

Demystifying Economics

A Scoping of
Economic Education Resources

Produced by
Just Associates (JASS)
&
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Participation Group



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WHY ECONOMIC LITERACY?

For many people around the world, economic policy is shrouded in the mystique of “expertise” that tends to obscure the politics behind the economics. Like all public policy, to one degree or another, economic policy choice is shaped partly by expert knowledge but ultimately it’s the product of political negotiation, conflict and compromise between different interests. The problem is that the cloak of “expertise” tends to prevent citizens, workers, consumers and even government leaders, from participating fully and openly in economic policymaking. The scarcity of participation and debate in economic policy is compounded today in many countries because many aspects of local and national economic policy are dominated by global actors and policies.

It’s not surprising that reform and justice advocates of all kinds have sought to *demystify* economics and economic policy for decades. Education initiatives aimed at unpacking the key features, core assumptions, real consequences and hidden priorities behind economic policy have been an important part of diverse economic justice, political organizing and reform strategies through which grassroots groups, citizens, unions and leaders in government challenge policies that benefit the few, and seek more equitable alternatives and respect for rights. Over the years, these diverse economic education initiatives – some large, some small, some informal, some formalized -- have been called “popular economics” or “economic literacy”. But, fundamentally, their common purpose is to offer the **ABCs of economics**, making this knowledge more accessible and relevant to the average worker, citizen or leader, and thus, enabling them to challenge political-economic choices that are undemocratic and unsustainable.

Although the intentions of economic literacy efforts today are similar to ones 30 years ago, the nature of policy and economics is always changing. Today, economic globalization has added an additional layer to the mystery of economic knowledge and policy choice. Similarly, different moments in history are shaped by ideological trends that have a big impact on policy choice and citizens’ acceptance or demand for alternatives. Today, although the “Washington Consensus” that has defined economic policy the world over for some time is thought by many to be “in crisis”, neo-liberalism and its aftermath still dominate economic policy choices in many contexts. For more than a decade - small government, reduced taxes, minimal labor and environmental standards, privatization of essential services and fiscal austerity have been the hallmarks of both global and to a great extent, national and local economic policy.

So, effective economic literacy is not just about the ins and outs of concrete policies, it must also equip citizens to probe and think critically about the core ideas, worldview and political agendas behind policy. What’s more, recent experience shows that economic literacy must also help citizens trace the connections between their local economic situation and realities of injustice to national and global economic policy dynamics in order to enable them to strategize about how to participate in and pressure for change.

Through our diverse action research, participatory education and advocacy-organizing efforts in connection with economic and social justice initiatives, Just Associates and at the IDS-Participation Group have been reminded of the central importance of economic knowledge to citizens, workers, consumer and government leaders and the evolving complexity of the local-national-global dynamics. Out of our common commitment to building effective citizen, trade union and local government participation, we were interested in taking a look at how civil society groups around the world committed to rights, justice and democratic participation were handling these new economic education challenges.

This *Partial Scan of Economic Education Resources* is an initial attempt to identify and catalogue some of the many rich economic literacy resources that have been developed and used by NGOs, trade unions, social movements and others. While these resources generally share the goal of “popularizing economics” and global economics in particular, these materials vary significantly in terms of their level of accessibility to grassroots audiences, their potential use in a learning setting and their easy connection to action. While some are more suitable for NGO activists or union leaders with some policy sophistication, others are suited for workers and grassroots communities with no knowledge of economics. Although some materials provide a useful, simple explanation of concepts and terminology for reference, others embed economic analysis and concepts in participatory learning processes more readily tied to action.

We share this scan as a work in progress aware that we’ve barely scratched the surface. Even as we attempt to finalize this initial list, we are discovering materials in video, CD and other formats. We are also painfully aware that this is a list of materials in English – knowing that rich varieties of economic literacy materials are produced and used widely in Latin American, East Asia, Eastern Europe and West Africa in many other languages than English. With that in mind, we encourage you to send us your additions and corrections to: participation@ids.ac.uk marked with ‘Econ Literacy’ in the subject heading. Please include the title, author(s), main concepts, length (number of pages), a brief summary, date of publication, publisher and contact information for the distributor (address, phone and e-mail).

