



**GOOD PRACTICE
GUIDELINES**
**FOR DEVELOPMENT
EDUCATION**
IN SCHOOLS
FULL REPORT



The Irish Development Education Association (IDEA) is a national platform for organisations and individuals engaged in the provision, promotion and advancement of development education throughout the island of Ireland. IDEA currently has over 100 members. For more information about IDEA, see www.ideaonline.ie.

ACKNOWLEDGMENTS

The following members (past and present) of IDEA's Formal Education Working Group, together with IDEA core staff, were instrumental in bringing this document to fruition:

Formal Education Working Group

Aoife McTiernan (Trócaire)
Aoife Rush (CEIST)
Blathnaid Calhoun (Loreto Schools Network)
Bríd Dunne (Trócaire)
Darran Irvine (Schools Across Borders)
Emma Murphy (Amawale)
Eva Creely (Léargas)
Helen Mahony (Ballyfermot College of Further Education)
Joe Clowry (NUIM)
John Alexander (John Scottus School)
Liam Barnard (Concern)
Maeve Seery (Goal)
Maria Barry (Trócaire)
Mary McCarthy (Léargas, Suas)
Mella Cusack (CDVEC Curriculum Development Unit/ Trócaire, Independent Education Consultant)
Patsy Toland (Self-Help Africa, WorldWise Global Schools Programme)
Rosalind Duke (CICE)

IDEA Core Staff

Eimear McNally
Frank Geary
Heidi Holden
Matthias Fiedler
Siobhan Sleeman
Susan Gallwey

INTRODUCTION

PURPOSE OF THIS DOCUMENT

This document has been produced by the Irish Development Education Association (IDEA) Working Group on Formal Education to provide good practice guidance to IDEA members working, or intending to work, in or with the formal education sector in the Republic of Ireland. The members of the Working Group include Development Education (DE) practitioners and teachers working in both primary and post primary schools. It is intended that this document will fulfill two main objectives:

- **To encourage discussion about indicators of good practice for DE in primary and post primary schools**
- **To facilitate the compilation of good practice examples by IDEA members working in or with the Formal Education sector.**

The document is part of IDEA's work on good practice and should be considered an evolving document.

This document sets out the context for DE in Irish schools based on recent research. It describes how DE can be integrated into both the current and proposed curriculum in formal education. For good practice to develop, other areas of school life also should be considered, for example internal and external relationships and school policies. This is reflected in the range of indicators in the document which can be used to measure progress. The concluding section of the document is a series of case studies supplied by IDEA members, providing real examples of good practice in DE in schools.

Additionally the Formal Education Working Group has developed a summary of this document which includes:

- **An outline of opportunities for DE in schools**
- **Summaries of the case studies showing links to relevant indicators**
- **How to find out more.**

The IDEA Formal Education Working Group hopes that both documents will assist the DE sector and teachers to achieve more clarity on what we mean when we say: DE is good education, with a global perspective.

CONTENTS

- 1. UNDERSTANDING DEVELOPMENT EDUCATION 7
- 2. DEVELOPMENT EDUCATION IN THE CURRICULUM 9
 - Primary Education 10
 - Post Primary Education 11
 - Works Cited in this Section 12
 - Websites and Resources Cited in this Section 13
- 3. DEVELOPMENT EDUCATION IN SCHOOLS
– TOWARDS GOOD PRACTICE..... 15
 - Curriculum Teaching and Learning 16
 - Extra-Curricular Learning 18
 - Respectful Relationships 20
 - School Governance and Development 22
- 4. INDICATORS OF GOOD PRACTICE
IN DEVELOPMENT EDUCATION FOR SCHOOLS 24
 - Knowledge, Ideas and Understanding 26
 - Attitudes and Values..... 27
 - Key Skills..... 28
 - Behaviour, Experiences and Action 30
- 5. EXAMPLES OF GOOD PRACTICE
IN DEVELOPMENT EDUCATION FOR SCHOOLS 33
 - Case Study 1 (Primary) 34
 - Case Study 2 (Primary) 36
 - Case Study 3 (Post Primary – Transition Year) 38
 - Case Study 4 (Post Primary) 40
 - Case Study 5 (Post Primary) 42
 - Case Study 6 (Post Primary – Senior Cycle) 44
 - Case Study 7 (Primary and Post Primary) 46
 - Case Study 8 (Primary and Post Primary) 48
 - Case Study 9 (Primary and Post Primary) 50

TYPICAL DEVELOPMENT EDUCATION THEMES INCLUDE:

**HUMAN DEVELOPMENT
AND DEVELOPMENT IN GENERAL;**

POVERTY AND HUNGER;

WEALTH AND POWER;

AID/TRADE AND DEBT;

CONFLICT;

GENDER;

**CLIMATE CHANGE, ENVIRONMENT
AND SUSTAINABILITY;**

INTERDEPENDENCE;

INTERCULTURALISM;

HUMAN RIGHTS, CHILDREN'S RIGHTS;

SOCIAL JUSTICE;

AND CITIZENSHIP

1.

UNDERSTANDING DEVELOPMENT EDUCATION

"Development Education is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live ..."
(Irish Aid, 2003).

For IDEA, Development Education (DE) has

- an explicit focus on social justice, globalisation and development
- a focus on the concept of interdependence and active Global Citizenship
- a focus on multiple perspectives which ensure fair and equal representation
- roots in, and strong links to, civil society at home and abroad, promoting empowerment of the grassroots
- participatory, creative and transformative learning processes
- a focus on building critical thinking skills, awareness and action for positive change.

"... It is about supporting people in understanding, and in acting to transform the social, cultural, political and economic structures which affect their lives and others at personal, community, national and international levels" (IDEA website).

Development Education is ...

- a necessity in the age of globalisation and the knowledge society
- an entitlement of the Irish public
- a way to address present global crises
- working to eradicate the root causes of poverty and inequality
- ensuring Irish people are engaged and can contribute to the shaping of public policy on issues of global justice

- **creating sustainable relationships with partners in the Global South through dialogue on an equal basis.**

Typical Development Education themes include: human development and development in general; poverty and hunger; wealth and power; aid/trade and debt; conflict; gender; climate change, environment and sustainability; interdependence; interculturalism; human rights, children's rights; social justice and citizenship.

To read more:

More information available on the **IDEA website**.

2.

DEVELOPMENT EDUCATION IN THE CURRICULUM

In this document the definition of the term 'curriculum' accords with that given in the White Paper on Education which states that curriculum is:

... the content, structure and processes of teaching and learning, which the school provides in accordance with its educational objectives and values. It includes specific and implicit elements. The specific elements are those concepts, skills, areas of knowledge and attitudes which children learn at school as part of their personal and social development. The implicit elements are those factors that make up the ethos and general environment of the school. The curriculum in schools is concerned, not only with the subjects taught, but also with how and why they are taught and with the outcomes of this activity for the learner (DES, 1995, p. 18).

Development Education (DE) is quality education which ensures a global perspective. The knowledge, skills, attitudes and values which DE provides enhance the ultimate goal of education as described by the Department of Education and Skills (DES). According to the DES, the aim of education – as for instance detailed in the primary curriculum – is to:

- **Enable the child to live a full life as a child and realise his or her potential as a unique individual**
- **Enable the child to develop as a social being through living and cooperating with others and so contribute to the good of society**
- **Prepare the child for further education and lifelong learning.**

Similarly, at post primary level, the DES states that the aims are:

... to provide a comprehensive, high-quality learning environment which enables all students to live full lives, appropriate to their stage of

development, and to realise their potential as individuals and as citizens. It aims to prepare students for adult life and to help them proceed to further education or directly to employment.

DE offers a potential means of achieving these overarching aims and is firmly rooted in the curriculum at both primary and post primary level. According to Honan (2005, p.20):

DE has been a feature of education in the Republic of Ireland for over thirty years. From its origins as a marginal ‘tag-on’ to the curriculum, mainly promoted by returned development workers and non-governmental development organisations (NGDOs), DE today has ‘come in from the cold’ with both its content and methodologies evident across the curriculum at both primary and post primary levels.

PRIMARY EDUCATION

Including DE from the beginning of a child's primary education provides a sound foundation for lifelong learning and engagement in this area. Research has shown that even very young children can identify basic needs and discuss and explore the consequences if these are not met (Trócaire, 2009). With appropriate facilitation and support, young children can articulate their own concerns and emotional responses to social justice issues. They are capable of seeing another's perspective and recognise feelings of sadness, anxiety and concern in other people. This ability provides the opportunity to explore issues from the perspective of those affected and also the chance to identify possible solutions. They are also subject to the power of negative imagery which therefore needs to be addressed through a deeper and more sustained exposure to balanced and varied depiction of the wider world and its people.

