



# DEVELOPMENT EDUCATION INTRODUCTION



## OUR TOOLKITS AND GUIDELINES

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- Debates
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- Media
- Group work
- Evaluation

Find out  
about our  
**WORKSHOPS,  
GUIDES AND  
RESOURCES**

# INTRODUCTION TO DEVELOPMENT EDUCATION

The Irish Development Education Association describes **Development Education (DE)** as working to tackle the root causes of injustice and inequality, globally and locally

Most teachers realise the importance today of raising students' awareness of and engagement with:

- The rapidly changing, interdependent and unequal world in which we live;
- Making the connections between poverty, social justice and inequality in the 'Global South' and our own lives;
- And what we can do to address these issues.

Indeed, this is now recognised both in our national educational policy, and internationally through the United Nations' Sustainable Development Goals (SDGs).

Understanding the issues is the first step, but in the words of the Dalai Lama, "Good wishes are not sufficient; we must become actively engaged".

A comprehensive review of Development Education in our post-primary schools (Bracken and Bryan 2011) highlighted two challenges for many teachers wishing to explore connections to global issues in their classrooms:

- An exam-driven focus to the syllabus, which allows little time for DE. Transition Year accordingly is perceived as offering more opportunity for DE.
- Teachers' lack of confidence in their knowledge of the issues and competence to teach DE.

This Facilitator Pack aims to address these challenges, offering resources to make workshops a relatively straightforward yet rewarding experience for teachers, and participative, stimulating and fun for students.

# METHODOLOGY

Our toolkits and guidelines are developed from workshops we have been delivering in schools throughout Ireland. We encourage facilitators to draw on them as a starting point, to adapt them to their own teaching styles and needs.

Avoiding the pitfall of thinking that s/he knows all there is worth knowing about a particular topic, the facilitator must begin at where students are with the issues, and take it from there.



Development Education is based on a few underlying principles:

- The 'active learning process'. A **participatory, experiential learning** method with a focus on informal group work, and may also include debates, games, and role plays.
- DE is a genuine engagement with issues of global justice, with a shift in language from '**rights** rather than **needs**'.
- By definition, DE revolves around a practice of **critical thinking**. Asking questions like, "Who benefits?" "Is this fair?" "Are there alternative experiences of the issue?" "Are there power differences determining how the story is told?". We attempt to understand the root causes and forces at play behind inequality, poverty, food insecurity, etc our world.
- As DE facilitators we continually **question our own assumptions**: Do we look at global issues through Eurocentric lenses; where do we get these messages around development; do they reinforce stereotypes; etc?

In a recent Self Help Africa survey of young people at Electric Picnic, the four most commonly identified ideas of Africa were 'hunger', 'poverty', 'famine', 'corruption'. When the respondents were informed that in fact six of the world's ten largest growing economies were in Africa, responses changed. 'Growing economies', 'progress', 'potential' became the more favoured replies.

- It's important for teachers to be aware of the traditional 'Development-as-charity' model and a modernist view, portraying international development as a linear idea of progress. As Bracken and Bryan counsel, this approach "downplays the role of richer countries in the creation and maintenance of global poverty, suggesting that developing countries are simply backward and slow. Secondly, it reinforces the idea that Western-style development is a natural progression and the ultimate goal of underdeveloped countries; thirdly, it positions developed countries at the apex of progress, no longer hindered by poverty or injustice."
- In DE we continuously make the **connections between local and global**, avoiding the sometimes convenient reaction of referring to issues as 'their problems over there'. One of the underpinning themes of the SDGs for example is '**universality**' – the Goals apply to us all.



## ACTION

An integral component of DE is the 'action' part. Although charity fundraising activities for can be an entry point for younger people, often development activism isn't much more than what Bracken and Bryan call the three Fs, 'Fundraising, Fasting and having Fun'. This tends to leave existing beliefs and ideas about the Global South undisturbed and 'insulates learners from having to re-think dominant understandings by shielding them with comforting assurances that they are helping to 'make a difference'. This is a response to symptoms and not the root causes. 'Poverty and underdevelopment are reduced to problems of cultural and family inadequacies rather than economic problems of structural inequality' (2011).

**Under the influence of the 'helping imperative', we can think of ourselves as the 'global good guys' while avoiding examining our role in the problem.**

After exploring and understanding an issue a bit more, we then examine what we can do about it in our own lives:

- On a *personal and family* level
- In the *school*
- With the local *community*

For ideas on the '**Action**' part, we recommend the WorldWise Global Schools (WWGS) Starter Guide 'Step 3: Taking Meaningful Action' on page 13 which includes a helpful checklist.

