

Alliance Common Action 2017
1Table4All
Training proposal “Global (In-) equality and (Un-) sustainability”



This training proposal is supposed to help you as IVS organisations to prepare your workcamp leaders for this year’s Alliance Common Action 1Table4All. The Common Action touches upon various themes - migration, sustainability, accessibility, gender equality - which all relate to the overarching topic of global inequalities. Inequalities, in turn, are closely connected to unsustainable human activity, a relationship which is clearly illustrated by the Sustainable Development Goals (SDGs) of the United Nations. The following training outline includes (1) an initial starting game, (2) a reflection part, and (3) a teaching part on inequality, sustainability and the SDGs.

Time: Depending on the time you have available to run this training session, the length of the schedule can be varied so that it can take between 1.5 and 2.5 hours (the times given in the schedule add up to 1.5 hours). Some ways to vary the length of the session are picking more or less questions in (1) and (2), or having more presentation than collective brainstorming in (3).

Resources needed:

- spacious room (with a starting line on one side) for the starting game
- chairs (one for each participant)
- pencils (one for each participant)
- Annex 1 (“roles”) printed and cut into pieces (at least as many roles needed as number of participants)
- Annex 4 (“Flower of Power”) printed (one for each participant)
- Annexes 2-3-5 printed (for the trainer)
- flipchart for brainstorming
- (optional: powerpoint presentation on Annexes 6-7)



Schedule (for a 1.5 hours session):

Time (minutes)	Activity & desired outcome	expected/desired outcome	Resources needed
30	1. Starting game: “Privilege Walk”	The Participants become aware of inequalities in today’s world , and the unifying spirit of IVS .	spacious room with a starting line on one side.
5	a) Preparation: <ul style="list-style-type: none"> ● The participants get each a piece of paper with the description of a character on it (Annex 1). They do not show their sheets to the others. ● The participants stand next to each other on one side of the room. 	Different characters are present in the room. They differ with regard to opportunities, wealth, security etc. Some characters could be participants in the workcamp, others could be people from the local community where the workcamp takes place.	Annex 1, cut into separate pieces of paper (one for each participant)
15	b) First round: <ul style="list-style-type: none"> ● The trainer reads out a couple of statements (Annex 2). If the participants think the statement applies to them, they take a step forward; if not, they stay. ● Participants can take bigger steps if a statement strongly applies to them, or smaller steps if it applies only a little. ● Afterwards, have a short reflection in the group on what kind of characters are in the room. Who decided why to step forward and why not? What kind of assumptions did they link to their given characters? How did it feel for them to get ahead or to stay behind? 	Those characters having most money, opportunities, peace, resources ... will probably proceed furthest. The participants become aware of the inequalities in today’s world. They get the opportunity to try to empathise with the different characters and therefore get a first impression on what diversity can imply.	Annex 2

10	<p>c) Second round (setting of an inclusive workcamp)</p> <ul style="list-style-type: none"> • The trainer reads out a couple of statements that relate to an inclusive workcamp (Annex 3). If the participants think the statement applies to them, they take a step forward; if not, they stay. • Afterwards, have another short reflection in the group: Who decided why to step forward and why not? What was different to the first round? Have their feelings been different? 	Now, more steps forward will be made by everyone, mostly independent from money, opportunities, peace, resources etc. The participants become aware of the unifying spirit of IVS which sees all human beings as equals.	Annex 3
30	2. Reflection part: Inequalities in our everyday lives?	Participants reflect on where they experience inequality, unfairness, unsustainability etc. in their own everyday life , and if they see connections between those phenomena as well as to their own behaviour and lifestyle.	
15	<p>a) "Flower of Power"</p> <p>Each participant gets a piece of paper with the "Flower of Power" on it (Annex 4). They fill in the flower according to where they see themselves. To give everyone privacy and a safe space to really reflect on their own situation, the exercise should be done anonymously. If people feel like sharing some interesting insights, they should do so voluntarily after everyone has filled in the "FoP".</p>	The participants get aware of their own situation (power or marginalisation).	Annex 4; one print-out of the "FoP" for each participant; one pencil for each participant
15	<p>b) The "Rack-Wheel"</p> <p>Now, the participants take each one seat in the Rack-Wheel (description on the right) so that everyone is facing one other person. The trainer reads out questions (Annex 5), which are then discussed by the couples for 2-3min. For every new question, all participants in the outer circle move one chair further clockwise so that the couples mix.</p>	The participant exchange with others on their own power or marginalisation.	one chair per participant; chair arrangement: outer circle facing inwards, inner circle facing outwards; Annex 5