There are ample opportunities to integrate DE across the curriculum at primary level. Amongst the aims of the revised Primary Curriculum in the Republic of Ireland are:

- **To enable the learner to come to an understanding of the world through the acquisition of knowledge, concepts, skills and attitudes and the ability to think critically**
- **To enable children to develop a respect for cultural difference, an appreciation of civic responsibility and an understanding of the social dimensions of life past and present**
- **To enable children to develop skills and understanding in order to study their world and its inhabitants and appreciate the interrelationships between them**
- **To enable children to develop personally and socially and to relate to others with understanding and respect (DES, 1999, p. 7).**

The Social, Personal and Health Education (SPHE) and Social, Environmental and Scientific Education (SESE) primary curriculum strands provide many specific links to DE but cross-curricular opportunities are also abundant and are an additional means of achieving the aims listed above. Cross-curricular opportunities are explored and mapped in a resource that – despite its publication over ten years ago – is still valid. *The World in the Classroom – Development Education in the Primary Curriculum* explores how a DE perspective can be integrated across all primary curricular areas: Language, Mathematics, SESE, Arts Education, Physical Education, SPHE and Religious Education (Ruane *et al.*, 1999). The resource also suggests appropriate methodologies to support the integration of DE within the curriculum.

Another important resource in terms of integrating DE into the primary curriculum is the **DICE** (Development and Intercultural Education) Project at initial teacher education level. The DICE project coordinates lecturers in each of the five teacher education colleges and has produced a range of useful **teaching and learning materials**. *Global Dimensions – A Guide to Good Practice in Development Education and Intercultural Education for Teacher Educators* gives guidance and examples of good practice in integrating a global perspective (including some sample lesson plans) drawn mainly from the experiences and learning gathered by the DICE team since inception in 2001 (DICE, 2008).

POST PRIMARY EDUCATION

At post primary level, DE concepts and subject matter are present in the overarching aims and mission statement of both junior and senior cycles. Additionally, the development of students' skills relating to civic and social awareness is included in the aims and mission statement of the Transition Year (TY) Programme, in which schools are also encouraged to strengthen cross-curricular sections of subject plans and to include community service.

DE is specifically addressed in subjects such as junior cycle Civic, Social and Political Education (CSPE) and junior and senior cycle Religious Education and Geography but opportunities for inclusion can be found across the curriculum. Each of the **seven CSPE concepts** offers opportunities to integrate a global perspective. Even though recent research shows that both students and teachers still meet huge challenges in addressing a global perspective in the current 70-hour CSPE programme there is also evidence that progress is being made in integrating DE in schools (Bryan & Bracken, 2011; Fiedler *et al.*, 2011).

At senior cycle, Transition Year offers ample opportunities for incorporating DE. As fostering social awareness is one of the core aims of Transition Year, development educators have targeted TY as one of their priority areas and have developed an array of **resources and lesson plans**.

Equally, entry points for discussing issues with a global perspective are present in all senior cycle subjects as well as within the Leaving Certificate Applied Social Issues-Contemporary Issues Task. These curriculum opportunities are explored in an NCCA (2007) publication entitled **A Study of the Opportunities for Development Education at Senior Cycle**.

It is hoped that the future implementation of the junior cycle framework developed by the National Council for Curriculum and Assessment (NCCA) will overcome the challenges associated with the current overloaded **junior cycle** curriculum. The introduction of six key skills (managing myself, staying well, communicating, being creative, working with others, and, managing information and thinking) and statements of learning (for example: values what it means to be an active citizen with rights and responsibilities in local and wider contexts etc.) to be achieved by all junior cycle students and the potential for schools to develop taster modules and short courses addressing global issues may facilitate more entry points for DE at junior cycle level.

Additional developments initiated by the NCCA such as the focus on **key skills at senior cycle** and the possible future introduction of a new, optional subject entitled **Politics and Society** offer further opportunities for integration of a DE perspective.

As with the primary sector, initiatives at post primary initial teacher education also aim to equip student teachers to address the issues central to DE as they arise in their chosen subject areas. The **Ubuntu Network** publication, **Teaching Global Perspectives**, presents a range of pedagogies and approaches suitable for post primary subject areas.

WORKS CITED IN THIS SECTION

Batteson, T. & Tormey, R. (eds.) (2011) *Teaching global perspectives: Introducing student teachers to development education*. Liffey Press, Dublin.

Bryan, A. and Bracken, M. (2011) *Learning to read the world?: Teaching and Learning about global citizenship and international development in post primary schools*. Irish Aid. Available: www.spd.dcu.ie/hosted/chrce/Learning%20to%20Read%20the%20World_FinalReport.pdf.

DES (1995) *Charting our Education Future*. White Paper on Education. Available: www.education.ie/servlet/blobServlet/dept_education_wp.doc.

DES (1999) *Primary School Curriculum*. Available: www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Primary_School_Curriculum/Download_Primary_School_Curriculum/Primary_School_Curriculum.html.

DICE (2008) *Global Dimensions, A guide to Good Practice in Development Education and Intercultural Education for teacher educators*. DICE: Dublin (hard copy only, contact www.diceproject.ie).

Fiedler, M., Bryan, A. & Bracken, M. (2011) *Mapping the Past, Charting the Future: A Review and Analysis of the Irish Government's Engagement with the Development Education Sector and Development Education Research in Ireland*. Irish Aid: Limerick.

Available: www.ideaonline.ie/sites/default/files/mapping_the_past_fiedler_bryan_bracken_2011.pdf.

Hammond, J. (1991) *A Global Curriculum? Development Education and the Junior Certificate*. Dublin: Curriculum Development Unit (hard copy only).

Honan, A. (2005) 'Opportunities for development education within formal education in the Republic of Ireland' in *Policy & Practice: A Development Education Review*, Vol. 1, Autumn 2005, pp. 20–30. Available: www.developmenteducationreview.com/issue1-focus2.

NCCA/Irish Aid (2008) *A Study of the Opportunities for Development Education at Senior Cycle*. IA/NCCA. Available: www.developmenteducation.ie/resources/development-education/a-study-of-the-opportunities-for-development-education-at-senior-cycle.html.

Ruane, B., Dillon, S., & Kavanagh, A. (2010) *How Young Children Engage with Issues of Global Justice*. Dublin: St Patrick's College Drumcondra/Trócaire. Available: www.Trócaire.org/sites/Trócaire/files/pdfs/edu/Trócaire%20CHCRE%20report.pdf.

Ruane, B., Horgan, K., & Cremin, P., (1999) *The World in the Classroom: Development Education in the Primary Curriculum*, Limerick, Mary Immaculate College of Education (hard copy only).

WEBSITES AND RESOURCES CITED IN THIS SECTION

www.developmenteducation.ie
www.developmenteducation.ie/teachers-and-educators/primary-education/

DICE Project: www.diceproject.ie

Irish Development Education Association (IDEA): www.ideaonline.ie

National Council for Curriculum and Assessment (NCCA)
www.ncca.ie

Various links, see text for related links.

Oxfam's skills diagram for Global Education: www.oxfam.org.uk/education/gc/files/education_for_global_citizenship_a_guide_for_schools.pdf

Ubuntu Network: www.ubuntu.ie

THE FULL BENEFITS OF DEVELOPMENT EDUCATION

DO NOT COME ABOUT FROM
ONCE-OFF LESSONS OR STANDALONE PROJECTS.

A PROGRESSIVE AND HOLISTIC APPROACH TO EDUCATION

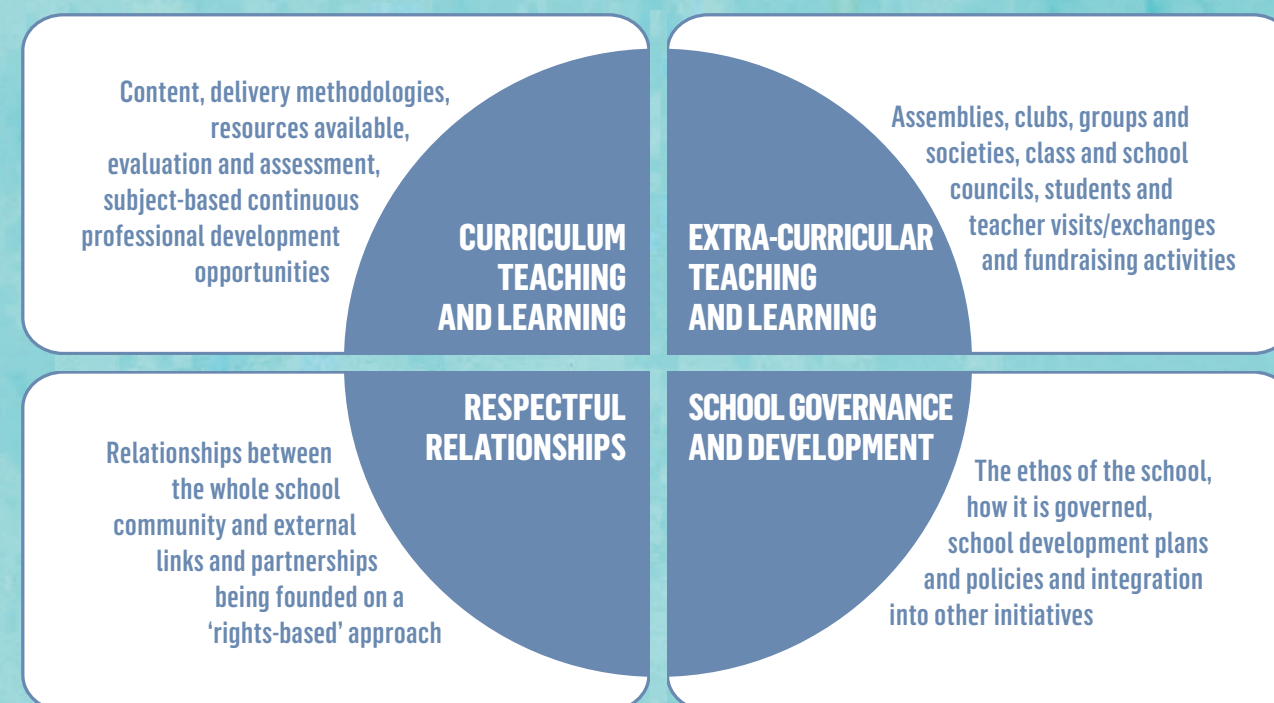
THAT ENABLES PUPILS/STUDENTS TO MAKE
LINKAGES ACROSS SUBJECT
OR TOPIC BOUNDARIES
IS NEEDED.

