



# Equality

## *Network Weekend*

### **WORKSHOP**



**eil** INTERCULTURAL  
LEARNING  
enriching lives • inspiring global citizenship

# KIT

Welcome!

Thank you for downloading this workshop kit from EIL Intercultural Learning. Ireland needs more people like you to raise awareness about global issues in their communities. This pack will support you on your journey to inspire global justice by raising awareness, through delivering the activities included in this kit! These activities have been specially tailored for use with adults and community groups.

EIL's mission is *"To enrich lives, promote understanding of other cultures and inspire global citizenship through cultural immersion programmes and experiential learning"*. For this reason, all of our past and present participants and staff get together for Network Weekends to explore global issues and take action!

The materials and activities in this kit have been trialed and tested by the Development Education Committee at the EIL Network Weekend on the 29<sup>th</sup> of March 2015.

The Volunteers of the Development Education Committee, with the support of the Development Education Coordinator, developed all of these materials for you.

Support and advice about running your workshops is available from the Development Education Coordinator at EIL Intercultural Learning. If you have any queries, email [info@eilireland.org](mailto:info@eilireland.org). Tell us about your event by tweeting @EILireland

Ready to get started?

The theme of this workshop kit is...



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## Guidelines

In order to effectively deliver your workshop there are a few important principles that we would like you to follow. Please read over the points below. If you require any clarification or further information please contact us for guidance.

### **Equality and inclusivity**

Make your workshop as inclusive as possible. Are there people in your community who would like to attend this event but may not hear about it? How can you include a broad representation of your community? People from different backgrounds will bring more diverse perspectives to your group, and will enhance, deepen and strengthen the quality of your discussions and debates.

### **Accessibility and safety**

Is the venue of your workshop easy for people to access using public transport? Is the venue you are using accessible for any members of your group that are living with disabilities? Are there fire and safety precautions in place for the venue you are using?

### **Sharing the story**

Can you use social media to promote your event? Can your actions and discussions be shared with an even wider audience? Could you use other forms of media, like local radio or newspapers, to reach a wider audience that might not be on social media? Your event will undoubtedly be interesting, engaging and inspiring, can you make a group #hashtag that can be used to continue the conversation after the event? We would love to hear what you are doing so tweet @EILireland when you are facilitating this workshop with updates, photos, and news.

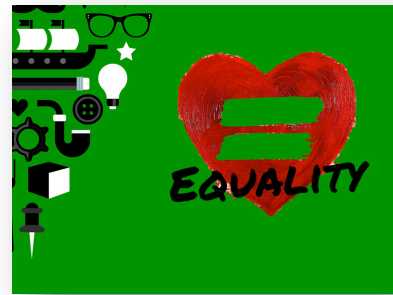
### **Protecting Privacy**


Not everyone is comfortable having his or her photo taken or used in public. Make sure to protect the dignity of your participants by explaining how you intend to use images gathered during your workshop. Give people the opportunity to have control over how their image and words are used.



## The development of this workshop

Twice a year the Volunteers from the EIL **Development Education Committee** plan and deliver workshops intended to raise awareness about global issues among EIL Network members. The themes of the workshops are decided by a consensus decision of the committee, and everyone pitches in to bring the content together. In this kit we are really pleased to share with you our workshop on “Equality”.



The first step to a great global issues workshop is to find out what you want to achieve. To do this, we start by designing the “Aim”. This allows us to make sure we are providing the most effective workshop for your participants. Next we create “Learning Outcomes” for each activity. This helps us to stay focused on the learning we are hoping to encourage and helps us to evaluate if our goals have been achieved. **Aims and Learning Outcomes** will be marked with this symbol  throughout this workshop kit.

### Presenters Key



**Present**



**Activity**



**Video**



**Note**



**Question**



**Materials**



EIL’s Development Education activities are managed by a devoted group of EIL returned Volunteers who are supported by EIL Staff and the Development Education Coordinator. The DevEd Committee members share and grow their skills in facilitation, management and global awareness through peer learning and active citizenship.