We would like to thank Darshana Patel at IDS and Vivek Ramkumar at Just Associates for compiling this information. We are hopeful that this list of resources, albeit incomplete, helps to energize and inspire this critical but often under-resourced aspect of long-term strategies aimed at political and economic transformation: helping people to better understand and use economic knowledge to promote sustainable, people-centered alternatives.

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Demystifying Economics

A Scoping of Economic Education Resources
– Annotated bibliography –

Prepared by Darshana Patel and Vivek Ramkumar

Action Research on Garment Industry Supply Chains

Main Concepts: Worker Rights

2003
(67 pp.)

This guide combines the experiences of organizations that participated in an action research project in Asia and Europe. The first section of the guide outlines the basics of how global supply chains operate, the second section details four different methods for tracing supply chains and third section highlights some of the primary concerns of workers themselves. The final section provides some tips on how to write a report to present the findings for advocacy purposes.

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info@women-www.org

http://www.women-ww.org/action_Research.pdf

Blocking Progress: How the Fight Against HIV/AIDS is Being Undermined By the World Bank and International Monetary Fund

**Main Concepts: Loan Conditionalities,
International Financial Institutions
(IFIs)**

2004
(27 pp.)

This ActionAid briefing paper explores questions that have been raised over the last two years after which the Ugandan Finance Ministry attempted to block the acceptance of a \$52 million grant to fight AIDS, TB and Malaria. This briefing discusses the logic of IMF loan conditions to developing countries, IMF budget austerity and the reasoning behind strict “budget ceilings” and why the Ugandan finance ministry has prioritized adhering to such ceilings over using this grant to step up the fight against HIV/AIDS.

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<http://www.actionaidusa.org/blockingprogress.pdf>

Budgeting for People Centred Development

Main Concepts: Budget Reform

This CD includes reports, experiences, learning and resources from three workshops on people centred budget advocacy. The workshops cover themes of power and interests in public finance and policy, budget systems and revenue and expenditure analysis.

Hannah Beardon

The Integrated Social Development

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Centre for Advocacy Studies

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http://www.isodec.org.gh/isodec/Research-Advocacy/budget-advocacy/Budget_Advocacy.html

Economic Literacy: Trade Unions Trainer's Manual

Main Concepts: Global Economic Concepts, Worker Rights

(45 pp.)

A manual designed for trainers giving tools and materials to enable him/her to conduct a 3 day economic literacy workshop. It includes material on the basic components of an economy, major domestic and international economic issues with a focus on the Indian Labour Reforms & Industrial Restructuring.

Lisa McGowan

Solidarity Center with INTUC-HMS-

CITU-ACILS-AITUC, SARDI

Washington, D.C. U.S.A.

(1) 202-778-4500

www.solidaritycenter.org

Economics Education: Building a Movement for Global Economic Justice

Main Concepts: Global Economic Concepts

**2001
(90 pp.)**

This handbook is targeted for community activists, organizers, union members, students, teachers and citizens - anyone who is interested in learning more about the way the economy affects our lives. Although it does not provide a curriculum, this book presents an accessible analysis of the global economy, complete with handouts that can be copied for use in workshops and group learning. The book also gives some ideas for exercises for structuring workshops. It begins with an analytical framework, then specifically discusses issues of debt, trade and privatization and ends with a list of helpful resources.

**Mary Zerkel (ed.)
Praxis, Economic Justice Project
Chicago, Illinois U.S.A.**

**(1) 416-516-9546
catalystcentre@web.ca**

<http://www.catalystcentre.ca/rtwx2/Catalogue/000004776D.htm>

Economics in Indonesia: What Every Worker Needs to Know

Main Concepts: Global Economic Concepts, Worker Rights

**2001
(126 pp.)**

This handbook provides a series of exercises for an economic literacy workshop for rank and file trade union members to demystify global economic issues, aimed at helping unions participate in economic policy issues. It includes basic economic concepts, and definitions; analysis of the Asian economic crisis—its causes and impact; the global economic environment and decision-making of international financial trade institutions that impact workers and union members.