3.

DEVELOPMENT EDUCATION FOR SCHOOLS TOWARDS GOOD PRACTICE

The full benefits of Development Education (DE) do not come about from once-off lessons or standalone projects. A progressive and holistic approach to education that enables pupils/students to make linkages across subject or topic boundaries is needed. Whole-school approaches to DE connect learning and reveal interconnections between issues, concepts and realities in our world. Whole-school approaches move beyond the dedication of one or two motivated teachers to a team approach involving both teaching and non-teaching staff and the wider school community.

A whole-school approach to DE requires consideration of the four main areas outlined below. Factors such as the physical environment of the school, the selection of resources available, the use of language and images used in books or displays etc overlap all areas and are included here in the school governance and development section in relation to 'ethos'.



Each of the four sections below are expanded with 'Some things to think about', including questions that can be used by DE practitioners working with or in schools to reflect on specific contexts, perhaps in discussions with colleagues. The 'Suggested Resources' list, given at the conclusion of each of the four sections, includes more detailed support.

CURRICULUM TEACHING AND LEARNING

A whole-school approach involves incorporating DE themes, issues, perspectives and approaches more broadly into classroom teaching and learning and beyond. DE can be integrated into various subjects and at all levels. Opportunities for teaching about DE themes and putting the skills into practice exist in and across subjects such as languages, literature, science, art, music, physical education, history, geography, religious education. The benefits of DE are in not just what is taught but in the teaching and learning processes. DE methodologies are skills-based, requiring active participation and the facilitation of the 'voice' of children and young people. The questions below inform how DE is incorporated into school work and can be included in the process of school self-evaluation and whole school evaluation.

Some things to think about...

Curriculum Planning and Delivery

To what extent are DE concepts and themes included in teachers' planning and delivery of the curriculum?

Who (staff, subject teachers *et al.*) is involved in the planning?

Does the teacher provide pupils/students with opportunities to engage in critical, creative and collaborative thinking and learning?

Methodologies

Are cross-curricular approaches used to explore DE themes?

How confident is the teacher in using participative and active methodologies? Classroom management is often a concern for teachers new to group work and participative methodologies. How can these concerns be addressed?

DE activities can often raise controversial or difficult issues. How can teachers feel confident in handling these?

Some teachers may be worried about not having all the answers. How could this be dealt with? Do some pupils/students dominate while others stay quiet? How could student participation be improved?

Resources

Does the school ensure that resources used by teachers and pupils/students appreciate diversity, are up to date, accurate, and present a balanced view?

To what extent are the resources used (e.g. textbooks) conducive to teaching DE?

Are chosen resources critically evaluated?

Evaluation/Review/Assessment

How is teaching and learning in DE evaluated and assessed?

How do teachers evaluate the impact of their DE work? What about their reporting structures? Are they geared towards future learning?

Where can teachers and practitioners get help to improve their DE practice?

Suggested resources

There are opportunities for teachers to develop skills and confidence in promoting and delivering DE. Many DE organisations including Amnesty International, Comhlámh and Link Community Development (see Case Study No. 8) provide DE programmes for interested teachers.

In addition:

Active Learning and Teaching Methods provides some ideas for encouraging student participation. There is also a section in the CSPE teacher guidelines on active methodologies.

Centre for Human Rights and Citizenship Education has a wide range of resources for educators on a variety of issues.

Christian Aid: Youth sector, primary and secondary school resources and classroom activities.

developmenteducation.ie is a development and human rights education resource maintained by a **consortium of organisations** based in Ireland, including: 80:20 Educating & Acting for a Better World, Aidlink, Concern Worldwide, IDEA, National Youth Council of Ireland, Self-Help Africa. This website contains a broad range of materials exploring a variety of development issues and topics plus a range of other materials including photo stories, and much more.

DICE Development and Intercultural Education Project has great ideas, materials and examples of practice incorporating DE into Primary Schools.

'Global Teacher' is a cross-curricular teaching resource on global development for Transition Year students produced by **Irish Aid**.

Global Dimension is a useful website including case studies of how teachers have incorporated a global dimension into their work and also a substantial database of resources which can be searched by topic, subject and age.

The Irish Aid WorldWide Programme has developed a Transition Unit in Irish and English, '**Linking and Learning**' and 'Nascadh agus Foghlamh', for schools interested in developing global partnerships or those who wish to learn more about development and North/South relationships.

A range of documents and resources related to learning and teaching in the ROI are available on the **NCCA** website. The NCCA website also includes a list of **Transition Units** with a DE focus.

Rising to the Challenge: A Resource File for Teaching Contemporary Issues (CDVEC Curriculum Development Unit/Leaving Certificate Applied Support Service; Gill, Loughman & O'Shea, 2002).

RISC How do we know it's working? A toolkit for measuring attitudinal change in global citizenship. This innovative new resource offers all teachers and educators tools for measuring the impact of their work on children and young people's attitudes and values. This resource is available in hard copy only.

Schools Across Borders: downloadable resources for post primary sector.

Self Help Africa and Combat Diseases of Poverty Consortium has developed resources for transition year (TY).

'Tackling Controversial Issues in the Citizenship Classroom: A Resource for Citizenship Education' developed by the CDVEC CDU and the PDST provides an overview of the key debates surrounding pedagogical approaches to controversial issues, together with useful teaching and learning strategies and an overview of how to construct a series of lessons on a controversial issue. Available in hard copy from the CDU.

'Teaching about controversial issues' from Oxfam Education is a practical booklet offering support and ideas for dealing with sensitive and controversial issues in the classroom.

Trócaire has a wide range of school resources, from early childhood to post primary, covering a broad range of development issues.

Waterford One World Centre has a useful resource section.

EXTRA-CURRICULAR LEARNING

Learning outside the classroom provides numerous opportunities for incorporating global perspectives to build the four key dimensions of DE. School assemblies, field trips, linking and immersion programmes, guest speakers and the various clubs, groups and societies all offer potential for meaningful engagement in DE activities.

Some things to think about ...

Assemblies and extra-curricular events

How are school assemblies used to develop global citizenship? What could we do to improve assemblies?

Are there opportunities for groups to undertake campaigns about issues that affect them in school, locally or globally?

Do any of the school field trips provide space for learning about sustainability or social justice issues?

Visits and Visitors

Are visits treated as part of the learning process so that visits are not perceived as a stand-alone event? Are visitors seen as partners in a sustainable, collaborative process?

Are there sufficient opportunities for engaging meaningfully with people from a range of different perspectives?

Are visitors to the school chosen to broaden perspectives and increase depth of knowledge? Do visitors challenge stereotypes, misconceptions and present a balanced view?

Are visitors and visits related to curriculum and DE concepts and/or methodologies?

Do appropriate preparatory and debriefing activities take place to put the learning experience from visits in context?

Campaigns and Charitable Activities

Does the school acknowledge and celebrate pupils'/students' attempts to tackle injustice and act for positive change?

Are there opportunities for groups to undertake campaigns about issues that affect them in school, locally or globally? Are actions followed up? Do pupils/students get feedback, whether positive or negative, on any actions, including fundraising, that they have been involved in?

If the school is involved with fundraising, what do the fundraising activities actually teach children/young people? Is learning from these activities evaluated?

Do images/messages used for fundraising activities challenge or reinforce stereotypical ideas about the country or peoples being supported and the root causes of poverty?

Participation in School Environment

What do the pupils/students learn from the reality of how the school/class council actually operates?

