the range of preferred learning styles** in the classroom; for example videos, collaborative work, dramatisation, categorisation and reflection.

The resource employs **worksheets** which address students, activities which encourage students to **choose issues of interest** to them, and **reflective** activities which allow students to reflect on their learning.

Each activity builds on that which came before it, but this does not mean that they need to be delivered sequentially. In this way, **each activity moves the learning forward**. On the contrary, **each activity can be delivered in isolation** depending on what suits your teaching schedule.

Each activity seeks to reflect the cycle of experiential learning referenced in the LCA syllabus. This begins with concrete experience, followed by discussion and reflection in order to deepen analysis, then a process of questioning ensues as new information is added, before engaging in broader theorising and application to real-life situations.



## AIM

Our aim is that this resource will enable teachers to equip second level students to understand, challenge and engage with issues of financial justice, inequality, and what it means to be an active citizen. By using this resource, we hope that you as the teacher will feel **confident** embedding these issues in your teaching, and that your students will be, as a result, more **informed** and **enabled** to take action.



## HOW TO USE THE RESOURCE

- Each activity has the learning outcomes, materials and methodology clearly outlined.
- Printable worksheets corresponding to each activity are at the back of the resource to facilitate ease of use for the teacher.
- A separate resource containing six Key Assignments has been created, and this can be given directly to students.
- If any of the video links cease to work, please check our Youtube channel and website for the videos.

## RESOURCES

Title	Link	Required for the following activity (ies)
<b>YEAR 1</b>		
Rising to the Challenge, PDST	<a href="https://www.pdst.ie/sites/default/files/Rising%20to%20the%20Challenge.pdf">https://www.pdst.ie/sites/default/files/Rising%20to%20the%20Challenge.pdf</a>	All
The State of Tax Justice 2020	<a href="https://www.taxjustice.net/wp-content/uploads/2020/11/The_State_of_Tax_Justice_2020_ENGLISH.pdf">https://www.taxjustice.net/wp-content/uploads/2020/11/The_State_of_Tax_Justice_2020_ENGLISH.pdf</a>	3.2
Reprogramming Tax Table Quiz	<a href="https://www.financialjustice.ie/assets/files/pdf/16172885514005021.pdf">https://www.financialjustice.ie/assets/files/pdf/16172885514005021.pdf</a>	3.2
<b>YEAR 2</b>		
Rising to the Challenge, PDST	<a href="https://www.pdst.ie/sites/default/files/Rising%20to%20the%20Challenge.pdf">https://www.pdst.ie/sites/default/files/Rising%20to%20the%20Challenge.pdf</a>	All
Green and just - New Internationalist (Tax)	<a href="https://newint.org/features/2020/08/11/green-and-just">https://newint.org/features/2020/08/11/green-and-just</a>	1.1
Why are Indian Farmers angry? - New Internationalist (Debt)	<a href="https://newint.org/features/2021/01/25/why-are-indian-farmers-angry">https://newint.org/features/2021/01/25/why-are-indian-farmers-angry</a>	1.1
UK pushing dodgy public-private partnerships - New Internationalist (PPPs)	<a href="https://newint.org/blog/2018/01/18/UK-exporting-PPPs">https://newint.org/blog/2018/01/18/UK-exporting-PPPs</a>	1.1
Teacher guide for 'Bad News' game	<a href="https://www.getbadnews.com/wp-content/uploads/2019/03/Bad-News-Game-info-sheet-for-educators-English.pdf">https://www.getbadnews.com/wp-content/uploads/2019/03/Bad-News-Game-info-sheet-for-educators-English.pdf</a>	1.2
Budget FAQs for website - Social Justice Ireland	<a href="https://www.youtube.com/watch?v=VMK5m7KHWLs&amp;feature=emb_title">https://www.youtube.com/watch?v=VMK5m7KHWLs&amp;feature=emb_title</a>	4b.1
Kahoot quiz on the Budget	<a href="https://create.kahoot.it/details/e6f08e3a-4163-4373-aaf0-ca04462c88c9">https://create.kahoot.it/details/e6f08e3a-4163-4373-aaf0-ca04462c88c9</a>	4b.1
Kahoot quiz on the Budget	<a href="https://create.kahoot.it/details/e6f08e3a-4163-4373-aaf0-ca04462c88c9">https://create.kahoot.it/details/e6f08e3a-4163-4373-aaf0-ca04462c88c9</a>	4b.2
NYCI Pre-budget submission 2021	<a href="https://www.youth.ie/wp-content/uploads/2020/09/NYCI_PreBudgetSubmission_2021_Accessible.pdf">https://www.youth.ie/wp-content/uploads/2020/09/NYCI_PreBudgetSubmission_2021_Accessible.pdf</a>	4b.2

# LINKS BETWEEN ACTIVITIES AND KEY ASSIGNMENTS

## Contemporary Issues 1

Four Key Assignments are to be undertaken. One of these must be a group activity, one must be an out-of-school activity.

	Included in student workbook	Teacher activity included in guide	Partial contribution towards
I took part in a role-play (either as a participant or observer) and recorded my observations about a situation where the denial of a human right was at issue.			
I informed the class about a human rights issue/campaign I found in the newspaper or elsewhere.			
<i>Where?</i>		Unit 2	Unit 3
I created an A1 sized promotional poster upholding one of the Rights in the Universal Declaration of Human Rights.			
I explained to my class three things I considered right and three things I considered wrong with regard to a particular contemporary issue.			
I contacted an organisation/centre outside school that had information about a contemporary issue and gave a report to my class about what I had found out.			
<i>Where?</i>			Unit 6
With other members of my class I organised a survey on attitudes in our local area to a particular contemporary issue			

### Contemporary Issues 2

Four Key Assignments are to be undertaken. One of these must be a group activity, one must be an out-of-school activity.

	Included in student workbook	Teacher activity included in guide	Partial contribution towards
I took part in a debate on a contemporary issue.			
I examined a contemporary issue with a group of students in my class. Then each one of us presented this issue in a different format: as a short report/press release/news broadcast/image/article for a school magazine/collage			
<i>Where?</i>		Unit 4b (2)	Unit 4b (1)
I presented an illustrated Fact Sheet about a contemporary issue.			
I wrote to my local paper/representative about a local issue that concerns me.			
I tracked an issue (local, national or international) in a newspaper or on television for three days and gave a brief report to my class about it.			
<i>Where?</i>			Unit 1
I created a two minute slot for a radio programme in support of a local cause.			
I gave a brief report to my class about crime in my local area.			
I took part with others in a role-play about my civil rights.			
I collected a Registration Form, filled it in and posted it off to register my name on the List of Electors.			



