

Skills for Democracy

General contents

- **Introduction**
- **Information and Skills Sheets for Teachers**
- **Students' vocabulary poster**

- **Project Workbook**

Provided as flat, double-sided A4 sheets. To collate, make double-sided copies, then fold and staple the workbook in the correct page order.

- **Large Parthenon and large-type session titles**

Photocopy both sheets to at least A3 size, then place one of the session titles at the top of the Parthenon during each lesson.

Skills for Democracy

Introduction

Welcome to CEWC-Cymru's new democracy resource. This pack has been produced with the aim of developing young people's skills to participate in democracy. Before we began developing the resource we asked 150 young people across Wales what they considered to be the skills they needed to **participate** in democracy. The results of this consultancy were very interesting and a full report is available on request from CEWC-Cymru (in English only).

This pack is designed to allow young people to explore and evaluate the skills that they are using in relation to democratic topics. To this end we have chosen the following topic areas:

- 1) The Perfect Candidate
- 2) The Role of Charities
- 3) Non-Formal Democracy
- 4) Fairtrade
- 5) The Role of the Media
- 6) Devolution

Whilst working on these topic areas, we aim to develop the following skills among students:

- 1) Decision Making – making informed and appropriate decisions
- 2) Listening – skills for better communication
- 3) Debating – taking part in informed and lively debates
- 4) Meeting – having meetings, behaving appropriately and using correct language in them
- 5) Compromise – listening to the opinions of other students in the class and modelling decisions around their suggestions

Each activity comes with a Lesson Plan, an Information Sheet on the topic, and a Skills Sheet and Self-Assessment sheet for the students to complete at the end of the lesson, as well as any case studies and worksheets that may be required. In addition we have provided Information and Skills Sheets for teachers, and a Project Workbook for those students who find it difficult to work in groups.

We chose the model of the **Greek Parthenon** to be the connecting image for these sessions, so that the students recognise it as a democracy session and practise the self assessment in the same way throughout the course. In order to emphasise this, a large version of the Parthenon with the skills marked on the pillars is included in the pack along with a sheet of large-type session titles, one of which can be used for each lesson.

Ultimately, the message that we want to convey to students doing these lessons is that by using the five skills they can approach any democratic topic and explore it fully.

Further resources will be available soon on running mock National Assembly for Wales elections in your school. Please e-mail cewc@wcia.org.uk for further details.

Instructions for Use

- Each lesson plan is accompanied by the following sheets:

Information – **yellow boxed title**

Skills – **blue boxed title**

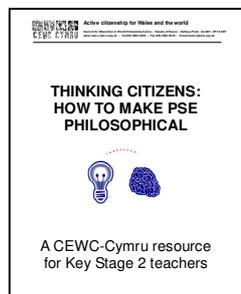
Self Assessment – featuring the distinctive shape of the Parthenon

Other worksheets and case studies where required

- We are aware that there is a lot of terminology involved in this sort of work, so we have also provided a teachers' vocabulary list and a students' vocabulary poster. Every time a * is shown after a word on any sheet, that word appears in the glossary.
- At the end of each lesson plan there is a list of resources and websites which will help if you want to do some extra research or get your students to do so. We hope that these are useful. You may also wish to go to www.cewc-cymru.org.uk and consult the Links section there.



CEWC-Cymru also has resources on associated topics such as school councils, inviting an AM to visit your school, and Welsh democracy. Please contact one of our staff at cewc@wcia.org.uk for more information, or phone us on 029 2022 8549. We can also provide workshops in schools, and teacher training on these issues.



Links to the PSE Framework for Wales

This table highlights where each session fits in relation to the PSE Framework.

	Know how representatives are elected	Understand the issues relating to democracy in Wales	Knowledge and Understanding - Community Aspect		Take part in debates and vote on issues	Work both independently and co-operatively	Review and reflect on own learning	Make decisions and choices effectively	Use a range of techniques for personal reflection	Critically evaluate each others' viewpoints and messages from the media	Communicate confidently one's feelings and views	Listen attentively in different situations and respond appropriately	Skills	Show care and consideration for others	Value their own achievements and success	Be moved by injustice, exploitation and denial of human rights	Be committed to practical involvement in the community	Take responsibility for actions and decisions	Have respect for themselves and others	Attitudes and Values	
<i>The Perfect Candidate</i>	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<i>The Role of Charities</i>		X				X	X	X	X	X	X	X									
<i>Non-Formal Democracy</i>		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
<i>Fairtrade</i>		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
<i>The Role of the Media</i>		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
<i>Devolution</i>		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X

We hope you enjoy the pack. Please send any comments or questions to cewc@wcia.org.uk.