30	3. Teaching part: Tackling Inequality		
15	<p>a) Inequality and Sustainability: The United Nations Sustainable Development Goals (SDGs) Depending on time & needs: Only presentation by the trainer or mixed with interactive brainstorming</p> <ul style="list-style-type: none"> ● What is sustainability? (Brundtland Definition) (presentation or collective brainstorming) ● Where do participants see a link between inequality and unsustainability (collective brainstorming) ● The United Nations Sustainable Development Goals (SDGs) (presentation) 	<p>The participants learn about the Brundtland Definition of sustainability and the UN SDGs. They get an idea of the link between inequality and unsustainability.</p>	<p>Annex 6, flipchart for brainstorming</p>
15	<p>b) Alliance Common Action 1Table4All Presentation:</p> <ul style="list-style-type: none"> ● Who is the Alliance? Who are the working groups and task forces? What is the common action? ● What is the common action 1Table4All about? ● SDGs that are especially relevant regarding the common action: <ul style="list-style-type: none"> ○ 2: Zero Hunger ○ 5: Gender Equality ○ 10: Reduced Inequalities ○ 12: Responsible Consumption and Production ○ 13: Climate Action ○ 16: Peace, Justice and strong Institutions ● How to join? What to do? How to share your experience and give feedback to us? 	<p>The participants hear about the Alliance, the working groups and task forces and what the common action is. They get to know this year's common action "1Table4All" and WANT TO JOIN IT :)</p>	<p>Annex 7; info sheet on 1Table4All; guidelines for campleaders</p>

Annex 1: Roles for the starting game “Privilege Walk”

- You are Nela from Sudan, 21 years old and mother of 4 small children. Your husband got killed by rebels a few weeks ago, and cholera is threatening you and your children. You suffer a lot under the tensions in your country. You barely have a school education.
- You are Pedro, a small vegetable farmer in Southern Spain. After having struggled with droughts for some years in a row, this year your harvest got destroyed by large amounts of unexpected snow.
- You are Harry, a 41-year-old manager working for HSBC in London. You just received a salary increase, which allows you to finally buy a new SUV for your son.
- You are Elena, a 53-year-old housewife from Italy. You never earned your own money. You always stay at home. You are financially and personally completely dependent on your husband, because you never finished school. He doesn't like to travel, so you haven't left your village for 30 years.
- You are Dimitrij, a 31-year-old soccer player from Russia. You are homosexual, but you've never told this to your family or to your soccer team. You are afraid your cover could be blown. You have a boyfriend, but you meet each other secretly.
- You are Ahmad, a 26-year-old engineer from Syria, but you live as a refugee in Germany. You are not allowed to work and your professional education is not accepted there. Your family is still in Syria, but you are not allowed to bring them to Germany.
- You are Lily, a 35-year-old doctor, working in Kenya. You come from France. The hospital which you used to work for asked you to work abroad in Kenya but for the same salary as in France. You live in a nice house in the wealthy district of Nairobi. You are very corpulent.
- You are Artur, 15 years old and from Estonia. Your family had a bad car accident three years ago. Your parents died. You sit in a wheelchair since then. You live in a foster family. General access is difficult for you in town, e.g. in shops, bars, discos, and therefore you stay mostly alone in your room sitting at your computer.