To what extent does the pupil/student council provide opportunities for developing values and attitudes related to global citizenry? Could the school/class council improve the experiences that children and young people have of taking action on a development related issue?

Suggested resources

Africa Also Smiles is a cross-curricular teaching and learning resource produced by the **Africa Centre** which includes a lesson on images and messages.

Concern Worldwide is engaging students in extra-curricular activities such as the Concern debates and essay writing.

The **Dóchas code of conduct on images and messages** provides guidelines for choosing images and messages that give an accurate and balanced picture of the Global South.

DE support is also available from a number of Irish Non-Governmental Development Organisations – see the **Dóchas** website.

Framing Our World: A youthwork resource on the use of images and messages in development, produced by the **National Youth Council of Ireland**, includes a child-friendly version of the Dóchas Code of Conduct on Images and Messages.

Global Dimension contains many suitable resources.

WorldWise has a **Transition Unit** on North/South school partnerships.

Young Social Innovators operates an annual Social Innovation Programme which encourages the submission of projects from 15–18 year olds with a human rights and global development perspective.

RESPECTFUL RELATIONSHIPS

DE is based on values that promote social justice, participation and an appreciation of diversity in its many forms. Developing respectful relationships within the whole school community, i.e., pupils/students, parents, teaching and non-teaching staff as well as school management, the wider community and other external actors (such as partner schools or organisations), helps build the values and attitudes conducive to active global citizenship. For instance, the proposed junior cycle framework allows for some customisation of the curriculum with the introduction of locally developed short courses. Within these curricular frameworks there are opportunities to prioritise explicit community links which in turn have the potential for:

... integrating the school into the fabric of the community, making it more likely that the activity that happens inside the institution will be relevant to the learners' lives outside (NCCA, 2010, p. 25; for details visit NCCA website).

An appreciation of human dignity and a respect for human rights provides a sound basis for understanding our common humanity, recognising our interdependence and challenging injustice.

Some things to think about ...

Relationships within the school

Are human rights respected within the school?

Are teacher/pupil and pupil/pupil relationships respectful?

What do children/young people learn from the way adults interact in the school?

Are non-teaching staff valued and respected for the roles they play in the school? Do non-teaching staff participate in whole school initiatives? How could they be more involved?

Links to the wider community

Are parents aware of the relevance of DE to their children's learning?

Are school activities or curriculum related to issues relevant to the local community?

Does the school provide entry points for students to community based work and initiatives?

Partnerships / Links

Are partnerships with other schools, whether in Ireland or in other parts of the world, reciprocal and respectful?

Are partnerships with schools or organisations in less wealthy countries based on charity or mutual learning models? Do links and partnerships operate on an equal footing?

Does the school use agency/NGO personnel and educational resources to assist the provision of structured, cogent DE programmes? Are DE opportunities in other whole school initiatives (such as **Fairtrade, Green-Schools, Irish Aid's Our World Awards, Trócaire Better World Awards, Concern Debates, Eco UNESCO Young Environmentalists Awards, Young Social Innovators**) exploited to the full?

Communication and Outreach

Do the images and associated messages used within the school environment in displays and publications reflect diverse perspectives, thereby giving a balanced view?

Is the spoken and written language used within the school reflective of DE values and attitudes?

Does the physical environment of the school reflect an awareness of sustainability, e.g., use of outside space for growing your own or improving biodiversity, use of environmentally friendly/ethical products, availability of recycling/composting bins, water conservation features?

Suggested resources

WorldWise Global Schools, Irish Aid's new strategic partner for DE in post-primary schools in Ireland, supports awards, school-based activities, resource development, capacity building and teacher education in Irish post-primary schools. The programme also supports

educational, equitable and sustainable partnerships between Irish schools and schools in the Global South. Resources are available on the **WorldWise Global Schools** website.

Amawele facilitates school partnerships with schools in South Africa.

On the use of images and messages see **Dóchas Code of Conduct on Use of Images and Messages** and the **Africa Centre** on resources and other useful information around this issue.

Human rights education resources such as Amnesty International's **The Right Start, Lift Off, and Me, You, Everyone** programmes for primary schools or their various **resources for post primary schools** provide excellent ideas for developing a culture which respects human rights within schools.

Some school networks with a focus on DE-related activities include **Loreto**, Presentation, and Donegal Change Makers Project.

Schools Across Borders facilitates school partnerships with schools in Northern Ireland, Israel and Palestine.

See also **UNICEF Rights Respecting Schools Award**.

Whole-school initiatives such as: **Fairtrade**, **Green-Schools**, **Irish Aid's Our World Awards**, **Trócaire Better World Awards**, **Concern Debates**, **Eco UNESCO Young Environmentalist Awards**, **Young Social Innovators** Centres of Social Innovation. See also the **Yellow Flag** programme of the Irish Traveller Movement.

SCHOOL GOVERNANCE AND DEVELOPMENT

Good practice dictates that DE should be inherent to the school ethos. It is common for DE initiatives to be led by one or two 'champion' teachers who are passionate about the issues. However, without the backing of committed leadership and the structural supports of relevant policies, attempts at whole-school approaches are likely to founder. Developing and sustaining a whole-school DE strategy requires good leadership, coordination and planning. Incorporating a global dimension into school development plans involves integration of DE concepts at policy level.

Some things to think about ...

Policies

Is DE in the school dependent on just one or two committed teachers?

Are there any school policies which could be improved by incorporating a global dimension such as: health and safety, healthy eating, homework, anti-bullying, recycling, diversity?

Are planning, delivery and assessment of DE included in staff/year, group/departmental meetings with consideration being given to progression across year groups and cross-curricular learning?

Is there an explicit written policy incorporating DE into teaching and learning? Is it considered in whole-school development plans?

Staff Development

Do staff members have a shared understanding of what is meant by DE? Could a dedicated role for a teacher or coordinator lead and improve the whole-school approach to DE work in the school?

Is training to meet the challenges of quality DE included in staff development plans to raise the capacity, confidence and commitment of teachers?

How are staff members supported to integrate DE in their work?

Suggested resources

The **NCCA Intercultural Guidelines for Schools** is a useful resource, which has been distributed to all schools.

The Anti-Bias Curriculum is a handbook intended as a resource for all those who have responsibilities for children's learning in schools, especially principals, teachers and classroom assistants. Its focus is on the development of the "anti-bias curriculum" as an essential aspect of the school's ethos and practice.

The RISC has a publication, a Self-Evaluation Framework for Global Citizenship Education, entitled '**... Are we nearly there yet?**'

DICE has published a guide to good practice for teacher educators, including staff development and whole-college approaches.

Oxfam's **Global Citizenship Audit** is a practical tool for initiating a whole-school response to DE.

Young Social Innovators facilitate a Centres of Social Innovators Programme which aims to provide young people with opportunities to get involved in volunteering, in civic action, community service and in social innovation; it also aims to support educators in creating environments which make this possible.

INDICATORS OF GOOD PRACTICE IN DEVELOPMENT EDUCATION FOR SCHOOLS

The indicators described below are intended to help teachers and educators recognise elements of good practice in their work. The indicators can assist practitioners to identify how to progress from the 'starting out' phase to that which is considered good practice. Indicators cover the following areas:

- **Knowledge, Ideas and Understanding**
- **Attitudes and Values**
- **Key Skills**
- **Behaviour, Experiences and Action**

However, it needs to be said that educators and teachers face major challenges in their endeavour to aim for good practice. These challenges, according to recent studies, include those associated with the structure of the national curriculum and assessment models; teacher education, confidence levels and attitudes; the lack of support and appropriate resources available to teachers; and the fact that the action component of DE is too often linked to fundraising because fundraising is frequently seen as the only appropriate response to global poverty (**Fiedler *et al.***, 2011; **Bryan & Bracken** 2011, p. 263). Some of these barriers may relate to even reaching the 'starting out' level – as set out in indicators below – others are identified as inhibiting factors for teachers moving from the 'starting out' phase to 'good practice'. However, it is important to recognise progress, no matter where the starting point.

The indicators in this document primarily focus on pupil/student learning with some tracking of the teacher's role as it develops from a 'starting out' to a 'good practice' level. It is however important to highlight that these are interlinked and teacher engagement with DE training or other types of professional development activities will obviously have an impact on the learning opportunities available to the children and young people in their classrooms (see **Case Study No. 8**, p. 46). The indicators do not differentiate between primary or post primary

Development Education – 4 key dimensions

- **Knowledge and Ideas**
change, identity, gender, sustainability, understanding of globalisation and interdependencies, democracy, human rights, interconnections, etc.
- **Values and Perceptions**
attitudes, beliefs, preconceptions, learning, change, belonging, duty, responsibilities, etc.
- **Capabilities and Skills**
reasoning, social communication, critical thinking, etc.
- **Experiences and Actions**
learning through doing, active citizenship, activism, etc.

teaching and learning, focusing rather on the principles of good practice in DE that span all age groups. However, expected levels of knowledge, complexity of language used, and skills and capabilities will vary according to age and the length of time pupils/students have been engaged with DE.