## Let's Get Started

Ensure you are familiar with the aims and objectives of the workshop so that you can convey them to your participants.



**This workshop aims to** explore the theme of equality, drawing from our International experience, and provide a forum and platform for participants to discuss, debate and plan for action and change.

### **Workshops Learning Outcomes:**

By the end of this workshop participants will...

- Have discussed and explored different perspectives surrounding equality issues
- Have explored connections between international issues and local issues
- Have discussed organisations that raise awareness or take action on equality issues
- Have a clear set of potential actions they can take to continue their engagement with these issues.

Using the aims and intended learning outcomes listed above, introduce the theme of equality to the group and explain **why** you are all gathered to participate in this workshop. **Introduce** yourself and the team that will facilitate the workshop.

Inform the participants that each of the activities and elements of the workshop have been tried and tested by EIL's Development Education Committee at a network event. Explain that the materials will be available at the end of the workshop for anyone who would like to deliver this workshop in their local community, school or workplace.

## Ice Breaker

### Learning!

To give participants a chance to get to know one another, relating to our interconnections in the world, in a relaxed atmosphere in order to create a comfortable atmosphere for debate



A circle of chairs with one for all of the participants except one



Arrange the chairs in a big circle, which symbolises the globe, and introduce the game by asking everyone to sit on a chair, apart from one person, who stands in the middle of the circle.



The person standing in the middle starts the game by stating something such as: “Everyone who has travelled overseas”, then all the people have travelled overseas have to get up and swap seats (not and the person who made the statement gets a chance to sit down and hopefully there will be someone different standing who then makes their own statement that causes people to move and find a new seat.



### Tip

The facilitator starts the game by making a statement. This will help to get the game started quickly and also encourage a participative atmosphere from the beginning of the workshop.



### Debriefing!

- Did you enjoy the exercise?
- Did anyone find out anything about someone that surprised you?
- Did you find anything in common with another participant?
- What does this activity tell us about the world we live in?

## Inspiration

### Learning!

To inspire debate from the learning that took place at the previous workshop where we took action by asking the people of Cork about equality.

Projector, speakers, video on USB, Laptop.



Explain to participants that this video was shot in 2014 in Cork by a group of adults from all different backgrounds who got together for a workshop like this. They used their phones and small digital cameras to record answers from the people of Cork about Equality, and here is what the people of Cork had to say.



The **50 People, 1 Question** project inspired the style of this video. When videos are made in the style of the “50 people, 1 question” movement, members of the public are asked one question and their answers are compiled into a video that can be very powerful.

This can be a great tool to inspire critical thinking amongst the general public who have answered the question, and those who see the video that is produced.



Play video

<https://www.youtube.com/watch?v=pKiCe0gef4o>



## Equality Quiz

### Learning!

To explore the level of awareness of people in the room, share their knowledge and stimulate debate based on fact.



Pens and question papers for each team, scoreboard on large poster **or** score board on PowerPoint slide which can be updated after scores are counted



Ask the group to form teams of equal numbers based on the numbers in the group. Ask them to sit in their groups in small circles around the room.



The co-faciliator hands out pens and the answer sheets for Round 1<sup>(See Page 13)</sup>



The facilitator reads the questions for the first round, either from the PowerPoint slides or from a the list of questions below. Ask your co-faciliators to count the scores after each round and update the scoreboard when they have been counted. After the scores have been counted, read out the answers for each round (these can be on a PowerPoint presentation or on a list held by the faciliator).



### Tip!

Write your own question and use them for this quiz. Keep up to date with the latest facts and figures at the following websites:

[www.unwomen.org](http://www.unwomen.org) [www.un.org](http://www.un.org) [www.herforshe.org](http://www.herforshe.org) <http://data.worldbank.org>

[www.equality.ie/em/](http://www.equality.ie/em/)

[www.hrw.org](http://www.hrw.org)

<http://www.marriagequality.ie/>

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

### Debriefing!

- After each round of answers have been called out ask participants if any of the answers have surprised them.
- Ask participants what made they come up with the answers that they have chosen.

