

Trapese:

Take radical action through popular education and sustainable everything

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Introduction to Trapese Workshops.

In the build up to the G8 summit in Scotland 2005 the Trapese group formed. Initially viewing the G8 as a hook by which we could engage with people around the issues of the G8, global economy, climate change and debt we toured around Britain and a bit of Ireland for around 4 months, doing over 100 workshops, talks and pub quizzes.

The following document is a summary of the ideas and activities that we have used on our roadshow. Several of the games are taken from the work of the people doing similar work in the run up to the G8 summit held in Canada 2001. The ideal scenario is that people who have attended our workshops use these resources to do their own workshops, or to just learn a bit more about the G8 and the issues behind them.

One of the most inspiring things as we have traveled about has been the people who have attended and the variety of perspectives that we have encountered. Popular education can be a good way to bring people together and it's important to remember that we don't think we have all the answers but rather are trying to share our knowledge and resources as widely as possible.

We are currently putting together a more detailed publication. Any feedback, additions, constructive criticisms or other comments are much appreciated as are any articles for a potential G8 reader that you could contribute/suggest

What is popular education?

Popular education is always contextual and contingent, reflecting and responding to changing circumstance Ian Martin, Popular Education Forum in Scotland.

There are two different approaches to education

Behaviouralist Approach-

Assumes students are receivers of knowledge (jug and mug approach) that they are passive. Teachers are the experts and educational performance can be measured.

Constructivist-

Knowledge is dynamic, the classroom is not the only educational resource, learning is co-operative, hierarchy between student teacher has to be overcome- students are active agents.

Participatory and Action based approaches

The aim of popular education is to facilitate the flow of knowledge and draw on the existing knowledge of the group. Popular education also places value on emotive and creative knowledge as well as facts.

The methods used reflect the philosophy of the approach. Using both together constitutes popular education.

- METHODS
- Based on an interactive approach for example- the use of time lines, brainstorming, and activities.
- Linking local experiences with global perspectives
- using suitable research tools that are varied and interesting
- involving participants in the planning, development and dissemination of the research
- Deriving curriculum from interests/ aspirations and lived experiences of its students. Knowledge from below.

- □ helping with future action plans, looking at local opportunities for organising, networking contacts for training etc.
- OBJECTIVES
- To co-produce knowledge within the group
- To focus on group development rather than individual progress
- To emphasize co-operation as opposed to international competition
- To increase self esteem and abilities
- To link knowledge and action
- Not lifelong learning but learning for living
- To challenge inequalities
- To promote active citizenship

As Trapeze developed we used the following terms to describe what we aimed to achieve through our work.

POPULAR EDUCATION means;

- Developing a critical awareness about the world we live in
- Promoting social and environmental justice over economic gain
- Valuing creative, emotional knowledge rather than just facts

IN PRACTICE this involves:

- Getting to know the group and its context beforehand and adopting our sessions to meet their needs.
- Working with existing experiences and knowledge within groups in a non-hierarchical way
- Stimulating debate and free thinking rather than dictating facts.
- Helping with future action plans, looking at local opportunities for organising, networking contacts for training etc.

Why popular education?

- Education is vital to the development of autonomous thought and action.
- Many of our social relations are created in the classroom
- How we teach is as important as what we teach in order to promote co-operation, respect and uncover exploitation.

Moral Education

All education comes with some sort of moral perspective but frequently this is not acknowledged. If education cannot be neutral what ethics or morals do we bring with us when we are teaching? Popular education openly states its political purpose to empower and for the educator to not act as the group's liberator but rather enter in to dialogue.

The role of popular education in social Movements.

The history of popular education is rooted in Latin American social movements. Pioneered by Paulo Freire who wrote the Pedagogy of the Oppressed, (1996, Penguin). Popular education contributes to the defense and extension of social democracy and the rights of citizenship.

Defining social movements

Social Movements- movements of people in civil society which cohere around issues which they themselves define as significant.

Characteristically social movements can very loosely be described as having

- common cause
- antagonistic relations to another group (i.e. they are for something and against something else)
- normative orientation (i.e. - mobilising around ethical or moral code or set of beliefs which reflect shared values and purposes.
- autonomous because they control their own affairs and are active outside the structures of the state
- they make demands and exert influence over the structures of the state
- dissenting vocation, attempt to develop an alternative power base.

Popular education methods are invaluable to the holistic development of social movements. It is a symbiotic relationship - popular movements are strengthened by popular education and vice versa.