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http://www.solidaritycenter.org/our_programs/global/

Education for Changing Unions

**Main Concepts: Economic Concepts,
Worker Rights**

2002
(277 pp.)

This handbook presents practical, structured learning and planning activities, ideas, and debate about union education. Written in an accessible style, the authors have created a book to inspire working people and teachers in many settings and locations. Six thematic threads tie the book together: community, democracy, equity, class consciousness, organization building, and “the greater good.” Evaluation, strategic planning, and survival for the long haul round out the discussion.

**Bev Burke, Jojo Geronimo, D'Arcy
Martin, Barb Thomas, Carol Wall
Women's Inter-Church Council of
Canada
Toronto, Canada**

(1) 416-535-9914

btlbooks@web.ca

<http://www.btlbooks.com/>

Field Guide to the Global Economy

**Main Concepts: Global Economic
Concepts**

2000(To be updated in 2005)
(145 pp.)

This book is an “at-a-glance guide” to the myths and realities of the global economy. Illustrated with charts, graphs, and political cartoons, *The Field Guide to the Global Economy* explains the international economy and reveals the harmful effects of corporate-driven globalization. This guide describes how the global flow of goods and services, money, and people affects communities, workers, the poor, and the environment. It also describes the organizing efforts of workers, shareholders, voters, consumers, students, and artists around the world in response to the negative impacts of globalization.

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http://www.ips-dc.org/pubs/pb_fieldguide.htm

Fighting Back on Budget Cuts: a Tool Kit

Main Concepts: Budget Reform

2003
(28 pp.)

This publication is designed to be a training resource for organizers, community groups, and public agencies at the city and state levels to help groups fight for community centered budget priorities. This kit can help groups better understand the economic and political context in which budget cuts are taking place, develop strategic communications and organizing plans for influencing budget policy and gain tools and methods for researching state budget processes. It also explains the importance of popular education, campaigns and building alliances within communities to move budget advocacy forward. The final sections outline how to create an issue-based action plan and to involve the media in advocacy work.

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<http://www.thepraxisproject.org/toolkit/index.html>

Fighting Back with Social Movement Unionism: A Handbook for Alliance of Progressive Labor Activists

**Main Concepts: Global Economic
Concepts, Worker Rights**

2002
(68 pp.)

This primer draws upon lessons from historic trade union struggles to encourage unionists to redefine worker's movements in a changing global and national context. The primer first generally describes the struggles of a globalized workforce and then specifically describes the effects of international and national policies on work in the Philippines. It also highlights different types of organization structures for workers and defines *social movement unionism* as a form of organization with alliances that extend beyond trade unions.

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Quezon City, Philippines

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mail@apl.org.ph

<http://www.apl.org.ph/APLPrimer/PrimerIndex.htm>

Free Trade Area of the Americas (FTAA) for Beginners Workshop

**Main Concepts: Global Economic
Concepts, Trade**

2004

Updated in February 2004 with information about Central American Free Trade Agreement (CAFTA), this two-hour popular economics education workshop looks at the rules of the global economy. It uses people's own experience of North American Free Trade Agreement (NAFTA) and globalization as a starting point, and then moves to the institutions that are shaping the global economy. NAFTA case studies from Mexico, the US, and Canada point to the emerging targets of new trade agreements — public services, environmental protections, and worker rights. The workshop ends with stories from the January 2004 anti-FTAA protests and other ways to create a Fair Trade Area of the Americas.

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info@faireconomy.org

http://www.faireconomy.org/econ/workshops/ftaa_for_beginners.html

Gender-Specific Curricula and Training Resources: Globalisation & Trade Series

**Main Concepts: Global Economic
Concepts, Trade, Gender Analysis**

2002

These training courses aim to enable women from around the world to participate in the debate on the global economy by enhancing their understanding of economic and trade concepts and issues. The courses promote the information exchange between women on the gender, trade and the WTO debate by providing them with the opportunity to compare the differences and similarities of the impact of trade policies on women's lives in their own region. The training is a process of sharing specific economic, political and social analysis and information with a group in accessible, participatory ways. It consists of tools to make complex ideas understandable and to uncover systemic issues behind what we observe. Thus, a variety of participatory tools (drama, role play, small groups, mapping) are used. This series includes some resources in English, Spanish, German, French and Arabic.

