

Fourth World People's University Report on *Dignified Work for All*

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Thank you

What is Fourth World People's University?

Stereotyping and humiliation make it difficult for individuals living in persistent poverty to share their opinions and thoughts on issues which directly affect them.

The Fourth World People's University (FWPU) is a safe place to break the silence and to build respect for all. It is a place to learn together – people with lived experience of poverty and of discrimination and people standing in solidarity with them – to co-build solutions to problems directly affecting their lives and the whole of society.

The FWPU finds its origins in France in 1972, when ATD Fourth World's founder Joseph Wresinski recognized the need for a new type of space which included people experiencing injustices and poverty as well as people coming from other backgrounds. The objective was for people living in poverty to form their knowledge and be able to transmit it thanks to specific preparation and facilitation processes.

The FWPU has been carried on in France and a dozen countries abroad ever since.



Image above: People's University, Paris, 1998 © ATD Fourth World

In New York City, the FWPU started in 2011. After a break due to the COVID-19 pandemic, the Fourth World People's University in New York resumed in April 2023 with a new Preparation Team reflecting the Fourth World Movement's diversity with one ATD Fourth World Activist, with direct experience of poverty, one Ally, standing in solidarity, and one ATD Fourth World Volunteer Corps member.

This People's University cycle included two Preparation sessions where participants got to know each other in small groups, first in mixed groups (mixed socio-economic backgrounds) then in peer groups (similar socio-economic backgrounds). The third and final session was a Plenary session bringing all groups together, along with external guests to build dialogue, knowledge and solutions on the chosen topic.

Through small group discussions, ice breakers, collaborative exercises, and theater role play* participants broke barriers, built connections and shared knowledge. This report first presents the main learnings from this FWPU cycle (Executive Summary) and then explains in detail the various processes used for the Preparation sessions and the Plenary session. A shorter version of this report exists focusing on the main takeaways relating to the theme of Dignified Work for All, for distribution to policymakers, employers, workers' organizations and relevant stakeholders.

*The methodology used is based on the Theater of the Oppressed's Forum Theater.



"We need to have that dialogue to break down these stereotypes and dynamic."

*People's University participant
with direct experience of poverty*



Executive Summary

Main Learnings

On the theme of *Dignified Work for All*, this People's University cycle explored the obstacles faced by youth and adults with firsthand experience of poverty and discrimination when looking for a job and trying to stay in it. This work mainly took place through small group discussions and theater role play. Situations of injustices were then presented in the Plenary session to external guests who reacted to them and engaged in a collective dialogue. Here are the themes and good practices emerging from this Plenary session conversation:

Discrimination in the world of work

"There's a whole power relationship at play. When you wear the uniform, there is some kind of social interaction that is created and you will be the one under (...) There's a social perception to uniforms that make you feel that you are disposable." (Plenary session participant)

"No one wants to hire you the minute they see you are from Brownsville or the Bronx." (Youth participant from the Brownsville Teen Lounge preparation group)

"They're not alone. Harvard did a study that showed when Black and Asian students sent their resumes they have less call backs." (Guest participant at the Plenary session)

"It's the address, it's the background, it's the neighborhood.... Whatever they thought of you as you sitting there in that chair, is whatever they think. So you cannot say it's only the address, it's whatever they see in that chair, that's how they are going to judge them, that's it." (Plenary session participant with direct experience of poverty)

Poverty-based discrimination was a recurrent theme throughout the Plenary dialogue and Preparation sessions, with an emphasis on discrimination based on where the employees live or how they look (physical appearance and clothing style).

Gender and work: harassment and exploitation

Excerpt from one of the Forum Theatre scenes:

Scene 2: *Susie:* Zac, you are staring at me. Do you need something? You're making me a little bit uncomfortable.

Zac: Oh, I am just friendly, don't be that aggressive. (...)

Scene 3: *Susie:* Hi Zac. Did you ever do the PowerPoint I asked for three days ago?

Zac: So I completely forgot... I was busy looking at you.