Examples of the variety of ways in which good practice can be implemented are available in the case studies provided by IDEA members in the concluding section of this document (pages 33–51). Indicators are cross-referenced with case studies listed for each indicator.

1. Knowledge, Ideas and Understanding

... a general knowledge of the world ...

Starting Out ...	Good Practice
Teachers provide pupils/ students with information on different places, cultures and people around the world.	Teachers provide pupils/students with opportunities to consider a range of issues and topics in terms of social justice, human rights, diversity, global citizenship, globalisation, interdependence, sustainable development and conflict resolution. Case Studies: 1–7
Issues-based education is incorporated into specific classes.	Pupils'/Students' learning is connected across diverse subject areas to reflect reality. Teachers ensure linkages are explicit, coherent and structured. The links are required in both global and local contexts. Case Studies: 2, 6 and 7
Teachers teach about the lives of people in other countries and different cultures in their own locality. Issues of diversity and poverty are mentioned.	Teachers facilitate activities which develop pupils'/students' understanding of the scale, cause and effect of global (including local) inequalities, poverty, conflict and the challenges of sustainability. Pupils/Students have a better understanding of development/underdevelopment/overdevelopment and their own position as consumer citizens in the 'majority world' and are knowledgeable about the role they can play in effecting positive change. Case Studies: 1–8
Teachers discuss examples of linkages between 'first world' and the 'third world/ majority world'.	Pupils/Students understand the world as complex and interdependent; they are able to link global issues to their local lives and consider the wide and varied impacts these can have. Case Studies: 3, 5 and 7
Pupils/Students are aware of the need to recycle and conserve resources such as energy and water.	Pupils/Students are knowledgeable about the case for sustainability and discuss ideas and suggestions for more sustainable futures. Case Studies: 2, 3 and 5
Pupils/Students understand human rights in relation to basic human needs.	Pupils/Students know about and understand human rights or rights principles and can apply them to different situations. They appreciate the universal nature of human rights and their indivisibility. Case Studies: 4 and 6

2. Attitudes and Values

... a general concern for the well being of others and the planet ...

Starting Out ...	Good Practice
Teachers encourage pupils/students to consider people living in poverty and oppression.	Teachers help pupils/students to understand our common humanity through an appreciation of human dignity and needs and the principles of human rights. Experiential learning activities stimulate students' appreciation of social justice and responsibility so that they can apply this knowledge to access their own rights and defend the rights of others. Case Studies: 1, 3, 4 ,5 and 6
Teachers teach about the negative consequences of prejudice and racism. They provide 'safe spaces' to discuss and explore prejudice and its consequences.	Pupils/Students have explored in depth their own identity and recognise how background, life experiences, culture, language etc. shape our own and others' view of the world and how we act within it. They are able to appreciate different perspectives, values and attitudes. Pupils/Students appreciate and value diversity in its numerous forms as enriching for all. Case Studies: 4 and 7
Pupils/Students are encouraged to show concern for the environment.	Pupils/Students display respect for their environment and are committed to sustainable development as evidenced by their actions. They appreciate interdependence – i.e., that people are inextricably linked to the planet and to each other and that the actions of some can have consequences, whether negative or positive, for all. Case Studies: 2 and 5
Pupils/Students show interest in others and the planet.	Pupils/Students show confidence and conviction in engaging with sustainable development issues, are eager to participate and have a belief in their own ability to act for positive changes. Case Studies: 1, 3, 4, 5, 6 and 8

3. Key Skills

... a general capacity to investigate and engage with ...

Starting Out ...	Good Practice
Pupils/Students are directed to research particular issues.	Pupils/Students are able to carry out their own research, critically considering a range of sources. They are able to process information and take into account different perspectives. Case Studies: 1, 2, 3, 4 and 7
Pupils/Students are able to access different sources of information.	Pupils/Students are able to select and discriminate between sources of information based on their reliability and suitability for purpose. Pupils/Students use critical thinking skills to assess and interpret information presented to them through the spoken word, texts, images and the media and other formats. Case Studies: 1, 3, 4 and 7
Teachers provide opportunities for pupils/students to discuss issues.	Teachers are capable of providing 'safe spaces' for pupils/students to discuss opinions and express their opinions and ideas including those on controversial and difficult topics. The teacher is able to assume various roles to facilitate discussions and is comfortable in not having all the answers. The teacher ensures that varied perspectives are included into debates and discussions. Case Studies: 1, 3, 4, 5, 6 and 7
Pupils/Students are able to express their opinions.	Pupils/Students have regular opportunities to openly discuss issues, practise their debating skills and try to influence others. They have opportunities to engage in dialogues, listen to others and articulate their own views, opinions and emotions. Case Studies: 2, 3, 4, 5, 6 and 7
Pupils/Students show an interest in social justice issues.	Pupils/Students show confidence and conviction in challenging injustice both close to home and farther afield and have opportunities to encourage or persuade others to do likewise. Case Studies: 2, 3, 4, 5, 6 and 7

Starting Out ...	Good Practice
Pupils/Students have opportunities to engage with others to discuss and share ideas.	Pupils/Students are able to communicate effectively with others (including those with conflicting views) by various means: listening, speaking, through writing, and other creative methods. They can organise their ideas and thoughts and use appropriate language and suitable strategies to get their point across. They can use a variety of media to communicate their ideas and learning. Case Studies: 3, 4, 5, 6 and 7
Teachers assign pupils/students different roles and responsibilities when working towards a common purpose in groups.	Teachers are confident and trained in the use of group work and experiential learning strategies to stimulate pupils'/students' interest. They encourage pupils/students to work independently and as a team, sharing roles and responsibilities according to strengths and preferences, compromising as necessary. Case Studies: 7
Pupils/Students are able to take on different roles when completing a group task.	Pupils/Students are confident, capable participants in group activities working independently, taking initiative and cooperating as a team towards shared goals, reviewing and evaluating their progress. They can identify roles and responsibilities and manage relationships. They are able to acknowledge differences and discuss and resolve conflicts if they arise. Case Studies: 2, 3 and 4
Teachers provide feedback to pupils/students on their skills and capabilities.	Teachers encourage pupils/students to self-evaluate, learn from any mistakes and consider ways to improve. Teachers talk about the skills and capabilities involved in their DE activities and how these can be applied in other situations. Pupils/Students are able to evaluate their own performance and respond to feedback. They display skills of personal effectiveness such as goal setting and self-appraisal. Case Studies: 2, 3 and 4

4. Behaviour, Experiences and Action

... a set of experiences that create interest and engagement ...

Starting Out ...	Good Practice
Teachers provide information and direct pupils'/students' learning.	Teachers act as facilitators to enable pupils/students to explore relevant issues of interest, including those which may be considered difficult or controversial. Classroom teaching and learning involves participatory approaches which encourages student 'voice'. Pupils/Students are encouraged to develop and manage their own projects. Case Studies: 1, 2, 3, 4, 5, 6 and 7
Pupils/Students have opportunities to get involved in school or class councils.	Pupil/Student participation in influencing and making decisions that affect them is highly valued and encouraged by the whole school community. Pupils'/Students' experiences of democratic processes encourage active participation and reflect the positive and negative realities of living in a democracy. Pupil/Student 'voice' is valued at all levels of participation within the school. Case Studies: 2
Teachers encourage pupil/student participation in decision making.	Pupils/Students experience democratic processes through participation in a variety of activities such as group work tasks, class or school councils. They understand how every individual can exercise power through participation. Case Studies: 2 and 5
Teachers invite outside organisations and guest speakers to the school to broaden and enrich pupils'/students' learning. Pupils/Students take part in visits out of the school including those relevant to DE issues, concepts and/or skills development.	Teachers invite visitors to the school and plan outside visits in accordance with the curriculum, linking them to relevant DE issues and selected according to their capacity to enhance pupils/students' learning. Visits are planned together and discussed with the pupils/students in advance to allow any necessary background preparation to take place. Opportunities for cross-curricular learning, learning in the wider school community and follow-up work are considered in advance. Case Studies: 1, 2, 4 and 7

Starting Out ...	Good Practice
Pupils/Students learn about simple actions they can take to 'change the world' such as signing a petition, buying Fairtrade products or recycling.	Pupils/Students understand that simple solutions alone cannot solve complex issues. They can come up with a range of actions to try to influence change; understanding the potential positives and negatives of various actions. Student action is expanded to utilise a wide and varied range of actions to tackle problems including: • involvement in established campaigns • establishing and running campaigns or action groups • political engagement • telling others, including friends and family • letter writing or petitioning • involving the media • use of social media • use of creative methods to communicate messages and involve others • responsible/considered fundraising • direct action, such as participation in demonstrations or boycotts • involvement in NGOs • volunteering • ethical consumption – exercising their consumer choice in relation to such issues as food miles, GM, Fairtrade, trade unionised workers, workers pay and conditions, use of child labour, recycling, sustainable sourcing, etc. • rethinking what, how and why we use 'stuff', using less, avoiding waste • voting. Case Studies: 1, 2, 3, 4, 5, 6 and 7
Pupils/Students learn about people in difficult circumstances, whether at home or abroad, and if they decide to respond by fundraising, they undertake preliminary research when deciding which organisation/issue to support.	Teachers and Pupils/Students recognise that fundraising is only one of many possible actions to rebalance the distribution of global resources. Charities are researched critically before engagement to ensure best practice, transparency and accountability. Responsible/considered fundraising activities check that messages and practices used do not compromise human dignity or reinforce stereotypes. A human rights-based approach to fundraising which emphasises justice, solidarity and empathy is the norm. Teachers explore how learning opportunities on development issues can be included in fundraising activities. Case Studies: 2

DEVELOPMENT EDUCATION

IS AN

EDUCATIONAL PROCESS

AIMED AT INCREASING

**AWARENESS AND
UNDERSTANDING**

OF THE

**RAPIDLY CHANGING,
INTERDEPENDENT**

AND

UNEQUAL WORLD

IN WHICH WE LIVE

5.