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wide@gn.apc.org

<http://www.eurosur.org/wide/eco%20lit/ecolit.htm>

The Global Activists Manual

Main Concepts: Globalization

2004

The *Global Activists Manual* is a guide to transforming the anti-corporate globalization movement. Three dozen authors look beyond the spectacular shutdowns and protests to introduce the reader to farmers in Iowa, industrial workers in Tennessee, and anti-sweatshop activists in Maine who are connecting global injustices to the issues in their own front yards. The authors range from movement "stars" to unsung heroes challenging the world's largest corporations. After framing articles to set a context, case studies describe how activists across the country are meeting each challenge according to their local realities.

**United for a Fair Economy
Boston, Massachusetts U.S.A**

**(1) 617-423-2148
info@faireconomy.org**

www.faireconomy.org

Globalization Briefs

**Main Concepts: Global Economic
Concepts**

These global policy briefs are short pieces that explain either recent research in the field or a policy issue more generally. The intent of these pieces is to focus on popular explanations of economic theories and research that people can use in their own policy and organizing work. Each brief includes links to a glossary, as well as links to other sites on the web that can serve as resources.

**Center for Popular Economics
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**(1) 413-545-0743
programs@populareconomics.org**

<http://www.populareconomics.org/globalization/>

The Growing Divide: Inequality and the Roots of Economic Insecurity

Main Concepts: Economic Inequality

2004
(35 pp.)

The Growing Divide provides an overview of the massive income and wealth shift of the last 25 years. Ideal for workshops, the material contained in this guide stimulates discussions on the effects of gross inequality on citizens and examines the reasons for the shift. It reviews movements in the U.S. that have reversed previous trends toward inequality and provide an opportunity to discuss strategy and meaningful action responses. The Workshop uses a number of participatory and problem-solving activities as well as a series of flip charts to illustrate the meaning behind the numbers.

United for a Fair Economy
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www.faireconomy.org

Guide to Civil Society Engagement in Advocacy on Economic Justice and PRSP

**Main Concepts: Poverty Reduction
Strategy Papers (PRSP)**

2004

This guide aims to support civil society organizations to engage in the PRSP process in their country. The Guide adopts the PRSP framework for identifying areas for civil society engagement in advancing economic justice. However, its use is not restricted to organizations working in PRSP countries. It is of interest to any organization working on issues relating to economic justice, transparency and accountability in the use of public funds, and pro-poor public policies.

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<http://www.trocaire.org/policyandadvocacy/policyandadvocacyhome.htm>

How to Survive as a Consumer

Main Concepts: Consumer Rights

The first in the series of publications under the serial title *Caveat Emptor*, the Latin legal maxim for “Buyers Beware,” this book is composed from a compilation of 100-plus articles for the column which appeared in the Sunday edition of *The Economic Times*, New Delhi between October 1990 to 1994. This bilingual publication (in English and Hindi) aims to serve many purposes, including A to Z encyclopedia for consumer redress, law for the layperson, invaluable reference for students, business, government, consumer courts, lawyers and consumers on Consumer Protection Act (COPRA) as amended until June 1993, and training manual on COPRA for activists, paralegals and lawyers.

(91) 141-2207482

Centre for Consumer Action Research
and Training (CART)
Jaipur, India

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<http://cuts-international.org/cart-pub.htm>

An Introduction to the General Agreement on Trade in Services (GATS) for Gender Advocates

**Main Concepts: Global Economic
Concepts, Trade, Gender Analysis**

2001
(6 pp.)

The General Agreement on Trade in Services (GATS), which was created at the inception of the World Trade Organization in 1994, is the first legally enforceable trade agreement that covers trade and investment in services. The GATS mandates that WTO countries liberalize their service industries and gradually phase out tariff and non-tariff barriers to trade in services. This guide not only explains the technical details of the GATS but also its implications for women working in service industries. It also includes a GATS glossary, which defines common terminology.