# **SOCIAL AND HEALTH EDUCATION**

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**YEAR 1**

## **Contemporary Issues 1 (Module 3)**

**This module aims to develop students' understanding of contemporary social, political, economic and cultural issues.**

**A number of contemporary issues are investigated and the forces and interests involved in each issue are identified. Human Rights education is central to this module and students are encouraged to view issues from a human rights perspective.**



## UNIT 2: FORCES AND INTERESTS



### Learning outcome(s):

- » The student will be able to select and prioritise issues relevant to themselves, including issues from their local area.
- » The student will be able to identify forces/interests which have an effect on particular issues

### Activity 2.1 Ireland's debt and you

#### Contributes towards:

*Key Assignment: I informed the class about a human rights issue/campaign I found in the newspaper or elsewhere.*

#### MATERIALS NEEDED:

- Mentimeter / strips of paper for 'straight ranking'
- 'Why is Ireland in so much debt?' teacher copy / handout
- Information on the impact of the 2008 recession on your school / school's community (unique to each school)
- Worksheet handouts
- If completing 7b, flipchart sheets, markers, art materials
- Blu-tak

#### METHODOLOGY:

1. Start by asking the whole class a few questions about personal debt: e.g. "What is debt? How do you imagine being in debt or being owed debts would make you feel? Do you have any

stories about debt you feel comfortable sharing?" Keep this section relatively impersonal in case any students have very negative experiences with debt.

2. Ask students to rank the following issues in terms of importance to them:
  - a. Youth mental health
  - b. Unemployment
  - c. Homelessness
  - d. Child poverty
  - e. Other

A tool such as mentimeter could be used for this. Alternatively it can be done using 'straight' ranking' on slips of paper.

3. Ask students to inform the class about why they care about the issue they chose as number 1, and what human rights this links to. Use the human rights list at the back of their workbook and this resource. It can be found online on page 49 of 'Rising to the Challenge' from PDST.

4. Ask students if they heard about the terms 'financial crash', 'celtic tiger', and/or 'recession'. Ask if they could define what these terms mean, and to write down their definitions.
  - a. Alternatively ask students to research on the internet what these terms mean.
5. Give a short overview of the Irish debt crisis by explaining the government guaranteed the debts of private banks which led to a huge amount being owed by the government in a short space of time. One way governments reduce debt is by introducing funding cuts or increasing taxes. See corresponding content at the back of resource for more info (Why is Ireland in so much debt?)
  - a. Alternatively this sheet could be disseminated.
6. Explain to students the impact of the recession on your school. You can find information in advance on cuts made to education.
7. Ask students to complete the worksheet (see back of resource) in issue-based groups of two or three.
  - a. Try to group pairs into common issues if possible, i.e. if two people cited homelessness as the most relevant issue to them, but those two people together in a pair, or a group of 3.
8. Ask each student to present in their groups their worksheets. There are a few options for how this could be done.
  - a. Via a presentation to the rest of the class
  - b. The groups could spend a whole class or a portion of a class creating a presentation on a flipchart sheet, using markers, printed materials and sticky notes etc. This is a great opportunity for students to get creative!
    - i. Students then host a 'gallery' where they put each presentation on the wall and the class walks around and looks at each other's presentations.
  - c. (a) or (b) is followed by a class reflection and discussion.



## UNIT 3: MAKING LINKS



### Learning outcome(s):

- » The student will be able to make local to global links.
- » The student will be able to relate the importance of issues and current affairs to their daily lives.

## Activity 3.1: Tax - what is it good for?

### Contributes towards:

*Key Assignment: I informed the class about a human rights issue/campaign I found in the newspaper or elsewhere.*

### MATERIALS NEEDED:

- Blu tak
- Sheets of blank paper
- Questions prepared on flipchart sheet

### METHODOLOGY:

1. Ask students what they understand about tax. Have they ever paid tax? What is tax used for? Remind them of VAT paid on products if they don't believe they have paid tax.
2. In small groups, ask participants to name items that the government provides through taxation (for example: public transport, overseas development assistance, social welfare payments etc).
3. Ask them to decide on their top five items ranked in order of importance

to them, paying particular attention to what's important for young people.

4. Ask each group to feed back their top five issues and write them on the board. Place an asterisk beside the items that are named more than once so you can identify the most popular issues. For example, if 'youth mental health' is mentioned three times, put three asterisks beside this item.
5. Once it is clear what the top five issues are, write each item on a separate sheet and stick them on the walls around the room. You can add an extra sheet and issue if there is a tie on the top issues.
6. Ask the participants to stand beside the item that is of most concern to them. If there are too many people standing beside one item, ask for volunteers to move to other items to ensure a good discussion. Display the pre-prepared questions below somewhere clearly on a flipchart sheet and ask them to have a 'buzz chat' with the others for 10 minutes on them:
  - a. Which human rights does this service connect to?

- b. Do you think the government does a good job in providing this service?
  - c. What are the problems? Can you think of any solutions?
  - d. Do you feel you have influence over how these problems are addressed by the government?
  - e. How do you feel when discussing this issue?
7. Ask the small groups to feed back to the wider group. Write down the feedback on a flip-chart and summarise some of the key points made.



## Activity 3.2: The State of Tax Justice

### MATERIALS NEEDED:

- State of Tax Justice 2020 introduction handout - either on a sheet, or a screen, or students can access it on their device.
- Reprogramming Tax Table Quiz handout

### METHODOLOGY:

1. Begin by asking students Share the introduction to this report, [The State of Tax Justice 2020](#) (p.4 - p.11) They can either get it on the laptops, it can be on a screen or it can be a sheet passed around.
2. Go around the class and ask each student to read one paragraph, out loud. Once everybody has read one, keep going around until all paragraphs are read out.
3. Split the class into groups of three to four once the entire introduction is read.
4. Facilitate the 'Reprogramming Tax Table Quiz' accessible [here](#). Ensure each group has a copy of page 2 and 3 of the resource. Ensure them that they are allowed to discuss as a group the answers.
5. Read out the answers and congratulate everyone for their correct answers and the effort put into the activity.
6. Ask the group, 'who do you think is most impacted by the current global tax system?'

