Global perspectives – teaching for sustainability, justice and equality:

Development Education, the Post Graduate Diploma in Education and the Teaching Council Proforma and Guidelines

Ubuntu Network
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UNIVERSITY *of* LIMERICK

What is Development Education?

- An educational process that supports students to critically examine the world, its development and its interdependencies and to act, both locally and globally, to make it a more just, equitable and sustainable place.

- Is about exploring issues through active and participatory pedagogical approaches, using a variety of media and sources of information. It is about critical thinking and reflection on issues, constructing views, communication and dialogue, and developing a problem solving mindset. It is about recognising responsibilities and identifying appropriate action.

- It can contribute to the development of empathic teachers with an awareness of practices that can contribute to stereotyping and exclusion.

- Issues include poverty, underdevelopment, inequality, exploitation (of people and resources), environmental sustainability, aid and trade - both local and global.

  Some starting points for conversation…
  o World **population** is currently 7,000,000,000, up from 6.1 billion in 1990. It is estimated to peak at 9.22 billion in 2075.
  o There is immense global **poverty** - 1,000,000,000 live on < $1 a day. International trade regulations maintain poverty, e.g. tariffs imposed on imports from the developing world reduces their share of the world market.
  o The Democratic Republic of Congo is has an approximate $24 trillion worth of untapped deposits of raw mineral ores, however it has one of the lowest **GDPs** in the world.
  o When the **Genocide** Convention was passed by the United Nations in 1948, the world said, "Never again.", however genocide is taking place today in Darfur. There are approximately 33,000,000 displaced people in more than 110 countries globally. In Ireland, refugees receive food and board and €15 a week while their case is being processed – they are not allowed to work or study during this period.
  o People in developing countries, whose contribution to **global warming** has been miniscule, are feeling the impacts of climate change first and worst.
  o The global **Education** for All (EFA) programme is working to ensure that by 2015 all children, particularly girls, those in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free, and compulsory primary education of good quality.
  o $106,000,000,000 was given in **Overseas Development Aid** in 2005. Ireland's contribution to ODA in 2011 was €659 million.

- Development Education in Ireland is predominantly funded by Irish Aid (Dept. Foreign Affairs) which manages Ireland's Overseas Development Aid programme.

Rationale for integrating Development Education into the reconceptualised PDE – with reference to the Teaching Council Criteria and Guidelines

Rationale	Links to Criteria and Guidelines doc
1. It can create strong cross curricular links in the programme. Aspects of development education are relevant to all foundation and professional studies (see table 1) and as such contribute to coherence across the programme. It is also relevant to the 5 subject disciplines and so is a useful basis for cross disciplinary examples, e.g. concept mapping using a development question. Development Education is being considered in all 10 HEIs offering the PDE and as such is being more part of student teachers' experiences. As it is also strongly supported in the primary education sector, opportunities for "cross-sectoral engagement between student teachers at primary and post primary level (P.22) " could be instigated.	*Section **1.2.2** (cross-course and cross curricular links)* ***&*** *Learning Outcomes* ***3.1** Subject Knowledge and Curriculum Process and Content (P. 26) on* *'cross cutting links and themes including citizenship, creativity, inclusion and diversity, personal, social and health education… and how these are related to life experiences…)*
2. Core values as outlined in *Code of Professional Conduct for Teachers* underpin Development Education. It encourages the student to consider the ethical and cultural role of the teacher. Engagement in development education draws upon the **core values** of the teaching profession as outlined in the "Code of Professional Conduct for Teachers". In particular, it relates to the **'cultural values'** (appreciation of cultural values, being mindful or Irish, European and more global contexts) and **'social justice, equality and inclusion'** (encourage active citizenship and supports students in thinking critically about significant social issues…).	*Section **2.6** - Attitudes, Values and Professional Disposition* ***&*** *Learning Outcomes* ***3.1** Ethical standards and professional behaviour (P. 25)*
3. It empowers students to see the transformational role of education for a fairer and better world.	*Learning Outcomes* ***3.1** Knowledge of Education and the Education system (P. 25) on 'the nature and purposes of education and the social and policy contexts in which the aims of education are defined and implemented'.*