- You are Michael, a 19-year-old student from the U.S. You like to drink alcohol since you were 14 years old, even though it's not legal in your country. You love to party every night. Imagining a party without alcohol would be no real party for you. You are traumatised because of the sexual abuse you have experienced as a child.
- You are Imad, a 23-year-old sociology student in Algeria. You have already finished your studies, and you would like to leave the country because you think there are better job-related opportunities outside Algeria. But you have already been waiting for your visa for months.
- You are Andrea, 86-year-old from Slovakia. You never had children and you live alone. Nobody is looking after you or caring for you, all your friends have already died. You hardly meet anyone, except the young employee of the daily meals on wheels. You are healthy, but you feel lonely.
- You are Elise, a 23-year-old chemistry student from Austria. You are a good student. You have enough time to learn, because there is no need for you to work. Your parents are financing your food and accommodation. You speak four languages and next summer you will start an internship in a recognized enterprise. You are allergic to gluten.
- You are Jonas, a 20-year-old student from Lithuania. You broke up with your girlfriend some weeks ago because you realized you are in the wrong physical body. You feel more like a woman and you feel attracted towards men. Your family is startled. Your friends turn away from you. You feel guilty.
- You are Petar, a 28-year-old tourist guide from Serbia. You still live with your parents. You think that care work should be done by women only. You never cooked, cleaned or washed anything in your life and you are not planning to. You are not able to swim.
- You are Elif, a 17-year-old student from Turkey. You are very religious. You wear a headscarf and you do not want to sleep in the same room as men or do sports with them.
- You are Juan, a 22-year-old employee from Mexico. You have HIV.
- You are Anna, a 24-year-old student from Germany. You are a single mother of a two years-old daughter. You are an animal rights activist, vegan yourself and raising even your child as a vegan.

- You are Cleo, a 18-year-old student from Portugal. You are a Person of Colour (PoC). People often stare at you or want to touch your hair. Often they are stunned by your good Portuguese. Others spit at you and tell you to go home, considering you as a refugee. Police is frequently checking your passport on the streets.
- You are Myo Sun, a 16-year-old student from South Korea. You have never been abroad before, because you are bipolar. Traveling and being surrounded by a lot of strange people causes psychological stress.

Annex 2: Statements for round 1 of “Privilege Walk”

Take one step forward ...

- If there is always food in your house and you never felt hungry
- If you do not have any disease or disability that prevents you from doing the things you want to do
- If you are a white male
- If you can legally marry anyone you might fall in love with
- If you attended school with people you felt were like yourself
- If you grew up in a caring home and supportive family environment, where all your general basic needs got fulfilled
- If you were never paid less or treated less fairly because of your gender
- If you have never been the victim of physical/verbal violence based on your gender, ethnicity, physical appearance, age or sexual orientation
- If you have never felt disadvantaged because of your gender, ethnicity, age, sexual orientation or nationality when applying for an employment position
- If you are fluent in English
- If you did not lose your wife/husband and you are not divorced
- If you never felt uncomfortable about a joke directed at your gender
- If you have finished high school
- If you have a safe and sufficient income that allows you to sustain a living
- If you can walk alone at night without feeling discomfort
- If you are caring for sustainable development
- If you are not a single parent
- If you are able to kiss your partner in public without being stared at or being discriminated

- If you can express your ideas and political views freely
- If you feel comfortable in your body
- If I you are not an immigrant
- If you do not have to cope with frequent catcalls because of your gender
- If you are able to travel without any obstacles

Annex 3: Statements for round 2 of “Privilege Walk”

The setting in this round is an inclusive workcamp scene! The participants are asked to imagine the best setting for their role they could wish for.

Take one step forward ...