"COVID really showed where the holes are, and who's doing the work. It tends to be gendered, very heavily women. It tends to be women and then women of color, immigrant women. And a lot of these women feel really, really – talk about vulnerable and excluded and marginal." (Guest participant at the Plenary session)

"It is a human right to be cared for but also to recognize that the care workers work hard because, here in the United States, it is very dramatic to learn that there is a 24 hour shift. We do that for one year, then year after year. You are tired, you are sick and there are very bad conditions for workers. (...) So there could be something about inclusion of mothers who are also care workers in society." (Plenary session participant)

"So we as women should get together because most of the women are caregivers, and health care workers, but we get the lowest amount of pay and we're doing the same job as men – sometimes we do it better – and we don't get the same pay (...) And that leads us into poverty, and then if you are a single mother like myself, we stay in poverty forever if we don't have the strength to carry on." (Plenary session participant with direct experience of poverty)

From depicting various scenes of sexual harassment at work in the Forum Theatre segment to highlighting the role played by women during the pandemic and in society more generally as care and health care workers, People's University participants collectively pointed out the need for better recognition, working conditions and salaries for all women.

Burden of responsibility falling on the employee instead of the employer

"I felt frustrated that so much of the change was on the responsibility of the employee. And you're absolutely right that we all do need to know our rights, but it's also the responsibility of the management to know the policies and to know all of our employee handbooks and what employees are entitled to. And that's really on the company. And that is the HR of our organization's responsibility, because if you're in a vulnerable situation and then you have to also advocate for yourself, that's incredibly difficult and that's very unfair." (Guest participant at the Plenary session)

A consensus emerged that many times in the Forum Theater segment, the burden of responsibility of knowing one's rights fell too often than not on the employee. Yet, making sure that supervisors knew all the relevant policies ought to be a responsibility of the employer. The discussion then shifted to how companies could do a better job in making sure that their employees felt safe, included and respected at work. As several participants pointed out, that is precisely the objectives of Diversity, Equity and Inclusion (DEI) policies and programs in the workplace, aiming at promoting the representation and participation of different groups whose voices tend to be under-represented.

Ways forward and good practices in the corporate world

- **Making the work environment safe and inclusive**

"I started our Employee Resource Groups (ERGs). They are community specific groups where employees and allies can meet together, they can talk about, you know, social issues, things that are affecting them in the workplace based on their identity. So we have groups for Black, Latino, Asian, LGBTQIA+, people with disabilities, working parents and women. So it's a space to have a collective community. (...) And I think the most important thing in ERGs is that you are influencing the business." (Guest participant at the Plenary session)

"Front line managers are what employees see. So it's really incumbent upon those folks like myself and others in the room who are there to guide and inform and coach leaders. What are the behaviors? What are the expectations that we expect from you? I don't care what race, gender you are. I want you to be able to come to work and to be your best self. (...) I want everyone to feel respected, physically safe and psychologically safe." (Plenary session participant)

- **Overcoming the bias when recruiting:**

"So the best way to do this is by eliminating opportunities to introduce the bias: blind resumes, removing the name, removing the school, just focusing on the skill set is a great way for screening. We also have standardized interview questions. (...) Job descriptions: how many job descriptions ask for so many things when five are actually needed? So we screen and review our job descriptions to make sure that we're actually speaking to a broad enough population." (Guest participant at the Plenary session)

"We try to remove as much bias as we can by having panels of interviews. We try to meet candidates where they are." (Plenary session participant)

"We implemented what we call "targeted opening" in our hiring process. So that means that we are reaching out to the ones who seem the most excluded of the most marginalized communities because of several criteria. And we don't do background checks." (Plenary session participant)

"There are great organizations like one in particular: They use theater and work with young people to use theater in a lot of different ways. They use that to challenge your behavior. If you have negative behavior, it just gets a grip on that and channels that into positivity. They get great internships with places like JPMorgan Chase and things of that nature. I know because three of my kids graduated from there that actually got involved with JPMorgan and internships, that lead them to job opportunities." (Plenary session participant with direct experience of poverty)

After sharing good practices for employers to recruit new employees in a fair and equitable manner, a few participants raised the issue that for some youth even getting to the interview is an impossible first step. Without the right networks, opportunities, and education, knowing how and where to apply becomes a major limitation. To this, many responded that deeper transformational mindsets and practices were needed in society to allow for real equity in accessing the job market.

