

Transitions in Development

Teachers' Transition Year Manual to accompany
the TY Unit *Developing Local and Global Links*
compiled by KADE



KADE

KERRY ACTION FOR
DEVELOPMENT EDUCATION

The Millennium Development Goals

Aidhmeanna Forbartha na Mílaoise



MDG1

Eradicate Poverty and Hunger
Fíorbhochtanas agus ocras a dhíothú



MDG2

Achieve Universal Primary Education
Bunoidreachas do chách ar domhan a bhaint amach



MDG3

Promote Gender Equality and empower women
Comhionannas inscne a chur chun cinn agus mná a chumhachtú



MDG4

Reduce Child Mortality
Leanaí a chosaint ón mbás



MDG5

Improve Maternal Health
Sláinte na máthar a fheabhsú



MDG6

Combat HIV/Aids, Malaria and other diseases
HIV/Seif, Maláire agus galair eile a chomhraic



MDG7

Ensure environmental sustainability
Inbhuanaitheacht an chomhshaoil a chinntiú



MDG8

Develop a global partnership for development
Comhpháirtíocht forbartha domhanda a chur chun cinn

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The Millennium Development Goals

Introduction

'A small world', 'the Global Village' and other such terms have been used to describe the global community the world has fast become. Technological advancements such as the Internet have made global communication faster and easier. Cheap travel has turned once imagined far off places a matter of a few hours on air, jetlag and realised dreams. All this has made the teaching and learning about global/development issues a less daunting and more exciting task. Development Education (see definitions on cover) provides numerous opportunities to better understand this 'small world', its peoples, their interdependence and the local and global issues that affect their lives.

This resource accompanies the KADE Development Education Unit, which aims to assist teachers and other education providers to teach development issues via the UN Millennium Development Goals. The activities in this pack aim to answer the following five questions:

1. **What is development?**
2. **Where is the world's wealth?**
3. **What should be done and who should do it? MDGs**
4. **What will I do?** *Individual & class projects*
5. **Beyond the School Projects?** *Being an Active Citizen*

Teaching about development *tips for the teacher*

- Do:**
- Emphasise the capacity and ability of people to *direct their own development*
 - Provide a *balanced view* by illustrating that every country has problems as well as positive features
 - Demonstrate the diversity of life in every country, rural and urban realities etc
 - Emphasise that a *global partnership* to development involves support, working together and acknowledging efforts carried out by people in developing countries rather than only donations.
 - Aim to convey that *reasons* for underdevelopment are *varied and complex*; some originate within a country; others result from a colonial past while some hinge on the globalised world economy and the interplay of climate/natural factors.
 - Make links between the *local and the global*, emphasising that each person can influence development through the 'power of one' (adapted from...)

- Avoid:**
- Present the world as one where the *poor are helpless* and unable to help themselves
 - *Generalise*, for example presenting developing countries as populated only by poor people
 - *Stereotype* people or countries, for example old vs modern, overfed vs underfed, educated vs ignorant
 - Give the impression that people in *richer countries are the 'helpers'*, giving charitable aid to 'the helpless' who should be grateful for the kindness of the helpers
 - Present development issues as *huge global problems* about which we can *do little*.

(taken from the Irish Aid Primary School Teacher's Booklet: 'Bring the World Into Your School' and available on:

http://www.irishaid.gov.ie/ourworld/downloads/Teachers_pack.pdf)

1. What is Development?

AIM To introduce and discuss various perceptions of *Development*.

The term development can be understood in various ways depending on different contexts and perspectives. A few activities can be done with students to help them gain a broader understanding of the term without limiting it to generalisations such as economic growth or modernisation. The following two activities are examples:

Objectives

By the end of the session pupils should be able to:

- State in their own words what development means to them
- Give reasons why they define Development the way they do

Resources

- KADE Photopack
- Statements illustrating different perceptions of Development

Activity

- Photo activity
- Ranking activity

Resources

- Statements on development (opposite)

Adapted from CHINYA, A Comprehensive CSPE Module Exploring Development, Interdependence and Rights & Responsibilities through a Global Lens. Trócaire.

ACTIVITY 1.1

Development through Images (40 mins)

Before beginning the activity, it may be useful to start with a quick 'thought showering session' to get a general meaning of the term Development.

1. Get students to sit in a semi circle.
2. Place photographs at the centre and get students to pick one of those which appeals to them most.
3. Each student then explains why they made that choice and what the image says to them about Development.

ACTIVITY 1.2

Development Pyramid (40 mins)

1. Students should arrange themselves in groups of four.
2. Distribute the statements over to provide each group of four with a set.
3. Ask students to discuss the statements and arrange them in an order of what development means to them. e.g. place the statements in a line from 1-10 with the one that best defines Development at the top, and the one they least agree with at the bottom. (*You can select 10 statements from above or any number, depending on the group you are working with*)
4. Allow time for each group to give feedback of their definition of development to the class and bring together a class consensus on the top 3-5.

Questions (discussed in groups and/or as written homework)

- a. Are development and wealth the same thing?
- b. Would people in different parts of the world have different views on development?
- c. What does development mean?
- d. What is your own understanding of development (teacher and students)?
- e. What five important factors would be important for people to get to your definition of development?

Development



... is about everyone having cars, washing machines, TV's etc.

Development Pyramid

Activity 1.2

Development



... is about looking after the environment and protecting it for future generations.

Development



... is about having modern transport and communications such as motorways and computer technology.

Development



... means being able to live in peace.

Development



... means people are not afraid to speak out, and can have a say in their own future.

Development



... is about power of all sorts being shared more equally among people.

Development



... means everyone has access to education, health care and social services.

Development



... means making sure that absolute poverty is eliminated.

Development



... means fairer trade rules and debt relief for poorer countries.

Development



... is about challenging the systems of injustice and creating a fairer world.

Development



... is understanding the cultural, economic, political & social structures of a society or a group of people so as to bring about change.

Development



... is about having higher salary levels and more spending power.

Development



... is about improving people's lives over a long period of time.

Development



... is (supply own meaning)

2. Where is the World's Wealth?

AIM To discuss and explore reasons for global inequalities.

Knowing how the world's wealth is distributed is a key step in helping learners understand local and global inequalities. This is the pre-knowledge that learners require to engage with more complex questions about structures that sustain global inequalities.

ACTIVITY 2.1

Wealth and Population Distribution Exercise (30 mins) (If the World had twenty people)

Objectives

By the end of the session pupils should be able to:

- Give a rough representation of how the population is distributed in the world according to regions/continents
- Give a rough representation of how wealth is distributed in the world according to regions/continents

Resources

- World poverty map
- World hunger map
- World resource distribution map
- 5 continent cards (Africa, Asia, Europe, North America, South & Central America, NB. Australia is included on the Asian continent in this activity)
- Twenty 'people' images
- Twenty food images

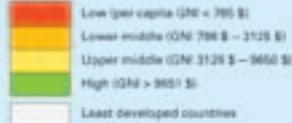
This activity is taken from www.8020.ie

1. Allow students to sit in a semi circle.
2. Place the five continent cards in the middle of the semi circle.
3. Ask students to imagine that the world was made up of twenty people.
4. If you are working with a group of twenty students, distribute the 'people images' so that each child has one. If you are working with more students, ask for twenty volunteers. If you are working with a smaller group, e.g. a group of ten, each student will get two images.
5. Ask students to imagine that if the world were made up of twenty people, how many people would represent the population on each of the named continents. Students have to discuss this among themselves and agree on how they will distribute the twenty 'people' images.
6. Allow time for a quick discussion. Ask students to explain why they think the African continent is the most densely populated (this is usually the assumption).
7. Correct the figures according to the table below and repeat the same exercise now with food images.
8. Ask students to reflect on the resultant representation and to give their reactions to the represented inequalities in terms of food distribution.
This activity can be done to show other variables such as the number of refugees on each continent, income distribution or even food production.

CONTINENT	PEOPLE	FOOD	INCOME (US\$)	PEOPLE SEEKING REFUGE
Europe	3	9 ½	6	1
North America	1	5 ½	10	1
Africa	2	½	1	7
Asia	12	3 ½	2	10
South & Central America	2	1	1	1

... poverty is the greatest challenge of poverty

The **World Poverty Map** refers to World Bank figures on Gross National Product per capita, as they are available for almost all countries, and to the UN Office of the High Representative of the Least Developed Countries list.



... is a world of plenty ...

A large proportion of the world's citizens live in poverty. Worst off are the 1.2 billion people — 20 percent of the global population — that are expected to live on less than US \$1 per day. Poverty in all its forms is the greatest challenge facing humanity.

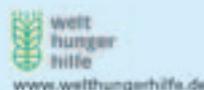
The **World Poverty Map** shows just how great that challenge is, and how much remains to be done if we are to eliminate poverty worldwide.