# UNIT 4: HUMAN RIGHTS



## Learning outcome(s):

- » The student will be able to recognise the fundamental principles of the Universal Declaration of Human Rights.
- » The student will be able to distinguish which articles contain economic rights.

## Activity 4.1: Tax & Rights

### MATERIALS:

- Copies of the 30 rights in the UDHR on 'cards' (these could be pages that are laminated and then cut out, in order to reuse). One set per group. Found at back of resource.
- Diamond ranking template, one per group, pre-cut. Found at back of resource.
- A2 or A3 sheets, one per group
- Pritt stick

### METHODOLOGY:

1. Ask if anyone would like to share any experiences they have related to unfairness, exclusion or powerlessness.
2. Make sure to be very appreciative of any student that chooses to speak up.
3. Explain to the class the purpose of the session, and what they will be learning about.
4. Split students into groups of three and provide each group with 30 'cards' each with one of the 30 UDHR rights on it. These can be accessed and printed from here on page 70 - 72 of *Rising to the Challenge*.
5. Ask students to identify 5 particular rights that are of concern to their group.

Ask them to write these on sticky notes, one per note.

- a. One way to begin this is to ask each group member to write down their top five alone, without showing their team, and then after a couple of minutes the team can compare their top 5 to see if there is any overlap.
6. Ask groups to look at rights 22 to 26, and ask them to discuss how these rights connect to tax.
7. Ask them to rank 22 to 26 in order of importance for their local communities, again working together. Use the diamond ranking template at the back of the resource.
8. Ask students to stick their ranking to a sheet (Ideally A3).
9. All students should place their sheet in a clear area of the floor and are invited to stand up and look at one another's rankings in a 'gallery' format.
10. After the gallery, ask each group to feed back to the rest what rights their group chose and why.
11. Ask the whole class if they notice any patterns in the rights needed in local communities.
12. Ask, 'how does tax help with fulfilling these rights?'

## UNIT 6: UNDERSTANDING CONCEPTS



### Learning outcome(s):

- » The student will understand some of the key concepts relevant to the study of human rights, in particular the concept of rights and responsibilities.
- » The student will be able to relate these to contemporary issues.
- » The student will understand the idea of conflict of rights in relation to contemporary issues, in particular employment.

### Activity 6.1: Your rights as a worker

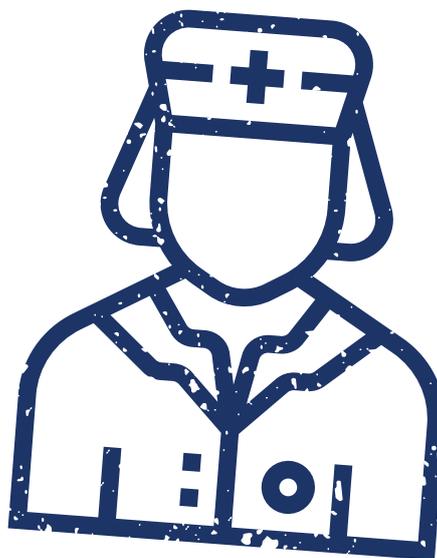
#### MATERIALS:

- Sticky notes
- 10 role cards x number of groups
- Flip chart sheets
- Case study x number of groups
- Worksheet x number of groups

#### METHODOLOGY:

1. Ask students to share if they have ever had a job, or work, in Ireland or elsewhere. Ask them to share what their responsibilities were in that work. Ask them if it was formal or informal? Did they pay tax? Use the conversation to tease out the different kinds of work and working conditions that exist in society.
2. Ask them what rights did you / do you have as an employee? Write these on the board. If they are not sure, ask them what rights they think they should have as an employee. No answer is too obvious.
3. Give each student a sticky note and ask them to write on it their definition of 'work'.
4. Then put the class in pairs and ask each pair to come to a definition of what 'work' is. They do this by using both of their individual definitions and coming up with a stronger definition based on both of their ideas.
5. They should write the pair definition on a different sticky note.
6. Put two pairs together and repeat the same process, so that a group of 4 should at the end have just one sticky note with a common definition.
7. When all groups of 4 have done this, ask one person from each group to read out their group's definition of work.
8. Use this activity to come to a common classroom definition of work.
  - a. Tease out that certain types of work are paid and unpaid.

9. The following three work categories are written on the whiteboard – Formal paid work, Informal work and Unpaid work.
  - a. Formal paid work refers to work in 3 sectors – primary, secondary and tertiary.
  - b. Informal work refers to workers paid below the minimum wage, off the books, part-time or seasonal work, domestic and care workers.
  - c. Unpaid work refers to people who work in the home, care for elderly or disabled relations, and voluntary work.
10. Break the class into small groups and distribute the 10 role cards to each group (see back of resource).
11. Give each group a flip chart sheet and ask them to create a table for the three categories on it. Tell them that this is where they should place their role cards once they have decided where to put the case studies.
12. Ask students to work out which category each of these individuals fit: formal, informal or unpaid.
13. Ask groups to place these in the centre of the room when complete and invite each group to look at one another's categories. Are they the same? Did any group place their cards in different categories to your group? Facilitate a consensus process to determine the correct categories.
14. Discuss the pros and cons of each category of work, and who in society has the double burden of both formal paid and informal unpaid work. This should bring up questions of domestic work.
15. Ask students to research and find one centre/organisation outside school that had information about workers rights, either Nationally or Globally.





# **SOCIAL AND HEALTH EDUCATION**

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**YEAR 2**

## **Contemporary Issues 2 (Module 5)**

**This module examines the influence of both the media and interest groups/lobby groups/pressure groups on contemporary issues. The students are also encouraged to become active citizens. Contemporary issues relating to civil rights and responsibilities, the franchise and the national budget are also explored.**



# UNIT 1: INFLUENCES ON CONTEMPORARY ISSUES: THE MEDIA



## Learning outcome(s):

- » The student will be able to identify different types of media.
- » The student will be able to examine coverage of an issue of concern or interest to the student.
- » The student will be able to recognise the difference between fact, opinion and comment in the reporting of issues, and apply this to financial justice.