EXAMPLES OF GOOD PRACTICE IN DEVELOPMENT EDUCATION FOR SCHOOLS

Members of IDEA have contributed case studies based on their experience in schools to illustrate how students and teachers work from their starting level in DE to achieve good practice.

The following examples of good practice include seven case studies describing activities undertaken with pupils/students in both primary and post primary schools. In addition, Case Study No 8 describes a programme which prepares teachers to facilitate good practice in DE. And finally, although the main focus of this document is schools in the Republic of Ireland, we have included a link to an interactive resource developed by The Centre for Global Education in Belfast that illustrates good practice on the topics relating to active global citizenship.

As well as describing what works well, some of the case studies identify elements which could be improved or other ways in which the good practice could be developed in future. It is often this critique, demonstrating an understanding of where students and teachers are on the journey, which exemplifies good practice.

CASE STUDY 1

(PRIMARY)

Background Information

School location (county):	Dublin
Class/Age/ Educational setting:	6th Class/Primary school

Describe what happened

The teacher ran a computer club, in the primary school, consisting of twelve 6th class students. This group carried out research on Uganda. Based on this research they built a virtual world of Uganda incorporating the theme of fair trade. The teacher facilitated the work but at no point told the children what to include in the virtual world.

The pupils had a Trócaire guest speaker at the beginning of the project, to gain an insight into the life of a child in Uganda. They had questions prepared for the speaker as part of their research. The pupils created information boards throughout the virtual world, to educate the user. The school's computers were used. The virtual world was built on the jokaydia website, a project involving 3D virtual worlds focused on education, arts and social change.

When the project was completed, 5th class pupils from the school explored the virtual world, learning about life in Uganda and fair trade.

Why do you consider this good practice?

DE is generally taught through the curriculum areas of Geography and Social, Personal and Health Education in primary schools. This project shows that experiential learning, discovery-based learning and peer teaching and learning, across the entire curriculum, are better suited to the ever-evolving nature and content of development education. As opposed to teaching DE as a standalone subject, this class teacher utilised the resources available to the class to integrate DE across various areas of the curriculum.

This class teacher provided the pupils with the opportunity to consider a range of issues and topics, helping the pupils to gain knowledge, ideas and understanding of development education. It is evident from the finished product that the pupils involved attained critical research, thinking and communication skills. The pupils identified roles and responsibilities and subsequently worked as a team towards shared goals.

Not only were the pupils the creators of the virtual world learning, but they also explored the finished product. This virtual world resource is now there for future pupils to explore and learn from.

What would you do to improve on this in the future?

This example of good practice could be replicated in every classroom. In this case the teacher has a particular interest and capacity in ICT and used this as the medium for teaching DE. If a teacher has a passion for music, the class could explore a range of issues and topics through music in other countries. The teacher could use the video 'War Dance' as a resource. The pupils could build a project linking themes such as human rights, conflict resolution, social justice, sustainable development and the role music can play in these issues.

Further Information

The virtual worlds used in this project were created using **Jokaydiagrid**.

CASE STUDY 2

(PRIMARY)

Background Information

School location (county):	Urban Boys Primary school
Class/Age/Educational setting:	All Classes/Cross Curricular

Describe what happened

This urban boys' primary school took a holistic approach to DE. The pupils' learning was connected across diverse subject areas linking the theme of water in both local (water in the school and local park) and global (water in Uganda) contexts. The success was largely due to good integrated planning by the teachers, who facilitated independent pupil group work and research, while encouraging the pupils to share their individual learning experiences.

All of the teachers were involved, in that each agreed on integrating the theme of water into a different subject.

- **Infants: Literacy – used a storybook about a hippo searching for water as a stimulus.**
- **1st class: Religion/Literacy – used a story from Alive – O 3, 'The Woman at the Well' as a stimulus.**
- **2nd class: Geography – explored the geography and people of Uganda – water in Uganda.**
- **3rd class: Maths – capacity – the students measured and compared the average amount of water used in Ireland and Uganda.**
- **4th class: Science – the students did a field study on their local environment, focusing on pollution in their local river. They experimented with various ways to filter water, and cleaned up the river.**
- **5th/6th classes: Maths/Science/Geography – researched and highlighted water usage in homes and in school. They also suggested and implemented water conservation methods throughout the school.**

The pupils then set up an exhibition in the main hall to share their project with the rest of the school.

Why do you consider this good practice?

Knowledge, Ideas and Understanding:

The pupils displayed the knowledge gained on the issue, by making suggestions, and implementing, methods to assure more sustainable futures.

Attitudes and Values:

The pupils displayed concern for the environment by cleaning up the local polluted river. The pupils also displayed a strong belief in their own ability to act for positive changes by drafting, implementing and monitoring a water conservation scheme within the school.

Key Skills:

The pupils, particularly the older pupils, conducted their own research through various methods. These included surveys, experiments, searching the internet. The results and data collected were exhibited in the school hall. The pupils displayed an in depth knowledge of the topic, and gained presentation skills, through their ability to discuss and explain their research findings.

Behaviour, Experiences and Actions:

The children set up and ran their own council to implement and monitor the water conservation scheme. The council members each had an assigned role, and worked together towards the shared goal of reducing water usage in the school.

This is a wonderful example of the whole school working together to gain and share information on a particular theme. This method resulted in the pupils working independently of the teachers and learning from each other. It is also an example of how DE can be integrated across the entire curriculum.

What would you do to improve on this in the future?

Although all staff members did get involved, this DE initiative was led by one teacher who is extremely passionate about the issue. So much so that she has set up her own charity, Lámha Suas, that brings teachers to Uganda each summer. This teacher exhibits great leadership, which is essential for the project to be a success. However, perhaps if more teachers took extra initiative, or if the lead teacher was able to delegate the organisational work involved, this effort could be made once a month rather than for one week every year.

Further Information

At the end of the water week the school organised a relay race. Each student was sponsored and the proceeds went to the **Lámha Suas** charity.

CASE STUDY 3

(POST PRIMARY – TRANSITION YEAR)

Background Information

KADE (Kerry Action for Development Education) has been working within the formal education system for the past 19 years, helping teachers to integrate DE into their day to day work. This academic year KADE worked with two Transition Year classes in two different schools. This example is from one of these two schools.

Contact name and email address: Nogugu Mafu (Former Education Officer);
Mary McGillicuddy (Coordinator), coordinator@kade.ie

Name of Organisation: Kerry Action for Development Education (KADE)

County: Kerry

Class/Age/Educational setting: Religion/15 to 16-year-olds/Transition Year

Describe what happened

One group consisted of a Transition Year class of 13 students. The school allocated KADE four double RE periods for a DE 'project'. Students were introduced to DE using the theme of the UN Millennium Development Goals. During the first double period, KADE project workers carried out a baseline survey to assess the level of knowledge students already had about global and social justice issues. The class was then introduced to the UN Millennium Development Goals using activities from **DICE** – Pathways for Teaching the MDGs.

The remaining three double class periods were used by students to carry out project work. This involved students working in small groups of three/four. Each group picked a topic that reflected one of the MDGs and researched more about the topic, focusing on a country in the developing world and making a comparison with Ireland. KADE project workers provided learning materials and guided students through various relevant DE websites where they would get information, e.g., Trócaire, 80:20, developmenteducation.ie etc.

Students selected three main themes, Gender, Education and Climate Change.

Why do you consider this good practice?

The teacher was actively involved and guided students throughout their project work. She also helped students with ideas about different ways they could present their projects to other classes as a way of sharing what they learned. Students used drama, song and poetry to share their learning creatively.