4. It is especially open to delivery through the use of active learning methodologies. Development education seeks active, high level engagement from students; it is particularly open to active learning pedagogies. Use of multimedia, imagery, drama, roleplay, dialogue, service learning, concept mapping are all commonly used in development education, (while also supported by individual research and information gathering). Problem based learning approaches work particularly well. It goes in hand with critical literacy and critical media literacy skills.	*Section **2.2** - Engagement of student teachers with the programmes* ***&*** *Learning Outcomes* ***3.2** (Planning, Teaching, Learning and Assessment Skills –engage with pupils in order to develop effective, creative and imaginative strategies that promote individual and shared learning &* *- use technology, including multi-media resources, effectively to aid pupil learning*
5. It promotes interdependent learning between teacher and student. Development education allows opportunity for the teacher and student to learn together about issues that are relevant to local and global development and sustainability within the context of their subject area. The approach prompts an exploration of concepts and ideas, considering information and it source, constructing and communicating perspectives, listening to and valuing others' ideas. Given the breadth of issues and the rate at which new information becomes available, the process of learning is ongoing. Information can be gathered from a variety of sources including internet, multimedia clips, texts, social media (blogs, flickr, facebook, twitter etc.) and mass media (TV, news, documentary) as well as through conversations with others.	*Section **2.3** - Engagement of student teachers with staff and other student teachers* ***&*** *Learning Outcomes* ***3.1** (Knowledge of Key principles of Planning, Teaching and Learning), specifically 'pupils as active agents in their own learning' and 'interdependence of teacher learning and pupil learning' (P.25).* ***3.2** (Analytical, Critical thinking, problem solving, reflection and self evaluation) - 'engage with pupils in order to develop effective, creative and imaginative strategies that promote individual and shared learning' and 'use technology, including multi media resources, effectively to aid pupil learning (P.27)*

6. It builds higher order thinking skills – critical thinking, problem solving, information processing etc.

Development education promotes the building of higher order thinking skills on a number of levels. Firstly it requires the student-teacher to consider issues of inequality and injustice and to construct their own perspectives before relating them to their subject discipline and professional practice. This promotes critical reflection and engagement with subject material, prompting student teachers to see the local and global relevance of the syllabus that they teach. It supports them to recognise the hidden messages/power dynamic within curricula and text books e.g. promoting Eurocentric thinking, developing world as needy and dependent. Secondly, the action element of development education, prompts the student teacher and students to consider appropriate actions to alleviate the issues or to devise solutions to overcome them. This challenges the student teacher (and teacher educator) to move beyond the tokenistic response to issues (e.g. fund raising, buying Fair Trade) and to engage in 'pedagogy of discomfort' (Bryan, 2010 – Dialogue Day 4) that deepens understanding of the issues at hand. Thirdly, it challenges the student teacher to integrate these ideas into the teaching of their subject and to evaluate the effectiveness of their teaching-learning strategies.

Teacher as Reflective practitioner. The exploratory nature of development education is such that teachers must reflect on the success (or otherwise) of approaches to exploring it in the classroom. It aligns well with the teacher as **reflective practitioner**, allowing ample opportunity to engage in enquiry based projects and the development of a professional portfolio while on school placement.