# Equality Quiz Questions

## Round 1 Questions

1. Achieving Universal Primary Education was which number, of the 8, Millennium Development Goals?

**ANSWER: 2**

2. "All children complete primary school in (how many?) of the 155 developing countries?" 37, 42 or 55

**ANSWER: 37**

3. PROUNI (university for all) REUNI (enlarges vacancies for public universities) and Racial Quotas for black and indigenous 3rd level students were government policies that developed education in which developing country? (2013 publication)

Argentina, Mozambique or Brazil?

**ANSWER: BRAZIL**

4. What national project encourages Irish schools to become aware of environmental sustainability and develop citizenship?

**ANSWER: GREEN SCHOOLS - THE GREEN FLAG**

5: True or False: 1 in 10 adults in Ireland score on the lowest level of the literacy scale

**ANSWER: FALSE - THE ANSWER IS ACTUALLY 1 IN 6**  
Facts from Irish Aid Our World Our Future

## Round 2 Politics

1. How many of the TDs in the Dail are women? 27, 32 or 35

**ANSWER: 27**

2. Where is the International Criminal Court located? Italy, The Netherlands or The US

**ANSWER: THE NETHERLANDS**

3. Which country had the first female, democratically elected, president in 1980? Iceland, China or Ecuador

**ANSWER: ICELAND, VIGDÍS FINNBOGADÓTTIR**

Although María Estela Martínez Cartas de Perón of Argentina is known as the first female President she was not democratically elected and became president in 1974 when her husband, the President, passed away.

4. Where was the world first claimed democracy? Rome, Athens or Izmir

**ANSWER: ATHENS,**

Although there were other's in India before, the Athenian coined the name and have taken claim.

5. In Ireland, what year were women given the right to vote?

**ANSWER: 1918**

In 1918 after a long campaign they succeeded in getting the right for women to vote. But they had to be 30 years of age and own property. In 1922 all Irish women over 21 were given the right to vote.

## Round 3 Migrants and Race

1. Name one of the three largest migrant groups in Ireland?

**ANSWER: UK, POLAND, LITHUANIA**

2. How many people have been trafficked (that we know of) into Ireland for sex and labour on average per year? 35, 61 or 121

**ANSWER: 61**

3. How far in the Irish Education System is a person under Direct Provision allow to progress? Junior Cert, Leaving Cert and Primary School

**ANSWER: LEAVING CERT.**

4. How much allowance money does an adult living in Direct Provision receive per week? €19.10, €34.75 or €120

**ANSWER: €19.10**

5. True or False : *"Most genetic variety is not between races, but rather within races. For example, two random Italians are as likely to be as genetically different as an Italian and a Chinese"*

**ANSWER: TRUE**

According to Roberts, Dorothy. 2011. Fatal Invention:  
How Science, Politics, and Big Business Re-create Race  
in the Twenty-First Century. New York, NY: The New Press.

## Round 4 LGBT

1. What do the letters LGBT stand for?

**ANSWER: LESBIAN, GAY, BISEXUAL AND TRANSGENDER**

2. Homosexuality is illegal in how many countries? 38, 55 or 78

**ANSWER: 78**

<http://76crimes.com/76-countries-where-homosexuality-is-illegal/>

3. How many countries are there where homosexuality maybe punishable by death? 5, 10 or 15

**ANSWER: 10**

Yemen, Iran, Iraq, Mauritania, Nigeria, Qatar, Saudi Arabia, Somalia, Sudan, United Arab Emirates,

4. How many countries have the freedom to marry for same sex couples? 11, 15 or 18

**ANSWER: 18**

The Netherlands, Belgium, Spain, Canada, South Africa, Norway, Sweden, Portugal, Iceland, Argentina, Denmark, Brazil, France, Uruguay,  
New Zealand, UK, Luxembourg, Finland.

