



World Organization of the Scout Movement
Organisation Mondiale du Mouvement Scout



It's not fair!

North-South partnership, co-operation and solidarity

THEME: The workshop explores the connections between peace and justice on a world-wide scale: the imbalance of international trade/commerce, the rules of the economic game and the distribution of resources in the world.

DURATION: 2 hours (up to 2 1/2 hours)

NUMBER OF PARTICIPANTS: up to 30

STAFF REQUIRED: 1 leader and 2 or 3 facilitators

BACKGROUND

First of all, we should emphasise that when we say "majority-minority", we are not looking at the problem from a numerical point of view. Indeed, a very small minority of powerful people may control a country (political, economic and social elite, together or separately), and the same is true at international level. Industrialised and rich countries, sometimes called "the North" have enough power in many fields to control the countries and people of "the South", roughly 80% of the world population.

The workshop will help participants understand to what extent inequality is fundamentally ingrained in the working of the prevailing economic system. In two very recent presentations (made in Buenos Aires, Argentina, and Santander, Spain), Michel Camdessus, who has been head of the International Monetary Fund for 13 years, said: "Globalisation very often goes hand in hand with increasing inequality in the distribution of wealth, and so far we have been unable to find a solution to this grave/serious problem". (ref. 1)





By its very scope, this workshop is a truly international one, as it focuses on the situation world-wide. The fact that it has been used – in different variations or adaptations – in World and Regional Scout Global Development Villages involving young people from the four corners of the earth is proof that everyone can put himself/herself in the picture and identify with the subject discussed. In doing so, it is expected that participants acquire or reinforce a critical mind and also reinforce their determination to support the efforts of people all over the world – but very particularly in developing countries – to take their destinies into their own hands.

This approach raises questions such as: What are the rules of the game? Who makes them? Who benefits from them? Who can change them? What are the mechanisms of inequality?

They lead to broader questions, such as: How is it possible that, despite increasing material output, the progress of science and technology, hundreds of millions of people will be poorer in 2015 than they are today? Can this situation not be considered as a collective failure for humanity? Why is it so difficult to erect barriers against the unsustainable and irrational use of global resources? Is the world we are living in (in spite of material wealth accumulated here and there) heading towards a situation where it will become unsustainable from both an ecological and a social point of view?

The whole discussion should not be confined to an abstract level. In fact, it leads to a very personal examination: If you belong to the affluent minority, have you ever asked yourself: WHY are they so poor?

And, if you belong to the under-privileged majority, have you ever asked yourself: WHY are they so rich?

(These questions might seem demagogic at first sight! However, what might be demagogic are the answers, or some of the answers. But aren't the questions pertinent/relevant to today's world?)

CROSS-REFERENCE

This workshop is linked to several of the eight keys of the Culture of Peace: respect for human rights, solidarity, sustainable development and democracy.

KEY MESSAGES

- The imbalance in North/South relations is negative for both the North and the South, and this imbalance should be redressed.
- To take action in this field is, at the same time, a right and a duty of every citizen of the world.



PURPOSE/AIMS/OBJECTIVES

- To illustrate the vast inequalities in the distribution of resources brought about by the workings of the present global economic system.
- To encourage a questioning attitude towards the morality of the ways in which goods are distributed nowadays.
- To motivate participants about the need to bring about change in their own lives and in their communities at all levels: local, national and international.

METHOD AND DEVELOPMENT OF THE ACTIVITY

Preparation

- The word puzzle should be prepared as indicated (see below, Implementation, point 1), either on a blackboard or flipchart.
- The bowl of peanuts should contain twice as many peanuts as players (ideally $30 \times 2 = 60$ peanuts).
- One set of chance cards to be put in the centre of the wide circle.
- Each facilitator should have a copy of the suggested questions for the first part of the debriefing and another copy of the questions for the second part.

Implementation

Plenary session

1. Warm-up

The participants are welcomed and invited to “discover” the purpose of this workshop by working together on a word puzzle:
“When people go hungry, what is in short supply is not food but justice!”