## Activity 1.1: Where do you get your news?

### Contributes towards:

*Key Assignment: I tracked an issue (local, national or international) in a newspaper or on television for three days and gave a brief report to my class about it*

### MATERIALS:

- Three columns drawn on the board

### METHODOLOGY:

1. Begin by drawing three columns on the board, with Local, National and Global as the headings of the columns. As students answer the next three questions, write their answers on the board in the corresponding column.
2. Ask the following questions:
  - a. Where do they get information about what's happening in their local community?
  - b. Where do they get information on what is happening in Ireland?
  - c. Where do they get information on what is happening in the world outside of Ireland?
3. At this stage you should have; social media including Twitter, Facebook, TikTok, Snapchat and Instagram, radio, television, podcasts, email, news sites, blogs, magazines, books, and video covered.
4. At this point allow students to read one of the following articles and discuss it with their partner.
  - a. Green and just - New Internationalist (Tax)
  - b. Why are Indian Farmers angry? - New Internationalist (Debt)
  - c. UK pushing dodgy public-private partnerships - New International (PPPs)

5. Ask students to choose an issue of importance to them. This could be one mentioned in the articles above, or one of the following:
  - a. Youth mental health
  - b. Unemployment
  - c. Homelessness
  - d. Child poverty
  - e. Climate change
  - f. Global debt
6. Ask them to track this issue for 3 days in international media outlets, using at least one source that they have not used before. The reporting aspect of this Key Assignment could happen at the start of the next class.

## Activity 1.2: The ‘Bad News’ game

### MATERIALS:

- Access to the internet for each group to play the chosen online game
- Five different topical news articles or opinion/comment pieces, based on current global or development issues, and suitable for your class. News sites such as The Guardian host specific “global development” news sections. It’s also useful to look at the business, finance, economics and politics sections to ensure financial justice themes like tax justice, debt justice, and colonialism are included (these are just a few examples).

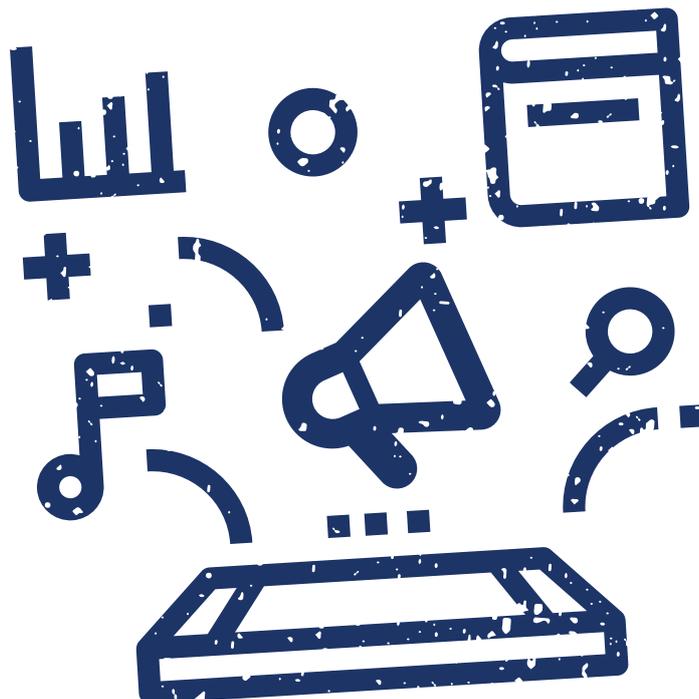
You can also use the Financial Times, Africa News, the Associated Press, Al Jazeera, India Today, New Internationalist and the Irish Times. You don’t need to select only “high quality” stories, since the objective is to uncover poor reporting and bias.

- Teacher guide for ‘Bad News’ game <https://www.getbadnews.com/wp-content/uploads/2019/03/Bad-News-Game-info-sheet-for-educators-English.pdf>

### METHODOLOGY:

1. Arrange students into small groups and ask them to discuss with each other how they know if what they read / hear / watch is true? This is important, so spend some time here.
2. Get feedback from each group.
3. Make sure to spend some time here teasing out the difference between fact, opinion, bias and sensation, and write key terms on the board as they come up. Ensure definitions are clarified as feedback is shared.
4. Get students into pairs to play the ‘Bad News Game’! <https://www.getbadnews.com/#intro> (the game takes about 20 minutes to complete)
  - a. Alternative games can be found here
    - i. <https://www.americanpressinstitute.org/fact-checking-project/factually-newsletter/factually-games-to-teach-media-literacy/>

- ii. <https://www.factcheck.org/newsfeed-defenders/>
  - iii. This one is downloadable and involves role play <https://factcheckingday.com/lesson-plan>
5. Debrief on the game by asking students what surprised them and what they learnt. Ask them to first discuss in pairs, and then a selection of students could feed back.
  6. Organise students into small groups around tables, and assign one news article to each group.
  7. Explain that the group's task is to establish "lines of enquiry" to identify the truth or otherwise of the reports given, and to identify any possible bias. They should distinguish between statements based on *facts*, *opinions*, *speculations*, *unsupported claims*, and *feelings*.
  8. Provide a 'lines of enquiry' worksheet to each group (see back of resource)
  9. After the allotted time, ask each group to report back with their conclusion: can you trust this article? If yes, why? If no, why not?
  10. Use this opportunity to reinforce the definitions from the first class. Make sure to spend time in this discussion.
  11. Give information on the key assignment for this activity as outlined below, which they can use to investigate an issue of concern or interest to them. This key assignment is an opportunity to apply their newly learnt media literacy skills.



# UNIT 4B: ACTIVE CITIZENSHIP: THE BUDGET



## Learning outcome(s):

- » The student will be able to examine and analyse the submission presented by one interest/lobby group to the Minister of Finance before the Book of Estimates is published.
- » The student will be able to examine the National Budget and analyse how this is used to address contemporary issues.

## Activity 4b.1: Valuing Youth

### Contributes towards:

*Key assignment: I examined a contemporary issue with a group of students in my class. Then each one of us presented this issue in a different format: as a short report/press release/news broadcast/ image/article for a school magazine/collage*

### TIMING:

Since submissions to the Minister of Finance, publication of the Book of Estimates and the introduction of the Budget happen around the same time as part of the course, it is an opportunity for the students to examine how the government works in real-time.