5. In what year did the World Health Organisation de-classify homosexuality as a mental health condition? 1972, 1982 and 1992

**ANSWER: 1992**

## Round 5 Gender

1. Women can travel without permission in Iraq? True or False

**ANSWER: FALSE**

Fact: married women must have their husband's written permission to travel abroad, and they may be prevented from doing so for any reason

2. What is the proportion of girls in the developing world who get married before the age of 18? 12%, 25%, 36% or 54%

**ANSWER: 36%**

Fact: Globally, 36% of women aged 20-24 were married or in union before they turned 18, most commonly in South Asia and sub-Saharan Africa.

3. How do women's salaries compare with men's salaries in the U.S.? Women on average make half as much as men / Women on average make 80% as much as men / Women on average make 90% as much as men / Women make the same as men

**ANSWER: WOMEN ON AVERAGE MAKE 80% AS MUCH AS MEN**

3. What fraction of the world's working hours are worked by women and girls? 1/4, 1/2, 2/3 or 3/4

**ANSWER: 2/3**

Fact: Women work 2/3 of the world's working hours, yet receive only about ten percent of the world's income

4. In Ireland what percentage of women who have been in a relationship have been abused by a current or former partner? 50%, 2%, 20% or 10%

**ANSWER: 20%**

5. In which country are women not allowed to drive or even ride bikes? Ireland, Saudi Arabia, India or Australia

**ANSWER: SAUDI ARABIA**



# Equality Quiz Answer Sheets

**Equality Quiz** Round 1

Team Name: \_\_\_\_\_

Q 1: \_\_\_\_\_

Q 2: \_\_\_\_\_

Q 3: \_\_\_\_\_

Q 4: \_\_\_\_\_

Q 5: \_\_\_\_\_

**Equality Quiz** Round 2

Team Name: \_\_\_\_\_

Q 1: \_\_\_\_\_

Q 2: \_\_\_\_\_

Q 3: \_\_\_\_\_

Q 4: \_\_\_\_\_

Q 5: \_\_\_\_\_

**Equality Quiz** Round 3

Team Name: \_\_\_\_\_

Q 1: \_\_\_\_\_

Q 2: \_\_\_\_\_

**Equality Quiz** Round 4

Team Name: \_\_\_\_\_

Q 1: \_\_\_\_\_

Q 2: \_\_\_\_\_

Q 3: \_\_\_\_\_

Q 4: \_\_\_\_\_

Q 5: \_\_\_\_\_

**Equality Quiz** Round 5

Team Name: \_\_\_\_\_

Q 1: \_\_\_\_\_

Q 2: \_\_\_\_\_

Q 3: \_\_\_\_\_

Q 4: \_\_\_\_\_

Q 5: \_\_\_\_\_

## Equality of Equality?

### Learning!

To allow participants to debate the importance and relevance of different equality issues drawing on their experiences and knowledge of the global south.



### Statement Cards

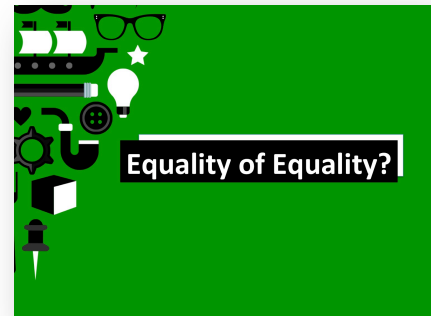
(See below)



Offer the equality statement cards <sup>(See page 15)</sup> to the group and ask for a number of volunteers to pick up one of each of the cards and stand at the top of the room, showing the cards to the group.



Ask the rest of the group to put the cards in order of “**most important**” to “**least important**”. Tell them which side of the room is which. Ask the participants holding the cards to accept instruction, as they will have the chance in the future.



Allow the group time to debate and order the cards themselves. Next, ask the group holding the cards if they are comfortable where they are standing and ask them to debate to change their position, if they would like to.