History of Trapese

Trapese started as idea, a glimmer that the G8 was coming to Britain and we should do something. Climate change, Africa and poverty are something that affects us all. But in Trapese we don't see these topics as distance from us but rather something that we all face every day- be it the effect that's climate chaos has on our lives, the poverty we see- not just in Africa but there starkly obvious in Britain and every where in the so called developed world. . The ravages of the multinational stripping us of identities, the commodification of cultures, the convenience life that we treasure so dearly comes at an expense of peoples lives and the environments across the world. The G8 themselves represent a system that deliberately maintains the control of the worlds resources in favour of economic policies that will best serve neo-liberal agendas, the multinational and profiteering above all else.

It is highly reasonable given the war in Iraq, the lack of action over crucial issues and the apathy that grips and paralyzes Britain that a small group of people wanted to see, to try if they could begin to chip away at the stone and build a network of popular educators who would engage people with all of the above issues but in a way that made sense-that was participatory- inclusive- relevant to their lives and moreover that meant they felt afterwards that they could do something.

On a sunny day up a mountain in Asturias (Spain) about a month before the roadshow was set to begin we argued about names- we went around and around in circles with list after list of the things we thought us important to have in the name.

Intelligent, action, dynamic, inspiring, dancing, learning, supporting, building, continuum, political vacuums etc.

And then someone said it Trapese- you know the idea of making a leap- that we all have to make a leap and jump to the next Trapese if we can do something about any

of these issues. And then we struggled to fill in the acronym till it became Take Radical Action through popular education and sustainable everything. And it was born. It was no matter that actually none of us really knew what popular education was at the time or were an expert on the global economy, climate change or anything else. It comes from a passion that the world we live in is wrong and people want to change it. We learnt through trial, error and experimentation. And then we read some books and laughed because somebody had very succinctly academised our attempts to engage with communities, schools, universities. We are learning by doing. Somebody donated us a blue fiat panda which we nicknamed Pandora, we found an enormous bean bag in the shape of a hamburger and five of us and the hamburger which was hugely impractical would squeeze into the car and off we went. We toured Britain and a bit of Ireland for a total of 4 months giving workshops and doing pub quizzes putting on wigs which we saw as a way to bring in a lighter element to everything, entertain ourselves but also trying to present the issues in a way that wasn't doom and gloom. We borrowed A's dad's van after the fiat panda became impractical- some brilliant people gave us a way of what we were doing louder and then we realized and are still realizing that changing the world means that people involved with changing the world need to speak to people-maybe it seems highly obvious but people want to know and listen- people want to change things...

Practicalities

Normally we give two hour workshops that combine issues of the global economy, climate change and debt. However if it's possible we give longer workshops that allow us to go into much more depth about the subject.

Tips for workshops

Tips for Advertising

- Make posters and make them available for download put them up in local colleges, universities, bars etc.
- Contact other groups (normally by phone) such as Friends of the Earth, People and Planet, Local Anti War groups, Community groups
- Put it up on Indy media (www.indymedia.org.uk)
- Get a website
- Send workshop schedules out on as many email lists you can think of that would be relevant.

Tips for the workshops

- Make sure at least one of you knows where your supposed to be going. Many is the time we arrived somewhere and realised no body had a clue as to where exactly we were going.
- Keep a list of all the things you need for a workshop and make sure somebody is responsible for each thing.

- Get there at least 30 minutes before hand and meet up with the people hosting you and give them a run through of what you were planning to cover
- Make sure there is plenty of time within the workshop for people hosting to speak and participate and try to integrate their issues early on into the workshop
- Arrange the chairs in a circle

The Workshops

The following is a list of games and activities we use. We are constantly finding new ones, changing the old ones as we learn more and more about how they work. Practice- flexibility is crucial in giving workshops. Always make sure you feel confident about at least some of the activities and then if one doesn't work out you at least have a safety net to fall in.

Introductions (5 min's)

Establish who you are and why you are giving this workshop. Ask participants to give their names and explain briefly what they would hope to get out of the workshop.

Common Ground Game (5 min's)

Aim

This is designed as an ice breaker and also helps the person facilitating the session, and the participants to see how many similarities exist between the members of the group.

Method

Everyone stands in a large circle. Explain to the group that when a statement is read out, if they AGREE they should take a small step forward. If they DON'T AGREE, stay put. Don't take steps backwards. The statements can be changed every time according to the group. Some examples that we have used:

"I think corporations are taking over our political processes"

"This makes me angry"

"I drink fair trade coffee/tea"

"I don't think this is enough"

"If all the G8 leaders were women, the world would be a better place"

"I think the new band aid single is awful" (or some other topical thing)

"I have protested against the G8 before"

“I am planning to go to Scotland this summer”

Depending on the size of the circle/group within 10 or so statements everyone should be in the centre of the room.