The first class should be carried out 1-2 weeks before Budget day. The Budget is for the following year. This day will usually take place in October.

The second class should take place directly after the Budget announcement in October.

### MATERIALS:

- Kahoot quiz (to be done online)

### METHODOLOGY:

1. Ask your class what they understand by the word 'budget'.
  2. Ask if anybody has ever made a budget. If so, what sorts of things did they need to keep in mind?
  3. In small groups, ask them to brainstorm on flip chart sheets what type of things might be included in a *household* budget, and what might be included in a *country's* budget.
  4. Watch this video with your class from Social Justice Ireland - Budget FAQs for website [https://www.youtube.com/watch?v=VMK5m7KHWLs&feature=emb\\_title](https://www.youtube.com/watch?v=VMK5m7KHWLs&feature=emb_title)
- Keep in mind this video can appear quite boring so make sure to let students know that there will be a quiz afterwards. If desired, the group could be split into quiz teams (of 3) in advance.
5. Ask students to complete the post-video quiz at Kahoot here <https://create.kahoot.it/details/e6f08e3a-4163-4373-aaf0-ca04462c88c9>.
  6. Congratulate everyone for their effort and participation.

## Activity 4b.2: National budgeting in practice

### Contributes towards:

*Key assignment: I examined a contemporary issue with a group of students in my class. Then each one of us presented this issue in a different format: as a short report/press release/news broadcast/ image/article for a school magazine/collage*

### MATERIALS:

- NYCI's (National Youth Council of Ireland) pre-budget submission for the year in which you are doing this activity
- Pre-prepared: pick out some key differences between that budget and their last year's submission (for this year's budget) using the 'summary of costed recommendations' section and show the differences on a table online or flip chart sheets.
- Key points printed (see back of resource)
- Flipchart sheets

### METHODOLOGY

1. Recap on the last class by going through the quiz questions again to see what they remember <https://create.kahoot.it/details/e6f08e3a-4163-4373-aaf0-ca04462c88c9>
2. Explain that now that they have some understanding of the national budget, it is time for them to explore budget submissions. For this activity you will explore the National Youth council of Ireland's pre-budget submission for the 2021 budget.
3. Put students into groups and give each a copy of the infographics below
4. Share details of NYCI's most recent submission and highlight key changes between that submission and the submission for the new budget. Their full Pre Budget Submission can be found here [https://www.youth.ie/wp-content/uploads/2020/09/NYCI\\_PreBudgetSubmission\\_2021\\_Accessible.pdf](https://www.youth.ie/wp-content/uploads/2020/09/NYCI_PreBudgetSubmission_2021_Accessible.pdf)
5. **\*Key Assignment\*** Put students into groups and tell them that they are going to have to create reports on the outcome of the budget for the youth sector over the next two to three weeks. Each group member will present the issue in a different format. Let students self select which they would like to do, but each group should do all a to e.
  - a. As a short report/press release
  - b. As a short video that can be shared with news outlets
  - c. As an image, illustration or cartoon
  - d. As an article for a school magazine
  - e. As a collage
6. Alert students of the upcoming budget announcement on \_\_\_ October 20\_\_ and instruct them to watch this on television if possible. Let them know they can watch it on the RTE player if they do not have access to a television.
7. Tell students that in addition to their group project on the youth sector, they should also watch the budget with one other key issue in mind, something that is most important to them.

8. Provide students with a list of topics that will may be explored in the budget:
  - f. climate action, biodiversity, taxes; on alcohol, cigarettes, and sugary items, education, social welfare, housing, homelessness, transport, child support.
9. Ask them to choose one topic. Take note of who is doing what. If there is something not included in the list that they want to explore, allow them!
10. Tell that they will be doing a 1 minute oral presentation to the class on how their issues fared in the budget. Ensure them that this really only needs to be a few sentences long.

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## Part 2: Class presentations

This class will consist of presentations on the budget and preparation for the key assignment.

1. After the presentations, reiterate the process for the key assignment.





# WORK SHEETS

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**CONTEMPORARY ISSUES 1 | UNIT 2: FORCES / INTERESTS**  
**ACTIVITY 2.1: IRELAND'S DEBT AND YOU**

# WORKSHEET

1. How old were you when the debt crisis started in Ireland?

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2. Our national debt will finally be paid off in 2054, how old will you be then?

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3. What was the most important issue to you in the ranking activity?

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4. What impact did the recession have on that issue?

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5. Reach out to your neighbours or older family members to ask what the impact of the recession had on their community or your family.

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**CONTEMPORARY ISSUES 1 | UNIT 2: FORCES / INTERESTS**  
**ACTIVITY 2.1: IRELAND'S DEBT AND YOU**

# WORKSHEET

6. How was your community affected?

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## Background Information

### 2.1 WHY IS IRELAND IN SO MUCH DEBT?

The huge economic growth during Ireland's Celtic Tiger created an increase in incomes and huge public investment in services and infrastructure such as education and roads. However, at the same time, house prices quadrupled.

Banks were lending to people to fund mortgages. In 2008 the global economic crisis froze lending between banks all over the world. Irish banks no longer had enough money to lend to people. This caused the Irish property bubble to burst. Many businesses and companies were losing money and had to close. Huge amounts of people lost their jobs. The country was in recession.

In 2008 the 'Blanket Bank Guarantee' was issued by the Irish Government - this was a promise by the Irish state to cover the liabilities of the six main banks. By 2012 two banks, Anglo Irish and Irish Nationwide Building Society (INBS) could not pay their debts. The government provided the money instead but that left the government short of money to pay for public services. The Irish government had to make cuts to its public services budget and increases in taxes in order to repay their debt.