1.2.3 (Mandatory elements)
This links to the philosophy of the new PDE, emphasising teacher as reflective practitioner and researcher (P.14).
&
Learning outcomes
 3.2 analytical, critical thinking, problem solving, reflection and self evaluation. (P.27)

Development Education and examples of how it relates to foundation and professional studies…

a. **Planning for teaching and learning** – What is Development Education? Learning outcomes - affective domain – student appreciate the relevance of subject material to local and global development and sustainability. Measuring levels of engagement of students.

b. **Psychology of learning:** 'Learning as constructing understanding' – using generic development themes as examples. Communication (social media, dialogue, multi-media) as a means of constructing understanding. Explore how to learn about 'far away' topics – how to make them 'real' to students.

c. **Inclusive education** - Multicultural/intercultural education …cultural identity, human rights and responsibilities, equality, conflict resolution.

d. **Sociology of education:** … diversity of Irish society, gender difference local and global, social class, inequality. Education to achieve equality – Education for All (EfA) initiative. Millennium Development Goal (MDG) of universal primary education for all to overcome poverty. Roles of education – socialisation, vocational or transformational.

e. **Philosophy of education:** …liberation education, transformational role of education, teacher as learner (Freire)

f. **Curriculum studies & Subject pedagogies:** active learning methodologies, e.g. roleplay, reciprocal learning, resource development, dialogue, project work.

g. **Teaching Practice:** enquiry-based projects and research (e.g. how do my students respond to global issues), reflection and portfolio entries. Included in the TP 'Learning appraisal guide' under Effective Teaching Strategies as 'application to relevant local and global development issues, e.g. sustainability, social justice, poverty'.

The 'Development' side of Development Education

Understanding 'development'

Websites with resources for teaching about development issues…

- What do we mean by development…a discussion document – Lalage Bown, 1999

- 80:20 Development in an Unequal World (6th Edition), 2011, free excerpts and available to purchase at www.8020.ie

- The development dictionary – Wolfgang Sachs (ed), 2010

- Human Development Reports (published annually) http://hdr.undp.org/en/reports/

- World Development Movement http://www.wdm.org.uk/

- World Watch Institute, Visions for a Sustainable World http://www.worldwatch.org/

- Eldis (Development policy, practice and research) http://eldis.org/

- Human Rights Watch http://www.hrw.org/

- The UN Rio+20 conference on Sustainable Development (2012) http://www.uncsd2012.org

- Irish Aid http://www.irishaid.gov.ie/challenges.html

- 5:50:500: How the World Rewards the Rich at the Expense of the Poor (80:20), 2010 http://www.developmenteducation.ie/5-50-500/

- From the Local to the Global: Key Issues in Development Studies – Gerard McCann and Stephen McCloskey (eds.), 2003

- Millennuim Development Goals: Progress Report 2012, available at: http://www.un.org/millenniumgoals/pdf/MDG%20Report%202012.pdf

- Sustainable Development, 7 Critical issues at the Rio+20 conference (2012) – available at: http://www.uncsd2012.org/7issues.html

- Global Challenge, Global Opportunity – Trends in Sustainable Development, UN, 2002 (published by the UN for the World Summit on Sustainable Development, 2002), http://www.johannesburgsummit.org/html/media_info/pressreleases_factsheets/1308_critical_trends_report.pdf

What's happening in the world – media reports

The Economist http://www.economist.com/
The Irish Independent http://www.independent.ie/
Indy Media Ireland http://www.indymedia.ie/
Aljazeera http://www.aljazeera.com/

About Development Education

Development Education booklet – Irish Aid

Development Education flyer – IDEA
http://www.ideaonline.ie/sites/default/files/IDEA_What_is_Dev_Ed_Leaflet_FINALpdf.pdf

Opportunities for Development Education at Senior Cycle (PDF)

Learning to Read the World? Teaching and Learning about Global Citizenship and International Development in Post-Primary Schools, Audrey Bryan and Meliosa Bracken, 2011 (PDF)

Teaching Global Perspectives Introducing Student Teachers to Development Education is edited by Tamzin J. Batteson and Roland Tormey, 2011 (link to purchase)

Mapping the Past, Charting the Future: A Review of the Irish Government's Engagement with Development Education and a Meta-Analysis of Development Education Research in Ireland, Matthias Fiedler, Audrey Bryan and Melíosa Bracken, 2011 (link to download)

Challenging Perspectives – teaching globalisation and diversity in a knowledge society, DICE, 2008 (PDF)