"The problem is so much deeper because it also has to do with education, training and what a job will perceive you as having to offer beside all the other stuff. And it makes me think of WALTER [the eco-social business co-launched by ATD Fourth World in Brownsville], because I think that for a lot of [employers] there is a necessity of the job, but they are not necessarily looking for you to have this like big training that came from your past, but choose being able to, or taking the responsibility of, training you themselves." (Plenary session participant)

In addition to creating a healthy and safe environment for employees and making the interview process fair and equitable, employers should also take the responsibility for directly training new recruits, especially those coming from disadvantaged backgrounds, and by doing so, leveling the playing field for all.

Ways forward and good practices through policy solutions

- **On the care economy:**

"One thing we can do is we can catch up with the rest of the world and have childcare that is affordable, universal childcare and help people. (...) And I think we really need to organize around some policy." (Guest participant at the Plenary session)

"I saw these advertisements from New York State, I guess, that are talking about being able to get paid for the care work that you provide for – I think it's mostly for elderly people – so that if your mother is sick and you care for her, then I guess the state is kind of hiring you to do that work and you get an hourly wage for it." (Plenary session participant)

- **On knowing and protecting workers' rights: the role of schools and unions**

"I think, you know, when they're at high school or getting ready to graduate, maybe a school, program, or organization can teach them to know your rights, because some youth are working while in high school but they don't know their rights, and organizations take advantage of that because they don't know, you know, like she's literally discriminating on me." (Plenary session participant with direct experience of poverty)

"All I kept thinking 'union, union, union.' Like who mentioned the PTO? The time off policy. You shouldn't have to worry that you work at a company where they give you time off. We should have a law in the US, in New York, in New York City, that says you're guaranteed a number of days off so that if you get sick, it doesn't matter if you have a 99 fever, 104, whatever it is. You say, 'I'm sick, I am legally entitled to PTO.' (...) We should be teaching people labor history in school and saying, listen, you know what you should do? You go on the job, build solidarity and start a union, so then your workplace will be safe and so that you can have PTO and all this other stuff." (Guest participant at the Plenary session)

In conclusion, multi-level solutions are needed to make jobs more accessible and permanent for all.

At the company level, concrete tools (blind resumes, panel interviews or targeted opening) can help ensure more diversity in hiring. Once at the workplace, it is equally important that new hires feel safe, heard and respected. Participatory spaces such as trade unions, Employee Resource Groups (ERGs) or training opportunities are crucial for employees to feel a sense of ownership and belonging in their workplace. At the policy level, fundamental investments need to be made in the education sector, so that schools, high schools and universities better prepare youth in entering the world of work. Massive investments in universal child care would allow parents to go to work without having to worry about their children being taken care of, especially single parents who sometimes have to choose between staying home to care for their children or going to work to provide for their family.

Efforts are needed at all levels of society to transform hiring and employment practices and finally make dignity at the workplace a reality.

"So I say, who might be who may be the most marginalized and what can I do? What can we do right to ensure that that group is uplifted? And if I uplift that group, I'm uplifting everyone."
Plenary session participant