[http://www.worldwiseschools.ie/downloads/WWGS\\_StarterGuide\\_2017.pdf](http://www.worldwiseschools.ie/downloads/WWGS_StarterGuide_2017.pdf)

Comhlamh's toolkit is another useful resource:

<https://www.comhlahm.org/change-toolkit-taking-action-poverty-injustice/>



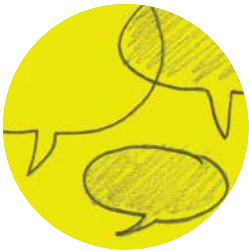
## GENERAL GUIDELINES

- A participative-style workshop works best in **class sizes** under 30. The toolkits presume a double period of 60-80 minutes is available. This allows the teacher and group time to explore an issue.
- Part of the class time needs to be allocated for **reflection**. This will allow students an opportunity to think about the issues at hand, their reactions and where those reactions are coming from, and note how their thinking may have changed. Reflection is potentially the greatest source of learning. Without time for this, students risk being left with an overwhelming sense of confusion and turmoil about seemingly insurmountable global issues, that may lead to feelings of helplessness and powerlessness.
- Some form of **impact review** is important. WorldWide Global Schools have developed a Self-Assessment Tool (SAT) which we use to measure the effectiveness of workshops.  
Another form of self-reporting is to ask students to maintain a **Learning Journal** with headings such as
  - “I thought... now I think”,
  - “I was surprised by...”,
  - “Two valuable learnings I will take away from today is...”
- It’s important to take a few minutes at the end of each workshop to **summarise**, preferably with the students’ participation, the issues and exercises that were covered.



## GROUP WORK

- A participative approach has proven to be a hugely effective active learning method in our DE workshops. We recommend moving desks to the side of the room and students to place seats in a semi-circle. It is simpler than to break up into group work.
- Exercises are more manageable e.g. “In your group take a few minutes to come up with three reasons why...”, after which canvass the groups for their responses. It also has the benefit of breaking up cliques.
- One method of quickly getting the class to form into groups is by asking them to count, each student in turn, saying their number sequentially – 1,2,3,4,5, continuing 1,2,3,4,5, etc (if five groups required). Then, “all the 1’s here, 2’s over here...” etc.
- Some teachers are wary of unruliness and loss of control in such an informal setting but our experience in workshops show that once the students are engaged with the process and the exercises, these potential perils are overcome!



## MOVING DEBATES

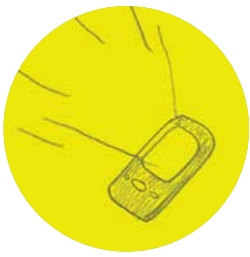
**A class exercise that encourages critical thinking and allows students to examine and justify opinions by having to articulate them. It can also enable those less vocal to contribute. This activity generates good participation and engagement, and works best with groups of 10-30.**

### INSTRUCTIONS:

- Desks and chairs to be pushed to the edge of the room. Post a piece of paper with the word ‘Agree’ at one end of the room, ‘Disagree’ at the opposite end.
- Read out the first statement from your list of debate topics. (Try kicking off the exercise with something like, ‘Instagram is better than Snapchat’.) Students move towards the ‘Agree’ or ‘Disagree’ end, or somewhere on the spectrum between the two if they’re unsure.
- Invite some students to (briefly) explain their position, with the intention of influencing their peers and drawing some of the ‘don’t-knows’ and opposers to their side.
- When the topic is exhausted, students assemble in the centre of the room to hear the next statement.
- Suggest that most people today seem to have an opinion on everything and that it’s fine not to have one, to listen to the arguments before you arrive at a position. We don’t learn by automatically agreeing with the majority. Some opinions are ill-informed and some are carefully constructed.
- There can be an element of sticking with friends. You may have to act as **devil’s advocate** if there is ‘group think’. Take up a position on the opposite side and allow yourself to move as convincing points are expressed. It is important students articulate why they take up a position.
- To be **inclusive**, gently ask some quieter students to offer their contribution earlier in the exchange, before the more obvious points are made.
- As moderator it is helpful at times to paraphrase students’ contributions, while being careful of not putting words in their mouth. Use questions to clarify uninformed or ‘received’ opinions.