CONTEMPORARY ISSUES 1 | UNIT 4: HUMAN RIGHTS  
ACTIVITY 4.1: TAX & RIGHTS

# UNIVERSAL DECLARATION OF HUMAN RIGHTS

## Brief Summary of Articles

### Everyone:

1. Is born free and should be treated in the same way with equality and dignity.
2. Has the right not to be discriminated against on any basis, for example, colour, gender or language.
3. Has the right to life and to live in freedom and safety.
4. Has the right to liberty / freedom and should be free from slavery.
5. Has the right to security of person. No one should be tortured or should suffer from cruel and inhuman treatment.
6. Has the right to be recognised as a person before the law.
7. Has the right to be treated equally before the law.
8. Has the right to ask for legal help when their rights are not respected.
9. Has the right not to be imprisoned unjustly.
10. Has the right to a fair trial.
11. Has the right to be presumed innocent until proven guilty.
12. Has the right to privacy.
13. Has the right to travel within and to and from their own country.
14. Has the right to asylum.
15. Has the right to a nationality.
16. Has the right to marry.
17. Has the right to own property and things.
18. Has the right to freedom of thought, conscience and religion.
19. Has the right to freedom of opinion and expression.
20. Has the right to meet with others.
21. Has the right to take part in government and to vote.
22. Has the right to social security.
23. Has the right to work and join a trade union.
24. Has the right to rest and leisure.
25. Has the right to an adequate standard of living and medical help.
26. Has the right to go to school.
27. Has the right to take part in their community's cultural life.
28. Is entitled to the opportunity to enjoy the rights of this declaration.
29. Must respect the rights of others.
30. No-one can take away any of the rights in this Declaration.

## UNIT 4: HUMAN RIGHTS | ACTIVITY 4.1 TAX AND RIGHTS

# HUMAN RIGHTS RELEVANT TO TAX JUSTICE

**ARTICLE 22**

Everyone, as a person on this planet, has the right to have her or his basic needs met, and should have whatever it takes to live with pride, and become the person he or she wants to be. Every country or group of countries should do everything they possibly can to make this happen.

**ARTICLE 25**

You have the right to have what you need to live a decent life, including food, clothes, a home, and medical care for you and your family. You have the right to get help from society if you're sick or unable to work, if you're older or a widow, or if you're in any other kind of situation that keeps you from working through no fault of your own.

**ARTICLE 23**

- 1) You have the right to work and to choose your job, to have fair and safe working conditions, and to be protected against not having work.
- 2) You have the right to the same pay as anyone else who does the same work, without anyone playing favorites.
- 3) You have the right to decent pay so that you and your family can get by with pride. That means that if you don't get paid enough to do that, you should get other kinds of help.
- 4) You have the right to form or be part of a union that will serve and protect your interests.

**ARTICLE 26**

- 1) Everyone has the right to an education. It should be free of charge, and should be required for all, at least in the early years. Later education for jobs and college has to be there for anyone who wants it and is able to do it.
- 2) The idea of education is to help people become the best they can be. It should teach them to respect and understand each other, and to be kind to everyone, no matter who they are or where they are from. Education should help to promote the activities of the United Nations in an effort to create a peaceful world.

**ARTICLE 24**

Everyone has the right to rest and relaxation, which includes limiting the number of hours he or she has to work, and allowing for holidays with pay once in a while.



**UNIT 4: HUMAN RIGHTS | ACTIVITY 4.1 TAX AND RIGHTS**

**DIAMOND RANKING  
TEMPLATE**

Most Important

Least Important

## UNIT 6: UNDERSTANDING CONCEPTS

### ACTIVITY 6.1 YOUR RIGHTS AS A WORKER

## ROLE CARDS



Deirdre is 37 years of age. She has 3 children age 4, 7 and 9. She cleans houses 3 mornings a week when her children are in school. She gets paid into the hand €8 an hour.



Pablo is from Spain. He is 26 years of age. He works in the construction industry and sometimes works 16 hour days. He is paid €7 an hour. When he injured his shoulder recently while carrying a heavy load, he was not paid whilst out sick.



Thomas and Mary have a small dairy farm in Co. Longford. Their weekly income is €500.



Rob works in a factory manufacturing tyres. He gets the average industrial wage of €725 and he also does 8 hours overtime a week.



Elaine works for Dublin Bus. She is married with no children. Her average week wage is €600. She cleans the house top to bottom every Saturday and cooks the dinner the days she is home early.



Orla is the Assistant Manager of a Bank of Ireland branch. Her salary is €50,000 per annum. Her husband Jack was made unemployed 5 years ago and minds their 4 children while Orla works.



Mensu came over from the Philippines 3 years ago to work as a nanny. Her wage is €300 per week but she does not pay any tax or PRSI. She works from the time she gets up in the morning till the children are in bed. She also helps with the house cleaning.



When Vincent's wife Eileen became ill 2 years ago with a serious illness, he took early retirement and now cares for her full time. He receives the carers allowance of €214 a week from the state.



Suma is from Kenya and works as a junior doctor in Beaumont Hospital. He wants to gain experience in a Western hospital before going back to Kenya and working in his own country's health service, which badly needs trained doctors.



Luke works at putting in kitchens. When the firm has no work for him, he does 'nixers' to supplement his income.

CONTEMPORARY ISSUES 2 | UNIT 1: INFLUENCES ON CONTEMPORARY  
ISSUES: THE MEDIA | 'LINES OF ENQUIRY'

# WORKSHEET

1. Who is the author of the report?

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2. Where is the report sourced from?

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3. Is it from a newspaper? What kind of newspaper?

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4. Is it from a website? If so, does it look genuine or trustworthy?

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5. Who was the article written for?

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6. When was the article written?

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7. What is the perspective of the writer?

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CONTEMPORARY ISSUES 2 | UNIT 1: INFLUENCES ON CONTEMPORARY  
ISSUES: THE MEDIA | 'LINES OF ENQUIRY'

# WORKSHEET

8. How would you describe the language?

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9. Is it mainly factual or opinion? How do you know?

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10. Is there anything very important missing in the article?

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11. What is your conclusion? Can you trust this article / source? Why / why not?

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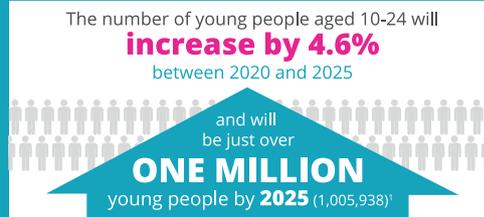
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CONTEMPORARY ISSUES 2 | UNIT 4B: ACTIVE CITIZENSHIP: THE BUDGET

# INFOGRAPHICS

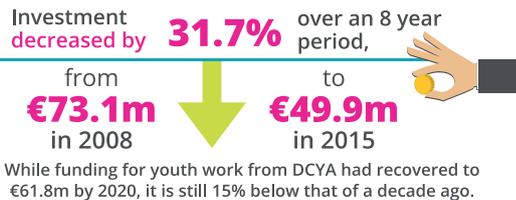
There are a million good reasons to invest in our youth population



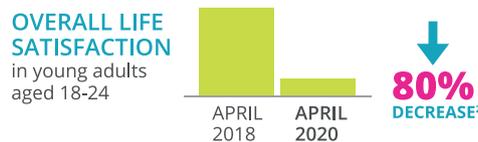
The Youth Work sector has the scale to support it...