Irish Development Education Association www.ideaonline.ie

Policy and Practice: A Development Education Review
http://www.developmenteducationreview.com

Learning to Read the World through others eyes, Vanessa Andreotti,
http://oulu.academia.edu/VanessaAndreotti/Books/576975/Learning_to_Read_the_World_Through_Other_Eyes_2008

Development Education Websites and Resources useful for all subject areas:

Development Education (Ireland) www.developmenteducation.ie

Ubuntu Active Learning Methodologies booklet www.ubuntu.ie/whatever

Oxfam Education Resources http://www.oxfam.org.uk/education/resources/

Trocaire Education Resources http://www.trocaire.org/resources/schoolresources

Human Rights Education Resources http://www.humanrightseducation.info/

Youth Xchange A training kit on responsible consumption designed for young people worldwide. http://unesdoc.unesco.org/images/0015/001587/158700e.pdf

ECO-UNESCO Resources http://www.ecounesco.ie/resources.html

What in the World Series – KMF productions - http://www.kmfproductions.net/

Development Education and examples of how it relates to subject disciplines

Across all subject disciplines consider if the curriculum biased towards Western, developed world? Does it feature the developing world? If so, how is it presented?

1. Modern Languages

Sample syllabus links:
- **Media stories** through Irish/ French/ German, dialogue, debate – francophone countries – conflict, climate change, pollution, gender inequality, culture and identity, racism.
- **Conversation** – getting to know someone from Francophone African country, life in each country, weather, jobs… - inequality, fair trade, hopes for future.
- **Expressing feelings** – views on development issues, opinions,
- Reasons **why French is spoken in Africa.**

Sample pedagogies:
Reading comprehension, aural comprehension, oral work, essays, discussion and debate, TV and media clips/newspaper, personal experiences

Existing research in the area:
- UL Final Year Project

2. Business and Economics

Sample syllabus links:
- **Trade:** subsidies, tariffs and embargos, developing markets, Multinational corporations, globalisation – cost of manufacturing
- **Corporate social responsibility** – environmental issues, ethical and social responsibilities
- **Consumer society & marketing**
- **Economic development:** availability of finance, debt, role ICT, employment, labour relations (relating to global situation)

Sample pedagogies:
Multi media – TV,
Case studies of local industry, eg. Dell, Proctor & Gamble, Aughinish Alumina

Useful resources:
- How the World Works – A Transition Year Unit, available at:
  http://www.debtireland.org/education/teachersstudents.html
- Proudly Made in Africa – A Business Studies & Development Education TY Unit –
  http://www.valueaddedinafrica.org/wp-content/uploads/Value-Addd-Africa-PMIA-Web2013.pdf

3. Maths

Sample syllabus links:
- Embedding problems in real situations – based on real data, projections, exponential growth.
- **Positive and negative use of numbers**, **history of maths**, understanding big numbers
- Global issues represented in statistics e.g. measurement of development.
- Project Maths -

Existing research in the area:
- Leavy, A. (2003) *Mathematics Education in Global and Political Contexts* in Teaching Social Justice: Intercultural and Development Education perspectives on Education's Context, Content and Methods, Tormey ed.

Useful resources:
- Bates and O'Shea (2012), Power of Numbers (presentation), available from Ubuntu Network.
- Radical Math (a website that looks at how to integrate social justice themes into the teaching of Maths) http://www.radicalmath.org/ (interesting, comprehensive but very Americanised
- Hans Rosling's 200 Countries, 200 Years, 4 Minutes - The Joy of Stats - BBC Four http://www.youtube.com/watch?v=jbkSRLYSojo
- The Story of Maths, BBC http://www.bbc.co.uk/programmes/b00dxjls/episodes/guide
- Worksheet on Maths and Climate Change http://www.mathgoodies.com/webquests/climate/PDF/math_and_climate.pdf
- CO2 emissions per country http://www.nationmaster.com/graph/env_co2_emi-environment-co2-emissions
- Calculating carbon footprint http://www.nature.org/greenliving/carboncalculator/ http://ngm.nationalgeographic.com/2007/10/carbon-crisis/carbon-crisis-text