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Acknowledgements

This pack could not have been completed without the help of:

- 1) **The Electoral Commission** for funding the project and releasing *The Democracy Cookbook* at just the right time!



- 2) **Jihane Habachi** (a European Union Leonardo project volunteer) – who completed many of the resources and supported the delivery of the project.



- 3) **Amnesty International Cymru** for supplying us with case studies for The Role of the Media session.



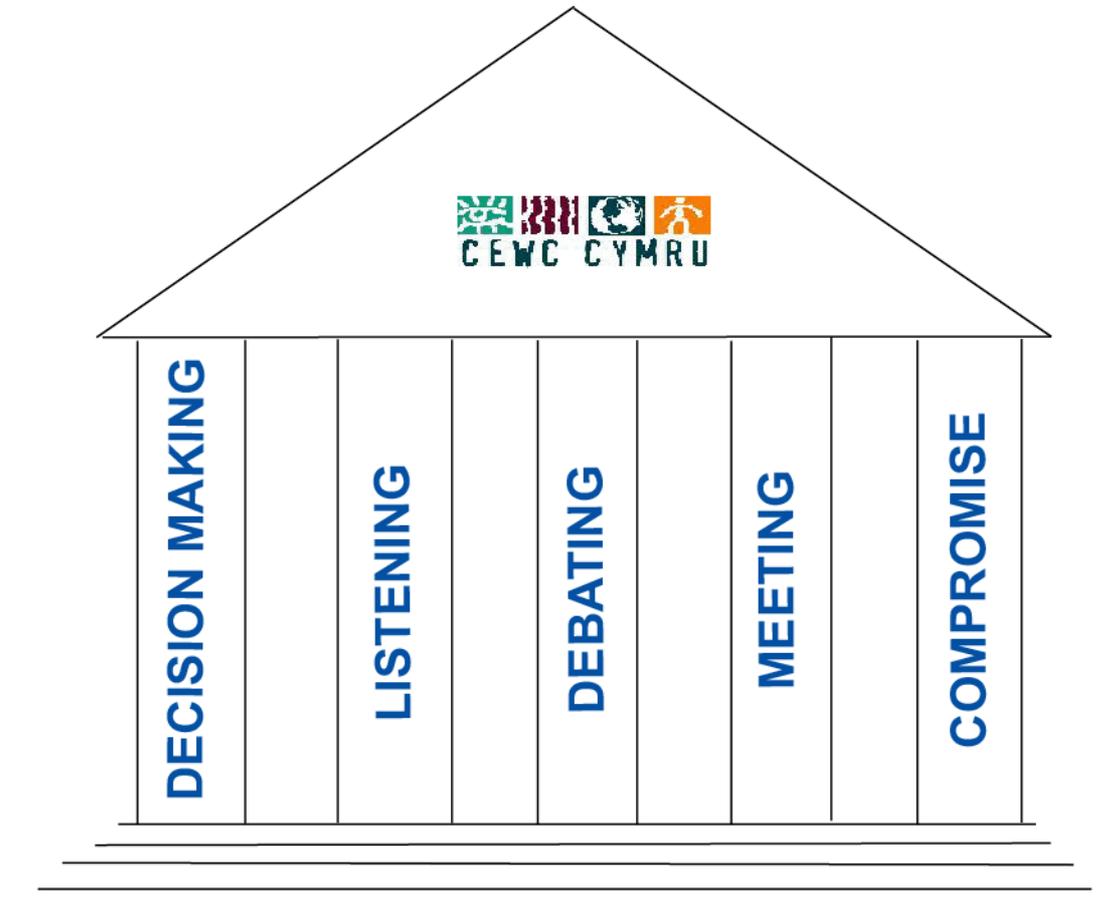
- 4) **UNA Exchange** for helping us with case studies for The Role of Charities session.



- 5) **Bettws High School**, Newport, Mountain Ash Comprehensive School and Bryngwyn School, Llanelli for testing out the sessions and providing constructive criticism.