...but investment in Youth Work is still **15% less than 12 years ago...** €



Young people's well-being also much more affected by **COVID-19** than other age groups



Young Workers have been hit hard by **COVID-19**, youth unemployment stands at **45.4%**<sup>3</sup>



While we hope numbers will decline as society and economy reopens, many young people will **NEED HELP TO GET BACK TO WORK**

While young people under 25 years comprise **11.7%**<sup>4</sup> of the labour force,

they make up **22%**<sup>5</sup> of those on the **Pandemic Unemployment Payment (PUP)**

## CONTEMPORARY ISSUES 2 | UNIT 4B: ACTIVE CITIZENSHIP: THE BUDGET

# INFOGRAPHICS

In this submission, NYCI recommends to Government the following priorities for investment in Budget 2021.

- |  |                                       |
|--|---------------------------------------|
| <p><b>1</b></p> <p><b>INVEST IN VOLUNTARY YOUTH ORGANISATIONS AND YOUTH WORK SERVICES</b></p> <p>In Budget 2021 invest an additional €4.7m in youth work services in 2021, to provide more supports and activities for young people and meet the needs of a growing youth population and to strengthen voluntary youth organisations.</p>  | <p>INVESTMENT</p> <p><b>€4.7m</b></p> |
| <p><b>2</b></p> <p><b>ADDRESS THE HIGH LEVELS OF YOUTH UNEMPLOYMENT</b></p> <p>In Budget 2021 invest a net €27m (gross €191.1m) to support an additional 28,000 education, training, apprenticeship and job subsidy places for young jobseekers to address the high levels of youth unemployment.</p>  | <p>INVESTMENT</p> <p><b>€27m</b></p>  |
| <p><b>3</b></p> <p><b>EQUALITY FOR YOUNG JOBSEEKERS</b></p> <p>In Budget 2021 take the first of two steps to restoring the full rate of Jobseeker's Allowance to young people aged 18-24, by increasing the rate by €45.15 to €157.85 per week with a view to completing the restoration in Budget 2022.</p>   | <p>INVESTMENT</p> <p><b>€35m</b></p>  |
| <p><b>4</b></p> <p><b>TACKLING YOUTH HOMELESSNESS</b></p> <p>In Budget 2021 allocate €3m in Budget 2021 to resource and implement the National Youth Homelessness Strategy.</p>  | <p>INVESTMENT</p> <p><b>€3m</b></p>   |
| <p><b>5</b></p> <p><b>CLIMATE ACTION AND SOCIAL JUSTICE - SUPPORTING YOUTH PARTICIPATION IN DECISION MAKING</b></p> <p>In Budget 2021 allocate €1m to support the establishment of a Climate Action Empowerment, Advocacy and Participation Fund, administered and managed by a non-statutory agency to support the participation of young people in policy making and to support actions and activities by young people and youth groups on climate action.</p> | <p>INVESTMENT</p> <p><b>€1m</b></p>   |

NYCI 2021 PRE-BUDGET SUBMISSION

## CONTEMPORARY ISSUES 2 | UNIT 4B: ACTIVE CITIZENSHIP: THE BUDGET

## INFOGRAPHICS

INCOME	18-24 YEARS URBAN	18-24 YEARS RURAL
Jobseeker's Allowance	€112.70	€112.70
Income adequacy	-€353.33	-€230.25
JA as % of adequacy	24%	33%

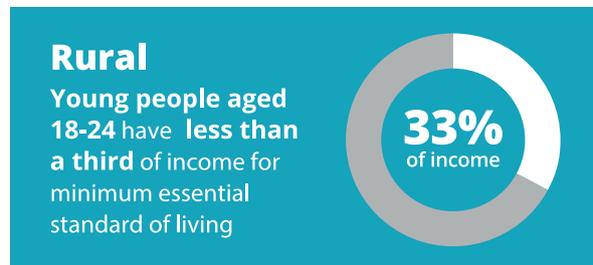
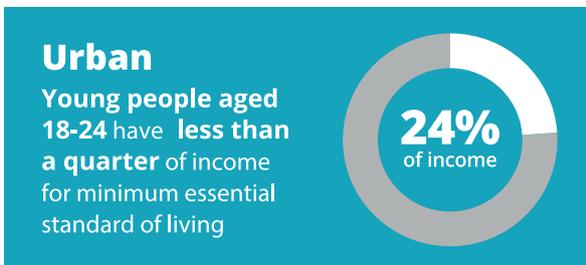


TABLE 6: NYCI BUDGET 2021 YOUTH EMPLOYMENT PROPOSALS

NAME OF SCHEME	NEW PLACE	COST PER PLACE	INVESTMENT
Training Programmes for Unemployed (U25)	16,000	€6,628 <sup>38</sup>	€106m
Additional Places on BTEA	5,000	€10,556 <sup>39</sup>	€52.7m
Additional Places on JobsPlus Youth	5,000	€4,485 <sup>40</sup>	€22.4m
National Access to Apprenticeship	1,000	€5,000	€5m
Increased Investment in YESS	1,000	€5,000	€5m
Total investment required	28,000		€191.1m
<b>Cost of leaving U25 on Jobseekers' Allowance</b>	<b>28,000</b>	<b>€5,860.40</b>	<b>-€164.1m</b>
<b>NET INVESTMENT</b>			<b>€27m</b>