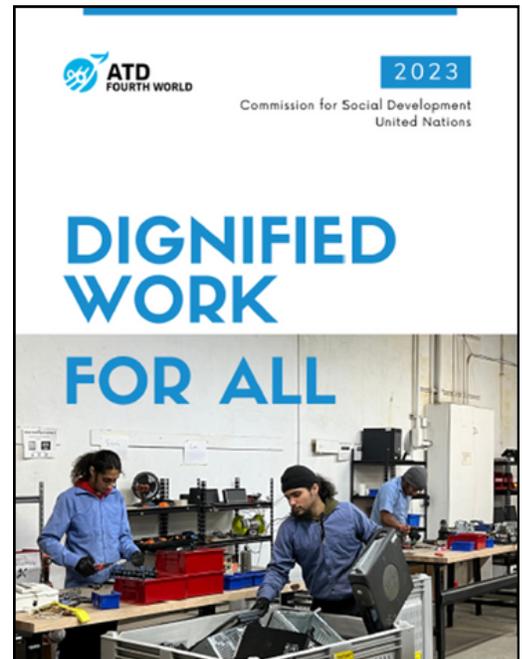


Theme: Dignified Work for All

A year-long exploration

ATD Fourth World in New York has the unique advantage of having one foot in the global – at the United Nations – and one foot in the local – with communities having a direct experience of poverty. At the United Nations and for over thirty years, ATD Fourth World has been an active contributor in policy making processes related to poverty eradication and social development bringing the voices, experiences and recommendations of people experiencing poverty and discrimination around the world.

In February 2023, when the UN Commission for Social Development focused on Decent Work as its priority theme, ATD Fourth World explored the topic through the dignity lens and presented its long experience in developing work opportunities for communities affected by systemic discrimination. More specifically, it highlighted one initiative in France – 'Zero Long-Term Unemployment Zones' and one in the US – Working And Learning Together – Electronics Recycling' (WALTER) – both impelled by ATD Fourth World. Several learnings from these innovative solutions to dignified employment were disseminated throughout the UN Commission and collected in a report entitled "Dignified Work for all".



Following this UN Commission and looking back at the Evaluation and Planning Process launched by ATD NYC in the end of 2022, *Dignified Work for All* emerged as the theme for the Fourth World People's University (FWPU) scheduled for Spring 2023. This report presents the process and main takeaways from this FWPU cycle.

The final chapter exploring this topic will be in October 2023 for the UN International Day for the Eradication of Poverty. The theme of the Day will be "*Decent Work and Social Protection: Putting Dignity in Practice for All*". A delegation of activists with direct experience of poverty will be taking the floor at the United Nations to share not only their life experiences but also their learnings and recommendations to an audience composed of United Nations officials, country representatives and New Yorkers. Thus completing a year of building and sharing knowledge from the local to the global, advancing the discussion on Dignified Work so it can become a reality for all.

Theme: Dignified Work for All

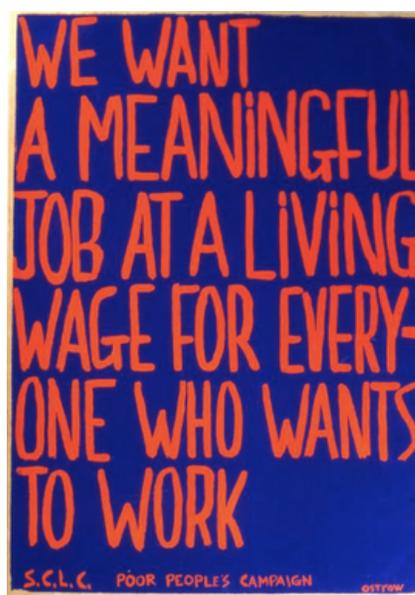
Our inspiration

One of our inspirations to ground this Fourth World People's University cycle in the history of the United States was the historic Poor People's Campaign and March led by Martin Luther King in 1968.

From this video created by the Poor People's Campaign ([The Poor People's Campaign: 50 Years After MLK's Death - YouTube](#)), two main learnings were shared while launching this FWPU on Dignified Work for All:

- The importance of unity between different communities, from African-American activists led by Martin Luther King, to Latino and immigrant communities joining the 1968 March, as well as Native Americans and White Americans. Americans of all colors and ethnicities were together in this fight.
- The fact that poverty eradication, decent employment, and social justice have to be considered as one single issue, bringing the social and economic struggles of marginalized communities together and understanding that this is still a big issue which needs to be fought for.

Another aspect of the historic 1968 Campaign and March that we wanted to keep in mind was the visual element: campaign posters with powerful slogans to make their demands seen and heard.



Inspired by the historic posters reproduced above we decided to include visual elements in our own People's University preparation process.