- 6) **Every student** who completed a questionnaire. Your input was invaluable.

Skills for Democracy



Information and Skills Sheets for Teachers

These Sheets are designed to help you as a teacher make the most of each of the lessons. They are also suitable for more able students, and for this reason they are written as though they are to be used by students. They are arranged in the same order as the sessions in the pack. There is also a vocabulary list at the back of these Sheets.

The Perfect Candidate

Picking the perfect candidate is not something that you can be taught to do. It is a decision making process that you must practise for yourself so that you feel confident that you are picking the perfect candidate for you. There are, however, some things that might help you in this decision making process.

Here are a few “dos and don’ts” that will help you.

DOS	DON'TS
✓ Choose somebody who shares the same opinions as you.	X Choose somebody because they are the most beautiful/handsome.
✓ Make sure you listen carefully to what each candidate says – you might change your mind!	X Pick somebody just because they’re your friend (although if they are the right person for the job and they’re your friend then that’s a bonus).
✓ Try and find out as much as you can about each candidate.	X Pick somebody because they bribe you to do it.
✓ Challenge candidates on points you don’t agree with – try to find out why they say what they do.	X Feel you have to justify your opinion. You don’t even need to tell anybody else who you’ve chosen.
✓ Think about the skills that the selected candidate needs – does the person you are choosing have those skills?	X Vote for somebody if you don’t know anything about them.

If you follow these tips you can’t go too far wrong. In each election you might not find someone who is completely perfect for the job, but you ought to find the closest match to your opinions.

Remember that the people who stand for election are meant to represent you and your point of view, and they need to know how to represent you best!

HAPPY VOTING!



The Perfect Candidate – Skills Sheet

Skill	<i>How this skill was practised in this session</i>	<i>Top tips for improvement</i>
Decision Making	<ul style="list-style-type: none"> You will be asked to choose which candidates you wanted to vote for. You will choose who you wanted to be your group's spokesperson. You will choose 3 additional campaign points. 	<ul style="list-style-type: none"> Try to make decisions based on evidence. Keep a note of important bits of information. Try to think about what will most appeal to the rest of your classmates. Make realistic decisions so that people will trust you.
Listening	<ul style="list-style-type: none"> You will be asked to listen to the campaigns the rest of the parties put together. 	<ul style="list-style-type: none"> As they go through make a mark for every point made by a party with which you agree. This will help you with your decision-making as well.
Debating	<ul style="list-style-type: none"> You will practise putting forward your points of view persuasively, which is a debating skill. You may ask a question, showing that you can listen critically to other people's points of view. 	<ul style="list-style-type: none"> Try to make your points as difficult as possible to argue with. As you are listening to other people try to think of questions that will make their points seem less attractive.
Meeting	<ul style="list-style-type: none"> You will practise meeting skills when you are devising your campaign. You will be assigning roles and working out issues in a group. 	<ul style="list-style-type: none"> Use the other skills of communication and listening in order to help you be effective in your meetings.
Compromise	<ul style="list-style-type: none"> You might change your mind about the candidate you wish to support after hearing their evidence. As you are working in your group you may need to compromise on some of your ideas, so that the group ends up with 3 extra points only. 	<ul style="list-style-type: none"> Make sure that you are listening to every person that speaks and checking whether you agree with each point. If you all have a lot of ideas, try to group similar ideas together so you include as many people's opinions as possible.

The Role of Charities

Defining the sector

There is a very large number of organisations associated with the voluntary sector.

It is quite hard to define the sector but we can say that voluntary organisations meet these criteria :

- **Formality** – the structure, people and their activities are subject to rules and procedures.
- **Independence** – organisations operate independently and autonomously.
- **Non-profit distribution** – money generated from activities undertaken should go back into achieving the organisation's charitable objectives and helping the public.
- **Self-governing** – they are in a position to determine their own course of action.
- **Voluntarism** – there is a meaningful degree of voluntary giving of time and/or money.
- **Public benefit** – organisations exist for the benefit of the wider public, and not for the benefit of their own members.

A large part of the voluntary sector is formed of charities*. Here are some examples:



Charity statistics

From the **Charity Commission Annual Report** to March 2002, published July 2002:

- 185,948 registered charities in England and Wales.
- Total annual income of all registered charities: £26 billion.
- 5,199 new charities registered in the year.
- 569,000 workers in the charity sector (2% of the paid workforce in the UK).