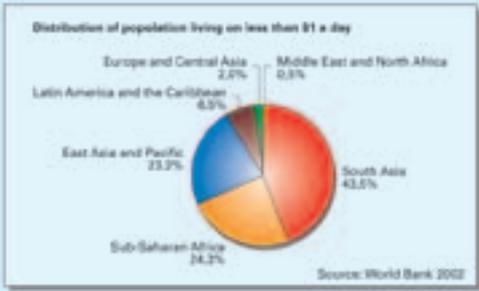
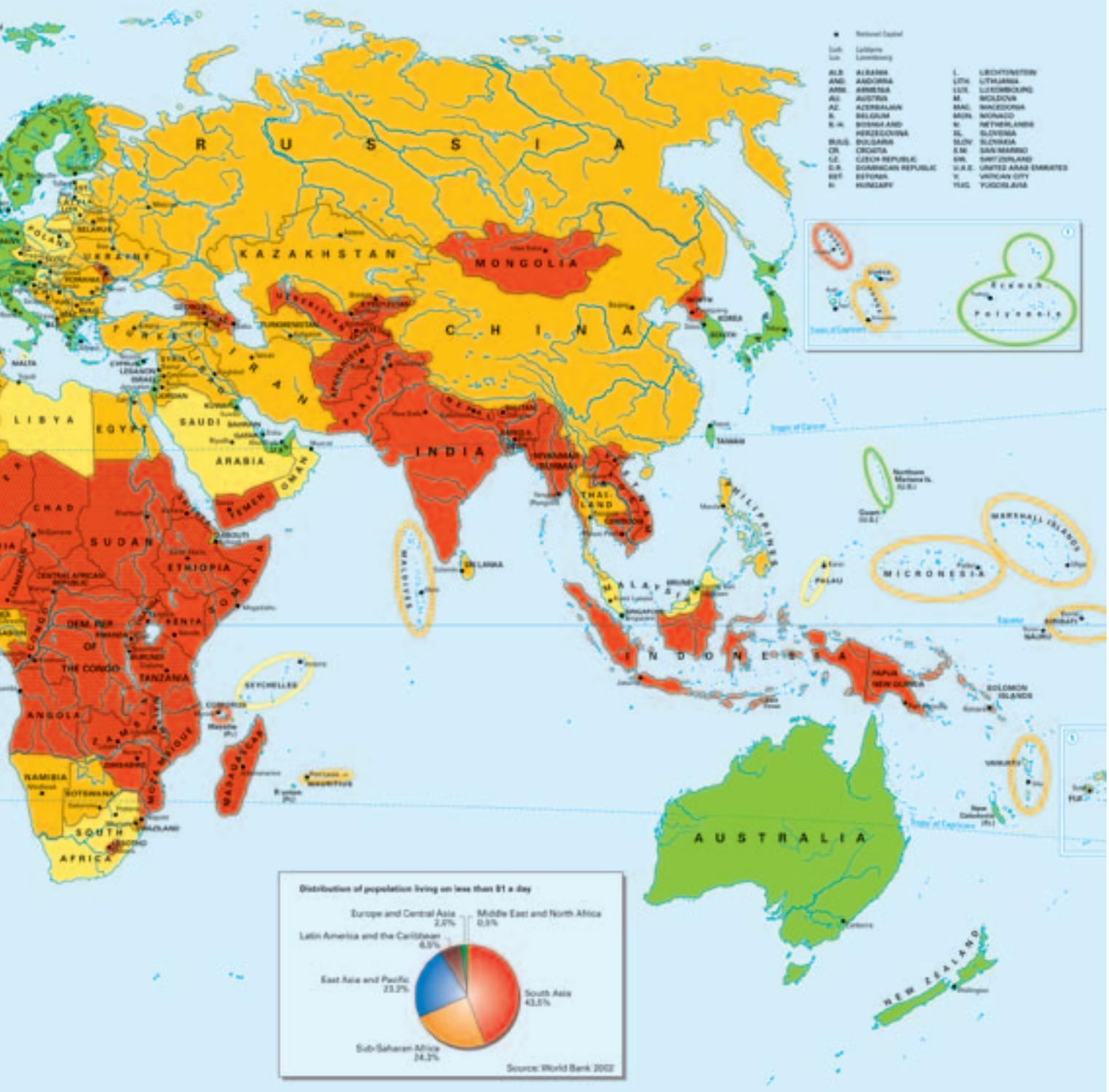
... poverty is the greatest challenge

A combined and sustained effort is required if we are to make progress. A shared political commitment to such progress is the driving force behind the formation of **Alliance2015** — a unique partnership of international development agencies: Concern/Ireland, Deutsche Welthungerhilfe/Germany, Hivos/The Netherlands, Ibis/Denmark, CESVI/Italy and People in Need/Czech Republic. All members firmly believe that closer cooperation and the spirit of partnership will allow us to make a far greater impact on the scourge of global poverty, than each organisation could make alone. The participation of civil society — both North and South — is vital if the war against poverty is to be won.

**Alliance2015
Pursuing the Millennium
Development Goals**

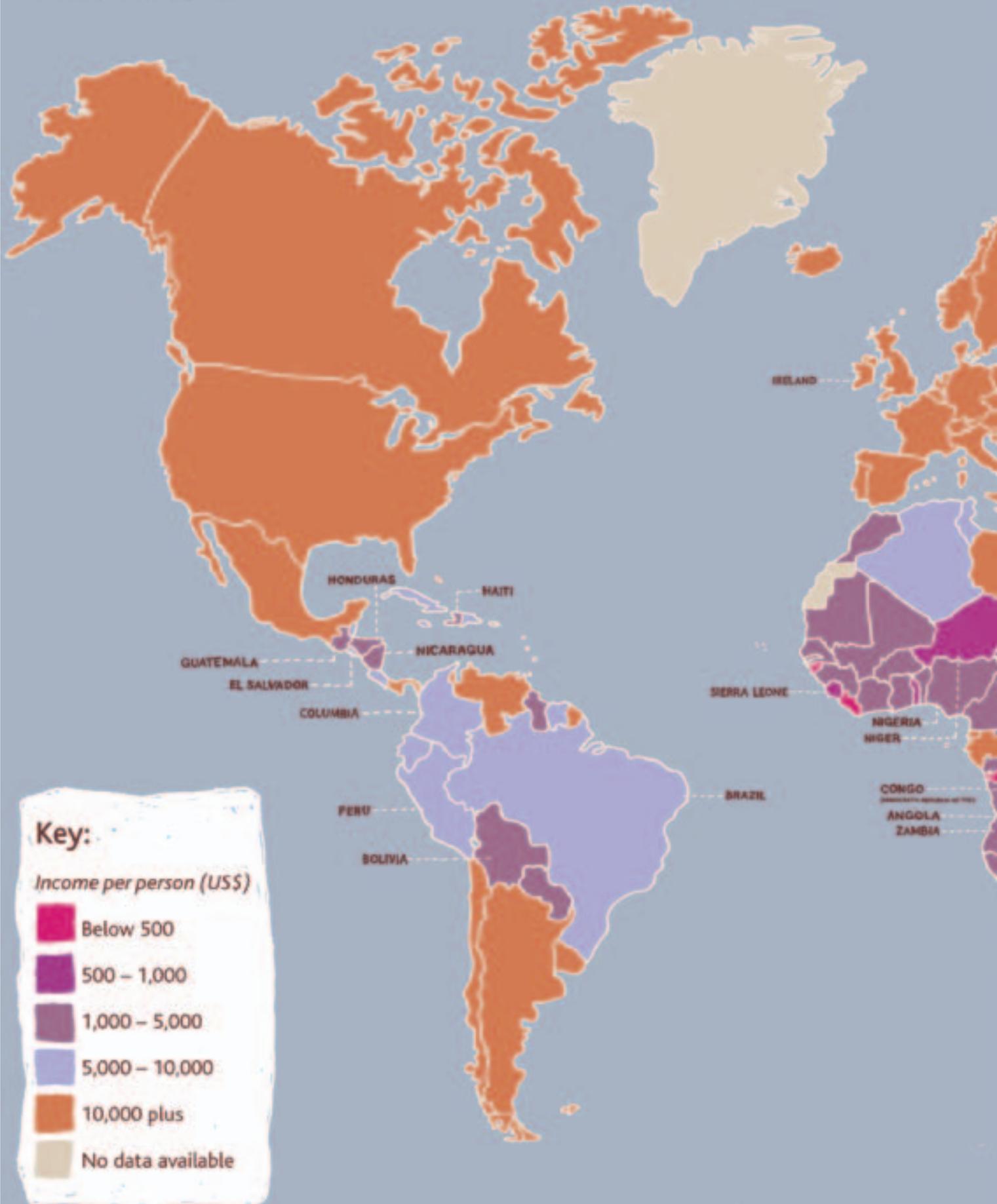
- 1 Eradicate extreme poverty and hunger
- 2 Achieve universal primary education
- 3 Promote gender equality and empower women
- 4 Reduce child mortality
- 5 Improve maternal health
- 6 Combat HIV/AIDS, malaria and other diseases
- 7 Ensure environmental sustainability
- 8 Develop a global partnership for development