Process

Preparation Sessions

On Thursdays April 20 and 27, 2023, two Preparation sessions for this FWPU cycle took place at the Fourth World House in New York. Gathering between 12 to 15 participants, these sessions were designed with the following objectives in mind:

- Letting the participants with different backgrounds – ATD Fourth World Activists with direct experience of poverty, Allies working in the private sector in the field of diversity, equity and inclusion, and ATD Volunteers Corps members – get to know each other through ice breakers, sharing personal experiences, and informal times.
- Progressively building trust by sharing personal experiences in the world of work.
- Having participants think in mixed groups (with or without experience of poverty) and build their definition of what Dignified Work means to them, based on their common experiences
- Having participants in peer groups (separation based on their experience of poverty) think about specific situations of injustices or harassment at work, to be used in Forum Theater.



On Tuesdays April 11, 18 and 25, 2023, similar Preparation sessions took place at the Brownsville Teen Lounge, gathering 15 youth participants aged between 18 and 24 living in social housing. Many had discontinued their studies and were either working or looking for work. Two ATD Volunteer Corps members facilitated the Preparation sessions. The objectives were to:

- Build friendship and trust between the ATD Volunteer Corps members and the young participants (through fun ice breakers and active listening).
- Encourage the youth to share their personal experiences – positive and negative – when it came to work, and to build their own definition of what dignified jobs should look like.
- Include the voices and experiences of marginalized youth living in underserved neighborhoods.



Tools for the Preparation Sessions

The Preparation sessions were inspired from the [Merging of Knowledge methodology](#), developed by ATD Fourth World, which allows people with direct experience of poverty to dialogue with practitioners and academics, with the objective of building a more complete and integrated knowledge of the topic at hand. Here are some tools used to build trust between participants to allow for such meaningful dialogue.

1

STARTING WITH LIGHT ICE BREAKERS ON THE THEME OF WORK

One tool that was used at the beginning of each session – including at the Plenary session – was the ice breaker. Light and fun, it allows each participant to introduce themselves through an unexpected or amusing fact. In a room where people from very different socio-economic backgrounds are present, it is important that no one feels less than the others when they introduce themselves. Examples of icebreakers used in this FWPU cycle on Dignified Work for All:

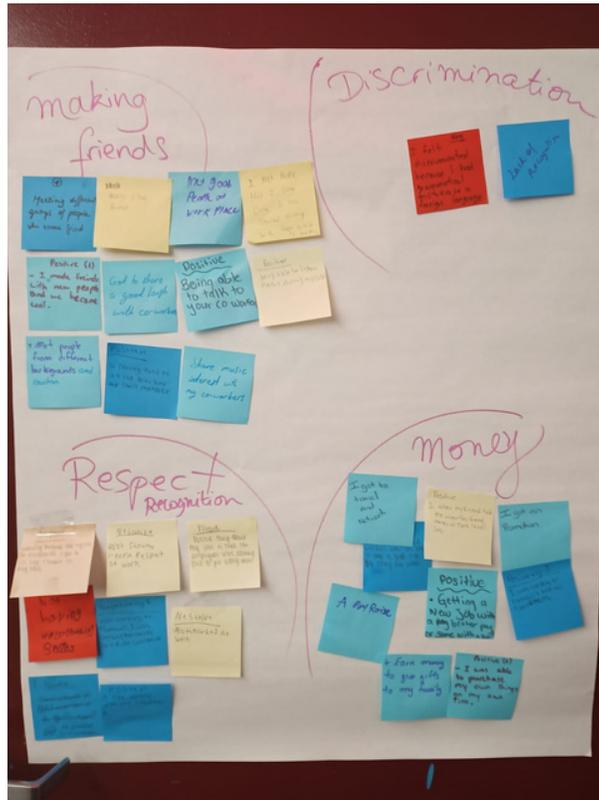
- What was your dream job growing up?
- What job would you hate doing?
- Pick a paper from the pouch bag, read out loud the job written on it and say if you would like to do this job or not (explain your choice).

