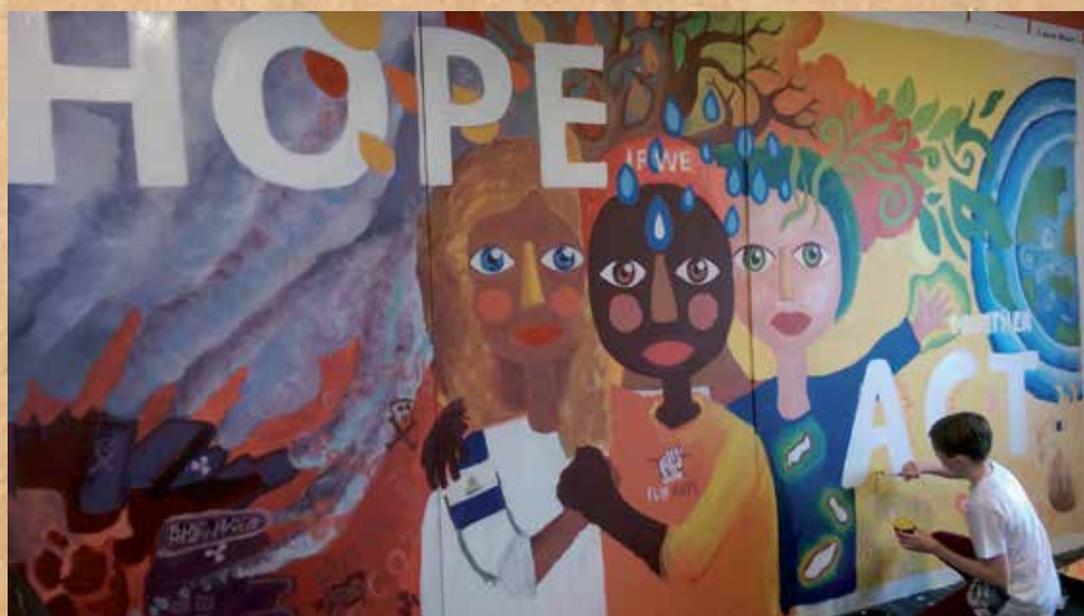


An educator's booklet on Development Education with pilot activities for your classroom or youth setting

trócaire

WHAT IS DEVELOPMENT EDUCATION?



**EDUCATOR TRAINING
PUPIL WORKSHOPS
YOUTH-FOCUSED WORKSHOPS/ACTIVITIES
INDIVIDUAL AND GROUP AWARDS**

REF: E5

WHAT IS DEVELOPMENT EDUCATION?

Development Education has been referred to by many names, most notably, Global Learning, Global Education, and Global Citizenship. No matter what name you choose to use, if you are educating for a just and sustainable world, you are delivering Development Education.