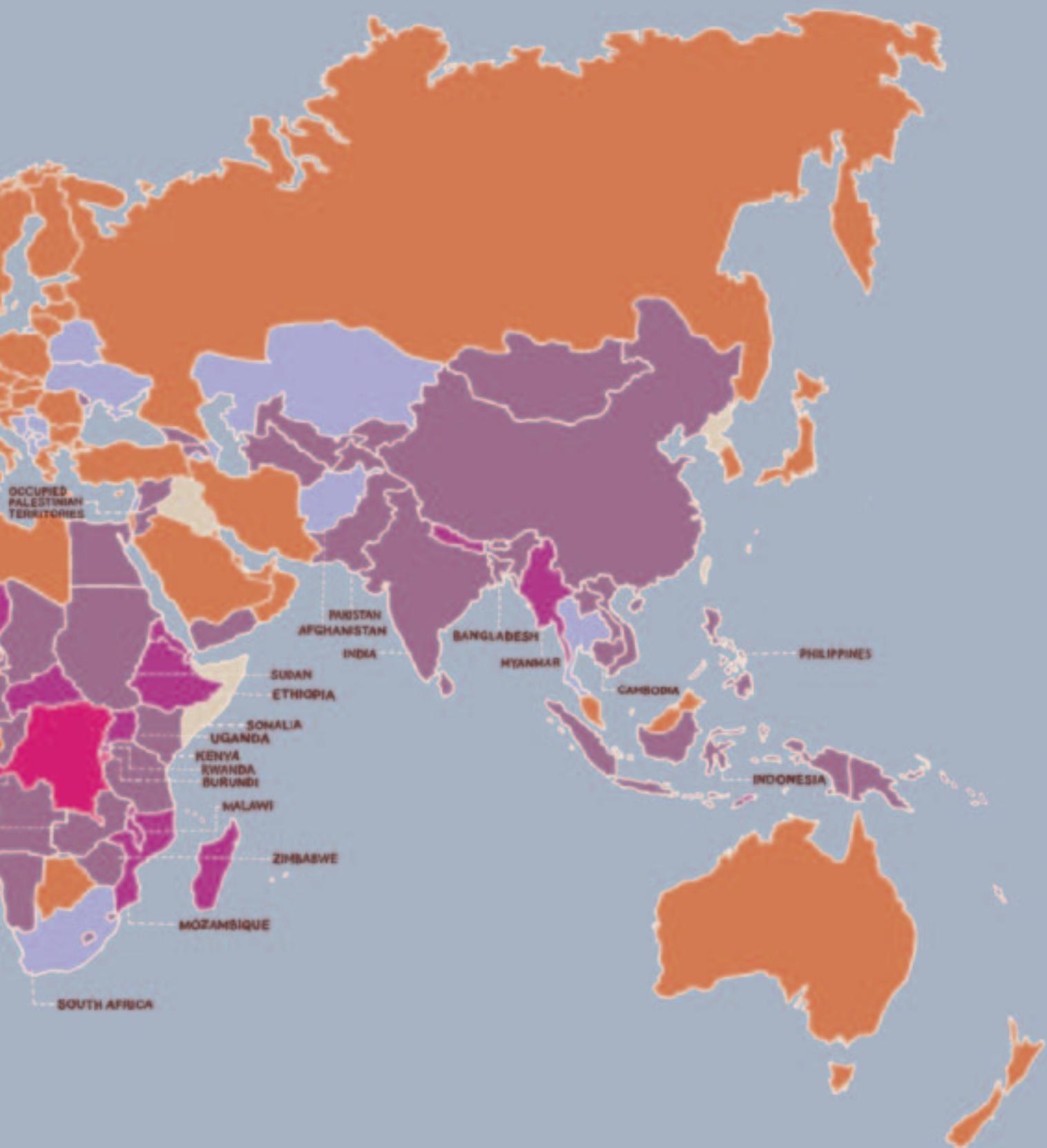




Income Per Person

GDP per Capita

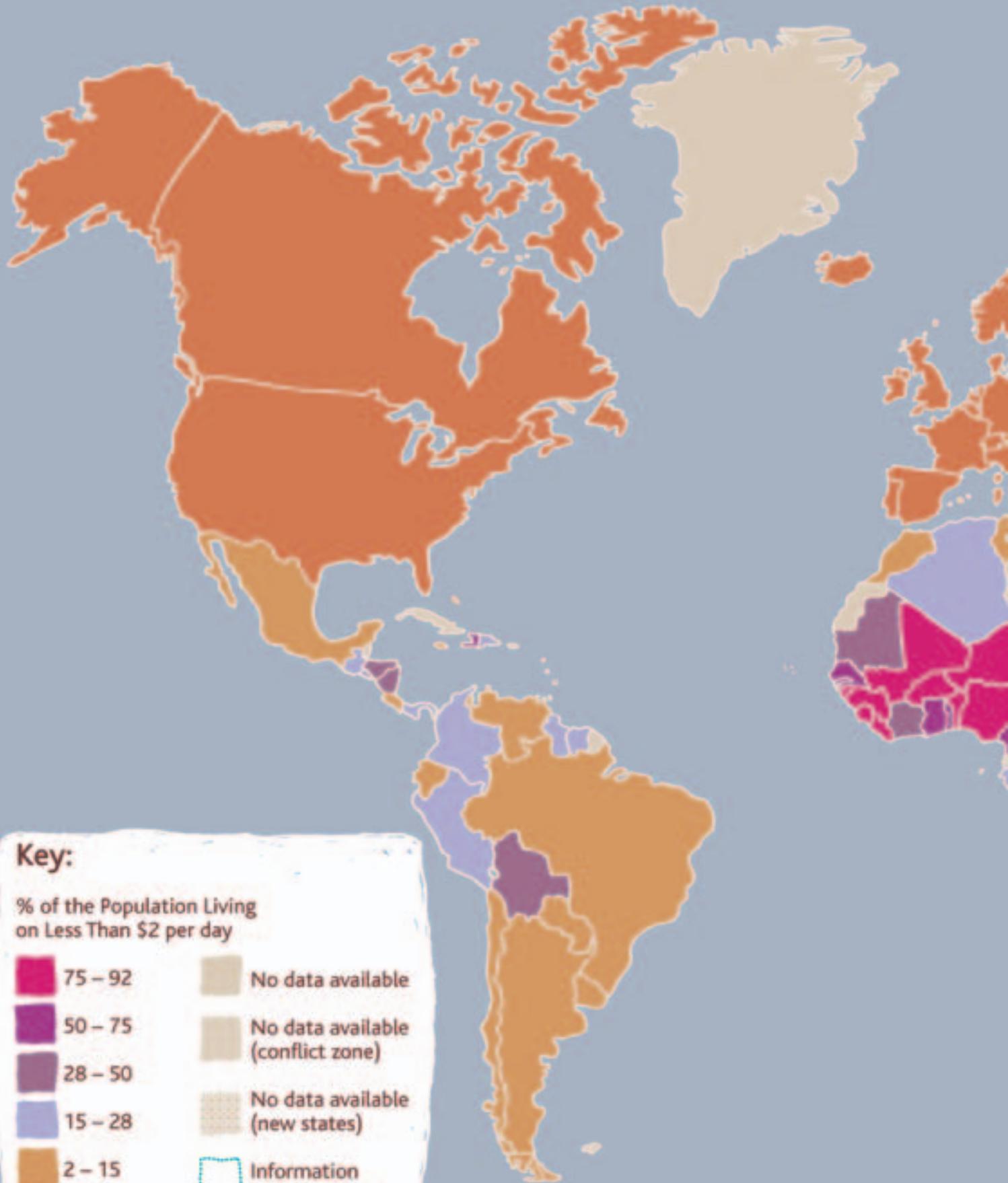




Sources
 World Bank (2009d), "World Development Indicators". Washington DC:
 World Bank.