2

SHARING EXPERIENCES IN MIXED GROUPS AND FORMING CLUSTERS OF IDEAS

After the introduction, the ice breaker and objectives of the Preparation session were explained, participants were divided in two small groups of 6 to 7 participants. We called these groups mixed groups, as they brought together people from different socio-economic backgrounds, some with the experience of poverty, some without. Participants were asked to share two positive and two negative experiences related to work by writing them on post-its. After each individual sharing, the post-its were stuck to a poster. When several post-its had similar ideas or contents, they were regrouped into clusters (see next page for the pictures of clusters). By doing this, participants realized that despite having different backgrounds (some went to university, some did not, some had leadership roles, some did not, some had experienced poverty, some did not), the experience of one participant could still highly resonate with the experience of another. Having mixed groups allowed for this realization that having more elements brings us together than separates us.





Clusters of positive and negative experiences related to work shared on post-its by young people in Brownsville (Brownsville Teen Lounge Preparation Group)



Clusters of positive and negative experiences related to work shared on post-its by a mixed group of participants (Group 1)



Clusters of positive and negative experiences related to work shared on post-its by a mixed group of participants (Group 2)

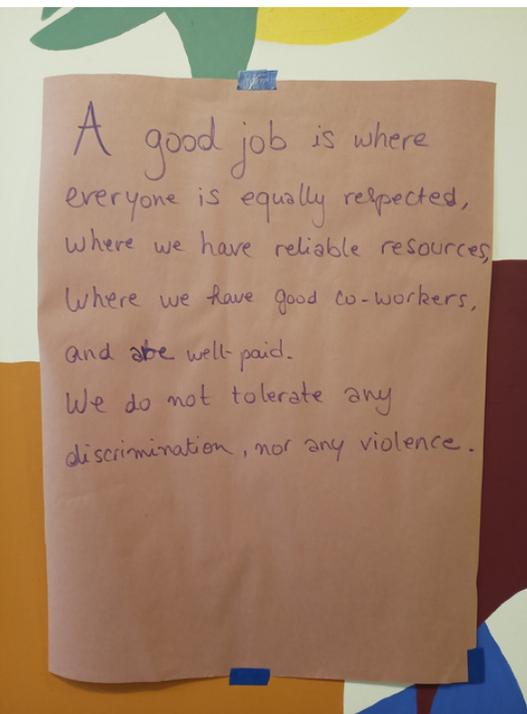
Tools for the Preparation Sessions

3

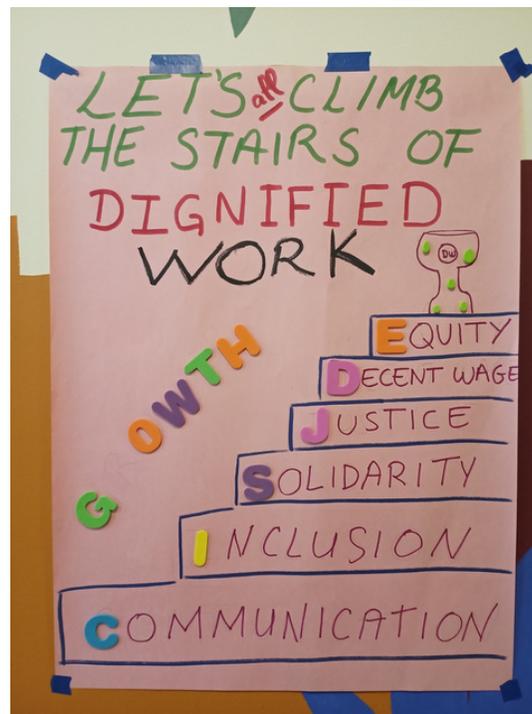
FROM CLUSTERING TO BUILDING DEFINITIONS OF DIGNIFIED WORK

Once the sharing of experiences on positive and negative work experiences happened, experiences that were similar were clustered together. The next tool used was to ask participants to build a group definition of what dignified work meant to them, based on the common themes which had emerged. The exercise aimed at consensus building between people from different backgrounds and experiences: deciding on which cluster themes to build the definition upon, agreeing on each word and being ready to present their group definition in Plenary session. This process not only provided a sense of ownership for participants, it also was a tool to reflect on what matters in terms of professional growth and satisfaction.