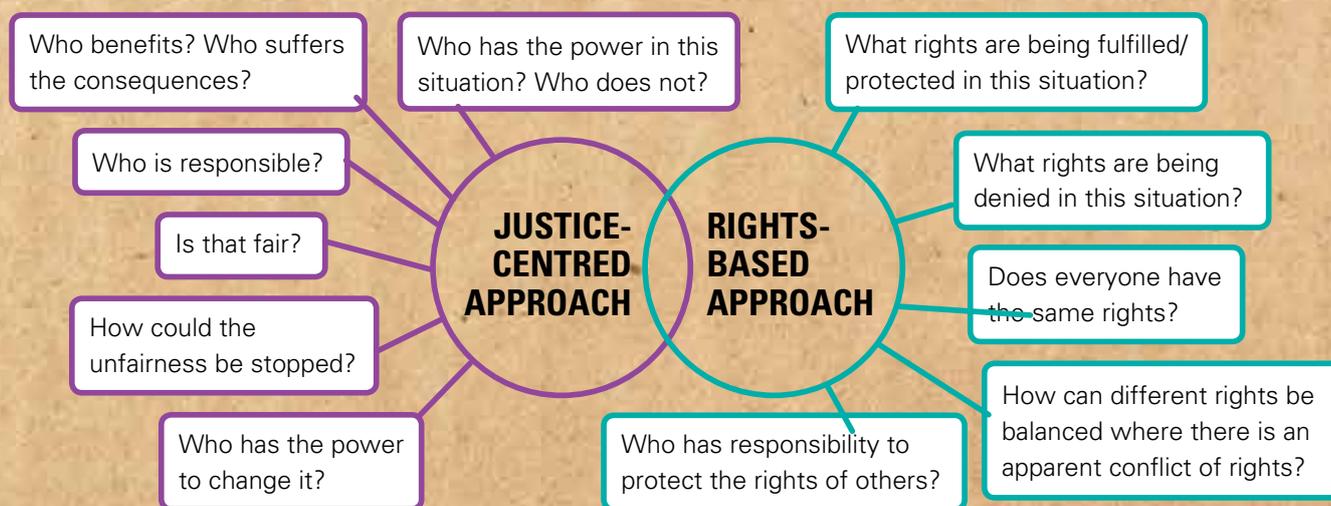
Development Education is an important tool in making sense of the complex issues that prevail in our ever-changing world. It is an active and creative educational process to increase awareness and understanding of the world in which we live. It should challenge perceptions and stereotypes by encouraging empathy, optimism, participation and action for a just world.

Trócaire uses Development Education to inform learners about global issues such as poverty, injustice, gender equality, humanitarian crises and climate change using a human rights lens. Our work engages children, young people and educators through a process of interaction, reflection and action. They are supported to make connections between their own lives and international social justice issues, and empowered to make a positive difference in the world.



trocaire.org/education/developmenteducation

When leading group discussions it helps to adopt a justice-centred and rights-based approach. This can lead to discussions and reflections on questions such as:



velopment Education. Trócaire, therefore takes an active role in national, European and international fora on Development Education and lobbies both the Irish and British governments on education policy, curricula and social justice issues. We recognise that there is a wide range of organisations, covering a variety of sectors, who are also engaged in very valuable Development Education programmes. Consequently, we actively support, participate and partner with a range of community-based organisations and educational institutions engaged in work akin to our own.

WHAT DEVELOPMENT EDUCATION IS NOT

Development Education shouldn't reinforce stereotypes or deny difference. It should not be used as a guise or mechanism to fundraise or push organisational agendas in schools and youth organisations. The public must be supported in their own conclusions on development and justice issues. In this context, Trócaire puts forward its own analysis and invites people to become involved. A key question for any educator wondering if they're teaching effective Development Education is: How comfortable would I feel if a member of that overseas community were a fly on the wall in my classroom or youth setting? How comfortable would I feel if a person or community I'm representing was a fly on the wall in my classroom or youth setting?

CAN DEVELOPMENT EDUCATION BRING ABOUT LASTING CHANGE?

The simple answer is YES! Since its inception in 1973, Trócaire has been working with children, young people and their educators to support and encourage them to recognise the powerful role they can play in bringing about a more just society. Development Education is an active and creative process, and this brings additional benefits for the learner. As a process, it facilitates critical thinking from a variety of perspectives. Development Education is built on awareness, analysis, reflection and action for justice and change.



Young people attending the People's Climate March in Dublin as part of Trócaire's Climate Change Challenge residential. Over five thousand people attended the march on Sunday, 29 November 2015, demanding the Irish government show leadership during the Paris climate talks to commit to a global agreement tackling climate change.

RELATING TRÓCAIRE'S WORK TO DEVELOPMENT EDUCATION

Trócaire is the Irish Catholic agency for overseas development. We were established by the Bishops of Ireland in 1973 to express the Church's concern about the injustices and inequalities affecting the poor and marginalised throughout many developing countries. This support is given regardless of religion, ethnicity or gender. Trócaire was given a dual mandate:

Abroad, it will give whatever help lies within its resources to the areas of greatest need among developing countries. **At home**, it will try to make us all more aware of the needs of these countries and of our duties towards them. These duties are no longer a matter of charity but of simple justice.