G	J	U	S	T	I	C	E	F	P
O	V	U	T	S	R	N	Q	E	P
M	B	U	T	N	F	O	O	D	O
L	K	J	I	H	G	P	F	E	D
C	B	A	Z	Y	L	X	S	W	Y
V	U	T	S	E	S	R	U	Q	R
T	P	S	O	N	H	M	P	L	G
A	J	I	S	N	O	T	P	K	N
H	I	H	G	F	R	E	L	D	U
W	H	E	N	C	T	B	Y	A	H



The square contains all the words. Working together, participants have to find them. Words can be written vertically (from top to bottom or vice versa), horizontally (from left to right or vice versa), or diagonally (upwards or downwards).

The phrase is hidden on the blackboard or flipchart (each letter is replaced by a dash). When a word is discovered, the leader places it in the appropriate space, so that everyone can see the phrase being formed.

Example:

---- (= **when**)

----- (= **people**) and so on.

When the whole phrase has been uncovered, the leader makes the link with the purpose of the workshop and invites the participants to play the game. In doing so, they will quickly discover why it is called "Who are the lucky ones?"

Duration: 20-30 minutes

2. Game

The whole group of 25 to 30 participants (see above) is invited to sit in a wide circle or oval. This could take place in the same plenary session room or, even better, outside, in a pre-arranged place.

The leader explains the rules of the game:

- There are enough peanuts in the bowl to allow two per player.
- The number of treats each participant receives will depend completely on the luck of the draw.
- The cards are placed in a pile, in the centre of the circle or oval, face down.
- To play, each participant draws a chance card, stands, reads the card aloud to the group and follows the instructions on it.
- Unless the card says otherwise, the participants begin to eat their treats as soon as they receive them. Then, they place the card in a discard pile and sit down.

Duration: 10 minutes

The game is played, following the rules.

Small-group activity

Participants organise themselves in small groups (no more than 6-7 per group). They could be language groups if participants so desire (accompanied by a facilitator who understands the language spoken in the group).

Duration: 25-30 minutes





3. Debriefing session

Part 1

This is intended to give every player a chance to express his/her own feelings about the game. The facilitator will have a copy of the questions. Here are a few suggestions:

- Should anyone have got more?
- Should anyone have got less?
- Did the explanation on the card as to the reason for the amount you got seem logical to you? Did it seem fair?
- How do you feel about the attitudes of the lucky ones? Of the unlucky ones?
- Would you like to play the game again? If you knew you would draw the same card? If the treat were your spending money for the coming month? If the treat were your meals for the coming month?
- How could we change the game to give more people a share of the treats?

Duration: 20-25 minutes



Part 2

This is intended to help players make the transition to a real-life situation and to discover to what extent the game applies to the way resources are distributed in the world economy.

The following questions can be used as a guide:

- If you got no treats, or only one, in which country might you live?
- If you got lots of treats, where might you live?
- In the real world, what share does your country get? How do you feel about it: Is it insufficient, correct, fair, more than enough, unfair, etc.?
- How do you think others might feel about your country?
- How could we improve the chances of the unlucky ones in the real world without increasing the supply of resources?
- How could we increase the resources available?
- If we increased the supply but there was no change in the distribution system, how much would it improve the position of the unlucky ones?

Experience has shown that one member of the group should be in charge of making a few notes on one or two of the most difficult and/or controversial points raised, to mention them in the closing session.

Duration: 20-25 minutes



Plenary session

4. Questions from the groups

The whole group reassembles. The leader invites the groups to mention one or two points on which they would like clarification or further explanation. They should be written on the flipchart, unless there are repetitions, and if possible, related subjects should be treated together.

Duration: 20 minutes

5. Follow - up

The leader invites the participants to play the game in their respective associations, regions, districts or groups, hopefully as part of a more integrated development education or development co-operation programme (see Suggested Follow-up, below)

REMARKS TO LEADERS

The debriefing is very important for the educational purpose of the game and should be carefully prepared with the facilitators. In the preparation of the game, you will have noticed that the cards are set up so that 80% of the players get 20% of the treats, while 20% get the rest, which is approximately the way the consumption of world resources is divided today. With 30 players and 60 treats, 24 people will get 12 treats among them, which means that 12 people will go without and 6 people will get 48 treats among them. The cards drawn by the 24 people who get very little provide various reasons for the poverty in much of the developing world. The cards drawn by the 6 lucky ones explain some of the reasons why they are so well off. Facilitators should be aware of these aspects in order to understand the aim of the game, but no explanations should be given during the game, which should be active, fun and enjoyable.

