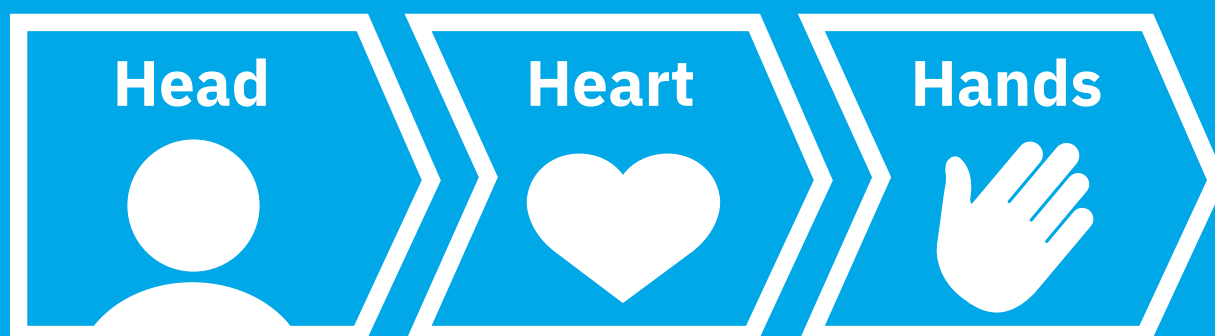


# DEVELOPMENT EDUCATION

RESOURCE FOR TEACHERS AND FACILITATORS



# What is Development Education/Global Citizenship Education?

Development Education (or ‘Dev Ed’ for short) may sound like something new or an addition to what you are doing already in your classes, but it’s probably something that you are already doing!



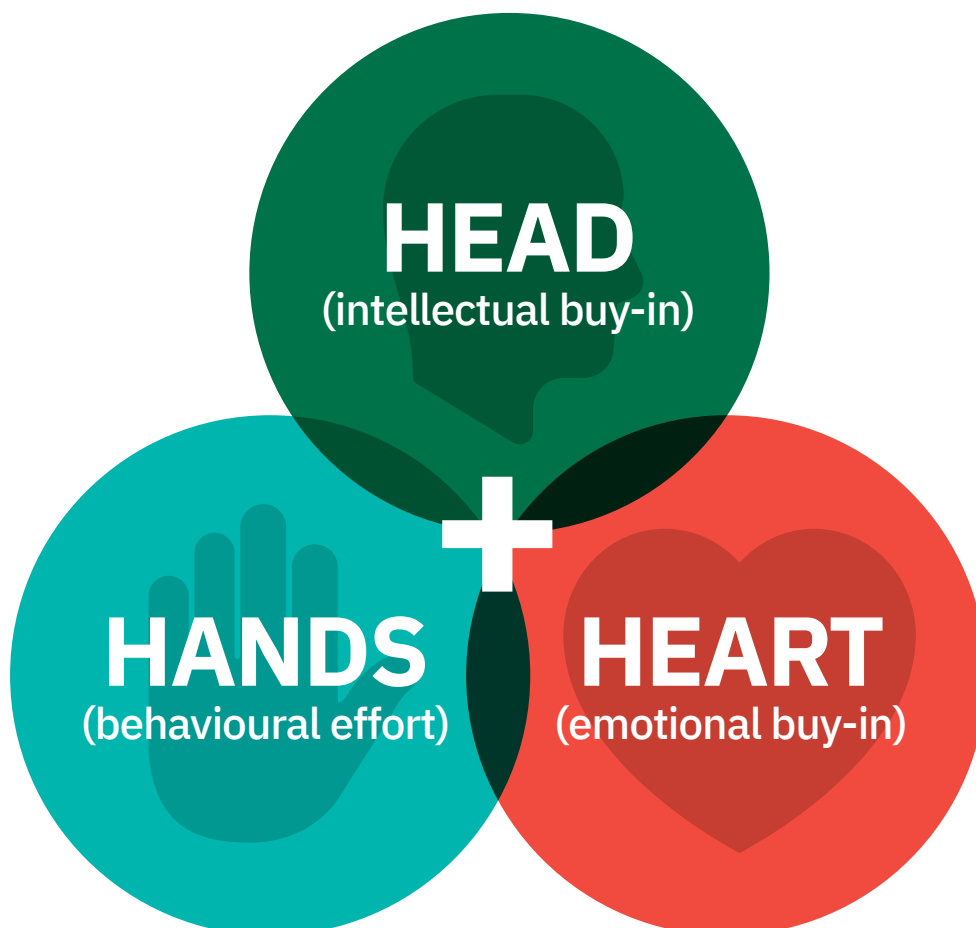
It can be defined as:

**“An educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. It seeks to engage people in analysis, reflection and action for local and global citizenship and participation.”**

Irish Aid

Development Education is also referred to as Global Citizenship Education (GCE). At the heart of it, it is all about supporting students to actively engage in the world around them and understand our interconnectedness.

It is a way of bringing the world into your classroom and to allow students to meaningfully engage with challenges that people are facing all over the world. Development Education supports people to understand how what we do locally can have an impact globally, as well as challenging negative stereotypes that exist about people and places around the world.



## HEAD

Exploring global development issues



## HEART

Exploring values and human rights leading to empathy



## HANDS

Exploring ways participants can be supported to take action to bring about a better world for all

## What does it cover?



...and much more. Basically, it covers the ways that we interact with and treat the world around us, to how we treat one another.

Development Education explores inequalities between communities in the **global north** (or what people may call 'developed countries') and the **global south** (or 'developing countries'). However, it isn't limited to that – exploring power dynamics and inequalities locally is a vital aspect of it too.

## Why is it important?



**John Donne** wrote the famous phrase *“No man is an island entire of itself, every man is a piece of the continent, a part of the main...”* and development education seeks to explore that very sentiment.

We all live in our own small part of the world, however if we take a closer we are so connected to the world around us. From where our food is from, where our clothes are made to the metals in our electronic products...we cannot escape the wider world we live in.

Through participation in development education, students are:

- Provided with an opportunity to explore how we are connected to our planet and other communities in ways that we may not realise and understand the unequal world that we live in
- Encouraged to think about the positive elements of this and the shared experiences we have with communities that we may never meet
- Able to reflect on the hidden 'costs' and challenges this brings such as how this may be damaging to the environment and people's working conditions
- Equipped to with the knowledge, skills and values to act ethically and sustainability



**“Before you finish eating your breakfast this morning, you’ve depended on more than half the world.”**

Martin Luther King Jr

### DISCUSSION POINT:

- What country did your breakfast come from?
- What country was your uniform made in?



## Subject examples



Some schools offer Development Education as part of their TY year, and it also links heavily to CSPE. However, Development Education interlinks with many different aspects of the primary and secondary curriculum.

### Politics and Society (Senior Cycle)

Strand Two: Active Citizenship  
Strand Three: Human Rights  
Strand Four: Globalisation

### Business Studies (Junior Cycle)

Rights and responsibilities of an employer (environmental, social, ethical)  
Impact of a business on communities globally

### Religious Education

**Junior Cycle:** Strand Three - Living our values  
**Senior Cycle:** Section F - Issues of Justice and Peace 1.2, 2.2, 3.1

### Ethical Education

Global Citizenship Education  
Gender Equality

### Geography

**Junior Cycle:** Stand three - Exploring people, places and change  
**Senior Cycle:** Unit 6 Global Interdependence

### Home Economics

Junior Cycle: Strand one - Sustainable and responsible living

### English

**Junior Cycle:** Oral and written language stands – writing for a purpose (for example, debating)  
**Senior cycle:** The Language of Argument and the Language of Persuasion (for example, debating and exploring how development issues are presented in the media)

### Science

**Junior Cycle:** Sustainability elements of all strands

### Economics (Senior Cycle)

Strand 1.3 Economic, social and environmental sustainability  
Strand 5.2 Globalisation



## Primary curriculum:

Development education fits into the primary school curriculum, specifically within a number of strands of SPHE and SESE.

### SPHE

#### Stand - Myself and the Wider World

Strand Units:

- Developing citizenship
- Relating to Others
- Media Education

Topics:

- Environmental awareness and care
- Diversity
- Inequality in the community/nationally
- Justice and peace
- Unequal distribution of the resources

### SESE

#### Strand – Environmental Awareness and Care

Strand Units:

- Environmental awareness
- Science and the environment
- Caring for the environment

Topics:

- People and places in other areas
- Caring for my locality
- People and other lands
- Environmental awareness and care
- Trade and development issues
- Caring for my locality

## Bringing Development Education into the classroom

There is no set way to ‘do’ development education – it is entirely dependent upon the context of your school, your individual students, how much time you have and how confident you feel.