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http://www.genderandtrade.net/GATS/GATS_Intro.pdf

The Jellico Handbook: A Teachers Guide to Community Based Economics

Main Concepts: Economic Concepts

1988
(61 pp.)

This handbook presents a course designed to help students and community groups learn how to develop a socio-economic profile of their community, including analyze external factors and explore alternatives drawing upon the experiences of other communities. The course is participatory with class and group discussions, individual and group research projects, case studies and skills workshops, visiting speakers and mini lectures. Group members help plan and revise the class agenda and bring issues and questions for discussion.

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<http://www.highlandercenter.org/r-b-working-papers.asp>

Just Doing It: Popular Collective Action in the America

**Main Concepts: Global Economic
Concepts, Political Analysis, Worker
Rights**

2002
(204 pp.)

Massive protests have disrupted global summit meetings from Seattle to Quebec City and from Gothenburg to Genoa. Not as clearly heard, though, are accounts of local communities organizing popular collective actions to resist those same institutions and policies of globalization. Focusing on four countries--Mexico, Guatemala, United States, and Canada--the narratives in this volume tell of peoples' collective struggles for environmental, economic and social justice. They deal with: indigenous peoples struggles against violence and coercion in Guatemala; Guatemalan refugees mobilizing in exile; environmental education for sustainable agriculture in Mexico; organizing waste pickers of Mexico; the resistance efforts to better working conditions of telemarketing operators; improving seniors housing; and the ways people of color have taken community actions to change oppressive environments through grassroots organizing, education and community planning in New York City. In all cases the focus is on the meaning and usefulness of individual acts of resistance and their relationship to collective action: the ways people cope with difficult working conditions and how these acts help to change, not only the working conditions, but the workers themselves.

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sumachpress@on.aibn.com

Toronto, Canada

<http://www.web.net/blackrosebooks/just.htm>

***Mainstreaming Informal Employment and Gender in Poverty Reduction:
A Handbook for Policymakers and Other Stakeholders***

**Main Concepts: Global Economic
Analysis, Worker Rights, Informal
Sector**

2004
(250 pp.)

This book highlights the lack of attention to informal employment in poverty reduction policies. This group describes how major changes in the nature of work due to economic restructuring and liberalization has impacted different kinds of informal producers. Using practical examples, it attempts to build a case for the need for increased understanding and emphasis on informal employment in anti-poverty policy and development and offers guidelines for policy-makers.

**Martha Alter Chen, Joann Vanek,
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<http://www.thecommonwealth.org/Templates/System/LatestNews.asp?NodeID=140567>

***Money Talks: How Aid Conditions Continue to Drive Utility
Privatization in Poor Countries***

**Main Concepts: Privatization, Loan
Conditionalities, International
Financial Institutions (IFIs)**

2004
(28 pp.)

This paper describes the conditions that donors attach to their aid programs go far beyond any legitimate measures to ensure that aid money is used efficiently for its stated purposes. Indeed, they go to the heart of the public policy-making process in the countries concerned. Utility privatization is a prime example of this trend, and is particularly worrying given its relevance to poverty reduction. In a large number of low-income countries, donors are pressuring governments to sell off and sub-contract services in water and electricity to private companies. They do so despite the lack of evidence that this increases access for poor people, accountability to consumers or cost-effectiveness.

**Romilly Greenhill, Patrick Watt
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Pocket Trade Lawyer: The Alphabet Soup of Globalization

**Main Concepts: Political Analysis,
Trade**

**2003
(16 pp.)**

A glossary of legal trade terms explained and defined in terms of its effects on the environment, social justice and national and global policies. This short glossary elaborates on trade treaties and mechanisms that are part of the dialogue between negotiators but often inaccessible to civil society groups because of its ambiguous and confusing terminology.

**Global Trade Watch
Washington, D.C. U.S.A.**

**(1) 202-546-4996
gtwinfo@citizen.org**

http://www.citizen.org/documents/PTL_nov03.pdf

Privatization: An Instructional Manual

Main Concepts: Privatization

2003

This draft manual provides a curriculum to help workers and union leaders to understand privatization and to take proactive measures to advance their interests as privatization takes place including defining their role as unionists; understanding the practical realities of a free market economy; rules, procedures and institutions involved in privatization with their (positive and negative) consequences; identifying union actions and strategizing union action. The process is designed for semi-literate workers.