During the debriefing session, help participants understand that:

- In the game, as in life, the starting point is dictated by sheer luck; no one can select his/her country of birth.
- If there is no change in the distribution system, an increase in the supply cannot improve the position of the unlucky players.
- Other factors must play a part: decrease in prices, change in conditions (illiteracy, unemployment, illness of family members, social security available, etc.).



Even if you are an expert on development matters and have carefully prepared the workshop, do not give the participants the impression that you have all the answers. Stress that we are dealing with global issues which are becoming increasingly complex, with economic, social, political, ecological, technological and cultural aspects interacting to explain a given situation. For that reason, each country and the world community require the active and informed interest of all their members. (see below, Scouts of the World).

SUGGESTED FOLLOW-UP

There are many opportunities for personal commitment at national level, depending on the countries. A few examples:

- Concerning fair trade, there are chains of shops promoting fair trade, such as "Artisans du Monde" and others.
- Concerning fair banks and investment networks, you will have to get in touch with a representative of such a network in your country.
- There is also the labelling of products (e.g. Max Havelaar – mainly in Europe, Clean Clothes in Switzerland, Fair Trade in the United Kingdom, etc.).
- Concerning ethical charters, they contain a code of business principles with a clear set of values; for instance, a code of conduct for producers. Many of those firms accept external audit/control, while others systematically refuse it!
- If you are a shareholder in a given firm, don't forget that shareholder pressure is very intense today, perhaps stronger than ever. Therefore, be ready to exercise your rights whenever possible for the good cause!

In general, governments, regional and local administrations, multinationals, private enterprise, etc. should be accountable to a principle of social responsibility: responsibility to the workers, to the consumers, to the environment, etc. (against the ideology of immediate profit).

The kit "Bridging the GAPP" (see Sources, below) has two sections entitled "It's not fair!" and "Spending your money" which are particularly helpful in this respect.



SOURCES

The simulation game "Who are the lucky ones?" was developed by the Global Community Centre in Waterloo, Ontario, Canada, and published, with authorisation, in the magazine *The Leader*, Boy Scouts Canada, February 1986. Many adaptations have been made, including for "15 Development Education Games for Scouts", published by the World Scout Bureau, Geneva, 1987-88, and also for "Bridging the GAPP" published by The Scout Association UK and the National Federation of Young Farmers' Clubs, UK, 1997.

Information concerning "Scouts of the World" is available from the Programme Service of the World Scout Bureau.
www.scout.org

REFERENCES

1. "La globalización suele venir acompañada de una creciente desigualdad en la distribución de la riqueza, y hasta ahora hemos sido incapaces de encontrar solución a este grave problema" (Ref. José Vidal Beneyto, article "El club de la mentira", in *El País*, Madrid, 21 Julio 2001.). Translation is ours.