Tangle. At this stage you can all sit down. OR ask each member of the group to close their eyes and put out their hands in to the middle of the (now very small) circle. Ask each person to take two other hands. When they open their eyes the task is to untangle the knot.

Conclusions

This workshop is about facilitating people’s learning- nobody here is particularly an expert on any of the topics we will be discussing but we are trying to create a participatory environment where people feel they can contribute and we try doing this through various games etc.

Group Agreement

Groups can vary enormously and there are invariably some people that talk more than others - we normally ask everybody if they will agree to the following things before starting

- Try not to interrupt other people talking
- be respectful of other people’s opinions etc
- make sure that everyone is aware that sometimes women don’t speak as often as men in groups.

Also sometimes it’s necessary to explain why you are sitting in a circle- so everyone can see each other’s faces, so as not to reinforce hierarchy which would change the learning dynamic. With younger age groups sometimes the sheer fact of sitting in a circle is a signal to go wild and it can take a while till it settles down.

World Map Game (5 min’s)

Aim

To identify the names of the leaders and countries that is included within the G8

Method

Cut out the 8 faces of the G8 leaders and give one face out roughly dividing the room equally into 8. Ask participants to go and put the face on the country of the map the particular G8 leader is from.

If there are a number of participants from different parts of the world give them a

marker and ask them to put it on the country where they are from.

Conclusions

Ask participants if they notice anything about the map.

This game clearly highlights the imbalance of the G8 leaders- they are all from countries in the Northern Hemisphere.

What is the G8 (brainstorm) (5 min's)

Aim

To create a general understanding within the group as to what the G8 actually do.

Method

On a large piece of paper ask participants to shout out what they know about the G8- this from past experience can include almost anything!!

Conclusions

Depending on the group this session can go into quite a lot of depth- however there are games further along which cover some of the areas in much more detail.

Some key points however:

- The G8 is self elected
- Their meetings are technically informal
- One of their aims is to find consensus with the within the worlds most powerful countries
- They have ministerial meetings throughout the year but the leaders gather together once a year in the summer for that 'Kodak' moment.
- The G8 is the self appointed forum of the major free market economies, and is at the centre of global governance.
- The G8's declarations shape the key decisions in the management of world economic and security initiatives.
- The majority of world's major economic and security initiatives are discussed first by G8.
- These industrialised nations assumed stability of a new monetary state of floating exchange rates.
- Russia joined in 1997; it is excluded from the meetings of the G7 finance ministers meetings.
- G8 has no permanent staff/ no headquarters no set of rules governing its operation/ no formal legal powers/ doesn't create binding agreements but exerts extreme amounts of power
- . The combined force of the G8 countries mean that they effectively control the World Bank, WTO, IMF, NATO, UNSC/ APEC/NAFTA/ EU and the commonwealth.
- The number of votes that a country gets in the IMF/WB is determined by the amount of contributions to the budget. G8 provides over half of WB funding.

- Officially decisions at the WTO are made by voting or consensus, unofficially decisions are made behind closed doors by the QUAD, USA, Japan, Canada and the EU, (France, Italy, Germany and UK)

G8 Timeline (10 min's)

Aim

To chart the role of the G8 and the rise of neo liberalism and place the G8 in historical context

Method

On a large piece of paper draw a line starting in 1945 through till 2005.

Cut out the timeline cards (in appendixes) and ask people to form pairs and place the event on where they think the correct place is on the timeline.

When the participants have finished go through each one. It's important to ask the people why they put their card there and what the event itself was. If they don't know ask the rest of the group- before you tell them (if you know!)

Conclusions

This game is fairly self explanatory but one point of interest is that the G8 was a reaction to the oil crises during the 1970's and was set up effectively as a crisis management committee for these 8 countries.

Acronym Game (10-15 min's)

Aim

The idea of this game is to expose the world hidden behind acronyms, jargon bust and prepare people for some of the info coming later related to these things.

Method

With this game its useful to gage the level of knowledge existing in the group-some of the acronyms are really obscure.

Cut out the acronym cards. Divide the group into three or four and give each team three/ four cards. Ask the groups to discuss the cards within their small group. Go round the groups and make sure they know which each acronym means.

Bring the participants together again- each group has to present the acronym to the other groups without saying any of the words in the name. So for example if you have WTO you can't say the words world, trade or organisation in your description but something like global institution that regulates and removes barriers to trade.

The first person to correctly guess what the acronym stands for wins the card (although of course it's not about competition!)

Ask the person who guessed the correct answer to explain what the acronym does and then open it up to the wider group if they have any other information. Then deal with

any questions people might have- WARNING this game can become extremely long.

