

## Objectives:

1. To reflect on and explore the meaning of equality, its contradictions, the difference between equality and equity, and the corrective that equity provides;
2. To understand how to apply principles of equity to our actions in society;
3. To spread a culture of proximity and interdependence, based on the principles of equality and equity.

## Workshop guidelines

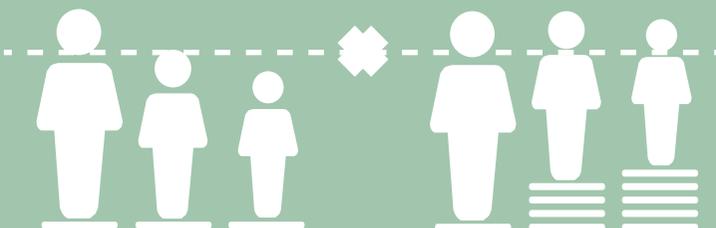
It is advisable to plan the timing for the realisation of each phase in advance and appoint someone to help the group respect time limits. Below is a suggested timetable with timings for each phase, but you may adapt it to suit your own needs.



Illustration by Nathalie Lees - adapted

# WORKSHOP #DARE TO CARE

## Equality and Equity 3rd lesson



## Phase 1 - Study



→ Watch #daretocare Lesson 3 - Equality and equity | United World Project <http://www.unitedworldproject.org/daretocare/uguaglianza-ed-equita/> **47min**

→ Split into groups (not very large: 6-12 people for each group) **5min**

## Phase 2 - Discussion 10min



To get the discussion started, introduce situations (real or fictitious) that call on our sense of equality. We provide some examples below, but other cases can be used to match specific cultural contexts. We suggest you present only one or two cases, if they are enough to trigger an adequate debate: the objective of this first phase of the workshop is to spark reflection on the different sense of equality that moves each person, and the fact that the word itself, 'equality', can have different nuances, which are all equally valid, but which need to be acknowledged and specified every time the word is used. Each participant should express agreement or disagreement with each situation presented, providing arguments to support their point of view and their underlying idea of equality. In conclusion, everyone can read the parable of the workers in the vineyard.

- ▲ **Merit-based scholarships.** The government awards scholarships to the best performing students, regardless of their family's income. The objective: the government rewards performance and invests in the most talented and hardworking students, anticipating their higher productivity in the future. Critique: the money could otherwise be invested to guarantee greater access to education for the most disadvantaged sections of the population.



▲ **Guaranteed minimum income.** The government guarantees the minimum income for subsistence to each citizen, regardless of their productivity. Objective: to limit social stigma. Critique: this subsidy could discourage personal effort; if the same money were taken from workers' taxes instead, it could be invested to increase business productivity in order to generate more profits for the community.

▲ **Prescription medication exemption.** The state covers the cost of drugs for the care of serious illnesses, which are often very expensive, regardless of the income of the patient. Objective: to protect everyone's right to health. Critique: why do healthy people, even those with lower incomes, have to pay through their taxes for those who are ill and receive medication for free regardless of their income?

▲ **Pensions.** Workers' welfare contributions fund the welfare system, which guarantees pensions to those who have retired; the workers of tomorrow will have to pay for those who are working today and will be retired tomorrow. Objective: to guarantee an income to those who are no longer in their 'economically active' years. Critique: those who pay welfare contributions today may have nobody to pay for their pensions tomorrow: wouldn't it be fairer to save money privately in order to insure personal self-sufficiency in older age?

## The Parable of the Workers in the Vineyard (Mt 20, 1-16)



1 "For the kingdom of heaven is like a landowner who went out early in the morning to hire workers for his vineyard. 2 He agreed to pay them a denarius for the day and sent them into his vineyard. 3 "About nine in the morning he went out and saw others standing in the marketplace doing nothing. 4 He told them, 'You also go and work in my vineyard, and I will pay you whatever is right.' 5 So they went. "He went out again about noon and about three in the afternoon and did the same thing. 6 About five in the afternoon he went out and found still others standing around. He asked them, 'Why have you been standing here all day long doing nothing?' 7 "Because no one has hired us,' they answered. "He said to them, 'You also go and work in my vineyard.' 8 "When evening came, the owner of the vineyard said to his foreman, 'Call the workers and pay them their wages, beginning with the last ones hired and going on to the first.' 9 "The workers who were hired about five in the afternoon came and each received a denarius. 10 So when those came who were hired first, they expected to receive more. But each one of them also received a denarius. 11 When they received it, they began to grumble against the landowner. 12 'These who were hired last worked only one hour,' they said, 'and you have made them equal to us who have borne the burden of the work and the heat of the day.' 13 "But he answered one of them, 'I am not being unfair to you, friend. Didn't you agree to work for a denarius? 14 Take your pay and go. I want to give the one who was hired last the same as I gave you. 15 Don't I have the right to do what I want with my own money? Or are you envious because I am generous?' 16 "So the last will be first, and the first will be last."