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***The Pros and Cons of Private Provision of Water and Electricity Service:
A Handbook for Evaluating Rationales***

**Main Concepts: Political Analysis,
Privatization**

2004
(20 pp.)

This paper briefly describes and critically evaluates the main rationales for using the private sector to deliver water, sanitation and electricity services. It also identifies policy trends and the major policy instruments used by multilateral organizations to promote private provision in these sectors. It concludes with recommendations for assessing the feasibility of private provision and participating in efforts to challenge privatization.

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Services
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www.servicesforall.org

Rethinking Globalization: Teaching for Justice in an Unjust World

**Main Concepts: Global Economic
Concepts**

2002
(402 pp.)

This book from Rethinking Schools helps teachers raise critical issues with students in grades 4 - 12 about the increasing globalization of the world's economies and infrastructures, and the many different impacts this trend has on our planet and those who live here. The authors use role plays, interviews, poems, stories, background readings, cartoons, and hands-on teaching activities to explain the forces shaping the world.

**Bill Bigelow and Bob Peterson (eds.)
Rethinking Schools
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(1) 414-964-9646, (1) 800-669-4192
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<http://www.rethinkingschools.org/publication/rg/index.shtml>

Rethinking Participation

**Main Concepts: Poverty Reduction
Strategy Paper (PRSP)**

2004
(52 pp.)

This ActionAid discussion paper is designed to elicit debate and discussion among ActionAid country programs and other civil society groups participating in the PRSP process. *Rethinking Participation* highlights important questions for civil society groups that are participating in the PRSP process about the limitations of the promise of the PRSP of engaging citizens in critical economic policy questions. Part one discusses the PRSP process itself, part two documents the track record of actual civil society participation and its impact on policy and part three raises critical questions for discussion for groups that are currently involved in this process.

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<http://globalpolicy.igc.org/ngos/int/bwi/2004/0404think.pdf>

Starting With Women's Lives: Changing Today's Economy

**Main Concepts: Global Economic
Concepts, Gender Analysis,
Globalization**

2000
(94pp.)

A "how-to" guide for understanding today's economy in a visual and participatory way, called "The Wall". The methodology uses the image of a stone wall to analyze changes in the economy over the past ten years and what those changes have meant for women. *Starting with Women's Lives* was written by experienced popular educators who have worked with grassroots groups in churches and unions and with community groups. It provides detailed notes for facilitators, background information, and exercises. It is designed primarily for women who want to facilitate workshops with women, though it also includes a section on adapting the method for mixed groups.

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<http://www.catalystcentre.ca/rtwx2/Catalogue/0969143966.htm>

Tangled Routes: Women, Work and Globalization on the Tomato Trail

Main Concepts: Trade, Globalization

2002
(267 pp.)

Tangled Routes follows a corporate tomato from a Mexican field through the United States to a Canadian table, examining in its wake the dynamic relationship between production and consumption, work and technology, health and environment, bio-diversity and cultural diversity. Three case studies--a Mexican agribusiness, a Canadian supermarket, and a U.S.-owned fast-food restaurant--offer a view of globalization from above (corporate profiles), globalization from below (stories of women who plant, pick, pack, scan, slice, and sell tomatoes), and the other globalization (acts of resistance and alternatives to the corporate model).

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Teaching for Change: Popular Education and the Labor Movement

**Main Concepts: Economic Analysis,
Worker Rights**

2002
(263 pp.)

This manual captures stories and experiences of popular educators in the US Labor movement including the Highlander Center, Justice for Janitors, National Labor College, Avondale Shipyard. It examines the multiple ways in which popular education is being used in the labor movement currently. It also examines other facets of popular education including theatre & culture, economics education, workplace safety and health, and the use of popular education in the classroom. While drawing from the history of popular educators nationally and internationally, popular educators today are forging a new path based on the changing needs and conditions of workers and unions. This book is an account of an educational model and how it has brought understanding and mobilization. These essays trace the history of popular education and its impact on many groups working for social change.