### TIPS:

- It is important that students are **encouraged to express their views (and to be heard)**.
- Emphasise this exercise will only work if students are prepared to **listen** and are respectful of each other, raising their hand and speaking in turn, not over others.
- As a reflective exercise to finish, ask about any difficulty moving from their original position towards another.



## USE OF DIFFERENT MEDIA

### VIDEO

Video can transport students to different parts of the globe, illuminate less accessible subjects like international trade, and simplify scientific topics like climate change.

- A **short, simple** video (if quirky or entertaining even better) has a greater chance of engagement. The longer and more complex, the less chance it will hold the group's attention.
- It is important to **introduce** the video. To have greater impact and understanding draw students' attention to key concepts, and explain some terms in it. Reminders of group discussions on the concepts or terms used will further enhance concentration.
- Is the video to provoke and promote critical thinking, or is it to provide factual information? Always **follow up** with group feedback e.g. how did it make you feel, what stood out for you, what did you get from it, do you agree with the message, etc.

### IMAGES AND PHOTOS

Many images and photos we see have an agenda (even a subconscious one) behind them, for example, fundraising, political persuasion, campaigning, etc. This can greatly influence how we understand issues. It is important that students are aware of this, of assumptions made, any intended 'message', if the image tells the whole story or just part of it, whether the image endorses a particular way of representing how things are. See the Dóchas video in the 'Resources' section below.

Photos are an effective method of illustrating an issue, exploring perceptions of stereotyping, and developing skills such as empathy. Useful activities on how to maximise the potential of using photos are listed below under Resources.

### DRAMA, ROLE-PLAY AND WORD POEMS

Role play is another tool to help develop empathy – walking in another's shoes – and consider other viewpoints and perspectives. See Valerie Lewis link in 'Resources' section below.

Facilitators need to create a 'safe space' for students who may be exposing vulnerabilities by encouraging students to remain quiet while another is performing.



## ASSESSING ACTIVE LEARNING METHODS

Assessing the learning that's taken place can be a challenge. How do we measure a process, or "increased awareness", or indeed a greater capacity for critical thinking? Some form of monitoring and evaluation is important however in order to:

- Understand the impact of the resource in a learning process
- Measure the effectiveness of methods chosen
- Measure changes in skills and knowledge, attitudes and behaviours
- Get feedback and improve future activities
- Re-think practices and make necessary changes
- Involve participants in the production, delivery and roll out of resources to feel valued and be more inspired for further actions

Accordingly inform the class at the beginning what you are looking to do – offering them something to aim for.

Our present recommended system for evaluating effectiveness of DE workshops is the **Self Assessment Tool** (SAT) developed by WorldWide Global Schools. It is a self-reporting method with the form given to students to complete before and then after the workshops, to measure changes in knowledge, skills, attitudes and behaviour.



## LINKS AND RESOURCES

We are fortunate there are so many excellent Development Education resources out there. Sometimes it can be a bit overwhelming wading through it all, or deciding where to start. At the end of each Workshop Toolkit is a list of suggested resources for that workshop.

### Self Help Africa

[www.selfhelpafrica.org](http://www.selfhelpafrica.org)

Here at Self Help Africa we have our own YouTube channel with a large number of video resources to draw on, illustrating how our support is making a difference in poorer farming communities.

Videos: <https://www.youtube.com/channel/UCoFtJihBK8wxXB5wXsnl4cQ>

Our award winning Two Villages project - <http://twovillages.org/> - is used specifically as a suggested resource in the some of the Workshop Toolkits.

Self Help Africa have some large scale photo exhibitions of people's lives in their African contexts, a useful resource to illustrate how our support can help address issues like Poverty, effects of Climate Change, Gender Equality and Education. The photo exhibitions are available to be hung temporarily in spaces such as schools, public events or libraries. Please contact us at [schools@selfhelpafrica.org](mailto:schools@selfhelpafrica.org) to arrange the exhibition for your school or for more information.

For Development Education information, Self Help Africa draw on the expertise of the following organisations in particular:

80:20 Development in an Unequal World ([www.8020.ie](http://www.8020.ie))

Regularly updated, this very approachable reference book introduces, illuminates, explores and debates key issues and topics. Its fifteen chapters explain principal debates around Development itself, Climate Change and sustainability, hunger, overpopulation, women's rights, human rights, migration, the economics and politics of inequality and aid.