Some of the acronyms we have used in the past include:

WTO-World Trade Organisation (makes international trade rules with the power to enforce over national laws, rounds of negotiations cover goods, services, intellectual property etc.)

IMF - International Monetary Fund. Lends developing countries loans

SAPs- Structural Adjustment Programmes. Conditions for IMF loans which mean liberalizing economy, i.e. deregulating and privatizing industries, increasing exports and reducing barriers to trade.

PRS- Poverty Reduction Strategies- exactly same as the above but with a ‘nicer’ sounding name.

WB- World Bank lends money to projects in developing countries

G8- Group of Eight most industrialised countries

G20- Group of twenty heavily indebted economies such as Argentina, Brazil, India, South Africa etc also includes the G8.

TRIPS- Trade Intellectual property rights

G77- The rest of the world- 153 countries

GMO's - Genetically Modified Organisms

NEPAD- New Economic Plan for African Development

OPEC- Organisation of Petroleum Economies

OECD- Organisation of European Co-operation and Development

FTAA- Free Trade Agreement of Americas

CDM- Clean Development Mechanisms

NATO- North American Treaty Organisation??

NAFTA- North American Free Trade Organisation

IFF- International Finance Facility

UNSC- United Nations Security Council

Other ‘funny’ ones

NGO- Non governmental organisation

SWP_ Socialist Worker Party

PGA- People’s Global Action

CIRCA- Clandestine insurgent Rebel Clown Army

Conclusions

It’s important that we demystify these important sounding acronyms and understand how they all inter connect with each other.

Communiqués. (10 min’s)

Aim

To look at how the G8 communicate with the world.

Method

Explain that at the end of each summit the G8 come out, stand together and present their discussions in the form of a communiqué. For these sections we took statements from the 2004 G8 summit in Sea Island (see appendixes) . We asked participants to read them out and then we would discuss what they actually meant.

We also rewrote some of the statements and after the discussion we would ask participants to guess which one of the following it was.

Conclusions

The results of the G8 summits are often shrouded in secrecy and the communication we have with them as public amounts to these communiqués.

Owner of a shoe company (10 min's)

Aim

To highlight some of the tendencies of neo-liberalist economic policies

Method

Break the group down into smaller groups and ask them to imagine they were the executive manager of a large multinational shoe company that was looking to relocate an arm of its manufacturing factory. Ask participants to come up with a list of things that would be important for them to consider in their relocation move.

Bring the group together again and draw up a list of things the groups felt would be important for the shoe company.

Conclusions

Mostly groups come up with the following stuff anyway but in case they don't this a good opportunity to explain neo-liberalism.

Globalisation isn't a new phenomenon, since Columbus began process of colonization in 1492.

"We must find new lands which we can easily obtain raw materials and at the same time exploit the cheap labour that is available from the natives of the colonies. The colonies will also provide a dumping ground for the surplus goods produced in our factories." Cecil Rhodes, founder of Rhodesia,

So it's not vastly different to now, big business have been changing the rules so they can go anywhere they want to with their money and do anything. Based on the theory that all profit is beneficial and that increased wealth will eventually trickle down to benefit everyone. Globalisation doesn't have to impoverish people but generally tends to.

The very basics of neo-liberalism aim to drive down the costs of production and maximize those of profit.

- Cheapen the costs of production
- Privatize publicly owned enterprises
- Allow total capital mobility
- Undermine the ability of governments to regulate big business
- Eliminate the concept of public good
- Create powerful new global institutions that are only accountable to big business like the WTO

Chair game (5 min's)

Aim- To get everyone off their feet, have a laugh and look visually at the imbalance of the G8 countries and the rest of the world.

Method

Ask for 10 volunteers ask them to form a line with their chairs and sit on them. Say that these 10 people represent the world's population which is roughly 6 billion- so each person represents 600 million.

Ask: What percentage of the world's population is in G8 countries

Answer: 12%. Nominate one person (ideally on the edge to represent the G8)

Ask: What % of the World's total GDP is produced by the G8

Answer: 48% (roughly 50%) ask 4 people to leave their chairs and squeeze with the other 5 people into theirs

Ask: What% of the world's total annual carbon emissions are produced by G8 countries

Answer: 62% ask another person to leave their chairs and squeeze into the remaining 4.

Ask: Of the top 100 multinationals how many have their headquarters in G8 countries

Answer: 98%. That would leave no-one with any chairs but if the G8 chucked a bit of aid at them that would leave them with 1 chair. Ask everyone else to squeeze into the remaining 1 chair. Obviously quite difficult- ask the G8 how they are feeling - and then ask the majority world what they would do to change the situation.

Conclusion

Whilst it is obviously a very over simplified game it is an interesting way to visualize the power and imbalance that the G8 represents. All sorts of global economy statistics can be used but the general conclusion of the game is normally the same?