Here are a few suggestions to get you started on your journey, or to give you some ideas of where to begin:

### 1. Debate it!

Debating is a great way to get students researching independently, applying knowledge and considering different perspectives. From exploring renewable energy to fast fashion– there are lots of different areas to look at for different subjects/interests.

If you like the idea of debating then get involved with **Concern Debates!** For secondary schools, it is an all-island competition open to senior cycle students. For primary, it is open to 5<sup>th</sup> and 6<sup>th</sup> class students and operated through your local education centre.



### 2. Read all about it

Development education is a great way to explore current affairs and offers a way for students to develop critical thinking skills when reading texts. Gather examples of newspaper stories about a topic and ask students to consider: how it’s been reported; if there is there a bias; is it factual or does it try to use facts to mislead in anyway?

You could try to find examples of human stories behind the headlines too to consider the human impact of the situation.

### 3. Tackling Stereotypes

Tackling stereotypes is a key part of development education. Using pictures, personal stories and discussion are good tools to allow students to consider whether ideas that we hold about places/people are true and digging a little bit deeper into how this narrative can shape our attitudes to people around us and can damage others. Two examples to start with (that we often come across) are the idea that ‘all of Africa is poor’ and negative ideas about migration



### 4. Images

A picture says a thousand words, so the saying goes.

Use images to explore situations that people face, to challenge perceptions or to provide an insight into people’s lives around the world.

There are three examples on this page to get you started!

## 5. Invite in a speaker

Bringing in someone to speak to students can be a great way to encourage students to think differently about local and global issues – they offer a new voice and a different perspective. Concern offer free school workshops and talks (now also available online) on a range of development issues. We recommend following up the visit with a consolidation activity to help put the learning into context or action, and are more than happy to advise on this!



Jessica Maguire from Active Citizenship facilitating at Agents of Change. Ruth Medjber/March 2019



## 6. Action projects

A key part of Development Education is the opportunity to take action on injustice. Action projects can be as big or as small as you want (or that time allows!). They can range from making posters to educate other students around the school, fundraising, trying to change a school policy, making a video or writing to local politicians.

Concern have developed a flexible programme called **Speak Act Do** to support teachers and students in this. The accompanying resource contains a ‘how to’ guide, action menu for ideas, a poster and a research guide.

For a Development Education action project, bringing in the global element is essential to developing students understanding about the world. It’s easy to focus on a local issue, but the crucial learning and critical thinking takes place when this is opened up to exploring the bigger picture. For example, students may decide to focus on plastic and its impact on the environment – **looking at the local impact on rivers and habitats is the local element of Development Education.** Students then explore and research the wider impact of this on the environment and the lives of communities around the world as the global aspect of their project (plastic production/ transportation uses large amounts of fossil fuels which contributes to climate change).



Students from Maryfield College, Dublin presenting their action project at Concern’s end of year celebration event, Agents of Change. Ruth Medjber/March 2019

## Language

The language that we use is a crucial part of shaping the world that we live in and our perceptions. Language can empower people or it can lead to the reinforcement of damaging stereotypes. Below are some key terms to use and explore with students in development education:



### Action

This means to do something to achieve an aim. In Development Education, an 'action' is doing something to empower people, to raise awareness or to try and make a change in the local/global community

### Climate Change

"A change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods" (United Nations)

### Conflict

Conflict is a serious disagreement or argument. We often hear the term in relation to war and other violent clashes, but it is any situation where two or more parties seriously disagree

### Equality

The state of being equal in status, rights and opportunities

### Poverty

When a person or community lacks the resources and essential items for a minimum standard of living. This includes access to decent employment, education, healthcare, sanitation and food

### Sustainable Development Goals (SDGs)

These 17 targets set by the United Nations in 2015 aimed to make the world better for both people and the planet by 2030

### Solidarity

Unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group

## TERMINOLOGY ABOUT COUNTRIES

One really important point about language is around how we refer to different countries around the world. In the past, people often used the term 'third world' to refer to nations who faced high levels of poverty. *This is not used anymore.* Here are some alternatives:

The **Global South** is made up of Africa, Latin America, and developing Asia. Traditionally these areas would have been known as the developing world.