**The landowner's idea of equality:** he wants to ensure that everyone receives the daily wage of a denarius (the daily pay that was then considered necessary to guarantee a life of dignity). He does not pay his workers according to how much they each have earned, but according to their needs.

## Keys to interpretation

20min



- How far is my personal idea of equality from the landowner's? Am I ready to take on this perspective?
- Is it possible to look at the needs of society using the same parameter I use for the needs of my family? If one of my siblings or parents is struggling, I spontaneously share my resources to help them: is it possible to do the same in society? How?

- Has it ever occurred to me that taxes serve this very purpose – redistributing wealth in order to, among other things, help those in need? Can I then conclude that paying taxes is a fair act of social justice?

- Does other people's well-being count towards my own happiness?

## Phase 3 – Personal and collective resolutions

15min

- What are the main inequalities I notice around me?
- How can I take care of the people around me?
- How can I seek not only equality, but also equity in the society I live in, bearing in mind and respecting the specific needs of each person?
- How can we act together, with friends, neighbours, study or work colleagues, etc. on the principles that have emerged? What concrete action can we take?



## Phase 4 – Challenge

I will share a new perspective: **#daretocare**

Every week, on my social media, I am going to post a resolution or action that aims to bring about more equality and equity, in the form of a text, picture, video or other, accompanied by the hashtags **#daretocare** e **#equalityandequity**.



Photo by Jordan Rowland - unsplash

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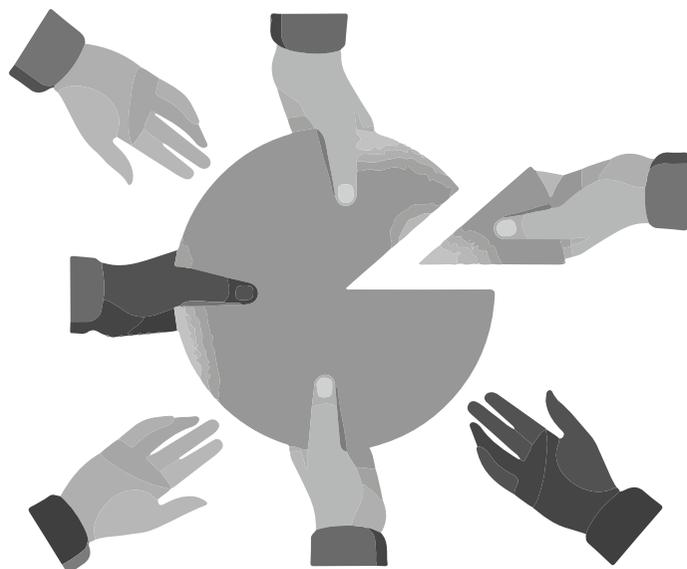
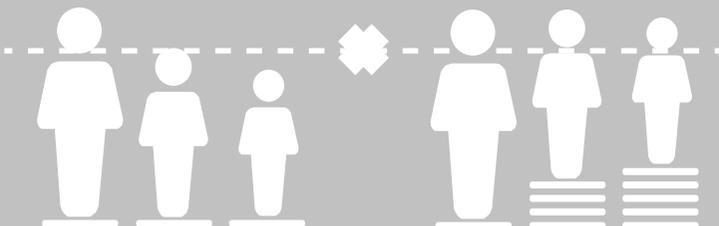


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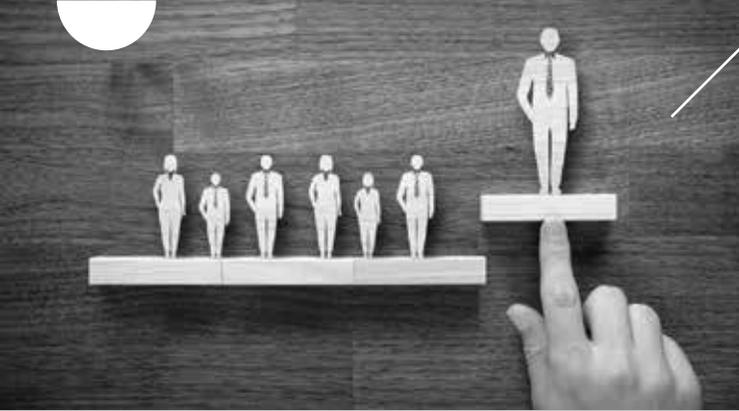
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