Films

Films help enormously in changing the tone of the workshop- giving you a break and explaining things that perhaps you don't feel confident explaining. Films we have used in the past include.

- Washes Whiter (available from Trapeze website and
- The Corporation
- Why close the G8 (Camcorder Guerillas)
- Cheeky Apocalypse (Rising Tide)
- The Clown Army Recruitment video (The Clown Army)

Climate Change

Film- Cheeky Apocalypse (10 min)

What is climate change - Brainstorm (5 min?)

Aim- to establish a group idea as to what climate change means to them

Method

On a large piece of paper write down what people shout out. Often the is climate change and what causes climate change become inseparable so maybe writing headings on either side of the page- why and what is useful.

Talk about what people bring up and make sure all the group understands.

Spider Gram (15 min's)

Aim- to show the interconnectedness of whys, what's and rebound effects of climate change.

Method

Divide the group into smaller groups (depending on size 4/5 is a good number in each group)

Give each group a large piece of paper with climate change written in the middle of it and some 'key' words such as deforestation, rising sea levels, food miles, consumerism cars, asthma et. Ask the group to come up with more words and draw links between the words that are related to each other.

They can be really interesting diagrams and can help groups to see how all these issues are related.

Conclusions

Climate change is effecting every area of our lives, it is happening NOW and now even the most skeptical of scientists acknowledge that climate change is real and will cause dramatic changes to the earth and the things living in it.

Little Drawing (5 min)

To help establish with the group a basic understanding as to what is climate change.

Method

Draw a rough diagram of the world and ask people to shout out what things contribute to climate change

- Things like factories, cars, cows, aero planes, humans etc.
- Explain that these things cause green house gases the main one of which is carbon dioxide but also methane, carbon monoxide etc.
- As these things produce gases they rise up to the ozone layer which keeps them trapped in the earths atmosphere
- As the sun shines on the earth these gases increase the density of the earths atmosphere and cause what is known as global warming or climate change
- The effects of this are unpredictable but things that should have been mentioned in section 1 are more likely to occur

Timeline- History of Climate Change (5 min's)

Aim-To show that climate change is not a new phenomenon and that the inability of governments to act till 2005 is absolutely CRIMINAL.

Method

As with many of the climate change issues at the beginning you are trying to establish a group consensus on the why's and wherefores of climate change therefore it can involve a lot of explaining.

Generally we use the following timeline to explain the history of climate change.

1896- The first scientist came up with the theory that carbon dioxide could cause global warming with potentially disastrous effects

1979- The World Metrological Organisation bought together scientists for the 1st world climate conference. They issued a call to governments to prevent and prepare for the negative impacts of human induced climate change.

1988- J Hansen, a climate scientist at NASA warned a meeting in Washington that the world was getting warmer. This led to the formation of the IPCC, (Intergovernmental Panel on Climate Change.) This body has input from around 2000 scientists from around the world. Since their formation they have released what are called "assessment reports"

1994- The earth summit in Rio de Janeiro in which 177 countries came together agreed that action need to be taken

1995- IPCC produce a second report in 1995 confirming that climate change was caused by “a discernible human effect”.

1997- The Kyoto agreement was agreed

2001- The US and Australia pulled out of climate change talks

2005- The Kyoto protocol was signed, the US finally agreed that climate change was happening- Blair spun a great deal of rhetoric around the G8 summit yet very little actually happened with big business solutions, techno fixes, carbon trading and nuclear power bigged up as the solution. It has become known as the Gleneagles declaration.

Conclusion

It's clear that an enormous fault lies at the heart of governments who through vested interests in large multinational companies have failed to act in the interests of the people despite international processes which have attempted to avert the worse effects of climate change.

The YES/NO game (around 20 min's)

Aim

This activity is to give people a chance to see their opinions in relation to other points of view and to try and defend or persuade others. It is the point in the workshop where the aim is to open it up much more to being guided by the participants and much less by the people giving the workshop.

Method

All stand up and explain that you are all standing on a continuum between YES at one wall and NO on the other and not sure in the middle. Read a statement and ask people to move depending on their point of view. When people have moved, ask someone closer to yes or no to try and explain why they are standing where they are and then someone from the other side. Carry on the debate as long as you think and then ask anyone if they want to move after what they have heard.