The **Global North** is made up to include the United States, Canada, Western Europe, parts of Asia, Australia and New Zealand. Traditionally these countries would have been known as the developed world.



### Sustainable

Something that can be continued over a period of time without depletion or damage. In this context, it refers to resources which provide humans with the things they need without damaging the natural environment for generations to come.

## NEXT STEPS

We would encourage all teachers to get involved in development education if possible, in a way that suits you!

1. Have a think about your subject, your timetable and your students – what is going to work for you best? Contact the Active Citizenship team for advice – we are here to help
2. Reach out to other teachers – lots of schools have a teacher that takes the lead on dev ed/GCE so it may be a good idea to reach out to them to share ideas!
3. Apply for Worldwide Global Schools funding – WWGS, funded through Irish Aid, give schools grants to run Development Education projects in schools. Get in touch with them to find out more!
4. Develop your knowledge – if you're not feeling confident, there are lots of ways to increase your knowledge. If you have time/are able to, sign up to a CPD training session. If you don't have capacity for that, check out some online courses, have a look at existing resources (visit our website to find a whole range) or get in touch with us. We are here to support teachers!
5. Sign up to a programme – we offer a range of student programmes over each academic year to develop students knowledge, understanding and to support them taking action, including the Concern Debates. Get in touch to find out what we can offer your school!
6. Jump in the deep end – the best way to get started is to have a go. Incorporate it in slowly to your classes through discussion or a starter activity.

## GET IN TOUCH!

Contact the schools team to book free school workshops, to talk about development education programmes or to ask for advice about incorporating this into your classes!

Email: [Schools@concern.net](mailto:Schools@concern.net)

## FIND FURTHER INFORMATION ON GRANTS AND RESOURCES HERE:

### Concern resources:

[www.concern.net/schools-and-youth](http://www.concern.net/schools-and-youth)

### Worldwise Global Schools:

[www.worldwiseschools.ie](http://www.worldwiseschools.ie)

[developmenteducation.ie](http://developmenteducation.ie)

# FREE EDUCATIONAL RESOURCES AND DOWNLOADABLE PRESENTATIONS



Concern's Active Citizenship team is delighted to present our new online classroom hub [www.concern.net/schools-and-youth/educational-resources](http://www.concern.net/schools-and-youth/educational-resources)

Here you will find educational resources on the work of Concern, development issues and the impact of COVID 19 on the countries we work in.

We also have downloadable presentations with audio available here [www.concern.net/schools-and-youth/educational-resources](http://www.concern.net/schools-and-youth/educational-resources)

If you require hard copies of our resources or are having issues downloading, please contact us on [schools@concern.net](mailto:schools@concern.net)

## SUSTAINABLE DEVELOPMENT GOALS

RESOURCE FOR TEACHERS AND FACILITATORS

### ACTIVITY THREE: Concern and the Sustainable Development Goals

30 minutes

- Show the three examples of Concern's work on page four and show to students. Ask them to choose one case study to focus on.
- Next, ask students to read the story in detail.
- Then, ask students to choose four of the SDGs which relate to the country in their case study.
- Finally, ask students that they are going to be making a comic strip to bring this story to life and show how meeting these SDGs would impact on the lives of the people in their case study.
- They will divide an A4 sheet into six boxes and follow the story plan.

**SDG's in numbers**

- Around 4.3 million children under the age of 5 died in 2017. More than half of these were due to conditions that could have been prevented or treated (WHO 2018)
- In 2016, household and outdoor air pollution led to seven million deaths worldwide\*
- The world is not on track to end malaria by 2030. In 2017, 219 million cases were diagnosed compared to 210 million in 2013 (WHO 2018)
- Just under one billion people globally still do not have access to electricity\*\*
- Unsafe drinking water, unsafe sanitation and lack of hygiene contributed to around 870,000 deaths in 2016. These deaths were mainly caused by diarrhoeal diseases\*\*

\*Global cases from the UN Sustainable Development Goals Report 2018

\*\*World Bank

## ZERO HUNGER

RESOURCE FOR TEACHERS AND FACILITATORS

### Concern and Hunger

In 2010 Concern Worldwide was founded in Dublin by John and Kay O'Loughlin-Kennedy. This was in response to a famine in a part of Nigeria, called Biafra, that had lasted for independence.