Human Development Index

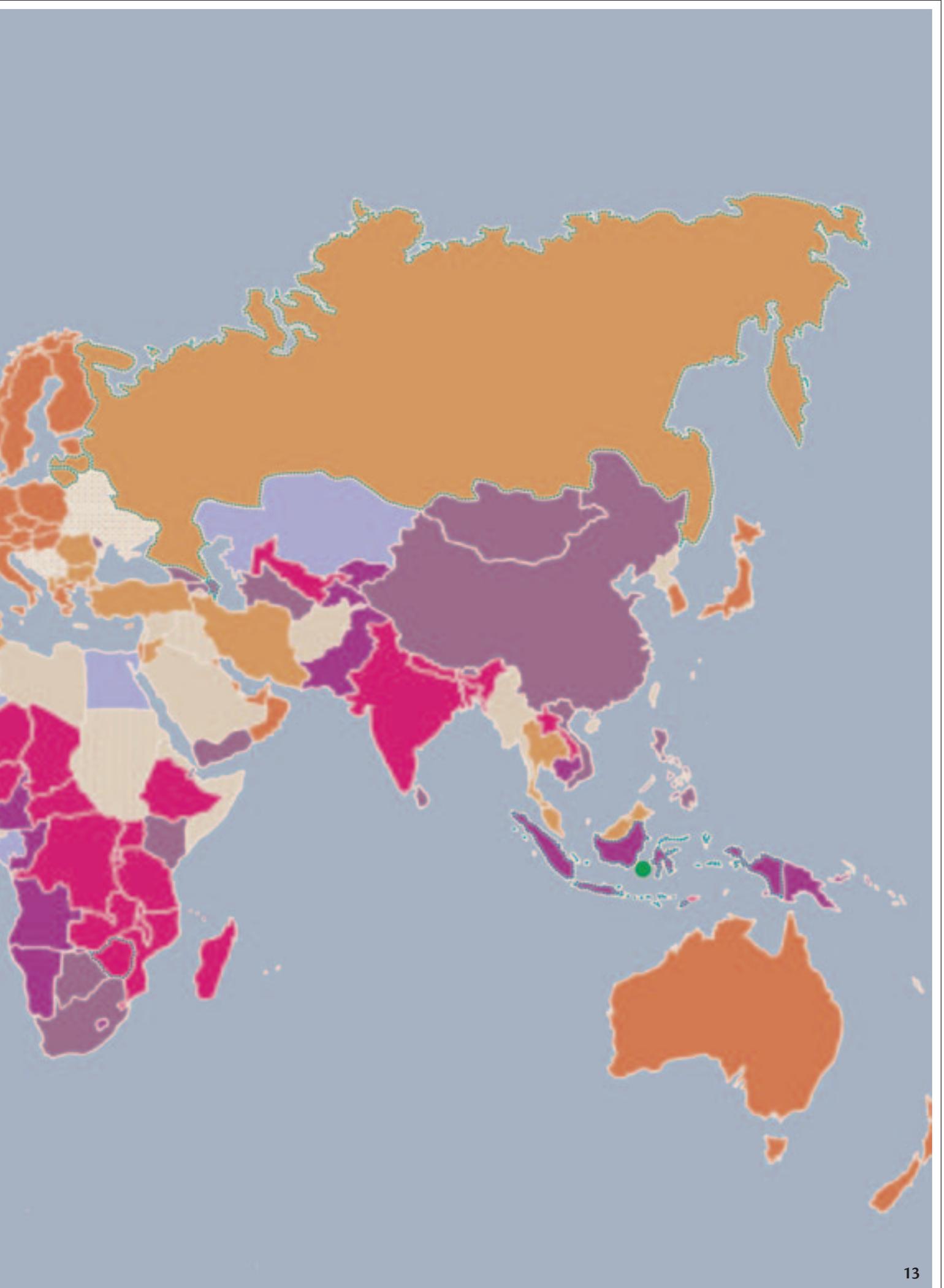
% of The Population Living on Less Than \$2 per day



Key:

% of the Population Living on Less Than \$2 per day

- | | |
|--|---|
|  75 – 92 |  No data available |
|  50 – 75 |  No data available (conflict zone) |
|  28 – 50 |  No data available (new states) |
|  15 – 28 |  Information is from 2005 |
|  2 – 15 | |
|  Less than 2% | |



Africa



Asia

(including Australia &
New Zealand)



Europe



North America



**Central &
South America**



The following activities are taken from the Trócaire website, it is helpful to read through the teacher's notes section first as this will provide useful background information relating to the activities included in this section.
Visit www.trocaire.org/resources

ACTIVITY 2.2

World Food Crisis Possible Reasons (40 mins)

Aim

- To discuss/explore some causes of the world food crisis

Objectives

By the end of the session pupils should be able to:

- identify reasons for world food crisis
- explain in own words how climate change, bio fuels, free trade, unfair trade, changing diets in emerging markets and rising oil prices can cause food crises

Resources

- 6 cards overleaf, each with the causes stated above

Adapted from www.trocaire.org/resources

1. In a whole group setting, ask students what they understand about climate change, bio fuels, free trade, unfair trade, emerging markets and the effects of rising oil prices.

2. After this discussion, divide students into groups of six members each.

3. Give each student a card with possible cause for food crisis. Ask students to present an argument for each of the possible reasons given.

4. Ask each group to rank the reasons according to which they believe to be the most responsible for food crisis.

5. Finally, ask students to walk around and view the other groups' work.

AGREE

DISAGREE

**Climate
Change**



**Free
Trade**



**Bio
Fuels**



**Unfair
Trade**



**Changing Diets
in Emerging
Markets**



**Rising Oil
Prices**



The following activities are taken from the Trócaire website, it is helpful to read through the teacher's notes section first as this will provide useful background information relating to the activities included in this section.

Visit www.trocaire.org/resources

ACTIVITY 2.3

Food Crisis Walking Debate (20 mins)

Aim

- To explore some of the myths surrounding the world food crisis

Objectives

By the end of the session pupils should be able to:

- debate certain causes of the world food crisis

Resources

- Two labels: Agree + Disagree
- Statements of possible reasons for food crisis for teacher to read out

Adapted from www.trocaire.org/resources

*For similar activities, visit:
www.youthdeved.ie/resources/publications/big_world_small_world_2002*

1. Label the room on opposite walls, AGREE and DISAGREE
2. Invite students to gather in the middle of the room.
3. Read out a statement; without discussing it ask students to move to a position they are happy with (either agree or disagree). They can also show that they strongly agree or strongly disagree by taking position closest to that label to each of the labels. They can be undecided by remaining in the centre.
4. Without talking to one another, ask a few students to express their opinion on each statement and offer students a chance to change their positions if they so wish.
5. Allow students to explain why they changed their position. (It is important that students do not talk to one another at this stage so that each opinion is listened to and respected).

Possible Reasons for Food Crisis

- a. People are hungry because they live in hot climates where it does not rain.
- b. People are hungry because they live in countries with corrupt governments.
- c. Tropical countries need to grow more food for world consumption.
- d. More bio fuels need to be grown for our energy consumption, so that we are not so dependent on oil.
- e. We need to grow our own food instead of relying on the world market to satisfy our taste buds.

3. What should be done? Who should do it?

AIM To introduce the UN Millennium Development Goals.

Millennium Development Goals' Summary

MDG 1: Poverty and Hunger
Reduce by half the number of people who live on less than one US dollar a day and who suffer from hunger

MDG 2: Education
Ensure that all children start and finish primary school

MDG 3: Girls
Ensure that as many girls as boys go to school

MDG 4: Infants
Lower by two-thirds the number of children who die before they reach the age of five

MDG 5 : Mothers
Diminish by three-quarters the number of women who die when they are having babies

MDG 6 : Disease
Prevent terrible diseases like HIV/AIDS, malaria, TB, from spreading and make them less common

MDG 7 : Environment
Reduce by half the number of people who lack clean water, improve the lives of people who live in slums, and promote policies that respect the goods of creation

MDG 8 : Global Partnership
Promote greater cooperation among all nations with special concern for fairer deals for poor countries in trade, aid, debt, new technologies, etc

A lot has been done to reduce global inequalities and to improve standards of living for the world's poorest countries. A lot more still needs to be done. The key starting point is for us to understand that every person in every part of the world has the responsibility to make the world a better place now and for future generations.

Some of the causes of poverty and global equality (climate change, bio fuels, free trade, unfair trade, changing diets in emerging markets and rising oil prices) can be reduced by ensuring that the Millennium Development Goals are met.

UNITED NATIONS

Millennium Development Goals' History

At the UN Millennium Summit in 2000, world leaders met to develop a plan to improve the quality of life in developing countries. 189 countries signed the Millennium Declaration, the first internationally agreed upon framework for fighting global poverty, hunger, disease, and inequality. By signing the Declaration, all countries "recognise that, in addition to our separate responsibilities to our individual societies, we have a collective responsibility to uphold the principles of human dignity, equality, and equity at the global level. As leaders we have a duty therefore to all of the world's people, especially the most vulnerable and, in particular, the children of the world, to whom the future belongs." Who said this?