Questions that we have used include: (see info boxes for some ideas to stimulate debate)

- Is Nuclear power is a viable, clean alternative to fossil fuels.
- Could renewable energies could meet all of our current energy needs.
- Can international agreements like Kyoto can help to cut greenhouse gas emissions.
- Third world poverty is a result of corrupt leaders.
- Is it desirable that levels of consumerism in the developing world equal that of

those in the 'developed' world

- We need the G8 to solve the climate change crisis
- Is Tony Blair serious tackling climate change
- Carbon sinks and emissions trading are effective ways of reducing carbon emissions
- Dropping the debt and doubling aid will make poverty history

Conclusions

Whilst these debates are normally colourful the people giving the workshop need to be careful that they do not 'rant' too much and when they give their opinion it includes an "I personally" believe- from our past experience it's normally where we let loose.

Debate role plays.

Divide the group into three. Depending on the size of the group you may want to subdivide the groups, 3-5 people per group is best. Explain that the groups are going to debate a question. Each group is given a role card which has their role and some information/ pointers. Each group has an opportunity to prepare their arguments for 5-10 minutes. Jo Public sits in the middle and should prepare questions that represent a wide range of opinions. Each side is then given a chance to put across their side and to try and convince Jo Public. The public then have a chance to ask questions. Of course the debate will vary depending on the participants but the idea is to bring out the central arguments and for the members of each group to stay in role, even if they don't agree with what they are saying.

Here are some sample role play cards.

Climate Change.

Q. "Is the Labour government serious about tackling climate change?"

*Tony Blair, a BP funded scientist, and member of the nuclear power lobby.

*Joe Public

*Climate Change activist

A resident of Tuvalu Island in the South Pacific, (currently 1m above sea level) and member of the Alliance of Small Island States

Your island is going to be flooded yet your economy didn't create this problem and

you're angry that the Western world are responsible but aren't doing anything. They say that it's cheaper to relocate the population of your island than to tackle climate change, but it's your home and you have cultural and spiritual connection with your land.

*an anarcho-primitivist.

Debt.

Q. Can the G8 "Make Poverty History"?

*The G8 leaders POINTS: *in 1997 the G7 forgave \$100 billion of debt owed by the 48 Most Highly Indebted Countries.

*The competition of the Doha round of WTO talks will bring wealth and prosperity to the whole continent of Africa.

*We consult with Africa Heads of State to help spread hope to the poorest people in the world.

*A final big dose (i.e. doubling to 0.7% of GDP) will "make poverty history"

*The CEO of Wal-Mart

* Jo Public- Prepare to ask questions to both camps and remember to represent a wide array of views and concerns.

* A Market trader from Niger,

* Make Poverty History campaigner. 20 years after the first Band Aid, children are still dying from hunger and lack of clean water. G8 leaders must take action to stop the unnecessary debts. Drop the debt, double aid and give Africa trade justice.

*Someone who thinks that the problem is the western governments causing the problem

Resistance

This section is really important - it's what makes popular education what it is- because popular education is political - it's about things being relevant- it's about people taking action from what they learn. It's also about normalizing protest in an age where mainstream culture shies away from it. Whatever way you look at it protest and resistance are vital components of any society. That should never be forgotten and we should be shouting that from the roof tops.

Resistance Timeline. (10 min's)

Aim

To chart global resistance to the current economic system. To place the isolated spectaculars into a context which shows them as interlinked, diverse and connected facets of growing global resistances .

Method

On the same time line as the rise of global capitalism draw a line from the 1945 to 2005. Cut out the resistance timeline cards ask participants to go into pairs and put the events on the time line.

Also give participants blank cards and ask them to fill in things they would like to add to it - maybe from their local area or things they have been inspired in. Go through the events - asking others to explain where necessary. (Or yourself)

Conclusion

The spiel. We are living in really exciting times - there is a global movement of movements emerging that is historically unprecedented

- It is global- the rise of the internet has made communication cheaper and easier
- It has no leaders, it is made from the people within
- It has no common goal
- It has no shared political ideology
- It has no headquarters, no permanent staff
- It deals with different issues not just one.

Brainstorm ways of expressing political dissent. (10 min's)

Aim

To show the enormous and diverse way that we can resist and to place them in a relative context that people may choose many different ways of resistance.

Method

Ask people to shout out what they have done, what's inspired them, what they have heard about.

Write them down.

These are some of the examples we have had in the past;

Direct actions, tree sits, blockades, occupied buildings/ cranes/ land, banner drops, benefit gigs, changed their light bulbs to low energy ones, told their neighbors that they need to wake up, organised talks, made leaflets, posters, websites, Written letters, petitions, benefit gigs, leafleting, forming groups, boycott, lobby MP, demos, setting up social centres, organising meetings, doing workshops, teach ins, performance/music, making short films, hunger strike, and strike.

Direct Action-Self organization/autonomy, self management, creating the world we want to see, empowering.