The Bishops of Ireland on Development, 1973

In order to fulfil this dual mandate, it was agreed that Trócaire would expend our resources on the following three areas: long-term development projects, emergency relief and public engagement and Development Education in Ireland.

The allocation of a proportion of our income to public engagement and Development Education remains one of Trócaire's distinguishing features and highlights our perspective on the problem of global poverty and justice. When the organisation was founded, there was a belief that unless there was public awareness of development issues and the political will to bring about greater justice, there would be little change in the relationships between rich and poor countries. This belief still stands today and Trócaire is further supported in its quest with additional funds from Irish Aid, the European Commission and the British Department for International Development.

Our conviction has been reinforced that aid programmes abroad can never in themselves solve the problems of the developing world. Mobilising public opinion to encourage understanding of the issues of development, an increase in foreign aid, a more just approach to trade, a conversion of hearts, a change of lifestyle are essential tasks for an agency such as Trócaire.

'Trócaire's Work', Information for Irish Missionaries, 1985

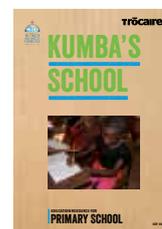
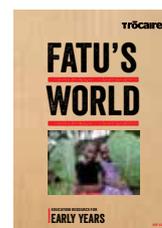
Find out more about the history of our Development Education work in: *Trócaire and Development Education: Remembering the Past, Signposting the Future* at trocaire.org/education/developmenteducation

AIMS OF TRÓCAIRE'S DEVELOPMENT EDUCATION UNIT

Trócaire seeks to introduce the experiences and perspectives of our overseas communities and partners to our educational programmes. We seek to provide these partners with a platform to present their authentic views and analyses.

Trócaire underlines the relevance of Church teaching on justice and development issues through our educational programmes. This is done in a manner that appeals to the widest possible audience. Trócaire seeks to achieve this by building bridges and links with sound educational philosophy and practice.

Trócaire seeks to influence and encourage Irish partners to undertake educational programmes that highlight the justice agenda and specifically the needs of the world's poorest people. Thus, building effective partnerships with a wide range of Irish organisations is one of Trócaire's central educational goals.



In order for Development Education to flourish and have its rightful place at the core of our educational agendas – north and south of the Irish border – it is important that it ceases to be seen as extracurricular or as a minority focus. To this end, Trócaire places considerable emphasis on advancing the reach of Development Education in national curricula, frameworks and policies. We want to see Development Education embedded as a whole-school approach. Working with key stakeholders, we actively engage, support and promote government-funded programmes such as the Global Learning Programme in Northern Ireland and Irish Aids WorldWide Global Schools programme in the Republic of Ireland.

Trócaire supports educators to increase their understanding and confidence to use Development Education methodologies and critical thinking in their practice. With this in mind, two pilot activity examples are provided here.

BEANBAG GAME

Suitable for all ages but great for a primary audience.

Ask the participants to stand in a circle. Holding the beanbag (or small soft balls), introduce yourself, then pass the beanbag around the outside of the circle so that everyone can say their name. Encourage the participants to try to remember everyone's name.

Once everyone has introduced themselves, explain that you are going to throw the beanbag to one person by calling their name, that person will then throw the beanbag to someone else by calling their name, and this will continue until everyone has been thrown the beanbag. The last person returns the beanbag to you.

Each participant should remember who they are receiving the beanbag from and who they are throwing it to. Once this pattern has been established by repeating the process, start to introduce additional beanbags. As facilitator, you can speed this up or slow it down as the beanbags come your way.