- If you are able to eat everything prepared in the workcamp as decisions about what to cook are taken by the whole group and all needs get the same consideration
- If you are able to get a visa and to leave your country and go abroad to join your workcamp (because a workcamp organisation has sent you an invitation letter)
- If you are able to express your ideas and political views freely when talking to your camp mates and local partners
- If you feel taken serious by your camp mates and local partners
- If you are able to join all the free time activities (because they are affordable and provide access for everybody)
- If you are just seen as the person you are, not as the person people might think you are, because people take time to really talk to you instead of holding on to their prejudices
- If you are able to give each task in your workcamp a try, e.g. cooking a meal for many people, paperhanging, polishing, sawing, planting, cleaning,
- If you enjoy meeting people from all over the world working together on a common aim, which benefits the local community
- If you feel well living in a big group of people, working together, cooking together, and spending your free time together (without WiFi, Social Media or TV)
- If you feel your skin colour is not important while having fun together in painting the fences
- If you do not have to be afraid of being discriminated against because of your gender, ethnicity, age, physical appearance, sexual orientation or nationality

- If you feel welcome in the group despite having some kind of disability.
- If you are able to love everyone you want without being attacked for this
- If you have the possibility to show your skills and ideas because inner values matter more than gender
- If you feel like you are raising peace by taking part in your workcamp

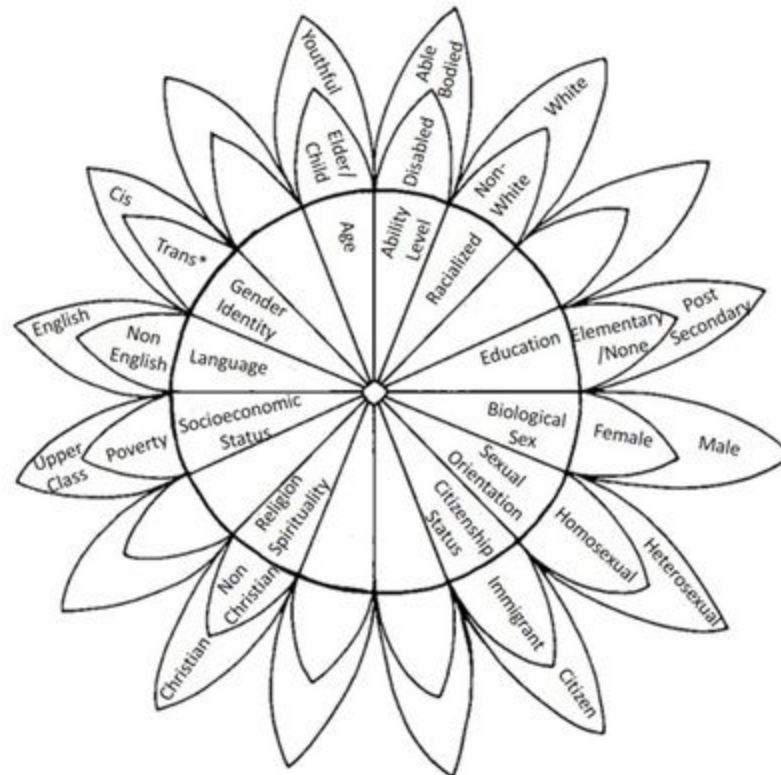
Annex 4: The “Flower of Power”

The **Flower of Power** is a great activity that can help a group of learners start thinking about their individual places of privilege. It is also a useful activity to help stimulate dialogue on how our personal places of privilege/marginalization can influence and shape group processes. Participants circle or highlight the inner or outer-most “petals” of the flower – each indicating a social location that they identify with. In some variations of this activity, such as the printable copy we’ve included at the bottom, blank petals are left intentionally for individuals to put in their own, unique locations.