Annex

Chance Cards

<p>1</p> <p><i>A flood wiped out your family's crops and you have no money.</i></p> <p><i>Take no treat.</i></p>	<p>2</p> <p><i>Because of the efforts of a Canadian well-driller, your village now has water to use on the field.</i></p> <p><i>You can now afford one treat.</i></p>	<p>3</p> <p><i>You have just left school and were lucky enough to get a job. However you need all your money to help send your younger brother to school.</i></p> <p><i>Take no treat.</i></p>	<p>4</p> <p><i>There was such a bad drought that the crops your family planted didn't grow.</i></p> <p><i>You cannot afford a treat.</i></p>	<p>5</p> <p><i>Your family's small farm produced very little this year because fertiliser costs were too high for you to afford.</i></p> <p><i>Take no treat.</i></p>
<p>6</p> <p><i>Your father got free schooling and now has a very good job.</i></p> <p><i>Take 10 treats and eat as many as you can as fast as you can.</i></p>	<p>7</p> <p><i>You have just helped the family harvest the crop. It has been very hard work.</i></p> <p><i>You can now afford one treat.</i></p>	<p>8</p> <p><i>Using what you learned in school, you helped your family grow a garden this year.</i></p> <p><i>You can now afford one treat.</i></p>	<p>9</p> <p><i>Your family's crop was mostly eaten by locusts this year and you couldn't afford pesticide.</i></p> <p><i>Take no treat.</i></p>	<p>10</p> <p><i>Your parents both have tuberculosis and are too ill to work.</i></p> <p><i>Take no treat.</i></p>
<p>11</p> <p><i>Your family grows coffee. Since the crop was very good this year, there is a surplus and the price has fallen.</i></p> <p><i>You may have only one treat instead of the two you got last year.</i></p>	<p>12</p> <p><i>Your father just got a big wage increase.</i></p> <p><i>You may take seven treats. Eat as many of them as you can as quickly as you can.</i></p>	<p>13</p> <p><i>A teacher taught your family how to keep a few chickens to provide eggs to improve your health.</i></p> <p><i>You can now afford one treat.</i></p>	<p>14</p> <p><i>Your father is blind because of an infection in the water. Your mother cannot work because she has no one to look after the children.</i></p> <p><i>Take no treat.</i></p>	<p>15</p> <p><i>Your family has just harvested a big crop of jute (used to make burlap bags). Since many of the buyers of jute have switched to using plastic bags, the price for jute has fallen.</i></p> <p><i>You may have only one treat instead of the two you got last year.</i></p>

<p>16</p> <p><i>Your family owns and runs a small business. Because you all have worked quite hard, you have done quite well. You may have eight treats. Eat as many of them as you can as quickly as you can.</i></p>	<p>17</p> <p><i>Your father can't get a job because he cannot read or write (there was no school in your village when he was young). Take no treat.</i></p>	<p>18</p> <p><i>Both your parents are unemployed, but they get unemployment benefit. You may have four treats. Eat as many of them as you can as quickly as you can</i></p>	<p>19</p> <p><i>Your father has been looking for work every day but there are always many people applying for the same jobs and he has not been successful yet. Take no treat.</i></p>	<p>20</p> <p><i>You have harvested a big crop this year. You would be able to afford three treats if the farm were yours, but you have to give two-thirds of your income to the owner of the land who lives in a big house in the city. Take one treat.</i></p>
<p>21</p> <p><i>Your father has just lost his job in a textile factory. The wealthy country which had been buying the cloth decided they should produce more of their own. Take no treat.</i></p>	<p>22</p> <p><i>Your family's food bills have gone up a lot this year because of large orders for grain and soya beans to fatten beef cattle in a wealthy country. Take two treats, but eat only one. At the end of the game, give your second treat to the person who got the most.</i></p>	<p>23</p> <p><i>Your father has a good job but he must pay school fees for you and your three brothers. Take only one treat.</i></p>	<p>24</p> <p><i>Your family has just inherited a great deal of money from a wealthy relative. You can have 12 treats. Eat as many of them as you can as quickly as you can.</i></p>	<p>25</p> <p><i>Although your family is one of the wealthiest in the village, they have just spent a lot of money on your grandfather's funeral. It would have been considered disrespectful if they hadn't done so. Take only one treat.</i></p>
<p>26</p> <p><i>All of your family's income this year was needed to cover the hospital bills incurred when you broke your leg. Take no treat.</i></p>	<p>27</p> <p><i>Your father works on a fishing boat, but the fish he catches are sold to feed the pets of wealthy people. Take two treats but eat only one. At the end of the game, give your second treat to the person who got the most</i></p>	<p>28</p> <p><i>Your father works at an iron mine. Raising his wages would mean that the company would have fewer profits for the owners in wealthy countries. Take only one treat.</i></p>	<p>29</p> <p><i>Your parents both work. Although their wages are not high, you can afford six treats. Eat as many as you can as quickly as you can.</i></p>	<p>30</p> <p><i>Ever since your father had malaria, he has been too weak to work. Your mother is dead. Take no treat.</i></p>