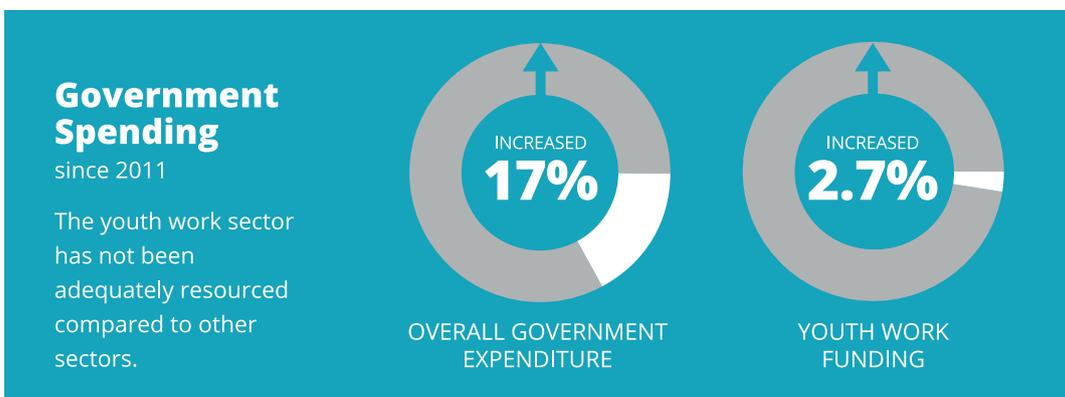
NYCI 2021 PRE-BUDGET SUBMISSION

CONTEMPORARY ISSUES 2 | UNIT 4B: ACTIVE CITIZENSHIP: THE BUDGET

# INFOGRAPHICS

**TABLE 4: RECOMMENDED ALLOCATIONS OF 2021 FUNDING FOR YOUTH WORK**

NAME OF SCHEME	2020 FUNDING	FUNDING INCREASE	2021 FUNDING
Youth Service Grant Scheme	€11.6m	€1m	€12.6m
Local Youth Club Grant Scheme	€2.1m	€0.15m	€2.25m
Targeted Youth Funding Scheme/UBU Your Place Your Space <sup>24</sup>	€38.8m	€2.9m	€41.7m
Youth Work Function and Technical Assistance	€4.1m	€0.3m	€4.4m
Youth Information Centres	€1.3m	€0.10m	€1.4m
Other National Youth Organisations and Youth Initiatives	€2.3m	€0.15m	€2.45m
Internal Policy/Youth Officers/ Technical Support	€1.6m	€0.10m	€1.7m
<b>TOTALS</b>	<b>€61.8m</b>	<b>€4.7m</b>	<b>€66.5m</b>



**NYCI is calling on Government to**

**RINGFENCE €3m IN BUDGET 2021**

**TO RESOURCE AND IMPLEMENT THE NATIONAL YOUTH HOMELESSNESS STRATEGY**

Young people have led and shaped the debate and

**TAKEN DIRECT CIVIC ACTION THROUGH MARCHES, SCHOOL STRIKES, ONLINE ADVOCACY**  
and a range of other actions

NYCI 2021 PRE-BUDGET SUBMISSION

## CONTEMPORARY ISSUES 2 | KEY ASSIGNMENT 2: MAKING FORCED LABOUR A CRIME (IN STUDENT WORKBOOK)

# ANSWERS

### CASE STUDY WORKSHEET SOLUTIONS

1. Forced labour is a form of exploitation where a worker is forced to work under threat, resulting in the worker losing control over their own life.
2. The Migrant Rights Centre Ireland is a national organisation working to promote justice, empowerment and equality for migrant workers and their families.
3. Employment sectors:
  - Domestic sector - Domestic workers perform a range of tasks in households – cooking, cleaning, washing laundry, and caring for children, the elderly or persons with disability – or may work as gardeners, guards or drivers.
  - Restaurant sector – Restaurant staff can be divided into “front of house” and “back of the house” workers include chefs, waiters, waitresses, cleaning staff, bar staff etc...
  - Agricultural sector – Agricultural workers work in farming and agricultural roles such as planting and harvesting crops, raising livestock, fishing, forestry, farming etc...
  - Construction sector - Construction workers work as builders, building, maintaining and repairing residential and commercial buildings and other forms of infrastructure such as roads, bridges, water treatment facilities etc... Specialist trades within the construction sector include painters, plumbers, tilers, electricians, fitters etc...
4. Employees should be paid at least the minimum wage per hour worked and Mohammed was only paid 51 cents an hour. The minimum wage is (as of 10th May 2021):
  - Aged under 18: – €7.14 per hour
  - Aged 18: – €8.16 per hour
  - Aged 19: – €9.18 per hour
  - Aged 20 or more: – €10.20 per hour

The maximum average working week for many employees cannot exceed 48 hours and Mohammed was forced to work up to 80 hours a week.
5. Using any of the following words or themes is excellent, but there is no right or wrong answer for this question.
 

Poverty and discrimination breed the conditions in which forced labour practices persist. Poor people are often in need of cash just for daily survival, which forces them to sell their labour in exchange for a lump sum of money or a loan. They are tricked or trapped into working for very little or no pay, often for long hours and seven days a week. The value of their work is invariably greater than the original sum of money borrowed. Forced labourers are routinely threatened with and subjected to mental and physical violence with women and girls being disproportionately affected by sexual violence. Forced labourers are kept under various forms of surveillance, sometimes even by armed guards. Entire families can be held under forced labour conditions, making it even harder for individual family members to escape. Vice versa, forced labour systems lock marginalized groups, such as women and children, into extreme poverty since they have few possibilities to take self-

CONTEMPORARY ISSUES 2  
KEY ASSIGNMENT 2: MAKING FORCED LABOUR A CRIME

## ANSWERS

determined decisions and, consequently, to elude the vicious circle of forced labour conditions. In most countries, legislation against various forms of forced labour exists. However, law enforcement is weak and corruption is widespread, hence, the vast majority of perpetrators remain unpunished. This helps keep forced labour exploitation a low risk, but highly profitable operation.

6. Article 23 of the United Nations Declaration of Human Rights is being violated as Mahmoud did not receive equal pay for equal work, he was subjected to unjust and unfavourable conditions of work, he did not receive favourable remuneration, and he was very likely prevented from joining a trade union as evidenced by the fact that his passport was confiscated and he was threatened by his employer. Article 24 is also being violated, as Mahmoud did not have a reasonable limitation of working hours.
7. The employer has a responsibility to ensure just and favourable work conditions, to provide equal pay for equal work, to provide just and favourable remuneration and to allow their employees to join a trade union

### Article 23 UDHR

- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.





**Financial Justice Ireland**  
**9 Upper Mount Street**  
**Dublin 2**

Email: [education@financialjustice.ie](mailto:education@financialjustice.ie)