To realise the aspirations of the Millennium Declaration, eight specific development goals were created. Now known as the Millennium Development Goals (MDGs), these goals address the root causes of poverty and inequality with a target achievement date of 2015. The MDGs are more than commitments; they offer a program of action to combat many of the world's ills through a global partnership. Moreover, the goals are interconnected so that in order to achieve one, a country must also work toward achieving the others. For example, children's health cannot be improved without providing clean water, and women's rights cannot be realised without providing girls with equal access to primary education.

It is important to recognize that while governments may and will put in place mechanisms to ensure that the eight goals are achieved, it is the collaborative actions of each and every individual in all the countries that will ensure all the targets are met.

GOAL 1 Eradicate extreme poverty and hunger



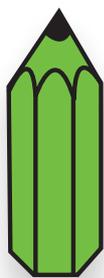
What It Means

The extremely poor suffer from hunger and malnutrition, are unable to afford essential medicines, lack access to clean water and sanitation, live in unsafe homes, do not have the time or money for education, and are politically and socially excluded from their societies. Extreme poverty and chronic hunger make development much more difficult: Poverty leads to hunger and illness, which reduce incomes and economic productivity. This, in turn, exacerbates poverty and hunger. Without economic activity and a tax base, the government cannot invest in its people, and foreign investors are wary of financial commitments.

The Targets

- Reduce by half the proportion of people living on less than a dollar a day.
- Reduce by half the proportion of people who suffer from hunger.

GOAL 2: Achieve universal primary education



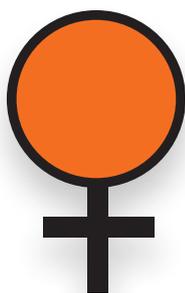
What It Means

All human beings should have the opportunity to make a better life for themselves. Unfortunately, too many children grow up without this chance because they are denied their basic right to even attend primary school. A sustainable end to world poverty, as well as the path to peace and security, requires that citizens in every country are empowered to make positive choices and provide for themselves and their families. We can achieve this only if all of the world's children have the chance to learn.

The Target

- Ensure that all boys and girls complete a full course of primary school.

GOAL 3 Promote gender equality and empower women



What It Means

Poverty has a woman's face. Global prosperity and peace will only be achieved once all of the world's people are empowered to control their own lives and provide for themselves and their families. Unequal treatment of women—by the state, in the market, and by their communities and families—puts them at a disadvantage throughout their lives and stifles their countries' development prospects. For example, women are the major food producers in Africa, but in some countries, discriminatory laws prevent many from inheriting or owning land, thus robbing them of financial independence.

Further, such laws make it difficult for women to get loans to start small businesses. Educated women are healthier and tend to have fewer and healthier children. Women who can read and write are more likely to get secure, higher-paying jobs. Where women have been given the chance to succeed through small business loans or increased educational opportunities, families are stronger, economies grow, and societies flourish. Societies in which women do not have equal rights can never achieve sustainable development.

The Target

- Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015.

GOAL 4 Reduce child mortality

What It Means

More than 10 million children under the age of 5 die every year. Most of these deaths are from easily preventable or treatable causes. Simple interventions like vaccination, clean water to ward off diarrhea, and insecticide treated bed nets to fight malaria can save millions of innocent lives.

Despite these challenges, child mortality has declined by more than 3% annually in Latin America and the Caribbean, Southeastern and Eastern Asia, and Northern Africa. Latin America and the Caribbean and sub-Saharan Africa have made significant progress in childhood vaccinations, and sub-Saharan Africa achieved the greatest proportional reduction in deaths (nearly 60% between 1999 and 2004). However, over 450,000 children still died from measles in 2004. However, the overall global success masks regional and demographic disparities: two-thirds of the unvaccinated children live in six countries: China, the Democratic Republic of Congo, India, Indonesia, Nigeria, and Pakistan.

The World Bank estimates that investments in children's health initiatives yield a sevenfold return because of reduced spending on social welfare and increased productivity of young people and adults.

The Target

- Reduce by two-thirds the mortality rate among children under five.

GOAL 5 Improve maternal health

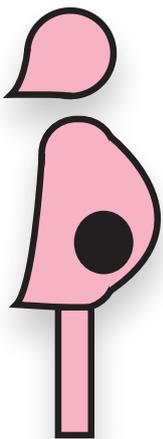
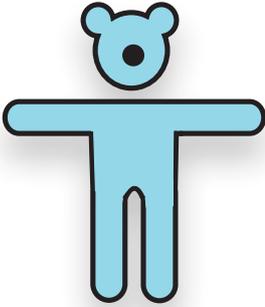
What It Means

For many women, the joy of motherhood is too often accompanied by acute health risks. Each year, more than 500,000 women die of pregnancy related complications, and thousands more are physically impaired; 99% of these women live in the developing world. Most maternal deaths are preventable. For example, drugs or a blood transfusion can prevent death from infection or hemorrhaging. However, many women in the developing world do not have access to such standard medical care. Not only are most women unable to access medical facilities during pregnancy, but most also lack access to medically skilled birth attendants and reproductive health services.

Fortunately, access to medically skilled attendants has increased almost everywhere since 1990, especially in Southeastern Asia, Eastern Asia, and Northern Africa. However, despite the importance of skilled attendants and rising awareness in poor countries of the risks during pregnancy, the two regions with the most maternal deaths—sub-Saharan Africa & Southern Asia—have made little progress. The rich–poor and urban–rural inequities are especially severe in sub-Saharan Africa.

The Target

- Reduce by three-quarters the maternal mortality ratio.



GOAL 6 Combat HIV/AIDS, malaria, and other diseases



What It Means

HIV/AIDS, malaria, and tuberculosis (TB) are major public health challenges, claiming 6 million lives a year. These epidemics undermine development in poor countries. Ill health reduces productivity and income, further exacerbating health problems since people cannot afford proper nutrition, housing, and treatment. AIDS, in particular, has far-reaching impacts, altering the social and economic fabric of African society, as its victims often are in their most productive years. Every day, 8,000 people are newly infected with HIV, and the number of people living with HIV/AIDS continues to rise, from 36.2 million in 2003 to 38.6 million in 2005. HIV/AIDS also claims victims by weakening the immune system, leaving people more vulnerable to malaria and TB. In fact, TB is a leading cause of death among people who are HIV-positive, accounting for about 13% of AIDS deaths.

Malaria, which is transmitted by infected mosquitoes, kills an African child every 30 seconds, and those who survive may suffer brain damage. Pregnant women and their unborn children are particularly vulnerable to malaria, which is a major cause of perinatal mortality, low birth weight, and maternal anemia. Growing awareness of malaria's impact has led to greater international commitment to fight it, including the increased distribution of bed nets. TB, which is transmitted when an infected person coughs or sneezes, infects someone every second. TB claims 1.7 million lives a year and infection rates are increasing by nearly 1% annually. TB remains difficult to treat because new drug-resistant strains continuously emerge, HIV/AIDS reduces resistance, and displaced persons and refugees accelerate the spread. But there is hope: The World Health Organization estimates that its treatment strategy has a potential cure rate of 95%, even in poor countries.

The Targets

- Halt and begin to reverse the spread of HIV/AIDS.
- Halt and begin to reverse the incidence of malaria and other major diseases.

GOAL 7 Ensure environmental stability



What It Means

We cannot have sound economies, sustainable societies, and healthy people without a healthy planet. Uncontrolled use of natural resources such as forests, land, water, and fisheries has caused alarming changes in our natural world in recent decades. Too many people live without sustainable access to safe drinking water and basic sanitation, with even less access in rural areas than in urban areas. Rapid urbanization has increased slum populations, and overcrowding and lack of water and sanitation is leading to an increase in disease, especially in Africa.

Science has provided strong evidence that the earth's rising temperature is predominantly the result of the release of human-produced emissions resulting in stronger hurricanes and more droughts and flooding, as well as rising sea levels and melting polar ice. Health and well-being also suffer. Stronger hurricanes and rising sea levels threaten coastal areas and islands, droughts and floods alter agricultural production, and a worsening of air and water quality increases illness and the spread of disease.

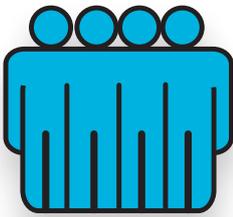
The rural poor account for over 70% of the population in developing countries.

They rely predominantly on agriculture for food and wages, so they face the challenge of adapting to new crops as changing weather patterns make growing traditional staples more difficult. As food production falls and prices rise, malnutrition will increase. Deforestation and declining agriculture will drive the rural poor to seek shelter and employment in cities, slums will become even more crowded, and worsening water and sanitation conditions will spread disease.