What can volunteering bring you?

- Helping others
- Becoming a leader who makes a difference
- Serving neighbours and community
- Making new friends
- Uniting your community
- Making a difference in someone else's life
- Being part of a team of volunteers

So, it's up to you: you can choose to give some of your time to make a difference...

The Role of Charities – Skills Sheet

Skill	<i>How this skill was practised in this session</i>	<i>Top tips for improvement</i>
Decision Making	<ul style="list-style-type: none"> You will be asked to choose stories about charities. 	<ul style="list-style-type: none"> Look through your paper carefully and try and find some non-obvious examples.
Listening	<ul style="list-style-type: none"> You will have to stop and listen a lot during the newspaper activity. 	<ul style="list-style-type: none"> Be patient and mark where you are reading with a pen so you don't get lost.
Debating	<ul style="list-style-type: none"> You will be discussing the pros and cons of working with charities. You may discuss whether or not a news story does involve charities. 	<ul style="list-style-type: none"> Read through the information carefully and make sure of your own opinion and argument before you ask to speak.
Compromise	<ul style="list-style-type: none"> You will have to work together and sometimes compromise when you are looking at the newspapers. 	<ul style="list-style-type: none"> Try to share out the newspaper fairly. Most daily papers come in a number of sections to make this easier for you.

Non-Formal Democracy

What Is Non-Formal Democracy?

Non-Formal Democracy as a term covers all activities by people which influence governments, without the use of voting or belonging to a political party. This type of democracy is most easily accessible to young people as there are no age restrictions. It is easily recognisable within big campaigns such as **MAKEPOVERTYHISTORY** or anti-war marches – but you can also campaign for changes in your school, your street or your community. Campaign activities range from simple gestures – e.g. wearing a wristband or t-shirt – to writing to politicians, devising petitions or organising public demonstrations.

Who is involved?

People involved in Non-Formal Democracy are ordinary people or ‘civil society’ – sometimes in non-governmental organisations* or informal groupings – who want to express themselves peacefully. Students should be encouraged to get involved as a means of encouraging active citizenship in the local, national or global community.

Organising a campaigning event in your school

There are several occasions during the year that lend themselves to encouraging your students to get involved in campaigning. Examples of these include:

- **Fairtrade Fortnight** – this is a national annual campaign, in February/March, to promote the Fairtrade movement. If you visit www.fairtrade.org.uk you can get more information and register your events. This would be an ideal event if you are hoping to receive the new Welsh Fairtrade school accreditation.
- **Amnesty International** – Amnesty has information on its website www.amnesty.org.uk about setting up school writing groups to lobby governments about human rights abuses.
- **Local / National Assembly for Wales / General Elections** – If there is a particular issue which is of concern to the school a campaigning group can be organised to lobby candidates. Forming a letter writing team or actually protesting outside Council offices can form part of your campaign.
- **Changing a behaviour pattern in the school** – If there is something in the culture of the school, bullying for example, that the students would like to change, you can establish a campaign team to write posters or take assemblies.

Non-Formal Democracy – Skills Sheet

Skill	<i>How this skill was practised in this session</i>	<i>Top tips for improvement</i>
Decision Making	<ul style="list-style-type: none"> You will be choosing what goes in your campaigns. You will be choosing the best parts of each campaign. 	<ul style="list-style-type: none"> Just because you did something doesn't mean it's the best method. This is a hard skill, but try to make choices based on quality rather than emotional attachment.
Listening	<ul style="list-style-type: none"> You will be listening to other members of your team explain their ideas. You will be listening to other teams present their campaigns. 	<ul style="list-style-type: none"> Try to sort through in your own mind what you think are good and bad ideas as you are listening – this will save time.
Debating	<ul style="list-style-type: none"> There may be some debate about which aspects of the campaigns are better and for what reasons. 	<ul style="list-style-type: none"> Even when you are criticising another person's work it is important to remember that they worked hard on it – so you need to be supportive and comment on why it is good or bad from a campaigning point of view.
Compromise	<ul style="list-style-type: none"> You may need to change some of your own ideas in order to prepare a team campaign. 	<ul style="list-style-type: none"> Try to look at every idea from an outsider's point of view. This will make it easier to judge whether your ideas are best for the group. Don't criticise other people's work without good reason or a suggestion for improvement.