This was good practice because there was peer-to-peer learning; students were given time to explore issues and learn on their own. With the help of the teacher, students were able to compare social justice issues here in Ireland and what happens in the wider world. The action component of this was the project work that students completed. At the end of the four weeks, this class met with students from the other school and each presented their projects. They then explored ways in which they would go back and share their projects with the rest of the students at their schools. One school decided to hold a MDGs week in which they would announce each of the MDGs via the school intercom every day of that week and they also decided to present their poems and drama to the rest of the community at Sunday mass. The project approach facilitated more time for students to engage with what they were learning than the 'traditional' 40 minute class period allowed to a 'guest speaker from KADE.'

Students got an opportunity to engage with social justice issues on their own terms – the action component was different from the usual fundraising for a charity. It involved students taking an initiative to educate themselves and their peers thereby taking part in collaborative learning.

The evaluation questionnaires issued at the end of the project indicate that students learned a great deal and they recommended that MDGs be taught to other TY classes. A comparison of student knowledge at the start, gleaned from baseline survey, and the findings of the evaluation questionnaire showed that after 4 weeks all students reported learning one new 'thing' about Ireland and the wider world around the themes of Gender, Education and Climate Change.

What would you do to improve on this in the future?

The project would have been improved if KADE had approached the school in May of the previous academic year, when the school was working on the timetable for September. This way the teacher would have been able to look at the KADE MDGs project and see how she could integrate it throughout the religion topics for the year – some of the KADE activities would then be used to reinforce each of the topics she would be covering with the students. This would have allowed more time for DE but also it would have made students realise that DE relates to their day-to-day learning and practical everyday issues.

This class was already involved in Drama; some of the students were also part of the Young Social Innovators competition – to avoid overloading the TY curriculum and looking for extra time, DE activities could have easily been integrated within such extracurricular activities.

Further Information

Kerry Action for Development Education (KADE): www.kade.ie

CASE STUDY 4

(POST PRIMARY)

Background Information

Contact name and email address:	Darran Irvine, director@schoolsacrossborders.org
Name of Organisation:	Schools Across Borders
County:	Dublin, Kildare, Louth, Antrim
Class/Age/ Educational setting:	Post primary Schools
Any other information:	Network includes Schools in Israel & Palestine

Describe what happened

As part of their schools programme, Schools Across Borders (SAB) organised 10-day visits by Israeli and Palestinian students to school groups in Ireland, north and south. Because of the sensitivities involved within the wider Israeli and Palestinian communities, they organised two separate visits: the six Israeli students from two schools in Jerusalem came in October 2011; the six Palestinian students from five schools in Hebron came in January 2012.

These visits provided opportunities for all students to engage in group discussions in order to build on classwork (including state-exam projects) on each of the core subject themes (lifestyles and identities, conflict realities and issues) and core concepts that promote positive action (global citizenship, interdependence, human rights, universal values and beliefs and mediation).

Before the visits, each of the school groups formed small working groups to prepare their discussion agenda. Students were encouraged to form task groups for the other actions, such as press releases for local media, welcoming messages and displays, ground rules for the group discussions, and name tags in English and either Hebrew or Arabic.

The Israeli and Palestinian students participated in a 12–15 hour preparation module led by their respective teachers, using the same resource used by the Irish school groups. They also pre-selected their chosen topics and role-played the discussions in order to practise their input. Upon their arrival in Ireland, SAB staff held a briefing session with each visiting group, which also enabled them to share their aims, expectations, challenges and opportunities for the visit.

Each session started with the visiting Israeli or Palestinian students introducing themselves and stating their personal aims for the visit to Ireland. In the group discussions, one or two empty chairs were placed with each sub-group to remind them of the reality that the Palestinian or Israeli students who were not present and whose views may not have been represented.

Teachers observed from a distance to ensure that all students were being afforded the chance to listen or speak, and plenary feedback was held after the small group discussions.

Some school groups added a song or musical piece, and others held an informal refreshment session.

After the Israeli group visit in October, each school group in Ireland followed up with a formative self-assessment in order to gather views on the content, format and performance of the visit discussion. The findings were collated by SAB staff and issued to each teacher for further reflection on key skills with their class, in good time for the Palestinian group visit in January 2012. These findings were also shared with the visiting Israeli and Palestinian groups.

The visits were recorded via newsletter or website articles and awareness-raising activities including presentations to other class groups. The success of the visits led to an eight-day visit to Israel & Palestine in February 2012 by 14 students and three teachers from five of the Dublin schools.

Why do you consider this good practice?

The activities are placed in the students' hands: the task and working group formats enable students to act and direct activities effectively. There is peer-to-peer learning and parity of esteem within and between local and visiting groups.

There are opportunities for multiple perspectives on DE themes and concepts that focus on action for positive change.

Integrated formative self-assessments reinforce the value of active learning and help to further develop critical thinking on the subject themes and core concepts, as well as personal engagement and teamwork. Feedback from peers further promotes the learning process.

The visits provide opportunities for students to engage further outside the classroom.

What would you do to improve on this in the future?

SAB surveys show that students would like more time for the discussions. SAB has organised a follow-up “Big Day Out” on a Saturday or Sunday during the 10-day visit in order to offer students and teachers the option for further discussions and recreational activities.

Further Information

Schools Across Borders includes online teaching resources.

CASE STUDY 5

(POST PRIMARY)

Background Information

Contact name:	Mary McCarthy
Name of Organisation:	Programme: WorldWise
Organisation:	Léargas
County:	Dublin
Class/Age/ Educational setting:	Post primary schools in Ireland engaging in educational partnerships with schools in Africa/Asia/Latin America

Describe what happened

The WorldWise Forum is an annual event involving WorldWise students and teachers from across Ireland as well as some partner schools. The purpose of the Forum is to provide space for students and teachers to share what they have learned in their partnerships, learn about the approach/content of other projects, and address some of the wider development issues that have arisen in the course of working with partner schools.

The theme of the fourth annual Forum held in January 2012 was ‘Solidarity Not Charity’, reflecting the approach of WorldWise in supporting school partnerships that are based on joint learning. The Forum consists of a series of workshops, plenary events, keynote addresses and exhibits.

Each school is allocated a stand to exhibit the theme they have been working on with their partner school, how this has been done, and what they have learnt in the process. During the interactive workshops, students work in mixed groups on a variety of development issues, facilitated by a panel of development educators. Teachers take part in a Global Café, a space that enables them to interrogate some of the challenges and opportunities in school linking. Keynote speakers provide a broader context for these projects.

Why do you consider this good practice?

Evidence from a range of sources is used to evaluate the impact of the Forum each year: direct feedback from students and teachers at the end of individual workshops; evaluation forms at the end of the day; comments posted on the Graffiti Wall; and the collective feedback given in the final plenary session by the young people to reflect on their learning from the Forum. Students benefit from meeting peers from other schools who are also involved in WorldWise partnerships, as it gives them a sense of the broader context in which

they are operating, as well as sparking new ideas for their projects. Students also enjoy the challenging and interactive nature of the workshops that are held, and the fact that they have a voice to express their learning, questions, frustrations and hopes at the public plenary at the end of the day.

“I thoroughly enjoyed the day throughout. These workshops really open up your mind and broaden your views. I would have never realised how much can affect people and deny or put a pause on their human rights. I now have a better understanding of all the topics and issues raised and intend on sharing my experience with others.” (Caitlin Sheridan, Moate Community School, Student Ambassador for Human Rights/Social Justice at WorldWise Forum 2012)

What would you do to improve on this in the future?

Worldwise works to improve each annual Forum, building on the feedback received from participants each year. The challenge is to provide a space that caters for a very large group of people (average 400) and which also creates an environment that is both challenging and stimulating for each individual present. Worldwise was always aware of the need to counteract the ‘saris, steel bands and samosas’ approach to intercultural learning that Hetan Shah warns against, and which Bryan and Bracken echoed in their findings that schools’ practice of DE often boils down to the “Three Fs: fundraising, fasting and fun”. However, the organisation also tries to work with schools from their own starting point. The Forum is a fun and celebratory event, and one which provides energy and motivation to schools (particularly teachers) who have been working hard to sustain a long-distance learning partnership over time. However, Worldwise provide a flipside to the celebratory atmosphere at the Forum through the smaller workshops – students and teachers usually participate in two workshop sessions throughout the day. In these workshop participants are challenged in their perspectives and assumptions, and invited to share their own experiences and feedback with peers at the end of the day.

CASE STUDY 6

(POST PRIMARY – SENIOR CYCLE)

*The good practice element of the one day event described in this case study is underpinned by the nature of the concluding evaluation activity which helped both the facilitators and the students to identify their learning. The **evaluation report** is available online.*

Background Information

Contact name and email address: Nuha Ibrahim, ibrahin@tcd.ie
Nadine Ferris France, nadine@globalhealth.ie

Name of Organisation Irish Forum for Global Health

Brief description of the overall work of the organisation

The IFGH is an independent network of people from many backgrounds who are concerned with issues that impact on the health and development of populations at a global level, but particularly to populations in low income countries. Established in 2004, it continues to welcome individuals interested in and committed to promoting global health related education, research and advocacy. The Forum brings together a large number of like-minded people, coming from different organisational backgrounds and committed and working together for global health. The Forum aims to be relevant to academics, policy makers, field workers, advocacy groups, the media, clinicians, development practitioners, students and the general public.