The Targets

- Integrate the principles of sustainable development into country policies and programs; reverse loss of environmental resources.
- Reduce by half the proportion of people without sustainable access to safe drinking water and basic sanitation.
- Achieve significant improvement in the lives of at least 100 million slum dwellers by 2020.

GOAL 8 Develop a global partnership for development



What It Means

The Millennium Goals represent a global partnership for development. The eighth goal essentially complements the first seven. The MDGs make clear that poor countries bear the primary responsibility for achieving the first seven goals, while Goal 8 explains what the whole world—developed and developing—can do as a community to facilitate the success of Goals 1–7. Goal 8 calls for cancellation of developing countries’ debt. Some poor countries spend 25–30% of their annual budget on debt repayments to international donors, resources that could be invested in meeting basic needs.

While aid has increased since 2002, developed countries still have far to go to meet their aid promises. Only a few wealthy countries currently meet the international goal of giving 0.7% of their gross national income (GNI) as aid. The United States is one of the highest distributors of “tied” aid, i.e., recipients must buy U.S. goods in return for assistance, which can reduce the value of aid. Further, all too often aid is used as a foreign policy tool rather than given based on need. In 2004–2005, sub-Saharan Africa received only 18% of U.S. bilateral official development assistance (ODA), even though it is the world’s poorest region. Goal 8 calls for fair trading rules and elimination of bias against developing countries.

The Targets

- Further develop an open trading and financial system that is rule-based, predictable, and nondiscriminatory.
- Address the least developed countries’ special needs. This includes tariff- and quota-free access for their exports; enhanced debt relief for heavily indebted poor countries; cancellation of official bilateral debt; and more generous official development assistance for countries committed to poverty reduction.
- Address the special needs of landlocked and small-island developing states.
- Deal comprehensively with developing countries’ debt problems through national and international measures to make debt sustainable in the long term.
- In cooperation with the developing countries, develop decent and productive work for youth.
- In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries.
- In cooperation with the private sector, make available the benefits of new technologies—especially information and communications technologies.

4. Partnership for Development

Irish Aid

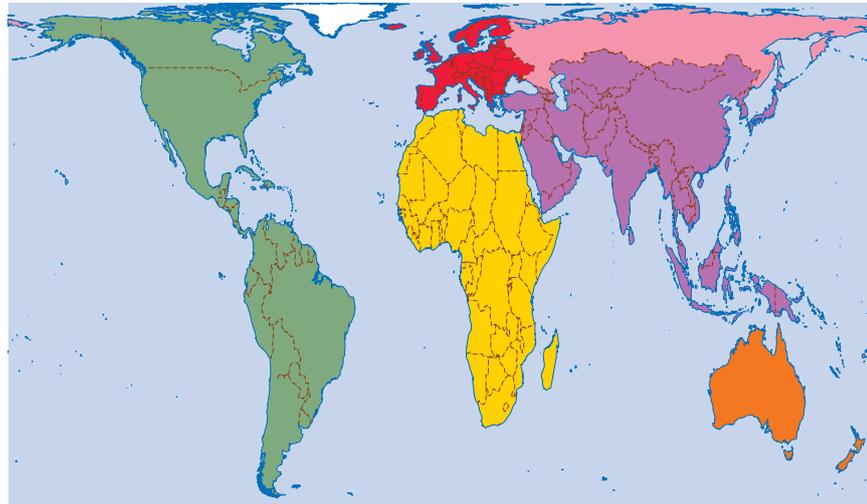
Irish Aid MDGs

As part of a plan to achieve the millennium development goals, Ireland, through Irish Aid, has embarked on a global partnership for development with the following nine countries:

- Ethiopia
- Uganda
- Tanzania
- Zambia
- Malawi
- Mozambique
- Lesotho
- Vietnam
- East Timor

As a result of this partnership, Ireland has established relationships with these countries in areas such as schools and community linking which will be explained in detail in part 5. This part will examine the concept of living on less than one US dollar per day in the above mentioned Irish Aid programme countries. However, before we do that, it is important to familiarise ourselves with these countries first. Seven of them are on the African continent, while two are in Asia.

The following activities will help students to learn the basic facts about these countries before looking in detail at what it means to live on less than one dollar a day in each of them.



Republic of Ireland / Éire

Population **4.2 million** (2008 est)

Birth rate **14.23 per 1000** (2009 est)

Death rate **7.77 per 1000** (2008 est)

Total land area **6.9 million hectares** (64% used for agriculture)

Currency **Euro (€)**

Capital City **Dublin**

Official languages **Irish (Gaeilge), English**

Main Economic Activities **Tertiary Industry, IT**

Political System **Parliamentary Democracy**





Ethiopia



Population **77.1 million (2007 est)**

Birth rate **43.66 per 1000 (2009 est)**

Death rate **11.83 per 1000 (2008 est)**

Total land area **1.1 million km²**

Currency **Ethiopian Birr (Br)**

Capital City **Addis Ababa**

Official languages **Amharic, Tigrinya and others**

Main Economic Activities **Agriculture and animal husbandry**

Political System **Parliamentary Democracy**



Uganda



Population **28.9 million (2006 est)**

Birth rate **47.84 per 1000 (2009 est)**

Death rate **12.32 per 1000 (2008 est)**

Total land area **197 million km²**

Currency **Uganda Shilling (UGX)**

Capital City **Kampala**

Official languages **English, Swahili & Baganda also widely spoken**

Main Economic Activities **Agriculture (coffee, tea, fish, fresh flowers, tobacco), mining, construction, textiles, manufacturing**

Political System **Multi-party system**



Tanzania



Population **40.4 million (2007 est)**

Birth rate **34.29 per 1000 (2009 est)**

Death rate **12.92 per 1000 (2008 est)**

Total land area **945,000 km²**

Currency **Tanzania shilling (TZS)**

Capital City **Dodoma**

Official languages **Swahili and English**

Main Economic Activities **Agriculture, financial and business services, trade & tourism, mining, manufacturing**

Political System **Multi-party system**



Zambia



Population **11.8 million (2006 est)**

Birth rate **40.24 per 1000 (2009 est)**

Death rate **21.35 per 1000 (2008 est)**

Total land area **752,614 km²**

Currency **Zambian kwacha (ZK)**

Capital City **Lusaka**

Official languages **7 (English is language of government)**

Main Economic Activities **Mining (copper), agriculture, wholesale & retail, manufacturing, tourism, other service industries**

Political System **Multi-party system**



Malawi



Population **13,603,181 million (2006 est)**

Birth rate **41.48 per 1000 (2009 est)**

Death rate **17.89 per 1000 (2008 est)**

Total land area **118,000 km²**

Currency **Malawi kwacha (MWK)**

Capital City **Lilongwe**

Official languages **7 English (national Chichewa)**

Main Economic Activities **Agriculture, mining, cement & consumer goods**

Political System **Multi-party democracy**



Mozambique



Population **21.3 million (2008 est)**

Birth rate **37.98 per 1000 (2009 est)**

Death rate **20.29 per 1000 (2008 est)**

Total land area **799,380 km²**

Currency **Mozambican Metical (Mtn)**

Capital City **Maputo**

Official languages **Portuguese (16 other African languages)**

Main Economic Activities **Aluminium processing, natural gas, hydro-electric power generation, prawns & fish, agriculture**

Political System **Parliamentary democracy**



Lesotho



Population **2.1 million (2007 est)**

Birth rate **24.14 per 1000 (2009 est)**

Death rate **22.33 per 1000 (2008 est)**

Total land area **30,355 km²**

Currency **Loti (LSL)**

Capital City **Maseru**

Official languages **English, Sesotho**

Main Economic Activities **Diamonds, textiles & wool, mohair, water infrastructure**

Political System **Multi-party system**



Vietnam



Population **87 million (2009 est)**

Birth rate **16.31 per 1000 (2009 est)**

Death rate **6.18 per 1000 (2008 est)**

Total land area **331,689 km²**

Currency **Vietnamese Dong**

Capital City **Hanoi**

Official languages **Vietnamese**

Main Economic Activities **Oil & gas, textiles, footwear, seafood, rice and coffee production**

Political System **Socialist Republic, single-party communist state**



East Timor



Population **1.1 million (2008 est)**

Birth rate **26.25 per 1000 (2009 est)**

Death rate **6.02 per 1000 (2008 est)**

Total land area **18,899 km²**

Currency **US Dollar (\$)**

Capital City **Dili**

Official languages **Tetum and Portuguese**

Main Economic Activities **Coffee, oil and natural gas**

Political System **Coffee, oil and natural gas**

One billion people live on less than \$1 a day. This Lesson highlights that some children who live in such abject poverty cannot go to school. To help students understand the limitations of this allowance (\$1), they will create a budget for living on less than \$1 a day.