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<http://www.catalystcentre.ca/rtwx2/Catalogue/0615122752.htm>

Ten Plagues of Globalization

Main Concepts: Globalization

2002
(71 pp.)

This book explains the primary problems generated by the global economic system in a way that is accessible to readers. Full of drawings, the book addresses the issues of environmental damage, concentration of wealth, unemployment and more. Available in English and Spanish.

Jose Victor Aguilar, Miguel Cavada
Equipo Maiz
San Salvador, El Salvador

(503) 225-3810
epicainfo@epica.org

<http://www.epica.org/Bookstore/Globalization.htm>

Today's Globalization

Main Concepts: Global Economic
Concepts

(42 pp.)

Designed for community-level workshops, this toolkit helps facilitators to develop a learning process to examine the historical development of globalization and its current incarnations. The exercises encourage participants to identify the local effects of globalization and offer perspectives from other parts of the world. The toolkit outlines sample questions for discussions in workshops and outlines how participants can then conduct the workshop themselves. The concluding section has exercise handouts and a list of resources for reference. This toolkit is used in a variety of high schools, universities, and progressive community organizations.

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<http://www.projectsouth.org/resources/global.html>

Trade Intensification in Asian Economies: What it Means to Women's Work

**Main Concepts: Trade, Worker Rights,
Gender Analysis**

2000
(35 pp.)

This economic and social analysis of the ongoing re-structuring and intensification of trade in the region's economies offers a perspective centered on the range of work performed by Asian women.

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<http://www.genderandtrade.net/EconoLit/AsiaPacket.pdf>

***Trade Unions & Privatization in Egypt:
Learning and Planning for Action Using the Ah-Hah! Process***

**Main Concepts: Worker Rights,
Privatization, International Financial
Institutions (IFIs)**

2003

The Ah-Ha! Process is a visual popular education method for semi-literate learners, which engages participants in a collective conversation to analyze their situation and depicts the highlights of their analysis in a mural/map. The facilitator acts as an animator, drawing out participants' experiences and knowledge through a series of questions and then illustrates their ideas using simple symbols on paper. This draft manual uses an intensive experience with unions in Egypt to illustrate the process applied to privatization.

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Trading Away Our Rights: Women Working in Global Supply Chains

Main Concepts: Worker Rights, Trade,
Gender Analysis

2004
(52 pp.)

As part of their international “Make Trade Fair” campaign, Oxfam’s report analyzes contract-based work, which primarily employs women. Oxfam’s research with partners in 12 countries involves interviews with hundreds of women workers and many farm and factory managers, supply chain agents, retail and brand company staff, unions and government officials. It reveals how retailers (supermarkets and department stores) and clothing brands are using their power in supply chains systematically to push many costs and risks of business on to producers, who in turn pass them on to working women.

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(44) 1865 311311

<http://www.oxfam.org.uk/contact/forms/campaigning.htm>

[http://www.oxfam.org.uk/what we do/issues/trade/trading rights.htm](http://www.oxfam.org.uk/what%20we%20do/issues/trade/trading%20rights.htm)

Unpacking Globalization: A Popular Education Kit

Main Concepts: Global Economic
Concepts

2000
(145 pp.)

This handbook is a resource for people and groups that wish to explore the impact of economic globalization in a workshop setting. It includes an introduction to popular education principles and practices and also contains seven participatory sessions which discuss aspects of the global economy such as women and work, the Asian financial crisis, privatization, sweatshops, and the WTO.

Economic Literacy Action Network
New Market, Tennessee U.S.A.

(1) 865-933-3443

hrec@highlandercenter.org

<http://www.highlandercenter.org/r-b-popular-ed.asp>

A Very Popular Economic Education Sampler

Main Concepts: Economic Concepts

1997

The *Sampler* outlines a popular education process to be used by community and labor groups. The book contains skits, role-plays, group building activities and methods for identifying and analyzing issues. Sections on honing group facilitation skills and creating activities and programs are included. Also, it includes a complete resource guide that lists many of the groups working on the cutting edge of popular economic education.