Now repeat the exercise but ask the group to reorder the cards, based on their time overseas, rank these statements in order of what you think is “**most important**” and “**least important**” to people in the global south.



### Debriefing!

Is there a reason why the order of the statements is different from your perspective and from the global south?

- Does anyone feel any of the statements are in the wrong place?
- Based on these discussions has any of your perspectives on these issues changed?

## Equality Statements

Marriage Equality

Freedom of Speech

Access to Education

Freedom to express/  
discuss sexuality

Freedom to choose  
who to marry for  
oneself

Freedom to work and  
earn money

To Vote

Run for election

To date and form  
romantic relationships  
before marriage

To express ones  
religion

To earn equal pay

To live life free from  
torture

To have a family

To have security and  
safety

Time for leisure

## Walk & Talk Equality

### Learning!

Allow people time for personal reflection, time to hear other participants perspectives, and express their own opinions.



Walking debate statements



Introduce the participants to the activity by explaining that we all have different perspectives on these issues. You may agree or disagree with what was said throughout the day and now is your chance to tell us what you think.



This activity is called a walking debate. It allows you to physically move around the room according to your response to the following statements. One end of the room is **agree**, the middle is **not sure** and the other end of the room is **disagree**. Ask participants to move position if they feel influenced by what they hear from other participants.



Read out the statements and allow people to move to the position in the room that they feel matches their opinion (your workshop can contain as many or as little statements as you like). Ask people individually about why they are standing where they are. Allow for people on opposite sides of the room to debate.



#### Tip

Ask one of your facilitators to act as a spotter who watches participants and encourages discussion from the quieter members of the group.



### Debriefing!

At the end of the discussion, try to summarise some of the key thoughts and opinions that were expressed. Acknowledge that different opinions are equally valid and that increasing our understanding of how others see things will add to how we develop our own perspectives.

## Walking Debate Statements

1. "There will never be equality in the world"
2. "All animals are equal, but some animals are more equal than others." (quote from animal farm)
3. Equality does not mean a better world
4. Everyone's right to health is recognised in Ireland
5. Discrimination is the biggest obstacle to health equality
6. Everyone is aware of inequality issues
7. LGBT rights are a human rights issues
8. "Does religion influence your views on LGBT people".
9. If I have no food to eat, I don't care about equality.
10. "Women who seek to be equal with men lack ambition." [Timothy Leary](#)
11. Older people don't understand equality issues.
12. Education will bring equality
13. The myth of race was created by racism
14. Members of "racial minority groups" do not practice racism.
15. It is important to be politically correct when speaking about equality

## Action

### Learning!

To have a clear set of potential actions participants can take to continue their engagement with equality issues

PowerPoint, Internet connection, Facebook account



Ask the group if they feel strongly about issues of equality after the workshop and if they would like to take action and become more involved?



Break the participants up into groups of even numbers and ask them to write down as many possible actions they could take to promote equality, in 3 minutes, e.g. campaigns, organisations, businesses, radio shows, TV shows etc.



Ask participants to come together to form a larger circle including all the groups and facilitators. A representative from each group will be asked to name out some of the items on their list.



Now, on your PowerPoint slide show, show your facebook event page (which you have setup earlier, see guide below) which has a deadline date about one month in the future from your workshop date. Invite participants to join the group and write, in the comments section, what actions have they take to promote equality. This will give them an opportunity to share the actions they have carried out and inspire others to do so too. Ask them to #Equality in their facebook posts and to Tweet their actions using the #Equality.



### Tips

- Use dates that might be relevant for the group as the end date to stimulate more momentum.
- Some participants will not be on a social media platform, ask them to email you their actions and you can post them on their behalf.
- Use other social media platforms e.g. your organisations website, Facebook, Twitter, Instagram, Pinterest, Snapchat etc.
- Encourage participants to share the Facebook event to their friends to get more people involved!



Hand out the evaluations to the group after this action and gather them at the end.