School location (county): Dublin

Class/Age/Educational setting: Transition Year and above

Describe what happened

The learning took place during a one day workshop with approximately eighty-five Transition Year students at Donabate Community College. The workshop was facilitated by representatives from the IFGH and TCD's Centre for Global Health. It was an interactive workshop with students involved in a living sculpture activity, body mapping exercise, completing problem trees, a bomb shelter scenario, two-minute student presentations, and a student debate on the motion 'People in poor developing countries have no hope of having good health'.

The 'living sculpture' activity involved students positioning themselves around the facilitator (representing a pregnant woman in a developing country), expressing how far away they felt their different roles were in relation to the woman. They used varying heights to signify the level of power each role held. In the body mapping activity, groups visually indicated life

events described and how they impacted upon the person's health. Groups were given a case study and asked to use a tree diagram to write out the health-related problems in the person's life. In the bomb shelter scenario, groups were given a list of 10 people who differed in background and were instructed to pick four people to save and explain the reason for those choices.

Why do you consider this good practice?

Teachers help pupils/students to understand our common humanity through an appreciation of human dignity and needs and the principles of human rights. Experiential learning activities stimulate students' appreciation of social justice and responsibility and help them to apply this knowledge to access their own rights and defend the rights of others (attitudes and values indicator).

Pupils/students have regular opportunities to openly discuss issues, practice their debating skills and try to influence others. They have opportunities to engage in dialogues, listen to others and articulate their own views opinions and emotions (key skills indicator).

CASE STUDY 7

(POST PRIMARY)

Background Information

Contact name and email address:	John Alexander
Name of Organisation:	John Scottus School
Brief description of the overall work of the organisation:	Primary and post primary school
School location (county):	Morehampton Road, Dublin 4
Class/Age/Educational setting:	4/5th Year students on visit to Kolkata, India

Any other information

John Scottus students and teachers have been involved in a 'building' programme in the Kolkata region for a number of years. There has been a shift in focus from the building projects to using the visits to learn about the issues affecting people in local communities.

Describe what happened

On six occasions, teams of students from John Scottus School, each accompanied by a senior student from the Loreto Day School from Sealdah in Kolkatta and one or two adults, talked to families around Jharkhali. The purpose of these visits was to increase understanding of the daily lives of rural people and to help in forming policy for future orientation of the John Scottus India programme. The first two visits aimed to get a general view of the lives of the rural people and the problems they faced, the later visits focused on the issues raised in the general overview. The students talked with seven married women, two men and a female student.

Why do you consider this good practice?

Preparation for the visit took place in class and there were follow up activities after the visit. It is difficult to overestimate the value of this experience of the lives of others for students generally coming from sheltered middle class western backgrounds. Seeing and thinking about different cultures and attitudes, confronting poverty in the daily lives of people and understanding that it is often due to definite, identifiable and remediable causes leads the young people to reflect on the causes of inequalities and phenomena in their own society. It should lead to a deeper understanding of how all societies work and of the role of individuals in addressing societal issues.

Although this interaction with the community is in no sense a scientific study it provides immediate insights into the issues facing these rural people. It can contribute to the

orientation of the future programme of the John Scottus India Programme. The emphasis on the need for improved health services as being 'more important than electricity' provides one such clear signal.

What would you do to improve on this in the future?

For the future, prepared forms should be used with specific headings for basic information for each conversation. There should also be a period immediately following the conversations for the group to reflect together on what they have heard and deal with any issues that may arise for individuals. All groups should meet in a joint session at the end to share experiences and insights. The role of adults (Irish and Indian) in these conversations should be clarified and minimised to avoid bias.

This community interaction should form a central part of the Transition Year programme for the future.

CASE STUDY 8

(PRIMARY AND POST PRIMARY)

This case study features the Link Community Development Programme for Teachers.

Background Information

Contact name and email address:	Claire Glavey, claire@lcdireland.org
Name of Organisation:	Link Community Development Ireland
County:	Dublin, Galway, Leitrim, Roscommon, Sligo
Class/Age/Educational setting:	Primary and post primary schools

Describe what happened

Four primary and five post primary school teachers took place in the 2011 Global Teachers Programme run by Link Community Development Ireland. The teachers attended two training weekends in Dublin where they explored the concept of 'development', some of the issues associated with development (inequality, discrimination, consumerism, education disadvantage, health problems etc), and the components of DE. They also looked at some of the issues associated with being a volunteer in a 'developing' country e.g., the importance of working in partnership, the influence of images and messages, cultural sensitivity.

The teachers were given a supporting handbook with information about development and DE and suggestions on how they might incorporate this learning into their own teaching practice.

The teachers then spent five weeks (July – August 2011) working on school improvement programmes run by Link Community Development in South Africa.

Upon their return, the teachers attended a return day during which they were given guidance on how best to use their experiences of living and volunteering in a developing country to introduce good quality education into their classroom practice. Curriculum experts facilitated workshops for both primary and post primary school teachers to demonstrate the cross-curricular relevance of DE to teachers.

As part of their commitments to the Global Teachers Programme, the teachers have been integrating DE knowledge, skills and values into their classroom practice in a manner that is appropriate for their students and curriculum. The teachers have been largely independent in this process but are aware that Link Community Development is available as a source of advice and support for them.

Five of the teachers have initiated a partnership with their South African placement schools through the Link Schools Programme, undertaking joint learning projects on a range of development themes e.g., environment, health, poverty.

Why do you consider this good practice?

The teachers' exploration of DE in their Irish classrooms is informed by their direct experience in South Africa, and framed by the training they received before and after their placements. They are provided with an ongoing source of support from Link Community Development.

What would you do to improve on this in the future?

We are looking into opportunities to work in collaboration with other volunteering organisations in the teacher training colleges to share good practice and to improve teachers' confidence in exploring DE in the classroom by linking student teachers and newly qualified teachers with more experienced teachers in a two-way learning project.

Further Information

Global Teachers Programme webpage

Link Schools Programme website

CASE STUDY 9

(PRIMARY AND POST PRIMARY)

Background Information

Contact name and email address:	Stephen McCloskey, stephen@centreforglobaleducation.com
Name of Organisation:	Centre for Global Education
County:	Antrim
Class/Age/ Educational setting:	8–11yrs 12–15yrs Delivered in the context of the Local and Global Citizenship curriculum and suitable for formal and informal settings.

Describe what happened

The Centre for Global Education developed an interactive, online resource to support the delivery of Local and Global Citizenship in schools and the youth sector entitled The Big Pic. Targeted at Key Stages 2 & 3 (8–15yrs), it is a web resource with content that addresses the four main themes that structure the Local and Global Citizenship curriculum:

- Diversity & Inclusion
- Equality & Social Justice
- Democracy & Active Participation
- Human Rights & Social Responsibilities

Teachers were involved in piloting and evaluating materials that were uploaded to the website and ensured that materials were consistent with learning objectives in curriculum specification. The materials were tested by young people in a range of primary and post primary schools representing a mix of backgrounds (co-educational, rural/urban, controlled/maintained). The Centre's role was to write the materials in partnership with schools, liaise with the piloting teachers, support evaluation and amend the materials accordingly. The materials were used in the context of in-service training to ensure that the web resource was used in classroom practice. It was disseminated through workshops with youth workers and student teachers. The link to the resource is <http://www.thebigpic.biz/>.

Why do you consider this good practice?

The Big Pic enriches young people's experience of the curriculum by focusing on international development issues in both local and global contexts. The site's activities support a learning

process that engages the interest of young people and provides an enjoyable means of learning about citizenship issues. The site encourages young people to become actively involved with development issues by suggesting actions that will help to tackle poverty and social exclusion at local and international levels. The site's content is flexible enough to cater for a range of abilities at primary and post primary levels and supports delivery of related subject areas like human rights.

The site also provides an entry point for teachers and provides notes on how the materials can be used in a teaching context. The link was to C2K, an official learning site for teachers in Northern Ireland and was well disseminated through in-service and pre-service training provision. The site was funded by the Department for International Development.

Evaluation of the site was carried out by CGE staff in conjunction with teachers. Findings indicate that young people enjoyed learning in an online context and found it a different kind of learning experience. The evaluation also found that participants considered the greatest strengths of the site to be the fact that it was specifically designed for a local audience, and that it is interactive and easy to navigate.



IDEA, 5 Merrion Row,
Dublin 2, Ireland
Tel: +353 (0) 1 661 8831
www.ideaonline.ie



Irish Aid

Department of Foreign Affairs
An Roinn Gnóthaí Eachtracha

IDEA acknowledges funding received from the Development Education and Civil Society Unit of Irish Aid. The ideas, opinions and comments herein are entirely the responsibility of IDEA and do not necessarily represent or reflect Irish Aid policy.