Conclusions

There are absolutely loads of things we can do and do

Discussion (20 min's)

As our workshops tend to be based on a specific arising event we generally tend to focus on the event. At the end of the workshop we would try to build it around the event in hand by asking questions.

For example around the G8:

How do people feel about coming to Scotland to protest?

Do you think it's useful?

What could be effective?

What would you like to do?

What can be done before the G8?

RA.PE.SE (radical action, popular education and sustainable everything) (15 min's)

Aim

To build positively into the workshop and feel happy about the things they are doing/ can do and explore ways to expand on the things they are working on / learning about

Method

In small groups discuss three things you can do to take radical action supported by popular education that encourages building sustainable everything. After about 10 minutes go around the groups and draw up a list of things that people mention. Talk about ways people can continue the work/ meeting afterwards.

Conclusion

Often at these types of workshops done in the reaction to something groups can emerge if this appears to be the case, suggest things like - another meeting time, collecting each others contacts, setting up an email list.

Calendars of Resistance (5 min's)

At the end of each workshop it's really great to go through things that you know are going on in relation to 'resistance' and draw up a calendar with contact details for people to get more information on stuff.

Presents. (15mins)

Aim- to have fun and for participants to 'think the unthinkable' and 'dream the impossible' it can be funny, empowering and is a positive ending.

Method

Write a wish list of things for anything from a huge, spectacular demonstration to a sustained protest campaign on to small bits of card and then pass around in a hat, asking each person to take their present and say how they might use it. For example, the ability to look like anyone you want, a huge projector, a million pounds, an hour of prime time TV, a key that unlocks any lock, an invisibility cloak, the ability to look like anyone you want, a guarantee you'll never be caught, 1000 clowns, 200 golf buggies, a tea party with the spouses of the G8, being a chamber maid at Gleneagles or whatever else the imagination drifts too!!!!!!

Media Workshops (30 mins)

Aim - to empower people to speak to the media and to build confidence within a group that they can and will manipulate media if they choose to

Method

1.

There is a short video, "Emissions Statements." Ask people to watch it and write down the things that they remembered the most, the 5 most impacting ideas or statements. Watch it again and write down why those ideas had been so impacting. Build a role play around the possible questions asked and divide the group in to pairs asking each person taking the role of a journalist and interviewee at a time.

2. Brainstorm a list of potential questions likely to be asked by the media about a given situation-break the group into pairs and ask each person to take on the role of the interviewer or interviewee. Build up a list of FAQ's that could potentially be useful to the group at a later date.

Conclusions

The mainstream media itself is a site of struggle if we wish in anyway to build, expand upon and bring more people into this so called movement of movements. Whilst they may be insipid and generally annoying to deal with they have a 24/ 7 access to the world outside our bubbles...

There have been many amazing and inspiring people that took part, are part of and have supported the Trapeze project- we would like to thank them all- but in particular- Subcommdante, Wiestse, Mark Notts , Mark B , Sam, Andy's, Tami, Jo and Tony , Dr Cutler, Sue, Jen, JJ , the Schnews crew, Dave

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Development and Change (BL West 2 Economics, A - 0.01 DEV)

Development Policy Review (BLW2 Economics)

IDS Bulletin (BLW2 Sociology)

IMF Survey (www.imf.org/) and IMF staff papers (BLW2 Economics)

Journal of African Economies (BLW2 Economics)

Journal of the Asia Pacific Economy (BLW2 Economics)

Journal of Asian and African Studies (BL West 2 General JOU)

Journal of Modern African Studies (BL West 2 Geography, A - 0.01 JOU)

Journal of Peasant Studies (BL West 2 Sociology, A - 0.01 JOU)
 Journal of Development Economics (BLW2 Economics)
 Journal of Refugee Studies (BL West 2 Politics, A - 0.01 JOU)
 OECD Observer, www.oecdobserver.org (BLW2 Economics F)
 New Internationalist (available electronically)
 Political Geography Quarterly (BL West 2 Geography A - 0.01 POL)
 Population and Development Review (BL West 2 Sociology A - 0.01 POP)
 Progress in Development Studies (BLW2)
 Public Administration and Development (BLW2)
 Review of African Political Economy (BLW2)
 World Development Report (BL West 2 Economics, E-20 WOR)
 The Pacific Review (BL West 2 Politics A - 0.01 PAC)
 Southern Africa Political and Economic Monthly (BLW2)