Useful websites
- Eurostat – European statistics (includes a section on Sustainable Development Indicators http://epp.eurostat.ec.europa.eu/portal/page/portal/sdi/indicators
- Human Development Index (Statistics by country on life expectancy, schooling, income) http://hdr.undp.org/en/media/HDR_2011_EN_Tables.pdf
- UN Database on all development themes http://data.un.org/DataMartInfo.aspx
- Statistics of people living with HIV/AIDs in Ireland and the World (Dublin Aids Alliance) http://www.dublinaidsalliance.ie/index.php?page=latest-statistics

4. Music

Sample syllabus links:
- **Performing** and **composing** relating to global issues.
- **Prescribed works** – Bob Dylan, Beatles reflections on social injustices

Existing research in the area:
- Different drums: Development education through interactive music experiences
  http://www.developmenteducationreview.com/issue11-perspectives4
- Music listening circles: Contributions from development education to democratising classical music
  http://www.developmenteducationreview.com/issue10-focus1
- Global Education and Music
  http://www.developmenteducationreview.com/issue10-perspectives2

Useful resources:
- Development Perspectives Music Programme 2011 – song writing
http://www.developmentperspectives.ie/index.php?option=com_content&view=article&id=104&Itemid=71

5. Technology

Sample syllabus links:
- **Choice of materials** – natural resources and waste mgt.
- **Technology and society** – a solution, limitations and possible issues.
- **JC options** – 'The technology gap between the first and third worlds' , 'Technology and Social/Cultural development.', 'The effects on the environment of technological development'

Sample pedagogies:
Project based work; Case studies; Dialogue

Existing research in the area:

McGarr, O. (2010) Education for sustainable development in technology education in Irish Schools: a curriculum analysis, *International Journal of Technology and Design Education*, 20, 317 - 332. http://journalogy.net/Publication/39768249/education-for-sustainable-development-in-technology-education-in-irish-schools-a-curriculum

Useful resources:
Alex Steffen: The route to a sustainable future
http://www.ted.com/talks/lang/en/alex_steffen_sees_a_sustainable_future.html

6. Science

Sample syllabus links:
- energy, climate change, disease, food security, genetic modification, agriculture, biodiversity, chemical warfare, water/oil conflicts, ecology, nutrition, immunology and disease, carbon cycle, electricity and natural resources.

Sample pedagogies:
Scientific method, inquiry based learning

Useful resources:
WWF (World Wildlife Fund) Resources available at
http://www.wwf.org.uk/what_we_do/working_with_schools/resources/online_resources

Nourishing the Planet: http://blogs.worldwatch.org/nourishingtheplanet/

You tube: Alex Steffen: The route to a sustainable future
http://www.ted.com/talks/lang/en/alex_steffen_sees_a_sustainable_future.html

You tube: Willie Smits - how to restore a rainforest
http://www.ubuntu.ie/teaching-resources/willie-smits.html

News Article: Can Science eliminate famine?
http://www.ubuntu.ie/teaching-resources/michael-hanlon.html

You tube: Michael Prichard - How to make filthy water drinkable
http://www.ubuntu.ie/teaching-resources/michael-pritchard.html

You tube: Food for thought (by Development Perspectives)
http://www.ubuntu.ie/teaching-resources/food-for-thought.html

Hard Rain: Road Map to a Sustainable Future
http://www.ubuntu.ie/teaching-resources/whole-earth.html

7. English

Sample syllabus links:
- Development themes central to core readings, poetry e.g. Purple Habiscus, the Constant Gardiner.
- Media portrayal of issues e.g. HIV, conflict, culture.