**Congratulations! You are now on your journey as a global justice advocate!**

## How do I create an event on Facebook?

To create an event:



1. Log into your facebook account
2. Click Events in the left menu of your homepage.
3. Click Create in the top right.
4. Fill in the event name, details, location and time, and choose your privacy settings. Keep in mind that you must include an event name and time.
5. Click Invite Friends to add friends to the guest list. Check the names of the people you want to invite and click Save.
6. Click Create.

You'll be taken to your event where you can share posts, upload photos, invite more guests and edit event details.



The screenshot shows a Facebook event page for "Equality Network Weekend". The event is titled "Take Action for Equality!!" and is scheduled for Saturday, May 30 at 6:00pm in Ireland. The event is public and hosted by Tara McGrath. The page features a green background with various icons and a banner that says "TAKE ACTION". The event description encourages users to share their actions for equality and provides links to resources like "GENDER" and "http://www.heforshe.org/". The right sidebar shows 7 people going, 0 maybe, and 7 invited. There is an "INVITE FRIENDS" section with a search bar and two "Invite" buttons. Two red boxes highlight the search bar and one of the "Invite" buttons.

## Workshop Evaluation

Please indicate how strongly you agree or disagree with the following statements by circling the number that applies where

**1** indicates “**Strongly Disagree**” and **5** indicates “**Strongly Agree**”

	Strongly Disagree	Somewhat Disagree	Unsure	Somewhat Agree	Strongly Agree
I am now more aware of a wider range of issues relating to equality	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I can see the connection between global and local equality issues.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The debates and discussions I participated in during this workshop enhanced my understanding of the issues discussed.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I am inspired to take further action and learn more as an active global citizen	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The facilitator(s) made me feel comfortable asking questions and participating	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The venue and facilities of the workshop was suitable	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

Please indicate which part of the workshop you felt was most valuable, useful, or interesting to you?

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When conducting this workshop in the future should anything be added or changed for future groups?

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## Facilitators Reflective Evaluation

The volunteers and staff of EIL Intercultural Learning designed this workshop kit to assist you in your practice as a development education multiplier for the Irish Community and Adult sector. To assist this group to improve this workshop kit and help with the design of future kits please use this survey to reflect on your delivery of this workshop and provide us with feedback to [info@eilireland.org](mailto:info@eilireland.org)

Having delivered this workshop...

What did I do really well in my delivery and facilitation? (arranged the space effectively, made people feel comfortable, creating an environment where people could engage with each other, handled conflict well, ensured all voices were heard, challenged stereotypes and advocated for voices that were not present)

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What worked really well about the workshop content that I wouldn't change? (the content was relevant and topical and of interest to the group, the flow from one topic to another had a logical sequence that built the learning gradually, the explanation of how to run the activities was easy to follow, the learning outcomes were realistic and achieved),

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If I delivered this again is there anything I would change about my delivery?

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To improve this workshop kit is there anything here that could be changed to enhance the learning of participants, or make the facilitation easier?

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# Volunteer Abroad

Explore the world...  
and make a difference!

Volunteer projects in Africa, Asia & Latin America.



For more information please contact:  
info@volunteerabroad.ie / 1850 29 29 39 /  
www.volunteerabroad.ie

“Five weeks in India opened  
a new world - different culture,  
a great chance to learn from  
a way of life and to experience  
making new friends and  
Niamh, from Cork City”



## Where can I go?



1. Mexico
2. Guatemala
3. Ecuador
4. Peru
5. Chile
6. Argentina
7. Brazil
8. Morocco
9. Ghana
10. South Africa
11. Turkey
12. India
13. Nepal
14. China
15. Thailand
16. Vietnam

### Projects Available

- Teaching and education
- Childcare and welfare
- Health
- Social and community work
- Human rights
- Environment
- Women's Empowerment
- Construction and maintenance
- Sports

### Flexible & Tailored Programmes

- Placements available from 3-24 weeks
- Accommodation options include a host family or a Volunteer House
- Language courses available
- Comprehensive preparation & in-country support assured