We encourage you to try this activity and follow-up with reflection. Here are a few suggested questions that can help to start and deepen the discussion:

- What do the inner and outer-most petals represent?
- What do these petals indicate, and how do they reflect your experiences of privilege/marginalization in society?
- Can this awareness of power and privilege affect your personal and professional relationships? And if so, how?
- How can this knowledge influence a learning environment?

for printing:



Annex 5: Questions for the “Rack-Wheel” exercise

- Do you feel privileged?
- Do you think your general basic needs are fulfilled?
- Do you think your situation of power/marginalisation enables you to live a sustainable life?
- Do you think all genders have equal opportunities in your country?
- Have you ever felt unsafe while walking home at night?
- Did you ever feel uncomfortable when someone made a joke about your nationality or gender?
- Did you ever feel inferior/superior to others at school/work because of your gender, ethnicity, age or sexual orientation?
- Did you ever face any physical barriers which you couldn't overcome by yourself?
- Can you express your ideas and political views freely where you come from?
- Have you ever been discriminated against because of your religion / personal beliefs?
- Did you ever have to leave out a meal or dish because of your diet/dietary needs?
- Do you see people of your race widely represented on TV or in newspapers?
- Are you confident that your co-workers will not think you got your job just because of your gender?
- Have you ever been asked or assumed to speak for all people of your sexual orientation?
- Did you ever experience that the decision to hire you or not was based on assumptions whether or not you might choose to have a family sometime soon?
- Do you think “diversity” in our society is possible and liveable?

Annex 6: The United Nations Sustainable Development Goals:

a) What is Sustainability? (presentation or collective brainstorming)

One very famous definition is the **Brundtland definition**: “Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”

- to be found in the Report of the World Commission on Environment and Development “Our Common Future” (Chapter 2, 1.)
- named after the former Norwegian Prime Minister Gro Brundtland who held the role as Chair of the World Commission on Environment and Development
- claim for **intergenerational** as well as **intragenerational** justice

b) The link between inequality and unsustainability? (collective brainstorming)

Which links do the participants see? Collect the ideas on a flipchart.

(Examples: less income often leads to less sustainable food choices, cheap fashion, dirtier technology; gender inequality often implies that girls are not allowed to go to school; lower level of education often implies less income ...)

c) The United Nations Sustainable Development Goals (SDGs) (presentation)

On 1 January 2016, the [17 Sustainable Development Goals \(SDGs\)](#) of the [2030 Agenda for Sustainable Development](#) — adopted by world leaders in September 2015 at an [historic UN Summit](#) — officially came into force. Over the next fifteen years, with these new Goals that universally apply to all, countries will mobilize efforts to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind.

The SDGs, also known as Global Goals, build on the success of [the Millennium Development Goals \(MDGs\)](#) and aim to go further to end all forms of poverty. The new Goals are unique in that they call for action by all countries, poor, rich and middle-income to promote prosperity while protecting the planet. They recognize that ending poverty must go hand-in-hand with strategies that build economic growth and addresses a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection.

While the SDGs are not legally binding, governments are expected to take ownership and establish national frameworks for the achievement of the 17 Goals. Countries have the primary responsibility for follow-up and review of the progress made in implementing the Goals, which will require quality, accessible and timely data collection. Regional follow-up and review will be based on national-level analyses and contribute to follow-up and review at the global level.

(Reference: <http://www.un.org/sustainabledevelopment/development-agenda/>)



Annex 7: The Alliance Common Action 2017 - 1Table4All

Who is the Alliance? We hope you know ;)

Who are the working groups and task forces? <http://www.alliance-network.eu/committees-and-working-groups/>

What is the common action? Since 2014, a yearly organised, themed activity open for all workcamps to join. Themes in the previous years were “Energy free day” (2014), “Cook for Climate” (2015) and “Let’s root for Peace” (2016). Until now, the common action has been prepared by the ESWG only, but this year it is a shared effort of A4AWG, GATF, GEWG and ESWG as coordinating group.

What is the common action 1Table4All about? Please refer to the info sheet on 1Table4All

SDGs that are especially relevant for the Common Action:

- 2: Zero Hunger
- 5: Gender Equality
- 10: Reduced Inequalities
- 12: Responsible Consumption and Production
- 13: Climate Action
- 16: Peace, Justice and strong Institutions

How to Join? What to do? How to share your experience and give feedback to us? Please refer to the guidelines for campleaders