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War & the Economy: Too Many Guns. Not Enough Butter

**Main Concepts: Budget Reform,
Militarism**

2004
(35 pp.)

Developed as a trainer's guide *War & the Economy* contains material to help facilitate a workshop or do a presentation about economic inequality. It provokes discussion on the impact of militarism on the US economy from race, gender, and class perspectives. It provides general discussion of how war & militarism drain resources from basic family and community needs and creates budget crises.

United for a Fair Economy
Boston, Massachusetts U.S.A

(1) 617-423-2148

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www.faireconomy.org

What is an Economy Anyway? How Does it Work?

**Main Concepts: Global Economic
Concepts**

(11pp.)

Economics is defined as the social science of production and distribution of goods and services however the language of economics is not necessarily common knowledge for everyone. This short primer that explains and defines common economic and trade terms such as production, consumption, inflation, international trade and budgeting.

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Women as Disadvantaged Consumers

**Main Concepts: Consumer Rights,
Gender Analysis**

This paper discusses the problems faced by women in everyday life in a male dominated society. The main purpose is to sensitize and inform grassroots networkers about the problems that women face in the society as consumers.

**Centre for Consumer Action Research
and Training (CART)**
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(91) 141-2207482

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<http://cuts-international.org/cart-pub.htm>

Women Working the NAFTA Food Chain: Women, Food and Globalization

**Main Concepts: Gender Analysis,
Trade, Globalization**

1999
(275 pp.)

This collection provides an overview of gender and global restructuring and uses the stories of women in the food chain to analyze how the North America Free Trade Agreement is affecting that system and its women workers. The final section examines how community-based organizations are creating local alternatives to the global food system.

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Workbook on Globalization

**Main Concepts: Globalization, Worker
Rights**

(25 pp.)

This book aims to build an understanding of globalization from a working class perspective; to assess how globalization affects South African workers; to examine and to debate how the working class should report to the challenges posed by globalization.

National Labour and Economic
Development Institute
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<http://www.naledi.org.za/>

Working for Life: A Sourcebook on Occupational Health for Women

**Main Concepts: Worker Rights, Gender
Analysis**

1999
(318 pp.)

Working for Life provides an introduction to some of the complexities of the issue of Occupational Health and Safety (OHS). Some of the topics discussed in the book include OHS regulations, occupational issues of specific interest to women, industry based hazards and personal protection and hygiene at work. The intent of this manual is to enable women workers and trade union organizers to develop action-oriented strategies based on the realities in their own workplace.

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<http://www.amrc.org.hk/Working%20for%20Life.htm>

Just Associates (JASS) is a US-based global network of social change practitioners, scholars and activists in 14 countries who are dedicated to strengthening the strategies, leadership, organization and impact of groups committed to human rights, economic justice and equality. We provide training, technical assistance, and strategic support to non-profits, NGO and citizen coalitions, trade unions and grassroots groups working on a range of issues from land rights to HIV/AIDS to public education. We offer a set of political tools and approaches to assist them to design, plan and carry out effective advocacy, citizen education and organizing, communications, and constituency-building. JASS also carries out evaluation and innovative learning and action research efforts about how social change happens. While JASS works with its partners on a wide range of issues, our current strategic priorities for focused attention are women's rights, economic democracy and building linkages between US social justice activists and their counterparts in the Global South. Producing and disseminating *Demystifying Economics* with IDS is part of our economic democracy project which seeks to better connect grassroots education and organizing on economic issues and agendas with policy advocacy at all levels. See www.justassociates.org

The Participation Group at the Institute of Development Studies (IDS) works to promote social justice and equitable processes of development through participatory approaches that place the concerns of poor people at the centre of decision-making. We are a team of practitioners and researchers at the Institute of Development Studies who work in partnership with others around the world. We encourage the innovation of participatory processes that can strengthen citizen voice, influence policy-making, enhance local governance, and transform institutions. In doing this we aim to share, learn and deepen understanding of participatory methods, principles and ethics.

Further information about the work of the Participation Group at IDS may be found at:

www.ids.ac.uk/participation/