Web

Official Government/corporate sites

Bretton Woods Project	www.brettonwoods.org/
Commonwealth Secretariat	www.thecommonwealth.org/
Food and Agriculture Organisation (FAO)	www.fao.org/
International Labour Organization (ILO)	www.ilo.org/
OECD Development Indicators	www.oecd.org/dac/indicators/index.htm
OECD	www.oecd.org/
The World Bank Group	www.worldbank.org/
International Monetary Fund (IMF)	www.imf.org/
UK Dept for International Development	www.dfid.gov.uk
UN Development Programme	www.undp.org
UNESCO	www.unesco.org/
United Nations High Commission for Refugees	www.unhcr.org/
United Nations	www.un.org/
United Nations Trade and Development (UNCTAD)	www.unctad.org/
United States Agency for Int Development	www.info.usaid.gov/
Official USAID site	www.usaid.org/
Trilateral Commission	www.trilateral.org/
World Economic Forum	www.weforum.org/
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NGO and campaign sites

50 years is Enough!	www.50years.org/
ActionAid	www.actionaid.org.uk/
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BBC World Service	www.bbc.co.uk/
Briefings on World Bank Forest Policy	www.forestpeoples.org/
British Refugee Council	www.refugeecouncil.org.uk
Campaign Against the Arms Trade	www.caat.org.uk
Challenge globalisation site	www.challengeglobalization.org/
Child Poverty Action Group	www.cpag.org.u
Christian Aid	www.christian-aid.org.uk/
Corporate Watch	www.corporatewatch.org.uk
Debt and development Coalition	www.debt_ireland.org
Development education association	www.dea.org.uk

Development Gap website	www.developmentgap.org/
Development research gateway	www.id21.org/society
Development Studies Association	www.bham.ac.uk/DSA/
Dissent Against the G8	www.dissent.org.uk
Drop the debt campaign	www.jubilee2000uk.org
Earth Summit 2002	www.earthsummit2002.org
Fair Trade resources	www.fairtrade.org.uk/
Focus on the Global South	www.focusweb.org/
G6B (Group of 6 Billion) summit site	www.g6bpeoplessummit.org/
Global issues sites	www.globalissues.org/
Globalisation and Regionalisation study centre	www.warwick.ac.uk/csgr/
Globalise This!	www.globalizethis.org/
Globalize Resistance	www.globalizeresistance.org/
Greenpeace	www.greenpeace.org/
Human Rights Watch	www.hrw.org/
Human rights without frontiers	www.hrwf.net/newhrwf
Includes spoof-WTO site	www.theyesmen.org/
Indymedia News	www.indymedia.org.uk
Information about aid agencies	www.aidagency.com
Institute of Development Studies	www.ids.ac.uk/eldis/
Int. Institute for Environment and Develop.	www.iied.org
International Campaign to ban landmines	www.icbl.org
International institute for Sustainable dev.	www.iisd.ca
International Organisation for Migration	www.iom.int
International Forum on Globalisation	www.ifg.org
Jubilee South	www.jubileesouth.net
Justice without Borders	www.justicewithoutborders.com
Kiptik Chiapas Solidarity Group	www.kiptik.buz.org
Latin America	www.lanic.utexas.edu/
New Internationalist Magazine	www.oneworld.org/ni/
On how not to count the poor	www.socialanalysis.org/
One world Centre	www.belfastdec.org
ONEWORLD Net	www.oneworld.org/
Overseas Development Institute	www.odi.org.uk
Oxfam	www.oxfam.org.uk
Peoples Global Action	www.agp.org
People and Planet	www.peopleandplanet.org/
People centred development forum	iisd1.iisd.ca/pcdf
Privatisation link	www.privatizationlink.com/
SAFERWORLD (global arms trade watchdog)	www.gn.apc.org/sworld/
Save the Children	www.savethechildren.org.uk
Schnews Radical News Collective	www.schnews.org
Social justice activism	www.rowmanlittlefield.com/
Statistics on development	www.ids.ac.uk
Students for Global Justice	www.studentsforglobaljustice.org/
Teachers in Development Education	www.tidec.org
The hunger site campaign	www.thehungersite.com
The South Centre	www.southcentre.org/
Third World Net	www.twinside.org/
Third World Network	www.twinside.org.sg/trade_1.htm/
Trade for justice movement	www.tradejusticemovement.org.uk/
Vandana Shiva	www.vshiva.net/
Voices from the South	www.saprin.org/voices_from_the_south.htm
Women in Development Education	www.urosur.org/wide/porteng.htm
World Banks Bonds Boycott	www.econjustice.net/
World Development movement	www.wdm.org.uk
World Health Organisation (WHO)	www.who.org/
World Social Forum website	www.portoalegre.com/

World Summit on Sustainable Development
WTO Watch
Youth Action for Global Justice
Zmag site
www.trapeze.org

www.worldsummit.org
www.wtowatch.org/
www.weforum.org/ www.justact.org/
www.zmag.org/