This activity can be done as a group or class project. Students have to research the cost of living in the nine Irish Aid programme countries and prepare cost-of-living sheets. They can do this by interviewing people from the different countries or researching on the Internet. On this sheet, they also have to state the exchange rate from USD \$1 to the local currency and list the prices of basic items in the country.

ACTIVITY 4.1

Life on less than USD\$1 a day (30 mins)

Divide class into 5 groups

1. Explain that extreme poverty is generally defined as living on less than \$1 a day. Ask students to calculate the euro equivalent of a dollar to make the activity more relevant to them.
2. Take a quick poll to assess how much things such as rent, utilities, transport, food, medicine, and clothing cost in Ireland. While the Irish cost of living is much higher than that of people living in extreme poverty in developing countries, it will help to illustrate how little \$1 a day really buys.
3. Tell the students to imagine that their families must survive on only \$1 a day per person. To help them better understand the challenges of the poorest people; divide the class into five cooperative learning groups.
4. Worksheets for each group to be handed out. There are nine different countries, (if working with 5 groups, choose any 5 out of the 9)

Each group should have:

- Country Cost of Living
- Map of their country
- Living on \$1 a Day Budget

Worksheet

- Living on \$1 a day Budget Sheet

This sheet will give the exchange rate from USD\$1 to the local currency and list the prices of basic items in the country.

5. Review the procedure for completing the budget. Explain that this is a monthly Budget for only one person.

Objectives

By the end of the session pupils should be able to:

- list the limitations of living on less than a dollar a day as experienced by one billion people in the world today
- Participate in an activity on how to make a budget with a limited income
- Compare and contrast the cost of essential day to day items in other countries with the same items in Ireland to demonstrate their understanding of the cost of living in other countries

Resources

- Pens/ Pencils
- Country Cost of Living (one country per group)
- Pens/ Pencils
- Map Work Cards

Extension/Homework/ Class activity

- Mathematics
- Fill in the Country cost of Living: Ireland

Skills

- Mathematics
- Geography
- Business Studies
- Language

Cross-curricular links

- Analysis, Communication & Action

Attitudes/Values

- Develop positive attitudes toward themselves, others, the environment and the wider world

Adapted from Student Voices against Poverty, THE MILLENNIUM CAMPAIGN CURRICULUM PROJECT, Lesson Plans and Resources Manual for Teachers, 1.2 Living on less than \$1 a day

Evaluation/Assessment

The assessment in this activity consists of listening to students interact in their groups as they complete the worksheet. By ensuring that all students are engaged and on topic, evaluation will consist of assessment of comments made, questions asked, and responses given.

Extension activity

Students to research the cost of living in other countries and prepare cost-of-living sheets. They can do this by interviewing people from different countries or researching on the Internet.

Completing the budget

(i) First, they will compute and fill in the numbers for the cost for one person to survive with the basics in the Need column.

(ii) They should then write the monthly amount they have to spend at the bottom of the Afford column and at the bottom of the page.

(iii) Using only the money available, they must fill in the cost for the items that they must have and that they can afford. Write these amounts in the Afford column. They may not exceed their monthly income.

(iv) Note that the bus ride/transportation cost generally refers to the cost of taking a bus from one end of the capital city to the other end. Note: Usually, the poor must walk extraordinarily long distances simply because they don't have the few cents to take a bus.

(v) Next, they should enter the cost of the items that they need but cannot afford in the Can't Have column.

(vi) They will then add the figures in each column and enter the total at the bottom of the column.

(vii) Finally, they must compute the amount from the Can't Afford column for three, five, and seven people in a household.

(viii) They will have 15–20 minutes to complete the sheet.

Questions

When the students have finished, ask each group to briefly stand and respond to the following quick questions:

- What was difficult about the task?
- What was easy?
- What did you really need that you couldn't afford?

After all groups have given their input, ask students to think about how they would care for and feed their family after realising their budget limitations. What would they do?

Further discussion

- How do people live on less than \$1 a day?
- Could you live on less than \$1 a day?

Cost of Living: _____



Exchange Rate: USD\$1 =

€1=

Living on USD\$1 per day =

HOUSING

Annual Rent € _____
Electricity Train € _____
Cooking Gas/Kerosene € _____
Water € _____

MEDICINES

Asthma inhaler € _____
Anti-malarial drugs € _____
Paracetamol tablets € _____

PERSONAL ITEMS

Soap (pack of 6 bars) € _____
Shampoo € _____
Toilet paper € _____
Toothpaste € _____
Toothbrush € _____

MEAL PLANNING

Items

Kilo of rice € _____
Tea bags (pack of 10) € _____
Kilo of tomatoes € _____
Kilo of onions € _____
Small goat € _____
Bulb of garlic € _____
Kilo of sugar € _____
Kilo of grain € _____
Kilo of courgette € _____
Bottle of Coca-Cola® € _____
Small chicken € _____

OTHER ITEMS

Television set € _____
HiFi set € _____
Private car € _____

CLOTHING

Work shirt € _____
Pair of shoes € _____
Pair of work trousers € _____

TRANSPORT cost for one way ticket

_____ *from* _____
_____ *to* _____
Bus € _____
Train € _____

Local Staple

Kilo of rice € _____
Tea bags (pack of 10) € _____
Kilo of tomatoes € _____
Kilo of onions € _____
Small goat € _____
Bulb of garlic € _____
Kilo of sugar € _____
Kilo of grain € _____
Kilo of courgette € _____
Bottle of Coca-Cola® € _____
Small chicken € _____

5. Taking action

AIM To discuss and explore reasons for global inequalities.

Millennium Development Goals provide a framework and guidelines for governments to channel and undertake development activities. In the words of the United Nations Secretary General “they encompass universally accepted human values and rights such as freedom from hunger, right to basic education, right to health and responsibility to future generations.” MDGs Report 2008.

What makes them unique is the fact that from the onset, they have been embraced at a global scale, indicating that collectively, they can be achieved. For collective effort to work, it has to start from the individual, therefore, as individuals there is a lot we can do to contribute to the achievement of the goals.

Below are several suggestions of actions that can be done at individual, class, school, community and even national levels. These suggestions can inform or be part of various projects that you can undertake as part of this Transition Unit study.

INDIVIDUAL LEVEL

Research more on the MDGs and tell your friends and family about them. Sign up and strengthen campaigns such as the Global Coalition for Education (GCE) Stop Child Labour, Fair Trade and other campaigns. See appendices for some of the campaign websites and the goals they relate to.

CLASS LEVEL

There are many ways in which you can work as a class to contribute to the achievement of the MDGs. The following are examples of ideas that have been taken up by students in some schools in the past:

- Designing and producing a booklet to teach junior classes about MDGs

TY class, Mercy Mounthawk, Tralee, Kerry

- Compiling and producing a book on reflections about the first Millennium Development Goal

TY classes Coláiste Bhríde in Carnew and St Peter's College, Dunboyne

- Designing and delivering lessons on MDGs to primary school students and church audiences

TY class, Coláiste na Sceilge, Caherciveen, Kerry

- Working on the theme of climate change and sharing learning with junior classes and the community in general.

TY class, Coláiste na Sceilge, Caherciveen, Kerry

SCHOOL LEVEL: **Irish Aid WorldWise scheme**

Some schools have embarked on whole- school development education related projects such as the Irish Aid World Wise Scheme which supports learning partnerships between Irish schools and schools in the global south.

The scheme aims to raise awareness of development issues among students, teachers and the wider community. Through the scheme, students and teachers get to experience the reality of the global issues that have been introduced throughout this entire unit by establishing contacts and sharing learning with students, teachers and communities in the developing world.

This does not only deepen understanding of these issues but encourages empathy, a change of attitudes and the understanding that our individual actions have a greater global impact.

For more information on the world-wise scheme and how to take part, visit:

www.irishaid.gov.ie/worldwise/resources.htm

www.educationmatters.ie/2008/01/25/the-irish-aid-worldwise-scheme

SCHOOL LEVEL: **How global is my school?**

This is another activity/project that can be undertaken by the whole school to ensure a better understanding of the 'one world' concept.

- How global a school is can be reflected by the school curriculum itself, i.e., does it encourage self reflection, openness, critical thinking, creativity?
- Does it focus on themes like sustainable development, interdependence and peace and conflict?
- Do learning materials reflect diversity, similarities and differences of global cultures, fairness, justice issues, and is there a link between the local and global.
- Is the school ethos caring, welcoming and inclusive?