Sample pedagogies:
Dialogic teaching approach to reading texts or watching films; Essays – humanistic approach; Media pieces – reporting styles

Existing research in the area:
- UL Final Year Project – Orla Duggan

Useful resources:
http://www.ubuntu.ie/teaching-resources/dialogic-teaching/dialogic-teaching.html

8. CSPE

Sample syllabus links:
- 7 core concepts including Human Rights, development, interdependence, stewardship, law, democracy, human stewardship

Sample pedagogies:
Community action based work; Ranking, debate, roleplay, multimedia, mind mapping etc.

Useful resources:
- Trocaire CSPE module, available at http://trocairecspe.kerna.ie/menu.htm

- Spotlight on Stereotyping (Equality Authority)
  http://www.equality.ie/Files/Spotlight-on-Stereotyping.pdf

- More on the Ubuntu website.

9. Geography

Sample syllabus links:

- Core elements: population distribution, regional development.
- Elective unit 5 (Patterns and processes in the human environment)
- Optional unit 6 (Global interdependence – development, interdependence, trade, economic development, environmental destruction, refugees)

Sample pedagogies:

The Leaving Certificate revised Geography syllabus teacher Guidelines encourage the use of active learning methodologies (p.85), the use of information and communications technology (p.72) and a teaching for understanding (p.61) approach as a means of delivering the syllabus.

Examples of methodologies appropriate to the contexts of development education and geography include: debate, concept mapping, brainstorming, group work, project work, simulation exercises, role-play, geographical investigation, the use of ICT and case studies.

Irish Aid & NCCA (2007, 80-84) list specific examples of methodologies such as:
1. A case study of a developing economy outlining the impact of colonialism, debt, and adjustments to a global economy.
2. A case study of a MNC showing how mobility of modern economic activity can influence the opening and closure of branches around the world.
3. Consequence mapping The teacher poses 'what if?' questions and prompts students to follow through on the consequences, e.g. What if we continue to burn fossil fuels at the present rate?

4. Case studies from the developed and developing world to show contrasting impacts of rural/urban migration
5. Case studies from developing world cities to show the problems presented by rapid expansion of cities
6. Maintain a classroom notice board with newspaper reports and advertising which illustrate views and images of the developing world
7. A case study of a specific multinational company
8. Organise a debate on the topic 'Aid is just a band-aid'.

Existing research in the area:

1. In the Irish context Bryan & Bracken (2011) provide a thorough and in-depth exploration and analysis of the treatment of Development Education themes and issues in Geography textbooks. Their overall study provides a comprehensive overview and critique of Global Citizenship Education as it is conceived and practised in post-primary schools in the Republic of Ireland.

2. A publication by Lambert & Morgan (2011) focuses on the role of school geography in teaching about development issues. While this research study is set on the context of English schools, it is an important document for all geography teachers who strive to enhance and integrate development education in all schools.

Useful resources:

How the World Works – A Transition Year Unit, available at:
http://www.debtireland.org/education/teachersstudents.html

UNESCO - Learning to Combat Desertification
http://unesdoc.unesco.org/images/0012/001258/125816e.pdf

Geography, Development and Human Rights. Amnesty International Ireland.
http://www.amnesty.ie/content/geography-development-and-human-rights

Global Teacher: A cross curricular teaching resources on global development for Transition Year – available from Irish Aid

10. History

Sample syllabus links:
- Territorial expansion, European acquisition, international trade – tobacco, sugar, slaves,
- Western economies, Marshall aid,
- Later modern Ireland – famine, economic crisis, emigration
- The Irish diaspora – missionaries to Africa, Asia

Sample pedagogies:
Problem based learning, roleplay

Useful resources:

How the World Works – A Transition Year Unit, available at:
http://www.debtireland.org/education/teachersstudents.html

Problem based learning and Reacting the Past roleplay
http://www.ubuntu.ie/teaching-resources/history-workshop-Feb2012.html

11. Religious Education

Sample syllabus links:
- Gender, moral decision making, global ethics

Sample pedagogies:
Critical literacy approach to reading texts or watching films; Essays – humanistic approach; Media pieces – reporting styles

Useful resources:

How the World Works – A Transition Year Unit, available at:
http://www.debtireland.org/education/teachersstudents.html