Fairtrade

Fairtrade is a trading partnership, based on dialogue, transparency and respect, that seeks greater equity in international trade. It contributes to sustainable development by offering better trading conditions, especially in the South*.

What is Fairtrade?

- Better prices.
- Decent working conditions.
- Taking care of the environment.
- Fair terms of trade for farmers and workers in the developing world.
- A living wage in the local context.
- Providing financial and technical assistance to producers whenever possible, thereby giving producers more control over their lives.

What is the FAIRTRADE Mark?

- An independent consumer label which appears on UK products.
- A guarantee that they have given their producers a better deal.
- Awarded by the Fairtrade Foundation, a registered charity.
 - The Foundation was set up by **CAFOD, Christian Aid, Oxfam, Traidcraft Exchange** and the **World Development Movement**. It shares internationally recognised Fairtrade standards, and works together with **18 other countries** as Fairtrade Labelling Organisations International (FLO).

What does Fairtrade mean for 500,000 Third World* producers?

- Better terms of trade and decent production conditions.
- Regular inspections of Third World suppliers, and checking contracts and trade terms.

What products are available and where is it possible to find them?

- Over 1000 different products, including coffee, tea, chocolate and bananas.
- Sold by charity shops, supermarkets, cafés and online stores.

Why is Fairtrade important?

- International trade has tripled in the last 20 years, but the benefits of this trade have been **unequally shared**.
- Very hard for small traders to compete.
- Unfair international competition (subsidies and protection for traders from the North*).

Certification

- Fairtrade certification requires a set of strict social conditions, where registration is permitted only to **democratically organised** producer associations or plantations.

Labelling

- The labelling of fair trade products began with Mexican coffee farmers in **1988** through the Dutch development agency Solidaridad. Coffee imported to the Netherlands under fair trade principles was labelled by Solidaridad under the name of Max Havelaar.
- The fair trade labelling system is today known as "**Fairtrade**" or "**Fair Trade Certified**", and includes the Max Havelaar and TransFair labels.
- Labelling is controlled by Fairtrade Labelling Organisations International (FLO).

Fairtrade Session – Skills Sheet

Skill	<i>How this skill was practised in this session</i>	<i>Top tips for improvement</i>
Decision Making	<ul style="list-style-type: none"> • After listening to everyone’s viewpoint you will be asked to respond and vote. • You will have to choose appropriate arguments for your debate. 	<ul style="list-style-type: none"> • Compare everyone else’s viewpoint to your own – do they change your mind? Do they make you more certain? • This is closely linked to listening. You cannot make a proper decision unless you listen to everyone else in the room.
Listening	<ul style="list-style-type: none"> • You will listen to everyone else’s arguments. 	<ul style="list-style-type: none"> • Try taking notes while other people are speaking – this will help you remember what they say. Notes don’t have to be written in words – they just need to remind you of the arguments.
Debating	<ul style="list-style-type: none"> • You will put across your point of view about the Fairtrade issue and comment on the views of others. 	<ul style="list-style-type: none"> • Compare others’ arguments to your own – note down any points that you disagree on. • Try to back up your arguments with facts. • Try to avoid anecdotes about your mum, friends or cousin. • Get “into role” as much as possible – try to understand the point of view of the person you are representing.
Meeting	<ul style="list-style-type: none"> • The room was set out in a meeting style. • You were asked to respond to other people’s viewpoints. • You were representing a group of people. 	<ul style="list-style-type: none"> • Try to use more formal language. • Make sure that you only speak when you are asked to. • Stay in role – your job is to represent the group of people on your card. • Make sure you know what you are going to say before you ask to speak.
Compromise	<ul style="list-style-type: none"> • If you took on board someone else’s point of view and altered your own, you compromised. 	<ul style="list-style-type: none"> • Don’t reject other people’s points of view out of hand. There will be some people whose opinions almost match yours. Try to reach an understanding with these people by bending your viewpoint slightly. This will make your case stronger against the people you really disagree with.

The Role of the Media

Article 19 of the 1948 *Universal Declaration of Human Rights* states:

“Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive, and impart information and ideas through any media and regardless of frontiers.”

What are the different media?

- Press
- TV
- Radio
- Internet
- Cinema

What are the roles of the media?