The conflict that followed Biafra's attempt to separate from Nigeria caused a famine of people to be displaced, a shortage of food, medicine and basic necessities for the Nigerian authorities and, as a result of this, a famine. As the hunger of the crisis in the summer of 2016, it was estimated that 6,000 children were dying every week.

Concern are focused because of hunger, and today tackling hunger is all case of the biggest challenges that many of the communities that we work with face. We work with communities and local partner NGOs to support people who are at risk of hunger or suffering its consequences.

**Malawi, Climate Change and Hunger**

Climate change is one of the reasons why hunger is increasing globally. All of the communities that we work with are at the forefront of a rapidly changing climate – we have seen more unpredictable weather, more storms, flooding, intense heat and drought for long periods of time, all of which cause us a factor in crop failure and hunger rising.

**Malawi**

- Capital: Lilongwe
- Population: 19.3 million
- Land area: 118,484 km<sup>2</sup> (about the same size as Italy)
- Language: Two main languages are English and Chichewa
- Climate: Tropical (S<sup>2</sup> C\* all year round)

**Human Development Index:** 275 out of 189 countries (medium-low human development)

Malawi has less intense – wet season and dry season. During wet seasons, crops should become enough water to grow, ready to harvest. However, weather patterns are changing and there are an increase in extreme weather events such as storms, flooding, droughts and high temperatures. This unpredictability and severity impacts on the amount of food that farmers can grow.

Malawi is just one example of a country Concern are working with to support communities who are impacted by climate change.

## SOMALIA FACT SHEET

CONCERN worldwide

**FAST FACTS**

- Capital:** Mogadishu
- Population:** 10.8 million (UN 2018)
- Currency:** Somali Shilling
- Land area:** 637,957 sq km. The country is divided into 18 regions and has an autonomous region of Somaliland and Puntland. Somaliland is a self-declared state as of 1991, but is not internationally recognised as an official state and is recognised internationally as an autonomous region of Somalia.
- Border:** Kenya, Ethiopia, Djibouti (which borders Somaliland) and the Indian Ocean
- Language:** Somali, Arabic, Italian, English
- Religion:** Sunni Islam
- Life expectancy:** men 59 years, women 53 years
- Climate:** Tropical with two rainy seasons / wet
- Terrain:** Much of the land is eroded and forest with very little arable land
- Natural resources:** Iron-ore, Uranium and Tin. There have been suggestions that the land also holds a great amount of oil.
- National day:** 1<sup>st</sup> July (independence)
- Symbol:** Leopard
- National anthem:** Quduska Calan (My Motherland)
- Landscape:** Plain, Plateaus, forest, mountains, hills
- Wildlife:** Somali golden mole, Blue elephant, Red fox

## CHAD COUNTRY PROFILE

CONCERN worldwide

**FAST FACTS**

- Capital:** N'Djamena
- Population:** 15,294 million
- Total land area:** 1,284 million sq km
- Official Language:** Arabic and French
- Religion:** Islam, Christian, Indigenous
- Currency:** Central African CFA Franc
- Climate:** Hot tropical climate, temperatures vary depending on area. The southern rainy season runs from May-October and the arid dry season runs from June-September. The north has very little rain at all year, which leads to dry seasons in other years and cooler in the evenings
- Terrain:** Flat and dry (or barrel) plains in the center, desert in the north, mountains in the northeast and isolated in the south.
- Natural resources:** Uranium, iron, zinc and petroleum
- National day:** The National day in Chad is March 28th and independence day is celebrated on August 11th
- National symbol:** Coat of arms
- National anthem:** La Tchadienne
- Key landmarks:** Lakes of Chad, Lake Chad, Lake Chad Basin, Lake Chad Basin, Chad Lake Chad Basin, Chad Lake Chad Basin, Chad Lake Chad Basin
- Wildlife:** Red-footed booby, dama gazelle, blue wildebeest, plain reedbuck, topi, hartebeest, blue wildebeest, giraffe, elephant, cheetah