(adapted from DFID Global School Partnerships) on <http://www.britishcouncil.org/globalschools.htm>

6. Active Citizenship

Global Citizenship

Knowledge & Understanding

- Social justice and equality
- Diversity
- Globalisation and Interdependence
- Sustainable development
- Peace and conflict

Skills

- Critical thinking
- Ability to argue effectively
- Ability to challenge injustice and inequality
- Respect for people and things
- Cooperation and conflict resolution

Values & Attitudes

- Sense of identity and self esteem
- Empathy
- Commitment to social justice and equity
- Value and respect for diversity
- Concern for environment and commitment to sustainable development
- Belief that people can make a difference

Objectives

By the end of the session pupils should be able to:

- Give examples of the many ways in which people are connected to and dependent on one another throughout the world

Resources

- World map (Peter's Projection if possible)
- Martin Luther King Jr. quote

Adapted from One World Week Pack; Small World Big World by National Youth Council of Ireland

This section attempts to answer the following questions. It is inspired by the words of Thomas Paine, an 18th century American philosopher, who said: *My country is the world and my religion is to do good.*

- What is active citizenship?
- Who is an active citizen?
- Who is a global citizen?
- If MGDs are achieved, will people in the global south be able to be active/global citizens?
- Are they active/global citizens now?

Active and global citizenship are often hard to define. The purpose here is not to define the two terms per se, but to look at ideas or elements that are associated with them; elements that help us understand what they mean, such as; knowledge and understanding, skills, values and attitudes.

Exploring different themes under these elements helps us understand what global or active citizenship entails.

Active/Global citizenship also draws on the ideas of social inclusion, democracy and active participation, human rights and social responsibilities. (On Track, Education for Peace and Reconciliation)

One thing common to both terms is the concept of citizenship, which has the implication of 'belonging', understanding of culture and its fluidity, nationality and one's position in the world. Some of the activities already covered touch, to some extent, on these concepts and ideas. The following activity illustrates the idea of Interdependence, one of the core elements in understanding active and global citizenship.

Taken from: www.oxfam.org.uk/education/gc/curriculum/key_elements/

ACTIVITY 6.1

One Day in Your Life (30 mins)

1. Divide class into small groups. Give each class a photocopy of the world map outline (provided in part 3)
2. Ask the group to list all the things that connect us as individuals, to the rest of the world: at home, when we go out, in school, youth groups, when we go shopping etc.
3. Ask the groups to draw these items (or write their names) on the map, depending on where they come from. Display the actual world map on the wall where pupils can refer to check the location of particular countries.
4. Allow each group to share their work with the rest of the class.

Discussion

- Were there any items that pupils were not sure of their origin?
- Were the groups surprised about the number of linkages they made to different countries?
- Do they normally stop and think about this?

Martin Luther King Jr.

Read this famous quote by Martin Luther King Jr:

“Before you finish eating your breakfast this morning, you have depended on half the world . . . We aren’t going to have peace on earth until we recognise this basic fact”

Ask the class to discuss what the quotation means to them.

ACTIVITY 6.2

Diversity Island (30 mins)

The following activity focuses on diversity. It explores challenges and benefits of living in a diverse environment.

1. Divide the class into 4 or 5 groups by giving each person the name of a group living on Diversity Island (e.g. Draggies, Spiros, Monlies, Credos, Frackies, Activars etc).
2. Ask all the Activars to go to one groups, and the Credos and so on).
3. Give each group an A3 or A4 sheet of paper and a copy of the scenario and task box.
4. When each group finishes ask them to display their work on the wall and ask a reporter from each group to share with the rest of the class what their ideas were.

Discussion

- What were the similarities in ideas about creating a Diversity School?
- What might be considered the most important (golden ideas) about promoting diversity?
- What can happen if difference or diversity is not valued?

Objectives

By the end of the session pupils should be able to:

- Explain what diversity means to them
- Identify behaviours, attitudes and values that can promote diversity

Resources

- A3 or A4 paper, markers, blu-tak (or similar)
- Copy of scenario, group tags/ names

Adapted from On Track: Education for Peace and Reconciliation

Scenario

You are living on Diversity Island. On this island difference is seen as valuable because it makes life interesting and each person unique.

You have just received a text message from two of your friends who live on planet Earth where diversity is seen by some as positive and by others as a negative thing.

They have been asked to research what individuals can do to promote diversity. They need to come up with at least five things that individuals can do on a day-to-day basis to celebrate difference so that their school can earn the title *Diversity School*.

Task

What five most important things, which happen every day on Diversity Island, would your group recommend?

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You are living on Diversity Island. On this island difference is seen as valuable because it makes life interesting and each person unique.

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Task

What five most important things, which happen every day on Diversity Island, would your group recommend?

ACTIVITY 6.3

Bringing it Home (80 mins/2 class periods)

Recap discussion about Diversity Ireland

Active Citizenship in Practice - when we answer some of the following questions:

1. How can diversity be celebrated and encouraged in our own schools and communities in Ireland?
2. What does it mean to be Irish?
3. What does it mean to be an Irish citizen?
4. What is culture?
5. What is Irish culture?

LOCAL AND NATIONAL CHARITIES

for more see Useful websites on the back page

Being an active citizen can be very enriching and rewarding in many ways. There are many organisations in Kerry and Ireland as a whole that are engaged in various issues of local and global concern. Supporting these through volunteering can be one way of continuing to put into practice knowledge gained during the study of this unit and to engage in more life changing experiences.

There are a number of local and national charity organisations whose work is a great contribution to the achievement of the UN Millennium Development Goals. Some local examples include *Twinning the Kingdoms* and *Billy's Malawi Project*.

Twinning the Kingdoms

Twinning the Kingdoms is a community- based local voluntary organisation linking the people of Kerry with the people of Lesotho. The goal of this exchange is to engage and involve both communities in bringing about improvements in the areas of health, education and enterprise while sharing lessons from their history and exchanging the richness of their cultures.

Billy's Malawi Project

The Billy Riordan Memorial Trust works to improve the overall health status of the village of Cape Maclear, (Chembe Village, Malawi) through the provision of a medical clinic and health centre. The trust also provides educational opportunities and support. Through the Billy Riordan Memorial Trust, a clinic has been built in Cape Maclear and since its opening in 2004, more than 90 thousand people have availed of primary medical care on both an in-patient and out-patient basis.

Experiment International Living (Ireland)

EIL is an Irish 'not for profit' organisation which provides intercultural learning opportunities through study abroad, volunteer abroad and other cultural immersion programmes for about two thousand people very year. As part of its Development Education component, EIL selects four people every year to participate in the HIV/AIDS Global Awareness Programme (GAP). The programme gives four volunteers an opportunity to work with two HIV/AIDS community based organisations in South Africa and Nigeria.

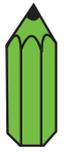
MILLENNIUM DEVELOPMENT GOALS

MAKING THE WORLD A FAIRER PLACE



MDG 1 POVERTY AND HUNGER

Cut in half the number of people who live on less than one US dollar a day and who suffer from hunger



MDG 2 EDUCATION

Make sure that all children start and finish primary school



MDG 3 GIRLS

Be sure that as many girls as boys go to school



MDG 4 INFANTS

Cut back by two-thirds the number of children who die before they reach the age of five



MDG 5 MOTHERS

Cut back by three-quarters the number of women who die when they are having babies



MDG 6 DISEASE

Stop terrible diseases like HIV/AIDS, malaria, TB, from spreading and make them less common



MDG 7 ENVIRONMENT

Cut in half the number of people who lack clean water, improve the lives of people who live in slums.



MDG 8 GLOBAL PARTNERSHIP

Promote greater cooperation among all nations with special concern for fairer deals for poor countries in trade, aid, debt, new technologies, etc



DEVELOPMENT ALS

ACE BY 2015



KADE

KERRY ACTION FOR
DEVELOPMENT EDUCATION

11 Denny Street, Tralee, Co. Kerry

tel. 066 7181358

e-mail. info@kade.ie

www.kade.ie

INTERNET RESOURCES

Useful websites

www.kade.ie

www.developmenteducation.ie

www.developmenteducation.info

www.developmenteducation.ie/mdgcampaign/politics

www.diceproject.org

www.twinningthekingdoms.ie

www.millenniumcampaign.org

www.endpoverty2015.org/teach

show.mappingworlds.com

cyberschoolbus.un.org

www.tigweb.org

Millennium Development Goals

MDG 3

www.campaignforgenderequality.org/

MDG 4

www.childsurvivalcampaign.org/aboutcs/

MDG5

www.endpoverty2015.org/goals/maternal-health

MDG6

www.globalhealth.org/hiv_aids/what_you_can_do/

MDG7

www.trocaire.org/grow-climate-justice

www.oxfamireland.org/whatwedo/campaigns-advocacy/climate-change/

www.greenpeace.org/international/campaigns/climate-change **MDG7**



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