- Inform
- Educate
- Mobilise the public
- Promote transparency*
- Raise awareness about different topics
- Contribute to international understanding
- Promote the free flow of ideas by word and image
- Make citizens aware of their rights
- Act as a watchdog – a guardian of the public interest
- Constitute the backbone of democracy*

The media can also help build peace and social consensus, without which democracy is threatened. The media can provide warring groups mechanisms for mediation, representation and voice, so that they can settle their differences peacefully.

What is important about the media and democracy?

The media supply the political information on which voters base their decisions. It is therefore reasonable to require that the media perform to certain standards with respect to these functions.

- Freedom of the press
- Pluralistic* media structures
- Independence of the media
- Promoting diversity and accessibility* among media companies

The more conglomerates* buy up independent news outlets, the fewer voices and perspectives the public hears, and the less accountable broadcasters are to the public.

Unfortunately, the media have sometimes fanned the flames of discord by taking sides, reinforcing prejudices, muddling facts and peddling half-truths. Sometimes, therefore, the media add to mistrust and misunderstanding between different groups.

The Role of the Media – Skills Sheet

Skill	<i>How this skill was practised in this session</i>	<i>Top tips for improvement</i>
Decision Making	<ul style="list-style-type: none"> You will be forming an opinion on freedom of the press. You will be choosing arguments for your debate. You will be organising your argument for the debate. 	<ul style="list-style-type: none"> As you're reading, try to see more than one point of view. This will make forming an opinion easier.
Listening	<ul style="list-style-type: none"> You will be listening to everyone else speak in the debate. You will be listening in the discussion about freedom of the press. 	<ul style="list-style-type: none"> If you find it hard to concentrate on what other people are saying, try making notes or drawing doodles that will remind you. Everybody wants to be listened to. Remember: if you don't listen to other people, they may not listen to you.
Debating	<ul style="list-style-type: none"> You will be debating the role of the media in education. 	<ul style="list-style-type: none"> You won't have much time to research this topic, so try to come up with examples and bullet points that are short and to the point. Work together with your team on different areas of the debate.
Compromise	<ul style="list-style-type: none"> You may have to change your mind or view slightly to work with the rest of your team. You may not come down on one side of the debate but pick arguments that are compelling on both sides. 	<ul style="list-style-type: none"> Don't feel that you have to be entirely on one side. It's important that you are flexible in your thinking.

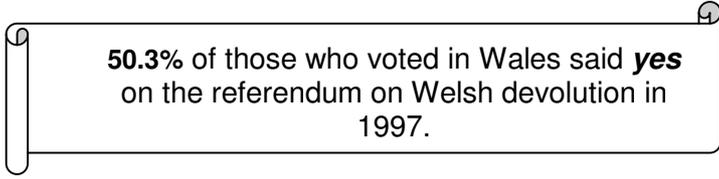
Devolution

Devolution has been a key political issue in the United Kingdom for many years, from the debate on Irish Home Rule to the foundation of the Welsh Assembly and the Scottish Parliament in 1999.

Definition

Devolution or **home rule** is the granting of powers from central government to government at regional or local level. It differs from federalism in that the powers devolved may be temporary and ultimately reside in central government, thus the country remains united.

Referenda* were held in Scotland and Wales in 1997, both resulting in a “yes” vote for devolution. The Scotland Act 1998, the **Government of Wales Act 1998** and the Northern Ireland Act 1998 provided differing degrees of home rule for each region.



50.3% of those who voted in Wales said **yes** on the referendum on Welsh devolution in 1997.

The National Assembly for Wales

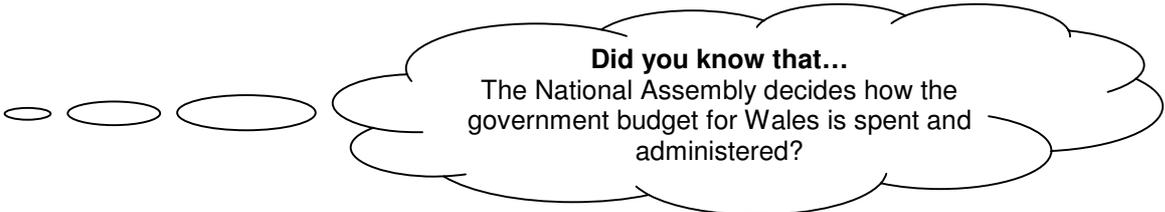
For the first time in over 700 years, Wales has an elected body located within its borders and capable of developing and implementing policies for the people of Wales.