For more information or to discuss your options,  
please contact us today:  
email [info@volunteerabroad.ie](mailto:info@volunteerabroad.ie) or call 1850 29 29 39

**JOIN OUR ONLINE COMMUNITY!**

Read blogs and testimonials from past volunteers at [www.volunteerabroad.ie](http://www.volunteerabroad.ie)



Contact EIL's Global Volunteers Teams to learn more about Volunteering Abroad

Visit our website:

[www.volunteerabroad.ie](http://www.volunteerabroad.ie)

For more information email:

[info@volunteerabroad.ie](mailto:info@volunteerabroad.ie)

# The Global Citizen Award

If you have facilitated this workshop in your own community, workplace or school you may be eligible to apply for the Global Citizen Award.

For more information contact the Global Citizen Award team at [info@globalcitizenaward.ie](mailto:info@globalcitizenaward.ie)

## THE GLOBAL CITIZEN AWARD

Are you interested becoming a global justice advocate within your local community? We are seeking motivated International volunteers who are keen to embrace a new challenge!

### Who can apply?

- You must be aged 18 years or over
- Willing to volunteer for a minimum of 3 weeks overseas
- Self motivated and up for a challenge!

### What's Involved?

The Award programme provides a framework of requirements however, it is a personal challenge that is planned and undertaken by you, with the support of your appointed mentor.

#### Bronze

- Pre-departure training
- Minimum of 3 weeks volunteering overseas
- Debriefing workshop
- 2 global blogs or articles

#### Silver

- Pre-departure training
- Minimum of 3 weeks volunteering overseas
- Debriefing Workshop
- 4 global blogs or articles
- 1 action project

#### Gold

- Pre-departure training
- Minimum of 3 weeks volunteering overseas
- Debriefing Workshop
- Formal development education training
- 6 global blogs or articles
- 3 action projects
- 1 volunteer commitment in Ireland (min 40 hours)

The aim of the Global Citizen Award is to motivate volunteers as global justice advocates who can use the experience of what they witnessed to raise awareness of global issues within their communities when they return home.

**Is this the opportunity for you?**

Contact Tara on [tara@eilireland.org](mailto:tara@eilireland.org) or Phone: 021 4551535

For more information visit: [www.eilireland.org/programme/global-citizen-award](http://www.eilireland.org/programme/global-citizen-award)

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**Congratulations on the success of your workshop!**

**More workshop Kits will be available on**

[www.eilireland.org/programme/workshop-kits](http://www.eilireland.org/programme/workshop-kits)

Send your photos, comments, and feedback to [info@eilireland.org](mailto:info@eilireland.org)  
or post to the following address:

EIL Intercultural Learning,

1 Empress Place,

Summerhill North,

Cork.



Thank you to the members of the Development Education Committee who prepared this Workshop Kit!

#### Development Education Committee 2015

This Kit was create in the following steps:

1. Meeting to decide a theme and delegate roles
2. Each Committee member fills out a thinking document with ideas, video, links, activities and people to contact.
3. The activities are compiled into a plan in the office and the Committee meet to decide on the final activities, who is doing what, and practice some of the activities.
4. An operational draft of the workshop kit is created and sent to committee members.
5. The committee works together in groups to practice their facilitation. The DevEd Coordinator is available for any advice or support.
6. The Development Education Committee facilitated this workshop on the 29th of March 2015 to an excellent group of Network members.
7. Evaluations are collected from facilitators and participants.
8. Improvements are made to the workshop kit.
9. Final workshop kit is produced and available online for download!
10. Participants are inspired to facilitate their own workshops and are motivated to become global justice advocates!



Development Education Committee Members; Adam Peerbux, Laura McLoughlin, Brian Hughes, Mora Cliffe, Sarah Brazil, Deirdre McAdams, Niamh Foley, Clíodhna Cotter, Lynn Waller, Elaine Doyle, Jorge Ruiz, Órla Ryan



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