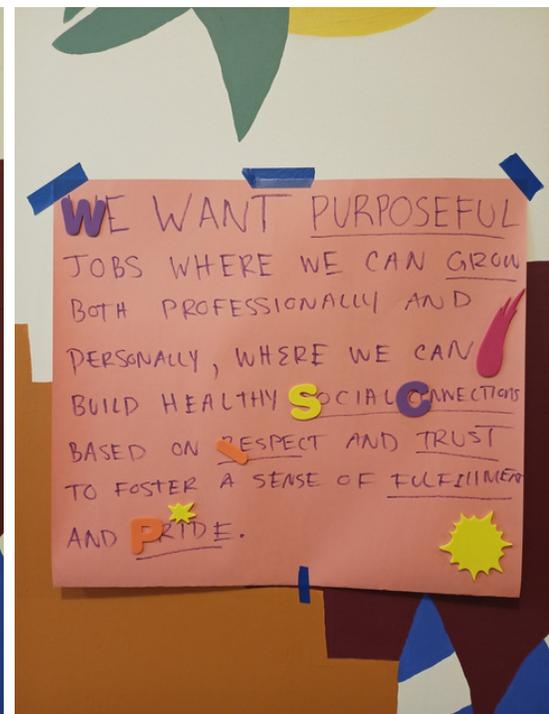
Below you can see each group definition emerging from the first Preparation session.



Definition of Dignified Work by young people in Brownsville (Brownsville Teen Lounge Preparation Group)



Definition of Dignified Work by a mixed group of participants (Group 1)



Definition of Dignified Work by a mixed group of participants (Group 2)

Process

The plenary session

On Saturday May 6th, 2023, Fourth World People's University Plenary session took place at the Fourth World House. Gathering participants who took part in the Preparation sessions, the Plenary session is meant to be the main dialogue where participants present to outside guests their preparations on the topic. Guests are invited to react to these presentations and share how they connect to it, if this resonates with their practices, if this transforms or enhances their understanding and knowledge of the topic.

Guests are usually practitioners working in the field and academics with a deep knowledge of the topic discussed. For this cycle, the focus being on Work, the preparation team thought it was important to have representatives from the private sector working in the fields of recruitment or diversity, equity and inclusion. Our two guests represented a balance of perspective from the private sector and the academic sector:



Shannon Kirk,
Diversity, Equity and Inclusion
Manager at Tiffany & Co



Mary Anne Trasciatti,
Director of Labor Studies; Professor
of Rhetoric and Public Advocacy
at Hofstra University

In addition to the two guests, around thirty ATD Fourth World members were present for the dialogue in the Plenary session. The group was diverse with:

- a third of participants being ATD Fourth World Activists with direct experience of poverty
- a third being Allies (familiar with ATD Fourth World's inclusive work) and individuals working in the private sector new to ATD Fourth World but interested in the theme of Dignified Work)
- a third being ATD Fourth World Volunteer Corps members/team members.

To read a highlight of the main ideas discussed in the Plenary session with the guests, please refer to the Executive Summary at the beginning of this report.

Tool for the Plenary Session: Forum Theatre

1

WHAT IS FORUM THEATRE?

Forum Theatre is part of the Theater of the Oppressed, a form of theater where people who are victims of injustices or discrimination play out situations to change the outcome. A scene is built based on real life experiences, and from the scene, actors and audience members can step in and out at any time to change the plot. How does it work? Concretely, characters will play their scene once. This is followed by a few minutes of reflection, for the audience to identify what could be changed in the scenario. Characters then perform the scene a second time and audience members become 'spect'actors', meaning they can decide to jump into the scene and become a character themselves to try to change the outcome. They can take the role of an existing character, or create a new one.

2

PREPARING THE SCENES OF INJUSTICES IN PEER GROUPS

As much as being in mixed groups mattered in the first Preparation session for participants to get to know each other and connect over their similarities rather than differences, for this part of the preparation, allowing safe spaces for people impacted by poverty to regroup and share common experiences was essential. The second Preparation session thus gathered small groups called peer groups: one group composed only of ATD Fourth World Activists with the experience of poverty, and two groups composed of members who do not have an experience of poverty (Allies, individuals working in the private sector, ATD Fourth World Volunteers Corps members). Each peer group selected one situation of injustices they had faced in relation to work, and presented it at the Plenary session through Forum Theater.