### WorldWide Global Schools

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

Irish Aid's national programme for Development Education at post-primary level. WWGS offer a comprehensive range of supports and grants - including the popular 'Global Passport' award - to enable schools embed DE into their curriculum. An accessible 'Doing Development Education' guide for each curriculum subject is downloadable on their website, as is the accessible, recently published 'Handbook for Development Education'.

### DevelopmentEducation.ie

A consortium which includes Self Help Africa, the website is the 'go-to' online resource to find ideas, tools and materials for exploring many issues such as: human development, sustainability, fair trade, women's rights, migration, etc. with statistics, debates, and viewpoints.

<https://developmenteducation.ie/feature/doing-development-education-ideas-and-resources-a-starter-guide/9/>

### The Global Teacher – Irish Aid

Information and activities from Irish Aid's useful resource handbook is referred to in our Facilitator Pack.

[www.irishaid.ie/news-publications/publications/publicationsarchive/2012/january/global-teacher-a-transition-year-resource/](http://www.irishaid.ie/news-publications/publications/publicationsarchive/2012/january/global-teacher-a-transition-year-resource/)

### Ubuntu Network

<http://www.ubuntu.ie/teaching-resources-generic.html>

Principally supports teachers and student teachers to see how local and global development issues are relevant to their subject areas and disciplines, and to understand the value that such perspectives bring to teaching. A rich and accessible source of teaching resources including images, videos, games, etc.

### Debt and Development Coalition

[www.debtireland.org/htww2/](http://www.debtireland.org/htww2/)

How The World Works - Edition 2. A resource for teachers - suitable for Transition Year geography, history, economics and religious education.

### The Irish Development Education Association (IDEA)

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

The umbrella organisation to support and advance Development Education in Ireland.



## OTHER RESOURCES:

### Recreate.ie

For cheap, recycled materials for workshops we use **Recreate.ie**, “Providing accessible and affordable art materials and educational supplies to all sectors of the community across Ireland. Championing awareness around reuse and diverting materials from landfill.”

### Tackling Controversial Issues in the Citizenship Classroom

A valuable teacher’s resource dealing with why we should approach controversial issues, the importance of clarifying your own perspectives, developing critical thinking in the classroom, and practical strategies.

<https://developmenteducation.ie/resource/tackling-controversial-issues-in-the-citizenship-classroom-a-resource-for-citizenship-education/>

### Video

The organisation representing Irish NGOs, Dóchas, have a brief video explaining the sometimes subconscious influences of photos and images.

[https://www.youtube.com/watch?time\\_continue=131&v=R7axxIPq4IQ](https://www.youtube.com/watch?time_continue=131&v=R7axxIPq4IQ)

### The Dóchas Code of Conduct on Images and Messages

[http://www.dochas.ie/sites/default/files/Images\\_and\\_Messages.pdf](http://www.dochas.ie/sites/default/files/Images_and_Messages.pdf)

Useful activities on how to maximise the potential of using photos such as ‘Putting Yourself in the Picture’, ‘Speech Bubbles’, ‘Cropping Exercises’ – are outlined here: [http://www.signpostsglobalcitizenship.org/images/docs/Start\\_with\\_an\\_image\\_activities.pdf](http://www.signpostsglobalcitizenship.org/images/docs/Start_with_an_image_activities.pdf)

The Dublin-based community development organisation Development Options supply a photopack called ‘Fairviews’ built around 24 striking images printed on card.

<http://developmenteducation.ie/resource/fairviews-a-development-education-photopack/>

### Valerie Lewis’s outlines of options for using drama

<https://www.slideshare.net/ValerieLewis3/take-10-active-learning-methodologies.%20Role>

### Bracken and Bryan’s seminal review of Development Education in Irish secondary schools (2011)

<https://developmenteducation.ie/resource/learning-to-read-the-world-teaching-and-learning-about-global-citizenship-and-international-development-in-post-primary-schools/>

### WorldWise Global Schools Self Assessment Tool (SAT)

<http://www.worldwiseschools.ie/wp-content/uploads/2015/08/WWGS-SAT-Guide.pdf>

<http://www.worldwiseschools.ie/downloads/STUDENT-SAT-2017-18.pdf>

<http://www.worldwiseschools.ie/wp-content/uploads/2015/08/WWGS-SAT-Guide-templateStudent.pdf>

<http://www.worldwiseschools.ie/downloads/TEACHER-SAT-2017-18.pdf>