The National Assembly consists of **60 members**. Members use the title **AM** (Assembly Member) or, in Welsh, **AC** (*Aelod y Cynulliad*).

The Assembly has delegated most of its powers to a body called the **Welsh Assembly Government**, led by the First Minister.

The executive and civil servants (the people implementing decisions, producing statistics, and researching policies) are based in Cardiff's Cathays Park and in other centres across Wales, while the AMs, the Assembly Parliamentary Service and Ministerial support staff are based in Cardiff Bay.

As the Assembly is not a full legislature, it cannot pass laws on its own, nor can it raise its own taxes, as these powers remain with Westminster.



Did you know that...

The National Assembly decides how the government budget for Wales is spent and administered?

Areas where the National Assembly for Wales has powers

- Agriculture and fisheries
- Culture
- Economic development
- Education and training
- Environment
- Health
- Highways
- Housing
- Industry
- Local government
- Social services
- Sport
- Tourism
- Town and country planning
- Transport
- Water
- The Welsh language



Cymraeg

Arguments for and against devolution



The main arguments **in favour** of devolution:

- Public support.
- Opportunity for the adoption of new and innovative procedures.
- Decisions are made by people in touch with the wishes of those affected by the decisions.
- Action to avoid the total dismantling of the UK.

The main arguments **against** devolution:

- It is a call for independence, and may drive the different nations apart.
- It is expensive: the process, the new buildings and additional staff.
- It makes a fudge of the British constitution, as the power distribution is now confused and unclear.
- Sovereignty should be devolved to a fully federal system.



Devolution – Skills Sheet

Skill	<i>How this skill was practised in this session</i>	<i>Top tips for improvement</i>
Decision Making	<ul style="list-style-type: none"> • You will be choosing which areas of policy should be dealt with in each sector. • You will be choosing answers for the quiz. 	<ul style="list-style-type: none"> • Try to use any knowledge that you already have in order to do this challenge. • Make sure that you think carefully about each area – you will be asked why you made particular decisions.
Listening	<ul style="list-style-type: none"> • You will be listening to other people’s ideas on the different policy areas. • To work together as a team you will have to listen to each other for quiz answers. 	<ul style="list-style-type: none"> • Think about whether what other people say changes your mind. If so, don’t move your paper but mention it when it is your turn to speak.
Debating	<ul style="list-style-type: none"> • There may be some debate on policy areas. 	<ul style="list-style-type: none"> • Try to make an informed decision.
Compromise	<ul style="list-style-type: none"> • Work with your team in order to establish the answers for the quiz. 	<ul style="list-style-type: none"> • In order to make sure that you don’t have just one person answering the quiz, check with each person what their answer would be and go with the majority.

Teachers' Vocabulary List

These words and terms are marked by an asterisk () in the main text.*

Act of Parliament

A law enacted by Parliament, also known as *primary legislation*. The UK and Scottish Parliaments can pass Acts, but the National Assembly for Wales cannot.

Accessibility

A term used to measure whether people are able to use a service/document/website, especially if they have physical or mental problems.

Charity

Organisation independent of government or business, that is non-profit making (any money made is recycled by the charity) and provides a service to the community or world through activities or fundraising.

Civil society or civil institutions

Terms which describe the range of organisations with which people are involved because they have a shared goal. Examples of civil society organisations are charities, community groups, faith groups, trade unions and social movements. In theory, these groups are separate from the state.

Conglomerate

A large company with lots of different activities and a wide array of businesses. *Virgin* is a good example of a conglomerate.

(Third World) Debt

Money owed by Third World countries to richer nations. *Unpayable debt* describes a situation where the interest on the debt exceeds the amount that the country produces, thus preventing the debt from ever being paid back.



Democracy

Democracy derives from Greek, and means “rule by the people”. In a democratic country, the population controls the government by voting for representatives and in referenda, and also by putting pressure on the government through demonstrations and petitions. Democracies are considered to be the most open type of government.

Developed country

Enjoys a relatively high standard of living derived from an industrialised (or post-industrial) economy.

Developing country

Country with a relatively low standard of living. These are countries which are trying to move away from farming as their major source of money towards manufacture and other economic activity. In order to attain this they also have to build houses, schools and roads. Most of the least developed countries are in Africa (*see map on next page*).