3

JOKER

The facilitator of the Forum Theatre is called the Joker. That person has the power to call on audience members to replace one or several of the actors on stage. The joker is also the only person who can stop the play, if the solution reached seems satisfying or, in the opposite situation, if the story seemed to go around in circle. then the joker can decide to end the scene. The joker can also cut a scene when the solution reached is too easy, as the idea is to produce change in the dynamics of the conversation and not come up with a "magical" solution.

4

RESOLVING THE INJUSTICE/SOLUTIONS

The key component in the Forum Theatre is the audience. Having audience members ready to intervene and join the scene to change the storyline is essential for a successful session. Very often, we noticed that it was members with direct experience of poverty who were more willing to come on stage to contribute to changing the dynamics and reaching an agreeable solution. Below we present briefly the storyline of the three scenes presented at the Plenary session, with the characters involved, the change brought by an audience member and the outcome.

Brief presentation of the three situations of injustices presented in Plenary Session

PLOT	ACTORS	KEY MOMENT	OUTCOME
A 19-year-old African-American young woman works as a swimming instructor. Her employers know that her personal life is difficult and vulnerable. She is overworked as she works 7 days a week. She comes to see her boss to ask for a sick day as she has a high fever with a sore throat, but her company threatens to fire her.	<ul style="list-style-type: none"> The 19-year-old swimming instructor Her superior (boss) The director of the swimming school. 	Several audience members took the role of the 19-year-old swimming instructor and advocated for her rights: "According to the human resources policy, we are allowed to have sick days.", "What if I fall down tomorrow? I will sue the company, because I came here as a courtesy to let you know I'm sick."	The employer finally accepted to give her the day off provided she found someone to cover for her.
A young man who is qualified interviews for an assistant manager position. The employer sees him as a threat and offers him a package delivery job, which the desperate young man accepts. The next day, he faces discrimination from the building doorman while attempting to deliver a package so he is unable to deliver it. He later gets fired.	<ul style="list-style-type: none"> The young man who becomes a delivery worker The antagonist employer The elevator/doorman The angry client who does not receive his package. 	Several audience members took turns in the roles of the delivery and the elevator men. Instead of taking the blame of not being able to deliver the package, the young man called his employer ("Mr. Miller's building does not allow me to leave his package. So would you like to call him and let him know we attempted to deliver this?") and brought the package back to his employer.	The employer takes the responsibility of not having the package delivered on time. The delivery person is not fired.
Susie, 20, has her first summer internship in a consulting firm. She's excited about her first professional experience. At the workplace, her colleague Zach openly flirts with her, stares at her, and make her feel uncomfortable.	<ul style="list-style-type: none"> Susie, intern Zach, manager Chad, manager, direct boss of Susie Emilie, senior consultant. 	Several audience members took the role of both Susie and Zach. Two interventions changed the dynamics: directly confronting Zach ("You're making a lot of people in the work place uncomfortable") and reporting the harassment case to the manager.	The manager was made aware of Zach's behavior and directly addressed the issue to put an end to the situation.



Pictured here: A scene from Forum Theatre played by an activist with direct experience of poverty and an ally standing in solidarity.



Thank you!

A heartfelt thank you to:

Rosetta Savana, Roxane Durand and Monica Jahangir,
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Shannon Kirk and Mary Anne Trasciatti,
for being the perfect guests we dreamed of!

And a big thank you to **all the participants who joined in the Preparation sessions (at the Fourth World House and at the Brownsville Teen Lounge) and the Plenary session.** People's University celebrates togetherness and we could not do anything without our community of Activists with experience of poverty, Allies standing in solidarity and ATD Fourth World Volunteer Corps members.

For more information about Fourth World's People University in NYC, please visit <https://atdfourthworld-usa.org/fourth-world-peoples-university> or contact: nycteam@atdfourthworld-usa.org