Allow this to continue for a bit and notice how different people respond. Inevitably beanbags will be dropped and there will be delays in the pattern

Objective: Enable participants to get to know each other and set the scene for bigger-picture thinking.



for all. The nice pattern established at the start could get messy.

To end the game, collect the beanbags as they return to you.



Debrief questions:

- What happened? Where was your focus?
- How did it feel when you started dropping beanbags?
- Were you able to keep up?
- What was the impact on others in the group?
- How might this relate to interactions you have personally, locally, or globally?
- How might this affect how the world works?
- Was it fair?
- Think about all the people and all the beanbags. What could they represent?
- What could we have done to ensure that the beanbags were kept moving well – that the pattern was more sustainable?

WALKING DEBATE

Suitable for all but great for post-primary or youth audiences.

Make three signs, one with each of the following: AGREE, DISAGREE, DON'T KNOW. Place the signs at three different locations around the room. Read out the following statements and ask participants to move to the sign that most accurately describes their response in relation to the question 'Is this good Development Education?' Discuss and debate participant's thoughts.

Is this good Development Education?

(Education for a just and sustainable world)

- Learning about famous explorers and the places they have been around the world
- Using images from charity campaigns of malnourished children to show the effects of global poverty

Objective: Encourage students to express their viewpoints on development issues and education in order to reach consensus.



- Learning about gold-mining in the Sperrins, Co. Tyrone by exploring multiple perspectives on the issue
- Exploring an issue of global justice through stories, books, art, songs and poetry
- A teacher telling pupils they must sign a petition against land grabs
- Exploring a global issue once per year through a day with guest speakers from international development charities
- Providing simple solutions to complex issues
- Enabling pupils to connect their learning on an issue by exploring it through a number of subject areas



TRÓCAIRE SUPPORTS EDUCATORS THROUGH

Teacher Education and Continuing Professional Development

- We facilitate workshops and courses with educators at pre- and in-service level in both the formal and non-formal education sector. Using active learning methodologies, we demonstrate creative ways to explore global justice issues with your class or youth setting.

Educational Resources

- Our educational resources are written by qualified professionals. The content, methodologies and activities used in our material support educators in exploring and critically examining global justice and human rights issues through active engagement. Explore our wide range of education resources at: trocaire.org/education.

School Workshops

- Informed by third-level research, our **free** Development Education workshops enable your students to explore global issues through active learning methodologies, in a safe and open learning environment.

Youth Workshops

- We offer tailored Development Education workshops for youth groups in their local communities throughout the country. The workshops explore global justice issues and equip young people to take action.

For more information on any of these supports, contact the Development Education team (mary.boyce@trocaire.org).

ACTION FOR A JUST WORLD

Development Education entails taking action so why not take part in the Trócaire Romero Award, to explore innovative ways to incorporate digital media into your lessons/activities.



SCHOOLS AND YOUTH AWARD

Just as Óscar Romero used the radio to raise awareness of injustices in El Salvador, we encourage young people (3 to 19-year-olds) to examine effective forms of communication to raise awareness on a global justice issue linked to Trócaire's work.

This could involve producing a podcast, making a video, creative use of social media, editing a newsletter or any other innovative use of communication tools to highlight issues of global justice. All entries will receive a certificate of participation, while the most innovative and inspiring entries will win prizes for their school/ youth group. Entries can be submitted from schools, classes or youth groups. We also welcome individual entries as we love to see young people taking the initiative to inspire and bring about change. Visit: trocaire.org/getinvolved/romeroaward or email: romeroaward@trocaire.org for further details.

Cover Photo: 'There is Hope if We Act Together', Trócaire mural in Skerries, Co. Dublin. Designed by Milverton National School. Photo: Trócaire

 **Irish Aid**
An Roinn Ghóthaí, Eachtracha agus Trádála
Department of Foreign Affairs and Trade

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Produced by Development Education Team, Trócaire 2018.
Author: Rosie Murray
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