Group of Eight (G8):

Consists of Canada, France, Germany, Italy, Japan, the United Kingdom, the United States of America, and the Russian Federation. The hallmark of the G8 is an annual economic and political summit meeting of the heads of government with international officials, though there are numerous other meetings and policy research. G8 summits also make the news because they provoke mass protests: for example, the Live8 concerts all took place during the 2005 G8 summit in Gleneagles, Scotland.

NGO (Non-Governmental Organisation)

NGOs are independent of governments. The term is generally restricted to social, cultural, legal and environmental groups. NGOs are usually not-for-profit organisations that gain at least a portion of their funding from private sources.

Not-for-profit organisations include:

- universities
- colleges
- housing associations
- small voluntary groups
- community groups
- trades unions
- schools
- places of worship
- sport and recreation clubs
- NHS trusts



When referring to the voluntary sector as a whole, the terms charities, non-governmental organisations, not-for-profit organisations and the third sector are often used interchangeably.

The North

The wealthy and technologically advanced nations of the world, as opposed to the South.

The **Parthenon** (Greek: Παρθενώνας)

Best-known surviving building of Ancient Greece, regarded as one of the world's greatest cultural monuments. The building has stood on top of the Acropolis of Athens for nearly 2,500 years, and was built to give thanks to the Greek goddess Athena for the salvation of Athens and Greece in the Persian Wars. The temple can also be seen as a political statement to neighbours and visitors of Athens in ancient times. The Parthenon has been chosen as a symbol for this pack because it represents democracy, and because its shape (a roof supported by several pillars) is a helpful visual aid for pupils to track the development of their skills.



Pluralism / pluralistic

In politics, pluralism guarantees the presence of different political parties. *Pluralistic* means that you should be able to hear different voices and points of view. This is one of the most important features of modern democracy.

Referendum (plural: referenda or referendums)

Direct vote in which an entire electorate is asked either to accept or to reject a particular proposal. This may be the adoption of a new constitution, a constitutional amendment, a law, the recall of an elected official or simply a specific government policy. The most recent referenda in Europe have been regarding whether to accept or reject the European Constitution.

The referendum is a form of direct democracy.



The **South**

The poorer, less economically developed nations of the world, as opposed to the North. Some see this as an over-generalised term because in reality there are some developed nations in the Southern Hemisphere and some underdeveloped countries in the Northern Hemisphere.

Third World

A term often used interchangeably with *the South*. Although it is still used by some organisations, such as the Fairtrade Foundation, some people believe it is out of date or has derogatory connotations.

(Media) Transparency

In communication studies, media are considered to be transparent when:

- there are many, often competing, sources of information
- much is known about the method of information delivery
- the details of the funding of media production is publicly available

Aspects of transparent media include open source documentation, open meetings, freedom of information legislation, and budgetary review.

Volunteer

Someone who performs or offers to perform a service out of his or her own free will, without payment, usually in support of a not-for-profit organisation, mission-based initiative or community.

CHARITY—An organisation which helps people in its own country or abroad by providing a service, giving money or raising awareness about an issue. (Also called Non-Governmental Organisations or NGOs.)



DEMOCRACY—A way to run a country. People who live in the country have a say in how the country is run by voting for representatives.



VOTE—A formal way to make a decision. Votes in elections are made by marking ballot papers. You may have a vote in a meeting where you vote by raising your hand.

FAIRTRADE—A way of organising buying food from less developed countries which makes sure that the farmers are paid a fair wage. If you see a Fairtrade logo on a product you are helping a farmer and supporting the campaign.



Skills for Democracy



CAMPAIGN—A series of planned activities designed to make a particular point. These activities might include: making a banner, holding a demonstration or writing a letter.



Students' vocabulary poster

VOLUNTEER—A person who does a job without being paid for it. Charities use a lot of volunteers so they are able to spend their money for other purposes.



DEVOLUTION—The giving of power from a centralised government (e.g. the UK) to a smaller unit (e.g. Wales or Scotland).



CANDIDATE—The name given to someone who is hoping to be elected.

DECISION MAKING

LISTENING

DEBATING

MEETING

COMPROMISE

YOU

**The Perfect
Candidate**

**The Role of
Charities**

**Non-Formal
Democracy**

Fairtrade

**The Role of
the Media**

Devolution

